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Dear Guests...

Welcome to the 9th INTE, ITICAM & IDEC -2018.

International Conference on New Horizons (INTE), International Trends and Issues in Communication & Media Conference (ITICAM) and International Distance Education Conference (IDEC) are international academic conferences for academics, teachers and educators. They promote the development and dissemination of theoretical knowledge, conceptual research, and professional knowledge through conferences activities, the conference proceedings books and TOJET, TOJDEL and TOJNED Journals. Their focus is to create and disseminate knowledge about new developments in these academic fields.

INTE, ITICAM & IDEC conferences are now well-known international academic events and the number of paper submissions and attendees are increasing every year. This year our conferences have received more than 900 applications. The Conference Academic Advisory Board has accepted approximately 600 papers to be presented in Paris, France.

We would like to thank Prof. Dr. Mehmet Ali YALÇIN, Rector of Sakarya University and the President of the Association of Quality in Higher Education Prof. Dr. Muzaffer ELMAS, for their support of organizing these conferences.

We also would like to thank our distinguished guests, keynote speakers for their collaborations and contributions for the success of these conferences.

And finally, we would like to thank to all of our participants who have presented their academic works in INTE, ITICAM and IDEC- 2018, Paris, France.

Without their participation, INTE, ITICAM & IDEC-2018 would, of course, have been impossible.

We would like to sincerely thank all of you for coming, presenting, and joining in the academic activities.

We would also like to thank all of those who have contributed to the reviewing process of INTE, ITICAM & IDEC conference papers, which will be also published in TOJET, TOJNED, TOJDEL and TOJCAM.

Finally, we would like to wish you all a successful conference, pleasant stay in Paris, France.

Thank you

July 18, 2018 - Paris, France

Coordinators

Prof. Dr. Aytekin ISMAN

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Learning Difficulties In Students Of The 3rd Year Of A Public School In The State Of Alagoas, Brazil: A Vision Of Psychoeducation

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Abstract

This article seeks to analyze learning difficulties in students of the third year of schooling and to relate some sociodemographic, family and school factors that contribute to failure rates in elementary education in a school in the state of Alagoas, Brazil. A quantitative, exploratory-descriptive study was carried out on a sample of 178 students from a public school. The results indicate that one third of the students live with only one parent and the same percentage say that the family environment is bad or very bad. More than half of the parents (53.4%) do not help their children in studies or homework and 41.6% of the parents do not have education.

With our study we found students with high failure rates as 26.4% have already failed and 42.6% of these have failed twice and 36.2% have failed 3 or more times. Educators should reflect on these rates and on the influence the family has on children's learning and takes appropriate actions as poorly structured, uneducated, and uninvolved families influence the failure of students.

Introduction

The problem of school success/failure is transversal in all levels of education, in all institutions and has always been a concern both for the school and for families and other entities involved in the school environment.

Several studies have addressed the issue and multiple factors are identified as being related to school failure, including psychosocial, family, cultural, political and economic factors.

If in a more advanced degree of studies, social support is more directed to the peer group, at an earlier stage, such as elementary education, the role of the family becomes essential in promoting the education of children.

Entering school generates changes in the child with the adaptation to different environments and contexts, with the relationships with the teachers and colleagues, with the habits and lifestyles of the students. The family plays a fundamental role in the children's school performance, both at home and in school relations, for the accompaniment and active involvement that it should have in educational projects. The school, in turn, should involve the students' families in school activities and in their educational projects, making them a stimulating factor for learning.

Alongside the school, the family has an important role in the teaching/learning process and in addition to the support they can give at home in the students' school tasks, their presence at school in meetings or accompaniments leads them to become aware of their children's school life. This approach helps the school to be aware of the difficulties and concerns of the parents and, on the other hand, the parents are led to take an interest in the school activities and assume greater responsibility in the teaching and learning process of their children.

We know that this relationship isn't always easy or simple, but it is an effort worth investing in. Several authors have concluded that it is only possible to achieve good levels of success and prevent school dropout if there is a good relationship between the school and the family (Peixoto & Rodrigues, 2003; Jacinto, 2006; Spoth, Shin & Randall 2008; Topor et al.

Family interactions and the affective environment are stimulating for the development of the child, but in today's society we see rapid changes that can lead to instabilities in the families with consequences on the education and accompaniment of the children. Today's families have undergone profound transformations, sometimes with weak structures, with changes in family functionality and living in circumstances that are not conducive to this relationship with the school.

Often the school demonstrates that it has no responsibility and assigns the problems that it faces only to the family, which in turn hopes for solutions and believes that it should be the school solving the problems. This way, the school attributes the student's academic failure to the influence, or lack of influence, of the family, diverting attention from what the school can do to solve the problem, such as, for example, in relation to student learning, rules and discipline.

The causes of school failure are varied and may depend on factors endogenous and exogenous to the school. In the first case are the socioeconomic and cultural characteristics, the profession and the qualification of the parents and caretakers, the type of habitation in which they live and the distance to the school. Exogenous factors include professional qualification and preparation of teachers, institutional conflicts, interpersonal relationships in school, management of classroom activities, existence and availability of teaching equipment, physical and material conditions and structures.

Constâncio (2013) refers to a survey conducted by UNESCO on the profile of public and private school teachers throughout Brazil, which revealed that most teachers have a precarious academic background, which is a determining factor in the educational process. The role of the teacher and his/her characteristics is recognized as one of the main factors that influence the students' learning in school. Veloso (2011) emphasizes the importance of teacher education because as agents of transformation they need to have a solid, ethical and mainly continuous scientific basis, since they receive children from several family and social environments with different sociodemographic situations.

It is up to the teacher to analyze the particularities of each student and, when perceiving any disturbance related to learning, provide actions to minimize the problem. The teacher can instruct the family to seek specialized health professionals, acting in a complementary way between the school and the family, with this preventing major disorders.

We reinforce the importance of the teacher creating situations involving content and social environment that arouse the interest of students, especially those who cannot connect to certain subjects related to learning. Capturing the attention and interest of these students is a great challenge, which can be favored by psychopedagogical actions such as knowing each student, each family and the social environment.

The academic failure of some children may be linked to learning disorders. Psychological disturbances cause several academic problems to some children during their schooling journey, more precisely in languages, writing and mathematical calculations.

Carrera's studies (2013) address learning difficulties as a low school performance related to the age of each individual and also indicate that such difficulties may be related to speech, hearing, reading, writing and mathematical reasoning. The term can be applied to children with a normal Intellectual Quotient (IQ) but with sub-achievement in some subjects. These difficulties can manifest themselves in several ways: dyslexia, dysgraphia, dyscalculia, attention deficit, hypo or hyperactivity.

Martins and Figueiredo (2011) affirm that there is not only one single cause for learning difficulties because they must be understood from a multidimensional perspective. According to Lopes (2005), the causes of learning difficulties may be multiple and there may be interaction between them, being able to be grouped into neurophysiological, psychological, sociocultural and institutional factors.

The teacher must bear in mind that each child is unique and learns differently from the other, respecting the time and level of learning of his student, acting in a conscious way and contributing to the development of students' potentialities and autonomy.

It is necessary an early diagnosis to identify learning difficulties in children and to guide them to specialists in the area. In this context it is considered of great importance the role of a psycho-pedagogical professional since it is necessary to have a special vision of the practice of the teacher in the classroom, in the relation of the student with the knowledge and learning and an evaluation of the clinical aspects that can interfere in the learning of the student. This discipline emerges as a link between psychology and pedagogy, between the part of affective and intellectual development seeking to improve learning. According to Souza and Vasconcelos (2012, p.54) "the psycho-pedagogue is a professional who can help students cope with their circumstantial learning difficulties, understand the school process and discover (or rediscover) their potential". Cruvinel (2014, p.96) quoting Bossa, says that "clinical psychopedagogy seeks to comprehend in a global and integrated way the cognitive, emotional, social, cultural, organic, and pedagogical processes that interfere in learning in order to enable situations that rescue the pleasure to learn in its entirety". In his intervention in problems of conduct and learning, he seeks to include parents, teachers and specialists in the educational process, through meetings, enabling the monitoring of work with teachers.

The psychopedagogue seeks differentiated methodologies to be worked on with teachers and with these students. The importance of promoting the self-esteem of these students is valued, as well as the motivation for learning by directing the content to its surroundings giving priority to what the student already knows, so that he/she feels pleasure in learning and feels able to learn.

The Study

The relevance of the research arises from the knowledge we have of the reality lived in the day to day with the difficulties of learning that we find in students of the third year of schooling. Our study aims to identify areas of learning difficulties in the curriculum component of portuguese and mathematics and to analyze the relationship of sociodemographic, family and school variables with learning difficulties.

We conducted an exploratory-descriptive, quantitative and correlational study in a sample of 178 students, 3rd year, in a public school in Taquara, Alagoas, Brazil. We used a questionnaire to characterize the socio demographic and scholastic characteristics of the students and a scale of formal evaluation of the learning used in the school to evaluate the portuguese language (orality, reading, writing and production, linguistic analysis) and mathematical evaluation (numbers and operations, space and form, magnitudes and measures, information processing).

To carry out the study, authorization was requested from the school, the questionnaire was filled out by the class management teacher. The application of the scale for the formal evaluation of learning has fulfilled the schedule

foreseen in the school year. The students were informed and invited by the teacher to collaborate on the answers to the questionnaire. Respondents' anonymity and confidentiality were guaranteed, and the teachers completed the answers in the questionnaire. The application of the questionnaires was carried out during a class in its normal timetable.

Findings

The participants were mostly male (55.6%). The ages vary between 8 and 14 years old with an average age of 8.53 years, distributed in 6 classes (3 morning and 3 afternoon) in which the smallest has 25 students and the largest has 35. There were 69.1% of students were 8 years old, 18.5% were 9 years old and 12.4% of the students were 10 years or older.

It takes an average of 20 minutes for students to get to school. We found that 34.3% lived with single parents, separated divorced or widowed. About a third of the students (31.5%) report having very bad, or bad family environment and there are classes where this is more evident.

41.6% of the students' dads and 37.1% of the mothers do not have education. 53.4% of the students reported that the parents did not help in their studies or homework, a fact that is related to the parents' lack of education.

26.4% of the students have been held back at school (failed). Out of the students who have failed, 42.6% have failed twice and 36.2% have failed 3 or more times. The failure rates are high but, at the school where this study was developed, no one is held back a year (fails) until the 3rd year of school (except by absences) so many students reach this stage without the knowledge and performance required for the 3rd year. The subject of reproaches has already been debated with arguments in favor and against, and in this situation, we find many of the held back are unmotivated students and classes with large age differences which is disturbing in peer relations and attitudes regarding school.

The learning difficulties in portuguese were evaluated in four parameters. In orality the greatest difficulties were found in the presentation of ideas in a clear way and in the adequacy of the discourse. In reading the greatest difficulties were in the recognition of sentences and in the reading and comprehension of texts. In the writing and production of texts, they showed more difficulty in ordering and organizing the text, in the construction of text with correct punctuation and in the revision of texts with coherence. In linguistic analysis the greatest difficulty was in the recognition and use of orthographic rules.

The learning difficulties in mathematics were also evaluated by four parameters: numbers and operations; space and form; magnitude and measures; treatment of information. With regard to numbers and operations the greatest difficulty was in identifying operations to solve problems (addition, subtraction, multiplication and division). In space and form the difficulties were smaller, in the greatness and measures they felt more difficulty in interpreting problems using the monetary system. In the treatment of information, the greatest difficulty was in the elaboration of tables and graphs and in their interpretation.

The learning difficulties in portuguese and mathematics are greater in the older students, male students, who have already failed more than once and with histories of behavioral problems and with a bad or very bad family environment, and who do not have help at home with homework.

We noticed that the positive data came from students with married/living together parents who presented good/very good family environment, who organize themselves to help their children with homework. Most of these students did not have difficulty in performing the tasks proposed in the evaluations.

Conclusions

We found that our results pointed to some groups with higher learning difficulties due to some variables, among them are those students with history of failure, older students with a distortion in age/year of schooling, male, living in poor / very poor family environment, with parents with low level of education who do not offer help in tasks and homework. We also noticed that the opposite occurs with the other groups, those students who live in a good/very good family environment, married parents or together in a stable union, who have never failed and who receive help in tasks and homework, follow their cycle of learning at the indicated age and without many difficulties for the appropriate class and year.

We found that parents were poorly involved in their children's school life, not helping them in school tasks or encouraging them to study. Family caring about the learning of their children is of fundamental importance for a good school development of the child and many of the problems emerge from the existing relationships in the family.

There is a need to attend to the structure and phases of psychological development as there are classes with large age differences among students and with several held back students that require individualized and continuous care to proceed. Due to the need to attend to the dimension of affection in learning and to the sociocultural origin of the students and the problems they live with the families, in our opinion, the existence of a psycho pedagogue in the school team, is justified.

It is necessary to raise awareness of all those involved in the learning process, since many causes contribute to the development of learning difficulties and can appear in any child, regardless of the social stratum to which they belong.

The results obtained are of great importance and show that we should invest more in the study of this subject and identify the learning difficulties in this area and at this level of education, because it is about preparing the women and men of tomorrow.

The pedagogical project of the school should be open to family participation and it should also organize joint and complementary actions in order to enhance student learning and lead to a better perception of families by teachers so that they can understand the children and some of their behaviors in a better way.

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