

International Journal of Human Sciences Research

FAMILY, ADOLESCENCE AND SCHOOL

Carla Maria de Almeida Matos e Frias

Master in Psychology, in the area
of Specialization in Pedagogical
Psychology of the Faculty of Psychology
and Coimbra Education Sciences.

All content in this magazine is
licensed under a Creative Com-
mons Attribution License. Attri-
bution-Non-Commercial-Non-
Derivatives 4.0 International (CC
BY-NC-ND 4.0).



INTRODUCTION SECTION

Over these 24 years to teach, I have observed that more and more students aged between ten to fifteen years have started, from year to year, the school year with a disinterest posture, apathy in the face of learning, maintaining postures procrastination and or challenge and “resistance” in the face of the teacher and their classes/learning.

Nowadays students are practically every day at school, because with the evolving of society both the father and the mother work. Is these some of the reasons for parents to continue to see their children as “my babies, my princes”?

It is also notorious to the increasing age of students, their detention of learning, regardless of the strategies and tools used, being a process of conquest by teachers increasingly difficult, thus being the student’s autonomy, key point for your learning, committed or even undervalued. What will be the reasons that may be on the basis of these behaviors?

METHODOLOGY

The methodology used is the direct observation of students (12509 in their teaching/ learning process, empathy, dialogue with the student and family, periodic evaluation meetings, the shares between teachers and graduates (essentially in the area of tutoring).

CONCEPTUAL FRAMEWORK

There are three fundamental lines at teaching-learning: the family, the student and the teacher.

THE FAMILY

The society of the day has been undergoing huge changes, changes that the school and all its operation strive to follow.

The family is less and less time together. There is no longer the maternal image at home waiting for their children to arrive and follow their daily lives, where the father is only with the family at dinner time and his most relevant role was to ensure economic well-being (home, food and laundry), being the maximum authority of the house. On the other hand, with the emancipation of women and their departure to the job market, their grandparents were, because they all lived relatively close; However, in the days they run, even they are deprived of doing so, or live far, or, contrary to what was expected a few years ago, they are still professionally active, making them impossible to accompany their grandchildren.

This “departure” has brought many benefits to the social and economic level, both to women or for the family itself. But brought other not so positive factors: the lack of face-to-face follow-up of family members, the passage of emotional and social values (limits and rules), as well as emphatic and social and social taxes.

This distance and this “lack of time” to be with children/family more consistently entails a tempting attitude of compensation, bonus”, material “prize”, as if it collected those hours of removal, thus having a Overvaluation/ protection of your loved one, because “he is not to blame,” but above all is the best of all and everything; Soon we must protect it, we must show him that he is the best in the world, that everything he does is right, with no limits or rules of socialization, feeding his ego and belittling his autonomy, doing him Everything, even carrying the backpack with the books to the school entrance, despite its fifteen years. “This compensatory protection” blocks the growth of children, they do not feel the need to do something, because they have everything they ask, regardless of their daily achievements.

Parents feel that they have to be the greatest friends of their children, a concept that brings biases to the education they must give them, because the “parents are not friends of their children, but models” (Sampaio, D., interview with vision), Therefore, between the family must not impose rules, but to build them together, establishing a coherent and well-defined balance (boundaries) (Sampaio, D., interview with active). Young people must be held responsible, either in the good or less good times, otherwise, throughout their childhood they will gain more control over parents and this trend will reflect on all other adults with whom they will relate, not accepting advice and or even proposals that do not meet their “priorities” and wills. “Limits constitute a point of fundamental importance in the family context, as well as outside it, when thinking about education. As in society, there must also be certain rules and limits that guarantee the survival and good coexistence of all ”(BONALUME, C.R., 2013).

Nowadays, with the presence of parents in the family, although with less time, they will no longer perpetuate the values and attitudes as they received them, because young people are aware of their rights have access to all types of information; Thus, this authority is gradually conquered, since the day it was born, in a natural and balanced way (Sampaio, D., interview with Active). The family needs time together, needs dialogue, needs moments of sharing, giving and receiving, affection and confidence, that parents do not “close their children in redomas” to protect them, but rather, who give them tools and strategies for them to overcome obstacles and fears. At this controversial age, that of adolescence, a young man who walks for his autonomy feels need to do so alone, although he knows that parents are not there, but they are around - this gives them breathtaking and confidence

in the continuation of Your way (Sampaio, D., interview with Active).

I ask: Where can we find the effort to conquer, the tools to solve problems, even if they are simple angry between their peers? When does the student face the problem like his and how will he organize to solve him? Where are the children who, although they do not have toys / games, invent or reinvent them, leaving aside their apathetic and inactive posture in the face of any obstacle that appears to them?

The son is the one who is always right, not wondering if it will really be; The child is the one who does not need to be accompanying in his studies, because he goes to school and then the obligation to teach and educate it is from teachers, attends free time activities and performs homework, then still goes to Ballet/ Football or other activity, and finally, when you get home, your family is already worn out for another day of work, He is no longer responsible for accompanying his child in his studies, as others have been in charge of doing so; In the short time left, if possible, you see the news while you have dinner and then, with a lot of love and affection, send the children to bed, not talking about the school, about the jokes you had and how everyone They spent their day.

Contrary to what many parents think: “the child needs limits to feel safe and protected, just as it also needs discipline, with love and respect” (BONALUME, C.R., 2013). The early models of the child are the nearest family, she learns by observing and relating, acquiring attitudes and behaviors, beliefs and values, thoughts, actions and strategies for life (Brazelton and Greenspan, 2000; Schunk, 2000).

THE STUDENT

Over the years I teach, I have observed that children aged between nine, eleven and

twelve years old, therefore, have shown a growing anxiety to participate, but in that will is not implicit to “participate well” ; We find the desire to be the first because participating right or wrong does not count, just have to answer. “The immediate response and the absence of reflection come in most of the new technologies. Access to information is so fast that they have lost their taste for research” (Sampaio, D., interview with Active) watching the students, their physiognomies, their impulses, it seems that the answer comes out as if it was part of a game: Hit it rises level; If you make mistakes, patience, you can continue to try until you get it right, what matters is now, the present, because, nowadays, “people recall very little important heights of your life, are too obsessed with living the moment” (Sampaio, D., interview with Active). We found students with a lack of concentration and attention, where their cognitive and even visual memories have not yet been properly explored. Research work that has to be more elaborate and not simply copied is already a very difficult job and that I am not capable of.

This lack of concentration and willingness to be present and learning has brought with it some problems of indiscipline. As students grow instead of impulsive answers, we begin to observe silences, denial in participating and even replacing destabilizing behaviors. Over the years I have maintained an empathic relationship with students, with open dialogues about the present, the future and even the past. These constant dialogues and this mutual confidence has often allowed out of these outbursts, these outbursts showed a very important factor that is not always directly referred to, that is, that this apathy/procrastination and or indiscipline camoufla: the shame of showing that not not You know, the shame of being “enjoyed” by your peers, the shame of stop being seen as the “perfect

prince”, in the background is lacking the strategies and tools associated with autonomy and group empathy, lacking acceptance it Of yourself as it is and the will to change, the acceptance of your pair as it is, without castration, enjoyment and humiliations, you lack the goals and goals to achieve, you need to realize that the school is to learn, you lack Learning to learn (Rosario, P., 2004). It is evident that if students are without personal goals, they do not make behavioral and or cognitive efforts to achieve a certain goal.

Teachers, adults and even their peers are now their observation models. Students must be held responsible for their behaviors, but the true origin that leads them to make them must also be known.

Young people must feel free to assume their difficulties, without fear of others, because this fear, this insecurity make learning unfit, transform the environment in the classroom into a little welcoming space, and this can make awakening UNBELIXED BEHAVIORS, OR A FULL ALY HEARING OF WHAT IS GOING DON'T THAT TIME. The student already feels unmotivated, no longer wants to observe his models, can no longer observe in them any use and we are facing a block for learning (Bandura, 1997). Motivation, interpersonal relationships are also very important at the social, emotional and cognitive level, and may be a stimulus to learning.

Other problems are raised now: will the sympathy contents mean to students? Is the problem in your content or is it more in how they are exposed to the student? Isn't the classroom as appealing as the games and technologies that students use? This theme I will leave to the teachers.

TEACHERS

Portuguese teachers cross a moment of change: programmatic flexibility, curriculum change, interdisciplinarity, problem solving

method. But with these changes the teacher is able to surprise his students, or will he be surprised? Will the school be properly prepare for its students for its future? Is the responsibility only of the teacher?

No, the responsibility is not only for the teacher, the responsibility must be shared, ie: in the culture of the child / adolescent, the responsibility is for the teacher and the family, because these are the mediating poles between what the child / adolescent must learn and how it must do it. I chose the word "shared" purposely, for for something to be shared had to be spoken and mediated by both parties. Here we have a main point for a good understanding between family and school: the existence of **empathy**, Because the desire of the child/adolescent to succeed is not only of the family, it is also the will of teachers; Soon there must be an open dialogue, a sharing of experiences, and bring the family to school.

From experimenting, I emphasize that bringing the family to school is cummy, since, in addition to creating feelings of trust and sharing, the family becomes aware of another reality

- How their children/adolescents behave at school; how they interact with teachers, staff and peers; they can see that what they see is a different reality from the one who lived at school in their time of students. On the other hand, students, in addition to feeling, generally, comforting emotions, they also feel "important", because "my family is here, they are helping me and is so good!". This step is fundamental, that is, besides breaking barriers, the family itself feels that it is part of the teaching/learning process, which is responsible both inside and outside the school.

If the teacher creates a relationship of trust with the family and the students, the first step is already created, which is not implicit in curriculum programs, but its greatness

will directly and indirectly influence their learning/understanding by the students. At this point, the student can already "accept" that the teacher is one of his observation models, emotional relationships have already been created, now the student is already aware of his model, has already made a decision, already selected what is useful for him , this is very important for its autonomy, for its self -efficacy and realization (Schunk, 1991; Bandura, 1997).

For a good environment that is created in the classroom, not always the content of the subject that is teaching is part of the **motivation** The student's intrinsic, at first it does not always give him pleasure and I like it. We know that motivation is inherent in each other, but we also know that we can create stimuli for awakening (extrinsic motivation) (DEC & Ryan, 1985; Ryan & Dec, 2000), it is up to the teacher to be able to surprise/captivate the student, conduct Your class with well-defined and clear goals for all, indicating them a direction and meaning for what you want, as soon as you can, will already have the attention of your audience, influencing it in three key dimensions for school learning : Cognitive, Emotional and Behavioral (Fredricks, Blumenfeld & Paris, 2004)). If the student becomes interested and committed, his attention, cognition and emotion now have a focus, thus, behavior also reacts in conformity, already has a direction and meaning for the previously defined goal, managing to walk to the its realization, losing fear of failure, not giving up, perspecting success and feeding self -esteem (Rosario, P., 2005).

We are then at the time of teaching. Teaching means preparing for life, sharing experiences and knowledge. It is very important that the teacher, at first understand the student, who knows the processes and strategies he used to retain and understand

the information, who knows what learning the student has already acquired (diagnosis), and from these Learning, starting a new learning/concept, because a new learning has underlying the facts already acquired, the beliefs, the predisposition/emotion of the subject about his own thoughts and events already acquired, to be able to hear, question and internalize if he is The case (Gupta & Cohen, 2000). In this way, the teacher can help his student, both at the level of learning and at the level of control over it and the behavior, thus finding the right time for the transmission of knowledge. It is also true that teaching and transmitting knowledge does not necessarily have to be within a classroom and with traditional methods, regardless of whether they are the teacher's comfort space.

When we talk about metacognitive knowledge, we are talking about strategies that we can use in different situations, in different problems we find, being able to select them autonomously and apply them, that is, transfer learning that have been done to resolve new and different problems (Flavell, 1979; PINTRICH et al., 2000). In metacognitive knowledge it is important to mention three different types of knowledge: the strategic knowledge which are the strategies that the student uses to learn and think; the knowledge of tasks, because you can only do the work efficiently if you have knowledge of them and thus cognitively define the best strategies and rules to be met; self knowledge, because the student is aware of what he can do and perform, or even the moment he has to request help.

For a teacher to work on metacognitive competence, it is important to always have, at first, the three types of knowledge it covers: declarative; Procedural and Conditional (Paris & Byrnes, 1989; Paris & Cunningham, 1996; Schraw & Moshman, 1995). Analyzing these three types of knowledge, we can see

justified some of the attitudes and behaviors of some students.

The first phase, Declarative knowledge, consisting of "**What is**", That is: what is intended, what will be treated/accomplished, what are the intended goals and goals (VALLE, A.A. et. Al & Rosario, 2005). In meetings with other colleagues from the Olive School Grouping, where my teacher functions, as well as the colleagues to whom I training, found that one of the major learning problems lies in the fact that students, many Sometimes they don't even hear or read the questions in their entirety. However, there is already an obstacle to learning, because declarative knowledge is not processed, students respond without questioning, without processing the information, without setting their own goals and goals, in the end, without any understanding of the subject that is being treated. This is exactly where the biggest obstacle to learning lies, because if declarative knowledge is not properly understood and interpreted, from here it will make sense in the student's head. This is where the teacher must be careful to be able to proceed with what he has planned, that is, to advance only after verifying that everyone knows what is intended - at this moment the protagonism of the teaching/learning action is in the teacher.

The second phase is in Procedural knowledge, That is, after being understood and internalized "what is" that will be learned / do, follows "**The how**" Let's do, what methodologies and strategies are we going to follow? At this stage the teacher is still the protagonist, makes known possible strategies and methodologies of how to do. At this moment he is the model, but gradually passes the student this responsibility, putting him to see if the work is in line with the objective set. The student is as a recipient, assimilates and, if considering it, already has possible alternatives to achieve the goal.

Arrived at the third phase, o Conditional knowledge, know “*o When, where and why*”?

Now the protagonism is all of the student, he will select and define the strategies to do his work, of course he is already provided with strategies and tools provided by the teacher and/or those he has already raised to be the best for his performance profile. . We are facing a guided practice - now the teacher will give feedback, always encouraging and stimulating the student. For their part, the student can already self-monitor and realize if they are going on the right track and what alternatives may arise from here. This phase of work is not always properly worked, justifying itself with “the discipline program is long and there is no time”. But this is where the student consolidates learning to be able to transfer them to other situations/problems that arise (Paris, Cross & Lipson, 1984; Schraw & Moshman, 1995), we are working on the flexibility of learning for other situations , we are giving time and strategies for the student's autonomy. We can conclude that the types of knowledge are implicit in any action we perform.

Considering that the teacher has already prepared his students, he has already captivated their curiosity / motivation and worked the positive reinforcement of self -efficacy (emotional factor), has already defined and directed work goals (cognitive and behavioral factor), has already established a plan; When? Where? As? With whom? (Rosario, P., 2004), then; already successfully achieved that their students begin a **self -regulated learning**, corresponding this phase to the first of three cyclical phases – Preview phase (Zimmerman;2000, 2002) (Planning “*Think before*”)¹.

In the second phase, Volitional control phase, The student works his self -control and performs his Automonitoring while using

1. Plea Model (Rosário, P. 2004) where we find the following strategies/ script for work guidance: planning (“thinking before); Execution (thinking during) and evaluation (thinking later).

work strategies and methodologies (Schunk, 1991; Zimmerman, Bonner & Kovach, 1996; Zimmerman & Kisantas, 1997; Zimmerman, 2000, 2002; Rosário et al, 2004), striving throughout the task and being receiving the *feedbacks* advisers (Execution “*Think during*”)¹.

The last phase, Self -regulation phase, It consists of the self -reflection that the student makes over all the work he developed, self -assessing his performance. Already in an aspiration of a more autonomous and automatic work by the students, we know that “*The teaching of strategies is considered one of the main keys in promoting self -regulated learning*” (Zimmerman, 1998, pg. 227) (Evaluation “*Think later*”)¹.

When the student uses self -regulation strategies, he already has the ability to control his learning process efficiently and more effective, and, at the same time, as he already controls the process autonomously, he is already self -denouched and evaluates his knowledge and actions In order to achieve the goals and goals itself set, even if throughout the process makes change of strategies and/ or make some adjustments not previously considered.

Attention “*The teacher's lead role in promoting self -regulated learning is to help the student assume their responsibilities in their own learning process*” (Zimmerman, Bonner & Kovach,1996,p.17).

CONCLUSION

Education and training is the responsibility of the family, the student and the teacher, everyone wants success, the time has come to break barriers and, together, with confidence, **empathy** and well -defined goals, unite all parties and work.

The school is a place to learn, to live with respect from each and by all, preparation/

integration in **society** engaging. The time has come for the student to want to learn, to look at the teacher and colleagues as a source of inspiration, help and sharing. It is important that the **empathy** at the school and family level, that students feel motivation in the face of learning and who are students **self-regulated**. The correct sharing of the student's opinion may be extremely important and/or more value in the quality of teaching and learning, and may contribute to the formation of more balanced, correct and fair people to others.

While teachers we will work self-regulation processes: show the path of learning (concentration and organization) that do not have to be only within classrooms; Let's surprise, let's arouse curiosity being creative; We will require rules and limits not forgetting compliments and positivism; Let's give "clues" to each other to discover for themselves, thus doing proactive, conscious, real and self-denouced learning, where behaviors, emotions and cognitions are directed to achieve the goal.

We will create a school time where these aspects can develop so important in learning, coexistence, liability and autonomy of students.

REFERENCES

Bandura, A (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Bonalume, C.R. (2013). *O contexto Familiar e o Desenvolvimento Infantil; Considerações sobre o Complexo de Édipo, am(online) Aprendizagem e os limites*. Psicologado. Available at: <https://psicologado.com.br/psicologia-geral/desenvolvimento-humano/o-contexto-familiar-e-o-desenvolvimento-infantil-consideracoes-sobre-o-complexo-de-edipo-a-aprendizagem-e-os-limites>.

Brazelton, T. Berry e Greenspan, Stanley, I. (2002). *As necessidades essenciais das crianças: o que toda a criança precisa para crescer, aprender e desenvolver*. Porto Alegre: Artmed.

Deci, E.L. & Ryan, R.M.(1985). *Intrinsic Motivation and self-determination in Human Behavior*. New York; Plenum.

Deci, E.L. & Ryan, R.M. (2000). *The "what" and "why" of goal pursuits Human needs and the self-determination of behavior*. *Psychological Inquiry* II: 227-68.

Flavell, J.H. (1979). *Metacognition and cognitive monitoring: A new área of cognitive de developmental inquiry*. *American Psychologist*, 34, 906-911.

- Fredriks, J.A., Blumenfeld, P.C. & Paris, A.H. (2004). *School engagement: Potential of the concept, state of the evidence*. Review of Educational Research, 74, 59, 109. American Educational Research Association. <http://www.jstor.org/stable/3516061>
- Grupta, P. & Cohen, N. J. (2002). *Theoretical and Computational Analysis of Skill Learning, Repetition Priming, and Procedural Memory*. Psychological Review, vol. 109, N° 2, 401 -448. DOI: 10.1037/0033-295X.109.2.401
- Lemos, G., Almeida, L., Guisande, M.A.& Primi, R. (2018).Inteligência e rendimento escolar: análise da sua relação ao longo da escolaridade. *Revista Portuguesa de Educação* 21(1), 83- 99.vol.21.nº1 (2008). <https://doi.org/10-21814/rpe.13920>.
- Niemiec, C. P., Ryan, R.M. (2009). *Autonomy, Competence, and relatedness in the classroom: Applying, self-determination theory to educational practice*. <https://doi.org/10.1177/1477878509104318>.
- Paris, S.G., Cross, D.R., & Lipsin , M.Y. (1984). Informed Strategies for Learning: a program to improve childrens` s reading awareness and comprehension. *Journal of Educational Psychology*. <https://doi.org/10.1037/0022-0663.76.6.1239>
- Printrich, Paul R. (2002). *The Role of Metacognitive Knowledge in Learning Teaching, and Assessing*, They Into Practice, 41:4, 219-225, DOI:10.1207/s15430421tip4104_3 https://dx.doi.org/10.1207/s15430421tip4104_3
- Reeve (july 2009). Why Teachers Adopt a Controlling Motivating Style Toward Student and How They Can Become More Autonomy Supportive, *Educational Psychologist* 44(3):159-175 DOI:10.1080/00461520903028990.
- Rosário, P. (2004). *Estudar o Estudar. As (Des)venturas do Testas*. Porto: Porto Editora.
- Rosário, P.&Almeida, L. (2005). *Leituras construtivistas da aprendizagem*. In G. Miranda; S. Bahia (Eds.). *Psicologia da Educação: temas de desenvolvimento da aprendizagem, aprendizagem e ensino* (141-165). Lisboa: Relógio D` água Editores.
- Rosário, P. (2005). *Motivação e aprendizagem uma rota de Leitura*. In Taveira, M.C. (Coord.) *Temas de Psicologia Escolar. Contributos de um projeto científico-pedagógico* (pp. 23-60). Coimbra: Quarteto Editora.
- Sampaio, D. (2016, 11 de outubro). Temos fobia e inveja dos adolescentes. *Activa*. activa.sapo.pt/comportamento/2016-10-11-daniel-sampaio-temos-fobia-e-inveja-dos-adolescentes
- Sampaio, D. (2020, 17 de maio). Vamos conviver com familiares e amigos. É crucial mantermos as relações afetivas mais íntimas. *Visão*. sapo.pt/ideias/2020-05-17-danioel-sampaio-vamos-conviver-com-familiares-e-amigos-e-crucial-mantermos-as-relacoes-afetivas-mais-intimas/
- Schraw, G. &Moshman, D. (1995). *Metacognitive theories*. *Educational Psychology Review*. 7, 351- 371.
- Shunk, D. (2000). *Coming to terms with motivation constructs*. Contemporary Educational Psychology, 25. 116-119.
- Cabanach, R.G., González-Pienda, J.A., Martínez, S., Nuñez Pérez, J. & Valle, A.A & Rosário, P (Coord.), (2005). Estratégias y Técnicas de Estudio, Cómo aprender a estudiar estratégicamente. PEARSON Educación, S.A. Madrid.
- Zimmerman, B.J., Bonner, S., & kovach, R. (1996). *Psychology in the classroom; A series on applied educational psychology. Developing self-regulated learners: Beyond achievement to self- efficacy*. Washington, DC: American Psychological Association. <https://doi.org/10.1937/10213-000>
- Zimmerman, B.J.&Kisantas, A. (1997). Development phases in self-regulation: Shifting from process to outcome goals. *Journal of Educational Psychology*, 89(1). 29-36. <https://doi.org/10.1037/0022-0663.89.1.29>
- Zimmerman, B.J. (1998).*Developing self-fulfilling cycles of academic regulation. An analysis of exemplary instructional models*. In D.H. Schunk & Zimmerman, B.J. (Eds.). *Self-Regulated learning. From teaching to Self-Reflective Practice* (pp.1-19). Guilford Publication.
- Zimmerman, B.J. (2000). Attaining self-regulation. A social cognitive perspective. <https://doi.org/10.1016/B978-012109890-2/50031>
- Zimmerman. B. J., (2002). Becoming a self-regulated learner: Na overview. Theory into practice.