

INTED **2025**

19th International
Technology, Education and
Development Conference

3-5 March 2025
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CONFERENCE PROCEEDINGS



Sharing the Passion for Learning

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Preface

This book contains the proceedings of the INTED2025 conference, featuring papers presented at the 19th annual International Technology, Education and Development Conference, held in Valencia, Spain, from March 3rd to 5th, 2025.

This 19th edition aimed to provide a platform for educators worldwide to share knowledge, access the latest research and innovations in education and technology, and network with professionals from over 70 countries through parallel sessions, social events, interactive workshops, and plenary sessions. The INTED2025 plenary sessions are available to view at IATED Talks: <https://iated.org/talks/>.

All papers presented at INTED2025 focus on themes such as educational research, pedagogical innovations, technology in education, teacher training, accreditation, curriculum design, university-industry cooperation, and distance learning.

The INTED2025 Proceedings are included in the IATED Digital Library: library.iated.org. The INTED2025 International Program Committee was composed of lecturers and researchers from all over the world. Papers were blind peer-reviewed and the following points were evaluated: information content, general structure, clarity of contents, originality and relevance to the educational field.

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As always, we wish to extend our most sincere thanks and best wishes to all members and delegates who have contributed to the INTED2025 Conference Proceedings.

STUDENTS' PERCEPTIONS OF SCHOOL (UN)SUCCESS: THE ROLE OF THE SOCIAL EDUCATOR

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Abstract

This research addresses the phenomenon of school failure and the role of the social educator, analysed from a multifaceted perspective that considers individual, social and institutional factors. School failure is an often-present challenge in the educational and social development of students. The social educator plays a fundamental role in schools by acting as a mediator between the school, the family and the community, offering emotional, social and pedagogical support to students. Their work aims not only to identify and intervene in the causes of school failure, but also to promote inclusive and preventative strategies, creating a school environment that is more welcoming and conducive to educational success for all. The aim of this research is to identify secondary school students' perceptions of school failure and how this is reflected in their attitude towards school. To this end, we outlined the following objectives: i) to find out students' perceptions of school failure; ii) to understand the relationship between this perception and their attitude towards school; and iii) to analyse and interpret the data collected, from the point of view of the social educator. As a data collection tool, we used a questionnaire, with open questions and multiple-choice questions, created on the *Google Forms* platform, which was distributed *online*, with access via QR code. We received 84 responses out of a total of 114. We used content analysis and statistical analysis to analyse the data. The data shows that students' perceptions of school failure are associated with low grades, lack of motivation and failure to move on. There is also a distinction between direct and indirect influences on the process of school failure. Factors such as motivation, effort and learning ability are seen as direct influences, while culture, school organisation, teacher competence and family support appear as indirect influences. This approach reflects a systemic view of school failure, in which the interaction between the school, the family and the social context plays a crucial role. The students also say that the school should play a formative and inclusive role, promoting not only academic success, but also emotional well-being and motivation for learning. School failure must therefore be understood as the result of a complex interaction of factors, requiring active collaboration between all those involved in the educational process - school, family and society - in order to prevent and overcome it. The role of the social educator is highlighted as being a professional who promotes well-being, helping to create a welcoming school environment where students feel valued and respected. This professional should also direct their socio-educational intervention towards preventing risks, promoting and building positive relationships and developing socio-emotional skills such as empathy, self-control, teamwork and respect for differences.

Keywords: Perceptions, school (un)success, students, Social Educator.

1 INTRODUCTION

This article seeks to summarize students' perceptions of school failure and the role of the social educator as a mediator between school, family and community to minimize this impact. The social educator should seek to ensure emotional, pedagogical and social support for students through inclusive and preventive activities, encouraging the creation of a more welcoming school environment that is conducive to educational success.

Understanding perception as the interpretation of what is felt, this is a mental image that is formed from experiences, through a process of selecting, organizing and interpreting sensations. Perceptions are fundamental to understanding and recognizing an environment or context [1]. They involve the organization, identification and interpretation of sensory information in order to represent and understand the world around them and are seen as individual aspects, developed through the senses, influenced in their construction by psychosocial dimensions [2]. The author [3] mentions the causes of school failure as being the students themselves, the family and the school. The study by [3] attributes causes to the student through genetic, economic, personal, emotional and language aspects, to families through integration and participation in school activities, as well as educational styles. The school, on

the other hand, reflects failure through close relationships, inadequate teaching methods and deficits in vocational guidance.

The author [3] also highlights the influence of society as a cause of school failure in the sense that it discourages study, encourages fun, consumerism and individualism, which is reflected in school dropouts. There are many external demands and they sometimes lead young people to false expectations that in order to be professionally successful they don't necessarily have to continue their studies, because the digital world, i.e. *influencers* and other professions, allow them to be successful in ways other than academic training.

The authors [4] state that there is a dysfunctional culture at school for disadvantaged social classes and, at the same time, an appreciation of a dominant class that is seen as a model. There are various factors that influence perception, including psychological factors that can distort expectations, motivation, emotions and personality, and social factors that shape the way we perceive the world, such as culture, social norms and interpersonal relationships, among others.

In the educational context, the authors [5] identify the constitutive elements as 'actors', 'representations', 'institutions', 'processes' and 'results', such as school community. In short, perception is a complex and multifaceted process that shapes our experiences, how we understand them and how we can deepen our understanding of them. Thus, based on the idea that "teaching is a social practice, that is, it is made up of multiple meanings and meanings of all those who make up the school space" [5], the school community will be able to gain new perspectives on teaching, different perceptions of its current practices that can influence the success or failure of students.

There are various factors that can influence success or failure at school, including: individual factors, such as cognitive and intellectual aptitudes/competences; motivation; learning difficulties; family factors related to the parents' level of education; the family's socio-economic situation; parenting style (authoritarian: very strict rules and high expectations; authoritarian but with a balanced approach in which clear and cordial rules are defined; permissive, the opposite of the above, undefined rules and, finally, negligent parenting in which there is a lack of parental involvement and supervision in their children's lives. There are also school factors, which are related to the quality of teaching, professional stability of teachers, teaching resources and not least, we would say crucially, the two-way relationship between teacher and pupil. Social factors also have a significant influence because social inequalities and acculturation can also contribute significantly to a student's success/unsuccess at school [6], not least because the school integrates the cultural and social activities present in the society that surrounds it, making it a very rich space for social observation and integration. In this institution, there are factors present in "late modernity" society, such as "from social inequalities to gender issues, from democracy to citizenship issues and the active participation of subjects, from integration to inclusion and social exclusion, from indiscipline to violence, from the coexistence of diversities to the (re)construction of personal and cultural identities" [7, p.10]. In this way, the school becomes a stage for the Social Educator to act, and it should be a territory "where one learns to live with the other, without becoming the other, but being influenced by the other and receiving and giving from the other and to the other" [7, p.10]. Professionals in this area work between teacher educators, "with whom they share pedagogical knowledge" and social educators, "with whom they share intervention territories" [8].

Social educators are technicians who work closely and trustingly with the students [7], which gives them a more real and in-depth view of their needs and attitudes, allowing them to broaden their horizons for intervention and establish priorities. Social education is a profession of interactions and relationships with the individuals they work with, which is why they must remain both in and out of school [7]. Social education, which is very much focused on education for citizenship, must be present in a transdisciplinary, multidisciplinary way, in school projects, in the school area, in personal training, in development, where values for living in society are addressed, "with the other, (...) with their identity, but also with otherness" [7, p.16].

The Social Educator is a technician who seeks to improve relations between the subjects of his target population, helps with life projects, acts as a mediator, promotes the development of skills, facilitates inclusion, works to mediate phenomena of social exclusion, and is therefore a relationship technician [9].

2 METHODOLOGY

This section contains not only the methodology, a qualitative approach, but also the problem question that guided us and served as the basis for formulating the objectives outlined. It also presents the data collection technique designed to be applied to the students (questionnaire survey) in order to find out

about secondary school students' perceptions of school failure. Qualitative methodologies were used, as the object of study was students' perceptions, in order to understand dimensions of behavior, attitudes, values, beliefs, interests, but essentially, perceptions.

Due to the uniqueness of the audience and the context, the data obtained will be analyzed by this characteristic, so the conclusions obtained refer only to that audience and that context and cannot be generalized. According to [8], the questionnaire survey allows research to be carried out on a larger number of subjects. It is an instrument for collecting data through a set of questions, which can be open or closed. The aim of this study is to find out what students' perceptions are of school failure in a primary and secondary school in the north of Portugal.

To create this questionnaire, we tried to answer questions such as: What does school failure mean to you? How do you define school failure? These and other questions will guide us towards a single question called the problem question.

We wanted to find out what secondary school students' perceptions of school failure are and how this is reflected in their attitude towards school. To guide the answer to this question, we outlined the following objectives: (i) to find out students' perceptions of school failure; (ii) to understand the relationship between students' perceptions of school failure and their attitude towards school; and (iii) to analyze and interpret the data collected. As already mentioned, we used a questionnaire survey, with open questions and multiple-choice questions, created on the Google Forms platform and distributed online, with access via Qr code.

We received 84 responses, out of a total of 114. For data analysis, we used content analysis and statistical analysis, going through the different sections/categories into which the questionnaire was organized. In this article we will only present a summary of the results relating to the information on the concept of school success/unsuccess and the social educator's view of the school.

3 RESULTS

When asked about their level of agreement on what school success is for them, 71 of the respondents (84.5%) agreed that it is achieving positive marks, while 6 (7.14%) neither agreed nor disagreed and 7 (8.36%) disagreed. When asked if success at school means passing the year, 70 students (71.42%) agreed, 13 (15.5%) neither agreed nor disagreed and 11 (13.08%) disagreed. Regarding whether we should have a linear path to success at school, 44 (52.38%) agreed, 27 (32.12%) neither agreed nor disagreed and 13 (15.5%) disagreed. However, 49 (58.28%) agree that in order to be successful at school we must enter higher education. Finally, 75 (77.39%) agree that success at school means being an informed and proactive citizen; 14 (16.6%) neither agree nor disagree and 5 (6.1%) disagree. School success, as defined by [10] involves a combination of factors that make the school experience positive, such as getting good grades, following a linear path, planning for the future and achieving personal goals, which reflects a productive relationship with school

This concept is validated by the data collected, where the majority of students (84.5%) agree that success is linked to achieving positive grades and a further 71.42% associate success with the transition from one year to the next. However, the vision of a linear pathway and entry to higher education as requirements for success generate diverse opinions, with 52.38% and 58.28% agreeing respectively. Furthermore, the majority (77.39%) consider that being an informed and proactive citizen is part of success at school. These data reflect that, although school success is generally perceived as getting good grades and making progress in your studies, there is a diversity of perspectives on the essential elements for achieving it, showing that success can be understood differently by each student. As [11] argues, success is marked by the promotion and empowerment of all human beings in the cognitive, affective, relational and psychomotor dimensions. In an open question, the students mentioned what they considered to be school failure. The answers were varied. However, through a more detailed analysis, it was possible to group the answers.

Taking into account the grouping of answers, school failure is, for 5 students, not liking school or learning (6.01%); for 6 (7.14%) students it's just not achieving academic goals; for 18 (21.4%) it's getting low grades; learning difficulties were mentioned by 13 (15.5%) students; 4 (4.8%) students said that skipping school already shows school failure 5% students; 4 (4.8%) students say that skipping classes already shows school failure, not finishing compulsory schooling is mentioned by 3 (3.6%) students, 19 (22.6%) students see not passing the year as school failure, as well as not continuing their studies (3.6%, n=3).

Taking into account the learning difficulties mentioned by the students, we follow the line of thought of [9] “the child who doesn't keep up is failing at school, because at school you have to keep up: first with the program (...), then with the class” (p.116). Regarding the answers to the question of compulsory schooling, [9] states that the student's dimension arises only in the name of the belief in the future, when this is not achieved, due to less good results, impotence arises and school abandonment, thus, the continuity of studies, for this author, reduces knowledge in the concrete sacrificial dimension in the young person who wants to enter college.

On the same question, 10 (11.89%) students believe that failure at school is due to a lack of knowledge or values (1.2%, n=1), or a lack of social skills (1.2%, n=1) and commitment (2.3%, n=2), seven (8.36%) believe that it is due to a lack of interest in school, 6 (7.14%) students believe that school failure is when they memorize the subject just to get good grades, and they also mentioned a lack of desire to study (3.6%, n=3), which is in line with what the authors [12] argue that “current learning models (...) do not seem to meet the needs of their students” (p.15).

Motivation, effort and responsibility were also mentioned by eight students (9.5%) as justifications for school failure. One of the students (1.2%) said that talking badly about teachers was proof of school failure and another (1.2%, n=1) said that it was disrespecting the school. Three of the respondents (3.6%) said that school failure is when pupils leave school without a foundation for the future, and one pupil (1.2%) added that this can happen because they see school as an obligation. Four (4.8%) of the respondents did not answer the question.

4 CONCLUSIONS

In summary, the data shows that students' perceptions of school failure are associated with low grades, lack of motivation and failure to move on.

There is also a distinction between direct and indirect influences on the process of school failure. Factors such as motivation, effort and learning ability are seen as direct influences, while culture, school organization, teacher competence and family support appear as indirect influences.

This approach reflects a systemic view of school failure, in which the interaction between school, family and social context plays a crucial role. The students also say that the school should play a formative and inclusive role, promoting not only academic success, but also emotional well-being and motivation to learn.

School failure must therefore be understood as the result of a complex interaction of factors, requiring active collaboration between all those involved in the educational process - school, family and society - in order to prevent and overcome it. The role of the social educator is highlighted as being a professional promoter of well-being, contributing to the creation of a welcoming school environment where students feel valued and respected.

This professional should also direct their socio-educational intervention towards risk prevention, promoting and building positive relationships and developing socio-emotional skills such as empathy, self-control, teamwork and respect for differences.

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