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THE EVASION PHENOMENON OF SCHOOLS IN SUBSEQUENT TECHNICAL COURSES OF DISTANCE EDUCATION AT INSTITUTO FEDERAL FARROUPILHA - CAMPUS PANAMBI

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ABSTRACT

The distance education modality has a path of transformations throughout time, always allied to the development of communication technologies. In Brazil, this modality expanded in the last decade, through the creation of the Etec Brazil Network, by the federal government, according to Decree n° 7.589 of 2011, that aimed at expanding the access to education, besides that searching for the interiorization of teaching policies. However, it was verified that even within this new scenery of opportunities, many students didn't give continuity to the studies and evaded of subsequent technical courses of the Instituto Federal Farroupilha- Campus Panambi, getting to an evasion rate superior to 30%. Therefore, it was tried to raise in this study the main objectives that took students to evade. For that, a case study was done with the use of a methodology of qualitative nature, taking into consideration that we made use of diversified techniques of investigation, among which the interview, questionnaires, documental analysis. It was verified that at the end of the study the motives of evasion in subsequent courses of distance education result from several factors such as familiar, cultural, institutional, social and economic ones.

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INTRODUCTION

The Federal Institutions of Education, Science and Technology were created with the objective of developing the Professional and Technological Education through the initial and continuing formation courses or of professional qualification, as well as courses of professional technical education of high school level and professional technological courses of graduation and post-graduation (Instituto Federal Farroupilha, 2015). The creation of federal Institutions served as a form of interiorization of education in Brazilian territory, as well as the promotion and valuing of local productive arrangements as a way of promoting the local development in the districts and regions covered by Federal Institutions Campus.

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Still in December 2007, the Decree nr 6.301 (2007) created the Technical Open School System of Brazil – e-Tec Brazil, which later received a new denomination of Etec Brazil Network by the Decree nr 7.589 of October 2011. This network aimed at developing the Professional Technical Education in the distance modality, making possible the expansion of offers and democratization of access to technical public and free of charge courses of high school level, in the country (Instituto Federal Farroupilha, 2015). The creation of Etec Brazil Network led the Federal Institutes to offer a distance education through the subsequent technical courses to high school. The Instituto Federal Farroupilha - Campus Panambi which is the study source in this case, began the courses offer in the year of 2012 with the Secretary Technical Course subsequent to high school and in 2015 with the Technical Course in Agribusiness. The functioning structure of Etec Network Brazil occurs through the fellowship with the districts interested in offering a specific course. This distance education model allowed,

through the years, to take education to distant places from big centers, being that in many districts, the access to distance teaching is the only way of qualification for people who wish to study. However, with all this investment and opportunity of access to education, it was verified in the last years that, most of students entered in distance courses did not conclude them and the school evasion became one of the great problems turned evident in the Instituto Federal Farroupilha-Campus Panambi.

The evasion problem occurs in the classroom mode as well as in the distance one, however the distance modality has its particularities. In this context, several factors can influence directly in evasion like the domain from the student's side of online communication tools, the use of Virtual Learning Environment (VLE), besides the teaching system that requires certain autonomy and discipline of the student in activities accomplishment. Another factor to be highlighted is the physical absence of a teacher, once we were educated through the years with someone transmitting knowledge in a classroom and in coexistence with others. The evasion issue is much related to the adaptation of students to a new model of teaching. For Peters (2004), that can be described as a new paradigm of education where students become the main characters in the teaching-learning process, that is, the initiatives of learning come from students. Thus, the objective of this study is to identify the possible causes that lead students not to continue their studies in the subsequent technical courses in the distance education modality of the Federal Institute Farroupilha - Panambi Campus, as well as to verify the influence of familiar factors, social, economic, peerotic and institutional factors that may influence evasion.

MATERIALS AND METHODS

The present study refers to a case study about school evasion in technical subsequent courses in the distance education modality in the Federal Institution Farroupilha - Campus Panambi. According to Yin (2001, p. 33) "a case study is an empirical investigation that investigates a contemporary phenomenon within a real-life context, especially when the limits between the phenomenon and the context are not clearly defined". Still according to Gil (2010), the application of case studies requires the use of several techniques of data collection, so that we can obtain a dense information about our study object as well as greater credibility in results obtained.

In order to explain raised data in a deep manner, we used the qualitative methodology which mostly fit when we use a case study, since according to Malhotra (2001, p. 155), "a qualitative research promotes a better vision and comprehension of the context of the problem as the quantitative research attempts to quantify data and applies some form of statistical analysis". A total of 30 students (15 of the Technical Course in Agribusiness and 15 students of the Technical Course in Secretarial) were selected, 10 professors (5 of the Technical Course in Agribusiness and 5 of the Technical Course in the Secretariat), 10 tutors (5 of the Technical Course in Agribusiness and 5 of the Technical Course in Secretarial) and 4 polo coordinators (2 of the Technical Course in Agribusiness and 2 of the Technical Course in Secretariat, all of which are directly investigated with the Federal Institute As a way of respecting the precepts of each participant, a free and informed consent term was given to each one of them, informing the research model and seeking the agreement of the persons investigated. Also as a

way of respecting the people involved in the research, the study project was submitted to the Ethics Committee of the Federal Institute Farroupilha, and it was successfully approved.

RESULTS

In the results analysis and data discussion of raised data, the raised material was analyzed through several investigation techniques where the main motives of school evasion in distance education of the subsequent courses of the Federal Institute of Farroupilha- Panambi Campus were exposed in the students, teachers, tutors and coordinators of the field vision. Taking into consideration that the segment of teachers, tutors, field coordinators and evaded students have a similar vision that students don't evade for a specific motive, but for many motives that are reflections of internal questions of the institution and for external factors linked to personal questions of students. However, it is possible to list some motives that are consensual among all investigated subjects like the lack of autonomy in learning, the difficulty in using digital technologies, adaptation and knowledge of the model of distance education. The connection of students to the classroom teaching is a determinant factor for the adaptation difficulty to distance education, considering that students have huge difficulties in not having the figure of the teacher in classroom, besides having spent most of their learning time inside classrooms having physical contact with classmates and other teachers. For the respective segments, these factors are the main motivators of school evasion, considering that in many cases one factor relates to the others as for example, the difficulty of students in using digital sources that reflect directly in their autonomous learning. This issue also has a direct connection to the student's school background, that in most cases never had contact with digital technologies in their school background and that now reflects directly in distance courses. In order to summarize the main motives already cited, we present the following chart which exposes the main school evasion motives according to evaded students' segments, field coordinators, teachers and tutors as a cross sectional view of these segments.

Table 1. Synthesis - Main motives of school evasion: a cross-sectional view of several segments

Segment	Main motives of school evasion
Evaded students	Technological resources, learning autonomy, adaptation to distance education model and the lack of contact with the teacher.
Coordenators of Field	Difficulty of students to adapt to a teaching model without the physical presence of the teacher, the intense use of technological resources and the lack of domain in the use of these resources.
Teachers	Lack of knowledge that students have about methodology and didactics of distance education. Students evade because they have the idea that in distance education there is no need to study. Lack of success in school life
Tutors	Family issues, adaptation of students to the teaching model issue Autonomy in learning and in the use of digital resources.

Source: Research data, 2018.

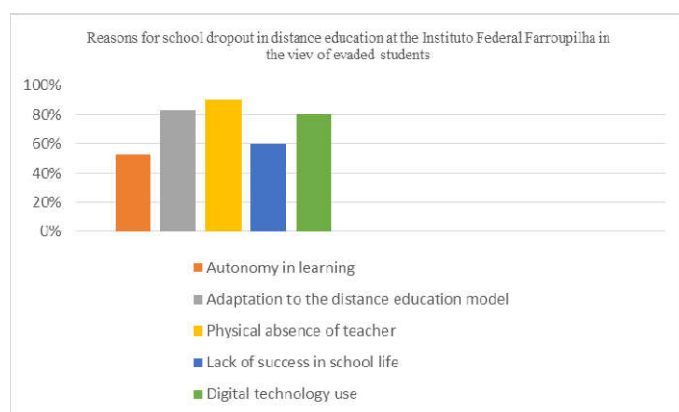
The Table 1 gives a brief summary of the main reasons for school dropout in a cross-sectional view of the various segments investigated. Segment/Main motives of school evasion.

Evaded students: Technological resources, learning autonomy, adaptation to distance education model and the lack of contact with the teacher.

Coordenators of Field: Difficulty of students to adapt to a teaching model without the physical presence of the teacher, the intense use of technological resources and the lack of domain in the use of these resources.

Teachers: Lack of knowledge that students have about methodology and didactics of distance education. Students evade because they have the idea that in distance education there is no need to study. Lack of success in school life.

Tutors: Family issues, adaptation of students to the teaching model issue. Autonomy in learning and in the use of digital resources. One of the factors mostly questioned by evaded students from those already exposed, leads us to the difficulty that those students had in not having the physical presence of the teacher, considering that 90% of the evaded students listed this factor as essential for school evasion. Students from distance education still feel much difficulty of adaptation to a teaching model in which the teacher is not physically present and is not the main character of the learning process anymore but a student's partner in the creation of strategies and learning methods that induce the student to an autonomous learning. However, the students that enter in the distance education still demonstrate a certain insecurity in playing the role of protagonists of their own learning, what in some occasions lead students to school evasion, as many of them have natural human beings blocks to adapt to this new educational model. To expose this factor of physical absence, it is showed in the graphic below the main motives of school evasion exposed by students. The Figure A shows the reasons for school dropout in distance education courses of the Farroupilha Federal Institute - Panambi Campus in the view of the evaded students. The graph shows in percentage the main reasons raised by the students evaded for their withdrawal from the course.



Source: Research data, 2018.

In the view of 53% of the evaded students questioned, the main reason for school dropout is related to autonomy in learning. In the view of 83% of the evaded students questioned, the main reason for school dropout is related to adaptation to the model of distance education. In the view of 90% of the evaded students questioned, the main reason for school dropout is related to the teacher's physical absence. In the view of 60% of the evaded students questioned, the main reason for school dropout is related to trajectory of school failure. In the view of 80% of the evaded students questioned, the main

reason for school dropout is related to the use of digital technologies. It is noticed that the school evasion motives can be result of several factors that lead students to evade, however, in their majority they are still result from problems linked to organization and adequation of institutions to peculiarities and characteristics of each student.

DISCUSSION

The educational Revolution that Brazil went through in the last decades, with great investments in professional education, with a highlight for the creation of Federal Institutions that expanded in a significant way the offer of vacancies in vocational education still shows itself insufficient to solve a frequent problem in several modes of teaching which is school evasion. The expansion politics and the interiorization of professional education brought several advances and growing perspectives and development in the educational area, however the rates of school evasion still are higher. Even with the great offer of vacancies in the last years and the obtained advances in the area of education, the problem of students' evasion is something disturbing. In order to explain this problem, Araújo e Santos (2012) state that the school evasion in vocational education affects directly the formation and growth perspectives, from young as well as adults that plan to qualify, what generates a problem of democratic nature, once the right to permanence of the student at school is not contemplated. From the perspectives evidenced in the classroom teaching, the evasion in distance teaching is hostage of some structural problems in the creation of courses, in teacher's education and in the ways of access given to students. But one of the main problems is directly linked to the student's school background. Many students that enter in vocational technical courses bring with them innumerable learning difficulties that were not solved in basic education and that reflect in the student's performance when he/she enters in the professional education (Dore & Lüscher, 2011).

For Araújo e Santos (2012), another factor to be considered is that many students enter it without even knowing what is in its curriculum and register only with the perspective of getting a job, however, they don't adapt to the teaching model and end up evading. Sometimes, the registration of the student in a certain course is a guarantee of keeping its job and many of them don't take into consideration their real wish in qualifying but the need to be studying. In this perspective, it is essential that the government institutions review some policies of access and permanence in the vocational education, taking into consideration the issues that interest the student, that is, an adapted curriculum to their real needs and take into consideration the formal learnings, informal and non-formal. It is important to consider that the existence of a very elevated evasion in technical courses based on a public policy, that seeks to explicitly privilege the professional education as a source of insertion of young people in the job market, take us back to our reflections, once more, about the context of Brazilian educational policy in the organization of a high school and technical school. It is essential that the current educational policy for the technical teaching when developing its expansion strategies, consider the school evasion and its main causes, avoiding the risk of taking wrong and onerous decisions (Dore & Lüscher, 2011, p. 785). The distance education in Brazil can still be considered a novelty, although it has been inserted in school environment it is something new among students. This model of education can be seen as a

rupture of the model of a traditional classroom teaching into a new model, where we have a teacher on one side and the computer and the student on the other. It is something very new, however, “it is important to recognize and admit that a change of a process eminently oral of teaching and learning for other mediated technically represents a disruption with an academic tradition” (Peters, 2003). We have to consider that the student through its school trajectory always have a teacher as a reference in its learning, what doesn't exist anymore, once the student becomes more autonomous and the main part of the process of learning. The lack of proximity between teacher and student and the little affinity of the student with its technological resources, according to several authors, are the great problems of the distance education.

Conclusion

School dropout in distance education is necessary to be seen in several aspects, since it is influenced by several actors, in this way, it was concluded that there are several factors that can influence the school dropout associated with this modality. In fact, one of the explanatory factors of avoidance concerns the difficulty of adapting students to this model of teaching without the physical presence of the teacher. It is also worth noting that most of the students do not have the notion of what a distance course is, its specificities and mode of functioning of this teaching modality. Still, the, Thus, it was concluded that distance education is a great tool for transforming education, but, as all Brazilian education needs to be more valued and rethought, so that it can really serve the most diverse student populations, promoting the inclusion of these and always working for their permanence. The problem of school evasion requires, increasingly, that institutions know their students deeply, their life histories, the social and cultural environment in which they are inserted, seeking, from there, to create a favorable environment for the student to develop their educational activities.

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