



# Training in Learning and School Performance in the Rural School



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Manuscript submitted: 18 April 2022, Manuscript revised: 09 May 2022, Accepted for publication: 27 June 2022

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## Keywords

didactics;  
learning;  
pedagogy;  
students;  
teacher;

## Abstract

The main objective of this research was to analyze the influence of training on teacher learning, which has a predominant role in the school performance of students. This study was framed in the pragmatic paradigm, as a research methodology, the exploratory systematic review was adopted with a qualitative approach that guides a synthesized bibliographic review. The technique applied was the survey of high school students, for the analysis and interpretation of the results. It concludes, highlighting the importance of training in teacher learning, because among the main findings are the problems in teacher training for the achievement of adequate school performance of students, as well as the lack of attention to the socio-cultural conditions of the students, the reality of rural schools is largely ignored, which means that not all teachers make an effort to improve the educational conditions in their area, due to a lack of commitment from the authorities and members of the educational community leaving aside the preparation to face the challenges of education, in the current era of information and communication technology, harming student learning and school performance.

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## 1 Introduction

Insufficient attention to education affects the quality and excellence of education. This has the consequence that students are not very competitive in today's society since the low development of skills to identify information is reflected in their school performance, thus affecting their learning, which can harm their lives. Worldwide, it has been observed through various studies that learning styles coincide in that people perceive, acquire knowledge, think and act differently (García, 2018). For (Escamilla & Lagares, 2006) learning is a "Set of change and improvement processes that will be developed in the subjects as a consequence of their active involvement in formal and/or non-formal educational situations and opportunities" (p. 105).

There is precise information on the problem investigated, likewise, the teacher should have a greater reflection on their training in learning through planning according to the needs and context where the students perform. Training contributes to school improvement, people have preferences for certain cognitive strategies that help them give meaning to new information (García, 2018).

Teachers are a decisive entity in any educational process, so they are actively involved in the training of students and actively contribute to the development of teaching, as well as to their professional development. In the current educational context, the diversity of students with different types of concerns, motivations, abilities and skills, must be addressed, as professionals of the 21st century, to educate in diversity to achieve adequate school performance. For this reason, it is very important to adopt professional standards, which allow for improving the training and professional development, salaries and working conditions of the teacher (Carrillo et al., 2009).

Celorrío (1999), considers that academic performance depends largely on the cognitive and affective mechanisms and tactics that the student uses in the processing, elaboration and integration of information. He considers that adequate learning strategies can cause benefits in a better distribution of work time, greater organization of tasks, decreased anxiety and fear of failure and improved self-concept (Celorrío, 1999).

Teachers who work in rural communities have a double job; on the one hand, the development of the contents proposed in study plans and programs and, on the other, the information and the conviction towards the parents that, given the condition in which they develop, can hinder some initiatives such as the fact that some do not accept to attend conferences organized by the school or do not want to go to their children's classroom to tell about an experience, read with the children or participate in some other proposed activity because they feel sorry, or because they consider that their knowledge is not enough or important to be shared in public (Pereda, 2003).

According to Flores Cuevas et al. (2021), "The analysis of rural teacher training and its impact on the educational quality of the said field is a barely explored field; Although some studies have been carried out on rural teacher training —whether initial or permanent—, its correlation with educational quality is incipient."

According to the Planning Department of the Ministry of Education in Ecuador, 52% of fiscal educational establishments are single or dual-teacher; a reality that requires different planning where all children and young people learn in a personalized and happy way (El-Comercio, 2018). To be able to refer that education is a lifelong right of people, and an inescapable and inexcusable obligation of the State considered a priority area for public policy and national investment, a guarantee of equality and social inclusion, and a necessary condition for the good life (Assembly-Constituent 2008).

To comply with the above, the teacher must empower to forge the same opportunities for all students, however, the little ability to develop skills in students to improve school performance continues to be practised, which according to Martínez (2009), is "the product that students give in schools and that is usually expressed through school grades" (p.34). Consequently, poor teacher training is a determinant of academic performance, while the advantages of inadequate teaching methods in teaching practice are recognized.

Poor school performance is related to different circumstances, including the carelessness of parents, because they are not aware of the academic problems that their children are going through, lack of study habits, child labour, physical and/or psychological abuse within the family, producing attention and concentration difficulties in their studies, inadequate motivation; the teachers have little knowledge of psycho-pedagogical strategies, limited accompaniment in the execution of school tasks at home by family members, which result in unfinished, poorly elaborated or simply failed tasks (Bíró, 2014; Quintas et al., 2020). For many parents, it is complex to solve some of their children's school problems due to their low

academic training and in some cases, they dedicate more time to fieldwork and commerce; and, they forget one of the most important stages in their children's lives, which is monitoring and support during their school stage (Guzmán & Fierro, 2018).

The research had its starting point in that students improve school performance through teacher training, so its impact is reflected in the continuity of higher and university studies, producing a change in the educational field. Therefore, it becomes of the utmost importance because of the need to improve the students' school performance, for which it was necessary to identify the learning styles that allow students to personalize teaching and process the information given integrally (García Gajardo et al., 2015).

## 2 Materials and Methods

The study is framed in the pragmatic paradigm, as a research methodology, the exploratory systematic review was adopted with a qualitative approach that guides to carry out of a synthesized bibliographic review. The technique applied was the survey carried out on the students of the Juan XXIII single-teacher school at the Venado site in the middle of Jama Canton. For the analysis and interpretation of the results. The investigation was based on documentaries of several scientific articles that allowed enriching the work. Similarly nurtured with the compilation of information, opting for the search for information in secure sources such as Dialnet, Scielo, and Scopus databases, among others, mainly using the Google Scholar search engine. To filter the information, use was made mainly of the variables and keywords studied (Lewalter, 2003; Pedaste et al., 2015).

## 3 Results and Discussions

Considering that education is not an obligation, but an opportunity to achieve success, it is essential to know the stages and developments that people reach as time goes by. According to several philosophers and pedagogues, they state that at a certain age children become aware of the real world because based on the experiences and information collected in different socio-educational fields, it has been possible to measure the degree of difficulty that influences school performance of students (Lastre Meza et al., 2018).

From the approach, learning is attributed to behavioural change, which is demonstrated with the course of life, it is associated with everyday language and the processes given in educational institutions and their context. Learning occurs at all ages and times, so it is difficult to encompass all the aspects required for student learning and school performance. For the above, and based on the documentary bibliographic study, it was possible to have results on training in learning and school performance as detailed below:

The problems that arise in the educational context on the deficiencies for training in learning and school performance, according to Imbert (2013), one of the greatest demands is found regarding learning situations and others that allude to social issues that are evident there, and it is in these situations where teachers They express that they are without tools, without theoretical or methodological support to face the different situations that arise (Santa et al., 2007). However, the teacher must indeed be prepared and have the necessary knowledge to search for alternatives, methodologies, strategies, and use of media materials, among others (Teo, 2019; Simuth & Sarmany-Schuller, 2012).

A study reveals the great relevance of teacher training for improving teaching-learning practice, transferring this acquired training to the programming and organization of cooperative work in the classroom, and facilitating the implementation of the actions that are necessary to educational inclusion (Perlado et al., 2019).

In the research carried out by Jiménez & Gaete (2013), documents that deficiencies in academic performance are the result of a combination of teacher training processes, teaching practices, programs and study programs, and diverse economic, social, and cultural backgrounds.

The result that corroborates with the contributions of (Ander, 2000), learning has always been guided by the teacher or by other people; that is to say, it is a theoretical process whose results are demonstrated by the observed change in behaviour and by the interest in acquiring new knowledge based on self-learning, the

process of learning by oneself seeking one's methodology, even if it is only implicit, where It is the way to learn without external help (Lund et al., 2010; Cao et al., 2020).

To support diversified activities, reinforcement actions are proposed in the basic instrumental areas that the student needs, together with the use of summaries, diagrams or other materials that serve as reinforcement (Perlado et al., 2019). Regarding and explaining this inadequate teaching practice, the lack of didactic methods and pedagogies that are not supplied in the initial training process, later in university studies, or through the educational training and counselling process, is recognized. As for initial training, there are clear weaknesses in the field of pedagogy and pedagogy at the university level (Peirano et al., 2015).

Student achievement is largely determined by the strengths and weaknesses of teachers, who are at the core of pedagogical practice. However, when asked about the reasons for poor academic performance, they responded that it was mainly due to lack of family support, absenteeism, and other factors (Jiménez & Gaete, 2013).

It is necessary to emphasize that each teacher has a particular style of work and uses various strategies that give a personal stamp to their work. Educators identify with the idea that their personality traits influence the type of relationships between the teacher, their students, and the community, as well as the establishment of assertive relationships between teacher-student to generate bonds of attachment between them and influence the educational process. As a possible perspective and route of future work, a cooperative methodology and focus on diversity are required, two ideas are proposed, teachers should be trained in this approach, and action reflection focused on concrete diversity in practical teaching collaboration aimed at applying actions focused on inclusive diversity in the classroom (Ben-Peretz, 2011; Cochran-Smith, 2005).

The findings found help teachers to adopt an approach based on the learning style of each student, which allows meaningful learning and contributes to improving academic performance and thus satisfying the participants involved in the teaching and learning process. There are no bad students, there are few projects and educational programs that are based on each context, to provide better opportunities and face the harsh reality of children and young people who live in a world of darkness and crime. A survey was applied to the middle-level students, the same one that could offer the following results related to the times that the students go to classes, these are shown in figure 1.

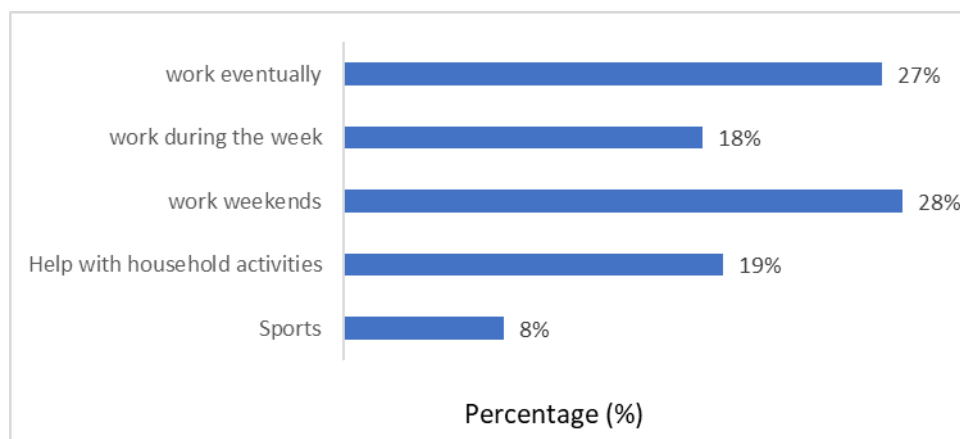


Figure 1. Student attendance in classes

As noted, 68.25% participate in classes every day, which can be deduced that most students are ready to contribute to their learning, 31.25% do not attend, because many of them are not motivated to receive knowledge, or in many cases, they must help their parents at work to improve the household's economic situation. An observation sheet was made for teachers to find out if they applied the appropriate methodologies in the teaching process, obtaining the results shown in figure 2

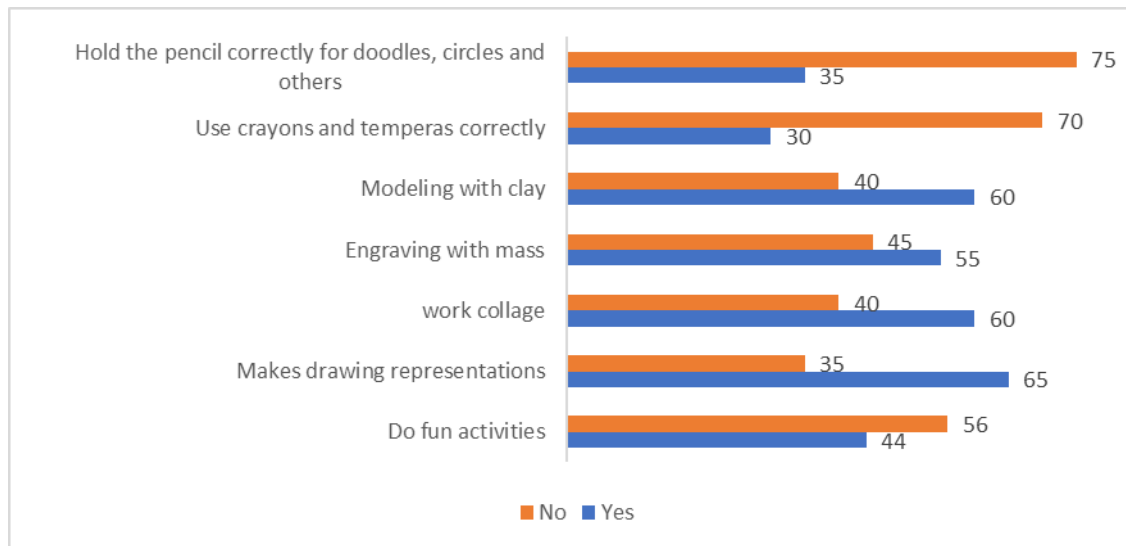


Figure 2. Methodological practices of teachers in classes

When analyzing teaching practice, a significant improvement was observed in the positive results achieved in the classroom, corroborating the evidence of their daily work with the students. Thus, through the educational programs and needs found, teachers must pose new challenges and questions, on how to develop this approach in their centres, promoting educational inclusion that is a dream or a reality (Lalama, 2018).

Educators agree that working with preschool students demands more dedication and time from the teacher, in addition to the five grades of elementary school, it complicates the rural profession of the teacher, preschoolers who have previously attended kindergarten reveal better academic performance compared to those whose first school experience is the transition grade (Abós et al., 2017).

The learning environments in rural schools are different, the organization of the classroom and the meaning that the teacher gives to said provision, as well as the implications that this has on the pedagogical processes of the students. It can be said that rural schools enjoy a natural, calm, and pleasant learning environment, conducive to the work of the teacher with his students in class (Cantos et al., 2021; Billaiya et al., (2017).

One aspect that affects learning processes is school failure in rural schools, caused by the low academic performance of students, which depends a lot on the situations experienced by educators. Causes were found such as socioeconomic conditions of peasant families (Agdaleno et al., 2014), the presence of parents or guardians with little academic training and the absence of students due to various circumstances, health reasons, and lack of commitment, among other factors. It is highlighted that educators seek to establish good relations between the community and the school, they are characterized by cordiality, respect and limits within the roles that each person plays. The teachers agree that the prolonged presence of the same teacher in a rural school generates monotony in daily activities; however, they also converge in that an educator who lives or works for years in a certain place, thoroughly understands the different dynamics of the community.

## 4 Conclusion

Regarding the teaching staff and their impact on the training they receive, the perception is positive and reassuring. Teachers can train and investigate in depth the methods, strategies, techniques, and resources, among others, in such a way that they are trained to provide tools to improve the school performance of students in the classroom and action. management focused on diversity and educational inclusion.

### *Acknowledgements*



We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

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