



THE BENEFIT OF A GOOD SCHOOL PHYSICAL STRUCTURE ON STUDENT PERFORMANCE

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SUMMARY

This work is an excerpt from the Master's Dissertation that discusses the **SCHOOL INFRASTRUCTURE IN THE TEACHING-LEARNING PROCESS: REALITIES AND CHALLENGES FOR TEACHERS AND STUDENTS AT THE ANTÔNIO DOS REIS MORAIS MUNICIPAL SCHOOL IN THE MUNICIPALITY OF TA-BATINGA-AM**. The work analyzed the reality and challenges that students and teachers face in developing quality teaching and learning. Based on this focus between realities and challenges, the need arose to investigate how school infrastructure can influence the teaching-learning process. - learning? To answer this question, it was necessary to identify the obstacles caused by inadequate school infrastructure that prevent the meaningful realization of learning and verify whether school infrastructure is one of the determining factors for low academic performance. Using bibliographic and documentary analysis as data collection techniques. In order to obtain more accurate results, open and closed questionnaires were also prepared for the research subjects. According to the data obtained, it was found that school infrastructure can indeed influence, but not be the determining factor for, the student's teaching-learning process; however, it can contribute significantly to school disinterest, which will be reflected in their low academic performance and performance.

Keywords: School infrastructure. Teacher. Student.

SUMMARY

This work is an excerpt from the Master's Dissertation that discusses SCHOOL INFRASTRUCTURE IN THE TEACHING-LEARNING PROCESS: REALITIES AND CHALLENGES FOR TEACHERS AND STUDENTS AT ESCOLA MUNICIPAL ANTÔNIO DOS REIS MORAIS IN THE MUNICIPALITY OF TABATINGA-AM. The work analyzed the reality and challenges that students and teachers face in developing quality teaching-learning. Based on this focus between realities and challenges, the need arises to investigate how school infrastructure can influence the teaching-learning process? To answer this question, it was necessary to identify the obstacles caused by inadequate school infrastructure that prevent meaningful learning from taking place and to verify whether school infrastructure is one of the determining factors for low school performance. Using bibliographic and documentary analysis as data collection techniques. In order to obtain more accurate results, open and closed questionnaires were also prepared for the research subjects. According to the data obtained, it was found that the school infrastructure can influence not being the determining factor for the student's teaching-learning process, however it can contribute significantly to school disinterest, which will be reflected in its low income and school performance.

Keywords: School infrastructure. Teacher. Student.

INTRODUCTION

We understand that the physical and material structure is a worrying situation in Brazilian public schools. It is in this context that Kimura (2008, p.20) states that the existence and consequent access to infrastructure conditions are considered by the school teachers themselves as an aspect of fundamental importance for the development of their work.

1 We know that for teachers to develop their classes with quality, in a dynamic way that attracts the student's interest in learning today is a challenge, because with the vast information that this digital world offers, the teacher has to reinvent himself every day to try to compete with this globalized world. However, if the school does not offer the minimum conditions with an adequate physical structure, with teaching materials and at least the basic technology, this teacher will not be able to develop his work in a meaningful way, and so the student loses interest, often preferring to drop out of school or even not participate in any activity, as it has no real attraction.

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none to do so.

For pedagogy researcher Ana Maria Botelho de Lima, the school environment needs to stimulate multiple socio-educational interests in students. She emphasizes that the physical structure of schools can provide support that influences not only cognitive and motor skills, but also students' socialization, given that an intelligent infrastructure helps to stimulate social interaction and leisure among them. Based on this idea, the environment should have an appropriate structure with adequate pedagogical spaces, so that it can serve the entire student body satisfactorily.

There has been a long-standing discussion about school environments, drawing attention to the precariousness of facilities and the lack of materials in Brazilian institutions. In the 1980s, Castro and Fletcher (1986) discussed the material conditions of Brazilian schools at the time. They explicitly raised the issue of the efficiency and effectiveness of public spending on education and spoke of the importance of school infrastructure for student learning. Sátyro and Soares (2007) studied school infrastructure based on data from the School Census from 1997 to 2005 and found that, although there had been an improvement during the period, this had not resulted in improvements in the repetition rates and student learning.

Despite the improvement in school facilities, much still needs to be done, as in many places the precariousness of school environments is still very high, especially in rural areas, where improvements are slow to arrive, and this means that education in these communities is inferior to others, thus contributing to the poor academic performance of these students.

We need to discuss even more the obstacles that prevent our country's education from taking off, but to do so we have to be committed to improving this education, holding debates, forums, demanding, demanding our right as citizens to offer a quality school for our children, with facilities and materials that offer conditions for developing the teaching and learning process, so that knowledge is passed on and acquired in an effective and meaningful way.

1. Analyzing the school structure in the educational process

The school environment is a determining factor for the acquisition of knowledge. A well-designed school means high-performing students. Comfortable environments stimulate cognitive skills, which results in educational quality.

As stated in a survey coordinated by a team from UFMG, launched by the Brazilian representation of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which states that [...] “students' learning performance is higher when schools are safe, comfortable, clean, accessible, inviting and stimulating”[...].

School infrastructure can be understood as “the facilities, equipment and services necessary to ensure the functioning of the school and assist in student learning” (GARCIA 2014, p. 144). Therefore, this concept explains why school infrastructure is one of the most important aspects of Education that has been investigated by several researchers over time, as a good physical structure, together with other aspects, leads to good academic performance.

But school infrastructure goes beyond the physical part, it involves security, adequate and effective technologies and, mainly, the pedagogical aspect, which is why schools must offer an infrastructure that meets the needs of families and that they can be welcomed in every way. Therefore, school infrastructure is everything that is visible and not visible, such as drinking water, classroom furniture, disinfection points, pedagogical management, communication management, financial management, logistics management of entries and exits, classroom management, COVID management with all protocol controls and technology are part of the school infrastructure.

These elements are crucial at the time of enrollment, since the better the conditions of the schools, the more families will be attracted to them, especially at this time when we are going through
2 During this pandemic, parents are concerned about the safety of their students at this time. They are very afraid of sending their children to school, as not all schools have adequate infrastructure within the safety protocols to combat Covid-19, and so they prefer to leave their children at home rather than send them to school. Therefore, school management must plan how to meet all the family's needs, since soon all students will be spending most of their days at school again.

Hence the importance of investing in technologies, online and digital tools are highly valued when looking for a school to enroll in, especially in times of covid-19, which enable the continuity of the schooling process and the teaching-learning processes by

through remote and hybrid teaching methods.

It is important that the school be a welcoming space where students feel happy to be present. The infrastructure and the way the school is organized must be well planned, providing students with a welcoming space where they can develop their social, cognitive or motor functions. According to Sampaio (2012):

It is believed that the teaching-learning process has a direct relationship with the infrastructure of the school environment, since it is the student's living space, and therefore it is essential that there is harmony between infrastructure and pedagogy. (p.18)

The student needs to feel happy in the school environment, to live their daily experiences and understand that school is a space for knowledge and socialization.

According to Satyro and Soares (2007, p. 07), the lack of infrastructure in schools directly affects the quality of education. Inadequate buildings and facilities, the lack of libraries, sports facilities and laboratories, the lack of access to textbooks and reading materials, and the inadequate ratio of classroom size to the number of students are problems that directly influence student performance. The lack of good school infrastructure, along with physical and technological resources, can harm not only student performance, but the overall quality of education.

As we know, the school must offer not only an adequate physical structure, but must also meet basic needs, providing the student with an effective educational process that contributes to the construction of knowledge and their formation as a citizen, as Luckesi (1994, p.58) suggests: "the school must provide the experiences that allow the student to educate himself, in an active process of construction of the object, in an interaction between the individual's cognitive structures and the structure of the environment."

In this context, the school has many functions, but the main one is the pedagogical, social and political function, aimed at the transformation of society related to the exercise of citizenship and access to opportunities for the development of learning. The opportunities range from the school environment to the intellectual, which are two relevant points for the education of the individual. In addition, it is also up to the school to create conditions for the student to achieve academic development, and for this to happen it is necessary to offer at least the basics such as airy and well-lit rooms, textbooks, a good leisure area, snacks and, above all, trained and qualified teachers for teaching. In this way, the student will have more possibilities and opportunities to learn, improving their academic performance.

The student's educational process is also related to socialization, given that interaction is of utmost importance for the student's development. Therefore, it is essential that the school provides spaces for this interaction to occur, thus allowing for an improvement in the coexistence between them. There are several environments that can be created in order to promote this interaction, such as courts for practicing sports, a courtyard for socializing during breaks, among other alternatives.

In addition to these spaces mentioned, the classroom is also a space for socialization and, therefore, must comply with minimum quality standards so that the student can benefit from the class and the relationships between students.

Ferrão Tavares (2000, p. 33) states that it is important to reflect on the organization of space in the classroom as a means of facilitating interaction. The classroom and its organization are essential for students to be able to interact freely and spontaneously, given that this space may or may not contribute to the acquisition of learning, as Zabalza (2001) points out when stating that the space may favor or hinder the acquisition of learning, proving to be stimulating or limiting depending on the level of coherence between the objectives and the dynamics proposed for the activities to be carried out, or in relation to the teaching and learning methods that characterize our way of working.

Some spaces are fundamental in the school infrastructure. An adequate environment can promote the encouragement of knowledge construction, as the support given to the student will bring countless benefits to the experience. academic experience of the same.

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In addition to teachers and students, parents are also impacted by the school's infrastructure, since when choosing where their children will spend part of the day, it is natural for everyone to observe whether the space is welcoming, clean, modern and, above all, safe. The structure of the educational institution can be a decisive factor when making a decision.

Investment is needed to strengthen the educational process, starting with technology, which is essential, given that the world is constantly changing. Therefore, the use of audiovisual and technological resources such as computers, 3D classrooms, and tablets in the classroom are tools that enrich the process.

learning. Furthermore, educational games are very useful ways to promote knowledge, improving student learning. After all, all of these things are part of the school infrastructure, spark students' interest and add to teachers' work.

Another important space in the school is the library, as it is what promotes concentration and study, so it must be comfortable and attractive. It is also interesting to think about the possibilities of a virtual library. Many students of the new generation are already born into a highly connected world and are familiar with technological devices. The virtual library is made up of a completely digital collection that, in addition to books, can offer other types of materials, such as audio or video, making the experience more dynamic and attractive.

Laboratories also deserve a space in schools, since they are spaces for studying science, which is why they are essential to teaching. Using this type of space and its resources allows students to have a greater interest in the subject and is a great incentive for them to seek future improvement. It is at school that interests in future areas of activity are born and the infrastructure that takes into account improvements in these spaces is helping in this process.

We know that children tend to be active, so schools should have spaces that allow students to move around in activities outside the classroom. These activities help students develop their cognitive, motor and emotional skills. For example, games and activities allow students to feel stimulated and explore their skills and difficulties.

Infrastructure is essential in the teaching and learning process, as a quality space directly influences the practice of teachers, who can carry out their work with full support; of students, who feel motivated and can have different experiences while learning; of other employees, who work in a favorable organization; and also the daily lives of parents who know that their children are being motivated and well cared for.

2. School infrastructure and students with disabilities

Access to education and the right to learning are universal constitutional guarantees, that is, they are provided to all Brazilians as a duty of the State and the family. Thus, schools must offer equal services to all students, since the diversity of experiences, skills, contexts and abilities among students is a reality, but many schools are still not putting this into practice effectively. Therefore, the present and future of education consist of promoting diversity as a non-negotiable value. The more respected their differences are, the more students and educators will advance, whether they are people with or without disabilities.

When talking about special education, it is crucial to recall the history of struggles, achievements and studies that consolidated this pedagogical strategy as a model of educational advancement in Brazil.

According to the Ministry of Education (BRAZIL, 2007), care for individuals with disabilities began during the Empire, when two institutions were created: the Institute for Blind Boys in 1854, now the Benjamin Constant Institute (IBC), and the Institute for the Deaf and Mute in 1857, now the National Institute for the Education of the Deaf (INES).

This was undoubtedly a great achievement in addressing disabilities, as it introduced the idea of awareness and discussion about education into society, but it still represented a precarious measure in view of the large disabled population (MIRANDA, 2003). The author continues by pointing out that in this way "[...] Special Education was characterized by isolated actions and the service referred more to disabilities".

During this period, philanthropic institutions were founded throughout the country (APAEs and Pestalozzis). In the 1960s, a movement began that advocated the introduction of individuals with special needs into society, so that they could live in society at a level as close to normal as possible. These movements were made the Brazilian Government aware so that laws were created that ensure the right to education for people with disabilities.

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In 1973, to expand and promote special education throughout the country, the National Center was created of Special Education - CENESP, later replaced by the Secretariat of Special Education.

In 1981, the International Year of Disabled Persons, society called for significant transformations in the area of special education, thus seeking the need to educate citizens aware of their values, rights and duties.

With the new Brazilian Constitution in 1988, in art.208 it recommended the integration of the disabled into the network

regular education, stating that "there will be specialized educational assistance for people with disabilities, preferably in the regular education system".

Advances in special education only increased, since in 1990 in Thailand at the UNESCO World Conference, which aimed to provide education for all, inserting, in this context, the commitment to transform the Brazilian educational system, in order to welcome everyone, without discrimination, with quality and equal conditions.

And to further establish the rights and duties of people with disabilities, Brazil adopted the proposal of the Salamanca Declaration (Spain - 1994), at the World Conference on Special Educational Needs, which guarantees education for all.

Still in the 90s, the first discussions about the new concept of education emerged: School Inclusion. "In Brazil, inclusive education assumes a central space in the debate about contemporary society and the role of the school in overcoming the logic of exclusion [...]" (BATALHA, 2009, p. 1066).

This school inclusion emerged as a hope of leading people with disabilities to live and coexist in society, as stated by Cornélio e Silva (2009, p. 2):

Inclusion presupposes a school with a participatory policy and an inclusive culture, where all members of the school community collaborate with each other, that is, they support each other and learn from each other through reflection on teaching practices.

For Campos and Martins (2008, p. 227) "A new conceptual stage of special education then begins, where the disabled person begins to receive specialized educational treatment and where specialized and institutionalized forms of schooling are implemented."

Thus, Glat and Fernandes (2005, p. 39) state that "[...] Special Education is no longer conceived as a parallel and segregated educational system, but as a set of resources that regular schools must have to meet the diversity of their students."

All these struggles here in Brazil were reflected in educational legislation, a fact proven by the Law of Guidelines and Bases of National Education nº 9394/96, which dedicates an entire Chapter to Special Education, thus strengthening the inclusion of people with special needs in regular education.

Given the above, it is quite clear that there has been significant progress in the education of people with disabilities, as it reveals that there will be no democracy until there is equality for all, which implies ensuring the inclusion of all in the educational process.

Studies show that even though inclusive education is guaranteed by policies and laws that regulate and support it, there are many difficulties in its full implementation, whether due to lack of resources, lack of professional preparation, non-inclusive pedagogical practices, or irregular or inadequate physical infrastructure. Therefore, the more we know about the school reality, the better the legal mechanisms will be able to identify, plan and develop actions that ensure the right to learning of all students, especially students with disabilities.

One of the biggest obstacles that students with disabilities face when entering regular education is the lack of good school infrastructure that meets all their needs, as we will only have good inclusion of people with disabilities if we have a different look at this target audience that has the same rights and duties and needs to have access to education equally.

In this way, schools must think about how to accommodate all human differences in the school environment, since it deconstructs the comfortable argument that schools and teachers are willing to serve students with disabilities as long as they adapt to the current model. (...) Furthermore, the convention clarifies that people with disabilities should not be excluded from the general education system on the grounds of disability.

On the contrary, they must have access to education.

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Brazilian public schools still have a long way to go to be considered inclusive of people with disabilities.

CONCLUSION

We have seen that a relevant element that cannot be forgotten by schools is accessibility, offering an adequate physical space to serve students with disabilities, in view of the increase in enrollments.

of this target audience in regular schools to serve this student adequately it is necessary to invest in access ramps, handrails, adequate bathrooms and other resources necessary to guarantee mobility and inclusion of all people.

The environment must be safe to promote the development of diverse activities and adapted to receive all types of students and occasional visitors. In this sense, a school that provides accessibility for people with physical restrictions is an environment that fosters empathy and promotes good coexistence in society.

Law 10.098, of December 19, 2000, establishes general standards and basic criteria for promoting accessibility, both for people with special needs and for people with reduced mobility. (BRAZIL, 2000). However, it is noted that the legislation has not been followed, especially with regard to adapting spaces for people with disabilities, specifically in public school spaces.

Therefore, in order to include students with special needs in regular education, there must be profound changes in the educational system, with the intervention of specialized and trained professionals in the pedagogical process, as well as the adaptation of school spaces so that learning becomes more effective, as this is the only way we will have an effective inclusive education policy.

As we have seen, school infrastructure is an extremely important element in improving student performance and school development. To achieve this, the institution must invest in physical and digital resources to promote higher quality teaching and a wide variety of options.

According to Lailla Micas, training assistant at the Rodrigo Mendes Institute, schools are rarely fully prepared before they receive their first students with disabilities. "It is the experience with students with disabilities that enables schools to adapt to eliminate these architectural, attitudinal, communicational or other barriers, ensuring the constant search for inclusive and quality education for all," she says.

The commitment of inclusive education is to be universal, that is, it includes equal opportunities, valuing diversity, and promoting learning for everyone, with and without disabilities.

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