

School Routine and Student Health: Insights from Educational and Health Research

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ABSTRACT

The objective of this present research aims to investigate what the authors have written and analyzed about the school routine in Brazil between 1984-2014 through the publications published by the *Revista Brasileira de Estudos e Pedagógicos* (Journal of Pedagogical Studies) magazine. Thus, a mapping and analysis of the articles -published by the mentioned magazine – was done, related to the theme. A total of 79 articles were selected for this work. They indicate a fact: the importance that the researchers have given to the study of school routine. The analysis shows that the studies dealt primarily with Elementary Education and Teaching Practice with a focus on the teachers.

Keywords: Documental Research, Magazines, School Routine, Teachers Training.

INTRODUCTION

The objective of this research is to investigate what the authors have written and analyzed about the school routine in Brazil between 1984-2014 by mapping and analysis of editions of the published productions of *Revista Brasileira de Estudos e Pedagógicos* (RBEP). The option of doing a research in the *Revista Brasileira de Estudos e Pedagógicos* is justified as the journal totals a long historical period.

The magazine was founded in 1944, and in July 2014 completed 70 years of existence, every four months it is edited by the Instituto Nacional de Estudos Pedagógicos do Ministério da Educação e Cultura do Brasil (Pedagogical Studies of the Ministry of Education and Culture of Brazil). It is the oldest journal of educational research organized by the federal government in circulation in the country and aims to expose and discuss general questions relating to education through unpublished articles resulting from studies, research and experiences

related to educational area and alike. The main objectives of the journal are: to promote research and surveys, organizing documents relating to the history of education, approaching educational institutions of the country and abroad, provide technical assistance to all instances, whether they are private, municipal or state education and mainly disseminate the pedagogical studies. (RBEP / EDITORIAL, 1944, pp. 5-6).

We assume that the articles published in the journal portray the major concerns that have permeated the school routine during these years. Although the routine of a school has never identical to another, there are several common elements between the school units that unifies them, so that present issues in a school unit are presente elsewhere and are broadcast in articles, research reports and educators and researchers in the education area in Brazil. Thus, it is expected that this study be constituted as an

element that contributes to the action of the teacher and the school management to be focused on the routine of schools.

CONCERNING THE SCHOOL ROUTINE

The school is the workspace where many freshmen start their journey when they leave university; where students learn to read and write, count and subtract; a space where they learn about philosophy, arts, history, geography, etc.; where parents or guardians seek to provide teachings to their children. The school is also the place where intra-school factors (such as differences in educational and pedagogical practices, type of relationship between teacher and student, interdisciplinary relationships in the classroom, discipline, curriculum, evaluation designs) and extra school (as social and income inequalities) are present. In other words, the school is a social space where there is a correlation between macro-social relations (originated at social level) and microsocial (originated at school level) resulting in multiplicities and complexities in its routine. Besides that the school routine is not something permanent and immutable, however, it is ever-changing. Educational policies that are being implemented, the changes in the contemporary human being's life, the way the school has been recognized in today's society, and the exclusion mechanisms that are present in schools modify its routine.

The first studies developed for school routine started up in the United States, with a research of Stake (1983a, 1983b) that contributed to add the need for observation of what occurs in the school routine. Within these studies, Stake states the importance of observing the school routine, providing practical supports to analyze qualitative data. For the author, it is important to analyze both what is common as it is to a particular situation, in addition to historical aspects and the political and economic contexts in which this fact occurs.

In Brazil, researches made by Alves, André, Candau and Penin became reference in the subject in the country. Alves (2000, 2003) seeks to relate the study of school routine exposed in classroom events, to the sociocultural dimension, which consequently refers to sociopolitical issues. Thus, according to her, studies on the school routine should be focused on all the complexity present in the school that imbricates micro with macro social issues. For André (2004, 2008), studies in the area should focus on the social relations that are configured in this space. For him, the subjective/personal, institutional/organizational, instructional/relational and socio-political dimensions, are intertwined with each other and allow - when analyzed - to understand the social relations expressed in the school routine. The main objective of these four dimensions is that the researcher never forget the complexity and interrelationships in an investigation of everyday teaching practice. To do a search of the school routine, in the school routine and on the school routine, André (2008) suggests as a methodological basis, ethnographic research participant observation, interviews and direct contact of the researcher with the researched situation.

According Penin (1989) it is under a daily analysis that the actions of individuals can be best understood and move constitutive processes of school reality, in order to be transformed.

Under an intercultural perspective that consists in one of the dimensions present in the school routine, Candau (2002, 2008, 2011) points to the importance of analyzing the social and cultural groups that interact and act in the schools routine and the conflicts faced in schools from sociocultural and economic inequalities. As per Candau (2011), the school routine is the space of equalities and differences.

All this indicates that the school routine is complex, multiple, fragmented and multifaceted is a privileged space to understand: the practice of teaching, the teaching / learning process; conflicts between individuals; the practice of public management; the relations teacher/ student; and how the knowledge of the area is linked. Given this complexity, then the dimensions in school routine, we understand that its analysis through periodic, allows tangency it in all its complexity.

METHOD

The Articles of the Revista Brasileira de Estudos Pedagógicos in its title or its subtitle made reference to the school routine or contained words or phrases such as school or educational were selected for analysis. After this mapping, it was done a reading of the summary and keywords in order to verify the relevance of their inclusion in the study. Within the 91 copies published between May / August 1984 and May / August 2014, 79 articles were selected for analysis as these texts dealt directly from the subject, the object of this study.

DEVELOPMENT OF THE RESEARCH

The school routine was a matter particularly more intense in the studies between 1984 to 1994. In the first decade of the corresponding search volume 65, number 149, May to August 1984, volume 74, number 178, September to December 1993, in which 45 articles have been published. The second decade of research that encompasses the production of the volume 75, numbers 179, 180 and 181 of 1994, volume 84, numbers 206, 207, 208 - January to December 2003 - with 15 published articles. The third decade of research corresponds to the volume 85, numbers 209, 210, 211 January to December 2004, volume 95, number 240 of May to August 2014, producing 19 articles on the topic, published in the Journal.

In the first decade only two copies did not present papers on the theme. The period in which more articles were written was between 1985 and 1986. In the second decade, there was a sharp drop in the Journal productions, returning to sheepishly increase in the third decade to 19 productions on the subject. However, there is a production regularity on the subject.

By checking a survey of scientific production, a way to identify the number of authors who contributed in the magazine was proposed, referring to the school routine. The 79 productions were written by 190 different authors, considering authorship and co-authorship, with 157 women and 33 men. The participation of men in the publications on this theme is 17.36% and 82.63% of women, so women had a greater contribution than men in this approach. This gender distribution is as expected since the literature indicates that the education sector is a largely female area.

Based on the data, it was found that 31 authors (16.31%) contributed individually and consequently 159 authors (83.68%) produced 48 works in co-authorship. It was found that only some authors contributed with their research more than once in the journal on the theme of school routine. In order to present the 79 articles published about the school routine considering the kind of research, it was observed at first whether these were empirical research of texts or theoretical review. It was found that 91.13% of the texts chosen in search are empirical, especially the first decade with 44 productions, 11 productions in the second decade and 17 in the third decade, totaling 72 jobs. 07 works were detected and stood out by addressing the issue based on the literature of authors who

study and present the school routine, 01 production in the first decade, 04 in the second decade and 02 in the third decade of research.

With the objective of identifying the institutional affiliation of the 190 authors responsible for 79 articles published, it was resorted to the information contained in the texts themselves. Therefore, the authors were linked to 42 institutions, 39 national institutions representing all geographic regions of Brazil and 03 international located in Europe and the Americas.

It is worth mentioning that when analyzing the institutional affiliation of the authors, it was found that 16 productions were published together, involving researchers from more than one Brazilian university and in other cases, in partnership with researchers from foreign universities.

Upon identifying the institutional affiliation of these authors, it was done a mapping of the origin of these productions by geographic regions of Brazil. The highlight by geographic region was due to the Southeast, with 43 jobs over the 30 years, making 54.43%. In the first decade (1984-1993), the same region contributed 26 papers, a total of 32.91%. On the one hand this data could indicate a greater concern of the theme by researchers located in this region on the other is known that in Brazil the research concentrated mostly in the Southeast and South regions. Thus, such distortion can only be indicative of inherent inequalities in the Brazilian territory when there is a reference of the number of universities and graduate courses that exist in Brazilian states.

The Brazilian states of Alagoas, Ceará, Piauí, Maranhão, Paraíba and Rio Grande do Norte, in the Northeast, had no production identified in the survey. Similarly, the states of Amapá, Amazonas, Rondônia, Roraima and Tocantins, the Northern Region, also showed no research into the school routine.

The theoretical framework for analysis of school routine in *RBEP* journal focus on the following authors: Emilia Ferreiro, Paulo Freire, Denise Jodelet, Jean Piaget, Serge Moscovici, Maria Helena Souza Patto, Marli Elisa Dalmazo Afonso André, Pierre Bourdieu, Michel Foucault, Henry Giroux Philippe Perrenoud and Mary Rangel. By analyzing the most cited authors in the articles distributed in the references, it can be seen that 34 of them appeared in more than a different work. These theorists, 15 are foreigners, especially Argentine Maria Emilia Beatriz Ferreiro with 05 citations. The French theorists were the ones that most bibliographically substantiated the productions on the school routine. However, the 15 Brazilians most cited in productions for the school routine, there is the Paulo Freire (he's from Pernambuco state), and his writings were used in 05 productions.

The articles related to elementary school were treated in 55 productions, 34 times in the first ten years, with a fall in production on the subject in the second decade up to 08, rising to 13 productions in the third decade. Among these items are the Cycle I productions, Cycle II, Youth and Adult Education of Elementary School and Preschool.

There are still those articles in the journal that are in general, that is, addressing the elementary and high school education in the same research.

Thus, the 79 productions that address the issue, the elementary school is presented in 64 productions, that is approximately 81.01% of the work in which they were discussed. In total, among the analyzed articles, 12 papers focus on the high school and 03 higher education.

The productions have a central theme which is treated in each article. Although an article could deal with more than one theme, it was taken as a criterion to frame it in a category the central focus of it. Although the articles focus on diversity issues, mainly to address issues related to Pedagogical Practices, Social Representation and Teacher Training.

The Pedagogical Practices were the most discussed topics, being explicitly focused on 39 productions, that is 49.36% of the time indicating that this is a constant concern of studies on the school routine in the three decade encompassed by the research. Among them, only the Teacher Training is not continuously studied, which, however, does not necessarily mean a low interest in the subject, this only means the authors - who treated this subject - either have not published between the years of 1994-2003 his studies in the Journal or the Teacher Training has not been studied from the perspective of school routine.

By examining the articles it is clear that the main concerns were directed to teachers and then the students. On the other hand, the school routine, attached to the school management, appeared in only one production. Therefore, teachers and students were the most examined in the research published by the Journal, indicating that studies of school routine are centered on intra-school relations. However, parents and communities do not tend to be the focus of attention.

CONCLUSION

The mapping done indicated that the issue of school routine has been constant within the articles, although it was mostly studied in the early 80s, today continues to be investigated.

It also pointed out that there is a wide range of authors who work with the theme. The fact is that on the one hand it indicates the importance that researchers have given to the school routine, on the other this diversity of authors and theoretical references may indicate that there is no accumulation of knowledge about the school routine, as a text or an author does not refer to the text written by others.

Moreover, the map on the subject indicated that the studies deal primarily of Elementary Education and Teaching Practice with a focus on teachers. The school routine is also analyzed as a space to be unveiled through the representations of each individual that makes up the educational field, prevailing, however, the teacher and the student as the study subjects.

But what seems to predominate is the diversity of themes, concerns and objects of study, which is, probably, related to the fact of school routine is complex, multiple, fragmented and multi-faceted as shown in the literature related to this area.

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