































## The learning processes of students at risk of exclusion from education

Item	Average Boy	Average girl	Mann-Whitney U	Z	Asymptot. sig. (two tail)
110. I like reading books	2.07	2.56	8270	-3.807	0.000
111. I like to write texts on a computer	2.09	2.46	9088	-2.823	0.005
112. I like to underline what is important in a text	2.43	2.76	9432	-2.348	0.019
113. I like to decide what I should do in class	2.71	2.68	10874	-0.309	0.757
114. I like to debate a topic in class	2.89	3.02	10326	-1.052	0.293
115. I like it when they ask my opinion in class	2.75	3.00	9252	-2.113	0.035
116. I like it when the teacher asks me questions	2.47	2.37	10260	-0.840	0.401
117. I like it when the teacher listens to me	3.25	3.26	10714	-0.405	0.686
118. I like to present written work	2.67	3.02	9078	-2.488	0.013
119. I like to present work orally	2.34	1.86	8378	-3.453	0.001
120. I like to get good marks in class	3.59	3.54	10612	-0.895	0.371
121. I would like to be one of the best students in class	3.18	3.14	10684	-0.711	0.477
122. You learn more when there is more of a bond between teacher and student	3.25	3.42	10070	-1.467	0.143
123. You learn more and better when the teachers are warm, caring	3.14	3.38	9962	-1.592	0.111
124. I like revising things	2.60	2.62	10962	-0.186	0.852
125. I like to evaluate myself and don't like being evaluated by others	2.73	2.56	10136	.1.296	0.195
126. I like to be congratulated when I do things well	3.25	3.39	10312	-0.818	0.413
127. Humour is necessary for learning comfortably	3.47	3.50	10784	-0.463	0.643
128. Evaluation helps you to improve, the more you are evaluated the more you improve	3.16	3.32	10470	-0.880	0.379

Source: Own elaboration.

## 5. Conclusions and discussion

In summary, the principal conclusions are collected below in accordance with the objectives raised in the research.

– Regarding the study's first objective (*Describe the characteristics of the students participating in the study*), students participating in the research have an average age of 16.8 years, most of them are boys, one third are of immigrant origin, and their parents have intermediate and basic level education.

– Regarding the second objective (*Analyse the students' perception of the Initial Professional Qualification Programmes regarding their learning activities – what they learn – and compare it with their previous experience in Compulsory Secondary Education*), students state that their experience in Compulsory Secondary Education and Initial Professional Qualification Programmes was very different. The average scores for what they have learnt on the Initial Professional Qualification Programmes are somewhat higher than for Compulsory Secondary Education. There are statistically significant differences for all of the items, with consistently higher values for the Initial Professional Qualification Programmes.

– Regarding the third objective (*Finding out how the students on the Initial Professional Qualification Programmes feel and have felt in the classroom and compare their perceptions with their experiences of Compulsory Secondary Education*), the students feel better in the Initial Professional Qualification Programmes than in Compulsory Secondary Education and,

also, feel comfortable with and motivated by the teachers. The Wilcoxon test displays statistically significant differences for all of the items, with consistently higher values in the Initial Professional Qualification Programmes.

– Regarding the fourth objective (*Analyse the students' evaluation of the teaching methodology and processes that the teacher uses – how the teacher teaches – on the Initial Professional Qualification Programmes and in Compulsory Secondary Education*), the students' evaluation of the teaching processes used by the Initial Professional Qualification Programmes teachers is more satisfactory than their experience with the Compulsory Secondary Education teachers.

– Regarding the fifth objective (*Analyse how the consulted students like to learn and compare the scores by sex*), statistically significant differences are detected in various items. Girls value reading, writing and the emotional aspects of learning more highly and boys solving case studies and problems and using technology to learn.

Some of the results of the research strongly attract our attention. The Initial Professional Qualification Programmes professionals manage to encourage enthusiasm and interest in work from the students who attend these centres. It seems strange that teachers who, mainly come from professional training, without having specific training in educational sciences, manage to awaken the interest in work and the satisfaction of students who have continuously failed in Compulsory Secondary Education. The importance of



dedication, personal support, and the encouragement of the affective and emotional aspects in the teaching and learning processes are of great relevance for students (Reschly, Huebner, Appleton, & Antaramian, 2008; Greenberg, et. al., 2010).

Evidently, the affective and emotional component in education must be accompanied by an appropriate design of the teaching and learning processes (Suazo, 2013). Students consulted in this study state that the teachers of the Initial Professional Qualification Programmes opt for developing teaching strategies that encourage team work, approaching case studies and solving practical problems related to situations from everyday life. When students can see the purpose, usefulness and practical validity of the knowledge they learn in class, their motivation and interest in learning increase considerably (Lee, Johanson, & Tsai, 2008).

The evaluation by the students taking part in the research require an in-depth reflection on the teaching and learning processes developed in Compulsory Secondary Education, especially, with regards to teacher training, the role of the teacher and the student's participation in the classroom (Santos Rego & Lorenzo, 2015). The limited impact of the master's degree in secondary education on the skills of the teachers in this stage is also worrying (Benarroch & Marín, 2011). It is quite surprising that the Initial Professional Qualification Programme teachers, are apparently, with limited pedagogical training, rather more highly rated by students than their counterparts in Compulsory Secondary Education. The causes of this phenomenon should be analysed in future studies.

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