RATIONAL LEARNING IN THE CONTEXT OF SCHOOL (NON) SUCCESS

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ABSTRACT

Success and failure in school are two sides of a single educational process. Depending on the criteria by which to assess the quantity and quality of educational results, we can speak about school success, but also about school non-success (failure). In this paper, the authors present the interdependence between how students and teachers evaluate the level of representation and use of techniques and methods of effective learning in relation to the correlates of school (non)success. The authors associated the views on the techniques of effective learning with the intensity of motives that lead to school non-success. The intention is that the interdependence between the valuation techniques of rational learning and school failure is examined by calculating correlations and differences among the variables that represent these two. Data obtained in this study are consistent with theoretical facts, but also with the assumption that there is a statistically significant correlation between current practices of teachers which influence the stimulation towards efficient learning (visualization, correlation and design, perceiving ideas, openness of the senses, etc.) and the efficiency of their implementation with regards to the students' failure at school. Factorization of measuring variables indicates that the awareness of teachers concerning teaching techniques in the rational learning process should be reinforced, which is a good referral for a new research. Obtained results have helped us in solving general problems in school (non)success among adolescents and we believe that it will contribute to overcoming the current situation and to the improvements in our education system.

Key Words: School (non)success, efficient learning, cognitive deficit, self-confidence, investigative identity.