Abstract

This paper presents research results on teacher’s and grade repeating children’s representations of grade repetition, and its implications for the relationships between them. The applied methodology was of qualitative type. Interviews in depth were held with first grade teachers and grade repeating pupils, as well as participant observations. Both of them took place in San Miguel de Tucuman’s schools. The analysis of the information was carried according to the based emergent theory. Categories and themes were identified, triangulated in order to build a theory about the phenomenon. The results showed that teachers’ representations affect the construction of grade repeating children’s own representations and classroom relationships. Teachers who defined education in a unicausal way, evinced a favorable attitude towards grade repetition. Grade repeating pupils had negative representations about grade repetition and relationships with teachers and peers. Classroom interactions showed unidirectional communications and slightly unequal application of the rules. This allowed teachers to hold a satisfactory self-image, but it had a negative influence on the grade repeating children. Teachers that considered education a complex process defined grade repetition as an unfavorable situation. Grade repeating pupils’ representations of grade repetition and relationships with teachers and classmates, included both negative and positive aspects. Classroom interactions showed uni and multi-directional communications and a more equitable application of rules. Teachers’ and grade repeating children self-images included positive and negative aspects.

Keywords

GRADE REPETITION, REPRESENTATIONS, CLASSROOM RELATIONSHIPS, ARGENTINA.