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Title of the Paper
The perception of teachers about potentialities and difficulties of the students

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Introduction
The study presented is the result of the research line "teacher training" of the group "Education, management and society" linked to the Centre of Education, Philosophy and Theology-CEFT/Saint Paul/Brazil with support from Mackenzie Institute MACKPesquisa. The objective is to identify how the everyday reality of college student in the classroom. The problem statement is about the impact of the new University's profile in the teaching-learning relationship, according to figures released by the Commission of the UPM in selection process from years 2008 to 2011. The research question in: Which are the teachers' perception about situations underlying the potentialities and difficulties of the student in the classroom?

Methodology
The research is characterized as exploratory research to identify the perception of 300 teachers of both sexes, without age restriction and that integrate the Faculty of different courses and stages of Universidade Presbiteriana Mackenzie -UPM, in relation to the constructs in study was operationalized from probes prepared in Likert scale or agreement and analyzed by means of partial least squares structural equation modeling (PLS-SEM).

Results
From the perspective of teachers' perception, the effects of alcohol / drugs construct (Percep_Uso) impacted positively and significant on: Difficulties in Learning (Dif_Aprend) (β4 = 0.206) (Proposition 4) and inappropriate behavior (Comport_inad) (β3 = 0.206) (Proposition 3) also affected positively and significant by the construct (Dif_Aprend) (β1 = 0.392) (Proposition 1) having its variability explained in 25.4%. Finally, it was found that the difficulties in learning and inappropriate behavior (involves aggressive and unethical behavior) proved negative and significant impact on the students Potential construct (Potential), respectively, (β5 = -0.193) (Proposition 5) and (β2 = 0.206) (Proposition 2) and explain 22.2% of the variability of this construct.

Conclusion
In this study it was found that the preparation of teachers must go beyond the specific contents, of course to teach they need to first know what they teach, faced the problems of classroom and prioritizing the actions related to school everyday, comprising themselves and society as a whole. University professors must be prepared to be a mediator of learning.

It is necessary for teachers to seek other commitments in addition to organize and offer a set of knowledge that ensure students learning in scientific fields. It takes a commitment to cultural and social issues critically and autonomously and with the production of new knowledge, whereas the educational processes as integrated research activities.

Some References
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