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Aspects Regarding Classroom Management And Its Part In Making The Educational Process More Effective

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Abstract

The management of a classroom of pupils involves the orchestration and coordination of the entire learning process, so that it would be as effective and productive as possible. This complex process merges with the action of creating a positive learning environment, both as the physical space is concerned, and through the totality of the essential elements of the pupils' personalities. Starting from the premise that the pupils' opinions can provide us clues regarding how to promote a top managerial process in schools, we conducted, over the course of the academic year 2012-2013, an inquiry in a target group formed of middle-school-aged pupils. Managing a group of pupils is a practical expression of the actions taken to improve the educational act, both from an institutional standpoint, and from the perspective of creating the framework and conditions for a more productive activity. The change in the pupils' position, from mere "receivers" of dispositions and orders, to collaborators does not exclude the teacher's authority, which must be based on competence, freshness of view, originality, imagination, opportunity, and pertinence of reflections and solutions (Albu, 1998, p. 171).

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1. Introduction

The management of a classroom of pupils involves the orchestration and coordination of the entire learning process, so that it would be as effective and productive as possible. This complex process merges with the action of

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creating a positive learning environment, both as the physical space is concerned, and through the totality of the essential elements of the pupils' personalities. Through the prism of an educational process, classroom management can be understood as an ensemble of strategies and techniques of managing the teacher-pupil relationship during the lesson, as a core form of the instructive-educational activity.

The quality of the manager teachers is given by the symbiosis between the material and the human resources, and the psycho-pedagogical ones, configured in their own way, for their classroom. Dicu & Dimitriu, as cited in Dobrescu (2008), think that the mastery of leading the pedagogic act is in "combining the science to lead the action called lesson with the art of being a real personality and of creatively adapting the strategy of leading" (p. 119). A good manager of the classroom must be capable of making profound changes in the educational process, in the sense of founding the didactic endeavours on democratic principles, introducing new instructional strategies that would favour collaboration, increase the pupils' trust in them and improve their academic performances.

The most important aspect of the classroom management dimension is creating a dynamic climate that would raise the pupils' interest that would favour the autonomy, the initiative, and high academic results. Understanding top performance not just as an athletic result, but as a complex process that allows the pupils to develop their personalities, we are in full agreement with Pieper (2001, p. 8), who states that it also involves "an aspect of freedom and creativity." Leading the group of pupils is a practical expression of the actions taken to improve the educational act, both from an institutional standpoint, and from the perspective of creating the framework and conditions for a more productive activity.

2. Material and methods

Starting from the premise that the pupils' opinions can provide us clues regarding how to promote a top managerial process in schools, we conducted, over the course of the academic year 2012-2013, an inquiry in a target group formed of middle-school-aged pupils. This sociological approach envisaged the assessment of the future teachers from the Bacau Faculty of Movement, Sports, and Health Sciences. They participated in leading the didactic process in their first semester, during the Pedagogical Practice Module of the university's Department of Training the Teaching Staff.

This study started from the *hypothesis* stating that knowing the classroom management dimensions for improving the teaching process, through the pupils' opinions, constitutes the starting point for a reconsideration of the training process of the future teachers.

The research methods we used were: the study of the literature, the observation, the questionnaire inquiry, the statistical-mathematical method and the graphical representation method.

For this, we did an investigation that was based on 10 item questionnaire. For a greater relevance of the pupils' answers, most questions were accompanied by prefigured answers or well-configured scales. The questionnaire was applied to 120 pupils from various Bacau schools, where the undergraduate students' pedagogical practice took place.

3. Results and discussions

At the question asking the pupils about the presence of an authoritarian behaviour in the future teachers during the physical education lesson, most of the subjects (44.16%) said that they did not perceive such behaviour, while 30% said they rarely perceive it. The use of commands and dispositions that restrict the pupils' freedom of expression is perceived only by 25.83% of the respondents.

This proves that most of the subjects are aware of the importance of this quality in the manager's personality that ensures the flexibility effectiveness of the didactic act (Fig. 1).

A diminished impact of the authoritarian behaviour generated by the abusive use of commands, especially the ones regarding the excessive control over the pupils' performances (Mitra, 1973, p. 22), allows the pupils' independence in action, their creativity, self-education, and self-leading" (Firea, 1979, p. 158).

Supporting this argument are the 69.16% of the pupils who believe that promoting self-leading is very good and good, with only 30.83% believing that this activity is less pragmatically applied during the physical education lesson.

The physical education teacher, as perceived by 32.5% of the subjects, is capable to have a democratic style of leading that stimulates the pupils' cooperation, initiative, participation in the decision-making process, active and

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