

## IDENTIFYING AND DIFFERENTIATING BEHAVIOURAL ACTS USED BY PROFESSORS IN THE PUPIL/STUDENTS-PROFESSORS RELATIONSHIP WITHIN THE PHYSICAL EDUCATION LESSON FOR HIGH SCHOOL AND UNIVERSITY LEVELS OF EDUCATION

OPREA VIOREL<sup>1</sup>, LUPU ELENA<sup>1</sup>

### Abstract

**Problem Statement:** This study complements the various studies conducted so far in this field, scientific approach to the topic mentioned leads eventually to a progress in terms of communication relative to teaching physical education classes and sports.

**Purpose of Study:** This research has been undertaken on a group of 24 professors within high school and university levels of education, with a pro-efficient formation, Ph.D. graduates (9 professors), and grade I teachers (in number of 15). The teacher is the most active character with the integrative role and the one who stimulates both form and content of activities. It has the most frequent reactions of corrective type and he has a large repertoire of decisions specific to the classic regulatory activities, evaluation, support, encouragement, explanation, questioning.

**Research methods and techniques.** The research methods and techniques used to address the purpose and research objectives are: Bibliographical method; Observation method; Statistical-mathematical method; Graphical method; Experimental method.

**Findings:** The research was mainly conducted in indoor and outdoor sport fields and tracks of the Petroleum-Gas University of Ploiesti, of the Edeleanu Lazar's Technical College from Ploiesti, but also of the Industrial Energetic Group, Ploiesti.

**Conclusions:** If we identify types of communication used mainly by the teachers of physical education and sports and we include them in the teaching scenario, like a provoked educational event, then the quality and effectiveness of teaching physical education and sports will increase dramatically.

**Keywords:** Identifying, differentiating, behavioural acts, professors, physical education, high school and university levels of education

### Introduction

The series of behavioural acts used by professors in the relationship between pupil/student-professor – within the Physical Education lesson in high-school and university levels of education represent a determinant element in communication and the relationship which will be established along the instructive process, because Physical Education and Sports activities “...are conceived for humans, in certain social and financial conditions, which makes the two types of motric activities formative-educative elements of a great value.” (A. Dragnea p.206, 2000).

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### Purpose of the research

Approaching the issue of the chosen theme, this paper aims the following:

- To identify the behavioural acts used by professors in the relationship between pupil/student-professor - within the Physical Education lesson in

high-school

- and university levels of education;
- To identify types of communication used within the relational sphere, as a characteristic of Physical Education and Sports activities;

### Objectives of the research

The objectives which were at the basis of the realization of this study were the following:

1. The analysis of the moments when the identification and difference of behavioural acts occurs, these being used by professors in the pupil/student-professor relationship;
2. An evaluation regarding the efficiency of *professors' behavioural acts in Physical Education lessons*.

### Research hypothesis

This research has started from the hypothesis according to which if we will identify the types of communication mainly by professors of Physical Education and Sports and we will include them in the didactic scenario, as a provoked pedagogical event. As a consequence, the quality and efficiency of teaching Physical Education and Sports will increase.

### The operational process and the subjects

<sup>1</sup>Physical Education and Sport Department ,Petroleum-Gas University of Ploiesti, ROMANIA

Email: [lupu\\_lln@yahoo.com](mailto:lupu_lln@yahoo.com)

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## involved in the research

This research has been undertaken on a group of 24 professors within high school and university levels of education, with a pro-efficient formation, Ph.D. graduates (9 professors), and grade I teachers (in number of 15), from the Petroleum-Gas University of Ploiești, and from the Edeleanu Lazar's Technical College from Ploiești, between 2008 – 2010.

### Research methods and techniques

In our scientific approach we have used widely known research methods and techniques:

1. Bibliographic study method;
2. Observation method;
3. Measuring and recording method;
4. Graphical method;
5. Experimental method.

A. Organizing and structuring indicators are indicators which:

- the professor organizes and leads the didactic process through the domination of empirical values (I. Negret-Dobridor, 2008).

- conceives the objectives necessary for the didactic process

- creates the algorithms for the lesson  
 - structures a series of content elements  
 - uses in the lesson the demonstration and presentation, on their basis creating an argument for his/her actions (Gh., Biltac, And D.,Călin, 2008);

B. Indicators of communication distribution - In this situation, the professor will turn to:

- the creation of an interactive situation and will demand interactive answers

- the frontal and individual demand of the pupils/ students in the lesson.

C. Indicators of resolution and evaluation

- the activities (motric, cognitive, active, affective, moral) of pupils/students are directed-evaluated through the means of three behavioural types: positive, negative and neutral (D., Colibaba Evulet. 2007).

D. Indicators for the manifestation of the formative potential:

Through this type of indicators we aim that the professor to become an objective, which will lead in time to a stimulation of behavioural acts and attitudes of direct communication of one's criticism, and a personal presentation – reflexive and interpretative( M., Argyle, 2005).

E. Indicators for values modeling:

These indicators point to the capacity of evaluation and implementation of: models, values, social and group positive attitudes; strong moral-character values and attitudes; practicing models and a horizontal-vertical transfer of positive working experiences and positive attitudes derived from these (P., Andersen, 2007).

F. Indicators of the socio-affective climate:

In the sphere of the pupil's/student's personality or within a group of pupils/students, the main types of styles, actions or influences may be direct, indirect or combined from the two characteristics

G. Indicators of creativity stimulation:

Creativity is an important parameter for the Physical Education lesson, this being the motivation which determines the professor to turn towards the establishment of a creative behaviour of the pupils/students, who are seen as individualities, as members of the group, and have to use the following indicators within the lesson; non-verbal communication which is a substitute – a gesture of indicating the pupils which helps at their training, and the arrangement of materials; uses object language; codes of performing the tasks, associated with body motion and face expressions; the linguistic unity; spatial and temporal codes; feed-back; technical and tactical codes; the language of signals and warning (L., Ezechil .2003).

## The results obtained and their interpretation

Involving all the above mentioned aspects, the professor is thus directed towards the establishment of a creative behaviour of the pupils/students, seen as individualities, as members of the group (R., Thomas, Jerry & Nelson, K., Jack, 1997).

It is very important to mention, before analyzing and interpreting the data, that in the nowadays society "...the professor of Physical Education and Sports presents himself as a package of duties, given in the first place by the position of educator, and, secondly, by the profile of his/her specialization, which is Physical Education and Sports, motric activities different in comparison to other instructive-formative activities" (A., Dragnea p.206, 207, 2000).

In Bontaş's opinion (p.202-204,1994, quoted by V., Oprea p.70, 2009), "...the didactic communication is a professional communication of the professor with the student within the didactic process – the lesson – and outside of it, oriented towards the creation of a favourable social and psychological climate."

That is why we believe that after the identification of the various communication types, mainly used by professors of Physical Education and Sports, we could include them in the didactic scenario, as a provoked pedagogical event. As a consequence, the quality and efficiency of teaching Physical Education and Sports will increase.

For this reason, we have undertaken this study, and the data were registered and interpreted according to Table No. 1, *Observation protocol regarding the identification of the professors' behavioural acts in Physical Education lessons* and Graph No. 1, *Representative graph regarding the identification of the professors' behavioural acts in the Physical Education lesson for the high-school and university levels of education*, aimed to improve the teaching system, with the purpose of increasing the efficiency of training and opening new directions of research for other specialists.

**Table – Observation protocol regarding the identification of the professors' behavioural acts in the Physical Education lessons**

**Table No. 1**

<b>Behavioural acts</b>	<b>Average</b>
A. Frontal relation	5,68
B. Individual relation	5,632
C. Receptive to the pupil's/student's behaviour	5,641
D. Intervenes when mistakes are made	5,656
E. Demonstrates	9,168
F. Demonstrates with the help of other means	0,572
G. Demonstrates –explains	5,308
H. Corrects (explains)	4,269
I. Verbal communication	14,477
J. Non-verbal communication	5,875
K. Para-verbal communication	5,963
L. Combined communication	5,984
M. Makes the pupils/students active	6,033
N. Disciplines the class	3,219
O. Reactions feed-back	2,213
P. Evaluating the behaviour for pupils/students	2,459
Q. Ensured retention	1,824
R. Authority chosen as the ruling style	2,343
S. Democracy chosen as the ruling style	2,977
T. A combined ruling style	2,098
U. The quality of the information transmitted	2,657

In what the *identification of the professors' behavioural acts in Physical Education lessons* is concerned, we can observe that:

- For behaviours regarding the types of relations, and here we refer to *frontal and individual relations*, we have recorded values close to 5,685, respectively 5,632, values which show that these behaviours can be improved;
- Another behaviour observed and close to the value of the precedent is the one regarding the *professor's receptiveness to the student's behaviour*, with a value of 5,641;
- *Interventions when mistakes are made* are recorded with a value of 5,656 this also being eligible for improvement;
- Professors have the best indicators for behaviours - *demonstrates* 9,168, *verbal communication* 14,477 and *make the students active* 6,033;
- The categories of behaviours which need a greater attention and which have to be further studied are: *the ruling*

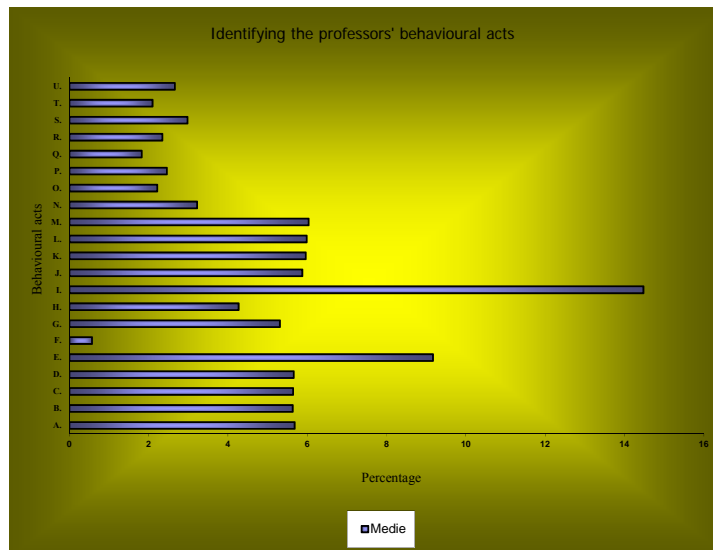
*style, ensuring retention, evaluating the students' behaviour, reactions to feed-back, disciplines the class*, at these the professors having values under the average of 5;

- *Demonstrates with the help of other means* is the behaviour which has recorded the lowest average 0,572;
- The category of conducts which represent a real interest for us, and which has been studied, is the one regarding types of communication used by professors of Physical Education and Sports during lessons, and which shows that, in what the *non-verbal communication* 5,875, the *paraverbal communication* 5,963, and the *combined communication* 5,984 having an average of 4, these have to be implemented, in order to realize a more efficient and complex act of education;

These low values concerning communication types show us a low value for the *quality of the* 2,657, which is unpleasant, due to the fact that this behaviour has repercussions over the feed-back.

**Representative chart regarding the identification of the professors' behavioural acts in the Physical Education lessons in high-school and university levels of education**

**Graph No. 1**



**Caption:** A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, R, S, T, U – these letters correspond to the indicators in Table No. 1 with the Observation protocol regarding the identification of the professors' behavioural acts in the Physical Education lessons.

## Conclusions

- The behavioural acts regarding types of relations, and here we refer to *frontal and individual relations*, we have recorded values close to 5,685, respectively 5,632, values which show that these behaviours can be improved;
- Professors have the best indicators for behavioural acts – *demonstrates* (9,168,) *verbal communication* (14,477) and *make the students active* (6,033), which confirms the hypothesis according to which, if we will identify the types of communication mainly used by professors of Physical education and Sports and we will include them in the didactic scenario, as a provoked pedagogical event, then the quality and efficiency of teaching Physical Education and Sports will increase significantly;
- When the behavioural act is in accordance with the demands and in coordination with all the communication types, the teaching label and the transmitted message are one of great value. Low values recorded for these behavioural acts show a low quality of the transmitted message, thus confirming the hypothesis according to which the efficiency of the instructive process is influenced by the quality and efficiency of the professor's behaviour during the lesson;
- The categories of behavioural acts which need a greater attention and have to be further studied are those related to the ruling style, retention insurance, behaviour evaluation, reactions to feed-back, and collective discipline;
- This study completes the various other studies realized until present days in this domain, the scientific approach of the mentioned subject, finally leading to progress regarding didactic communication, reported to Physical Education and Sports lessons.

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