



AN EVALUATION REGARDING THE EFFICIENCY OF PROFESSORS' BEHAVIOURAL ACTS IN PHYSICAL EDUCATION LESSONS.

OPREA VIOREL¹

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 .

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 Industrial 1 Mai Group, Ploiesti from 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: 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." (Dragnea A., 2000, Colibaba-Evulet , 2007).

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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 involved in the research

¹Educational Sciences Department, Physical Education and Sport staff, Petroleum-Gas University of Ploiesti ROMANIA

Email: vopreaefs@yahoo.com

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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 Industrial 1 Mai Group, Ploiești, between 2009 – 2011.

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.

Research content

For the identification and differentiation of behavioural acts, the professor is the active character, having an integrative role, thinks of the subject he teaches, of whom he teaches, when, with what methods, means and purpose, using corrective reactions, he has the right of decision and an important role for the following indicators, part of the Ph.D. thesis, *Types of communication and their use in Physical Education and Sports*, sustained by Oprea Viorel in 2010 Pitești, chapter VI:

- A. Organizing and structuring indicators;
- B. Indicators of communication distribution;
- C. Indicators of resolution and evaluation;
- D. Indicators for the manifestation of the formative potential;
- E. Indicators for values modeling;
- F. Indicators of the socio-affective climate;
- G. Indicators of creativity stimulation.

A. Organizing and structuring indicators are indicators which:

- the professor organizes and leads the didactic process
- 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;

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. 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.

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.

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 through the domination of the empirical values (Andersen,2007).

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 (Argyle, 2005).

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.

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" (Dragnea A., 2000).



In Bontaş's (1994) opinion (Oprea V., 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 1. *Observation protocol regarding the identification of the professors' behavioural acts in the Physical Education lessons*

Behavioural acts	Average
A. Frontal relation	7,68
B. Individual relation	7,836
C. Receptive to the pupil's/student's behaviour	6,321
D. Intervenes when mistakes are made	6,232
E. Demonstrates	9,787
F. Demonstrates with the help of other means	1,787
G. Demonstrates –explains	6,402
H. Corrects (explains)	7,357
I. Verbal communication	16,156
J. Non-verbal communication	6,675
K. Para-verbal communication	5,787
L. Combined communication	5,342
M. Makes the pupils/students active	8,031
N. Disciplines the class	4,218
O. Reactions feed-back	4,215
P. Evaluating the behaviour for pupils/students	3,445
Q. Ensured retention	3,654
R. Authority chosen as the ruling style	4,323
S. Democracy chosen as the ruling style	3,576
T. A combined ruling style	3,398
U. The quality of the information transmitted	5,457

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 7,68, respectively 7,836, 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 6,321;

➤ *Interventions when mistakes are made* are recorded with a value of 6,232 this also being eligible for improvement;

➤ Professors have the best indicators for behaviours - *demonstrates* 9,787 *verbal communication* 16,156 and *make the students active* 8,031;

➤ The categories of behaviours which need a greater attention and which have to be further studied

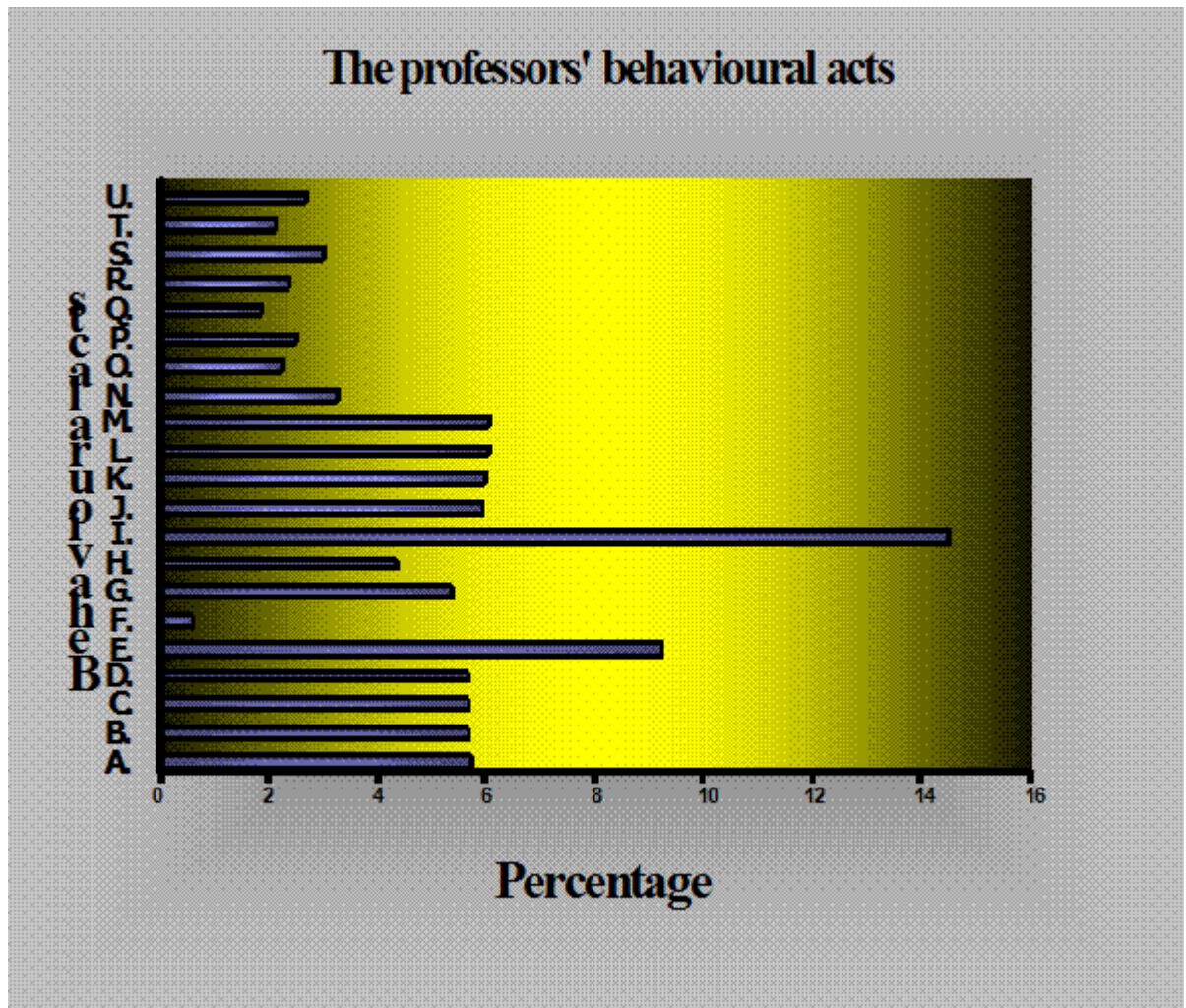
are: *the ruling style, ensuring retention, evaluating the students' behaviour, reactions to feed-back, disciplines the class*, at these the professors having values under the average of 5;

➤ *Demonstrates with the help of other means* is the behaviour which has recorded the lowest average 1,787;

➤ 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* 6,675, *the paraverbal communication* 5,787, and *the combined communication* 5,342 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.

Figure 1. Representative chart regarding the identification of the professors' behavioural acts in the Physical Education lessons in high-school and university levels of education



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 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 7,68, respectively 7,836, values which show that these behaviours can be improved;

Professors have the best indicators for behavioural acts – *demonstrates* 9,787, *verbal communication* 16,156 and *make the students active* 8,031, 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;

Summary of communication is the message, and usually seeks a purpose. Messages include transmitted information and the symbol code is intended to provide a specific or personal meaning to this data.

The professor must build the message both in its view and in terms of students, communication being influenced by what students deliberately choose to charge.



One of the biggest mistakes in communication is the teacher wrongly assume that pupils/students know certain information about the subject of the message.

The most important moments in the message are the first few minutes. The ending of message must remind the main ideas, to produce the expected response from students. Efficiency of transmission of a message is given not only by the perfect knowledge of its contents, but also by how it is transmitted.

If the messages to be sent to students and the conditions of reception (coding-decoding) are optimized, the quality and effectiveness of pedagogical communication specific to teaching physical education and sports can be enhanced.

Introduction of modern technology for teaching-learning-assessment in the content of messages and in teaching scenarios will significantly increase the effects of the above processes.

In physical education and sports are used more types of communication. They can be taken as independent variables manipulated so that the targeted instructional objectives are always achieved.

This requires substantial improvements in the communication act. The types of communication used or those specific to physical education and sports should be treated from a systemical-cybernetical view. Thus the three elements (subject-object-process) represents a group in which the transmitted message is being prepared, transmitted, assimilated and checked through the teaching-learning-assessment activities.

The best way and occasion to send the didactic message is the didactic operational project where some events in the teaching operational scenario may be placed in a position to increase the interest of pupils/students to receive messages.

It is better to choose those didactic methods and processes by which pupils/students become predominantly broadcasters in the learning process so that he can learn easier and more quickly the skills. The preferred methods are the active ones, enabling students to engage in activities, satisfying their curiosity and need for action, indicating its creativity and imagination.

If the messages to be sent to pupils/students and the conditions of reception (coding-decoding) are optimized, quality and effectiveness of educational communication specific to physical education and sports can be improved.

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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