Behavior Management and Preferred Education Techniques used by Teachers Working with High School Students

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Abstract

Students represent the future of a society; they show us the future of the world in which some of us will have the joy of aging. The teacher establishes and maintains conditions that allow students to learn effectively. The management of the tutoring programs incites vision, mission, planning, coordination, control, taking into account the resources available, to carry out the tutoring activities, contributing to the effectiveness of meeting the expected objectives (strategic, tactical and operational), producing the expected effect. He found that the adequate management by the school manager of the material resources destined for the categories of children with Special Educational Requirements (ESC) who are in the process of inclusion in the general school, by providing the additional educational services needed for the educators, is one of the factors that ensure the inclusion of the students in general school. Communication with students is the basis of educational management, as well as the praxiological technique of using four teaching methods (description, demonstration, observation and problematization), often used in the instructional-educational process. Our paper analyzes the literature and bases its results based on an original research conducted at national level on a significant population of respondents.

Keywords: *management, education, behavior, organization, involvement, disorder, integration, teenagers.*

1. Theoretical approach

Atamni Kamli argues that the management of the tutoring programs incites vision, mission, planning, coordination, control, taking into account the resources available, to carry out the tutoring activities, contributing to the effectiveness of achieving the expected objectives (strategic, tactical and operational), producing the expected effect. In this context, it was proposed to stimulate the activity of the management staff of the program by distributing the managerial responsibilities, by implication and by a permanent and mutual personal feedback, in order to remove the possible impediments with negative effects on the results of the program and, respectively, on the educable ones.

Adrian Petcu, in "Management of behavior", considers that education as a specific activity of training, training and training, on the one hand, and on the other hand, as an activity of stimulating all the processes and functions that can

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contribute to the optimization of the learning mechanisms of the educable one. , is an integral part of the education process. Both the teacher, having the function of educator and the student, with the function of educable, in their interaction, during the course hours as well as in other different school or extra-curricular activities, manifest themselves behaviorally in a way that represents, to a lesser or greater extent, the socio-cultural environment that has shaped, educated or influenced the educable and whose behavior is still in formation.

Josèe Perron, through his study describes the management techniques used by the high school teachers related to the behavior of the students. Eight experienced sports teachers were registered while teaching every 4 lessons in their regular program. Formal and informal interviews with teachers were heard and / or recorded in an information booklet.

The management techniques observed during the lessons or described during the interviews were analyzed using the 22 categories of the inventory for the behavior of the students proposed by Henkel in 1991.

These teachers used 28 different management techniques, of which 21 from Henkel's techniques and 7 observed by the researchers when teaching the subject.

The findings contribute to a basis for further research into the positive management of student and teacher behavior.

The communication with the students is the basis of the educational management as well as the praxiological technique of using 4 teaching methods (description, demonstration, observation and problematization), often used in the instructional-educational process.

Paul Dix, in "Behavior Management in the Classroom," believes that the challenge is to be able to respond to even the worst behavior without showing anger, frustration, or revealing the full range of your vocal power. Your ability to control your own emotions is at the heart of excellent practice. The conclusion of the study was that the efficiency level of a class is given, not so much by the students' abilities and aptitudes as by the quality of the class organization (Năstase 2010).

2. Practical analysis

In our research we started from concrete hypotheses emphasizing the management of the tutoring program for the inclusion of students with behavioral, personality or mental problems. Here, the research methods have long been analyzed in the specialized literature. Atamni Kamli, one of the psychologists who dealt with the cause of children with behavioral problems. Further, I had the hypothesis of the idea of "behavior management" in the vision of a Romanian, Adrian Petcu. He considers that education is a specific activity of training, training and training, on the one hand, and on the other hand, as an activity of stimulating all the processes and functions that can contribute to the optimization of the learning mechanisms of the educator, it is part of the education process. We tried to extend the "area" of knowledge of the behavior of teachers, as much as possible by

analyzing the management techniques used by teachers from high school to physical education (one of the most popular subjects by students), as well as from foreign literature for to see more broadly the activity and behavior of teachers (Blaga 1970). Other hypotheses could be the ways of punishing the students, teaching suggestions, promoting a socio-emotional climate, as well as the managerial roles of the teacher (teachers, especially the leaders, must lead the class in a harmonious and conflict-free manner. of any type).

The main objectives proposed at the time of initiating the research are to observe the teachers' methods in the teaching-learning process and their involvement in shaping the personality of the students. Another objective is to observe the initiative and sincerity of the teachers from the moment they accept the completion of the questionnaire (Ball, et. al 1978). A third objective is to observe the attitude and behavior of teachers in working with students. A fourth objective is to investigate the relationship between teacher and student, taking into account the typology of the teacher and the personality of the student.

3. Our findings

86 people answered the questionnaire. Most are between the ages of 18-30 (71.4%). The predominant environment is urban (81% - 19%), and the gender is female (92.2%). After evaluating the questionnaire, a large part of teachers approaches the type of democratic teacher, this being an advantage in education, as this type of teacher encourages the active involvement of the students in the learning process, their initiative and their creative potential. On the other hand, there are a number of teachers who approach the "laisser-faire" style, which is a disadvantage in education because teachers have a passive role and are indifferent.

In a percentage of 85.7% most teachers observed behavioral disorders in students, this is a good thing from a psychological point of view, as they can help to regulate the behavior of the students.

Based on the answers in a percentage of 42.9% the teachers observed in the students unjustified agitation, attention deficit and hyperactivity. It is noted that the teachers consider in a percentage of 28.6% that parents, age and entourage determine the behavioral disorders of the students. By observing this, they can act on students' behavior to correct it.

81% of teachers in the case of students with SN would be interested in the needs and capacities of the students, this being an advantage in their education and training. More than half of the teachers, that is 61.9%, considered a model for their students, while the remaining 19% respectively 14.3% believe that they are a source of stability and order, but also a person they can trust. We observe a percentage of 71.4%, which results that when the conflict erupts, teachers choose to remedy the situation, but there are also teachers who prefer to find out the reason why the conflict started, they being in a percentage of 28, 6%.

Surveys show that 81% of teachers use the "group incident" strategy whereby all students are rewarded based on behavior, so each student gets what

they need. In 9.5% there are also teachers who prefer to neglect the undisciplined student, but others choose to seek the help of a colleague when he feels that the situation is more difficult. In 42.9%, teachers choose to have students respond in a random order, so that they cannot calculate in advance when their turn comes, thus avoiding the mechanical response. We find out that 52.4% of the teachers are firm, masterful and able to respond without showing anger, this is a very important one in their career and development, and 47.6% choose to describe to the student the correct behavior that they would have it

The majority of 42.9% opted to encourage students to adopt an interactive and positive style of relationship with their teachers and colleagues. 35.7% say they encourage their students to organize their time according to their own way of learning, and 21.4% provide immediate feedback and accentuate the students' constant progress. Another topic addressed by question 18 is the influence of the teacher on the behavior of the student and which is the most effective method to mitigate their destructive deviations and to form a moral education (Bârzea 1995). According to the answers obtained, 50% claimed that in order to help a student to change their behavior, it is necessary to involve the teacher, acting specifically in solving problems. Other 28.6% considered that supporting the student in order to improve time management could influence their degree of responsibility, and 21.4% opted to assist the student in making the right decisions to improve deviant behavior. The majority, namely 85.7%, chose the option to reduce the topics quantitatively, but on a regular basis. 7.1% voted for increasingly consistent topics, and 7.1% felt that the topics should not vary depending on the class level. 50% said that first of all, it is necessary to present the work tasks, while 50% considered that a good way is to divide the related files, and then to wait for them to be completed.

Another topical issue, unfortunately, addressed is absenteeism. 42.9% chose as the best method the adoption of evaluation systems that award points for participating in the hour. 35.7% support the recording of absences in the catalog without taking other measures and other 14.3% are firmly in demand. A percentage of 85.7% stated that they do not have a fixed number of extracurricular activities during the school year, organizing such activities whenever the occasion arises. Another 7.1% claimed that they initiated one or two such activities during the year. 76.9% of the teachers have a good opinion about the syllabus of the education system, and 15.4% of the teachers see it as good, but not correlated with the number of hours. No teacher considers the education system outdated, and 7.7% is the percentage for a very good education system.

Of the teachers questioned 71.4% give students grades in any possible way (themes, projects, tests announced or unannounced, through listening, etc.); 21.4% of teachers give grades based on tests and finally 7.11% teachers score students on projects and topics. Teachers can create certain assessment strategies, these being a set of models, types and techniques taken into account the students' scoring. We can say that 71.4% of teachers have a complex strategy for evaluating results. There were 4 answers chosen in equal proportion. 21.4% of teachers contact parents of students who have behavioral problems semester, monthly, at any time and only

when incidents occur (laissez-faire type). While only 14.3% chose the variant in which they are supposed to get in touch with their parents weekly. In addition to communicating with parents, teachers can also call more attention to the student, orienting students to certain principles or creative development thereof. Of the teachers questioned 57.1% feel appreciated by their students, and the rest of 42.9% only to a certain extent. In equal proportions of 33.3% the subjects replied that they punish the harshest in the Bullying class and the lack of respect, 19% replied that they punish the copied person, and 14.3% the dissatisfaction. No teacher replied that lack of punctuality and carelessness were grounds for punishment.

Punished students should not undergo treatments that could affect them mentally or physically. In the opinion of 47.6% of the teachers the school has several functions, namely all those mentioned in the answer variants of the question. However, 38.1% of teachers responded that the school is a citizen, 14% said they were educated, and in the end, no questioned teacher opted only for the function of providing security and transmitting information. All these functions depend largely on the teacher, because he educates the students, stimulates their thinking, guides them professionally, transmits information, arouses their interest and understands problems (Burman 2008). Most teachers questioned (81%) would offer extra hours for free to students who do not excel in their subjects, and 14.3% are undecided on this aspect and 4.7% would accept for a fee. At these extra hours the interest of the students and the extra effort of the teachers matter a lot. In conclusion, we hope that this paper will lead to the fulfillment of the proposed objectives and to a broader understanding of the role of teacher and how a person exercises this profession. From our point of view, this work has helped us, as students, to discover together what it means to work in a team and the work done to achieve our goals (Barliba 1990). This project helped us to observe the modalities chosen by the teachers in working with the students, their ideas and perceptions regarding the education. I also noticed the differences of thinking of the teachers, the different ways of teaching and evaluation.

4. Conclusions and recommendations

In conclusion, a comprehensive analysis of the theme "Management of behavior and methods preferred by teachers in working with high school students" was conducted, after which the behavior of teachers towards students with emotional and behavioral disorders (ED) was discussed, as well as and the management techniques of the teachers regarding the teaching and the relation with the students, as well as the teacher being a model for his students, the expectations in the direction of the intelligent and calm resolution of the conflicts are destined to him, he representing a source of stability and order. In this sense, the teacher aims to develop trusting relationships, by keeping promises, to avoid disappointment, but also by tactfully imposing the limits necessary for a normal and normal functioning of the educational process (Salkovsky 2018). Our theme is positively influenced by the results we reached after applying the questionnaire, because I found out how each teacher interprets the questions included in the questionnaire.

Recommendations for school managers are to organize thematic seminars, regarding the specific characteristics of the students with SN for the teaching staff; to provide information on the availability of the services offered to the students with SN; to anticipate the preparatory activities for the transition of students with SN from primary to secondary school; to involve SN children and their parents in activities to reduce negative behaviors; to organize tutoring seminars for parents of children with SN, using various methods of working with them.

Recommendations for the educational system are to support the continuous training of teachers on the dimension of inclusion of students with SN in the general culture school; to develop programs to support the students with SN, for their inclusion in the general school and subsequent professional integration; to motivate the didactic activity of teachers in heterogeneous classes; to transform the school into a positive learning environment; When the teacher observes a strange behavior in a student, he must immediately communicate with his parents.

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