

PRELIMINARY STUDY ON IMPROVING THE RELATIONSHIP BETWEEN TEACHER AND STUDENT IN PHYSICAL EDUCATION AND SPORTS AT HIGH SCHOOL

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Abstract

The stage through which the Romanian society goes is marked by the process of reform in all areas. Education, culture, science and all other areas of social life are going through profound reconstructions. The reform program consists in reorienting education development, resulting in our country coming closer to the European school systems, in order to raise continuously the general level of people's culture. The main objective pursued in this paper is to emphasize the ways through which students' physical education tends to restructure under the pressure of new relationships that are established, in the process of education, between teacher and student. We consider that teaching physical education, especially at high school level, requires the presence of a specialist, creative, communicative, well prepared and informed, who also has the capacity to create educational strategies adapted to objectives and contents which cannot be completed unless some new methods are used, appropriate to the training level of the new society, and through a collaborative relationship between teacher and student. In our opinion, the whole instructive-educational process should have as a priority the students' needs and skills, in order to ensure adaptation and integration to the existing social reality. The majority of conflicts in the relationship between teachers and students in high school are generated by ignoring students needs and lack of communication, and what is needed is the adaptation of student-centered teaching as the product of learning.

Keywords: *teacher, student, relationship, physical education, highschool*

INTRODUCTION

The teacher-student relationship, the quintessence of the educational process, internal reserve of the educational process, is currently outlined for the purposes of systematic and quota interaction between the mentor and the learners. Also, the report of collaboration facilitates direct contacts for students. The principle of teacher-student cooperation underlines in this way the review and renewal of some fundamentals concepts of education, such as the concept of leadership, authority, freedom, control, reward, punishment, etc. Current pedagogy sees in this relationship of research, collaborative study, a beneficial fact, because the teaching process becomes a "research - development" action, in which the percentage of the "written before" lessons is greatly reduced.

METHOD

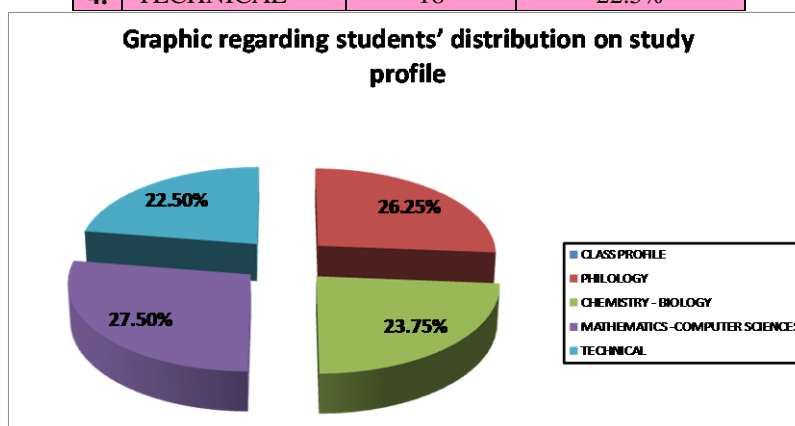
In connection with those shown above, the formulated hypothesis of the experiment was as follows: the use of some means under other forms, such as the presence of audio-video means, the implementation of low scale competitions at the end of each learning unit in class and between classes, moments of socialization through sports, music and dance during the physical education class contribute to improving the teacher-student

relationship, especially through awareness and activation of the students. The method used in this study is sociological inquiry through the application of a questionnaire, which records data about students' options and proposals related to the process of physical training and especially how the teacher is seen and how the relation between teacher and student in class should be improved. The questionnaire, as a tool for recording data, has been applied to the 11th grades. The analysis of the recorded data highlighted, as a general trend, that most of the students enjoy the physical education classes, which they consider useful, and had an emphasis on the subjects who practice sport activities in their spare time, as well as on a number of issues that may be considered as proposals, addressed to the same extent to teachers, in order to increase the attractiveness of physical education as a learning discipline. The target group included the 11th A class (philology profile), the 11th B grade (chemistry-biology-profile), the 11th C grade (mathematics-computer sciences profile) and the 11th D grade technical profile, from "Elena Doamna" School Group in Dolhasca. The total number of students who participated in the experiment was 80. In the first phase we initiated the implementation of a questionnaire with 12 multiple-choice questions.

ANALYSIS AND INTERPRETATION OF DATA

Table 1. Class profile and number of students

	CLASS PROFILE	NO. OF STUDENTS	PERCENTAGES
1.	PHILOLOGY	21	26.25%
2.	CHEMISTRY - BIOLOGY	19	23.75%
3.	MATHEMATICS -COMPUTER SCIENCES	22	27.5%
4.	TECHNICAL	18	22.5%

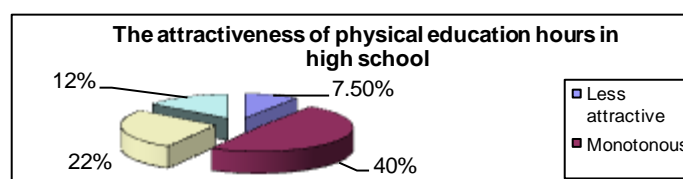


Graphic 1. Class profile and number of students

Question 1: How attractive do you consider to be the physical education classes in your high school?

Table 2. Attractiveness of physical education classes in high school

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Less attractive	6	7.5 %
2.	Monotonous	40	50 %
3.	Attractive	22	27.5%
4.	Very attractive	12	15 %
	TOTAL	80	100 %

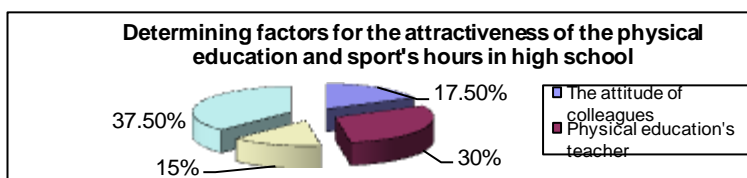


Graphic 2. Attractiveness of physical education classes in high school

Question 2: Which do you consider is the most important factor that would make physical education classes more attractive?

Table 3. Determining factors for the attractiveness of the physical education and sports classes in high school

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	The attitude of colleagues	14	17.5%
2.	Physical education's teacher	24	30%
3.	Specific material conditions	12	15%
4.	Time for sports games	30	37.5%
	TOTAL	80	100%

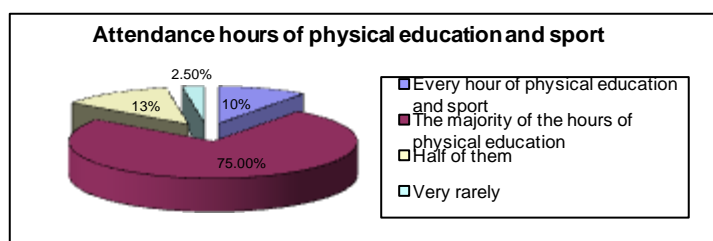


Graphic 3. Determining factors for the attractiveness of the physical education and sports classes in high school

Question 3: How often do you take part in physical education classes in your school?

Table 4. Attendance of physical education and sports classes

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Every hour of physical education and sport	8	10%
2.	The majority of the hours of physical education	60	75%
3.	Half of them	10	12.5%
4.	Very rarely	2	2.5%
	TOTAL	80	100%

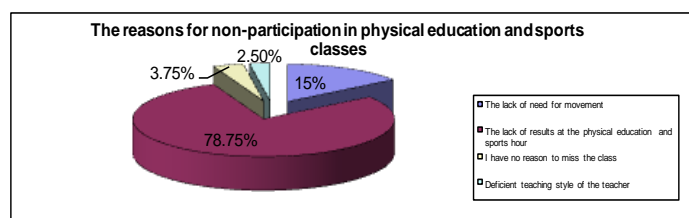


Graphic 4. Attendance of physical education and sports classes

Question 4: Specify the reasons for which you would choose not to participate in physical education and sports classes?

Table 5. Reasons for non-participation in physical education and sports classes

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	The lack of need for movement	12	15%
2.	The lack of results at the physical education and sports hour	63	78.75%
3.	I have no reason to miss the class	3	3.75%
4.	Deficient teaching style of the teacher	2	2.5%
	TOTAL	80	100%



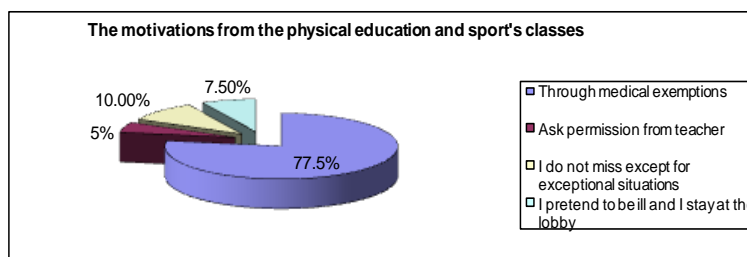
Graphic 5. Reasons for non-participation in physical education and sports classes

Question 5: How do you motivate your missing from physical education and sport classes?

Table 6. Motivations for missing the physical education and sports classes

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Through medical exemptions	62	77.5%

2.	Ask permission from teacher	4	5%
3.	I do not miss except for exceptional situations	8	10%
4.	I pretend to be ill and I stay at the lobby	6	7.5%
	TOTAL	80	100%

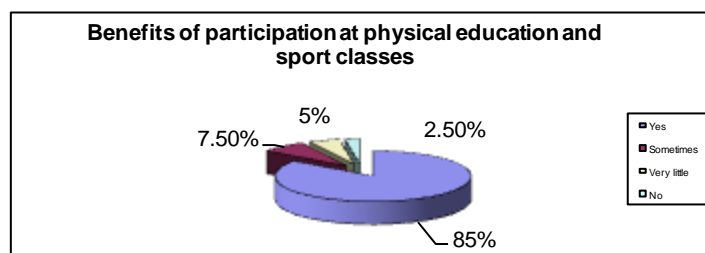


Graphic 6. Motivations for missing the physical education and sports classes

Question 6: Do you think that physical education brings benefit to your body and health?

Table 7. Benefits of participation in physical education and sports classes

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Yes	68	85%
2.	Sometimes	6	7.5%
3.	Very little	4	5%
4.	No	2	2.5%
	Total	80	100%

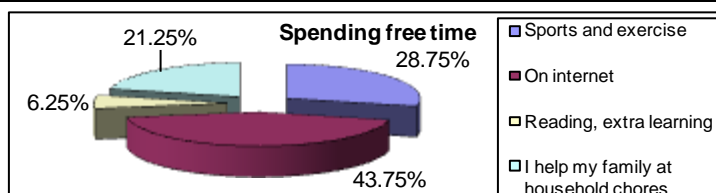


Graphic 7. Benefits of participation in physical education and sports classes

Question 7: How do you prefer to spend your spare time?

Table 8. Ways of spending spare time

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Sports and exercise	23	28.75%
2.	On the internet	35	43.75%
3.	Reading, extra learning	5	6.25%
4.	I help my family with household chores	17	21.25%
	TOTAL	80	100%

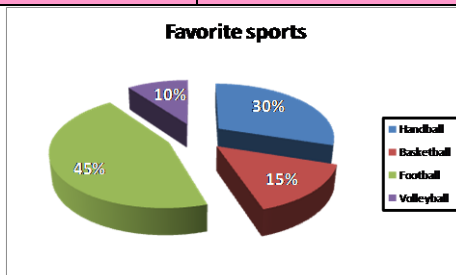


Graphic 8. Ways of spending the spare time

Question 8: What sports do you prefer to practice during the physical education and sports classes

Table 9. Favorite sports

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Handball	24	30%
2.	Basketball	12	15%
3.	Football	36	45%
4.	Volleyball	8	10%
	TOTAL	80	100%

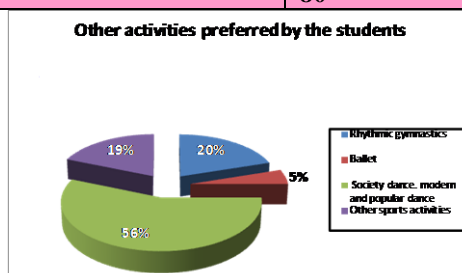


Graphic 9. Favourite sports

Question 9: What other sports do you prefer to practice during the physical education class under the direction of the teacher?

Table 10. Other activities preferred by the students

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Rhythmic gymnastics	16	20%
2.	Ballet	4	5%
3.	Society dance. modern and popular dance	45	56.25%
4.	Other sports activities	15	18.75%
	TOTAL	80	100%

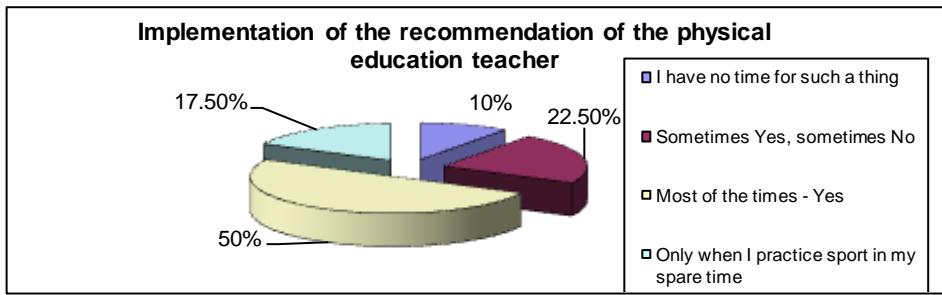


Graphic 10. Other activities preferred by the students

Question 10: Do you apply the recommendations given by the teacher at the end of the physical education class?

Table 11. Implementation of the recommendations of the physical education teacher

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	I have no time for such a thing	8	10%
2.	Sometimes Yes. sometimes No	18	22.5%
3.	Most of the times - Yes	40	50%
4.	Only when I practice sports in my spare time	14	17.5%
	TOTAL	80	100%

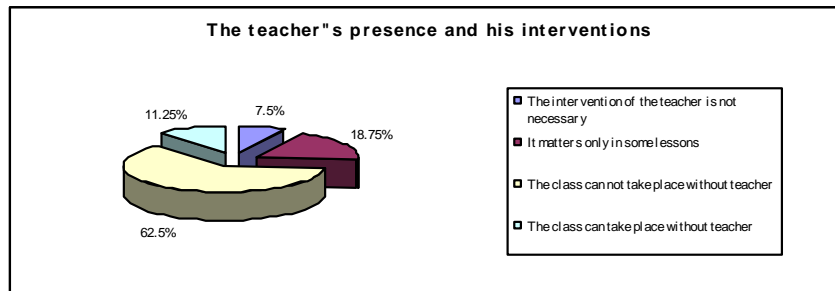


Graphic 11. Implementation of the recommendations of the physical education teacher

Question 11: How much matters the teacher's presence and his interventions during the physical education and sports class?

Table 12. Teacher's presence and his interventions

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	The intervention of the teacher is not necessary	6	7.5%
2.	It matters only in some lessons	15	18.75%
3.	The class cannot take place without the teacher	50	62.5%
4.	The class can take place without the teacher	9	11.25%
	TOTAL	80	100%

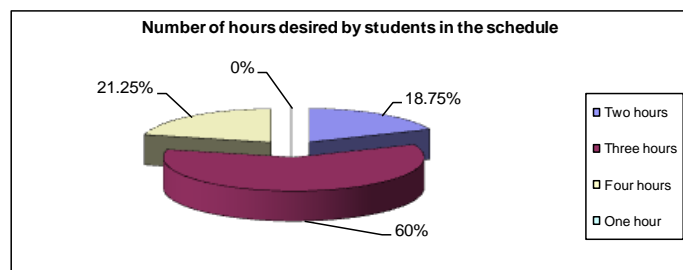


Graphic 12. Teacher's presence and his interventions

Question 12: How many classes of physical education and sports would you like to have per week?

Table 13. Number of weekly hours desired by students in the schedule

	RESPONSE VARIANTS	NO. OF ANSWERS	PERCENTAGES
1.	Two hours	15	18.75%
2.	Three hours	48	60%
3.	Four hours	17	21.25%
4.	One hour	0	0%
	TOTAL	80	100%



Graphic 13. Number of weekly hours desired by students in the schedule

RESULTS AND DISCUSSION

After analyzing the answers to the questionnaire applied, it appears the need to use new active methods, in order to enhance the effectiveness of

the physical education class, by shortening the time of learning, by appealing to the ability of creative updating of students, by requiring the motrical practical intelligence. Students in today's society

are more inventive, more skilful and from the emotional point of view, they need tighter spiritual connections that reinforce the teamwork, the collective spirit.

The experiment conducted cannot always accurately assess if the positive effects on the students' work are due exclusively to one or other of the methods. Experiencing at the same time several methods and taking into account the fact that, in a lesson, or in some moments of the lesson, the teacher manages several methods, the general conclusion of this experiment is that the students' activity stimulates creative thinking, ingenuity, flexibility and spontaneity, as a result of the harmonious combination of the whole complex of methods and procedures related to the heuristics character of directing and activity. The task of the physical education and sports teacher is to look for methods and varied forms of work in the instructive-educational process or sportive coaching to achieve a multilateral education.

What the analysis concluded with certainty is that physical education activities are and should be educational situations in which the teacher-student relationship is involved, that offer independent activities, direct learning, but creative assistance, in group, through experience, through practice. Also, a good educator is required to create optimal conditions for carrying out the lesson, the material basis being of particular importance in achieving it. We think that the teacher and the student must develop, must get into a research relationship, collaborative study, the process of learning becoming a process meant to develop creativity, imagination, action responsibility.

Objectives and contents cannot be achieved except through using the new methods and a good collaborative relationship between teacher and student. The teacher's role as a manager of the educational activity should be carried out in such a way as to respect the plurality of the student's nature, always to stimulate his initiative and his

independence, the sense of responsibility, so that the educational and instructive activity develop gradually over a permanent process of self-training and self-education, that is headed toward our social ideals.

It is necessary that the teacher elaborates such lesson structures and some other ways of organising the instructive-educational process, in physical education classes, to use teaching methods and means, in order to build and, at the same time, to encourage the more obvious transformation of the student from object to subject of his own training. The teacher should find simple forms and means of activity, likely to include various educational situations arising from the school where they carry out their activity, taking into account the peculiarities of one class or another and even of some particular students; once this is ensured, finally, the success of the learning process of all students will be achieved.

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