

MANAGEMENT AND SCHOOL

Andreea Narcisa GIOSAN

Stefan cel Mare University of Suceava, Romania
a_giosan@yahoo.com

Abstract

The school is one of the institution with a fundamental role, which prepares human resources capable of putting in and maintaining the entire social system. In the social education and education system, teachers have to report to those they educate, to establish cooperative relationships with students and their parents and with other factors of society. Teacher's class work includes both teaching and evaluation, as well collecting information about students, about their learning style, about interpersonal relationships or disciplinary issues. As about students, it is necessary to know them by the teacher, to get into the essence of his individuality and the groups he is part of for determinate the state of psychological, intellectual and social maturity for guidance and determination personal evolution of each student. Teachers must be good managers to discover the personality of the student and to guide him in the future, because most of the time, a teacher / master may be the student's "idol", an example to follow in life.

Keywords: school; management; student;

Introduction:

In this work, I wanted to highlight the "beginnings" of the management concept, current approaches, but also the management concept of the student class, the importance and functions of a teacher as a manager.

Also, a problem of the classroom management concepts is the conflicting state of the class because every student is different and it is not always a consensus, so it is good to establish a set of rules from the beginning, which will facilitate good cohabitation both in student-teacher relationship, as well as in student relations.

1. Perspectives In The Management Of School Organization

1.1. The concept of classroom management

Pedagogy was defined as the science and art of planned and planned child development, from the stage of being dependent on the autonomous and creative stage. Educational management as a pedagogical subject studies the scientific techniques by which the educational activity can be designed, organized, coordinated, regulated, led with the purpose of increasing its efficiency, for shaping the complex, autonomous and creative human personality. A concept that is subordinated to education management is the classroom management. The management of the class of students is defined by Iucu Romita, as the field of research in the education sciences

which studies both the perspectives of approach of the pupil class (didactic and psychosocial) and its dimensional structures (ergonomic, psychological, psychosocial, normative, relational, operational and creative) in order to facilitate teachers' interventions in "micro-educational" situations (indiscipline, violence, non-involvement, etc.) and to avoid their negative consequences through the exercise of educational microdecision (Iucu, 2006)

Over time, the following ideas have emerged:

- Educational management refers to the entire educational system, at all institutional levels, to the relationship between educational institutions, to the relationship between actors involved in the educational context;
- The classroom management refers to the student class, coordinating all its human, material and financial resources in order to increase educational efficiency;
- The two types of management are interrelated, with classroom management being a component part of the educational management;

Planning educational and instructive activities, determining tasks and objectives at various levels, structuring the essential contents and making the class schedule, etc.;

Organizes the activities of the class, establishes the training-educational work program, the structures and forms of organization;

Communicates scientific information, axiological sets in the form of messages, sets up communication channels and common repertoires. Educational activity also involves a perpetual dialogue with pupils illustrated by the art of questioning, but also by the freedom of students to structure responses. Student-teacher dialogue requires

- Education management and classroom management as interdisciplinary pedagogical disciplines are epistemologically at the intersection between science, technology and art;

The *Efficiency Criterion* is the core of the two types of management..

The effectiveness of educational management depends on the vision of designing, organizing and conducting teaching. Student classroom management is effective through its activism through real decentralization by placing the student at the center of educational activity through appropriate motivation of teachers and pupils by combining the teacher's roles with its managerial functions.

1.2. Teacher in the role of manager

The teacher can have a decisive influence on the pupils, therefore, some fundamental behaviors that a teacher should have in their educational-instructive activity towards the class of pupils (Iucu, 2006):

a stable, open and constructive educational climate;

Manages classroom activity, directing the process of assimilation, but also training students by calling for educational normatives;

Coordinates in their classroom the educational activities of the class, always aiming at synchronizing the individual and class objectives of the class, avoiding overlapping or waste and contributing to strengthening the group's solidarity;

Guides pupils through the knowledge path through punctual interventions tailored to these situations, through advice and recommendations that support students' behaviors and reactions;

Motivates students' activity through positive and negative reinforcement; use verbal assessments and nonverbal responses to support positive behaviors; values, through series of interventions with a human character, the negative tendencies identified in the students' behavior; encourages and manifests solidarity with some soul experiences of the class;

Advise students to school activities as well as to extra-curricular activities, through help, counseling, cultural and axiological orientation. A special contribution is made by the teacher's intervention in the school and professional orientation, but also in the cases of school pathology;

Controls students in order to know the stage in which they are performing their goals, as well as their performance levels. Control has only a regulating role and adjustment of student activity and attitude;

Evaluates the extent to which goals and objectives at one stage have been achieved through summative assessment tools, statistical processing of collected data, and synthesis of final assessments. The value judgments it will issue will be a sound basis for the process of student characterization.

Analyzing the above, we can say that a teacher needs to be a perfect manager to efficiently "drive" the class of students, the instructive-educational activity having a fundamental role in the formation of students.

Rules within classroom management

In general, in life, we follow the rules, and every activity needs rules for good development. Effective school management requires rules, students need rules and rules. Students want to know what is expected of them and why teachers who try to avoid

setting rules and structures will often get chaos, especially in the case of young children.

Rules can be imposed by the teacher or negotiated with students, they can work in favor of the teacher, or they can subdue their authority by forcing them to use acts related to the sphere of power (the catalog).

The set of dominant rules in a classroom at the same time characterizes what the teacher regards as desirable behavior, but also the negative correlative of it, the undesirable behavior. Some research demonstrates that no number of too many rules is good because it could generate explosive situations, confusion among students, and they can become unmanageable. There is a need for some clear and concise rules that suit both the students and the teacher.

In the literature, the following ideas were outlined (Stan, 2009)

- A too large number of rules often produce effects contrary to what you expect;
- The rules themselves do not induce a defining influence in the class, therefore, in managing a tense situation, they must resonate with other factors of the situation;
- The number of disciplinary measures should be minimal.

Rules governing a normal situation in a classroom (Eşi, 2017). must meet the following criteria: relevance, transparency and positivity. To be relevant, the rules must avoid the extremes: be general not to match any real situation, but not so specific that every new lesson will require new rules. Reliability involves a certain hierarchy of rules, the presence of compatibility between them, and relative flexibility within that hierarchy.

3. Strategies to prevent conflict situations

Preventive strategies

1. Establishing rules
 - clear communication of the rules of social and academic behavior at the beginning of the school year,
 - rules help students to control their impulsive behavior by communicating their teachers' expectations for certain behaviors. Some rules are set by the school management, others are established with the pupils in relation to the specific situation of the class;

- establishing rules: identifying the most common problems in school;
 - if the rule is elaborated, it has to be respected, causing the group's pressure to respect it

Criteria for establishing the rules: setting rules at the beginning of the school year, rules list short; focus on specific behaviors; rules to be discussed and explained; to clarify the consequences and rewards; the rules aim at improving "living conditions" in class, etc.

2. Personalize the class by: arranging the furniture; use of decorative elements; color.
3. Student knowledge.
Respect for students is demonstrated by their attention.
4. Using active methods of involving students in learning

Studies show that 80% of the discipline issues are due to the use of inefficient methods in learning. Order in class is maintained due to the active employment of students in activity, not because of teachers' interventions

In order to mobilize students' attention, strategic fireworks can be used, such as: voice control - various tones; visual control.

5. Solve immediate problems by:
 - assertive communication - in the manner "I would like to ...", "I want you to ...", you should know that ...
6. Reward deserved
- 7.
8. Creating a positive interaction framework by observing the default schedule\

Behavioral Change Strategies

Changing behavior involves 3 steps:

- the history of behavior,
- the behavior itself,
- the consequences of the behavior

Therefore, behavioral monitoring is needed to gather precise data on behavior in terms of frequency of manifestation, context and intensity to be able to carry out a behavioral modification program using the following structure:

Day	Time	Behavior	Consequences

Following this table, analyzing it, one can suggest a way to intervene. Often, mere monitoring can lead to improvement.

Functional analysis and functional evaluation of the behavior has the following dimensions: the form of manifestation, frequency, duration, intensity, latency (the period between stimulation and manifestation), the context in which it occurs.

Creating and applying behavioral change program

The elements of the behavioral change program take into account the following aspects:

1. Reinforcements - assume any stimulus that increases the frequency of occurrence of behavior, being defined by their effect on behavior.

Rules for applying positive reinforcement: immediate application, reason specification, consistency of application.

2. Penalties - reduce the frequency of occurrence of a behavior.

Rules for the enforcement of sentences: they must be applied immediately; applied in particular; applied calmly; not to criticize the person but the behavior; any punishment should be preceded by a warning; no corporal punishment is accepted.

3. Modeling - which can be real or symbolic.
4. Contribution- written agreement between teachers, parent, counselor and student.
5. Prompting is the use of a stimulus before and after conducting behavior to facilitate learning.
6. Guidance- can be of several types: verbal guidance; questions - activate behaviors.

Conclusions

So, we can say that people, since antiquity, have acted under the management concept. In any field, management is needed for a good job. In education, management is very important because its repercussions are on the students, an efficient management leads to a good coordination of the pupils that can give maximum results.(Eşi, 2010; Eşi, 2011)

Student outcomes at school are also due to teachers, so there must be a relationship of teacher-student collaboration. The teacher, through his power and role as a manager, must organize the class and coordinate it in such a way that the teaching-learning act is effective and fruitful. It is also necessary to establish some rules in the classroom, after which students will guide themselves. Conflict situations can be prevented or a behavioral change strategy can be adopted after a behavioral monitoring.(Posteucă, 2015)

The teacher needs to be attitudes, adapt to change, at the same time, he must be calm, patient, consistent, to show professionalism and dedication to pedagogical activity.

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