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INTRODUCTION / INTRODUCTION

No 44, issue 2 of the journal *Annals of the University of Craiova, the Psychology-Pedagogy series*, edited by the Department of Teacher Training, through the Centre for Psycho-pedagogical Research (Romanian acronym CCPP), offers you for reading, analysis and reflection studies with current topics and interest for all specialists, researchers, practitioners in the field of education sciences and related fields. Through contextualized approaches for certain countries (Romania, Republic of Moldova, Cameroon, Morocco, Algeria, Belgium, Serbia), by means of qualitative or quantitative methodologies, the authors of the studies investigate various issues of educational interest, which refer to:

- Promoting curricular reorganizations and exemplifying good training practices in Mathematics, Physical and Sports Education;
- Improving evaluation and self-evaluation, from the perspective of teachers, in a reflective manner;
- The development of communicative skills through artistic activities, through socialization, at young ages (preschool, primary school);
- Decrease the learning difficulties; explaining how affective relationships are built in adolescence; taking control of depressive states;
- Prevention of acts of scholar indiscipline, the implementation of partnerships;
- Capitalizing on socio-emotional development mechanisms, including the testing, in non-formal education situations, the effects of theater as a mean of personal revalorization;
- Connecting the organizational management and training for the teaching profession to current problems, determined by: the government policies, by the Coronavirus pandemic, by the specifics of the online education.

The complex themes, subjects to analysis, are presented in an interdisciplinary manner, open to multiple interpretations and solutions, so that they are useful for improving the results of education and learning. The premise pursued in the theoretical syntheses used, as well as in the action-researches carried out, is that the education systems need adjustments and optimizations, to keep the pace with the evolution of psychological and socio-cultural conceptions, at national and international level.

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TEACHING PROPORTIONALITY: TEACHERS' CONCEPTIONS AND REPORTED PRACTICES*

Laëtitia DRAGONE¹, Gaëtan TEMPERMAN², Bruno DE LIEVRE³

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Abstract

Proportionality in mathematics occupies an important place not only in teaching but also in everyday life. Roblin (2015) tells us that it is not an easy thing to teach. This article aims to understand teachers' teaching methods in proportionality.

To achieve this, a questionnaire distributed to primary and secondary school teachers will allow us to analyze their conceptions and their declared practices when teaching proportionality and this, according to their level of teaching: primary or secondary.

Our results show that the level of difficulty of teaching proportionality perceived by the teachers is high. Our analyses will be followed by a discussion and recommendations for the training and teaching of proportionality.

Key words: *Design; Reported practices; Proportionality; Proportional reasoning; Teaching.*

1. Introduction

Proportionality is one of the fundamental mathematical concepts in Belgian compulsory education. Its learning starts in elementary school and continues in the first level of secondary education. Proportionality is used to solve various problems from everyday life, from various fields such as physics or economics (University of Ontario, 2016). Indeed, proportional reasoning is used in particular, to calculate our shopping, convert foreign currencies, follow recipes and adapt them to our needs. For this reason, proportionality occupies an important place in mathematics learning (Sokona, 1989). From then on, mastering proportional reasoning is an important part

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of understanding and applying mathematics (Ministry of Education, 2012). Lamon (2005) estimates that over "90% of high school students lack the reasoning skills to fully understand mathematics" (p. 10). Although this notion is central, students have many difficulties with this reasoning (Bertheleu *et al.*, 1997; Comin, 2002; Dupuis & Pluvinae, 1981).

In light of these findings and the ubiquity of proportionality in everyday life, this leads us to question the teaching methods used when learning proportionality. Consequently, we are going to investigate the teachers' conceptions and their declared practices when teaching proportionality within the framework of this survey. For this purpose, we have developed a questionnaire based on the pedagogical literature to investigate whether "teachers' conceptions of teaching proportionality differ according to level" and whether "teachers' reported practices in learning proportionality differ according to level".

In order to verify these two assertions, a theoretical review of the literature allowing to define proportionality and to study its different aspects at the learning level is first presented. Then, the methodological framework of our research is explained. Finally, a statistical analysis of the results, a discussion and recommendations are presented.

2. Review of the literature

The purpose of this first section is to present the theoretical framework that delimits our research. First, the notions of proportionality and proportional reasoning will be explained through the pedagogical literature. We will then present the main difficulties encountered by the students. Finally, we will also develop a recommendation made by some authors to bring non-proportional situations as early as possible and to contrast them with proportional situations.

2.1. Definition

Proportionality is defined as "a particular relationship between two quantities (or rather their measurements) or between two sequences of numbers. These two sequences of numbers (whether or not associated with quantities) must be multiples of each other" and quantities are described as "...a characteristic of an object that allows it to be compared to others" (Daro, Geron & Stegen, 2007, p. 20). Proportional reasoning is the ability to think about and compare multiplicative relationships, symbolically represented as ratios between quantities (Van de Walle & Lovin, 2008). According to Deblois (2011), a statement in which a proportionality situation is emphasized is a proportion problem.

2.2. Representations of data in a proportional situation

When solving a proportionality problem situation, the choice of procedure can be influenced by the four techniques for representing a directly proportional situation (Daro *et al.*, 2007):

- Arrow patterns called "sagittal graphs".

Example: 4 kilograms of apples → €4.80

- Sentences.

Example: 4 kilograms of apples cost 4.80€.

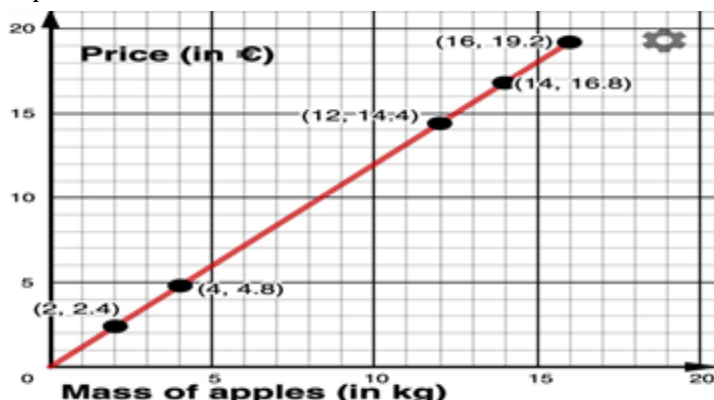
- Tables in rows or columns.

Example:

Mass of apples (in kg)	4	2	12	16	14
Price (in €)	4,80	2,40	14,40	19,20	16,80

- Graphics.

Example:



The most commonly used forms of representation are the number table and the sagittal graph. The graph is the most complex form because it requires a range of skills. Its use is often limited to reading and interpreting the data it represents (Colomb *et al.*, 2001). Furthermore, Duval (1993) emphasizes the importance of using different registers of semiotic representations in the same procedure.

2.3. Proportional reasoning

Teaching proportionality is not easy because this procedure seems, on the one hand, to be perceived as difficult for students (Boisnard *et al.*, 1994) and, on the other hand, there are several methods for solving proportionality problems (Roblin, 2015; Simard, 2012b). The use of these solution methods depends on the problem itself. Indeed, the choice of the solving procedure comes from the student's interpretation of the problem.

Consequently, learning proportionality is based on situations that allow for unconscious proportional reasoning (Colomb *et al.*, 2001; Daro *et al.*, 2007). In solving these situations, the teacher can support the students' task by encouraging them to verbalize their approach. In this sense, proportionality is not a subject in its own right, but a tool for solving everyday situations (Colomb *et al.*, 2001). Proportional reasoning can be defined as "...multiplicative reasoning used routinely in everyday life" (Oliveira, 2008, p. 9). According to Oliveira (2008), proportional reasoning is not limited to the method used to solve the problem. We agree with Post, Behr, and Lesh (1988) that thinking is crucial when dealing with this concept. Thus,

a problem involving direct proportionality (e.g., the mass of apples purchased and the price to be paid) can be approached by qualitative reasoning of this type: "If I buy more apples, will I pay more or less? By approaching the problem from this angle, the student, taking into account the relationship between the quantities, is no longer, on the one hand, in a simple treatment of sets of data and, on the other hand, envisages a relevant procedure allowing to treat it. Once the answer has been found, its plausibility must then be judged by the student. Gnass (2000) specifies that qualitative reasoning makes the understanding of the problem better, which will consequently lead the student to identify a wider range of strategies enabling him to solve the proposed problem.

2.4. Students' difficulties with proportionality

In 1981, Dupuis and Pluvineau presented this concept as the sequence of the 4 arithmetic operations. Indeed, proportionality is very important, on the one hand, because of its essential place in mathematics, and on the other hand, several fields use this concept. However, students' mastery of proportionality is not combined with a J-curve as defined by the authors. Thus, it is not mastered by all students after a certain period of time (Lambrecht, 2016).

According to Bergeaut, Billy, Cailhol *et al.* (2013), the main difficulties of students in proportionality situations are: recognizing a proportionality situation (due to the implicit nature of the statements); identifying the quantities to be related and sorting the data associated with a quantity; identifying the linearity relations between data of the same quantities; cognitive overload (intrinsic load) when the statement has several proportionality relations; choosing the appropriate procedure to arrive at the solution of the problem posed.

Another difficulty often encountered by students is the incorrect use of an additive procedure, as in the case of the Brousseau puzzle where students must construct an enlargement of the puzzle. The instruction given is that a segment whose length measurement is 4 units becomes 7 units in the enlarged puzzle. Some students will add 3 units to each segment. When students realize that the puzzle is no longer a square and that the pieces no longer fit together, they question the procedure used (Oliveira, 2008). According to Hersant (2001), the geometric framework is not to be neglected. Indeed, Brousseau (1996) notes that this framework has the advantage of quickly determining the validity of the construction procedures used thanks to the properties of similarities.

However, Comin (1992) draws our attention to the fact that knowing the numerical values of quantities does not guarantee that the student will be able to carry out the expected construction. According to Comin, this would explain a lower success rate compared to other proportionality problems. In his thesis, Adjage (1999) notes that students also use an additive procedure in this type of exercise: "In the original drawing, the mast measures 4 cm and the bridge measures 9 cm. On the enlargement, the mast is 7 cm. How big is the bridge? Some people realize that there is a 3 cm difference between the original mast and the enlarged mast. They add 3 cm to the deck and find 12 cm for the enlarged deck. When the quantities are of the same

nature and are measured in the same unit, this can lead to errors such as those highlighted above (Hersant, 2001).

2.5. Confronting non-proportionality

An overuse of strategies to solve proportionality problems has been demonstrated in non-proportionality situations, notably with students from the second year of primary to the second year of secondary school by De Bock, Van Dooren, Janssens & Verschaffel (2007). The authors attribute this behavior to a phenomenon they call "linearity illusion" and this systematic recourse is caused by a low cognitive investment of the students in problem solving.

According to Gille (2008), the inconsistent use of procedures intended for proportionality in non-proportional contexts is rooted in a meager presentation of non-proportional situations to students. In an article explaining the mathematical foundations of proportionality, Simard (2012a) explains that it is necessary for a student to be able to recognize proportionality problems. A student may be able to apply strategies to solve proportionality problems, but unable to determine when to use them as they may very well use these strategies incorrectly. Thus, the teacher must not only introduce students to the strategies, but also allow them to develop the ability to identify proportionality. This means that they should not be presented with proportionality situations exclusively, but also with non-proportionality situations. This is also recommended by Daro *et al.* (2007), who even recommend confronting non-proportionality situations as early as possible in order to get them to analyze the statement and avoid the abusive use of procedures inappropriate for non-proportionality situations.

3. Background of the research

The purpose of our survey is to describe the conceptions and reported practices of teaching proportionality in primary and secondary schools in French-speaking Belgium. The importance of proportionality in mathematics raises several questions about teachers' conceptions of this mathematical object and their reported practices. Indeed, the difficulties encountered by students in this domain and the results of the national certification tests at age 14 lead us to question the teachers' knowledge and teaching methods in proportionality. Based on our theoretical review, we hypothesize that teachers implement practices based on their conceptions of proportionality and their level of instruction. We attempted to answer the following two research questions:

- *What are teachers' conceptions of teaching and learning proportionality based on their grade level?*
- *What are teachers' reported practices for teaching and learning proportionality by grade level?*

The declared teaching practices are specified by the teacher himself or herself, who makes the information available during an interview or by filling out a questionnaire (Marcel, Olry, Rothier-Bautzer and Sonntag, 2002). These are therefore different from the practices observed in a real context when the teacher is

in action in the classroom. In order to access these conceptions and reported practices for teaching proportionality, we took into account several dimensions identified in the literature that we feel are relevant.

4. Methodology

In order to collect and analyze teachers' reported conceptions and practices on proportionality teaching, we developed a questionnaire on Google Forms. This questionnaire was distributed to primary and secondary schools in French-speaking Belgium from February 22 to March 25, 2021. The questionnaire was sent out by contacting the principals by email and sharing it on different groups on digital social networks dedicated to teachers. At the end of this distribution, 179 responses were recorded. This is a casual sample, made up of teachers who volunteered and were willing to help us with our research.

The questionnaire sent to the schools is composed of a first section, comprising 6 items, which concern the respondents' identifying information. The second section consists of 17 open and closed questions, dealing with several themes. These themes study the usefulness of proportionality for the citizen, the level of difficulty of this notion, the forms of data representation used in the teaching of proportionality. The teachers' point of view is also asked about the type of reasoning used, the level of mastery and the type of errors made by the students. Some questions are accompanied by a link to an illustration, explanation, video or additional information to help teachers better understand the concepts or tools referred to in the questions.

The online survey alternates between continuum, multiple choice, and open-ended questions to capture teachers' perceptions. The continuums explore the level of confidence ("very unconfident" to "very confident"), usefulness ("very unhelpful" to "very helpful"), degree of difficulty ("very easy" to "very difficult") or level of agreement ("strongly disagree" to "strongly agree"). The 5-level continuums focus instead on frequency ("never" to "very often").

5. Results

This section is devoted to the presentation and analysis of the results of our survey. First, we conducted a descriptive analysis of our sample. Next, we conducted a descriptive and an inferential analysis for each of our research questions. To perform our analyses, we used Excel and Jasp software. Since we are comparing two levels of education and our data are not normally distributed, we chose a non-parametric Mann-Whitney U procedure.

5.1. Descriptive analysis of our sample

Of the 179 respondents, the sample consisted of 43 males, 134 females, and 2 subjects who did not specify their gender. With regard to seniority, Figure 1 shows that almost half of our respondents have significant teaching experience. As for the level of teaching, 102 respondents teach at the elementary level while 77 subjects are secondary school teachers.

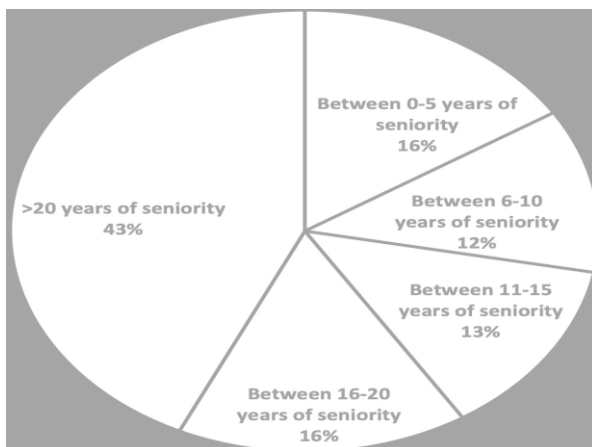


Figure 1. Distribution of teachers by years of service

5.2. Teachers' conceptions of teaching proportionality

The purpose of this subsection is to answer the research question, "What are teachers' conceptions of teaching proportionality as a function of their level of teaching?" To do so, we rely on 4 items investigating the level of didactic confidence, the level of usefulness, the level of learning difficulty, and students' misuse of proportionality solving strategies in non-proportionality situations. Table 1 presents, by grade level, the results for the different items considered.

Table 1. Teacher conceptions by grade level

	Primary level	Secondary level	U value of the Mann-Whitney test
Level of confidence in teaching	$\bar{x} = 1.922$ CV = 32%.	$\bar{x} = 2.156$ CV = 28%.	U = 3257 $p = 0.018$
Level of social utility of proportionality for the citizen	$\bar{x} = 2.186$ CV = 29%.	$\bar{x} = 2.377$ CV = 26%.	U = 3299 $p = 0.037$
Level of difficulty of students learning proportionality	$\bar{x} = 1.506$ CV = 54%.	$\bar{x} = 2.392$ CV = 40%.	U = 5213 $p < 0.001$
Misuse of strategies to solve proportionality problems in non-proportionality situations	$\bar{x} = 1.176$ CV = 45%.	$\bar{x} = 1.481$ CV = 42%.	U = 2849 $p < 0.001$

For the item devoted to the level of confidence at the didactic level, we observe a higher average for secondary school teachers ($\bar{x} = 2.156$), meaning that these teachers are more confident about proportionality at the didactic level than primary school teachers ($\bar{x} = 1.922$). A reading of the coefficients of variation (CV) indicates that the degree of agreement is also more homogeneous for secondary school teachers.

From an inferential point of view, we observe that there is a significant difference for the level of confidence on the didactic level according to the level of teaching ($U = 3257, p = 0.018$).

Concerning the level of usefulness of proportionality on the social level, secondary school teachers agree more that proportionality is useful for the citizen ($\underline{x} = 2.377$). Furthermore, the coefficient of variation shows a greater homogeneity of response ($CV = 26\%$). Inferentially, this difference in views between teachers of different grade levels is statistically confirmed ($U = 3299, p = 0.037$).

In terms of the level of difficulty in learning proportionality, the level of difficulty expressed by high school teachers was higher ($\underline{x} = 2.392$) than that identified by elementary school teachers ($\underline{x} = 1.506$). Inferential analysis shows that there is a statistically significant difference for the level of difficulty in learning proportionality as a function of teaching level ($U = 5213, p < 0.001$). In terms of dispersion, the coefficients of variation indicate less variability for high school teachers.

With respect to the last variable, secondary school teachers agreed more with this item ($\underline{x} = 1.481$) than primary school teachers ($\underline{x} = 1.176$). The nonparametric Mann-Whitney U procedure tells us that there is a statistically significant difference between teachers' conceptions according to their level of teaching regarding students' misuse of proportionality strategies in non-proportional situations ($U = 2849, p < 0.001$).

5.3. Teachers' reported practices in teaching proportionality

The purpose of this subsection is to answer the research question, "What are teachers' reported practices when teaching proportionality based on their grade level?". First, we asked teachers about the types of data organization presented in class.

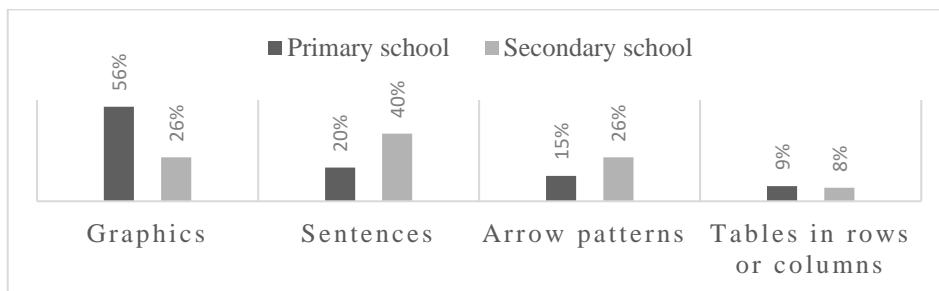


Figure 2. Most frequently used form of data organization

Regarding the form of data organization used most frequently, Figure 2 shows that the majority of teachers select tables in rows or columns. This choice is justified by the answers given to the open-ended question, which highlights the simplicity, ease, clarity, and presence in the course syllabus and tests of this form of data organization. They also specify that this form is the one usually used. It should also be noted that

41% of primary school teachers chose the arrow diagram as the second most used form. This form is said to be more visual and easier to use for elementary students.

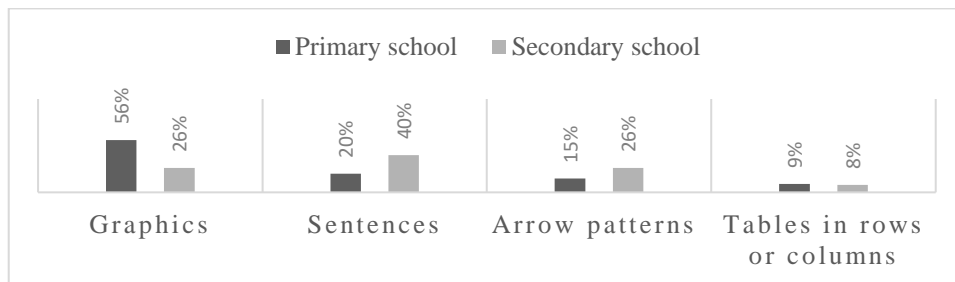


Figure 3. Form of data organization used least often

For the least frequently used form of data organization, we observe discrepancies between elementary and secondary teachers. These discrepancies are objectified by an open-ended question. For primary school teachers, graphs are generally not used very often because the students are too young to draw them and the interpretations are not obvious (comprehension, reading and abstraction). As for secondary school teachers, sentences are, in majority, less frequently used due to a lack of representativeness but also because they are complex to understand and are rather implemented in problems as a conclusion.

Secondly, we questioned teachers on different practices highlighted in the literature. Concerning the frequency of use of an online exercise platform to teach proportionality, it is higher among secondary school teachers ($\underline{x} = 0.610$ vs. $\underline{x} = 0.265$). This observed difference is statistically significant by teaching level ($U = 2944.5$, $p < 0.001$).

This difference can be partially explained by the analysis of the item below, constructed as a MCQ with several possible answers, which characterizes in which cases online exercise platforms are used.

We note some discrepancies in the use of online exercise platforms in primary and secondary education. Indeed, this type of tool is mainly used to choose proportionality exercises to be done in class in basic education whereas in secondary education, these software are generally used to give proportionality exercises to be done at home. The frequency of using video problems to teach proportionality was also higher among secondary school teachers ($\underline{x} = 0.403$ vs. $\underline{x} = 0.186$).

At the inferential level, there is a statistically significant difference between the frequencies of use of video problems according to teaching level ($U = 3358$, $p = 0.015$).

Table 2. Rationale for using exercise platforms

	Primary education	Secondary education
To prepare my work on proportionality in class (presentation, supports, videos, explanation)	28	23
To prepare only the part of the course on proportionality in the classroom (student support)	27	14
To choose proportionality exercises to do in class	42	24
To give proportionality exercises to do at home	25	40
To introduce proportionality	17	11

This finding can be justified by the item below, presented in the form of a multiple-choice test, which analyzes when video problems are used. Table 3 shows that the majority of basic school teachers use video problems to prepare work and choose exercises. On the other hand, secondary school teachers mainly use video problems to introduce proportionality. These differences in use may, in part, explain the differences in the frequency of use of video problems according to the level of instruction.

Table 3. Rationale for using video problems

	Primary education	Secondary education
To prepare my work on proportionality in class (presentation, supports, videos, explanation)	21	14
To prepare only the part of the course on proportionality in the classroom (student support)	11	12
To choose proportionality exercises to do in class	22	16
To give proportionality exercises to do at home	8	12
To introduce proportionality	17	19

With regard to the use of qualitative reasoning, the descriptive analysis shows that primary school teachers use it more often ($\bar{x} = 2,735$) than secondary school teachers ($\bar{x} = 2,675$). However, this difference in usage frequencies is not statically significant inferentially as a function of teaching level ($U = 4042$, $p = 0,724$). In terms of the frequency of proposing plane similarities in proportionality, high school teachers ($\bar{x} = 1,636$) propose this type of exercise significantly ($U = 3166$, $p = 0,022$) more often than primary school teachers ($\bar{x} = 1,275$). Moreover, the analysis of the item that studies the level of difficulty of this type of task for the students corroborates this result. Indeed, we note that the primary school teachers ($\bar{x} = 2,176$) consider this type of task more difficult than secondary school teachers ($\bar{x} = 1,883$). This divergence of opinion between teachers, according to their level of teaching, concerning the level of difficulty of enlargements or reductions of plane figures in proportionality is statistically significant ($U = 4783,5$, $p = 0,007$). A Spearman correlation between these two items testifies that the more difficult teachers perceive this task to be, the less they offer it to their students, regardless of their teaching level

($Rho = -0.518, p < 0.001$). With respect to the presentation of non-proportionality situations, secondary school teachers ($\bar{x} = 2.494$) more regularly presented non-proportionality situations to their students than primary school teachers ($\bar{x} = 1.902$). As for the inferential analysis, it indicates that there is a statistically significant difference between the frequency of use of non-proportionality situations according to the teaching level ($U = 2692.5, p < 0.001$).

This conclusion can be justified with the analysis of the next item, on the reasons for the choice of response. The answers given to this open-ended question indicate that, at the level of primary school teachers, the use of non-proportionality situations gives meaning, improves understanding, and allows for variety in the exercises. However, it is difficult to grasp with younger children and is often overlooked due to lack of time. On the other hand, this type of situation is part of the curriculum for secondary education and develops critical thinking while improving understanding. It is also mentioned as a complement to proportionality.

6. Discussion

Given the importance of proportionality in education, it is an indispensable mathematical concept and a good understanding of it is necessary (Oliveira, 2008). However, it is clear that learners have difficulties with this concept (Baldy *et al.*, 2007; Bertheleu *et al.*, 1997; Comin, 2002; Daro *et al.*, 2007; Gille, 2008; Hersant, 2001; Oliveira, 2008). This is evidenced by the unsatisfactory success rates for this concept on the external certification tests at age 14, despite gradual and continuous learning. In our research, we investigated teachers' reported conceptions and practices based on their level of teaching (primary or secondary). Statistical analyses allowed us to answer our two research questions.

First, the conceptions of secondary school teachers differ from those of elementary school teachers in significant ways. It would seem that the level of usefulness of proportionality for the citizen is recognized but in a moderate way by secondary school teachers. Given the importance of the proportional model in many areas but also in everyday life (Colomb *et al.*, 2001), this finding is of concern. Not only is proportionality an essential object in the learning of mathematics (Sokona, 1989), but it is also an indispensable notion in other contexts such as percentages, linear functions, plane similarities, etc. Secondary school teachers also express more confidence from a didactic point of view. The difficulties students have with this concept, as mentioned by various authors (Bertheleu *et al.*, 1997; Comin, 2002; Dupuis and Pluvinaige, 1981), are also a reality for the secondary school teachers who participated in our survey. Note that the level of complexity can also be explained by the plurality of different resolution strategies that can be implemented when faced with a proportionality task (Roblin, 2015; Simard, 2012b). In contrast to De Bock and colleagues (2007), only secondary school teachers moderately agreed on the misuse of resolution strategies for proportionality situations in non-proportionality tasks. In terms of teachers' reported practices, the most popular method of representing data is the proportional table. At the primary level, arrow diagrams are also widely used in class. The graph is less presented to primary school

students, whereas sentences are used in secondary school. Our results are in line with those of Colomb and his colleagues (2001). The reductive nature of the graph in direct proportionality is also highlighted in the study by Dragone, Temperman and De Lièvre (2020). Secondary school teachers use online platforms significantly more often to provide homework exercises and video problems to introduce proportionality than their elementary school counterparts. The analysis of reported practices reveals, moreover, that teachers often use qualitative reasoning. Qualitative reasoning offers the opportunity to consider the relationship between quantities and avoid simple processing of data sets. This process of reflection (Post, Behr and Lesh, 1988) allows for a better understanding of the problem by the student and the identification of several resolution strategies to deal with it (Gnass, 2000).

We hypothesize that teachers rarely propose "plane similarities" type tasks, given the level of difficulty of these tasks noted by the teachers and, undoubtedly, also due to a lack of didactic avenues. We believe that it is essential to provide teachers with didactic tools for learning proportionality. Since quantities are of the same nature and their measurements are in the same unit (Hersant, 2001), a mistake often made by students is to resort to an additive procedure. Although knowing the numerical values does not guarantee that the student will be able to carry out the geometric construction (Comin, 1992), this framework has the advantage of providing immediate feedback on the construction carried out (Brousseau, 1996) and of leading the student to question the resolution procedure used (Oliveira, 2008). Secondary school teachers make more use of non-proportional situations than primary school teachers. In addition to a low cognitive investment, the illusion of linearity (De Bock, Van Dooren, Janssens & Verschaffel, 2007) could be explained by the fact that few non-proportionality situations are presented to students (Gille, 2008) and handled in a guided manner with them. In terms of developing conditional knowledge, it seems essential that a learner be able to recognize when a situation falls under proportionality or not (Simard, 2012a). For this reason, non-proportional situations should be offered to students in order to allow them to differentiate them from proportionality situations but also to avoid a systematic use of inappropriate solving strategies (Daro *et al.*, 2007).

7. Recommendations for training and teaching proportionality

Following the analysis of the results of this survey, we now attempt to formulate recommendations for training, both initial and continuing, but also for the teaching of proportionality. First of all, we think that it is necessary to highlight the importance of the proportional model in many fields but also in everyday life.

We also recommend proposing non-proportional situations in order to offer students the possibility of distinguishing them from proportional situations and thus avoid resorting to inappropriate strategies. Qualitative reasoning also allows students to reflect on the task by allowing them to better understand it. Furthermore, it seems appropriate to submit tasks related to plane similarities. Despite the difficulties associated with geometric constructions, this framework allows students to verify the accuracy of their construction and, if necessary, to better question the strategy used.

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SECONDARY SCHOOL PHYSICAL EDUCATION TEACHERS AND FOOTBALL COACHES' OPINIONS ON THE ROLE OF GAMES IN LEARNING FOOTBALL – SPECIFIC TACTICAL RELATIONSHIPS*

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Abstract

The game is seen as a teaching method by which tactical relationships are learned with more enjoyment and gradually replaces the traditional way of teaching motor skills. This study aims to determine the opinion of physical education and sports teachers/ football coaches about the impact of the games on the learning of football-specific tactical relationships. To achieve the intended purpose, we conducted quantitative research with a non-experimental design, the study being descriptive. The participants completed a questionnaire containing 12 items regarding their opinion on the impact of the games on the learning of football-specific tactical relationships. The sample was represented by 25 people, 12 football coaches, and 13 physical education and sports teachers. The study found that secondary school sports teachers and football coaches positively approve of the game's role in learning football-specific tactical relationships. The results showed significant differences between them only on specific dimensions considered.

Key words: Game; Football; Physical education; Tactical relationships.

1. Introduction

The game is an activity that can be used in teaching/learning football in psychical education lessons and any football training activities. Of course, the game is to the extent that the serious retains its place in its unfolding (Vamanu, 2001). Football as a team game is a game in itself, even is modified. It has a purpose as a way to score a goal or win, rules of the game, and an opponent or someone trying to

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stop from doing something. To keep the realism and relevance of learning the football game in its learning, the games chosen should usually include a ball and a natural element. They should retain these as many of the rules of football, which may be excluded or simplified to allow the participants to play freely (for example, no offside and with dribbles instead of throw-ins).

The use of games in football teaching/learning in school and other training contexts requires careful consideration. The choice of games from the variety of cooperative, competitive, territorial, modified games, etc., is made to ensure complete learning of the sport or a specific part of it (Barba-Martín *et al.*, 2020). Teachers/coaches must enable effective learning for the practitioner, which averages they must include as many learning moments as possible. It is essential to consider how representative the chosen practices are for the football game and, at the same time, the degree of involvement and repetition of similar situations that each participant will achieve. Customization can be done by considering the two approaches below: one is a traditional dribbling relay race, and in the other, everyone has a ball and dribbles without colliding with others; in the second activity, other people interfere with the space and get in the way. The second activity is, therefore, more suitable for almost all ages and learning abilities and offers more technical development through the repetition of ball control. The more realistic setting forces the participants to control the ball with their head up and looking around. So, the games used in football capture a new approach to learning, which ensures the training and development of each participant as an individuality, as well as the collaboration between team members. Learning thus becomes a problem-solving context during a game-created situation rather than achieving a specific goal (Singleton, 2009).

2. Theoretical background

Modern football has changed from tactical relations like "each with the neighbor" to superior, diverse, and dynamic ones like "each with each". The competitive attitude of the teams has increased, and, at the same time, physical training has gained speed, mainly on account of endurance, speed, and motor skills. The game's technique has been perfected and expanded to such an extent that it allows any player to perform adequately in any phase of defense or attack (Brîndescu, 2012). The spread of the game of football, the expansion of the area and the competitive forms, and the current imperatives of the competition make that in today's football, more than ever, the team seeks its progression, yielding in the strength and averages that the team possesses. Football is a game that promotes new tactical relationships between players, corresponding to the new dynamism of the game's organization. It is about relations in football as anticipation of the intention of the partner with the ball, directing the free teammate by the ball possessor, individual and collective support of the active phase, false demarcation, prompt retraction of the attackers after the exhaustion of the attack, drawing the opponent into side play areas (Ju, 2015).

However, how to teach and ensure efficient learning of modern football? The literature revealed various types of games to assure the demand for the modern

approach. Bunker and Thorpe (1982) mentioned that in teaching sports games, emphasis should be placed on understanding the game's logic and tactical structure should be learned before tackling the technical training of students. This theory emerged to counter the traditional methods of teaching games by traditional methods understanding the analytical method of teaching various technical procedures and tactical relationships. Osman (2017) shows us the effects of using Teaching Games for Understanding (TGfU) on the awareness of tactical relationships and the ability to make decisions during the game. The participants who learned football through games significantly improved their performance: their decision-making ability and were able to become more aware of the tactical relationships taught have a better understanding of all aspects and tactical issues (Pearson, Webb, McKeen, 2008) and a better motivation, engagement, and joy for the participant (Forrest, Webb, Pearson, 2006), achievement perception (Alcalá and Garijo, 2017) and better participation in sports lessons (Abad Robles *et al.*, 2020). The usage of TGfU and game-based approaches is essential for participants because they assure the understanding of the sense of the game and action principles linked immediately to the reality of the playing process (Martínez-Santos *et al.*, 2020).

Teaching football through games is considered a method through which tactical relationships are learned with more pleasure, gradually replacing traditional methods of teaching motor skills. García-Ceberino *et al.* (2020) analyzed the Tactical Games Approach (TGA) as a model for developing participants' understanding and decision-making using questions and interrogative feedback in different games. Using the Teaching Games for Understanding approach, has been shown to increase students' learning efficiency in various physical education situations and enhance their motivation for psychical education (Zhen-Rong, 2021).

The choice of games in football teaching must be centered on the learners. Thus, taking into account the age, physique, and motor skills, the teachers modified the exercises, for example, simplifying the rules and changing the size of the field, so that the game conforms to the abilities of the learners (Karo *et al.*, 2020). On the other hand, students can think independently about the motor skills they are developing or the tactics applied in the competition when the game is modified (Stolz, Pill, 2014). More importantly, they can enjoy participating in physical education/ training classes. Using PE through games-based pedagogical models, teachers and coaches provide their students with an empowering motivational climate, which determines positive changes in students' perception of physical education (Choi *et al.*, 2021). Once oriented to students, the game could stimulate their interest in learning and help them understand the way of teaching the game of football (Yang, Lu, 2013).

The literature proposes an integrated model of football teaching that ensures focus on the participants. Buisic and Dordic (2018) proposed TPSR Integrated Sport Education Model that promotes students' positive affection, attitude, and behavior and has a positive effect on students' responsible behavior and self-efficacy in a football game. Other authors (Chunoh, Ronghai, Maochou, 2020) demonstrated that the responsibility gained through the TPSR model determines positive effects on

participants' motivation, mood and affection, and cognition in exercise self-efficacy. However, who is responsible for selecting and using the appropriate games for teaching/learning football? Football teachers and coaches must study the diversity of the games and the approaches to teaching football. Dinham and Williams (2019) mentioned that pre-service teachers are generally well-informed, committed, and confident but do not have the skills to develop children's physical literacy effectively. Also, it is essential to determine which instruments were used to identify the efficiency of different tactical learning in games (Barquero-Ruiz, Arias-Estero & Kirk, 2020). Webb, Pearson and Forrest (2009) proposed using specific questions primarily directed at the participants and given to the coach to understand the game better. Considering the multiple choice teachers and coaches have and the growing interest in teaching games through a tactical–technical perspective (Kinnerk *et al.*, 2018), it is essential for them to use it.

Teachers' inadequate preparation and physical education qualifications are significant factors in using games in teaching football (Hills, Dengel, Lubans, 2015). Kinnerk *et al.* (2018) conclude that the coaches need to be assisted through an action research framework in developing competence for using Games Based Approach in teaching. Zhen-Ron (2021) recommended that teachers design suitable goals and teaching content for learning football games. In this respect, he suggested that teachers participate in seminars or workshops for professional knowledge gathering. All of these emphasized that sports teachers are not only coaches but also transmitters of sports culture and games can provide a good ground for these aspirations (Dinham, Williams, 2019).

3. Research methodology

This study analyses the opinion of teachers and coaches regarding the impact that games have on the learning of football-specific tactical relationships. To achieve the intended goal, was carried out a quantitative research with a non-experimental design, the study being descriptive.

This study aims to determine the opinion of physical education teachers and sports/football coaches about the impact of games on football in terms of learning specific tactical relationships. The research objectives were:

O1. Identifying the opinion of physical education teachers and sports/football coaches on the degree and manner of using the game in teaching football;

O2. Analyzing the opinion of physical education teachers and sports/football coaches on the optimization of theoretical knowledge about the game of football by using the game and technique and tactics in the game of football by using the game;

O3. Presenting the opinion of physical education teachers and sports/football coaches on increasing interest and motivation for football through the use of the game;

O4. Discussing the opinion of physical education teachers and sports/football coaches on creating student-student communication during physical education classes/football training.

The hypotheses of the study were:

Hypothesis 1. Middle school sports teachers have a positive opinion on the game's role in learning football-specific tactical relationships.

Hypothesis 2. Football coaches have a positive opinion on the game's role in learning football-specific tactical relationships.

Hypothesis 3. There are significant differences between the opinions of secondary school sports teachers and football coaches regarding the impact/role of the game in learning football-specific tactical relationships.

The participants are physical education and sports teachers who teach in secondary education and football coaches who train children between the ages of 10 and 14. The study sample was composed of 25 participants, as follows:

Table 1. The sample of study

Profession	Number	Age	Sex
Football coaches	12	6 were aged between 25 and 35 years old	12 male
		2 were aged between 36 and 45 years old	
		4 were aged over 45 years old	
Physical education and sports teacher	13	10 were aged between 25 and 35 years old	12 male
		2 were between 36 and 45 years old,	1 female
		only one is over 45 years old	

Physical education teachers and football coaches received a questionnaire containing twelve items (See Appendix). The questionnaire was completed online on Google Forms from 17-31 May, 2022. The twelve items have five possible answers, using the following scale from 1 to 5 (1-not at all; 2-to a small extent; 3-to some extent; 4-to a large extent; 5-to a very large extent). The method of scoring used was the arithmetic average of the answers.

4. Results

In the specialized literature, we did not find studies that investigated the opinion of coaches and teachers of physical education and sports about the role of games in learning the tactical relationships specific to football. However, as we saw previously, the studies revealed more implications of the game on the participants' development or game optimization.

For item 3, the average of the football coaches' answers is 4.08, averaging they largely teach tactical relationships in training. In contrast, physical education and sports teachers in the gymnasium teach to some extent (3.38) only these relationships in the classes they support. For item 4, coaches responded that they use games to a very high extent (average of 4.5) to teach tactical relationships, and physical education and sports teachers use them to a large extent (average of 3.69).

Football coaches (average of 1.83) and physical education teachers (average of 2.07) answered that they find it, to a small extent, difficult to teach tactical relationships with the help of games. Both coaches and physical education and sports teachers said they received largely positive feedback at the end of a training session

or a lesson in which they used games to teach football-specific tactical relationships (average of 4.16-coaches and 3.85 teachers).

Item 7 shows us that coaches find that the preparation time of lessons containing only games is longer (average of 3.92), and teachers think that the preparation of lessons based on games is somewhat lengthy (average of 2.85). Coaches (average 4.17) and teachers (average 3.92) believed that by using games, students retain the rules of the football game to a great extent. The answers to item 9 reveal that the coaches believed that the games influenced to a great extent, the application of the basic rules in defense on the field (average of 3.67). The teachers believed that the games influenced the application of the rules to some extent (average of 3.38). Both coaches and teachers believed that they have activated students' interest to document themselves from other resources (films, books). The coaches are of the opinion that through the game they activated the students' interest to a great extent (average of 4), and the teachers to some extent (average of 3.07). Coaches (mean of 4.33) and teachers (mean of 3.53) believed that, through the game, they have caused a large increase in the motivation of students/players for the application of tactical relations in the game of football. Coaches (mean of 4.33) and physical education and sports teachers (mean of 3.69) are of the opinion that students communicated to a great extent during training/lessons, when they used games for teaching specific tactical relationships in football.

To present the differences between the answers of football coaches and physical education and sports teachers, it was used the T-test for independent samples (see Table 2). Were coded with one football coach and two physical education and sports teachers.

Table 2. T-test on differences in responses between football coaches and secondary school PE teachers

	Profession	N	Mean	Std.Deviation	Std.Error
item_3	1.00	12	4.0833	.79296	.22891
	2.00	13	3.3846	.96077	.26647
item_4	1.00	12	4.5000	.67420	.19462
	2.00	13	3.6923	.94733	.26274
item_5	1.00	12	1.8333	1.26730	.36584
	2.00	13	2.0769	.95407	.26461
item_6	1.00	12	4.1667	.57735	.16667
	2.00	13	3.8462	.55470	.15385
item_7	1.00	12	3.9167	.79296	.22891
	2.00	13	2.8462	1.14354	.31716
item_8	1.00	12	4.1667	.57735	.16667
	2.00	13	3.9231	.86232	.23916
item_9	1.00	12	3.6667	1.23091	.35533
	2.00	13	3.3846	.76795	.21299
item_10	1.00	12	4.0000	.85280	.24618
	2.00	13	3.0769	.75955	.21066

item_11	1.00	12	4.3333	.65134	.18803
	2.00	13	3.5385	.77625	.21529
item_12	1.00	12	4.3333	.77850	.22473
	2.00	13	3.6923	.63043	.17485

The use of T-test to demonstrated whether there are significant differences between the views of physical education teachers and coaches regarding the use of games only in a few dimensions (see Table 3).

Table 3. Comparative data on the responses of two sample of research, on each item

Items	Samples 1=12 2=13	Score average	Value of T test	Significance level
I 3	1	4.0833	1.973	p =.061
	2	3.3846		p>0.05
I 4	1	4.5000	2.437	p=.023
	2	3.6923		p<0.05
I 5	1	1.8333	.540	p=.595
	2	2.0769		p>0.05
I 6	1	4.1667	1.415	p=.170
	2	3.8462		p>0.05
I 7	1	3.9167	2.697	p=.013
	2	2.8462		p<0.05
I 8	1	4.1667	.822	p=.419
	2	3.9231		p>0.05
I 9	1	3.6667	.681	p=.505
	2	3.3846		p>0.05
I 10	1	4.0000	2.863	p=.009
	2	3.0769		p<0.05
I 11	1	4.3333	2.761	p=.011
	2	3.5385		p<0.05
I 12	1	4.3333	2.251	p=.035
	2	3.6923		p<0.05

The results obtained in items 4,7,10,11,12 are statistically significant. The values of the T-test (2.437, 2.697, 2.863, 2.761, 2.251) and the significance threshold values (p<0.05) demonstrate that there are significant differences between the two samples on the following dimensions: the use of the game in teaching football-specific tactical relationships; the longer preparation time of some lessons/training that contain only games; activating students' interest in documenting themselves

from other resources; increasing the motivation of players/students for the application of tactical relations in the game of football due to the use of games; of the opinion that students/players communicate more if games are proposed during lessons/training. The results obtained for item 3,5,6,8,9 are not statistically significant. The values of the T-test (1.973, -.540, 1.415, .822, .681) and the values of the significance threshold demonstrate that there are no significant differences between the two samples on the dimensions of the teaching of tactical relations within the lessons/training; of the opinion that it is more difficult to teach students/players tactical relationships with the help of games; of the opinion regarding the feedback that students/players give at the end of a lesson in which they learned new tactical relationships through the game method; of the opinion that by using the game, students/players remember the rules of the game more easily; of the opinion that the game influenced the on-field application of the basic rules in defense.

5. Discussions

Regarding objective one of the research, teachers, and coaches teach tactical relationships to a large extent and, to some extent, using the game, which means that these results correlate with the first objective of our research. The responses proved once again the willingness of teachers and coaches to use the game in teaching tactical relationships in football (Chow *et al.*, 2009). The use of the game in teaching football was revealed by the low degree of difficulty and the largely positive feedback from the students. Using learning games is also about knowing when to introduce them in critical moments (Kirck and MacPhail, 2002) and allocating time to prepare the lesson. The coaches feel that the time of preparing some lessons is high, and physical education and sports teachers said it is somewhat high. The literature analysed the role of the games in developing different skills of the learner (decision-making, movement skills) to increase learning results and the transfer of knowledge (Chow *et al.*, 2009).

Relating objective two of the research, coaches, and teachers believe that through the use of games, the students/players retain the rules of the game of football to a great extent and that the coaches believe that the games have greatly influenced the application of the basic rules in defense on the field. The teachers believed that the games in football influenced the application of the rules to some extent (the second objective of our research). The use of dynamic games in physical education lessons helps students not only to know and apply the rules better but to improve their motor skills and provides a higher quality lesson regarding the density, attractiveness, and objectives of school physical education (Gheorghe, 2009).

Sánchez and Arias (2021) affirmed that using the Didactic Model Game Action Competencies in teaching tactical behavior will increase the learners' intrinsic motivation. The coaches believed that, through the game, they activated the students' interest to a great extent and the teachers to a certain extent, with significant differences between the two samples. In terms of motivation, coaches and teachers say that through the game, they have significantly increased the motivation of students/players (Forrest, Webb, Pearson, 2006) to apply tactical relationships in

football (the third objective of the research). The football game offers good interpersonal communication and interaction between students and teachers (Liu, 2021). The literature indicated that coaches with positive reinforcement, good skill instruction, and not using punishment determine the players to be more motivated, more satisfied, and lower anxiety and attrition rates (Barnett, Smoll, Smith, 1992; Smith, Smoll, Barnett, 1995).

Regarding O4, the teachers and coaches who responded to the questionnaire said that students communicate a lot about whether games are used during physical education classes and sports/training, with significant differences between the opinions of the two samples. In football, the players make decisions for the group under strict conditions (Márquez Jiménez and Martínez-Santos, 2014), so each player must always be communicative (Parlebas, 1999). This result demonstrated that they believe that football games can increase student interaction with the help of games. They manage to get to know each other better and understand each other, both during physical education classes and sports/training, as well as in extracurricular activities. So, the player will "read the game" to make choices for the correct strategic meanings, which will develop the behavior of other players (Oboeuf *et al.*, 2020).

6. Conclusions

Huang and Wu (2017) argued for the need for students to engage in activities that require higher level thinking and reflective processes, demonstrating understanding by applying new knowledge to new situations. Thus, football teachers and coaches must connect to these desires and ensure favorable contexts in the football game. Learning is a complex activity, and learning outcomes are quantified in the form of skills, knowledge, attitudes, and values. These capacities' appearance occurs following the stimulation that comes from the environment and is also due to the cognitive processes developed through learning. In this respect, teachers and coaches must create a more varied teaching-learning atmosphere to stimulate students' interest for different forms of activities in physical education (Karo *et al.*, 2020). Football teachers and coaches must create learning situations using games that will create contexts for the formation and development of such capacities.

In this study, the importance of games in training and developing practical skills was recognized by all participants at the level of opinion. It was confirmed that: Middle school sports teachers have a positive opinion on the game's role in learning football-specific tactical relationships (Hypothesis 1) and football coaches have a positive opinion on the game's role in learning football-specific tactical relationships (Hypothesis 2). Hypothesis 3 was confirmed partially. There were significant differences between teachers' and coaches' answers, but only on: the use of the game in teaching football-specific tactical relationships; the longer preparation time of some lessons/training that contain only games; activating students' interest in documenting themselves from other resources; increasing the motivation of players/students for the application of tactical relations in the game of football due to the use of games; of the opinion that students/players communicate more if games during lessons/training.

This study has some limitations. The questionnaire we proposed is non-validated, which is the study's first limitation. In the literature, it took much work to identify such a questionnaire applied to physical education teachers and football coaches. Other limitations are the small number of participants and the unequal number of items for each objective. Lastly, we must state that opinions are sometimes subjective and not supported by quantifiable statistical data. It is essential to consider the opinion of professors/coaches regarding the role that games have in learning tactical relationships specific to football because we will thus know their attitude towards the implications of the game in teaching/learning tactics. This study explicitly promotes the use of games in teaching football and tactical relationships. These must be centered on the player and his training and development needs, as other research topics of interest to the modern football game.

Authors note: *The authors have equal contributions to this article.*

APPENDIX: Questionnaire on the opinion of football coaches and physical education teachers about the role of games in learning tactical relationships

Please, offer your support in answering questions referring to how the games were used during physical education classes and sports/football training. Completing the questionnaire takes approximately 5-7 minutes. The 12 items have 5 possible answers, using a scale from 1 to 5 (1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent). It is assured the confidentiality of the data provided.

1. What is your profession?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

2. How many years have you been teaching/coaching?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

3. Do you teach/train tactical relationships in your classes/ training activities?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

4. Do you use games to teach/train tactical relationships?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

5. Do you find it more difficult to teach students/players tactical relationships through games?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

6. Is the feedback given by the students/players at the end of a lesson in which they learned new tactical relationships through the game method positive?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

7. Is the preparation time for lessons/training that only contain games for learning/consolidating tactical relationships longer than for those that do not use the game?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

8. By using the game, the players/students remember the game's rules more easily?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

9. To what extent did you notice that the game influenced the application of the basic rules in defense on the field?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

10. To what extent do you consider that, through the game, you have determined the activation of the interest to document from other resources (films, books, articles, specialized websites) of the player/student regarding the game of football?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

11. To what extent do you consider that by using the game, you have determined an increase in the motivation of the players/students for applying tactical relations in the game of football?

1-not at all, 2-to a small extent, 3-to some extent, 4-to a large extent, 5-to a very large extent

12. To what extent do you think that the students communicated more if games were proposed during physical education lessons/football training?

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TRAME CONCEPTUELLE D'UN CURRICULUM DE FORMATION : UNE EXIGENCE POUR L'APPROPRIATION DES CURRICULA DES ÉCOLES NORMALES D'INSTITUTEURS DE L'ENSEIGNEMENT GÉNÉRAL (ENIEG) AU CAMEROUN*

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Résumé

La contribution ambitionne d'examiner le rôle et le sens de la trame conceptuelle dans l'exploitation d'un curriculum de formation selon l'Approche Par Compétences (APC). En effet, l'APC obéit à une triple logique : logique curriculaire, logique de l'action en situation et logique d'apprentissage. C'est l'articulation de ces niveaux de logique qui donne lieu à une façon de concevoir les curricula et fait en même temps sa cohérence. Empiriquement, les curricula des Écoles Normales d'Instituteurs de l'Enseignement Général (ENIEG) au Cameroun obéissent à une trame qui s'appuie sur la logique de compétences, dit-on. En revanche, les praticiens de classe, ne parvenant pas à identifier les liens entre les composants du curriculum articulé selon l'APC, exploitent celui-ci selon les formes de travail didactique qui rappellent l'approche par contenu-matières ou la Pédagogie par Objectifs (PPO). D'où au niveau de l'opérationnalisation, les difficultés qu'ils ont à l'exploiter dans l'optique de positionner ou d'agir sur le développement professionnel des élèves-maîtres, mieux sur la professionnalité de ceux-ci. L'étude fait une analyse de l'articulation entre le Cadre d'Organisation Curriculaire (COC), la Logique d'Organisation des Apprentissages (LOA) et les Objets Transversaux (OT) (composants de la trame conceptuelle). La recherche s'appuie sur une analyse documentaire des curricula d'ENIEG. L'analyse révèle un ensemble d'écueils qui rendent difficile la mise en œuvre des curricula de formation par les praticiens de classe. Ils convoquent le caractère ouvert, continu, contextuel et pragmatique de leurs « modèles ».

Mots-clés : Curriculum ; Trame conceptuelle ; Professionnalité ; Effets émergents ; Élèves-maîtres.

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CONCEPTUAL FRAME OF A TRAINING CURRICULUM: A REQUIREMENT FOR THE APPROPRIATION OF TEACHER TRAINING SCHOOLS FOR GENERAL EDUCATION' CURRICULA IN CAMEROON

Abstract

The contribution aims to examine the role and meaning of the conceptual framework in the operation of a training curriculum according to the Competency-Based Approach (CBA). Indeed, the CBA obeys a triple logic: curricular logic, logic of action in situation and logic of learning. It is the articulation of these levels of logic that gives rise to a way of designing curricula and at the same time makes it coherent. Empirically, the curricula of Teacher Training Schools for General Education in Cameroon follow a framework that is based on the logic of skills, it is said. On the other hand, the class practitioners, unable to identify the links between the components of the curriculum articulated according to the CBA, exploit it according to the forms of didactic work which recall the approach by content-subjects or Pedagogy by Objectives. Hence, at the level of operationalization, the difficulties they have in exploiting it with a view to positioning or acting on the professional development of student teachers, better on their professionalism. The study analyzes the articulation between the Curricular Organization Framework, the Learning Organization Logic and the Transversal Objects (components of the conceptual framework). The research is based on a documentary analysis of Teacher Training Schools for General Education' curriculum. The analysis reveals a set of pitfalls that make it difficult for classroom practitioners to implement training curriculum. They summon the open, continuous, contextual and pragmatic character of their "models".

Key words: Curriculum; Conceptual framework; Professionalism; Emerging effects; Student-teachers.

1. Problématique de l'étude

Le système éducatif camerounais a connu au cours des trois dernières décennies des changements majeurs en termes de Loi d'orientation de l'éducation du 14 avril 1998, Loi d'orientation de l'enseignement supérieur du 16 avril 2001, plus récemment la Lois sur la décentralisation de l'éducation du 24 décembre 2019, et plus précisément des réformes curriculaires dans tous les secteurs de l'éducation articulées autour des compétences, etc. D'après la littérature (Mgbwa et Matouwé, 2016 ; Mgbwa, Matouwé et Ndoungmo, 2019 ; Matouwé, Ndoungmo et Mgbwa, 2020 ; Matouwe, 2022), une telle évolution se manifeste, entre autres, dans les curricula, à travers les intentions et instructions affichées dans les programmes scolaires, des changements envisagés dans les modalités d'évaluation, dans la manière de concevoir les apprentissages, dans la formation des enseignants. Ainsi, Djeumeni Tchamabe (2015) estime que les États généraux de l'Éducation, les projets

Éducation pour Tous (EPT) et les Objectifs du Millénaire pour le Développement concourent à mettre en exergue le fait qu'en Afrique subsaharienne et particulièrement au Cameroun, l'éducation souffre d'un déficit en quantité et en qualité d'enseignants formés dans les ENIEG au Cameroun. Nul doute que toutes ces réformes ont eu pour ambition d'améliorer la gouvernance et le pilotage du système éducatif, dans un contexte de décentralisation et de déconcentration. On convient avec Mgbwa et Matouwé (2016) qu'à travers le Document de Stratégie du Secteur d'Éducation et de Formation (DSSEF, 2013), le gouvernement camerounais s'est fixé des objectifs pour tour à tour :

- réguler les flux pour garantir le développement équilibré du système éducatif ;
- partager la gestion des structures d'éducation et de formation avec les collectivités territoriales et les communautés ;
- renforcer la gouvernance du système par la mise en place des mécanismes transparents des gestions des ressources ;
- diffuser les orientations sectorielles et les textes réglementaires qui encadrent le fonctionnement du système.

L'école est aujourd'hui face à de nombreux défis à relever afin d'ajuster sa mission et ses pratiques aux nouveaux besoins des élèves-maîtres et sa société (Lessard, 2009). Le défi crucial renvoie à une utilisation efficiente et efficace du potentiel et des ressources humaines, matérielles et financières dont dispose le pays pour son développement intégral. Ce défi conditionne l'intégration du Cameroun dans l'économie mondiale. En ce sens qu'avec le taux de croissance démographique actuel, la population du Cameroun pourrait atteindre quarante million d'habitants en 2035, avec une forte proportion de jeunes (Cameroun-Vision 2035, 2009). Cette population se présente comme un atout incontestable, à condition d'être bien formé (Mgbwa et Matouwé, 2016). Ce qui suppose que l'enjeu de la formation du capital humain à l'ENIEG consiste à outiller les élèves instituteurs d'une formation de qualité.

Dans cette perspective, le MINESEC (2014) postule que « *seule l'éducation, de par sa contribution à la formation, peut donner à un pays des ressources humaines de qualité dont il a besoin pour mener à bien le combat pour le développement* » (p. 5). C'est ce qui a motivé le Ministre des Enseignements Secondaires, tout en adoptant comme mot d'ordre « la professionnalisation des enseignants », à instruire l'Inspection Générale des Enseignements de procéder à une refonte en profondeur des filières et des programmes de formation en vue d'offrir à une jeunesse capable, de par sa formation, de s'insérer harmonieusement dans le monde du travail ou de poursuivre ses études dans l'enseignement supérieur.

C'est dans ce contexte que les nouveaux curricula de formation des Instituteurs de l'Enseignement Général sont élaborés selon l'approche par Compétences (APC), dont les principales innovations mettent un accent particulier tour à tour sur : le développement des compétences, la capacité de résolution des situations problèmes professionnelles et l'évaluation diagnostique, formative, critériée et intégratrice. À travers ces nouveaux curricula, le MINESEC s'est proposé de former une nouvelle génération d'Instituteurs plus professionnels et prêts à accompagner la mise en œuvre de l'émergence du Cameroun. Ce qui suppose que la

formation des Instituteurs ne sera plus « *une formation initiale classique, mais une formation professionnalisante, ayant une relation très directe avec l'exercice effectif du métier d'instituteur pris sous tous ses aspects* », (MINESEC, 2014, p. 6).

Il y a lieu d'observer une volonté politique de changement, qui inspire l'élaboration des curricula dans une logique de compétence en vue de rechercher le développement professionnel des élèves-maîtres. Si la volonté est évidente, l'on peut s'interroger sur la trame conceptuelle qui sous-tend lesdits curricula pour assurer leur opérationnalisation par les praticiens de classe. Un programme de formation est dit cohérent lorsqu'il articule les trois types de logique que sont : la logique curriculaire, la logique d'action et la logique d'apprentissage. Cette trame conceptuelle voire une exigence méthodologique curriculaire, appelle à l'articulation des trois cadres curriculaires (COC, LOA et OT) qui part d'une transposition curriculaire (transformation d'une vision en offre ou vision de formation), pour favoriser la transposition didactique (transformation des savoirs savants en savoirs à enseigner et à mémoriser).

Il convient dès lors de s'interroger sur la filiation au sein des curricula entre les situations professionnelles, les savoirs savants, les savoirs codifiés dans les programmes d'études et les savoirs mis en œuvre dans la salle de classe. Si le curriculum doit s'inscrire dans un processus, mais quel lien avec les apprentissages des élèves ? Quelles contraintes pèsent sur les praticiens de classe ? Pourquoi certains objets du savoir ont du mal à exister dans les classes ?

Dans la dynamique de l'ingénierie curriculaire, Le Boterf (2010) estime que le développement des compétences chez les professionnels en termes de professionnalisation n'est plus seulement une question d'ingénierie de la formation, mais « d'ingénierie de la professionnalisation ». Il s'agit d'un changement de vocable et même un réel changement d'attitude que traduit la volonté politique dans les curricula de formation d'ENIEG. Dans cet esprit, la construction des compétences n'est plus, comme l'explique Le Boterf (2010, p. 179) « *considérée comme relevant de la seule formation, mais comme résultant de parcours professionnalisants incluant le passage par des situations de formation et des situations de travail rendues professionnalisantes* ». Dans cette perspective, la formation professionnelle des élèves-maîtres trouve de nouvelles missions qui impliquent de raisonner dans l'élaboration des curricula en termes de professionnalisation et conduit à repenser ladite formation. Ainsi, le rôle de la formation ne doit pas être dévalorisé par la professionnalisation (Mgbwa et Matouwé (2016). Car, son apport spécifique ou sa valeur ajoutée c'est « *de permettre à ce que ce qui est soit redéfini, reprécisé* » (Le Boterf, 2008).

Cette logique a amené Jonnaert (2007) à envisager la trame conceptuelle des curricula adossée sur trois catégories de logique. D'après l'auteur d'une manière générale, le concept de compétence peut être analysé dans les champs de l'éducation et de la formation selon trois perspectives : une logique de l'action, une logique curriculaire et une logique de l'apprentissage. D'ailleurs, Jonnaert et Masciotra (2007) articulent ces trois logiques entre elles. Ils estiment ainsi que « *la logique de l'action en situation peut efficacement alimenter les deux autres logiques de*

compétence à travers les médiations et les régulations des formateurs » (Jonnaert 2007, p. 2). En effet, la logique d'action place la compétence énoncée (Masciotra, Roth, Morel, 2007) au cœur des débats curriculaires contemporains. Dans cette logique, les développeurs des curricula doivent procéder à des descriptions fines de compétences énoncées pouvant servir de matériau de base à l'élaboration de programmes d'études inscrits dans une logique de développement de compétences par les apprenants.

Les apprentissages dans les salles de classe qui ont la prétention de permettre aux élèves-maîtres et de développer réellement des compétences professionnelles gagnent à se fonder sur les résultats de telles analyses de situations professionnelles. D'après la littérature (Jonnaert, 2008 ; 2009 ; 2011 ; Demeuse et Strauven, 2013 ; Develay, 2015 ; Ji, 2015, etc.), un curriculum de formation est un tout cohérent. Dans son ensemble, il articule théoriquement trois cadres curriculaires entre eux (Jonnaert, 2011). Il s'agit du cheminement que doit suivre un praticien de classe depuis sa définition officielle du curriculum jusqu'aux apprentissages en situation-classe. Ainsi, l'ensemble des modifications que subit le curriculum jusqu'à son adaptation aux démarches d'enseignement et d'apprentissage dans les salles de classe constitue une transposition curriculaire (Matouwé, Ndoungmo et Mgbwa, 2020).

L'opérationnalisation d'un curriculum par APC induit de la part du praticien une analyse de la trame conceptuelle par le truchement de l'ingénierie qui ne nécessite pas seulement de partir des orientations curriculaires et de les traduire en objectifs d'apprentissage. Car, l'une des préoccupations majeures des professionnels de terrain devrait être celle d'envisager, comme l'explique Jonnaert (2012, p. 17).

Comment le curriculum, dans sa dimension officielle, franchit-il les différentes strates d'un système éducatif pour pénétrer dans les salles de classe, et faire en sorte que les élèves construisent réellement des connaissances et développent effectivement des compétences relatives aux prescrits du curriculum et aux savoirs codifiés dans des programmes éducatifs ? Comment ces savoirs codifiés peuvent-ils réellement devenir des objets d'apprentissage pour les élèves ?

Dans cette perspective, l'opérationnalisation des curricula des ENIEG prétendus inscrits dans une logique de compétences implique la trame conceptuelle desdits curricula, et donc dans une logique d'organisation des apprentissages. En effet, expliquent Matouwé, Ndoungmo et Mgbwa (2020, p. 57) « *la formulation du curriculum officiel a certes un effet structurant sur le curriculum effectif ou implanté qui se déroule dans la classe. Mais, cette influence n'est pas directe* ». Ce qui suppose que tout curriculum doit faire l'objet d'une appropriation et d'une interprétation par les acteurs de terrain. C'est dans ce sens que Legendre (2004 explique que « *le curriculum effectif n'est jamais la simple application du curriculum officiel* » (p. 36). En ce sens, l'enseignant dans son analyse de la trame conceptuelle part du COC pour les OT en passant par la LOA pour une transposition didactique appropriée.

2. Méthodologie

La recherche prend appui sur les documents officiels écrits, mettant en relief la structuration des curricula d'ENIEG de 2014. D'après Bardin (2010, p. 47), « l'objectif de l'analyse documentaire est la représentation condensée d'information pour stockage et consultation ». L'analyse documentaire a consisté à identifier le contenu des curricula de formation sous une forme différente de sa forme originelle afin d'en faciliter la consultation ou le repérage dans un stade ultérieur. Le but était le stockage sous une forme de catégorie et la facilitation de l'accès par l'utilisation de telle façon qu'on obtienne le maximum d'informations (aspect quantitatif), avec le maximum de pertinence (aspect qualitatif). L'opération intellectuelle consistait à découper l'information, à la ventiler dans les catégories selon les objectifs de l'étude, à la représenter sous forme considérée par indexation. La grille d'observation documentaire (tableau 1) comporte des catégories et des sous-catégories. De chaque catégorie et sous-catégorie, il ressort des indicateurs qui sont appréciés à travers une échelle d'attitude, qui comporte des modalités telles que : tout à fait adéquat, plutôt adéquat, tout à fait inadéquat, plutôt inadéquat.

Tableau 1. Grille d'observation documentaire

Catégories	Codes	Sous-thèmes	Codes	Observations			
				+	-	0	+/-
Thème 1 COC	A	-contexte -finalités -situations professionnelles	a				
Thème 2 LOA	B	-cadre théorique -situations d'apprentissage -contenus codifiés	b				
Thème 3 OT	C	-filiation entre les savoirs codifiés	c				

Source : Auteur

3. Résultats

3.1. Cadre d'organisation curriculaire (COC) comme socle de la trame conceptuelle d'un curriculum

D'après Jonnaert (2009 ; 2015) l'ingénierie curriculaire doit envisager une trame conceptuelle dont la composante de base est le Cadre d'Organisation Curriculaire (COC). Ce cadre renvoie au contexte, aux finalités de l'éducation et aux situations professionnelles sur lesquels doit s'adosser un curriculum de formation. En effet, les travaux de Matouwé, Mgbwa et Ndoungmo (2020) laissent percevoir que le curriculum est l'expression de choix sociaux et politiques. À cet égard, la fonction du COC est de rendre explicites les choix privilégiés par les politiques publiques. Laquelle explicitation articule trois formes dont « celles des missions où sont affirmées et explicitées les finalités de l'éducation scolaire ; celles des contenus globaux de formation dont la détermination peut revêtir des formes variées ; celle

enfin des habiletés et des aptitudes à développer et des valeurs communes à promouvoir » (Matouwé, Mgbwa et Ndoungmo, 2020, p. 58).

Dans le contexte camerounais, les réformes tirent le plus souvent leur origine des exigences des textes, en l'occurrence la Loi d'orientation du 14 avril 1998, produit de l'évolution historique qui remonte d'ailleurs du Colloque sur l'identité culturelle de 1985. C'est ainsi que l'on peut dire que la réforme des curricula d'ENIEG s'inscrit dans la refondation du système éducatif camerounais. Cette refondation est l'expression d'une volonté qui permet au pays de relever les enjeux et défis majeurs d'une société libre, qui résident dans une éducation de qualité libératrice, capable de s'adapter et d'inventer le futur. D'ailleurs, Mvesso (2005) énonce à cet effet un ensemble de « *pré-réquisits* » qui s'imposent au nouveau projet de société qu'il faut mettre en œuvre. Il importe de préciser que lesdits « *pré-réquisits* » abordent la question de la pertinence sociale du système éducatif en termes de relation étroite entre les politiques institutionnelles et substantielles (Lessard, 2009). Les politiques institutionnelles portent sur les rapports sociaux au sein du champ, la distribution de l'autorité du pouvoir, les encadrements juridiques, administratifs et réglementaires des paliers, des instances et des organisations qui regroupent les acteurs autour des positions ordonnées dans le champ. Dans ce contexte, Mvesso (2005) explique que les finalités de l'éducation ne peuvent se nourrir que des réquisits de notre espace-temps social que sont : l'intégration supra communautaire qui tient aux conditions même de la survie et de la pérennisation d'une nation camerounaise en construction (en dépit de sa multiethnicité fertile en tensions centrifuges) ; le développement économique comme impératif absolu et condition sine qua non de la reproduction de notre société ; la sauvegarde de certaines valeurs ancestrales, dont l'originalité constitue un élément du patrimoine culturel de l'humanité. La Loi de l'éducation au Cameroun en son Article 4, stipule que l'école au Cameroun a dans l'ensemble trois missions à savoir ; instruire, socialiser et qualifier. Et l'école dans sa mission d'instruire avec une volonté réaffirmée, a une fonction irremplaçable en ce qui a trait à la transmission de la connaissance. Celle-ci joue un rôle important dans le développement des activités intellectuelles et à la maîtrise des savoirs.

Dans cette logique, la formation de l'esprit doit être une priorité pour chaque camerounais d'aujourd'hui. Pour socialiser il importe d'apprendre aux formés d'ENIEG à mieux vivre ensemble dans une société pluraliste comme le Cameroun. Le vivre ensemble étant désormais, comme l'explique Saillant (2015, p. 1), « *l'une des voies qu'il est possible d'emprunter pour dépasser les perspectives identitaires et leurs dérives communautaristes, d'une part, et d'autre part, celles des critiques convenues dirigées vers les sociétés contemporaines, post-modernes, à la fois fragmentées et globalisées* ». De ce point de vue, l'école camerounaise doit être un agent de cohésion, favorisant de ce fait le sentiment d'appartenance à la collectivité, mais aussi l'apprentissage du vivre ensemble et de la pluralité (Matouwé, Mgbwa et Ndoungmo, 2020).

Dans mission de qualifier l'école camerounaise a, à partir des voies diverses, le devoir de rendre tous les apprenants aptes à entreprendre et à réussir un parcours

scolaire ou à s'intégrer à la société par la maîtrise de compétences professionnelles. Par ailleurs on doit reconnaître qu'en son Article 5, ladite loi d'orientation a permis dans son accent novateur, l'émergence d'un nouveau projet de société camerounaise en ces termes : « *former un citoyen enraciné dans sa culture, mais ouvert au monde, fier de son identité, créatif autant qu'inventif* ». Ce qui consacre la mission générale de l'Éducation camerounaise ; d'un nouveau type d'homme à former axé sur de nouveaux objectifs de l'Éducation ou de formation. Bien plus, en son Article 11, la loi postule une l'adaptation permanente des curricula. Ce qui suppose que les curricula d'ENIEG laissent percevoir un souci de cohérence d'adaptation. Dès lors se pose la question du profil qui permet d'exprimer les missions d'un curriculum de formation ou d'enseignement. Les curricula sont à vocation adéquationniste, en ce sens qu'à l'ENIEG, on forme un enseignant et non pas un praticien réflexif. La pratique réflexive qui d'après Vacher (2015) renvoie à une posture intérieure de prise de recul et d'analyse par le professionnel de son propre fonctionnement.

3.2. Logique d'organisation des apprentissages (LOA) : vecteur de l'opérationnalisation du curriculum

Jonnaert (2009 ; 2015) envisage la Logique d'Organisation des Apprentissage comme l'un des piliers de la trame conceptuelle d'un curriculum de formation ou d'enseignement. En effet, un curriculum a besoin d'un fondement théorique pour son opérationnalisation effective. Cependant, les fondements théoriques d'un curriculum s'étaient sur les orientations politiques qui pour le cas échéant, demandent aux praticiens de classe de partir de l'Article 5 de la Loi d'orientation de 1998. Il s'agit de comprendre que, expliquent Matouwé, Mgbwa et Ndoungmo (2020, p. 59), « *en même temps que la loi met l'accent sur le projet de société axée sur le type d'homme à former, elle consacre son Article 32 à l'idée de la communauté. Cette idée induit ou impose alors un choix théorique basé sur le cognitivisme et le sociocognitivisme* ». En d'autres termes, la préoccupation fondamentale lorsqu'on envisage l'élaboration d'un curriculum de formation, est de clarifier le paradigme épistémologique dans lequel s'inscrit le curriculum en développement. Il s'agit, d'après la littérature (Jonnaert, 2009 ; Jonnaert et Vander Borght, 2010), d'un cadre général de référence, qui articule les concepts et les catégories devant guider les pensées et les actions des planificateurs dans la conception et la mise en œuvre des curricula. Les spécialistes (Jonnaert et Vander Borght, 2010); Legendre, 2004 ; etc.) du curriculum précisent que la conception d'un curriculum par compétences doit prendre appui sur l'apport des sciences cognitives, en s'inscrivant plus particulièrement dans les perspectives cognitiviste et socioconstructiviste. Ce d'autant plus qu'apprendre, d'après Tardif (1997), Legendre (2004), est une activité cognitive, affective et sociale. Activité qui engendre une modification des acquis antérieurs et une réorganisation de la structure cognitive rendant possibles de nouvelles acquisitions. Dans cette logique, il importe de clarifier le paradigme épistémologique lors du processus d'élaboration du curriculum concerné, car explique Morin (1990, p. 213) « *un paradigme contient, pour tout discours s'effectuant sous son empire, les concepts fondamentaux, les catégories maîtresses*

de l'entendement et le type de relations qui existent entre ces concepts et catégories ». Ce qui suppose que le paradigme étant beaucoup plus global, sert de balises à l'intérieur desquelles peuvent se positionner les praticiens de classe dans la mise en œuvre desdits curricula.

Dès lors, il y a lieu de comprendre que la psychologie cognitive est d'un grand apport dans la construction des curricula. Cet apport s'observe à travers le cognitivisme et le sociocognitivisme. Dans ce contexte, les praticiens de classe doivent inscrire leur réflexion selon Jonnaert et Vander Borgh (2010) « *dans un paradigme épistémologique de connaissances* ». Ce qui suppose que dans le processus de développement curriculaire, les planificateurs et les praticiens de classe s'intéressent souvent à la construction, à l'acquisition, à la modification, à la réfutation ou au développement des connaissances. Or, à l'analyse des curricula d'ENIEG, on se rend compte qu'aucune précision n'est apportée sur le cadre théorique de référence. Bien que l'entrée des curricula soit dite par compétences, il n'est pas possible de voir clairement ce qui justifie cette entrée, à partir de quel cadre théorique les concepteurs se sont appuyés pour parler d'APC. Pourtant, lorsque les formations professionnalisantes en éducation s'inscrivent dans une approche par compétences, il convient, selon Parent et Jouquan (2015, p. 32), « *que l'on reformule les réponses aux trois questions, ontologique, épistémologique et méthodologique, relatives à l'objet d'enseignement/apprentissage* ». Dans cette logique, les auteurs précisent que l'objet d'enseignement/apprentissage doit pouvoir se définir au regard des compétences professionnelles, plutôt qu'à celui des savoirs constitués. Il ne s'agit donc pas pour autant de disqualifier les savoirs, ni les disciplines qui les produisent, mais bien au contraire, de réhabiliter la notion de savoir en tant que pratique, donc de centrer les pratiques éducatives sur les savoirs énoncés (Jonnaert, 2004).

Alors que les curricula d'ENIEG présentent plutôt un listing des concepts et des disciplines, sans logique d'organisation. Comme l'ont relevé Matouwé, Mgbwa et Ndoungmo (2020), c'est le cas de la discipline Politiques éducatives où pour décliner les savoirs déclaratifs, on emploie les verbes qui décrivent plutôt les savoirs déclaratifs tels que « définir » (MINESEC, 2014, p. 41). Aussi les verbes qui décrivent les savoirs conditionnels ou suggérés, ne rendent pas tout à fait compte de ces types de savoir. Corolairement, il convient d'explorer les pratiques professionnelles plutôt que disciplinaires des savoirs savants. De ce point de vue, « *il est d'abord nécessaire que l'on s'adosse sur un modèle conceptuel, qui rend compte des divers faits concourant au développement des pratiques professionnelles compétentes* » (Matouwé, Mgbwa et Ndoungmo, 2020, p. 59). Or, à l'analyse des curricula d'ENIEG, il y a lieu de réaliser que, bien que la préface du Ministre clarifie le profil de sortie, les objectifs généraux poursuivis, lesdits curricula ne présentent pas de situations de travail des élèves-maîtres. Lesquelles doivent découler des activités et des opérations. Pourtant, Jonnaert (2007) estime que « *l'entrée dans les programmes d'études par compétences ne peut se réaliser que par les classes de situations prescrites dans les profils de sortie des formations* » (p. 3). Et, l'auteur précise qu'une approche qui voudrait, aujourd'hui encore et à tout prix,

« ramener l'approche par compétences à une pédagogie par objectifs, fut-elle une pédagogie de l'intégration comme le prône Roegiers (2006), est absconse » (Jonnaert, 2004, p. 3).

3.3. Objets transversaux (OT) : déterminants de l'appropriation du curriculum

Dans la dynamique de l'ingénierie curriculaire, Jonnaert et Vander Borgh (2009) postulent les Objets Transversaux comme troisième pilier de la trame conceptuelle d'un curriculum de formation ou d'enseignement. En effet, les OT font référence aux opérateurs qui permettant de lire le lien de filiation entre les savoirs, et de l'ordre des compétences dans un programme d'études par compétences. La clarification des OT dans un curriculum passe par la précision faite sur le type d'apprentissage privilégié. Or, le type d'apprentissage adopté dans un curriculum n'est que la conséquence des choix politiques et théoriques. La conception de l'apprentissage privilégiée par un programme par APC, explique Legendre (2004, p. 16), « prend appui sur l'apport des sciences cognitives, en s'inscrivant plus particulièrement dans les perspectives cognitiviste et socioconstructiviste ». De ce point de vue, l'apprentissage y est défini en termes de processus cognitif, affectif et social qui engendre une modification des acquis antérieurs et une réorganisation de la structure cognitive, rendant ainsi possibles de nouvelles acquisitions. Ce processus exige d'ailleurs de l'apprenant, une démarche d'appropriation personnelle, qui prend appui sur ses ressources tant affectives que cognitives et qui subit, du même coup, l'influence de l'environnement culturel et des interactions sociales (Matouwé, Ndoungmo et Mgbwa, 2020). D'où la nécessité pour les développeurs des curricula, d'envisager dans les programmes de formation, des situations d'apprentissage complexes et signifiantes, susceptibles de leur poser des défis à leur mesure et d'induire une remise en question de leurs représentations initiales.

Les travaux de Matouwé, Ndoungmo et Mgbwa (2020), Matouwé et Mgbwa, (2020) laissent observer que le type d'apprentissage privilégié n'apparaît pas clairement dans les curricula d'ENIEG. En effet, la préface du Ministre ne se prononce pas sur le type d'apprentissage privilégié que les enseignants en situation de formation doivent pouvoir mettre en œuvre. Pourtant l'APC n'est pas un type d'apprentissage, c'est une approche pédagogique. Dans un curriculum par compétences, le souci de clarification et de bon fonctionnement des OT doit se traduire par un questionnement suivant : le type d'apprentissage est-il par problème ? Est-ce par projet ? Est-ce l'apprentissage coopératif ou l'apprentissage explicite ou stratégique ?

Du moins, le type d'apprentissage doit bien être cerné à deux niveaux : d'abord à l'ENIEG, pour outiller, former à sa mise en œuvre par les praticiens de classe ; puis à l'école primaire et maternelle pour appliquer. Dans ce sens, il convient d'adopter une posture à l'ENIEG et anticiper sur la posture que l'enseignant du primaire et de la maternelle doit adapter vis-à-vis de ce type d'apprentissage. Il s'agit de comprendre que l'ENIEG dans son rôle d'accompagnement (co-analyse) a pour tâche d'énoncer et de diffuser les normes d'enseignement, les expliciter et favoriser son implémentation dans les salles de classe. Lorsque ces normes ne sont pas

appréhendées à l'ENIEG, comment le praticien de classe peut-il alors se positionner en tant que professionnel au primaire et au préscolaire ? Bien plus, Mgbwa, Matouvé et Ndoungmo (2019) postulent que l'APC permet d'établir des liens entre les savoirs et leurs contextes vitaux. Pour ces auteurs, « *il n'est plus pertinent que l'enseignant considère les savoirs comme des objets désincarnés, extraits d'un programme d'études, et qu'il les enseigne tels quels, pour eux-mêmes. Il s'agit plutôt de partir des contextes dans lesquels ces savoirs ont une certaine pertinence, parce qu'ils y sont temporairement viables* » (p. 287). De la sorte, l'APC modifie les rapports des enseignants et des élèves aux savoirs, mais aussi des savoirs à leurs contextes. Ce renouvellement des rapports à des savoirs replacés dans des contextes vitaux suppose en ce sens une modification importante apportée par l'APC aux systèmes éducatifs (Mgbwa, Matouvé et Ndoungmo, 2019). Dans cette perspective, il est nécessaire pour les praticiens de classe d'articuler un travail de transposition curriculaire et celui de transposition didactique. En effet, le travail didactique consiste à transformer les savoirs disciplinaires en savoirs à enseigner et à apprendre. Cependant, le travail de traduction devient une tâche ardue et pénible pour les professionnels d'ENIEG, parce que les curricula ne les situent pas dans une perspective de projet, mettant en exergue l'interdisciplinarité. Par exemple, chaque discipline est autonome dans les curricula d'ENIEG. Les disciplines sont sans aucune relation. La perspective interdisciplinaire devrait viser à associer et à favoriser, plutôt que d'opposer, les enjeux épistémologiques et sociaux. Laquelle perspective, d'après Lenoir (2015, p. 1), « *requiert de considérer les objets à l'étude dans leur complexité, dans un esprit d'ouverture investigatrice et de curiosité* ». L'interdisciplinarité est nulle dans ces curricula d'ENIEG. En effet, la logique de l'APC exige que les apprenants recourent à différents savoirs disciplinaires pour l'appréhender (Lenoir, 2015). Alors que les curricula, s'inscrivant dans l'APC, se veulent innovants, en mettant en exergue le sens des apprentissages. En effet, comme le relève si bien Legendre (2004, p. 34) « *l'esprit d'un programme axé sur le développement de compétences nous semble intéressant et peut offrir, croyons nous, une ouverture au renouvellement des pratiques pédagogiques* ».

4. Discussions et perspectives

En guise de conclusion, cette contribution a mis en exergue un ensemble d'écueils qui rendent difficile l'opérationnalisation des curricula articulés selon l'APC d'ENIEG par les praticiens de classe aussi bien à l'ENIEG que dans les écoles primaires et maternelles. La difficulté résulte du fait de la non explicitation de la trame conceptuelle du curriculum. En effet, si le curriculum est un passeur des politiques publiques (Jonnaert et Depover, 2014; Matouvé et Mgbwa, 2020; Matouvé, Ndoungmo et Mgbwa, 2020), il y a un aspect qui mérite que l'on s'y attarde, pour que les praticiens de classe se l'approprient (Ndoungmo, Matouvé, Mgbwa, 2020). C'est le sens dont les orientations paradigmatique, épistémologique et praxéologique ont besoin d'être explicitées et précisées afin que les acteurs de terrain aient des repères pour sa mise en œuvre (Mias, 1998). Le curriculum de l'ENIEG, selon son format de présentation, rappelle très opportunément le modèle

d'organisation des programmes selon la PPO. De ce point de vue, l'on peut se rendre compte qu'il y a continuité du point de vue paradigmatique et épistémologique. Alors que les curricula articulés autour de l'APC ont pour socle le cognitivisme et le sociocognitivisme, et non le paradigme behavioriste.

L'analyse documentaire a révélé que le format de présentation des curricula d'ENIEG ne situe pas le praticien de classe sur la rupture qui s'est opérée entre un programmes de formation élaborés selon la PPO et un curriculum de formation élaboré selon l'APC. En effet, l'approche par compétences choisit une entrée dans le curriculum par les situations qui permettent l'émergence de compétences énoncées par les apprenants (Jonnaert, 2004 ; 2009). On s'aperçoit que le concept de compétence qui se trouve dans les curricula d'ENIEG, comme le rappelle Jonnaert (2004), est un véritable « *maquillage* ». Il y a absence de clarification du concept de compétence. La notion de compétence reste ainsi une nébuleuse dans le champ du curriculum. Les définitions relevées dans la littérature ne permettent guère de mieux la préciser pour la rendre opérationnelle dans un programme éducatif (Mgbwa et Matouwé, 2016). De fait, certaines définitions sont lacunaires, d'autres tautologiques ou simplement inscrites dans un rapport de synonymie entre plusieurs termes. Une contamination de la notion de compétence par des approches issues de la théorie des objectifs jalonne la littérature sur la question et rend opaque la notion de compétence (Jonnaert *et al.*, 2015). D'où au niveau des écoles primaires et maternelles, la difficulté à observer les effets émergents de la réforme curriculaire au Cameroun. Les indicateurs du développement professionnel n'étant pas suffisamment identifiés au niveau de la formation, les praticiens de classe font ce qu'ils peuvent.

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THE TEACHING CAREER IN ROMANIA AS PART OF THE INITIAL TEACHER TRAINING IN EUROPE*

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Abstract

In the last decades, all education systems in Europe have been faced with a crisis in the teaching profession. The pandemic period deepened this problem, through the shortage of teaching staff for certain subjects, through leaving the profession, through the low enrollment rate in professional development programs.

There is a consensus on the need to develop and implement certain policies meant to increase the attractiveness of the teaching profession, so that education systems benefit from well-trained staff willing to build a career and have availability for continuous professional development.

The study proposes an analysis of the European documents regarding the strategies of the European states in the field of the initial training of the teaching staff and an analysis of the current situation of the training of the teaching staff in Romania.

Key words: *Initial training; Professionalization for the teaching career; Induction into the profession.*

1. Introduction

The teacher development process, according to the latest European documents, begins with the initial training and induction seen as an entry package to the profession: "the training activity to become a teacher should be seen as a progressive process that includes the initial training of teachers, the induction phase and continuous professional development" (Raport Eurydice, 2022, p. 61).

The methods of initial teacher training for secondary education differ greatly from one country to another within the European Union, but they gravitate around two established classical models: consecutive and concurrent. The advantages and limitations of the two models have been extensively presented in the specialized

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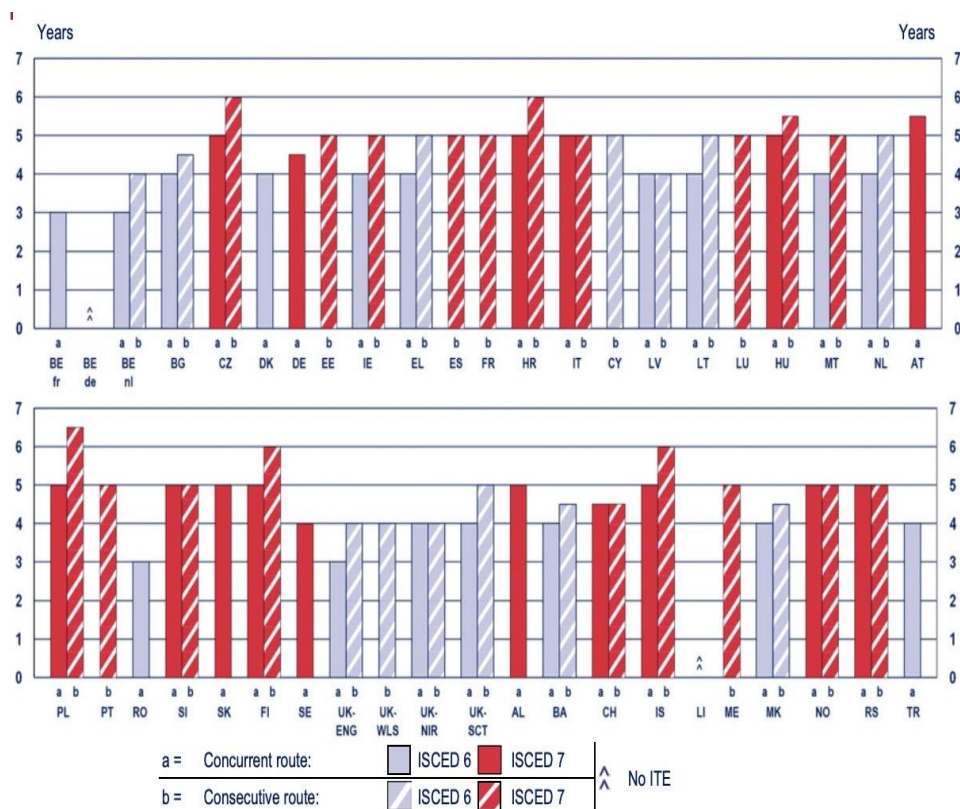
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literature: in the consecutive model, the initial training for the teaching career follows the university studies, and in the concurrent or coincident model, the psycho-pedagogical training disciplines are followed at the same time as the academic ones.

If the concurrent model offers integrated learning experiences (academic and psycho-pedagogical), the consecutive model seems more flexible, offering the possibility of selecting the profession, following the academic training.

From the figure below it can be seen that the two models are simultaneously offered by more than half of the European education systems for secondary education teacher training, the concurrent model is exclusively offered in nine education systems, and the consecutive model in eight of the European education systems. When only one initial teacher training route is offered, there is a tendency to offer alternative routes of entering the teaching profession.



Source: Eurydice.

Figure 1. Minimum nivel and minimum total duration of the mainstream initial teacher education (in years) for work in lower secondary education, 2019/2020

In the Czech Republic, the consecutive model is defined as a non-pedagogical master's degree plus 188 hours of professional training. Professional training can be

followed simultaneously or after obtaining a non-pedagogical master's degree. It usually lasts from one to two years.

In Germany, the minimum total duration of initial teacher training is 4.5 - 5.5 years, depending on how much the preparatory service lasts (Vorbereitungsdienst), which varies between 12 and 24 months, regulated by the Land.

In Greece, MA and PhD graduates in educational sciences can be qualified as teachers without following a teacher training program.

In Luxembourg, most teachers in lower secondary education obtain their master's degree diploma abroad.

In Malta, following a reform of the initial teacher training (2016/17), the Bachelor of Education program was replaced by a consecutive five-year course leading to the Master of Teaching and Learning Programme. There are still programs that offer a small number of concurrent initial teacher training courses.

In Hungary, the length of the initial teacher training programs depends on several factors (for example, the number of subjects covered; the field of study; the type of study).

In Austria, after obtaining their bachelor's degree, trainee teachers can start working. But they must complete their studies and obtain a master's degree within five years, possibly part-time.

In Slovenia, the consecutive initial teacher training program can also last six years.

In Sweden, the total duration of the initial teacher training is 4 years if it prepares teachers for two subjects and 4.5 years if it prepares teachers who are going to teach three subjects.

There are no teacher training courses in Liechtenstein, most teachers being trained in Austria or Switzerland, and the minimum requirement for recruitment is getting a master's degree.

In Norway, most initial teacher training programs lead to a master's degree, with the exception of the initial teacher training programs for teaching practical and aesthetic subjects, the final qualification of which is a bachelor's degree.

As there can be seen from the data previously presented, in most European education systems, initial training programs for lower secondary school teachers, lead to obtaining a master's degree (ISCED 7). In others, the minimum qualification is a bachelor's degree (ISCED 6). Some education systems – those where the bachelor's degree is the minimum level of the initial training required to be a teacher in lower secondary education – offer the possibility to carry out longer studies until obtaining a master's degree. This is true, for example, in the French Community of Belgium, Bulgaria, the Netherlands and the United Kingdom (England). In Romania and the United Kingdom (Wales), starting from the 2020/21 academic year, new initial teacher training programs leading to a master's degree are available.

In Romania, starting with the academic year 2020/21, a pilot project for the consecutive didactic/educational master's model of initial teacher training is being implemented in eight universities.

In the United Kingdom (Wales), starting from September 2020, a new postgraduate course is available for the part-time teaching profession. This route

takes two years to complete and leads to a postgraduate certificate in education (including 60 credits at master's level) and the status of a qualified teacher.

As a rule, initial teacher training programs leading to a bachelor's degree last four years. Only in the French Community of Belgium, the Flemish Community of Belgium (competing model), Romania and the United Kingdom (England – competing model) these programs last for three years. In contrast, in Greece, Cyprus, Lithuania, the Netherlands and the United Kingdom (Scotland), initial teacher training programs organized according to the consecutive model last for five years. The master's degree is usually awarded after the completion of the five-year program.

In the last five years, in some education systems, various aspects of initial teacher training have been reformed: in Ireland (the consecutive model), Malta (the consecutive model), Austria, Montenegro and Norway, the minimum level of ITT to work in lower secondary education has been updated to the level where it is necessary to have obtained a master's program diploma. In Greece, North Macedonia and Serbia, the consecutive model was introduced simultaneously with the competing traditional routes. Instead, two countries reduced the number of ITT routes. In Austria and Montenegro, there is now a single master's level route (concurrent in Austria and consecutive in Montenegro) which has replaced the previous models.

2. Current legislation and proposals for the initial teacher training model

2.1. The competency profile of the teacher

We are presenting in summary elements of the competency profile of the teacher in the current and future legislative documents (the project that is under public debate).

In the current updated Law 1/2011, we do not find a chapter that refers to the professional profile and the role of the teacher. In the Order of the Minister of Education No. 5561 of October 7, 2011 for the approval of the Methodology regarding the continuous training of the teaching staff in pre-university education, updated, we find the competencies corresponding to the teaching profession.

In the previously mentioned Methodology, article 91 specifies the main fields in which the competencies corresponding to the teaching profession are defined: the field of specialization and didactics of specialization corresponding to the educational disciplines and the position held by the teacher; the field of pedagogy and educational psychology; the field of educational management and school legislation; the field of information and communication techniques applied in the teaching and learning processes, in institutional management and data management; inter-trans-disciplinary and cross-curricular fields aiming at alternative and complementary training strategies, research and innovation, communication and partnerships with the social environment, etc.

The competency system presented takes over and adapts to the specifics of the teaching profession and to the requirements of Romanian pre-university education the categories and levels of competency the European Qualifications Framework

(EQF), the National Qualifications Framework for Higher Education (NQFHE) and the European Qualifications Framework operate with.

Next, the aforementioned document presents a definition of the concept of professional competency and presents the fundamental categories of competencies: professional (knowledge/ cognitive dimension, functional-action skills), complementary (digital, linguistic, counseling), transversal (role, personal and professional development), leadership, guidance and control, acquired through professional conversion programs.

The professional competencies derived from the listed knowledge and skills aim at: the design, implementation and evaluation of the educational process in pre-university education, the logical structuring and psycho-pedagogical transposition of the contents of teaching and learning in the specialization obtained through undergraduate studies or, as the case may be, through secondary level specialization studies, investigating and solving problems specific to school and education.

The complementary competencies aim at: mastering the concepts and theories of horizontal/ vertical communication, the use of the computer in the instructional/ educational process, the application of the necessary knowledge, the abilities and attitude needed in the counseling activity of students and parents.

The transversal competencies aim at: the recognition and respect for diversity and multiculturalism, learning autonomy, initiative and entrepreneurial spirit, openness to lifelong learning, respect and development of the professional values and ethics, active and effective insertion in the collectivity/ school and/ or professional community, cultivating a school environment centered on values and democratic relations, autonomy in searching, selecting, processing and communicating information.

The new draft law stipulates for the development of a new methodology for establishing the competency profile of the teaching staff, developed by the relevant ministry. As a new element, the document specifies in art.132: in the professional career, the teacher fulfills the necessary roles for the adaptation to the current requirements of the students.

The teacher fulfills the following roles: author of the teaching-learning process; learning facilitator; connector between all beneficiaries of the education process, direct or indirect; student mentor; innovator in education; creator of educational resources.

Also, the presentation of a medical certificate issued on a specific form developed by the Ministry of Education together with the Ministry of Health, which establishes the medical incompatibilities with the teaching function, is a new element.

The curricular guiding marks regarding the initial theoretical training of the teaching staff in the specialty, according to the two documents under analysis, are established by the relevant ministry, based on the analysis of the training needs in the education system.

The initial training of teachers according to the legislation in force proposes both models: concurrently through the psycho-pedagogical training program (level 1 and 2) and consecutively through the didactic master's degree. The draft law, in addition to the two models, brings as a new element the alternative route of entry into the teaching profession by taking an examination of the theoretical knowledge of pedagogy:

Legislation in force – National Education Law 1/2011 updated	Proposed Legislation – Bill
<p>Art. 236. (1) The initial training for teaching positions in pre-university education includes:</p> <ul style="list-style-type: none">a) initial, theoretical training in the specialty, carried out by universities, within accredited programs according to the law;b) didactic master's degree lasting 2 years;c) the practical internship with the duration of one school year, carried out in a school, under the coordination of a mentor teacher.	<p>Art. 127 (1) Students and graduates of higher education who opt for the teaching career have the obligation to complete the courses of a two-year didactic master's degree with or the psycho-pedagogical training programs of level I, respectively II, accredited according to the law.</p> <p>(2) By way of exception, graduates of higher education who have not completed the initial training provided for in paragraph (1) can opt for the teaching career, under the condition of taking and passing an additional examination of the theoretical knowledge of pedagogy for the beginning of the teaching internship, organized by CNFDCD at the level of territorial structures.</p>

The alternative pathways to a teaching qualification may refer to education and/or training programs simultaneously introduced with the initial teacher training programs used as alternative entry points into the education system possibly leading to a teaching career.

Compared to the initial teacher training in public education, these programs are usually characterized by a high degree of flexibility, a shorter duration and are partly or entirely based on on-the-job training. In some education systems, alternative ways have been introduced to respond to the shortage of teaching staff. In others, such pathways serve to diversify the profession by attracting very good graduates and/ or highly qualified professionals from other fields.

The alternative programs usually target either people with professional experience acquired within or outside education (lateral entry into the system) or graduates of other disciplines. These courses can offer flexible forms of enrollment, such as part-time, distance or mixed courses, as well as evening courses.

All over Europe, 18 education systems report the introduction of alternative pathways to obtain a teaching qualification. Although there is no unique model for these alternative pathways, two main approaches can still be observed: short-term programs intended for professionals are mainly designed for higher education graduates from other fields (Belgium – Germanophobic community, Denmark, Malta, Austria, Slovakia, Sweden and Turkey) and activity-based and work-based training (Germany, Latvia, Lithuania, Luxembourg, the Netherlands, the United Kingdom (England and Wales) and Switzerland).

Although several European education systems have introduced alternative qualification paths to work in the teaching field, the number of teachers qualified in this way remains marginal. According to TALIS 2018, in the EU, only 4.4% of the teachers qualify through fast-track or specialized teacher training programs, and yet the new draft law on education in Romania provides for the introduction of professional training through activities and practice at work. Such a route is not

justified in the context where the problem is not the insufficient number of graduates of psycho-pedagogical training programs to enter the teaching profession, but the motivation of these graduates to enter and stay in the teaching profession.

2.2. The induction of teachers in Romania

Induction for newly qualified teachers is understood in the current context as a structured phase of support that lasts at least a few months. In this stage, teachers fully or partially fulfill the tasks of experienced teachers and are remunerated for their activity. Induction has important formative and supporting components; this usually includes additional training as well as personalized support and counseling. In addition, in some education systems, it also acts as a trial period before the position is confirmed. In certain education systems, the successful completion of the induction phase is a mandatory prerequisite for obtaining a full pedagogical qualification (European Commission\ EACEA\ Eurydice, 2018, p. 34).

In the current legislation, the induction into the teaching career is specified in art. 236, paragraph 1, letter c) the practical internship with the duration of one school year, carried out in a school, under the coordination of a mentor teacher, which has never been exerted.

In Romania, the consecutive route, through a didactic master's degree, was put into practice through the project Start in the teaching career, starting with the 2020 academic year, so that we are in a situation where the first generation of graduates should benefit from induction through the internship with duration of 1 year. The graduates of the concurrent route, through the psycho-pedagogical training program with a view to certification for the teaching profession, did not benefit from the provisions of career induction.

The draft law resumes the issue of the beginning in the teaching career and details the possibility of induction into the teaching profession: art.135 (1). The graduate of the initial training program takes a certification exam within the organizing institution. After passing the certification exam, the organizing institution issues a certificate, which gives its holder the right to enroll in the assignment procedure, in order to carry out the teaching internship at the level of a school.

2.3. The curriculum of initial teacher training programs in Romania

Regardless of the initial training model (consecutive or concurrent) that is implemented and the level of qualification it proposes, the content of the programs is very important in terms of the taught subject and professional, pedagogical competencies.

We are presenting in summary the training curriculum offered by the competing model given by the Psycho pedagogical Training Programs for certification in the teaching career.

The curriculum is established independently by higher education institutions, according to the national strategies for the development of higher education and national academic standards. The theme of the initial training courses for the teaching profession, the number of hours allocated, the number of credits and the form of examination are established by ORDER No. 4139/2022.

The curriculum of the psycho-pedagogical training programs is structured on 3 components: core curriculum, extended curriculum and optional curriculum. The core curriculum is made up of the mandatory didactic subjects and activities for levels I and II of certification for the teaching profession.

The core curriculum includes the following subject choices:

- a) fundamental psycho-pedagogical training subjects - 18 credits;
- b) specialized didactic and practical training subjects - 12 credits.

The extended curriculum is made up of the mandatory didactic subjects and activities for obtaining level II certification for the teaching profession.

The extended curriculum includes the following subject choices:

- a) subjects for extension of psycho-pedagogical training - 10 credits;
- b) subjects of extension of specialized didactic and practical training - 10 credits.

Thus, the mandatory subjects are: Psychology of education; The fundamentals of pedagogy; The theory and methodology of the curriculum; The theory and methodology of training; The theory and methodology of evaluation; Student class management; Didactics of specialization; Computer assisted training; Pedagogical practice in pre-university education (1); Pedagogical practice in pre-university education (2); Psychopedagogy of adolescents, young people and adults; Design and management of educational programs; Didactics of the field and developments in the didactics of the specialty; Pedagogical practice in high school, post-high school and university education.

In addition to the compulsory subjects, there are two packages of optional subjects from which one subject is chosen for study.

Here we are presenting the curricula for the consecutive model, offered through the didactic master's program, starting with the academic year 2020/2021.

According to the Methodology for the establishment and organization of the didactic master's programs, from 12.06.2020, the subjects provided in the framework education plans are:

Psycho-pedagogical, managerial training and educational research	Specialized training, specialized didactics and pedagogical practice
Pedagogy: theories and practices	Specialized discipline (main specialization)
Educational psychology (I. Cognitive processes and human development; II. Psychology of learning and personal development)	Specialized didactics (main)
School curriculum and curriculum development	Didactics of the field (integrated approach of the school curriculum)
Ethics and academic integrity	Pedagogical practice I (pedagogy)
Instructional design and learning theories	Pedagogical practice II (specialty)
Classroom management	Pedagogical practice III (specialty)
Educational Research I (observational field research, case studies, etc.)	Pedagogical practice IV (specialty)
Assessment and testing in education	Effective communication and emotion management
Inclusive education	Educational Research II (action research)
	Virtual learning environments
	Educational research for the elaboration of the dissertation (co-supervision)

The optional and facultative subjects (suggestions according to OM 4524/2020): Optional subjects at the discretion of the university, centered on the transversal fields of competency (over the 30 mandatory credits); Optional psychopedagogical/specialised discipline at the discretion of the university (focusing on transversal areas of competency).

According to the 2018 TALIS results, almost 70% of the teachers in the EU report that their formal education or training included all the main components of initial teacher training. In approximately three quarters of the European education systems, this proportion is significantly higher than the EU level.

The ratio exceeds 85.0% in Belgium (Flemish Community), Bulgaria, Denmark, Austria, Romania, Finland and the United Kingdom (England), where there is a long tradition of combining the didactic content, pedagogy and practice in the initial teacher training.

Conversely, in the Czech Republic, Spain, France, Italy, Cyprus and Iceland, the share of teachers who have been trained in all the essential elements is below the EU level. In Spain, France and Italy, this percentage is below 60.0%, the lowest percentage being recorded in Spain (41.5%).

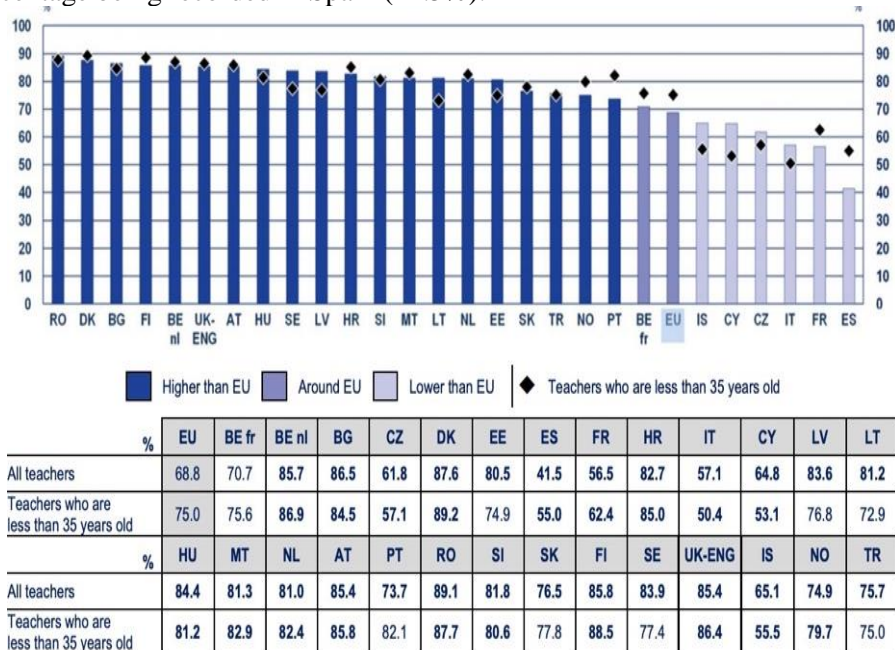


Figure 2. Proportion of lower secondary education teachers who have completed a formal education or training program that includes content, pedagogy and classroom practice, 2018

Source: Eurydice, based on the 2018 TALIS Report

By corroborating the initial teacher training curriculum in Romania with the

studies that were made at the level of the European Union states, it can easily be seen that Romania is among the European states where the initial teacher training includes didactic content, pedagogical elements and pedagogical internships.

3. Conclusions

The analysis of the initial teacher training system in Romania compared to the other teacher training systems in the European Union states, gives us the opportunity to identify the strengths, weaknesses, but also the opportunities and threats they face.

We appreciate the operation of the two models, concurrent and consecutive, from the perspective of access to initial training programs for those who wish to pursue a career. The possibility to follow the psycho-pedagogical training program, in a post-graduate, intensive and modular regime, can be considered an alternative way to access the teaching career for those who wish to do so, be it specialists in certain fields or people who want a change of their career path.

The European countries that have resorted to alternative ways of access to the teaching career face a shortage of teaching staff. The Romanian system is not facing a shortage of teaching staff, but rather a weak motivation of the graduates to enter the system.

Another problem is the career induction period, which has been provided for since 2011 in the Education Law, but which even today, in 2022, is not put into practice. The induction represents the mentoring period that the debutant teaching staff should benefit from, but which in Romania is not put into practice according to the legislation.

The initial training system for teachers in Romania needs reform from the perspective of building a competency profile of the teaching staff in accordance with the current needs of society, from the perspective of contents and training methodologies.

Another important aspect is the activities of pedagogical practice, the increase in the number of hours of pedagogical practice does not mean added value in the practical training of the graduates of psycho-pedagogical training programs, and there is a need for a reevaluation from the financial perspective of mentoring, a motivation of the mentors of practice.

There is a consensus regarding the need to develop and implement policies to increase the attractiveness of the teaching profession, so that the Romanian education system benefits from well-trained teaching staff that can build a career and have availability for continuous professional development.

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A POSSIBLE MENTORING MODEL: THE GROW MODEL*

Florentina MOGONEA¹

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Abstract

The study aims to address the issue of mentoring, from the perspective of some mentoring models present in specialized literature and validated in pedagogical practice. The theoretical dimension of this study represents an incursion into the issue of mentoring, brought into the school, educational context, respectively of a mentoring model: the GROW model (establishing the Goal, examining the Reality, exploring the Options/Obstacles, setting the Way forward). The applied part represents an empirical research, of a constative type, which aims to carry out an initial assessment of the expectations of the students following a psycho-pedagogical training programme on the relationship with the practice mentor teacher, who is the coordinator of the pedagogical practice internship. The research method used was the opinion questionnaire, applied through Google Forms. The obtained results allowed an analysis of the factors, conditions, ways to ensure an optimal interaction of the students with the mentors, so that they can develop their pedagogical and didactic competencies.

Key words: *Mentoring; Pedagogical practice mentor; GROW model.*

1. Introduction

The issue of mentoring is a constant concern lately, in all fields based on interaction with people, in which the problem of passing over, transferring knowledge, skills, good practices models, attitudes, etc. arises. In this context, the educational field is also included, namely the methodical, didactic or managerial field. Given the complexity of a teacher's competency profile, in the process of his/her initial training, it is imperative for this training to be monitored by a mentor with experience in the field.

According to the current law, mentoring can take place within the pedagogical practice internship, which the student carries out during his/her studies, which is part of his/her initial training path, or through internship mentoring, after completing his/her studies, during one school year, under the guidance of a mentor teacher.

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Taking into account the role and importance of the mentoring activity, the recent psycho-pedagogical literature tries to capture its specifics, essential characteristics, making, at the same time, conceptual delimitations, in the perimeter of a notional field, which also includes other associated, connective, correlative terms.

According to the authors of the Praxiological Dictionary of Pedagogy, mentoring is a "complex professional activity, carried out by a mentor teacher, which involves, in detail, the specific action of pedagogical mediation, activity guidance, learning and professional development facilitation, counseling, support, advice, offers of beneficial professional experiences, integration into (micro)community, etc. (Bocoş, Răduţ-Taciu, Stan, 2018, p. 100).

The main association or distinction identified in the literature is that between mentoring and coaching. The authors of the aforementioned Dictionary, citing L. Ezechil (Ezechil, 2014, *apud* Bocoş, Răduţ-Taciu, Stan, 2018, p. 103) believe that the two concepts must not necessarily be different, but, rather, associated, bearing in mind that the pedagogical practice or internships fulfilled after completing the studies, being limited in time, can be carried out, rather in the form of coaching.

According to the International Coach Academy, mentoring "is a method or process that helps the client realize his intention to get from his current state to the state he wants" (Kunos, 2017, p. 41).

In Thipatdee's conception, "mentoring is to help and support people to manage their own learning in order to maximize their potential, develop skills, improve performance, and become what they want to be" (Thipatdee, 2019, p. 169).

As we mentioned before, in the Romanian education system, there are two types of mentoring: pedagogical practice, internship/professional insertion.

Pedagogical practice mentoring (Ezechil, 2014, *apud* Bocoş, Răduţ-Taciu, Stan, 2018, p. 102) has several essential characteristics:

- it is an initiation, familiarizing students with the school institution and the teaching profession
- it has an incidental character (the mentoring relationship is established with a certain periodicity, when the students move to the educational units, based on a carefully monitored program, both by the university and by the school)
- the roles of the practice mentor correlate with those of the university teaching staff, who supervise the entire development of the pedagogical practice activity.

Beyond these characteristics, the idea of mentoring implies a relationship of interaction, communication, collaboration between a mentor, who is an experienced person, and an apprentice (mentee), who needs initiation.

As in any relationship, however, the transfer that takes place is double-edged. Thus, even the person with a higher level of training and richer experience has new things to learn from a person with less experience.

2. The *GROW* model

The history of this model begins in 1974, when Timothy Gallway published "The Inner Game of Tennis" in the United States, the idea being taken up and moved to Europe by John Whitmore and Alexander Graham. Following the collaboration

with McKinsey, the original model, consisting of 7 steps, was transformed and reduced to 5, thus resulting the GROW model. This became, in a short time, a very well-known, popular model, representing, for many, the prototype of mentoring and coaching models.

The stages of the GROW model are the following:

- **G**oal – establishing the goal, the targets;
- **(C)u**rrent **R**eality –examining the reality;
- **O**ptions (or **O**bstacles) – exploring the options, alternatives that can be exploited or the inventory of the possible obstacles;
- **W**ill (or **W**ay Forward) – establishing the action plan.



Figure 1. The GROW model (Sir John Whitmor, 1996, apud Kunos, 2017, p. 42)

The model includes aspects found in the Goal Setting Theory (Locke & Latham, 1990, *apud* Breen, 2018, p. 13), proposing a solution-focused approach.

Transferred to the educational field, this model resembles the constructivist model of apprenticeship in expert scientific knowledge (Cognitive Apprenticeship), proposed by Colins, Brown, Newman, in 1989. According to this model, the learner can be initiated by the teacher, in the scientific knowledge, respectively in the process of building it, by accomplishing critical analyses, by formulating hypotheses, by solving problem-situations, etc., which is performed by an expert, as an individual with cognitive, resolute, decisional experience (Joița, 2006, p. 147).

The GROW model promotes self-efficacy, as an engine of learning and optimization, developing behaviors that produce specific fundamental performances on one's own control on motivation and on the social environment (Bandura, 1977, *apud* Guedes, 2021, p. 5; Panchal, Riddell, 2020, p. 3).

The model has also received criticism over time. For example, Grant (2011), Clutterbuck (2015), Osatuke, Yanovsky and Ramsel (2017) highlighted various limits/shortcomings of this model (*apud* Breen, 2018, p. 13). These relate to the background that each person trained in a mentoring activity has, to the difficulty in differentiating between different types of goals, or to over-reliance on traditional measures.

As a result of these criticisms, the model has subsequently undergone adaptations and additions, so that it can prove its effectiveness in other contexts, such as the version of this model called I-GROW (Issues, Goal, Reality, Options, Will/Way forward) (Breen, 2018, p. 14), online mentoring (Bishop, 2015) or the RE-GROW version of the model, which clarifies the links between the structure of the coaching session and the self-regulation theory (Grant, 2022) or TGROW, where T comes from topic. Before moving directly to the objectives, an exploration of the topic the coachee would like to focus on better aligns with their expectations in a session (Miller, 2020).

Examples of questions to use at each stage of the GROW model (see table 1, after Madsen, 2019, p. 2).

Table 1. Examples of questions to use at each stage of the GROW model (after Madsen, 2019, p. 2)

Stage	Questions
G - Establishing a GOAL	Tell me about the issue or what you feel is wrong? What do you want to achieve? How can you make that more specific? How do you imagine the situation when it is resolved? When do you want to have this goal achieved/ this issue resolved? What will achieving this goal mean for you? Which aspect is the most important for you to focus on right now? Where would you say you are today in achieving this goal/ resolving this issue?
R - examining the REALITY	What is the situation at the moment? What is happening right now? How do you know there is an issue? Can you describe/ explain that in more detail? What are all the different elements you need to consider when tackling this? What have you done so far to improve things? What worked? What did not work? What obstacles are in your way? Which good things do you want to keep doing? Which resources do you already have to help you achieve this? Who will be able to help you?

O - Considering OPTIONS	What could you do to resolve this? What steps can you take towards this goal? What could you do to move yourself just one step forward? What have you seen working in similar situations? What would you do if you knew you couldn't fail? If you could devote all your time to this one thing, what would you do then? What else could you do? Brainstorm your options to choose from/ list all your ideas. Which option would be the fastest /easiest /preferred? What are the pros and cons of each option?
W - WILL do / WAY forward	What are you ready to do to resolve this issue? What are your next steps? What will you commit to as action steps to move closer to your goal? What are the benefits of choosing these options? When are you going to start and complete each action? Where are you recording these actions? How committed are you to taking these actions? What might stop you carrying them out? What can you do to overcome this obstacle? What additional support do you need? Who can help you? Is there anything else you need to consider? How are you going to reward yourself when you achieve this?

The list of questions can be supplemented or adapted according to each specific situation.

3. Research Methodology

We carried out an empirical research, of a constative type, which aimed at the initial evaluation of the students' representations regarding the relationship with the future pedagogical practice mentors, during the internship, which they must achieve during the Psychopedagogical Training Programme, level II in-depth studies. The objectives pursued were the following:

- Knowing the students' opinion on the extent to which the pedagogical internship will ensure the development of didactic competencies;
- Identifying the dimensions of the competencies profile that students believe they will develop, as a result of the interaction with the practice mentor;
- Outlining a competency profile of the mentor, as designed by the students;
- Inventorying some ways that could contribute to the efficiency of student - practice mentor communication and collaboration.

The hypotheses of our research were the following:

1. *The initial assessment of the students' representations of the relationship with the practice mentor will allow the knowledge of the dimensions/ aspects of the teaching style that the students could improve during the practice internship.*

2. *Investigating the students' opinion regarding the skills/ traits they want the future mentor to possess will ensure the outline of a desirable competency profile of his/ hers.*

The research tool used was an opinion questionnaire, which included items of different categories (with closed answers, with open answers), through which we aimed to achieve the objectives and validate the established hypotheses.

The structure and content of each item will be detailed in the Results section, where the subjects' answers will be presented and interpreted.

The sample of subjects was made up of 23 students of different specializations from the University of Craiova, who are in the 2nd year of the Psychopedagogical Training Programme, level 2, respectively before the beginning of the pedagogical internship, within this program.

4. Results and discussions

The results recorded after the instrument was applied to the students will be presented from the perspective of how they enabled the validation of the established hypotheses.

We recall, in this context, the first hypothesis:

The initial assessment of the students' representations of the relationship with the practice mentor will allow the knowledge of the dimensions/ aspects of the teaching style that the students could improve during the practice internship.

The first item of the questionnaire sought to know the students' opinion on the extent to which they consider that the interaction with the mentor is necessary in the development of their pedagogical and didactic competencies. Their answers are reproduced in figure no. 2.

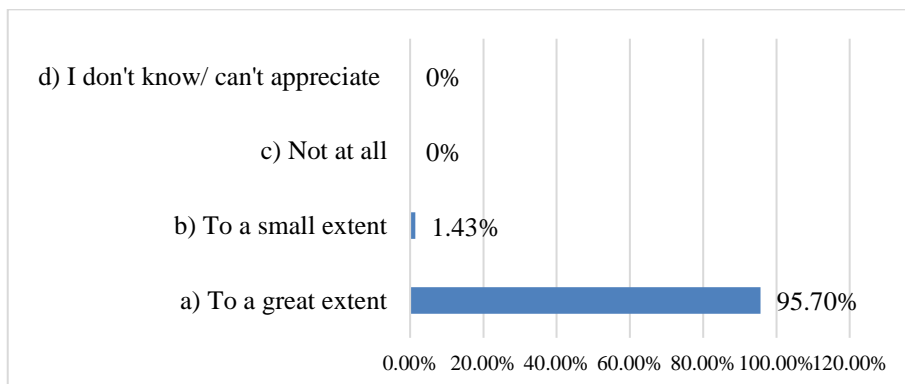


Figure 2. The students' opinion on the extent to which they believe that the interaction with the practice mentor will contribute to the development of pedagogical competencies

As there can be seen, most of them find the interaction with the practice mentor useful.

The students have the same opinion in relation to the beneficial effects of the pedagogical internship on their own teaching style (figure no. 3).

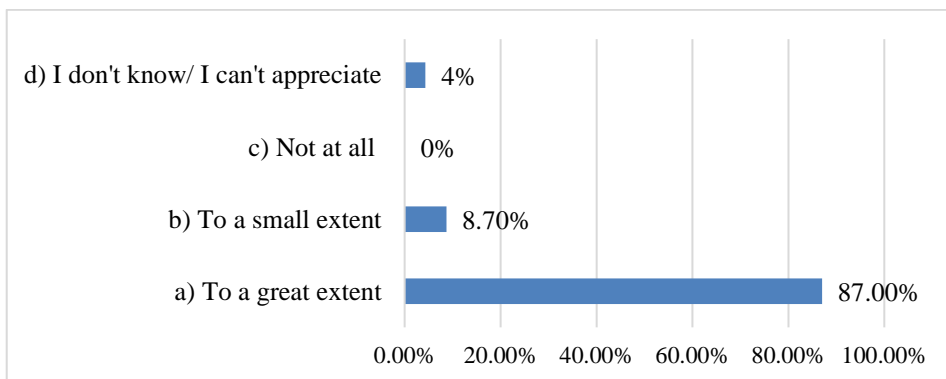


Figure 3. The students' opinion on the benefits of the internship on their own teaching style

Another item of the questionnaire asked the students to express their opinion on the dimensions of the teaching style that they think they could develop as a result of their interaction with the mentor. For this item, the students had the opportunity to choose several answers. Their options are shown in figure no. 4.

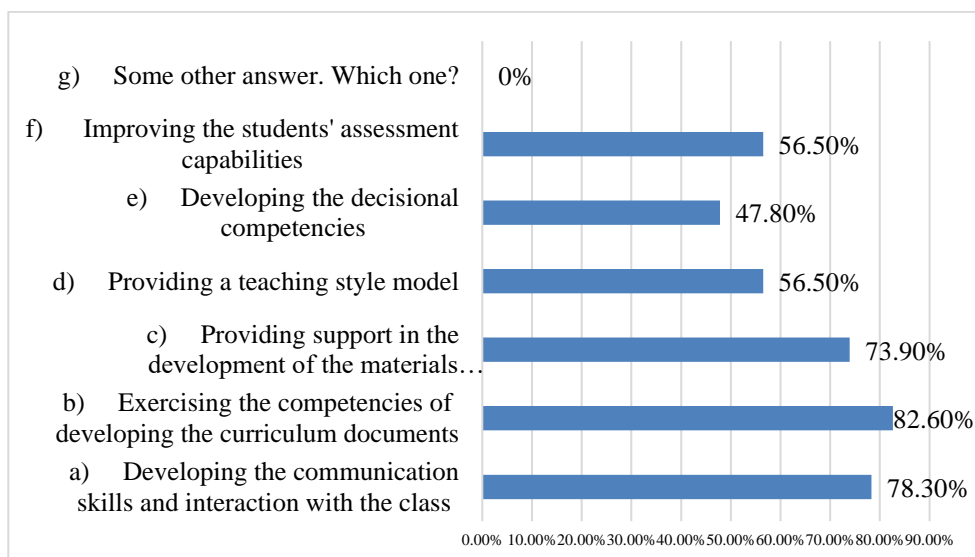


Figure 4. The students' opinion on the dimensions of the teaching style that they think they can develop, as a result of the interaction with the mentor

The anticipation of the obstacles regarding the interaction with the mentor and the proposal of ways to improve it were two other important components pursued in the investigation, accomplished through a semi-open item, respectively through an open-answer item.

The students' responses pointed to the very busy schedule and the difficulty of ensuring physical presence in the classroom as important inhibiting factors, as there can be seen in figure 5.

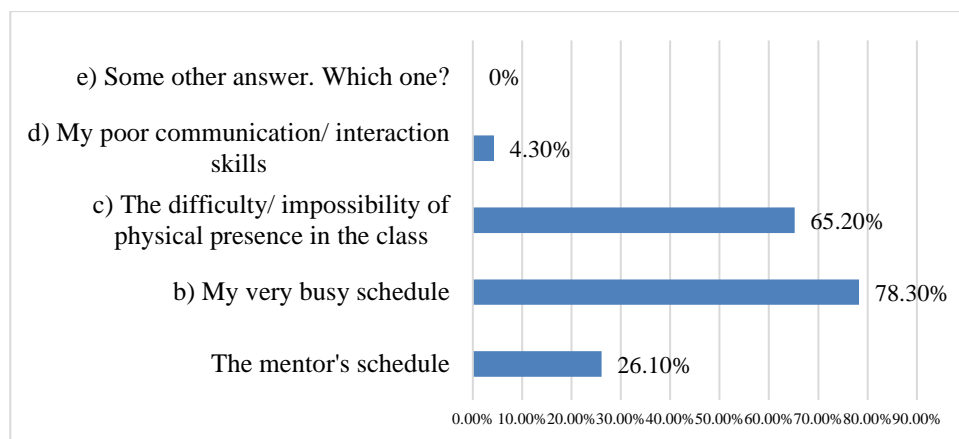


Figure 5. The students' opinion on the possible obstacles of their interaction with the mentor

Another item of the questionnaire was intended to mention three aspects of the teaching style, which the students believe they will improve as a result of their interaction with the mentor. The students' answers offered the following options: the oratorical style; improving the teaching style; the ability to manage specific situations; the psycho-pedagogical competency and the training strategies used, better control of emotions, the ability to listen and evaluate; the ability to stimulate the maximum development of each child's potential by assimilating the contents, to promote participatory, anticipatory, societal, creative learning, to form and develop interest, motivation, affectivity, will, intelligence, character; pedagogical tact; improving the interaction with the class of students; a correct application of methods in the classroom; a correct preparation of the curriculum documents; originality in the teaching activity; openness to innovation.

As ways to improve the collaboration with the mentor, the students stated: combining the direct activity with the online one; a program established by mutual agreement; communication throughout the internship; giving direct, constructive feedback; clear communication of tasks and advice; the use of online platforms.

As there could be seen, following the centralization of the students' answers to the mentioned items, we could outline the dimensions/aspects of the teaching style that they wish to develop, following the interaction with the pedagogical practice mentor.

The second hypothesis pursued aimed at:

Investigating the students' opinion on the competencies/ traits they want the future mentor to possess will ensure the outline of a desirable competency profile of the mentor.

One of the questionnaire items asked the students to mention 3 traits/competencies that they would like the pedagogical practice mentor to possess. Next, we present a list of the qualities that were found most often in the students' answers: patient, understanding, calm, explicit, tolerant, involved, dedicated, professional, organized, empathetic, flexible, sociable.

The students also mentioned some essential competencies of a teacher-mentor: effective communication, coordination, cooperation, evaluation, to transmit knowledge, to form skills, to advise, to offer suggestions and recommendations based on their own experience and expertise, positive, open-minded attitude, engaging teaching style, the ability to conduct a lesson in an interactive manner.

Another item of the questionnaire concerned the evaluation of the initial representations of the students regarding the relationship with the pedagogical practice mentor, from the perspective of four dimensions, which correspond to the four stages of the GROW model: the goals to be achieved (Goals); exploring the initial situation (exploring Reality); offering options, alternatives (considering Options); Supporting actions, coordinating them (Will do/Way forward). The results obtained for this item are presented in table no. 2:

Table 2. The students' opinion on the role of the practice mentor in supporting the activity

Pursued aspects	4-Very important	3 - Important	2- Less important	1-Not important
a) The goals to be achieved	69.57%	26.09%	4.34%	0%
b) Initial evaluation	78.26%	17.4%	4.34%	0%
c) Offering options, alternatives	73.92%	21.74%	4.34%	0%
d) Supporting actions, coordinating them	78.26%	17.4%	4.34%	0%

As there can be seen in Table 2, the students believe that the practice mentor will have the most important role in supporting exploration, in the assessment of the initial state and actions.

5. Conclusions

The mentoring activity is essential in any field, including the educational one. In order to increase its efficiency, a real, permanent interaction of the two actors involved in this relationship is needed.

The present study sought to highlight some actual aspects regarding the relationship between the pedagogical practice mentor and the master's students during a psycho-pedagogical training programme, advanced level.

The aspects we pursued were aimed, on the one hand, at knowing the dimensions that master's students consider essential in the development of their didactic competencies, as well as the traits/competencies they would like in a mentor, from his/her perspective as a role model. We also had in mind the capture of the four dimensions of the GROW mentoring model, one of the models known in the specialized literature regarding the relationship between an apprentice, in full training, and a mentor, as a professional in the field.

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EXAMENS SCOLAIRES ET TRAITEMENTS RESERVÉS AUX ENSEIGNANTS AU CAMEROUN

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Résumé

Les constats sur les dégringolades de niveau et des échecs scolaires au Cameroun ne cessent de persister. Il a été remarqué que contrairement aux sociétés occidentales, les performances scolaires paraissent moins, peu ou pas du tout satisfaisantes en Afrique subsaharienne en général (PASEC, 2015). Un regard inquisiteur a permis d'observer que les pratiques de la didactique, de la pédagogie et plus encore de la docimologie, ne se font pas toujours de manière efficace. Les principales causes en sont les nombreuses difficultés qui accompagnent la mise en évidence de ces notions. En clair, que se passe-t-il si ces entreprises éducationnelles ne sont pas menées dans les règles de l'art ? Pour quelles raisons ? Les échecs et baisses de niveau au Cameroun peuvent-ils être imputés en majeure partie à des manquements docimologiques ? Lesquels ? Ne seraient-ils pas en étroite liaison avec les conditions de vie des enseignants au Cameroun ? Comment caractériser ces conditions de vie ? Le présent travail tente de démontrer que la misère dans laquelle baignent les enseignants au Cameroun justifie en partie les échecs et la baisse des niveaux scolaires, car elle ne leur permet pas d'évaluer et de corriger objectivement et convenablement. Pour y arriver, la primauté a été accordée à une approche descriptive, ainsi qu'aux entretiens semi-directifs.

Mots-clés : *Échecs scolaires; Docimologie; Didactique; Pédagogie; Misère.*

SCHOOL EXAMS AND TEACHERS' ACCOMMODATIONS IN CAMEROON

Abstract

The observations on the drops in level and school failures in Cameroon continue to persist. It has been noted that unlike Western societies, school performance appears to be less, with little or no satisfactory performance in sub-Saharan Africa in general (PASEC, 2015). An inquisitive look has made it possible to observe that the practices of didactics, pedagogy and even more of docimology, are not always done effectively. The main causes are the many difficulties that

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accompany the implementation of these notions. In fact, what happens if these educational enterprises are not carried out according to the rules of the art? Why? Can the failures and drops in level in Cameroon be attributed in major part to docimological failures? Which? Wouldn't they be closely linked to the living conditions of teachers in Cameroon? How to characterize these living conditions? The present work attempts to demonstrate that the misery in which teachers are immersed in Cameroon partly justifies failures and the decline in school levels, because it does not allow them to evaluate and correct objectively and properly. To achieve this, the primacy was given to a descriptive approach, as well as to semi-directive interviews.

Key words: *School failures; Docimology; Didactics; Pedagogy; Misery.*

1. Introduction

Avec l'évolution et surtout les exigences du nouveau monde marquées par les agendas de plus en plus surchargés des parents et le cosmopolitisme, l'émigration, les opportunités économiques, professionnelles parfois très alléchantes à l'international, les enfants sont de plus en plus abandonnés aux tuteurs, domestiques, aux médias et autres (Piebop, 2018). Ceux-ci n'ayant pas les prédispositions nécessaires pour éduquer, encadrer adéquatement ces enfants, ces derniers sont une fois de plus abandonnés à l'école qui, de toute évidence, ne peut à elle seule contrôler toutes les dérives scolaires, encore moins toutes les crises de mœurs en général, auxquelles sont exposés les enfants.

Contribuant même assez souvent à la dépravation des mœurs et à l'échec multidimensionnel de ces enfants par leurs comportements irresponsables à leur endroit, ce sont encore ces parents qui souhaitent et exigent du corps enseignant (qu'ils méprisent pour la plupart parfois), de bons rendements scolaires pour leurs enfants non seulement en classe, mais aussi aux examens nationaux et certificatifs.

Les résultats du PASEC 2014 sont clairs à ce sujet, les écoles camerounaises brillent par un échec aux examens qui interpelle. Alors, on se demande alors si l'enseignant devrait porter tout seul la responsabilité des échecs scolaires des élèves. D'autres acteurs ne sont-ils pas aussi, sinon plus responsables de cet état de choses que des enseignants vers qui les doigts accusateurs de certains parents et autres profanes demeurent pointés ? Et quand bien-même une responsabilité partielle de l'enseignant serait établie à ce propos, ne pourrait-on pas y voir une conjugaison de mauvais traitements que lui réserve son employeur qui le contraint à produire ces résultats scolaires déplorable ?

La présente étude tente de démontrer que la réussite aux examens scolaires dans son ensemble demeure tributaire d'un nombre considérable de paramètres divers, externe au système scolaire d'une part, et didactique, pédagogique et surtout docimologique d'autre part. Pour mieux appréhender cette problématique, il sera question de passer au peigne fin quelques paramètres qui encadrent les pratiques scolaires et l'examen surtout ; ensuite de jeter quelques éclaircis sur les traitements ou le dispositif qui encadre les travailleurs enseignants. Ce qui permettra de déduire

leurs impacts sur le rendement scolaire. À cet effet, une approche descriptive quantitative et qualitative, étoffée par des entretiens semi-directifs des parties prenantes permettront de mener à bon port les investigations.

2. Aperçu contextuel de la problématique

L'évaluation des activités d'enseignement-apprentissage implique l'intervention ou la prise en considération d'un certain nombre de concepts, principalement celui de docimologie. En effet, pour mesurer le degré de compréhension ou d'assimilation des notions des apprenants, la pédagogie exige de l'enseignant-formateur qu'il teste son auditoire, selon des principes docimologiques.

Renvoyant en quelques sortes à un examen, un test désigne une épreuve permettant d'évaluer les aptitudes de quelqu'un (Larousse maxi-poche, 2012, p. 1375). En fait, le test ou l'examen mesure, évalue des connaissances, des compétences d'un candidat, ou alors permet de le classer dans différentes catégories. Un test permet à l'enseignant de motiver l'apprenant en donnant un sens aux concepts qu'il acquiert, il contribue à réduire le risque de bachotage et rétention à court terme, permet de prendre connaissance de ce retour d'information ou pas, car le retour d'information par correction demeure essentiel dans le processus d'enseignement apprentissage, etc.

Il n'est pas inutile de relever qu'un examen ou test renvoie aussi à une épreuve pour laquelle aucune place n'est limitée, et dont la nécessité d'avoir une moyenne de 10/20, c'est-à-dire 50/100 (50 %) des points est requise ; contrairement à un concours qui décrit une épreuve dont les places sont limitées et la note de 10/20 n'est pas obligatoirement gage de réussite. Vue sous cet angle, la présente étude circonscrit son domaine d'investigation aux examens uniquement, tout en excluant les concours, ceux-ci ne dépendant pas automatiquement des examens scolaires qui en constituent le fil conducteur.

Pour confectionner efficacement des épreuves devant servir à évaluer les apprenants, une science est née dans les années 1910 : la docimologie. Tirant son essence du grec (examiner, épreuve), la docimologie ou mieux encore « éducométrie », terme cher à Granay (2017), est une discipline scientifique consacrée non seulement à l'étude des épreuves, mais également au déroulement des évaluations en pédagogie. Elle renvoie aussi à la façon dont sont attribuées les notes par les correcteurs à des examens (De Landsheere, 1992, p. 13).

Le terme docimologie naît en 1929, sous la plume d'Henri Piéron et Henri Laugier. Par la suite, le premier va le rendre populaire à travers son ouvrage *Examens et docimologie* publié en 1963, qui met en évidence aux États-Unis, en Angleterre, et en Belgique, des expérimentations évoquant le manque de fiabilité des notes scolaires (Piéron, 1963, p. 13). À son essence, la docimologie se singularise par sa critique ou sa négativité en ce sens qu'elle se penche sur les problèmes sans en trouver les palliatifs de manière concrète, c'est-à-dire poser les problèmes au niveau de la racine que sont les enseignants, principaux responsables des évaluations (Leclercq *et al.*, 2004, pp. 274-275). Mais progressivement, les chercheurs vont s'atteler à proposer des théories et autres solutions qui contribueront à limiter au

mieux le caractère subjectif de l'annotation. Un caractère qui n'est pas, tel qu'on le découvrirait, imputable uniquement aux enseignants qui notent ; car ils dépendent en réalité de mécanismes suffisamment complexes, qui impliquent à la fois l'enseignant, les élèves et tout le système éducatif (Leclercq *et al.*, 2004, p. 275), pour ne citer que ceux-là.

3. Les facteurs influençant l'annotation

Plusieurs facteurs peuvent amener les évaluateurs à bafouer les critères d'annotation déjà alambiqués en eux-mêmes, mettant de la sorte à mal tous les principes édictés par la docimologie. On parle alors de biais, ou d'interférence. Ceux-ci peuvent provenir du système scolaire, des enseignants ou des élèves.

3.1. Interférences liées au système scolaire

Dans le processus d'enseignement-apprentissage, le travail d'évaluation est loin d'être une sinécure pour l'enseignant, car de façon consciente ou pas, ce processus d'évaluation et son objectivité dans les annotations surtout est influencée par le contexte scolaire dans lesquels il a cours. De nombreux travaux, à l'instar de ceux Grisay (1984), Crahay (1996, 2000) ou Demeuse (2002) démontrent à souhait ces interférences du contexte sur l'évaluation des élèves dans les classes ou non. Deux établissements de la ville de Buéa, dans la région du Sud-Ouest Cameroun ont permis de mettre en évidence ces réalités. Ce sont : Bilingual Grammar School (lycée bilingue) de Molyko, établissement public d'enseignement général d'une part, et Salvation Bilingual Comprehensive High School (SCBHS) de Molyko (désormais *Salvation*), établissement privé d'enseignement technique et général. Les investigations ont été menées de septembre 2021 à avril 2022.

Au lycée bilingue de Molyko par exemple, parmi les modèles de bilinguismes camerounais qui y sont expérimentés, il en existe un qui se caractérise par le jumelage en classes bilingues exclusivement des meilleurs élèves en toutes les matières des classes de 5^{ème} sélectionnés en section francophone et de form 3 sélectionnés en section anglophone. Sur ce principe présumé de l'excellence, les enseignants font très souvent l'objet de vives interpellations, chaque fois que des élèves se signalent par de performances en baisse.

Et lorsque ces pauvres performances passent inaperçues au cours des séquences, les conseils de classes ne manquent pas de demander des comptes aux enseignants des matières concernées. Pour contourner ce supplice, certains enseignants préfèrent parfois tronquer leurs résultats réels et les distribuer de façon à avoir les bons résultats que l'administration attend absolument d'eux, coût que vaille. Au collège *Salvation*, le souci de conserver le plus d'élèves possible et se faire du profit à travers les frais d'inscription et autres exigences dont les prix y sont général majorés, amène les dirigeants de cet établissement à adopter des attitudes similaires, voire plus acerbes, qui ne manquent pas de frustrer les enseignants désireux de pratiquer convenablement leur art. En effet, explique une enseignante de français nouvellement recrutée dans cet établissement : « grande a été ma surprise de constater qu'après m'être tuée à la tâche pour monter convenablement des épreuves

de pre-mock pour les form 5, après avoir dépensé de l'énergie pour évaluer et corriger ces copies de classes pléthoriques de F1 F2 et F4 Technical, que l'administration représentée par le censeur me somme de revoir mes notes à la hausse au moment d'entrer les notes dans les machines ».

D'après eux, ces notes étaient mauvaises ; et devant l'indignation de l'enseignante de français, langue étrangère, le censeur en charge des notes ne s'est pas fait prier pour lui rétorquer : « Do you know what it takes to us to have this students in schools ? If you put those marks in their report cards, their parents will take them away from this school. And other schools are ready to welcome them. So please madam see how you can change them before keying them in at the multimedia center » ; rapportel'enseignante de français langue étrangère. De telles attitudes, tout en montrant la difficulté d'une évaluation objective de l'enseignant, même lorsque ce dernier en a toute la volonté, remet au goût du jour les réalités des *Golden sixties* (Colman, 1966) foulant au pied le fameux « school can make the difference », car démontrant clairement que l'impact de l'école sur les résultats des élèves est négligeable. Pour cet « effet-établissement », on voit une volonté délibérée pour le lycée bilingue de Molyko de pratiquer une sélection par écrémage, afin d'entretenir au détriment des résultats réels des apprenants, une pseudo-excellence qui contribue à soigner la réputation (Merle, 1998) de cet établissement.

Pour ce qui est de Salvation Bilingual Comprehensive High School (SCBHS), il apparaît clairement que le mercantilisme exacerbé de ses dirigeants les amène à fouler au pied l'objectivité dans le travail de l'évaluateur (Merle, 1998). Une objectivité qui en elle-même demeure déjà hautement impactée par des séries d'autres facteurs extérieurs aux performances ou au travail des élèves par exemple. C'est un fait, l'ordre de correction constitue un biais dans les annotations. En effet, une copie se corrige différemment selon qu'elle se trouve au début, au milieu ou à la fin de la série de copies (Bonniol, 1965). De même, les copies trouvées « très bonnes » ou « très mauvaises » par un enseignant ne sont pas toujours jaugées de la même façon par d'autres enseignants (Bonniol, Piolat, 1971). Cela justifierait d'ailleurs pourquoi une bonne frange d'enseignants préfèrent établir leurs barèmes de correction après avoir consulté ou lu plusieurs copies et appliquer ces barèmes en fonction des élèves, de la succession des résultats, « copie après copie » (Nicaise, 2001).

3.2. Interférences liées aux élèves

En dehors du système scolaire, les apprenants ou participants eux-mêmes peuvent corrompre l'objectivité de l'enseignant dans son processus de mesure du degré d'assimilation des compétences de ceux-ci. Parmi les nombreux facteurs d'influence ou biais, on pourrait mentionner les diverses origines sociologiques de ces élèves et les stéréotypes qui les accompagnent. Certains enseignants ont par exemple tendance à surcoter les enfants des milieux huppés (Pourtois *et al.*, 1978). Ceux-ci, par coïncidences sont aussi souvent les enfants à qui ils font des répétitions, et à ce moment, ces notes imméritées peuvent être vues comme des moyens de séduction, visant à plaire aux parents des enfants répétés et à conserver ainsi leurs

contrats de répétition. Sur 26 enseignants sondés au lycée bilingue de Molyko, 9 ont reconnu donner des cours de répétition aux enfants de hautes personnalités de la ville. (Mathématique = 6, Physique-Chimie-Technologie (PCT) = 7, Français = 4), ainsi qu'aux enfants issus de familles à revenu moyen (Mathématique = 4, Français = 2, Physique-Chimie-Technologie (PCT) = 4). Le contraire constitue une autre option. À ce moment, la surévaluation des élèves des milieux défavorisés pourrait se justifier par un paternalisme bienveillant (Dardenne, 1999).

À propos de modes de correction, un enseignant interrogé a répondu qu'il faisait des répétitions gratuites à la fille de sa voisine déplacée interne, que, du reste, il tenait également en classe de Lower sixth. Il a dit le faire pour essayer de relever le niveau de cet enfant qui d'après lui était devenu déplorable, après 4 années d'affilée passées par l'enfant sans aller à l'école à cause de la « crise anglophone » qui sévit dans les deux régions du Nord-Ouest et du Sud-Ouest. En effet, ces deux régions du Cameroun sont depuis novembre 2016 en proie à une rébellion des sécessionnistes qui disent vouloir se détacher pour créer un autre Etat dit d'Ambazonie.

Devant l'écho défavorable de leur demande relative à la forme de l'Etat qui pour le président reste « non négociable » dans la mesure où « Cameroon is one and indivisible », ces sécessionnistes ont rejoint le maquis, d'où ils partent pour semer la terreur au sein de la population. C'est ainsi qu'une pluralité d'établissements scolaires ont été fermés, à cause des exactions de ces rebelles ambazoniens. Nombreux sont les élèves qui ont été prématurément contraints au décrochage scolaire, et ce pour plusieurs années consécutives. On comprend donc que par compassion pour ce type d'enfants défavorisés contre leur gré, l'enseignant croit instaurer une certaine équité en leur attribuant des notes qu'ils ne méritent pas réellement. C'est évident qu'il lui sera difficile d'évaluer cet enfant dont, du reste, le rapport de voisinage lui permet de connaître les conditions de vie précaire.

Dans le même sillage, l'appartenance générique des élèves constitue un autre « bruit » dans l'évaluation des élèves. Des élèves de sexe masculin ou féminin, perçus comme les plus beaux/belles, les plus propres, les plus disciplinés, ayant les « meilleurs comportements » (Duru Bellat, 1995), par exemple peuvent être mieux notés (Merle, 1998).

Avec le programme gouvernemental d'intégration sociale, le lycée bilingue de Molyko accueille des déficients visuels, qui prennent part aux cours dans les mêmes conditions que les élèves possédant leurs capacités visuelles. Pour leurs évaluations un enseignant de mathématique en Terminale A4 déclare : « Ce n'est pas facile d'évaluer Jean-Jacques (le déficient visuel). Il y a tellement de choses à prendre en considération qu'au bout du compte je me rends toujours compte que ce n'est jamais équitable ». L'enseignant de français de 4^{ème} 1, quant à lui trouve que « quand je corrige les copies de Tékam (le déficient visuel), je suis toujours obligée d'être souple, parce que je me dis que sans sa vue, il n'a pas les mêmes chances que les autres. En plus, comme c'est le français, les transpositeurs peuvent mal faire leur travail, ajouter des fautes en dictée ou correction orthographique par exemple. Bref, je ne suis pas exigeante quand je l'évalue ».

On comprend alors clairement que malgré l'exigence d'objectivité dans un contexte d'intégration sociale, la condition de ces malvoyants, même implicitement, prédispose les enseignants à leur surcôtage. À ce moment, l'évaluation minorée ou majorée ne se limite pas seulement à la mesure des savoirs et des savoir-faire, mais s'étend aussi aux savoir-être du « complexe élève ». Le « complexe élève » devient donc une conjugaison d'une pluralité d'effets, d'attentes qui confirment l'hypothèse de « Pygmalion à l'école » de Rosenthal et Jacobson (1969). Cette thèse stipule que certains déterminants (niveau scolaire, origine scolaire, sexe) poussent l'enseignant à émettre de façon hâtive diverses expectations sur les résultats scolaires futurs des élèves, tout en différenciant progressivement ses propres habitudes.

3.3. Interférences liées aux enseignants

Dans la mesure où l'enseignant demeure en principe maître de sa classe, la procédure évaluative peut s'avérer encore plus compliquée. Ce d'autant plus que c'est à lui que revient la tâche de choisir les types d'épreuves à confectionner, les sujets, leurs formes, les plages horaires y afférents, leurs durées, leur pertinence, leur importance, la note finale à attribuer, les critères et normes d'annotation au-delà de nombreux filtres interactifs en rapport avec le « complexe école » ou le « complexe élève » qui en général interfèrent dans le processus évaluatif de l'enseignant. Le travail objectif de ce dernier se trouve également entravé par des facteurs individuels qui peuvent relever de ses arrangements internes ou externes.

Les arrangements internes relèvent des processus personnels, de la cuisine interne de l'enseignant (Merle, 1996, p. 9). Ces initiatives restent en général confinées dans le microcosme classe et n'en sortent pas. Et même si c'est le cas, l'enseignant ne s'en vante généralement pas. Pour motiver les élèves à plus de travail par exemple, l'enseignant peut choisir de revoir à la hausse les notes ou les bonus des élèves éprouvant des difficultés particulières ou dont il connaît les problèmes extra-scolaires.

Pareillement, le désir de maintenir son autorité peut conduire l'enseignant à sanctionner certains élèves fauteurs de troubles, en revoyant leurs notes à la baisse. Au lycée bilingue de Molyko, 26 enseignants ont déclaré aussi bien donner des points qu'en soustraire, en fonction de leurs motivations personnelles. Par contre, ce trafic demeure unilatéral à *Salvation bilingual comprehensive high school*, les notes étant uniquement revues à hausse, ainsi que le révèlent les 21 enseignants répondants. Plus qu'une discrétion personnelle de l'enseignant, il en va d'une recommandation expresse, si ce n'est une obligation, du système scolaire de cet établissement qui sacrifie l'éthique et la déontologie enseignante sur l'autel du profit.

Parlant des arrangements ou « bricolages » externes, ils lient les enseignants à toutes les parties susceptibles d'intervenir, mais pas journalièrement ou directement, dans les activités de classe. Dans cette liste, figure l'administration, les parents et tuteurs des élèves, les collègues. En face de ceux-ci, l'enseignant est souvent animé par le désir de sauvegarder son image à l'extérieur, à inhiber les prismes et préjugés que ceux-ci risqueraient à tort ou à raison de se faire à son sujet. À la question de savoir ce qu'ils font des évaluations à fort taux d'échec, 13 enseignants sur 26 au

lycée bilingue de Molyko ont dit qu'ils l'annulent. 7 ont dit qu'ils ajoutent un bonus de +2 ou plus à toute la classe. 4 ont répondu qu'ils maintiennent ces notes. À *Salvation bilingual comprehensive high school*, 03 enseignants ont dit qu'ils les annulent et 18 ont dit qu'ils ajoutent des points aux élèves. À la question de savoir pourquoi, 100 % des répondants ont déclaré le faire pour se protéger des foudres de l'administration à Salvation. Au lycée bilingue de Molyko, 8 ont répondu que c'était pour s'amender, 8 ont dit que c'est pour éviter de trop s'expliquer aux conseils de classes. En clair, les notes ajoutées aux élèves en classe ou aux candidats aux différents examens deviennent un moyen pour eux de soigner leur statut, et bien plus leur réputation, que les mauvaises notes mettraient à mal non seulement à leurs propres yeux, mais aussi à ceux des interactants indirects du système scolaire. De même, une évaluation trop facile avec des résultats exceptionnels pourrait amener les actants extérieurs de l'éducation à croire à un certain laxisme de l'enseignant qui n'est pas aussi sans effets négatifs sur la réputation de l'établissement (Perrenoud, 1998).

En effet, il est difficile pour l'enseignant d'établir un parfait équilibre des paramètres conditionnant ses évaluations et annotations. On l'a vu, plusieurs facteurs à la fois internes, externes et même « personnelles » (Nicaise, 2001) interviennent, car « avant d'être une simple apposition d'une note que l'on croit encore parfois être « vraie », l'évaluation « relève de processus et de procédures ou croisement des contraintes sociales et des biographies des élèves et des maîtres » (Merle, 1996, p. 306). En d'autres mots, les procédés d'évaluation sont dynamiques et demeurent spécifiques pour chaque enseignant ; en fonction des relations entretenues entre le professeur et ses élèves, le professeur et ses contraintes externes et enfin entre le professeur et son passé, son intériorité quand il s'implique « personnellement dans son travail » (Leclercq *et al.*, 2004, p. 279).

4. Le traitement réservé aux enseignants du Cameroun

Des pressions de tous ordres influencent l'enseignant et l'empêchent d'évaluer objectivement. Cette influence constante est davantage accrue par les traitements qui lui sont réservés au cours de l'exercice de sa profession.

En effet, le parcours de l'enseignant camerounais n'est pas très différent de celui d'un chemin de croix. Depuis la crise économique des années 1990 ayant conduit à la baisse drastique des salaires en général, la situation de l'enseignant en particulier n'a eu de cesse d'inquiéter. Pour se faire entendre, un bon nombre se sont regroupés en syndicat (CATTU, CEIC, SYNES, SYNIET). Mais visiblement, la situation a continué de s'enliser, d'autant plus qu'à chacun des mouvements d'humeur ou de grève de ces derniers, l'État use de moyens de pression (prison, suspension de soldes, affectations disciplinaires, tortures policières, révocation) pour diviser ceux-ci et museler les plus entrepreneurs. Ensuite, il propose quelques mesures (vite taxées de « mesurètes » ou « mesures cosmétiques », pour reprendre les dires des enseignants) sans réels impacts durables, qui à la réalité ne traitent pas les véritables malaises des enseignants, si ce n'est accélérer leur pourrissement. Ainsi en a-t-il par exemple été avec la grève des enseignants du mois de mai 2019 engagée

par le Collectif des Enseignants Indignés du Cameroun (CEIC). Ainsi en est-il pareillement avec le mouvement *On a Trop Supporté (OTS)* déclenché en début de mois de février 2022.

Ces enseignants se plaignent depuis longtemps d'une infinité de problèmes gangrénant leur profession, et qui au fil du temps et des revendications n'ont toujours pas trouvé de solutions adéquates. Au nombre des plus cruciaux, se retrouvent leurs arriérés de salaires, leurs primes et indemnités de non-logement, d'enseignement et d'évaluation la corruption savamment orchestrée et entretenue à ciel ouvert par l'absence d'effets financiers des avancements et autres prestations familiales qui contraignent les enseignants à payer des pourcentages allant jusqu'à 40 % pour les faire passer dans leurs salaires, etc. Ces dettes réclamées par les enseignants sont dans l'ensemble causées par le régime du 2/3 qui font plus de mal que bien à ces derniers. Plusieurs enseignants sont d'ailleurs morts sans avoir perçus ces rappels d'argent que leur doit l'État.

Les enseignants se plaignent également des lenteurs monumentales, et bien plus encore, de la négligence et de l'inertie qui caractérisent le gouvernement en place quant à leur prise en charge et à leur intégration dans la fonction publique camerounaise. Les cas les plus scandaleux et les plus médiatisés grâce au mouvement OTS demeure ceux des enseignants Hamidou considéré comme le porte-étendard de la misère de l'enseignant et du mouvement OTS.

À cause des tracasseries gouvernementales, le premier a passé 27 de service sans salaire, au point d'aller à la retraite. Le second, enseignant depuis 10 ans au lycée de Béka dans la région de l'Adamaoua, n'était jusqu'à lors ni pris en charge, encore moins intégré dans la fonction publique, donc sans salaire. Grâce au matraquage médiatique causé par le mouvement OTS, le ministre de la fonction publique signera le décret d'intégration d'Hamidou en moins de 72, ce à travers l'arrêté n° 001489/MFPRA/SG/DGC/SDFSE/SAPE/BI du 24 février 2022 portant intégration de monsieur Hamidou, dans le cadre des maîtres d'éducation physique et sportive. Une lettre de félicitations lui sera par la même occasion adressée afin d'apprécier son endurance et sa patience. Malheureusement, Monsieur Hamidou mourra quelques jours plus tard, précisément le 8 mars 2022, des suites de maladie ; tout ceci sans avoir joui des effets financiers de ses dix années du dur labeur en tant qu'enseignant d'éducation physique et sportive.

Outre les lourdeurs des procédures administratives, l'automatisation des effets financiers liés aux avancements, prestations familiales et autres actes de carrière font également partie des problèmes des enseignants et que le plus récent mouvement de revendication OTS porte la connaissance de tous. Ce mouvement a donné l'occasion, grâce à sa grande médiatisation à travers une rubrique spéciale de dénonciation dénommée « souffrance news », de découvrir, grâce aux nombreux témoignages des concernés, qu'il existe encore un nombre étonnant d'enseignants qui sont à 22 ans, 30 ans sans aucun effet financier de leurs avancements d'échelons, de leurs reclassements. Certains qui ont réussi à faire passer quelques-uns de leurs avancements et autres prestations dans leurs salaires. Pourtant en théorie, le gouvernement avait annoncé en grande pompe, l'automatisation des effets financiers y relatifs.

La situation déplorable des fonctionnaires de l'enseignement à retraite a aussi donné de constater que plusieurs enseignants meurent sans voir aboutir leurs dossiers de pensions de retraite, et qu'il y en a qui attendent de percevoir cette pension depuis plus de 15 années, incapables de subvenir à leurs soins médicaux et à leurs besoins les plus basiques. Dans le même ordre d'idées, il existe plusieurs enseignants dont les salaires ont été suspendus, et dont leurs rétablissements, malgré les pièces justificatives, relèvent d'un parcours de gladiateur depuis plusieurs années. Ce qui laisse les concernés dans un état de misère tellement insoutenable qu'ils ne peuvent s'empêcher de pleurer à chaudes larmes dans leurs témoignages et appels à d'aides.

Les revendications des enseignants qui reçoivent cette fois l'onction du peuple en général reposent par ailleurs sur l'application effective, après toilettage, du statut de l'enseignant dont la date de signature remonte pourtant à 2000 ; mais qui 22 ans après, n'est toujours pas appliqué. C'est à se demander quels ont été les réels mobiles du gouvernement à faire opérer un corps de métier aussi sensible pendant tout ce temps sans encadrement juridique, alors que la plupart d'autres corps (police, gendarmerie, magistrature) possèdent les leurs ?

L'harmonisation du plafonnement indiciaire à 1400 pour tous les fonctionnaires de la catégorie A2 de la fonction publique camerounaise figure aussi parmi les attentes des mouvements corporatistes enseignants. Ceci, disent-ils, afin d'équilibrer l'injustice qui élève par exemple les fonctionnaires de police à l'indice 1400, contre 1050 pour l'enseignant, alors que les deux appartiennent à la même catégorie de la fonction publique.

Entre autres griefs des enseignants excédés, on peut aussi mentionner le paiement tardif, lorsque ce n'est le non-paiement récurrent des primes et frais d'évaluation, de mission et de correction des examens officiels du baccalauréat et du probatoire, tous deux gérés par l'Office du Baccalauréat du Cameroun (OBC). C'était le cas avec les reliquats de délibération et de déplacement et de correction des examens des sessions de 2014 à 2016 qui ne furent finalement payés qu'en mai 2019. Ceci dans une ambiance délétère causée par les courroux des enseignants exaspérés par l'hyper rigueur des billettistes au centre de paiement du lycée de Biyem-assi, ainsi que le rapporte Jeanne Ngo Nlend (2019, en ligne).

De même, le 5 octobre 2021, les syndicats des enseignants se sont plaints du non-paiement de leurs frais de surveillance des examens officiels 2020. Frais d'examens qui eux-mêmes sont suffisamment minables. En effet, la demi-journée de surveillance se paye à raison de 1500 F CFA, soit 3000 F CFA pour la journée de surveillance. Au GCE, la matière surveillée se paye à 1000 F CFA. Les frais de correction et de délibération des sessions du probatoire 2017-2018 et 2019-2020 ont subi le même sort, si l'on se fie aux informations de *datacameron*. Compatissant avec le traitement insatisfaisant des enseignants camerounais, Djilo Simo (2021) s'offusque justement de cet état répétitif des choses.

C'est pourquoi il laisse entendre : « Comme tout bon ouvrier qui, après avoir effectué son travail attend la contre partie du travail effectué, nous également avons attendu le paiement de nos prestations. Constat ambivalent : ce n'est qu'à la fin du mois d'octobre et novembre pour certains centres que les frais de correction dudit

examen ont été versés. Triste alors, jusqu'à l'heure actuelle, les ouvriers attendent encore le paiement de frais de délibération, pour être précis, nous sommes rendus à quelques jours du début des épreuves écrites et facultatives du probatoire ESG 2021. Curieusement, les ouvriers attendent encore... est-ce parce que l'enseignement n'est pas un métier comme les autres ? »

Et malgré le projet de grève en décembre 2021, des intervenants aux examens de l'OBC 2021 (6 décembre 2021), l'État n'a pas consenti à leur payer leur dû, jusqu'à ce que rejaillisse en février 2022 le mouvement OTS qui avec son intransigeance, sa rigueur et ses nouvelles stratégies, a contraint le gouvernement à débloquer la somme de 2,5 milliards pour payer les frais de prestation réclamés jusque-là par les enseignants intervenants. Et pourtant, les parents d'élèves paient chaque année les frais d'examen. Et d'après Roland Tsapi (2021), « cet argent est utilisé à autre chose et ce sont les enseignants qui doivent être clochardisés. En langage simple, on appelle cela un détournement de fonds ».

Par ailleurs, c'est un fait que dans le corps enseignant, il existe des brebis galeuses et des opportunistes incompetents (Feuzeu, 2001) qui s'y sont injustement infiltrés par des moyens maffieux, afin de tirer profit de leur mercantilisme exacerbé. Mais parfois même les plus doués pour cette profession font face à des embuches qui ne peuvent qu'entacher leurs rendements, malgré leurs efforts. Tout commence avec la tendre enfance et l'école primaire où toutes les influences des maîtres d'antan leur ont été retirées à travers les slogans promouvant les droits des Hommes et des élèves en proie à toutes sortes de crises de mœurs (paresse, aliénation diverses délinquances).

L'enseignant est de plus en plus maîtrisé par ces derniers. Et lorsqu'il s'agit d'ajouter à cela l'option de « promotion collective » très politisée qui n'autorise presque plus qu'un enfant double une classe, alors il devient tout à fait logique que des élèves se retrouvent détenteurs de Certificat d'Études Primaires (CEP) sans aucune maîtrise des savoirs et savoir-faire normalement inhérents à ce diplôme. L'échec de l'éducation primaire entraînant celle de tous les autres niveaux d'éducation, il devient pratiquement impossible pour les enseignants, même les plus volontaires, désormais surveillés par des textes et sanctions de tous bords, d'impacter réellement les apprenants et d'en faire autre chose que des « diplômés illettrés ». À cause du boom démographique et des défis sécuritaires comme la crise de Boko Haram dans le Nord du pays ou la crise anglophone dans les deux régions du Nord-Ouest et du Sud-Ouest du pays, les enseignants de zones dangereuses se retrouvent avec des effectifs surréalistes dans des salles de classe. Dans la ville de Buéa par exemple la crise anglophone a forcé des milliers de personnes à quitter leurs localités d'origine pour s'y réfugier par milliers parce qu'étant plus en sécurité. Au lycée bilingue de Molyko, des effectifs côtoient parfois 300 élèves par classe, et il en est ainsi pour presque toutes les classes de la section anglophone qui ont pourtant été multipliées par de nouvelles constructions de classes continues afin d'accueillir le trop-plein d'élèves. À *Salvation la form 1 Industrial* à elle seule compte près de 200 élèves. Les *form 5 Grammar, Commercial et Industrial*

côtoient des milliers d'élèves. Dans une telle marée humaine, les évaluations en prennent automatiquement un coup.

En milieu rural, c'est surtout la gestion calamiteuse des ressources didactiques, des ressources matérielles, humaines, etc. la dégradation avancée des infrastructures scolaires, couplée à l'enclavement, à la pauvreté et au laxisme des parents qui rendent titaniques, l'entreprise évaluative de l'enseignant (Feuzeu, 2001, p. 2998). Et incidemment, il serait illusoire de s'attendre à quelque évaluation objective et bien plus à quelque résultat satisfaisant que ce soit dans ces conditions. En effet, rapporte *actucameroun.com*, « il existe dans la plupart des écoles à cycle complet, avec un seul enseignant. Pour certaines écoles disposant de plus d'un enseignant, le directeur est l'un des pires dictateurs, régulièrement absent au travail et qui confisque le matériel de travail ». Si c'est le même enseignant sans matériel de travail qui doit enseigner dans plusieurs classes et à des niveaux différents, encaisser les fougues de son directeur, courir à Yaoundé pour veiller sur ses dossiers avancements, d'intégration, de prise en charge et autres actes de carrières... gérer ses contraintes géographiques (milieu rural avec l'enclavement et la difficulté de vie, de déplacement, de divertissement, le manque d'eau, de lumière, de réseau téléphonique et internet). Si c'est toujours lui qui doit se soumettre à toutes les contraintes didactiques, pédagogiques et précisément docimologiques, pour produire des tests et des corrections objectives. Il faudrait simplement continuer à assumer les échecs scolaires, voire professionnels qui vont crescendo.

5. Revalorisation de la condition des enseignants, gage d'une meilleure évaluation scolaire

Il est un fait, de nombreux paramètres parfois des plus complexes contribuent à l'échec et à la baisse de niveau scolaire (PASEC 2016, 2014, 2015, 2019, 2020 ; UNESCO 2015). La faute pourrait revenir aux élèves ayant parfois des troubles d'apprentissage qui sont de plus en plus distraits et corrompus par les mauvaises compagnies, les courants de pensée qui leur confèrent un excès de droits et les gadgets qui contribuent plus à dérégler les mœurs qu'à autre chose.

La responsabilité de l'échec pourrait aussi incomber à la famille (Mone, 2016), qui pour la plupart, à cause des nombreuses motivations économiques, professionnelles démissionnent de leurs responsabilités de gardiens ; abandonnant leurs progénitures à la merci des ménagères et autres compagnies peu recommandables qui ne se font pas prier pour les transformer en petits démons de la société (Piebop, 2018) (ajouter à la biblio). La faute est également imputable au pouvoir politique qui, tenus par les accords ratifiés avec des organismes nationaux et internationaux imposent alors des textes et des réglementations inadaptées et loin de répondre aux besoins réels et précis du contexte camerounais (pas de chicotte à l'école, protection des droits de l'enfant). Les institutions scolaires, qui, par leurs gestions maladroites des ressources humaines, matérielles et autres, sont aussi responsables de cet échec scolaire.

L'enseignant n'est pas épargné de cette chaîne de responsabilité, car de tous les acteurs, c'est avec lui que les élèves partagent la majeure partie de leur temps. Il

ne serait d'ailleurs pas exagéré de dire qu'il demeure l'élément clef de tout ce système. En plus, sa tâche d'enseignant, et bien plus d'évaluateurs demeure d'une telle importance et d'une telle délicatesse qu'il ne serait pas sans objet ou pertinence d'affirmer que l'évaluation de l'enseignant reste une activité incontournable dans le processus évaluatif aboutissant à la mesure et au classement des élèves qui au final, témoignent de leur réussite ou de leur échec en milieu scolaire. Ainsi, le volet docimologique constitue en même temps un domaine à la fois hyper complexe et hyper sensible. Par conséquent, des dispositions particulières devraient être mises en place pour assurer son déploiement à la fois objectif et efficace. De façon contextuelle et pragmatique, il est question pour les pouvoirs décisionnels de prendre des mesures pour mettre les évaluateurs dans de bonnes dispositions de corps et de l'esprit, afin que ceux-ci puissent fournir le meilleur d'eux-mêmes.

Malheureusement, ainsi qu'on l'a vu dans les sections précédentes, ce n'est nullement le cas. Dans les établissements, les enseignants font plutôt l'objet de brimades de leurs dirigeants. Les punitions correctives et modérées, de même que d'autres prérogatives qui auraient pu imposer le respect des enseignants envers les élèves par exemple sont ouvertement interdites, sous le prétexte de la protection des droits des enfants. Nombreux également, sont les textes qui chaque jour se multiplient pour davantage surveiller l'enseignant, le ridiculiser devant les élèves. Incidemment, les crises de mœurs deviennent progressivement incontrôlables dans les établissements, allant jusqu'aux menaces. Une illustration mémorable de ces débordements demeure le l'assassinat par poignard de l'enseignant de mathématique Njiomi Tchakounté Boris Kevin le 14 janvier 2020, enseignant au lycée de Nkolbisson par un élève de la classe de 4^e espagnole 2 en pleine séance de cours. Devant la révolte et la consternation du corps enseignant de tout le territoire national en particulier, le gouvernement par l'intermédiaire du ministre des enseignements secondaires ne leva pas le petit doigt, argumentant que l'enseignant assassiné ne se trouvait pas dans son établissement d'attache ou légitime au moment de l'assassinat.

Pour brimer et museler encore plus les enseignants alors mobilisés dans tout le pays, le gouvernement opta pour la répression musclée et violente, faite de tirs de gaz lacrymogène, de sévices corporels, de bastonnades de tortures et de dispersions des enseignants à l'aide d'eaux puantes et une escorte militaire impressionnante de la dépouille de l'enseignant assassiné à sa dernière demeure. Des images humiliantes des chars arrosant des enseignants en toge, les tabassant et les obligeant à s'asseoir à même le sol ou d'enseignants évanouis par la brutalité et la terreur, devenues d'ailleurs virales sur les médias depuis lors. Dans la même lancée, la vidéo d'une enseignante (surveillante générale) du lycée de Nkol-éton entrain d'être passée à tabac par l'élève Betsogo Stella Geordyninie de la terminale A4 Allemande le 28 mars 2022 pendant l'exercice de ses fonctions ne cesse de crever les écrans des médias nationaux et internationaux. Quelques jours après, le 06 avril 2022 dans le quartier Nkolbisson de la même ville, c'est un élève du complexe scolaire Yona, qui poignarde son principal pour lui avoir confisqué son pull-over non conforme à l'uniforme de l'établissement. Des situations similaires sont légions et se banalisent aux fils des jours dans les lycées et les établissements scolaires camerounais.

Des enseignants autant maltraités auraient difficilement le discernement nécessaire pour objectiviser tous les facteurs internes et externes qui entrent dans l'élaboration des tests. Si Ndjomi Tchakounté jouissait d'un meilleur traitement salarial et il ne serait sûrement pas allé faire des vacances dans lycée autre que le sien, et par ricochet, il n'aurait pas subi son triste sort. L'État maintient les enseignants dans la misère et en cas de problème survenu à cause de cette situation, il demeure le même à rejeter les responsabilités sur les enseignants et s'active à les terroriser.

La même logique, sévit à tous les niveaux, car on peut bien se questionner sur le type d'évaluation que les correcteurs aux examens du probatoire et du baccalauréat font, alors qu'ils demeurent conscients qu'ils seront obligés de faire la grève pour être payés. Sont-ils consciencieux et professionnels lors des examens ? Ne se contentent-ils pas simplement surveiller, délibérer et corriger ces examens parce qu'ils veulent arrondir leurs fins de mois ? Et puisque la plupart ne sont pas payés dans les délais, il faut souvent des grèves comme celle d'OTS enclenchée en février 2022 pour que le président donne de « Hautes Instructions » pour qu'ils soient payés. Des enseignants aussi méprisés corrigent-ils avec professionnalisme, dévouement et rigueur ou juste par dépit et besoin d'argent ? Dans ces conditions, ont-ils le temps de mettre en pratique les nécessités docimatiques qui s'imposent ?

Et pour que ces principes docimatiques puissent être mis en pratique avec succès, il eut fallu que les personnes en charge de l'encadrement de ces enseignants-chercheurs aux examens aient convenablement fait leur travail. Il y a plusieurs enseignants, ceux des zones enclavées ou de crise surtout, qui sont abandonnés à eux-mêmes. Et là, il ne s'agit pas d'une exclusivité du sous-système francophone du Cameroun, car le sous-système anglophone vit les mêmes réalités. Il existe encore bon nombre d'écoles qui ont été fermées à cause de fureur des exactions des rebelles ambazoniens et qui ne sont pas toujours ouvertes jusqu'à nos jours. Et pourtant, les enseignants de ces établissements, bien qu'ayant déserté ces zones et s'étant reconvertis à d'autres activités en attendant la réouverture de leurs écoles, continuent d'être convoqués aux corrections des examens du GCE O/A Level.

Pour certaines écoles qui ont rouvert, les visites des inspecteurs y sont brèves et très rares, ainsi que l'ont témoigné 48 enseignants d'écoles primaires et maternelles de la région du Sud-Ouest pendant leurs journées pédagogiques délocalisées dans la ville de Buéa au mois de novembre 2021. De toute évidence, des corrections faites par des acteurs, fussent-ils des enseignants, mais coupés depuis 2016 des réalités scolaires et de la classe précisément, ne sauraient être efficaces, car les pratiques didactiques, pédagogiques et surtout docimologiques sont en perpétuels changements et s'adaptent au gré des changements environnementaux. Ces enseignants en sont eux-mêmes conscients pour la plupart, mais ont-ils réellement le choix ? Ont-ils une indépendance financière qui pourrait leur permettre de décliner les invitations aux corrections ? Plusieurs de ces enseignants des régions anglophones en crise ont d'ailleurs opté pour le décrochage et l'afflux vers la zone francophone, afin de sécuriser et scolariser leurs familles. En riposte, le gouvernement a suspendu la solde de plusieurs d'entre eux.

Ainsi, malgré leur conscience de n'être pas la hauteur des corrections, les correcteurs continuent de répondre aux invitations du GCE Board et de corriger les copies des enfants, afin de se faire de l'argent issu des corrections et des frais de mission, pour les correcteurs déplacés. Malheureusement, à l'image de l'office du baccalauréat, ces paiements mettent du temps pour être disponibles. Pour des corrections faites en juillet 2021, les paiements des frais de mission sont encore attendus au mois d'avril 2022 (02/04/2022).

Ainsi, le calvaire de l'enseignant camerounais en général, constitue une sérieuse entrave à la pratique adéquate et optimale de sa profession et précisément à l'entreprise hautement complexe et sensible qu'est l'évaluation. Étant entendu que cette dernière mesure, oriente et en fin de cours ou d'année témoigne et sanctionne les élèves, il devient d'une urgence capitale que l'enseignant cesse de devenir le souffre-douleur de la société pour être dans des conditions nécessaires à la pratique efficace et efficiente de son art. À cet effet, la décrochage de l'enseignant clamée par le mouvement OTS lancé au début du mois de février 2022 a clairement énoncé, entre autres mesures à prendre, celles qui suivent :

- L'intégration et la prise en charge rapide des enseignants à la sortie des écoles de formation ;
- L'automatisation des avancements et autres actes de carrière ; ce qui aura pour avantage d'éviter l'empilement et la non-diligence dans le traitement des dossiers ; ceci dans le but d'engraisser les réseaux de corruption qui imposent parfois des pourcentages exorbitants aux enseignants qui souhaitent obtenir des effets financiers ;
- Le paiement de tous les arriérés de salaire, de primes (non-logement, enseignement et évaluation) dus actuellement aux fonctionnaires ; une dette qui se chiffre actuellement à près de 200 milliards, précisément 181 ;
- La mise à jour, la signature et l'application du statut particulier de l'enseignant qui depuis 22 ans traîne dans les tiroirs du gouvernement ; ceci au grand avantage des enseignants qui, en l'absence d'un encadrement juridique, se trouvent obligés de subir toutes sortes de misères ;
- La réhabilitation des enseignants suspendus dans les régions en crise, ainsi que l'octroi d'une prime de risque aux enseignants affectés dans les zones dangereuses ;
- L'octroi des primes psychologiques aux conseillers d'orientation ;
- L'intégration, la contractualisation des enseignants vacataires du primaire et du secondaire, etc.

6. Conclusion

L'étude est partie des échecs scolaires de plus en plus cuisants dans les sociétés camerounaises pour mener une réflexion sur les pratiques qui ont cours dans les établissements scolaires. C'est ainsi qu'il a été établi que bien que la qualité des activités didactiques et pédagogiques en général influence grandement les rendements scolaires, ces derniers pourraient davantage s'optimiser en accordant des soins et une attention particuliers au volet documentaire de la pédagogie. Car la

docimologie est cette discipline qui étudie les épreuves et les examens, ainsi que leurs déroulements de façon scientifique.

Et si l'enseignant tient donc à obtenir des résultats objectifs et non biaisés sur les sentences et les différentes orientations qu'il donne à la vie (scolaire, professionnelle, culturelle) il se doit de bien cerner les tours et les contours de cette science qui, du reste, s'est avérée suffisamment complexe, étant donné la multitude et le caractère obligatoire des paramètres qui gravitent autour de son objet d'étude.

Après analyse, il a été donné de constater que les conditions de vie et de travail dans lesquelles baignent les enseignants du Cameroun dans l'ensemble, ne les prédisposent pas à mettre en application avec succès, les principes de docimologie pourtant sine qua non dans la confection des tests de qualité qui traduisent les niveaux et les compétences réelles des apprenants, avant de les ranger les uns par rapport aux autres ou par rapport à un seuil de réussite ou d'échec donné.

Par conséquent, il devient impossible pour l'enseignant de participer convenablement à la progression de l'apprenant en consolidant ses méthodes d'enseignement ou en les réorientant au profit des apprenants. En un mot, tant que les pouvoirs politiques ne sortiront pas l'enseignant camerounais de l'état de précarité dans lequel ils l'ont confiné depuis, tant que la base de la pyramide de Maslow continuera d'être le niveau de correspondance de l'enseignant camerounais et que son autorité devant les élèves demeurera bafouée ; la qualité des examens continuera de laisser à désirer, les échecs aux examens iront crescendo. Et pour sauver la face, les Instructions Officielles continueront de promouvoir la « promotion collective », de donner les « consignes de délibération » aux examens certificatifs et concours pour qu'elles dérogent aux standards pré-établis et fassent réussir des candidats non méritants.

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FACTOR STRUCTURE OF TEACHER SELF-ASSESSMENT INSTRUMENT (SITE II)*

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Abstract

The purpose of the current study was to test psychometric characteristics of the Self-assessment Instrument for Teacher Evaluation - SITE II (Akram & Zepeda, 2015), namely, to determine the factor structure of the instrument which would enable us to conduct a research of the teacher self-evaluation. The study sampled 310 teachers of upper-primary subjects and elementary school grade teachers from 16 primary, mixed-sex public schools in Serbia. The researchers have applied exploratory factor analysis and extracted variables and determined four factors which correlate moderately and positively, with satisfactory reliability of all four sub-scales. The factors are Subject Matter Knowledge, Instructional Planning and Strategies, Learning Environment and Effective Communication, Assessment. The conclusion is that the SITE II scales in our sample, can in fact be used in its modified version of 26 items and a four-factor structure of the instrument.

Key words: Evaluation; Factor structure; Psychometric characteristics; Self-assessment; Teachers.

1. Introduction

The 21st century brings many invasive and intensive changes in the field of science, technology, education and health systems. For this reason, the skills that the workforce must possess need to change as well, in order for it to remain viable on the market. These changes have reflected also on education systems, including their direct and indirect elements. The demand that is imposed before the teachers of the 21st century is to empower future generations for progress and growth in an environment which is under the influence of intense, profound changes, where the teachers have to be prepared and capable of battling the challenges that learning, education and schools face (Donaldson, 2010).

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Given that the 21st century is often seen as the era of life-long learning and improvement, so it is evident that we should turn our attention towards professional development and growth of the teachers. Earlier researches confirm that staff development programs are most successful when they stem from direct needs of the teachers for whom they are intended (Sergiovanni & Starratt, 1983; Wood, McQuarrie & Thompson, 1982 as cited by Iwanicki & McEachern, 1984; Blaško, 2013) where the process of defining the teacher's needs is majorly contributed by self-assessment technique. It is an opportunity for teachers to assess their performance honestly and critically, to assess and recognize their own strengths and weaknesses and recognize the areas of possible improvement (Iwanicki & McEachern, 1984).

According to the definition given by Klenowski, self-assessment is assessment of the value of one's performance and identifying strengths and weaknesses with the aim of improving learning goals (for both teachers and students) (Klenowski, 1995). Self-assessment is based on the humanistic school paradigm, on the approach of self-directed studies. Humanistic school feels that emotional factors, personal growth and belief in the basic human values are unduly overlooked in an overly materialistic and mechanistic society and insists on the much-needed changes accordingly (Akram & Zepeda, 2015).

1.1. Problem of Research

Numerous researches verify the significance of teacher self-assessment for professional development of the teachers and improvement of the education systems (Stronge, 2010; Ngoma, 2011; Akram & Zepeda, 2015). The importance of self-assessment is evident not only in detecting one's own professional and practical needs, but also in assessing the efficiency in practice. "Effective teachers are expected to demonstrate competence in subject matter, perform high levels of teaching skills, meet the accountability standards, share professional knowledge with their colleagues, care deeply about students and their success, and hold distinctive qualities that characterize their effectiveness" (Akram & Zepeda, 2015, p. 134). The finds of contemporary research account for the need of the scientists to deal with the identification of teacher efficiency (Ingvarson, 2002; Korthagen, 2004; Gallagher, 2004; Kimball *et. al.*, 2004). Along with the need came the inclination of the scientific community to design an instrument best suited for teacher self-assessment stemming from the national framework of standards for teachers (Blaško, 2013; Akram & Zepeda, 2015).

The analysis of the available sources has not recorded that the SITE II scale was later validated or translated into other languages. Having in mind that so far studies of this type and topic have not been conducted in Serbia, it would be important to assess the psychometric characteristics of the Self-assessment Instrument for Teacher Evaluation (SITE II) instrument in our environment and with a wider sample which is also the purpose of this study. This paper shows psychometric characteristics of the instrument as well as factor structure, which are then used for further recommendations in accordance with the obtained results.

1.2. Research Focus

In terms of components of teacher self-assessment which are most found in research, there are several models. Authors Akram and Zepeda (2015) analyze the following factors within the teacher self-assessment: subject matter knowledge, instructional planning and strategies, assessment, learning environment, effective communication. Within the study which was conducted under the patronage of National Council of Educational Research New Delhi (2019) Teacher's Self-assessment Rubrics (TSAR) was used, which contains factors such as designing learning experiences, knowledge and understanding of the subject matter, strategies for facilitating learning, interpersonal relationship, professional development and school development.

Authors Ross and Bruce believe that self-assessment model integrates the following three processes which can be studied: self-observations, self-judgements and self-reactions (Ross and Bruce, 2007). Authors Iwanicki and McEachern highlight the significance of the types of information which can be obtained during the teacher self-assessment process and can be studied for this purpose: the open self, the secret self, the blind self, the undiscovered self (Iwanicki & McEachern, 1984).

Research which focus on the self-assessment of teachers are mostly related to students' perception of teachers and feedback (Montgomery & Baker, 2007; Hašková, Lukáčová & Noga, 2019), or it is conducted with the purpose of identifying staff development needs alongside the external evaluation of teachers (Iwanicki & McEachern, 1984; Peterson, 2000; Ross & Bruce, 2007; Stronge, 2010; Akram & Zepeda, 2015; Department of Teacher Education, 2019). Assuming that the teacher would rather monitor and improve their own behaviour starting with their own goals, expectations and outcomes, while relying on their own resources, abilities and assessment, authors Akram and Zepeda created Self-assessment Instrument for Teacher Evaluation (SITE II). This instrument relies completely on teachers' self-assessment and is contextually in agreement with the Standards of competencies for teachers and their professional development in our environment (Rulebook on the standards of competencies for the profession of teacher and their professional development, 2011). The inspiration for development of the scale was found in Stronge's construct of the indicators of high-quality performance and effective teachers (Stronge, 2010).

SITE was previously developed by National Professional Standards for Teachers in Pakistan, for the needs of the Ministry of Federal Education and Professional Training of Pakistan and UNESCO with the aim of evaluating teachers according to international standards (Akram & Zepeda, 2015; Dowpiset & Eamoraphan, 2018). SITE initially included six factors of Teacher self-assessment (Akram, 2012). However, due to low reliability of the subscales ($\alpha = .60$ i $\alpha = .7$) and a relatively small sample ($N=155$), the authors decided to exclude professional development indicator and rename the instrument to SITE II (Akram & Zepeda, 2015).

SITE II instrument includes five factors: *subject matter knowledge* – it refers to the teacher's knowledge of the subject itself as well as the nature of the curriculum, principles and methods of work which are deemed the most appropriate choice for

the learning process and students' progress; *instructional plan and strategies* – this refers to the ways teachers plan and program the educational contents, the choice of teaching materials, use of available technologies and other resources and ways of including students in the learning process *assessment* – this provides diagnostic information which refer to students' readiness and motivation to learn, as well as formative and summative information which are key for keeping track of the students' progress; *learning environment* – refers to the educational climate of the environment which directly affects the education process and level of motivation of all participants in the education process; *communication* – it testifies to ability of using the appropriate language in teaching in relation to the students' abilities as well as colleagues and parents (Sanders, 2000; Stronge, 2013; Akram & Zepeda, 2015; Dowsipset & Eamoraphan, 2018; Stronge, 2018).

SITE II scale is devised as a Likert type scale made up of 31 items and five factors. Following the validation of the instruments, the Authors reduced the scale to 28 items. The study which Akram and Zepeda conducted in 2014 sampled 279 (160 male and 119 female) teachers of English and mathematics boys' and girls' high schools in district Okara in Pakistan. The Cronbach alpha for the entire instrument is .94 while the reliability of the subscales was also satisfactory (subject matter knowledge $\alpha=.89$; instructional planning and strategies $\alpha=.86$; assessment $\alpha=.83$; learning environment $\alpha=.75$; effective communication $\alpha=.73$).

2. Methodology of Research

2.1. Sample of Research

The sample for the research was comprised of 310 respondents, 80% of whom are females and 20% are males. The average age of the respondents is 43.26 years (SD=9.13) (table 1). They were primary school teachers of elementary school subject and elementary school teachers of young learners from 16 primary, mixed-sex public schools on the territory of Novi Sad. The sample is convenient, 16 out of a total of 22 schools in the territory of Novi Sad were included in the research. The data was collected from January to September 2020 during the COVID-19 pandemics which additionally impeded the research process.

Although the research was not conducted by random sampling, demographic characteristics of the subjects are comparable and diverse when regarded in relation to the total population of Serbian teachers (Statistical Office of the Republic of Serbia, 2014).

The used techniques were survey and scaling, the respondents were given instructions and the purpose of the research was explained. They filled out the questionnaire in written form, anonymously and on voluntary basis. After the questionnaires were completed, data was prepared for statistical analysis.

Table 1. Descriptive characteristics of the sample (n=310)

Subjects' gender	
Female subjects	248 (80%)
Male respondents	62 (20%)
Subjects' age (Mean \pm SD)	43.26 \pm 9.13
Years of teaching experience	
1-5 years of teaching experience	53 (17.1%)
5-15 years of teaching experience	85 (27.4%)
15-25 years of teaching experience	108 (34.8%)
Over 25 years of teaching experience	64 (20.6%)
Level of qualifications	
Undergraduate studies	192 (61.9%)
Master studies	110 (35.5%)
Specialist studies	4 (1.3%)
Doctoral studies	4 (1.3%)
Subject field	
Lower grade teachers	102 (32.9%)
Humanities	101 (32.6%)
Sciences	59 (19%)
Art and sport	31 (10%)
Practical subjects	17 (5.5%)

2.2. Instrument and Procedures

The data gathered in the first part of the instrument referred to personal characteristics of the respondents while the second part contained Self-assessment Instrument for Teacher Evaluation (SITE II) (Akram & Zepeda, 2015). Initially, the SITE scale contained six factors and 31 items. Due to the low reliability of the subscales (Cronbach alpha was between .60 and .70), the scale was revised and reduced to 28 items and a five-factor solution (Akram & Zepeda, 2015). The authors identify the following factors: Subject Matter Knowledge (“I demonstrate accurate knowledge of my subject matter”); Instructional Planning and Strategies (“I use strategies to enhance students’ understanding”); Assessment (“I conduct class tests to monitor student performance”); Learning environment (“I create friendly and supportive classroom environment”); Effective Communication (“I use correct vocabulary and grammar in speaking & writing”).

Following the validation, Akram and Zepeda (2015) established that the statements were proven non-discriminatory after the validation, hence the researchers have opted for using the revised version of the instrument. Primary school teachers were asked to assess the level of agreement with the statements in the five-point Likert scale, where 1 denotes “never” and 5 denotes “always”. Examples of the items evaluated are: “I maintain students’ results and use future improvement” and “I understand individual differences of students and teach

accordingly". The reliability was measured in the subscales by Cronbach's alpha coefficient which spans from .743 to .899. SITE II scale exhibited high level of reliability and validity in initial research (Akram & Zepeda, 2015).

2.3. Data Analysis

Latent structure of the questionnaire was discovered through exploratory factor analysis, by using principal component model and Promax factor rotation and SPSS 19 software package. The items with communality of over .30 were not included in the further analysis as well as those which have cross loadings with two or more factors. To conduct the parallel analysis the researchers used the Factor software (Factor 10.9.02) devised by Lorenzo-Seva and Fernando (2006).

3. Results of Research

3.1. Initial check of the questionnaire solution

Using Horn's parallel analysis (Lorenzo-Seva & Fernando, 2006) 4 factors were extracted (table 2). The procedure which is based on the hypothesis that only those factors or components whose eigenvalues are larger in relation to eigenvalues obtained by random data with analogue characteristics is called parallel analysis. It is a procedure which considers the variability which represents the result of the specificity of the sampling and can be interpreted as a modification of Kaiser-Guttman's rule, given the fact that it allows for the opportunity for eliminating those dimensions whose variance is not higher than the one expected of random data. (Subotić, 2013).

Table 2. Extraction of the number of factors

Factor No.	Eigenvalue	Variance percentage	Cumulative variance %	AS random eigenvalues	Decision
1.	10.595	37.839	37.839	1.599	Accept
2.	2.317	8.274	46.113	1.512	Accept
3.	1.771	6.324	52.437	1.445	Accept
4.	1.263	4.512	56.949	1.188	Accept
5.	1.072	3.828	60.776	1.138	Reject
6.	0.920	3.287	64.064		
7.	0.815	2.910	66.974		

Kaiser-Meyer-Olkin test is satisfactory (KMO=.934). Bartlett test of sphericity reached significance at the level $p < .001$ ($p = .000$) and indicates that the matrix is acceptable for factorization (table 2). We obtained a four-factor solution which explains 56.95% of the questionnaire variance, and communalities vary from .334 to .732. According to the component matrix it is evident that there are cross-loadings on items 3 (.392 i .630), 7 (.333 i .461) i 8 (.347 i .363). After eliminating the third item ("I demonstrate a variety of skills of my subject area(s)") and the eighth

item (“I base instruction on goals that reflect high expectations”), a four-factor structure was obtained. The percentage of explanation of variance is 58.17% and communalities range between .430 and .743 (table 3).

Table 3. Component matrix

		Factor			
		1	2	3	4
25	I encourage students to interact respectfully	.905			
23	I create friendly and supportive classroom environment	.892			
28	I respond to students' questions in appropriate language	.813			
27	I explain lessons according to the age and ability of students	.778			
21	I create a climate of mutual trust and respect in classroom	.769			
26	I use correct vocabulary and grammar in speaking & writing	.721			
24	I ensure students' participation in the learning process	.702			
22	I maintain a classroom setting that minimizes disruption	.646			
18	I maintain students' results and use future improvement		.859		
16	I conduct class tests to monitor student performance	.816			
15	I use student learning data to guide planning	.766			
20	I keep official record of students' learning progress	.764			
14	I teach the required curriculum according to time-table	.630			
19	I revise content to enhance students' achievement	.600			
17	I evaluate students' performance and provide feedback	.486			
10	I change teaching methodology to make topics relevant		.855		
12	I use appropriate material, technology, and resources		.842		
5	I use school and community resources to help students		.752		
9	I use strategies to enhance students' understanding		.728		
6	I teach according to the intellectual, emotional needs of the students		.530		
11	I understand individual differences of students and teach accordingly		.511		
13	I engage, motivate, and maintain students' attention		.433		
1	I demonstrate accurate knowledge of my subject matter			.848	
2	I link content with past and future learning experiences			.660	
7	I effectively address appropriate curriculum standards			.597	
4	I communicate content in ways that students can understand			.415	

Based on the content of the first factor which includes items 25, 23, 28, 27, 21, 26, 24 and 22 (Table 3), we can name it Learning Environment and Effective

Communication. This factor includes motivational learning environment, interaction and effective communication between teachers and students.

Research shows that positive climate in the classroom (learning environment) enhances the students' achievements (Akram & Zepeda, 2015; Stronge, 2010; Wang, Wang, Wang, & Huang, 2006). Teacher efficiency is also evident in their communication skills. Efficient teachers are more productive in their communication with students and are able to adapt their language and to listen actively (Stronge & Tucker, 2003). The second factor was named Assessment and it includes the following items: 18, 16, 15, 20, 14, 19 and 17 (Table 3). This factor includes the process of assessment of the students' current achievement, where the teacher collects and analyses formative and summative information regarding students' progress (Sanders, 2000). The third factor includes items 10, 12, 5, 9, 6, 11, 13 (Table 3). This factor was named Instructional Planning and Strategies and it refers to teacher's knowledge of the different teaching strategies and techniques with the aim of maximizing student learning (Tomlinson, 1999; Stronge, 2010). The fourth factor was named Subject Matter Knowledge, and it is made up of items 1, 2, 7, 4 (Table 3). It includes the teacher's knowledge and usage of the subject matter, which refers to the quantity, organization of matter and teaching skills of the teacher (Akram & Zepeda, 2015; Stronge, 2010).

Based on the correlation matrix (Table 4), we can deduce that the factors correlate moderately and positively.

Table 4. Component Correlation Matrix

Component	1	2	3	4
1	1			
2	.513	1		
3	.539	.535	1	
4	.537	.425	.430	1

3.2. Reliability of the questionnaire

Subscale of the first factor includes 8 items, and Cronbach's alpha for the first subscale (Learning Environment and Effective Communication) is .899. After the analysis of the item, we can conclude that the reliability of the first factor would not be affected by eliminating any of the items (Table 5).

Table 5. Item analysis of the subscale of the first factor

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
21	32.7097	8.744	.685	.886
25	32.6387	8.821	.732	.883
23	32.7032	8.229	.803	.875
28	32.6032	8.881	.719	.884
27	32.6710	8.558	.715	.884

26	32.6419	8.943	.616	.892
24	32.7968	8.434	.670	.888
22	32.9000	8.382	.596	.898

The second factor (Assessment) contains seven items and Cronbach alpha for this factor is .862. Item analysis of the second factor shows that the reliability of the second factor would not be affected by eliminating any of the items (Table 6).

Table 6. Item analysis of the subscale of the second factor

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
18	25.8613	10.903	.728	.828
16	25.8581	11.313	.730	.829
15	26.1581	11.091	.684	.834
20	25.9452	11.353	.643	.840
14	26.0871	12.326	.467	.864
19	26.1452	11.516	.583	.850
17	25.6677	12.333	.600	.847

The third subscale (Instruction of Planning and Strategies) includes seven items and its reliability is .842. Item analysis of the third factor proved that the reliability would not be affected by eliminating any of the items. (Table 7).

Table 7. Item analysis of the subscale of the third factor

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
10	25.6968	8.697	.682	.808
12	25.7645	8.569	.624	.817
5	25.7903	8.904	.522	.834
9	25.6968	8.756	.652	.812
6	25.6065	9.294	.581	.824
11	25.5613	9.076	.554	.827
13	25.5742	9.171	.582	.823

Cronbach's alpha for the fourth subscale is .743 and it includes four items.

Based on Table 8 we can devise that some changes would occur by removing the seventh item. However, those changes would not significantly influence the reliability of the subscale apart from reducing the number of items, for which we found no theoretical ground. Hence, we decided to keep the item in the given factor.

Table 8. Item analysis of the subscale of the fourth factor

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1	13.4000	2.027	.537	.685
2	13.3806	1.991	.619	.639
4	13.4194	2.050	.571	.666
7	13.6065	2.142	.433	.745

Based on the Cronbach's alpha we obtained for all subscales, namely the indicator of internal consistency, we can determine that we can use all four factors which relate to teacher self-assessment scale as reliable measure.

4. Discussion and conclusion

The purpose of the present study was to examine the psychometric characteristics of the SITE II instrument, namely, to determine its factor structure with the goal of using it in Serbia.

The composite structure of the instrument is made up of 28 items, which the authors grouped into five factors (Akram & Zepeda, 2015). By the means of Horn's parallel analysis, we extracted four factors (Learning Environment and Effective Communication; Assessment; Instructional Planning and Strategies and Subject Matter Knowledge), and the four-factor solution was explained with 56.95% variance of the questionnaire with communality ranging from .334 to .732. Due to high cross-loadings, two items were eliminated, which reduced the instrument to 26 items with pure four-factor structure and the percentage of explanation of the variance of the questionnaire of 58.17% and communalities ranging from .430 to .743. The four factors that were obtained mutually correlate moderately and positively, and the reliability of all four subscales was found high.

Having in mind that the data the researchers obtained through the self-assessment of the teachers give a unique insight in their instruction practice, as well as their personal perspective, which cannot be done by any other means (Berk, 2005) it is evident that there is a need for conduction more studies which deal with the topic. This is the source of the need for finding and validating the most adequate instrument for teacher self-assessment with the aim of self-evaluation.

Teacher self-assessment entails continual process of analysis, guiding, modifying and planning of instruction practice, as well as personal contribution of the teachers to the school culture. Self-assessment also includes constant self-examining: What have I done well? What am I satisfied or dissatisfied with? What are the ways

can I contribute to improving my own practice or practice of the school as a whole? How can I improve environment for the students and communication with them? What meaning do the grades that students get have for me? How can I improve the learning process by using various teaching strategies and techniques? What is the level of subject matter knowledge, and what are my teaching skills like? Examining the psychometric characteristics of this instrument had the goal of validating the questionnaire which would be used in research aimed at providing teachers with answers to the questions asked, but also giving them a base for developing and improving their competencies and the education system in Serbia as a whole.

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LA RÉFLEXIVITÉ, UNE COMPÉTENCE TRANSVERSALE AU COEUR DE L'ENSEIGNEMENT DES SOFT SKILLS DANS LA FORMATION INITIALE DES ENSEIGNANTS AU MAROC*

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Résumé

Actuellement, au Maroc, la formation des enseignants (initiale ou continue) est l'une des préoccupations majeures des acteurs du milieu éducatif. Ces dernières années, de nombreux efforts ont été fournis pour mettre en place des mécanismes visant l'amélioration de la qualité des formations et des curricula. Ainsi, l'enseignement des Soft Skills est devenu fondamental dans la formation académique et professionnelle. Ces compétences transversales assurent une adéquation efficace et efficiente entre les besoins de la profession et la pratique des futurs enseignants.

En effet, dans un monde changeant, l'enseignant est amené à déployer non seulement des compétences techniques, mais aussi des compétences émotionnelles, relationnelles et interactives pour s'adapter, évoluer et innover dans le milieu professionnel. Pour ce faire, il est censé acquérir une démarche réflexive qui lui permettra de prendre du recul sur ses actions professionnelles pour détecter les problèmes, les structurer et y remédier, d'où la nécessité de privilégier la réflexivité comme compétence transversale indispensable à la mise en œuvre d'autres soft skills.

C'est pourquoi, en formation initiale des enseignants, avant d'immerger le futur enseignant dans ce processus réflexif en didactique ou dans l'analyse des pratiques pédagogiques afin de l'aider à questionner sa pratique enseignante, il doit être initié à ce concept cognitif et pragmatique clé en le plaçant au cœur de l'enseignement des soft skills.

Mots-clés : Enseignant ; Formation ; Réflexivité ; Soft skills.

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REFLEXIVITY, A TRANSVERSAL COMPETENCE AT THE HEART OF THE TEACHING OF SOFT SKILLS IN INITIAL TEACHER TRAINING IN MOROCCO

Abstract

Currently, in Morocco, teacher training (initial or continuous) is one of the major concerns of the actors of the educational environment. In recent years, many efforts have been made to set up mechanisms to improve the quality of training and curricula. Thus, the teaching of soft skills has become fundamental in academic and professional training. These transversal competencies ensure an effective and efficient match between the needs of the profession and the practice of future teachers.

Indeed, in a changing world, the teacher is required to deploy not only technical skills, but also emotional, relational and interactive skills to adapt, evolve and innovate in the professional environment. To do this, they must acquire a reflective process that will enable them to step back from their professional actions in order to detect problems, structure them and remedy them, hence the need to emphasize reflexivity as a cross-cutting skill that is essential for the implementation of other soft skills.

This is why, in initial teacher training, before immersing the future teacher in this reflective process in didactics or in the analysis of pedagogical practices in order to question his or her teaching practice, he or she must be introduced to this key cognitive and pragmatic concept by putting it at the heart of the teaching of soft skills.

Key words: *Teacher; Training; Reflexivity; Soft Skills.*

1. Introduction

Les Soft Skills sont une notion qui a trouvé sa place dans l'enseignement académique au Maroc. Des formules d'origine anglo-saxonne qui sont propres au monde professionnel. Une sorte de remédiation aux transformations révolutionnaires que connaît le monde. Effectivement, l'environnement où nous vivons est changeant, volatile et ambigu, incertain et complexe (Bouret, Hoarau, Mauléon, 2018).

L'individu se trouve contraint à suivre la cadence effrénée de ce changement, à reconsidérer son mode de fonctionnement, à perfectionner ses compétences et à ajuster ses postures pour survivre à une éventuelle obsolescence professionnelle. Cette dernière peut être au profit du praticien si elle est :

« Consciente et maîtrisée, cette obsolescence offre des perspectives, à savoir d'une part, l'enrichissement de son bagage professionnel. Et d'une part, il facilite une pluralité de l'activité tout au long d'une carrière. Encore faut-il prendre le temps de lever la tête du guidon pour observer et comprendre les changements. Une caractéristique fondamentale : la curiosité » (idem, p. 12).

Les Soft Skills sont « une conséquence de ces nouvelles caractéristiques du monde. Il est donc impératif de réfléchir aux compétences humaines à développer pour agir dans un contexte d'incertitude et de complexité » (*ibidem*, p. 16). Ce sont des pratiques innovantes susceptibles d'aider l'homme à savoir comprendre pour

agir. Une sorte de constante mise à jour de la pensée et de la réflexion humaine sur son activité pour faire face à une obsolescence accélérée et à trouver les réponses requises aux nombreux questionnements qui l'empêchent de manœuvrer.

Ce besoin permanent à opérer une rétroaction à l'activité humaine montre que le recours à un processus réflexif est primordial dans la mise en œuvre des Soft Skills. De surcroît, un professionnel épanoui est celui qui détient les mécanismes réflexifs qui lui permettent de détecter ses dysfonctionnements professionnels dans une situation donnée et repérer la ou les compétence(s) à déployer pour y remédier.

Alors, quels sont les apports de l'intégration des Soft skills dans la formation aux métiers de l'enseignement ? En quoi la formation à la réflexivité est-elle importante dans l'enseignement des compétences transversales ? Comment un enseignant doit-il appréhender ce processus réflexif pendant sa formation initiale ?

L'intérêt majeur de notre recherche est de démontrer l'exigence actuelle de placer l'enseignement de la réflexivité au cœur de l'enseignement des Soft Skills notamment dans la formation aux métiers de l'enseignement. C'est dans cette perspective que nous allons nous focaliser dans cette recherche théorique, dans un premier temps, sur l'importance de l'intégration de la notion de Soft Skills dans le domaine de la formation enseignante, sa définition et ses apports.

Dans un second temps, nous mettrons l'accent sur la réflexivité en tant que compétence transversale consciente et intentionnelle au service de toutes les autres compétences cognitives et émotionnelles.

2. L'urgence des Soft Skills dans la formation aux métiers de l'enseignement

Comme nous l'avons mentionné plus haut, les Soft Skills sont une notion fraîchement introduite dans le marché de l'emploi au Maroc. D'ailleurs, nous ne leur trouvons pas encore une définition universelle. Elles sont désignées de différentes appellations : compétences douces, savoirs comportementaux, qualités relationnelles.

Ce que nous pouvons confirmer c'est qu'il s'agit bien de compétences transversales exploitables dans tous les secteurs de la vie active. Ceci dit qu'elles ne sont pas propres à un métier particulier. Ce sont donc des aptitudes et des postures comportementales, cognitives et relationnelles qui viennent renforcer les Hard Skills dans un rapport de complémentarité.

Les experts reconnaissent que le monde professionnel ne peut plus se passer de cette combinaison performante. Certes, les critères de recrutement mettent toujours plus l'accent sur les Hard Skills, or les compétences transversales commencent à envahir les formations initiales et continues et elles sont devenues même indispensables pour former des cadres agiles et performants.

Perrenoud précise que :

Les compétences professionnelles exigent beaucoup plus que des savoirs (...), les compétences englobent les savoirs, mais ne s'y enferment pas ! Au contraire des connaissances qui sont des représentations organisées de la réalité ou de la façon de la transformer, les compétences sont des capacités d'action. Manifester ses compétences professionnelles, c'est de façon générale, face à une situation

complexe, être capable (...) en cours ou à l'issue de l'action, de tirer certains enseignements pour une autre fois. » (Perrenoud, dans Guillaumin, 2009, p. 88).

Le processus de construction d'une compétence passe nécessairement et inéluctablement par un processus réflexif qui ne nécessite pas l'immédiateté, mais qui exige une analyse rétroactive, structurante et régulatrice. C'est un retour sur son activité dans un processus de distanciation pour réguler son agir professionnel. La réflexivité est donc au cœur de l'acquisition de toutes les compétences de la professionnalisation, ce que Schon appelle les compétences pratiques de l'agir professionnel (1994). « Cette réflexivité doit être conçue comme une compétence. En tant que compétence, c'est l'aptitude à reconsidérer, repenser, reconstruire mentalement ses expériences et ses actions d'une manière réfléchie et plus au moins systématique. » (*idem*, 2009, p. 93).

Il s'agit bien d'une aptitude que tout être humain possède dans tous les stades de sa vie. Piaget parle de « l'abstraction réfléchissante » qui est une activité cognitive systématique du sujet, qui n'est pas souvent accompagnée d'une prise de conscience.

3. Les apports majeurs des Soft skills

Les apports personnels et professionnels des Soft Skills sont multiples. Dans le cadre de notre recherche nous allons nous focaliser sur trois apports majeurs à savoir La différenciation, l'utilité et la singularité et qui sont compatibles et complémentaires. Le premier apport qui rend l'acquisition des compétences transversales indispensables est cette capacité à se différencier dans un monde marqué par le mimétisme et où l'intelligence artificielle commence à prendre le dessus sur la performance humaine. C'est en déployant par exemple sa créativité, sa persévérance, sa prévoyance ou sa perspicacité qu'un praticien peut se rendre indispensable au temps voulu en faisant appel à un bagage Soft Skills qui met en avant ses atouts professionnels et personnels.

D'ailleurs, c'est ce genre de stimulant/réponse dans la vie active qui met en exergue l'utilité de l'individu au sein du groupe, il s'agit de savoir se rendre utile « par un métier que vous et vous seul êtes en mesure d'exercer et dont les fonctions évoluent au fil du temps » (Bouret, Hoarau, Mauléon, 2018, p. 172).

La particularité des tâches accomplies par le praticien émane du capital d'expériences professionnelles éclairées par la complémentarité entre des compétences techniques et transversales. Il peut ainsi réussir à se différencier au sein de la diaspora de sa spécialité, à se rendre utile en incarnant également le statut du praticien singulier. La singularité est un concept complexe, polysémique et ambigu. Bourret et ses collaborateurs le définit comme :

« la capacité à créer de la nouveauté, que ce soit en termes de pensée, d'émotions de discours, de création, de comportement, d'expériences, et à fortiori, de résultats. Elle consiste notamment à ne pas répéter ce qui existe déjà, car tout ce qui se répète peut potentiellement être effectué par un robot ou un algorithme. La singularité consiste à créer son propre langage, à coder son avenir à partir du présent. » (Bouret, Hoarau, Mauléon, 2018).

Dans tous les domaines de la vie active, nous remarquons qu'il y a des individus qui ont réussi à laisser une trace dans la mémoire collective grâce à leur singularité. Des philosophes, des artistes, des auteurs conscients de leur potentiel se sont démarqués en transformant une activité ordinaire en un chef-d'œuvre par cette capacité réflexive. Les « personnes qui ont pris le temps de réfléchir sur leur expériences passent à un niveau différent, qui ouvre de nouvelles perspectives » (Chaubet, Kaddouri, Fischer, 2019, p. 4).

4. En quoi l'enseignement de la réflexivité comme Compétence transversale est-il important dans la formation des futurs enseignants ?

La réflexivité qui nous intéresse dans cette recherche relève des sciences de l'éducation. Il s'agit d'une tradition empruntée au modèle du praticien réflexif de Schon. Elle privilégie une réflexion sur et dans l'action dans la formation professionnelle. Les métiers de l'enseignement se différencient de certains métiers qui obéissent à une dynamique purement techniciste et itérative.

L'enseignant est toujours exposé à des situations-problèmes qui exigent de lui de manifester sa singularité et son habileté cognitive pour y répondre efficacement. Il doit déployer sa posture de caméléon pour s'adapter et par conséquent transformer toute situation tumultueuse. C'est pourquoi, il se doit d'acquérir les bons réflexes pour développer son agir professionnel. D'ailleurs ceci est possible lorsque l'enseignant est apte à exercer son métier en mettant en avant sa créativité et non pas une pratique enseignante ritualisée qui finit par devenir obsolète pour lui et pour ses élèves.

Il est vrai que la ritualisation est un processus didactique indispensable dans la vie scolaire, mais il devient néfaste pour les apprentissages lorsque l'enseignant tombe dans l'excès et s'il n'est pas accompagné d'une vive volonté d'actualiser, d'améliorer et d'innover son agir professionnel. C'est dans cette optique qu'un futur enseignant doit, avant tout s'imprégner d'une logique réflexive pendant sa formation initiale et par la suite approfondir ses connaissances et maîtriser le concept lorsqu'il commence à exercer.

Dans la formation académique aux métiers de l'enseignement dans le monde entier, les formateurs insistent dans leur enseignement sur le modèle du praticien réflexif (Schon, 1983) comme posture à calquer chez un enseignant. La problématique qui enflamme les formés c'est que le processus réflexif est abordé souvent par les formateurs sous une forme d'évocation ou de perception. La question épineuse qui se pose est comment passer de l'évocation, de la perception, à la pratique, autrement dit, comment devons-nous appréhender cette réflexivité pour la mise en place du modèle du praticien réflexif ?

Nous avons évoqué préalablement que la pratique réflexive n'est vraiment acquise qu'au début de la carrière. Elle est le fruit de plusieurs expériences accumulées dans une certaine continuité de l'activité et qui marque une lente mutation professionnelle. Le rôle de la formation initiale n'est pas seulement de livrer un arsenal de théories pédagogiques et didactiques, c'est aussi un moment de simulation professionnelle qui permet aux formés de découvrir quelques aspects

pratiques du métier qu'ils vont exercer. Nous jugeons nécessaire de former les enseignants stagiaires à la réflexivité comme compétence transversale lors de la formation initiale. Une formation qui vise à soutenir une démarche réflexive et qui prône les objectifs suivants :

- Développer la compétence réflexive inconsciente de manière à la rendre consciente et intentionnelle;
- Installer un processus de construction identitaire capable d'aider le futur enseignant à s'incorporer dans les gestes et les normes du métier tout en ayant la volonté d'agir dans et sur l'action.

Pour ce faire, il est nécessaire d'introduire la pratique réflexive auprès des futurs enseignants en tant qu'un processus conscient et de les initier aux composantes de la démarche réflexive.

4.1. La réflexivité, une pratique consciente

Selon une étude récente portant sur l'importance de la réflexivité comme un indicateur indispensable pour le développement de la pratique enseignante au Maroc (Daoudi, 2022), les résultats du questionnaire distribué par la chercheuse montrent que la majorité des enseignants ont déjà rencontré ce concept en formation initiale ou continue. Toutefois, les entretiens d'auto-confrontation dérivent sur un autre constat, « il existe parmi les répondants, des personnes qui possèdent cette posture réflexive, entre autres, une critique sur leur pratique enseignante, bien qu'elles n'en soient pas du tout informés » (Daoudi, 2022, p. 198).

Cette recherche exploratoire confirme que la pratique réflexive n'est pas à apprendre. Elle se manifeste intuitivement et chaque praticien la développe au fil des longues années d'expérience, mais d'une manière inconsciente. L'enseignement de la réflexivité comme compétence douce va permettre au futur enseignant de mieux structurer ce processus et de porter un regard critique dans et sur son action de manière consciente et avertie.

Selon Vygotski, « La réflexivité est une activité de la pensée - de la conscience » (Guillaumin, 2009, p. 9), autrement dit, le processus réflexif, pour ce psychologue et pédagogue russe, doit être avant tout un travail intentionnel, volontaire et calculé. Dans le même sens, Vanhulle (2016) attribue l'activité réflexive exclusivement au travail de la conscience dont l'objectif ultime est de permettre au praticien d'activer les mécanismes réflexifs en se basant sur une introspection intersubjective pour redresser ses pratiques.

Donc, toute formation doit être conçue de manière à mobiliser les futurs enseignants à être intentionnellement et consciemment réflexifs. De plus, ils doivent comprendre dès leur première année de formation que la réflexivité est l'un des piliers de la pratique enseignante et que l'enseignant « exerce son activité dans un marais, où les interrogations sont nombreuses. Pour rester efficace, il faut apprendre à converser avec les situations, les observer et les analyser, bref, réfléchir dans l'action et sur l'action de manière à structurer les problèmes et donc les solutions. » (Chaubet, Kaddouri, Fischer, 2019).

La pratique enseignante n'est pas linéaire, elle suppose une constante remise en question en quête de cohérence à établir entre les représentations initiales assimilées par les formés et les contraintes de l'expérience professionnelle. Ces contraintes représentent souvent un obstacle pour les enseignants novices dans le domaine et qu'ils ne sont censés dépasser que lorsqu'ils seront capables d'agir pour les transformer d'une manière consciente, car la pensée réflexive transforme une action impulsive en une action intelligente et réfléchie. Une réflexivité consciente est importante dans la mesure où le praticien doit réfléchir plus consciemment aux compétences à capitaliser et les investir rapidement et efficacement.

4.2. Les composantes de la démarche réflexive

À l'issue d'un ou des module(s) consacrés à l'enseignement de la réflexivité comme compétence transversale, le futur enseignant doit être imprégné de la démarche réflexive et être capable d'identifier et de mettre en œuvre ses composantes. Il est censé décrire une situation problème, la problématiser, l'analyser, construire une théorie de l'action comme forme de remédiation et finalement réinvestir cette théorie dans des situations similaires ultérieures (Figure 1).

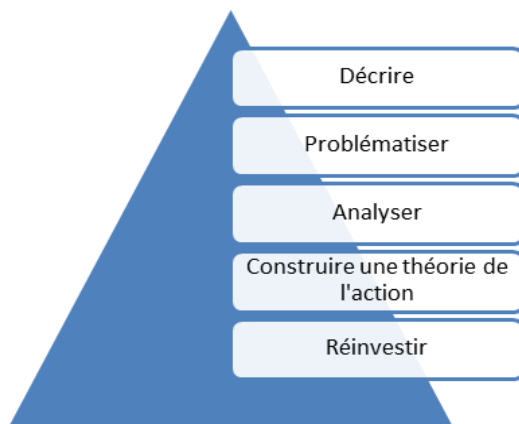


Figure 1. Les composantes de la démarche réflexive

La démarche réflexive s'ouvre sur une description objective des faits vécus et qui doit cerner les propos, les actes, les attitudes et le ressenti du praticien : un point de départ pour la problématisation, une étape qui consiste à voir la situation de l'extérieur pour mettre le doigt sur le problème à résoudre.

La problématique est un appui pour entamer une analyse constructive de la situation décrite. L'objectif ultime de l'analyse est de repérer les caractéristiques essentielles de la situation, la découper, l'organiser, identifier ses difficultés et finalement la modéliser – une opération cognitive qui fait appel aux savoirs académiques, aux repères personnels et à un outillage d'investigation, une théorie, un modèle, une grille d'analyse.

L'étape suivante sera celle de la construction d'une théorie de l'action. Elle s'appuie sur l'analyse et permet au praticien d'améliorer et de diversifier ses pratiques en la réinvestissant dans des situations similaires. Ce réinvestissement est le moment du passage à l'acte pour expérimenter les savoirs modélisés.

Une connaissance plus au moins approfondie de ce processus sera un facteur de développement personnel et individuel pour le formé. Ce sera également un privilège qui lui permettra de développer précocement une posture réflexive et de lui faciliter une prise de conscience de ses compétences et de ses capacités à construire de nouveaux savoirs dès les premières années de sa pratique. Une pratique qu'il devrait mener à bien en mettant en corrélation les acquis professionnels et les acquis de l'expérience et à identifier ses besoins en matière de formation continue et d'autoformation.

Nous évitons de parler d'une maîtrise effective de ce processus puisque, à ce stade de la formation, le futur enseignant n'a pas encore vécu une situation professionnelle réelle et les stages d'immersion sont jugés, dans la majorité des cas, artificiels. L'objectif de la formation initiale doit viser l'initiation à la démarche réflexive. Le formateur doit se focaliser sur les composantes de la démarche de manière générale. Il peut puiser des situations problèmes de la vie quotidienne ou du vécu étudiantin des futurs enseignants dans les applications ou les exemples qu'il leur propose.

5. Conclusion

Dans tout système éducatif, la formation enseignante doit être de rigueur pour assurer un enseignement de qualité. L'intégration des compétences transversales dans la formation des enseignants devrait donner un nouvel attrait à la pratique enseignante.

Pour une mise en œuvre efficace et efficiente de ces compétences transversales, la réflexivité doit occuper une place prépondérante dans le cursus de cette formation. Il s'agit d'une compétence motrice au service de toutes les autres compétences cognitives et émotionnelles. De ce fait, l'intérêt majeur de notre recherche est de démontrer l'exigence actuelle de placer l'enseignement de la réflexivité au cœur de l'enseignement des Soft Skills.

L'initiation à la pratique réflexive en tant que processus cognitif intentionnel et conscient est la voie incontournable pour le développement professionnel du praticien novice. La formation à la réflexivité est un tournant susceptible de favoriser une pratique enseignante réflexive et générer des enseignants prédisposés à mettre en œuvre une posture réflexive pour répondre aux exigences du métier.

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TRAINING THE CULTURE OF COMMUNICATION IN PRESCHOOLERS THROUGH LITERARY-ARTISTIC ACTIVITIES*

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Abstract

The huge volume of information available to humanity today and the alert pace at which it increases put acutely in front of preschool institutions the task of forming capacities so that education, children and young people, become capable of self-information and permanent self-training. Preschool institutions can no longer provide all the knowledge necessary for the child to integrate socially once and for all in a community. He must be prepared to adapt quickly and efficiently to the dynamics of society and culture.

The entire process of organizing and carrying out children's activities is regulated by the educator through communication. Aiming to fix the desirable behaviors of the children and modify the undesirable ones, through pedagogical communication the educator aims, at the same time and especially, to train the communicative abilities of the children.

Key words: *Communication; Culture of communication; Literary and Artistic activity; Experiment; Preschoolers.*

1. Introduction

The need to communicate, transmit or learn from our fellow men ideas, information, feelings is a fundamental feature of man, becoming a vital necessity. Communication, as a whole, is a dynamic process, in a continuous transformation, even at the moment when this process is taking place. The communication process is the basis of all actions and connections between people, between institutions, between citizens and institutions, etc. We communicate, whether we want to or not, in different situations, when we speak or when we write, when we work or when we relax, we communicate through the gestures we make, through facial expressions, through body movements.

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The act of communication gives the educational process the value of a complex educational intervention, based on a specific didactic language, capable of producing cognitive, affective, attitudinal, actional changes in the child's personality structure. The use of communication at the level of didactic activity allows the achievement of various types of relevant objectives. The teaching staff teaches the children by communicating with them, and the children give feedback to the educator, through which he understands if his goal has been achieved and if the teaching approach needs to be adjusted.

2. Theoretical approaches regarding communication culture and literary and artistic activities in preschools

Starting from the fact that in communication there is a sender, a receiver and a message, there are a series of rules that ensure that the relationship between the three elements works: the sender is willing and ready to transmit the message; the receiver is willing and ready to receive it; the message is formulated in a code known by the two; the sender transmits the complete message; the receiver listens to the entire message and does not intervene during its exposure.

Șmailova interprets communication culture as a system of knowledge, norms, values and behavior patterns adopted in society and indicates the adaptive capabilities of communication culture that help the individual to act in accordance with the cultural standards of a significant social environment (Șmailova, 1999).

The culture of communication is the unit of the process of creating ethical values and the process of appropriating these values, that is, it fulfills an axiological function.

The culture of communication performs a regulatory function, identifying a system of certain personality traits, which are a certain regulator of social relations (Hadîrcă, Callo, Cazacu, 2017).

Communication culture is an integral part of communicative competence, because without it it is impossible to correctly understand the essence of communication. Currently, a person who has a high level of communication culture development is said to be a good good communicator, has a rich and expressive lexicon. Good communication requires a large volume of active vocabulary, the ability to understand and use words and phrases that are appropriate in this particular conversation, that best convey the content of the statements and the main idea of the speaker, helps to formulate everything logically. A person should know all the stylistic colors of a word, distinguish between its semantic nuances (Petrovskaya, 1989).

A high culture of communication and speech means the possibility to use correctly, accurately and expressively the transmission of one's thoughts through linguistic means, underlined the linguist Ciobanu (1988).

Fiske mentioned the communication, as a central dimension of our cultural life; without it, any kind of culture dies (Fiske, 2003). Culture is the universe created by man through his capacity for symbolic communication.

The main form of organizing learning in kindergarten with preschoolers is activity. This is fundamental in the kindergarten, with its help the preschoolers

develop their knowledge, skills, skills, abilities, achieving the objectives and then forming the children's skills according to the Curriculum.

The activity carried out in kindergarten, together with preschoolers, is important not to be linear. It should not aim exclusively at one goal, and the children should be pushed to achieve it. No goal can be achieved in a single activity. Also, the fact that the respective activity is centered on a single behavior does not facilitate or guarantee its achievement.

The activity must be rich, but not overwhelming, tasty, arouse interest and joy and, whenever possible, integrate elements (and therefore also objectives) from several fields.

The educator must organize each type of activity, formulate and follow the training objectives.

Activities characteristics:

- the activities are organized and led in detail by the educators, who establish the form and type of the activity, the venue and the material and human resources involved, the duration of the activity;
- the activities are mandatory and all the children of the group participate in them;
- the subject of the activities is common for all participants and is established by the educators through weekly planning;
- the number of common activities differs from one age group to another and is established in the Plan Curriculum (Ministry of National Education, 2019).

The duration of the activities differs according to age: at the 3-5 years level it is 15-30 minutes, and at the 5th level -6/7 years, duration is 30-35 minutes (Glava and Glava, 2002).

The integrated activities are distinguished by the following aspects: the approach to reality should be done through a global approach and the organization of knowledge should be done according to the new perspective, respectively the child's topic of interest; the boundaries between the categories and types of activities disappear and melt into a unitary scenario, within which the theme is left to be investigated with the means of different sciences (experiential fields); the focus is on group activities and on stimulating curiosity, encouraging experimentation and the search for information, on independence and autonomy in organizing learning situations, on the child's involvement in the evaluation process (Albulescu, Catalano, 2019).

The concern for treating the child as an individual, but also his growth by valuing the diverse world in which he lives, as well as the concern for his full development, represent ideas that transcend one field of development or another and are reflected in the way contemporaneity looks at early education and structures the programs quality addressed to children from birth to 6/7 years (Ionescu, 2010).

The educational approach to literature activities is carried out through specific activities to coordinate the act of engaging preschoolers in the artistic universe. Literary activity is predominantly attitudinal, although it includes actions of reflection/accumulation, because the educational act is equivalent to the process of forming fundamental attitudes, the reading of artistic works, being accompanied by instructive activities, is also defined as a universal educational activity (Pâslaru, 2010).

3. Research methodology

Researching the theoretical benchmarks of communication culture led us to make a series of observations, practical tests to establish the level of communication culture in preschoolers.

The pedagogical experiment took place in three interrelated basic stages: the finding experiment, the training experiment and the control experiment.

The pedagogical experiment was carried out during the years 2021-2022 in real educational conditions, by inserting the design and capitalization of some strategies, methods, techniques.

The purpose of the pedagogical experiment: determining the degree of expression, understanding of texts and poems, the correct use of expressions in the context of the culture of communication in preschoolers.

The objectives of the pedagogical experiment:

- choosing texts suitable for the age level of preschoolers;
- the experimental training of 4-5-year-old children in the culture of communication through literary-artistic texts;
- carrying out the proposed activities through various learning methods and techniques;
- ensuring the feedback of the texts/activities carried out;
- the systematization and analysis of the data of the pedagogical experiment in preschoolers regarding the culture of communication in the context of the literary-artistic activity.

4. Research results

The purpose of the observational experiment: to diagnose the initial level of formation of the culture of communication in preschoolers through literary and artistic texts in preschoolers.

Expected objectives:

- determining the level of knowledge about literary works;
- expressing literary preferences based on the texts heard;
- characterizing the ability to hear the message of the received literary work;
- expressing one's own attitude towards the literary work;
- exposure of reading impressions;
- measuring the influence of the work/works on the child's behavior.

8 samples were applied, determining the performance descriptors. In table 1, the performance descriptors regarding the elements of communication culture in preschoolers are indicated.

Table 1. Descriptors of performance in preschoolers

Performance descriptors/ language education	Level	
Communicative, answers coherently, correctly to questions, realizing the agreement between the subject and the predicate	ADVANCED	A
The ability to understand new words, expressions and render them in new contexts		
The ability to concentrate on listening to a text and its subsequent playback		
Chronological playback of a text heard or read		
Remember and logically render a poem/ stanzas using suggestive images		
Communicative, answers questions coherently, correctly, sometimes realizing the agreement between the subject and the predicate	DEVELOPING	D
The ability to understand new words, expressions and render them in new contexts with little hesitation or inaccuracy		
The ability to concentrate on listening to a text and its subsequent playback with little hesitation		
Partial chronological playback of a text heard or read		
Retains and logically reproduces a few stanzas with the help of the teacher		
He is not communicative, he does not answer questions coherently, correctly, he does not achieve agreement between the subject and the predicate	NEEDS SUPPORT	S
He does not have the ability to understand new words, expressions and cannot use them in new contexts		
He does not have the ability to concentrate when listening to a text and cannot play it back afterwards		
Random playback of a text heard or read, without going through a chronological order		
He cannot remember or render a stanza logically only if he is helped by teachers		

Preschoolers who answer questions correctly and coherently, who understand new words and expressions explained by educators, who pay attention to listening to the text, reproduce the events or actions in the text in chronological order, retain and logically reproduce a poem are located at the advanced level. Those who solve, answer, reproduce partial events, the actions of the text are at the developing level, and the preschoolers who are helped by the educators in all the requirements, the given tasks are at the required level of support. The changes made/applied to preschoolers are summarized in table 2, 3, 4, 5.

Table 2. Evidence of the discovery experiment

The activities carried out	Purpose	Reference objectives	Performance descriptors
The giant radish - the story of the educator	Developing the capacity for oral expression, understanding and correct use of the meanings of oral verbal structures;	- to convey simple messages by reacting to them; - to receive a text that is read or narrated to him, intuitively understanding its expressive and aesthetic characteristics; - to use drawings, symbols to convey the meaning.	Advanced: Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them. In development: Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. Needs support: Did not understand the text message; showed no interest; he did not express his opinion.
The goat with three goats - Ion Creangă - the story of the educator	Developing the child's ability to listen carefully to a text and focus on the action presented in the story;	-to participate in group activities, including game activities, both as a speaker and as an auditor; - listen carefully to a text, remembering its ideas.	Advanced: Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them. In development: Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. Needs support: Did not understand the text message; showed no interest; he did not express his opinion.

Table 3. Evidence of the discovery experiment

The activities carried out	Purpose	Reference objectives	Performance descriptors
The lame puppy- Elena Farago- memorization	Developing emotional intelligence by cultivating the ability to identify and recognize one's own emotions and those transmitted by those around;	-to listen carefully to a poem, demonstrating its comprehensibility; -to enrich their active and passive vocabulary, using grammatically correct oral language; -to receive a poem intuitively understanding its expressive and aesthetic characteristics.	<p>Advanced: understanding the ideational content of the poem; correct use of intonation; expressiveness, correct use of expressions; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters.</p> <p>In development: Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters.</p> <p>Needs support: Did not understand the text message; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.</p>
The bag with two money - Ion Creangă - the story of the educator	-Stimulating interest in literary creation; - Developing the ability to listen to the story and reproduce fragments with the help of images, respecting the logical order of events; -Educating and perfecting a grammatically correct expression;	-to participate in group activities, including game activities, both as a speaker and as an auditor; - to listen carefully to a text, to retain its ideas and to prove that he understood it.	<p>Advanced: Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them. Clearly organized, coherent ideas;</p> <p>In development: Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. Ideas with hesitation in expression, with a limited vocabulary and hesitant use of correct language.</p> <p>Needs support: vaguely organized ideas; monotonous vocabulary, he did not express his opinion.</p>

Table 4. Evidence of the discovery experiment

The activities carried out	Purpose	Reference objectives	Performance descriptors
From a good morning Otilia Cazimir - memorization	-The formation of the skill to recite expressively, to respect the grammatical and logical pauses marked by the meaning of the sentences or the rhythmic phrase;	- to participate in the group activity, both as a speaker and as an auditor; - to formulate the messages sent by the text; - to receive the text, intuitively exploiting its expressive and aesthetic characteristics.	Advanced: understanding the ideational content of the poem; correct use of intonation; correct use of expressions; correct pronunciation of the sounds of the language, arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters. In development: Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters. Needs support: Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.
The Raven and the Fox - Jean de la Fontaine - fable	-Developing the ability to receive the oral message; Stimulating children in the direction of an open, authentic, spontaneous emotional expression, discovering empathic skills;	- to notice the logical connection between the oral message; - to explain the global meaning of the message listened to, establishing links between the information received and the previously known; - to notice the changes in meaning of a word in different contexts.	Advanced: Imagination, observation and thinking in character description; understanding the ideational content of the work; expressive recitation respecting the intonation, pause, rhythm, argumentation of the characters' actions; own opinion about them, the moral of the poem. In development: Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. Needs support: Did not understand the text message; showed no interest; he did not express his opinion.

Table 5. Evidence of the discovery experiment

The activities carried out	Purpose	Reference objectives	Performance descriptors
Housewife by Otilia Cazimir - memorization (Fable)	-The formation of the habit of reciting poems respecting the intonation, the rhythm, the pause, in accordance with the message transmitted;	- to convey simple messages; -to enrich their active and passive vocabulary based on experience, personal activity or relationships with others and simultaneously; - to use grammatically correct oral language.	<p>Advanced: understanding the ideational content of the poem; correct use of intonation, expressions; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters.</p> <p>In development: Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters.</p> <p>Needs support: Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.</p>
Autumn- by Demosthenes Baptism- memorization (fable)	-The formation of skills to memorize and reproduce voluntarily and correctly, from a grammatical point of view, the text of the poem.	- to convey simple messages; - to enrich their active and passive vocabulary based on experience, personal activity or relationships with others.	<p>Advanced: understanding the ideational content of the poem; correct use of intonation respecting the intonation, pause, rhythm, timbre of the voice; correct use of expressions in different contexts; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters.</p> <p>In development: Partial knowledge of the work's message; highlighting the main characters; correctly uses some expressions from the poem, the absence of observation, of arguing the facts of the characters.</p> <p>Needs support: Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.</p>

5. Discussions and conclusions

Analyzing the 8 samples, we followed the aspects that refer to:

- knowledge about literary texts; the ability to understand the oral message of literary texts;
- the attitude and behavior of preschoolers towards the work and towards the behavior of the preschooler, the correct use of time verbal structures, the correct expression from a phonetic, lexical and grammatical point of view;
- describing the sequences of the text, memorizing the poem logically, with the help of its characteristic illustrations and symbols, reciting the poem expressively respecting the intonation, pause, rhythm, timbre of the voice in accordance with the transmitted message;
- acquiring new words and expressions, formulating simple sentences with them; correct answers to the questions asked, cultivating feelings of care and respect towards people/things/living things, understanding and morals of the text, stimulating open emotional expressions.

Within the stories, preschoolers at the advanced level have imagination, observation and thinking in the description of the characters; understand the ideational content of the work, argue the actions of the characters, have their own opinion about them; have clearly organized, coherent ideas, with balance between the three components – introduction-content-conclusion; style and vocabulary appropriate to the content; have clarity of statement; variety of vocabulary; proper syntax; paragraph construction emphasizes ideas; logical sequence of ideas. Some of the children partially know the message of the story, present ideas with hesitation in expression, with a limited vocabulary and hesitant use of the correct language, and children who need support have vaguely organized ideas, without highlighting the transition from one idea to another, with a vocabulary poor, does not use correct language, does not understand what the text conveys; do not express opinion.

In the presentation of the poems, the preschoolers at the advanced level understood the ideational content of the poem; they correctly used intonation, expressiveness, correctly used expressions, argued the facts of the characters, their personal opinion about them, presented the emotional states of the characters; those in development partially know the text's message, correctly use some expressions from the poem, highlight the main characters, partially argue the characters' actions. Preschoolers who need support did not understand the message of the text; they showed no interest; they didn't use any intonation, they didn't express their opinion, they don't show the character's emotional states. In the process of language cultivation, grammar occupies an important place. Although it is a science that operates with abstract notions, compatible, more with schoolchildren, in kindergarten it is learned through observations on language, through the selection of expression models and through exercises in the use of different linguistic structures, within the experiential field called "Education language". The science of language is studied not only to complete a side of general culture, but especially for the formative, instrumental, practical-social value of developing thinking and perfecting language, oral and written expression, verbal communication skills, because learning

of any science is not possible without the mastery of the verbal communication system. Preschoolers cannot express their opinion regarding the events/actions in the text; they are not very interested in reading, they lack creative, original ideas; they have an unargued position towards their own states; the lack of communication and logical thinking operations prevents the valorization of artistic language for the purpose of forming the culture of communication in relation to the literary text, they usually reproduce the story extracted from the literary text and do not claim to be produced as a valorizer; they do not distinguish the comprehensive substratum of the literary text, etc.

The respective conclusions lead to the need to capitalize on the strategic component of the Pedagogical Model for the formation of communication culture in preschoolers through literary and artistic activities, which is focused on overcoming the idea that reading the text is a simple procedure at the level of capitalizing the text in the educational process. Communication culture formation strategies can lead to a logical reorientation of the formative process by establishing formative bases starting with the reading and interpretation of the text by children, expressiveness and intonation, pronunciation and nuance of words, respect and clarity of presentation.

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THE KINDERGARTEN-FAMILY PARTNERSHIP VERSUS THE SOCIALIZATION OF PRESCHOOLERS IN AN EDUCATIONAL CONTEXT*

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Abstract

The involvement of parents in the educational activities of the kindergarden is ideal for a good development in the entire educational process and what better way to get involved than through a kindergarden-family educational partnership project, where the triad of teacher-parents-preschoolers work together for a preschool growth process. The physical presence of the parents in the activities of the preschooler in the group, their active involvement with the aim of developing the socialization of the modern preschooler, the awareness of the importance of the development of socialization from the preschool age are paramount among parents. The educator –parents relationship, through educational partnership is strengthened and the results are not long in coming.

Key words: *Preschool education; Kindergarden; Family; Partnership; Socialization.*

1. Introduction

Preschool is the period of the initial formation of the child's personality, the period of the appearance of the first relationships and attitudes that constitute a higher level of organization of the child's mental life. In preschool we will encounter a greater organization and stabilization of behaviors, a fact possible due to the essential changes that occur in the structure of mental activity.

The family occupies a central place in the multitude of determining factors of the individual's evolution. The child is particularly receptive to positive or negative

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influences exerted on him. The child must be socialized and shaped, and the foundation of his personality is achieved, to a large extent, within his family, which concentrates his first affective and social universe.

Kindergarten is the child's first life experience in society. This institution places it in a new framework through its dimensions and content. Here the child learns about activities and objects that stimulate his taste for investigation and action, challenges him to express himself and proposes, initially, engagement in group social relations. Adapting its methods to the particular forms of the child's mental life, the kindergarten tries to respond to the specific activity of each age and to identify the means and activities necessary for a complex development of the child's forces in order to mature them. Kindergarten-family partnership ensures the coherence of educational influences and all the factors that act on children is a major wish and must be realized.

2. Theoretical approaches regarding educational partnership and socialization of preschoolers

According to specialized literature, partnership is a form of association (interhuman, intergroup, interinstitutional) based on a system of relationships between people, groups of people, institutional structures, institutions or organizations characterized by: mutual trust; involvement, motivation and mutual support; collaboration and mutual support; assumption of mutual responsibilities with the aim of achieving certain common objectives in common actions (Bocoş *et al.*, 2011).

If we are to ask ourselves how a partnership is built, we can claim that the construction of a partnership is procedural; presupposes convergent knowledge, strategies, competences, skills; it implies a management that is based on availability to change, acceptance of differences, communication, collaboration, complementarity of contributions.

Analyzing the scientific positions (*idem*, 2011) regarding the classification of partnerships, we highlighted:

1) Inter-institutional partnership - where there is an association between partner institutions from an educational, social, artistic, political, economic point of view.

2) Educational/school partnership – where there is a mutual commitment, written or verbal, between educational/educational units or between educational/educational units and other persons or institutions.

Based on the subject of the proposed study, the approach of the researcher Bocoş, Todea, Marin and Pinteă (*ibidem*, 2011) regarding the classification of the educational partnership is of interest to us: Next, we will refer to the educational partnership, which can be of several types:

- ✓ Educational/school partnership where there is an association between several educational institutions or between educational/educational institutions or between educational institutions and other types of institutions, which can be local, county, inter-county, national or international.

- ✓ An interschool partnership - where there is an association between several school institutions. Interschool partnerships can be local, county, inter-county, national or international.
- ✓ Kindergarten/school partnership - community where the association is between school institutions and community institutions: churches, local authorities, economic agents, media institutions, cultural institutions, non-governmental organizations, etc.
- ✓ Kindergarten/school-family partnership where the association is between the school representatives and the members of the families of the preschoolers/students.
- ✓ Kindergarten/school partnership - family-community - where the association is between school institutions, family members of preschoolers/students and institutions and community members.

In accordance with the National Education Law no. 1/2011, updated in 2022, consolidated with subsequent amendments and additions, we can state that: in art. 79, paragraph (1), (2) and (3) the primary beneficiaries, secondary beneficiaries and tertiary beneficiaries of pre-university education are specified, namely: " (1) The primary beneficiaries of pre-university education are preschoolers, preschoolers and students; (2) The secondary beneficiaries of pre-university education are the families of preschoolers, preschoolers and students; (3) The local community and society in general are tertiary beneficiaries of pre-university education". Also, in art. 80 describes the fact that major decisions are taken by consulting the representatives of the primary, secondary, tertiary beneficiaries: "pre-university education is centered on the beneficiaries. All major decisions are taken by consulting the representatives of the primary beneficiaries, respectively the National Council of Students or other representative student associations, and through the mandatory consultation of the representatives of the secondary and tertiary beneficiaries, respectively the associative structures representative of the parents, the representatives of the business environment, local public administration authorities and civil society". Thus a partnership for skills, training and development is formed.

More specifically, where else is the kindergarten/school-family educational partnership provided for in the legislation? We can find the legal provisions of the *kindergarten/school-family educational partnership* in the National Education Law no. 1/2021, with subsequent amendments and additions, in the framework Regulation for the organization and operation of pre-university education units, with subsequent amendments and additions, Annex to Order of the Ministry of National Education, OMEN no. 5.447/31.08.2020 but also in the Student Statute, with subsequent amendments and additions, approved by Order of the Ministry of National Education and Scientific Research OMENCS no. 4742/10.08.2016, where the principles governing education are provided pre-university and higher, as well as lifelong learning in Romania: "Art. 3, point q) of the National Education Law "principle of parents' participation and responsibility"; Art. 3, letter t) "principle of basing decisions on dialogue and consultation".

At art. 108 (1) information is found regarding the fact that parents are the main educational partners of the educational units: "The parents, guardians or legal supporters of the pre-schooler/preschooler/pupil are the main educational partners of the educational units".

With reference to the planning and carrying out of extracurricular activities, in the address of the Ministry of Education, Research, Youth and Sport, MECTS 46267/ 28.08.2010, in chapter II it is specified that monthly, extracurricular activities will be planned and carried out with the children, with the *participation of parents* and partners educational institutions from the community (local authorities, church, police, economic agents), chap. III weekly, in order to ensure a constant, prompt and effective communication with the parents, the educator will plan and carry out a counseling/consultation activity with the parents of the children in the group, in a time interval established by her and communicated to the parents. This also includes the semester/occasional meetings with parents.

All these activities are recorded in the record book of the educator's activity and presence in the group, which is a legal document and tool that supports the didactic staff, and provides them with the correct general orientation regarding the planning of the didactic activity, as well as numerous other spaces for the recording of data about the children in the group, about their evolution during the school year and about the way the educator connects with the community, with a view to a successful school and *social integration of preschoolers* (cf. Note no. 28.259/09.03.2000).

Thus, the entire educational process, especially at the level of preschool education, is indicated to be carried out through the involvement of *parents*. The preschool period can be considered a period of discovery. According to Glava and Glava, for the first time the child goes beyond the narrow familiar space of the house, notices that there is a world beyond it, notices that he can get involved in its knowledge and transformation, he can discover himself, and the fact that he has the ability to make to make certain things happen, develops autonomy and initiative in knowledge (2002, p. 9).

As Vernon (2002) states, for preschool children, the world is a fascinating place. Children are curious, full of energy, and with the help of imagination everything is possible. Most of the time it is difficult for them to distinguish between real and imaginary. The child is born without the ability to immediately understand reality according to *the interactionist-symbolic theory of socialization*, therefore, the gradual development and training of these abilities is important for socialization during childhood, states Albuлесcu (2007, p. 67).

Thus, according to Furtună (2007) "*socialization* is a long process through which the individual learns and internalizes the different elements of his living environment and adapts to it. Socialization is achieved through learning: learning through consolidation, through conditioning, through observation, through interaction with others".

According to Turcu (2000), *socialization* is a complex process of formation and development of man as a social being, of adaptation and integration of the individual in society through the assimilation of social and moral values.

Schaub and Zenke (2001) approaches the concept of "*socialization*" – (lat. sociare, Engl. socialization) as a lasting process, through which the individual reaches, as a result of a specific-cultural regulation, the satisfaction of daily needs, to balanced relationships with family members or with other people and to the most appropriate behavior, acquiring essential means of understanding, an attitudinal repertoire and behavioral models.

Socialization is the fundamental process of transmitting culture and social organization to the next generations, thus ensuring the continuity, stability and perpetuation of society, according to Schifirneț (2004, p. 67).

Socialization is carried out, in an environment of belonging, assuming in certain situations and environments of reference. The socialization environment is the one to which the integrating agent is a part: European, Asian, African culture, the family from the village or the city, the type of religion, the particularities of the organizations or institutions in the situation of agents of socialization. Reference environments are those through which agents of socialization borrow models and values: a rural family can borrow values from the field of religion, one from the city from that of technology, an institution can borrow values from the political sphere, according to Achim (2008, p. 203).

3. Research methodology

For the study of the socialization process of preschoolers, 124 children aged 4-5 years from the National Pedagogical College „Regele Ferdinand” and Gymnasium School no. 5, Sighetu Marmatei, Maramureș (with prior parental consent) during 2020-2021.

In order to evaluate the involvement of parents in the educational activity in order to socialize preschoolers, we applied the Identification Questionnaire for parents, to determine the degree of involvement of parents in the activities of the preschool education institution and the Screening of social skills to diagnose the social skills of preschoolers, form for parents and educators, according to Miclea (2010).

4. Research results

Based on the purpose of the research, we applied the Questionnaire for parents to determine the degree of involvement of parents in the activities of the preschool educational institution and the Screening of the social skills of preschoolers aged 4-5, the form for parents and educators and the results obtained, will be found in what follows. Next, we will proceed to the presentation of the results obtained following the application of the Identification Questionnaire for parents:

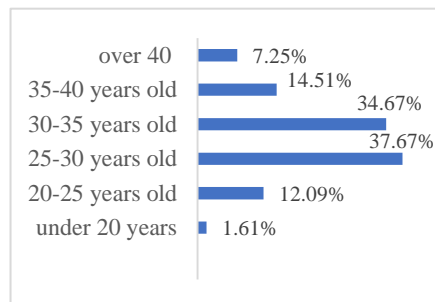
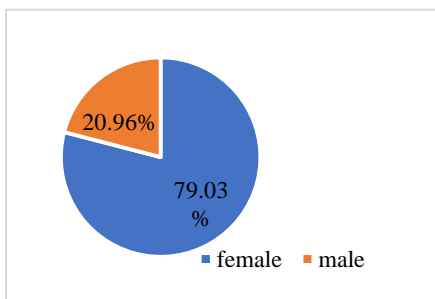


Figure 1. Group of parents, by gender **Figure 2. Group of parents, by age**

Figure no. 1 and Figure no. 2 show the particularities of the sample of parents, therefore, in total, 79.03% mothers and 20.96% fathers answered the questionnaire, of which there are 2 parents under the age of 20, only 1,61%, 15 parents aged between 20-25 years which represents 12,09%, 37 parents aged between 25-30 years, that is 29,83%; 43 parents aged between 30-35, that is 34,67%; 18 parents are between 35-40 years old, that is 14,51% and only 9 parents are over 40 years old, that is 7, 25%.

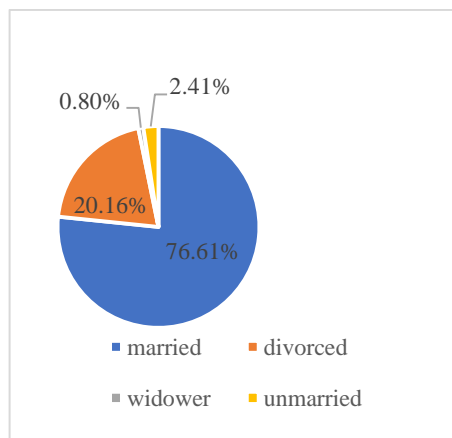
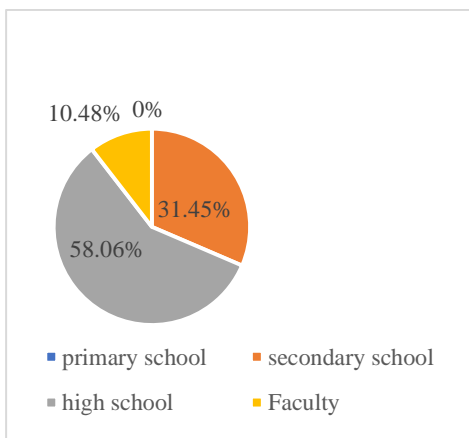


Figure 3. The studies of the parents involved in the experiment **Figure 4. The marital status of the parents involved in the experiment**

Regarding parents' education, in figure no. 3. it can be seen that: 39 parents have high school education, that is 31,45%; 72 parents have high school education, 58,06% and 13 parents have higher education, 10,48%.

In figure no. 4 it can be seen that most of the parents are married, 25 divorced and 3 single, 1 parent is a widower.

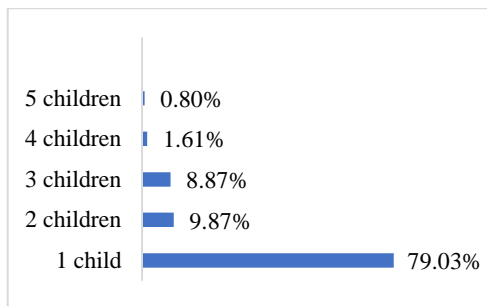


Figure 5. The group of participants according to the number of children in the family

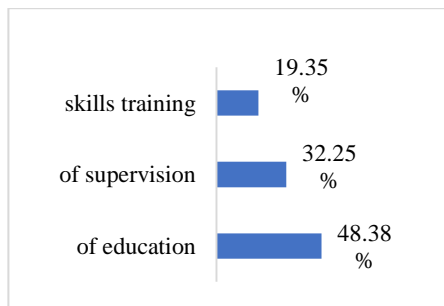


Figure 6. What is the role of kindergarten for your child from your point of view?

In figure no. 5. it can be seen that the parents involved in the experiment mostly have only one child, 98 parents, this means 79,03% of the parents, 12 parents have 2 children, 9,67%, 11 parents have 3 children, 8,87%, 2 parents have 4 children, 1,61% and 1 parent has 4 children 0,80%.

The results obtained for the question "What is the role of kindergarten for your child from your point of view?" which can be found in figure 6 allow us to find that most of the parents, 60 parents believe that the kindergarten has a role to educate children, only 24 parents believe that the role of the kindergarten is to form competence. And 40 parents believe that the role of the kindergarten is to supervise the children.

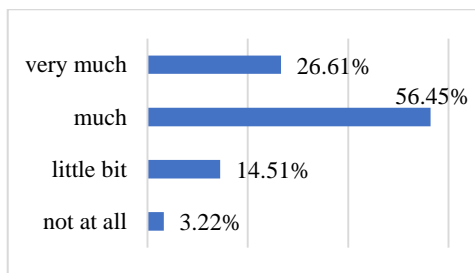


Figure 7. Do you think that the family should participate in the activities of the kindergarten?

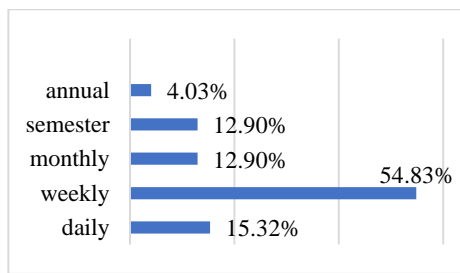


Figure 8. How often do you think it is necessary to get in touch with your child's teacher?

To the question "Do you think that the family should participate in the activities of the kindergarten?" the results show that only 4 parents believe that it is not necessary to get involved in the activities of the kindergarten, this means that the involvement of these parents in an educational partnership with the kindergarten can be more difficult, 18 parents believe that they should get involved a little in the activity of at the kindergarten, 70 parents believe that they must get involved a lot and 33 parents believe that they must get involved a lot in the activities at the kindergarten, thus, a

participation of these parents in the kindergarten activities considerably increases their involvement in a kindergarten-family educational partnership.

In figure 8, the results for the question "How often do you consider it necessary to get in touch with the teacher who takes care of your child?" shows that 19 parents consider that it is necessary to contact the teaching staff on a daily basis, which indicates that their involvement in an educational partnership with the kindergarten would be indicated, 68 parents consider that it is necessary to contact the teaching staff on a weekly basis, 16 parents consider that it is necessary to contact the teaching staff monthly, 16 parents consider that it is necessary to contact the teaching staff every six months and only 5 parents consider that it is necessary to contact the teaching staff annually.

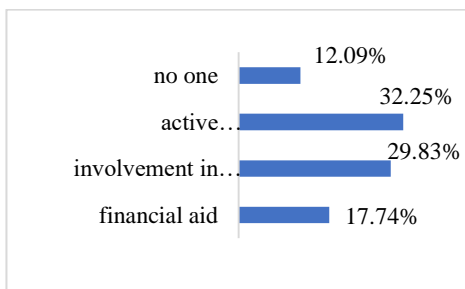


Figure 9. What do you think is your most important contribution as a parent in the smooth running of the act. from kindergarten?

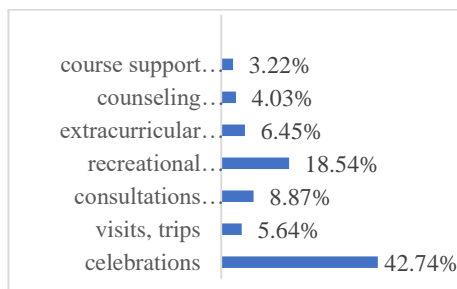


Figure 10. What kind of activities would you like to participate in as the child's parent?

The results show that to the question "What do you think is your most important contribution as a parent in the smooth running of the activity in the kindergarten?" 32 parents believe that financial aid is the most important contribution for the smooth running of the activity in the kindergarten, 37 parents believe that involvement in extracurricular activities is the most important contribution, 40 believe that active involvement in any ongoing project is the most important contribution, a fact that denotes that their involvement in an educational partnership with parents would be fruitful, and 15 parents believe that no input is important as a parent in the smooth running of the activity in the kindergarten.

"What kind of activities would you like to participate in as the child's parent?" the results show that most parents, i.e. 53 parents, would like to participate in celebrations, only 7 parents state that they would like to participate in visits or excursions, 13 parents believe that they would like to participate in practical activities, 11 parents would participate in consultations with parents, 23 parents would participate in recreational activities, 8 parents would participate in extracurricular activities, 5 parents would participate in counseling activities and only 4 parents would participate in support activities for course assistance.

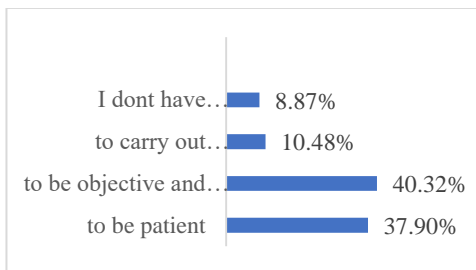


Figure 11. What suggestions, recommendations, proposals do you have for the educator who will take care of your child?

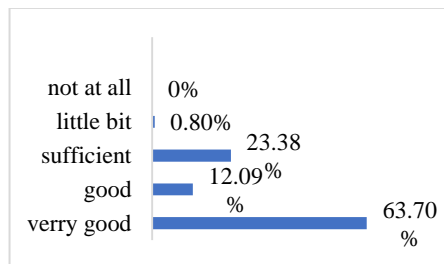


Figure 12. How well do you think you know your child?

To the question "What suggestions, recommendations, proposals do you have for the educator who will take care of your child?" the results demonstrate that 47 parents suggest the educator to be patient, 50 parents suggest the educator to be objective and impartial, 13 parents suggest the educator to carry out outdoor activities and 11 parents have no suggestions or recommendations for the educator.

The results show that to the question "How well do you think you know your child?" most of the parents, 79 parents consider that they know their child very well, 15 parents consider that they know their child well, 29 parents consider that they know their child sufficiently and only 1 parent considers that they know their child a little.

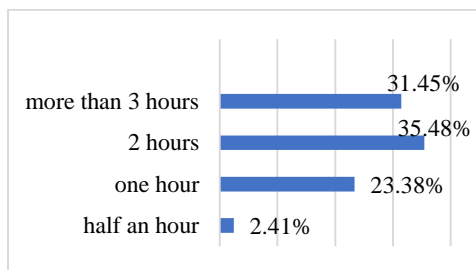


Figure 13. How much time do you spend with the child?

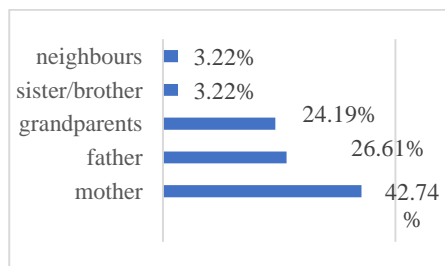


Figure 14. Who spends the most time with your child?

In figure 13 we can see the results for the question "How much time do you spend with your child?" which demonstrates that 3 parents spend half an hour with their own child, 29 parents spend an hour a day with their own child, 44 parents spend 2 hours with their own child and 39 parents spend more than 3 hours a day with their own child .

To the question "Who spends the most time with your child?" the obtained data show that most mothers spend time with their own child: 53 mothers, 33 fathers spend

time with their own child, 30 children spend time with their grandparents, only 4 children spend time with their sister or brother and 4 children spend time with their neighbors.

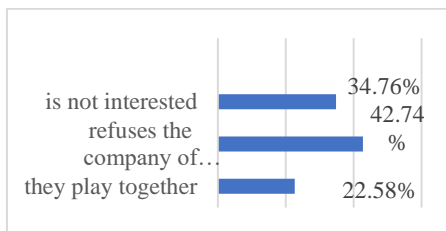


Figure 15. How it manifests your child compared to other children?

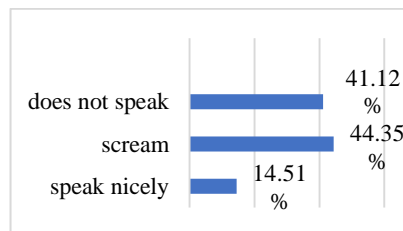


Figure 16. How do they communicate with others?

The results for the question "How does your child behave compared to other children?" demonstrates that parents find that 53 children prefer to play alone, 43 children are not interested in playing with other children and only 28 children play together, this means that a socialization development program for children is necessary. To the question "How do you communicate with others?" the data obtained show that 18 preschoolers speak beautifully, 55 preschoolers shout or scream when communicating with others, 51 do not speak with others, this means that in most children, social competence are insufficiently developed and a program based on their social development would be beneficial. Next, we present the results obtained at the Social Competence Screening of 4-5-year-old preschoolers, *the form for parents*, respectively the form for educators.

The results obtained in *the dimension of compliance with the rules* of the subjects of the experimental and control groups at the ascertainment stage demonstrate the frequency with which the children respect the rules of the game according to item 1 is almost never, over 60% of the children. Almost never follow the rules more than 50% of these children means that these children need support to follow the rules at home. No child always or very often respects the rules at home, according to the answers given by the parents, both in the control group and in the experimental group. At the same time, it allows us to note that in the other items as well: 2. it responds adequately to your requests, 3. it easily accepts the change of the rules of the game; 4. interrupts an activity that he is carrying out, when he is told to do so; 5. collects the toys at the end of the game, if told; the frequency of the developed behaviors is very low, the frequency of the developed behavior almost never and very rarely prevails.

The results regarding *the dimension of the social relationship* of the subjects of the experimental and control groups at the ascertainment stage demonstrate that the children, both those in the control group and the children in the experimental group according to the answers given by the parents, show behaviors that require support to be developed, therefore in item 6, they very rarely cooperate with the other children over 60%, in item 7 almost 50% of the children very rarely tell about their classmates at home,

in item 8, sometimes they invite other children to play together over 50%. In the very rare item 9, over 50% are friendly with children they do not know.

The results of *the dimension of the prosocial behavior* of the subjects of the experimental and control groups at the ascertainment stage demonstrate that both in the control group and in the experimental group at item 10, almost never more than 50% of the children do not offer help to others if asked; in item 11, over 60% of children very rarely share their toys with other children, without being told; and in item 12, the very rare frequency of the behavior also prevails, therefore, very rarely more than 50% of the children, they help with different tasks if they are told (they give you the object that you ask them to give you). At the same time, the results allowed us to find that no child has a frequency of social behaviors almost always or very often on the three dimensions: the dimension of compliance with rules, social relations and prosocial behavior.

According to the data in table no. 1., the results demonstrate that 114 children have serious problems in the development of social competence, 7 children have insufficiently developed social competence and only 3 children have well-developed and consolidated social competence.

Table 1. Final results in the ascertainment stage of the Screening of social competence - form for parents, the control group and the experimental group

Group	Children from the risk group who have problems serious in the development of social competence	That those assessed social competence are insufficiently consolidated	That those assessed social competence are good developed and consolidated
The control	57 children 91.93%	4 children 6.45%	1 child 1.61%
The experimental	57 children 91.93%	3 children 4.83%	2 children 3.22%
Total	114 children 91.93%	7 children 5.66%	3 children 2.41%

We continue with the presentation of the results obtained at the Screening of social competence-*form for educators* in the ascertainment stage. The results regarding *the dimension of compliance with the rules* of the subjects of the experimental and control groups at the ascertainment stage, demonstrate that in both the control group and the experimental group the frequency of social behaviors prevails almost never and very rarely. Therefore, in item 1, more than 50% almost never and more than 30% very rarely in group tasks follow the teacher's instructions, without being told; in item 2, over 60% of children from the experimental group and over 40% from the control group very rarely keep quiet when asked; it happens that

sometimes they respond adequately to the teacher's requests and almost always more than 4% of the children; and in item 4, over 40% both in the control group and in the experimental group very rarely collect the toys at the end of the game, without being told. In item 5, over 45% very rarely easily accept changing the rules of the game.

The results regarding *the dimension of the social relationship* of the subjects of the experimental and control groups at the ascertainment stage, show that both in the control group and in the experimental group the behavior of playing in large groups with more than 3 children very rarely prevails, according to the answers given to item 6, also over 60% very rarely cooperate with others when playing, according to the answers to item 7; also very rarely in the game they imagine that they are someone else (play a role) according to item 8 and almost 20% almost never imitate the educator's actions through the game according to the answers to item 9.

The results obtained in *the dimension of prosocial behavior* of the subjects of the experimental and control groups at the ascertainment stage, demonstrate that both in the control group and in the experimental group the frequency of social behaviors prevails almost never and very rarely. At the same time, the collected data show us that in item 10 over 40% almost never invite other children to play together; in item 11, the behavior of greeting and responding to the greeting, if they are told, prevails very rarely over 35%; in item 12, over 48% in the experimental group and over 32% in the control group almost never take care of other people's toys; in item 13, only over 37% of children offer help to a colleague if told; in item 14, very rarely more than 60% of the children in the experimental group help the teacher with various tasks (e.g. distributing supplies, distributing snacks), if they are told; and only over 1% in item 15 almost always share their toys with other children, if they are told.

According to the data in table no. 2, it can be seen that at the Social Competence Screening form for educators, 107 children have serious problems in the development of social competence, 13 children have insufficiently consolidated assessed social competence and only 4 children have well developed and consolidated competence.

Table 2. Final results in the ascertainment stage of the Screening of social competence - form for educators, the control group and the experimental group

Group	Children from the risk group who have problems serious in the development of social competence	That those assessed social competence are insufficiently consolidated	That those assessed social competence are well developed and consolidated
The control	54 children 87.09%	6 children 9.67%	2 children 3.22%
The experimental	53 children 85.48%	7 children 11.29%	2 children 3.22%
Total	107 children 86.29%	13 children 10.48%	4 children 3.22%

The results obtained through the application of the Questionnaire for parents and the Screening of social competence for children aged 4-5, the form for parents and the form for educators, in the ascertainment stage, allowed us to ascertain the level of socialization of preschoolers aged 4- 5 years as well as determining the degree of involvement of parents in the activities of the preschool education institution.

5. Conclusions

The kindergarten must find a bridge to connect with the family, presenting parents with new paths to education for the benefit of the children.

Educators, who take care of the children, are often bombarded with questions and requests from the family who express the desire to continue to be in control of the situation, being protective, caring, sometimes marked by the impulse to check all the factors that act on their children: from the material conditions, to the way the staff relate to the little ones. Any changes in children's behavior, except for absolutely positive ones, become for some parents reasons for concern, suspicion and raise questions about the influences in the kindergarten. On the other hand, teaching staff need, anyway, the support of the children's families, both to take over and develop the formative-educational directions of action that they train institutionally, and to find concrete solutions to the needs of various categories: financial, practical-applicative, organizational or logistic (Andrasiuc, 2019, pp.143-150).

All these motivations lead to the need for a real, active partnership, with sustained family involvement, and for the educational program to be known and understood by parents and carried out through a close collaboration between the family institution and the preschool. In conclusion, we can say that family involvement is very important in the development process of socialization of preschoolers. The family exerts a decisive influence in the constitution of the child's personality, the permanent contact with the parents as reference adults contributing to harmonious development, building social courage and optimism.

The family can contribute to the social development of the preschooler, together with the educator from the group, working together in a partnership. Kindergarten and family are two primary factors in children's education. In kindergarten, the foundations of a personality are laid that will later be an integral part of a society whose demands are constantly diversifying.

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SHORT INVESTIGATIVE RESEARCH ON LEARNING DIFFICULTIES IN PRIMARY SCHOOL YEARS*

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Abstract

In accordance with the efforts of the education systems around the world, the Romanian one also strives to create and implement a set of projects that include a generous, comprehensive educational offer, in order to meet the growing and diverse educational needs of a population with increasing and diverse educational necessities. This is how inclusive or integrated pedagogy (education) appeared, as well as the pedagogy of gifted children (the pedagogy of elitism) or the educational alternatives (Waldorf, Montessori, Freinet, Step by Step). With all these efforts to meet the educational needs of a mosaic and constantly changing population, one category of individuals has not been researched and explored enough: it is the category of children with learning difficulties. Research on this category of children has been carried on mainly during the last four decades.

The present study aims to address the issue of learning difficulties at the level of primary education, from the perspective of an ameliorative type of research, which proposes a series of effective action methods to reduce the learning difficulties in the Romanian language registered by the students of some classes in the primary school years. These methods can obviously be extended and adapted to other classes and other school subjects.

Key words: *Learning difficulties; Improvement experimental project; Basic hypotheses for research; Decrease the learning difficulties.*

1. Introduction

The study of learning disabilities does not have a very long history. Officially, the problem of learning difficulties arose in the sixth decade of the last century, although, obviously, children (and not only children) with learning difficulties have always existed.

Contemporary pedagogy is trying to face the new demands and problems of the postmodern world, bringing new educational proposals and solutions, of which

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many remained in a simple project, experimental phase, others being already applied in educational practice, their effects being observed. In a world of eclecticism, diversity, holism, inter-, multi-, transculturalism and globalization, education seems to be in a moment of crisis, foretold, as a matter of fact, since 1968 by Phillips Coombs and still supported today by many scientists for different fields of the macrosocial (political crisis, regime crisis, rationalization, authority, economic crisis, etc.), but also by different psychopedagogues with regard to education (Frangopol, 2002, *apud* Mogonea, 2010).

Pedagogy is trying to respond to this crisis, in reply, by initiating some projects that include a generous, comprehensive educational offer, in order to be able to satisfy the growing and diverse needs of education. This is how inclusive or integrated pedagogy (education), the pedagogy of gifted children (the pedagogy of elitism) and the educational alternatives (Waldorf, Montessori, Freinet, Step by Step) appeared. In this context, we also include the category of children with learning difficulties, on whom research has been done especially during the last four decades, in order to identify, first of all, the causes that determine low school performance, which can lead to school failure and lack of success, poor socio-professional insertion, school dropout, mental, intellectual, affective, social, emotional immaturity, juvenile delinquency, socially undesirable behaviors.

2. What are learning disabilities?

The official pedagogical history of the children with learning difficulties begins in 1963 when a group of parents met at a hotel in Chicago, calling specialists from different fields (doctors, psychologists, psychiatrists, pedagogues) to tell them the problems their children face, mostly boys, problems raised by school learning. Among these specialists, the most receptive to the parents' complaints was Samuel Kirk (1962), considered today to be the theoretician father of learning difficulties (the meeting took place on April 6th, 1963). From this historical moment on, learning difficulties have become the preferred topics for the approach of some specialists, although not until now, due to the complexity, the variety of the fields of manifestation and the symptomatological and etiological variety, of the multitude of unwanted consequences on an individual, social and school level, the reality covered by learning difficulties is not completely elucidated (Mogonea, 2010).

Initially, the phrase "*learning disabilities*" was used for learning difficulties, which in literal translation would mean "learning disabilities", a phrase that was preferred and used by numerous psychopedagogues, even later (Fodor, 1997). However, although the two phrases – "learning difficulties" and "learning disabilities" – seem to be synonymous, on closer inspection, it is a partial synonymy. Also, the phrases *learning disorder* and *learning disability* require interpretations from various perspectives, biological, medical, psychological, in order to identify the possible causes (Kormos, 2017). Things become more complicated when, in the specialized literature, these two phrases enter into the same relationship of partial synonymy with other terms or phrases: *learning disorders*, *learning deficiencies*, etc., not to mention the confusions that appear between the phrases mentioned above

and terms/ phrases belonging to special psychopedagogy, respectively the field of pedagogy dealing with children with SEN (Special Educational Needs).

Various authors (Vrășmaș, 2001; Ungureanu, 1998, etc.) make a distinction between terms that at the level of common sense seem to be synonymous: difficulty, deficiency, incapacity, inability, disability, dysfunction, ailment, disorder, underdevelopment, immaturity, handicap. Beyond the semantic proximity, there are significant differences between these terms.

Over time, children with learning difficulties have received different more or less relevant labels: children with difficulties in assimilating knowledge, educable mentally retarded, educationally disabled children, culturally disadvantaged children, children with brain damage, children who learn slowly, perceptual disabled children, brain-damaged children, children with hyperkinetic behavior syndrome, with minimal brain damage, minimal cerebral dysfunction, minimal neurological disorder, learning disorders and difficulties. As some authors believe (Fodor, 1997), it can be seen that these labels are given either depending on the cause that generated it, or depending on the effect of this cause on behavior.

According to DSM-5 (The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorder), learning difficulties/disorders refer to "all deficits related to general academic skills and the particular areas of reading, mathematics, and written expression" (Bunch, 2016, p. 30).

The category of children with learning difficulties cannot be overlapped with that of children with special educational needs (children with SEN) which is the object of the study of inclusive or integrated pedagogy (education). An attempt to separate the two categories of children is quite difficult, because both categories of children present symptomatic manifestations and have an etiology that in many cases is very similar. Then, both categories of children require therapeutic-recuperative pedagogical programs that are often similar in structure, content, strategies and, above all, in terms of finalities. However, after the 1980s, the need to try to separate the two categories of children was felt, as it was known that as far as children with learning difficulties are concerned, they are not mentally retarded, nor do they even have a slight disability (possibly, they have a liminal intellect) and they do not present any sensory deficiencies. They appear as "*normal*" or "*quasi-normal*" (Ungureanu, 1998) and usually their problems are not taken into account until they enter school (possibly starting from kindergarten) and when they face the problems raised by learning, respectively of school-type learning.

From a pedagogical point of view, the problem of children with learning difficulties requires the application of some methods, some recuperative, therapeutic strategies to reduce, remove the causes provoking the learning difficulties. Regarding the therapeutic methods, the problem of children with learning difficulties is similar to that of children with SEN. In addition to the children with SEN, the children with learning difficulties are another proof of the need to promote a differentiated and individualized education, which emphasizes the individual with his possibilities, capacities, potentials, desires and interests and not regarded as a

negligible entity in a collective, which can adapt along the way, to the working (learning) rhythm of the group.

Learning difficulties refer to a situation in which students cannot learn properly due to certain obstacles or disturbances which may appear during the learning process and which prevent them from obtaining the expected results (Djamarah and Syaiful, 2011, *apud* Erviana, 2019).

Children with learning difficulties are a reality of all the states of the world and this reality should not be hidden and neglected. Educational-therapeutic intervention methods must be found to help these children get out of the impasse they are in. Some authors list some of the possible recovery intervention strategies: additional help, increased and sustained activation, emphasis on the essential elements, repeated and increased assessments, simpler tasks, involvement of the best in helping the weakest, neutralization of the harmful factors, etc. (Fodor, 1997, *apud* Mogonea, 2010) or recuperative, therapeutic, supplementary, orientation or reorientation activities, intensive training, depth of knowledge, development and creation, awareness-raising, individual activities or individualization of some sequences, activities in small groups, homogenized groups with relative stability, with variable working hours, training programs, with previously negotiated objectives and methodologies, authoritative learning, etc. (Maciuc, 2003).

Learning difficulties can be specific to a certain field (mathematics, foreign languages, etc.) or they can have a generalized character, i.e. one that is extended to the entire plan of the intellectual activities. Some may characterize a certain school subject, others may be characteristic of all subjects. Some can affect instrumental, basic skills (eg: dyslexia, dyscalculia) (Alamro, 2019). Some children who have learning difficulties may have certain areas of their psyche affected, as well as others may have several areas affected (understanding, reasoning, thinking, etc.), respectively difficulties related to the basic psychological functions (Korhonen, 2016, *apud* Al-Qadri *et al.*, 2021, p. 2). Often, these difficulties are corroborated with different problems of characterial, motor, social, emotional type, etc. The etiological and symptomatological heterogeneity, recognized by most authors, involves the case study, the current, careful and systematic observation, the use of a differentiated and individualized pedagogic-restorative methodology, because a child with speech difficulties has different therapeutic needs than a child with learning difficulties due to certain disorders at the level of thinking or understanding. We must also mention the fact that, in some cases, learning difficulties may affect the child for a short period of time, in others, due to their severity, compensation is not possible (Blanchet, Assaiante, 2022).

The free, entire and harmonious development of the individual in our present society, ideally stipulated by the Education Law, can only be done by implementing the principle of equal opportunities, and equal opportunities can only be supported through a differentiated education, through a differentiated and personalized educational offer. Differentiated education and instruction requires the adaptation of learning, of the school curriculum (purposes, strategies, content, evaluation) to the real possibilities of the students (what they can do, without support, help), but also

to the "zone of proximal development" (Vygotsky), that is, to what he could do (possibly with support, help from an adult), adapting to one's own rhythm of working, studying, learning, to the capacities of understanding, reasoning, thinking. Individualization does not regard the group as a monolithic entity, but as an entity made up of a multitude of entities. Individualization does not treat the school group as a whole, but the emphasis falls on the specifics of each part that makes up the whole. Considering the problems faced by the child with learning difficulties compared to his/her other classmates, it is preferable to pay more attention to these children during the instructional-educational activities.

Another basic principle in remedial education is that of early intervention. Children with learning difficulties show various symptoms from the moment they enter kindergarten: anxiety, running away from classmates or kindergarten, crying, hyperkineticism, attention deficit and instability, slowness in thinking, in reactions, motor slowness or, on the contrary, psychomotor agitation, emotional and affective lability. All these symptoms that are easy to identify can be corroborated with other deeper, camouflaged psychic symptoms, that are harder to observe. They become more pronounced with the transition to public school. Therefore, the early, precocious intervention in their detection increases the chances of recovery and the chances of a good school placement.

In addition to a differentiated and personalized curriculum, which takes into account the educability coefficient of the students, the learning capacities of different contents in the curricular areas, as recuperative pedagogical measures, with a view to differentiated and individualized treatment, can also be mentioned: individualized educational programs, which target all the substructures of personality (sensory-motor, perceptive, language, thinking, affectivity, etc.), the organization of the timetable by level groups and, as the case may be, even for each student individually, depending on the potentialities and characteristics of the person, on how the activity of the tenured teacher and his collaborators is organised (support teaching staff, speech therapist, psychomotor therapist, etc.), depending on the specific and operational objectives of the teaching-learning and corrective-remedial activities, emphasizing the formative assessment and the achievement of a continuous feedback between the proposed objectives and their level of accomplishment, the organization of the physical and social environment, which would allow the harmonious development of the school, instructive-educational and compensatory-recuperative (compensatory) activities, the development of some extracurricular activities that could contribute to the transfer of knowledge.

The challenges of the contemporary world and especially of the future - as far as they can be predicted - are multiple and complex. The need for differentiated education and instruction is determined by these challenges. The advantage of a pedagogy of change, focused on the child, is given by the fact that it offers children more chances of free development in accordance with their biopsychic potential. The fight against exclusion and marginalization in school contributes to the individualization and personalization of learning.

The third millennium proposes a pedagogy of diversity, because the present school must recognize the diversity of the human being and the inter-individual differences. Living together, being together, learning together does not mean living, being and learning in the same way, following the same pattern, but it means giving free course to "living", "nature" and "learning" according to one's own interests, desires, abilities, rhythms. The pedagogy of the gifted children, the inclusive pedagogy, the educational alternatives are directions of evolution and development of the pedagogy of diversity, differentiation, individualization, under the conditions of a democratic, non-discriminatory society and of the existence of equal opportunities for instruction and education. They are now joined by the pedagogy (education) of the children with learning difficulties (remedial education), as a new direction meant to study the psycho-pedagogical problems faced by this category of children, still insufficiently investigated and as additional evidence for supporting the existence and functioning of a pedagogy (pedagogical theory) of differentiation and individualization.

3. Research Methodology

The research problem

The problem of learning difficulties can arise both at the level of the subjects who fall into the category of normality, and the subjects who, for certain reasons, cannot meet the school and social requirements at the level of the norm, a series of efforts and approaches meant to make possible or easier their school and socio-professional adaptation being channeled towards them. On the other hand, the same problem of the learning difficulties can arise at any age, taking into account the fact that each level of mental development assumes new acquisitions in terms of behavior and memory, which involves the development of new cognitive structures, the restructuring of the old notional systems in the light of the new acquisitions, etc. The acquisition of new knowledge, however, can also involve a series of difficulties with a very diverse etiology. However, many of these difficulties can be removed or at least reduced, if their appearance is detected early and if an attempt to remove their generative cause or, better said, the causal complex that determines their triggering is made. This is actually the starting point of the current research: detecting the appearance of possible learning difficulties and, in case they are detected, the attempt to reduce their frequency of manifestation and, if possible, even their definitive removal.

The research carried out took into account the possibilities, the strategies to remove the learning difficulties that can appear in a regular class in primary school years. Considering the wide spread of the learning difficulties within the curricular areas and the school subjects corresponding to them, we believed it to be more effective if we carried out a research focused on a specific curricular area, respectively on a specific subject, in a specific class. The research could target any class, curricular cycle or any subject from the seven curricular areas, but, obviously, one and the same research could not capture, in an exhaustive and explicit way, all these difficulties and their generative causes and above all effective strategies for

their removal for everything. That is why the experiment we carried out focused on a specific class in primary school - the 4th grade - and on a specific subject from the "Language and Communication" curricular area – Romanian Language and Literature. We considered it necessary to choose Romanian language and literature, taking into account the weight and importance of this area and subject in the Education Framework Plan, as well as the importance of abilities, skills, assimilated knowledge/ formed in primary school as a basis for the next level, the secondary one. Also, we considered it necessary to carry out a research in the 4th grade (although it could be done in any grade), considering the fact that the students in this grade are preparing for the transition to a new level, higher, the gymnasium.

Research hypotheses

We consider the following *basic, general hypothesis* as the starting point of this research: if the fourth-grade students, who encounter visible learning difficulties in the Romanian language and literature, are presented the knowledge that must be assimilated, in a new way, using modern, active and interactive strategies, effective types and forms of learning such as discovery learning, cooperative learning or differentiated instruction, these types of learning and strategies being based on the use of appropriate methodological tools, then the difficulties of learning the Romanian language and literature will be reduced, and the success and school performance of the students will increase significantly.

The particular hypotheses, derived from the general one, aimed at achieving some important objectives of the School Curriculum for the 4th grade, within the curricular area "Language and communication", in order to reduce the difficulties encountered in school learning, among which we mention: the development of perceptive functions, the development of the spirit and critical thinking, of observation, the fine development of the phonemic hearing, the development of the ability to receive and emit written and oral messages, the development of vocabulary, the formation of current, cursive, conscious reading skills, the formation of orographic writing skills, the formation of the ability of communication based on the knowledge of the construction elements of communication, sensitizing the students within the activities, developing attention, motivation for learning, stimulating their imagination and their creative spirit.

Based on these assumptions, the whole experiment was constituted, with its stages, each stage having distinct objectives and its own methodological tools. Also, taking into account the identified learning difficulties, a remedial-formative intervention program was elaborated and implemented, a program whose purpose was precisely to reduce these learning difficulties in the 4th grades, in the Romanian language subject.

The purpose and objectives of the research

Starting from the theoretical considerations above, we designed an investigation, with the aim of clarifying the possibilities of an early detection of some insufficiencies at the level of cognitive psychic structures, respectively to see the conditions in which the psycho-pedagogical diagnosis can bring to the surface relevant symptoms for determining the difficulties of learning, symptoms based on

which future difficulties can be foreseen. If, during early schooling the real problems faced by the students and the causes that generate them were revealed, this aspect would be useful for removing those difficulties in the future, in the higher levels. The data thus obtained should allow outlining some intervention programs to prevent the generalization of the learning difficulties.

The possibilities of identifying children with learning difficulties during their early school years are particularly important from several points of view. On one hand, the early detection of learning difficulties would presuppose their early therapy, thus ensuring the prerequisites for good school success in the higher levels of schooling. On the other hand, noticing how frequently the learning difficulties show would be a starting point in preventing their appearance in the series of younger students.

Today, it is (re)known quite precisely, partly based on the research undertaken, that the level of school success or failure depends not only on intelligence, not only on intellectual factors, but also on a series of other factors, of a non-intellectual nature or personality. It is known that there are not rare cases in which learning difficulties appear against the background of an average or even high level of intelligence, so these difficulties cannot in all cases be explained only on the basis of the children's global intellectual characteristics. The problem is that the results of the intelligence tests, even of the most famous ones, do not show us which are those partial psychic structures that should be stimulated and activated for the good integration of the child.

That is why the research undertaken is not necessarily focused on the stimulation of different functions or psychic structures, but especially on other structures involved in the acquisition of the new, such as the perceptual-motor ones. In this sense, it can be appreciated that the revealing and precise knowledge of the perceptive functions, of the sensory-motor structures, of the so-called gestalt-type visual-motor receptions of forms – represents a more valid forecast of the quality of later school learning activities. We should not forget that we are also at the level of the 4th grade, where induction still functions as the predominant means of acquiring knowledge, obviously combined to an increasing extent with deduction. It should also not be forgotten that during the preschool and early school years, the intensive and gradual structuring of various perceptual functions takes place, the differentiation of vision, hearing, tact and spatial orientation, their more accurate and efficient functioning, the gradual integration and systematization of motor and sensory (perceptive) actions. The perceptive degree of evaluation of the global perceptive apparatus is a sine qua non condition of the knowledge activities. Its deficient state leads to the appearance of specific learning difficulties. Therefore, it seems obvious that a series of learning difficulties can be diagnosed and treated from an early school age (a series of dyslexia, dysgraphia, dyscalculia), but they can also appear in the form of a general weakness and low motivation to learn. So, we can start in this research from the theoretical presumption regarding the fact that, under certain conditions, with the help of a psychopedagogical therapy effectively oriented

towards the diagnosed cognitive deficiencies, the subsequent appearance of school learning difficulties can be prevented.

In developing the research objectives, we started from the consideration that learning difficulties do not represent totally irreversible handicaps, and that through the development of group pedagogic-therapeutic programs, or in certain individualized, formative and compensatory cases, these difficulties can be eradicated, or at least mitigated.

On the other hand, we must always keep in mind that difficulties – many of them – can be prevented, avoided, if they are noticed early. This aspect must be respected all the more, as the young pupil has to face the future demands of the higher school levels.

The research also took into account the applicative-practical implications of Gardner's theory (2006), which starts from the idea that some children with a high intelligence quotient do not have good results at school, being considered "smart" only those who have good results in intelligence tests. He started his theory from a series of personalities (Picasso, Einstein, Spielberg, Mozart, Ghandi, Churchill, Freud, Darwin) who had big problems in school, encountering different difficulties in acquiring knowledge, especially in certain subjects.

Gardner sees intelligence as a way of solving problems and developing products that are accepted or considered to be values of human culture. Studying the way people solve problems, Gardner came to the conclusion that there are eight types of intelligence that can be defined based on ten criteria, among which: the existence of an intrinsic system of symbols (words, numbers); the manifestation of that particular ability should have taken place since the first signs of people's existence on earth; knowing in which part of the brain the respective intelligence is located. Based on detailed studies, Gardner distinguishes eight types of intelligence: linguistic, logical-mathematical, musical, spatial, naturalistic, kinesthetic, interpersonal, intrapersonal. In addition to these eight types of intelligence, Gardner also discovered the ninth, but due to the fact that he could not specify which brain area is responsible for activating this intelligence, it is not recognized.

A central objective of the research was therefore the stimulation of the development (the acceleration of the development) of linguistic intelligence, through methods, strategies, types of learning based on cooperation, discovery, problematization, all these based on differentiated training.

In conclusion, we could say that, on the one hand, we sought to detect those pupils who encounter different learning difficulties and discover possible symptoms of certain future difficulties, and on the other hand, in the case of detecting these learning difficulties, the proposal of some programs of group or individual recuperative intervention.

The research took place in the 2021-2022 school year, making use of the results obtained from previous years, through investigations, systematic observations, discussions with the students, parents and teachers, the research of the school documents (gradebook), the analysis of the students' mid-term and annual school performances in the targeted subject and, by extension, in other subjects.

The sample of subjects included 10 classes, all urban, i.e. a total of 240 students, with an initial level (constative stage) approximately equal in terms of the results in the targeted subject. Among them, 145 students (6 classes) constituted the control sample, and 95 students (4 classes), the experimental sample.

In the *constative stage (pretest)*, on the basis of a methodological toolkit made up of various evaluation tests, discussions with the parents, observations, analysis of the activity products, school documents, the interview, it was possible to draw up a vast spectrum of the difficulties recorded in the fourth grade students, among which we can mention: behavioral aggression, anxiety, withdrawn, isolated behavior, language, oral and written communication disorders, at the level of perception, even language retardation, inhibition, negativism, psychomotor instability, tachylalia, bradylalia, difficulties related to the orientation and concentration of attention, irritability, garrulity, indiscipline during classes, disinterest, low motivation, asthenic moods, too high or too low suggestibility, tendency to "whisper", disinterest, indifference, reverie, dreaming, dysgraphia, dyslexia, illegible writing, confusion of letters, inversions, omissions of them, difficulties related to the short and long-term memory, weak phonemic differentiation, low phonemic hearing, low observing mind, low concentration, low analysis and synthesis capacity, poor comparison, in-line arrangement, generalization capacity, elementary confusions between grammatical notions, reduced imaginative possibility, diminished creative spirit, low originality, etc.

These difficulties were also confirmed by the results obtained in a series of tests and questionnaires developed to ascertain the real level of students in grammar (syntax and morphology), phonetics, composition and reading.

The training activities in the *experimental* stage took place only in the experimental classes during one school year and were based on the transmission of information, the formation of skills, habits, practical and intellectual abilities with the help of modern learning strategies: learning through discovery, learning through cooperation, learning through problematization, these being crowned by differentiated instruction. A variety of active and interactive methods were used such as the exercise, the game (grammatical, phonetic, lexical, semantic, strategy, based on real or simulated action), problem solving, discovery, brainstorming (different variants of this method), brainwriting, synectics, the FRISCO method, the "cube" technique, the "cluster" technique, the "mosaic" method, algorithmization, the method of practical works, interactive training, programmed training, etc. which have been combined with a wide range of appropriate means (boards, sketches, handouts with quotations, slides, overlays, etc.).

The efficiency of the training activities was highlighted in the *posttest* stage, when, following the reunification of the samples (control and experimental), by comparing the data, a significant increase in the school results obtained by the students in the experimental sample in Romanian language and literature was observed, compared with the students in the control sample.

Based on the comparison of the results, it was found that the learning difficulties (part of them) can be removed, can be reduced, especially those related

to factors external to their personality, i.e. factors related to the teacher's personality, the strategies he/she uses, by the immediate environmental factors (classroom design, different ergonomic aspects, etc.). Moreover, the intervention program focused more on these factors, in addition to those aimed at the development of intelligence or its various levels (cognitive structures and mental functions).

4. Results and discussion

By interpreting the results obtained through repeated formative assessments carried out during the training activities in the experimental classes and by comparing them with the results obtained by the students in the control classes, it was possible to record the effectiveness of the psychopedagogical intervention in the experimental classes, in the sense of noting an increase in school results at the experimental classes and maintaining an approximately similar level in the control classes compared to the starting point (initial assessment, constative stage).

In this sense, we consider the comparative-percentage presentation of the results obtained by the students of the two samples, in the posttest, to be useful, without claims of exhaustiveness:

a) The comparison of the grades of the experimental classes with those of the control classes, in the posttest:

Table 1. The grades of the experimental classes and the control classes in the posttest (as a percentage)

Grades	Very good (%)	Good (%)	Sufficient (%)	Insufficient (%)
Average of control classes	11	52	28	9
Average of experimental classes	21	59	17	3

So, in the case of the experimental classes, the students obtained as percentage more grades of "Very Good" and "Good" and less of "Sufficient" and "Insufficient", while the students of the control classes remained at the same level as in the constative stage, not registering any obvious increase or decrease in performance.

b) The comparison of the results in the tests, between the control and experimental classes, in the posttest.

If a series of tests and quizzes were used in the pretest (the constative stage) to establish the starting level (initial assessment) of all students, in the posttest stage test samples were also used (final assessment). In addition, formative assessment tests were applied throughout the course of the research, in order to observe any progress (action research). From the comparison of the data obtained in the posttest by the two samples (control and experimental), the following results were obtained for these samples (the maximum cumulative points for these samples was 150):

Table 2. The results in the tests for the control and experimental classes, in posttest

Scores	Points gained	Points lost
Control classes	Total	89
	Total (%)	59
Experimental classes	Total	118.5
	Total (%)	79

It is observed that the score of the students in the experimental classes increases by 29.5 percent, compared to the score of the students in the control classes. The efficiency of the training activities is thus proven, which means that the hypothesis has been confirmed.

Conclusions drawn from the research:

- The students in the control classes did not register a remarkable evolution on the school progress scale;
- The students in the experimental classes, following the application of the ameliorative intervention program, were able to successfully cope with the problems and school tasks derived from the specifics of the school subject under discussion;
- The learning difficulties identified and inventoried at the beginning of the research could not be permanently removed, but their consequences in terms of school activities could be reduced;
- The application of some active and interactive methods, the use of various educational means, the alternation of the forms of activity organization for individualization and differentiation, are premises of a modern and efficient education;
- The alternation of didactic strategies and the use of non-routine, innovative and creative didactic styles contribute to reducing the effects of the difficulties that students encounter in school learning;
- Increasing the period of application of training activities, simultaneously with their diversification according to the specifics of the school subject and the age and individual characteristics of the students, lead to considerable effects on the reduction of learning difficulties.

5. Conclusions

The daily instructive-educational experience clearly demonstrates to us that the vast majority of students who make up the school population demonstrate, during their educational activities, a behavior that is largely accepted by the teachers. However, some of these students are faced with different learning difficulties, difficulties that manifest themselves especially in terms of their behavior, but also in terms of their school performance.

The current education system has considerably enriched its educational offer, proposing a series of alternatives for students who, for some reason, cannot cope with the school requirements and demands. This is also where a series of recuperative, psychopedagogical intervention programs come in, even going as far

as individualized interventions and case studies. We must not forget, in this very context, the tendency of the current Romanian education to offer children with deficiencies who are under the study of special education the chance to integrate children with special educational needs into public schools. In other words, the needs for education have increased, the offer of education has increased, the school requirements have increased, all of which demanding in an increasing way the student, who feels more and more these difficulties, his first reaction being that of flight, of refusal, of abandonment.

The diversification of the information sources, the expansion of the educational offer, the rapid changes within societies, also determine a growing need for self-regulation and self-adaptation to all these changes. Not all individuals manage to keep up with these, therefore, diachronically speaking, the difficulties of adaptation and learning grow almost directly proportional to the increase in social-economic and implicitly educational requirements. This is also the reason why the individual of our days must be an open person, able to respond to school requirements first and social requirements later and, therefore, he/she must be tutored and guided to obtain these skills that ensure his/her future success. The school is the first institution that can successfully achieve these objectives and, therefore, it is imperative that the students who form the school population are prepared to face these demands, and if they fail to solve these demands, it is necessary to apply a specialized intervention program, a recuperative program.

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INTERPERSONAL COMMUNICATION IN CHILDREN OF PRIMARY SCHOOL AGE*

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Abstract

In contemporary society, communication is a subject of certain topicality and of particular importance in the process of development and formation of every human being. Communication helps young pupils to engage in dialogue, ask questions and receive responses, communicate assertively with adults, communicate positively with peers, accept the opinions of peers and adults, identify the right time to initiate a dialogue with adults or peers, to conclude a dialogue in a fair and polite manner.

Communication efficiency, however, depends on the level of development of the communication skills of the communicators. The development of interpersonal communication skills begins early, having its specificity at each age. The development of communication skills is a process of great complexity and especially the primary school age it coincides with the social integration of the child in an organized group where communication has a very important role for establishing the relationship with others.

Interpersonal relationships are established and evolve based on the background of interpersonal communication between people, treating them as conscious and direct psychological alliances between people. Interpersonal relationships of primary school children are formed and developed based on individual particularities, as well as based on the types of relationships internalized and learned from the family and the school environment. In the present study we have to analyze the ability of young school pupils to communicate effectively.

Key words: *Communication; Interpersonal communication; Interpersonal relationships; Primary school-age.*

1. Introduction

Interpersonal communication is an inherent need for the full and valuable realization of human potential. Scientists explain the concept of communication as a

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"specific category of human activity, which has the main role in establishing, developing and perpetuating relationships between people in various environments" (Gippenreuter, 2019, p. 10). This reality requires contemporary psychology to trace and secure the realization of a new goal: to make interpersonal communication more efficient. Communication efficiency, however, depends on the level of development of the communication skills of the communicators. In this sense, interpersonal communication can be enhanced by identifying and implementing theoretical and applied benchmarks. The development of interpersonal communication skills begins early, having its specificity at each age. The development of communication skills is a process of great complexity and especially the primary school age it coincides with the social integration of the child in an organized group where communication has a very important role for establishing the relationship with others.

Interpersonal communication also mediates *interpersonal relationships*. Researchers in the field state that interpersonal relationships are established and evolve based on the background of interpersonal communication between people, treating them as conscious and direct psychological alliances between people (Floyd, 2013). Interpersonal relationships of primary school children are formed and developed based on individual particularities, as well as based on the types of relationships internalized and learned from the family and the school environment.

2. The theoretical framework

When we intend to define the concept of communication we observe that scientific studies provide us a multitude of possibilities to define the notion of communication from the perspective of different fields: psychology, pedagogy, sociology, physics, mathematics. The simplicity of defining the concept of communication is only apparent, the same as possibility to include communication and its components into a generally valid definition.

The Larousse Psychology Dictionary defines communication as follows: Communication, relationship between individuals. Communication is primarily a perception. It involves the deliberate or undeliberate transmission of information intended to clarify or influence an individual or a group of receptors. But it does not reduce itself to this, at the same time as information is transmitted, there is an action on the receiver subject and a retro-active effect (feedback) on the emitting person who, in turn, is influenced (Sillamy, 1998, p. 73).

Following the theoretical analysis, it was found that the communicative dimension reflects a phenomenon naturally included in the dynamics of social processes. Interpersonal communication includes:

a) communication factors (actors, characters, agencies); the distance between them and their location, both being important for specifying the particularities of the message transmission channel;

b) the framework and the institutional context of the communication that automatically prints a certain type of code: official, media, colloquial, didactic, secret, etc.;

c) enunciative situation (interview, debate, lesson, scientific session, etc.);

- d) active or latent repertoires of transceivers;
- e) feedback practiced;
- f) jamming factors (noise) (Bălan *et al.*, 2008, p. 234).

Therefore, we define interpersonal communication as an activity of socializing people in a given situation or social context which establishes connections and interactions between at least two people, each coming with thoughts, ideas, feelings, behaviors, values, attitudes, needs, goals, visions that they communicate to each other, capitalize on them, develop them or shape them in the situation of communication and interpersonal relationships.

The social aspect of communication and interpersonal communication, according to Neculau (2004, p. 97), ensures a vital connection with other people, so "communication plays a fundamental role in the exchanges and interactions that are conducive to the training of a consensual universe".

Rules governing communication (human) set behavioral patterns to which members of a community have to comply and have three remarkable properties: (a) they can be followed, (b) are prescriptive, and (c) they have a contextual validity (Fârte, 2004, p. 12).

Researchers Bocoș, Gavra, Marcu (2008, p. 44) describe the functions of communication:

1) The first function refers to understanding and knowledge. Thus, communication supports both a better oneself knowledge and the knowledge of others.

2) A second function of communication is to develop consistent relationships with others.

3) The third function concerns the dimension of influence and persuasion of communication. In the communication, we can influence the pro and contra arguments of the interlocutor, but also we can influence his/ her behavior to achieve certain goals.

The period of primary school age is a qualitatively new stage in human psychological development. In early childhood, children enter the stage of concrete operations, they have already reached the use of reason, they can think logically. „At the age of 7-8, they have many skills necessary for collaboration, but we also know that the expression and verbal behavior during this period are spontaneous and sincere. Thus at this age children need the help, the intervention of the elders to be educated” (Racu, Racu, 2013).

Different subsystems of the environment contribute to the formation of the child's relationship: the family, school, and social environment where the child's personality is born and continually develops. The family environment is the first model of interpersonal relationships for the child and becomes a guideline for their further interactions. Thus, the communication of children with adults is complementary, but children also need the partnership of adults, considering the "need to collaborate in acquiring everyday practical actions and in the process of theoretical and practical knowledge of various fields" (Bolboceanu, 2007, p. 40).

After Vygotsky (1991), young child, initially learns how to properly perform activities with the adult. As the child develops, the circle of activities they carry out on their own widens, based on the activities initially carried out with the adults, that become for the child resources for the subsequent successful activities in the near future.

Relationships with siblings also contribute to the development of interpersonal communication skills of younger school children. The way of communication and relationship with the brothers and sisters is taken over later in the social interaction with peers. The interpersonal relationships of young school children are rich in the cognitive discoveries and emotional feelings. Thus, being in the first interpersonal relationships, children relate and find friends with a similar communication style like their or they are affiliated with a complementary style. These social connections can serve as a strong foundation for future interpersonal relationships (Lisina, 2009).

Therefore, specially a friendly family environment, the tenderness of the parents contributes to the positive positioning of the child in school and in the formation of an adequate self-appreciation (self-esteem) appropriate to the self and in the formation of a proper conscience (Abric, 2002).

The specificity of interpersonal communication in children is highlighted in the instructive-educational activities. Platon (2001, p. 28) highlights: "The pupil's adaptation to school depends on a multitude of factors and their permanent interaction. Some factors are intrinsic, others are inherent in the different environments where the pupil is present or some others they will have to face: family, as the main basis for "building" reality; the school, as the place of updating and developing its intellectual, emotional, social and knowledge acquisition capacities; the society in which he will have to integrate".

At the school, in the training process, the self-esteem of young children is formed based on the evaluations provided by the teacher. Here the children know their first teacher who differs from the educator. They learn to identify these personality qualities within the studied disciplines, they learn norms and rules of behavior. In the relations with the teacher, with the peers, in school and outside the school, they are guided by them (Lisina, 2009, p. 215).

During this period, the teacher's intervention is very useful in terms of encouraging children to initiate, establish and maintain social relationships, developing the ability to work in a team, to cooperate with others, to communicate effectively, to collaborate, with regards to developing students' social skills. The children establish relationships and form groups by making friends with the children they like and appreciate, with those they learn together, and with whom they carry out joint activities. "But, relationships with the peers are built on a partnership basis and are governed by the norms of equality, and relationships with parents and teachers remain with unequal (complementary) rights" (Ștefan, 2012, p. 37).

In this way, children learn a series of skills, habits, and social interactions. In the opinion of Ananiev (2004), in interpersonal communication can be highlighted the attitude of the child's personality towards himself, people, work, community.

At the same time, it has been shown that the relational dimension reflects the relationships between two or more people and develops based on the background of interpersonal communication. Interpersonal relationships are established and developed based on the background of interpersonal communication between individuals. Interpersonal relationships are presented as support that serves as a base for personality formation and self-discovery processes. At primary school-age children, the styles of attachment, education, relationships established in the family determine the formation of identity, school adaptation, and relationships with peers. The period of early schooling "develops new types of relationships based on the fact that the school as a social institution includes in its classes, groups of equal age, tutored, which go through the training program with a pronounced competitive spirit, and group relations are subject of the same rules and regulations" (Verza, 1993, p. 69).

Bozovich (2008) mentions that during the early schooling take place the most significant changes related to the attitude and the mutual relations. Once enrolled in school, the child joins to a new team. The inclusion of the child with his/her peers in the learning activity forms a common attitude of solidarity.

Interpersonal relationships and social connection are important for the well-being of children, as social interactions help to shape their sense of self. A child who grows up and develops in a favorable relationship environment (family, school and social) has the opportunity to develop as a whole and balanced person. Interpersonal relationships of primary school-age children are formed and developed based on individual characteristics, as well as depending on the types of relationships internalized and learned in the family and the school environment (Tolstaia, 2018).

Summarizing the theoretical study, we can conclude that especially at primary school age communication with peers and adults is one of the decisive factors for personality development. This is since a child attending primary school moves into a new system of interpersonal relationships. Interpersonal communication skills are directly related to personality and refer to all activities in which children participate. Difficulties in communicating with peers often lead to delays in personal development.

3. Methods and experimental group

The following *methods* were used in this stage of the research: Method "The ability to build a dialogue", after Shchetinina, René Gilles projective method.

Method developed by Shchetinina (2013) for measuring and evaluating the skills and level of verbal communication. The sheet of the proposed method contains two variables: the competence to initiate a dialogue and the competence to maintain and complete the dialogue, with five scales for the first variable and four scales for the second variable.

The René Gilles method is not related to purely projective methods. It constitutes an intermediate questionnaire between the survey and the projective tests and is an optical-verbal method. The purpose of the method is to study the particularities of the child's behavior in various situations, social adaptation and the child's interpersonal relationship with others. In order to achieve the purpose of the

research, from 12 scales we selected 5 that include items that characterize the child himself and that identify particularities of the interpersonal relationships of children with peers, namely: relationships with friends; the tendency to dominate; communicability; tendency towards isolation, isolation; appropriate social behavior (Burlachuk, Morozov, 2000).

Students from three public pre-university institutions participated in the finding experiment: the gymnasium “A. Mateevici” from Răuțel village; the “D. Cantemir” gymnasium from Pîrlița village; the gymnasium from Mărădeni village, Făleşti district. The total number of subjects – 376, of which 96 students were in the first grade, 68 – in the second grade, 80 – in the third grade, and 132 – in the fourth grade. The participation of children was possible due to the obtained consent of the parents, the management of the institution, and the school psychologists.

4. Discussion of results

To determine the initial *level of verbal communication* in children in grades I-IV, was applied the method “Ability to build a dialogue”, developed by Shchetinina. The data obtained are presented in Figure 1.

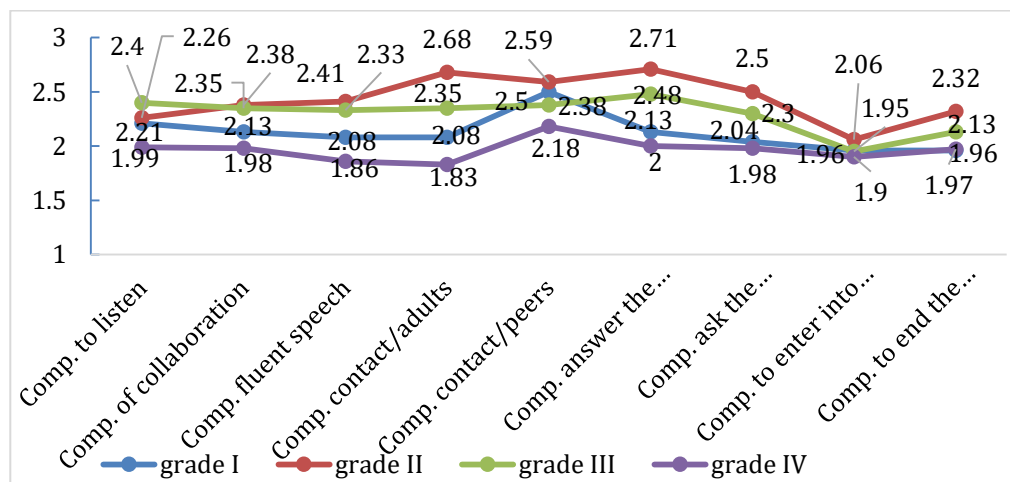


Figure 1. Demonstration of verbal communication skills in children in grades I-IV (average values)

We used the t-Student statistical method to calculate statistical differences. Indices of the statistical difference of the first-grade students compared to the second grade; III and IV are presented in Table 1, Table 2 and Table 3.

Table 1. Significance of the difference between the means in the characteristics of verbal communication in children in class I - II

Scales	t-Student	Significance level
Competence of maintaining fluent speech while establishing contact	2.003	0.05
Competence to contact adults	5.945	0.00
Competence to answer the questions	4.1	0.00
Competence to ask the questions during a dialogue	2.974	0.00
Competence of collaboration with others	2.192	0.05

Table 2. Significance of the difference between the means in the characteristics of verbal communication in children in class I - III

Scales	t-Student	Significance level
Competence to contact adults	3.045	0.00
Competence to answer the questions	3.449	0.00
Competence to ask the questions during a dialogue	2.244	0.01

Table 3. Significance of the difference between the means in the characteristics of verbal communication in children in class I - IV

Scales	t-Student	Significance level
Competence to listen	2.669	0.01
Competence to contact adults	3.974	0.01
Competence to answer the questions	2.989	0.05
Competence of maintaining fluent speech while establishing contact	2.251	0.01

The data analysis allowed us to find that by the end of the first grade - the beginning of the second grade, the students have already adapted to the school environment and the school regime. They learned to maintain discipline and to be attentive during the lesson. Children come to first grade with a more modest vocabulary. In the second grade, students have more developed communication skills since they are one year older than those in the first grade. They have enriched their vocabulary (read more fluently, recite poems more clearly and expressively, create and write essays).

When they communicate and expose their knowledge, their speech is more expressive. In the third grade children their ability to reflect, think is much more developed than in the first-grade students. They have a richer vocabulary that allows them to communicate, solve problems, compose beautiful phrases and sentences, and operate with various notions from Romanian and foreign languages. Third-grade

students, compared to first-grade ones, communicate and cooperate much easier with the teacher and colleagues. During classes, their verbal communication also comes with more ease, and they establish connections with adults and peers, create dialogues, and have conversations on different topics. These findings confirm the need for more effective interpersonal communication in primary school-age children.

The differences obtained between the first and fourth grades can be explained as follows: the young students of the first grade communicate and link interpersonal relationships during learning and play activities. The main environment for socialization at this age is school and family. A high level of verbal communication of IV grade students can be observed when they communicate verbally without using any benchmark (recommendations from parents, colleagues, in some cases the teacher's instructions). They manage to have an easy dialogue with both colleagues and adults (and also they can answer questions).

Following the identification of the incipient level of verbal communication in the students of grades I-V and separately by grades: I; II; III; IV we find that the differences between the level of communication skills development among students in grades I and grades II, III and IV are not so significant, in some skills, there is no difference at all. Hence we make the somewhat paradoxical conclusion that the set of knowledge, information, the fact that is indisputably necessary for a developing personality, which is traditional for a modern education system, does not contribute enough to the formation of communication skills so important for children's development: the ability to speak fluently while establishing contact, the ability to ask questions during the dialogue, the ability to enter into dialogue on time, the ability to end the conversation.

However, the obtained results confirm the need to streamline interpersonal communication through a program of psychological intervention. During the young school period, based on the interpersonal communication of the learning activities and the socialization process, the children develop the ability to communicate, the ability to collaborate, to work with both adults and colleagues. As a result of social interactions, pupils obtain a high level of verbal communication, there are outlined certain styles of communication models, used as a mark for future interpersonal relationships.

Peculiarities of *interpersonal relationships* in primary school children were determined based on the René Gilles method applied in grades I-IV. To verify the hypothesis, whether or not there are differences between the particularities of interpersonal relationships in primary school children, we present, in table 4, a comparative aspect, the quantitative values regarding interpersonal relationships obtained by students in grades: I, II, II and IV grade.

Table 4. Results of the study of interpersonal relationships in children in grades I-IV (percentage and average values)

Class	Attitude to wards a friend		Desire for leadership		Sociability		Desire for solitude		Social adequacy of the behavior	
	%	\bar{X}	%	\bar{X}	%	\bar{X}	%	\bar{X}	%	\bar{X}
Grade I	87.4	0.76	20.8	1.22	25	1.63	54.1	0.76	25	2.59
Grade II	91	0.71	14.7	1.66	8.8	2.37	70.4	0.65	8.7	2.94
Grade III	65	1.10	30	0.81	12.5	2.43	85	0.53	5	3.65
Grade IV	72.2	1.00	58.3	1.19	8.3	2.23	66.6	0.76	2.8	3.53

The statistically significant differences obtained when comparing the average indices in the interpersonal relationships of the children in grade I with grades II, III, and IV are reflected in Table 5, Table 6 and Table 7.

Table 5. Significance of the difference between the averages and the characteristics of interpersonal relationships in children in grade I - II

Scales	t-Student	Significance level
Desire for leadership	2.808	0.05
Sociability	5.933	0.00

Table 6. Significance of the difference between the averages and the characteristics of interpersonal relationships in children in grade I – III

Scales	t-Student	Significance level
Attitude to wards a friend	4.626	0.00
Sociability	2.76	0.00
Desire for leadership	3.064	0.00
Social adequacy of the behavior	5.94	0.00

Table 7. Significance of the difference between the averages and the characteristics of interpersonal relationships in children in grade I – IV

Scales	t-Student	Significance level
Attitude to wards a friend	3.772	0.00
Sociability	6.302	0.00
Social adequacy of the behavior	6.227	0.00
Desire for solitude	6.412	0.00

However, in the first grade compared to the second grade, it is necessary to teach children to self-regulate the cognitive, motivational, emotional and behavioral system in the school environment. The learning process facilitates the channeling of the child's energy and the development of their personality. Thus, during the

development the kids become friendlier, the tendency of domination is attenuating and the type of communication implemented becomes more assertive.

First grade children establish interpersonal relationships with peers in the classroom, being guided by the teacher-leader, learning, integrating and experiencing the skills provided in the curriculum: communication skills, self-esteem and interpersonal relationships. In the first grade, they acquire the status of students and comply with the school regime and the social norms. In the third grade, children already have developed more skills of relating to friends, as well as sociability and the ability to behave socially appropriately. During the fourth grade, they practice and reinforce the mentioned skills for using them later in the gymnasium stage.

Relationships with friends, sociability and social adequacy of the behavior in first-grade children are formed based on the type of communication, attachment, parenting, educational style, and predominant mode of interaction, as well as individual, environmental, and interaction patterns of the instructive-educational process. Thus, when being admitted in the first grade and becoming a student, the new relationships appear in the child's life, as well as the new rules, and the child should correspond. In the first grade, the children do their best to complete the learning activities, cooperating, being guided by the teacher. In the first grade, the children are self-centered, independent of each other, they take less into account the perspective of their peers, and they help each other as instructed by the teacher. During the teaching activities and especially the psychological ones, the children have the opportunity to train and develop their communication skills, self-knowledge, and self-appreciation.

However, in the fourth grade, children during the educational process, face their own actions, becoming aware of them and start comparing them with the model of behavior and the norms proposed by the teacher. Thus the child should adapt their rhythm and the rhythm of studies to that of the class group. During the fourth grade, students learn to be empathetic, to communicate assertively, to take into account their own desires and those of their peers. They are more aware of the friendly relationships they establish so that they choose friends from their peers reflecting on common character traits, qualities, values, attitudes, similar occupations, etc. Also in the peer group children find friends and make friends.

The interpersonal relationships of children of young school age are manifested intensely in the groups consisting of their preferences, in the children desire to find a common language with other children, in their desire to have friends, to measure their strengths with other children and to join the class group. The group of friends gains a greater significance and has a significant influence on the formation of the child's personality and social behaviors.

Regarding the appropriate social behavior, we mention that the first-graders express a special interest in the learning activities and show a lot of responsibility in fulfilling the school requirements, but towards the end of the IV grade, the diligence of some schoolchildren may decrease. This is explained by the following: IV grade students are interested in new activities; the educational activities in the first grade

are carried out more in individual form, in the fourth grade the activities are carried out in front, in small groups, or pairs. In the first grade, the children are constantly monitored by the teacher who offers them explanations, the whole learning activity being regulated by the teacher.

While in the fourth grade, children learn to do learning activities more independently or together with their classmates. It should be mentioned that the desire for solitude is more pronounced towards the IV grade.

While growing up, children increase the completeness and adequacy of awareness of their position in the peer group. But at the end of this age, the adequacy of the perception of their social status decreases. This indicates that by the end of primary school age there is a kind of qualitative restructuring of both interpersonal relationships and their awareness. Thus, during the development of the children, they become more friendly, the tendency of domination attenuating, and the type of communication implemented being the assertive one.

Next, we will analyze the peculiarities of *interpersonal relationships* in children with a high level of verbal communication in grade I compared to the specifics of children in grade IV, the results obtained by the René Gilles method.

At the *Attitude towards a friend* scale, the statistical difference obtained between the groups of students in the first and fourth grades is ($t=6.244$; $p=0.00$). In the first grade, children with a high level of verbal communication socialize with all their classmates, but they form friendships with their desk mates or with peers they have certain things in common with. So, first-graders focus more on the practical activities they can do together. In the fourth house, children with a high level of verbal communication, already having grown and developed their social skills, can understand a social situation, identify and interpret their own reactions and those of friends communicating with them. They accept the changes in the situation and are willing to find a compromise.

The peculiarities of the manifestation in the first-grade children with the high level of verbal communication of *Sociability* are openness, sincerity, positive communication with peers. In their conversations, they make statements that indicate understanding, curiosity, and synchronization with their peers, their acceptance, etc. Fourth-graders with a high level of verbal communication are aware of the effect of words and carefully match them in sentences taking into account the context (home, school, society). They are diplomats and let their peers be the first to express their opinion, to lead an activity, to propose the topic of conversation. These differences are statistically significant: ($t=7.818$; $p=0.00$).

In the first grade, children with a high level of verbal communication tend to respect discipline, listen to the teacher, and are kind to their classmates ($t=9.039$; $p=0.00$). They respect the rules and are guided by social norms. First-graders respect safety rules in any context and tend to be careful in dealing with others. In the fourth grade, children with a high level of verbal communication are organized, guided by the rules and criteria for regulating order in the family, at school, in society.

5. Conclusion

The child of primary school age who has the competence to listen; in interpersonal communication, they listen actively, show empathy and unconditional acceptance of the interlocutor. Working with adults and peers, the little student is guided by rules, values, and norms. Working in pairs/groups with adults or peers they ask questions, answer clearly, accept criticism, and appreciation.

The little student who can speak fluently uses correct, appropriate words, in the formulation of statements uses personal pronouns "I", creates affirmative statements, expresses empathy, easily establishes the connection and interpersonal relationships with others. In carrying out the activities, the young student is acquiring new information and argues his own opinions, at the same time listening to parents and accepting their advice.

As a result of effective communication between parent and child, the child learns to collaborate, compromise, or adapt to the communicative situation. Children collaborate, ask questions, clarify or find out details about the subject of communication, provide objective and positive reverse connections to peers. Also, they propose ideas, alternative solutions to problems.

The primary school student who communicates effectively answers clearly, honestly, and precisely to the questions received, being attentive to the questions of the interlocutor (adult/peer); has the competence to ask questions adapting to the topic of dialogue and using the communication channels specific to the interlocutor (adult/peer).

At the same time, communication skills require constant development, especially in children with low levels of verbal communication. The efficiency of interpersonal communication in primary school children can serve as a basis for effective interaction and socialization in the future age stages.

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THE PSYCHOLOGICAL PROFILE OF ADOLESCENTS WITH DIFFERENT TYPES OF ATTACHMENT TO THEIR PARENTS*

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Abstract

The article presents an analysis of the adolescent's personality from the perspective of the relationship formed with parents/peers, secure/insecure attachment and self-perception of masculine/feminine traits. The interaction and weighting and statistical analysis of the variables are also presented: trust, communication, sense of abandonment, extraversion, openness, consent, consistency, etc. For the first time, a correlation is made between the type of attachment to parents, peers and the type of relationship in adolescence. Investigations are carried out to identify whether or not there is interdependence between variables.

The research was focused on studying the impact of parental attachment on relationships in adolescence. In the literature, adolescence is marked by critical changes in cognition, behavioral and emotional systems. Adolescents develop their own views and separate from their parents. Interpersonal relationships with parents play a primary role in the development of the person and the type of relationships he will later establish with other persons throughout life. The results show a positive correlation between the quality of attachment and the acceptable type of functional/social interaction between the research subjects and others. To develop the Psychological Profile of adolescents with secure/insecure attachment, the results of the diagnosis (block of 4 inventories) were used - 28 adolescents, aged between 16 and 19 years. The paper presents the profile of adolescents with secure/insecure attachment. The results of this study contribute to a better understanding of the role that attachment plays in the formation of relationships with others in the early age period.

Key words: Attachment; Adolescent; Communication; Self-confidence; Abandonment.

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1. Introduction: Describing the dynamics of age-related development

The problem of adolescence was and continues to be the topic of prediction for numerous researchers and specialists in the field of psychology, pedagogy, ethics, family law, as it represents one of the most important phases of human development. Psychologists characterize adolescents (Priceputu, 2014, p.102) by hypersensitivity, by the characteristic of motivational and affective conflicts through the lens of cultural and social integration, by participating in groups with common concerns and specific cultures (adolescent subculture). The author urges the environment, so that at this age, the adolescent's needs to search for identity, personal values, to gain emotional independence from parents, the need to experience a variety of behaviors, attitudes and activities are accepted. In the activity of training and development of the personality (Pavelcu, 1972, pp. 93-103), points out some characteristics of adolescence, highlighting psychological and social features: self-affirmation, autonomy, independence, aspirations and ambitions, isolation and loneliness, egoism and altruism, etc.

Describing the dynamics of age-related development, Erikson (2015, p. 67) identifies eight stages, each of which has to choose one of two developmental options, which are in antagonistic relationships. The choice of a "positive pole" contributes to the formation of a positive developmental achievement and leads to the harmonious formation of the personality. In the first stage, corresponding to the infantile age, the positive pole is the feeling of trust, which means trust in the constancy and continuity of relations with a significant adult, the presence of security. The further development of the personality depends on the formation of this basic feeling of trust in the world. The scientist postulated (Crittenden, 2002, p. 9) the existence of "trust", which appears and is formed due to the caring attitude of the mother, as the basis of the harmonious development of the personality. If during the first years of life the child feels satisfied with the adults' answers/reactions to the behaviors they develop, then the type of attachment called secure will be structured, which corresponds to what E. Erickson calls trust.

So, studies carried psychologists (Cheianu-Andrei, Russu, 2016, p. 126) show that if the child receives enough warmth and parental care when he needs it, it determines:

- a) development of self-esteem, belief in the goodwill and receptivity of others;
- b) forming favorable relationships with others during adulthood;
- c) the accumulation of positive experience for parental behavior in the future - behavior patterns;
- d) the continuation of the intellectual and emotional development of the child more harmoniously, reducing the risk of mental retardation.

Similar to western psychologists, L.S. Vygotsky (Yaremchuk, 2005, pp. 551-554) mentions that any human psychic function appears in development twice, once in the external plane, shared between people, and only then moving to the internal plane. This statement explains the role that the adult follows. Thus, the adult acts as the child's first partner in interaction, creating the necessary conditions for human development.

According to researcher Lisina (Yaremchuk, 2005, p. 17), communication, from the point of view of activity, as a special type of communicative activity, presents "the interaction of two (or more) people, who combine their efforts with the aim of establishing relationships and to achieve common result".

Hypothetically, we assume that secure attachment meets high levels of trust in parents, positive communication with them, and low levels of feelings of abandonment.

Carrying out the ascertainment experiment, we analyzed the data obtained, by means of mathematical and statistical methods that allowed us to develop the Psychological Profile of adolescents with secure/insecure attachment, thus achieving one of the proposed objectives.

In order to delineate personality traits in relation to the type of attachment (secure/insecure) and the type of relationship, we analyzed the results obtained during the psychodiagnosis, carried out between December 2018 and March 2019, in which 187 adolescents, aged between 15 and 19 years: 88 male subjects and 99 female subjects.

Later, justifying the development of a psychological profile of adolescents with secure/insecure attachment to their parents, we resorted to comparing the results obtained by the female and male subjects on the scales of the applied inventories.

To develop the psychological profile of adolescents with different levels of attachment, we selected high and low attachment subjects from the entire sample. As a result, we obtained two groups of adolescents - 28 adolescents with a high level of attachment and 13 adolescents with a low level of attachment to parents. Statistical processing was performed based on Fisher's ϕ^* Criterion and t-test.

2. Material and methods

✓ The ascertainment experiment was oriented to the application of the instrument: the Inventory of Attachment to Parents and Peers (Armsden & Greenberg - IPPA), which evaluates the types of attachments to parents and friends. The inventory contains three scales/dimensions: Co-communication, Trust and Sentimental abandonment.

✓ The Inventory of Interpersonal Problems (Horowitz, Alden, Wiggins and Pincus) is aimed at identifying the types of problems that appear in interpersonal relationships during adolescence.

✓ The Big Five questionnaire (Barbaranelli, Caprara, Rabasca, Pastorelli) evaluates the personality traits: "Extraversion", "Neuroticism", "Openness to experience", "Friendship" and "Conscientiousness".

✓ The Gender Roles Questionnaire (Bem, adapted by Bouvard, in 2009) is for the delimitation of feminine, masculine traits and the desirability of an individual.

3. Discussions

Analyzing the results of the diagnosis made, according to the criterion of the gender difference in adolescents with different levels of attachment to their parents, we can note the following features, shown in Figure 1.

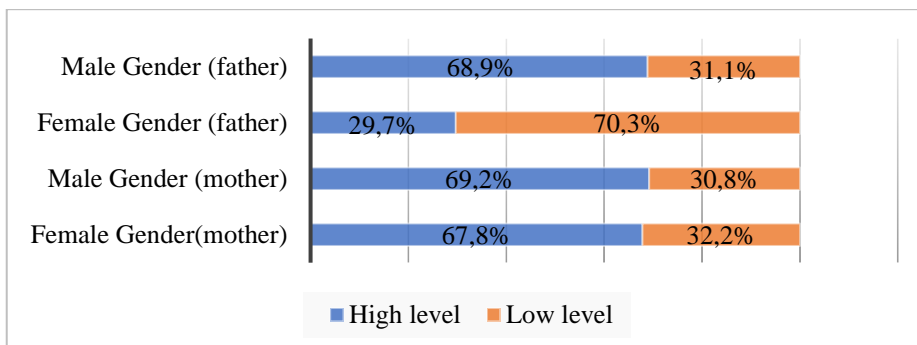


Figure 1. Distribution of male and female adolescent's attachment weight in relation to mother and father

In the figure above, we observe the weight by levels of the attachment of male and female adolescents in relation to mother and father. We notice that the high level of attachment to the mother is characteristic for both teenage girls and boys.

Analyzing the results with the help of the t test, according to the gender differences in the relationship with the father, in the groups of subjects on the Father scale, we observed significant statistical differences in the Trust in father dimension ($t=3.152$; $p=0.002$).

The statistical data of the Communication with father dimension show us that teenagers communicate more closely with their fathers than female adolescents ($t=3.179 < p=0.002$).

The obtained results allow us to conclude about the trust of male adolescents towards their father than that of female adolescents. The statistical processing shows a significant correlation on the Father scale, on the Trust dimension ($t=3.152$; $p=0.002$). The statistical results of the dimension

Communication with father indicate us about the more appropriate communication of male adolescents with father compared to that of female adolescents ($t=3.179 < p=0.002$).

Applying Fisher's ϕ^* Criterion, we statistically analyzed the differences in attachment to mother and father from a gender perspective (see Table 1).

Table 1. The results of the weighting of the scales of the Inventory of Attachment to Parents and Peers, in adolescents with high and low levels of attachment to mother and father

Attachment level	Attachment to mother		Attachment to father	
high	M, %	F, %	M, %	F, %
high	69,2	67,8	68,9	29,7
low	30,8	32,2	31,1	70,3
Fisher's ϕ^* criterion	0,0083 ($p>0,005$)		3,024 ($p<0,001$)	

Thus, it was demonstrated that there is a significant difference between the level of attachment to father for female adolescents and male adolescents ($F = 3.024$; $p = 0.001$): the low level of attachment to father is specific to female subjects, compared to male subjects. Adolescents of both genders show an equally high level of attachment to the mother, and male subjects are more attached to the father.

The results obtained can be explained by the advancement of some socio-emotional requirements from childhood or neglect by parental figures. The effects of the attachment type are long-lasting and reflect on self-identity, the need for safety, the need to be guided especially when the behavioral experiences specific to the "insecure" attachment type are internalized. Following the discussions (qualitative interpretation) of the results, we concluded that: teenagers are not interested in relationships with their parents; parents instill in them a sense of mistrust; they are afraid that they will be rejected by their parents; they do not prefer to externalize their feelings and emotions; they become anxious when they feel the proximity of parents/relatives, etc.

Thus, subjects with an "insecure" attachment type are at risk of experiencing inner conflicts, inadaptability in relation to the existing situation or the inability to cope with new social roles. In contrast, subjects with "secure" attachment do not lose their ability to function in a healthy manner, even when supported at a distance by their parents.

Investigating the issue of interpersonal relationships from the perspective of attachment to parents, we performed a statistical analysis of differences using the Student t-test.

To determine the existence of significant differences between the sample groups (male and female), we performed the t-test for independent samples. Following the t-test, we obtained significant differences ($t=3.011$; $p=0.004$) on the "PA" scale (dominant), which indicates that male subjects denote a higher level than female subjects. On the "BC" (vindictive) scale, statistical differences ($t=3.410$; $p=0.001$) indicate that male adolescents have a higher level than female adolescents. Male subjects demonstrate a higher level than female subjects ($t=2.055$; $p=0.045$) on the "DE" scale (distant) and on the "NO" scale (intrusive) ($t=2.045$; $p=0.049$).

Crittenden (2002) mentions, when attachment "figures" are available, present and responsive to a child's needs, it creates safe space for them to explore. The child understands that the world is a safe place, is able to remove obstacles, has someone to get help from if he needs it and asks for it, can have good relationships with others. If these things do not happen and the parents are not supportive, the child understands that the world is unsafe, does not believe in his ability to face challenges, learns that the world is a dangerous place and needs various strategies to cope and survive.

In order to investigate the relationship between personality traits in adolescents with secure and insecure attachment to parents, we administered the Five Factor Questionnaire that measures the level of the following dimensions: Extraversion, Agreeableness, Conscientiousness, Emotional Instability and Openness. Later, the results served as material for developing a psychological profile

of adolescents with secure attachment to their parents and a psychological profile of adolescents with insecure attachment to their parents.

The results of the analysis of the ratio of average values in adolescents, depending on the level of attachment to the mother, are presented in Figure 2.

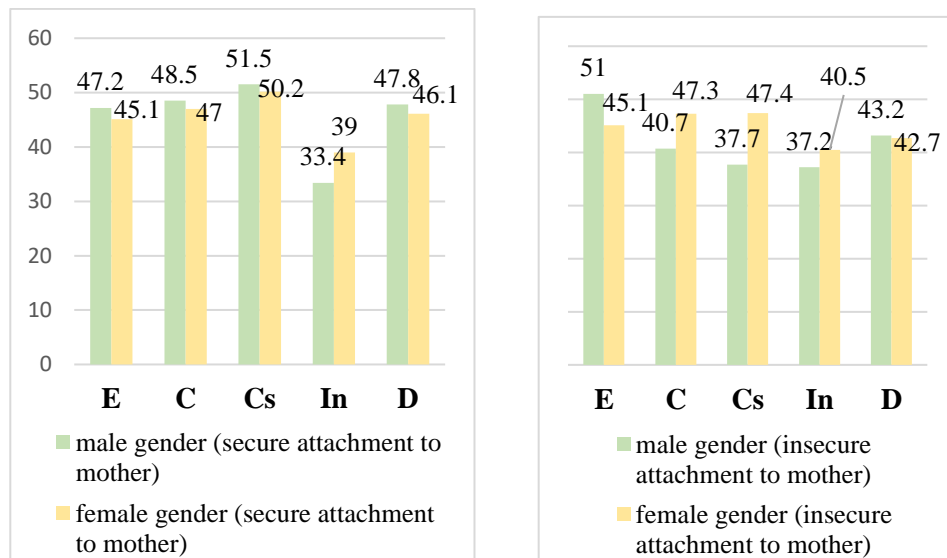


Figure 2. Average results according to the Five Factor Questionnaire in adolescents with secure/insecure attachment to mother

We observe that adolescents with secure attachment show emotional instability, while gender differences are observed in this parameter. Male adolescents demonstrate more emotional stability than female adolescents. However, among adolescents with insecure attachment there are gender differences on the scale: "Extraversion" –male adolescents are more extraverted than female adolescents. On the "Conscientiousness" and "Conscientiousness" scales – female adolescents show a higher level than male adolescents.

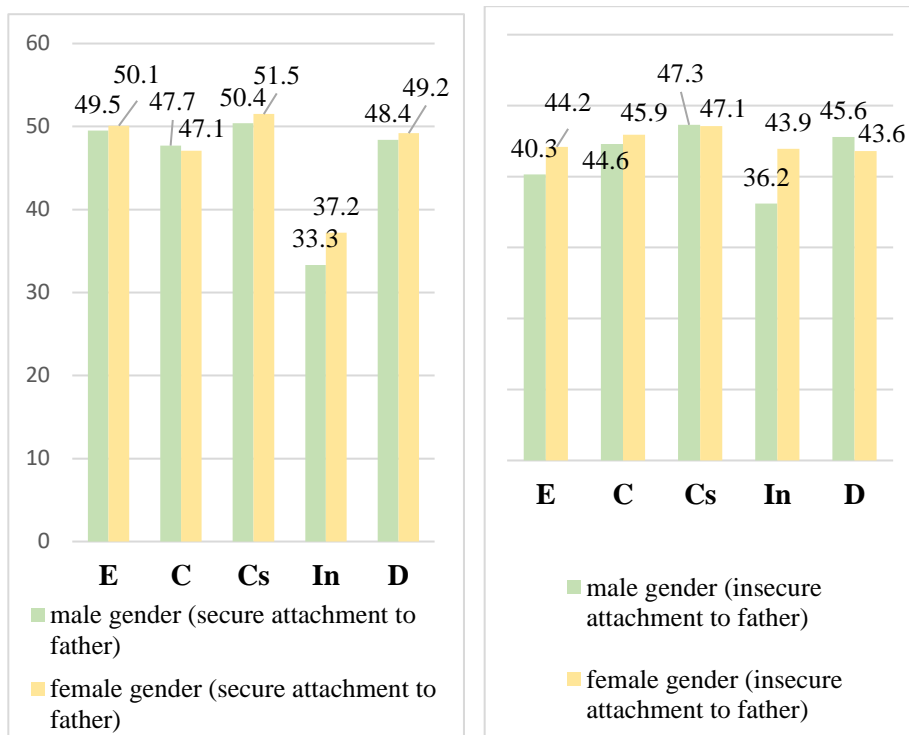


Figure 3. Average results according to the Five Factors Questionnaire in adolescents with secure/insecure attachment to father

Analyzing the results of the ratio of average values of female adolescents, depending on the level of attachment to the father, presented in Figure 3, it is observed that in male adolescents with secure attachment, characteristics such as: emotional instability, extraversion and conscience are less expressed.

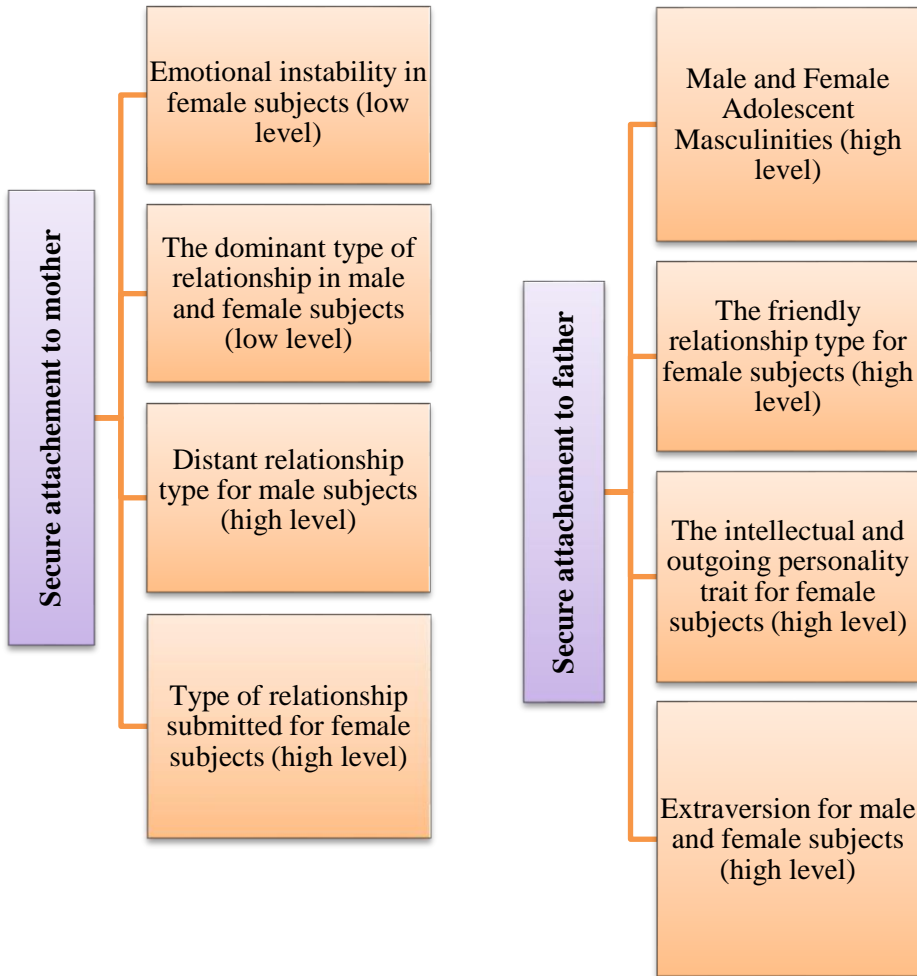
Differences are evident, from a statistical point of view, for the personality traits of adolescents depending on the level of attachment to their parents, especially regarding the attachment to the father of the female subjects.

Analyzing the obtained data, we notice that male subjects with a high level of attachment to their mother have a higher level on the "Consciousness" scale compared to peers with a low level of attachment to their mother ($t = 4.044$; $p = 0.002$).

Male adolescents with a high level of attachment to their father have a higher level on the "Extraversion" scale compared to peers with a low level of attachment to their father ($t = 2.947$; $p = 0.007$).

Female adolescents with a high level of attachment to the father have a high level on the scale "Extraversion" ($t = 2.403$; $p = 0.022$), "Conscientiousness" ($t = 2.034$ $p = 0.05$), "Openness" ($t = 2.131$; $p = 0.04$), as well as low level on the "Emotional Instability" scale ($t = -2.545$; $p = 0.016$) compared to peers with a low level of attachment to father. The generalization of the research results allows us to

develop the personality profile of adolescents with secure and insecure attachment to their parents.



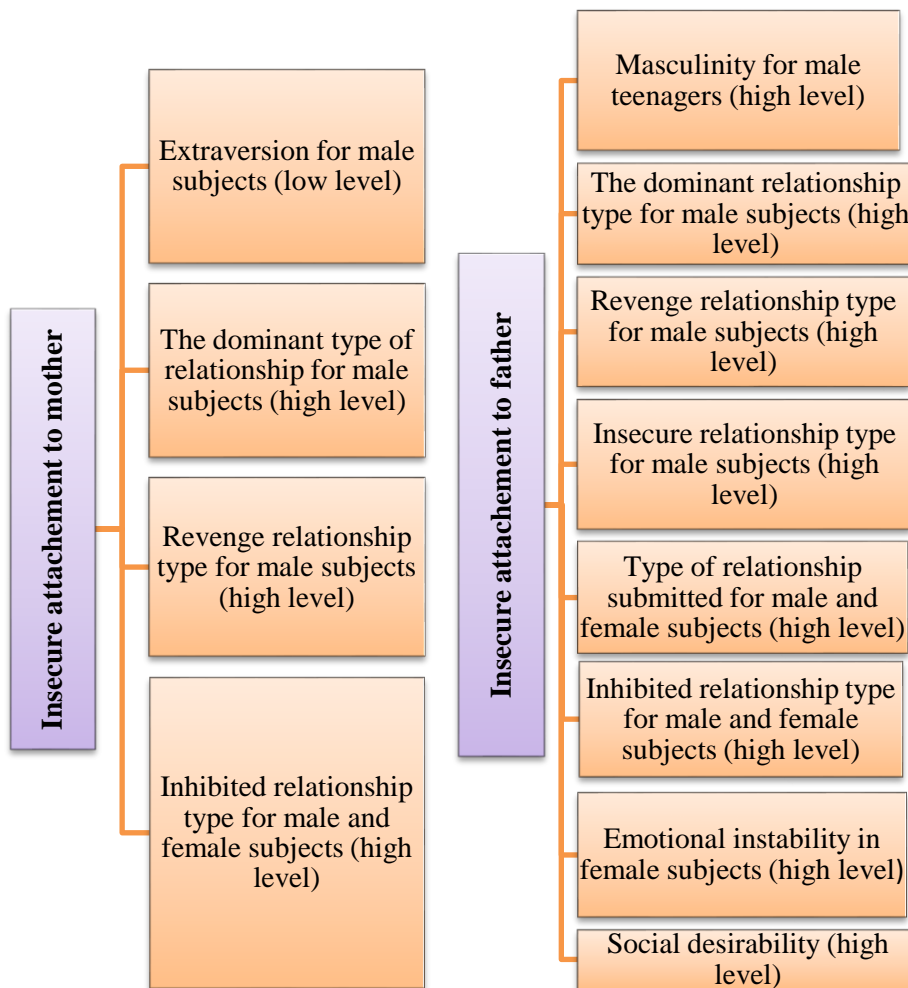


Figure 4. Psychological profile of male and female adolescents with secure/insecure attachment to mother and father

Thus, in Figure 4, we observe that male adolescents with secure attachment to their mother are characterized by: accepting others and their opinions, without controlling and manipulating them. These teenagers also find it difficult to show love and be responsible to others. They find it difficult to show their feelings, affection. Female adolescents have difficulty setting boundaries for others, find it difficult to say "no" and are emotionally balanced.

Adolescents with secure attachment to father, regardless of gender, are characterized by extraversion and masculine personality traits. Female adolescents are open, have difficulty setting boundaries, want to please everyone, neglecting their own desires, and get overwhelmed by other people's problems, showing care and friendship.

Male adolescents with insecure attachment to their mother are shy, have difficulty initiating social contacts and demonstrating their feelings and tend to please others. They are also controlling and manipulative, trying to influence and change others. They are revenge-oriented and quarrelsome. Female adolescents with insecure attachment to their mother have similar characteristics.

Male adolescents with insecure attachment to father are insecure arguers, submissive, yielding, introverted, and socially avoidant. Female adolescents with insecure attachment to their father are characterized by emotional instability, introversion and difficulties in relating to others.

Thus, when attachment "figures" are available, present and responsive to the child's needs, it creates safe space for him to explore.

4. Depending on the gender of the subjects

4.1. Male adolescents who demonstrated a high level of weight in the "Communication" and "Trust" dimensions of the "Dad" scale denote a high level of attachment to the father, which allows us to find out about the development of positive thoughts about others, for that the father represents the first other in the child's life. He is the first person different from himself and it is the mother and father who will generate thoughts about the outside. Adolescents with a low level on the "Feeling of Abandonment" scale with a high level of attachment to the father, show assertiveness and self-confidence, possess enthusiasm and activity, sensitivity to others and their needs, openness to culture and creativity. At the same time, these adolescents are related to "good" mental health, extraversion and performance.

These teenagers (Șchiopu, 1997) have difficulties in maintaining long-term relationships, in demonstrating their own needs, it is difficult for them to communicate what they want, they consider themselves insecure, they cannot assume a leadership role and they overcome their anger poorly.

They are characterized by the desire to be peop lac to others. It is their shyness that makes it difficult for them to initiate social contacts. Adolescent males who demonstrated a high level of weight on the "Communication" and "Trust" dimensions of the "Mother" scale and a low level of "Feeling of abandonment" denote a high level of attachment to the mother. Male teenagers are characterized by positive thoughts about themselves.

The explanation comes from attachment theory, where the responsibility for self-thoughts, whatever gender the child has, rests with the mother.

4.2. Female teenagers who demonstrated a high level of weight in the communication and trust dimensions, denote a high level of attachment to their parents, behavioral manifestations in relationships with those around them acquire an increased sensitivity towards others. They show competence, organization and have a developed sense of duty, motivation to achieve. In the analysis of the results, with a high weight are the traits: assertiveness, warmth, positive emotionality.

Adolescent girls are prone to rely on relationships with others as emotional support, respectively, to be concerned with the harmony of relationships. Psychologists (Wallin, 2010) mention that attachment to the father makes it easier for the daughter to find a partner. The statistical results obtained allow us to find the lower level of attachment to the father from female adolescents compared to male adolescents, which allows us to conclude about difficulties in maturing daughters for a relationship. The comparative analysis of the results, in the type of relationships, denotes female subjects who encounter difficulties in lasting relationships, they reveal that they keep others at a distance and do not demonstrate their feelings and affection.

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DEPRESSION IN THE STUDENT ENVIRONMENT*

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Abstract

Given that depressed patients improve their condition only when they understand what is happening to them, we consider it imperative to convince certain students through psycho-education, as specialist academics, that they need to identify their affective states, mood disorders disposition and accept that they may sometimes have an illness that can be cured by avoiding certain things and relying on certain resources. On their road to recovery, students who go through such periods need psychological support and encouragement to regain the hope, joy and pleasure that was stolen from them with the stress of entering a new cycle of education, the academic.

Awareness of the causes and psychological effects of depression and taking control of depressive states through voluntary effort by actors in the university environment, as well as a campaign to prevent and combat its presence among students, will determine that depression is no longer considered a stigma. Blame and responsibility lie equally with those teachers or counselors who might identify the symptoms but ignore the seriousness of the problem and cause the illness to go undiagnosed and treated, easily mistaking it for just a feeling of sadness or melancholy.

The study was conducted using a questionnaire covering 20 questions with a simple complement on a sample of 110 students. We believe that the results obtained from this study will contribute significantly to the awareness of the importance of the phenomenon.

Key words: *Mild depression; Psychological therapy; Treatment of depression; Lifestyle.*

1. Introduction

Depression is a common problem in today's society that often goes undiagnosed or, more often than not, is diagnosed late. Statistics show that 15% of the population had at least one episode of minor depression during their lifetime and

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5% a major one, and in some countries such as Afghanistan the depression rate even reaches 22.5% of the population (Alonso, 2022, p. 17).

As it appears from the DSM-5 and ICD-10 classifications, depressive disorder is an illness in the category of affective disorders, characterized by a depressed mood that persists for at least two weeks, for most of the day, almost every day, and is a change from the previous level of functioning, to which is added at least one of two symptoms: anhedonia (loss of interest or pleasure in activities considered to be enjoyable) or fatigue. Often, this symptomatology is accompanied by low self-esteem, loss of appetite with weight loss, hypnotic disorders such as insomnia or hypersomnia, feelings of uselessness, inability, concentration disorders, emotional pain without a clear cause, etc. (DSM-5, 2016, pp. 160-161; ICD-10, 2016, pp. 200-203).

Society tends to stigmatize mental illness and label those people who suffer from a mental condition, often using various terms that distance them from normality, actions that cause the person in question to refuse, most often seeking professional help. Thus, through social exclusion, recovery can be made difficult, and minor affective or anxiety disorders can complicate and turn into serious health problems and, implicitly, real mental illnesses.

2. Depression among young students

Today, depression among young people is a global health problem, representing one of the major risk factors for suicide and self-aggressive acts (Preliceanu, 2015, p. 474), so that one of the main objectives of various institutions of public health is represented by reducing the incidence of affective disorders among young people. Current evidence suggests that only through sustained intervention can the likelihood of depressive episodes in young people be reduced.

As it appears from the latest reports of the World Health Organization, approximately 5% of the population of our country suffers from an affective disorder of the depressive type, the prevalence among young people being lower than among adults, but increasing compared to previous years, which not negligible, which is a strong alarm signal.

At the world level, both depression and anxiety (in its comorbid position) are common presences in academic life, the student having an increased vulnerability, which is associated, most of the time, with the presence of different mental stressors or physically, they act, usually together, in a competitive and restrictive environment, where flexibility is limited (Preliceanu, 2015, p. 467).

The university, academic lifestyle with overloaded school programs, the confrontation at a young age with the morbidity specific to the environment, doubled by reduced capacities to effectively face challenges, deficient levels of relationships, the inability to use alternative solutions to overcome difficulties, low social, family and/or institutional support, frequent evaluations and examinations, reduced social activities, abuses by some teaching staff, discrepancies between the official and informal curriculum, financial difficulties and the long path involved in building a future career, problems adapting to the environment academic, new norms and customs compared to the environment of origin, are just some of the stressful factors

that the student faces. Thus, as noted by Isaías Arriola-Quiroz and Stucchi Portocarrero (2010), feelings of frustration, guilt, failure, low self-esteem are reached, which will ultimately have adverse effects on the student's future academic performance (with the appearance of vicious circles, associating the mentioned stressors), his hostile attitude towards society, even addiction to prohibited substances and even self-suppression ruminations.

The risk of suffering from depression has 50% genetic causes, which means that environmental and psycho-educational factors are equally involved in the development of mood disorders (Alonso, 2022, p. 52).

The causes of depression among students are complex, and in order to understand the affective-emotional conditions underlying these imbalances, it is necessary to identify all the risk factors and life situations that can increase the stress level. In such situations, reduced relational skills, folded on a deeply negative thinking, often lead to difficulties for students in establishing new interpersonal relationships, adapting to the new academic environment and, implicitly, achieving school performance.

On the other hand, negative events in everyone's life, some of them even repeated during childhood, such as exposure to domestic violence, parents' divorce, poor living conditions, low economic status, emotional or physical abuse, failure in love, etc. can lead to the triggering of a depressive-type disorder (Preliceanu, 2015, p. 469). Therefore, the ways in which we become depressed are: genetic predisposition, neglect or bad treatment in childhood, chronic stress that alters the nervous structures and a major traumatic episode (Alonso, 2022, p. 81).

Each person's specific cognitive characteristics influence the interpretation of negative events in life, so these triggers will not always lead to depression. Another cause of depression among young adults is genetic factors and certain physical imbalances (Preliceanu, 2015, p. 473). As most studies show, children who have a parent with an affective spectrum disorder are four times more likely to develop the disorder themselves, and maternal depression is associated with a risk of developing depression in adolescents by up to 40% by age 20, with girls more affected than boys.

According to the research carried out, 8.4% of full-time students, who do not attend classes or who learn at a distance, who are between the ages of 18 and 22, "suffered an episode of major depression in the last year", and compared to their peers students recorded the highest proportion of "serious suicidal thoughts" in the last year, according to Alonso (2020, p. 48).

Just as the academic environment certainly contributes to the social, professional and emotional development of students, it can also represent an important source of events that can have a negative impact on certain categories of young people. Poor school results and negative beliefs about one's own cognitive abilities result in an increase in the level of stress associated with attending classes. Practicing acts of physical or verbal aggression towards colleagues (bullying) can be signs of masked depression, especially in girls.

As students, then as young employees, almost all of us had moments of fear, hesitation, guilt, lack of perspective or loss of hope, but fortunately, for most of them,

these states were transient, not qualitatively extremely oppressive and prolonged, nor did they quantitatively aggregate into major disease complexes. In others, however, the specific therapeutic interventions were necessary and welcome, without them the deterioration of academic performance, the withdrawal from social relations, in some cases, even more serious, even family ones, professional insertion and their evolution would certainly have become dramatic.

The symptomatology of depression among students is not always easy to recognize. There is a feeling of sadness, negative projection of the future, which can affect the daily activity and can lead to the appearance of secondary symptoms or disorders, such as those of sleep such as insomnia or hypersomnia, loss of appetite with weight loss or vice versa, in the case of an atypical depression, hyperphagia with the appearance of obesity as comorbidity, mnesico-prosexic disorders. Some behavioral disorders, appearing in the short term and which do not influence the quality of life, can be confused with the symptoms of depressive disorder (Prelipceanu, 2015, p. 465).

In the case of students experiencing depression, behavioral changes are accompanied by long-term changes in mood and personality. Common signs of depression include: depressed mood, irritability, fatigue, decreased ability to concentrate, hypnotic and eating disorders, abandonment of certain activities that were part of the current activity and which were previously enjoyable, reduced adaptive and integrative capacities, negative thoughts and feeling of guilt. The consumption of alcohol and prohibited substances can represent the obvious symptoms of depression and, most of the time, are comorbidities of this affective disorder (DSM-5, 2016, p. 168).

Currently, the recovery programs for a young person with depression are complex, involve multidisciplinary teams and are carried out in steps that mainly involve lifestyle modification, psychotherapy sessions or the administration of drugs from the class of antidepressants, in more serious situations. A visit to the doctor is always necessary for a correct diagnosis of depression and to benefit from specialist help. Depending on the severity of the depression and the level of impact on quality of life, it may be necessary to include antidepressant medications in the treatment plan. In most cases, following the administration of antidepressants, improvements in symptoms are observed within two to six weeks, according to clinical experience.

Students with depressive symptoms are encouraged not to give up sports or to start practicing a sport and have a balanced diet. At the same time, it is necessary that they pay special attention to sleep and avoid the consumption of alcohol or prohibited substances. Spending a good part of the day outdoors can help reduce stress and anxiety and improve mood. When we are faced with a reduced interest in sports that involve a higher level of concentration and physical effort, we can resort to outdoor walks as part of a daily routine. Writing or reading can also have therapeutic benefits, as a depressive often experiences a decline in cognitive abilities due to prosexic deficits, and a daily intellectual activity can keep him connected and lead to an increase in power for Focus.

To support the recovery of a young person experiencing depression, it is necessary to understand that depression is a mental condition, which changes the way he thinks, having obvious influences on behavior. Constant encouragement is needed to communicate with members of the groups to which he belongs, to participate in social activities that he previously practiced together with other people of his age, and all this to combat social isolation and connect him to a model of life adapted to his needs. Support from family, loved ones, even peers can make a difference in the recovery of a young person with depression. Volunteering and getting involved in various actions and to achieve certain goals is an important antidepressant and a possible booster of self-esteem, which improves social relations and communication skills.

Mental and physical health are directly linked, depressive symptoms being caused by sedentary lifestyle, inadequate sleep and unbalanced diet or aggravated by these factors. Unhealthy behaviors of students, such as missing sleep, not respecting the main meals and spending a long time in front of the phone or computer screen are factors that can negatively influence the appearance of affective symptoms or the progressive evolution of an already installed depression. Before looking for solutions to relieve or treat depression, it is necessary to change the lifestyle by combating any behavior harmful to physical health and implicitly to mental health.

From the point of view of psychotherapy, depression is the result of a life scenario in which the person considers himself unappreciated, unloved, with low self-esteem, considering that he is not ok and that he does not deserve any of the good things that happen to him (Tudose and Tudose, 2007, pp. 393-396). A 2017 review found that cognitive behavioral therapy appears to be similar to antidepressant medication in terms of effectiveness, and another from 2012 found that psychotherapy is better than no treatment, but not better than other treatments.

In the case of more complex and chronic forms of depression, a combination of medication and psychotherapy gave clearly superior results. There is evidence that psychological therapies are a useful short-term adjunct to antidepressant medication, especially in treatment-resistant depression.

Through psychotherapy, traumas that generate insecurity are healed, self-esteem increases, activity plans are established, emotional and stress management techniques are learned, new and positive behaviors are learned (Tudose and Tudose, 2007, pp. 408-409).

Behind a depression, there is a relational dependency, the person in question coming from childhood with an unsatisfied need for love. The therapy is adapted to each person. Each one is unique and the number of sessions depends on each individual. Following psychotherapy, he learns to love himself, accept his needs and be gentle with himself, learns to communicate honestly with others without shying away, to interact much more easily with all categories of people, to manage his own emotions and to anticipate others, to make correct decisions on his own, to find solutions, to develop skills he was not aware of, to be creative, to realize that life is wonderful and to enjoy every moment to the fullest.

The most studied form of psychotherapy for depression is cognitive-behavioral therapy (CBT), which teaches clients to change self-destructive ways of thinking (cognitions) and modify long-term counterproductive behaviors.

Analyses of samples of students with depressive disorder who received therapy sessions found that CBT was most effective, although its effects on severe symptoms are not definitively known. The elements that determine the success of cognitive behavioral therapy in young students with depression are: higher rational thinking, better defined future, lower level negative thoughts and less impaired cognition. Also, cognitive-behavioral therapy represented an important means of relapse/relapse prevention.

Cognitive-behavioral therapy and occupational therapies have been shown to be effective in decreasing illness time in college students with depressive symptoms.

If the depression is of severe intensity and cannot be relieved by a change in lifestyle or therapy, drug therapy can be resorted to.

With regard to this method of treatment, the specialists face reluctance both on the part of the affected persons and the entourage, however, once the appropriate drug and the correct dose have been found to cover the affective symptoms, the life of the affected person can improve considerably.

For example, antidepressant medication can be prescribed, which have the role of restoring brain levels of neurotransmitters. This type of medication can have sedative effects, but it is not addictive. As for the benefits, they are expected to appear after at least two weeks of regular administration, but if after a few weeks of administration there is no improvement in symptoms or this improvement is minimal or we face the appearance of adverse effects, it should be taken considering the gradual modification of doses or the therapeutic switch. Once the optimal treatment is found, it is recommended that it be continued for at least 6 months after the cessation of symptoms, in the case of a first depressive episode, or indefinitely in the case of recurrent depressive disorder (Preliceanu, 2015, p. 476).

In clinical practice, according to studies, it was found that approximately half of the patients with depression who are in treatment, abandon it (or present an inconstant administration of the medication) once they subjectively note an improvement in their mental state. Here, an important role is played by psychotherapy, which has the gift of creating that much-desired therapeutic alliance, of diminishing the feeling of withdrawal and isolation from the outside world, as well as personal beliefs about the fact that one's suffering cannot be understood by others and to increase communication at the level of the groups he belongs to. Implicitly, a better compliance with the treatment follows from this, and the patient becomes aware of the fact that early abandonment of the medication is accompanied by relapses or relapses of the disease (Preliceanu, 2015, p. 190).

Last but not least, it must be said that the family, friends, colleagues of the person with depression play an important role in his recovery through constant support, encouragement, increasing self-esteem, strengthening the conviction that he is not alone in the fight against the disease, and to be of help, they need to know that:

- the appearance of the disease does not represent a weak character, nor the fact that the person in question lacks will;
- it is not necessary to show an unjustified concern that can further incapacitate the person in question and accentuate his tendency to isolation;
- the depressive does not want pity from another person, but constant affection, without any interest, is always welcome;
- encouraging the person to carry out a constant physical activity;
- the appreciation of the small positive changes that can be found in the depressed person, lead to the strengthening of the convictions that he can overcome the disease;
- constant encouragement regarding the reversibility of the disease, even its eradication.

Academic staff interacting with students may notice several of the following early symptoms of depression in a person and should take them very seriously and seek help from a doctor, clinical psychologist or other health professional, even a psychiatrist : hopelessness or distress, loss of interest in previously enjoyable things, lethargy, exhaustion or lack of energy, tendency to cry, with nerves on edge, difficulty making decisions, pessimism and loss of hope, low self-esteem, feelings of guilt, thoughts of death and suicide (Alonso, 2022, pp. 30-35).

Regardless of specialist training, any academic could help if they suggested to students with depressive moods some ideas and thoughts that can help them overcome it: there are no magic cures, don't get discouraged, nobody is to blame for depression themselves, break down complex tasks into simpler ones, set realistic goals and prioritize them, make new friends and recover old ones, have someone to confide in, walk, avoid alcohol, don't make drastic life changes, stay sober, eat, sleep and drink well/healthily and most of all educate yourself about depression and how to treat it.

The most used depression diagnostic scales are the Hamilton Depression Rating Scale and the Beck Depression Inventory (Rizeanu, 2014, p. 108). It is not the attribute of teachers to make a diagnosis, nor will they do it, but they can suggest to students the adoption of some strategies to prevent or get out of a mild depression: "physical exercises, warm baths, skin-to-skin contact and phototherapy" (Alonso, 2022, p. 114).

Unlike clinical depression, sadness can have the role of "the predisposition to make far-reaching reflections" (Fernandez-Abascal, 2022, p. 65). But depression is not only sadness, because reflection, "suffering or despair are prolonged excessively" (Vindel, 2022, p. 59) and hopelessness appears. At the same time, from the perspective of learning, students with depression disorders have a significant decrease in interest or pleasure in all or almost all activities, almost daily, which decreases their academic performance (Ducher, 2012, p. 31). The alarm signal is raised when the student "becomes strange, avoids contact, seems indifferent to everything, unfairly devalues himself and shows a serious and brutal decline in academic abilities and performance" (Barbier, 2012, p. 43).

3. Results of the applied questionnaire

To the questions addressed to a number of 110 first-year students of the University of Craiova, which statement from a group best describes their condition, disposition, 6% answered that they sometimes think about suicide, but they can't do it and 4% believe that death will set them free, an aspect that confirms that certain indicators correlated with others, over a certain period of time (according to DSM-5), can show the existence of depression (figure 1).

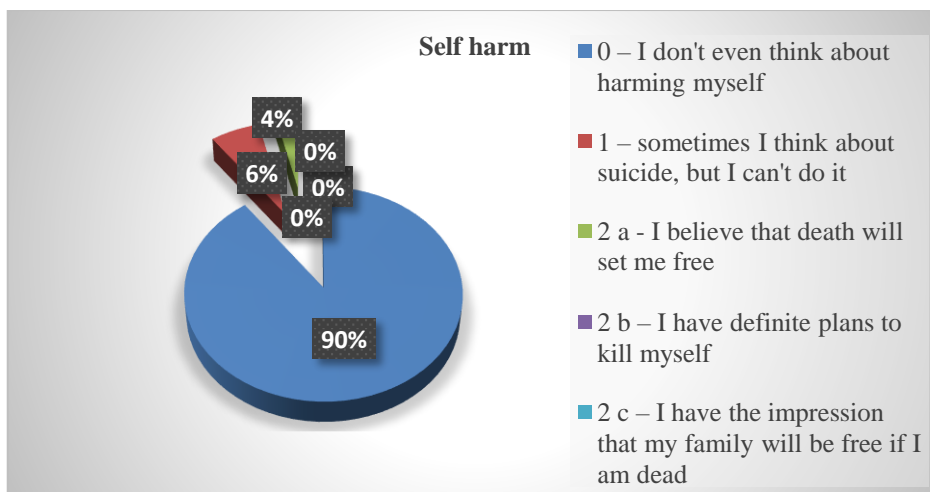


Figure 1. The students' opinion on Self harm

It should also be taken into account that self-image plays a decisive role in the appearance of depressive symptoms, as can be seen from the responses of students, who in proportion to 22% stated that they were disappointed by themselves and that 7% do not like themselves (do not love themselves) (figure 2).

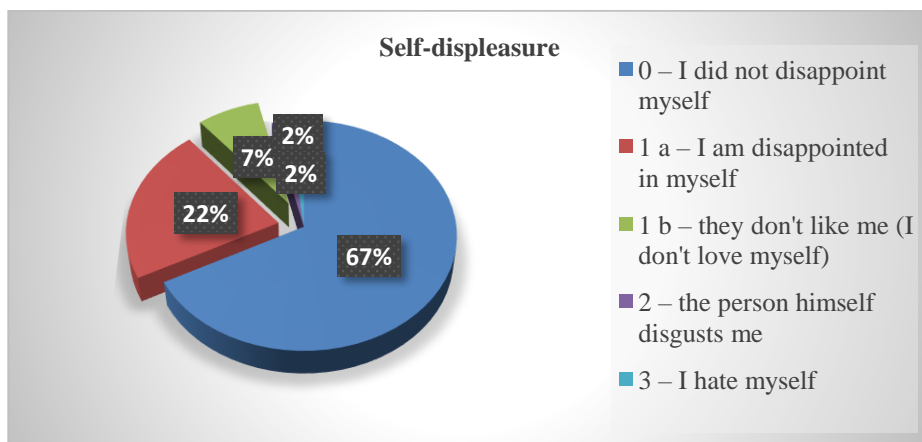


Figure 2. The students' opinion on Self-displeasure

4. Conclusions

Depression among students is common and represents a public health problem, as it is one of the major risk factors for suicide and self-harm (DSM-5, 2016, p. 167) and the earlier it is intervened, the treatment will be more effective and the possibility of relapse will decrease proportionally.

Therefore, escaping depression is an imperatively necessary, but at the same time complex process, in which the patient, his family, the psychiatrist, the psychotherapist, even the teacher, in certain cases, should participate equally, and its success depends, most of the time, on good communication between these parties. Reducing the incidence of depression in academia by promoting emotional well-being and mental health should be one of the main goals of global health institutions.

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INTERRUPTION DES COURS, PERTURBATIONS DES RYTHMES SCOLAIRES ET EFFICACITÉ DU SYSTÈME ÉDUCATIF CAMEROUNAIS*

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Résumé

Cet article analyse l'impact des régulations scolaires sur l'efficacité du système éducatif. Il faut entendre par régulation scolaires, l'adéquation des rythmes de vie de l'enfant, le temps scolaire et le temps socioprofessionnel des parents. L'aménagement du temps scolaire prend alors en compte de nombreux facteurs sociaux, économiques, politiques et pédagogiques. Ce qui spécifie les régulations et donne un poids au sein du système éducatif est qu'elles doivent induire l'autonomie de l'apprenant. Or, les rythmes scolaires sont élaborés sans tenir compte du rythme de vie de l'enfant. Ce qui a comme conséquence les difficultés qu'ont les apprenants à articuler le programme scolaire leurs besoins propres. L'étude s'inscrit dans une approche compréhensive adossée à un devis qualitatif. Elle a été réalisée auprès de trois élèves de lycée de l'enseignement secondaire général dans la région du Centre au Cameroun présentant des difficultés à développer des aptitudes positives vis-à-vis des activités d'apprentissage, à exprimer des émotions positives. Les résultats révèlent que ces enfants expriment des peurs, parfois des refus, de formes d'anxiété vis-à-vis de l'école. Cela s'observe à travers la difficulté qu'ils ont à articuler attention et concentration pendant le processus enseignement/ apprentissage. Par ailleurs que la transgression des normes que l'on observe à travers les difficultés d'adaptation scolaire en termes d'assiduité et de ponctualité, ne doit pas être interprétée comme un désordre d'ajustement des rythmes, mais plutôt comme un facteur de transformation des normes.

Mots-clés : *Interruption des classes ; Rythmes scolaires ; Rythme de vie de l'enfant ; Régulation ; Autorégulation de l'apprenant.*

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INTERRUPTION OF CLASSES, DISRUPTION OF SCHOOL RHYTHMS AND EFFICIENCY OF THE CAMEROONIAN EDUCATION SYSTEM

Abstract

This article analyses the impact of school regulations on the efficiency of the education system. By school regulations, we mean the matching of the child's life rhythms, school time and the parents' socio-professional time. The organisation of school time then takes into account many social, economic, political and pedagogical factors. What specifies the regulations and gives them weight within the education system is that they must induce the learner's autonomy. However, school rhythms are developed without taking into account the rhythm of the child's life. This results in difficulties for learners to articulate the curriculum to their own needs. The study is part of a comprehensive approach based on a qualitative approach. It was carried out with three secondary school students in the Central Region of Cameroon who had difficulties in developing positive skills in learning activities and in expressing positive emotions. The results reveal that these children express fears, sometimes refusals and forms of anxiety about school. This can be seen in the difficulty they have in articulating attention and concentration during the teaching/learning process. Moreover, the transgression of norms that can be observed through the difficulties in adapting to school in terms of attendance and punctuality, should not be interpreted as a disorder of adjustment of rhythms but rather as a factor of transformation of norms.

Key words: *Interruption of classes; School rhythms; Child's rhythm of life; Regulation; Self-regulation of the learner.*

1. Introduction

L'arrêté conjoint du MINEDUB /MINESEC du 25 août 2021 prévoit deux interruptions. La première intervient entre le 17 décembre 2021 au 3 janvier 2021 ; et la seconde du 08 avril 2022 au 25 avril 2022 correspondant respectivement aux congés de Noël et aux congés de Pâques. Cependant la période de la Coupe d'Afrique des Nations (CAN) 2021 a imposé une autre interruption de trois semaines, quoique partielle. Par ailleurs, suite à la grève des enseignants, les programmes scolaires se sont vus interrompre. Ce qui a eu un impact considérable sur les rythmes scolaires des élèves.

La décision portant sur gestion du temps scolaire en son article 6 stipule que pour l'Enseignement Primaire, les activités d'enseignement/apprentissage s'organisent sur un volume horaire hebdomadaire de 34h30mn correspondant à environ 1632 h de volume horaire annuel, à consommer dans les écoles évoluant en régime scolaire à plein temps. Alors que les écoles évoluant à mi-temps consomment un volume horaire hebdomadaire de 26h40mn, pour plus ou moins 936h de volume horaire annuel. Cette organisation a pour avantage de prendre en compte

l'hétérogénéité des groupes-classes en donnant à chaque enfant le temps qui lui est nécessaire pour acquérir les compétences du cycle afin d'améliorer le rythme scolaire de l'élève.

Le décret du 6 septembre 1990 en son article 4 stipule « *les dispositions pédagogiques mises en œuvre dans chaque cycle doivent prendre en compte les difficultés propres et les rythmes d'apprentissage de chaque enfant et peuvent donner lieu à une répartition par le maître ou par l'équipe pédagogique des élèves en groupes* ». Cependant, ce dispositif est appliqué de manière très inégale selon les écoles. Certaines équipes se sont approprié cet outil alors que d'autres ne l'ont pas intégré dans leur pratique quotidienne, ce qui entraîne de lourdes conséquences au niveau du rythme scolaire de l'élève.

Par rythme scolaire on entend l'alternance des moments d'activités scolaires et des moments de repos ou d'activités extrascolaires tout en tenant compte des rythmes de vie de l'enfant, le temps scolaire (qui est le temps pendant lequel l'élève est confié à l'institution scolaire) et le temps socioprofessionnel des parents.

Les rythmes scolaires peuvent être appréhendés à partir de trois caractéristiques : la quantité totale du temps scolaire, selon l'âge des élèves et le cycle scolaire, mesurée en nombre d'heures par an ; l'étalement de ce temps sur le calendrier annuel, à travers le nombre de semaines et de jours scolaires par an, mais aussi la fréquence et la durée des périodes de congés ; la charge hebdomadaire et quotidienne : nombre de jours d'école par semaine, durée moyenne de la semaine scolaire et de la journée d'école, et durée des séquences d'enseignement.

À cet égard, l'organisation du temps scolaire s'avère nécessaire pour une bonne synchronisation entre le temps scolaire de l'enfant et le rythme biologique (Lieury, 2008). La désynchronisation des enfants, c'est-à-dire l'altération du fonctionnement de leur horloge biologique lorsque celle-ci n'est plus en phase avec les facteurs de l'environnement entraînent fatigue ; difficultés d'apprentissage ; l'inattention, la déconcentration de l'enfant.

L'aménagement du temps scolaire est structuré sans tenir compte du rythme de vie de l'enfant et de nombreux facteurs sociaux, économiques, politiques et pédagogiques. Or, les rythmes scolaires devraient être des régulations qui aboutissent à l'autorégulation de l'apprenant qui est un processus dynamique par lequel la personne planifie, surveille et évalue ses apprentissages.

Pour utiliser de manière optimale les capacités de travail de l'enfant, les rythmes scolaires devraient tenir compte des fluctuations biologiques (fonction des repas, des besoins alimentaires, des besoins de repos) et psychologiques (personnalité, motivation, degré de maturation, nature de la tâche) journalières, hebdomadaires et annuelles (fonction des jours de la semaine, d'éventuelles coupures par un jour férié, de la durée du congé, etc.) dont l'absence est un obstacle majeur à l'apprentissage et génère des frustrations.

Ce processus dynamique étant une valeur prédictive du rendement scolaire selon Butler (1995), son absence ne peut qu'entraîner un handicap majeur à l'apprentissage. Cet article vise à comprendre les effets des frustrations liées aux

interruptions des cours entraînant des réajustements des temporalités sur l'efficacité du système éducatif.

2. Méthode

2.1. Participants et site de l'étude

Pour recruter les participants à la recherche, nous avons appliqué la technique d'échantillonnage aléatoire à choix raisonné typique encore appelé technique d'échantillonnage intentionnel (Fortin, Gagnon, 2016) qui consiste à sélectionner les individus dont on pense être détenteurs d'informations cruciales pour l'étude et très souvent des personnes disponibles et disposées à participer à la recherche. Nous avons pu retenir dans le cadre de l'étude, des critères spécifiques devant être remplis par ces participants. Le choix raisonné visait à faire une sélection préalable au sein d'un groupe qui est bien connu. En effet, ce mode s'est fait sur la base d'une ou de plusieurs caractéristiques fixées à l'avance. L'objectif était de recueillir des renseignements sur les membres de la population ayant ces caractéristiques.

L'étude à choix raisonnée typique cherche à comprendre les frustrations subies par les élèves liées au bouleversement de leurs rythmes de vie, des rythmes scolaires à la suite des interruptions et leurs effets sur l'apprentissage. Cette étude s'est adressée à des élèves régulièrement inscrits au lycée de Mengueme dans le département du Nyong et So'o, et du lycée de Ngoa-Ekelle à Yaoundé dans la région du centre au Cameroun ainsi qu'à des enseignants de ces mêmes établissements. Ces lycées sont choisis parce qu'ils font partie des établissements qui ont introduit de nouvelles temporalités suite à l'interruption des cours durant la CAN 2021 d'une part, et d'autre part suite à la grève des enseignants. La sélection des participants a été faite en fonction de la disponibilité de ceux-ci et des critères d'inclusion suivants :

- être en classe d'examen ;
- être dans un établissement qui a connu de nouvelles temporalités durant la CAN 2021 ;
- être dans un établissement qui a connu une interruption des cours suite à la grève des enseignants ;
- être un élève ancien d'au moins 4ans dans l'établissement ;
- être en situation d'échec scolaire ;
- enseigner une classe d'examen dans l'un des établissements choisis ;
- être responsable pédagogique dans l'un des établissements choisis.

De ce fait, trois participants ont été recrutés : soit deux élèves au lycée de Mengueme et au lycée de Ngoa-Ekelle un élève suivant le tableau 1 :

Tableau 1. Participants à l'étude

Identification	Établissement	Classe	Âge
Aubin	Lycée de Mengueme	Troisième	14ans
Boris	Lycée de Ngoa-Ekelle	Première	16 ans
Alvine	Lycée de Mengueme	Terminale	18 ans
Enseignant	Lycée de Ngoa-Ekelle	Première	/
Censeur	Lycée de Mengueme	Responsable pédagogique	/

2.2. Outil de collecte

La technique utilisée pour collecter les données est l'entretien individuel semi-directif qui a permis de dégager une compréhension riche du phénomène à l'étude (Savoie-Zajc, 2004). La collecte des données s'est faite sur la base d'un guide d'entretien thématique permettant de retracer les modalités de la frustration interne et la frustration externe des élèves à partir d'un vécu de référence (échec scolaire).

2.3. Procédure

Les entretiens ont eu lieu dans la salle de service des conseillers d'orientation des différents établissements. Chaque entretien durait en moyenne 45 minutes et se faisait le mercredi dans l'après-midi. Chaque participant était informé du but de l'étude (contribuer à la gestion des rythmes scolaires, les rythmes et du temps socioprofessionnel). Les entretiens étaient transcrits sur papier et enregistrés grâce au dictaphone et son utilisation était signalée à l'avance aux participants. La recherche avait pour outil de collecte des données un guide d'entretien semi-structuré. Le déroulement des entretiens semi-directifs était axé sur les thèmes de la recherche à savoir :

- thème 1 : frustration interne
- thème 2 : frustration externe

Le guide définissait la stratégie que nous avons adoptée. Il déterminait également la façon dont il conduisait la directivité et la non-directivité faisant percevoir davantage les effets des perturbations sur les apprenants.

2.4. Technique d'analyse

Les données collectées ont été analysées à travers la technique d'analyse thématique de contenu séquencée (Paillé, Mucchielli, 2012, p. 56). L'analyse de contenu séquencée permet de recueillir les informations à travers les messages émis par les interviewés et de développer de manière approfondie les frustrations induites par les perturbations des rythmes scolaires dans les établissements de l'enseignement secondaire général et leurs effets sur l'apprentissage des élèves et par conséquent sur le système éducatif.

Tableau 2. Grille d'analyse

Thème	Code	Sous-thèmes	Code	Observations		
				+	-	±
Frustration interne	A	Absence d'attention	a1			
		Absence de concentration	a2			
		Démotivation	a3			
Frustration externe	B	Inhibition scolaire	b1			
		Absence de repères dans l'organisation des tâches scolaires	b2			

Légende : (+) : effectif ; (-) : pas effectif ; (±) : plus ou moins effectif.

3. Résultats

L'analyse des données collectées auprès des trois participants à partir des entretiens individuels a permis d'organiser les résultats en fonction de deux objectifs visés par cet article à savoir : les frustrations internes suite à l'interruption des cours durant la CAN 2021 et la grève des enseignants est un élément perturbateur de l'efficacité du système éducatif ; les frustrations externes suite à l'interruption des cours durant la CAN 2021 et la grève des enseignants ont des conséquences sur l'efficacité du système éducatif.

3.1. Les conséquences des frustrations internes de l'apprenant occasionnées par l'interruption des cours sur l'efficacité du système éducatif

L'analyse des données recueillies révèle que les nouvelles temporalités induites par la CAN 2021 et l'interruption bouleversant les rythmes de vie et les rythmes scolaires ont occasionné des perturbations à tous les niveaux. D'abord chez les élèves, ensuite dans le système éducatif tout entier. Chez l'élève particulièrement, le mal être est profond. Divers éléments le prouvent. Les élèves expliquent par exemple leur crainte quant à leur capacité d'affronter les examens en fin d'année scolaire. Le bouleversement des rythmes n'a pas pris en considération les ressentis des apprenants, ses besoins qui intègrent notamment ses projets, ses attentes par rapport à l'année scolaire dont la principale est la réussite de son examen en fin d'année.

L'élève Aubin explique : « À cause de l'interruption des cours durant la CAN, certains professeurs qui avaient cours entre 13h et 15h, ne pouvaient pas enseigner. Ils envoyaient leurs cours par WhatsApp, on a imprimé. Mais comme on ne partait pas à l'école, on n'avait même pas envie d'étudier. Puisqu'il n'y avait pas cours, nous n'étions pas vraiment motivés à étudier » (Aa2)+(Aa3).

En expliquant cela, cet élève confirme que leur motivation à apprendre en a pris un coup. L'interruption des cours est venue cristalliser l'ensemble de leurs frustrations, traumatisme à partir duquel s'est engagé un travail psychique semblable à celui du deuil d'acceptation de la réalité. C'est dans le même sens que l'élève Jean affirme : « *Quand je sais que je dois faire tel ou tel cours demain, je suis motivé à lire et étudier pour être prêt pour le cours* » (Aa3+).

Aussi un autre élève affirme :

Vous-même comment vous allez étudier une leçon que vous n'avez jamais vue le prof faire devant vous, rien ne te motivait à le faire d'ailleurs que je ne comprenais pas toujours quand le prof explique devant moi, c'est envoyé sur WhatsApp sans explications que j'allais mieux comprendre (Aa1+).

Bien plus, bien que le changement soit inhérent au fonctionnement de tout système, il reste déstabilisant pour ceux qui le subissent. Ces situations d'interruptions/reprises sont déstabilisantes pour les élèves qui doivent constamment ajuster leur rythme. Ce qui est à l'origine des troubles d'attention et de concentration que l'on peut observer en classe.

Un enseignant à ce sujet dit :

« La reprise des cours le 28 dernier après cinq semaines d'interruption, n'était pas facile. Les élèves ont perdu tout intérêt. Ils se comportent comme s'il s'agissait du premier jour de la rentrée du premier trimestre. Ils sont vraiment distraits. Et parfois beaucoup dorment carrément » (Aa1+) + (Aa2+) + (Aa3+).

Ce qui est renchérit par ce propos de l'élève Aubin :

Vraiment, c'est quand il y a école qu'on arrive à bien se concentrer et bien travailler. Quand il n'y a pas cours ou quand c'est relaxe comme maintenant que les enseignants sont en grève là, nous aussi, on vient seulement, on fait l'effort, mais souvent on se demande comment est-ce qu'on va s'en sortir sans nos enseignants ? Qui allons-nous suivre ? Du coup même quand l'école a repris, c'est difficile de rester concentré, car on était déjà habitué à ne rien faire (Aa1+) + (Aa2+).

Avec l'interruption prolongée des classes, on lit une absence d'attention et même de concentration des apprenants. Ils semblent absents de la situation d'apprentissage. Au lieu de se focaliser sur le moment de l'apprentissage, il semble qu'ils laissent leur esprit vagabonder. Il y a donc comme une sorte de rupture de lien avec l'apprentissage. Pourtant l'attention et la concentration sont indispensables aux apprentissages scolaires. Cependant, l'apprenant parvient à les mobiliser seulement dans le cas où il est suffisamment motivé à apprendre.

Mais dans un contexte où les élèves semblent avoir perdu tout intérêt pour l'école et l'intérêt à apprendre, comment peuvent-ils mobiliser attention et concentration et parvenir à mémoriser et se remémorer ses apprentissages ? C'est ce vide que l'on peut lire à travers ce discours de l'élève Boris :

Et puis l'envie de l'école commence même à baisser. Car quand on veut déjà se concentrer, la grève aussi arrive. Depuis que les enseignants ont recommencé à enseigner là, ça ne m'intéresse même plus. Parfois on pense même arrêter l'école là (Aa3+).

Généralement, en début d'année tout élève se fixe des objectifs à atteindre et adopte un rythme qui lui permet d'atteindre ces buts. Il prend alors pour repères les temporalités établies par l'institution et auxquels il s'adapte en fonction de ses réalités socio-familiales. Mais l'interruption qui vient bouleverser ces rythmes, chambouler ses repères crée ainsi une sorte de rupture de liens avec l'école qu'il convient de reconstruire si l'on souhaite le voir réussir. Mais il ne peut le faire seul.

3.2. Des frustrations externes de l'apprenant occasionnées par l'interruption des cours à l'efficacité du système éducatif

Des temporalités inhabituelles ont dû être introduites durant la période de la CAN 2021 et auxquelles les élèves et encore moins les enseignants et l'administration scolaire n'étaient pas préparés. En ce qui concerne l'exigence liée au contexte de la CAN, il fallait définir de nouvelles temporalités. Dans certains établissements qui pratiquaient déjà le système de mi-temps imposé par le contexte de la Covid-19, il fallait trouver des moyens d'adaptation. Un Censeur déclare :

Vraiment ce n'était pas facile. L'interruption des cours à 13h n'a pas arrangé les choses pour nous pendant la CAN même si c'était seulement pour trois semaines. Au contraire, cela nous a vraiment perturbé. Il fallait penser à un nouveau model de répartition des activités scolaires, réaménager l'emploi du temps (Bb2+).

L'introduction des nouvelles temporalités semble avoir des conséquences sur le comportement scolaire des élèves. En dépit des défis majeurs qu'imposait déjà la Covid-19, on semble n'avoir rien appris. L'interruption liée à CAN semble encore surprendre. On se rend bien compte qu'elle n'a pas permis de ré-imaginer les systèmes éducatifs de façon à concrétiser une nouvelle vision pour l'avenir des apprentissages, pour que chaque enfant étudie avec plaisir, rigueur et détermination, en classe et hors des murs de l'école avec ou non la présence de l'enseignant. C'est ce qui transparait dans les propos de l'élève Alvine :

Moi j'ai commencé même à prendre ce temps comme si j'étais déjà en vacances. Car on était tout le temps à la maison. Donc lire je ne lisais plus, et même lorsque je force un peu de lire, je me sentais fatigué, le sommeil me prenait même. Je disais je vais le faire après. Mais je ne faisais rien. Un temps même j'avais déjà l'impression de mourir, rien n'avait plus du sens pour moi, j'étais découragé à tous les niveaux, car même ce que je comprenais avant, je ne comprenais plus (Bb1+) + (Bb2+).

Au bout de quelques semaines d'interruption, les enfants ont changé et les symptômes de ces changements sont perceptibles, notamment l'inhibition scolaire. L'anxiété a augmenté et très peu d'enfants manifestent l'envie de travailler, et encore moins de s'impliquer dans les tâches scolaires. Allant dans le même sens l'élève Boris raconte :

Déjà qu'avec la Covid, nos heures de cours étaient réduites, avec la Can elles ont encore été bien réduites. Vraiment ce n'était pas facile, le professeur n'expliquait même plus les cours parce qu'il était pressé de terminer sa leçon. Personnellement, j'ai ressenti ça dans mes résultats qui ont bien chuté à la troisième séquence. Pourtant je me débrouille souvent assez bien (Bb1+) + (Bb2+).

Les interruptions des cours et le bouleversement des temporalités ont un impact certain et brutal sur l'adaptation scolaire des élèves si bien qu'ils ne parviennent plus à développer les aptitudes positives, parce qu'ayant perdu les repères à l'égard des apprentissages.

4. Discussion et conclusion

Selon Ndougmo, Mgbwa (2022), les bouleversements sociaux, quelle que soit l'ampleur, font partie des phénomènes émergents parce que subis et inattendus. De ce fait, les temporalités induites par ces bouleversements en tant que régulations doivent aboutir à l'autorégulation des apprenants et non des éléments qui maintiennent les élèves dans un état de frustration qui se transforme en obstacles pour l'apprentissage. Les temporalités comme régulations font partie des habitudes et constituent des repères. Montagner (1996, 2012), Testu (1996) dans leurs analyses ont démontré qu'il y a des jours et des heures propices pour un certain type d'enseignement et d'autres pas. Or, dans le contexte actuel, lorsque de nouvelles temporalités sont définies, l'on ne tient pas compte des besoins de l'enfant. Tout est fait pour assurer la couverture des programmes au détriment même de l'apprentissage.

Tenir compte des besoins de l'apprenant c'est considérer en synchronie les rythmes biologiques de l'enfant, le temps scolaire, et les rythmes socioprofessionnels des parents (Ndougmo, Mgbwa, 2022). Citant Testu (2008), ils montrent que le choix du moment de la journée, de la semaine est non seulement important pour l'apprentissage d'une tâche, mais également pour l'utilisation de ce qui a été appris. Ils soulignent en effet que s'il est possible de constater que la rythmicité scolaire se module avec l'âge, d'autres facteurs sont également à prendre en compte. Notamment la différenciation interindividuelle ou de situation qui influe sur les variations périodiques de performances (Fraisie, 1980).

De ce point de vue, Testu (2008) estime que les élèves doivent mener des activités de courtes durées à différents moments de la journée « *trois moments de la matinée : dès l'arrivée en classe à 8h45, puis en milieu de la matinée à 9h50, en fin de matinée en 11h20 ; et trois moments dans l'après-midi après le repas 13h40, en milieu 14h30 et à la fin de l'après-midi à 17h30* » (p. 76). Les temporalités et les ajustements tels qu'ils sont aménagés ici ne tiennent pas compte de cette chronobiologie. Or lorsque les cours débutent à 7h dans ce contexte au lieu de 8h00 et s'achèvent à 13h00 ; ou lorsque les cours doivent débuter à 13h30 pour s'achever à 17h30 voire 18h, il est difficile de maintenir l'attention et la concentration de l'apprenant. Les disciplines qui doivent être déroulées dans la matinée se trouvent dispensées dans l'après-midi et vice-versa. Ce qui peut expliquer le désintérêt des apprenants à l'apprentissage, car leurs dispositions internes ne sont pas prises en compte. Dans la même logique (Lieuury, 2008, p. 214) montre que :

Après un démarrage difficile, les performances augmentent pour atteindre un pic entre 11h et midi. L'après-midi est également classique avec une baisse pendant la digestion et une montée jusqu'à l'après-midi. Les deux creux observés sont déterminés par des causes biologiques, la remise en activité après le sommeil et la digestion l'après-midi.

Ce qui suppose que l'ajustement des temporalités (Matouwé, 2022) lors des reprises des cours après un période d'interruption brusque doit pouvoir s'adapter aux besoins de l'apprenant. Le but ne doit pas seulement être la couverture quantitative des programmes, il doit également être qualitatif afin de garantir la capacité des

élèves à apprendre. Les temporalités comme régulations touchent donc aussi bien les rythmes de vie de l'enfant que le temps scolaire (Frimousse, 2020).

Sans quoi les apprenants se sentent frustrés et ne collaborent plus à l'apprentissage. L'étude compréhensive menée auprès de cinq participants dont un enseignant, un Censeur et trois élèves permet de comprendre ce qu'ils vivent, subissent au regard du bouleversement des rythmes scolaires. L'analyse thématique de contenus séquencés a permis de comprendre les contraintes que les apprenants, les enseignants et l'administration scolaire subissent. Les élèves ne parviennent pas à s'arrimer aux bouleversements actuels à l'école. Les temporalités telles qu'elles sont établies créent une désynchronisation entre leur rythme de vie et les rythmes scolaires. Aussi les enseignants et l'administration sont encore plus perturbés, car, ne sachant pas comment répartir ou distribuer les enseignements alors qu'ils sont déjà dans un système de mi-temps. Ces derniers expriment un sentiment d'échec, de libertinage, d'abandon. Les élèves ont l'impression qu'ils sont abandonnés à leur propre sort et que leur avenir pour la société importe peu.

La recherche laisse apparaître notamment en ce qui concerne les apprenants qu'il y a rupture de lien, perte de l'objet de valeur, notamment la réussite sociale à travers l'école. Cette situation caractérisée par la désynchronisation laisse entrevoir des sentiments d'échecs scolaires, de déperditions scolaires et de fugue, voire de délinquance juvénile (Mgbwa, Ndougmo, 2022). Par conséquent, il y a nécessité d'assurer la continuité pédagogique et de maintenir le lien de l'enfant avec l'école, quelle que soit la situation conjecturale. Si la classe virtuelle telle que proposée par Ndougmo et Mgbwa (2022) dans leurs travaux semble être la solution idoine pour maintenir le lien de l'enfant avec l'école, encore faudrait-il que cet environnement soit aménagé de façon à enrôler effectivement les apprenants.

En temps de crise ou d'interruption des classes, les temporalités doivent être perçues comme des régulations qui permettent aux apprenants de développer une autorégulation de façon à continuer à apprendre même en l'absence des enseignants. Il importe donc de penser à travers des recherches ultérieures des environnements virtuels d'apprentissage pérennes qui puissent faciliter et maintenir l'apprentissage en temps de crise. Celles qui donnent l'impression à l'apprenant de n'être pas sorti de la classe alors même qu'il se trouve à distance. Les Ministères en charge de l'éducation pourraient penser par exemple des classes virtuelles qui déroulent tout le programme scolaire et dans lesquelles sont mises en exergue de véritables interactions entre l'enseignant et les apprenants, de façon à ce que l'apprenant ait le sentiment d'être toujours en classe.

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THE ROLE OF EMOTIONAL REGULATION IN ACADEMIC LEARNING*

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Abstract

The present study analyzes modalities and effects of emotional management in the case of the students studying to become teachers. Emotions have a very important role in the learning activity and they are difficult to rebalance or regulate, being inherent, no matter if they are positive or negative. We are pleading for the fact that a better awareness of constructive emotions, of those reactions that can mobilize young people, but also of emotional manifestations with a disorganizing role, as well as the application of control techniques are ways to achieve a state of pleasure in learning, to capitalize on intrinsic resources at key moments in academic life, such as exams. At the level of higher education, it is possible to know and remove emotional difficulties, manage aversions, resolve conflicts, productively capitalize on one's own affectivity, in a pleasant, interactive climate.

Key words: *Emotions; Emotional intelligence; Regulation; Academic learning; Autonomy.*

1. Introduction

Whether they have a positive hedonic tone or they are felt negatively, emotions, as reactions to change, have an adaptive role and are absolutely necessary to anyone. Sometimes we voluntarily intervene and try to make them compatible with our goals. Regarding the management of learning, Candy (1991) showed that the term emphasizes the concern of the learner to use the opportunities that arise, without institutional support, and, above all, the control exercised to obtain personal autonomy. In a world where efficiency, maintaining health and, at the same time, achieving well-being is important, the concern about the prudent use of resources, the development of regulatory capacities, the improvement of the social and academic learning process, by capitalizing on all the dimensions of self-management, appear to be necessary.

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The study of emotions has become vital in explaining human reactions, actions and interactions in different social environments. Positive emotional states are expected to be real and optimal. For example, "the flow" (Goleman, 1995, *apud* Roco, 2001, p. 170) is emotional intelligence at its highest degree, representing the foundation of employing personal ability in the service of performance and learning.

What would be useful? Regulation, control, management, balance, stability or optimum in the field of emotions? Being temperate is not being over-emotional, however, according to Goleman, Aristotle observed that emotions should be consistent with the situation, proportional to it (Goleman, 1995).

In Salanova's view (2021), resilience, as reconstruction, self-overcoming, successful adaptation in difficult situations, develops through the cultivation of positive emotions.

2. The theoretical framework

2.1. The structure of affective experiences

The online explanatory dictionary considers emotions - affective reactions of medium or short intensity, often accompanied by changes in the activity of the body, reflecting the attitude of the individual towards reality. In Latin, *emotus* means moved.

According to the Romanian psychologist Zlate (2000), affective experiences are classified into:

a) primary affective processes (affective tone, feelings of organic origin, affects);

b) complex affective processes, where emotions are integrated (which, in turn, can be classified into current emotions and higher emotions) and moods, which are weaker in intensity than emotions, but with a greater extension in time, being a cumulative effect of the various circumstances that the person went through;

c) superior affective processes, which involve the human personality and are strongly marked by social learning.

Superior emotions are essential for academic learning, those that are supported by values, beliefs, own interests, as a result of assigning values to certain events, activities, etc.

The most familiar emotions can be identified on polar coordinates and can then vary in intensity. They are:

- Trust versus Disgust;
- Anticipation versus Surprise;
- Fear versus Anger;
- Joy versus Sadness.

An important role in student learning belongs to emotional intelligence, "which includes self-control, zeal, perseverance and the ability to self-motivate" (Goleman, 2001, p. 10). Beyond psychological, pedagogical and social explanations, current concerns are focused on deciphering the internal, neural mechanisms that

govern the affective system, through various areas of the brain that are activated (Goleman, 2006; Neacșu, 2019; Neacșu and Suditu, 2020; Ciurea, 2022).

The theoretical foundations of emotional intelligence were developed by Sternberg in 1985, Vernon in 1989, Salovey and Mayer in 1990; by Goleman, in 1995, 2006, a very well-known author in Romania; by Bar-On, in 1997, and the initial models have expanded, currently, on the issue of the development of interpersonal relationships, on the socio-emotional, from an early age.

2.2. Emotional management

It is notable that "emotions contain the wisdom of the ages" (Lazarus, 1991, p. 820), as a sign of the influence on human control. Long before, since the 1970s, Tomkins supported this concept, because he believed that there are vocal expressions of emotions that cannot be associated with facial expressions, suggesting self-control (Tomkins, 1963, *apud* Atudorei, 2017).

Landy (2002) specified that emotional self-regulation refers to both the intervention in internal reactions and the behavioral expression of emotions.

The diversity of the viewpoints related to emotional management is impressive, and, from a social perspective, "The positivist approach emphasizes the emotional (or motivational) discovery, the causes that determine behavior, and interpretivism treats emotion as a central aspect of culture." (Atudorei, 2017, p. 11).

According to (Chelcea, 2008, p. 91), Peggy A. Thoits, from California State University, she introduced the idea of emotion management, by analyzing:

1. the sources of the discrepancy between the felt emotion and the rules for displaying emotions;
2. the emotion management strategies or development of solutions to reduce the discrepancy in the experienced emotion;
3. the emotion that is expected to be displayed, according to the cultural rules, and the conditions under which emotion management fails.

Emotional management techniques can vary: from seeking information, support, debates, confrontation, to acceptance, relaxation, withdrawal, progressive desensitization, reinterpretation of feelings, etc.

In university/higher education, the very attitude towards learning favors the achievement of quality results, and the reaction depends on that person's learning background. Paradoxically, the ones who are aware of their own learning capacity, through metacognition, are also the people with a trained learning capacity. Therefore, one of the possible explanations is related to the issue of interests in learning: the more someone knows, more precisely and to a greater extent a certain field, the more curious he becomes.

Emotions are related to motivation, and results depend on many factors. In a work on the self-management of academic learning (Frășineanu, 2012).

We demonstrated that, in order to succeed in learning, the student must be responsible, goal-directed, active, persistent, self-regulating, reflective and flexible, as well as optimistic with regard to its success. Such components create efficiency in the use of psychological mechanisms, as internal learning resources. The opposite

cases occur when students delay the beginning and carrying out the learning process, respond to other competitive temptations, more pleasant than learning, fail to check themselves, choose regulating solutions, fail to cope with the inherent stress. Our emotions are very important because they ensure survival - they alert us when we lack the natural impulse, when we feel alone, when we no longer need to communicate with other people because we are afraid or feel rejected.

Specifically, affective control means the awareness of emotions, of affective states and their management. In order to finalize emotional control, self-motivation is necessary, which helps in overcoming obstacles, failures, and frustrations. Emotional control involves effective strategies for regulating temper, anger and irritation in the face of frustrations (OECD, 2020, p. 8). In the case of the learner, empathy, as a phenomenon of understanding the other, is useful to clarify tasks, requirements, external expectations regarding the achievement of learning. Furthermore, empathy, for example, is important in establishing interpersonal relationships (Marcus, 1997, p. 24). Such an intervention is applied not only individually, but also in groups. Consequently, socio-emotional learning activates five key competencies: self-awareness, self-management, social awareness, relational skills, responsible decision-making.

We believe that the emotional optimum would involve both adequate (realistic) self-appreciation, as well as the channeling and use of emotions in order to achieve the learning objectives. The explanation is suggested in the following figure (Frăsineanu, 2012, p. 80):

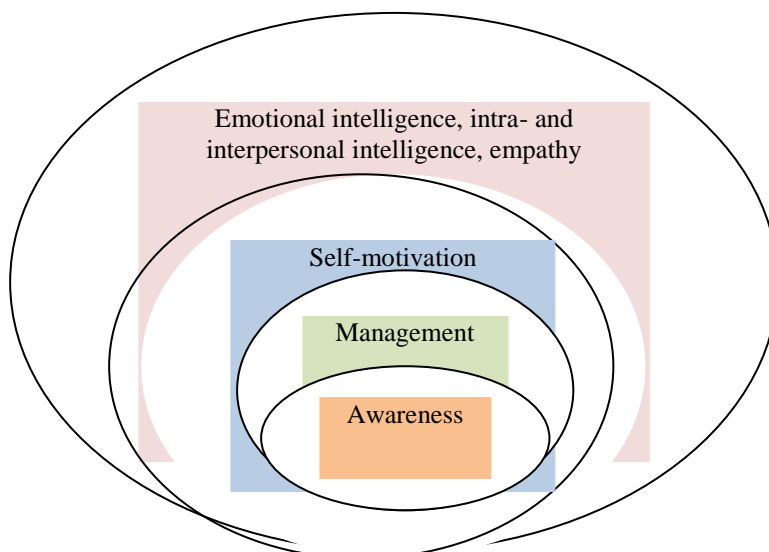


Figure 1. Levels of emotional control in learning

3. Methods and experimental group

An awareness of emotions, a strategic approach is absolutely useful in learning. Woolfolk (*apud* Negovan, 2004) included in the category of affective

strategies: independent thinking, the development of intuition about egocentrism, training the inclination towards correctness, intellectual courage, perseverance, confidence in action, strategies to cope with anxiety, limiting competition, controlling the need to win.

Consequently, learning self-management strategies include a series of tactics that differ according to the fields of knowledge (*idem*, 2004, pp. 163-165): sequencing of learning; self-contract; imagining action models; changing self-perception and negative self-image; anticipating difficulties and how to solve them; self-administration of rewards.

Fernández-Abascal (2022) showed that the idea of emotional regulation is not new (Clouston, used it since 1884), and regulation involves "learned natural processes, through which we can exert an influence on our emotions, especially on the time, manner and the duration of their expression and manifestation", while "dysregulation" is seen as a lack of control which leads to hyperactivity, to very intense emotions, which destabilize us (Fernandez-Abascal, 2021, p. 125).

Some previous results are interesting: Roco (2001, p. 157) analyzed the evaluations of a sample of students in emotional intelligence tests, in 1995, 1996, and their coefficient was quite low in relation to the maximum, the best scores being obtained by specializations such as Psychology, Medicine, Journalism. In this case, optimism (overcoming obstacles without self-blame), understanding the causes that lead to anger, working out alternative solutions, temporary relaxation in moments of anger and self-control of negative emotions obtained low marks, which demonstrated the need for training in terms of emotional intelligence (*idem*, 2001).

Our formative experiment was carried out in the form of action research, in the case of the students we work with, in the psychopedagogical training module, from 2019 to the present.

Thus, for both the students and the master's students whom we interacted with, through voluntary acceptance, especially at the beginning of the training sessions, we were concerned with the development of their socio-emotional skills, an important aspect for the teaching career.

The training actions were achieved through: involving students in the analysis of academic and professional development needs, stimulating their positive motivation towards learning, indicating some ways of (self) regulation to adapt to the demands of the university environment, applying some techniques for the awareness of emotions, practicing concrete methods of emotional management. Through these, we pursued the development of positive attitudes towards learning and the achievement of a state of emotional balance.

The experimental group was made up of people who actively participated in the non-formal interactions, in the topic of self-management of learning, as personal research concerns, carried out face-to-face or on training platforms during the academic years 2019-2020; 2020-2021; 2021-2022. The control group consisted of a similar number of students, from the University of Craiova, who were not interested in the proposed issue.

We can appreciate that the use of informative materials, certain interactions with the peers, with support people, the call for simulations, for motivational stories, debating/watching some microfilms have an effect on the positivization of the subjects' emotions, the students included in the experiment stating at the end of the period that they felt more emotionally balanced and that they were more relaxed about their academic work.

A series of measures for the management of emotions have proven useful:

- Recording thoughts and emotions in a journal that helps to increase self-awareness and self-reflection, which can prevent inappropriate repetitive emotions;
- Using the monologue for self-encouragement, in a friendly manner;
- Carrying out discussions with colleagues, friends, relatives to inventory their points of view for the identified problems;
- Awareness of those situations, people, things, words that trigger irritation, anger, fury and applying the methods through which they can be changed;
- Using individual strategies to calm down and change moods from negative to positive;
- Capitalizing on opportunities to cooperate with colleagues, with teachers who are willing to provide support;
- Taking intuition into account in the case of some decisions; even when that person is significant, we can have the courage to issue a different point of view, resisting group pressure;
- Manifesting perceptiveness to one's own socio-emotional needs;
- Considering adversities, mistakes, failures as learning opportunities, by taking responsibility.

4. Discussion of results

Following discussions about one's own learning, conditions of intellectual hygiene, well-being and emotional health, with a focus on regulatory processes (Motivation, Affectivity), we were able to detect changes in the perspectives embraced by the students. Thus, the classic dichotomy, positive thinking-negative thinking, can be overcome through correct/realistic thinking (Anthony, 2011).

The visualization of a thought, as "applied imagination" (*idem*, 2011, p. 105), represents an instrument of change.

Even if not all students like to learn, this aspect being dynamic, the quantitative data highlighted in Table 1 showed that if students were aware of the role of affective learning, as well as the presence of emotional saboteurs, their possibilities to detach, to achieve open, enthusiastic learning activity works and has effects during independent study. The quantitative data are revealed in table 1.

Table 1. The extent to which students considered that they enjoy learning, following the applied emotional regulation

Measure/ Level	Experimental Group		Internal Control Group		Differences Experimental Group – Internal Control Group
	No	%	No	%	%
Very much	45	34.1	21	15.6	+32.5
A lot	45	34.1	59	43.7	-9.6
Medium	33	24.4	42	31.1	-6.7
A little	2	1.5	6	4.4	-2.9
Very little or not at all	3	2.2	6	4.4	-2.2
No answer	5	3.7	1	0.7	+3
Total	135	100.0	135	100.0	

We can observe that, in comparison with the students from the internal control sample, a large part of the students from the experimental sample learned with pleasure at a very high level, this aspect being explained by the possession of some tools that can facilitate emotional management.

The cumulative level "very much and a lot" was 68% for the experimental sample, compared to 59.3% in the case of the control sample. Qualitatively, in the case of the students or master's students who had vocational specializations (Theatre, Communication and Public Relations, Musical Interpretation, Automation, Computers, Electronics) from the control sample, we found the existence of certain answers close to those recorded in the case of the experimental sample.

A second studied aspect was the ability to handle/emotional management in stressful/frustrating situations. This skill is acquired through practice.

The experimental group, similarly to the control group, had mostly written assessments, recognized for their advantage in eliminating disorganizing emotions. Both in the situation they were evaluated in writing and in the case of oral evaluations, the students and master's students in the experimental group stated that they had a decrease in fear or shame, compared to past moments, by using autosuggestion techniques, through sharing concern with colleagues or close people, including the examining teacher (See table 2).

Table 2. The extent to which the students in the experimental group controlled their emotions during the exams (self-perception)

Measure/Level	In the present		In the past		Present-past differences
	No	%	No	%	
Very much	59	43.70	35	25.92	+17.78
A lot	61	45.18	27	20.0	+25.18
Medium	13	9.62	50	37.03	-27.41
A little	1	0.07	10	7.41	-7.34
Very little or not at all	0	0	12	8.88	-8.88
No answer	1	0.07	1	0.07	=
Total	135	100.0	135	100.0	

It was gratifying that, compared to the past, there is a self-perception of some cumulative increases of 42.96% in the very high and high level at which students manage to control their anticipatory or current emotions: fear of the unknown, panic when they cannot fulfill a requirement, fear of ridicule, fear of disapproval, anger at not passing the exam, self-blame, etc.

Of course, self-perception as an investigative filter has its limitations. Fernández-Berrocal said that people can answer incorrectly for several reasons: depending on what they think is socially appropriate or they are subjective, through overestimations, underestimations (Fernández-Berrocal, 2022, p. 46).

For the subjects included in the investigated group, precisely this kind of awareness, self-evaluation, accompanied by resolution strategies, the process of mutual sharing, the reflexive act applied in a sustained way – became useful, representing gains in their academic experience.

Table 3. The extent to which the students in the experimental group self-assess the existence/use of some sub-skills in terms of emotional management

Criterion	Percentage
Knowing and removing emotional difficulties	63%
The ability to deal with aversions, conflicts	46%
The ability to use emotions constructively/ productively	58%
The ability to create a pleasant climate	72%
Competence of collaboration with others	69%

Another aspect self-assessed by the participants was that of detailing some components of emotional competence and valuing their possession. For the 135 students and master's students included in the sample, the extent to which they consider that they possess or do not possess certain sub-competencies of emotional management is presented in Table 3.

Data of Table 3 confirms the possession of some emotional management sub-skills, in total, on average 61.6%; the easiest for the students was to create a pleasant climate or collaborate with others, because such possibilities are dependent on the spirit of initiative, on will, while dealing with aversions or interpersonal conflicts were considered the most difficult components, less acquired, their approach being contextual.

5. Conclusion

The affirmations accompanied by positive images and emotions, the change of perspective, the appeal to alternative perspectives are determinants of success in academic learning, which influence the future professional integration.

The strength of positive thinking (Peale, 2017), achieving states of acceptance of one's emotions counteract the psychological discomfort, the feelings of inadequacy, the social shyness, very present in the case of new generations, boosting the manifestation of vitality.

The understanding of negative states, their acceptance aim to reduce the unwanted effects, because although they are levers for discharge, the lack of control and the long time of manifestation turn them into chronic, worrying phenomena.

Some youth or adult training gains in academia allow transfers to resolve emotionally difficult or critical situations. They can be flight, attack, manipulation, assertiveness, among these, the desirable one being assertiveness, as personal, constructive affirmation.

So, emotional management is useful in overcoming obstacles, by capitalizing on opportunities. Beyond the illustrative nature of the micro-experiment reported by us, the presented ideas can be continued with other directions of emotional education.

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EFFETS DU THÉÂTRE EN MILIEU CARCÉRAL : ENTRE PRISONNIÉRISATION ET RECONSTRUCTION PERSONNELLE*

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Résumé

Quels sont les effets du théâtre, comme environnement éducatif qui influent non pas sur la prisonnérification, mais sur la reconstruction personnelle du détenu dans l'environnement social et culturel dans lequel se trouve le détenu ? Le constat est que l'état de prisonnérification du détenu mineur accentue sa précarité et hypothèque sa reconstruction personnelle. L'objectif de cette étude est d'analyser les effets du théâtre comme aire transitionnelle de créativité. La recherche s'inscrit dans le paradigme compréhensif et a opté pour un devis qualitatif. La recherche s'est adressée à 10 participants du « quartier treize » de la Prison Centrale de Yaoundé. Les données collectées et traitées à travers le guide d'entretien ont permis de parvenir aux résultats selon lesquels la place de l'acte théâtral en milieu carcéral favorise un repositionnement identitaire.

Mots-clés : *Détenus mineurs ; Théâtre ; Milieu carcéral ; Reconstruction personnelle.*

EFFECTS OF THEATER IN THE PRISON ENVIRONMENT: BETWEEN PRISONING AND PERSONAL RECONSTRUCTION

Abstract

What are the effects of the theater, as an educational environment, that influence not the prisonerization, but the personal reconstruction of the prisoner in the social and cultural environment in which the prisoner finds himself? The observation is that the state of prisonerization of the minor prisoner accentuates his precariousness and mortgages his personal reconstruction. The objective of this study is to analyze the effects of theater as a transitional area of creativity. The

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research is part of the comprehensive paradigm and has opted for a qualitative approach. The research was addressed to 10 participants of the "thirteen quarter" of the Central Prison of Yaoundé. The data collected and processed through the interview guide made it possible to arrive at the results according to which the place of the theatrical act in the prison environment favors a repositioning of identity.

Key words: *Juvenile inmates; Theater; Prison environment; Personal reconstruction.*

1. Introduction

La prison, aussi mystérieuse soit-elle, constitue aujourd'hui une question de société fondamentale. Elle est au cœur de notre système de justice, souvent au cœur de nos sociétés, et pourtant, il semble exister à son sujet une forme d'aveuglement volontaire, de la part des citoyens comme des pouvoirs politiques (Blangenais, 2004, p. 3). Le centre du débat qui devrait être posé est sans aucun doute, la question de la reconstruction personnelle des détenus pendant leurs incarcérations (et dans le champ social). Les questions si souvent médiatisées des violences, des suicides, de l'indécence des conditions de détention ne sont finalement que des dérivés tragiques de la problématique de la désocialisation et de l'état de prisonnérification dans lequel se trouve le détenu et que génère l'univers carcéral et de la défaillance de leur reconstruction tremplin à de réinsertion (Larouche, 2008, p. 36).

Dans les pays en voie de développement en général et au Cameroun en particulier, la prison, lieu de privation de liberté, est un cadre austère. De ce fait, elle est souvent au centre des préoccupations de la communauté internationale et des organisations humanitaires. S'agissant du cas du Cameroun, Akoa (2010) relevait que la plupart des prisons camerounaises sont anciennes, insalubres et surpeuplées : plus de 5000 détenus à la Prison Centrale de Yaoundé (PCY). Dans la même lancée, le Programme d'Amélioration des Conditions de Détention et le Respect des Droits de l'Homme (PACDET II) dans son rapport provisoire de 2006, a identifié un ensemble de problèmes auxquels font face les prisons camerounaises: vétusté et délabrement des structures, violence, insécurité, précarité des conditions de vie, désœuvrement, promiscuité, détention préventive qui est de 65% au Cameroun et un taux de récidive se situant aux alentours de 45%. C'est dire, de ce qui précède, que les conditions de détention au Cameroun sont préoccupantes.

Pourtant, le gouvernement camerounais a mis sur pied plusieurs réformes visant l'amélioration des conditions de vie des détenus. Ainsi, suivant le décret N° 75/15 du 7 Janvier 1975, l'Administration Pénitentiaire (AP) doit occuper les détenus à travers le travail pénal, afin d'éviter l'ennui; d'où l'organisation dans certaines résidences et places publiques, des corvées effectuées par les détenus. Le décret N°92/052 du 27 mars 1992 portant Régime Pénitentiaire au Cameroun (RPC) organise la pratique des activités de loisir, afin d'humaniser les prisons. En outre, dans le titre 3 dudit décret, le détenu a droit à une alimentation équilibrée, à l'habillement, aux soins de santé adéquats et aux bonnes conditions d'hygiène. Malgré toutes ces mesures, la condition des détenus n'a guère changé, ils sont

toujours exposés au stress, à la solitude, à l'angoisse, aux mauvais traitements éventuels de leurs encadreurs et subissent bastonnade, séquestration de tout genre.

La création d'un espace favorable à la reconstruction personnelle du détenu et la préparation de ce dernier à sa sortie, relèvent des missions de la prison au même rang que sa mission sécuritaire. Or c'est justement cette problématique dont n'arrive pas à s'emparer l'institution pénitentiaire et les pouvoirs publics centraux. Parce que, le manquement à cette mission engendre la précarisation du détenu dans son environnement carcéral, et parce que la privation des libertés d'un individu dans une société démocratique fondée sur des valeurs humanistes ne peut se justifier que si on le rend meilleur pour cette même société et pour lui-même. Il est donc nécessaire de s'interroger sur la façon de répondre à cette crise de l'institution pénitentiaire (Atangana, 2010).

L'un des axes essentiels de cette interrogation réside dans la recherche des outils permettant d'atteindre l'objectif de la reconstruction personnelle par des actions culturelles. Il s'agit pour le sujet de se reconstruire une personnalité par le biais de la pratique du théâtre afin de ne pas subir les vices du milieu carcéral qui conduisent le détenu dans un état de prisonnérification. En outre, le théâtre est un art qui renvoie à une activité humaine; le produit de cette activité ou l'idée que l'on s'en fait, s'adressant délibérément aux sens, aux émotions et à l'intellect. En effet, le théâtre implique diverses techniques d'expression corporelle et vocale, mais aussi plus largement visuelles et auditives, qui élabore une forme de représentation dans l'espace pouvant procéder d'un texte de théâtre ou donner lieu à son écriture.

Le système éducatif en milieu carcéral au Cameroun reste sous le contrôle du personnel pénitentier chargé de leur encadrement dans le secteur formel et non formel (*idem*, 2010). Ils n'ont pas toujours les aptitudes requises pour organiser leur formation et prévoir des activités de loisir parallèles notamment la danse, la musique et le théâtre. De plus, les activités de loisir souvent pratiquées en milieu carcéral sont visibles pendant les fêtes de fin d'année ou lors de l'ouverture de la semaine culturelle. Cette faible pratique des activités culturelles limite le temps de loisir et par conséquent accentue leur état de prisonnérification.

Par ailleurs dans nos prisons, l'état d'acculturation des détenus est plus mauvais que celui de la population générale. Cela s'explique d'une part parce que, avant leur entrée en détention, la plupart des prisonniers cumulent les facteurs de risque (sanitaire et social) et d'autre part parce que bon nombre d'entre eux, par leur système même de vie avant leur incarcération, présentent des principes récurrents de rupture avec entre autre le système éducatif et culturel. Une situation qui rend isolément inapte bon nombre de détenus à l'élaboration d'un projet individuel capable d'activer efficacement des liens sociaux à la fois de qualité et durable (Mayo, 2010).

Le problème que pose cette étude est celui de la reconstruction personnelle du détenu au regard de leur niveau d'implication dans l'espace théâtral comme environnement éducatif qui leur est proposé. C'est ce que le théâtre est capable d'apporter au détenu. Pour Lenél (2011, p. 90), le théâtre appliqué à une thématique permet une prise de conscience, grâce à une analyse collective de la situation, et prétend constituer la forme d'intervention sociale la plus adaptée pour la cohésion

sociale. Ainsi, l'idée de la pratique du théâtre en milieu carcéral est de mettre en valeur les détenus à partir de leur parole, de leur personne, d'y donner du sens tout en favorisant la compréhension de « *l'autre* ». Les systèmes sociaux qui entretiennent les compétences de gens, leur fournissent des ressources utiles, et laissent beaucoup de place à leur auto direction, leur donnent plus de chances pour qu'ils concrétisent ce qu'ils veulent eux-mêmes devenir (Bandura, 1986). De ce fait, le détenu peut être à la fois sujet social et « *agent actif* ».

Or, la reconstruction personnelle reste peu visible de nos jours en milieu carcéral par opposition à l'état de précarité dans lequel se trouvent les détenus. À cet effet, la prison est généralement vécue par les détenus comme une sanction sociale, une privation de vie, dont ils se sentent seulement victimes. En prison plus encore qu'ailleurs, trop de personnes ont le sentiment de ne rien pouvoir faire et dire auxquels les autres accordent sincèrement de la valeur (Larouche, 2008). Ils en tirent un sentiment de dévalorisation et de révolte, souvent contenu. Leur créativité se cantonne alors à des domaines « *non-culturels* », comme la débrouille la vente des substances illicites, le tatouage ou à ce que l'on appelle à tort de l'anti-culture, comme la création d'un contre-langage. Il se pose donc le problème d'un espace à partir duquel le détenu parviendrait à reconstruire sa personnalité par le biais de la pratique de l'acte théâtrale.

Le cadre théorique doit nous permettre de saisir la gestion du soi individuel pré et postincarcération ainsi que le travail de reconstruction personnelle qui induit le repositionnement du sujet. Nous nous appuyons sur le modèle de causalité triadique de Bandura (1986, 2003) appelé encore déterminisme réciproque. Pour comprendre comment le détenu parvient à gérer ses attentes personnelles et les attentes sociales. La pertinence de ce cadre théorique repose sur le fait que le détenu tient compte de son travail de reconstruction personnelle lorsqu'il est soumis à des tensions existentielles. Ainsi, le détenu est sujet lorsqu'il est capable de passer de son état de prisonnérification à celui d'une reconstruction personnelle; il parvient alors à gérer les tensions existentielles qui peuvent exister quand il voudra concilier les déterminismes du comportement avec ceux de son environnement de vie et de sa personne.

Bandura (1986) met en évidence le modèle de réciprocité causale. Ce modèle prend en compte le comportement. Dans la théorie sociocognitive, la fonction psychologique est analysée à travers une causalité réciproque triple. C'est dire que les différents facteurs, tels que la personne, le comportement et l'environnement interagissent deux à deux et de façon variable en permanence. Comme le précise Bandura (1986), l'influence de ces facteurs est relative en fonction des activités et des circonstances. Ces actions réciproques exercent une influence les uns sur les autres. Les individus sont à la fois producteurs et produits de leur société (Bandura, 1986).

De plus, le « *temps* » explique également pourquoi les interactions ne sont pas simultanées. Il faut très souvent attendre pour voir apparaître l'effet de nos actes et par ce fait les conséquences. La triade permet d'expliquer le comportement humain, selon différentes approches. Le schéma ci-dessous nous permet de mieux comprendre toutes les interactions possibles et ainsi analyser l'individu face aux situations et aux actions mises en œuvre.

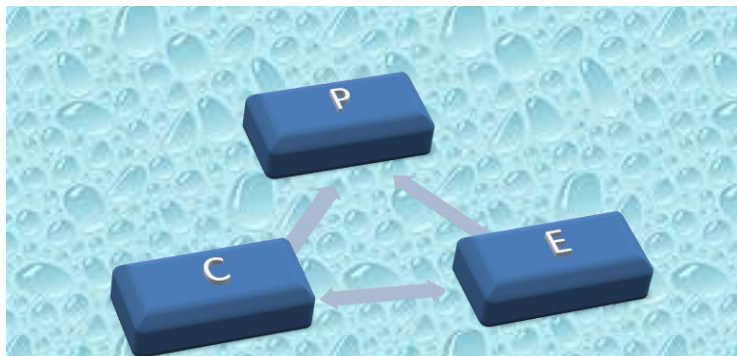


Figure 1. Schéma des déterminismes réciproques dans la théorie sociale cognitive de Bandura (1986, p. 17)

Bandura (2003, p. 55) montre que: « *si les gens ne sont pas convaincus qu'ils peuvent obtenir les résultats qu'ils souhaitent grâce à leur propre action, ils auront peu de raison d'agir ou de persévérer face aux difficultés* » et donc peu de chance d'atteindre le but qu'ils s'étaient fixés. Inversement, si les gens ont une perception élevée de leur capacité à réaliser l'objectif visé, ils vont tout mettre en œuvre pour y arriver. Et de fait, leur SEP va contribuer fortement à leurs performances même si leurs aptitudes initiales jouent un rôle indéniable.

2. Méthodologie

L'étude menée à la prison centrale de Yaoundé durant la période allant du 8 Septembre 2021 au 13 Décembre 2021 a reposé sur une méthodologie qualitative et, plus spécifiquement, pour le récit de vie thématique du détenu dans son environnement carcéral. Il s'agissait pour notre recherche de la période de vie centrée pendant l'incarcération.

Cependant, ont été aussi considérées les périodes précédant celle-ci puisque nous voulions analyser le processus de reconstruction personnelle du détenu, ce qui nous obligeait à un va-et-vient. C'est ce récit intérieur que nous avons cherché à recueillir afin d'identifier les repositionnements identitaires qui découlent de son état de prisonnérification. Notre échantillon se compose de 10 sujets, âgés de 16 à 25 ans, la moyenne étant de 21,8 ans.

Nous ne voulions pas forcément avoir un nombre égal d'hommes et de femmes, mais nous cherchions plutôt à avoir une diversité de situations (durées, nombre de la détention, motifs, mode de vie actuel, activités pratiquées, etc.), ce qui, cependant, était plus difficile à contrôler. Mais, comme l'affirment Labelle et Levac (2007, p. 17) : « *À chacun son histoire* ».

3. Collecte des données

Nous avons travaillé de manière raisonnée avec 10 sujets et 2 responsables de prison. Les 10 répondants, S'ils avaient des points en commun, avaient effectivement

chacun une histoire bien à eux et répondaient tous aux critères préalablement définis. Pour faire partie de ce groupe humain, nous avons défini les critères suivants : en rupture quasi totale avec les instances institutionnelles (famille, travail salarié, école, etc.) ; notamment : qui démontre un fort sentiment de replis sur soi-même ; qui ne pratiquait pas déjà des activités de loisirs qui auraient une influence sur sa personnalité ; qui a déjà purgé une peine minimale de six mois et qui pratique les activités de théâtre régulièrement depuis une période de deux mois. C'est sur la base de ces critères que nous avons la population d'étude présentée dans le tableau suivant :

Tableau 1. Présentation des répondants

RÉPONDANTS	Âge	Situation judiciaire	Durée actuelle de l'incarcération
D1	22 ans	Probation de deux ans	Un an
D2	16 ans	N'est pas encore jugé	Six mois
D3	24 ans	Probation de 18 mois	Un an et deux mois
D4	25ans	Probation de 3 mois	2 ans
D5	24ans	Probation de 3 ans	1an (reste encore 2ans)
D6	20 ans	N'est pas encore jugé	9 mois
D7	23ans	Probation de 5 ans et six mois	2ans (reste encore 3ans)
D8	16 ans	N'est pas encore jugé	08 mois
D9	24 ans	Probation de 6 ans	A déjà purgé une peine d'un an et 7 mois (reste encore à purgé 4 ans et 5 mois)
D10	23 ans	Probation de 8 ans	A déjà purgé une peine de deux ans et six mois (reste encore à purger 5 ans et six mois)

Source : Auteur

Concernant les responsables, au départ, nous avons identifié les responsables du centre éducatif de la PCY, le responsable des affaires culturelles et sportives et le Régisseur de ladite prison. Toutefois, nous avons pris en compte les critères de sélection suivants : s'intéresser aux affaires culturelles et sportives ; être un responsable ayant une vision globale sur l'encadrement des détenus ; mettre en œuvres les activités culturelles dans ladite prison visant à améliorer le mode ; de vie des détenus dans le domaine du loisir. À l'arrivée, au regard du respect de ses critères nous avons mené des entretiens avec deux (2) responsables à savoir : le responsable des activités culturelles et le Régisseur de la prison.

Tableau 2. Récapitulatif des répondants

POPULATION	EFFECTIF
Détenus remplissant nos critères de sélection	10
Responsables	02
TOTAL	12

Source : Auteur

4. Analyse

Pour accéder facilement à certaines informations, nous avons eu recours à l'entretien. Celui-ci s'adressait principalement aux détenus respectant nos critères de sélection. Pour les détenus, ces entretiens se sont faits suivant un canevas bien défini, c'est-à-dire caractérisé par des questions formulées à l'avance. Ces entretiens étaient précédés par la présentation du formulaire de consentement éclairé aux participants.

L'intérêt était de matérialiser l'accord entre l'interviewer et nous d'une part et, d'autre part, de préciser l'aspect confidentiel des informations recueillies. Ces entretiens étaient précédés par la présentation du formulaire de consentement éclairé aux participants. L'intérêt était de matérialiser l'accord entre l'interviewer et nous d'une part et, d'autre part, de préciser l'aspect confidentiel des informations recueillies.

La durée des entretiens était en moyenne de 40 minutes. Les entretiens avec les responsables se sont déroulés dans leurs lieux de service, leur bureau respectif, principalement pour le Régisseur et le responsable des activités culturelles. Alors qu'avec les détenus, elles se sont déroulées dans la grande salle d'informatique. L'heure de l'entretien était fonction de la disponibilité du répondant.

L'analyse des entretiens a été effectuée à partir d'une analyse de contenu. Comme le soulignent Pourtois et Desmet (1988, p. 199), l'objectif de l'analyse de contenu « ... est de comprendre les communications au-delà de leurs significations premières » et devrait articuler rigueur scientifique et richesse de la subjectivité.

5. Considérations éthiques

Ces entretiens étaient précédés par la présentation du formulaire de consentement éclairé aux participants. L'intérêt était de matérialiser l'accord entre l'interviewer et nous d'une part et, d'autre part, de préciser l'aspect confidentiel des informations recueillies. Pendant l'entretien, nous nous sommes servis d'un enregistreur téléphonique (après consentement de notre interlocuteur) pour capter les discours des enquêtés afin de garantir un recueil exhaustif et intégral des données.

6. Résultats

L'efficacité de la méthode tient au fait que le détenu a la possibilité de se reconstruire en renouvelant sa personnalité. Il est question pour nous de vérifier dans quelle mesure, le théâtre, présenté comme air transitionnel peut activer le développement et l'adaptation du détenu dans son environnement. À partir de là, il

s'agira d'aborder la perception du théâtre comme environnement imposé à la reconstruction personnelle ; ensuite, envisager le théâtre comme environnement choisi à la reconstruction personnelle et du théâtre comme environnement construit à la reconstruction personnelle.

6.1. Perception du théâtre comme environnement imposé à la reconstruction personnelle

En regard des analyses sur le sujet, nous constatons que la perception du théâtre diffère en fonction du détenu. Les avis divergent en fonction de leurs sensibilités, de leurs envies et de l'image qu'ils voudraient renvoyer.

En ce qui concerne la gestion des attentes identitaires, le détenu voudrait avoir le contrôle de lui-même, il voudrait se reconstruire à travers la pratique du théâtre. Le problème qui en ressort se situe au niveau du détenu lui-même, qui voudrait acquérir une identité différente de celle qu'il épouse pour le moment.

Ainsi, il cherche à concilier reconnaissance sociale et accomplissement personnel. La pratique du théâtre en milieu carcéral comme environnement choisi, favorise la reconstruction personnelle du détenu qui cherche à concilier ses déterministes psycho et sociocognitifs que sont les facteurs personnels et comportementaux avec ceux de son nouvel environnement de vie. Il s'agit par exemple pour le sujet de se reconstruire une personnalité par le biais de la pratique du théâtre afin de ne pas subir les vices du milieu carcéral qui conduisent le détenu dans un état de prisonnérification.

6.2. Le théâtre comme environnement choisi à la reconstruction personnelle

Le but ultime de l'individu est de concilier ses trois sphères identitaires : avoir de l'estime pour lui-même et des autres pour ce qu'il s'est engagé à faire et fait de sa vie. À travers ce travail continu de construction de son identité, l'individu cherche à atteindre trois sentiments.

L'individu ne parvient jamais à atteindre ces trois sentiments parfaitement ni de façon définitive. C'est pourquoi, à travers cet effort permanent et continu pour concilier ses formes d'identité, l'individu ressent inévitablement à certains moments un sentiment d'incomplétude, d'insatisfaction et de souffrance que l'auteur appelle tension existentielle.

6.3. Le théâtre comme environnement construit à la reconstruction personnelle

L'analyse des résultats a révélé ici que le peu d'activité disponible et la routine carcérale semblent avoir des effets sur les capacités cognitives du détenu qui peut trouver plus ardu de réfléchir et résoudre des problèmes, difficultés aussi liées à l'environnement restrictif et à la perte de contrôle et de choix. Cela amène à conclure que les activités théâtrales en milieu carcéral influent sur les facteurs motivant le comportement du détenu pendant et au terme de sa purge. Ainsi, malgré la répression de l'environnement carcéral, le détenu pourra choisir de se préparer à sa

sortie. À cela il adhère à la pratique des activités de théâtre proposées dans ce nouvel environnement afin de se reconstruire.

7. Discussion

L'objectif de cette étude est d'analyser les effets du théâtre comme aire transitionnelle de créativité. La théorie sociale cognitive de Bandura est celle qui a été utilisée. Cette dernière a fait ressortir les déterminants suivants : la Perception du théâtre comme environnement imposé à la reconstruction personnelle, le théâtre comme environnement construit à la reconstruction personnelle et le théâtre comme environnement choisi à la reconstruction personnelle.

Perception du théâtre comme environnement imposé à la reconstruction personnelle, Il ressort des données recueillies de D2 que la pratique des activités théâtrales permet de lutter contre les effets de la prisonnisation qui peuvent être une timidité excessive, le repli sur soi.

Pour D2, le problème réside au fait que l'incarcération constitue une expérience traumatisante et une épreuve par rapport à la norme sociale de conformité ; épreuve qui implique la privation de liberté, mais aussi le suivi des règles collectives, des privations matérielles, des frustrations et la perte de droits ou d'autonomie.

Ces résultats confirment les écrits de Bajoit (2000) et permettent de comprendre comment le jeune du milieu carcéral peut gérer ses attentes identitaires et ceux des autres. Par ailleurs ce modèle théorique rend compte du travail de construction identitaire du sujet qui est soumis à des tensions existentielles. Ainsi l'être humain est capable de gérer les tensions entre ce que les autres attendent de lui et ses attentes personnelles.

Par ailleurs, la prison modifie radicalement les liens sociaux et les réseaux de sociabilité et donc, affaiblit le sentiment d'appartenance à un groupe à partir duquel l'individu peut situer son identité par rapport à ce groupe et à la société et qui peut le valoriser. Cet affaiblissement des liens sociaux fragilise en retour le lien qui unit l'individu à la société et qui assure la cohésion sociale. Pour Larouche (2008), l'individu ne peut s'empêcher d'être sujet parce que sa conscience l'amène à pouvoir refuser de se soumettre au social.

Bajoit (2004) identifie ici trois sphères constitutives de l'identité personnelle : le but ultime de l'individu est de concilier ces trois sphères identitaires : avoir de l'estime pour lui-même et pour les autres en ce qu'il s'est engagé à faire et fait de sa vie. À travers ce travail continu de construction de son identité, l'individu cherche à atteindre trois sentiments. L'individu ne parvient jamais à atteindre ces trois sentiments parfaitement, ni de façon définitive. C'est pourquoi, à travers cet effort permanent et continu pour concilier ses formes d'identité, l'individu ressent inévitablement à certains moments un sentiment d'incomplétude, d'insatisfaction et de souffrance que l'auteur appelle tension existentielle.

Concernant le théâtre comme environnement construit à la reconstruction personnelle, on peut dire que des repères créés de par la consommation de l'acte théâtral, il ressort des données recueillies de D3, que cette activité est un moyen d'occupation en vue de faire passer le temps en prison pour lui, adhérer à cet

environnement permet d'être conscient des actes qu'on pose, d'être responsable, de se créer une identité donc d'avoir des repères qui propres.

Pour D7 que la pratique du théâtre permet au détenu de se faire comprendre, car le théâtre met en évidence l'expression, la voix. Ainsi, celui qui pratique le théâtre en milieu carcéral aura plus tard la possibilité de se retrouver plus facilement dans son milieu scolaire et professionnel à sa sortie de prison.

Cela confirme les travaux de Ndjemoua (1993) qui a réalisé une étude globale sur la révision des activités de loisir dans les établissements pénitenciers du Cameroun. Il part du constat selon lequel un « mythe » de loisirs pèse sur les prisons. Il montre que l'animateur peut aider les individus par une éducation appropriée, à améliorer leurs conditions de vie tant matérielles que morales ; les adapter aux circonstances nouvelles de la crise économique et sociale qui a secoué notre pays. Ces individus peuvent réaliser leur plein épanouissement en déterminant l'orientation de cette action selon leurs aspirations, leurs besoins et leurs traditions.

Tatchouang (2009, p. 46) quant à lui, a proposé un ensemble de techniques et stratégies d'animation en milieu carcéral dans sa vision de la nouvelle dynamique de l'emprisonnement. Pour lui, l'emprisonnement devrait consister en un certain nombre d'actions dont l'éducation, la formation, la production, les activités socioculturelles et sportives.

Ebang Foya (2010, p. 64) a montré la place centrale occupée par ceux-ci dans l'accompagnement des détenus dans le régime répressif auxquels ils sont soumis ; mais aussi l'aspect épanouissement de l'individu privé de liberté. Les loisirs amènent les détenus à oublier ou à supporter la prison, à se resocialiser afin qu'ils ne récidivent plus et se réintègrent aisément dans la société libre.

Concernant le théâtre comme environnement choisi à la reconstruction personnelle, en ce qui concerne la motivation intrinsèque, Il ressort des données recueillies de D5 que la pratique du théâtre reste quelque chose de nouveau pour lui, car il pratique cette activité pour la première fois en prison.

Par ailleurs, en ce qui concerne l'envie de pratiquer cette activité il ressort des données recueillies de D7 que la pratique du théâtre permet au détenu de s'accepter en tant que personne malgré son état de détenu. Pour lui un handicap physique n'est pas un frein à la pratique du théâtre dans la mesure où, bien que le corps reste un outil principal à la pratique de cette activité, il faut savoir l'utiliser même à des fins humoristes.

À partir de la notion d'expérience qui renvoie à éprouver le monde, expérimenter le réel et donc à « *comprendre, interpréter, agir et réagir à une situation sociale particulière* » (Rostaing, 2006, p. 39).

Pour l'auteure, il s'agit d'une expérience extrême telle que définie par Pollak (cité dans Rostaing, 2006, p. 39), c'est-à-dire une expérience très différente d'une expérience sociale normale en ce qu'elle se compose d'une triple expérience : celle d'une prise en charge institutionnelle enveloppante : organisation contraignante, cadre spatiotemporel précis, promiscuité, perte d'autonomie, déresponsabilisation, subordination permanente, etc. ; celle d'une remise en cause identitaire : stigmatisation de l'individu comme délinquant qui peut induire un changement dans

sa perception de lui-même, dans la perception des autres à son égard et dans la façon dont il est traité et celle d'une atteinte à la dignité : conditions de détention difficiles, absence d'intimité, fouilles corporelles, etc.

L'expérience carcérale deviendrait la condition principale de l'individu, le statut qui prédomine les autres. Toutefois, Rostaing (2006) souligne que même si les détenus sont appropriés par ce système contraignant, ils demeurent des acteurs ayant une certaine marge d'autonomie. Bien que celle-ci soit limitée par les contraintes institutionnelles, elle n'implique pas que des adaptations secondaires, mais aussi des logiques d'action permettant de négocier leur identité.

8. Conclusion

Cette recherche tenait son fondement sur la nécessité de présenter les activités théâtrales comme facteurs favorables à la reconstruction personnelle du détenu dans son environnement.

Le constat est que l'état de prisonnérification dans lequel se trouve le détenu accentue sa précarité et hypothèque sa reconstruction personnelle. Or, la reconstruction individuelle via les ateliers de théâtre est de toute évidence l'un des premiers pas dans le processus de réintégration du corps social : elle ouvre la voie à une dynamique de reconstruction.

À tout prendre, il y a lieu de retenir que si les thèses de Bandura sont confirmées, il y a des aspects qui constituent encore un problème. Malgré les difficultés concrètes qui s'opposent sans cesse au déroulement de l'action culturelle et artistique en prison, on peut affirmer que le théâtre constitue une voie de réponse pertinente aux effets destructeurs de l'incarcération. Sa pratique favorise la construction d'un espace neuf pour le corps, la parole, l'imaginaire, le développement d'une confiance en soi et d'un rapport au collectif différent, qui sont des gages de reconstruction de l'individu.

Ce n'est que remis en mouvement dans une dynamique qui allie assurance et désir-projet, que l'individu peut aller à la rencontre d'autrui, afin de réinventer un réseau vivant entre lui et le monde qui l'entoure. Cependant, il faut aussi affirmer que le théâtre seul est relativement impuissant à transformer radicalement la situation d'exclusion dans laquelle se trouvent généralement les anciens détenus.

D'où l'intérêt de cette recherche, car le théâtre associé à la psychopédagogie concourt au bien-être du développement et de l'équilibre des individus dans le domaine de l'apprentissage et de la conscience de soi. C'est une façon d'acquérir des connaissances en utilisant le langage de l'art comme base de la préparation à la réinsertion sociale. Son essence étant la création non esthétique et l'élaboration artistique pour la santé et l'apprentissage.

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LA PÉDAGOGIE À DISTANCE : RÉVÉLATRICE DE FRACTURE SOCIALE ET SCOLAIRE EN TEMPS DE PANDÉMIE*

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Résumé

À l'ère de la pandémie du Coronavirus, l'université a fermé tous ses espaces d'accueil devant les étudiants, et pour assurer la continuité pédagogique, cette situation l'a obligé à relever le défi technique pédagogique en optant exclusivement pour le numérique. L'intérêt de ce présent article est de montrer comment les étudiants ont vécu cette expérience sous l'angle des valeurs. La démarche ergologique nous aide à analyser la façon dont le groupe d'étudiants use pour renormaliser de manière continue les nouvelles exigences imposées par le milieu. Ceci est renforcé par des focus group ainsi que des entretiens individuels. Les résultats documentent la présence d'une relation psychoaffective, une transformation dans le processus d'apprentissage, une limite de la numérisation et la nécessité de nouveaux ajustements. De nouveaux ajustements sont nécessaires contribuant à faire réussir l'apprentissage à distance en Algérie.

Mots-clés : Technique pédagogique ; Focus group ; Continuité pédagogique ; Renormalisation ; Ergologie.

ONLINE TEACHING: REVEALING THE SOCIAL AND SCHOLAR FRACTURE IN TIMES OF PANDEMIC

Abstract

In the era of the coronavirus pandemic, the university has closed all its reception areas in front of students, and to ensure pedagogical continuity, this situation has forced it to take up the pedagogical technical challenge by opting exclusively for digital. The interest of this article is to show how the students lived this experience from the angle of values. The ergological approach helps us to analyze the way the group of students use to continuously renormalize the new demands imposed by the environment. This is reinforced by focus groups as well as individual interviews. The results document the presence of a psychoaffective relationship, a transformation in the learning process, a limit of digitization and the

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need for new adjustments. New adjustments are necessary contributing to the success of distance learning in Algeria.

Key words: *Pedagogical technique; Focus group; Pedagogical continuity; Renormalization; Ergology.*

1. Introduction

L'année 2020 a été marquée par l'événement de la Covid 19 et le confinement. À cet instant, l'université algérienne a vécu une situation inédite de confinement, et sans crier gars ! Et en l'absence de toute anticipation, les étudiants se retrouvent face à un processus d'enseignement nouveau reposant totalement sur la plateforme numérique Moodle. Pour assister à son cours l'étudiant se retrouve dans une dimension métrique et géographique nouvelle. Cette instance recadre le changement du temps et de l'espace dans lequel il vit. Le passage de l'apprentissage du campus, bibliothèques, cités universitaires, laboratoires de recherche à la maison marque pour lui l'évolution du temps et de l'espace. L'université comme lieu de concentration pourvu de multiples fonctions pédagogiques se trouve déplacer dans le monde numérique. A l'instar de la communauté de l'achat en ligne habitée par ses propres clients, ses livreurs, ses gérants, son mode de paiement, etc.

Appartenir à ce monde exige la formation d'une société basée sur l'apprentissage et le développement de l'intelligence des groupes et de l'individu. Ce genre de modèle donne la priorité aux savoirs renouvelés au moyen de formes variées de collaboration, de connaissance et de mutualisation. Dans ce cas, il est impératif pour les institutions de faire appel à de *majeures innovations*. À l'heure actuelle, l'université doit faire face à de multiples challenges, et pour ce faire « *il est nécessaire de se transformer elle-même* » (Taddei *et al.*, 2017). Ce changement prend place dans un cadre « *marqué par la montée de l'individualisme et le déclin de repères durables qui contribuent à fragiliser l'entreprise* » (Bauman, 2013).

La pandémie du virus Covid 19 conduit la société vers ce monde nouveau mais sans la moindre anticipation ou transition. Un monde géré par le numérique qui garantit l'efficacité des relations humaines, économiques, pédagogiques « *en dépit des risques de surveillance généralisée auxquels les entreprises du web exposent les utilisateurs* » (Harcourt, 2020 : 1628/ 1639). Cette crise sanitaire rend compte d'un grand changement de la continuité pédagogique dans l'histoire éducative. D'une société habituée à un son modèle éducatif comme un bien partagé à un nouveau genre éducatif qui s'effectue à la maison au moyen de l'outil internet. Mais, dans cet échange de hors ligne et en ligne les apprenants, acteurs principaux, sont placés dans l'ombre dans cette opération. Attachés à un « *apprentissage formel administré [obéissant] à une codification bien établie* » (Cristol, Muller, 2013, p. 34) répondant à des programmes, à une classe, à un socle de savoirs et de méthodes correspondant à un curriculum, les apprenants subissent une rupture brutale qui perturbe leurs repères habituels. Et sans aucune préparation au préalable, ils se retrouvent face à un apprentissage fondé totalement sur des plateformes numériques. Cet article a l'ambition de montrer comment cette perturbation dû au changement

brutal d'un contexte de formation représente une nouvelle expérience pour les étudiants « *en l'abordant sous l'angle des normes et des valeurs* » (Durrive, 2015). Notre approche privilégiée est de type exploratoire, c'est l'approche anthropocentrée qui vise « *à comprendre l'activité des étudiants en prise avec de nouvelles contraintes et prescriptions situationnelles* » (Schwartz, 2000).

2. Cadre théorique

Afin de mieux cerner l'activité et la tâche des étudiants, nous faisons appel à la démarche ergologique empruntée à Schwartz (2000) prônant les fondements épistémologiques canguilhémienne (1992/1965). Autour de la démarche sus citée gravite la vision de l'homme dans sa relation avec le monde, tout en mettant l'accent sur le mot clé débat. La sève de cette approche, c'est qu'elle immerge l'homme dans son environnement de vie, qui fait la différence avec d'autres milieux parce que « *orienté par lui sur la base de ce qui fait valeur personnelle* » (Durrive, 2015). Cela rend compte du fait que dans la vie le choix devient indispensable. Dans ce sens Canguilhem souligne qu' « *entre le vivant et son milieu, le rapport s'établit comme un débat [...] où le vivant apporte ses normes propres d'appréciation des situations, où il domine le milieu et se l'accommode* » (Canguilhem. 1992, p. 147). Donc, pour vivre et dominer son milieu, la norme doit se référer à un agir en situation, une manière de faire standardisée en tant qu'elle a fait ses preuves pour satisfaire à des attentes plurielles. « *À l'origine de chaque norme, on trouve un processus de renormalisation sous la forme d'un compromis effectué par le vivant humain* » (Schwartz, 2000). Face à des situations problèmes, il doit surmonter en débattant de la situation, évaluer, délibérer, pour ensuite trancher sur la base de raisons d'agir qu'il juge prioritaires *sur le champ*. C'est ce modèle que nous cherchons à identifier auprès des étudiants. Pour ce faire, nous nous basons sur le triangle de l'activité de Schwartz « agir, savoirs, valeurs » (Schwartz, 1966/2015, p. 148). Ce triangle nous aidera à comprendre, la façon dont les étudiants usent pour renormaliser de manière continue les nouvelles exigences imposées par le milieu et construites pour eux lors des instances imprévues.

Le point optimal « agir » laisse voir que la norme employée en situation, demeure un résultat d'un double usage qui met en relation les savoirs et les valeurs comme deux points complémentaires du triangle. Prenant « Les savoirs », qui sont étroitement liés à la situation d'agir. Il est nécessaire de remédier avec un savoir personnel à une situation jugée difficile. La mobilisation des savoirs quelque soit leur origine : académiques et/ou expérientiels apportera un appui important à la trajectoire de comportements. Quant aux « valeurs », cette dimension réfère à un agir qui est toujours un choix subjectif. Cet élément est révélateur de choix et de préférence personnelle, « *Autrement dit, un choix qui fait valeur pour la personne* » (Durrive, 2015). De cette optique « *La dynamique de renormalisation est ainsi ce qui transforme une situation problématique en expérience car produisant développement et apprentissage* » (Schwartz, 2004).

Pour notre objet d'étude il faut rappeler qu'il est important de voir les renormalisations des étudiants face à une situation problématique. Voir comment ils

peuvent délibérer, raisonner et agir pour pouvoir comprendre leur façon de retravailler les modalités nouvelles complètement digitalisées contrairement à la modalité traditionnelle.

3. Méthodologie de recherche

Le groupe des étudiants destiné à cette étude est un groupe de troisième année licence de l'Université d'Ibn Khaldoun Tiarét. Il est formé de vingt étudiants de sexe confondu, dont l'âge varie entre 19 et 30. Nous avons rencontré ce groupe en deux temps : dans un premier temps la rencontre est à distance, puis la deuxième en présentiel. Cette dernière s'est effectuée dans un protocole sanitaire très rigoureux après la dure épreuve du premier confinement lié à la pandémie du Covid 19 (mars 2020) qui a bouleversé l'ordre de l'enseignement supérieur. Tous les participants sont issus de classe moyenne. Leur niveau universitaire est hétérogène autour de 09 et 14. La plupart d'entre eux sont des résidents à la cité universitaire (Voir tableau ci-dessous).

Tableau 1. Caractéristiques des participants

Sexe	Âge	Catégorie des étudiants résidents	Moyenne du premier semestre
F	20	Résidente	10
F	19	Résidente	11,05
F	21	Résidente	13
F	21	Non résidente	09
G	19	Non résident	10
G	27	Résident	09
G	30	Non résident	14
G	30	Non résident	13,05

La mobilisation du *focus group* dans notre recherche est jugée comme un « instrument de collecte de données » (Baribeau, 2009, p. 133). L'ancrage épistémologique du *focus group* correspond avec ses différentes phases aux nombres de visées exploratoires assignées à notre objet d'étude lié à produire de « *la connaissance sur un phénomène non encore étudié* » (Touré, 2010). L'objectif de ce travail vise à montrer comment font les étudiants pour vivre la continuité pédagogique et passer du présentiel au distanciel.

Nous avons réalisé la collecte de données après l'application du confinement comme mesure de prévention contre la propagation du coronavirus et la fermeture de l'université. Pour plus de rigueur scientifique, nous avons accompagné nos données par « *des entretiens individuels* » (Baribeau, Germain, 2010). Le cheminement de notre recherche se présente comme suit : d'abord nous avons abordé un *focus group* dans le but de savoir comment chacun d'eux a vécu et perçu ce changement brutal pour ensuite envisager une discussion collective. Le protocole de l'entretien individuel de chaque participant à part a permis d'élargir la recherche

Dans un second temps pour synthétiser et valider la discussion de nos données le même *focus group* a été interrogé. En raison de la situation de confinement, pour recueillir toutes nos données nous avons fait appel à une méthode inédite « Zoom conférence », ceci nous a facilité le contact et l'enregistrement en simultané.

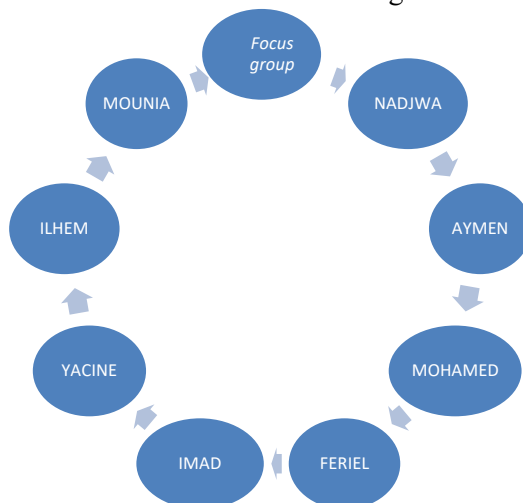


Figure 1. Protocole de la recherche par « Zoom conférence »

Au premier plan les rencontres organisées étaient essentiellement collectives sous forme de « groupes de discussion » (Evans, 2011, Geoffrion, 2016). Le chercheur jouait le rôle d'animateur, pour confronter les différents points de vue et avis sur le vécu particulier de chaque participant et assurer la dynamique du groupe et le stimuler. Notre travail se réfère à la théorie de Serres (2012), qui souligne que tout enseignement à distance acte la révolution numérique, trois thèmes étaient abordés : le rapport au temps, à l'espace et aux savoirs.

L'entretien était de type mixte, abordé par des questions ouvertes avec comme consigne de départ : « vous êtes invité à me dire et me décrire comment vous vivez la continuité pédagogique ? » Nous procédons par « des reformulations reflet (reprise des derniers mots pour relancer le propos) et clarification (reprise de l'idée pour s'assurer de la compréhension) (Mucchielli, 2013). Notre but n'était pas d'induire mais plutôt de créer la dynamique interactive tout en combinant avec « le triangle de l'activité agir, savoir, valeur » (Schwartz, 2015, p. 148) afin de faire valoir « l'activité des interviewés » (Denny, 2019). Le tableau qui va suivre illustre ce modèle d'entretien.

Tableau 2. La technique de la reformulation/ compréhension utilisé dans l'entretien

Nadjwa : en sociolinguistique on a reçu sur la plateforme Moodle plusieurs cours.	
Chercheur : ah oui ! plusieurs cours.	Reformulation reflet
N : Oui, euh et en plus ils sont très compliqués et difficiles.	
C : ah, son-ils vraiment compliqués et difficiles	Reformulation reflet
N : oui, sincèrement il m'était difficile de les comprendre, y avait plein de choses touffues	
C : et que faisiez- vous alors ?	Faire émerger son agi
N : d'abord je les ai lus et relus mais je n'arrivais toujours pas à les comprendre. Donc j'ai effectué des recherches sur Google pour comprendre les passages les plus durs	Description de son agir
C : c'est remarquable comme façon de faire si je comprends bien vous avez fait appel à Google pour mieux saisir le contenu de vos cours	Reformulation clarification
N : oui, c'est ce que j'ai fait	
C : mais qu'est ce qui vous a poussé à faire ce choix, c'est de l'effort quand même ?	Faire émerger les savoirs à l'origine de son agir
N : eh ben je me dis toujours que le cours est directement lié aux examens et à la note de TD.	Description d'un savoir d'expérience
C : oui je comprends mais, vous auriez pu laisser tomber la recherche car c'est un travail dur	Faire émerger les valeurs à l'origine de son agir
N : comme je suis destinée à l'enseignement, je dois fournir plus d'effort, puis c'est important pour moi de réussir car je suis résidente et cela me coûte cher.	Description de son système de valeur
C : je vois que c'est très important pour vous, mais cela vous fatigue beaucoup.	Reformulation reflet
N : oui parce que je veux réaliser mon rêve d'enseignante tout en sachant que c'est un métier important et dur qui mérite l'effort.	Description de son système de valeur

En référence aux auteurs suivants : (Méliani, 2013 ; Paillé, Mucchielli, 2016), nous avons mis en valeur la méthode de la théorisation ancrée où l'exploitation des données peut être générée. Sa pratique nous permettra de tenir ensemble des données empiriques ancrées sur le terrain et un travail de conceptualisation visant à favoriser leurs intelligibilités et communication. Pendant la phase du traitement des données, l'animateur chercheur doit maintenir une itérativité permanente entre audition des enregistrements et prise de notes des points importants qui prennent forme de points de vue concordants et discordants. Cette technique de faire prend appui du concept dit « *l'emergent-fit* » (Méliani, 2013, p. 437) qui montre les détails de ce va- et- vient entre des données empiriques et conceptualisation. Le traitement des résultats prend en charge cet ajustement.

4. Résultats et discussion

Les résultats corroborent un changement d'une situation d'étudiants habitués à suivre le cours dans sa modalité traditionnelle réalisé dans un cadre de relations psychoaffectives favorisées. La transformation survenue au processus d'apprentissage a modifié d'autant de normes déjà instituées et à revoir.

4.1. La relation enseignants/étudiants réinterrogée sous l'effet du confinement

Les résultats obtenus confirment un rapport entre enseignants/ étudiants réinterrogée avec comme effet de voir la figure sacrée de l'enseignant se modifier. Avant « l'autorité de l'enseignant était en relation avec le cadre traditionnel. Maintenant ce cadre a disparu donc tout va avec. Les statuts ont changé pour l'enseignant et pour l'étudiant » (Nadjwa). La figure sacrée de l'enseignant devient familière plus humaine, il ya plus de rapprochement et de complicité entre les deux , « contrairement à l'anonymat de l'amphi le prof devient plus connu et fraternel » (Feriel). Yacine justifie cette situation par « les circonstances communes de la crise sanitaire » tant le partage de la pandémie persiste. Ce qui retient l'attention encore, est la présence des phrases de soutien et compassion glissées dans les messages échangés.

« Avant le confinement l'enseignant se trouvait à proximité de l'amphi, en ce moment on sent que les choses ont changé. Il est plus proche, plus attentionné, ce côté prise de nouvelles par mail favorise de maintenir le lien, une relation de pairs, y'a cette envie de n'avoir que de bonnes nouvelles. Cette zone affective se fait sentir de plus en plus, il me semble qu'on est plus lié qu'avant » (Yacine).

Cette incarnation mutuelle donne le sentiment « d'un vrai attachement, ce qui pousse les étudiant à aimer le module » (Ilhem). Contrairement à d'autres enseignants qui se placent dans « une simple logique de l'offre » (Albero, 2003, p. 42), « Ils font des envois rien que pour s'acquitter des tâches » (Iyad) engendrant dégoût et découragement, « ça casse l'envie ».

L'ensemble des étudiants confirme que la prise des nouvelles par mail sur l'état de santé « n'est faite que de manière automatique du genre copiés/collés » (Mohamed), ce qui ralentit le rendement et ne fait « qu'accélérer un échec devenu [...] prévisible » (Albero, 2003, p. 43). La bonne relation se tisse en fonction de la considération professionnelle qu'engage les enseignants « qui retravaillent et simplifient leur cours et ça sincèrement ça galvanise les étudiants » (Mounia). Cet état confirme la notion du don et de contre don basique dans « *la réussite des principes d'autoformation et de formation mutuelle* » (Albero, 2003a). Albero souligne encore que l'engagement de l'enseignant doit être appréhendé d'une dimension conceptuelle et sociale « *génère un dû et comporte donc, de manière implicite, l'obligation du contre-don* » (Albero, 2003, p. 42).

Cette implication se lit comme un contrat engageant l'enseignant à fournir de l'effort de revoir ses cours et travailler dans un cadre plus affectif reçu par l'étudiant comme réel. Par exemple (Aymen) dit que « *dans ces conditions, on doit travailler, on veut pas casser l'énergie de l'autre, si non on serait responsable de notre échec* ».

Ce système de valeur est-il entraîné de changer ? Comment pouvons-nous ajuster les règles (dans ces nouvelles conditions) tant bien que mal ? Pour ne pas affecter les valeurs ? Cette forme de contrat tacite produit une pratique d'engagement dans le processus d'apprentissage. Ce qui laisse apparaître une sorte de manière éthique qui amène l'étudiant à donner de la valeur et du sens à l'ensemble de ses modules universitaires.

4.2. Vers une instrumentalisation des liens entre pairs

La modalité d'engagement qui lie l'enseignant / étudiant se trouve aussi établie entre pairs avec pour effet de changer la relation qui les unit. Les résultats rendent compte d'une nouvelle logique de lien entre pairs qui va du socioaffectif au sociocognitif. « Les liens amicaux se transforment, ya moins de blagues, moins de rires qu'avant entre nous, alors on ne voit plus les amis comme autre fois mais comme source de soutien et guides aux cours et TD » (Ilhem). Avec le desserrement des liens entre pairs, le soutien devient moins affectif et plus cognitif. Ce qui rappelle partiellement le point de vue de Dieumegard et Durand (2005) dans la priorité donnée au maintien de ce contrat entre pairs dans la « *la mobilisation des apprenants dans les tâches d'apprentissage en formation à distance* ». La relation entre pairs devient plus professionnelle qu'amicale « avant de poser une question à un ami on doit passer par la réflexion et la sélection pour ne pas le lasser » (Mohamed). Pour garantir la collaboration de l'ami, la requête doit faire l'objet d'évaluation et ce, pour qu'elle soit acceptée. Ici on assiste à l'émergence d'une relation privée « les liens sont réduits, on filtre, on trie plus ».

Ceci se recoupe avec la vision de Dieumegard et Durand (2005). Avec la plateforme Moodle, les étudiants se retrouvent devant des espaces d'échanges institutionnalisés et sans tutorat, ce qui augmente leur difficultés et limite leur liberté « un sentiment d'y être jugé et plus surveillé » (Ilhem) contrairement aux autres sites web non-formels qui permettent un double contact où « l'échange s'effectue entre travail et amusement » (Iyad). Sur ce plan les étudiants se disent unanime lésés de ne pas avoir un libre choix des plateformes. Ce pendant, ce qui attire l'attention sont les liens de solidarité et d'entre-aide tissés avant le confinement qui sont jugés capitaux dans la construction d'un esprit de « communauté voire de famille » (Yacine). Cet enseignement virtuel garantit la continuité des liens amicaux et resserre ces liens déjà existant. Combien même, l'enseignement à distance fait le bonheur de certains étudiants, il reste jusqu'à l'heure actuelle le malheur de beaucoup d'autres.

4.3. L'enseignement à distance au regard des inégalités sociales

À la suite de la pandémie, l'enseignement à distance a été préconisé comme stratégie à l'université algérienne pour substituer l'enseignement traditionnel. L'abandon de l'amphi au profit des plateformes de télé enseignement de façon subite était d'abord une alternative qui a « choqué au début » (Iyad), « ça m'a fait peur » (Mounia). Cet enseignement était pour la première fois entrepris par la communauté universitaire comme défi pour maintenir les activités pédagogiques, mais ceci a posé

une foule de problèmes pour une grande partie des étudiants « je n'avais aucune idée de ça » (Mohamed), « mon problème c'est que je n'avais même pas de PC » (Ilhem) « chez nous y a pas d'internet » (Yacine). Cet état de fait a été confirmé par le Rapport final de la CRUO (Conférence Régionale des Universités de l'Ouest algérien) relatif à la réflexion sur le Post Covid-19 (2020, p. 11).

Même si l'État et les établissements ont fait des efforts considérables dans ce sens, il faut souligner que tous les enfants, tous les élèves, tous les lycéens, tous les stagiaires de la formation professionnelle et tous les étudiants à travers le territoire national, ne sont pas logés aux mêmes conditions d'accès au numérique, et quand ces conditions sont réunies pour les mieux nantis, le débit d'internet n'est pas des plus performants.

La majorité des étudiants se disent non informés de cette stratégie d'enseignement et pas du tout préparé à ce genre d'apprentissage. « *Malgré la mise en place de l'enseignement de substitution à distance, sur des plates-formes dédiées au e-Learning de l'université, cette dernière a montré ses limites* » (le Rapport final de la CRUO relatif à la réflexion sur le Post Covid-19, 2020, *idem*).

Les étudiantes s'en ressentent « d'un coup déstabilisés » (Férièl) devant cette technique en ligne les étudiant sont « très stressés et bloqués » (Férièl). La tension monte un malaise apparaît « moi j'comprends rien » (Nadjwa), ce qui impacte négativement la qualité des apprentissages. « Pour ne pas abandonner j'm'endette pour acheter un microordinateur » (Nadjwa), « j'allais tous les jours chez un ami qui habite un autre village pour avoir de l'internet » (Imad). « Ça n'aide pas à comprendre les cours » (Imad).

Parmi les difficultés constatées selon le rapport final de la CRUO dans l'utilisation des plates-formes de e-Learning et les cours à distance se résument comme suit :

- Le manque d'information d'abord sur l'existence de ces plates-formes avant la crise sanitaire du Covid-19.

- Le manque de formation des concernés (étudiants et enseignants) sur les modalités et techniques d'utilisation de ces plates-formes.

- L'absence de plan et stratégie d'adaptation des contenus pédagogiques au format de l'enseignement numérique par canaux officiels ou tiers.

- Difficulté de « feed-back », de recevoir les retours d'acquisition et difficulté d'évaluation des acquis.

- L'existence de freins structurels de nature à entraver tous types d'enseignements en ligne, tels que : Le manque d'équipement informatique pour les étudiants.

- La qualité et la couverture de l'internet des différentes zones et régions du pays, tout particulièrement les zones rurales et du sud du pays (Le Rapport final de la CRUO relatif à la réflexion sur le Post Covid-19, 2020, p. 11).

Ce constat va avec l'idée que la motivation et la connexion sont deux facteurs qui, quand ils sont conjugués négativement reproduisent une régression déclarée. La limite de la numérisation universitaire a perturbé le rapport au savoir par l'angoisse et la crispation. En plus de ce manque, le cours mis sur la plateforme Moodle apparaît comme une tâche d'apprentissage très compliquée « avant le cours était bien adapté

et souple, c'était facile pour la prise de note ainsi que sa compréhension » (Imad), Férièl rajoute « pas comme avant, ça met plus de temps, nécessite bien plus d'effort et de concentration, on fait plus de recherche, d'analyse pour comprendre ».

L'apprentissage en période de confinement s'avère une situation de plus en plus complexe exigeant plus d'efforts et de matériaux. Ces facteurs apparaissent comme déterminants pour la réussite. Sous le regard des inégalités sociales, ces aspects deviennent un élément clé dans l'explication des effets de la crise sur le côté qualitatif des apprentissages. Le poids du déterminisme social pouvant constituer un indicateur de fragilisation de la dynamique d'engagement dans la formation au fil du temps. Outre le manque exagéré des moyens le contact non- verbal se lit comme aspect contribuant à la perturbation de la compréhension des cours « en classe le prof focalise certains éléments de cours à retenir pour les examens, là tout se vaut, tout est donné de la même manière, alors pour décrypter les intentions il faut traiter et chercher plus » (Iyad). En situation d'éloignement l'évaluation est fortement perturbée par les intentions pédagogiques de l'enseignant que l'étudiant doit impérativement repérer.

Cet enseignement à distance subitement installé en Algérie crée de l'insatisfaction et favorise l'échec. Ce processus d'apprentissage à distance doit prendre en considération le manque de formation (enseignants / étudiant) et de l'information en la matière. De nouveaux ajustements sont nécessaires contribuant à faire réussir cet apprentissage. Parce que ce genre de modalité exige en plus de la capacité personnelle, une formation pointue, des infrastructures mis à la disposition de tous les étudiants et un haut débit d'internet couvrant tout le pays.

5. Conclusion

L'idée d'apprendre dans un espace éloigné et sans l'influence des enseignants se voit comme une méthodologie novatrice rendant les étudiants plus motivés et gratifiés de l'entre-aide des pairs. Mais le contexte algérien entrave l'expérience à distance au quelle les étudiants algériens ne sont pas accoutumés. Un constat négatif est observé.

Les résultats ont montré que les étudiants se trouvent dans l'obligation de se construire de nouveaux repères. L'apprentissage est ponctué par la rupture entre des activités pédagogiques prescrites par l'institution et la transformation imposée par la conjoncture pandémique.

La situation inédite a poussé les étudiants à être contraint de se prendre en charge par eux même. De nouveaux problèmes ont fait apparition. L'absence de toute anticipation à la fermeture de l'université, de toute formation à distance, et de toute adaptation de l'ingénierie de formation, les inégalités sociales, n'ont fait qu'aggraver la situation d'apprentissage des étudiants. Cette situation est ressentie négativement par les étudiants amenés à revendiquer après la reprise du 23/08/2020 les cours, les modalités d'enseignement et le processus d'apprentissage en présentiel.

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MODERN TRAINING STRATEGIES USED IN E-LEARNING*

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Abstract

The study focuses on the role of e-learning in the training process against the background of the digitalization of education. We aim to analyze the impact of e-learning on the school performance of the students. Starting from a comparative analysis between traditional learning and e-learning, we focus on the training strategies that capitalize on the new information and communication technologies. In the experimental part of the research, we will start from the suggestions offered by the students of the Faculty of Sciences, the University of Craiova (undergraduate cycle, year II) with the purpose to improve online instruction. In this regard, we will use a questionnaire. The designed training model, based on the proposals of the students, will include current training methods, modern instruments, leading to better results in the final evaluation. This aspect will be verified in the final part of the pedagogical experiment, in which we will follow the results of the exam and we will analyze the feedback provided by the students concerning the implementation of their proposals.

Key words: Digitization; E-learning; Training; Strategies; Students.

1. Introduction

The digital transformation, so much accelerated by the health crisis, emphasizes the relevance of the digital platforms as problem-solving tools focused on people and needs: real-time response, through intelligent design, to the needs and interests of people and organizations, with the help of science and technology. Digital technologies are smart technologies. Future higher education students belong to a generation that grew up with a PC mouse, a TV remote control, a mobile phone, an i-Pod and other electronic devices for communication and entertainment. They are part of the digital natives generation, who are better at multitasking (Prensky, 2001). We could talk about a special generation or, even more, about a Homo

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Zappiens (a generation that has experienced the flow of digital information and developed an exploratory learning to make sense of the multitude of information).

Digital technologies play a key role in the management of educational data and in the organization of classrooms and online courses (Burns & Gottschalk, 2019; Elliot, 2017; Tapscott, 2009). Seen as a major technological revolution, the digital revolution influences the educational paradigms. We believe that the educational software available in the virtual space provides the necessary means for an authentic education, in accordance with the requirements of the information society. It is appreciated „that the over-abundance of digital learning resources was often identified as a challenge. In many cases, curating the resources consisted in reducing their number and making sure that they were relevant to the curriculum and approaches taught by teachers” (Vincent-Lancrin *et al.*, 2022, p. 27). We believe that e-learning will gain more and more ground, given that artificial intelligence and genetic engineering will define what we become. We appreciate that no matter how advanced artificial intelligence is, it will not have the power to project itself on a historical and evolutionary scale. However, it will be able to produce paradigm shifts, to influence theory and practice in all areas of social life.

2. The relationship between technology and education

As the sum of multiple literacy (eg information literacy, technology literacy, multimedia literacy), digital literacy makes the transition from print to digital culture. The digitally literate person interacts with technologies and knows how to search, select, evaluate information, exchange with colleagues, always using different web resources and tools. The expectations of the society and educators have changed in recent years, and the digital environment favors the formation of new skills in students. One of the founders of the digital literacy approach was P. Gilster, who referred to “the ability to understand and use information in multiple formats, from a wide range of sources, when it is presented via computers” (1997, p. 33).

Oberläner *et al.* (2020, p. 11) highlighted the main skills related to digital literacy, highlighting a number of practical activities: the knowledge and comprehensive use of hardware components, the successful use of common applications, sharing and cooperating in the activity on the internet etc. Being facilitators of knowledge construction, teachers have the role of choosing the best training platform for students, in relation to the purpose, specific content, access to technology, age of students, etc.

Regarding the relationship between education and technology, the latter led to a rethinking of the educational strategy. By reference to e-learning, there are three types of tools (Oye *et al.*, 2012, p. 50): curriculum tools (provide a systematic and standard environment to support classroom learning), digital library tools (facilitate effective and efficient access to resources to support exploration and collection) and knowledge representation tools (focus on formulation and representation). The conclusion is that technology can be understood as an environment where the educational act can take place, but also as a resource for education.

Summarizing studies, research, literature reviews and meta-analysis to assess evidence of the effect technology has on student outcomes, W. Ng states that “innovative ideas flow when the educator is confident and knowledgeable about the tools that he or she is using as it enables him/ her to be flexible in the repurposing of the tools to bring about the best pedagogical outcomes” (2015, p. 22).

3. Traditional learning versus e-learning

The computerization of education involves the use of the computer as an educational resource in order to achieve the goals of education. The potential of new information and communication technologies encourages innovation in the approach to teaching, learning and assessment and thus becomes an essential solution to the problems of the traditional educational environment. However, evidence suggests that practitioners are still unclear about how to use technology appropriately, and its application is often based on common sense rather than being theoretically informed by pedagogical theory (Conole *et al.*, 2004).

Technology is increasingly used to facilitate active and collaborative learning, to better engage students and to accompany them in various learning experiences, to meet the needs and expectations of learners from different cultural backgrounds, with different learning styles. The lack of involvement and disengagement is considered the main predictive factor for student dropout, both in formal and non-formal education (Furlong & Christenson, 2008; Newmann *et al.*, 1992; Steinberg *et al.*, 1996; Taylor & Parsons, 2011). Existing and emerging Web2.0 technologies offer new opportunities, enabling them to have more control over learning and supporting them to become active, self-regulated and autonomous (Bernacki *et al.*, 2011; Chatti *et al.*, 2010; Kassens-Noor *et al.*, 2020; Ni, 2020).

Most students today are younger than Google and have developed their first school project on Wikipedia. Therefore, we believe that the current generation of students requires advanced interactive approaches, based on the use of technology. Because screens are the tools of everyday life, educators can turn them into learning tools. Many teachers use smartphones that prove useful in the classroom, helping students increase their productivity, vocabulary, and communication (Bromley, 2012; Fan & Yang, 2020). E-learning is a learning ecosystem based on digital technologies. D. G. Oblinger and B. L. Hawkins (2005) noted that e-learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.

There are a number of differences between traditional learning and e-learning. The first refers to a linear and predefined organization of the pedagogical path and does not have an immediate connection with the operational activities; the second aims at a progression adaptable to each of us, depending on the situation being also integrated into the operational activities. It is estimated that “in traditional learning the results are the ones that matter, while in e-learning the interaction process is considered more important than the results” (Dillenbourg, 1999; Merce & Howe, 2012). The first encourages competition more; the second is more collaborative, supported by mobile technologies and tools (eg Moodle). If the aspects related to

planning, monitoring and evaluation are the prerogative of the teacher in traditional learning, in e-learning they also include the student, and can be seen as part of their socio-emotional development (Volet *et al.*, 2009). If before the content was important, now it is a pretext for training.

4. Training strategies based on learning models that capitalize on the new technologies

The variety of training models results from the emphasis on one or another of the elements of the educational process. In the conditions of the digitalization of education, e-learning solutions do not completely eliminate the classic ways of teaching, but make them more efficient, being much more attractive (through images, animation and videos). Training strategies, depending on their degree of including online components, are classified into: traditional (do not contain online components); web-oriented, blended learning and online.

The relationship between education and technology generates a series of theories and educational models. For example, the central element of the cognitive theory of multimedia learning (TCIM) is that the computer and multimedia learner will try to build a series of logical connections between words and images. Born in the late 1980s, under the name of “model of meaningful learning” (Mayer, 1989), the theory has consolidated over time, being found under several names. The individualization of the technology-mediated learning model has a series of characteristics that bring technology to the center of attention. In fact, “while technologies have been represented as a singular entity, in reality it is often a suite of technologies that are used in combination across a network, each with their different affordances, in order to mediate learning” (Bower, 2019, p. 1042). Also important are the educational models of resource selection. These have led to reinterpretations of the educational theory and the emergence of “the digital pedagogy”.

G. Conole, M. Dyke, M. Oliver and J. Seale developed a model based on the mapping of digital tools in order to achieve an effective design of learning. They analyzed the potential of e-learning applications in relation to the main theories and models of learning (behaviorism, cognitive, constructivist, activity-based, socially situated learning, experiential, systems theory) and focused on certain “toolkits” understood as decision-making systems based on expert models: “Toolkits are decision-making systems based on expert models, filling a role between that of wizards and conceptual frameworks. A wizard is taken to be a software tool that makes decisions on behalf of the user, based on solicited information and drawing on pre-defined templates” (Conole *et al.*, 2004, p. 22).

The theory based on “conversational framework” (Laurillard, 2012) addresses learning technologies as an integral part of the academic life and focuses on six types of learning: Acquisition, Collaboration, Discussion, Inquiry/Investigation, Practice, Production.

Starting from an x-ray of the relationship between the use of technology in education and its implications on educational strategy, we find the role of

multicontextual uninterrupted learning (Looi *et al.*, 2019). It is marked by the continuity of the learning experience, following various scenarios or contexts, being supported by mobile digital devices.

Digital tools can be classified into educational software and online applications. They can be used in individual as well as social learning.

Organizing the activity in the online class (Class Notebook)	Customize online training (Screencastify, Live Worksheet)	Content creation and customization (Xerte, Wakelet, Animaker, Biteable)	Organizing and presenting information (PowerPoint, Prezi, MindMup, Slowmotion)
Creating and presenting interactive content (Genial.ly, PearDeck)	Making comparisons, micro-research (Diffen, Trello, GanttPro)	Creating digital books (Flipsnack, Storybook)	Making digital panels for reflection and creative thinking (Padlet)
Creating concept maps or mind maps (Trading Card, Bubbl.us)	Elaboration of argumentative essays (Persuasion Map)	Making animated digital collages (Canva, FotoJet, Renderforest, Jitter, FotoPeach)	Photo editing that creates sound animations from a photo or image (Blabberize)
Using interactive whiteboards online (Miro, Jamboard, Whiteboard, Lino, OpenBoard, IDroo,)	Interactive exercises, creating online games (Crossword Labs, ClassTools, WordWall)	Interactive simulation and posters (PhET, ThingLink)	Group discussions, stimulating communication (FlipGrid, Chat rooms)
Slideshow and interactive videos (NearPod, MozaBook)	Collaboration and socio-emotional development (VoiceThreat, Flinga, Blogging)	Individual/ collaborative questionnaires, surveys (Mentimeter, Test Triventy)	Assessment (Google Forms, Quizlet, Quizizz, Kahoot, Testmoz)

Figure 1. Tools/applications used in the instructive-educational activity

No matter if teachers choose working with the whole class, in groups or individually, the computer is used as the main teaching tool. Digital tools give teaching strategies a modern character. They are used to achieve various didactic purposes.

5. Design of research

5.1. The research organization

Taking into account the growing interest in e-learning, but also the specifics of the growing generation in the digital age, we start thinking about adapting the educational offer to the demand of the digital natives. The questions we start with are: “Is e-learning superior to traditional learning?”, “To what extent do students understand the difference between the two forms or types of learning?”, “How can we implement a training program that capitalizes on e-learning strategies?” and “What are the training strategies that students like?”.

The duration of the research coincides with the first semester of the academic year 2021-2022, during which the teaching activities took place online (synchronous and asynchronous), on the Google Classroom platform. The research sample includes the second year students from the Bachelor's cycle, who follow the psychopedagogical module at the Teaching Training Department of the University of Craiova, in order to initially train them as teachers (Table 1). They were informed about the purpose, duration and specificity of the research they participated in and agreed on the centralization of the answers, the processing and interpretation of their results.

Table 1. The specialization of the participants in the research

Faculty	Sciences Faculty									
	Chemistry		Physics		Geography		Informatics		Mathematics	
Department	N	%	N	%	N	%	N	%	N	%
No. of subjects	8	7.77	13	12.62	42	40.78	19	18.44	21	20.39

The students have been grouped in two different online classes since the first year of study, which allows us to work separately with the two groups. The previous assessments (the exam at the end of year I) ensured the equivalence of the groups.

The students who formed the control group (G2) are students from the Department of Physics and the Department of Geography. The experimental group (G1) consisted of students from the Department of Chemistry, the Department of Computer Science and the Department of Mathematics. The independent variable introduced in the experimental group consists in the use of a varied offer of digital instruments, as part of the training model.

5.2. The purpose, objectives and hypotheses of the research

The purpose of this research is to improve online teaching, which is based on a training model focused on digital tools.

The objectives of the research are the following:

O₁: The presentation of the advantages of e-learning on the background of the relationship between technology and education;

O₂: The identification of some learning models in the context of the digitalization of education;

O₃: The implementation of a training model that emphasizes the online training tools proposed by the students;

O₄: The analysis of the efficiency of the proposed model and its evaluation from the perspective of students' performance and feedback at the final evaluations.

The research hypothesis highlights the relationship between modern strategies, based on the new digital technologies, and the performance of the students. We start from the idea that if we use in training digital tools/ applications proposed by the students, then they will get higher results in the final assessment.

We believe that when the teacher takes into account, in the design of training, the needs, requirements and suggestions of the students and manages to implement them in practice in a creative, flexible and adapted way, the proposed objectives are achieved and the results of the students are improving.

5.3. The research methodology

At the beginning of the training program, we used the questionnaire to obtain information about the needs, expectations and proposals of the students as part of the online teaching activity.

It contains 7 items (closed, multiple-choice and open-ended questions) about the following indicators: the degree of effectiveness of online training for the students, the benefits of online training, the types of learning they would like to access more often in training, the digital tools/ resources they prefer in training, the type of training strategies that students consider effective, the extent to which technology has helped them during the Covid-19 pandemic, the proposals of the students for streamlining online training.

In the implementation of the modern teaching strategies, as part of the training model, we started from the interpretation of the students' answers to the items of the questionnaire applied at the beginning of the training program. Thus, we found the following:

1) It is observed that the majority of the students (89.3%) consider that online training is effective and very effective, which means that it is an alternative to classical training, with several positive effects and one which students prefer.

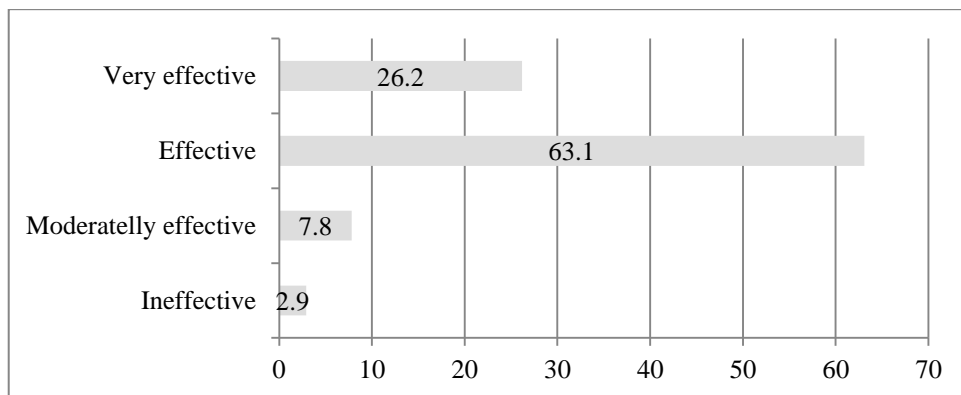


Figure 2. The efficiency of online training

2) From all the advantages of online training, the respondents chose the accessibility and mobility of certain training programs in proportion of almost 30% (27.2%). If we add the other two advantages that recorded higher percentages (fast access to information – 22.3% and the saving of time and money (18.4%), we find that these characteristics best express the specifics of the 21st century: one of speed, mobility and flexibility, of rational reporting to resources. Self-management registers a lower percentage, which forces us to design work tasks that contribute to the formation of this capacity.

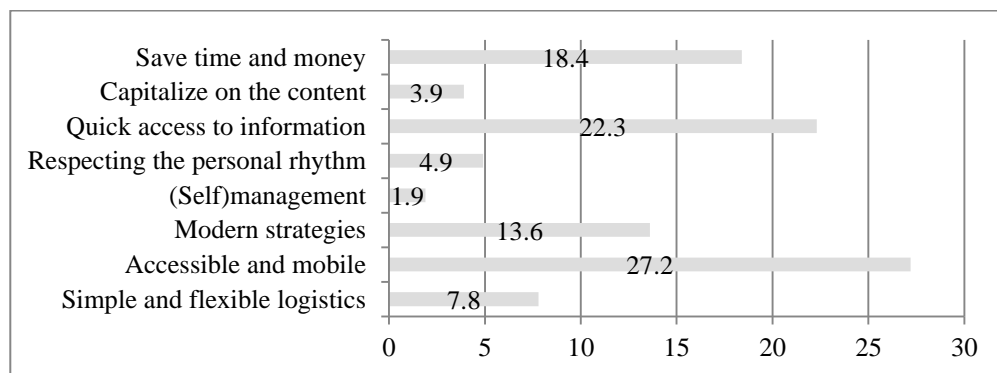


Figure 3. The advantages of online training

3) Regarding the types of learning that the students prefer, we found that many of them prefer creative learning (33.9%), but acquisition learning also has a high percentage (30.1%) in their choices. The last choice is production learning (4.9%), which, from a pedagogical point of view, raises some questions about the causes that generate these limited options. A plausible explanation refers to the restrictions on the use of laboratories or workshops (against the background of generalized online training in the context of the Covid-19 pandemic), but other

variables intervene here (eg effort, working time, the existence of skills, the specifics of the educational discipline).

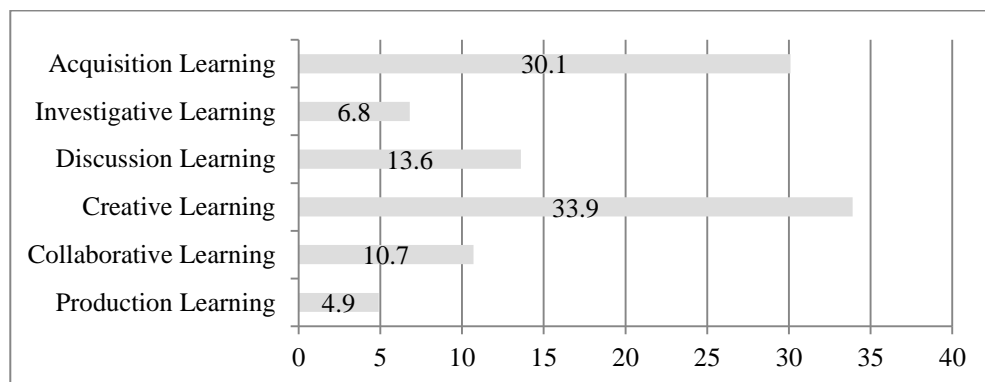


Figure 4. The students' preference for different types of learning

4) Reading some websites, which is capitalizing on digital documents, is at the top of the preferences of the surveyed students (50.50%). This is followed by the elaboration of projects (13.60%) and the search for information related to the topics specific of the school curriculum (10.70%). We believe that these tools need to be harmoniously combined so as to encourage all types of learning.

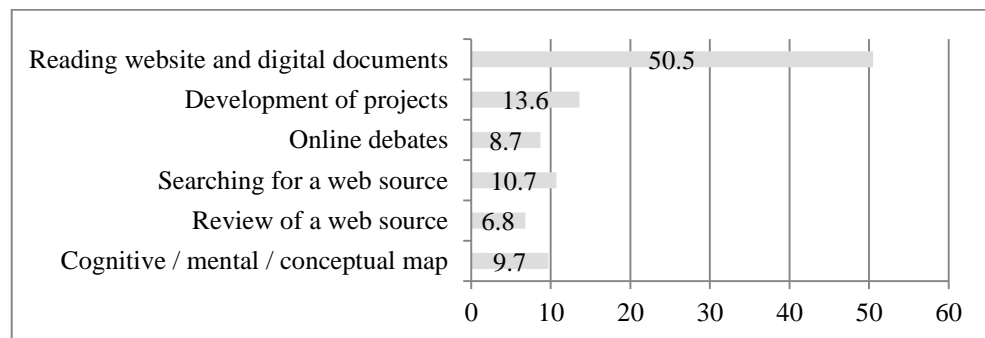


Figure 5. Tools used in learning

5) Item 5 aimed to identify the types of teaching strategies preferred by the students in relation to their forms of organization in training. The graph below shows similar percentages in terms of online training strategies: individual (42.70%) and group (38.80%), which suggests the need for independent study (which can be very well exploited from adolescence) and the need for group or team activity (emphasizing the role of social learning).

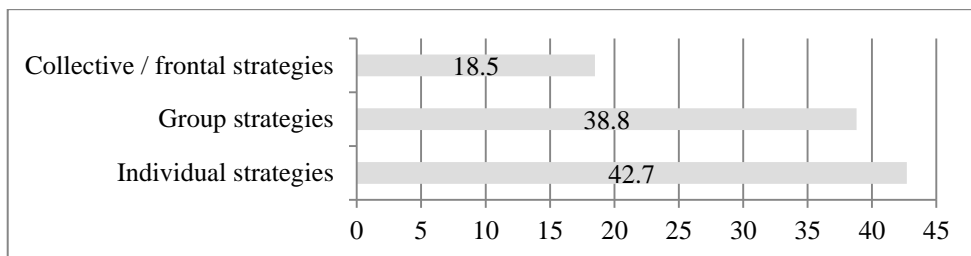


Figure 6. Types of online training strategies

6) We were interested in finding out to what extent technology has helped students to better respond to learning tasks (eg homework, application work). In a proportion of 97.10% the answers were positive, which determines us to think not so much about its role in the educational process, but, rather, about how we can make better use of it.

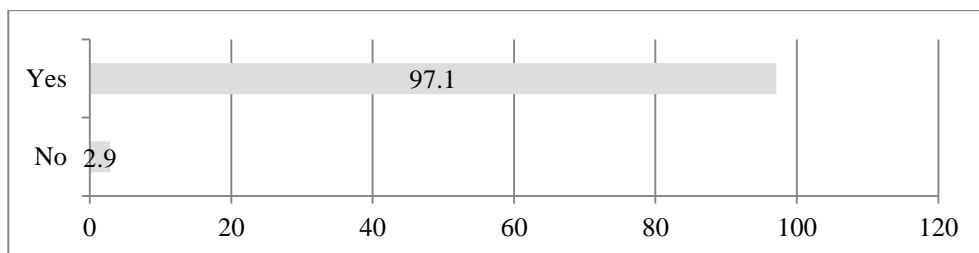


Figure 7. Technology in relation to the learning requirements

7) The last item aims at the free response of the students in relation to the efficiency of online training. Their proposals include the following:

- Emphasis on collaborative learning and creative learning;
- Improving the exposure of the content by the teacher by using Power Point presentation, Prezi, podcasts, videos, websites;
- The attractiveness of the work tasks proposed to the students by watching some webinars and following some educational links on the YouTube channel.

Depending on the answers received from the students, we designed the training model, capitalizing on their proposals, the experimental factor being online training strategies (which include various digital tools/ applications, in order to encourage different types of learning).

We alternated the frontal strategies with those on groups or teams of students and with the independent-individual or individual ones with support (Figure 8).

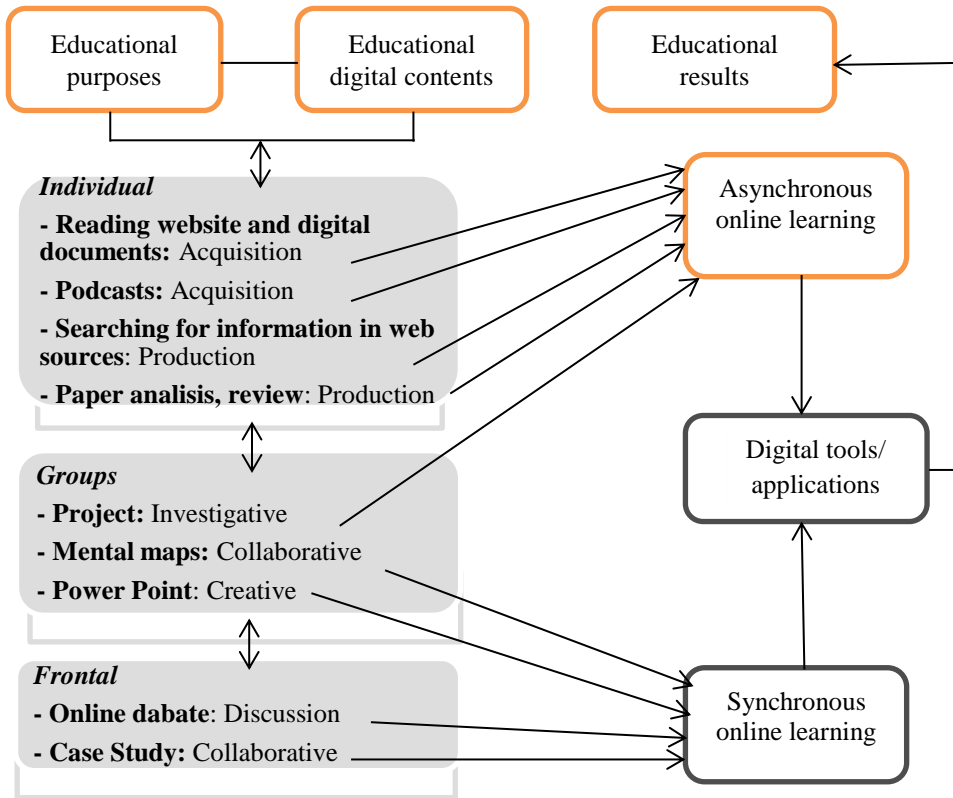


Figure 8. The training model based on modern strategies

We used these digital tools during the training program conducted with the students from the experimental group and we found that, compared to those in the control group, they solved the work tasks and the docimological test introduced in the formative assessment better. If in the progress evaluation the differences between the results of the two groups were not significant, in the final evaluation the students in the experimental group obtained several good and very good grades.

Given that 97 students participated in the final exam ($G1 = 46$ and $G2 = 51$), the results obtained by the students of the two groups are the following:

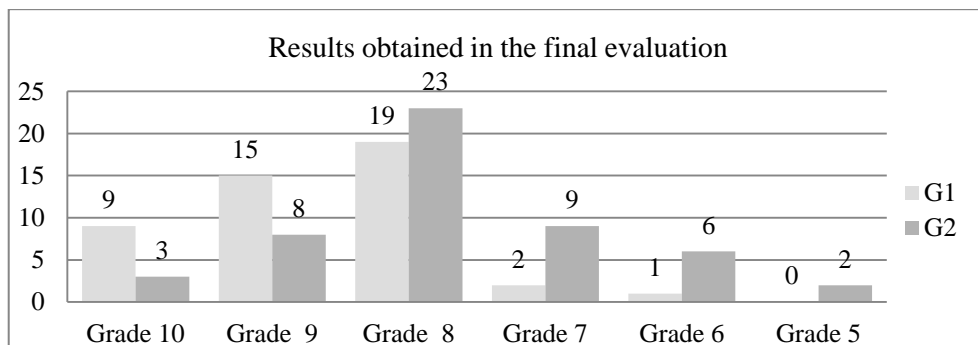


Figure 9. Comparison of the results obtained by the subjects of the two groups in the final evaluation

6. Discussions

Following the implementation of the tools, various digital resources in the experimental group, we compared the results of the students from the two groups (experimental – G1 and control – G2) in the final exam, held at the end of the training program. If the percentage of students who obtained good grades (grade 8 and grade 9) is 73.90% in G1, it is 60.80% in G2. If the students in group G1 obtained the maximum grade in percentage of 19.57%, the students in group G2 obtained the maximum grade in percentage of 5.88%. We find that the results of the students from the experimental group are superior to those from the control group, which confirms that the use of digital tools/ applications in training leads to the students obtaining superior results in the final evaluation.

The students in group G1 (experimental group) obtained higher grades (Figure 9), which is due to the experimental factor. The hypothesis we started from is confirmed, strengthening the idea that new information and communication technologies facilitate learning in students, being a solid point of support. Certainly the problem that arises is not related to whether digital technologies influence learning, but to how, the way this phenomenon occurs. In addition, it is not just about the fact that technologies develop and enhance new categories of skills, but, moreover, they substantially “reconstruct” them and put in a new light those that we already own or value at social level.

We noticed that the use of digital technologies influenced some students more, others less, and others not at all. Out of a total of 46 subjects in the experimental group, over 50% were active in synchronous online activities and used the proposed tools and applications. Although we found difficulties in using them by students, we appreciated the involvement, collaborative learning and we monitored the number of interventions in solving work tasks. Students who had more than 50% attendance and were involved in synchronous online activities scored 9 or 10.

In the experimental group, we were interested to find out to what extent the students who were present and participated in the synchronous online activities obtained higher results than those who did not participate involved. Out of a total of

46 subjects in the experimental group, 29 (63.04%) were present at all synchronous online activities, using various digital applications and tools (eg Class Notebook, Power Point, MindMup, Genial.ly, Miro, Jamboard).

Table 2. Scores obtained in the final evaluation by the subjects of the experimental group who participated in the synchronous online activities

Participants in synchronous online activities	Nr. attendance (Total: 14)		Interventions	Nr. interventions	Grade (final assessment)
	N	%	Yes / No		
S ₁	12	85.71	Yes	8	9
S ₂	11	78.57	No	-	9
S ₃	14	100	Yes	11	10
S ₄	13	92.86	Yes	9	9
S ₅	8	57.14	No	-	8
S ₆	14	100	Yes	12	10
S ₇	14	100	Yes	11	9
S ₈	14	100	Yes	9	9
S ₉	5	35.71	No	-	8
S ₁₀	7	50.0	No	-	8
S ₁₁	14	100	Yes	12	10
S ₁₂	8	57.14	No	-	8
S ₁₃	14	100	Yes	11	10
S ₁₄	10	71.42	No	-	9
S ₁₅	14	100	Yes	10	10
S ₁₆	12	85.71	Yes	8	9
S ₁₇	10	71.42	No	-	9
S ₁₈	14	100	Yes	9	10

S ₁₉	12	85.71	Yes	9	9
S ₂₀	11	78.57	No	-	9
S ₂₁	14	100	Yes	11	10
S ₂₂	14	100	Yes	12	10
S ₂₃	9	64.28	Yes	7	9
S ₂₄	11	78.57	No	-	9
S ₂₅	13	92.86	Yes	10	9
S ₂₆	12	85.71	Yes	8	9
S ₂₇	14	100	Yes	12	10
S ₂₈	14	100	No	-	9
S ₂₉	6	42.86	No	-	8

In order to establish the connection between the interventions of the students from the experimental group within the synchronous online activities, based on the strategies that capitalize on the digital applications, and the results at the final evaluation, we calculated the Pearson coefficient (0.74). It indicates a high link between these two variables. The high link between active student participation through digital tools and results reinforces the idea that technology-based teaching strategies encourage e-learning.

As a limitation of the research, we specify the small number of students who provided feedback after the final evaluation. Out of the total 103 participants in the exam, only 27 (26.21%) gave feedback. Although it is 92.59% positive, we cannot generalize, especially since those who responded to the request scored 9 and 10. We were interested in the students' performance, but also in the way digital tools facilitate learning. The results we analyzed are obtained from the activity with young students, which does not mean that the hypothesis is confirmed in the activity with the students in pre-university education. The option for certain digital tools depends on the age of the students, the learning style, but also the specifics of the educational discipline.

7. Conclusions

The effective incorporation of digital tools still remains an unequal process given the digital competencies of students and teachers. There are a number of gaps between schools, with resistance to change being one of the most obvious justifications for this phenomenon. We are seeing a reduction in digital lag. The first,

which refers to access to computer resources (networks, hardware and software) tends to be solved gradually by implementing new technologies. The second, which deals with the development of the digital skills needed to use IT resources, is related to the desire of social actors (teachers and students) to go beyond digital literacy and reach digital maturity.

Many times, students prefer to limit themselves to surfing the Internet. However, if they are stimulated to access web resources for teaching purposes, if there is a diversity of tools/applications they are encouraged to use, then they can access quality training. The effect of digital technology on students depends largely on how these technologies are integrated into the classroom to facilitate the teaching-learning-assessment process. From the perspective of the paradigm of complexity and integrativity, the theory and methodology of training is able to find new strategies and ways to establish relationships with the other components of the educational process. We believe that, in a period of profound transformations, there is a need to clarify the pedagogical specifics of the tools used in training, and our research sheds light on the varied methodological arsenal generated by the new information and communication technologies.

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THE DEVELOPMENT OF TEACHERS' LEADERSHIP AND MANAGEMENT IN THE PRE-UNIVERSITY EDUCATION IN ORDER TO ADJUST TO THE REQUIREMENTS OF THE ONLINE SCHOOL*

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Abstract

The adaptation of pre-university education units to changes in their external environment and finding the best managerial solutions, effective organizational strategies in achieving this adaptation (the specific context is that of the Online School) represent important reasons for research related to the development of leadership and educational management in school institutions during the COVID-19 pandemic and the transition of the School to the online environment.

The research aimed to collect teachers' points of view regarding the motivation to participate in training courses with a theme related to the didactic activity in the online environment, knowledge of the theoretical and methodological benchmarks of educational management and school leadership, adapting the management and leadership of school units to the requirements of the Virtual School, familiarization with the development of tools for implementing management and school leadership according to the requirements of the Virtual School, the interest expressed in participating in a training program related to adapting the management and leadership of school units to the requirements of the virtual school.

Key words: Leadership; Management of school; Virtual School; Teachers.

1. Introduction

The evolution and transformations of the Romanian pre-university education system have highlighted, lately, the need to implement educational services that meet the requirements of various categories of beneficiaries, but also the need to adapt school management to the requirements of new forms of educational organization,

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imposed by external contexts, but with strong implications on the organization and implementation of student learning and the management of pre-university education units, in the context of effective decision-making.

From the teachers' point of view, this requires involvement, responsibility, vision, strategic thinking and professional and managerial skills, all under the specific conditions imposed by social reality and appropriate to the new requirements.

Strategic and operational management, alongside with school leadership, are systematic processes and are characterized by a set of actions and decisions used to formulate and implement strategies and action plans, an interactive process aimed at creating the best conditions for the School.

The process of strategic management is, therefore, a dynamic process that involves changes for continuous school adaptation to the changes in the environment within which it evolves and develops institutionally.

This implies *involvement, responsibility, vision, strategic thinking and professional and managerial skills*, all under the specific conditions imposed by the social reality and appropriate to the new requirements.

Strategic and operational management, together with school leadership, are systematic processes and are characterized by a set of actions and decisions used to formulate and implement strategies and action plans, an interactive process aimed at creating the best activity conditions for school.

2. The issue of institutional performance of the management of educational organizations

School external environment influences the adoption of the development strategy of the educational units, the drawing of the directions of evolution, the definition and selection of the variables subject to planning, followed by the implementation of the proposed educational decisions and the evaluation of the achieved performances.

School units need to develop their institutional capacity (through the development of management tools) to provide relevant learning experiences to students, harnessing the potential of online tools (platforms, applications, digital educational resources), to ensure access and stimulate the participation of each student in distance learning activities, by promoting the most suitable distance learning environments, which will give teachers the opportunity to organize online activities with students, both in synchronous format (audio/video) and asynchronous.

3. Research in the field of educational management

Research in the field of educational management (and especially, strategic management) has shown that *management* implies “formulating strategic and operational objectives, seeking conditions for achieving measurable performance, adopting decisions of different types and degrees of complexity, practicing delegation of authority” (Iucu, 2006, p. 40).

The issue of institutional performance of the management of educational organizations can be understood as the key to achieving an effective strategic management, whose elements and implementation tools are useful and important precisely from the dual perspective of analysis of a school – administrative and instructive-educational – specific to this type of organization.

There must be carefully observed the strategic levers of a school, at least from the management perspective, because school is an organization that delivers learning, which is both its added value and its created value.

Moreover, the context of online School implies new mechanisms and tools for implementing and developing strategic management at the level of pre-university education units.

Therefore, the research has a prospective and descriptive character, aiming at identifying a strategic managerial way of thinking and action, consistent with the constitutive elements of the reality of the educational management/ educational organizations in the Romanian pre-university education system, adapted to the particularities and requirements of the Virtual School.

Research reasoning is an inductive one, moving from specific to general, an approach that aims to identify structural elements that ensure the efficiency of strategic management and leadership in order to improve and optimize some educational realities: achieving an effective, efficient and relevant educational management, ensuring a qualitative teaching process, under the specific conditions imposed by the particularities of the online School.

3.1. The purpose of the research is given by the analysis from different perspectives of the possibility of developing tools for the implementation of strategic management in school units in pre-university education starting from the identification of mechanisms and elements specific to educational management, presenting their efficiency, the opportunity of using them to optimize the institutional management of educational organizations, within the specific context offered by online School.

In this regard, **objectives** have been formulated, as stages/ procedural steps to achieve the research goal:

- Collecting, processing and analyzing information on how management tools, mechanisms and models used in pre-university education establishments in the context of the Online School influence (and how?) management of educational organizations, institutional development, achievement of educational objectives;

- Investigating the respondents' opinions on the value and importance of the mission, vision and decisions taken in order to develop appropriate strategies in the context of strategic management for pre-university education units, customized to the conditions of the managerial activity in the online School;

- Identifying managerial strategies according to their usefulness and efficiency in the strategic management of educational organizations, by reference to the specifics and requirements of the Virtual School.

3.2. Results

The general hypothesis of research is:

The specific context of the online school strongly influences the management and leadership of school units (institutional development, achievement educational objectives, management optimization, decision making, leadership, designing and ensuring the transition to the new form of School systematization).

There have been sampled 165 public school units of different levels of pre-university education whose educational managers (directors, members of the Boards of Directors, CEAC Commissions) responded to the items of the questionnaire applied. We believe that the sample meets characteristics similar to the populations from which it was extracted, both in terms of educational establishments and their managers, so it can be said that we have *representativeness* through the chosen sample and that it is statistically significant.

In the investigative approach were used as a **quantitative method**, the survey based on a research questionnaire, and as a **qualitative research method**, the case study method and the literature review. **The questionnaire-based investigation** complied with the specific methodology and the applicability criteria. The questionnaire was developed in omnibus type, regarding the research of several themes. The questionnaire applied to the 165 pre-university education units included 10 items with predefined answers and 3 items with open answers. The sample to which the opinion questionnaire was applied had the following characteristics:

According to the type of pre-university education unit, the respondents represent the directors of secondary education (33.9%), pre-school education (32.1%), high school education (18.8%), college (8.5%), post-secondary school (1.2%), special education (1.2%), additional art education (1.2%), (Figure 1):

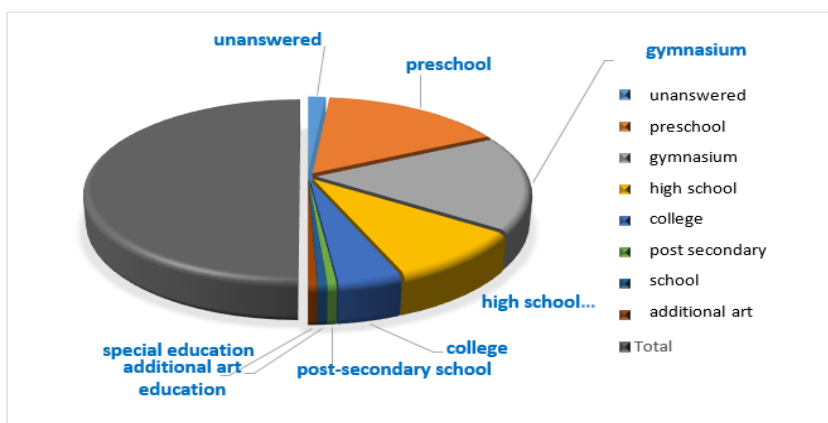


Figure 1. Type of educational unit represented by respondents

After the seniority in the management position, the respondents are mainly assigned to the tranche of 1-3 years, (32.7%), tranche 4-8 years, (29.7%), 16-20 years, (12.1%), 9-15 years (10.9%) (Figure 2).

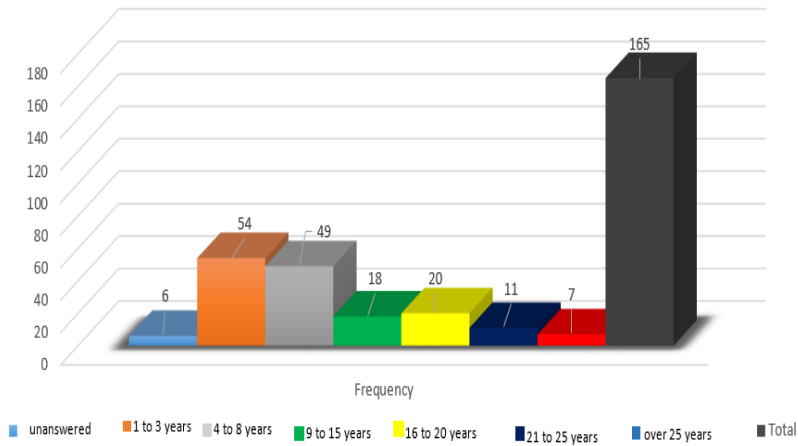


Figure 2. Seniority in leadership position

By the seniority tranche in education, the respondents are mainly in the range over 25 years (58.8%), 15-20 years, (17%), 20-25 years, (13.9%), 10-15 years, (5.5%), 5-10 years, (1.2%), (Figure 3).

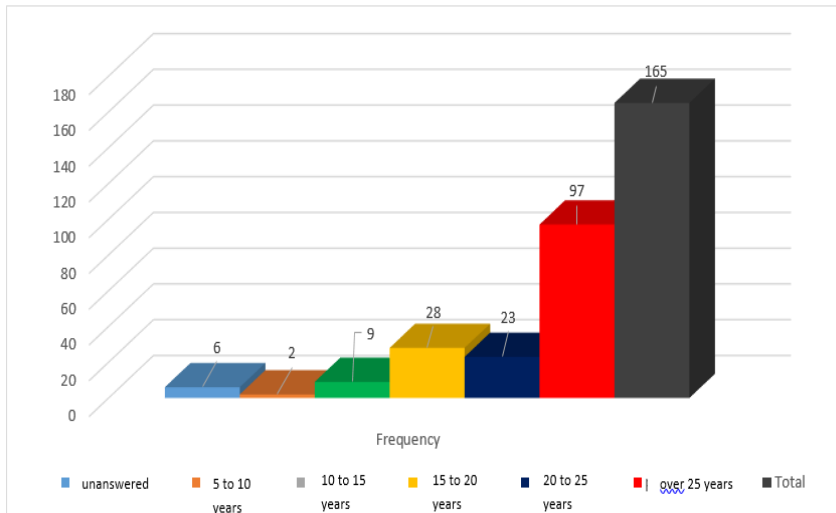


Figure 3. Age in education

The profile of the respondents can be built as follows: Head of state pre-university education unit, secondary level, with a seniority in the management position between 1-3 years, with an education experience of over 25 years. He is an

experienced respondent at the department, knowledgeable of the educational reality and with recent competencies in educational management.

The quantitative interpretation of the questionnaire allows the following conclusions to be drawn:

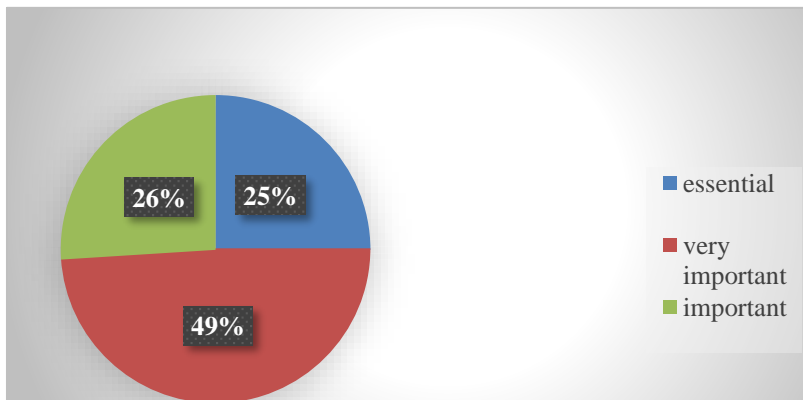


Figure 4. Motivation of participation in training courses on the topic of online teaching

Participation in continuous training/improvement courses regarding teaching activity in the online environment is considered **essential for teaching performance** (25% of respondents), respectively **very important** (49%) and **important** (26%).

Theoretical and methodological benchmarks of educational (strategic and operational) management and school leadership are known to a **very large extent** by 16% of teachers, **largely** 38%, to a **small extent** 33%, **not at all** 13% (Figure 5).

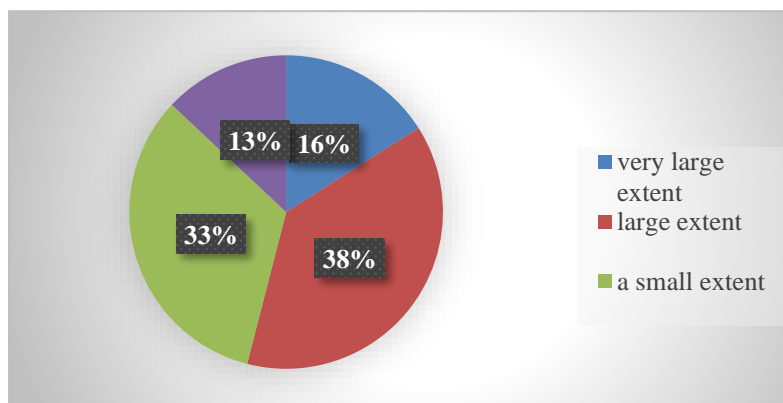


Figure 5. Knowledge of theoretical and methodological landmarks of educational management and school leadership

The peculiarities of the online school are known to a **very large extent** by 15% of respondents, **largely** 49%, to a **small extent** 36% (Figure 6).

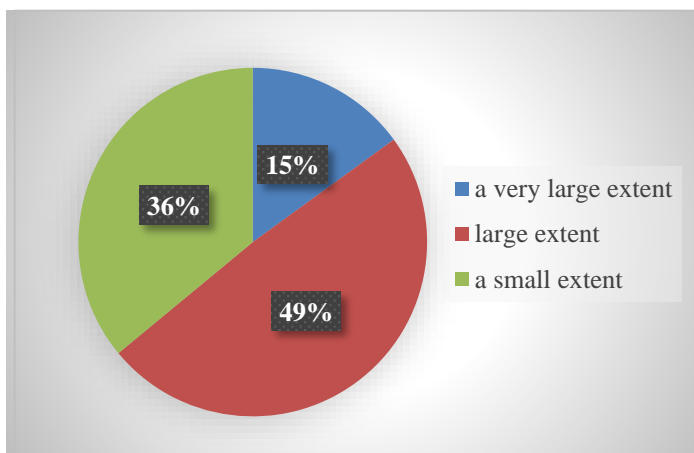


Figure 6. Knowledge of the peculiarities of the online school

They are familiar with adapting the management and leadership of schools to the requirements of the Virtual School to a very large extent 10% of those surveyed, to a large extent 27%, to a small extent 46%, not at all 17% (Figure 7).

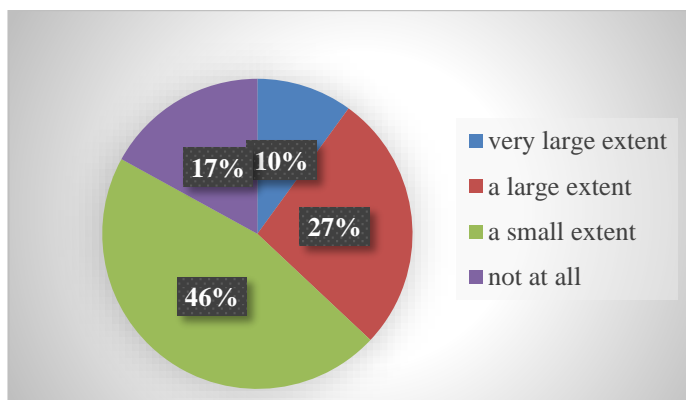


Figure 7. Degree of familiarity with adapting the management and leadership of school units to the requirements of the online school

There are familiar with the development of the tools for implementing school management and leadership (PDI, PAS, PO, Management Plan, Management Control System Development Plan) according to the requirements of Virtual School to a **very large extent** 8% of teachers, **largely** 36%, to a **small extent** 32%, **not at all** 24% (Figure 8).

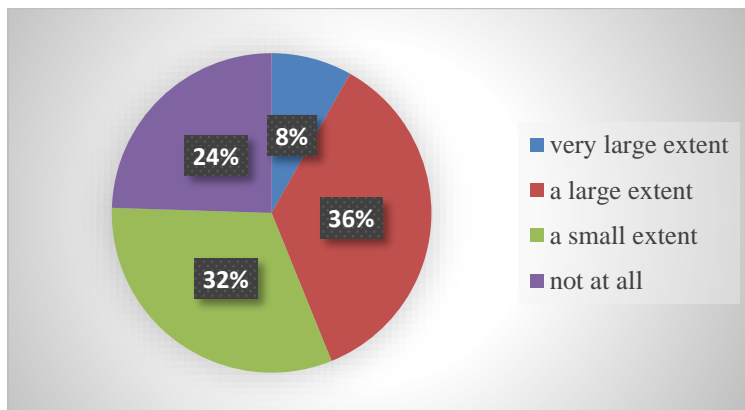


Figure 8. Degree of familiarity with developing tools for implementing management and school leadership according to the requirements of the Virtual School

91% of respondents are **very interested** in participating in a training program related to adapting the management and leadership of schools to the requirements of virtual school, respectively 9% to **a large extent** (Figure 9).

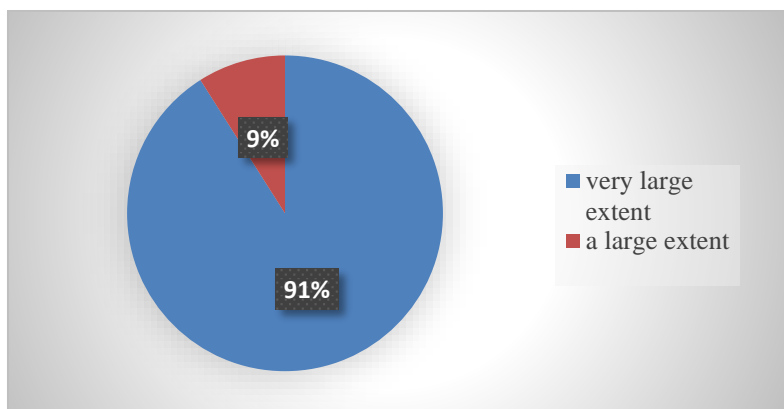


Figure 9. Interest in participating in a training program related to adapting the management and leadership of school units to the requirements of virtual school

In terms of organizational aspects, the majority of teachers prefer online courses (79%), a medium-term program (85%) and courses organized on days off: weekends and holidays (89%).

The case study method was taken in consideration from the perspective of the source of knowledge and used for the purpose of confirming and strengthening managerial realities. It involved detailed analysis of some contexts, to capture educational managerial models.

As a qualitative data collection technique, *the case study method* offered a *varied perspective on management issues and leadership* in educational organizations, due to *the specific approach of practitioners* (directors of pre-university education units, school inspectors, members of CA and CEAC).

There were registered the management forecasting documents in use for the school year 2020-2021, as well as diagnostic documents for the previous school years of 11 pre-university education units.

At the same time, specific, punctual situations were assessed, different interpretations of the structure of the tools for implementing the management and leadership of school units were collected from the perspective of the requirements of Virtual School, the conclusions providing a *further understanding of the results gathered by applying the questionnaires* but also the complex foundation of the necessity and usefulness of the training program.

4. The literature review method involved the consultation of some completed studies during the COVID-19 pandemic:

- Botnariuc, P. *et al.* (2020). *Home schooling: a new challenge for students and an opportunity for teachers*. Bucharest University. Available at <https://unibuc.ro/scoala-de-acasa-o-provocare-noua-pentru-elevi-si-o-oportunitate-pentru-profesori.pdf>.

- Florian, B., Ţoc, S. (2020). *Policy note: Florian, B., Zoc, S. (2020). Policy Note: Education during the pandemic. Answers to the ongoing crisis in education*. Available at https://media_server1/document-2020-04-29-23945977-0-2020-florian-policy-note.pdf.

- Hatos, A. (2020). *Distance learning during the state of emergency*. National survey. Sociological Research Center. Available at <http://socioumane.ro/blog/cs/2020/04/09educatia-la-distanta-in-perioada-starii-de-urgenta/?fbclid=IwAR2GPTwn6Gps5-3>

- Research Unit in Education (2020). *Additional skills and areas of support for CRED program learners in the context of the Covid-19 pandemic*. CRED PROJECT – Relevant Curriculum for Open Education.

5. The conclusions of the research

The answers provided to the items of the questionnaire, as well as the elements highlighted in the managerial documents (diagnostic and forecasting), as tools of the implementation of management and leadership in school units (following the application of the case study method) have allowed *the identification of the following directions of study*:

- It is necessary to present *the concepts and methodology of developing and implementing management and leadership* in school units for school managers and teachers, in order to achieve effective management, but also participatory leadership;

- Teachers know the theoretical aspects, but they need practical-applicative approaches depending on the specifics of the educational units in which they work, but also *adapted to the online school's qualifications*;

▪ There are different approaches in developing, due to different understandings on the structure of management documents (diagnosis, forecasting, evidence); this is why, it is necessary *to develop an integrative model of good practices for developing the tools for implementing management and leadership specific to the online school*;

▪ Moreover, during the period of suspension of the courses of the face-to-face School, according to the studies carried out during the pandemic, the teachers encountered important difficulties from a didactic perspective: using online platform facilities to reconfigure learning units in a virtual environment, organizing intersections with students, ensuring a good balance between synchronous and asynchronous online activities.

That is why it is necessary to:

- The develop the design, organization, implementation, monitoring, evaluation and decision-making skills of organizational strategies using the key concepts, principles, approaches and tools that are the basis of these concepts in order to understand and implement school management and leadership appropriate to the particularities and the requirements imposed by the Online School;

- Increasing the capacity of teaching staff to develop and apply institutional development strategies in the strategic and decision-making contexts specific to the Online School context;

- The development of a proactive attitude of teaching staff in contextualizing school management and leadership in relation to the demands of the Online School;

- The development of the flexibility and autonomy of the teaching staff's thinking in ensuring an effective educational management and school leadership, which determines the increase of their professional performances and the improvement of the students' learning results through the optimal implementation of the principles of institutional development adapted to the specific conditions of the Online School.

In this sense, by participating in a training program on adapting school leadership and management to online school conditions, learners should to identify the concepts and methodological norms specific to educational management and its strategic and operational components, as well as school leadership adapted to the Online School; to form a proactive attitude towards the set of design, implementation, monitoring, evaluation and decision-making operations specific to school management and leadership in the context of the Online School; to identify the main management, guidance and control skills that can be developed by applying the principles of educational management and school leadership in the specific conditions of the Online School; to promote in the managerial approach an objective, flexible, transparent attitude, in accordance with the new trends in the theory and practice of management and leadership in the educational field, in accordance with the specifics of the School organized online.

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