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Psychology and
Educational Sciences
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of Constanta, Romania



BLACK SEA JOURNAL OF PSYCHOLOGY



www.bspsychology.ro



9 772068 464001



The management strategies used in the optimize of the behavior students

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Abstract. Behavior is a sum of internalized values, patterns picked up and passed on. Parents and teachers, family and school, are the main social factors in the formation of desirable social behaviors. The purpose of the research: studying the differences of opinion between parents and teachers on some behavioral labels addressed to students of small school age. Also, the identification of strategies to optimize student behavior. In this sense, we used the established questionnaire BASC-2 (Evaluation of Behavior in Children), culturally adapted in Romania by Andrei Ion, Dragoş Iliescu and Nicolae Mitrofan, on a sample of 20 second-grade students. The research results confirm that there are differences in behavior students according to their environment. Based on the objectivity of the parents' and teachers' answers, students seem to be significantly less aggressive in the home environment and less socially competent in the academic environment. Following this first step of identifying the differences in behavior observed, in two different environments, we considered it necessary to list certain strategies to improve the weak points revealed.

Keywords: behavior, students, management, strategies

1. Introduction

Management in the educational space is not that control guide that we can exercise over students. But through its functions of design, organization, coordination and motivation, evaluation, educational management is how we can create that bio-psycho-social well-being in the school space. The teacher, as an evaluator, has a significant role in training, development, guidance



and assessment of student behavior. Also, the parents of the students. Education is based on models cultural, and the main cultural models of the child/student are the family and the teacher.

The family is the first social environment that the child knows. Traits such as: patience, masculinity and femininity, skill and care - are learned from parents," (Berne, 2006, p. 140). Later, within the school, "the learning process must be an evolutionary experience, it must be carried out according to the student's experience, his ideas, attitudes, feelings, beliefs and values" (Vlaicu-Popa, 2009, p. 70). Because "the only means of making a child aware of his social heritage is to put him in a position to perform those kinds of fundamental activities which make civilization what it is." (Dewey, 1992, p. 52).

What are the main behavior problems encountered at early school age? Physical and verbal aggression, attention problems, low social-emotional skills, communication problems are the main behavioral problems.

Aggressivity is defined as one non-specific behavior often associated with various psychiatric diagnoses, but not equivalent to any psychiatric diagnosis. On the other hand, aggression, defined as behavior intended to injure an individual, may be adopted by distinct means, including physical harm (verbal threats of harm, hitting) and by damaging relationships (exclusion, gossip, verbal threats to withdraw) (Crick & Grotpeter, 1995; Eisner & Malti, 2015, apud. Perry, Ostrov, Murray-Close et al., 2021).

Regarding the issue of attention, the student/child who has attention problems often "has difficulty participating in conversations, activities or tasks; can be easily distracted; has difficulty following instructions; frequently loses materials and/or has difficulty organizing tasks and materials." (American Psychiatric Association, 2013).

The functioning of the human psyche, the extraction of information/stimuli with value the highest motivational-adaptive and their potentiation for the purpose of optimal processing they largely depend on the attention we show, a fact embodied in several functions mainly focused on exploring the internal and external environment.

According to Golu (2002), all definitions of attention refer to the existence of three notes definers: orientation, selection and focus. He also believes that the mechanism of attention simultaneously fulfills two roles: filtering-selection and focused activation. Physiological basis the immediate focus of attention is the orientation reflex, which is produced upon the action of new stimuli, of variations in the ambience. This reflex, Zlate (2017) takes up, is realized in two forms: the form generalized and localized form. The generalized form, he exemplifies, is characterized by stopping the activity we are carrying out at the given moment, strong diffuse activation from the level of the entire cerebral cortex and turning the head in the direction of the stimulus, and the localized form consists in decreasing the level of activation in the rest of the territory of the cerebral cortex, except for areas which are involved in the perception of the stimulus or in solving the given task, in which the activity se intensifies, favoring the development of specific psychic processes.

Attention disorder, characterized by a decrease in these capacities, it unbalances the daily life of both children and their parents. The consequences are: discouragement, passivity and sensitivity to external requests from the child, unsuccessful school, small grades accompanied by criticism from teachers and parents.



It should be considered and known that the problem of attention represents a disease with familial incidence and genetic transmission: 15-25% of family members (parents, siblings) of children with this condition and up to 50% of children whose parents have this condition problem can also present the condition, according to research carried out by Alexandrescu (2002).

Regarding the issue of social skills, Mathur and Rutherford (1996, apud. Johns, Crowley, Guetzloe, 2005) state that the development adequate social skills can be considered the basis of personal and social adjustment in life. These skills differ from cognitive skills such as literacy or numeracy, as it mainly refers to how people manage their emotions, and perceive themselves interact with others rather than indicating their raw capacity to process certain information. The social skills are specific, socially acceptable behaviors, learned, which enable people to interact in positive ways and help avoid negative responses from others.

For example, the National Association of School Psychologists (2002) organizes and call the skills another way: survival skills (listening, following instructions, ignoring distractions); interpersonal skills (sharing, requesting permission, participating in an activity, waiting for a turn); problem solving skills a problems (asking for help, apologizing, accepting consequences); skills of conflict resolution (dealing with teasing, loss, accusations, pressure colleagues).

As for communication, clearly, language use in everyday life is a complex phenomenon, with multifaceted, dynamic. For this reason, there is a lack of agreement on the definition "functional communication" and therefore in identifying cognitive and behavioral processes that functional communication requires.

Communication is "a fundamentally multimodal phenomenon" (Bavelas & Chovil, 2000; Clark, 1996; Kendon, 1980; McNeill, 1992; Vigliocco et al., 2014, apud. Doedens, Meteyard, 2022, p. 944). This means that the information is communicated through the vocal modality (speech) as well as the visual modality (gesture). Within each way there are different "channels of expression used for communication" such as "lexical-syntactic expression and prosodic channels in vocal modality and facial expressions, gestures and body movements in the visual mode" (Stivers & Sidnell, 2005; Vigliocco et al., 2014 apud. Doedens, Meteyard, 2022, p. 944). These modalities and channels also interact they are interdependent, becoming a single composite message.

2. Research objectives

The purpose of the research: studying the differences of opinion between parents and teachers on some behavioral labels addressed to students of small school age.

3. Research hypotheses

It is assumed that there are statistically significant differences between the perspective of the teaching staff and that of the parents on the behavior of the students, depending on the environment they are in, the school environment versus the family environment.



4. Description of subjects

The subjects of this research are students of the second grade of the Secondary School no. 43 "Ferdinand", Constanța, the classroom teacher and the parents of the subjects.

The first differentiation of the batch is made from the point of view of gender, thus: from a total number of 20 students - 10 girls and 10 boys participated in this research.

The second differentiation is the one in depending on the age of the students. All students are between the ages of 7 years and half and 8 years and half.

5. Description of research methods and instruments

The method chosen by us is the survey based on a questionnaire BASC-2 (Behaviour Assessment System for Children), culturally adapted in Romania by Andrei Ion, Dragoș Iliescu and Nicolae Mitrofan. The questionnaire chosen for this research are for the collection of qualitative data revealing the level of aggression, attention problems, functional communication and social skills according to the scale never, sometimes, often, always, according to the opinions of teaching staff, on the one hand, and parents, on the other hand. Although a questionnaire would involve a series of questions, here are these two questionnaires are made up of statements that are simply asked to be ticked or circled, such as closed questions with control statements, not elimination or filter. Parent questionnaires were distributed physically in the classroom. Every item was read clearly and distinctly to the class at a pace that allows them to follow the statements on their sheets. The data we collect is both quantitative and data qualitative.

Once the answers have been coded into numbers, this data is entered into a Excel table or SPSS program. Based on the table, a graphic representation can be made. This accompanies descriptive data analysis and is an intuitive way to observe the distribution of data, it being all the more useful as the amount of data increases. Choosing a specific type of the graph is made depending on the way the variables are measured, but also on preferential aspects, which pertain to the subjectivity of each one. Depending on the type of data collected, the most common graphs they are: pie chart, histogram and bar charts.

Descriptive statistics aims at nothing more than to make an X-ray as accurate as possible reality. It is called univariate descriptive statistics, if only one aspect of the is analyzed reality and we are talking about a bivariate descriptive statistic in the situation where we describe the evolution of two variables. It can also be about a multivariate statistic in the situations in which they are analyzed at least three aspects of reality simultaneously. Statistical processing takes into account more than just the number variables but also the quality of the measurement scales used.

In our research, through the statistical-mathematical method based on descriptive statistics bivariate, we will analyze and compare the results of the questionnaire applied by the framework didactic on the subjects and the one applied by the students' parents on them.



6. Research design

In October, the study of the independent variables assessment tool was carried out. The evaluation by the teaching staff was carried out in the first two weeks, based on the observed behavior of the subjects in the classroom.

The second stage consisted of parents completing the BASC questionnaire. This took place physically, in the classroom, during a meeting with the parents.

In the final stage, the results obtained were entered into SPSS to compare the results of the dependent variables. The results were largely as expected.

7. Ethical requirements of research

We designed this pedagogical research respecting the underlying principles the code of ethics and professional deontology of any researcher. We carried out the activities of research and development showing respect for the participants, not treating them only as a means, but recognizing their supreme value according to the principle of dignity. We demonstrated honesty, fairness and a collegial spirit, both towards the group of subjects, second grade students, as well as their parents, in accordance with the principle of integrity.

In terms of data collection and processing, we have achieved it to a high degree of accuracy and assuming the risks of lack of sincerity or partial sincerity of the parents, so as the precautionary principle states.

We respected the rules of good conduct in scientific and scientific-didactic activity by applying the principles of good scientific practice and by assuming responsibilities. This fact it is demonstrated by the activity of open communication with the participants, the transparency of the purpose and of the objectives proposed in this research, respecting anonymity both in publication and face by the other participants.

In the theoretical part of the substantiation, I fully respected the intellectual property of researchers, presenting primary data securely with references to related papers performed.

The data obtained as a result of the research do not present negative effects on the company or on the participants, and from a financial point of view there were no conflicts of interest.

Before any activity undertaken for this research, both active participants, the parents, but also the passive ones, the students, were made aware of the necessary steps and everything took place in following their consent.

8. Analysis, processing and interpretation of research data

Regarding the normality of the distribution, the first test performed using the method statistical-mathematical, following the results obtained from the application of the questionnaires, the only one asymmetric distribution, with Sig. greater than 0.05 is the one obtained by the teacher evaluator on the independent variable aggressiveness. The other values fall into non-parametric coefficients.



Tab.1 Tests of Normality

Tests of Normality ^{a,c,d,f}							
	Evaluator	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Agressivity	teacher	,192	20	,053	,936	20	,204
	parent	,242	19	,005	,838	19	,004
Attention issues	teacher	,217	20	,015	,935	20	,191
	parent	,181	19	,103	,947	19	,350
Social abilities	teacher	,218	20	,013	,929	20	,146
	parent	,135	19	,200*	,968	19	,731
Functional communication	teacher	,275	20	,000	,847	20	,005
	parent	,206	19	,033	,922	19	,124

Then performing the comparative analysis of the obtained values, we have as a result a difference of statistically significant opinion on the aggressiveness variable. It is obvious that parents, in the family environment, see their children much less aggressive than the teacher sees them in the school environment.

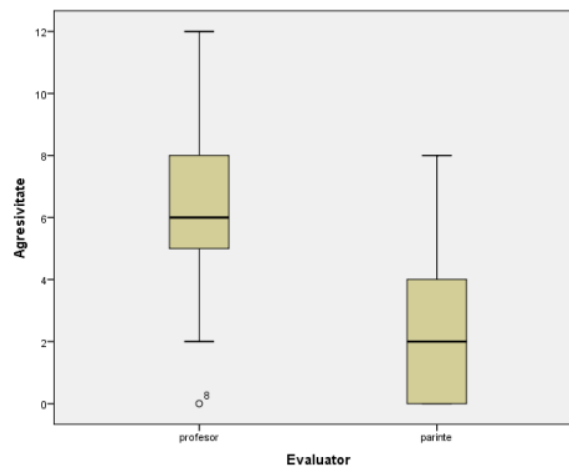


Fig. 1 Agresivitate

Regarding the variable attention issues, opinions related to the related behavioral indicators seem to overlap the incidence scales, in about 50% of cases.

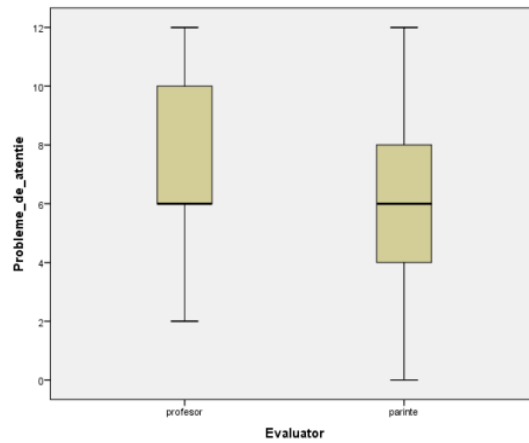


Fig. 2 Attention issues

Social skills are recognized and appreciated more often by parents than by the teaching staff, although in the school environment, between children of the same age, they could be more obvious and tested much more frequently than in the family environment.

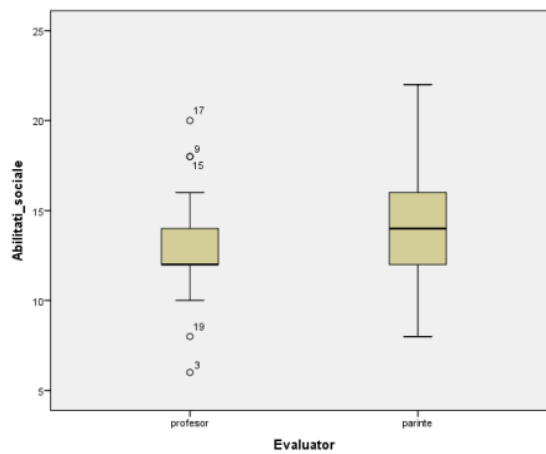


Fig. 3 Social skills

In terms of functional communication, both raters believe that the subjects have a functional communication quite developed for their age level.

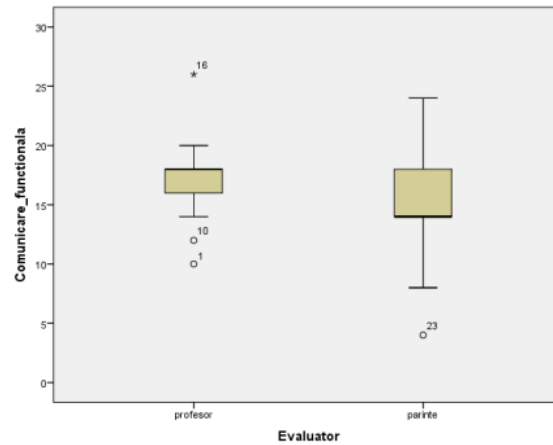


Fig. 4 Functional communication

To confirm the presentation and analysis of the previously presented data I considered to be also necessary to present the table in which the difference between the average ranks is also specified each independent variable as a function of the dependent variable.

Tab. 2 Mann- Whitney test

Ranks				
	Evaluator	N	Mean Rank	Sum of Ranks
Agressivitate	teacher	20	27,15	543,00
	parent	20	13,85	277,00
	Total	40		
Attention issues	teacher	20	23,30	466,00
	parent	20	17,70	354,00
	Total	40		
Social abilities	teacher	20	17,93	358,50
	parent	20	23,08	461,50
	Total	40		
Functional communication	teacher	20	22,05	441,00
	parent	19	17,84	339,00
	Total	39		

Starting from the studies carried out by Achenbach & Edelbrock, 1978 apud. Perry, Ostrov, Murray-Close et al., 2021, p.4) according to which parent report was a frequent index used of



children's behavior problems, including aggressive behavior and from the fact that it can provide details about children's aggressive behavior in a new context which teachers and observers may not notice, yet parents may not be as objective as teachers and other observers when reporting on the behavior of their children. Previous studies have found that "teachers are reporters of trust of relational aggression" (Estrem, 2005; Juliano et al., 2006, cited in Perry, Ostrov, Murray-Close et al., 2021, p. 4). A careful and profound study by Fisher, Greer and Fuhrman (2015, p. 3) regarding aggression show that a given child can display two topographies of aggression (hitting and/or kicking other people) and a single topography of self-injurious behavior (head-butting certain objects). Each of these responses may have a separate function (hitting to attract attention, kicking to escape demands, headbutting as a source of self-stimulation), different cases where different treatments would be needed to address each of the three behavioral functions. Alternatively, they say, all three topographies may have the same function (eg to attract attention), in which case only one treatment could be used for all three topographies.

Attention problems, recognized as often present in some of the our subjects, according to Thomas (2011) can associate themselves with a model proposed by Keller which starts from three main assumptions: children with this type of problems live in an environment deficient family and much more disorganized than in the case of healthy children; family environment deficit triggers the appearance of attention deficit comorbidities; a high level of intelligence protects children against negative influence from the family.

To continue on a positive note, in perfect accordance with the good results obtained for the social skills variable, we state according to the National Association of School Psychologists (2002) the consequences of good social skills: students will have the ability to socialize, to make choices that will strengthen their interpersonal relationships and facilitate their success at school; creating and maintaining a positive and safe school environment; child's resilience in the face future crises or other stressful life events. On the other hand, according to Deshler, Ellis and Lenz (1996, apud. Johns, Crowley, Guetzloe, 2005) poor social skills in school are related to the following factors: limited opportunities to learn; negative academic environment and insufficiently developed social self-concept and social isolation.

In terms of functional communication, it is more of a very complex skill, fact that some children do not have age-appropriate functional communication, i.e. communication practice or serving a function in life. Someone with an extensive vocabulary may not necessarily have functional communication. According to Dunlap and Duda (2004) it is carried out more first a self-assessment of behavior based on understanding and function or purpose behavior. Secondly, the child's skills are identified, especially the skills of communication, after which it continues with the identification of persons, activities or objects that are the most reinforcing or satisfying for the child. Finally, it is considered the child's level of development and progress. Functional communication includes: succinctly expressing wants and needs; the follow of indications; focusing attention on a book or lecture; to have a conversation with another the person; retelling of a book or a movie.



9. Management strategies for improvement results obtained

Factors that promote attention, positive behavior, and academic and social success include establishing positive relationships with students, adopting classroom management techniques and creating a physical arrangement that facilitates learning.

According to Wolraich and DuPaul (2010), school interventions should include a team in multiple contexts, consisting of both preventive and intervention strategies. Interventions must be based on assessment data that includes information about strengths and the needs of the student, as well as the environmental conditions in which they occur. Monitoring progress and strategy adjustment are critical to the success of any intervention plan. This implies formal and informal assessment, as well as collaboration between education professionals and students' families.

If a student does not respond to behavioral strategies and interventions, they should be taken into account consider more intensive interventions such as functional behavior assessment and behavioral intervention plans. No one intervention is universally effective for all the students. A combination of research-based practices is recommended, such as the following: giving directions; providing written instructions or steps, or a visual model of a project completed; written assignments; work breaks and organizational support through routines and rules.

It is very important, as Piffner (2011) states, that classroom culture can support or create barriers to student success. When teachers connect with students and appreciate their uniqueness in abilities and interests, students are more likely to strive for achievement and respond positively to classroom rules and activities.

Strategies for positive management include clear directions, meaningful feedback, and collaboration opportunities. Additional strategies mention Coyne, Nelson, Underwood, (2011, p. 502): offering the possibility to respond, peer-to-peer partnership, offering some opportunities for self-correction; using learning games, etc.

Adults can reinforce positive social skills demonstrated by praising children when they behave correctly or can provide alternatives to bad decisions. Considering both social as well as individual factors, the National Association of School Psychologists (2002) states that if a child has difficulty demonstrating a particular skill, it is best to be assessed the environment first. For example, a student may be unruly at the beginning of the day because the teacher who should establish more specific routines for starting classes.

Conclusions

Vygotsky's theory of social learning assumes that social interaction is the basis typical learning and development. Functional communication is a part of this social interaction. Children learn communication skills in part from interacting with each other. Social skills and communication go hand in hand and are part of adaptive behavior.

The purpose of studying the differences of opinion between parents and teaching staff on some behavioral etiquette of small school children was met.

The objectives pursued were fully achieved. Identification and use of some appropriate tools for the evaluation of the two categories of variables: the evaluator and the behavior observed. Comparison at the level of dependent variables: teacher and parent on variables independent:



aggression, attention problems, social skills and functional communication was conducted using the BASC-2 questionnaire (Behaviour Assessment System for Children) et al the SPSS program.

The evaluation and interpretation of the recorded responses were carried out objectively, constantly calling on specialized sources.

The hypothesis that we have assumed that there are significant differences in the point of statistical view between the perspective of the teaching staff and that of the parents on the behavior students, depending on the environment in which they are, the school environment versus the family environment, was partially confirmed.

The theme addressed in this paper also raised a lot of questions for me regarding the perspectives of the subject of this research, which leads us to the listing difficulties, limits and constraints of the work: the lack of an experimental study on subjects in the two environments, eliciting the demonstration of related behavioral indicators of each variable, limited time both for in-depth study of scientific sources, space and the time required to observe student behavior.

We want to deepen this research in order to obtain clearer results on the differences in student behavior in the school and family environment.

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