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INTRODUCTION / INTRODUCTION

No. 44, issue 1 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.

Therefore, in theoretical approaches, supported by experimental research, action research, the authors investigate aspects such as:

- initial teacher training, within the context of exploiting certain efficient ways to develop professional skills;
- continuous teacher training, in a Romanian and European context, from the outlook of training needs, related to the recent pandemic period;
- the development of different types of skills (cultural, socio-emotional, reflective);
- using of digital technologies in the didactic activity;
- family implications on school performance and training of teenager students;
- the formative valences of some assessment tools, such as the portfolio;
- difficulties in adapting to school life and activity;
- outlining a profile of the “fascinating” teacher;
- the relationship between the educational resilience and mental disorders;
- means of intervention in the case of children with autism.

As it can be easily seen from the topics stated, they propose complex approaches, interdisciplinary, with anchors in the educational praxis and in the reality of the school, of educational systems from different geographical and cultural areas.

The researches presented in this volume show not only the results of some investigations carried out, but also generalizations of the practice, derived from the obtained results, useful to all specialists in the field and, at the same time, openings to possible future research approaches.

The journal is indexed in the ERIH PLUS, Directory of Open Access Journals (DOAJ), Central and Eastern European Online Library (CEEOL), Index Copernicus, RePEc, Google Scholar, Directory of Research Journals Indexing (DRJI), WorldCat, Directory of Open Access Scholarly Resources (ROAD), SCIPION and it is also included in 22 national and international libraries.

Editors in chief,

Florentina MOGONEA, University of Craiova, Romania

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SE FORMER AU NUMÉRIQUE : VERS UNE APPROCHE MULTIMODALE ET DIGITALE POUR CO-CONSTRUIRE DES ENVIRONNEMENTS D'APPRENTISSAGE*

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Résumé

À l'ère du numérique, le monde socioprofessionnel connaît une période de transition pour passer au développement des compétences numériques des citoyens, afin de réinitialiser l'éducation et la formation tout au long de la vie tout en respectant le rythme personnel de chaque participant. Sous cet aspect, il sera de prime intérêt de booster des perceptions de nature cognitive et affective pour libérer le potentiel créatif des personnes en formation. La mise en place des méthodes d'enseignement innovantes centrées sur le bon encadrement et la collaboration réciproque en ligne des personnes en formation leur permettra d'investir avec efficacité dans le processus d'éducation et de formation. Par conséquent, les personnes en formation feront preuve d'habiletés numériques et de compétences transversales par l'adoption des stratégies pédagogiques sans négliger la maîtrise des outils numériques sophistiqués, en vue de réagir aux impasses de la vie socioprofessionnelle et de faire face aux nouveaux défis de la société d'avenir.

Mots-clés : Habiléteés numériques et compétences transversales ; Formation tout au long de la vie ; Implantation de méthodologies innovantes ; Adoption de stratégies pédagogiques.

DIGITAL TRAINING: TOWARDS A MULTIMODAL AND DIGITAL APPROACH TO CO-CONSTRUCTING LEARNING ENVIRONMENTS

Abstract

In the digital age, the socio-professional world is undergoing a transition period to move towards the development of digital skills of citizens, in order to reset education and training throughout life while respecting the personal rhythm of each participant. Under this aspect, it will be of prime interest to boost perceptions of cognitive and affective nature to release the creative potential of people in training. the implementation of innovative teaching methods focused on the good supervision and reciprocal online

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collaboration of trainees will allow them to invest effectively in the education and training process. Therefore, trainees will demonstrate digital abilities and transversal skills through the adoption of pedagogical strategies without neglecting the mastery of sophisticated digital tools, in order to react to the impasses of socio-professional life and to face the new challenges of the society of the future.

Key words: *Digital abilities and transversal skills; Implementation of innovative teaching methods; Adoption of pedagogical strategies.*

1. Introduction

À l'ère du numérique, le monde socioprofessionnel connaît une période de transition pour passer au développement des compétences numériques des citoyens, afin de réinitialiser l'éducation et la formation tout au long de la vie tout en respectant le rythme personnel de chaque participant. Sous cet aspect, il sera de prime intérêt de restructurer les curricula dans le but de booster des perceptions de nature cognitive et affective chez des personnes en formation pour libérer leur potentiel créatif. Car la société devra se remodeler par la qualification de tous les travailleurs, ce qui limitera les inégalités dans le but d'assurer la cohésion sociale. Dans cette perspective, on va se demander, d'une part, dans quelle mesure il serait essentiel de mettre en œuvre de bonnes pratiques, afin de cultiver des compétences numériques par le biais d'outils technologiques sophistiqués. D'autre part, on va porter réflexion sur la conception et la médiatisation de nouveaux outils informatiques tout en mettant en place des modes d'apprentissage pragmatiques. Enfin, on va s'intéresser aux approches méthodologiques innovantes visant à faire intégrer la dimension socio-affective et émotionnelle, en vue de co-construire des environnements d'apprentissage numériques.

2. Le cadre de Référence européen des compétences numériques/European Digital Competence Framework: mettre en œuvre des bonnes pratiques pour développer des compétences numériques

2.1. Cadre de Référence européen et développement des compétences numériques

Selon le cadre de Référence européen des compétences numériques/European Digital Competence Framework, connu sous le nom de DigComp (https://publications.jrc.ec.europa.eu/repository/bitstream/JRC110624/dc_guide_may18.pdf) se déclinent les compétences nécessaires à maîtriser dans l'ensemble des pays européens pour faire preuve de bonnes pratiques. Comme l'indique Hart (2018), « *Le DIGCOMP sert à de multiples usages. Des pays et des régions s'en inspirent pour le développement de politiques sur les compétences numériques, l'évaluation des salariés ou des étudiants ou pour le développement professionnel des enseignants.* » (Hart, 2018, <https://oce.uqam.ca/digcomp-cadre-de-reference-europeen-competences-numeriques/>). En ce qui concerne les compétences individuelles (21 au total) sont regroupées en cinq domaines de compétence : a. Information, b. Communication, c. Création de contenu, d. Sécurité et e. Résolution

de problèmes pour les utilisateurs élémentaires ou débutants (A1 ou A2), indépendants ou autonomes (B1 ou B2) et expérimentés (C1 ou C2) (https://evolutionnumerique.com/docs/digcomp_europass.pdf).

La formation liée au numérique pourra donner lieu à l'exécution des tâches collaboratives et encouragera la littératie de l'information et le partage des données, mais encore donnera lieu à la création de nouveaux contenus numériques. Sous cet aspect, les participants agissent et co agissent pour se donner l'opportunité de réaliser des micro-expertises à travers des tâches simples et/ou complexes tout en accordant une dimension praxéologique dans le processus de formation, qui se valorise personnellement ou socialement, vu que les membres sont invités à réutiliser des micro-expertises acquises sur des tâches combinées pour mettre en relief leurs compétences. Cette perspective actionnelle de la formation donne une dimension praxéologique dans l'acte d'apprendre, qui se réalise par le transfert des données dans des contextes convergents et divergents.

2.2. La médiation praxéologique par le biais d'outils technologiques sophistiqués

Par le recours aux outils technologiques sophistiqués, la formation en ligne offre l'opportunité d'associer des outils de communication flexibles et des applications à gérer avec aisance comme les forums, la messagerie électronique, la visioconférence, la classe virtuelle (e-classe) ou même le clavardage et se conduire à la médiation par le recours à des tâches variées et réalistes en vue d'optimiser les attentes du public-cible et d'ouvrir de nouvelles pistes d'exploitation des données en les orientant à l'autonomie. En ce sens, la médiation praxéologique devient un enjeu pour le formateur, qui s'intéresse à cultiver les interprétations plurielles des participants tout en transmettant des valeurs affectives et comportementales.

Pour établir la communication, il est nécessaire de recourir aux stratégies transactionnelles y intégrant les canaux sensoriels dans la réception de l'information, la réflexion par l'analyse, l'analogie et l'affectif dans le traitement du message émis et l'expression verbale, mais aussi l'action et l'émotion dans l'émission des données recueillies (Efthimiadou, E. 2018 : 101-102).

Les personnes en formation passent en action par l'adoption des règles praxéologiques telles que la création des partenariats et l'esprit de responsabilisation et de négociation. Une fois instaurée la tactique de changement, les sujets peuvent dépasser leurs inhibitions pour se guider vers la quête des valeurs comportementales.

En ce sens, il est question de la pragmatique de la communication dont les effets portent sur le comportement. Communication et comportement sont considérés comme quasi-synonymes. « *Les données de la pragmatique ne sont pas simplement les mots, leurs configurations et leurs sens, données qui sont celles de la syntaxe et de la sémantique, mais aussi leurs concomitants non verbaux et le langage du corps* (Watzlawick, Helmick Beavin, Jackson, 1972, p. 16). Ainsi, le processus de changement passe par la régulation de la situation au choix de bonnes stratégies pour entrer en communication tout en évitant les blocages et les tensions pour aboutir au feed-back et se conduire au changement et à la résilience.

3. Le Référentiel des compétences professionnelles pour les éducateurs : Développer des compétences transversales dans un contexte de formation professionnelle

3.1. Le Référentiel des compétences professionnelles pour les éducateurs : concevoir et médiatiser les nouveaux outils informatiques

Selon le Référentiel des compétences professionnelles pour les éducateurs, la mise en place des méthodes d'enseignement innovantes centrées sur le bon encadrement et la collaboration réciproque en ligne des personnes en formation leur permettra d'investir avec efficacité dans le processus d'éducation et de formation. Le Référentiel DigCompEdu envisage d'exposer et d'analyser les compétences numériques spécifiques aux éducateurs en proposant 22 compétences élémentaires organisées dans 6 zones. Selon Redecker (2017),

La zone 1 s'adresse à l'ensemble des zones d'environnement professionnel, c'est-à-dire l'utilisation du numérique par les éducateurs et les technologies dans les interactions professionnelles (...). La zone 2 examine les compétences nécessaires pour créer et partager des ressources numériques destinées à l'apprentissage. Le domaine 3 est dédié à la gestion et à l'orchestration de l'utilisation du numérique (...). Dans la zone 4, l'utilisation de stratégies numériques vise à améliorer l'évaluation. Le domaine 5 se concentre sur le potentiel des technologies numériques pour adopter des stratégies d'enseignement et d'apprentissage centrées sur l'apprenant. La Zone 6 décrit les compétences pédagogiques spécifiques requises pour faciliter les compétences numériques des étudiants. (Redecker, 2017, <https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>)



Figure 1. DigCompEdu framework, https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en

Grâce au numérique, les échanges vont se faciliter pour mettre en pratique des modes d'apprentissage pragmatiques par l'adoption des méthodes actives comme l'étude de cas et la résolution de problèmes, mais aussi l'implantation des méthodes co actives en vue de coordonner des actions et de collaborer en créant des synergies pour élaborer des micro-tâches ou des macro- tâches actionnelles collaboratives en ligne de manière synchrone, semi-synchrone ou même asynchrones. Les actions collaboratives stimulent la cohérence et la solidarité des participants tout en mettant l'accent sur la compétence médiatique et le développement d'un esprit d'équipe dans la conception et le déploiement de commandes complexes par le biais de systèmes informatiques. Ainsi, les approches multimodales et ouvertes mettent à la disposition des participants des ressources numériques pour concevoir et médiatiser de nouveaux outils informatiques. Dans cette optique, « il est possible de proposer des activités interactives collaboratives enrichissantes par le recours au wiki ou aux blogs, mais encore par le partage des informations et la communication en ligne pour élaborer des simulations ou même des scénarios pédagogiques en ligne » (Efthimiadou, 2019 : 45-46).

Ainsi, la mise en place d'une formation collaborative et interactive permet de faire susciter la créativité des participants et de faire cultiver la pente créative, qui se met en action tout en respectant le rythme d'apprentissage des personnes en formation.

3.2. Faire développer des compétences transversales dans un contexte de formation professionnelle

En Didactique des langues (DDL), les méthodologies innovantes et actionnelles donnent lieu à une interactivité parmi les agents du contrat didactique par le partage d'expériences, en vue de mettre en œuvre des actions collaboratives à l'aide d'interfaces numériques.

L'idée selon laquelle la DDL constituerait un champ disciplinaire ayant atteint un degré suffisant d'autonomie ne va pas de soi. Defays (2003 : 13) rapporte les paroles d'Hagège pour qui « la didactique ne peut être que l'application d'autres sciences ». Cette définition établit un lien de dépendance entre disciplines reconnues institutionnellement et technologies d'application (Springer, 2015, 3).

Dans l'enseignement/apprentissage des langues et de cultures, de nouveaux outils technologiques comme les applications numériques font leur apparition, en vue de former les adeptes en faisant cultiver des compétences transversales. D'autre part, l'intégration des interfaces multimodales réussit à répondre aux nouvelles exigences du domaine socioprofessionnel et permettre simultanément de réagir aux nouveaux défis qui s'ouvrent en matière de créativité et d'innovation.

L'Agence Universitaire de la Francophonie (AUF) promeut une stratégique numérique et s'engage à multiplier les échanges d'expériences sur les formations à la pédagogie universitaire tout en proposant son soutien à un ensemble de formations ouvertes et à distance (FOAD). Durant leur formation, les étudiants seront en mesure de télé collaborer en groupe ou individuellement en présentiel et

même à distance en recourant à des systèmes informatiques en créant des synergies efficaces. « *Dans les FOAD, on apprend autrement* ». Il s'agit de souligner ici que les avantages de la FOAD dépassent son cadre organisationnel et que les différences observées par rapport à la formation en présentiel affectent aussi la manière d'apprendre des participants » (Karsenti, Depover, Collin, Jaillet & Peraya, 2013, 53).

D'autre part, il faudra prendre en considération la nécessité de faire développer des compétences transversales dans un contexte de formation professionnelle. D'ailleurs, une collaboration étroite s'instaure entre l'Agenda Européen renouvelé dans le domaine de l'éducation et de la Formation des Adultes (AEFA) et le Centre académique de formation continue de Nantes (Cafoc), pôle régional d'expertise et de compétences de l'Éducation nationale. Des groupes d'experts des mettent en œuvre des expérimentations de pratiques innovantes et mettent à la disposition des professionnels des outils opérationnels favorisant l'accès à la formation des adultes peu qualifiés (Agenda Européen pour l'Éducation et la Formation des Adultes, 2019, <https://agence.erasmusplus.fr/programme-erasmus/outils/aefa/>).

4. Les approches méthodologiques innovantes : intégrer la dimension socio-affective et émotionnelle pour co-construire des environnements d'apprentissage numériques

Les Approches conceptuelles ou procédurales ou même comportementales y intègrent la dimension socio-affective et surtout émotionnelle avec l'investissement et l'engagement de l'ensemble des mentorés visant à modifier les attitudes par l'usage de nouvelles interfaces numériques. En ce sens, la contribution du formateur mentor facilite la coopération des membres du groupe-cible pour la transmission et le traitement de l'information dans le but de mieux gérer les données par le recours à la pensée collective et la régulation du comportement émotionnel des stagiaires.

L'adoption des tactiques pour accomplir une formation expérientielle stratégique incite le groupe-classe à assumer ses responsabilités pour interagir dans un climat de collaboration et d'épanouissement mental. Les gains du travail en groupe par rapport au travail individuel sont les suivants : amélioration légère de l'apprentissage disciplinaire, meilleure mémorisation à long terme, motivation intrinsèque, attitude plus positive envers la matière étudiée, développement d'objectifs de haut niveau de la taxonomie de Bloom. Pour cette raison, dans la création et le développement des curricula, il s'avère essentiel de formuler les compétences visées et d'implanter des objectifs opérationnels spécifiques lors du déroulement didactique selon des taxonomies décrivant et classifiant les performances attendues à la fin d'un apprentissage. Comme le souligne Efthimiadou (2020),

D'une part, les objectifs opérationnels cognitifs (Bloom, 1956 ; Landsheere, 1975 ; Krathwohl, 2002 ; Berthiaume & Daele, 2013) formulés par des verbes d'action, précisent les comportements concrets et directement observables par les participants en formation lors de chaque séquence d'apprentissage. Quant aux objectifs opérationnels affectifs (De

Ketele, 1989 ; Krathwohl, 2002 ; Berthiaume & Daele, 2013), ils signalent les étapes dans la modification des intérêts, des attitudes et des valeurs, ainsi que la capacité d'adaptation, tandis que les objectifs psychomoteurs (Harrow, 1974 ; Berthiaume & Daele 2013) se réfèrent à l'investissement de soi et au savoir-agir des mentorés (Efthimiadou, 2020, 99-100).

Car il est question de faire développer des styles d'apprentissages diversifiés tout en tenant compte non seulement des paramètres cognitifs, mais surtout socioaffectifs et comportementaux dans le contexte de formation pédagogique. Avec l'intégration des médias numériques, l'échange des données numériques se propage continuellement sans négliger que ces nouveaux modes de communication et de collaboration peuvent aussi conditionner nos sensations, mais aussi notre comportement en exerçant une influence sur nos perceptions et pensées, mais aussi sur notre état mental. Ainsi, les capacités humaines liées aux facteurs psychomoteurs permettent de cultiver l'esprit critique, le sens de responsabilité et de coopération.

Le recours aux nouveaux systèmes informatiques enrichit le contexte de formation par la mise en place des approches plurielles. A coup sûr, le numérique offre une facilité d'accès et une variété de supports informatiques liés à la communication interpersonnelle. Dans le cadre de formation collaborative en ligne, le fait de partager des tâches avec d'autres partenaires ouvre un nouveau défi dans les échanges humains tout en faisant preuve d'expérimentation dans la résolution des problèmes et de meilleure gestion dans la prise de risques en présentiel ou même à distance. Dans ce cas, le blended-learning permet de mettre en œuvre des actions de formation synchrones, mais encore des actions asynchrones sollicitant des compétences numériques en distanciel. Comme le soulignent Amar N., Berstin, A. (Mars 2017), « *Le numérique paraît enfin susceptible d'« inventer la pédagogie de demain », au-delà de la massification d'innovations pédagogiques antérieures* »⁴². *Le data mining et les collaborations entre ingénierie pédagogique numérique et neurosciences constituent de fait des leviers pour un saut pédagogique. »* (Amar, Berstin, Mars 2017, 24,
<https://www.igas.gouv.fr/IMG/pdf/2016-055R.pdf>).

En fin de compte, le facteur humain devrait être reconstruit en focalisant l'intérêt sur la planification et la mise en œuvre d'une stratégie numérique, qui s'engage à multiplier les échanges d'expériences sur les formations à la pédagogie universitaire. Il s'avère primordial de tenir compte de la dimension socio-affective dans les rapports formateur-stagiaires, afin de faire susciter des sentiments équilibrés tout en atténuant les tensions parmi les personnes en formation. Car les professionnels doivent être capables de gérer les risques éventuels et de faire face aux défis, qui se soulèvent par le déclenchement des émotions dans les relations interpersonnelles. C'est pourquoi, la résilience numérique s'avère nécessaire pour garder en harmonie les actants en formation, qui feront preuve de compétences digitales, socio-affectives mais aussi émotionnelles dans la co-construction des environnements d'apprentissage et de formation tout au long de la vie.

5. Conclusion

À l'ère du numérique, les nouveaux outils informatiques ainsi que les approches multimodales et ouvertes peuvent faciliter les échanges parmi les sujets pour mettre en pratique des modes d'apprentissage pragmatiques et assurer de nouvelles exigences en matière de formation par l'adoption de bonnes pratiques éducatives cultivant un savoir agir centré sur le potentiel créatif. Par conséquent, les personnes en formation feront preuve de capacités numériques et de compétences transversales par l'adoption des stratégies pédagogiques comme le développement d'esprit critique, la gestion de l'information et la résolution de problèmes sans négliger la maîtrise des outils numériques sophistiqués, en vue de réagir aux impasses de la vie socioprofessionnelle et de faire face aux nouveaux défis de la société d'avenir.

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FACTEURS FAMILIAUX ET « DEVENIR » DES ADOLESCENT-E-S DESCOLARISE-E-S : ÉTAT DES LIEUX ET DÉTERMINANTS DANS LA COMMUNE DE TCHAOUROU (BÉNIN)*

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Résumé

La situation des adolescent-e-s déscolarisé-e-s sur le marché du travail semble particulièrement plus préoccupante. Cette étude s'inscrit dans le sillage des préoccupations en lien avec l'insertion des adolescent-e-s et vise à identifier les déterminants du devenir des adolescent-e-s déscolarisé-e-s de la commune de Tchaourou. Elle aborde spécifiquement, à travers une régression de type logit multinomial emboîté, deux aspects du « devenir » des « ados » déscolarisés : l'exercice d'une activité économique et le projet d'avenir.

Les résultats montrent que la taille du foyer de résidence et le soutien financier octroyé par les parents/tuteurs sont les facteurs déterminants de l'exercice d'une activité génératrice de revenus par les adolescent-e-s déscolarisé-e-s. Le projet d'avenir des adolescent-e-s déscolarisé-e-s, est significativement influencé par le lien de parenté avec le chef de foyer, le niveau de vie du foyer et le type du foyer.

Mots-clés : Projet d'avenir ; Insertion professionnelle ; Adolescent-e-s ; Travail ; Scolarisation.

FAMILY FACTORS AND THE “FUTURE” OF UNSCHOOLED TEENAGERS: OVERVIEW AND DETERMINANTS IN THE COMMUNE OF TCHAOUROU (BÉNIN)

Abstract

The situation of unschooled teenagers in the labor market seems particularly worrisome. This study is related to concerns about the social integration of adolescents and aims to identify the determinants of the future of out-of-school adolescents in the commune of Tchaourou. It specifically addresses, through a

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nested multinomial logit regression, two aspects of the “future” of adolescents out-of-school: economic activity and future plans.

The results show that the size of the household of residence and the financial support granted by parents/guardians are the key factors in the exercise of an income-generating activity by out-of-school adolescents. The future of adolescents out-of-school are significantly influenced by the relationship with the head of the household, the standard of living of the household and the type of household.

Key words: Future plans; Professional integration; Adolescent; Work; Schooling.

1. Introduction

Prenant la relève des Objectifs du millénaire pour le développement (OMD), les Objectifs de développement durable (ODD) couvrent un large domaine et devraient, s’ils sont atteints, nous rapprocher d’un monde meilleur. L’insertion des jeunes est au cœur des préoccupations des acteurs à divers niveaux (international comme national). Elle est par définition à l’intersection de dimensions sociale et professionnelle. Elle ne se résume pas à l’intégration en emploi et à un état figé, mais renvoie à un processus non linéaire qui mène à une autonomie sociale et une indépendance financière (Barlet, d’Aiglepiere, 2016). Selon les mêmes auteurs, les marchés du travail ne sont pas favorables aux jeunes et la croissance africaine crée insuffisamment d’emplois qui leur sont destinés. Au Bénin par exemple, malgré une croissance positive en 2012, le taux de participation des jeunes au marché du travail reste faible : moins d’un tiers (30,4 %) des jeunes sont actifs (Bureau international du travail, 2013). Par ailleurs, plus de la moitié des jeunes d’Afrique subsaharienne ne vont pas à l’école et leur place sur le marché de l’emploi est des plus limitées ; ces deux faits n’inspirent guère d’optimisme pour l’avenir [...] (Inoue, di Gropello, Sahin, Gresham, 2015).

Les jeunes en Afrique subsaharienne hors du système scolaire sont souvent les laissés-pour-compte des politiques d’intervention, du fait notamment que leur cas relève de multiples entités publiques (Banque mondiale, 2015). L’institution estime par ailleurs que des millions de jeunes âgés de 12-24 ans quittent l’école pour se retrouver confrontés à un avenir incertain, faute de qualifications professionnelles et de compétences pratiques.

Depuis les années soixante, le discours de plusieurs économistes et notamment de ceux qui adhèrent à la théorie du capital humain soutient que l’éducation constitue l’investissement le plus productif pour les stratégies de développement économique et social et pour le parcours professionnel des individus (Rousseau, 2007). Selon le même auteur, ce discours est reproduit dans le domaine politique de plusieurs pays, où l’éducation est vue comme une forme d’investissement qui accroît les chances sociales des jeunes et dont on peut vérifier la rentabilité à travers la rapidité d’insertion sur le marché du travail et les salaires perçus. S’il est donc vrai que les jeunes semblent être la principale cible dans les débats sur l’insertion professionnelle, il aurait été aussi intéressant de s’intéresser aux adolescent-e-s

déscolarisé-e-s pour lesquels le marché du travail devient un choix plausible. Dans le contexte de crise économique, Alladatin (2016) montre en effet que les jeunes générations entrent sur le marché du travail de plus en plus tôt, donc parfois à l'adolescence, mais que le parcours vers la stabilité professionnelle subit un allongement important comparativement à la génération des aînés. Cavagnoud (2008) estime que les situations qui poussent les adolescent-e-s sur le marché du travail sont multiples : la recherche d'une autonomie financière, le travail hors du cadre familial comme apport au budget du ménage, le travail pour la survie de la famille, le travail comme projet de vie alternatif³.

Notre étude s'intéresse au contexte particulier de la commune de Tchaourou au Bénin afin d'identifier les déterminants familiaux du devenir des adolescent-e-s déscolarisé-e-s. Nous nous intéressons à deux aspects du devenir des adolescent-e-s : l'exercice d'une activité économique⁴ d'une part et le projet d'avenir des déscolarisés inactifs d'autre part.

2. Retour à l'école, éducation extrascolaire, insertion sur le marché du travail : Quelle voie de recours pour les adolescent-e-s déscolarisé-e-s ?

La littérature distingue essentiellement trois voies de recours pour les adolescent-e-s : la rétention scolaire, le retour à l'école et l'éducation extrascolaire ainsi que l'insertion sur le marché du travail. Les deux dernières, que nous présentons ici, s'offrent en particulier aux déscolarisé-e-s.

2.1. Le retour à l'école et l'éducation extrascolaire

Les adolescent-e-s et jeunes peuvent quitter le système scolaire de façon temporaire ou définitive. Cela suppose qu'un éventuel retour dans le système éducatif est toujours envisageable, qu'il soit immédiat ou tardif. Comme le souligne Gasquet (2003), on peut s'attendre à ce que les jeunes sans qualifications puissent reprendre leurs études et ainsi acquérir une formation complémentaire après une première expérience professionnelle sur le marché du travail (Larguez, Mathey-Pierre, 2008).

En Afrique subsaharienne, l'enseignement extrascolaire prend généralement la forme de programmes d'apprentissage accéléré débouchant sur des équivalences ou une formation professionnelle et technique. Ainsi, ces programmes d'équivalence ou de seconde chance permettent aux jeunes déscolarisés de se qualifier tout en poursuivant leurs travaux et en honorant leurs obligations familiales (Inoue *et al.*, 2015, p. 83). C'est l'exemple du Programme de cours accélérés (PCA) mis en œuvre au Bénin avec l'appui du Fond des Nations unies pour l'enfance (UNICEF). Ces programmes sont davantage utiles lorsqu'ils offrent simultanément un développement des aptitudes cognitive et scolaire, une formation aux compétences nécessaires à la vie quotidienne (Inoue *et al.*, 2015, p. 84) et répondent aux besoins de chaque région.

³ Outre l'école, le travail est comme une autre façon de trouver une place dans la société.

⁴ Activité génératrice de revenus. Ce terme désigne ici toute activité effectuée contre un revenu en espèce ou en nature pendant une période de référence donnée.

2.2. L'insertion sur le marché du travail

Dans la majorité des pays d'Afrique subsaharienne, il existe des programmes visant à développer les capacités des adolescent-e-s et jeunes en particulier des déscolarisés, et augmenter ainsi leur chance de trouver à s'employer. Au Bénin, l'on note les programmes de formation professionnelle offerts par le centre Songhaï dans le domaine agricole, ceux de l'Organisation non gouvernementale Helvetas Swiss Intercooperation, les programmes du gouvernement tels que le Programme d'appui à l'emploi salarié (PAES) créé en 2007 ; le Programme d'appui à l'emploi indépendant (PAEI) créé en 2006 ; le Programme d'appui aux jeunes et aux petites et moyennes entreprises (PAJPME). Il faut notamment évoquer le programme pour la formation et l'intégration des jeunes à l'emploi (PFIJE) mis en œuvre et terminé depuis 2015, mais dont les résultats perdurent encore. Ce programme mis en œuvre au Bénin, au Mali et en Haïti visait à insérer sur le marché du travail des jeunes déscolarisés issus des milieux défavorisés. Il faut donc retenir que les actions ciblant spécifiquement les jeunes non scolarisés ou déscolarisés sont axées sur l'enseignement professionnel et les compétences utiles à la vie quotidienne (Inoue *et al.*, 2015, p. 75). Les formations et les aides à la création de micro-entreprises y sont parfois incluses. C'est dans cette même logique que Acapovi (2007, p. 16) estime que les dispositifs d'apprentissage traditionnel mis en œuvre dans les ateliers artisanaux et les micros et petites entreprises restent largement dominants dans tous les pays subsahariens. Ils sont caractérisés par la formation sur le tas qui consiste à acquérir, en situation de travail, les techniques de base nécessaires à l'exercice d'un métier.

3. Démarche méthodologique

Les données exploitées dans le cadre de notre étude proviennent de l'enquête réalisée dans la commune de Tchaourou (Bénin) par l'École nationale de statistique, de planification et de démographie (ENSPD) de l'Université de Parakou en 2017. La méthode d'échantillonnage utilisée est l'échantillonnage stratifié aléatoire. Notre population d'étude est l'ensemble des adolescent-e-s déscolarisé-e-s de la commune de Tchaourou. Nous avons travaillé sur l'échantillon des adolescent-e-s déscolarisé-e-s âgé(e)s de 12-19 ans.

Le devenir des adolescent-e-s déscolarisé-e-s est une variable obtenue à partir de deux autres variables : exercice ou non d'une activité économique et le projet d'avenir des adolescent-e-s déscolarisé-e-s. Elle prend la mention « Actif⁵ » si l'adolescent-e déscolarisé-e exerce une activité économique et « Inactif » si non. Dans ce dernier cas, elle renseigne le projet d'avenir de ce dernier dont les modalités sont : le retour à l'école, la formation professionnelle, aucun projet d'avenir actuel.

Cette étude a l'avantage d'appréhender les déterminants familiaux de l'exercice d'une activité génératrice de revenus de ces adolescent-e-s et du choix de

⁵ Est considéré comme actif, tout adolescent/adolescente qui exerce une activité économique (ici, entendre par activité génératrice de revenus). Ainsi, un adolescent/adolescente n'exerçant aucune activité économique est considéré comme inactif. Ces termes doivent considérer comme tel dans cet article.

ces derniers en ce qui concerne leur projet d'avenir. Nous avons utilisé, suivant une approche quantitative, les méthodes d'analyse descriptive (univariée et multidimensionnelle) et explicative (le modèle multinomial emboîté). Les analyses descriptives ont permis de faire une description de l'échantillon des adolescent-e-s déscolarisé-e-s dans le but d'identifier les facteurs associés susceptibles d'influencer leur devenir. Toutefois, les méthodes descriptives ne permettent pas de mesurer l'influence d'un facteur. Nous avons donc mis en œuvre le modèle multinomial emboîté afin d'affiner les résultats suggérés par l'ACM et ainsi d'identifier les réels déterminants du devenir des adolescent-e-s déscolarisé-e-s de l'arrondissement de Tchaourou.

Spécification du modèle logit multinomial (emboîté)

Nous suggérons ici une technique économétrique adéquate d'analyse du devenir des adolescent-e-s déscolarisé-e-s. Généralement, le modèle logit multinomial (LM) est utilisé pour les cas de figure où la variable d'intérêt est polytomique⁶. Cependant, ce modèle exige une hypothèse dite d'indépendance des alternatives non pertinentes (IIA). L'IIA suppose que les pourcentages de chance de faire tel ou tel autre choix sont indépendants les uns des autres dans le modèle LM. Ainsi, le choix d'un projet d'avenir ne repose pas exclusivement sur l'observation des attributs de ce dernier et de ses éventuelles interactions avec les caractéristiques de l'individu, de son foyer ou du contexte dans lequel il s'y trouve ; ce que suggère l'IIA. Il dépend aussi du nombre d'autres choix possibles, des attributs de ceux-ci et de leurs interactions avec ces caractéristiques. Selon Combarous (1999, p. 4), cette hypothèse d'IIA est commode pour ce qui est des estimations, mais elle ne constitue pas forcément une restriction pertinente dans certains cas (le cadre de l'étude de l'offre de travail par exemple). Par ailleurs, comme le soulignait McFadden, l'expérience empirique montre que le modèle LM est relativement robuste dans de nombreux cas pour lesquels la propriété d'IIA est pourtant théoriquement peu plausible (Combarous, 1999, p. 3).

Plusieurs extensions du modèle LM ont été développées, toutes cependant, avec une solution générale autorisant des corrélations entre les termes d'erreurs des alternatives (Nga Ndjobo, Abesolo, 2007, p. 8). Si on veut résoudre la violation de la propriété IIA, et donc prendre en compte la dépendance qui existe entre les différentes alternatives, une solution serait de travailler avec plusieurs niveaux de décision, c'est-à-dire de modéliser une structure hiérarchisée des choix : on appelle ce modèle le logit multinomial emboîté (LME). Le modèle LME est de plus en plus utilisé dans la pratique et cela peut se justifier par son habileté à prendre en compte dans l'analyse, les similarités entre les pairs d'alternatives. L'hypothèse d'IIA est maintenue à l'intérieur de chaque sous-ensemble, mais la variance peut différer entre les différents sous-ensembles. Le processus du modèle logit multinomial emboîté s'adapte ainsi à une violation ou un relâchement partiel de la propriété d'IIA.

⁶ Une variable polytomique est une variable qui prend plusieurs modalités selon les choix de l'individu.

Si nous faisons référence au cas de notre étude, celle de la décision en matière d'« Activité économique/Projet d'avenir », on s'aperçoit qu'elle comporte deux étapes, un premier niveau exprimant la situation économique actuelle et l'autre exprimant une situation plutôt envisagée conditionnellement au choix fait au premier niveau. Le modèle logit multinomial (emboîté) s'adapte bien au cas de cette étude pour expliquer le devenir des adolescent-e-s déscolarisé-e-s.

La spécification mathématique du modèle LME traduisant, tout comme le modèle logit multinomial, la probabilité de faire un choix donné de projet d'avenir sachant qu'il n'exerce pas une activité est évaluée à partir de l'équation suivante :

$$Prob(Y_i = j|p) = \frac{\exp(\beta'_j z_i)}{\sum_{k=1}^3 \exp(\beta'_k z_i)}$$

La différence entre les modèles LM et LME intervient au niveau de la façon dont est évaluée la probabilité de ne pas travailler. Cette probabilité devient :

$$Prob(Y_i = 0) = \frac{\exp(\beta'_0 z_{i0})}{\exp(\beta'_0 z_{i0}) + \exp(\delta I_i)} \quad \text{avec } I_i = \ln(\sum_{k=1}^3 \exp(\beta'_k z_i))$$

et l'indice i désigne un individu ($i=1, \dots, n$), n étant la taille de l'échantillon.

Dans cette formulation, le vecteur z_{i0} correspond à un ensemble de variables propres à l'explication du choix de participer ou pas au marché du travail. Ces variables peuvent différer de celles utilisées pour expliquer le choix d'un projet d'avenir. Le terme I_i désigne la valeur inclusive pour le sous-groupe de choix concerné (ici le choix des projets d'avenir). Dans cette formulation, si $\delta = 1$, le modèle LME se réduit à un modèle LM standard. Ainsi, c'est en permettant au coefficient δ d'être différent de 1 que le modèle relâche l'hypothèse d'IIA. Elle est maintenue entre les choix appartenant à un même sous-groupe, mais relâchée entre les sous-groupes. La probabilité de faire tel ou tel autre choix de projet d'avenir s'écrit comme suit :

$$Prob(Y_i = j) = Prob(Y_i = j|p)(1 - Prob(Y_i = 0))$$

Les paramètres du modèle peuvent être estimés par les méthodes usuelles de maximum de vraisemblance. Par ailleurs, le paramètre δ peut servir à tester l'hypothèse d'IIA. En effet, un test de l'hypothèse nulle $\delta = 0$ constituera un test efficace de la persistance de cette dernière dans le modèle LM.

4. Les adolescent-e-s déscolarisé-e-s de l'arrondissement de Tchaourou : description des répondants

Avant l'analyse proprement dite des déterminants du devenir des adolescent-e-s déscolarisé-e-s, nous avons jugé intéressant d'explorer les caractéristiques de ces adolescent-e-s qui ont fait l'objet de cette étude. Le tableau 1 présente la répartition des adolescent-e-s déscolarisé-e-s selon le village/quartier de résidence, le sexe, l'âge, le statut (actif/inactif) et le projet d'avenir.

Tableau 1. Répartition des adolescent-e-s déscolarisés selon le village/quartier de résidence, le sexe, l'âge, le statut (actif/inactif) et le projet d'avenir des adolescent-e-s déscolarisé-e-s.

Caractéristiques	Effectif des adolescent-e-s déscolarisé-e-s	Fréquence (%)
Village/Quartier		
Guinirou	39	13,68 %
Oké Lagba	34	11,93 %
Tchaourou Centre	65	22,81 %
Boronè	33	11,58 %
Worogui	46	16,14 %
Papanè	68	23,86 %
Ensemble	285	100 %
Sexe		
Masculin	76	26,67 %
Féminin	209	73,33 %
Ensemble	285	100 %
Âgé de l'adolescent-e		
12 - 14 ans	66	23,16 %
15-17 ans	108	37,89 %
18-19 ans	111	38,95 %
Ensemble	285	100 %
Exercice d'une activité génératrice de revenus		
Actif	109	38,25 %
Inactif	176	61,75 %
Ensemble	285	100 %
Projet d'avenir des inactifs		
Projet de retour à l'école	29	16,48 %
Projet de formation professionnelle	123	69,89 %
Aucun projet actuel	24	13,64 %
Ensemble	176	100 %

Cette étude porte sur un échantillon de 285 adolescent-e-s déscolarisé-e-s des milieux ruraux (45,26 %) et semi-urbains (54,74 %) de l'Arrondissement de Tchaourou. L'échantillon est constitué majoritairement des adolescent-e-s déscolarisé-e-s résidents dans les zones de Papanè (23,86 %), de Tchaourou centre

(22,81 %) suivi de Worogui (16,14 %). Les zones les moins représentées dans l'échantillon sont les zones d'Oké Lagba (11,93 %) et de Boronè (11,58 %).

La répartition des adolescent-e-s déscolarisé-e-s selon le sexe suggère une forte présence du sexe féminin ; les filles représentent près de 73 % de l'échantillon.

Cette féminisation de l'échantillon s'expliquerait par le fait que les adolescentes seraient soumises en milieu scolaire à des risques tels que les harcèlements et les grossesses impliquant certainement des performances scolaires moins convaincantes qui pourraient conduire à leur déscolarisation massive.

Par ailleurs, on note une forte présence des adolescent-e-s d'âges élevés : 18-19 ans (38,95 %). La moitié des adolescent-e-s déscolarisé-e-s ont au moins 17 ans. Ces résultats témoignent du bien-fondé de l'intérêt porté à leur insertion, dans un contexte où ces derniers sont susceptibles d'entrer précocement sur le marché du travail.

5. Que font les « ados » après la déscolarisation : exercice d'une activité professionnelle et projet d'avenir

Cette partie décrit le « devenir » des adolescent-e-s déscolarisé-e-s. Il ne s'agit pas du parcours professionnel de ces derniers, mais plutôt une photographie instantanée de leur situation suivant deux modalités : l'exercice d'une activité et le projet d'avenir. En effet, plus de trois adolescent-e-s déscolarisé-e-s sur cinq de l'arrondissement de Tchaourou sont inactifs, soit 61,75 %. Ces derniers n'exercent donc aucune activité génératrice de revenus au moment de la période de l'enquête. Cependant, la majorité (69,89 %) des déscolarisés inactifs désire faire une formation professionnelle contre seulement 16,48 % qui projettent de retourner à l'école. Il faut noter cependant que 13,64 % de ces adolescent-e-s inactif-ve-s n'ont aucun projet d'avenir précis au moment de l'enquête. Ces résultats suggèrent que la formation professionnelle constitue l'une des voies de sortie auxquelles font souvent recours les adolescent-e-s sorti-e-s temporairement ou définitivement du système éducatif et en majorité sans aucune activité génératrice de revenus.

De façon générale, l'analyse descriptive montre une féminisation de l'échantillon des adolescent-e-s déscolarisé-e-s, une forte représentativité des zones de Papanè, de Tchaourou et de Worogui et une dominance des adolescent-e-s d'âges élevés. En ce qui concerne l'activité des adolescent-e-s au moment de la période de l'enquête, l'on retient que peu exercent déjà une activité génératrice de revenus ou ont déjà reçu une formation professionnelle. Toutefois, l'on note une proportion relativement importante de déscolarisés qui souhaitent faire une formation professionnelle en vue d'une éventuelle insertion sur le marché du travail. Les résultats suggèrent cependant que très peu désirent retourner à l'école pour compléter leur étude jusque-là inachevée. Cela suggère que l'achèvement de la scolarité en vue de l'obtention de « grands diplômes » reste un choix plutôt qu'un défi, bien qu'il soit possible que ce choix subisse l'influence d'autres facteurs.

6. Les facteurs familiaux associés au devenir des adolescent-e-s déscolarisé-e-s

Nous avons donc réalisé une ACM sur sept variables (15 modalités) parmi lesquelles une est mise en illustratif (la taille du foyer de résidence de l'adolescent).

6.1. Choix du plan factoriel et interprétation des résultats

La particularité de l'ACM n'impose pas une grande rigueur quant à la sélection des axes factoriels retenus pour l'analyse. L'analyse se fera dans le plan factoriel formé par les deux premiers axes (axe 1 et axe 2). Ces deux axes représentent 29,95 % de l'inertie totale du nuage.

L'analyse compte après apurement 15 modalités actives. Pour chaque axe, le pourcentage d'inertie théorique moyen expliqué par chaque modalité (contribution moyenne) est de 6,66 %. On constate sur l'axe 1 que les contributions varient de 0,33 % à 21,13 % et de 0,01 % à 22,62 % sur l'axe 2. Seules les modalités dont la contribution est élevée sont à considérer pour l'interprétation d'un axe ; c'est-à-dire celles dont la contribution est supérieure à 6,66 %.

En se basant sur la contribution absolue ou relative des modalités, les contributions des modalités actives à considérer pour l'interprétation des deux axes sont consignées dans le tableau 2. Il contient les libellés des variables et celui des modalités, les contributions absolues et les cosinus carrés ainsi que l'axe sur lequel la modalité est significative.

Tableau 2. Contributions des modalités mieux représentées dans le premier plan factoriel

Libellés	Contributions	Cosinus carrés	Axe
Devenir			
Actif	14,72	0,3	2
Aucun projet d'avenir	14,17	0,23	1
Projet de formation professionnelle	22,62	0,49	2
Projet de retour à l'école	17,55	0,28	1
Financement octroyé à l'adolescent-e			
Financement insuffisant	19,27	0,36	2
Financement suffisant	10,10	0,36	2
Lien de parenté avec le chef du foyer de résidence⁷			
Fils/Fille	-	-	-
Autre lien	-	-	-
Activité du chef foyer			
Chef foyer inactif (aucune activité)	12,42	0,21	1
Chef foyer actif (une seule activité)	-	-	-
Chef foyer actif (plus d'une activité)	9,11	0,13	2
Type de foyer de résidence			
Foyer non polygame	8,66	0,23	1

⁷ Les deux modalités de cette variable sont mieux représentées sur les axes 3 et 5

Foyer polygame	7,36	0,23	1
Niveau de vie du foyer de résidence			
Non pauvre	21,13	0,42	1
Pauvre	7,82	0,42	1

On constate que sept modalités représentant 89,12 % de l'inertie de l'axe 1 contribuent fortement à l'inertie expliquée par ce dernier et sont bien représentées. Quant à l'axe 2, les cinq modalités bien représentées expriment 75,82 % de l'inertie totale de cet axe.

6.2. Analyse suivant l'axe 1

Ce premier axe factoriel oppose principalement deux groupes. D'une part, les adolescent-e-s actifs/actives, dont le chef de foyer exerce plus d'une activité et qui estiment que le soutien financier qui leur est octroyé est insuffisant. D'autre part, l'on a les adolescent-e-s qui souhaitent faire une formation professionnelle et qui estiment que le soutien financier qui leur est octroyé est assez suffisant pour couvrir leur besoin.

6.3. Analyse suivant l'axe 2

Quant à cet axe factoriel, il oppose également deux groupes d'adolescent-e-s. D'une part, les adolescents qui n'ont aucun projet d'avenir au moment de l'enquête, qui proviennent des foyers pauvres, polygames et dont le chef de foyer est inactif. D'autre part, l'on retrouve les adolescent-e-s qui résident dans des foyers non polygames, non pauvres et qui projettent de retourner à l'école.

La taille du foyer de résidence de l'adolescent, variable mise en illustratif, est négativement corrélé avec le deuxième axe factoriel. La figure n° 1 suggère que les adolescent-e-s déscolarisé-e-s actifs proviendraient des foyers de taille relativement faible. Cependant, ceux qui projettent faire une formation professionnelle proviendraient de foyers de taille relativement plus élevée.

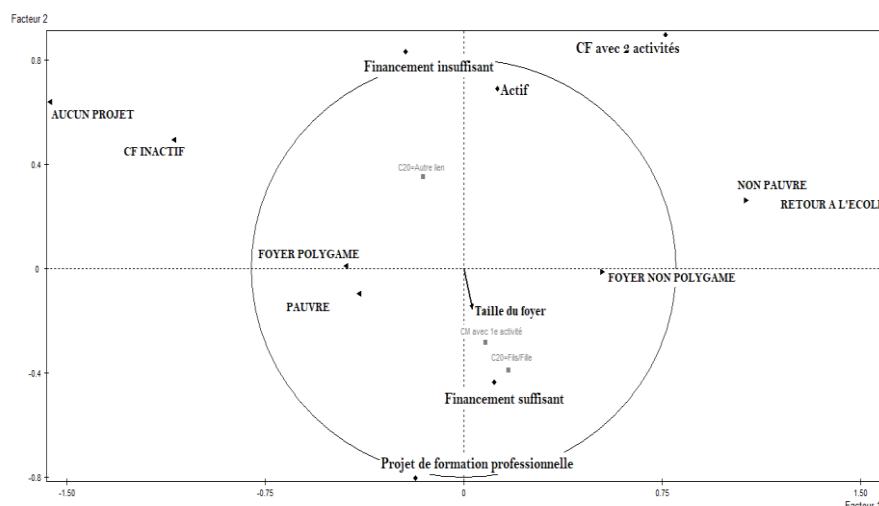


Figure 1. Analyse des Correspondances Multiples sur le premier plan factoriel

Ainsi, l'activité du chef, le niveau de vie, le type et la taille du foyer de résidence des adolescent-e-s ainsi que le soutien financier octroyé à ces derniers sont susceptibles d'influencer leur devenir. Nous avons ainsi postulé un modèle explicatif pour affiner les résultats que suggère l'ACM.

7. Les déterminants familiaux du devenir des adolescent-e-s déscolarisé-e-s de la commune de Tchaourou

Le tableau 3 présente l'estimation des coefficients du modèle du devenir des adolescent-e-s déscolarisé-e-s.

Tableau 3. Estimation logistique multinomiale emboîtée des coefficients du modèle du devenir des adolescent-e-s déscolarisé-e-s (Coefficient, odds ratio et degré de significativité)

Variables (modalité mise en référence)	Offre de travail		Projet d'avenir ⁸	
	Exercice d'une activité	Retour à l'école	Formation professionnelle	
Coefficient (Odds ratio) degré de significativité				
Soutien financier à l'adolescent-e (Financement suffisant)				
Financement insuffisant	0,639 (1,895) ***	-	-	-
Taille du foyer (continue)				
Taille du foyer	-0,1 (0,904) **	-	-	-
Lien de parenté (Autre lien)				
Fils/Fille		1,47 (4,35) **	1,147 (3,148) **	
Niveau de vie du foyer (Pauvre)				
Non pauvre	-	2,072 (7,946) **	0,991 (2,695)	
Type de foyer de résidence (polygame)				
Non polygame	-	1,772 (5,887) ***	0,911 (2,487) *	
Constante	-0,146	-1,727***	0,753 **	
Nombre d'observations : 285				
Éléments d'adéquation et de diagnostic	Chi2 (2) = 11,87		Nombre d'observation : 176	
	Prob > chi2 = 0,0026		Chi2 (6) = 26,59	
	Degré de liberté = 10		Prob > chi2 = 0,0002	
	Log vraisemblance = -183,66029		Degré de liberté = 22	
Pseudo R2 = 0,0313				

*** : significatif au seuil de 1 % ; ** : significatif au seuil de 5 % ; * : significatif au seuil de 10 %.

⁸ Pour cette variable, la modalité « Aucun projet d'avenir » est la modalité de base dans le modèle.

Toutes les variables du modèle permettent d'expliquer au moins un segment⁹ du devenir des adolescent-e-s déscolarisé-e-s. On note ainsi deux groupes de facteurs explicatifs ; les déterminants familiaux de l'exercice d'une activité économique d'une part et les déterminants du projet d'avenir d'autre part.

8. Les déterminants de l'exercice d'une activité économique

Les résultats montrent que le soutien financier octroyé aux adolescent-e-s déscolarisé-e-s ainsi que la taille de leur foyer de résidence influencent significativement le devenir de ces derniers.

En effet, lorsque les adolescent-e-s estiment que le soutien financier octroyé par les parents/tuteurs est insuffisant, ils ont plus de chances d'être actifs. En terme quantitatif, ces adolescent-e-s ont 1,89 fois, soit 89 %, plus de chances d'être actifs que leurs homologues qui estiment que le soutien financier octroyé est assez suffisant pour couvrir leur besoin.

L'autre facteur familial qui intervient de par son influence sur l'exercice d'une activité économique est la taille du foyer dans lequel vivent les adolescent-e-s. En effet, les chances des adolescent-e-s de devenir actif diminuent lorsque la taille du foyer augmente. Plus précisément, du point de vue quantitatif, lorsqu'on passe d'un foyer à un autre ayant un individu de plus, les adolescent-e-s déscolarisé-e-s ont 0,9 fois, soit 10 %, moins de chances d'être actif. Cela pourrait s'expliquer par le fait que l'aide qu'apportent les parents à leurs enfants pour les aider à s'insérer dans la vie active diminue avec la présence de nouveaux enfants, synonyme de nouvelles charges et donc de nouvelles dépenses.

9. Les déterminants du projet d'avenir des adolescent-e-s déscolarisé-e-s

Le lien de parenté avec le chef, le niveau de vie et le type du foyer de résidence sont les facteurs qui déterminent le projet d'avenir des adolescents déscolarisé-e-s de l'arrondissement de Tchaourou. En effet, lorsque les adolescent-e-s vivent chez leurs parents, ils ont plus de chances de retourner à l'école que ceux qui résident dans des foyers dirigés par des personnes autres que leurs parents. Plus concrètement, lorsqu'on passe de la catégorie des enfants qui résident dans des foyers dirigés par des personnes autres que leurs parents à ceux qui résident dans leur propre foyer (celui de leurs propres parents), les chances d'envisager retourner à l'école ou de faire une formation professionnelle sont respectivement 1,47 et 1,14 fois plus grandes (Soit 47 % et 14 % respectivement).

De plus, les adolescent-e-s déscolarisé-e-s ont plus de chances d'envisager retourner à l'école lorsqu'ils vivent dans des foyers non pauvres ou non polygames. En termes quantitatifs, ceux qui résident dans des foyers non pauvres ont deux fois plus de chances d'envisager un retour à l'école comparativement à leur homologue vivant dans des foyers pauvres. Le type du foyer dans lequel réside l'adolescent-e influence également son projet d'avenir. Ainsi, lorsque l'adolescent-e réside dans un foyer non polygame, il/elle a 5,8 fois plus de chance de retourner à l'école.

⁹ Les possibilités de choix liés à l'exercice d'une activité ou au projet d'avenir.

10. Conclusion

Dans le contexte d'étude, la taille du foyer de résidence et le soutien financier octroyé par les parents/tuteurs influencent significativement l'exercice d'une activité génératrice de revenus par les adolescent-e-s déscolarisé-e-s de l'arrondissement de Tchaourou. Dans le même temps, le lien de parenté de l'adolescent-e avec le chef de foyer, le niveau de vie du foyer et le type du foyer de résidence de ce dernier influencent son projet d'avenir. Ces résultats suggèrent que les choix des adolescent-e-s quant à leur devenir restent influencés par le milieu familial où la décision incombe parfois, et non toujours, au chef de foyer et dépendrait des stratégies de survie développées au sein du foyer.

Nos résultats suggèrent que les déterminants de l'exercice d'une activité économique des adolescent-e-s déscolarisé-e-s soient dissociés des déterminants du projet d'avenir de ces derniers. Cependant, il semble plus globalement que la crise économique persistante en Afrique de l'Ouest et au Bénin en particulier depuis plus de 3 décennies conduisent les populations vers des stratégies de survie se traduisant chez certains adolescent-e-s par une déscolarisation qui précipite l'entrée sur le marché du travail. Pour d'autres les perspectives d'avenir sont véritablement plombées par des déterminants étroitement liés avec la raréfaction des ressources financières au sein du cercle familial.

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DEFICIENCIES IN THE CURRENT PRE-UNIVERSITY EDUCATION AND FIELDS OF EDUCATIONAL PROJECTS, FROM THE PERSPECTIVE OF FUTURE TEACHERS*

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Abstract

The article analyzes a number of tendencies of current education and summarizes ideas that are in the area of concern of the students who are preparing to become teachers. The quality of the education system is related to the value of the students' learning outcomes, but it is also conditioned by the convergence of the educational initiatives. From the perspective of the students who have experience in psycho-pedagogical studies and who fathom applied fields, a number of existing or potential problems are validated. Thus, the students indicated as the main deficiencies, that require initiatives: absenteeism, poor results in learning in the fields of science, technology, insufficient digital skills and curricular overload.

There is a consonance between the titles or lists of proposals of future teachers and the directions of educational policy, and the practical accomplishment of the actual projects requires, first of all, analyzes and group debates, from those who are preparing to initiate educational projects. In addition to the main problems, considered deficient, we were interested in the propositions of concrete solutions, and although students had some contagions with the titles of certain projects already implemented in Romania, they used formulations that highlighted the qualities of a desirable education: participatory; restructured/recovered; electronic; community-oriented; extracurricular; curricularly developed. The effects of the pandemic situation between 2020-2022, in education, have led the future teachers to become aware of the role the projects that integrate interdisciplinarily, information and communication technologies have.

Key words: Quality improvement; Romanian pre-university education; Deficiencies; Areas of interest; Educational projects.

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1. The quality of education - the result of certain educational strategies and projects

The period of social-political and economic transition that Romania is going through also has an impact in the field of education. Quality analyzes are being made by reporting to the level of satisfaction offered to the beneficiaries by the effectiveness of the educational offer in the field of vocational training and education, by achieving the required standards and excellent results. In order to assess quality, reference is made to sustainable development in education (Sterling, 2001), to the need of increasing the efficiency and performance of the educational systems, to meet the expectations of the beneficiaries as well as the standards required by the institutions of control, such as Total Quality Management (Sallis, 2014), to improve the outcomes (Glewwe, Muralidharan, 2016).

According to the Eurydice Report of 2022, the developments and current policy priorities for pre-university education are the following: ensuring equity in education; supporting the teaching career; professionalizing the educational management; developing the vocational and technical education; developing early education that is accessible to all; modernizing the curriculum and assessment; supporting education in the languages of national minorities; ensuring the financing and modernizing of the infrastructure; accomplishing the digital transformation of education; improving the transition from upper secondary to tertiary education; developing lifelong learning; developing the international dimension of the Romanian pre-university education.

Among these directions, the future teachers for non-compulsory education can be directly attributed their contributions to ensuring equity in education, to developing the vocational and technical education, to the decentralized application of certain ways of modernizing the curriculum and assessment, to the implementation of digital technologies in specialized disciplines, to supporting students in their transition to higher education.

2. Deficiencies of the Romanian education

The Education Barometer of 2018 (p. 18) identifies as problems of the Romanian education system: student indiscipline (19.2%); corruption, reported by the students (16.5%); the low salaries of the teachers (10.1%); the indifference of the teachers or the lack of professional motivation (8.4%); the inadequate endowment of schools (8.1%). A significant part (13.5%) of the total number of people included in the study did not offer assessments (non-responses).

In the Report on Educated Romania (2020), two main deficient aspects of the Romanian education are pointed out: the reduced access and the low quality of the educational act. The statistics cited are that 44% of students are functionally illiterate, negatively affecting their future participation in social and economic life. There are a number of improvement measures, of which we note: increasing access to and participation in quality education for all children, regardless of the environment they live in; lowering the early school leaving rate to the average level in the European Union; the significant decrease in the rate of functional illiteracy in

15-year-olds; increasing the quality of services provided in schools; the permanent monitoring of the educational path of each child and the immediate identification of the necessary remedial measures; inclusively from the perspective of extracurricular activities; supporting the students with the skills to achieve excellence, promoting interculturality and ethnic diversity in projects.

Therefore, among the many deficiencies, with a great impact for the current education, there is the issue of absenteeism and school dropout, as well as the awareness of the need to use more effectively modern ways of teaching.

As for dropping out of school, it is determined by a complex set of causes, of a different nature. In the study coordinated by Fartușnic (ed., 2012, pp. 53-54) the authors identified three main categories of determinants of dropout: individual, family-related, school-related. The individual factors include: low motivation to learn, learning difficulties, special educational needs, poor health. Among the family factors there are mentioned: very low subsistence income, low level of education of the parents, lack of minimum living conditions, negative attitude of the family towards school, performing lucrative activities, dropout situation with older siblings, unemployment of the parents, the type of disorganized, reorganized or single-parent families, the situation of the child placed in the care of the grandparents, the fact that that child is institutionalized. The school factors are represented by: poor school results, low attendance/high absenteeism, low participation in activities, school year failure in previous years, isolation from classmates, registration of failures in several disciplines, the existence of deviant behavior, etc.

To this old deficiency we could add the effects of pandemic changes, which brought to light the lack of digital skills, the shortcomings of the exclusive use of online learning platforms, which brought into question some socio-emotional issues and the need for non-formal education. Thus, Botnariuc *et al.* (2020, pp. 46-47) concluded that in the online education system "Regardless of how performant the technical framework can be, the skills of teachers, the degree of adaptation of the content to the new context, the process of teaching, learning, assessing is diminished, loses consistency, quality, naturalness", and "the generalist 'computerization' of education, through the formation of beginners digital skills, is not enough for the establishment of virtual learning; transformations are needed at the teaching level, through focus for contexts designed specifically for this purpose". In fact, regarding the use of digital technologies, compared to the face-to-face system, the relativity or coexistence of advantages and disadvantages has long been recognized by several authors (Beard, Harper, 2002; Cavey, Gregory, 2002; Frederickson, Red, Clifford, 2005; Manochehri, Young, 2006, *apud* Li, 2010, p. 30). The perspective of the teachers is that the experienced benefits have contributed to the identification of some alternative resources, by collaborating with other educational factors.

Regarding the development of educational projects, as non-formal activities, their contribution and usefulness for increasing the quality of the educational activity has been proven. For example, Eccles *et al.* (2003), showed that: a) The participation of students in all types of extracurricular activities is correlated with the increase of their school results; b) The participation of students in sports, administrative or club

type activities creates a higher probability for students to attend a college; c) The participation in prosocial activities is correlated with the decrease in delinquency among the participating children.

3. Identifying the issues that can be addressed through educational projects

Project management (Ghergut, Ceobanu, 2009) has a whole foundation, which is focused on the design-implementation-evaluation cycle. Projects are a coherent set of activities, which are designed and organized with the intention to achieve well-defined objectives and results. Mogonea reveals a broadened meaning of the educational projects and programs, such as “the wide range of (intentional) approaches of some public institutions (including the Ministry) and/ or private ones (including Non Guvernamental Organisations), through which certain educational goals and objectives are pursued, usually complementary/ collateral to formal, official educational programs.” (2013, p. 176). Therefore, educational projects apply to non-formal and/ or informal education. As Ilin (2008, p. 349) pointed out, “The most obvious feature of a project is that it must achieve a goal. But the most useful thing is to think of the project as a tool for change”.

In recent years, the orientation of education has evolved under the influence of fundamental social, economic and political changes. Educational school projects are the natural result of these changes (Anghelache, 2012) that have occurred in the life of school organizations as a result of the implementation of the democratization process (Wilhelm, 2000), of ensuring equity (Pfeffer, 2015, Robinson, Phillips, Quennerstedt, 2020) and of reforming the pre-university education system.

Identifying an issue that could be addressed through a project is an important phase, during which specific ideas, relating to the framework established by the national strategy papers, are stated. As a first step, the issues, needs and interests of the possible interested factors are analyzed. In order to correctly identify and analyze a problem, we must start with a detailed analysis of the existing situation in the field of interest. A fact, an existing socio-educational condition becomes a problem when it is considered harmful by several people.

In our opinion, as a favorite topic for educational projects initiated by teachers, we can observe certain tendencies of modernizing education, through: the multiple correlation of certain areas of teaching; the promotion of collaboration, interactivity; the advocacy of diversity and pluralism; the manifestation of openness to flexible, non-formal education; the recognition of multiple pathways in the field of teaching and learning profiles; the practical approach, the experiential learning; addressing ethical and aesthetic issues; the recognition of multicultural diversity; intertwining the teaching activity with counseling in life issues; the discovery of unconventional learning places and new tools (including digital ones).

According to Bulat (2011, p. 9), “Identifying a project requires the analysis of the existing problems, of the difficult situations that need to be removed”. The methodological indications given by the author propose discussions, surveys, the organization of focus groups, so as to make sure that the problem is a real one and that

it is a priority. There is certainly the need for preparing in choosing the issue, through discussions with the beneficiaries, through reviewing the existing experiences (projects, reports, statistics), even with specialists or community members.

The role of the teacher interested in educational projects focuses more on what, from a constructivist perspective, means animating the class of students (Johnson, Mc Elroy, 2010). These are a series of qualities that are subsumed by the animating intervention of the teacher – “edutainer” (*idem*, p. 23): to use respect, relationships and responsibility more, to be competent, organized, practical, passionate about teaching, close, focused on student success, transparent, to have the power to influence them.

4. The design of the accomplished investigation

We consider the assessment of the perceptions of students – future teachers a first step in forming the skills of writing educational projects, which is a challenge to get out of the sharp criticism of the education problems, by stimulating the assault of constructive, resolute ideas. Those titles that have the role of determining the positive and significant changes in education, in the sense of developing and increasing school results, for priority and relevant needs for teachers, students and the community are found to be interesting. In building such a premise, we took into account what is recommended after the period of suspension of activities: remedial activities and authentic socialization (Dalu, ed., 2021). The training department for future teachers and the potential targeted students are from the South-West Oltenia region, where was found (*idem*, 2021) that students were vulnerable to the technical problems of the online communication, and those in the 12th grade have complained of school fatigue. Very few students felt that they had free time (*ibidem*, 2021). Thus, it would be appropriate that now, when we are returning to face-to-face activities, the outdoor activities, the remedial ones to be even more beneficial so as to counterbalance the lack of direct contact between teachers and students and to support the emotional rebalancing of the students.

In building our hypothesis, we took into account the fact that the success of institutional development projects (Androniceanu, 2004) depends primarily on internal factors, which start from a careful planning and from addressing the real issues of the target group. The purpose of the investigation was to identify perceptions and opinions of students on deficient issues, for their reconversion into areas of improvement intervention. The data collection took place during the return to face-to-face activities in university education, in March 2022, and the sample was a natural one, composed of 65 master students, in their second year.

The actual hypothesis was that for future teachers with applied master specializations, who already have experience in the initial training program (basic psycho-pedagogical, didactic and practical instruction) and who become familiar with Educational Project Management, through personal reflections and group re-evaluations, it is possible to relevantly identify certain issues at national level and to propose resolving titles.

The sample of subjects who agreed to participate in the micro-research included a series of specializations, presented in Table no. 1.

Table 1. The distribution of the students in the sample according to specializations

Specialization	No.	Specialization	No.	Specialization	No.
Management in Agritourism and Food Quality	4	Theology and culture	6	Applied Mathematics	8
Environmental protection in Agriculture	1	Conservation and restoration	4	Information System for e-Business Advanced Techniques of processing information	12
Food safety and Consumer protection	2	Regional development and social intervention	2	Modern vehicle design Design and Manufacturing in Automotive Engineering	7
The natural ecosystem evolution and the conservation of Biodiversity; The Ecological Management of the Natural Resources	3	Romania in the European history; National and Euro-Atlantic Security	4	Physics	4
Vine-wine expertise	1	Philosophy applied in organisations and business environment; Public Administration	3	Tourism and sustainable development	4

The method we used was the conversation and an adaptation of the Delphi technique (in which, based on the documentation on the approached topic, the students first answered the question related to the deficiencies, and in the second round, after they were pointed out the answers collected from all the other participants, through joint analysis, they were encouraged to review their responses, depending on the consensus reached in the group and with the trainer). Thus, the task given to the subjects, in the first phase, was to identify three problems of the contemporary education that would require institutional projects/ initiatives. After the elaborated

answers were inventoried, the students were invited to choose the ones they considered stringent and relevant, proposing related, suggestive program titles.

5. The results obtained. Presentation and discussions

5.1. The identifications of the students covered first of all, the basic elements, related to the educational effectiveness, consisting in the learning outcomes of the students, but also the curricular components, as well as those related to the material endowments, the investment in human resources development (students and teachers, their motivation) or the extension and diversification of community relations.

The identification of the problems allowed a multiple answer, and the problems identified by the students and the weight of their validation in the whole sample were:

- a) Absenteeism: 92% of the respondents
 - Absenteeism and school dropout, the phenomenon of early school leaving
 - Insufficient knowledge base, falling behind, failure to complete tasks, homework
 - Lack of intellectual work techniques, lack of using reading, proper illiteracy, functional illiteracy, superficial or mechanical learning
 - Insufficient learning in more complex fields, specific to high school education (mathematics, computer science, physics, mechanics, logic-argumentation, etc.), which requires the promotion of STEAM education (science, technology, engineering, arts and mathematics).
- b) Insufficient digitization: 86.1% of the respondents
 - Difficult adaptation, out of phase with technological evolution, outdated material endowments of schools
 - Skills gaps as opposed to the rapid evolution of digital technology
 - Impairment of health in children, young people, adults.
- c) Socio-educational inequity: 66% of the respondents
 - Poverty of the students' families
 - Difficulties in integrating children with attention deficit, children with behavioral problems
 - School schedule and overloaded homework
 - Bureaucratic impediments to exert certain rights or the freedom of expression.
- d) Lack of free time, extracurricular activities: 61% of the respondents
 - Insufficient free time
 - Insufficient entrepreneurial initiatives
 - Lack of preparation for extreme situations, such as first aid
 - Irresponsible behavior in relation to the environment
 - Ignorance/ poor valorization of the cultural heritage.
- e) Poor bonding: 46% of the respondents
 - Poor communication with the students
 - Lack of politeness, respect in bonding, the crisis of relational and life models
 - Self-centeredness and promotion of competition
 - Manifestation of juvenile delinquency, harassment

- School bullying, aggression between students
- The use of outdated teaching methods, non-democratic practices in schools.
- f) Inefficient curriculum: 18.4% of the respondents
 - Information overload of the school curricula
 - Perishability of school curriculum content
 - Lack of pragmatism
 - Insufficient free time.

In relation to the total of 241 proposals initially made by the 65 subjects, following the debates we were able to appreciate the importance of the deficiencies, Figure 1:

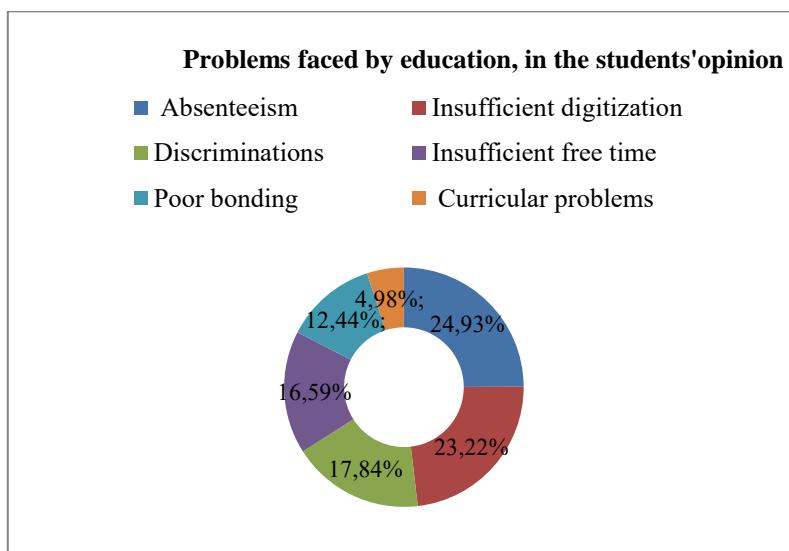


Figure 1. Deficiencies of the Romanian education system, in the opinion of the students

The number one deficiency mentioned is Absenteeism (24.93%), the second is Insufficient digitization (23.22%), the third is Discrimination (17.84%), the fourth is Insufficiency of free time (16.59%), the fifth is Poor bonding (12.44%) and the sixth is represented by Curricular problems (4.98%). We find that the students were realistic, and their options or valorizations are justified in relation to the area of learning/ skills held.

5.2. Proposing constructive solutions through suggestive titles or ideas

Bulat (2011, p. 13) suggested that a title should be short, concise, preferably referring to its key outcome/ activity. The idea must be attractive, with an optimal expression (not many words, not few), in order to suggest what the project will contain. The proposed titles, as multiple solutions are listed under the form of the following categorial model (PRECEDE), in which a more participatory education is desired; restructured/recovered; electronic; community-oriented/cohesive; extracurricular; developed from a curricular point of view (Figure 2).

I. Participatory - to combat absenteeism:

No absences in the catalog! Classmates go to school; Without education, dreams are going to be dreams! Focusing - part of the result; Teacher-student for one day; the student - instead of the teacher! Interactive during and outside the lessons! We debate the subject;



II. Restructuring/recovery:

Support for learned lessons; The chance to prepare for the baccalaureate; The right specialization and profession; Early vocational counseling and guidance; The model that inspires me; Scholarship - as a way of rewarding; Let's learn more easily through school experiments; Maths Camp; You can and you deserve more!



III. E-learning to complete digitization:

Steps in choosing my profession; improving practice with the help of the computer; How to make currently requested documents?

The club of the students who use computer technology; How do we relate to the digital world; Purchasing my first personal computer/ laptop; The Internet - a useful tool in learning; Interactivity for young computer scientists; Computer security: the online environment - opportunities and dangers; Joint teacher-student contributions for the development of effective learning materials;



IV. Cohesion to eliminate discrimination:

How do we recognize and prevent harassment? I am not a victim; Identify bullying in you and others; Disadvantaged children have a chance! Support for Roma children! How do we relate to interethnic differences? Be respectful, to be respected; Lunch at school; We isolate violence! School - the place without violence; Say no to conflicts! Combating juvenile delinquency; Let's work as a team: together we will succeed; Knowledge - a way to develop self-confidence; Through generosity, I surpass my ego! In search of authentic values;



V. Extracurricular activities to make the most of our time:

How we plan our activities so as to have enough time; Everyone has a vocation; Romanian educational models and rural images; Let's get to know our ancestors and traditions!; The wooden churches in Maramureş: representations, style and symbolism; In the heart of museums; I take care of the environment I live in! Nature teaches us; School fair, an opportunity to get to know the community; We save correctly and invest in the future;



VI. Curricular developments:

School curricula adapted to the present; School through games; How, why, when? Creative, in my own way; We learn about innovations in Geography; How climate change occurs; News about the solar system; Geometry in my life; Mathematics in everyday life; Experiments in learning physics/ chemistry; Learn how to be careful about what you eat! First aid ... so necessary; Health - above all; Clean in a clean environment; Practical training sessions for future drivers; Safe karting; Entrepreneurial and creative, as a producer! Do we know what to eat? Do we eat healthily? Fun gastronomic workshop: a sweet break.

Figure 2. The PRECEDE Model of the educational projects proposed by the students

Regarding the analysis of the elaboration of the titles, the criteria of simplicity and expressiveness of the formulation of the themes remain valid. Any teacher has access to the simplicity of expression, and "(...) the teacher will take care (permanently) to use - as much as possible - a simple language, short sentences, chosen and focused on expressing clear and distinct ideas. He will be careful to use suggestive words (...) "(Albu, 2017, p. 127). We found that, in this respect, the master students selected their ideas very well, but there was a tendency to confine ourselves to titles/ideas already implemented in our country. The subjects explained that the process of delimiting previous or current contributions is difficult for them, because they fail to systematize the diversity of the documents issued at national or European level.

6. Conclusions

Referring to the deficiencies, the obtained results converge towards two ideas: the most frequently invoked aspect is the students' absenteeism and the need to prevent it, then, given the self-appreciated experience of the pandemic, the need to develop digital skills is clearly outlined.

By appealing to their critical thinking, to listing problems, through reflection, group discussion, the students identified and put forward solutions worth remembering. The PRECEDE model (in Romanian language, which precedes), outlined with the help of the students, captures a series of qualities that they consider desirable for the Romanian education system.

Taking into account the specifics of the sample and the methodology used, the data obtained have an empirical value, they cannot be generalized and must be corroborated with other future studies, for specializations that would cover all curricular areas. In order to carry out certain concrete initiatives, analyzes and public discussions remain useful ways, which can contribute, in a constructive way, to the shaping of some stable options, the results of which should be successful.

The diversity of educational policies and directions coexists with their unity, simplicity and consistency, so that the initiatives can be convergent, involve partnerships, agreements on actions to be taken, in which most documents, including the one of the European Commission, 2020, The Digital Education Action Plan, name the interested parties (Stakeholders).

In agreement with the authors of the UNICEF. Regional Office for Europe and Central Asia (2020), UNESCO. Global Education Monitoring Report (2020), it is useful that any intervention to be carried out in an integrated way, not only for education, but also in other sectors: health, social, technological, political, administrative. Even if the pandemic has disrupted teaching and deepened inequalities between students, changes can be seen in the educational concept and school atmosphere, including the need to relate more closely, by raising awareness of the welfare of children, by focusing on safety, offering support and a more flexible curriculum. Therefore, reflecting early and jointly with teachers on educational initiatives can be a starting point in substantiating education policies.

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EDUCATIONAL RESILIENCE AND THE RISK OF MENTAL DISORDERS*

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Abstract

Educational resilience is a complex subject, insufficiently addressed. The concept of educational resilience refers to the student's ability to overcome stressful events in an optimal way. We often observe how students with very good academic results end up developing depressive or anxious states as a result of a stressful event or as a result of a situation with a high degree of difficulty. Our study aims to highlight the following aspects: the frequency of difficult situations faced by first year students from the University of Medicine and Pharmacy of Craiova and the University of Craiova, the degree of resilience approached in terms of time needed to overcome a stressful event, students' ability to recover, the level of stress perceived by students during the exam session, the possibility of the idea of interrupting studies, the degree of motivation for the chosen field of study, the availability of students to participate to a course of emotion management in stressful periods.

The study was conducted using a questionnaire covering 15 questions with a simple complement on a sample of 89 students. We believe that the results obtained from this study will contribute significantly to the awareness of the importance of the phenomenon of educational resilience. The causes that often lead to academic failure or dropping out of school are directly proportional to the student's degree of resilience.

Key words: Educational resilience; Mental disorders; Depression; Anxiety; Stressful events.

1. Introduction

The concept of school resilience refers to the way in which a student manages his internal resources in order to adapt effectively to the educational environment after a negative event (Howard, 2000). The student should not be seen strictly as an individual who just goes to school, does his homework and accumulates information,

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but should be seen as a complex being who in addition to educational activities has a personal life at home with parents, extended family of grandparents, friends.

School resilience is influenced by a number of factors:

- relation between teacher and student;
- relationship between parents and child;
- the child's social relations with other colleagues or friends.

The teacher's relationship with the students is extremely important and is what lays the foundations for the future harmonious development of the student in academic, psychological and social terms. A teacher-student relationship based on trust results in an increase in the student's motivation and self-esteem. Motivation is a key element in achieving school performance and is often difficult to maintain for a long time (Gherasim, 20013).

The relationship between parent and child is often problematic, especially during adolescence. From the moment the child enters the school environment, the student's desire for independence from his parents, family and a closeness to his colleagues and group of friends can be observed (Pânișoară, 2016). In the situation where the student's reference group is represented by the group of friends and not by family, a series of conflicts can occur, but also the development of inappropriate conceptions of life if the group of friends has a harmful influence, vicious habits.

The child's social relations with classmates and the group of friends should not be neglected, because their lack leads to a self-isolation of the student. Isolation has devastating effects on good mental and cognitive development. Relationships with colleagues help to improve school resilience. If a student has gone through an unfortunate event, he tends to find support in his colleagues, and if his colleagues help him to overcome this obstacle, a lasting friendship will be established based on trust and mutual respect (Pânișoară, 2016).

2. The Concept of school resilience

According to David Elkind (1998), children of the 21st century, also known as the century of speed, can be labeled 'children of dawn' because of increasingly aggressive social pressures. The stressors that today's children are subjected to are much more numerous compared to previous generations. Thus the child is forced to give up early childhood and mature at an accelerated pace. This hasty process is not beneficial as it seems at first sight, but it produces a series of psychological disorders such as the installation of anxiety or depression (Rizeanu, 2014).

In the early 1970s, the issue of children and adolescents who suffered various traumas began to be addressed by several authors with vital contributions in the field of psycho-pedagogy. In studies conducted by Owens and Shaw in 2003, the problem of children from financially affected families was highlighted and it was shown that in their case there is a school resilience of about 40%.

Another study, conducted by Ionescu in 2006, showed that a percentage of over 50% of children who were abused until the age of 6, managed during adolescence to obtain a diploma to complete their high school studies or conducts a series of courses of an accredited educational institution.

The evaluation of resilience is done by using an evaluation scale. Wagnild Young developed in 1993 the first resilience assessment scale that is based on 5 components: calm, perseverance, self-confidence, the ability to make sense and loneliness. In conclusion, it can be stated that a resilient student is the one who engages his internal motivational and emotional resources in order to overcome the obstacle in order to maintain calm and concentration (Rizeanu, 2014).

3. Methods of preventing school failure

The notion of school failure is an important element in the Romanian educational environment, because in certain conditions (disadvantaged backgrounds, rural areas, ethnic groups) it persists in a chronic form. The 'chronicling' of school failure eventually leads to dropping out of school. The causes of school dropout are multiple and can be classified into causes related to the student and external causes: school, family, entourage (Cosmovici, 2008).

The causes related to the student can be endogenous psychological nature when the student has a series of psycho-somatic disorders that prevent him from carrying out his school activity in optimal parameters (we remember certain malformations, hearing or vision impairment, different degrees of mental retardation, autism, hyperexcitability).

As methods to prevent the installation of school failure we emphasize:

1. Awareness of the importance of preschool education; A number of studies over the years have shown that students who did not receive a preschool education had poorer results when they started school. Preschool education has a role not only in the acquisition of knowledge and skills appropriate to the child's age, but also streamlines the socialization process. Another important feature of this type of education is that the future student is familiar with the rules and conduct of the school environment.

2. Permanent contact between the school and parents; because in the case of many students it has been noticed that the academic failure has its origin in the family. It is recommended that parents keep in touch with the school, pay attention to any changes in the child's behavior, know the child's abilities and references for certain areas of study. Parents also have the role of encouraging the child's cultural development through their own example.

3. Schools and faculties must ensure optimal learning conditions, the endowment of laboratories in which practical activities are carried out, as well as the development of technological and digital infrastructure. Digitization of education has proven to be a complex process that requires time for proper implementation, as both teachers and students require training by qualified staff. With the help of technology can be accessed many current sources of information that arouse the interest of pupils and students. At the same time, there is the possibility to use interactive applications that simulate various processes in order to maintain the attention of the pupils / students during the classes (Cucoş, 2006).

4. The role of the teacher; teacher, represents the basic unit of the educational system and requires besides a good training in the field and a thorough knowledge of school psychology and pedagogical techniques. In the situation where a teacher

has a poor training in the psycho-pedagogical field, he does not have the ability to properly manage an academic failure.

5. The educational system must give an increased importance for the career orientation of the student who is going to integrate on the labor market at the end of his / her studies. A study conducted in our country showed that most young people (pupils / students) choose their field of study according to their personal interests. This choice is not entirely wrong, but we emphasize that personal interests change throughout life and that is why it is important for young people to be guided in choosing their future careers according to their personality.

At the age of 18 there are certain personal interests, but if we analyze a young adult of 30 years, we notice that the interests at the age of 18 have undergone major changes, often changing their careers. At the same time, we notice that many young adults admit that they were wrong when they chose their future career according to their personal interests, but they state that they did not benefit from a career guidance counselor (Copăceanu, 2021).

4. The Relationship between the student's personality of the risk of abandoning studies

Personality formation is a complex process, being a topic approached by many famous psychologists who have defined and classified it according to certain intrinsic or extrinsic factors (Sevilla, 2022). This subject of personality development has aroused interest since antiquity, recalling Hippocrates, who developed the theory of temperament in which he argued that temperament is directly proportional to the physical component of the human being, being the result of the four humors in the body. Thanks to Hippocrates, the four types of temperament, sanguine, choleric, phlegmatic and melancholic, are known internationally and guide most medical and psychological experts in determining the temperamental type of the individual (Sevilla, 2022).

We remind that personality is both an endogenous process, in which different genes are involved, and an exogenous process, represented by environmental factors, educational system. Modeling the child's personality by family members is a major contribution to the development of the future adult's personality. From an early age, we emphasize the importance of Bowlby's theory of attachment, which argues that a child with a secure attachment will have harmonious emotional and physical psycho-cognitive development. Otherwise the child will present various deficiencies and mental and emotional disorders that will result in lack of self-confidence, low self-esteem, which will lead to the placement of this type of child, future student / student in the risk group, regarding school dropout (Gordon, 2011).

Personality also plays an important role in educational resilience, because in the case of an individual with a resilient personality type, his ability to manage in a balanced, correct and in an optimal time, his internal resources, with the goal of overcoming the stalemate. However, this type of resistant personality is not perceived as an isolated process, its development being influenced by a number of factors such as family environment, educational system, internal control of emotions, willingness of the individual to compromise (Sevilla, 2022).

5. Risk of psychic disorders in children and adolescents

The educational environment not only has the role of transmitting information from different fields of study, but it is an environment that ensures the development in the optimal parameters of the pupil / student, as a future adult, integrated in the social life. Within the educational units, the concept of socialization, inter-relationship is intensely promoted, which contributes to the increase of quality in terms of emotion management (Cosmovici, 2008). Lack of socialization, often found in students who dropped out early, results in mental disorders.

According to the World Health Organization (1946) mental health is defined as "physical, mental and social well-being, which is not limited to the absence of disease or infirmity", so the absence of one of the three major factors listed leads to mental imbalance. emotional, physical and emotional. The prevention of the onset of mental disorders can be possible only through in-depth knowledge of the types of primary, secondary and tertiary psycho-prophylaxis.

Primary prophylaxis involves knowing all the ways to prevent the onset of mental illness and targets the sector of healthy individuals. Also, primary prevention is imperatively needed for groups of individuals vulnerable to mental illness. Often, these individuals come from disadvantaged backgrounds, poor socio-economic status, lack of adequate education, as well as individuals with a hereditary-collateral background. This type of prophylaxis is achieved by implementing social and educational programs for information purposes (Milea, 2006).

Secondary prophylaxis aims to improve mental illness already installed, but also aims to reduce recurrences and complications. Secondary prevention is done by establishing an early diagnosis and applying a correctly guided therapy, depending on the patient's needs (Milea, 2006).

Tertiary prophylaxis is addressed to patients in advanced stages of psychiatric pathology and aims to apply minimal or moderate recovery and reintegration in social and professional life (Milea, 2006).

There are situations in which students end up developing psychopathies against the background of untreated mental disorders in time. Recognition of psychotic pathology by teachers can be done by careful observation of the following typologies:

- individuals who lie most of the time, not only about the educational situation, but also about other aspects of life (family, friends, vicious habits);
- people with a high degree of narcissism;
- there is an average or above average level of intelligence;
- the presence of an unhealthy lifestyle: chronic alcohol consumption, tobacco use, drug use and recreational substances;
- people who do not take responsibility for their actions;
- individuals without empathy, they are unable to feel the suffering of those around them, do not give help;
- critical situations that lower self-esteem can lead to psychological disorders; a good example is the public humiliation of the student (Constantin, 2004);

- in the case of young schoolchildren, teachers must be careful if the Little Emperor's syndrome occurs, because if it is not corrected, in adolescence it is noisy, reaching social deviations (Garrido, 2022).

Our study was conducted on a sample of 89 students from the Faculty of Dentistry and the University of Craiova. The study was conducted using a questionnaire consisting of 15 questions with simple complement. The questions addressed to the students concern the following aspects: the frequency of difficult situations faced by first year students, the degree of resilience approached in terms of time needed to overcome a stressful event, students' ability to recover, the level of stress perceived by students during the exam session, the possibility of the idea of interrupting studies, the degree of motivation for the chosen field of study, the availability of students to participate to a course of emotion management in stressful periods, the role of the teacher in guiding the student in critical periods.

The distribution by gender and age of students is as follows: 76.4% of all students are female and 23.6% are male. Most students (84.3%) are in the age group between 18 and 25 years.

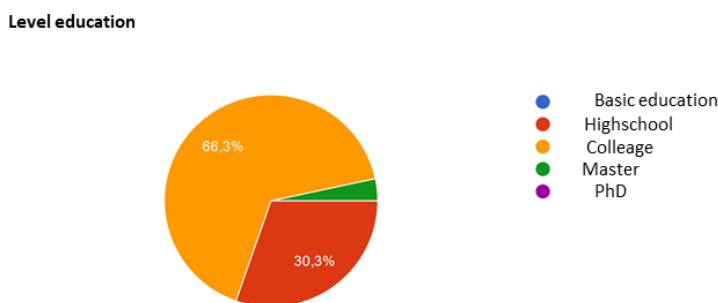


Figure 1. Most students are in their first year of college (66.3%)

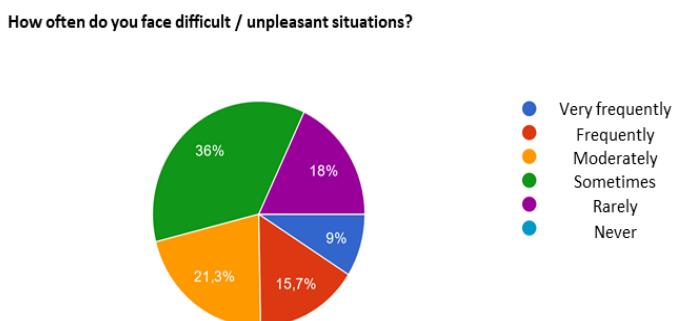


Fig. 2. Respondents' results show that an increased percentage of students (36%) sometimes face difficult / unpleasant situations. However, not to be overlooked is the number of students who frequently face this type of situation 15.7%. We believe that a more in-depth study is needed to show the types of difficult

situations that students face. It is important to know the origin of these situations whether it is educational, family, social or economic.

Do you feel that you are doing well in managing difficult situations?

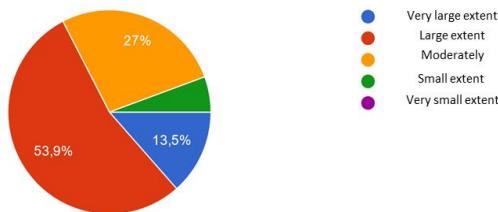


Fig. 3. Based on the answers obtained, it is remarkable that although a significant percentage of students face difficult situations, they succeed to manage them.

How easy is it to overcome difficult situations?

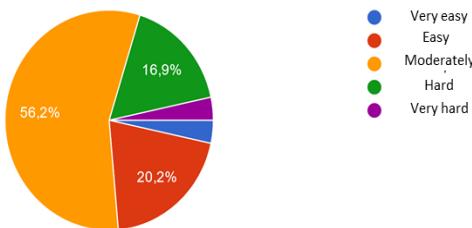


Fig. 4. The majority of participants in the study (56.2%) answered that they manage to overcome difficult situations, but with moderate effort. Also, a percentage of 16.9% states that overcoming these situations requires a great, considerable effort.

Is it difficult for you to recover from a stressful situation?

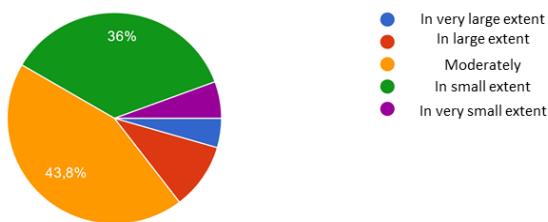


Fig. 5. Physical and mental recovery from a stressful event is moderate for most study respondents. Each student is unique, and engaging all emotional

resources for recovery is a complex process influenced by both internal factors such as motivation and external factors (family, colleagues, school).

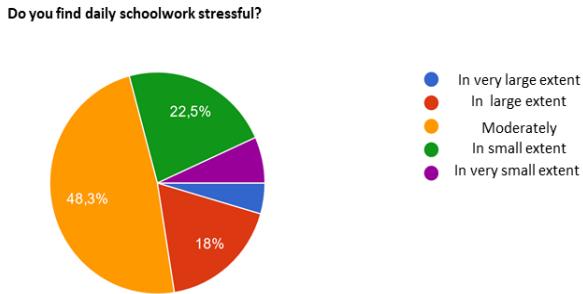


Fig. 6. The majority of students, 48.3%, said that daily schoolwork produces a moderate level of stress. It is important to find a balance in the tasks to be performed by students. Psychic overload of students can result in burnout. Mental and emotional exhaustion decreases academic results.

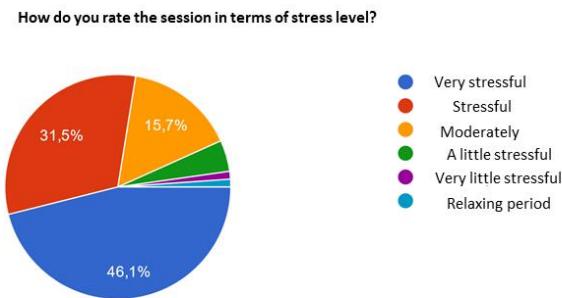


Fig. 7. The exam session is a very stressful period (46.1%). Reducing the stress level during this period can be achieved through preventive methods. A good example is the familiarity and knowledge of the basics for different disciplines studied during the semester. It is also very important that the theoretical notions be correlated and their applicability for a better understanding of the field of study.

Have you ever had the intention to interrupt your studies?

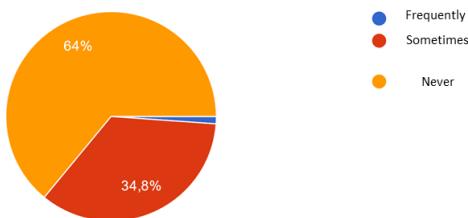


Fig. 8. The results of this item are quite worrying, as a significant percentage of 34.8% of students stated that there were times when they thought of interrupting their studies. Interruption of studies is a serious problem and requires special attention. The causes that triggered the idea of this decision must be identified. It is often the case that high school graduates make the wrong choice in their field of study. It is necessary to increase counseling and guidance and career programs.

Do you think that you are getting enough help from teachers to deal with stressful situations?

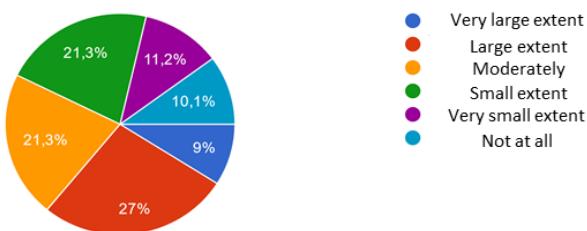


Fig. 9. We notice that the results of this item showed that students consider themselves neglected by teachers in case of a stressful event. We believe that the attitude of teachers is essential in managing the difficult situations that students go through during their years of study. A student does not have the necessary experience to optimize his resources in order to overcome the critical situation in an optimal time. The role of the teacher is to guide the student in order to streamline emotional management in order to achieve the proposed results.

Do you find useful a course dedicated to students who deal with the subject of managing emotions in stressful situations?

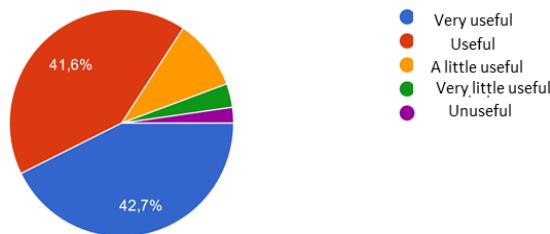


Fig. 10. A positive reaction from students is that most find a course in managing emotions in stressful situations very useful (42.7%). We believe that these courses can be organized within the faculties by vocational counselors and psychologists. The active involvement of students and teachers is especially important.

Did you feel that you were losing interest / motivation in your chosen field of study?

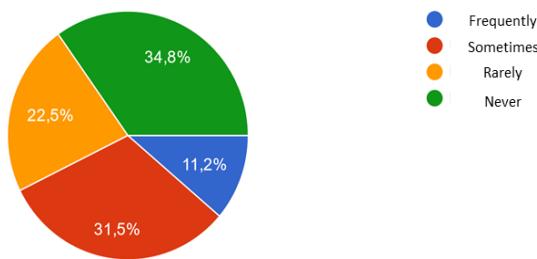


Fig. 11. The results show that a significant number of students end up losing interest in their chosen field of study. This can be prevented by implementing educational information and counseling programs.

6. Conclusions

In conclusion, we can say that educational resilience is a topic of great interest that has not been fully addressed in the Romanian pedagogical sphere. A key element is to identify the causes that led to the phenomenon of school dropout. It is also essential to know the methods to prevent the interruption of studies. Encouraging high school students to participate in career guidance programs is vital.

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MODALITÉS D'INTERVENTIONS AUPRÈS DES ENFANTS AVEC AUTISME : QUELLES COMPÉTENCES POUR LES PROFESSIONNELLES EN INTERVENTION ?*

Adolf MOTE¹, Arlette Sidonie EZO'O², Vandelin MGBWA³

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Résumé

Cette contribution repositionne le débat sur les modalités d'interventions des enfants avec autisme dans les centres spécialisés. Les transformations rapides à l'intérieur de la problématique de l'autisme du diagnostic à la prise en charge des enfants avec autisme divisent praticiens et experts, voire, des familles. Si pour certains (Hayek, 2015), l'autisme est une pathologie et de ce point de vue, l'enfant autiste est un sujet non conforme, anormal, voire non rentable pour d'autres par contre, il est question de flexibilité cognitive ou imaginative, puisque l'autisme est une « façon d'être » (Grollier, 2014). La recherche est basée sur un test projectif : le dessin de famille de Corman permettant de lire chez le sujet le développement des fonctions exécutives à travers l'analyse des aspects graphiques, formelle et du contenu. Les résultats de la recherche mettent en exergue les compétences professionnelles des éducateurs bien que timide dans la mise en œuvre des principes de la flexibilité mentale chez les enfants. Le dessin représente une famille imaginaire avec une absence des éléments constitutifs, les formes inadéquates sans véritable animation, l'absence des couleurs (juste le crayon). Bref, l'enfant s'est bien débrouillé à représenter de la bonne manière sa famille, les personnages ont effectivement la forme humaine.

Mots clés: Modalités d'intervention ; Dessin de famille ; Enfant avec autisme ; Compétence professionnelle ; Flexibilité cognitive.

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METHODS OF INTERVENTION WITH CHILDREN WITH AUTISM: WHAT SKILLS FOR INTERVENTION PROFESSIONALS?

Abstract

This contribution repositioned the debate on the modalities of intervention of children with autism in specialized centers. The rapid changes within the issue of autism from diagnosis to the care of children with autism are dividing practitioners and experts, and even families. If for some (Hayek, 2015), autism is a pathology and from this point of view, the autistic child is a non-compliant, abnormal, or even unprofitable subject for others, on the other hand it is a question of cognitive flexibility or imaginative, since autism is a "way of being" (Grollier, 2014). The research is based on a projective test: Corman's family drawing, which allows the subject to be read about the development of executive functions through the analysis of graphic, formal and content aspects. The research results highlight the professional skills of educators albeit shy in implementing the principles of mental flexibility in children. The drawing represents an imaginary family with an absence of the constituent elements, the inadequate shapes without real animation, the absence of colors (just the pencil). In short, the child did well to represent his family in the right way, the characters do indeed have the human form.

Key words: Intervention methods; Family drawing; Child with autism; Professional competence; Cognitive flexibility.

1. Problématique de recherche

La littérature sur l'autisme témoigne de certaines divergences quant à l'appréhension de l'étiologie ainsi qu'à la maîtrise des modalités d'interventions. Au-delà de l'inertie propre aux structures, se profile la réticence qu'inspirent les modèles explicatifs de l'autisme. S'il est admis que l'enfant avec autisme doit bénéficier de mesures éducatives, l'accord sur les modalités de son éducation est loin d'avoir été trouvé (Mottron, 2017). Kanner et Asperger défendent encore l'idée qu'apprendre n'est pour l'enfant autiste qu'une question de désir et, ce présupposé étant admis, priorité était alors la psychothérapie. Au nom de ce principe, il convient d'attendre que le désir s'éveille pour aborder les apprentissages, d'éducation, on ne parlera donc que dans un second temps.

Selon Peeters (1994) le problème le plus sérieux réside au niveau de ce que l'on entend par éducation de l'enfant avec autisme. La plupart des structures préconise le groupe, connu pour ses vertus incitatives et socialisantes, comme moyen d'aborder les activités. La vie s'écoule donc entre pâte à sel, pâte à modeler et pataugeoire, et l'on a tôt fait de repérer l'enfant autiste, zombie à l'œil vide, attardé à se balancer ou à manipuler sa ficelle tandis que les autres vaquent à leurs occupations. A-t-on envisagé un seul instant que cet enfant puisse ne pas comprendre ce que l'on attend de lui ? A-t-on pensé que ce qui a un sens pour nous n'en a peut-être pas pour lui ? A-t-on réalisé que la signification accordée aux attitudes de l'enfant pouvait être erronée ? Ces questions ouvrent pourtant le champ d'une

réflexion permettant d'accéder à une meilleure compréhension de l'autisme et, par conséquent, à des interventions plus adaptées (Peeters, 2014).

Toutes ces questions contribuent à valider la notion de psychose infantile, l'on pourra s'étonner que certains praticiens utilisent encore une terminologie ambiguë qui assimile l'autisme à une pathologie. Cette singularité s'avère dommageable à plusieurs niveaux. D'une part, c'est le diagnostic qui détermine la conduite à tenir et l'identification précoce de l'autisme conduit à prendre rapidement (Peeters cité par Roge 2008) les mesures aptes à soutenir le développement de l'enfant et à aider la famille. D'autre part, l'utilisation de critères qui ne rejoignent pas ceux de la communauté scientifique internationale représente une entrave à la recherche de haut niveau, qui requiert de larges collaborations et une concordance des points de vue lorsqu'il s'agit d'identifier les groupes pathologiques (Gardin, 2000).

Selon Tardif (2010), des arguments s'accumulent également pour soutenir l'hypothèse d'une contribution importante de facteurs génétiques à l'étiologie de l'autisme (Tardif, 2010). Des études de jumeaux ont révélé une concordance significativement plus élevée chez les jumeaux monozygotes que chez les dizygotes. Les autres troubles du développement paraissent également plus fréquents dans les familles comportant un enfant avec autisme, et la présence d'anomalies cognitives, sociales et de la communication chez les sujets non atteints d'autisme a permis d'évoquer l'hypothèse, de plus en plus étayée, de l'existence d'un phénotype élargi, c'est-à-dire de formes atténuées du désordre. La liaison avec des facteurs génétiques se retrouve aussi dans l'association de maladies génétiques et d'anomalies chromosomiques avec l'autisme. En 1965, l'arrivée de l'électroencéphalogramme a permis de réfuter la théorie de la relation mère enfant pour mettre en lumière d'autres causes possibles à l'autisme. Par exemple, l'une des théories avancées à ce moment-là est celle proposant que les autistes n'arrivent pas à décoder leur environnement, ce qui a entraîné des difficultés de communication (Malvy, 2007). Cette hypothèse a permis l'avènement de modèles éducatifs tels que TEACCH ou ABA se voulant des moyens d'outiller les autistes de manière à ce qu'ils puissent mieux intégrer leur milieu.

Si les étiologies possibles de l'autisme restent mal cernées, les arguments en faveur de dysfonctionnements cérébraux sont nombreux, et la réflexion s'oriente actuellement vers la recherche d'articulations entre les modèles issus de la psychologie développementale et les données de la neuropsychologie et de la biologie (Peeters cité par Roge, 2008). Mais, au-delà de cet aspect descriptif, et lorsque le modèle fait appel à l'interprétation, le sens qui est attribué aux comportements pose problème. En effet, les significations avancées ne tiennent compte ni des particularités de codage des informations, ni de la singularité des formes d'expression verbale et non verbale dans l'autisme. Comment être en mesure d'interpréter les productions autistiques alors que l'on n'intègre pas dans la réflexion les anomalies cognitives qui sous-tendent le fonctionnement ? Comment donner du sens à ce qui répond à un code qui nous est étranger ? Et lorsque Peeters (2014) avance que c'est le langage qui fait l'objet d'interprétations, le risque de se fourvoyer est immense, tant la manipulation des signaux peut répondre, dans l'autisme, à une logique qui n'est pas la nôtre.

Grollier (2014) constate qu'en incitant à mimer les comportements des neurotypiques, cela porte atteinte à l'estime de soi par ce que ne prenant pas en compte les motivations et les compétences spécifiques. Les études de Mottron (2017), convergent pour considérer que l'efficience de l'intervention porte essentiellement sur la cognition, le langage et la diminution des comportements problèmes, avec cependant une restriction majeure. Après avoir mis en évidence les limites de l'intervention comportementale, ainsi que leur manque de prise en compte de considérations éthiques, Mottron (2014) incite aujourd'hui essentiellement à s'appuyer sur les « points forts » des autistes pour dynamiser leurs progressions. Les méthodes fondées sur les motivations des autistes prendront le pas sur les méthodes d'apprentissage intensif, mettant le savoir de l'éducateur aux commandes, quand l'épanouissement personnel et le jugement des autistes sur la qualité de leur propre vie seront des variables prises en compte pour apprécier l'efficacité des recommandations.

2. Méthodologie

Cette recherche qui revient sur le débat des modalités d'interventions auprès des enfants avec autisme s'appuie sur le test de dessin de famille des enfants. Le dessin rassemble en un même lieu les questions des fantasmes, de transfert et des dynamiques ontologiques collectives. L'on était invité à appréhender les nouages et les schèmes qui relèvent de la dynamique cognitive, affectivo-motrice et sociale. Or, certains professionnels de l'éducation, face « aux énormes difficultés sociales que rencontre l'enfant avec autisme, proposent des modèles d'intervention basés « essentiellement » sur des techniques telles que TEACCH ou ABA. Ces techniques apparaissent comme un moyen de réponse à une clinique sociale psychopathologique, pratique sociale et techniques cognitivo-comportementales. Pour ces éducateurs spécialisés de la « rééducation », il est question d'offrir les moyens « les plus adéquats » en vue d'outiller l'enfant avec autisme de manière à ce qu'il puisse mieux intégrer son environnement immédiat ou peut être lointain.

Cette recherche est une étude de cas que nous avons obtenus en appliquant la technique d'échantillonnage par choix raisonné typique (Depeltau, 2003). L'analyse a fait du dessin une fenêtre sur la vie psychique infantile des cas. Il s'agit notamment des cas ayant été identifiés comme enfants autistes et bénéficiant des modalités d'intervention dans un centre spécialisé. Les données ont été collectées auprès des cas à travers un test projectif permettant d'évaluer les fonctions exécutives au regard de la mise en œuvre de la flexibilité cognitive et ou imaginative.

3. Résultats

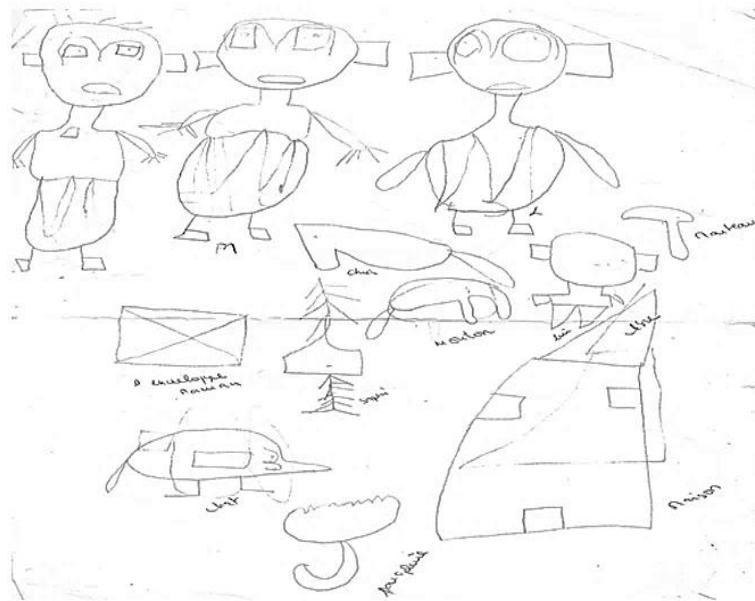


Figure 1. Dessin fait par BM

Cas de BM : le dessin fait par BM est un graphisme localisé (8 ans) et temporalisé (9 ans). Âgé de 14 ans, BM a un âge mental moyen de 8 ans après deux ans d'inclusion scolaire, notre sujet arrive à faire une production écrite et réaliste (une famille, une maison, un jardin...) néanmoins la banalité (bizarnerie) des représentations montrent que c'est un enfant en difficulté, un enfant avec une intelligence déficitaire caractérisée par une perception morcelée (Corman, 1961). Le contact entre les membres de la famille montre qu'il établit déjà les relations avec

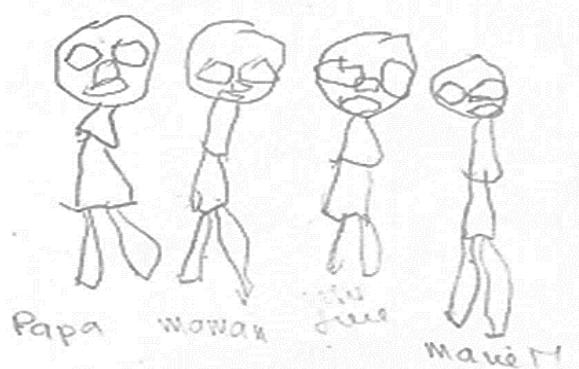


Figure 2. Dessin fait par MM

autrui. Sur le dessin, il est face à sa famille ce qui montre qu'il communique avec ces proches. Le sujet a évolué, car son dessin traduit le perfectionnement, de la vérité et l'intégration de la partie au tout. Ces compétences cognitives sociales, et communicationnelles ont donc évoluées.

Cas de MM : le dessin de MM est un graphisme intermédiaire avec un réalisme fortuit (tracé hasardeux), et manqué (apparition de l'intention 4-5 ans selon Luquet (2000) ce qui traduit ses problèmes affectifs et son inadaptation sociale et scolaire. Malgré tout, notre sujet a fait un dessin de famille son toute imaginaire, ce dessin montre une accession à la perspective, un respect de proportion, et habileté gratuite : tout cela traduit sa transformation et son évolution (Corman 2000). Le manque de thématique, la bizarrerie des formes et les traits montrent à suffisance son déficit mental. Les nombreux vides sur dessin traduisent le repli de soi et l'anxiété. L'absence des éléments constitutifs essentiels d'une famille, les formes inadéquates à coller au bord gauche de la feuille confirment son état pathologique pourtant elle établit déjà des relations avec autrui et communique même avec ses proches. Son évolution en un an inclusion est vérifiée, elle a donc selon Corman un âge mental de 7 ans pourtant elle est âgée de 14 ans.

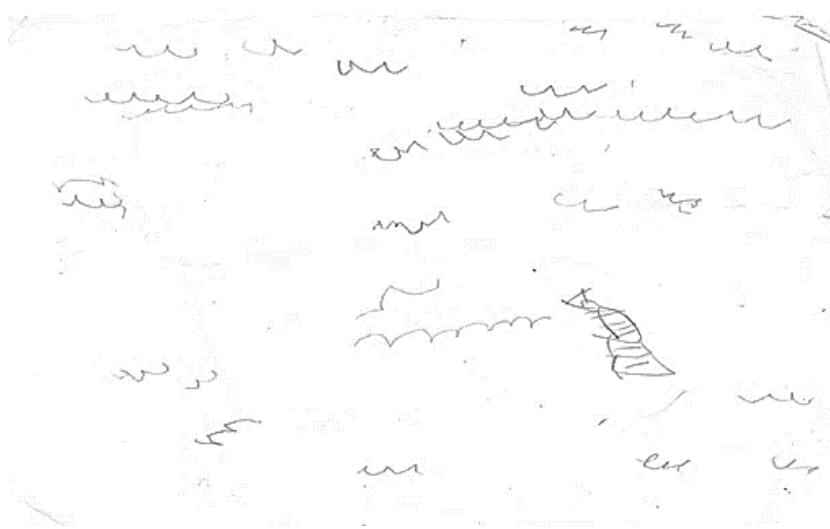


Figure 3. Dessin fait par RO

Cas de RO : le dessin de RO est un gribouillage moteur, caractéristique du stade préliminaire (1-3 ans) le sujet est encore au plaisir moteur. En effet il apprend à manier le crayon : stade orale puis anal. Il n'y a aucune représentation humaine véritable (semblant de bonhomme) ce qui traduit le morcèlement caractéristique premier des autistes. Un graphique aussi bizarre montre à succès le déficit mental de notre sujet. En six mois d'inclusion, la transformation et l'évolution de RO sont à peine amorcées.

Ces résultats montrent que les enfants respectent déjà les consignes: faire un graphisme. En plus de la dextérité manuelle acquise, les enfants ont associé leurs idées (famille désirée) à certaines stratégies déjà apprises, les ont adaptés aux changements, après avoir bien réfléchis, ils sont restés concentrés sur la tâche à accomplir. Ce contrôle cognitif repose sur les fonctions exécutives qui regroupent différentes fonctions telles que la planification, la mémoire de travail, l'inhibition, l'attention sélective, la flexibilité. Elles sont des habiletés cognitives essentielles à la réussite tant à l'école que dans la vie. Les résultats montrent que les enfants avec autisme obtiennent des résultats supérieurs à la moyenne correspondant à leur âge mental. Ils réussissent ces épreuves, car, ils ont la capacité de faire abstraction du contexte. BM et MM s'attachent à certaines habitudes et comportements même si ces derniers ne sont pas adaptés ou nécessaires dans un contexte donné. La famille est le lieu par excellence où l'enfant développe le mieux les rapports avec autrui (affection, haine, jalousie, envie, agressivité ...). Chaque enfant a dessiné une famille ceci traduit l'amélioration des déficits sociaux et le développement des rapports avec autrui : une catégorie de la cécité contextuelle.

Par ailleurs, ces enfants disposent déjà des aptitudes à associer moyens et buts, la sensibilité aux situations d'échange, la systématisation dans l'organisation de l'expérience et la capacité de tirer des règles de formation (Lawson 2001). L'imagination permet de construire un contexte, un tout cohérent qui n'est pas donné, autour des phrases. Il en ressort que la communication est une donnée complexe. Nous devons aller au-delà de la simple compréhension des mots ou des phrases, nous devons aussi comprendre l'univers (social) et les intentions qui se cachent derrière les mots, les dessins. Sans ce contexte, la communication est souvent incompréhensible, confuse et même parfois angoissante.

4. Conclusion

La recherche s'est appuyée sur une compréhension psychanalytique des phases du développement affectif, sur les travaux de la théorie de l'esprit et sur les grilles interprétatives connues et admises. Il importait de montrer de quelle façon le dessin de famille comme épreuve projective est susceptible de révéler les capacités de symbolisation d'un enfant avec, sa conflictualité psychique et la dynamique de ses identifications. Les résultats laissent apparaître que la démarche éducative est porteuse de sens, mais du sens pour l'autiste et non celui du thérapeute.

Selon Peeters (2014), prendre en charge un enfant avec autisme suppose d'abord que l'on donne du sens à son environnement, que l'on rende clair et explicite ce qui est obscur, que l'on indique la voie dans un dédale d'informations incohérentes. Structurer l'espace et le temps, clarifier les tâches en les adaptant, en les fractionnant et en les organisant, concrétiser une consigne ou une indication par le biais d'un repère visuel, c'est conférer du sens à l'information et c'est permettre à l'enfant d'apprendre et d'aimer apprendre. Présenter l'apprentissage dans un tel contexte, c'est aussi fournir des outils d'adaptation et de communication, et c'est ainsi donner l'impulsion pour accéder au partage des expériences sociales et à l'intégration.

En somme, privilégier les apprentissages chez une personne qui spontanément ne les ferait pas, c'est ouvrir la perspective d'un projet de vie dans lequel il y a place pour l'autonomie et la participation. N'est-ce pas là que réside le véritable sens ? L'éducation d'un enfant avec autisme n'est pas constituée de séquences d'activités produites de manière itérative, sans but défini et à des fins uniquement occupationnelles. Elle doit s'appuyer sur une évaluation préalable des compétences en place, des manques à combler, et sur l'établissement d'objectifs à court, moyen, et long terme. Les activités sont ainsi définies en fonction des possibilités de l'enfant, de ses goûts et des objectifs d'apprentissage qui ont été fixés au préalable, et qui seront sans cesse révisés en fonction de la progression enregistrée.

L'intérêt de ces résultats est que les modalités d'intervention ne devraient pas se limiter à de simples séquences de travail, ni à la simple transposition des acquis dans d'autres environnements. L'éducation est, comme pour tout enfant, partie intégrante de la vie de tous les jours. À tout moment elle s'efforce de donner les moyens de décoder l'environnement et de fournir les gestes qui faciliteront l'adaptation et la communication. Les pratiques éducatives, si elles sont spécifiques, et ceci pour tenir compte des particularités propres à l'autisme, ne doivent pas prendre la forme d'activités limitées à des séances de travail, mais doivent inspirer les attitudes au quotidien.

L'épreuve du dessin a permis d'observer que ces enfants disposent d'une théorie de l'esprit. Les graphiques ont permis de ressortir les points forts mettant en exergue le développement des fonctions exécutives notamment. La résolution des problèmes, l'enfant a dessiné une famille qu'il aime c'est-à-dire il s'est approprié la consigne. Par le traitement d'une pluralité de tâches ici et maintenant l'enfant a su harmonisé attention et concentration faisant preuve d'organisation et de planification de son activité. Le dessin représente une famille voulue, la famille désirée que les enfants ont dessinée et commentée. La prise d'initiative : les enfants se sont résolus à dessiner une famille qu'ils aimeraient avoir avec ce qu'elle comporte comme choix de personnages et de relations sociales (constructions de liens). L'enfant a su montrer l'estime qu'il a de lui-même et de sa famille.

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FORMATIVE-CONSTRUCTIVIST VALENCES OF THE TEACHING PORTFOLIO*

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Abstract

The portfolio represents a complex assessment tool that includes the relevant outcomes of the students during a learning program. Starting from its role in the academic activity of the students, we aimed in this study to identify the specific aspects of this longitudinal method of assessment and to record, in a constatative research, the way the students relate to the elaboration of the portfolio for the graduation of the psycho-pedagogical module specific to level I, License. The interpretation of their answers to the items of the questionnaire about the relevance and importance of the graduation portfolio is, in our opinion, a starting point in improving the subsequent instructive-educational approaches.

Key words: Assessment; Portfolio; Students.

1. Introduction

We start from the idea that the approach of the classical summative-certifying assessment has evolved, moving from assessment based on measuring certain acquisitions (knowledge, skills, abilities) to the integrative one (competencies – knowledge, abilities, attitudes). This transformation involves a different way of designing, different ways of checking, related to competencies. Thus, the educated person does not only display his knowledge, but also the quality of the training, demonstrating how he assembles them, contextualizes them, integrates them. The future teacher, having the landmarks of the competency to qualitatively build the portfolio of his own pedagogical training, will be able to support the students in using this tool of formative essence.

A teaching portfolio is a personal collection of documents/products and reflections on the students' motivation and interests, learning power, ability to systematize knowledge and the best school results. Understood as a "business card" of the student, the portfolio involves a personal approach, based on key competencies, which presents the most important and representative academic products for each student. Representing a kind of biography of the student's work,

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the portfolio aims at planning and developing the important parts of the academic activity, as a center of learning or research. Preparing a portfolio is time consuming and involves a lot of effort. Therefore, we specify that students need the support of teachers in the planning and organization of documents, the selection of the most relevant or representative materials, as well as counseling in motivation (general and personal) and self-assessment.

We believe that the e-portfolio increases the visibility of the presentation and the objectivity of the assessment of the student's professional skills. In order to create an e-portfolio, it is necessary to have a continuous, complete information related to the students' questions/ ambiguities, as well as to organize common activities in which students share (synchronously and asynchronously) the experiences gained during the training program. We believe that the students' attitudes towards the e-portfolio are an important criterion in the choice to use technology in instruction and that there are positive attitudes of the students towards the use of e-portfolios. However, if the students do not accept the e-portfolio as a holistic means of documenting their learning in different contexts and do not want to use the e-portfolio as an integral part of their educational experience, then the potential impact that the e-portfolio could have on learning will not be accomplished (Tosh *et al.*, 2005).

It is estimated that "most authors argue that when planned and implemented adequately, the portfolio-based assessment may foster personal and professional development" (Popescu-Mitroia *et al.*, 2014). We argue that portfolios can thus help future teachers to understand complicated phenomena of their own learning process and to develop a reflective, interrogative attitude.

2. The specifics of the teaching portfolio

2.1. The formative and constructivist value of the teaching portfolio

Being a tool in demonstrating the learning expertise, the portfolio is a collection that shows the intention of the efforts, the progress in the learning activity and the research products made by the students. We believe that, first of all, a portfolio can demonstrate what students are able to do, providing tangible evidence of their skills in planning, organizing, decision-making, problem-solving. Because it takes over, through some of its elements, functions of other evaluation tools that "melt" in the whole of this method, it has an obvious formative value (Cucoş, 2002). Secondly, it can create an atmosphere of self-reflection and can be a pretext for self-assessment. In this sense, it is stated that "an important function of the portfolio is to help students build their own knowledge and then discover their own strengths and weaknesses" (Brawn & Adams, 2001, p. 189).

The use of the portfolio in education is strengthened by the constructivist vision of learning. We state this under the conditions when the reporting to the portfolio can be done either in connection with its construction (material data, products that were collected and elaborated in time, during the training program), or in connection with its presentation (seen as a photograph showing a certain moment during its realization).

In essence, “portfolio building provides a balance between formative and summative assessment and student progress throughout the phase can be monitored through the portfolio. It particularly supports the curriculum outcome relating to aptitude for personal development and the reflective process necessary for this outcome” (Davis *et al.*, 2001, p. 364). From a constructivist perspective, students build their own knowledge and skills by interacting with the environment. They acquire new knowledge cumulatively, that is, on the basis of what they already know and in relation to the actions they are capable of. Their learning is self-regulated because they manage their own learning process and head it towards the goals.

We find that the views on assessment have changed, moving from “test culture” to “assessment culture” – an innovative one, used in constructivist learning environments (Birenbaum, 2016). In recent years, special attention has been paid to the implementation of technology in the development of the teaching portfolio. We are referring to e-portfolios, which are gaining more and more ground in evaluation. E-portfolios allow information to be stored, accessed, updated, and presented in various electronic formats as a record or evidence of student learning and achievement (Chau & Cheng, 2010; Gaide, 2006).

The e-portfolio has a number of advantages: it promotes reflective practice because it becomes a tool for participants to reflect on their teaching experience (Liu *et al.*, 2017); it increases student motivation and responsibility (Davies & LeMahieu, 2003); it helps students find connections between the disparate things they have done or learned, creating a coherent sense of their own learning experiences (Kimbball, 2005). We believe that they encourage the creation of connections between the process and the product, focusing on what happens in learning and how learning manifests itself (through the products made).

The electronic portfolio is a type of portfolio, as useful as the paper one. The hybrid portfolio is added to them. In a comparative analysis, S. Nastea (2013) states their specificity, through the answers to the questions: What? (description), How much? (volume), How? (accessibility of materials/ access restrictions), When? (time) and Where? (storage and security).

There are different types of portfolios, according to different criteria. For example, P. Jalbert (1998, pp. 37-38) makes the following classification:

a) The portfolio as a continuous support for learning (students regularly add documents to their collection, write observations about texts or books read, rearrange the content, all these activities giving rise to discussions with the teacher or other colleagues);

b) The portfolio as a presentation file (serves to show the best works, having an effect on the students' motivation and self-assessment skills);

c) The portfolio as a way of assessing learning (it is used to review learning at the end of a stage or at the end of the school year).

We can talk about the portfolio as a process (it demonstrates the evolution over time, from a plan to the final stage of the paper) and the portfolio as a product (focused on the best products of the student).

In other words, we can identify the following types of portfolio:

a) Depending on the moment when it is being drawn up: of presentation or introductory ones (they include the most important works, documents, normative documents that are required to be known by the students), of progress or of work (what they underline more is the constructive intervention of the students consisting of the elements used during the activity) and of evaluation (they include objectives, strategies, evaluation tools etc.);

b) Depending on the purpose: of celebration/ ceremony (they are only meant for actual evaluation with a very broad meaning; they prove the collections), of development (they actually invite to evaluation, since they have as a goal the study of a skill development), of skill (they prove in a more emphatic manner the level of development of a skill);

c) Depending on the theme that forms the object of the portfolio: of the class, of the teacher, of the students etc.

The advantages of the teaching portfolio are connected to the essence of constructivism: emphasis on the student who learns; the inclusion of knowledge in the direct action of exploration through individual and social knowledge; learning based on understanding, search, construction, self-interpretation, non-linear; emphasis on mental operations of processing, organization, schematization, balancing; emphasis on concepts-constructs, on wide, varied interpretations, suitable for the formulation of hypotheses, questions; focus on internal motivation, intellectual satisfaction; the use of self-knowledge, critical self-analysis; reporting to how much students are interested in research, etc. (Joița, 2006, pp. 81-86).

From a formative and constructivist perspective, the portfolio has a series of advantages, among which we remind:

- It proves what the students know and what they are able to do;
- It offers the students the possibility to self evaluate;
- It engages the students in real life situations (they have practical, social, economic significance and implications in the moral education);
- It expresses the school evolution and it stresses out the results of the student's learning;
- It provides tangible proofs of the understanding ability, of the problems setting, of processing and interpreting the school contents;
- It stimulates and develops the student's creativity;
- It allows the identification of possible errors;
- It emphasizes the student's skills;
- It promotes the overall development of the personality, through putting good use to the acquisitions from different study objects;
- It stimulates the student's responsibility, through freedom of choice of the themes and means of achievement.

Approached as a longitudinal method, the portfolio contains the materials that the students consider necessary, important in relation to the interest for a particular field, an information sphere. Being relevant for the student's creativity, it can include additional elements introduced in its structure: "at the teacher's recommendation or

at the student's choice, they can become composing elements of the portfolio, elements that had been previously evaluated" (Cucoş, 2002, p. 387).

2.2. Particularities of the graduation portfolio for the psycho-pedagogical module

The presentation of the final portfolio by the students who go through the psycho-pedagogical training module is a performance, a criterion of appreciating the quality of the initial professionalization. Therefore, we consider that the whole approach of the gradual composition of the portfolio involves solving a real complex situation, in which the student-future teacher is placed. This means that the portfolio can include not only significant materials, but also their own interpretations, reflections on the procedures used, on obstacles and limitations, critical analyzes, hypothesis formulations, outlined projects, self-assessments, training expectations.

The structure or the elements of the portfolio are, generally, defined by the teacher. But the student has the freedom to include in the portfolio the materials that he considers necessary or that represent him the best. Although some elements of the portfolio were evaluated separately, at a certain point, by the teacher, an overall appreciation of the portfolio can be made. In these circumstances, the teacher established clear, holistic criteria that he communicates from the very beginning to the students.

The final evaluation portfolio of the initial professionalization for the teaching career of the students at the University of Craiova (who attend the psycho-pedagogical module) includes the following parts (Joiţă, 2007):

1. Part I. Criteria in accomplishing the initial training for the teaching profession

Part I opens the presentation of the portfolio. This includes:

- 1.1. The motivation to participate in the teaching professionalization module;
- 1.2. Own goals and expectations in training as a teacher;
- 1.3. Self-appreciation of one's own experience gained in achieving teaching professionalism;
- 1.4. Self-assessment of the final teaching portfolio, as a tool for initial training and summative assessment.

The way of completion should illustrate the professional motivation of the teacher, the objectives pursued, the elimination of prejudices regarding the teaching profession, the overcoming of inappropriate experiences, as well as other preparatory reflections.

2. Part II. Content and organization of materials

In part II, the student will include materials considered representative of the previous activity, through the educational subjects included in the specific curriculum. After reviewing the categories and examples of materials that can illustrate the achievement of the requirements of teaching professionalism, the students will select some of them.

In addition to the specific general normative documents (documents regarding the status of the teaching staff, extracts from the regulations for students or from those regarding the educational partnership, etc.), the important ones are:

- a) The illustrative materials for one's own initial training experience (self-constructed learning tools – diagrams, tables, cognitive maps, graphical representations; study sheets, thematic bibliographic lists, annotated bibliographies; critical analysis of some curricular documents; lesson attendance sheets, accompanied by comments; materials on extracurricular activities or curriculum-specific ones at the decision of the school, etc.);
- b) The materials regarding the professional self-assessment and the reflective training (question formulations, hypotheses, problem situations; critical self-analysis of presented projects; personal reflections on teacher roles, relationships with students, parents and community; own proposals for a student-future teacher journal; folder with free or argumentative essays, etc.).

3. Part III. Criteria self-assessment of key professional competencies

By self-assessing professional skills, the graduate becomes aware of the strengths and weaknesses of initial teacher training. By reporting to key competencies, the student can complete a self-assessment scale, based on four levels of assessment (Very Good, Good, Enough, and Insufficient).

4. Part IV. Portfolio presentation

The students present their portfolio to an evaluation committee. For a good presentation, it is recommended to prepare a presentation plan and a short argumentative speech. The requirements for the presentation include:

- Motivational aspects regarding the participation in the didactic professionalization module;
- Clear and concise specification of their own objectives and expectations in teacher training;
- Brief presentation of the results of the self-assessments included in the portfolio;
- Brief inventory of the contents of the portfolio.

5. Part V. The summative evaluation through analyzing the portfolio and its presentation.

In presenting the portfolio, the students need the support of the teacher. They do not always objectively evaluate their own performance, and the reasons are diverse. From the educational experience gained in working with students, we noticed that some students tend to underestimate themselves, while others overestimate themselves. But there are other reasons; for example, "when students have no or little experience with self-assessment, they have an incomplete frame of reference to base their decisions on, which may make their assessments less accurate" (Kicken *et al.*, 2009, p. 456).

We consider that for this reason it is necessary to specify some evaluation criteria (quantitative, but especially qualitative). In relation to the mentioned criteria, the students must offer from ahead of time the answer to certain questions. Among the criteria there are the following:

- Wholeness (it is about the minimum number of applicative works, materials, tools etc.): "Does the portfolio contain works, materials, tools that are specific to the studied themes?"

- Clarity: "Is the portfolio well organized?", "Are the arguments brought up easy to understand?", "Is the portfolio rightfully written from a grammatical point of view?"

- The documentation: "Were the used sources main or secondary?", "Were the authors and the works where the piece of information was taken from quoted?", "Is the information accurate?"

- The coordination: "Is each section of the presentation related to what exists in the portfolio?", "Is there a logical connection between the chapters, the sections, the parts of the portfolio?", "Does the documentation part supports the presentation one?"

- The use of charts, drawings, layouts, maps, graphical representations: "Do the charts correspond to the school contents?", "Do the graphical representations provide relevant information?", "Do they help the other understand better the portfolio presentation?"

- Resorting to reflection: "What is the importance of the information included in the portfolio works?", "What can be said about the student's own activity, about the work performed in order to draw up and present the portfolio?"

- The use of the audio-video teaching means in presenting the portfolio: "By means of which a teaching method can transmit easier and more convincingly the content of the works included in the portfolio?"

- The communication within the portfolio presentation: "On what elements there must be laid emphasis in the introduction, content and conclusion?", "Is a coherent, logical language used?"

D. M. Frazier and F. L. Paulson (1992) presented the view that portfolios can be a source of motivation for students, as well as a means of promoting self-assessment and self-understanding. These aspects are better assessed through the portfolio than through other evaluation methods. In relation to these evaluation criteria, we find that the evaluation of the portfolio allows the evaluation of complex and difficult-to-understand constructs, which are sometimes impossible in conventional evaluations.

3. Research methodology

Participants

The sample of our research includes a number of 84 students of the University of Craiova, at the end of their third year (2022), level I (license): girls = 39, boys = 45.

The purpose of the research. Objectives

Being a constatative research, we aimed to identify the answers given by the students about the way they relate to the final portfolio. Specifically, we aimed to find out if it is considered effective by the students at the end of the psycho-pedagogical training at the level of undergraduate studies.

Of a diagnostic type, the research objectives aim at:

- Specifying the formative and constructivist nature of the teaching portfolio;
- Identifying and analyzing the answers of the students who form the sample of this research;

- Outlining future directions for action on developing and presenting the final portfolio.

Procedure

We applied a questionnaire to evaluate the efficiency of the graduation portfolio of the psycho-pedagogical module, level I (license). In relation to the obtained answers, we made critical assessments and identified the strengths and weaknesses.

We used the Lickert scale: 5 = totally agree; 4 = agree; 3 = uncertain; 2 = disagree; 1 = total disagreement.

The questionnaire includes the following items:

Item 1. Building a portfolio is a worthwhile learning experience.

Item 2. Building a portfolio gives me a sense of accomplishment.

Item 3. I understood well how to make the portfolio.

Item 4. Building and presenting the graduation portfolio of the psycho-pedagogical module is an important stage in my training as a teacher.

Item 5. The portfolio contains too many documents and requirements.

Item 6. I would have liked more freedom in selecting the materials included in the portfolio.

We must state that the students have been informed of the specific requirements of all the stages or parts of the portfolio. In order to simplify the requirements and better systematize them, the training on developing and presenting the final portfolio focused on the following issues:

A. Carrying out the initial training:

- Motivation to participate;
- Own objectives and expectations;
- Self-appreciation of one's own experience;
- Portfolio self-assessment.

B. Types of application works included in the portfolio:

- Argumentative essay on a topic in the field of psycho-pedagogy;
- Review of a work in the field of psycho-pedagogy, according to a given structure;

- A didactic project (lesson project);
- Psycho-pedagogical characterization sheet of a student;
- Case study on student class management issues.

Based on the specific topics of the educational disciplines covered in the three years of bachelor's degree and the recommended bibliography, as well as in relation to the structure and models offered to the students in these applied works, they were able to develop their portfolios in optimal conditions. Because they were done over time, at the end of the training program, the students were encouraged to systematize and improve them. They were able to capitalize on the feedback provided by the teachers during the three years of study, as much as they took into account the suggestions and comments of the evaluators.

The students were encouraged to give the portfolio a personal touch, including suggestive images, quotes representative for each subject. In order to strengthen their

personal contribution, they had the opportunity to add a series of personal comments and reflections after each paper.

After completing the portfolio, each student uploaded the portfolio in electronic format to the Student Record (online). The evaluation of the portfolios is done by a commission established at the level of the Department for the training of the Teaching Staff, according to the above mentioned criteria.

4. Results and discussions

We further present the centralization of the answers given by the students.

Item 1. Building a portfolio is a worthwhile learning experience.

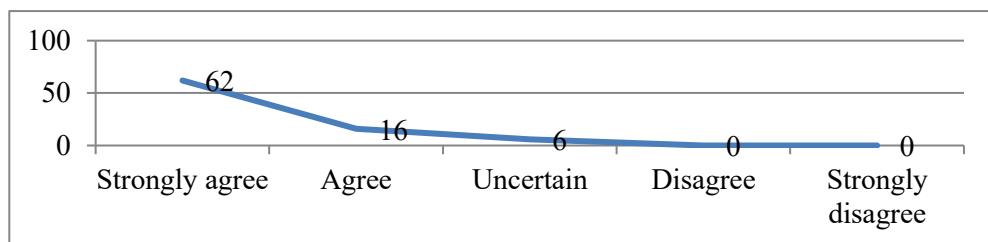


Figure 1. The usefulness of creating the final portfolio

To a large extent, the students consider the development of the graduation portfolio to be a useful learning experience. Among them, 73.81% strongly agree on the usefulness of this learning experience. We believe that if students find it useful, then they will use the portfolio in the future (as master students and future teachers). The value given to utility can predict the performance. In the CANE model (Clark, 1998), in which commitment includes personal agency, emotion, and task values, utility is an aspect of the third factor (along with interest and importance).

Item 2. Building a portfolio gives me a sense of accomplishment.

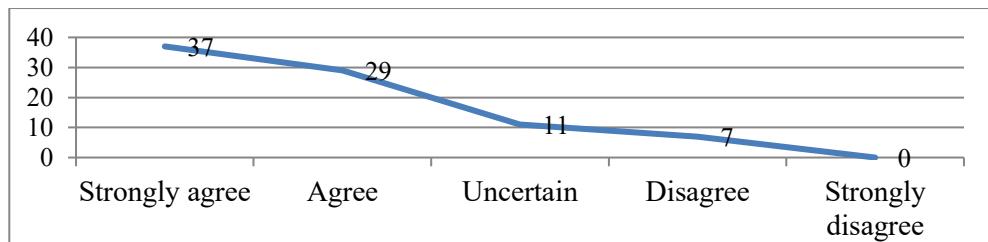


Figure 2. The presence of the feeling of accomplishment

The perception of the feeling of accomplishment enters the sphere of personal efficiency, of academic satisfaction. 66 students (78.57%) agree and totally agree that this portfolio gives them a sense of accomplishment. The number of those who

do not agree with this aspect is small (8.33%), which entitles us to say that the inclusion of the graduation portfolio, as a method of final evaluation, provides support for obtaining academic satisfaction. The feeling of accomplishment is an element of job satisfaction (along with autonomy, impact on the others, lifelong learning, the opportunity to use skills) and falls into the category of inner rewards (Busch, 1998, p. 140).

Item 3. I understood well how to make the portfolio.

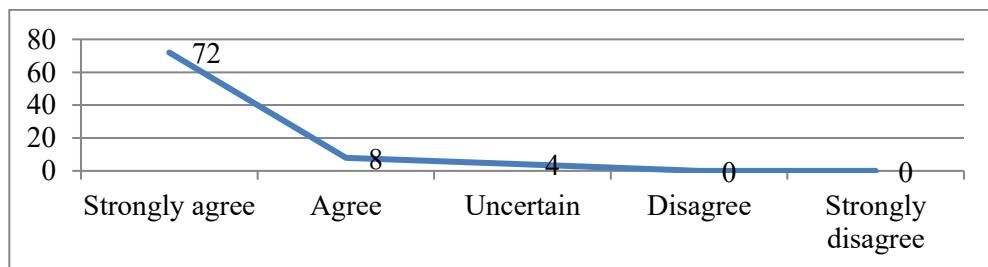


Figure 3. Understanding the training done in order to develop the portfolio

The fact that 95.24% of the students stated that they understood how to make the portfolio, it results that the teacher's instruction is effective, and the teacher's answers and explanations clarified the students' questions or ambiguities in time.

Item 4: Building and presenting the graduation portfolio of the psycho-pedagogical module is an important stage in my training as a teacher.

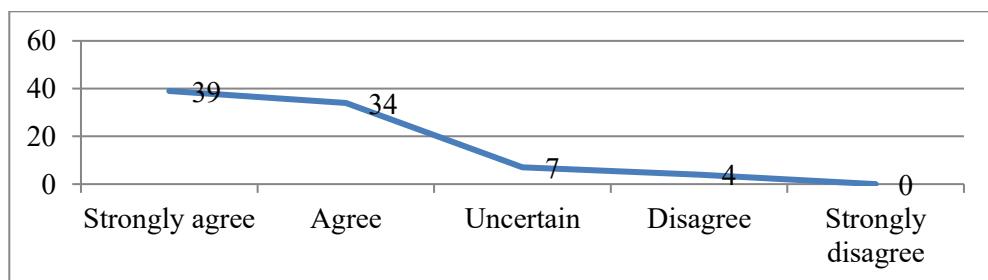


Figure 4. The importance of the graduation portfolio in teacher training

The analysis of Figure 4 shows that not all students consider the final portfolio to be an important step in their training as teachers. Among them, 8.33% express uncertainty, and 4.76% have a different opinion. We agree with M. Imhof and C. Picard, who state that: "Individuals with a strong proactive attitude tend to find the portfolio more important and more useful than individuals with a weak proactive attitude" (2009, p. 152).

Item 5. The portfolio contains too many documents and requirements.

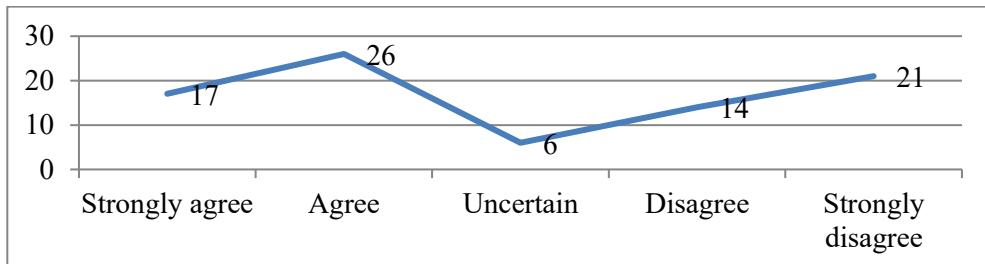


Figure 5. Reporting students to the number of documents and requirements

As shown in Figure 5, the students relate differently to the number of documents and requirements. Some of them (54.76%) consider that the number of required documents and requirements formulated by the teachers are too many, and another part (41.67%) consider that the number of requirements and products of their activity is balanced. We agree with B. McDonald's observation that "if students consider that portfolio assessment is another way of decreasing teacher work and simultaneously burdening them, they are less likely to benefit from portfolio assessment" (2012, p. 343). Even if the specifics of the portfolio involve the inclusion of the products of their activity carried out over a longer period of time, this does not mean that the quantity must predominate.

Item 6. I would have liked more freedom in selecting the materials included in the portfolio.

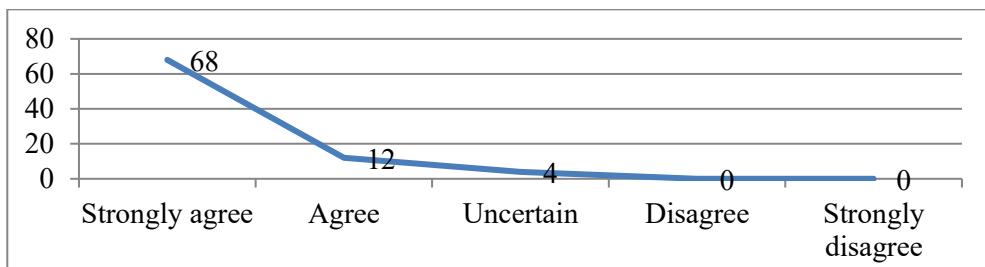


Figure 6. The students' freedom to choose the materials included in the portfolio

To a large extent (80.95%), students strongly agree with the idea that they do not have enough freedom in selecting the materials included in the graduation portfolio, which should lead to the elimination of some rigid rules for the content and format of the portfolio. It is appreciated that, "fortunately, there is an excellent remedy: an open structure as well as clear guidelines. The signs from research are

that students need to be at liberty to select topics that are meaningful to them" (Driessens, 2009, p. 280).

As we aimed to identify strengths and weaknesses, the students' responses were the starting point in making these assessments related to the efficiency of the graduation portfolio. Strengths include capitalizing on personal contributions, highlighting original application papers, and building the capacity for reflection and self-assessment. Among the weaknesses, we specify the prevalence of quantitative aspects and the emphasis on dirigisme in choosing the products of the the students' activity.

Regarding to the directions we are aiming for, we believe that the following should be given priority:

- The implementation of the hybrid portfolio;
- Including in the portfolio the notes of the teachers, colleagues, tutors of pedagogical practice;
- The insertion of current control sheets containing various comments related to the frequency, participation in teaching activities, but also the quality of the work assignments;
- Reporting to the references and reviews of other teachers, of the tutors of the application school, of the representatives of some organizations or associations in which the student was involved during the completion of the psycho-pedagogical module.

5. Limits and recommendations

According to the feedback received from the students included in our research sample, the teaching portfolio is an effective assessment tool which contributes to the initial professionalization of the future teachers.

Among the limits of this study are: putting into the background the aspects related to the presentation of the students' portfolios; the absence of a follow-up in time of the process of elaboration of the graduation portfolios; lack of correlation or association indicators between development and presentation, between interest in work tasks and results, between motivation and performance. A comparative analysis of the paper portfolio, the e-portfolio and the hybrid portfolio could provide not only theoretical details but also practical aspects regarding the advantages and disadvantages of these portfolio types.

Although the requested information materials are the very application papers that students develop during the training program, we suggest a selection of them, depending on the preferences and interests of the students. We recommend that they be given more freedom in choosing the products of their activity, so that they can present only very good works, relevant from their point of view (which have brought them great satisfaction or which contain a personal approach, original contribution - theoretical or practical, etc.). We also believe that the portfolio should include group or team work, products of previous teaching activities, as well as results of non-formal activities, important in the initial vocational training approach.

6. Conclusions

Based on the findings in pedagogical practice and in relation to the theoretical studies that address the teaching portfolio, we mention that among the most important conditions for its effective achievement is the attitude of the students towards this assessment tool. If we refer to the final evaluation portfolio, such as the one for graduating the psycho-pedagogical training module, we state that the attitude of the students towards it is formed over time, during the three years of bachelor degree, and depends on a number of factors. As J. Lombardi states, “attitudes toward portfolios depend on stance, history, and perceived value” (2008, p. 8). We add the previous experience in developing portfolios, as well as the freedom given to students in developing and presenting.

The portfolio remains a modern evaluation tool. In order to be effective for the students, it is necessary to be aware of its importance, to clearly establish the purpose of the portfolio, the requirements and materials included. On the other hand, the real impact of the use of the portfolio on the approach to learning and teaching, as well as on professional development, through the changes brought in the pedagogical practice, as a result of meaningful learning, counts. The constructivist adopted approach is reflected both in the self-appreciation of one's own experience gained in the achievement of didactic professionalization, and in the self-appreciation of the final didactic portfolio. What matters is the construction of the products of the activity, the apprenticeship in elaboration, but also their systematization, essentialization and presentation at a professional level.

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CONTINUOUS TRAINING OF TEACHERS IN ROMANIAN AND EUROPEAN CONTEXT*

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Abstract

Continuing education, training is an important component of every social subsystem, including the education one.

The study aims to address the issue of continuing education of teachers, both in the context of the Romanian education and teaching system, and the European one, conducting an analysis of the legislative framework, but also of the experiences of recent years in this field. We have referred to documents, legislative acts, which regulate the system of continuous training (eg: National Education Law, for the Romanian education system) or to various reports (OECD, Eurydice), which present different statistical situations regarding the continuous training of teachers in European countries, on training priorities.

Our investigative approach focused on a category of continuing education activities, namely training programs, which support the career development of teachers. The target group consisted of teachers who teach in preschool education, participants in such a continuing education program, before taking an exam (grade II teacher), to ensure their career development.

We analyzed the importance/relevance of using a summative assessment tool (portfolio), respectively of its components in establishing the level of professional skills, developed within the Program. The research methods we used were the survey based on the questionnaire and the analysis of the products of the activity (the portfolios). The results obtained confirmed the validity of the evaluation tool used.

Key words: Continuous training; Professionalization; Teaching staff; Evaluation portfolio.

1. Introduction

Continuing education is not a new concept, but one with a long history, adapted according to the concrete, specific elements of the socio-educational, cultural, political context.

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Compared to the current period, the concept of *continuous training* can be defined as “process of professional, institutionalized training of future teachers, attending specific theoretical practical applied training activities, within a university education institution” (Bocoş, 2016, pp. 263).

In another definition, which belongs to Noveanu and Potolea (2007, *apud* Bocoş, 2016, p. 263), the continuous training of teachers is assimilated with a “basic subsystem of training of trainers in the field of instruction and education, which is addressed to teachers in pre-university education and which aim at their professional development”.

Continuing education is an excellent tool for developing the skills needed to achieve higher student achievement (Musset, 2010). According to The Glossary of Education Reform, the concept refers to a wide variety of specialized training, formal education or advanced vocational learning, designed to help administrators, teachers and other educators improve their professional knowledge, competence, skills and effectiveness (<https://www.edglossary.org/professional-development>).

From another perspective, training and continuing professional development includes all types of learning, undertaken by teachers, beyond the initial training (Craft, 2000, *apud* Boudersa, 2016).

The term training captures the process of personality integration according to an action model developed in order to adapt the person (Schipor, 2003, p. 49).

According to the legislation in force, the system of continuous training of teachers in Romania includes (according to Bocoş, 2016, p. 264):

- a) The examinations for obtaining the teaching degrees (II and I), including the programs that can ensure the preparation for these exams;
- b) Continuing education/ training programs/ internships, in order to accumulate 90 credits, at each consecutive interval of 5 years, for the teaching, management, guidance and control staff, in pre-university education;
- c) Training/ development programs for the competencies of management, guidance and control staff in pre-university education;
- d) Programs for the professional-scientific development of the teaching staff, through master's, doctoral, postgraduate studies, authorized or accredited according to the law;
- e) Professional conversion programs, for the teaching staff with higher education, through university or postgraduate level courses;
- f) Other programs for scientific, didactic or psycho-pedagogical improvement or for the acquisition of complementary competencies.

2. Continuing education of teachers, in a European context

At European level, the transition from *continuing professional development* (CPD) to *continuing professional learning* (CPL) is being discussed (Boeskens, Nusche, Yurita, 2020, p. 13). This is reflected in changes in teachers' knowledge and practices, which contribute to improving the students' outcomes (Darling-Hammond, Hyler, Gardner, 2017, p. 2).

The continuing education of teachers, as well as their initial training, has always been a priority of policies and practices, both at European level and at the level of each country.

According to an OECD Report (Boeskens, Nusche, Yurita, 2020, pp. 8-13), there are a number of trends and developments that have increased the importance of teachers' professional development:

- Changing the learning objectives and the students' needs
- New evidence on continuing professional learning practices (CPL), effective or less effective
- New technologies and the link with lifelong learning/ training
- Greater diversity of initial teacher training pathways
- Increased emphasis on resource efficiency in education systems

The main purpose of all these types of actions is to improve and better the quality of teacher training. Table no. 1 sets out a set of European policies on lifelong learning, as well as the areas covered.

Table 1. Directions for common teacher training policies

General objectives	Continuing education policies	Targeted areas
Improving the quality of teacher training	Attracting the right people for the job of being a teacher	Traditional models of teacher training
		Alternative models of teacher training
	Giving teachers the necessary tools	Knowledge on content, pedagogical skills
		Practical experience
	Monitoring the maintenance of the optimal level of competence throughout the career	Initial teacher training
		Continuing education

Source: adapted from Musset, 2010, p. 7

Teacher training activities are characterized by diversity, variety: dissemination conferences, workshops (preparation for new content of subjects), school activities (study groups, courses), personal development of teachers (individual activities outside schools) (Musset, 2010).

European documents mention several important categories of activities for lifelong learning (OECD, 2009): informal dialogues to improve teaching; courses and workshops; reading specialized books; conferences and seminars on educational topics; professional development networks; individual and collaborative research; mentoring and observing colleagues; visits for observational purposes to other schools; qualification programs.

To what extent are these ways used by teachers? Various statistics at European level highlight this aspect.

An analysis of the categories of continuing education activities at European level highlights the following situation (Figure 1):



Figure 1. Situation regarding the ways of continuous training, accessed by the teachers from the secondary education, in 2018

Source: Eurydice Report, 2021, p. 87

In a 2019 OECD Report (OECD, 2019, p. 15), several categories of vocational learning activities are mentioned (Table 2):

Table 2. Categories of continuing education activities

Ways of accomplishment	Exclusive formal	Formal	Less formal
In particular, individual way	Online courses and seminars Self-study, monitoring the results	Exchanges on online platforms Self-study without monitoring the results	
In school	Workshops and on-the-job training Structured initiation programs Observation as part of formative assessment Structured coaching and mentoring activities	Professional learning communities Collaborations and mutual exchanges Self-observation and mutual observation Ad-hoc coaching and mentoring activities	
Outside school	External courses and seminars Qualification programs Conferences	Exchanges between schools Communication networks between teachers	

Source: OECD, 2019, p. 15

As there can be seen in Table 2, courses and seminars predominate, organized in different variants, mentoring and coaching activities, qualification programs. A

significant role is played by mutual exchanges of experiences, good practices, organized both individually and between schools, as well as professional communities. Self-study and self-observation complete the list of continuing education activities.

With regard to the professional development topics covered by secondary school teachers at EU level, the Eurydice Report also presents a statistical situation (see Figure 2): pedagogical skills in teaching specialized topics; knowledge and understanding of the specifics of the field; student assessment practice; knowledge of the curriculum; ICT skills in teaching; student behavior and class management; approaches to individualizing learning; education of children with special needs; teaching transversal skills (eg creativity, critical thinking, problem solving); student evaluation analysis; teacher-parent collaboration; teaching in a multicultural and multilingual context; school management; communication with different people from different cultures or countries.

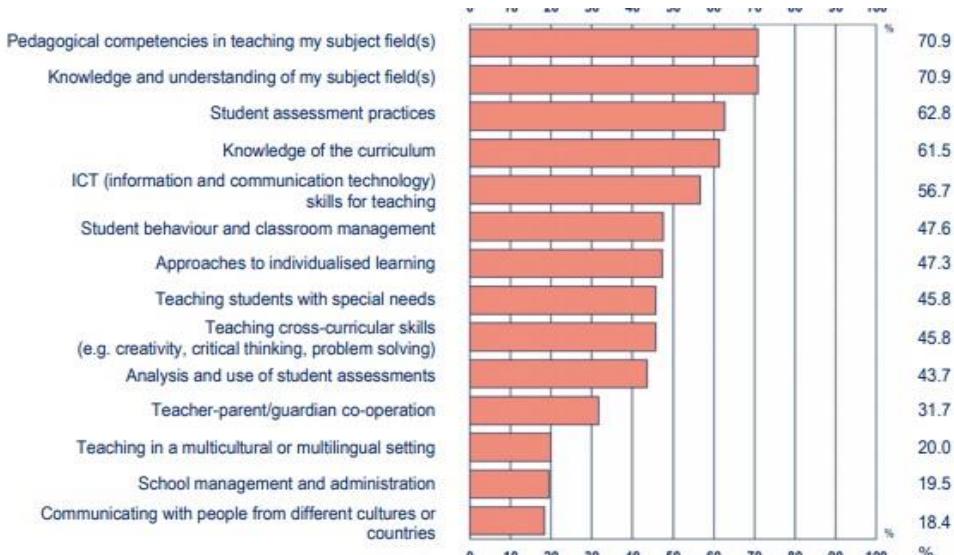


Figure 2. The situation of distributing different professional development subjects taken by teachers in gymnasium, at EU level, 2018

Source: Eurydice Report, 2021, p. 89

According to a study conducted under the auspices of the OECD (Viac, Fraser, 2020, *apud* Boeskens, Nusche, Yurita, 2020, p. 40), continuing vocational learning, in the current context, with the perspective of 2030, must be based on the idea of the wellbeing of the actors of the didactic act.

3. Research Methodology

One of the ways/ directions of continuous training, which are found in the Romanian legislation is represented by the training courses/ programs that precede/

prepare certain stages in the career evolution. Within them, students have the opportunity to practice and develop skills that are specific to their professional field or the level of education where they work (teaching, methodological, monodisciplinary, transversal competencies etc.).

The investigation we conducted targeted 33 teachers in preschool education, participating in a training program, in order to support the second degree in education¹.

Within the above mentioned program, an evaluation portfolio was used, as a summative assessment tool, to determine the level of the competencies developed, whose structure comprised four representative papers.

The aim of our investigation was to know the diagnostic and predictive value of this assessment tool.

The objectives pursued were the following:

- Knowing the opinion of teachers on the usefulness of the portfolio, in general, and the works in its structure, especially in continuing education
- Identifying the difficulties encountered in developing the portfolio
- Knowledge of the elements newly acquired after the completion of the works in the portfolio
- Anticipating the possibilities of capitalizing on the competencies exercised in the elaboration of the works.

The specific hypothesis followed involved the validation of the idea that *the Use of the portfolio as a tool for summative evaluation of the Program is able to highlight the level of competencies exercised/ developed in the program.*

The sample of subjects consisted, as mentioned above, of 33 teachers who teach in preschool education, from different institutions, both urban and rural, from several counties. We are showing, in figure 3, in percentages, the structure of the sample.

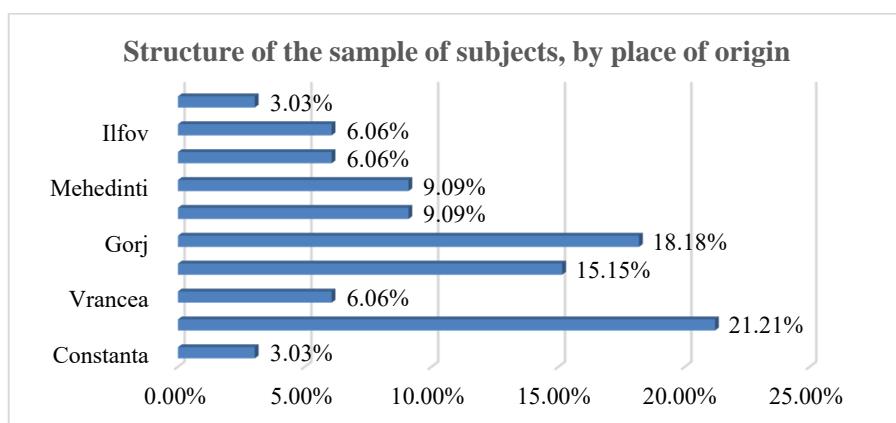


Figure 3. Structure of the sample of subjects, by place of origin

¹ In the Romanian education system, the evolution in the didactic career involves the completion of two essential steps, regulated by the law: didactic degree II and didactic degree I.

The research methods that we used were the survey based on a questionnaire and the analysis of the products of the activity, respectively of the portfolios developed by the students.

The first research tool, the opinion questionnaire, included 8 items, focused on knowing the students' opinion on: the usefulness of the program; the usefulness of the prepared portfolio, respectively of each individual work; difficulties encountered in drafting the works; the advantages of their accomplishment; the possibility of future capitalization of the newly acquired elements.

The questionnaire was applied through Google Forms, the results being then centralized and interpreted.

The second tool that we used was the evaluation marking scheme of the portfolios developed by the participants in the continuing education program. It included criteria for evaluating each paper, as well as criteria related to the overall structure of the portfolio and its quality (see Table 3).

Table 3. The marking scheme of the portofolio

Crt. No.	Assessment criteria	Indicators	Score (1-10)
1.	General structure criteria	Keeping to the recommended structure Respecting the structure and requirements specific to each type of work Personal, original contribution to the overall aspect of the portfolio Ordering the works according to the recommended criteria Quality of comments and personal reflections Original contribution to the overall aspect of the portfolio	
2.	Criteria specific to each work	Scientific correctness	
2.1.	Essay criteria	Respecting the structure and specific requirements of this type of work Ensuring the concordance of theme-title-content Using an essay style Originality of ideas, arguments, examples Correctness and expressiveness of language General score	
2.2.	Criteria for the cognitive map	Keeping to the recommended structure Essentializing ideas in the form of key words/phrases Graphic organization of map elements Originality of the approach	

		The scientific correctness of the concepts and the relations between them
		General score
2.3.	<i>Criteria for the didactic activity project</i>	Compliance with the specific requirements of this type of work
		Correct accomplishment of the correspondence between the curricular elements
		Consistency between the parts/ dimensions of the project, between the stages/ sequences of the lesson
		Correct dosing of resources (procedural, temporal, ergonomic, etc.), work tasks
		Adequacy and essentialization of scientific content
		Flexibility, creativity
		Correctness of the terminology used
		Correct making of the lesson plan
		Relevance of annexes
		General score
2.4.	<i>Criteria for the didactic game</i>	Compliance with the structure and specific requirements
		Correct and explicit description of the task/ structure/ stages of the game
		Explicit presentation of the game rules
		Proper use of materials
		Originality
		Correct use of specific terminology
		General score
		General score

4. Results and discussions

We present the results obtained after the application of the opinion questionnaire. The students unanimously appreciated the usefulness of the continuing education program for their professional development, as well as the relevance of using the portfolio, as a summative assessment tool, in order to know the level of competencies developed as a result of completing the program.

Among the works included in the portfolio, the students believe that the didactic game had the greatest utility, at the opposite pole being the cognitive map (see figure 4):

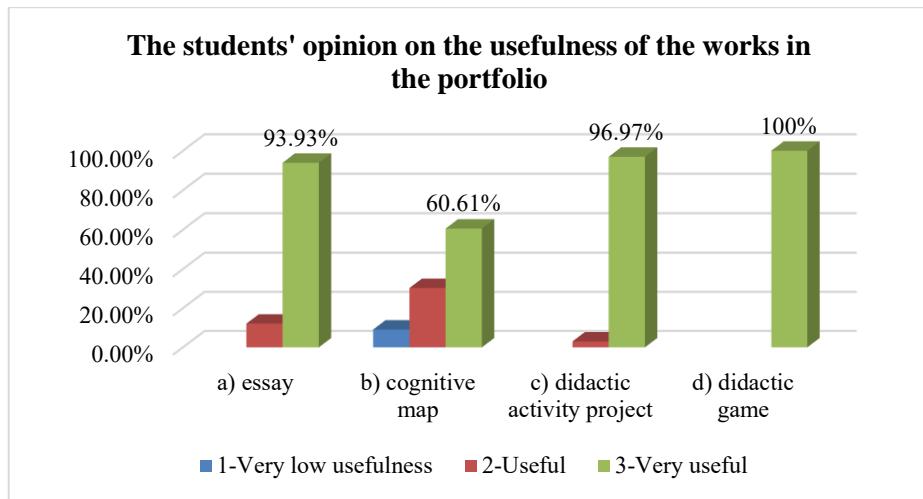


Figure 4. The students' opinion on the usefulness of the works in the portfolio

The lower percentage given to the cognitive map work is justified by the difficulty of students to understand the role of this tool in developing transversal, general competencies, such as the autonomous learning competency, and not necessarily monodisciplinary and specific ones.

More than half of the students (54.54%) mentioned that they did not encounter difficulties in carrying out the works, the others appreciating that the number of difficulties that appeared was reduced.

Regarding the difficulties encountered according to the type of work, the situation is exactly the opposite of the usefulness of the works in the portfolio (fig. 4).

Thus, the students stated that most of the problems were created by making the cognitive map, and the least - the didactic game (see figure 5). Paradoxically, the work that required the most was the least useful, and vice versa.

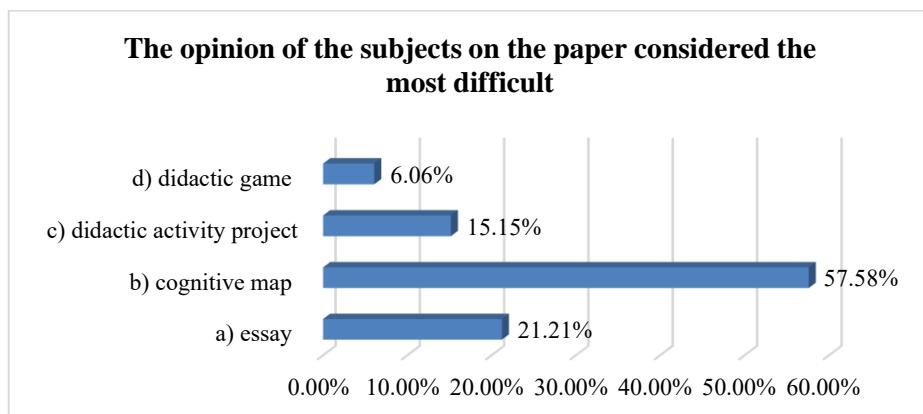


Figure 5. The opinion of the subjects on the paper considered the most difficult

The didactic activity project is considered the work during which the students learned the most new elements (51.52%), followed by the cognitive map (30.30%), the essay (12.12%) and the didactic game (6, 06%).

The last item of the questionnaire asked the students for their opinion on the future situations during which they will be able to use the competencies developed by completing the works in the assessment portfolio.

Figure no. 6 presents the way of distributing the answers on the proposed variants:

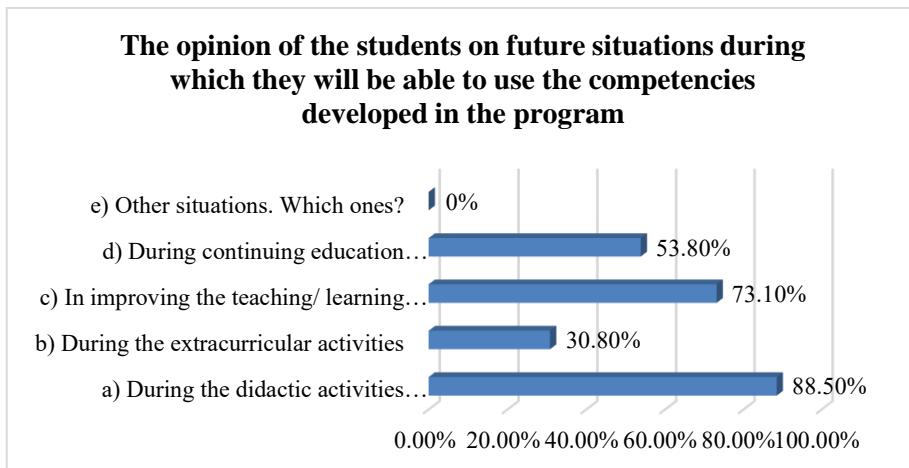


Figure 6. The opinion of the students on future situations during which they will be able to use the competencies developed in the program

The results obtained by teachers in the evaluation through the portfolio confirmed the results of the questionnaires (see table 4).

Table 4. General score for each work in the portfolio

Crt. No.	Criteria specific to each work	Generale score
1	Essay criteria	8,89
2	Criteria for the cognitive map	8,72
3	Criteria for the didactic activity project	9,01
4	Criteria for the didactic game	9,12

The highest score was obtained in the work called „didactic game”.

5. Conclusions

The continuous professional training of teachers is going through an important new stage, determined by the massive social, economic, cultural changes, by the evolution of societies, at European and global level, by the development of new communication technologies. in addition to the traditional forms of career

development, new ways appear in the context of the mentioned changes. The major requirements for this professional category are flexibility, creativity, openness to the new, to change and the ability to integrate the new into already existing structures. The ultimate goal is represented by the benefits to the students, their results, their wellbeing, necessary to sustain performance.

In the Romanian education system, continuing vocational training involves both the completion of stages/ stages, which involve significant theoretical and practical accumulations and the enrichment and improvement of experience and teaching style, and the obligation to participate in a series of training activities, throughout career.

In conclusion, we can mention that the types of activities accessed by teachers, as well as the priority topics are consistent with those promoted at European level and by the education systems in other countries.

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FORMATION UNIVERSITAIRE ET BESOINS PROFESSIONNELS POUR DES JURISTES ALGERIENS*

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Résumé

Cet article s'inscrit dans le champ du français sur objectifs spécifiques (FOS) plus particulièrement, dans le français langue professionnelle (FLP). Nous ciblons un public spécifique, en l'occurrence des juristes exerçant dans plusieurs secteurs professionnels : banques, électricité et hydrocarbures. Nous voulons à travers cette expertise, caractériser la formation universitaire qu'ont reçue ces juristes, qui est essentiellement basée sur l'arabe classique pour arriver à une définition de leurs besoins langagiers dans le marché de l'emploi.

Nous procéderons, dans un premier temps, à une définition de leur profil de sortie en nous focalisant sur une expertise des programmes du français juridique. Puis, nous analyserons leur profil d'entrée dans le marché de l'emploi en recourant à des entretiens semi-directifs avec des juristes, dans un second temps.

Mots clés : FLP ; Formation universitaire ; Juristes ; Besoins ; Français juridique.

UNIVERSITY TRAINING AND PROFESSIONAL NEEDS FOR ALGERIAN JURISTS

Abstract

This article is part of the field of French for specific objectives (FOS) more particularly, in French as a professional language (FLP). We target a specific audience, in this case jurists working in several professional sectors: banks, electricity and hydrocarbons. We want through this expertise, to characterize the university training received by these jurists, which is essentially based on classical Arabic, in order to arrive at a definition of their language needs in the job market.

First, we will define their exit profile by focusing on expertise in legal French programs. Then, we will analyze their entry profile into the job market by using semi-structured interviews with jurists, in a second step.

Key words: FLP; University education; Jurists; Needs; Legal French.

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1. Introduction

Même si la langue française est catégorisée en Algérie comme étant une langue étrangère, elle reste néanmoins la plus utilisée et la plus répondue dans l'environnement sociolinguistique algérien. Cette réalité est d'autant plus marquée dans la plupart des administrations algériennes, qui utilisent la langue française dans leur gestion et leurs correspondances officielles, notons à titre d'exemples : le secteur médical, universitaire, commercial, financier et celui des hydrocarbures. Le français prend donc une place très importante dans la vie quotidienne des Algériens et notamment ceux qui l'utilisent pour des fins professionnelles. En effet « Sans être la langue officielle, la langue française véhicule l'officialité. Sans être la langue d'enseignement, elle reste la langue de transmission du savoir. Sans être la langue identitaire, elle continue à façonner l'imaginaire culturel collectif de différentes formes et par différents canaux. Et sans être la langue d'université, elle est la langue de l'université. Dans la quasi-totalité des structures officielles de gestion, d'administration et de recherche, le travail s'effectue encore essentiellement en langue française » (Sebaa, 2002, p. 85).

Partant des principes du Français Langue Professionnelle (FLP), nous nous intéressons à l'utilisation du français juridique dans ce contexte. Le choix de ce sujet est motivé par le fait que ces employés ont suivi des cursus scolaires et universitaires où la langue arabe classique prédomine. Arrivés au monde professionnel, beaucoup de ces formés se retrouvent dans des situations peu avantageuses où le français est utilisé de façon obligatoire.

Il est clair ainsi de définir la nature de la formation offerte en français juridique, notamment à l'université algérienne, afin de dresser un bilan sur ce public de formation arabophone et à qui, l'on a proposé une matière en langue étrangère en l'occurrence le français. Il s'agit dans ce cas précis d'une situation paradoxale dans la mesure où le profil de sortie de ce public ne concorde pas avec les exigences socioprofessionnelles où le recours aux langues étrangères demeure incontournable. À cet effet, notre objectif premier est d'identifier la relation qui existe entre la formation universitaire et ses débouchées professionnelles pour arriver à une définition des besoins langagiers et communicationnels des juristes dans milieu où ils exercent.

Nous comptons à travers l'expertise répondre aux questions suivantes : est-ce que la formation qu'ont reçue ces juristes répond aux exigences du secteur de l'emploi ? Quels sont les besoins langagiers et communicationnels de ce public spécifique ?

Ainsi, nous postulons que la formation universitaire est en décalage par rapport au marché de l'emploi notamment dans les domaines où le français est utilisé dans tous types d'interactions. De ce fait, la matière enseignée durant la licence et le master « français juridique » cible uniquement l'aspect terminologique et ne peut répondre aux spécificités contextuelles et aux exigences du marché de l'emploi.

Pour répondre à ces interrogations, il est nécessaire de décrire le contexte pédagogique entourant l'enseignement du français juridique, et ce, afin de l'objectiver. Nous procéderons donc à une expertise des programmes de la matière

afin de mesurer le profil de sortie du public cible. Aussi, nous effectuerons des entretiens semi-directifs avec des juristes exerçant dans divers contextes professionnels², et ce, pour déceler la capacité de ces derniers à comprendre et à assimiler ce français spécifique afin de mesurer l'écart qui existe entre formation/marché de l'emploi.

2. Français sur Objectifs Spécifiques (F.O.S)

Le français sur objectifs spécifiques s'adresse à un public qui aspire acquérir, pour des fins utilitaires présentes et à venir, un capital culturel et langagier qui lui permettra de gérer les situations auxquelles il sera confronté dans sa vie universitaire ou professionnelle. Le français sur objectifs spécifiques se caractérise par la pluralité de ses contextes, situations d'enseignement, pratiques, méthodes et objectifs, « il est né du souci d'adapter l'enseignement du F.L.E à des publics adultes souhaitant acquérir ou perfectionner des compétences en français pour une activité professionnelle ou des études supérieures. Le FOS s'inscrit dans une démarche fonctionnelle d'enseignement et apprentissage : l'objectif de la formation linguistique n'est pas la maîtrise de la langue en soi, mais l'accès à des savoir-faire langagiers dans des situations dûment identifiées de communication professionnelle ou académique » (Cuq, 2003, p. 109). Il s'agit donc d'une construction de programme linguistique dans un contexte défini.

À titre indicatif, le public qui constitue notre corpus a pour ambition d'apprendre non « le français » mais plutôt « du français » dans le but de se préparer pour le marché du travail et savoir agir professionnellement. En effet, « *Se demander ce que des individus ont besoin d'apprendre, c'est poser implicitement qu'ils ne peuvent pas tout apprendre d'une langue, donc que des choix doivent être opérés.* » (Lehmann, 1993, p. 116).

Pensé comme tel, l'apprentissage du FOS se particularise par un apprentissage conçu spécialement en fonction du public, de sa spécialité ou sa profession, autrement dit, il s'agit d'un apprentissage sur mesure. De ce fait, « *le FOS se caractérise par une ingénierie de formation sur mesure qui considère chaque demande comme unique. Cela explique que le FOS, pensé dans sa singularité, s'écrit alors au singulier (français sur objectif spécifique)* » (Mourlon-Dallies, 2006).

Conséquemment, lorsqu'on cible un public universitaire, on parlera de Français sur Objectifs Universitaires (FOU). Ce dernier a pour objectif de donner une nouvelle dimension au français langue de communication scientifique, en permettant aux étudiants universitaires d'obtenir des compétences langagières disciplinaires et méthodologiques. Dans l'ensemble, les champs du FOU s'intéressent à l'univers universitaire comme les besoins de l'expression écrite ou encore la compréhension orale du discours universitaire.

Ceci dit, les contenus des matières des langues spécialisées de façon générale et du domaine qui nous préoccupe de façon particulière se focalisent sur un

² Précisons que la fonction du juriste est universelle et peut être sollicitée dans plusieurs secteurs socioprofessionnels.

enseignement terminologique qui ne peut répondre aux exigences socioprofessionnelles et ne peuvent donc pas subvenir aux besoins langagiers et communicationnels des étudiants. À vrai dire, la construction du programme doit prendre inexorablement les étapes d'une formation sur objectif spécifique qui se résume à recueillir et à analyser les données afin d'objectiver les compétences à installer chez les étudiants et d'en dégager les matériels pédagogiques. Ainsi, le contexte dans lequel nous opérons cible un public qui suit un cursus universitaire basé sur l'arabe classique, toutefois, lorsqu'il intègre le monde du travail, beaucoup d'entre eux se retrouvent coincer dans un système linguistique professionnel où tout est basé sur la langue française. De ce fait, un écart se crée entre une situation réelle, vécue caractérisée par des insuffisances langagières et communicationnelles héritées de la formation universitaire arabisée et une situation souhaitée, c'est-à-dire ce que doit avoir le professionnel, d'où la nécessité de construire un outil « *d'accompagnement et d'intégration, qui, sous des formes diverses, existe, mais reste encore largement à construire.* » (Mangiante & Parpette, 2004).

Le processus d'intégration prend tout son sens à partir du moment où l'on offre une formation linguistique idoine respectant les exigences du terrain. En ce sens, le français sur objectif spécifique prend une autre forme, dans la mesure où il cible un public arabophone de formation qui désire intégrer, s'adapter au marché de l'emploi de plus en plus exigeant et c'est à partir de cette situation que l'on parlera de Français Langue Professionnelle (FLP).

2.1. FOS et français juridique

D'abord, un juriste est une personne qui a fait des études en droit, en d'autres termes, c'est un spécialiste du droit, sous tous ses aspects, commerciaux, fiscaux, sociaux, etc. Il a pour mission de diriger le service juridique et contentieux de l'entreprise dont il se rattache et est chargé de protéger leurs intérêts sur le plan commercial, financier et technique. Il est en constance collaboration avec les services internes de l'entreprise : commercial, financier, ressources humaines, etc. et de même avec ceux externes à l'entreprise comme les cabinets juridiques et comptables, les partenaires sociaux, les autres entreprises, etc. En effet, le juriste à diverses missions opérationnelles au sein de son entreprise, nous citerons à titre d'exemples : la rédaction des contrats et des mises en demeure, le contrôle des transactions et investissements, la gestion des contentieux, la protection juridique et réglementaire de son entreprise, etc.

Il s'agit donc d'un poste polyvalent qui demande, en plus des connaissances juridiques, un savoir-faire technique et relationnel qui consiste généralement à analyser et réaliser des diagnostiques, à coordonner avec les autres services et partenaires, à argumenter ses décisions en vue de convaincre et à avoir le sens de l'intérêt général.

De ce fait, la didactisation du français juridique doit absolument prendre en considération ces spécificités qui découlent de la réalité professionnelle : « *Une des particularités de l'enseignement visant des objectifs spécifiques fait que, même si d'un point de vue méthodologique il n'est qu'une spécialité parmi d'autres, il ne*

puisse être purement et simplement comparé à d'autres spécialités, telles que l'enseignement de la grammaire, de la correction phonétique, ou de la civilisation. En effet, ce qui le délimite et le fonde est l'existence de certains publics et cela seulement; en outre, ces publics représentent, semble-t-il, des enjeux importants, qui sont tout sauf seulement didactiques (...) ce secteur entretient des relations d'une particulière étroitesse avec les réalités de son environnement économique, social et institutionnel. » (Lehmann, 1993, p. 57). Ainsi, nous comprenons aisément que notre public entre parfaitement dans cette caractérisation du fait des enjeux politiques et économiques importants qu'il représente.

Concernant le français juridique, Damette (2007) affirme qu'il est qualifié de langue spécialisée puisqu'une partie de son vocabulaire et de sa syntaxe contient des éléments qui lui sont spécifiques. En effet, la langue juridique indique « *le mode d'expression linguistique particulier aux juristes.* » (Gemar, 1990). Voilà pourquoi, elle se distingue de la langue générale ou commune³.

Rappelons qu'en Algérie, la formation en droit se fait exclusivement en langue arabe à l'exception d'un seul module de langue intitulé généralement « français juridique ». Cette matière consiste à traduire des termes spécialisés relatifs au domaine du droit, de la langue arabe vers la langue française. Lerat (1995) souligne à ce propos que la notion de terminologie est l'étude scientifique des notions et des termes en activité dans les langues de spécialité. Ceci dit, il s'agit d'un enseignement décontextualisé qui ne tient pas en considération des spécificités situationnelles. Ainsi, la focalisation doit s'opérer au tour d'une étude spécifique faisant appel à une approche particulière qui consiste à structurer l'enseignement d'une langue étrangère sur la base de besoins nettement identifiés, universitaires et/ou professionnels.

C'est pourquoi, un programme de langue spécialisé suscite une démarche d'enseignement très distincte de celle du français langue étrangère. Si le programme consacré à l'enseignement du FLE aspire à équilibrer les diverses compétences linguistiques (compréhension et expression orales et écrites), et à introduire une dimension socioculturelle variée, celui de la langue de spécialité est régi par des contenus et des situations très particulières. Ainsi, lorsqu'on se positionne dans une logique du français sur objectifs spécifiques⁴, les objectifs de son enseignement doivent répondre à « des besoins professionnels exprimés par de futurs juristes ou par des professionnels en fonction : savoir chercher un jugement ou un article de

³ De façon générale, les langues spécialisées sont des outils favorisant tous types d'interactions dans des domaines spécialisés. Ainsi, Dubois *et al.* 2001 définissent la langue commune comme étant une langue non-marquée, non-spécialiste contrairement à la langue de spécialité qui marquée et est utilisée par des spécialistes. En effet, « *Les langues de spécialité seraient des sous-ensembles, fondamentalement pragmatiques, de la langue dans son sens global.* » (Cabré, 1998, p. 119). Il y a donc une langue générale englobant la langue commune et les langues spécialisées.

⁴ L'enseignement sur objectif spécifique se différencie de l'enseignement d'un français de spécialité étant donné que ce dernier est conçu comme une méthode, qui doit être utilisable avec un public différencié, plus ou moins large, et non en fonction d'un public unique au profil et aux besoins précisément spécifiés.

doctrine, comprendre la portée d'un jugement et son insertion dans la jurisprudence, savoir rédiger un contrat, savoir utiliser le français dans des situations professionnelles déterminées. » (Damette, 2007, p. 12).

3. L'enquête

3.1. Expertise du Français Juridique

La faculté de droit et des sciences politiques, dans les universités algériennes, est composée de deux départements : le département de droit et le département des sciences politiques. Durant cette étape, nous procéderons à une description des programmes et contenus du français juridique destinés aux étudiants inscrits en droit de façon globale, et ce, de la première année licence jusqu'au master, afin de déceler si les dispositifs de formation en français juridique concordent avec les débouchés professionnels.

Dès lors, il faut préciser que la formation dispensée est de type : Licence, Master, Doctorat (LMD). Les étudiants suivent deux années de tronc commun en licence puis se spécialisent en troisième année soit en « droit public » ou en « droit privé ». En master, plusieurs spécialités sont proposées telles que : droit public économique, droit pénal et sciences criminelles, droit médical, droit notarial, etc. Ces dernières débouchent vers des études en post-graduation.

Après observation, nous avons remarqué qu'il s'agit d'une formation où tous les contenus disciplinaires se transmettent en langue arabe classique. Pratiquement, toutes les matières s'actualisent au tour de cours magistraux (CM) et de travaux dirigés (TD). Quant au module de langue, on lui confère la dénomination de français juridique (FJ). Ce dernier fait l'objet d'enseignement durant la totalité du cursus universitaire, c'est-à-dire de la première année licence jusqu'à la deuxième année master, il s'actualise uniquement sous forme de cours magistraux, avec un volume horaire hebdomadaire de 01 heure 30 minutes et un coefficient de (01), et cependant toute la formation.

Toutefois, ce que nous avons remarqué est que les programmes et les dispositifs pédagogiques qui régissent l'enseignement de cette langue spécialisée se focalisent sur des études terminologiques du domaine de droit où l'on propose, en général, des concepts et des textes spécialisés en langue arabe, qui sont expliqués à travers la traduction.

À ce stade, il faut souligner que la didactique du français juridique doit répondre à des besoins multidimensionnels, elle doit répondre aux exigences du marché de l'emploi, elle doit installer des compétences transversales réutilisables dans des situations professionnelles prévisibles. Néanmoins, nous avons noté que cette matière ne comporte pas de bases solides inhérentes à un programme du fait qu'elle se penche sur l'étude terminologique. Cela veut dire qu'il n'existe pas d'objectifs généraux qui traitent effectivement des besoins institutionnels. Quant à l'évaluation, d'après des entretiens semi-directifs réalisés avec un étudiant et un enseignant, il a été relevé qu'aucune évaluation (diagnostique, formative) n'est proposée. Ainsi, les étudiants sont soumis à une seule évaluation semestrielle. Pour

ainsi dire, cette matière se résume en donnant des explications et des définitions des termes relatifs à la spécialité, et ce, en recourant à la traduction.

En outre, l'absence de Travaux dirigés rend les pratiques pédagogiques inefficaces puisque les besoins effectifs de la formation ne peuvent pas être pris en considération en recourant uniquement aux cours magistraux (CM). En fait, l'absence de TD constitue un véritable handicap pour cette formation qui doit tenir en considération les spécificités du public.

En somme, il y a autant de données qui révèlent une inintelligibilité par rapport aux contenus proposés aux étudiants, exclusivement centrés sur l'étude terminologique. En effet, l'inadéquation du programme : finalités, buts, objectifs, méthodes, contenus, activités et procédés d'évaluations ont fait émerger un produit mal planifié et mal élaboré incompatible avec le contexte institutionnel.

Après avoir mesuré le profil de sortie des juristes en recourant à une expertise des programmes, nous nous focalisons désormais sur leur profil d'entrée. Ainsi, nous comptons dégager à travers cet outil plusieurs aspects essentiels :

- Caractériser la formation offerte en droit en nous focalisant évidemment sur le français juridique,

- Identifier leur niveau en langue française de façon générale et en français juridique de façon particulière. Tous ces paramètres vont être pris en considération afin de dresser un bilan précis sur l'utilisation du français juridique en milieu professionnel.

Ainsi, nous nous sommes entretenus avec quatre juristes travaillant dans plusieurs domaines professionnels, deux d'entre eux exercent dans la Banque Nationale Algérienne (BNA), quant aux deux autres, l'un travaille dans une société étatique d'hydrocarbures et l'autre, dans la société nationale de l'électricité et du gaz (SONELGAZ). Dès lors, il s'agit d'un public à dominante masculine, assez jeune qui varie entre 30-39 ans et cumulant des expériences professionnelles qui varient entre une et neuf années.

Lors des entretiens semi-directifs, nous leur avons demandé de s'exprimer sur quatre points mentionnés ci-dessous :

- Utilisation du français dans la vie quotidienne,
- Les types de discours qu'ils ont affaire dans leur milieu professionnel,
- Les problèmes langagiers et communicationnels rencontrés dans le contexte professionnel,
- S'exprimer sur leur cursus universitaire.

Dans le premier point qui traite de l'utilisation du français standard, nous avons collecté des réponses qui caractérisent un emploi assez restreint du français standard se limitant à des emplois exclusifs hormis le dernier informateur qui nie un quelconque recours au français :

« Info 1 : Oui, je l'utilise le plus souvent via les réseaux sociaux.

Info 2 : Oui beaucoup, je suis un adepte de la lecture et du scrabble.

Info 3 : Uniquement sur Facebook

Info 4 : Non. »

Nous pouvons dire à propos des réponses que le français constitue effectivement une langue étrangère pour eux vu la fréquence de son utilisation quotidienne. N'oublions pas que bien que le français ait le statut de langue étrangère en Algérie, elle est très répandue dans la sphère sociale algérienne : médias, usage quotidien, cadre professionnel.

Après avoir identifié le profil de ce public : âge, expérience professionnelle, recours au français standard... Nous leur avons demandé de s'exprimer sur les types de discours qu'ils ont affaire dans leur milieu où ils exercent, nous avons noté qu'il s'agit essentiellement de discours écrits où les juristes sont contraints de rédiger plusieurs formes de productions administratives : contrats, mises en demeure, correspondances... Par ailleurs, le recours à l'oral s'opère à des moments exclusifs comme l'exemple de l'informateur (3) où il affirme qu'il recourt à une utilisation orale assez rare qui s'actualise uniquement lors des réunions avec l'administration centrale ou avec des étrangers. Néanmoins, il est à signaler que l'informateur (3) travaille dans le secteur des hydrocarbures où les interactions avec les étrangers sont inexorables, contrairement aux autres juristes travaillant dans les secteurs bancaires et les énergies renouvelables où l'interaction se fait principalement avec la population locale, ce qui veut dire que le recours au français oral est très rare :

« Info 1 : Le plus souvent, c'est un discours écrit étant donné que nos tâches administratives s'effectuent exclusivement en langue française comme la rédaction d'un contrat, des mises en demeure destinées aux clients qui n'ont pas payé leurs crédits bancaires ou à cause d'un retard de paiement, en plus des rapports destinés à nos supérieurs hiérarchiques.

Info 2 : Le discours écrit vu que le secteur bancaire est un secteur francophone par excellence (correspondances, contrats, etc.).

Info 3 : Le discours écrit et oral, mais beaucoup plus l'écrit dans la mesure où mon travail consiste à établir des appels d'offres, des consultations, des notes de service, des décisions, etc. Concernant l'oral, nous l'utilisons exclusivement dans les réunions qui se font au sein de l'entreprise ou avec nos partenaires étrangers.

Info 4 : Les écrits professionnels entre collègues, des mises en demeure envoyées aux clients, etc. »

Quant au troisième point, nous leur avons demandé de s'exprimer sur d'éventuels problèmes communicationnels rencontrés dans le milieu professionnel, nous avons relevé que la plupart des enquêtés ont effectivement des difficultés langagières et communicationnelles par rapport au français professionnel surtout lorsqu'ils étaient nouvellement recrutés, ces dysfonctionnements se manifestent à tous les niveaux, que ce soit du côté de la compréhension/expression orales ou bien de la compréhension/expression écrites. Par conséquent, ces informations révèlent qu'il existe effectivement une incompatibilité par rapport à la formation universitaire et la réalité du terrain puisque la plupart d'entre eux ont eu des problèmes aux niveaux langagiers et communicationnels. Par ailleurs, nous avons noté que l'informateur (2) avoue n'avoir aucun problème en ce sens, cela est dû au contexte familial dans lequel il a vécu où le français est utilisé dans leurs échanges quotidiens :

« Info 1 : Oui, à vrai dire, ces problèmes se sont un peu résolus avec le temps. Mais quand j'étais nouvellement recruté, je me suis aperçu que tout marchait en français et je trouvais beaucoup de difficulté à rédiger un rapport en français ou à envoyer un Email à mes supérieurs hiérarchiques.

Info 2 : Pas vraiment non.

Info 3 : Oui, dans l'entreprise où je travaille, nous utilisons beaucoup le français et l'anglais pour communiquer avec nos partenaires étrangers. Mais la communication à l'intérieur de l'entreprise se fait exclusivement en langue française. Donc il faut absolument maîtriser la langue française pour pouvoir communiquer avec nos collègues et nos supérieurs hiérarchiques.

Info 4 : Oui, et même beaucoup, tout se fait en français malheureusement alors que j'ai une formation en droit. »

Ici, nous leur avons demandé de nous donner les stratégies qu'ils ont adoptées pour pallier à ces dysfonctionnements. Ainsi, ces juristes ont utilisé plusieurs techniques pour contourner ces insuffisances, nous pouvons citer l'exemple de l'informateur (1) qui recourt à des modèles déjà établis où il change uniquement les informations nécessaires, ou bien le cas de l'informateur (3) qui utilise les archives internet pour imiter les écrits administratifs, ou encore prendre les avis des collègues plus expérimentés dans le domaine :

« Info 1 : Pour vous dire la vérité, je prenais des modèles de rapports ou de mises en demeure déjà établies et je changeais seulement les informations. Pour ce qui est de la rédaction des emails, je demandais à un collègue expérimenté de corriger les éventuelles erreurs et à m'aider à rédiger convenablement l'email, c'est-à-dire sur le plan lexical et sémantique.

Info 2 : Comme je vous l'ai dit précédemment, je n'avais pas de problèmes de langue. Pour vous expliquer davantage, mon père est médecin et ma mère est enseignante de français, donc j'ai vécu au sein d'une famille francophone.

Info 3 : Pour ce qui est de la rédaction des écrits, je me suis basé sur les archives de l'entreprise, c'est-à-dire que je prenais par exemple des notes de service ou des appels d'offres antécédentes et je me referais sur ces modèles. Concernant l'écriture des emails, je cherchais des modèles sur Google et je copié coller en changeant uniquement l'objet et les informations spécifiques.

Info 4 : Pour être clair avec vous, je n'aime pas la langue française et je n'ai pas envie de l'apprendre. Ce que j'aime, c'est l'anglais. En ce qui concerne mon travail, je m'habituerais avec le temps et même actuellement il y a un collègue expérimenté qui m'encadre pour que je puisse réaliser mon travail dans les meilleures conditions possibles ».

Enfin nous avons demandé à ces juristes de s'exprimer sur leur formation universitaire en français juridique. Les quatre informateurs ont affirmé qu'il s'agit d'une matière où l'on se centre sur les aspects terminologiques en recourant principalement à la traduction oblitérant par conséquent, toute forme langagière et communicationnelle du français en milieu professionnel :

« Info 1 : Jamais, nous n'avions que ce module qui ne sert d'après moi à rien vu qu'il consiste seulement à traduire des concepts juridiques de l'arabe vers le français, c'est tout! Nous pouvons facilement trouver ces traductions sur Google.

Info 2 : Non, même si ce module est nécessaire en milieu universitaire, ce n'est pas le cas pour nous qui travaillons à la banque.

Info 3 : Non jamais.

Info 4 : Non jamais. »

4. Résultats et discussion

Nous nous sommes intéressés à un public spécifique, il s'agit de juristes qui exercent dans plusieurs domaines professionnels, nous avons voulu à travers notre expertise spécifier le français juridique utilisé dans le secteur de l'emploi afin de dresser un bilan sur le contexte dans lequel cette langue évolue.

Nous avons commencé par une expertise des programmes du français destiné aux étudiants inscrits dans la filière de droit. Nous avons remarqué que les contenus sont focalisés principalement sur l'étude de la terminologie juridique, et ce, durant la totalité du cursus universitaire. Ceci dit, même si cette dernière est importante, on ne peut se focaliser uniquement sur son étude, et ce, du fait de la complexité linguistique, langagière et communicationnelle du domaine.

En réalité, le programme de langue porte sur des notions clés du domaine juridique comme la notion de l'état, l'action publique et l'action civile, l'appel en matière correctionnelle et contraventitionnelle, les principes du droit algérien, la correctionnalisation, l'emprisonnement, les prescriptions, etc. Tous ces éléments sont expliqués le plus souvent à travers le processus de traduction de l'arabe vers le français. De ce fait, le programme de langue a comme objectif principal l'étude de la terminologie du domaine omettant l'aspect fonctionnel de la langue, car n'oublions pas que les actuels étudiants lorsqu'ils intègrent le domaine professionnel, ils auront beaucoup plus besoin d'une langue spécifiquement administrative.

En outre, le nombre d'heures alloué à l'étude de cette matière est réduit à un seul cours magistral, ce qui est insuffisant pour aboutir à des résultats probants. L'absence de Travaux dirigés complique davantage la situation rendant les pratiques enseignantes inefficaces. Ainsi, la compatibilité du programme doit être tributaire avec les besoins de la formation, des étudiants et du monde professionnel.

Ceci a été affirmé aussi lors des entretiens semi-directifs réalisés avec des juristes exerçant dans plusieurs domaines professionnels sensibles. En effet, s'agissant d'un public arabophone de formation, la majorité a rencontré des problèmes d'intégration dans le milieu professionnel du fait qu'elle n'a pas reçu des bases solides en français juridique dans leur cursus universitaire, d'un côté, et n'a pas bénéficié de formations linguistiques spécifiques là où elle exerce, et ce, pour aider ces juristes à surmonter les problèmes langagiers et communicationnels auxquels ils font face. Par conséquent, la formation en français juridique doit se faire à partir de la première année universitaire en se focalisant davantage sur les aspects pragmatiques de la langue en se référant évidemment au secteur de l'emploi afin que

le profil de sortie des étudiants en droit concorde avec les débouchés professionnels de plus en plus exigeants.

5. Conclusion

L'enquête a révélé autant de données qui reflètent le statut qu'occupe le français juridique en milieu universitaire d'un côté et dans le secteur professionnel d'un autre côté. Ainsi, cette langue spécialisée est reléguée au second plan à l'université : inadéquation du programme de langue, focalisation sur la terminologie, enseignement terminologique sans une prise en considération des besoins effectifs des étudiants ou de la formation, etc. Tous ces paramètres font que cette langue ne jouit pas d'un statut important à l'université quoiqu'elle soit la planche de salut de plusieurs fonctions en milieu professionnel.

Effectivement, l'enquête a dévoilé que beaucoup de domaines recourent au français administratif dans les interactions orales et surtout écrites et que le profil d'entrée des nouvelles recrues sont arabophones de formation ne maîtrisant pas les bases essentielles de cette langue spécialisée, ce qui a créé un déséquilibre flagrant entre la formation universitaire et les débouchées dans le marché de l'emploi. Pour pallier à ces dysfonctionnements, nous préconisons des formations sur objectifs universitaires pour les étudiants de droit afin de les préparer aux différents secteurs professionnels et des formations en langue professionnelles pour les employés qui ressentent des insuffisances langagières et communicationnelles dans leur domaine d'action.

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MISE EN PLACE DE LA COMPÉTENCE CULTURELLE EN CLASSE DE FLE. REALITÉ, ENJEUX ET PROPOSITIONS DIDACTIQUES*

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Résumé

Cet article aborde le thème de la compétence culturelle et la place qui lui est accordée dans les manuels du cycle moyen de deuxième génération en Algérie. Pour traiter cette thématique, nous allons d'abord définir ce concept aux yeux des linguistes et didacticiens. Nous examinons ensuite sa place dans les différents documents officiels du cycle moyen (programmes, documents d'accompagnement... et manuel de 3AM). Il sera question aussi d'interroger les enseignants de français du cycle moyen sur leurs pratiques de classe, leurs représentations et sur la place qu'ils accordent à la compétence culturelle pour développer les compétences de la compréhension de l'écrit ou de l'oral en classe de FLE.

Mots clés : Compétence culturelle ; Enseignement ; Manuel scolaire ; Deuxième génération ; Représentations.

DEVELOPING CULTURAL COMPETENCE IN THE FRENCH LANGUAGE CLASSROOM. REALITIES, CHALLENGES AND DIDACTIC SUGGESTIONS

Abstract

The present research paper explores the concept of cultural competence and its place in the second-generation textbooks of the Algerian Middle School Education. The study is designed to gain insight into the development and the definition of this competence from the point of view of both linguists and didacticians. It then tries to examine its place in the various official documents of the Middle School Education (programs, accompanying documents and 3AM textbooks). The researcher will interview middle school teachers of French regarding their classroom practices and perceptions, in addition to the importance of introducing the cultural competence to develop the skills of writing and speaking in the French language classroom.

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Keywords: Cultural competence; Teaching; Textbook; Second generation; Perceptions.

1. Introduction

L'intérêt pour la question liée à la culture véhiculée par la langue demeure la préoccupation des chercheurs et spécialistes en linguistique et didactique des langues.

Pour permettre à l'apprenant d'accueillir une compétence de communication, l'enseignant de FLE doit se centrer sur l'usage de la langue (messages verbaux, non verbaux) et les référents culturels. Ainsi, la culture reste un enjeu majeur en didactique des langues surtout que la culture et la langue sont un tout homogène indissociable. Pour le Cadre commun de références pour les langues (CECR) « *toute langue traduit une spécificité culturelle* », de même, la prise en compte de la compétence Culturelle favorise la motivation chez les apprenants. Plusieurs chercheurs se sont lancés dans cette thématique, parmi eux on cite (Abdallah-Pretceille, Zarate, Dervin... etc.) qui préconisent la corrélation entre éducation et interculturalité. Pour eux on ne peut enseigner sans qu'il ait pour autant ce penchement vers les indices culturels qui découlent en fait de la langue étudiée. En effet, c'est au moyen de tâches impliquant le recours au contexte socioculturel de la langue cible et à la culture d'origine que les apprenants pourront comprendre certains faits linguistiques et culturels. Toutefois, cette compétence n'est pas toujours bien appréhendée comme le montre Louis Porcher : « *Depuis les débuts de la didactique des langues, on rabâche que langue et culture sont liées, mais on ne met jamais ce principe en œuvre et, dans les faits, elles restent séparées.* » (2004, p. 49).

Cette recherche tente à examiner de près la place accordée à la compétence culturelle (désormais CC) dans la classe de FLE et plus précisément dans le cycle moyen où plusieurs types de textes sont à étudier, à savoir le fait de divers, le texte historique et la biographie. Notre intention est de vérifier la place accordée à la CC dans les manuels de français de deuxième génération du moyen.

Notre problématique tourne autour de la question principale suivante :

Quelle est la place accordée à la compétence culturelle dans les manuels de 2^{ème} génération ?

D'autres questions en découlent :

- Quel est le discours dicté par les documents officiels qui émanent du MEN ? Ya-t-il une concordance/corrélation entre le discours de ces instructions officielles et la réalité du terrain ?

- Comment est mise en œuvre la CC dans les manuels du cycle moyen de 2^{ème} génération, en particulier le manuel de 3AM ?

- Comment est – elle perçue par ces enseignants ? Ont - ils été suffisamment formés pour l'enseigner et l'injecter en classe ?

- Est-ce que la compétence culturelle est réellement enseignée et prise en charge par les enseignants du collège en classe de FLE ?

- Comment est-elle perçue par les apprenants du collège ?

-La compétence culturelle, aide-t-elle les apprenants à développer leurs compétences de compréhension en CO ou CE ?

-Quelles sont les recommandations et suggestions pour un enseignement optimal, voire efficace de cette compétence en classe de FLE ?

Pour répondre à ces questions, nous avons formulé les hypothèses suivantes :

-Nous estimons que la compétence culturelle est quasiment absente en classe à l'exception de la culture d'origine.

-Nous pensons également que celle-ci n'est pas prise en charge par la majorité des enseignants du cycle moyen.

-Enfin, la formation initiale et continue ne prendrait pas en compte la compétence culturelle et se contenterait juste des pas de la réalisation des projets (dans les manuels scolaires) et la maîtrise des savoirs disciplinaires.

Notre recherche est donc à la fois descriptive, analytique, car nous envisageons de décrire les documents officiels relevant du MEN ainsi que le manuel de 3AM à propos de la place de la CC dans ces outils pédagogiques. Le choix de ce manuel scolaire est motivé par le fait que plusieurs types sont inclus dans les projets didactiques qui y sont proposés, à savoir le texte narratif, le fait divers et la biographie ; ce qui constitue pour nous un champ divers à explorer. Notre recherche est aussi expérimentale, car nous nous sommes rapprochés aussi bien des enseignants de français du cycle moyen ainsi que les apprenants du cycle moyen à travers deux outils d'investigation, à savoir l'entretien semi-directif pour le premier public et par le questionnaire pour la deuxième population.

Ce travail de recherche s'inscrit dans deux champs disciplinaires, à savoir la didactique des langues et la didactique de l'interculturel.

Pour ce faire, nous organisons notre travail comme suit :

Tout d'abord, il sera question de présenter le cadre conceptuel et théorique relatif à la compétence culturelle et de ses composantes. Nous examinons ensuite la place accordée à cette compétence dans les documents officiels et dans le manuel de 3AM.

Dans un troisième cas, nous présentons le cadre méthodologique relatif à la recherche, à savoir la présentation de l'entretien adressé aux enseignants du collège.

Pour finir, nous allons présenter quelques suggestions et recommandations pour une bonne gestion et mise en œuvre de la compétence culturelle en classe de FLE.

2. Cadre conceptuel

Ces dernières décennies, nous assistons à une centration sur la prise en charge de la dimension plurilingue et pluriculturelle dans l'apprentissage des langues ; cet état de fait démontre qu'il y a une volonté de s'ouvrir à la modernité intellectuelle et sociale, et afin d'encourager l'apprentissage des langues étrangères et la connaissance des autres cultures. Il faudrait avant tout définir le concept de « culture » qui présente souvent des ambiguïtés surtout avec celui de civilisation.

2.1. Définition de la culture

Pierre Bourdieu : « *La culture c'est la capacité de faire des différences.* » (2004, p. 49). Ainsi, comme une langue étrangère s'apprend de l'extérieur puisqu'on l'a pas reçue par inculcation familiale et sociale, une culture étrangère ne peut aussi s'acquérir que par l'extérieur. Pour Martine Abdallah Pretceille la culture est considérée comme un « *Lieu de mise en scène de soi et d'autrui.* » (1999, p. 17). Nous pouvons déduire que la culture s'intéresse à la fois à la langue d'origine et à la langue cible tout en s'intéressant aux altérités.

Quant à Christine Tagliante elle souligne qu'elle est « Une réflexion sur les phénomènes sociaux (religieux, politiques, moraux, esthétiques...) et les comportements (conduites sociales, croyances, pratiques intellectuelles...) des locuteurs du pays cible. » (2006, p. 165) Abdallah-Pretceille parle de « pédagogie interculturelle », dont l'objectif serait de saisir l'occasion offerte par l'évolution pluriculturelle de la société pour reconnaître la dimension culturelle, au sens anthropologique du terme, de toute éducation, et d'introduire l'Autre et plus exactement le rapport à l'Autre, dans l'apprentissage. (...). (1996, p. 167).

Cuq précise également que « *L'altérité, c'est l'autre en tant qu'autre, c'est-à-dire, comme moi, un sujet (responsable et absolument singulier, incomparable) ; il est à la fois différent de moi et identique à moi en dignité. [...] Pour être moi j'ai besoin que les autres (l'altérité) existent.* » (2003, p. 17). Il est à rappeler que la compétence culturelle a connu un grand essor avec l'avènement de l'approche communicative comme nous l'indique Boirard : « *Les méthodes communicatives ont introduit la transmission d'un savoir culturel indispensable pour assurer le fonctionnement de la communication. Le but était de permettre à l'apprenant de déchiffrer l'implicite culturel...* » (2000, p. 297).

Nous pouvons déduire à travers ces propos que la culture est un tout qui renvoie à la langue d'origine et cible et comprend plusieurs indices renvoyant à la religion, aux comportements des citoyens, à leurs habitudes, leurs convictions, vécu et représentations en général. Ainsi la classe de langue doit devenir comme le stipule Zarate « *comme un des lieux où la culture du pays de l'élève et la culture étrangère enseignée entrent en relation* » (1995, p. 11).

2.2. Les composantes de la culture à enseigner

Pour Mucchielli (1999), la culture est composée de cinq référents identitaires :

- 1-référents écologiques ;
- 2- référents matériels et physiques ;
- 3-référents historiques ;
- 4-référents culturels ;
- 5- référents psychosociaux, stéréotypes. (1999, pp. 12-24).

Selon le CECR (2001), la culture contient différents aspects :

- « *-la vie quotidienne* ;
- conditions de vie, niveau de vie ; couverture sociale ;*
- relations interpersonnelles ;*
- valeurs, croyances, comportement, arts, musique, théâtre...etc. ;*
- langage du corps ;*

- *savoir vivre* ;
- *comportements, rituels* ;
- *pratique religieuse, naissance, mort, mariage...etc. ;* » (2001, pp. 249-250).

D'autres chercheurs affirment dans le dictionnaire pratique du CECR qu'elle comprend trois éléments principaux :

1-culture cultivée seule présente dans les méthodes de langues (littérature, histoire, politique, arts...etc. (..) Elle reflète une culture nationale toute entière.

2- il ya du culturel dans le linguistique, ex : l'anglais et le français : différence de mots : différence culturelle.

3 -Les pratiques culturelles : ce que font les indigènes d'une culture et une langue donnée : manières dont ils voient le monde, leurs représentations de l'étranger, leur image de l'interculturel.

Ciekanski nous fait savoir que la compétence interculturelle fait partie de la compétence culturelle « *Le débat terminologique autour de la notion de compétence culturelle nous fait considérer la compétence interculturelle comme l'une des composantes de la compétence culturelle* » (2013, p. 2).

3. La place de la Compétence culturelle dans les documents officiels

3.1. Dans le programme de 3AM

L'examen des documents officiels et plus précisément la loi n°08-04 nous fait savoir que celle-ci proclame que « l'école algérienne a pour vocation de former un citoyen doté de repères nationaux incontestables, profondément attaché aux valeurs du peuple algérien [...] et en mesure de s'ouvrir sur la civilisation universelle ». 4. La loi n° 08-04 du 23 janvier 2008 portant loi d'orientation sur l'Éducation Nationale, chapitre I, article 2.

« *Sur le plan pédagogique [...] il faut accorder une proportion significative aux composantes du patrimoine culturel algérien, à concurrence de 80 % [...] dans les sciences sociales et humaines (littérature, histoire, éducation islamique, éducation civique, histoire, géographie,...), dans divers supports (textes, illustrations, cartes et documents cartographiques...). Le reste est puisé du patrimoine universel ;* » ministère de l'Éducation nationale, l'Institut National de Recherche en Éducation & la Commission d'Agrément et d'Homologation (2016). Cahier des charges pédagogique général algérien, p. 4.

La commission nationale des programmes affirme que : « *Les langues étrangères sont enseignées en tant qu'outil de communication permettant l'accès direct à la pensée universelle en suscitant des interactions fécondes avec les langues et cultures nationales. Elles contribuent à la formation intellectuelle, culturelle et technique et permettent d'élever le niveau de compétitivité dans le monde économique.* » Commission Nationale des Programmes (2009). Référentiel général des programmes, mise en conformité avec la loi n°08-04 du 23 janvier 2008, pp. 65-66.

« L'enseignement/apprentissage des langues étrangères doit permettre aux élèves algériens d'accéder directement aux connaissances

universelles, de s'ouvrir à d'autres cultures. [...] Les langues étrangères sont enseignées en tant qu'outils de communication permettant l'accès direct à la pensée universelle en suscitant des interactions fécondes avec les langues et cultures nationales » (Référentiel général des programmes, 2009, p. 45).

À ce titre, l'école, qui « assure les fonctions d'instruction, de socialisation et de qualification » doit notamment « permettre la maîtrise d'au moins deux langues étrangères en tant qu'ouverture sur le monde et moyen d'accès à la documentation et aux échanges avec les cultures et les civilisations étrangères »-Chapitre II, art. 4.

Au même titre que les autres disciplines, l'enseignement du français prend en charge les valeurs identitaires, les valeurs intellectuelles, les valeurs esthétiques en relation avec les thématiques nationales et universelles (Programme 3AM, p. 3).

L'ouverture sur le monde : Tout en ayant conscience de son identité, socle de sa personnalité, l'élève est capable de prendre de l'intérêt à connaître les autres civilisations, de percevoir les ressemblances et les différences entre les cultures pour s'ouvrir sur les civilisations du monde et respecter l'altérité (p. 5).

Nous pouvons déduire à travers l'analyse de ces documents officiels émanant du ministère de l'Éducation nationale qu'un grand intérêt est donné à la connaissance des cultures et des civilisations cibles et d'origine. Nous avons vu à travers les anciens manuels du cycle moyen (de première génération) que la compétence culturelle de la langue cible est quasiment absente, ce qui est nous a motivé à examiner sa place dans les manuels de deuxième génération et en l'occurrence celui de la 3AM où plusieurs types textuels sont inclus.

3.2. Dans le manuel de 3AM

Afin de pouvoir analyser le manuel de troisième année moyenne (3AM), nous allons d'abord nous focaliser sur les indices culturels représentant l'Algérie, puis nous passerons en revue ceux représentant l'Autre.

3.2.1. Indices socioculturels représentant l'Algérie

La lecture descriptive du manuel de 3AM montre que les indices de l'identité et à la culture nationale sont présents partout et dans tous les textes à commencer de la couverture où l'on peut examiner clairement la présence de filles et garçons, les nattes, le casque porté par l'élève démontre la mondialisation, l'usage des TIC, à la technologie et aux changements de la société algérienne

Des termes renvoyant à la culture algérienne sont présents, à savoir yennayer, le 1^{er} novembre, la beauté du Sud algérien, des lieux qui représentent la culture : AZZEFOUN, TAMANGHASSET, ZERALDA, Annaba, Souk Ahras, ...etc.

Des endroits et places historiques sont évoqués : Théâtre régional d'ORAN, YA bahr ou alors des mots comme ETOUFANE, TIFROUD représentant la culture berbère ; le meilleur village, le plus propre, les figuiers, l'olivier, le Jardin d'essais, Alger la capitale, la coupole, Université de Constantine conçue par l'architecte brésilien Oscar Niemeyer.

La cuisine et gastronomie algérienne a aussi sa place dans ce manuel scolaire : la galette, El Bradj en printemps, El baghrir et le couscous.

D'autres indices culturels renvoyant à l'aspect vestimentaire : le burnous, le voile, les bijoux berbères, tenue du Sud algérien, l'imzad, Khalkhal, tatouages, rose de sable, mosaïque sur le mur, et une femme couverte d'autres indices renvoient à la culture berbère : Amenzu, assegues, Yennayer. Des personnalités connues et représentant l'Algérie sont présentes : les Moudjahidines, Kateb Yacine, MADJER, l'Emir Abdelkader, Dassine, Tahar Ferghani, Assia Djebbar, Fatima N'Soumer, Les activités manuelles sont également évoquées citons le cas de : l'argile, la poterie et la laine. Enfin les valeurs sont représentées par Colette telles que la solidarité, l'entraide et la bonté du peuple algérien.

3.2.2. Indices socio culturels représentant l'Autre

L'analyse du manuel scolaire de troisième année moyenne nous révèle que l'on présente de faits divers sur les pays occidentaux sans qu'il ait un aperçu de la culture cible, c'est juste les lieux cités : Ile d'Oléron, Erika, San Francisco, Japon, le Canada, l'Espagne, la Syrie (Mohammed Alla Djallel qui représente la communauté musulmane arabe, Allemagne, p. 59 : un seul indice est évoqué : « se promène accompagné de son chien un week –end, l'Égypte représente la civilisation ».

Nous avons pu relever un seul texte à la page 120 où il est question d'évoquer la vie d'une fillette Dorothée qui raconte son souvenir d'enfance, elle parle de son père qui chante, elle évoque le chant à table lors du dîner comment ils se comportent, et les tartines comme gastronomie française, elle parle aussi du projet de vacances en Bretagne.

En somme, nous pouvons dire après notre analyse du manuel de 3AM que celui-ci inclut les thématiques suivantes : identité sociale/groupes sociaux, l'histoire nationale, la géographie nationale, le patrimoine culturel algérien national.

Il y a donc un grand fossé entre la culture cible et source : distance creuse, car aucun indice invitant les apprenants à découvrir la culture de l'Autre n'est présent dans ce manuel scolaire. Ainsi, ce document véhicule la culture algérienne en français et appréhende la langue vidée de sa dimension culturelle : pour la promotion de l'identité et la culture nationales.

Le manuel est quasiment dénué des sujets caractéristiques de la France ou des connaissances illustrant la vie actuelle des Français ; aucune place n'a été donnée à leurs pratiques socioculturelles, leur culture populaire, leurs modes de vie et leurs valeurs.

Ces textes dans leur ensemble valorisent la culture locale aux yeux des apprenants et représente le côté linguistique et néglige le côté culturel de la culture cible.

4. Cadre méthodologique

4.1. L'entretien semi-directif

Nous avons essayé de recueillir des données autres relatives à notre recherche grâce à l'entretien semi-directif (Voir annexe 1) que nous avons effectué auprès des enseignants du cycle moyen.

Cet outil d'investigation nous permet de connaître les représentations des enseignants du cycle moyen, concernant l'utilisation du manuel scolaire de troisième année moyenne en classe de FLE d'une part, et d'autre part pour nous rapprocher

davantage du contexte de la classe et des pratiques enseignantes en ce qui concerne la problématique l'introduction de la compétence culturelle en classe de français.

L'entretien comprend 10 questions ouvertes invitant les enseignants du cycle moyen à nous fournir des informations à propos des objectifs suivants :

- savoir si les enseignants du cycle moyen utilisent le manuel de 3AM ;
- savoir si les enseignants maîtrisent le concept de culture ;
- savoir si les manuels incluent la compétence culturelle désormais (CC) ;
- comment les enseignants trouvent l'usage de la CC en classe de FLE ;
- reconnaitre la place accordée à cette compétence en classe ;
- savoir si ces enseignants ont été formés à la CC en formation initiale ;
- énumérer les recommandations de ces enseignants pour promouvoir l'enseignement de FLE en insérant le CC.

4.2. Présentation des participants

Les enseignants interrogés sont ceux du cycle moyen et qui suivent une formation en master (didactique des langues et cultures) à l'ENS de Bouzaréah. Nous nous sommes rapprochés d'eux au cours de l'année en cours de l'année universitaire (2021-2022) pour récolter des données à propos de la réalité de l'enseignement de la compétence de la compétence culturelle en classe de français.

Ces derniers interviennent dans six wilayas différentes ; ce qui nous a facilité un peu la tâche et nous a permis d'élargir notre population d'enquête. Les wilayas concernées sont : TIPAZA -Ouest- Blida-Sétif- Tipaza- -Est- Ain Defla- Tizi-Ouzou-Alger-est. Ils sont au nombre de huit comme le montre le tableau ci –après :

Tableau 1. Présentation de la population d'enquête

Enseignants	Circonscription/Wilaya	Formation	Années de service
E1	Bilda	Ens de Bouzaréah	2 ans
E2	Tipaza –ouest	Ens de Bouzaréah	3 ans
E3	Sétif	ENS sétif	1 an
E4	Tipaza-est	Ens de Bouzaréah	2 ans
E5	Tizi-Ouzou	Ens de Bouzaréah	1 an
E6	Ain -Defla	Ens de Bouzaréah	2 ans
E7	Ain –Defla	Ens de Bouzaréah	5 ans
E8	Alger-est	Ens de Bouzaréah	4 ans

Les enseignants interrogés ont une expérience dans l'enseignant variant entre 1 an et 5ans. Ce sont tous des sortants de l'ENS de Bouzaréah (7 mastérateurs) et d'une seule mastérante de l'ENS de Sétif.

5. Résultats et discussion

Nous avons présenté les résultats de cet entretien en sept catégories comme suit :

- utilisation du manuel scolaire ;
- maîtrise du concept de culture et de compétence culturelle par les enseignants de moyen ;
- place de la cc dans manuels scolaires de 2ème génération ;

- avantages de la compétence culturelle en classe de FLE ;
- place de la CC dans la réalisation des projets didactiques ;
- place de la cc dans la formation des formateurs ;
- recommandations des enseignants du cycle moyen pour une meilleure formation en compétence culturelle.

5.1. Utilisation du manuel en classe

En réponse à la première question de l'entretien semi-directif, nous avons pu remarquer que trois enseignants ont répondu à notre première question relative à l'utilisation du manuel scolaire par la réponse (parfois) et cinq autres ont répondu par (jamais) cela nous fait comprendre que la majorité exige que le manuel n'a plus d'utilité et ils préfèrent chercher ailleurs pour assurer leur cours par contre les autres qui ont répondu par (parfois) et pensent qu'il contient des supports qui sont toujours utilisables dans certaines circonstances seulement.

A une question relative à la place de la CC dans les manuels scolaires, la majorité des enseignants nous confirment que ces derniers donnent une place restringée à cette compétence et se limitent à la culture algérienne surtout en classe de 4AM. Examinons leurs réponses :

- « -parfois, on trouve des textes qui donnent une place à la compétence culturelle, mais de son pays et cette compétence doit être développée et e se limite pas au national ;*
- ils ne répondent pas à l structure du type visé, le plus souvent, les textes ne servent ni le professeur ni les apprenants pour comprendre facilement une autre culture étrangère, à savoir les coutumes, le mode de vie, les habitudes ;*
- les textes supports écrits dans les manuels de 2^{ème} génération font référence à la culture algérienne uniquement (sauf quelques-uns) ;*
- les textes sont abordables en 2AM, mais pour les 1AM ils sont difficiles donc, j'essaie toujours de changer le support, non, ils ne donnent pas de l'importance à cette compétence ;*
- les textes sont accès juste à la culture algérienne, ils ne donnent aucune place à la compétence culturelle de la France qui est complètement absente ;*
- oui, parfois on trouve des indices de culture, mais pas trop ! »*

5.2. Maitrise du concept de « culture » par les enseignants formateurs

Pour reconnaître la maitrise du concept de culture et de compétence culturelle par les enseignants du cycle moyen, nous leur avons posé la question suivante : comment définissez-vous le concept de culture/compétence culturelle ?

Les enseignants interrogés donnent les définitions suivantes qui renvoient aux concepts suivants :

- La culture est synonyme de coutumes, traditions, croyances, religion, etc.

Voici les réponses des enquêtés :

- « -concept englobe une variété des informations culturelles sur le manuel scolaire et non pas sur notre pays seulement, mais il*

faut avoir les cultures des autres pays parce que la nôtre est déjà connue ;

- savoir comprendre les cultures des autres pays étrangers, son mode de vie ou la façon de réfléchir ;*
- la culture est l'identité personnelle d'un peuple tandis que la compétence culturelle c'est la capacité individuelle d'un apprenant à comprendre facilement une autre culture étrangère, à savoir les coutumes, le mode de vie, les habitudes ;*
- les connaissances qui englobent le côté artistique, culturel, musical, culinaire et d'autres ;*
- la compétence culturelle c'est permettre à l'apprenant d'utiliser ses savoirs antérieurs pour aboutir à une compréhension plus profonde du support, autrement dit, c'est faire un lien entre le support et la culture ;*
- c'est un ensemble de comportements, d'attitudes qui se rassemblent dans un système ou entre les professionnels et favorisent un travail efficace dans des situations transculturelles ;*
- la compétence culturelle est essentielle dans une classe de FLE avec la mondialisation actuelle, l'apprenant doit passer par la culture de la langue cible, ça fait partie de son apprentissage et son enrichissement. ».*

Nous pouvons déduire que le concept de « culture » est méconnu par la majorité des enseignants interrogés (6/8), celle –ci nous l'avons si bien expliqué plus haut et que Porcher définit comme :

« La compétence culturelle est la capacité de percevoir les systèmes de classement à l'aide desquels fonctionne une communauté sociale et, par conséquent, la capacité pour un étranger d'anticiper, dans une situation donnée, ce qui va se passer (c'est-à-dire aussi quels comportements il convient d'avoir pour entretenir une relation adéquate avec les protagonistes en situation » (1988, p. 92).

Nous avons voulu également à travers cet entretien savoir si les enseignants reconnaissent les principaux avantages de l'introduction de la compétence culturelle en classe de FLE.

Les réponses recueillies ont été les suivantes :

- « -Comprendre l'implicite du texte ;*
- expliquer certaines pratiques de personnes ;*
- comprendre milieu social des personnages, environnement, religion, entourage ;*
- reconnaître la vie quotidienne des gens et leurs habitudes pas toujours l'Algérie !*
- enrichissement personnel ;*
- ouverture sur le monde et la culture de l'Autre ;*

- être ouvert d'esprit, sur les différents thèmes et avoir une variété d'informations, avoir une idée sur le style de vie, sur la façon dont ils réfléchissent sans visiter les pays ;
- installer une personnalité étrangère à l'intérieur des apprenants pour pouvoir apprendre et communiquer facilement en LE ;
- elle permet à l'apprenant de construire un savoir sur les autres cultures et de développer et enrichir son bagage linguistique. ».

L'examen de ces réponses nous montre que la majorité des enseignants reconnaissent les bienfaits de l'introduction de la compétence pour développer les compétences de compréhension ou de production en classe de FLE. À ce titre Josette Virasolit affirme que : « *Former des citoyens responsables, solidaires, attentifs à la culture d'autrui, aux cultures diverses en didactique des langues-cultures, peut être ainsi parfaitement intégré au reste du processus d'apprentissage, sans pour autant minorer la place de la langue* » (2013, p. 80).

Ainsi, la place de la compétence culturelle est favorisée sans pour autant perdre de vue la place de la langue cible ou d'origine ni de la dénigrer. L'objectif est donc comme le montre Abdallah-Pretceille « *d'apprendre la rencontre et non pas d'apprendre la culture de l'autre ; apprendre à reconnaître en autrui, un sujet singulier et un sujet universel* » (2013, p. 60).

5.3. Place de la CC dans la réalisation des projets didactiques

A une question relative à la place accordée par les enseignants à la compétence culturelle dans la réalisation des projets didactiques, ceux –ci nous affirment que :

- « *Franchement non !*
- Je n'ai pas le temps pour parler de la culture des autres !*
- Je vois juste le type de texte ;*
- on a un programme chargé !*
- c'est juste les mots à expliquer, idées annoncées dans le texte, organisation ;*
- je me focalise sur le vocabulaire et la grammaire ;*
- j'ai un questionnaire de compréhension, ils ne sont pas obligés de parler des autres cultures !*
- Ça dépend des textes !*
- oui, je donne beaucoup d'importance à cette compétence dans ma classe dans tous mes cours pas uniquement dans la conception des projets ;*
- personnellement, je ne donne pas beaucoup d'importance à cette compétence, car j'ai un programme à suivre ;*
- on ne donne pas généralement d'importance à cette compétence, car on nous exige de suivre la répartition annuelle ».*

D'une manière globale, cette compétence est omise et n'est pas prise en ligne de compte dans la conception de questionnaires de compréhension de l'oral et de l'écrit. (CE ou CO) ou alors dans la réalisation des projets, car les enseignants affirment qu'ils doivent appliquer les directives du programme et des répartitions annuelles.

5.4. Place de la compétence culturelle dans la formation des formateurs

Nous avons voulu à travers la septième question de cet entretien nous interroger sur la place de cette compétence (CC) dans la formation des formateurs et si elle est bien prise en charge pour former des futurs anciens. Les réponses recueillies sont comme suit :

- « Non, je ne trouve pas qu'on a été suffisamment formés sur l'enseignement de cette compétence surtout en didactique ;*
- on n'a jamais été formés sur l'insertion de la CC ;*
- pas vraiment, ce n'est pas inclus dans la formation à l'ENS, mais on profitait de la formation lorsque l'occasion s'offrait dans les modules littéraires ;*
- non, nous avons été formés sur la compétence, mais nous nous sommes pas approfondis en CC ;*
- non, j'aurais voulu que cette compétence dans notre cursus ;*
- Non, c'est juste en linguistique et littérature pas en didactique ; On a parlé des indices culturels, socioculturels, mais pas de cours en didactique sur ça !*
- En littérature aussi, ça aide à comprendre l'implicite, l'environnement socioculturel, indices culturels, religion, représentations, croyances : tout ça est important !!! ».*

L'examen des réponses émises nous révèle que la formation des formateurs à l'ENS est dépourvue de la compétence culturelle comme l'affirment la majorité des enseignants du cycle moyen interrogés. Nous nous demandons pourquoi cette faille et pourquoi les programmes de formations n'ont pas été actualisés à ce jour.

5.5. Recommandations des enseignants du cycle moyen pour une meilleure insertion de la CC

Pour avoir plus d'informations sur la meilleure manière d'appréhender la compétence culturelle en classe de FLE, nous avons posé la question suivante aux enseignants interrogés : « Quelles sont vos recommandations pour une formation et un enseignement professionnalisants privilégiant la compétence culturelle ? »

Les réponses recueillies ont été d'une grande utilité et ouvrent des pistes de réflexion sur la meilleure façon de prendre en charge cette compétence en classe de français. Nous les énumérons comme suit :

- « Insérer cette compétence en classe de FLE à travers les projets culturels et interculturels ;*
- Renforcer la formation initiale des formateurs : CC et plurilingue ;*
- Former les enseignants lors des journées pédagogiques – en formation initiale sur cette compétence ;*
- Expliquer aux apprenants l'importance de cette compétence dans l'acquisition de la langue ;*
- utiliser les documents authentiques en classe pour développer cette compétence ;*
- proposer des supports qui travaillent cette compétence ;*

- apprendre à l'élève à faire des recherches sur la culture ;
- refaire les manuels en privilégiant davantage la compétence culturelle ».

6. Conclusion

Nous avons voulu à travers cette recherche savoir quelle est la place de la compétence culturelle dans les manuels scolaires de deuxième génération et dans les pratiques de classe. Les résultats de la recherche documentaire des différents documents officiels nous a révélé qu'il existe un grand décalage entre les directives officielles et la conception des manuels scolaires de deuxième qui ne donnent pas d'importance à cette compétence et privilégiert la culture d'origine défendant « l'Algérianité » par excellence au détriment de la culture cible qui est négligée, voire absente dans la plupart des manuels du cycle moyen.

Les résultats de l'entretien mené avec les enseignants du cycle moyen nous ont révélé que ceux – ci ignorent ce concept, ne donnent pas beaucoup d'intérêt à cette compétence, et ce en dépit des avantages multiples qu'ils énumèrent et qui contribuent au développement de la compétence de communication.

Pour mieux appréhender cette compétence en classe de FLE nous nous référerons aux propos de Tagliante :

« *L'enseignant privilégiera une démarche analytique comparative ; l'apport de l'information de type « culture cultivée » (traite de l'art et de la littérature et celle de la culture médiatico-anthropologique de la réalité culturelle française et francophone. »* (2006, p. 166).

Dans la même perspective, Denise Lussier (auteure québécoise) a élaboré un référentiel exhaustif sur ce sujet pour l'évaluation de la compétence culturelle traitée sur toutes ses composantes socioculturelles.

Nous souhaitons dans des travaux futurs de prendre en charge l'apprenant et répondre à ses besoins ainsi qu'à ceux des enseignants. Nous nous focaliserons dans des travaux futurs à la compétence de compréhension de l'écrit dans les examens officiels du baccalauréat et du BEM (Brevet d'enseignement moyen). Nous tenterons d'analyser les supports choisis de ces examens officiels et le questionnaire qui les accompagnent en tenant compte de la compétence culturelle.

Pour finir, nous terminons nos propos par l'énumération de quelques recommandations pour une meilleure prise en charge de la compétence culturelle en classe de FLE :

- élaborer un nouveau manuel scolaire du cycle moyen qui répond aux objectifs visés par l'enseignement l'ouverture sur l'Autre .Un manuel qui va contenir des thématiques d'actualité qui conviennent aux aspirations des élèves et aussi des supports audio ou écrits qui vont répondre aussi aux objectifs d'apprentissage tracés par l'enseignant.

- insérer la CC dans la formation initiale des formateurs et pas seulement en linguistique et littérature, mais en didactique ;

- faire des journées de formation continue sur ce sujet ;

- faire des projets culturels en classe ;

-encourager les apprenants à accepter les différences et l'Autre ;
-confronter l'authenticité et la réalité dans les manuels scolaires (chansons, clips, photos, lieux historiquesetc. et ce comme nous le confirme Zarate (1986) : « *en confrontant l'authenticité et la réalité dans les manuels, on met les élèves face à une motivation vivante et réelle.* » (1986, p. 76).

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ANNEXES

Annexe 1 : Entretien des enseignants

1. Utilisez-vous le manuel scolaire de 3AM avec vos élèves en classe dans un cours de compréhension écrite ?
Souvent ? Parfois? Jamais ?
2. Comment définissez-vous le concept de culture/compétence culturelle ?
.....
3. Comment trouvez- vous les textes supports écrits insérés dans les manuels de 2^{ème} génération ?
.....
4. Donnent-ils une place à la compétence culturelle ?
.....
5. Comment qualifiez-vous l'usage de la culture dans l'apprentissage du FLE ?
.....
6. Quels sont les avantages de l'insertion de la compétence culturelle en classe de FLE ?
.....
7. Donnez –vous de l'importance à cette compétence dans la conception de vos projets didactiques ?
.....
8. Quelle est la compétence la plus indispensable dans l'apprentissage d'une langue cible ?
.....
9. Avez-vous été formé (e) sur la compétence culturelle ?
.....
10. Quelles sont vos recommandations pour une formation et un enseignement professionnalisants privilégiant la compétence culturelle ?
.....

ANALYSIS OF TRAINING PROGRAMS OF SCHOOL TEACHERS IN ROMANIA IN 2021*

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Abstract

The pandemic has brought educational systems in front of certain changes in the educational paradigm and at the same time in front of enormous challenges.

Online education has been a reality for many months, and teachers have worked hard to adapt to the situation created by the crisis facing schools. It was a period that very often brought to the surface the creativity of teachers and the great availability to adapt to the situation of online education. Depending on the environment of residence, the infrastructure of the schools, the digital competencies they possessed, the teachers found solutions so as not to further increase the inequalities between the students.

We proposed making a synthetic analysis of the training programs of school teachers in Romania, having 2021 as reference year, a pandemic year. This analysis was carried out at the level of development regions, at the level of the structure of the providers of continuous training programs and of the topics of continuous training.

Key words: Continuous training of teachers; Continuous professional development; Continuous training programs.

1. Introduction

All education systems have faced a multitude of challenges during the last three years, with the beginning of the pandemic in 2020, followed by a period of almost two years, when countries oscillated between opening and closing schools, then the year 2022, when almost all schools were opened and a period of readjustment to physical education followed.

This crisis has shown the strengths of our education systems, but also weaknesses, and has taught us important lessons on how to adapt to the current context. The crisis required us to improve digital education and equip teachers with

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relevant and adequate skills. The crisis has also stressed the need to invest in joint efforts and further reinforce the amazing spirit of our education community across Europe (Eurydice, 2021, p. 3).

The quality of teaching is one of the key factors in ensuring quality learning for students. It is very important for teachers to be able to continue their training throughout their teaching career, both to improve teaching skills, to manage the class of students, and to remain motivated to ensure quality educational activities.

In developing the European policies on continuous teacher training, the starting point is the community strategies and programs, with each country adapting its national policies according to specific training needs, but also to the social, economic and cultural context. This differentiating aspect is the reason why the continuous training of teachers has a different status from one country to another, respectively it is based on different constructive visions.

CPD (Continuing Professional Development) activities may also need top-level coordination and planning. Many European countries have a body or agency that is responsible for providing support for lower secondary teachers in the area of CPD. Such an organization usually provides information about available (or accredited) CPD programs or maintains searchable digital information platforms. Often, the CPD agency organizes and implements CPD activities and provides methodological support. The data shows that in the EU, on average, teachers attended three to four different types of professional development activities (average 3.5) in the 12 months prior to the survey (TALLIS, 2018). The number varies from 2.4 to 6.1. On the lower end, teachers in Belgium (French Community) and France participated in two or three different types of training (approximately 2.5 on average). Teachers in Denmark, Malta and Portugal participated, on average, in three different types of professional development activities. On the higher end, teachers in Lithuania stand out, with the most varied CPD activities, attending on average six different types of training in the 12 months prior to the survey. In the neighboring Baltic countries (Estonia and Latvia), teachers attended approximately five different types of professional development activities (Eurydice, 2021).

In Romania, according to the report *Status of pre-university education 2020-2021*, prepared by the Ministry of Education, in the school year 2020-2021, started the operationalization of the legislative/ normative framework composed of framework-legislation and subsequent, operational legislation for the organization of pilot, experimental and training schools application, created by:

- Decision of the Romanian Government no. 559/2020 on the operation of pre-university education units with the status of pilot, experimental and application units, published in the Official Gazette no. 635 of July 20, 2020;
- Methodology - framework for the establishment, organization and operation of pre-university education units with the status of pilot, experimental and application units, approved by the Order of the Minister of Education and Research no. 4811/2020;

- The framework regulation for the organization and functioning of pedagogical education in the pre-university education system, approved by the Order of the Minister of Education and Research no. 4812/2020.
- The framework regulation regarding the organization and functioning of the pre-university education units with the status of pilot, experimental and application units, approved by the Order of the Minister of Education and Research no. 4813/2020

The legislative changes were determined by the evolution of the pandemic context, trying to facilitate the widest possible access to continuing education programs.

2. Research Methodology

Our study was based on the Register of Continuing Education Programs, which is a public document on the website of the Ministry of Education.

Starting from the data provided by this register, we performed a synthetic analysis of the continuous training offer in Romania, in June 2021, at the level of the development regions.

In 2021, at the level of June, in the National Register of Continuing Education Programs there were 526 accredited continuing education programs at national level, most of them being in the Bucharest-Ilfov Development Region (117 programs, which represents a share of 22.2% of the total). The lowest training programs were in the South-East Development Region (48 programs, which represents a share of 9.1%). The structure of the training program offer for each development region is presented in the chart below:

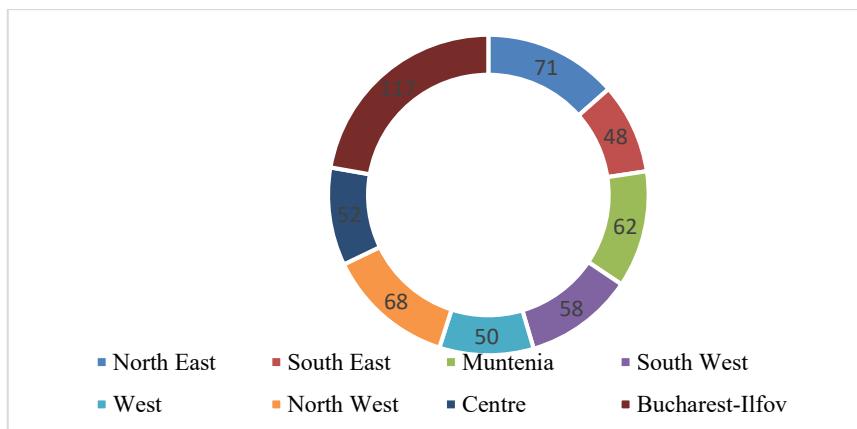


Figure 1. The structure of training programs in Romania June 2021 - by development regions (n = 526)

Next, we are going to present the detailed analysis of the continuous training programs for each of the 8 development regions, mentioning the share registered by each county, their share of the total training programs at regional level, as well as the share of the training programs in each region, from the national total.

At the level of the North-East Development Region, in June 2021, the training offer included 71 training programs. Their distribution was slightly unbalanced on the 6 counties of the region, the most training programs being in the counties of Bacău (19 programs), Iași (17 programs) and Vaslui (16 programs). On the other hand, the least training programs were in Botoșani (3 programs) and Neamț (6 programs) counties.

Table 1. The total number of training programs N-E Region

County	Number of continuing education programs (June 2021)	Share of total number of training programs N-E Region. (%)
Bacău	19	26,8
Botoșani	3	4,2
Iași	17	23,9
Neamț	6	8,5
Suceava	10	14,1
Vaslui	16	22,5
Total	71	100

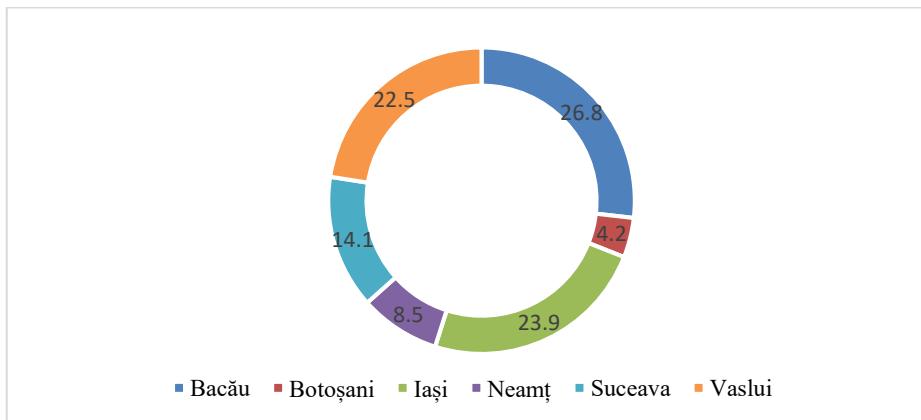


Figure 2. The structure of training programs in the North-East Region June 2021 - by counties

At the level of the South-East Development Region, in June 2021, the training offer included 48 training programs. Their distribution was relatively balanced on the 6 counties of the region, the most training programs being in the counties of Brăila (11 programs) and Vrancea (11 programs). On the other hand, the lowest training programs were in Buzău (2 programs) and Tulcea (7 programs) counties.

Table 2. Total number of training programs Region S-E

County	Number of continuing education programs (June 2021)	Share of total number of training programs S-E Region (%)
Brăila	11	22,9
Buzău	2	4,2
Constanța	8	16,6
Galați	9	18,8
Tulcea	7	14,6
Vrancea	11	22,9
Total	48	100

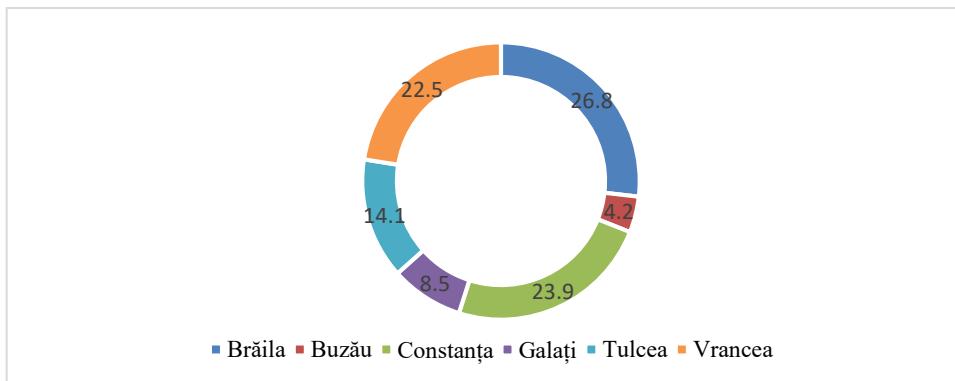


Figure 3. The structure of training programs in the South-East Region June 2021 - by counties

At the level of the Muntenia Development Region, in June 2021, the training offer included 62 training programs, the most training programs being in the counties of Argeș (20 programs), Dâmbovița (11 programs) and Călărași (10 programs). On the other hand, the least training programs were in Teleorman County (5 programs). It should be mentioned that in June 2021, in the National Register of Continuing Education Programs, there was no training program in Giurgiu County.

Table 3. The total number of training programs S-E Region

County	Number of continuing education programs (June 2021)	Share of total number of training programs Muntenia Region (%)
Argeș	20	32,3
Călărași	10	16,1
Dâmbovița	11	17,7
Giurgiu	0	0
Ialomița	8	12,9
Prahova	8	12,9
Teleorman	5	8,1
Total	62	100

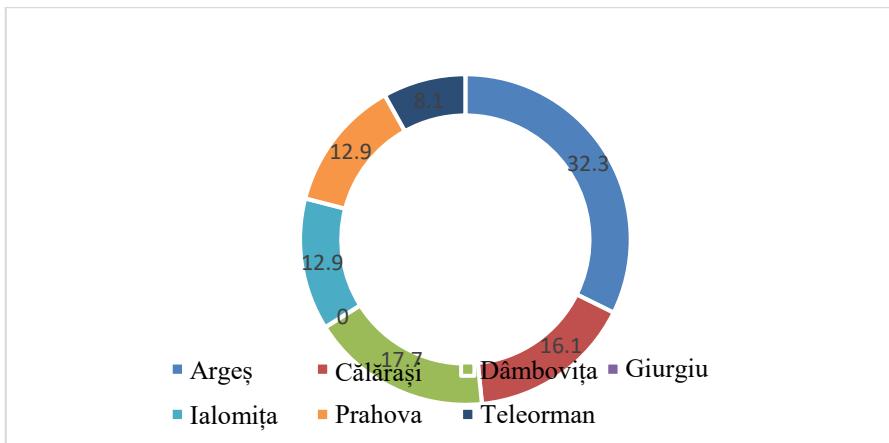


Figure 4. The structure of training programs in the Muntenia Region - by counties

At the level of the South-West Oltenia Development Region, in June 2021, the training offer included 58 training programs, in only 4 counties out of the 5 of the region. Most training programs were in the counties of Olt (27 programs) and Dolj (25 programs). On the other hand, the least training programs were in Mehedinți County (2 programs). It should be mentioned that in June 2021, in the National Register of Continuing Education Programs, there was no training program in Vâlcea County.

Table 4. The total number of training programs Region S-V

County	Number of continuing education programs (June 2021)	Share of total number of training programs South-West Region (%)
Dolj	25	43,1
Gorj	4	6,9
Mehedinți	2	3,4
Olt	27	46,6
Vâlcea	0	0
Total	58	100

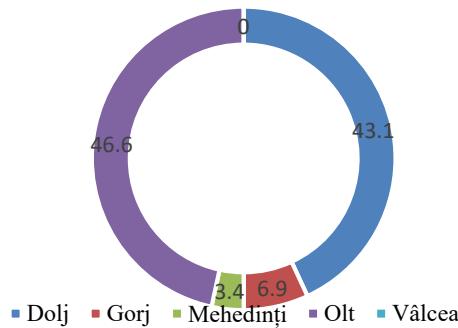


Figure 5. The structure of training programs in the South-West Region – by counties

At the level of the West Development Region, in June 2021, the training offer included 50 training programs in the 4 counties of the region. Most training programs were in Timiș County (20 programs), followed by Arad (13 programs) and Hunedoara (12 programs). On the other hand, the least training programs were in Caraș-Severin County (5 programs).

Table 5. The total number of training programs West Region

County	Number of continuing education programs (June 2021)	Share of total number of training programs West Region (%)
Arad	13	43,1
Caras-Severin	5	6,9
Hunedoara	12	3,4
Timiș	20	46,6
Total	50	100

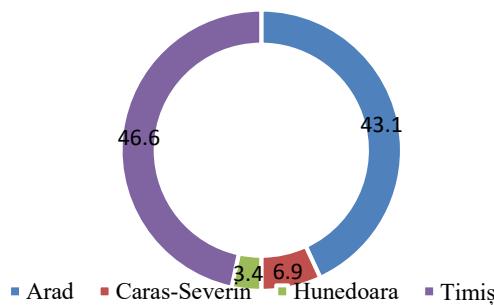


Figure 6. The structure of training programs in the West Region - by counties

At the level of the North-West Development Region, in June 2021, the training offer included 68 training programs in the 6 counties of the region. Most training programs were in Cluj County (32 programs), followed by Bihor (9 programs) and Maramureş (9 programs). On the other hand, the lowest training programs were in the counties of Satu-Mare (5 programs) and Sălaj (5 programs).

Table 6. The total number of training programs North-West Region

County	Number of continuing education programs (June 2021)	Share of total number of training programs North-West Region (%)
Bihor	9	13,2
Bistriţa-Năsăud	8	11,7
Cluj	32	47,1
Maramureş	9	13,2
Satu-Mare	5	7,4
Sălaj	5	7,4
Total	68	100

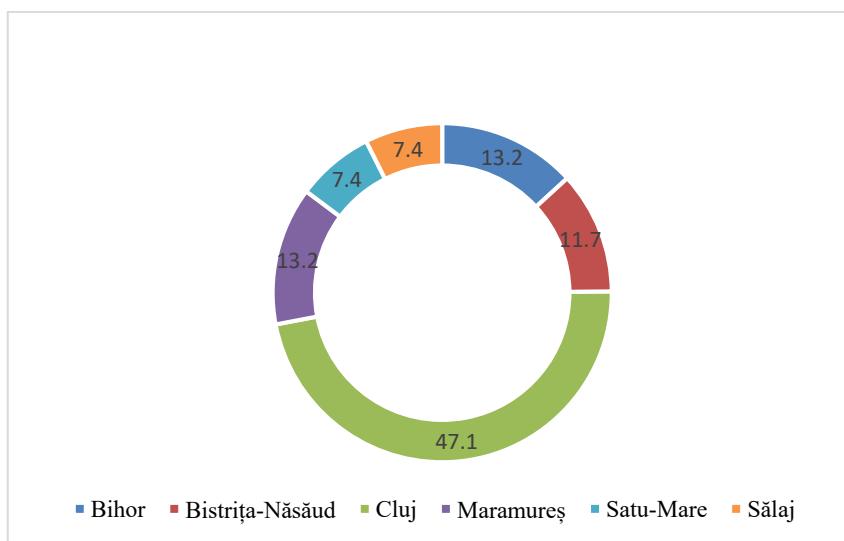


Figure 7. The structure of training programs in the North-West Region - by counties

At the level of the Center Development Region, in June 2021, the training offer included 52 training programs in the 6 counties of the region. Most training programs were in Mureş County (17 programs), followed by Braşov (15 programs) and Sibiu (13 programs). On the other hand, the least training programs were in Alba and Harghita counties (2 programs, for each county). The situation as well as their share of the total number of continuing education programs/ region are presented in the table and graph below.

Table 7. The total number of training programs Center Region

County	Number of continuing education programs (June 2021)	Share of the total number of training programs Center Region (%)
Alba	2	3,8
Brașov	15	28,9
Covasna	3	5,8
Harghita	2	3,8
Mureș	17	32,7
Sibiu	13	25,0
Total	52	100

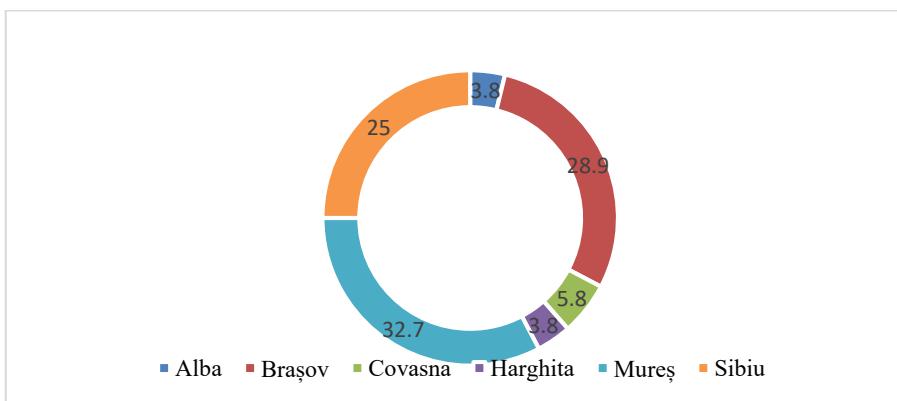


Figure 8. The structure of training programs in the Center Region - by counties

At the level of the Bucharest-Ilfov Development Region, in June 2021, the training offer included 117 training programs, of which 90 in Bucharest and 27 programs in Ilfov County. The offer of training programs in this region represents 22.2% of the 526 training programs that existed at national level.

Table 8. The total number of training programs Bucharest - Ilfov

County	Number of continuing education programs (June 2021)	Share of total number of training programs Bucharest-Ilfov Region (%)
Bucharest capital city	90	76,9
Ilfov	27	23,1
Total	117	100

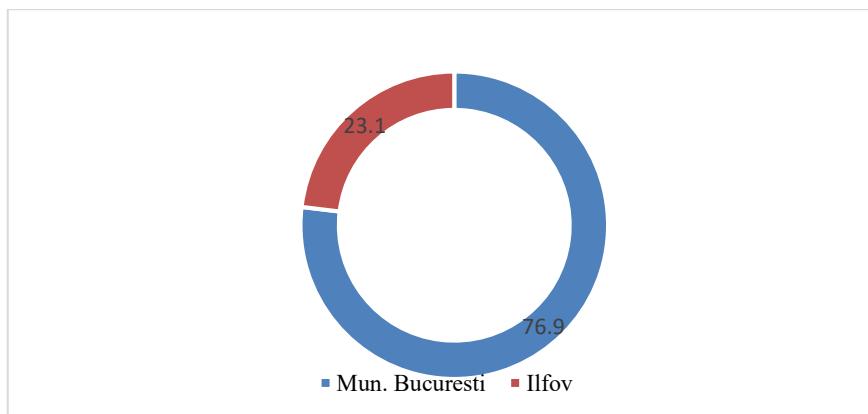


Figure 9. The structure of training programs in the Bucharest Ilfov Region - by counties

The continuing education of teachers can be organized by several categories of training program providers: Teachers' Training Centres (CCD) located in the National Network of Teachers' Training Centres; Universities/ Associations/ NGOs/ social partners. The 526 nationally accredited training programs in 2021 (June) were provided primarily by the Teachers' Training Centre - the offer included 253 training programs, which represents a share of approx. 48% of the total number of training programs. The second category of training program providers is represented by Associations/ NGOs/ Institutes/ Social Partners - the offer included 221 training programs, which represent a share of approximately 42% of the total number of training programs. Within the universities, the training offer included 52 programs, distributed on several thematic areas, as you will be able to see in the chart, point 3 of this report.

Table 9. The total number of training programs according to the provider

Category, provider, training programs	Number of continuing education programs (June 2021)	Share of total number of training programs (%)
Teachers' Training Centres	253	48,1
Associations/ NGOs/ Institutes/ Social Partners	221	42,0
Universities	52	9,9
Total	526	100

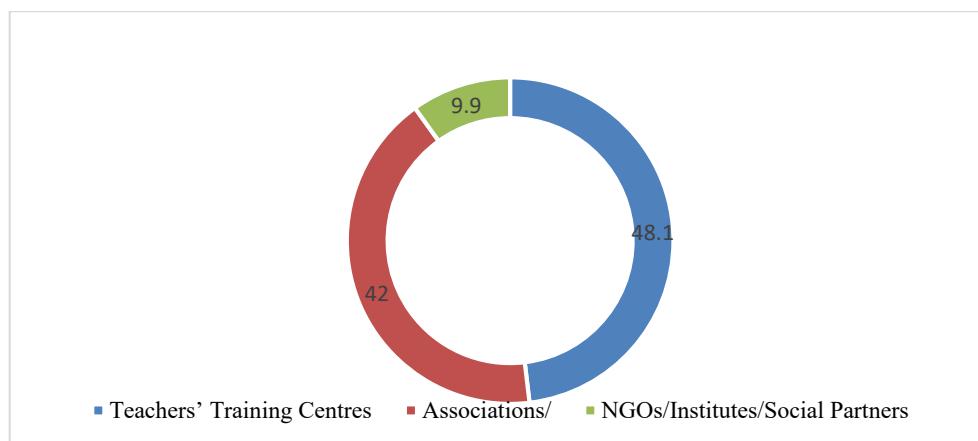


Figure 10. The structure of providers of continuing education programs, depending on their specifics (June 2021)

Analyzing the data from the National Register of Continuing Education Programs, we can see that the range of thematic areas of training programs is quite wide. However, there is a significant share of training programs in the field of Digital Skills/ ICT, which can be explained based on two main arguments: a) the need for teachers to align with the new requirements of 21st century education, where digital skills represent a priority; b) the need for teachers to adapt to the new educational context imposed by the COVID-19 pandemic, a context that brought to the fore the importance of using ICT in education. Also, a significant number of training programs are in thematic areas such as: "Management and leadership", "Teaching strategies for teaching-learning-assessment", "Education of children with SEN" or "Equality of opportunities and gender". The distribution of training programs by thematic areas can be seen in the table and graph below.

Table 10. The distribution of training programs, by thematic areas

Thematic field	Number of training programs (June 2021)
Digital skills/ ICT	57
Teaching-learning-assessment strategies	66
Curricular ability	33
Management and leadership in education	83
Quality management in education	17
Equality of opportunities and gender	35
Curriculum design	15
Intercultural education	9
Education for democratic citizenship	7
Non-formal, extracurricular and informal education	32
Management and counseling	16
Career counseling and guidance	17
Education of children with SEN	40

Education for health	11
Education of children and young people with high skills	2
Classroom management	38
Other	48
Total	526

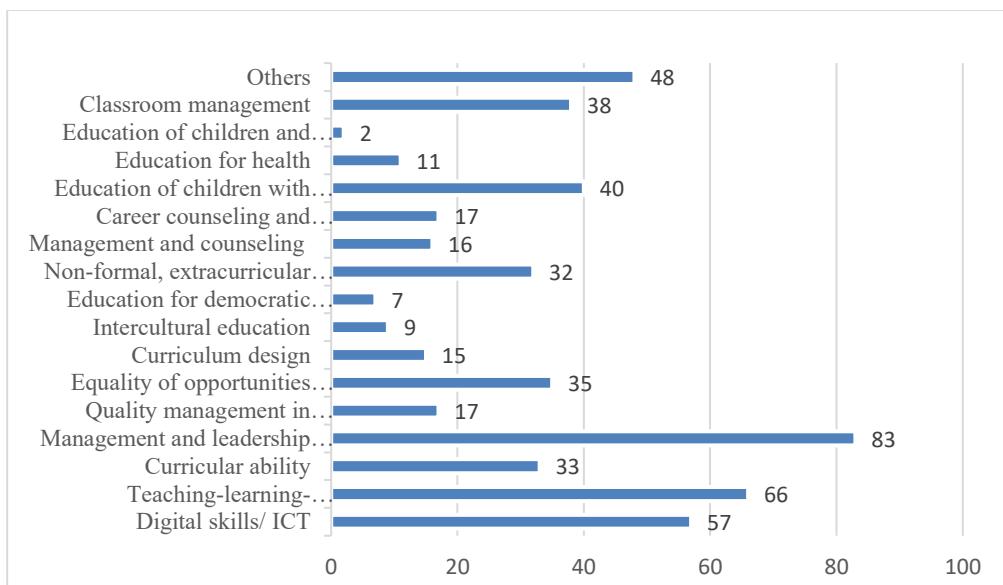


Figure 11. The structure of training programs according to their thematic field (June 2021) - n = 526

3. Conclusions and discussions

For a complete and relevant analysis on the continuous training of teachers, it is necessary to complete the existing databases with information on the continuing training courses completed by pre-university teachers.

The offer of programs at the level of development regions is not correlated with the need for teacher training. According to the Methodology for Accreditation of Continuing Education Programs, the programs that are submitted for accreditation to the Continuing Education Directorate of the Ministry of Education are based on studies on identifying the training needs, but most often these studies are focused more on the theme of the program to be accredited and less on identifying the real needs of continuing education.

Another negative aspect of the continuing education component of the education system is the lack of a permanent and functional commission at the level of each school to identify and monitor the real training needs of teachers in accordance with the human resources management of that school.

The simplification of the form of organizing the implementation of the accredited training programs, in online system, and the revision of the procedure for

supporting the final evaluation within the accredited continuous training programs, was achieved by OM no. 5767/ 15.10.2020 on the accreditation, organization and development of continuing education programs for pre-university teaching staff, in the school year 2020 - 2021. During 2021, 100 new continuing education programs were accredited:

- OM no. 3559/ 29.03.2021 regarding the accreditation of 26 programs
- OM no. 3737/ 27.04.2021, regarding the accreditation of 19 programs
- OM no. 3879/ 04.06.2021, regarding the accreditation of 10 programs
- OM no. 4618/ 11.08.2021, regarding the accreditation of 43 continuous training programs.

All the recommendations of the European Commission and the OECD, in the field of teaching career, specify as a priority for the intervention of national education systems the continuous professional training of teachers. The offer of continuing education programs is varied, covers all the thematic areas of the Continuing Education Methodology and there are even proposals that meet the needs to solve the problems that were not included in the legislative document at the time of its publication, but remains an open issue, the one referring to the number of teachers accessing this offer, which are the reasons they access it or not, it really meets the needs of teachers.

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THE FASCINATING PROFESSOR. A POINT OF VIEW*

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Abstract

One of the main objectives of the teaching is to reach those psycho-emotional springs of those who participate in the teaching act able to turn the participants into captives of the discourse, ideas, and relationship that is built in the created teaching context.

Fascination is the way, and the professor is in the hypothesis to realize this act.

This article presents the results of a study on the qualities that a professor should possess to be fascinating, as it was identified and described following the exploratory approach focused on questionnaire-based research applied to a number of 130 students in the first year from different faculties of the University of Craiova.

The final results, obtained through the expert consultation technique, corroborated with the Critical Incident Technique and the Assessment Scale with Behavioral Anchors, were organized in the form of a hierarchical list of qualities of the fascinating professor, a list that allowed to draw current conclusions regarding directions likely to develop professor teaching approaches.

Key words: *Fascination teaching; Fascinating professor; Professor teaching.*

1. Introduction

Our research journey started with a legitimate question, based on an extremely current reality, formulated by professor Mariana Anghel: “why after so many years of school and university teaching, do some professors sometimes become “invisible” to students? Why is the professor’s voice almost unheard by the students and only in the classroom?” (Anghel, 2021).

The answer found by the author is a sensitive one, open to reflection: “We seem invisible because we, the professors, overwhelmed by so many worries, forget to show our students our human side. We do not educate emotion and we do not teach students to think of solutions or to be enterprising and visionary (...) I communicate expressively. The student, in turn, communicates (...) In the act of teaching, the student reads me, scans me, and validates me through a natural

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knowledge that they have, like a defense system. We gain true authority and respect through dialogue, professional competence, empathy, flexibility, and a willingness to be creative. Last but not least, if our students do not admire us, we will not have any influence on them" (Anghel, 2021).

On the other hand, "the visible professor must be patiently endowed and to cause learning to be intentional, social, emotional, representative, to happen about others, to trigger emotional connections (...). The visible professor is the one who leaves traces in the minds, in the souls of the student they work with. Their image is imprinted on the eye of the one who felt love, passion, and help and they survive their whole life, beyond borders, beyond years, beyond times" (Bulug, 2021).

Every professor wants to reach the students' souls, catch them in the images created by their speech, and introduce them to the world of explanations and secrets of the discipline they teach.

This phenomenon of *immersion*² in knowledge, which in the case of teaching makes the individual immerse himself in the action of the film created with his mind's eye when receiving the message, is the gateway to the fascination for the field/discipline taught by the professor.

We all believe that we know the meaning of the verb to fascinate, but for each of us, it takes on particular nuances, in harmony with the individual baggage of experiences.

In our attempt to bring a union in the diversity of meanings, even from the explanation offered by the popular website dexonline and according to it, to fascinate means ". 1. To attract someone irresistibly to the eye. 2. To make a special impression on someone through outstanding (attractive) traits. 3. To make him be amazed and admired; to captivate; to enchant" (Dexonline, 2009).

Fascination is an incredible ability, it comes from the Latin "fascinatio", and in the past it had a mystical connotation, to charm, to captivate, so that the other person could not resist (Vlăduțescu, 2013).

The desire to fascinate is based on the instinct to survive and arises from the innate need to influence the behavior of others.

Many times, to survive, we need to be fascinated. Flowers must be fascinating to insects, books must fascinate readers, and companies must fascinate their employees. Whether we realize it or not, we already use this ability to a greater or lesser extent and in certain contexts (Vlăduțescu, 2013). Fascination is closely linked to sympathy, empathy, and optimism. You can't be a fascinating person if you can't be nice. Sympathy means that you simply feel what the other person is feeling, while empathy is about understanding what that person is feeling. "For psychology, sympathy is a mechanism of influence that is based on the affective component that mobilizes people's attitudes. In this sense, sympathy creates a pleasant environment, which facilitates the persuasion of individuals about a specific purpose or cause"

² The phenomenon of immersion is explained to us by Demetrovics Z. and is easily observable in those who play computer games, when they are so immersed in the action of the game that they disconnect from the environment around them, being perceived by others as physically present but psychologically absent (Demetrovics, 2012).

(<https://ro.encyclopedia-titanica.com/significado-de-simpatico>). And besides, how could anyone be fascinated if they are not optimistic?

Last but not least, we dare to say, without the idea of being wrong, that the professor is a special kind of craftsman of the dramatic genre. They can be a director, screenwriter, or actor who plays themselves by interacting with all the participants in the act that takes place on the class stage. And for each of these roles, the professor will seek an Oscar.

Are these the same qualities that a professor must have to be fascinating? Our study aims to find the answer to this question, the exploratory approach aims to identify and validate a list of attributes associated with the fascinating professor.

2. About teaching fascination

The subject came to our attention during the first meeting we had with Professor Gabriel Săndoiu³, according to which “only one method has an effect in education: teaching by fascination” (Săndoiu, 2017).

Starting from the depth of the message, we sought to outline an image as accurately as possible of the characteristics that differentiate fascinating professors from the others, as they are captured in literature and specialized studies. In this sense, we can say that there is not an abundance of scientific studies on this subject, most of the identified approaches being characterized by a strong essayistic and philosophical component.

Professor Gabriel Săndoiu also gives us the first characteristic landmarks of fascinating professors, he thought that they can only be those who are in love with the subject they teach, on the one hand, and with the students that they teach, on the other hand (Săndoiu, 2017).

Augusto Cury, in turn, identifies a series of defining behaviors of fascinating professors, drawing a parallel considered good between them and professors. He distinguishes such traits as excellent knowledge of how the human mind works, sensitivity, emotional intelligence, use of memory as support for thinking, charisma, excellent managers of class conflicts, and mentors (Cury, 2005).

Interesting for our investigative approach is the opinion of Ioan Iacob⁴, who states in connection with the fascinating professors that they are the ones who help you develop your critical thinking, who provoke students to think, who form characters, who transmit dedication to the subject they teach, who teaches with passion and involvement, who live what they teach (Iacob, 2018).

Andreea-Gabriela Filimon brings sensitivity to the forefront of the characteristics of fascinating professors. In his opinion, the fascinating professor is the one who speaks with his eyes, the one who guides students on the path of

³ Professor of Logic and Philosophy at the “Sfântul Sava” National College in Bucharest and Coordinator of the Center of Excellence in Philosophy that was established in 2001 (https://ro.wikipedia.org/wiki/Gabriel_S%C4%83ndoiu).

⁴ founder and CEO of software company Qualitance, which works with several US start-ups.

knowledge, who nourishes and builds their personality, concluding: "fascinating professors know that inspiration has its origin in the imagination" (Filimon, 2020).

We end our journey with the point of view expressed by Luminița Aldea, who presents the fascinating professor as the professor who believes in their students, who encourages their dreams, but who patiently guides the steps towards their fulfillment, severely and objectively correcting mistakes (Aldea, 2021).

3. Methodology and results

A synthesis of all these points of view could be edifying in terms of the characteristic features of a fascinating professor.

However, we still aim to validate and prioritize the traits of the fascinating professor, as they are seen by high school graduates who have had the rare experience of meeting a professor they found fascinating.

In this regard, the research was based on an investigative approach based on the Critical Incident Technique of J. C. Flanagan (Flanagan, 1954), in conjunction with P.C.'s Behavioral Anchor Rating Scale. Smith and L. M. Kendall (Smith & Kendall, 1963). It aims at obtaining an inventory of the defining features/characteristics of the fascinating professor, organized and ranked from the perspective of the importance perceived by students.

Two categories of subjects took part in the research, on the one hand, a group of volunteers (G 1) made up of 130 (52 boys and 78 girls) first-year students from different faculties within the University of Craiova, and a group of experts (G 2) consisting of 32 professors, graduates of a master's degree.

In the concretization of our exploratory approach we resorted to the use of the evaluation scale with behavioral anchors (SEAC), (Pitariu, 2000) associated with the notion of a fascinating professor, being followed the following stages:

Stage I: the 130 students were reunited and asked to formulate individually (in writing) a list containing the main characteristics, traits, and elements of conduct specific to the fascinating professor. The chosen dimensions were collated, the redundant ones were eliminated, and the resulting list was submitted again to a debate in which it was asked to elaborate explanatory definitions for each dimension (the duration of this action was about 30-60 minutes).

The list could contain a maximum of 15 items, those that resulted in our study being presented in Table 1.

Table 1. Inventory of the attributes of the fascinating professor (Stage I)

Sensibility	The professor has no hesitation in showing the human and sensitive side of his personality, being receptive to everything related to the lives of his students.
Motivation	The professor brings emotion to the teaching activity, while also showing emotional intelligence in the relationship with his students
Oratory	The professor masters and applies all the principles and rules of public speaking and discourse

Pasion	The professor shows passion in everything they do (passion for the discipline they teach, for the teaching activity, and passion in their personal and professional life)
Dedication	The professor demonstrates the ability to sacrifice their free time to improve and contribute further to teaching their students
Implication	The professor shows an attitude of involvement with their whole being at every teaching hour
Erudition	The professor knows in detail and completes the specific notions of the discipline he teaches, and they constantly prove a very good general culture.
Enthusiasm	The professor shows enthusiasm in the teaching activity in the classroom and relation to each topic addressed in the lessons taught
Love for children	The love they have for the children is reflected in every behavior of the professor during the teaching, both in the moments when they show their delight in the progress of their students and the moments of dissatisfaction.
Empathy	Aware of the peculiarities of the development of the personality of the students specific to each stage of age, the professor can understand their students, and easily puts themselves in the situations they live in.
Multidisciplinarity	The professor permanently proves their mastery of some notions within related disciplines, being able of inter-and trans-disciplinary explanations that will facilitate the holistic understanding of the notions taught.
Flexibility	The professor is constantly prepared to change and adapt their speech or teaching methods, depending on the particular evolutions in the class; they are not rigid in assessment and evaluation
Creativity	The professor can find a way to reach the soul and mind of each student, developing where appropriate the ways of training focused on each student.
Active listening	In the communication relationship with their students, the professor listens to them to understand, not to offer the answer, asking additional questions necessary to clarify the unclear aspects.

Stage II: The list of dimensions, together with their definitions, was distributed to the group of 32 experts, with the mention to think and give one or two examples describing a higher, medium, and lower professional performance behavior regarding each dimension. After collecting the examples, they were synthesized on a single list, removing the repetitive and trivial ones.

Stage III: The next day, the group of experts was reunited and given a list of the associated dimensions and definitions and another list of examples from the previous action, arranged randomly. The task this time was to associate each example with the size for which it was written. The operation is called "retroversion" and aims to see if the examples correspond qualitatively. As a result of this approach, the examples that could not be assigned to the category for which they were designed constitute ambiguous anchors, and as a result will not be able to be used, being eliminated.

Only those items (examples) with a reallocation rate greater than 69% were retained. Also, a dimension has been removed if it has not been allocated at least 60% of the items initially allocated.

Stage IV: This list of associated definitions was distributed, and the group of student volunteers was asked to sort out the traits of the fascinating professor resulting from Stage I, using a 7-step Likert scale associated with each trait, depending on the degree to which appreciates that each of the resulting features characterizes a fascinating professor.

For each item the average and the standard deviation were then calculated, being selected for the final list those items that possessed the following qualities: they had an average value that covered almost entirely the extent of the scale, they possessed a standard deviation as small as possible.

The first 10 dimensions, in order of importance assigned by the group of volunteers who participated in the study, were retained and organized in the form of an inventory of attributes that characterize a fascinating professor, intended mainly for those who train future professors who are concerned with performing, perfecting, but which can be considered as wishes to fascinate and thus becoming immortal.

The centralized results are presented in Table 2.

Table 2. Inventory of the attributes of the fascinating professor (Stage IV)

Characteristic features of fascinating professor	Opinion (%)	Percent	Rank
<i>Pasion</i>	62		1
<i>Erudition</i>	55		2
<i>Oratory</i>	53		3
<i>Love for children</i>	45		4
<i>Enthusiasm</i>	40		5
<i>Implication</i>	34		6
<i>Motivation</i>	21		7
<i>Empathy</i>	12		8
<i>Creativity</i>	10		9
<i>Flexibility</i>	8		10

4. Conclusions

The perception of how it is and what traits characterize a fascinating professor presents a load of subjectivism, being frequently a reflection, in the person of the professor, of our own emotions and feelings that we have about the school and sometimes the authority.

Often related to the positive or negative experiences we have had in the school and family environment during our life as students "with homework", opinions about what fascinates us about a professor are deeply personal.

Our investigative approach aims, as it was designed and carried out, to eliminate, as far as possible, this subjectivism or, rather, to reunite all the subjectivisms of the study from the participants in a common subjectivism, as valid as possible for any of us.

From the analysis of the final research, as it is presented in Table 2, we cannot fail to notice that the main dimension involved in the fascination of professors is passion. This conclusion confirms, once again, that sometimes what we must be passionate about, is reaching the souls of others and to be able to convince them.

Although not explicitly mentioned, the presence of optimism in the behavior of professors in the classroom, along with enthusiasm and energy, are the essential ingredients for building an atmosphere conducive to the emergence of fascination.

In many didactic situations, generally at the beginning of the pedagogical relationship with the class and later only accidentally, the effect of fascinating the students can be obtained. However, this fascination does not persist over time unless it is subsequently (re) confirmed by the teaching in the field taught, the higher level of general culture, as well as by the professor's skills in organizing and publicly presenting ideas.

How a professor cannot fascinate the students when they enthusiastically tell the stories of the lives of some authors to explain the context of a particular work, or who makes connections between concepts belonging to different (but complementary) fields to facilitate the understanding of phenomena, in their inner determination, as they otherwise take place in the universe?

Love for children, along with passion, are the main determining factors that contribute to building a favorable climate for the emergence of fascination.

It is not a coincidence that we support this view. From the list of dimensions characteristic of the fascinating professor, these are the only ones related to the history of the professor's personality, their hereditary component, and the component of early critical experiences related to children and the field (discipline taught). For this reason, once they become a professor, they are difficult to be influenced, managed, or change. Instead, all the other things can be acquired through teaching, study, and practice. And all of these, with the right dose to be acquired, make the good professor relatively easy to notice, of course in different weights, by their students.

We appreciate that this can be an opportunity to design dedicated teaching programs for future professors, focused on developing those attitudes and behaviors specific to each of these dimensions.

While not intended to be an exhaustive approach, this study is rather a starting point for any possible future attempt to understand, in more depth, what is changing in the collective perception over time about behaviors and the ways of being a professor can connect with their students, and at the same time, detached from reality, immersing in the universe of teaching.

The change we want around us starts in our inner and action change, through desire and passion, through the love of souls, and through the thirst to be fascinated every day. Passion is therefore the beginning of fascination and even if it is not for any professor, we can make it so for any student.

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THE EFFICIENCY OF TEACHING ACTIVITY THROUGH REFLECTIVE PRACTICE*

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Abstract

Reflective practice is a valuable resource, still underexploited, which can bring important benefits to the teacher and, implicitly, to the pupils, ensuring school success and, subsequently, professional and social.

Reflective action involves the desire to engage in self-assessment and self-development, which must become constants of the professional practice of the teacher.

It also requires flexibility from teachers, rigorous analysis and awareness of the impact and effectiveness of their own work in relation to the specifics and beneficiaries of its work, students.

This study is about teachers' awareness of the fact that the continuous improvement of the quality of the educational process involves, first of all, reflection on it. Reflective practice should become an intrinsic component of educational practices, a situation that requires the instrumentality of teachers with a set of knowledge and skills necessary for this endeavour, but also the development of a set of tools to assess the impact of the activity of didactic staff on the learning carried out by students, as an expression of its effectiveness.

This research investigates respondents' opinions on the importance of knowing their own impact of teaching on school progress and student learning and aims to identify tools for measuring/ assessing the impact of teachers' activity on pupils and developing transversal skills on improving professional performance, self-control and reflective analysis of their own activity.

Key words: Reflective practice; Tools; Measuring the impact of teachers' activity on pupils.

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1. A culture of practice and reflective research in the teaching profession

Beyond initial and continuous training for the teaching profession, teachers must understand that the efficiency of the teaching activity necessarily involves reflection on it.

Each teacher wondered, and not only once, in various situations of professional activity, what is the effectiveness, the impact of his pedagogical intervention on the school progress of the students.

Numerous studies and reports carried out in recent years indicate a clear decline regarding teaching skills and attractiveness of this profession, correlated with shortcomings in teacher training. In this respect, the European Commission's recommendations concern both initial and continuing teacher training and stress the importance of promoting policies to all Member States focused on a culture of practice and reflective research in the teaching profession, (European Commission, 2007, p. 56).

R. Marzano (2015, p. 19) shows how a teacher can establish educational objectives and assumptions about them, monitor the school progress of students, increase their involvement in the learning process by establishing rules and procedures in the classroom and respecting them, establishing cooperative relationships between students, communicating high expectations, help to acquire new knowledge (objective, external logical knowledge), to deepen it and to test hypotheses about new concepts, through self-control, self-appreciation of one's own cognition (subjective knowledge, internal perceptions, one's own experience).

In this respect, the teacher continuously monitors, evaluates and reconsiders his own educational practices, proves knowledge and use of methods of conducting research-action in the class of students, in order to optimize his own teaching style and responsibility, openness and full involvement in the activity, dialog with other teachers on the different learning contexts they offer to students.

The teacher's reflection on his/ her own activity is a set of metacompetences, closely related to the skills profile acquired through initial training, based on values, expectations, contexts in which he carries out his activity, value judgments, knowledge and professional skills of the teacher.

Teacher's reflective practice represents a conscious, deep, assumed, responsible analysis of the teaching activity, during and at the end of it, followed by the adoption of informed decisions regarding its control and adjustment, in order to achieve the proposed educational objectives.

From these perspectives, the teacher's reflective practice is not an easy approach, but, on the contrary, a complex one, that engages all teacher's resources – cognitive, methodological, emotional, etc. - in order to improving his own teaching activity, with beneficial effects on the learning process and its results.

In order to become a reflective practitioner, the teacher has to get envolved in a step-by-step approach and use specific methods and tools.

Reflection on one's own activity is a necessary skill for a teaching activity and essential for a teacher's professional development.

The most important factor of a high-performing school is the effective type of teacher, which could have a significant influence on students' learning. And that's why the question: How could we recognize a qualitative teaching act and what are the tools used in this assessment?

J. Hattie, (2014, p. 36) considers that the most suitable answer is that the most effective way of thinking about the role of teachers is for teachers to perceive themselves as evaluators of their own impact on students. That is, to have a system of thought appropriate to the impact they wish to have on student learning and the possibility of „seeing and evaluating this impact”, (Hattie, 2014, p. 41).

The way teachers reflect on their role in achieving student learning „can produce high levels of collaboration, trust and commitment to assess effects on students”, (Hattie, 2014, pp. 343-344).

What is to be looked for within present context is the assessment of the nature of teachers' thinking about the impact on students' learning, which must be significant. This is a reflective practice based on professional and personal control grids.

2. Research on the capacity of reflective analysis of teachers on teaching activity and tools for measuring its impact on school progress of students

We are talking about the reflection on the teachers' own activity, on the impact of the teacher's involvement on the students' learning, about the tools they use to realize this reflection. The teachers' reflexive practice (a skill as part of a set competencies relevant to the teaching profession) is a tool to assess the impact of their work on the school progress of students.

Therefore, **the aim of this research** is to identify the respondents' views on reflective practice, as an expression of the capacity for reflective analysis, self-assessment and self-control over teaching activity, its contribution to the development teachers' professional skills, to the key European competences developed with priority among pupils (as an expression of the educational objectives of the discipline), to the benefits of reflective practice from a personal and professional perspective and of students, to the importance of knowing their own impact on school progress and student learning, to the tools for measuring/ assessing the impact of teachers' work on pupils.

In this regard, **objectives** have been formulated, as procedural steps/ steps to achieve the research goal:

- Gathering, processing and analyzing information on teachers' reflective practice, as an expression of their capacity for reflective analysis, self-assessment and self-control over teaching activity;
- Investigating respondents' opinions on the importance of knowing their own impact of teaching on school progress and student learning;
- Identifying tools for measuring/ assessing the impact of teachers' activity on pupils and developing transversal skills on improving professional performance, self-control and reflective analysis of their own activity;

The general hypothesis of the research is:

Teachers' reflective practice strongly contributes to the assessment of the impact of teachers' work on pupils' learning and the teacher's reflection on its role and teaching activity greatly influences student's school progress.

In this investigative approach, the examination based on the research questionnaire was used as a quantitative method.

The questionnaire-based investigation complied with the specific methodology and the applicability criteria. The questionnaire was developed in omnibus type, aiming at researching several topics (reflective practice of teachers, knowledge of the teaching impact on school progress and student learning, key European competences developed with priority among students, the usefulness of respondents' participation in a training program aimed at developing transversal skills on improving professional performance, self-control and reflective analysis of their own activity).

The questionnaire applied to the 272 teachers from school units in Bacău county included 12 items (8 with predefined answers and 4 items with open answers).

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.

The sample to which the opinion questionnaire was applied had the following characteristics:

- By the level of the pre-university education unit, 39 of the respondents (14%) work at the pre-school level, 84 (31%) at the primary level, 93 respondents (34%) at the secondary level and 56 respondents (21%) at the high school level.
- By the residence environment of the school unit in which you operate, 39 of the respondents (14%) carry out their activity at the pre-school level, 84 (31%) at the primary level. 34%, representing 93 respondents, out of a total of 272, carry out teaching activity at secondary level and 56 (21%) at high school level.
- According to the curriculum areas, the respondents teach as follows: 44% represent the 121 teachers who answered the questions in the questionnaire and who teach subjects in the curricular area „Language and communication”; 38 of the respondents (14%) teach subjects in the curricular area „Mathematics and Natural sciences”; The curricular area „Man and society” is represented by 29 respondents, that is 11% of all;

For the other curricular areas, the percentages are below 10%, as follows:

- „Advice and guidance” – 24 respondents (9%);
- „Technologies” – 20 respondents (7%);
- „Physical Education and Sport” – 11 respondents (4%);
- „Arts” – 7 respondents (3%);

Primary education is represented by only 16 respondents (6%) and pre-school education by 6 (2%). This small number can be justified by the fact that most teachers and educators have higher education, choosing to select the curricular area belonging to the bachelor field.

▪ According to the didactic degree, the respondents present themselves as follows: 40 respondents (14,70%) have achieved completion in education, 42 (15,44%) have didactic grade II, and 188 (69,11%) didactic grade I. Only 2 respondents (0,73%) completed their PhD.

The main profile of the respondents may be composed/ designed as follows: Teaching staff from the pre-university education unit of the state, from the urban environment, of the secondary level, with the first didactic degree, who teaches a discipline within the curricular area language and communication. He is an experienced respondent at the department, knowledgeable of educational practice.

The replies to the questionnaire items revealed the following points of view:

➤ The prevailing opinion on reflective practice, as an expression of the capacity for reflective analysis, self-assessment and self-control over the teaching activity carried out, refers to *self-assessment/ self-analysis* (58 respondents), *the ability to reflect on one's own actions* (36 respondents), *a phenomenon that requires time and needs to be pursued* (24 respondents), *complex, creative, modern activity* (22 respondents), *research-action, analysis, reflection, interpretation, professionalism* (20 respondents).

The following answers are also valuable: *useful, beneficial activity, efficiency, proficiency* (2 respondents), *permanent awareness of the activity with students* (9 respondents), *a good tool* (4 respondents), *the ability to modify and adapt methods* (11) respondents, *critical thinking, self-criticism, reflective journal* (7 respondents).

At the opposite pole of opinions is *scepticism* (1 respondent) (Table 1):

Table 1. The answers to point 1

- do not respond/ they have' heard about this concept
- the ability to reflect on one's own person and actions
- complex, creative, modern activity
- self - assessment/ self-analysis
- useful/ beneficial/ efficient - efficiency/ streamline
- a phenomenon that needs time and has to be observed and sustained by a mentor, to guide, to supervise
- permanent awareness of teaching activity, critical thinking, permanent understanding and analysis of the teaching action
- feedback
- professionalism/ part of the competency profile
- research - action, analysis, reflection, interpretation to produce change at personal level or in school
- general education
- assessment
- a required practice for the permanent development of teaching
- implementation of the results of the reflexive analysis of one's own activity
- the ability to interact and communicate with social and pedagogical environment
- analysis/ to analyze
- practice that transforms behaviors/ shapes and develops skills/ abilities/ critical thinking/ self-evaluation
- ongoing learning/ adjustment, intensive/ thorough study
- a good tool/ an interesting practice
- contributes to an efficient management of the problems that occur during planning

➤ At item 2, to what extent do you consider that reflective practice contributes to the development of teachers' professional skills?, 89 of the respondents (33%) considered that reflective practice contributes to the development of teachers' professional skills to a very large extent; 164 respondents (60%) responded to a large extent; for 4 of the respondents (1%) reflective practice contributes to the development of teachers' professional skills to a small extent, and 15 respondents (6%) considered that reflective practice contributes to the development of teachers' professional skills at a moderate level.

➤ At item 3, from the perspective of the taught discipline, what are the key European competences that you think you can develop at your students?, the respondents considered that, from the perspective of the discipline they teach, they manage to develop the following key European competences: 225 respondents (83%) - personal, social and learning skills; 151 respondents (56%) - cultural awareness and expression skills; 128 respondents (47%) - literacy skills; 121 respondents (45%) - citizenship skills; 114 respondents (42%) - digital skills; 89 respondents (33%) - skills in science, technology, engineering and mathematics (STEM); 64 respondents (24%) - multilingual skills; 61 respondents (22%) - entrepreneurial skills.

➤ At item 4, while teaching, do you pay special attention to the training and development of skills in students? the participants in the study replied: *To a very large extent* – 162 respondents (59%), *to a large extent* – 108 respondents (40%), *to a moderate extent* – 2 respondents (1%), *to a small extent* – no respondents (0%), respectively *not at all* – no respondents (0%).

➤ At item 5, during teaching activity, do you pay attention mainly to delivering information to students? the participants in the study replied: *To a very large extent* – 88 respondents (32%), *to a large extent* – 104 respondents (38%), *to a moderate extent* – 75 respondents (28%), *to a small extent* – 5 respondents (2%), *not at all* – no respondents (0%).

➤ At item 6, choose from the list below 3 benefits of reflective practice: respondents considered school progress of pupils – 165 respondents (61%); teaching improvement – 149 respondents (55%); awareness of personal values – 123 respondents (45%); change management at personal level – 107 respondents (39,33%); turning into a critical thinker – 106 respondents (38,97%); advanced problem-solving skills – 89 respondents (33%); improved organizational skills – 87 respondents (32%).

➤ At item 7, to the question about the importance of ones knowing the impact of teaching activity on students' learning and school progress, you answered with ...?, respondents considered this aspect very important – 173 respondents (63,60%), important – 94 respondents (34,55%), moderately important – 3 respondents (1,10%), for 1 respondents (0,36%), knowledge of the impact of their activity on learning and school progress is of little importance, and for another respondent (0,36%), knowledge of this impact is the least important.

➤ At item 8, „name 3 types of tools you use to measure the impact of your teaching activity on the students”,

- 155 respondents (56,98%) mentioned their assessment through *evaluation sheets, oral/written samples and evaluation tests*;
- 122 of the respondents (44,85%) mentioned *the questionnaire* or its forms: satisfaction questionnaire, feedback questionnaire;
- 96 respondents (35,29%) use *traditional methods and tools*: conversation/dialog, systematic monitoring/observation, applications, exercise, worksheets, explanation etc.

Along with the three instruments, respondents also mentioned:

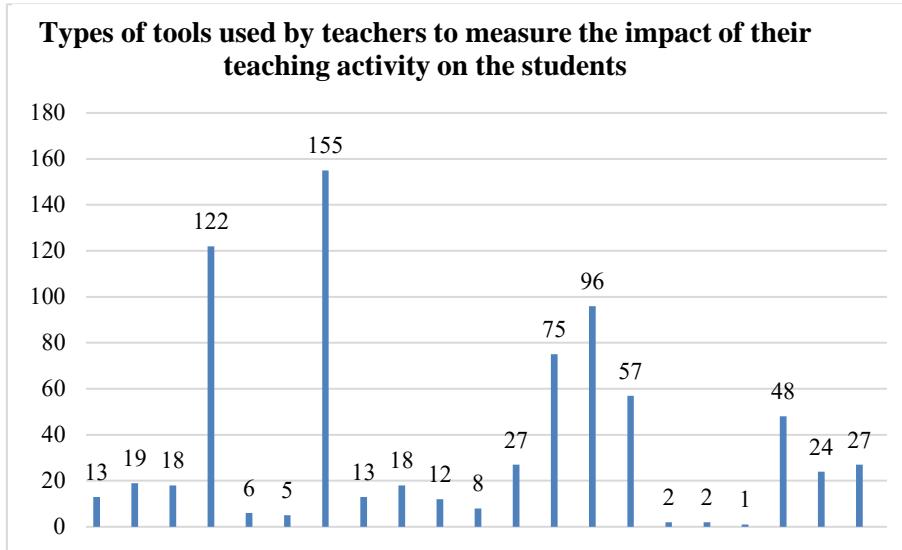
- 75 respondents (27,57%) use *complementary and modern methods and tools*: debate, diagrams/schemes, essay, play, learning through technology, case study, etc.
- 48 respondents (17,64%) mentioned *portfolio* as a commonly used tool for measuring the impact of the teaching activity on students;
- 27 respondents (9,92%) considered that *deliberation/ reflection* on what is happening in the classroom in order to identify the good aspects and those that need to be remedied is the tool used to measure the impact of the teaching activity carried out on pupils;
- 27 respondents (9,92%) mentioned the projects method (thematic, educational);
- for 19 respondents (6,98%), the *activities, works, practical and melodic applications* are the tools used to measure the impact of the didactic activity on pupils;
- 18 respondents (6,61%) have taken *self-assessment* into consideration;
- 18 respondents (6,61%) considered representative for measuring this impact, students' *degree of interest and participation in activities, the initiative and the empathic attitude* they show during teaching activities.

At the opposite end, with a percentage of less than 5%, we can find:

- 13 respondents (4,77%) replied that the tools used to measure the impact of the teaching activity carried out on students are those aimed at *organizational, planning, coordination and collaboration skills*;
- 13 respondents (4,77%) considered that *generating a relevant content, creativity and personalized learning* are the right tools with positive impact on teaching activity, and, in order to achieve this, 2 respondents mentioned *teachers' continuous training, professional development through teaching degrees* as very important;
- 12 respondents (4,41%) considered the way students *learn and their learning experiences*, which aim at *an observable school progress*, and 24 of the respondents (8,82%) mentioned this progress as the tool that best measures the impact of teacher's activity;
- for 8 respondents (2,94%) *measuring psychomotor skills, intelligence and skills* using *tests* (personality, intelligence, etc.) is the right tool to get feedback on the impact the activity has on students.
- 6 respondents (2,20%) mentioned *communication* or its forms: verbal, nonverbal communication;
- 5 respondents (1,83%) use tools specific to *student-centred education/inclusive education*, and

- 57 respondents (20,95%) did not answer this question, (Figure 1):

Figure 1. The answers to item 8



3. The conclusions of the research

The answers provided by the respondents prove all meanings they give to the concept of *reflective practice*: from the reflection of the teacher so as to adopt a critical position or a critical attitude toward his own practice and that of his peers, engaging in a process of adaptation and permanent learning, to the self-assessment of the teaching activity, from „*What did I intend to do during the lesson?*” “*What have I accomplished?*” “*How can I improve my performance?*” to „*Knowing how to evaluate the quality of the teaching act, from the perspective of modern didactics*”, from the reflection before, during and after the teaching act, in order to realize to what extent, the teacher, the context, influences the students’ learning process in analyzing their own impact on the results obtained by the students.

Thus, there can be identified constants such as: *teacher reflection, critical attitude toward one’s own practice, adaptation and ongoing learning process, self-assessment, influence of the student’s learning process*.

These constants correlate with the fact that *reflective practice contributes to a very large extent to the development of teachers’ professional skills*.

From the perspective of the taught discipline, among the categories of competences, *personal, social and learning skills* included in the school curricula are developed as a priority. In conjunction with similar responses, *cultural awareness and expression skills, literacy skills, citizenship skills*, can be interpreted as *critical appreciation of one’s own resources, codes of behavior, constructive communication, expression and understanding of different points of view, proactivity, motivation and determination to achieve ones goals, seeking*

opportunities for education and career, acquiring literacy – writing, reading, numeracy, ICT – required for learning, managing one's own learning, critical reflection on learning goals and targets, motivation to continue learning (European key competences description, Recommendation of the European Parliament and of the European Commission, 2006/962/EC, p. 23).

From this we can understand the preponderance of the teacher's concerns for selecting the categories of competences from curricula that aim at *critically appreciating their own resources, proactivity, motivation and determination to achieve their objectives, critical reflection on learning goals and targets* in relation to the students.

This is because the respondents *pay very high attention to the training and the development of student's skills*, mainly to *the transfer of information* during their didactic activity.

Previous assessments can be understood according to *the benefits achieved by the practice of teacher reflection on their own activity*: school progress of students, improvement of teaching, awareness of personal values, change management at personal level, transformation into critical thinker, advanced problem-solving skills, improved organizational skills.

These benefits aimed both *teachers' and students' perspectives*. Thus, addressing the issue of the impact of teacher's activity on the pupils' school progress is a benefit for both categories involved in the teaching process: teachers and pupils.

Knowing the impact of the teaching activity on students' learning and school progress, is *a very important aspect for the respondents*. This kind of impact is measured and appreciated through/ with traditional assessment tools: *assessment report, oral/written samples and assessment tests, satisfaction questionnaire, feedback questionnaire, conversation/dialog, systematic observation/monitoring, applications, exercise, worksheets, explanation*, but also through complementary and modern methods and tools: *debate, diagrams/ schemes, essay, play, learning through technology, case study, portfolio, project method*, but also through *the degree of interest and participation in activities of students, the initiative and the empathic attitude* they demonstrate during their teaching activities, *the measurement of psychomotoric skills, intelligence and skills*, using tests (personality, intelligence, etc.).

A small group of respondents mentioned that *reflection/ pondering* over what is happening in the classroom in order to identify positive aspects and those that need to be remedied, is the tool used to measure the impact of the teaching activity carried out on pupils (about 10%).

This percentage should be understood in association with the act of *generating relevant content, creativity and learning personalization (about 6%), continuous training of teachers, professional development through teaching degrees*, as being very important.

The analysis response percentages reveal the *little use of teacher's reflection on their own activity as a tool for assessing the impact of the didactic approach on the school progress of students*.

The answers provided to the questionnaire items have identified the *next directions study*:

- It is necessary to present the *concepts specific to reflective practice, metacognitive self-control skills and reflective analysis of one's own activity* in order to improve teachers' professional performance;
- Teachers know theoretical aspects, but they need practical-applicative approaches *adjusted to competences from curricula*;
 - There are different levels of understandings of teacher reflective practice as an expression of the impact assessment on student learning and on their own effectiveness, as there are many tools to assess this impact; this is why *it is necessary to be developed an integrative model of good practices for assessing the impact of teachers' work related to students' school progress, for a common understanding of the meaning given to the concept of impact on learning, to present tools for measuring/appreciating this impact*;
 - We can observe the presence of metacognitive skills for reflection on the teachers' own activity; but it is necessary *to define the benefit of reflection tools on their own teaching activity* and to integrate them for improving their professional activity;
 - Moreover, during the period of suspension of face-to-face school, according to the studies carried out during the pandemic, the teachers encountered important difficulties from a professional perspective: using online platform facilities to reconfigure learning units in a virtual environment, organizing interactions with students, ensuring a good balance between synchronous and asynchronous online activities. Here, the capacity for reflection can streamline the work of teachers by assessing its impact on students.

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SCHOOL ADAPTATION DIFFICULTIES IN THE PREPARATORY GRADE*

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Abstract

Through the present study we intend to demonstrate that the main function of the primary cycle is the instrumental one which is meant to form intellectual abilities in students, to "teach them how to learn". The new curriculum requires a reconsideration of the value dimension of the "informative-formative" couple and, implicitly, a reconsideration of the whole process of designing teaching activities.

The preparatory grade, integrated in compulsory education, established by the National Education Law no. 1/2011, proposes both a systematic educational approach, meant to train and test the school skills of preschoolers, and an educational approach that streamlines school placement, access and successful participation in education. From the perspective of the Education Law, the preparatory grade has the role of preparing a quality school debut, through institutionalized early education and by creating the educational premises for a school integration with low rates of early school leaving and with increased chances of future integration on the labor market of the current generations of preschoolers.

The research we conducted, on a sample of teachers (93 subjects), school managers (43), parents (215 subjects) aimed at outlining a diagnosis of the role of the preparatory grade in getting ready for the school activity, based on learning, of the young student. The research methods we used analysed the curricular documents, the products of the students' activity, the survey based on the questionnaire, the corresponding tool being presented in the Annex. The research results validated the pursued hypotheses. We have identified both the advantages and disadvantages, as well as the proposals for streamlining the situation.

Key words: Learning difficulties; Preparatory grade; The relationship kindergarten - school - family; The ability to attend school.

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1. Introduction. A diagnosis of the difficulties of children's adaptation to school life

The period of transition from the pre-primary to the primary cycle is for the students a period of intense transformations, activating considerable physical and mental energies. The school environment brings with, it in the life of the student, for the first time in this situation, a new, multiple dimensioned reality, with a specific profile, different from that of the kindergarten environment, from various perspectives. The learning activity acquires an accentuated systematic character, activating the whole personality of the young student, opening numerous possibilities of development, crystallization and affirmation of more and more complex mental processes and functions.

One of the main causes of the radical lack of adaptation to school activity is the reduced learning capacity of some students. It can be of two types: permanent or temporary. The permanently reduced capacity is innate, while the temporarily capacity is due to other factors, in principle. Capacity refers to the permanently reduced learning capacity. The causes some are born with such deficiencies are of course multiple, especially of a medical and hereditary nature. However, it is not excluded that some may be the victims of alcohol abuse by their parents, especially during conception. A warning would be welcome in this regard for the parents, especially for the newly married people (Adler, 1995; Claff, 2007; Glava & Glava, 2002; Ionescu, 2010).

If in the 70's debates on school invoked the failure more, the school lack of achievement, in the sphere of the educational activity of the 21st century, the idea of school achievement and success is insistently conveyed. School success is defined by forming in students, in accordance with the requirements of the school curricula, cognitive (knowledge systems), operational (skills, abilities, capacities), psychomotor (skills), affective-motivational and socio-moral (attitudes, traits of will and character) structures.

The conclusions of the investigations carried out on children in kindergarten and first grade show that when entering school the child must have a certain volume of qualities expressed by "school maturity", "school readiness", "schooling ability". These are mainly aimed at developing language, cultivating intelligence, observation, independence in thinking and action, stimulating creativity, familiarizing children with the technical, artistic, literary language, the perceptual-motor development and enhancing the writing skills, developing the skills of integration in the activity and adaptation to the environment. On the other hand, children who do not cope with school insertion suffer from what specialists call "the shock of schooling".

What can school do for such children? We definitely believe that it is necessary for them to be kept in the sphere of the school action as much as possible, for two reasons: firstly to be free from isolation and out of control with possible influences and unsociable consequences, and then because, although they cannot keep up with the class and the syllabus, they can still assimilate some knowledge, if the teacher adopts a different work style in relation to their abilities. They can be

encouraged to make the slightest progress, and it is good to focus on practical activities, some of which are difficult to assume that they would not be interested in, especially considering that the lack of intellectual skills is usually compensated by the existence of certain practical skills. They can thus be socially recovered through the effort of the school, to which will obviously be added the collaboration of the family (Adler, 1995; Claff, 2007; Glava & Glava, 2002; Ionescu, 2010).

The role of the true teacher is to discover the cause and to apply the appropriate remedy, not to label and reproach the child what in reality he cannot be blamed of. This truth becomes more apparent when students with normal intelligence, corresponding to their real age, end up raising problems similar to those delayed for completely different reasons. These are quite numerous, which leads us to treat them separately, also indicating the procedures to follow.

The studies mentioned above refer to four categories of main causes of the incorrect adaptation of children aged 6-7 to school activity:

- reduced or temporary learning ability he/ she was born with;
- family disorganization;
- physical, medical or temporary mental blockages;
- general causes.

It is up to the family to remove an important part of these causes. First of all, the parents should be convinced that, as the relationship between them is, that is, between spouses, so will the character of the child be, with appropriate effects on learning and discipline. There is no greater misfortune for an ordinary child than for the parents to divorce. Also, if one or both parents are alcoholics, the misfortune can be even greater, even if they do not divorce.

It is no more shame for a parent than for his son to become his own victim. The school welcomes the family, but it will never be able to replace the part that the parents occupy in the child's soul. And this part must always remain a place of deep love (Claff, 2007; Glava & Glava, 2002; Ionescu, 2010).

2. The influence of family environment on the school integration of the young student

The family is the one that lays the foundations of the child's education, which outlines the guidelines for his further development. The family has always had an important educational role, being the child's first school, and the parents his first educators.

One of the main functions of the family is education. The family is the starting point, the initial stage in children's education, a stage that has an impact on the entire further development of the child. In the family, the child forms his first impressions, the first representations about the world around him. Due to the fact that the child's first knowledge of life appears in an "empty place", they are very durable and are stored for a long time. This is why the parents and the adults who live with their children must be constantly careful not to pass on the wrong knowledge to their children, because this is the basis of their beliefs, habits, customs and character of the child (Claff, 2007; Glava & Glava, 2002; Ionescu, 2010).

"The upbringing and education of children", wrote A. S. Makarenko (1953), "is a very serious and very important matter, and it is self-evident that it is a very difficult task. You can't get away with a cheap trick here. Having a child means that you have engaged yourself for many years ahead in giving him the full tension of your thinking, all your attention, and all your life".

The intellectual preoccupations of the parents are the first to contribute to the creation of the premises for the formation of a positive attitude towards learning in children: if the family reads and discusses what they read, if they go to the cinema, theater and explain their actions to their children, if books, magazines, newspapers enter the house and are read and commented on, if an intellectual (cultural) ambiance is achieved in the family life, this is an important contribution to the formation of cultural interests in the child, to the creation of premises for a positive attitude towards learning.

The family atmosphere, the emotional environment in which the child lives also contribute to the creation of these premises.

Relationships between family members, between them and other people, their attitude in social relations they all influence the child. Parents must set an example, a model of an honest attitude towards work, towards social and public duties, they must be an example of sincerity and modesty - to possess the moral qualities that they seek to infuse into their children. You don't teach others what you want, you don't teach them what you know, you teach them what you are.

Lifestyle, family work atmosphere, intellectual ambiance create the premises for a positive attitude towards work and a positive attitude towards learning, when the child becomes a student.

A very early concern of the family must be the closeness of the child to the book, his acquaintance with facts, events and heroes from the world of books for young readers and listeners. It is very important to choose the time to read a book, a story. Reading or storytelling should be done in an expressive, nuanced, colorful way so that the child can "see" and "live" the facts and events, while awakening the regret of not being able to read, as well as the burning desire to learn as soon as possible (Enăchescu, 2009; Jinga & Petrescu, 1996; Schiopu & Verza, 1997).

The family atmosphere is crucial for the way the child sets the bases of his general conception of the world and life and for the formation of his personality. The way of being of the parents, their way of thinking, of expressing their feelings, will serve as the first model for the child. If the parents are able to maintain their calm and confidence in problematic situations, the child will also be able to control himself. The communicative, affectionate, open parent will encourage the child to open up and communicate in his turn.

The approval and valorization of the parents are, for the child, confirmations of his own value and depending on these, the child will be appreciated or underappreciated.

In conclusion, the family constellation, through its network of relationships and the value system, influences the school adaptation, so be very careful how you

behave with your child/ children because, in fact, you are determining their evolution in life.

3. The research design

The purpose and objectives of the research

The purpose of the research was to make an x-ray of the way schools in Romania (South-West Oltenia region) ensured the development in good conditions of the didactic activity specific to the preparatory grade. As a result, the research focused on drawing an overview of the conditions and the way in which the measure of introducing the preparatory grade as a year of compulsory schooling in pre-university education was implemented, with details regarding:

- characteristics of the educational unit where the preparatory grade functions;
- the profile of the teachers who teach in the preparatory grade, in relation to the educational factors (professional training, classes assigned, teaching experience) or personal (gender, age);
- characteristics of the educational space (the building where the classroom is located, utilities);
- endowing the preparatory grades with the furniture and the didactic means specified by OMECTS 4310/ 01.06.2012, respectively GD 564/ 30.05.2012;
- the frequency and the way of organizing the integrated activities;
- facilities and obstacles encountered in organizing the activity in the preparatory grade;
- accommodating children with the school environment and the program of activities.

The research aimed at the following specific **objectives**:

- the analysis of the way the preparatory grade was implemented: ensuring the necessary conditions, difficulties encountered;
- examining the coverage of the preparatory grades with qualified teaching staff, including the ways of integrating the preparatory grade in the simultaneous education system;
- exploring the representations of the actors involved in education in relation to the place of the preparatory class in the educational path of the child;
- investigating the opinions regarding the impact of the preparatory grade program, both on the preparation of the child for school life, and on the management of his/ her free time, in the first months of school;
- investigating the opinions regarding the organization and efficiency of the training program for the teachers who teach in the preparatory grade.

Research methods and tools

The main used methods and tools were:

- a) *The analysis of official curricular documents* (curriculum, school syllabus, calendar planning, the schedule of students in the preparatory grade, class attendance sheets conducted by school principals/ heads of departments)

- b) *The analysis of the students' activity products* (worksheets, notebooks, homework, questionnaires, drawings, paintings, interpretation of the results of some extracurricular activities: celebrations, visits, excursions, etc.).
- c) *Questionnaire survey.*

The questionnaire survey aimed to gather information on the situation of the preparatory grade from the perspective of the main educational actors: teachers for the preparatory grade, school principals, school inspectors for primary education, parents. For teachers and students we developed a questionnaire, consisting of 20 items, 17 with closed questions, for a statistical-quantitative interpretation and 3 with open questions, for a qualitative interpretation.

The research hypotheses

The research was based on a general hypothesis and two specific hypotheses:

The general hypothesis of the research: The inclusion of the child in the preparatory grade, after the completion of the upper kindergarten group, implies a better psychosomatic development of his personality, as a guarantee of a good accommodation/ integration in the primary school.

Specific hypothesis no. 1: Conducting thematic lectures with the parents leads to an increased appreciation on their part, regarding the inclusion of the children in the preparatory grade.

Specific hypothesis no. 2: The organization of special training courses for primary school teachers has positive effects on their better relationship with the students of the preparatory grades.

The place and duration of the research

The research (action) lasted two years (2019 - 2021) and covered the counties in the Oltenia region: Vâlcea, Dolj, Mehedinți, Gorj, Olt.

The description of the investigated population

Considering the objective of the first stage of the study, regarding the evaluation of the ways of organizing and implementing the preparatory grade, the degree of coverage with the resources necessary for their functioning in good conditions, the study proposed a research of representative school units for the mentioned counties. Thus, the research aimed, as a priority, to provide a more accurate picture of the situation in the system and not an estimated situation.

The research through questionnaire was addressed to some school units that organized preparatory grades in the school years 2019 - 2020, 2020 - 2021.

In total, the following were surveyed:

- 40 principals of school institutions
- 93 teachers who teach in primary education, in the preparatory grade
- 215 parents.

4. Results and discussions

The quantitative data obtained from the applied questionnaire (see Annex) are presented below:

Table 1. The results of the opinion questionnaire

No. item	Categories / Responses	Teachers (93)	Parents (215)
1	Yes	80	190
	No	10	15
	Don't know	3	10
2	Yes	85	176
	No	7	20
	Don't know	1	19
3	Yes	84	169
	No	7	25
	Don't know	2	19
4	Kindergarten/ School	92 1	150 65
5	Yes	84	156
	No	8	25
	Don't know	1	33
6	Monodisciplinary	1	33
	Integrated	84	25
	Combined	8	156
7	Yes	80	201
	No	10	10
	Don't know	3	4
8	Yes	30	151
	No	60	43
	Don't know	3	11
9	Yes	52	43
	No	40	151
	Don't know	1	11
10	8 in the morning	1	150
	As in kindergarten	92	65
11	Yes	52	151
	No	40	42
	Don't know	1	22
12	Yes	70	163
	No	20	20
	Don't know	3	32
13	Yes	81	163
	No	9	15
	Don't know	3	37
14	Yes	92	211
	No	1	2
	Don't know	0	2
15	Yes	83	176
	No	9	30
	Don't know	1	9
16	Yes	61	120
	No	32	55
	Don't know	0	40

One of the items in the questionnaire was open-ended (item 17). He asked respondents to mention the benefits of the preparatory class.

Among the answers (principals, teachers, parents): Provides a support bridge for the transition to first grade; Easier transition from kindergarten to school; Early inclusion of children in a form of education; Reducing the gaps between children in terms of preparation for schooling; Getting the child used to school, the school environment and practicing aptitude for schooling, in a child-friendly manner; easy work schedule; absence of grades; absence of textbooks (factors that lead to easy accommodation of children); better preparation for school: practical, concrete activities, important for acquiring fundamental acquisitions; increasing self-esteem and motivation for learning - children feel "important" that they are "schoolchildren", gain in autonomy, responsibility, communication and relationships with others; For teachers, the preparatory grade provides time and a suitable framework for a very good knowledge of the children; Teachers have a flexible curriculum, they are free from the "stress of assessing children" and a pleasant space for activities; Many parents of the children in the preparatory grade pointed out that they had changed their mind in favor of the preparatory grade, after the beginning of the school year, even though previously they had a negative position in relation to its introduction in primary education; The positive attitude towards the preparatory class must be strengthened by granting the freedom and the right of parents to enroll the child in the school they want; They do not have a large volume of homework, although homework for children in the preparatory grade is not recommended, possibly as tasks to complete what they have not solved in class; In the case of the "school after school" program, parents have the opportunity to go to work, without having to bring other people (grandparents, friends, etc.) to take care of the children; The parents participating in the group-focused discussions expressed their opinions in terms of satisfaction with the preparatory grade: they adapted perfectly, they go to school with pleasure, with joy, on the weekend it is boring, they want to come to school, in conclusion they integrated very well in the preparatory grade group; The unanimous opinion is that all children have adapted without problems to the requirements of the preparatory grade and they are proud to be in school. Most parents see the introduction of the preparatory grade as an advantage; For the children who had an older sister or brother who were already in school, the adjustment was easier because the children were eager to go to school like them. Children are interested in the schoolwork they enjoy doing. The transition to school was easy, natural, and the children came home satisfied. The parents are satisfied with the way their children have adapted to school, but in order to obtain qualitative results they want to continue the primary cycle with the same teachers, whom the children have become attached to.

As disadvantages, requested by another item with open answer (18), the subjects mentioned: It delays by one year the child's progress; There are extra expenses for both schools and parents; There is no conclusive assessment; The teacher's possibility to work with the student is sometimes preferential, optional; There is no conclusive feedback on student acquisitions; teachers who have not taken specialized courses have the possibility teach; There are not enough classrooms;

There are no adequate learning conditions (heat, teaching materials, etc.); There are problems with public transport in rural areas; There are serious problems with granting the minimum learning conditions to simultaneous and double simultaneous classes; There are financial problems in schools that are dependent on the budget of town halls/ local councils; In rural areas, there are problems with the settlement of the commute/ transport; In rural areas, there are no support staff; In rural areas, there are unqualified or inexperienced teachers in the field; There is pressure, especially from parents, to go beyond the schedule and do more than the requirements; The use of two foreign languages is encouraged, while the child sometimes does not speak the mother tongue well enough (bilingualism and trilingualism); Preliminary psychosomatic evaluation, performed by CJRAE (County Center for Resources and Educational Assistance); Inclusion/ evaluation of children with SEN.

Items 19 and 20 consisted of formulating *recommendations for the preparatory grade teachers*, respectively *for the parents of the children in the preparatory grade*.

Recommendations *for the teachers*:

- The use of interactive, attractive methods and strategies;
- The morning meeting should be seen as the time to bring the same denominator, which gives both children and adults the opportunity to connect optimally to the requirements of the group, space and activities planned for that day. At this point, a first emotional contact is established between the members of the group, who know each other, learn to communicate with each other, respecting certain rules established together.
- Therefore, at least at the beginning and at the end of the week (it would be optimal every day), the teacher can gather the children in a specially arranged area, allowing either the chairs to be placed next to each other or they can sit on a carpet and carry out the following activities:
- Individual greeting/ group greeting: Good morning!
- Ice-breakers: How Do You Feel Today?
- Identifying the day: Today is ... marking the day verbally and practically in a row with the other 7 days;
- Specifying the date: The date today is ... marking the date verbally and practically, within the current month (with the help of the magnetic calendar or in another form);
- Weather: completing the nature calendar (description of the day from a meteorological point of view, marking with icons, making predictions);
- Presence: number of girls, boys, total number, absentees (known reasons);
- Responsibilities: materials from work centers (Library, Arts, Sciences, Toy Library, etc.);
- News: of the children (reporting the significant events in their life, which happened the day before), of the teacher (announcing some guests, visits, excursions, events, etc.);
- Schedule of the day: announcing the topic of the day and the activities;

- Class rules: explicit and implicit rules;
- Message of the day: short story, news from a newspaper, radio news, game, which can introduce children to the topic unit, etc.
- Just as each day can start with the meeting in a circle, so the end of the day can bring the children into the same formation;
- Therefore, at the end of the day they return to the activities initially announced.

Each student is asked about their favorite activity of the day, using formulations such as What activity did you enjoy most today? or What did you learn today? or How did you feel today? They insist on providing specific answers and do not accept expressions like Today I enjoyed all the activities.

- An important aspect is the teacher's attitude at this time of day. No matter how busy or difficult the day may be, he/ she must find the strength to appreciate positively and to encourage all the members of the group.

Recommendations *for the parents*:

- Better involvement in the life and work of the school and the community;
- Better receptivity to messages received from teachers and principals;
- Availability when requested;
- Openness to problems and offering solutions;
- Communication with the school and teachers through different communication channels;
- Accepting and acknowledging one's own defects/ correcting them;
- Accepting assisted support, when appropriate;
- Communicating the child's problems;
- Attracting local community actors;
- Positive communication at the level of the parents' committee;
- "School after school" or "A Different School" initiatives;
- Attracting funds through the involvement of NGOs.

5. Conclusions

From the data presented above, we can draw some conclusions. Most teachers who teach in the preparatory grade have significant teaching experience, with two-thirds having at least 10 years teaching experience. Most of the teachers who teach in the preparatory grade are women, whether we are talking about rural or urban areas. About two-thirds of the teachers who teach in the preparatory grade live in the same location as the school. In rural areas, almost half of the teachers live in a place other than the one where they teach.

The teachers appreciate as very good the presented materials, the level of the trainers, their involvement and the examples of good practice discussed during the course. Some issues related to the use of the learning platform (ICOS: <http://www.icos-edu.ro/>) related to the limited access of rural teachers to the Internet (an aspect that was felt during the Covid-19 pandemic) were also reported. A suggestion regarding the improvement of the training program is the elaboration of

didactic guides/ supports for the application of the curriculum to the preparatory grade, in parallel with the documents posted on the platform.

School counselors, psychologists, school mediators and other categories of school support are still insufficient, although they play an important role in adapting children to the school environment. Some of the interviewed parents showed their willingness to help the support staff from their own resources, thus providing help to the teacher who teaches in the preparatory grade. A similar situation was observed for auxiliary personnel, especially the staff in charge of security.

Looking at the working space, in the years of investigation progress has been made in this regard. As soon as the preparatory grade worked, the locations were diverse: kindergartens, schools, laboratories, teachers' rooms, gymnasiums or other spaces offered by the school/ inspectorate.

Regarding the endowment and the teaching material, many classes are still subordinated, especially those from rural areas, the teachers being often obliged (by the deontology of the profession) to allocate important sums of money to make up the deficit of didactic material.

However, the study shows that the approach and teaching activities are well adapted to the needs and preferences of the students in the preparatory grade. The support provided to the teachers who teach in the preparatory grade through the specific training course also contributed to this state of affairs.

In general, most parents are satisfied with the diversity of daily activities: children play, draw, learn, read, solve worksheets, experiment, etc. In their opinion, the specifics of the activity are placed between the specific activity of the kindergarten and the specific activity of the school. At the same time, the parents recommend (opinion, not shared by all) to make more foreign languages, ICT and sports, to keep the "Apple" program, to cancel the "Milk and horn" program.

The teachers participating in the group-focused discussions state that there are no homework assignments, but rather non-compulsory assignments. Tasks and homework started in class can be continued at home, teachers say, but they are not required (worksheets, work in special workbooks). Some teachers, however, say that, under pressure from parents and students, they assign homework. These consist of completing worksheets started in class or homework for children, depending on the topic of the day.

Regarding the location of the preparatory grade, most respondents believe that it should remain in school, while about a quarter of principals and parents are in favor of organizing it in kindergarten (a situation that is still found in 13% of the cases). Regardless of the place of development, the preparatory grade can achieve its pedagogical functions, if two basic conditions are met: it is part of the compulsory education and it has the same curriculum.

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***ICOS: <http://www.icos-edu.ro>

Annex

Questionnaire to survey the opinion of parents, teachers on the usefulness/necessity of setting up the preparatory class

1. Do you consider it important/ necessary to introduce the preparatory grade in the national education system?
 - a) Yes
 - b) No
 - c) Don't know
2. Do you think that the transition from kindergarten to school will be greatly facilitated by the activities carried out for a year in the preparatory grade?
 - a) Yes
 - b) No
 - c) Don't know
3. Do you think that a child who has passed the upper group in kindergarten can go directly to the first grade without going to the preparatory grade?
 - a) Yes
 - b) No
 - c) Don't know
4. In terms of location, should the preparatory grade be held on the premises of the (primary) school or kindergarten?
 - a) Kindergarten
 - b) School
5. Should the activities carried out in the preparatory grade take place predominantly in the form of a game?
 - a) Yes

b) No

c) Don't know

6. Should the way of teaching for each discipline be individual (monodisciplinary, intradisciplinary), integrated (interdisciplinary) or combined?

a) Monodisciplinary

b) Integrated

c) Combined

7. Should teachers who teach in the preparatory grade have prior training in the field?

a) Yes

b) No

c) Don't know

8. Do you consider homework mandatory/ necessary?

a) Yes

b) No

c) Don't know

9. Should PE, ICT, Religion, and Foreign Language Classes be taught by specialized teachers or by the class teacher?

a) Specialized teacher

b) Primary school teacher

c) Don't know

10. Should the start of the daily program be for everyone at 8 in the morning or optionally, as in kindergarten, until 9 o'clock?

a) 8 in the morning

b) As in kindergarten

11. Do you consider a uniform is needed for the preparatory grade?

a) Yes

b) No

c) Don't know

12. Do you find the "School After School" program useful in the preparatory grade?

a) Yes

b) No

c) Don't know

13. Do you find the Internet connection of at least one computer in the classroom useful?

a) Yes

b) No

c) Don't know

14. Is there a need for specific classroom equipment (video, audio equipment, benches, toys, etc.)?

a) Yes

b) No

c) Don't know

15. Is the presence of frequent support staff (psychologist, counselor, speech therapist, etc.) necessary in the preparatory grade?

- a) Yes
- b) No
- c) Don't know

16. Should parents participate in the activities carried out by the teacher in the preparatory grade?

- a) Yes
- b) No
- c) Don't know

17. What advantages do you think the preparatory grade has?

18. What disadvantages do you think the preparatory grade has?

19. What recommendations would you make to the teacher in the preparatory grade?

20. What recommendations would you make for the parents of the pupils in preparatory grade?

THE INTRAPERSONAL FIELD OF SOCIO-EMOTIONAL INTELLIGENCE. FROM SELF-KNOWLEDGE TO EMOTION MANAGEMENT*

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Abstract

Research shows that emotional intelligence provides a variety of useful acquisitions during one's life. Higher EQ levels are associated with an increased likelihood of inner balance and positive interactions with others.

The study aims to address the intrapersonal dimension of emotional intelligence, namely the relationship with ourselves, with an emphasis on self-knowledge, self-awareness of emotions, emotions representing the link between thought, feeling and action.

The proposed experimental program aimed at carrying out counseling activities focused on self-knowledge, on developing a clear and correct self-image. The research data showed that counseling activities cause positive changes in attitudes: self-confidence, optimism, enthusiasm.

Key words: Socio-emotional intelligence; Self-knowledge; Self-awareness; Emotions; Self-esteem.

1. Introduction

In the 1920's, American psychologist Edward Thorndike spoke of "social intelligence". Later, in the 1940's, David Wechsler, one of the fathers of IQ tests, emphasized the importance of "emotional factors", in fact he was referring to social and emotional intelligence, which he considered important when considering general intelligence. Unfortunately, these factors were not given much attention at the time. In 1948, another American researcher, R.W. Leeper promoted the idea of "emotional thinking" which was believed to contribute to logical thinking (Stein, Book, 2003, p. 15).

In 1983, Howard Gardner of Harvard University wrote about the possibility of "multiple intelligences". Howard Gardner, through the theory of multiple intelligences, introduced the best-known scientific precedent of emotional

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intelligence: of the eight intelligences, the intrapersonal and the interpersonal are the most directly related to emotional intelligence (Fernández-Berrocal, 2021, p. 18).

Professor Gardner's concept was developed by Jack Mayer of the University of New Hampshire and Peter Salovey of Yale University. In 1990, they formally used the term "emotional intelligence".

2. Emotional intelligence - definition, domains / areas

Emotional intelligence (EQ) is defined by the ability to perceive, evaluate, and control one's emotions and can have a significant impact on various elements of daily life (Palmer, Donaldson, & Stough 2002).

John Mayer and Peter Salovey (1990, p. 23) define emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to support thinking, to understand emotions and their meaning, and to effectively regulate emotion, to determine the improvement of emotional and intellectual development".

Emotional intelligence is a preventative measure against inappropriate behavior, it can help reduce the risk of extreme violence in schools (Stein, Book, 2003, p. 7).

We can also approach it as an important quality that helps you to overcome in the best possible way, to make good choices based on wise thinking and to enjoy excellent relationships with others (Wilding, 2018, p. 45). We present in the table below, the advantages related to EI, as they are outlined in the author's opinion:

**Table 1. Advantages related to emotional intelligence
(Wilding, 2018, p. 45)**

GOOD SELF-KNOWLEDGE	leads to ... good self-control
SENSITIVITY TO OTHERS AND TO THEIR FEELINGS	leads to... good relationships with others

Emotional intelligence defined as the ability to make sound decisions, based on accurate identification, understanding and managing both one's own feelings and those of others (Cope, Bradley, 2019, p. 21), came as a critique of the classical concept of intelligence, which was considered a "unique feature by which the individual was born with a potential and genetically predetermined limits, difficult to modify and easily assessed by classical tests of intelligence" (Fernández-Berrocal, 2021, p. 17).

The main elements / foundations of emotional intelligence that give its overall structure are identified by Reuven Bar-On, which identified the following five domains or areas (Figure 1):

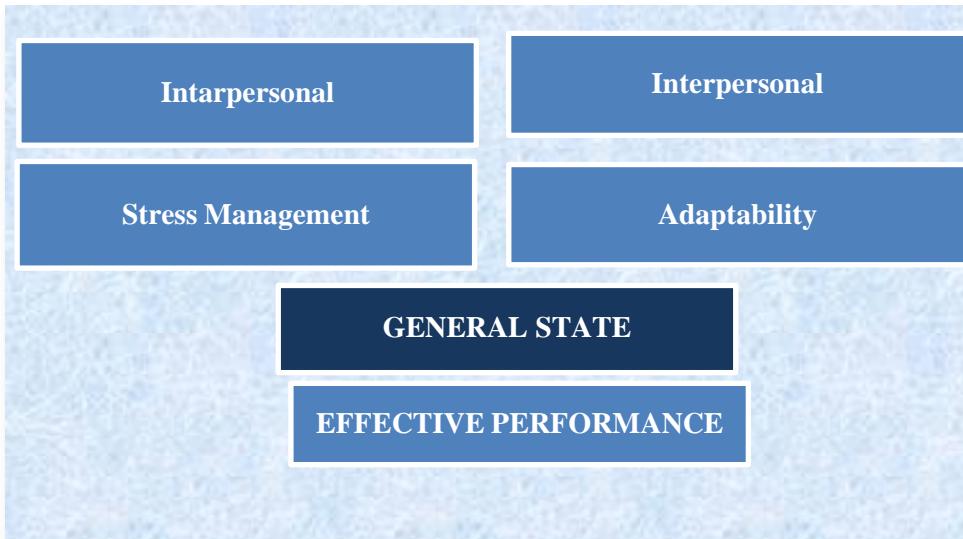


Figure 1. The BarOn model (with Stein, Book, 2003, p. 21)

Intrapersonal domain - refers to the capacity for self-knowledge and self-control; it includes:

- Emotional self-awareness - recognition of feelings and impact on self and others;
- Assertive character in expressing thoughts and feelings;
- Independence - self-control and self-direction;
- Self-respect - knowing the strengths and accepting the weaknesses;
- Self-fulfillment - recognition of potential, personal and professional satisfaction.

Interpersonal domain - refers to the ability to interact and collaborate with other people; it consists of three stages:

- Empathy - understanding others;
- Social responsibility - cooperating and active member of the social group;
- Interpersonal relationships - build and maintain beneficial relationships.

The field of adaptability

- Reality testing - seeing things as they are and as we would like them to be;
- Flexibility - adaptation to the situation;
- Problem solving - define problems, then collaborate and implement effective solutions.

The field of stress management - refers to the ability to tolerate stress and control impulses. Its two stages are:

- Stress tolerance - stay calm and focused;

- Pulse control - to resist or delay the reaction to a certain impulse to act.

General condition domain - has two stages:

- Optimism - to maintain a positive attitude in the face of difficult moments;
- Happiness - to be satisfied with life, the joy of oneself and others, enthusiasm.

All these "parts" that make up the EQ can be enhanced depending on the situation and can be improved through training, guidance and experience.

In social relationships, empathy is an important structure of emotional intelligence. A wide variety of definitions and metaphors have been provided by the literature on empathy:

- entering into the feelings and experiences of the other (Compton and Gallaway, 1994);
- taking the other's perspective (Sheafor, Horejsi and Horejsi, 1994).

Currently, research addresses empathy as a dimension of emotional intelligence (Goleman, 2001).

The literature shows that cognitive empathy skills can be more easily learned and trained than emotional empathy skills. Emotional empathy could only be introduced in a guided empathic training and depends largely on the healthy functioning of the ego. In general, empathetic errors can be linked to personal anxiety

Empathy, as a way of "knowing" the other, is necessary in optimizing interpersonal relationships, so many training programs have been developed, it is a perfectible phenomenon. If empathy is essential in relationships with others, in self-knowledge represents the core.

3. Self-knowledge - an essential step in the development of students' socio-emotional skills

In emotional development, the relationship with ourselves, self-knowledge, self-awareness - is the first stage.

It is important that socio-emotional skills development programs contribute to the development of stress coping skills. Kaslow (2020) argues that stress management programs should focus on identifying the psychological signs and symptoms of stress, supporting management and reactions to stressors caused by the situation, and finding resources for emotional support and healthy behavior.

3.1. Exploring emotions and self-knowledge

Emotions are the link between thought, feeling and action - "they affect many aspects of a person, and the person influences many aspects of emotions" (Mayer, 2000 apud Hasson, 2016, p. 16).

The ability to develop emotional intelligence depends largely on self-image. Self-esteem.

Regardless of the development, wealth and prosperity that hypermodern societies have reached, the questions remain: Who am I? How can I understand others? If it is already difficult to understand ourselves, knowing those around us is even more difficult (Fernández-Berrocal, 2021, p. 11).

Self-image tells us how good we feel about ourselves, it reflects our personal level of self-acceptance, for better or worse (Hughes, Terrell, 2013, p. 45). Specifically, it represents:

- how a person perceives their own physical, cognitive, emotional, social and spiritual characteristics;
- mental representation of one's own person;
- organized structure of self-knowledge that guides social behavior;
- our ability to evaluate ourselves correctly and realistically, to be able to accept and appreciate ourselves as we are, to realistically know our strengths and weaknesses.

Self-esteem refers to:

- ✓ how we evaluate ourselves, how "good" we consider ourselves compared to our own expectations or those of others;
- ✓ the evaluative and affective dimension of the self-image;
- ✓ positive self-esteem is the feeling of self-esteem and self-confidence.

3.2. How do we manage our emotions to be successful?

Research shows (David, 2016, p. 12) emotional rigidity - attachment to thoughts, emotions and behaviors that no longer help us - is associated with a number of psychological disorders, such as depression and anxiety. Instead, emotional agility - being flexible in thoughts and emotions to respond optimally to everyday situations - is essential to feeling good and successful.

Emotional agility means, says the author, to relax, calm down and live with more intention.

It is not what happens to us that determines how we feel emotionally, but the significance that we attribute to those events. Even if negative thoughts and emotions appear, we can spot them immediately and analyze how unrealistic and useless they are (Wilding, 2018, p. 95).

When negative thoughts arise, it is advisable to ask: Is that so? Can situations be viewed differently?

Socio-emotional intelligence is based on the appropriate use of emotions to solve problems and adapt effectively to the environment (Salovey, Mayer apud Fernández-Berrocal, 2021, p. 27) and can be summarized in a hierarchical pattern (Figure 2).

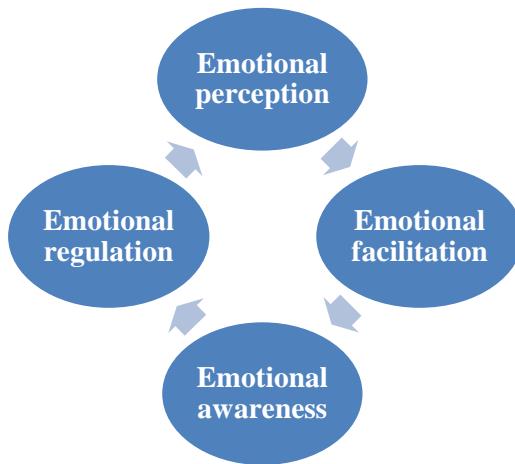


Figure 2. Emotional intelligence model
(Salovey, Mayer apud Fernández-Berrocal, 2021)

The EISA, developed by Steven Stein, Derek Mann and Peter Papadogiannis (2009, Hughes, Terrell, 2013), identifies the following key factors in emotional intelligence (Figure 3):

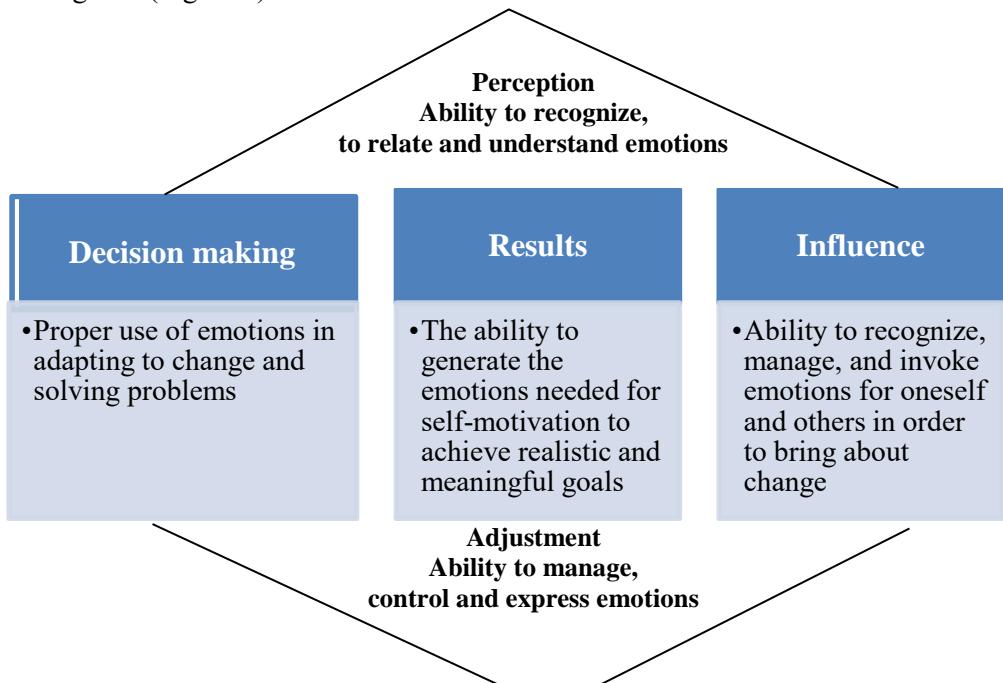


Figure 3. EISA Model (Stein, Mann, Papadoginnis, 2009, apud Hughes, Terrell, 2013)

The three keys to gaining emotional security are (Lindefield, 2001):

- a) Taming the temperament - by understanding the emotional states and abilities to exercise control;
- b) Calming sensitivity - through effective emotional healing - 7 stages of emotional healing: exploring the wound of the soul, expressing feelings caused by the wound, comforting / receiving support from external sources, compensation / finding means of compensation for the wound, perspective / addressing the wound in a broader context, channeling / using the experience of the injury constructively, forgiving
- c) Stringing harmful habits - through positive strategies applied to feelings out of control (guilt, anger, guilt, envy, apathy, etc.)

Traditional intelligence (high IQ) has not been enough for success in life (...) Socio-emotionally intelligent individuals are able to recognize what they are feeling and intentionally generate other moods to achieve their goals (Yeung, 2018, p. 13).

Emotional intelligence is not necessarily a characteristic we are born with, it can be acquired and developed. The development of emotional intelligence is a never ending process. By developing emotional intelligence we increase our self-knowledge, self-control, understand the emotions, thoughts and motivations of others, and build valuable relationships with them.

Emotional intelligence is expressed through the student's ability to learn and his ability to successfully adapt to the new situations that school life offers. Its development is based on:

- a) a good self-knowledge, awareness of one's own personality and the personality of others;
- b) stimulating and training the ability to actively listen and the skills to support the other;
- c) last but not least, by developing the abilities to recognize, identify and understand both one's own emotions, feelings, feelings, and those of others.

On the one hand, knowing emotions means being able to identify them, to adapt them to each situation, on the other hand, the more you communicate with others, the more you develop the ability to understand and the more empathy increases.

4. Research methodology

The present study aims to emphasize the importance of self-knowledge in the development of students' emotional intelligence, so that they are able to adapt optimally to various situations.

The ability to develop emotional intelligence depends largely on the degree of self-knowledge. We can learn to think positively, to replace harmful beliefs about emotions with more useful, more mobilizing ones, starting from a good self-knowledge.

In the research undertaken we outlined the following general hypothesis:

If the teacher creates and trains students in experiences of self-knowledge, then progress can be made in attitude and emotion management (positive attitude in the face of difficult times, optimism, self-confidence, enthusiasm). The research was

conducted at the University of Craiova, and the sample included a number of 90 students enrolled in the psycho-pedagogical module.

In summary, the sequence of these steps is represented in the following table (table no. 2):

Table 2. Temporal succession of research stages

Nr. crt	Research stages	Timeframe	Purpose
1.	<i>The ascertaining stage</i>	October 2021	Gathering some necessary starting data in outlining an overview of the studied problem;
2.	<i>The experimental stage</i>	November 2021-March 2022	Introduction of the independent variable in the experiment
3.	<i>Posttest stage</i>	April-May 2022	Comparison of data obtained from processing, interpretations, comparisons

The designed experimental program aimed at carrying out online counseling activities focused on self-knowledge, self-awareness and self-image, developing a clear and correct self-image.

The question "Who am I?" it is one of the great dilemmas of existence, and the process of finding the answer is a complex and continuous one. Self-knowledge is important because everything that happens in the outside world reflects our inner state, the way we perceive the situations we face is the first step towards managing stress. Therefore, the activities carried out aimed to answer the participants with questions such as:

- What are my qualities, values and resources?
- How can I use my resources optimally?
- How do I feel about self-confidence and self-esteem?
- How do our way of thinking, personal beliefs and decisions influence us?

In the experiment, we focused on using methods such as: SWOT analysis, "Who am I?", "My advertising poster", "My values", "My diploma", "I describe / draw myself" etc.

We also provided students with a Google Classroom platform, through which they can go through various materials, reflection tasks, questionnaires and tests of self-knowledge, even psycho-vocational guidance. At the same time, any student could request an individual online counseling activity.

Other research methods I used in this research were: observation, questionnaire and interview, which followed:

We tried to get answers to the following questions: Do students attach importance to self-knowledge activities in their personal and professional development? How do the subjects behave, in the didactic activity after a better self-knowledge, does their attitude change at the level of involvement / activation in the

didactic activity? But in terms of self-confidence, does better self-knowledge lead to increased self-confidence?

The questionnaire for students included 13 questions that reflect the following dimensions: the importance of self-knowledge activities for academic success; participation in counseling and personal development activities; the impact of counseling activities on self-confidence and self-esteem.

5. Results and discussions

The majority of the surveyed students, respectively 95%, consider that it is necessary to carry out counseling and career guidance activities in the faculty. 2% of students considered that these activities are not necessary, and 3% - did not answer this question (Table 3 and Figure 4).

Table 3. Students' opinion on the need for self-knowledge activities in personal and professional development

Do you consider it necessary to carry out counseling and personal development activities for students?	Percentage
a) Yes	95%
b) No	2%
c) Don't know/Don't want to answer	3%

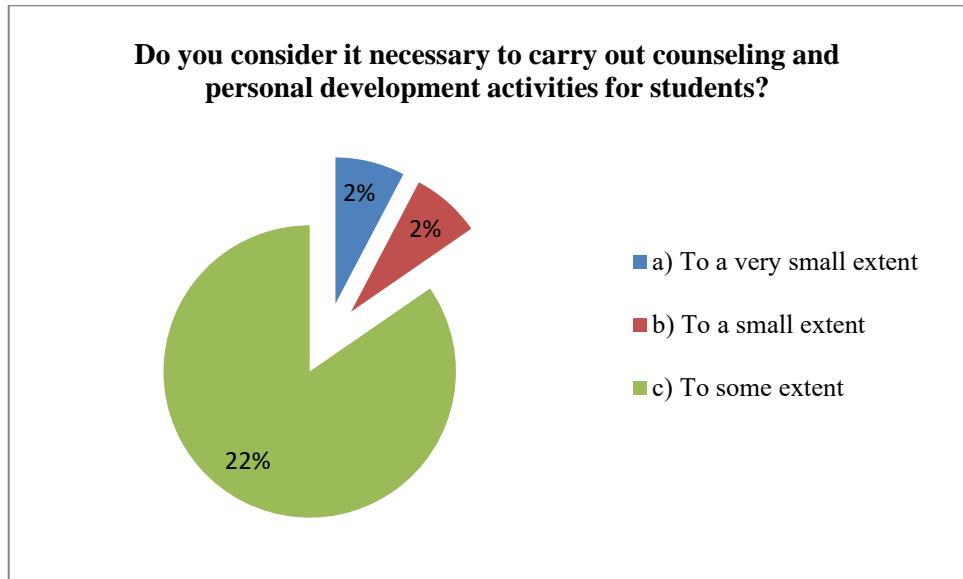


Figure 4. The students assessment of the need for self-knowledge activities in personal and professional development

Regarding the extent of the importance of counseling and personal development activities provided to students for success in life, 39% of students

considered that they are largely important, 32% considered that they are very important, 22% in some measure. However, there is a percentage of 2% who consider that these activities are important to a small extent and also 2% - to a very small extent (Table 4 and Figure 5).

Table 4. Measuring the importance of self-knowledge activities for success in life

To what extent do you think counseling and personal development are important for success in life?	Percentage
a) To a very small extent	2%
b) To a small extent	2%
c) To some extent	22%
d) To a large extent	39%
e) To a very large extent	32%
f) Don't know/Don't want to answer	3%

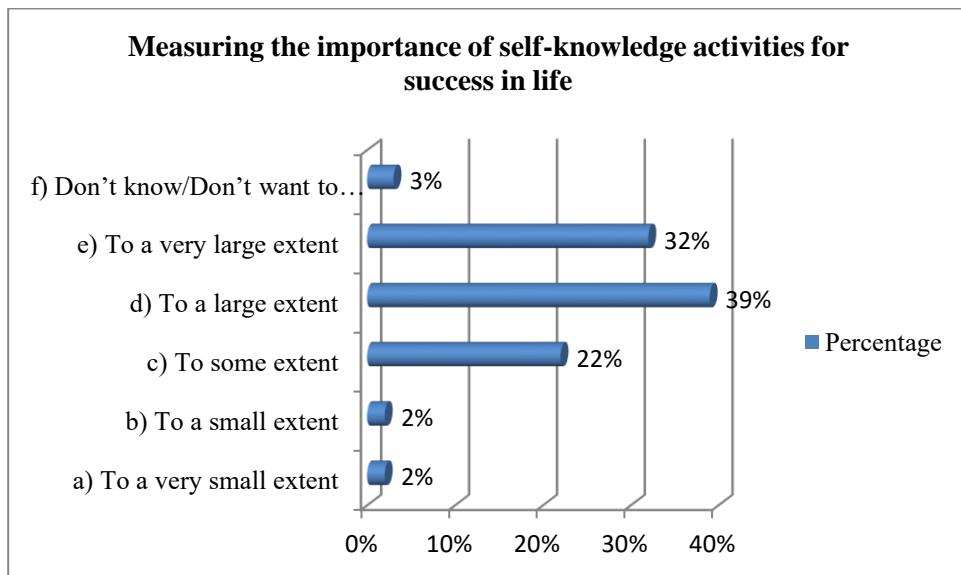


Figure 5. Measuring the importance of self-knowledge activities for success in life

Regarding the needs expressed by students regarding counseling and personal development, it seems that the most important is the need for self-knowledge, appreciated by 37% of students, followed by the need to manage emotions (33%), the need to develop confidence in itself (22%) and the development of personal promotion skills -7% (Table 5 and Figure 6).

Table 5. Needs expressed by students regarding counseling and personal development

Needs expressed by students regarding counseling and personal development	Percentage
a) the need for self-knowledge	37%
b) the need to manage emotions	33%
c) the need to develop self-confidence	22%
d) development of personal promotion skills	7%
e) Don't know/Don't want to answer	1%

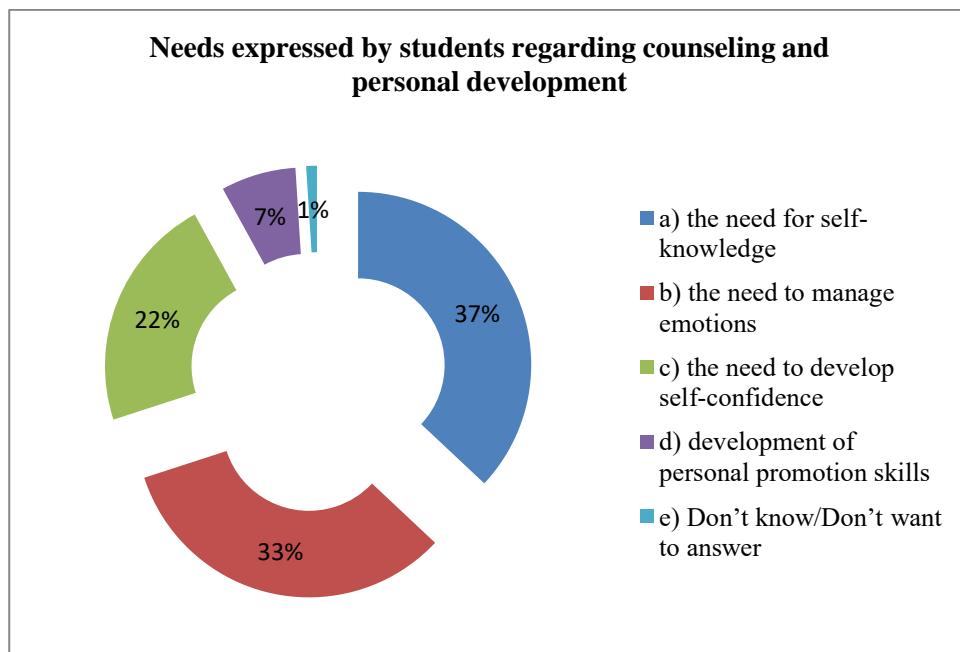


Figure 6. The needs expressed by students regarding counseling and personal development

Most of the students who participated in counseling and personal development activities, respectively 93%, felt their impact positively; only 2% said they had a negative impact on them, and 5% did not answer this question (Table 6 and Figure 7).

Table 6. Impact of counseling and personal development activities

The needs expressed by students regarding counseling and personal development	Percentage
a) positive impact	93%
b) negative impact	2%
c) Don't know/Don't want to answer	5%

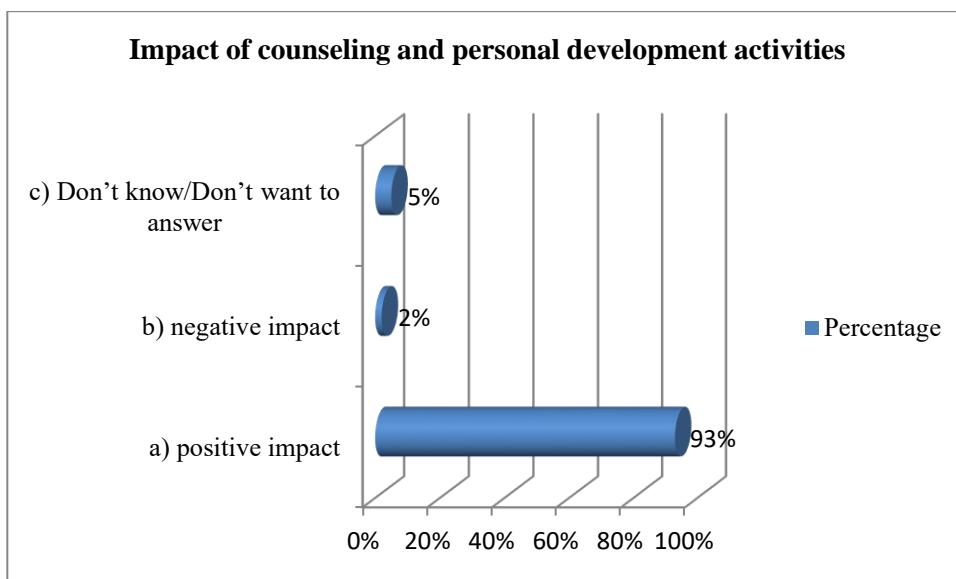


Figure 7. The impact of counseling and personal development activities

6. Conclusions

The special importance of counseling and personal development activities is realized by students, given the fact that it brings multiple academic and social benefits, namely: increases motivation for academic activities, increases optimism and general well-being.

The results of the application of questionnaires and tests during the experimental activities showed that emotionally intelligent students have the following characteristics:

- are aware of their own emotions and even express them;
- recognize the emotions of those around you;
- communicates easily about what interests or concerns them;
- know how to say NO without hurting others;
- have a good management of negative emotions;
- behave reasonably even when things are not going the way they would like and do not give up an activity, even when it becomes difficult;
- they do not do some activities just because they need to, but they do them because they understand that they are useful for their own development;
- when they feel they can't handle it, they ask for help;
- adapts quickly to new situations / people;
- are not afraid to ask questions or state their preferences.

At the end of the experiment, the students confessed that they were aware of the progress at the attitudinal level: attitude towards self (30%), reporting to the context and attitude towards others (23%): self-confidence in the face of difficult moments (27 %), optimism (12%), enthusiasm (8%).

Table 7. Progress at the attitudinal level in the field of self-knowledge activities

Progress at the attitudinal level	Percentage
a) positive attitude towards oneself	30%
b) openness to communication with others	23%
c) self-confidence	27%
d) optimism	12%
e) enthusiasm	8%

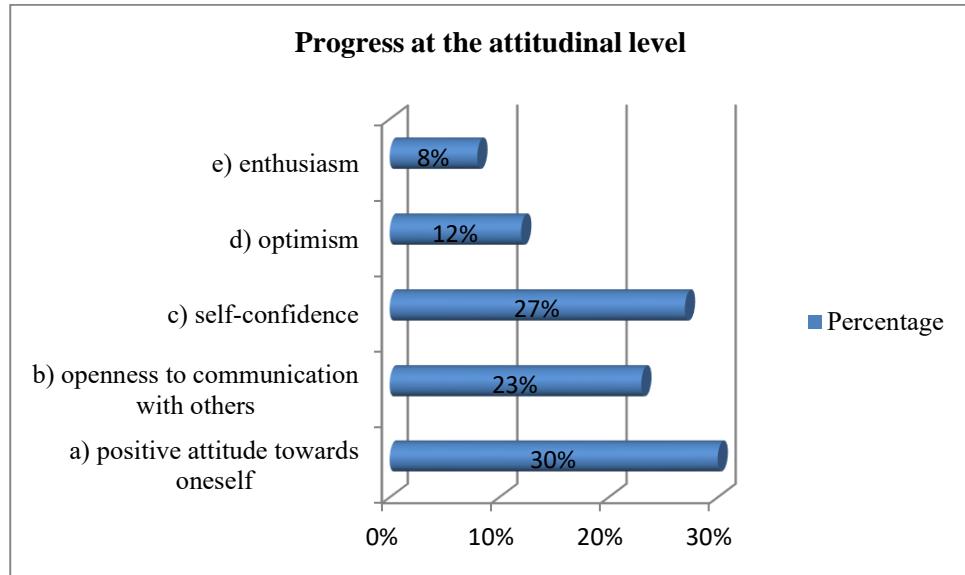


Figure 8. Progress at the attitudinal level, in the field of self-knowledge activities

The data collected following the application of the questionnaire were completed by focus-group interviews which highlighted the following aspects:

a) in order to develop self-confidence, the students considered the following dimensions to be very important: a) the use of a methodology that would activate the student, that would encourage him to take control over his own training; b) developing self-confidence through positive feedback (praise, appreciation, encouragement); c) supporting the student to develop a positive attitude towards himself;

b) self-esteem can be developed by:

- Identifying and emphasizing a special talent or hobby;
- Emphasis on positive stimulation;
- Discovering needs and interests;
- Giving up criticism (Ex: "I was worried (emotion) when you didn't come home from school (behavior description), because I thought something had happened to you (the consequence of the behavior)";

- Offering alternatives, not advice such as "That's the best way to go" or "You should do this". Advice does not help the individual to learn to solve his problems, but makes him dependent on another person;
- Discovering alternatives. Helping the person to choose a solution. Discuss possible outcomes and consequences for oneself and others. Establish a plan for implementing the chosen solution.

c) a good self-knowledge leads to the acceptance of both strengths and weaknesses, to choices consistent with one's personality and, implicitly, to a better management of emotions.

The research undertaken showed, in the initial stage, a low level of capacity for reflection and, implicitly, for self-knowledge. Following the intervention, the capacity for reflection and self-knowledge, self-confidence and optimism increased significantly.

Following the analysis, processing and interpretation of the data collected, it can be concluded that the implementation of an intervention program focused on self-knowledge and personal development, has led to changes in attitudes (self-attitude, positive attitude in difficult times, self-confidence, enthusiasm) and better stress management.

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PERCEIVED INFLUENCE OF STAFF DEVELOPMENT PROGRAMMES ON THE EFFECTIVE PERFORMANCE OF TEACHERS IN COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA*

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Abstract

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. The population for the study was 91 subjects, made up of 69 Heads of Departments and 22 Deans from three Colleges of Education in Delta State. Due to the manageable size of the population, the entire 91 respondents were used. The instrument for data collection was a structured questionnaire validated by three Heads of Department from Federal College of Education (Technical) Asaba. Data were collected by the researcher and two trained research assistants. Data collected were analyzed with mean and t-test statistics. The results of the study identified 12 influences of in-service training on effective performance of teachers, 14 influences of teachers' professional development on their performance, 11 hindrances to effective implementation of staff development and 10 measures to enhance staff development programmes for effective performance. The results on the hypotheses showed that there was no significant differences in the mean ratings of HODs and Deans on the influence of in-service training, professional development of teachers and measures for measures to enhance staff development programmes. On the other hand, there was significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. The study recommended that, more proactive policies by the government to strengthen teacher training and development programmes in Nigerian schools for effective performance and service delivery of the teachers.

Key words: *In-service training; Professional development; Teachers' performance; Colleges of education; Delta State.*

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1. Introduction

Education is the bedrock of development; hence, no nation can develop without functional education system. This is because, education makes citizens responsive and responsible individuals by preparing them for variety of functions within the economic, social, political, religious and other structures of the society. The crucial role play by the education sector in nation building suggests the significance of teachers and their training institution, that is, colleges of education.

College of Education, according to Collins (2022) is a professional training college for teachers. In Nigerian school system, Colleges of Education are tertiary institutions that offer the minimum teaching qualification, Nigeria Certificate in Education (NCE) to the recipients (NCCE, 2019). College of Education is a train-the-trainers colleges, established with the objectives of training and equipping teachers for their esteemed functions in the teaching profession (Excellence and Education Network, 2014). In the opinion of Onyesom (2013), Colleges of Education are post-secondary education institutions in Nigeria designed specifically to train and prepare students for the teaching industry. It is regulated by National Commission for Colleges of Education (NCCE), an agency of the Federal Ministry of Education (NCCE, 2019). The objectives of Colleges of Education as highlighted by the Federal Government of Nigeria (2014) in the National Policy on Education include: encouraging the spirit of enquiry and creativity in teachers, providing teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, providing the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria, giving training and imparting the necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising. To achieve the aforementioned objections, the teachers at the Colleges of Education level must be subjected to development programmes for effective performance.

There is need for teachers to be regularly updated and developed continually in order to better their professional capabilities as regards instructional delivery in their subject knowledge (Ajani 2018). The development of teachers can be ensured through constant in-service training and professional development. In-service training, according to Amadi (2014) is defined as workshop experiences for employed professionals, paraprofessionals and other practitioners to acquire new knowledge and better methods for improving their skills toward more effective, efficient and competency in service delivery. Dessler (2015) described in-service training as measures for teaching current employees the basic skills they need to perform their jobs or a given task successfully. Amoah-Mensah and Darkwa (2016) viewed in-service training as the formal and systematic modification of behaviour through learning and re-training which occurs as a result of education, instruction, development and planned experience. Fejoh and Faniran (2016) noted that workers' in-service trainings are essential activities that contribute significantly to the overall effectiveness and productivity of organization. According to Nmadu and Khalil (2017), human resource training is considered as one of the good techniques for

improving personnel skills and retaining competent human capital that will improve organizations efficiency and effectiveness. The effectiveness and success of education depends on the quality of people who form the workforce and work within the school (Onuka, 2006). It is the developed human capital; that is the teachers and other personnel in the school that constitutes its performance. It is therefore believed that teachers' performance and productivity in respect of achieving school goals and successes is a function of the quantum of the relevant in-service training skill and professional development programmes made available to the teachers.

Professional development is more encompassing than in-service training as the former involves evaluation. Professional development of the teachers is very crucial because, the performance of the school depends on the competence of the teachers. Professional development of teachers according to Amadi (2014) encompasses all types of facilitated learning opportunities such as acquisition of higher degrees in subject area or other areas relevant to the profession. It refers to programmes designed to upgrade the skills and knowledge for career advancement of the teachers. Ajani (2018) noted that professional development of teachers helps them to acquire relevant and new skills, ideas, knowledge to develop teaching and learning of their subjects. In their views, Awogbami, Opele and Adeoye (2021) shared that professional development programmes help staff understand their responsibilities towards attainment of the goals, mission and vision statement which help to improve the quality of service delivery and enable individuals to grow professionally. The core principles of professional development of teachers as highlighted by American Federation of Teachers (1995) include: (i) depth of content knowledge, (ii) provide a strong foundation in the pedagogy of particular disciplines, (iii) provide more general knowledge about teaching and learning processes, and about schools and institutions, (iv) reflect the best available research, (v) contribute to measurable achievements in student learning, (vi) expect teachers to be intellectually engaged with ideas and resources, and (vii) provide sufficient resources to enable teachers to master new content and pedagogy.

It is imperative to note from the foregoing that teachers cannot rely only on the entry knowledge they start their career with, hence, they need to experience career growth like other professions through in-service training and professional development programmes. Fejoh and Faniran (2016) ascertained that the main objective of school management is to improve the performance but this can never be achieved without the efficient performance of teachers. This is because the performance of the teachers is essential for the success of the school and educational sector of the nation. Performance, to a large extent, will depend on their knowledge, skills, and confidence in originating ideas as to how best to carry out the task of the job. It was based on this background that this study was carried out to examine the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education, using Delta State, Nigeria as case study.

2. Purpose of the Study

The broad purpose of the study was to examine the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Specifically, the study examined the perceived:

- i. influence of in-service training on effective performance of teachers in Colleges of Education in Delta State,
- ii. influence of teachers' professional development on their effective performance in Colleges of Education in Delta State,
- iii. hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State,
- iv. measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

2.1. Research Questions

The study answered the following research questions in line with the specific purposes:

- i. What are the influences of in-service training on effective performance of teachers in Colleges of Education in Delta State?
- ii. What are the influences of teachers' professional development on their effective performance in Colleges of Education in Delta State?
- iii. What are the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State?
- iv. What are the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State?

2.2. Research Hypotheses

In accordance with the four specific purposes and research questions, four null hypotheses were tested at 0.05 level of significance.

H0₁: There is no significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State.

H0₂: There is no significant difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State.

H0₃: There is no significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State.

H0₄: There is no significant difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

2.3. Methodology

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Four specific purposes and four null hypotheses were developed to guide the study. Descriptive survey research was used in carrying out the study. The population for the study was 91 subjects made up of 69 Heads of Departments and 22 Deans from

three Colleges of Education in Delta State which are Federal College of Education (Technical) Asaba, Delta State College of Education, Warri and Delta State College of Education, Mosogar. Due to the manageable size of the population, the entire 91 respondents were involved as the sample for the study; hence, there was no sampling.

The instrument for data collection was a structured questionnaire. The questionnaire was divided into five parts. Part one of the questionnaire was used to elicit data on personal information attributes of the respondents such as their status as Heads of Department or Deans and name of school. Part two which was made to collect data on perceived influences of in-service training on effective performance of teachers. Part three was designed to gather data on perceived influences of professional development on effective performance of teachers. Part four was made to elicit data on hindrances to effective implementation of staff development programmes while Part five was made to obtain data on measures to enhance staff development programmes for effective performance of teachers. The instrument was face-validated by three Heads of Department from Federal College of Education (Technical) Asaba. To ascertain the reliability of the instrument, 15 copies of the questionnaire were trial tested on 10 Heads of Department and 5 Deans in Colleges of Education in Anambra State. Data collected from the trial testing were analysed using Cronbach Alpha reliability technique which yielded a coefficient of 0.784 indicating that the instrument is about 78% reliable for collecting data for the study.

Data for the study were collected by administering the 91 copies of the questionnaire to the respondents on face-to-face basis by the researcher with the help of two research assistants who are staff of the Colleges of Education studied. Due to close monitoring, the anticipated 100% rate of return was achieved as the entire 91 copies of the questionnaire were retrieved and considered suitable for use. Data extracted from the questionnaire were analyzed with mean and standard deviation for answering the research questions while the null hypotheses were tested with t-test statistics using Statistical Package for Social Sciences (SPSS), version 21. The real limit of mean values was used to take decision on each of the items and the entire items in each cluster as follows:

Nominal Value	Range of Mean	Interpretation
4	3.50 - 4.00	Strongly Agree
3	2.50 - 3.49	Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Based on this computation, items whose mean values fell within 3.50 – 4.00 were regarded as Strongly Agreed; those with mean values within 2.50 – 3.49 were regarded as Agreed; those with mean values within 1.50 – 2.49 were regarded as Disagreed while those with mean values within 1.00 – 1.49 were interpreted as Strongly Disagreed. The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

3. Results and Interpretation

Research Question One: What are the influences of in-service training on effective performance of teachers in Colleges of Education in Delta State?

Table 1. Influence of In-service Training on Effective Performance of Teachers in Colleges of Education in Delta State (n = 91)

SN	Influence of in-service training on effective performance of teachers:	\bar{X}	SD	Remarks
1	In-service training such as workshops, conferences and seminars improve ICT competence of teachers.	3.73	0.45	SA
2	Critical thinking ability of teachers can be stimulated by regular in-service training.	3.38	0.47	A
3	In-service training of teachers can enhance the use of analytical or statistical packages of teachers.	3.52	0.62	SA
4	Regular in-serve training of teachers can improve instructional management ability of teachers.	3.63	0.54	SA
5	Knowledge of various pedagogical techniques is enhanced by in-service training of teachers	3.44	0.49	A
6	In-service training helps to improve knowledge of subject matter of teachers.	3.47	0.50	A
7	Administrative competence of teachers is enhanced through effective in-service training.	3.56	0.49	SA
8	Public presentation of teachers is improved with regular in-service training like conferences.	3.42	0.48	A
9	Mentoring ability of teachers to students is improved through in-service training.	3.71	0.65	SA
10	Regular in-serve training of teachers will boost their personal research output in academic profession.	3.56	0.51	SA
11	The leadership quality of teachers is further enhanced by series of in-service training activities	3.54	0.64	SA
12	Ability of teachers to render technical assistance is improved through in-service training.	3.24	0.45	A
Pooled Mean		3.52	0.66	SA

Note: X = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 1 showed that the mean ratings of the responses of the respondents on 7 out of the 12 items in the Table ranged from 3.52 to 3.73 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 7 identified items are “Strongly Agreed” by the respondents to be influences of in-service training on effective performance of teachers in Colleges of Education in Delta State. The mean values of the remaining 5 items, specifically items 2, 5, 6, 8 and 12 were 3.38, 3.44, 3.47, 3.42 and 3.24 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the remaining 5 items are “Agreed” by the respondents to be influences of in-service training on effective performance of teachers in Colleges of Education in Delta State.

Research Question Two: What are the influences of teachers' professional development on their effective performance in Colleges of Education in Delta State?

Table 2. Influence of Teachers' Professional Development n Effective Performance of Teachers in Colleges of Education in Delta State (n = 91)

SN	Influence of professional development on teachers' effective performance:	X	SD	Remarks
1	Teachers' professional development through acquisition of higher degrees will improve their instructional planning capacity.	3.59	0.52	SA
2	Professional development improves instructional delivery ability of teachers.	3.62	0.49	SA
3	Teachers' professional development through higher qualification enhance their instructional evaluation skills	3.48	0.50	A
4	Technological exposure of teachers is improved through professional development programmes.	3.72	0.44	SA
5	Professional development through acquisition of higher degrees improves knowledge of subject matter of the teachers.	3.70	0.47	SA
6	Knowledge of instructional strategies of teachers is further improved with acquisition of higher academic qualifications.	3.46	0.51	A
7	The reflective supervision ability of teachers is enhanced through professional development programmes.	3.60	0.55	SA
8	There is positive relationship between teachers' professional development and their administrative competence.	3.33	0.48	A
9	Teachers' professional development helps teachers for better students' project supervision.	3.74	0.48	SA
10	ICT competence of teachers is significantly improved with their exposure to professional development programmes.	3.65	0.47	SA
11	Mentoring capacity of teachers is stimulated with acquisition of higher academic qualifications.	3.34	0.47	A
12	Leadership qualities of teachers are enhanced with improved professional development capacity.	3.63	0.55	SA
13	There is increase in personal research output of teachers with advanced professional development.	3.77	0.50	SA
14	Teachers with higher professional development display better public presentation.	3.69	0.46	SA
Pooled Mean		3.59	0.47	SA

Note: X = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 2 revealed that the mean ratings of the responses of the respondents on 10 out of the 14 items in the Table ranged from 3.59 to 3.77

which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 10 identified items are “Strongly Agreed” by the respondents to be influences of teachers’ professional development on their effective performance in Colleges of Education in Delta State. The mean values of the remaining 4 items, specifically items 3, 6, 8 and 11 were 3.48, 3.46, 3.33 and 3.34 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the remaining 4 items are “Agreed” by the respondents to be influences of teachers’ professional development on effective performance of teachers in Colleges of Education in Delta State.

Research Question Three: What are the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State?

Table 3. Hindrances to Effective Implementation of Staff Development Programmes in Colleges of Education (n = 91)

SN	Hindrances to effective implementation of staff development programmes:	\bar{X}	SD	Remarks
1	Lack of strong political will from the government to personnel development.	3.46	0.51	A
2	Non-willingness of some staff to participate in development programmes.	2.47	0.52	D
3	Poor technological competence of some teachers could affect their disposition to development programmes	3.58	0.72	SA
4	Inadequate incentives to teachers or personnel affect their attitude to development programmes.	3.60	0.51	SA
5	High cost of training and staff development programmes in contemporary education system	3.48	0.50	A
6	General poor funding of public school system in Nigeria is a strong hindrance to staff development.	3.56	0.48	SA
7	Heavy workload of teachers could constitute a big challenge to their participation in development programmes.	3.66	0.52	SA
8	Poor attitude of some school management or administrations in terms of staff development programmes.	3.57	0.52	SA
9	In adequate time schedules for staff training and development programmes.	3.24	0.74	A
10	Laziness of some staff to participate in training and development programmes.	2.98	0.85	A
11	Computer illiteracy of some staff may discourage them from ICT-related training and development.	3.81	0.52	SA
12	Frequent cases of strike or industrial action in Nigerian public tertiary education constitute a challenge of staff development.	3.58	0.57	SA
Pooled Mean		3.42	0.58	A

Note: X = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 3 revealed that the mean ratings on 7 out of the 12 items in the Table ranged from 3.56 to 3.81 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 7 identified items were “Strongly Agreed” as the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. The mean values of items 1, 5, 9 and 10 were 3.46, 3.48, 3.24 and 2.98 respectively which are within boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the four three items were “Agreed” by the respondents as hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. Item 2 in the table has mean value of 2.47 which fell within the boundary limit of 1.50 – 2.49 on 4-point rating scale indicating that the respondents “Disagree” that item 2 is a hindrance to effective implementation of staff development programmes in Colleges of Education in Delta State.

Research Question Four: What are the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State?

Table 4. Measures to Enhance Staff Development Programmes for Effective Performance of Teachers in Colleges of Education (n = 91)

SN	Measures to enhance staff development programmes in Colleges of Education:	\bar{X}	SD	Remarks
1	More proactive policies to strengthen teacher training and development for effective performance.	3.60	0.68	SA
2	Improved computer literacy of teachers and other school staff for efficiency in ICT-related training and development	3.53	0.54	SA
3	Positive attitude of school management or administrations to staff development programmes.	3.78	0.53	SA
4	Increased funding and budget allocation to education in Nigeria for improved staff development	3.55	0.65	SA
5	Subsidized cost of training and staff development programmes in public schools by the government and relevant NGOS.	3.44	0.58	A
6	Provision of incentives such as study leave with pay to teachers or personnel for participation in development programmes	3.55	0.71	SA
7	Strong political will from the government to prioritize teachers training and development.	3.67	0.59	SA
8	Reduce strike or industrial action in Nigerian public tertiary institutions.	3.37	0.48	A
9	Adoption of private public partnership (PPP) in teachers' training and development programmes.	3.52	0.55	SA
10	Improved Nigeria collaborations with foreign countries and organizations in teachers' in-service training and development.	3.80	0.54	SA
Pooled Mean		3.58	0.45	SA

Note: X = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 4 showed that the mean ratings of the responses of the respondents on 8 out of the 10 items in the Table ranged from 3.52 to 3.80 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 8 identified items are “Strongly Agreed” by the respondents to be measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State. The mean values of the remaining 2 items, specifically items 5 and 8 were 3.44 and 3.37 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This implied that the remaining 2 items are “Agreed” by the respondents to be measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

Hypotheses Testing

Hypothesis One

There is no significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State.

Table 5. Test of significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t-Cal	t-Criti cal	Level of Sig.	Rmks
Head of Depts	69	3.54	0.63						
Deans	22	3.50	0.61	89	0.038	0.45	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 5 above revealed that the t-calculated (t-cal) value of 0.45 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State.

Table 6. Test of significant difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Head of Depts	69	3.61	0.45						
Deans	22	3.58	0.48	89	0.027	0.36	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 6 above showed that the t-calculated (t-cal) value of 0.36 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This implied that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis two.

Hypothesis Three

There is no significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State.

Table 7. Test of significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t- Critical	Level of Sig.	Rmks
Head of Depts	69	3.50	0.54						
Deans	22	3.34	0.63	89	0.059	2.24	1.96	0.05	S*

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 7 above showed that the t-calculated (t-cal) value of 2.24 is greater than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This signified that there was significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is rejected on hypothesis three.

Hypothesis Four

There is no significant difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

Table 8. Test of significant difference in the mean ratings of HODs and Deans on measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t- Criti cal	Level of Sig.	Rmks
Head of Depts	69	3.56	0.53						
Deans	22	3.60	0.49	89	0.030	0.44	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 8 above revealed that the t-calculated (t-cal) value of 0.44 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis four.

4. Discussion of Findings

The influences of in-service training on effective performance of teachers as identified in this study include: improved ICT competence of teachers, critical thinking ability of teachers, enhanced the use of analytical or statistical packages of teachers, improved instructional management ability of teachers, knowledge of various pedagogical techniques, improved knowledge of subject matter of teachers, enhanced administrative competence of teachers, improved public presentation of teachers among others. Fejoh and Faniran (2016) observed that in-service training activities are essential for overall effectiveness, productivity and performance of organization. Collis (2001) identified the relevance of in-service training to include analytical and critical thinking ability of teachers, improved knowledge of pedagogical techniques, enhance public presentation ability of teachers, and improved mentoring and technical assistance capacity of teachers.

The influences of teachers' professional development on their effective performance as identified in this study include: improved instructional planning capacity, instructional delivery ability of teachers, enhanced their instructional evaluation skills, technological exposure of teachers, improved knowledge of subject matter of the teachers, improved knowledge of instructional strategies of teachers, positive relationship between teachers' professional development and their

administrative competence, improve teachers for better students' project supervision, improved ICT competence of teachers is significantly and leadership qualities of teachers among others. Amadi (2014) reported that professional development of teachers encompasses all types of facilitated learning opportunities such as acquisition of higher degrees in subject area or other areas relevant to the profession for improved performance and service delivery. Ajani (2018) stated that professional development of teachers helps them to acquire relevant and new skills and knowledge for improved instructional competence and knowledge of subject matter of the teachers.

The hindrances to effective implementation of staff development programmes include: lack of strong political will from the government to personnel development, inadequate incentives to teachers or personnel affect their attitude to development programmes, general poor funding of public school system in Nigeria is a strong hindrance to staff development, poor attitude of some school management or administrations in terms of staff development programmes, computer illiteracy of some staff may discourage them from ICT-related training and development, frequent cases of strike or industrial action in Nigerian public tertiary education constitute a challenge of staff development among others. The report of UNESCO (2018) affirmed that some of the challenges confronting teachers' development in third world countries are gross lack of political will, inadequate funding of education, low ICT skills and inadequate motivation and incentives to teacher trainees. Umunadi (2017) showed that inadequate funding constitutes one of the greatest constraints teachers' developments and technical and vocational education in Nigeria. Nwosu and Micah (2017) identified institutional and infrastructural inadequacy as challenges in the development of technical and vocational education and training in Nigeria.

The measures for enhancing staff development programmes for effective performance of teachers include: more proactive policies to strengthen teacher training and development for effective performance, improved computer literacy of teachers and other school staff for efficiency in ICT-related training and development, increased funding and budget allocation to education in Nigeria for improved staff development, provision of incentives such as study leave with pay to teachers or personnel for participation in development programmes, strong political will from the government to prioritize teachers training and development and improved Nigeria collaborations with foreign countries and organizations in teachers' in-service training and development among others. UNESCO (2018) recommended improved ICT-related training and development teachers, provision of training incentives and strong political will as solutions to challenges confronting inadequate teachers' training and development. Kehinde and Adewuyi (2015) found that government increase of budgetary allocation towards increased funding will solve the problems of education in Nigeria. Similarly, Ukachi and Ejiko (2018) submitted that quality assurance in technical and vocational education should be ensured through improved funding; and quality staff training and development.

5. Conclusion

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Through the data collected and analysed, the results of the study identified 12 influences of in-service training on effective performance of teachers, 14 influences of teachers' professional development on their effective performance, 11 hindrances to effective implementation of staff development programmes and 10 measures to enhance staff development programmes for effective performance. The results on the hypotheses tested showed was no significant ($p<0.05$) differences in the mean ratings of HODs and Deans on the influence of in-service training ($t\text{-cal}=0.45$), professional development of teachers ($t\text{-cal}=0.36$) and measures for measures to enhance staff development programmes for effective performance of teachers ($t\text{-cal}=0.44$). On the other hand, there was significant ($p<0.05$) difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes ($t\text{-cal}=2.24$) in Colleges of Education in Delta State. The study concluded that improved in-service training and professional development of teachers will enhance their performance and service delivery in Colleges of Education in Delta State. Based on the findings and conclusion, the study recommended:

- i. More proactive policies by the government to strengthen teacher training and development programmes in Nigerian schools for effective performance and service delivery of the teachers.
- ii. Increased funding and budget allocation to education sectors in Nigeria for improved staff in-service training and development programmes in order to improve performance of teachers and other school personnel.
- iii. Improved and sustainable provision of incentives such as study leave with pay to teachers or personnel in order to motivate their participation in in-service training and professional development programmes.
- iv. Adoption of private public partnership (PPP) in teachers' training and development programmes and collaborations with foreign countries and organizations in teachers' in-service training and professional development.

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