

SOME ATTITUDES OF PARENTS IN FRONT OF SCHOOL

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Abstract

The educative contribution of the Physical and Sports Education course are already well known and accepted by everyone. It's for this reason that the Physical and Sports Education is considered a solid domain and its positive impact in the development of the individual is taken for granted. These positive values have been present in every period of time independently of the changing systems in the society. The individual interest and motivation for sports and physical activity has always been present and will always remain the same.

The aim of this study is to evidence the importance of all the factors during the physical education such as: the students and their interests for the learning, the time factor, the space factor and the institution factor. If the individual has not a Physical and Sports Education his/her general education will be insufficient for him/her to cope with the everyday activity. The main instrument for the implementation of this motor activity is specialists of various disciplines and physical educational teachers whose outcomes do not depend by their work but by a number of significant factors. It is important that the teacher know their assignments. In addition to be successful other factors affect as: students and their interests for the learning, the time factor, the space factor and the institution factor. The coordination of all this factors is the key of the success of the teacher during the teaching process.

Key words: physical education, learning, sport, students, teach.

Introduction

Contributions in educational and developmental physical education curriculum are all accepted and already it has made education and motor sport, regarded as a clearly identified area and indisputable positive impact on growth and human development. Interests and motivations of the subjects have been, are and will remain present for the motor sport activity. Without a physical education, general education would be incomplete to easily cope with daily motor activity. The main instrument for the implementation of this motor activity are specialists in different disciplines of sports and physical education teachers, the result of which their work depends not only on them but also by a number of important factors.

Educational and developmental contributions on physical education are all accepted and already it has made education and motor sports considered as an area clearly identified and indisputable positive impacts on human growth and development. These values clearly show the positive aspects all the time and are independently exchanging the social systems. Interests and motivations of the subjects have been, are and will remain present for the motor sport activity. Without a physical education, general education would be incomplete to easily cope with daily

motor activity. Physical education and sports today have a wide stretch beyond social programming at different levels of public and private education, with a direct impact on several aspects such as physical, psychological, social, spiritual and social and intellectual. On the basis of a positive assessment of the case at first rare, dedication of teachers, support and presence of basic materials, needed can have satisfactory efficiency in motor activity. The main instrument for the implementation of this motor activity is the specialist in different disciplines and physical education teacher, the result of which their work depends not only on them but also by a series of important factors.

From this perspective raises some questions that require answers as: What is teaching? What are the duties of physical education teacher who works? What are the factors that contribute to achieving or not achieving success in teaching?

Teaching is a conscious interactive activity that typically includes verbal communication, the symbolic locomotive undertaken with a view to assisting one or more subjects to learn or to change the ways in which they can communicate or behave.

Specifically teaching physical education is a process through which aims to webcast, learn and refine the skills and physical - motor skills so necessary to the welfare and existence of healthy subjects and for laying the foundations of a sport -specific skills desired.

Teaching is a pedagogical and methodological activities led by physical education teacher, who should recognize his duties, which take exceptional value and constitute the precondition of the success of teaching and educational process.

Teachers to play effectively with their broad educational role in the organization of teaching physical education should have professional backgrounds and specific features associated with this process.

For this teacher should better know :Anthropometric characteristics of psycho - physical - motor functioning of subjects for each age category and gender; Formulate a plan applicable teaching and workable by his subjects; To establish a balance between teaching content with all other elements as the goal , the objective of teaching the selected issue and the level of physical and technical skills - motor - psychic students; Teacher finds opportunity to encourage and motivate students to higher demand for them; The ability of teachers to encourage or motivate the student makes the difference in results; The teacher must have the clarity of the process pedagogical perspective; Motivating students, not only increases interest in the learning process of physical education in general, but at the same time affects the quality organization and effectiveness of physical - motor skills; Ability to observe the teacher who works, carefully check and correct complements the features of a serious teacher; Promote a massive participation of students as essential task, affects the growth of cooperation; Comparison of the results recorded on the card, are ratios best work of teachers; Using the game as progressive methods, such as environmental education powerful tool that brings pleasure; Games locomotive create educational situation where we have mutual cooperation between students and teachers; The teacher should be equipped with a broad professional culture, researcher on continuing progress and impact in creating a set of moral values, social precious personality; The teacher must be careful to avoid

the occurrence of departure from competing in matches in competitions in various games and sports activities motor; Ability differentiates and defines organizational experience and talent of a teacher; Desire, willingness and enthusiasm constitute the most comprehensive in terms of the role of teachers as educators; High quality and performance of motor actions is essential for the qualitative model of educational topics; Word of teachers in learning how to be careful and equally encouraging; Teacher carefully follow the implementation of assigned tasks, identifies positive occurrences; The communication of the teachers very well affects the psyche of students.

All tasks that are expressed above represent the entirety of their philosophy of education which human teacher has a determining role.

If they are good and well known teachers implemented by all the tasks cited above. The question arises:

Can the process be successful only with physical education for these tasks? Are there other important factors in achieving success and being successful? What are the factors that contribute to achieving or not achieving success teaching? In our point of view we try to answer these questions seen in 4 factors: pupil, time, space and institution.

Methodology

The collection of the data is done through the Directory of Education of Shkodra District. We have used the data base of this directory for 4 different schools, 2 in the center of the city “Ismail Qemali “and “Ndre Mjeda” and 2 others in the suburb area” Azem Hajdari”and“Ruzhdi Daka”. We have studied these schools in different points of view as: pupil as a factor, space, time and institution. We have observed these schools and we have done a reflection comparing the spaces and the number of pupils in these schools. The purpose of this study is to highlight of the values, tools and various factors affecting physical education teachers to implement a motor vehicle activity as effectively.

Results and discussions

Below we have presented what we have observed and which is the real situation and the impact of these 4 factors in educational teachers results in physical education.

1 - Pupil factor.

It is a factor depending on the number of high or low is a great meaning. In the quality of teaching and quality effectiveness as a teacher's work has an important role and number of students per class. Normally a class should have 20-25 students, but it does depend on the desires but by indicators such as:

- a - Which is the area where schools are.
- b - The number of residents of the area that covers schools.
- c - The premises of the school.

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a - Area in which the school can be in the middle of the city, (which have high population) on the outskirts of the city (which have a population of relatively low but not high.) and in rural areas, or in remote areas known to have difficulties in infrastructure and the number of students or teachers. (Here mention the operation of combined classes such as class I + II for the effect of the small number of students).

b - The number of residents of the area covered by different schools, some higher and some lower. Schools in the city center has a larger number of students, it is preferred not only by residents of the area covered but is preferred and required by individuals requiring special education in the area that does not belong to their for various reasons . For example if we refer to two schools in the city center lured to 2011-2012-2013.

"Ismail Qemali" is a secondary school in Shkodra city and has a total number of 1270 pupils including 692 pupils in elementary and 581 pupils in secondary with 44 classes with an average number of students per class 26-30.

"Ndre Mjeda" is also a secondary school in Shkodra city and has a total number of 1260 students including 631 in elementary and 569 in secondary, with 43 classes with an average number of students per class 29-30.

As if we can see both schools below are in the suburbs will see that their number varies:

"Azem Hajdari" is a suburb secondary school which has 704 pupils with 353 pupils from the elementary level and 328 students in upper, with 27 classes with an average number of students per class 26.

"Rruzhdhi Daca" is a suburb secondary school which has 133 pupils in 2012 and 136 for 2013 with 73 pupils in elementary and 63 pupils in secondary, with 9 classes with an average number of pupils per class 14-15.

But it happened, that free movement of demographic transition periods are favored by the impact on growth or reduction in the number of students in classes in schools. One such factor hinders the work of teachers to work with quality and reduces the efficiency and the negative side is seen in this perspective. The positive side is its involvement in the education and upbringing of students who made the demographic shift.

c - The premises of the school.

The presence of facilities available to the schools is directly related to bringing students can learn inside and dictating numbers, high or low they may be.

In connection with the opening of new schools with public and private modern conditions is a leading indicator of facilitating the adjustment of the number of students in classes which directly affects the right to increase teaching quality.

In connection with the school environment is important maintenance and hygiene

2 - Time factor.

We will be considering, planning time, time at the disposal.

In connection with the planning cycle of elementary and secondary schools 70 hours are scheduled for 35 weeks with two hours a week for 45 minutes.

The question is: Are rigorously applied correctly and the amount and timing 45 '?

On the principled application of the teaching time clock 45'per positively dominates most of the implementation of the curriculum, but realistically recognizes this factor and its oscillations.

Here we can mention: the adverse weather conditions in certain periods are required to reduce class time (in the winter when it rains too big to flooding rain and snow precipitation to large). Is important area in which the school is located?

Organization of sports and artistic activities in the house and outside school. When they realized in time lead to the reduction of morning hours, the reduction of class time which is reflected in the reduction of planned educational topics and narrowing the space for education locomotive time.

Secondary schools loads of hours remained without changing while in high school have a load reduction in programming reflected in grade 12 to 35 hours in total applied two years. A new form of space is the introduction of choice with certain aspects of physical education.

Although a small amount of the reduction of hours leads to weakening of the physical education curriculum. Strands of it are reflected in the conception and implementation of obligatory. You return to review the load increasing age and adolescent physical education has value because vital, affects motor activity daily and without the need to give overestimated values of. At this time a view of including physical education curriculum is the only real option in the service of the movement, to be regularly physically active learners want or do not want. To further this they can do an activity based on interest free but not as massive as involvement in school it. Time learning an important role and provides accountability and commitment to work with the physical education teachers, whose normal load is 24 hours per week spread over all her days. Teacher represents a significant factor in the prescribe activity in which children engage during class. Teacher represents a significant factor in the prescribe activity in which children engage during class. Teachers focus on the methods, the means by which it works, the students socializing skills, sports skills, exercises dealing with health, showing interest in the subject students are undoubtedly affect choices and lead to the benefit of physical activity , and the critical role of teachers affect student behavior. The high level of activation of teachers in physical activity is also reflected in students, with whom they work, making them susceptible to understand that to be more physically active and healthy. This highlights the role of self-efficacy of teachers is associated with a series of difficulties overcome. In one class the students are different as the level of intellect and motor skills.

We have students who do not like to be physically active.

We have students who do not care to be physically active.

We have students who do not give any value who knows what physical education.

All these are perceived to be determined by the teacher's choosing and methods of working. This is best done when the teacher has the right education, experience and qualifications continuously expressing and intellectual and professional skills.

Referring to the last two years 2010-2011, 2012-2013 in the city of Shkodra there are:

18 public secondary schools and 7 non-public secondary schools.

For 2011-2012 we have 56 physical education teachers with different levels of education.

For 2012-2013 we have 29 physical education teachers.

From the above mentioned figures there are 44 teachers with relevant degrees independently from its name, while the rest are from other areas. It also highlights the efforts of schools to approach the subject specialist teacher or graduate teacher in both directions approximate

3 - Factor space.

It is important and right to directly affect the outcome of the teaching -learning.

In this case the subject and teachers work directly related to physical education with sports environment that can be:

Sports field (whose space can be optimal, small and unavailable)

Gymnasiums (web space which can be optimal, small or absent)

I refer above mentioned schools reflect that:

School "Ismail Qemali" has no sports field, no gym.

School "Ndre Mjeda" has no sports field, no gym

School "Azem Hajdari" is not in optimal fitness conditions, and small sports field

School "Rruzhdhi Daca" has no sports field, no gym.

There are few schools that possess both parallel spaces. In any case where one of them is also available regardless of lack of space optimal conditions for learning. A small room with a large number of students makes it difficult to work, does not allow benefit both in quantity and in quality motor skills of students.

In sports train working well only in good times, bad times while the program remains undone when no gym. In fitness increases the difficulty when we use the space at the same time by more than two classes or groups 3-4 by reducing the workspace for each student.

Lack of space affects the existence and enrichment of the didactic materials that leads to the realization of a learning routine. The transition periods are affected by the existing premises major sports have become smaller or eliminated altogether, have changed their destination, freeze and other areas used for all injuries in one form or another and there are now affecting promoting creativity or reduce work affecting teachers and work space for students and teacher who works to be more efficient .

4 - Factor institution.

It is an important factor that has to do with assessing the physical education curriculum of higher institutions of up base unit including all management in schools, including itself ; assessment, planning, care, financial investment. When management in the estimate, and the opportunity is present tendency to favor and support closer to all other Ratios.

When directors do not appreciate how lacking proper support in providing finance and administration in the care of improving existing or create new sports facilities necessary for physical activity pupils and teachers. Not without significance is the distribution and management of the respective subject teachers in schools.

Conclusions

Self-efficacy the teachers depend, not only from teachers active physical activity, not only from better knowledge of their duties, but also by a number of other important factors such as: students and their interest in the subject matter, time, space, and Institution.

Well functioning of all these links leads to a better performance of teaching.

If teachers fail to develop successfully hour of physical education should actively focus on the causes of the above reasons.

Teaching performance is positive when all these factors exist and function of chain connected to each other in a harmonious way.

But when it breaks the chains balance even with single elements of teacher self-efficacy is not the right height, and weakened to develop an effective learning and creates anxiety, stress the cooperation of subjects. Not all influencing factors and have the same weight. Not all are present at the same time. They are presented and different and have different influence. In different schools have different levels of achievements, as a result of the presence of different factors. Somewhere environment is positive or negative, somewhere is not activated or activation of teachers. Somewhere is not being subject specialist; somewhere above is the number of students etc. Self-efficacy of teachers is different levels and can be high, medium low. Teachers who reflect a degree of confidence in their ability to teach physically active overcome difficulties on the basis of positive experience resulting in their achievements reflected in student activism. Teachers in addition to reflecting the lack of difficulty of the above stakeholders and adds to the lack of passion at work , lack of being physically active and persistence to protect working at the time , no positive result in their achievements reflected in the activation of students . Presence and harmonization of all these stakeholders is unquestionably the key to a tangible success.

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