81 - TEACHER'S MANAGEMENT IN CLASSROOM MOTIVATES THE ACADEMIC'S PARTICIPATION

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INTRODUCTION

When referring to the subject of the management, specially in dealing with classroom, it's necessary makes global transformations that takes to a new learning atmosphere and to organizational changes, promoting new technical competences requested to the manegement. In this aspect we can only think about looking for roads to facilitate the academic's learning, if tooked in consideration, in the organizational changes, one of the aspects that is present as decisive factor in this structure, is the motivation.

Then, when he works with disciplines essentially theoretical, as the case of methodology of the scientific research, exists by the side of the academic difficulties, to pay attention to the explanations, to do practical exercises and to understand the reading of texts.

Not always the theoretical strategy used in the teaching ends to be the more motivating for the learning. This preliminary analysis with views to implement the management in classroom, based on the academic's motivation, points for the accomplishment of a research addressing for the discipline of methodology of the scientific research, due to its subjective contents and non motivacional.

Based on the proposal, settled down the problem:do the administration used by the teacher motivates the students to participate of the classes of disciplines essentially theoretical?

To determine the best teaching management to motivate the academics to participate her of the classes, was proposed a field research in two different stages, using the discipline of methodology of the scientific research. The first, observing the classes to lift data about the students' behavior, the second, to elaborate a questionnaire seeking answers of the best way to turn attractive the class.

The methodology gave emphasis to a quantitative and qualitative research, and in the quantitative part the systematic observation was accomplished. In the qualitative part, the questionnaire was applied, when the quality of the given answers was evaluated, being these opened and referring to the management and the motivation of the participation in the class. The research was made in the dependences of the Centro Universitário Positivo (Unicenp) placed in the city of Curitiba, in the State of Paraná. The chosen population was composed by the enrolled students and in course of the third year of the course of Physical Education, being the sample composed by 71 individuals, 36 of the night period and 35 of the of the day, independent of the sex.

The instrument used in the research included a route structured to aid in the observation and analysis of the classes of methodology of the scientific research visualizing and writing down the academics' participation and its reactions during the class. Complementing, an open questionnaire contends five subjects turned to the opinion of the same ones. For better understanding it was studied the subject school management and motivation in class room, as strategic administrative form to reach the results and the conclusion of the research.

SCHOOL MANAGEMENT

The understanding of school management happens, for the elucidation of what is management or administration, in general ambit. Thus, the management act is characterized by the rational use of resources for the accomplishment of specific goals, considering specific activity of human being (MARTINS, 1991).

In addition, LIBÂNEO (2001) specifies that management is the activity in which means and procedures are mobilized to reach the objectives of the organization involving the management aspects and administrative technicians.

On the other hand, the management act proposed by MAGRETTA (2002), is constituted by the capacity that the human being has to organize, it is a characteristic of the kind, probably as old as the thumb that is opposed in the hand. This way, whenever the needs exceed the resources, management is needed to obtain current results. Everybody has to learn to think as manager, even if this is not the qualification of everybody.

Currently, the use of management by the man becomes indispensable. BARBOSA and col. (1994) emphasize that the principle of current management is to assist the human being needs. In the case of the university, this principle is summarized in serving, satisfying the needs and longing of academics, their parents, teachers and employees, besides the community. This type of paticipative management allows the individuals related to the university to give their opinion and so to to administer the expenses and investments in the education.

In this kind of management the teacher should maintain a close relationship with the academics so they will help him inside the classroom to improve the education.This interaction among teacher and academic in Rogers's understanding mentioned by ABREU and MASETTO (1990) facilitates the learning and helps the teacher to analyze his methodology, objectives and strategies in the classes.

Everything points for a participative management in class, where the interrelation teacher/academic is open to new experiences, since these can improve the motivation, parameter to be discussed.

MOTIVATION

To run over the motivation in classroom, first should be understood what is motivation, as well as its concept. In understanding of AURÉLIO (2004) it is the act or effect of motivating, that is to say, the action of giving reason to, to cause or to produce. From the definition to the widest concept, can be the process that takes the individuals to an action in several situations. This process can be the examination of the reasons in which one chooses to do something, and to execute some tasks with larger pledge than others (CRATTY, 1984).

However, MAGILL (1984) refers to the motivation as being the cause of a behavior. The same considers motivation as some interior force, impulse or intention, that takes the individual to do something or to act in a certain way. The fact of referring to an interior force and the behavior, suggests the motivation inserted in the individual, intrinsic or of external behavior, extrinsic. The intrinsic reasons are resultants of the individual's own will, while the extrinsic ones depend on external factors (BERGAMINI, 1993).

In this process is the motivating matter that is also a function of giving dynamism of learning and the reasons will channel the information processed in the direction of the behavior (TRESCA, OF ROSE JR, 2000). Thus, to determine the paper of motivation in learning KUETHE (1978) suggests that from the examination of the ways in wich the term is used and its

relationship with similar concepts the matter of the teaching-learning can be achieved.

To motivate the academic to stay in the classroom listening to the teacher, it becomes a difficult task, since it doesn't depend only and exclusively on the teacher, so that there is interest for the content that is being given.

RESULTS

The lifted up proposal about the matter of management of the methodology of the scientific research subject, involving the academics' motivation, was analyzed through the observation of six classes, in wich two were expositives, two involving the practical elaboration of text with consultation in classroom, and two practices for work structuring in the computer laboratory, being these given to classes of the period of the day and night.

In the table 1, the results were presented in relation to the academics' participation during the first type of the class , expositive.

Table 1: Participation of students in the expositive class.

Quantity /Individuals	During the day	During the night	Total
Begin of the class	26	36	62
Left the class	04	13	17
Return to the class	02	06	08
End of the class	24	29	53

As for the presence, it can be verified that in the beginning there was more academics of the period of the night than of the period of the day (36>26), even so with the elapsing of the class, the number of academics that left the classrom was larger in the night period (13>4 academic).

It was verified that of the academics that left to the classroom during the class, 50% came back soon after in the period of the day and 46% in the night period. However, the percentile of academics that left the classroom, in the night period, was significantly larger (36%>16%), ending the class with 24 academic in the period of the day and 29 in the nocturne.

This phenomenon can be explained, in understanding of SAMULSKI (1990), because there was motivation, in the presented contents, in spite of essentially theoretical, for the return of these academic. This is characterized as being an active, intentional process and driven to a goal supporting in the direction of the individual's behavior, more of need than of pleasure.

The evaluation of the second proposition in the period of the day as much as in the period of the night, was accomplished with research of bibliographical consultation (table 2).

Table 2: Students' participation in classroom in the research with bibliographical consultation.

Quantity /Individuals	During the day	During the night	Total
Begin of the class	35	35	70
Left the class	22	28	50
Return to the class	14	25	39
End of the class	27	32	59

This kind of class motivated the presence of larger number of academics of the period of the day (35>26), while in the nocturne 1 less attended (35 <36). There was equality in the presence, as many in the day, as nocturne, however, this equality ended came undone in elapsing of the class when 22 (62%) academics of the period of the day left the classroom, against 28 (80%) in the nocturne.

In spite of the movement of leaving the classroom, the interest or the learning need, made 14 came (63%) of the academics of the period of the day came back and 25 (89%) of the night period, ending the class with 27 and 32 academics of the day and night respectively, that is to say, 77% and 91% of the initial total.

In this type of class management the motivation of the academics' nocturne was larger than the ones of the period of the day (91%>77%), in this aspect HERSEY and BLANCHARD (1977) based that the individuals differ not only in their will, but also in their motivation, that is to say, the motivation of the academics of the night period probably presents larger responsibilities in relation to the participation need in the classroom for learning (intrinsic motivation) and, therefore, it is applied in larger number.

With the accomplishment of the analysis of the last class proposal, before going to the second part of the field reserch, the students' participation was verified during the class in the computer laboratory (table 3).

Table 3 Students' participation duing the class in the computer laboratory

Quantity /Individuals	During the day	During the night	Total
Begin of the class	23	24	47
Left the class	08	10	18
Return to the class	08	04	12
End of the class	23	18	41

On this day it was verified that the number of academics that were in the class was smaller than in the previous ones, completing the 23 students' presence in the period of the day (23 <26 <35) and 24 at night (24 <36 <35). In spite of the smaller amount, in the period of the day was observed that the class in the computer laboratory was more productive and attracted more the academics, since during the class, the 8 academics that left the classroom came back. The same didn't happen in the night period, when 10 academics left classroom and just came back 4 (40%), showing less interest, not only with the contents, but also in relation to the type of class given.

As the analyzed class was in the computer laboratory, the fact of using computers to work strengths the personal external stimulus (environment stimulates the individual). In this proposal kind CRATTY (1984) highlights that an individual can present, as source of their actions, internal reasons (intrinsics) or external (extrinsics).

In the beginning of the classes delay is verified in relation to the hour in wich the academics arrive. In the table 4 these numbers are exposed.

Tabela 4 Gets late in the class

Level	Individuals	Percentile
Yes	26	52%
No	24	48%
Total	50	100%

The verification in this table shown that 52% of the students that attend the class of methodology of the research, generally ended having some type of delay, but with some type of justification. When determined the existence of conscience on the part of the students about arriving late, it was questioned which was the cause that motivates this delay, if it was personal reason or if external causes, beside their will (table 5).

The justification for the external cause is the majority, and the problems faced to arrive on time in the class are difficulty in transportation, intense traffic, to give hitchhike to friends and work, being pointed just one personal reason, whose justification was the fact that the academid doesn't like the subject.

Table 5 Causes that motivates delay

Level	Individuals
Personal	Don't like the discipline
External	Transportation dificulty
	Work until late
	Intense traffic
	Give hitchhike to friends

In the studies of SAMULSKI (1990) the reasons with external determinants are divided in incentives and difficulties, and problems, in this case what reigns are the first item, in which this complements that is the difficulty of a task that determines in a decisive way the motivation level. Probably the difficulty in arriving on time interferes in the own learning motivation, taking the academic to leave the room and not to come back many times.

Due to the reason of the entrance and exit of the room, during the class, it was questioned what most motivates them to be present in this class, if there were something that make them be present in the teacher's explanations.

Table 6 Motivation to frequent research classes

Level	Individuals
Obligatoriness	Frequency
	Grade
Learning	To gain knowledge
	Make reserches
	To do the monograph

In the same way that in the previous, the reasons for learning appeared in larger number than for the obligatoriness, however it is observed that in spite of they have to pay to attend classes, as they study in private institution, they put under an obligation to attend for the learning need.

The motivation factor for the learning can be also considered as a internal stimulus, because in his studies KUETHE (1978, p.133) says that are the personal reasons that make the individual to accomplish his/her goal and counts, for this success, with an ally, the attention, that a lot of times favor the school management, independent of the type of the chosen technique.

After verifying the amount of academics that leave and return during the class, as well as the number that begin and end and the percentile that arrives late, ally to a justification, the participation of these was verified during the class period, which was analyzed by the chat in classroom, developed parallel activities and participation solving doubts or exposing examples.

In the table 7 are exposed the referring results to the expositive class (passive) where the teacher just passed the content without the students' interaction.

Table 7 Students' participation in classroom during expositive class

Quantity/Individuals	During the day	During the night	Total
Chat in classroom	17	26	43
Developed parallel activities	11	14	25
Interaction with dubts	04	02	06

It can be observed that during this type of class the academics' number that participated solving doubts was inferior to the number of those who talked or developed some type of parallel activity (during the day 11 <17 and nocturne 14 <26). Fact that demonstrates the lack of interest, mainly when the class is expositive.

Besides the students' low motivation in participating in this type of class, it can be verified by the percentile of chat (53% and 62%) that the attention that would be necessary for the learning is not gained by the teacher, with this type of class management.

For the fact of verifying that the students during the classes talked, and mainly in the class that was just expositive, their opinion was questioned in relation to the reason that led them to talk. In the table 8, it was exposed the main reasons that led the academics to talk during the classes of methodology of the scientific research, being verified internal and external reasons.

Table 8 Chat in classroom

Level	Individuals
Internal	Lack of interest to the discipline
External	Teacher doesn't motivates the student
	Dificult content
	Boring content

In this case MAGILL (1984) writes that the attention is related with the idea that there is a limited capacity of processing the information. The need to be attentive for a long time wears away, mainly when the content is subjective and of difficult understanding.

The results exposed in the table 9 are referring to the practical class involving the research in classroom, in the methodology of the scientific research subject, with emphasis in the issue elaboration of the methodology of the monographic project.

Table 9 Students' participation in classroom during research class with bibliographical consultation

Quantity/Individuals	During the day	During the night	Total
Chat in classroom	17	30	47
Developed parallel activities	07	20	27
Interaction with dubts	11	25	36

In this class it was witnessed the academics with participation increase, solving doubts regarding the content that had been given. In relation to the chats in classroom it was verified that these, in its majority, were relative to the work that was being accomplished, therefore the groups interacted with each other during the execution of the work.

This result ended having relationship with the academics' opinion concerning the type of strategy that the teacher should adopt to maintan the its academics' attention during the class (table 10).

Table The teacher's strategies to improve the classes

Type of class	Individuals
Active	Practical classes
	Works with grades
	Classes with book consultation
Passive	There wasn't any kind of mention

For the academics, this class should be more active and less passive, that is to say, should have more practice than theory, since the course have several types of practical disciplines the students are not used to just theoretical disciplines.

The use of objects during the exhibition of contents supports the extrinsic motivation and the reach of goals traced by the academics, because the attention used for these during the class will be turned to what happens in classroom. KUETHE (1978) says that if the academics' interests are used can be created new interests and objectives in their lives, motivating them to new searches, what takes this type of strategy to be accepted.

At last the classroom was analyzed in the computer laboratory, where the results are exposed in table 11.

Table 11 The academics' participation in the class accomplished in the computer laboratory

Quantity/Individuals	During the day	During the night	Total
Chat in classroom	14	11	26
Developed parallel activities	06	06	12
Interaction with dubts	21	18	40

It was observed that the academics' interaction with the teacher regading solving doubts was larger than in the other classes (51% for the two periods), even the parallel activities, in this especially, were accomplished in smaller scale (14% and 17%), and the chats, in its majority in concern to the developed work, with the objective of improving the monographic project.

The last question asked to the students in the questionnaire was about the to best form of having research class (tabela 12).

Table 12 Best way of exposing the contents

Exposing the contents	Individuals
Active	Practical classes in computer laboratory
	Works with grades
	Classes with book consultation
Passive	There wasn't any kind of mention

It was verified that the best form of passing the contents of the discipline of methodology of the scientific research, in the understanding of the academics, would be in the computer laboratory of the university, a fact that showed larger motivation for the participation in the first part of the research, because when the academics were working in the computers with their monographic projects there was larger participation and even students' exit of the classroom was smaller (table 3), in spite of the permanence in class, in smaller number than in the others

CONCLUSION

The quantitative results evidenced, regarding the academics' participation in classroom, as well as their permanence, that the more active is the class, that is to say, the less the teacher's performance and larger the academic's involvement, better will be the teacher's management, achieving larger attention and participation.

In the qualitative part, the academics' opinion regarding the type of management that it should be accomplished in the classes of methodology of the scientific research, left clear that the classes in which they participated more, were more productive, so much for the teacher, as for the student.

These preliminary analyses allow to conclude that the best way of management for theoretical classes, are the active ones, when the academic interact directly with the teacher, making the internal motivation in frequenting the discipline increases and in the same way the teacher's own motivation in adapting his/her management in classroom, to improve the learning level of the class.

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TEACHER'S MANAGEMENT IN CLASSROOM MOTIVATES THE ACADEMIC'S PARTICIPATION

ABSTRACT

The management act, that previously was used just in companies, at the present time began also to be used in teaching institutions, not just in the school principal, but also with teachers in classroom. Thus, the present study aim to verify weather the administration used by the teacher motivates the students to participate their mainly theoretical disciplines. For such a quantitative methodology was used observing the academics' behavior in class, and qualitative by asking them about the best way of performing a classo of methodology of the scientific research. The research was accomplished in the campus of the Centro Universitário Positivo, the population was compound by academics registered in the third year of the course of Physical Education. In the quantitative part of the research it was observed that the students' participation was dominant when the teacher was coaching and not exposing, and about the qualitative part was verified that the best form of maneging a class is when the academics participate actively with the teacher and not when he is just the expositor. It was concluded that for an well succeeded management essentially in disciplines theoretical, the teacher should reconcile practical activities with the theory to gain the attention of the group turned to the content that is being exposed.

Key words: Management, theorical disciplines, methodology of scientific research, teacher and classroom

GESTION DU PROFESSEUR DANS LA CLASSE MOTIVE LA PARTICIPATION DES UNIVERSITAIRE

RESUMÉ

L'acte de contrôler également, cela précédemment il a été employé seulement aux compagnies, l'époque actuelle commencée également pour être employé dans des établissements d'éducation, non seulement dans la direction, mais avec des professeurs dans la salle de classe. Ainsi, l'étude objective actuelle pour vérifier si la gestion utilisée pour le professeur il motive les pupilles pour participer des leçons de vous des théoriciens de discipline essentiellement. Pour une méthodologie si quantitative a été employé en observant le comportement des universitaires dans la leçon qualitative et les interrogeant sur la meilleure forme pour contrôler la leçon de la méthodologie de la recherche scientifique. La recherche a été exécutée dans le campus du positif le centre d'université, la population s'est composée pour des universitaires a enregistré la troisième année du cours de l'éducation physique. Dans la partie quantitative de la recherche on l'a observé que la participation des pupilles était dominante quand le professeur orientait et pas expositor, combien à la partie qualitative a été vérifié dont la meilleure forme si contrôlant une leçon sont celle-là où les universitaires participent activement avec le professeur et pas quand c'est seulement l'expositor. On le conclut que pour une gestion réussie dans vous disciplinez essentiellement les théoriciens, le professeur pratique doit concilier l'activité avec la théorie pour demeurer l'attention du groupe reviennent par le contenu qui ce étant montré

GERENCIA DEL PROFESOR EM CLASSE MOTIVA LA PARTICIPACIÓN DEL ACADÉMICO

RESUMEN

El acto también de manejar, eso lo utilizaron previamente solamente en las compañías, el actual tiempo comenzado también para ser utilizado en instituciones de la educación, no solamente en la dirección, pero con los profesores en sala de clase. Así, el actual estudio objetivo para verificar si la gerencia usada para el profesor él motiva las pupilas para participar de las lecciones de usted los teóricos de la disciplina esencialmente. Para una metodología tan cuantitativa fue utilizado observando el comportamiento del académico en la lección cualitativa y preguntándolo en la mejor forma para manejar la lección de la metodología de la investigación científica. La investigación fue llevada a través en el campus del positivo el centro de la universidad, la población fue compuesta para el académico colocó el tercer año del curso de la educación física. En la parte cuantitativa de la investigación fue observado que la participación de las pupilas era dominante cuando el profesor orientaba y no expositor, cuánto a la parte cualitativa fue verificada de la cual la mejor forma si maneja una lección es aquélla donde el académico participa activamente con el profesor y no cuando éste es solamente el expositor. Se concluye que para una gerencia acertada en usted discipline esencialmente a teóricos, el profesor práctico debe conciliar actividad con la teoría para habitar la atención del grupo se vuelve por el contenido que este que es exhibido

GESTÃO DO PROFESSOR EM SALA MOTIVA A PARTICIPAÇÃO DO ACADÊMICO

RESUMO

O ato de gerenciar, que anteriormente era utilizado apenas em empresas, na atualidade começou a ser utilizado também em instituições de ensino, não apenas na direção, mas também com professores em sala de aula. Assim, o presente estudo objetiva verificar se a gestão utilizada pelo professor motiva os alunos a participarem das aulas de disciplinas essencialmente teóricas. Para tal utilizou-se uma metodologia quantitativa observando o comportamento dos acadêmicos em aula e qualitativa questionando-os sobre a melhor forma de gerir a aula de metodologia da pesquisa científica. A pesquisa foi realizada no campus do Centro Universitário Positivo, a população foi composta por acadêmicos matriculados no terceiro ano do curso de Educação Física. Na parte quantitativa da pesquisa observou-se que a participação dos alunos foi dominante quando o professor foi orientador e não expositor, quanto à parte qualitativa verificou-se que a melhor forma de se gerir uma aula é aquela onde os acadêmicos participam ativamente com o professor e não quando este é apenas o expositor. Conclui-se que para uma gestão bem sucedida em disciplinas essencialmente teóricas, o professor deve conciliar atividade práticas com a teoria para ater a atenção da turma voltadas ao conteúdo que esta sendo exposto.

Palavra Chaves: Gerencia, disciplinas teóricas, metodologia da pesquisa científica.