

STUDENT'S MANAGEMENT – EDUCATIONAL ACTIVITY ORIENTATION FOR SUPPORTING AND STUDENT'S CONSCIOUSNESS

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Abstract. *The importance of investigation the students' management comes from the effect they generate through graduation (known as „image wearer”) on prestige, aptness and quality of the university. The evaluation of the viewpoint of the students from the Technical University of Cluj-Napoca on main activities, educational activities and other information in regards of students' management was conducted. A survey was used in collecting data. The results allowed investigation of students view points on the main aspects of students' management and provided information for academic managers for orientation of educational activity towards knowledge assimilation and professional development.*

Keywords: educational activity, students management, student's supporting and consciouness.

1. Introduction

The review of specialty literature identified a differentiation between private and public management (Pek and Poh, 2002; Androniceanu, 2006; Androniceanu 2007, Pollitt, 2007; Băban, 2007; Păun and Stanciu, 2008; Ambrosini and Bowman, 2009).

Shepherd, McMullen and Jennings (2007) underlines the importance that must be accorded in university management to some intangible elements: expectations, knowledge, measuring methods, opinions etc. The importance of the manager in the organization is underlined in some studies (Finlay and Marples, 1997; Tyler and Gnyawali, 2009). According with these studies, the manager has also the role in organization of and information.

Jarzabkowski and Spee (2009) presented the difference between the practices, practitioners and experience, between methods and parameters in context of management.

The role that university administration had in the social and emotional supporting of students was analyzed and presented by Thoits (1984). Stronge and co-authors present the link between the teachers and the professional achievements of the students (Stronge, Ward et al, 2007).

In the present study I propose the achievement of an analyze from strategically management viewpoint, of the opinion that students have regarding the

professional developing necessities, the way in which they consider that Technical University from Cluj-Napoca put its fingerprints in their professional develop.

2. Material and method

The collection of data has been performed by using a questionnaire. The population exposed to this study was represented by students at Technical University of Cluj-Napoca; the studied sample was established by applying the stratified method.

The questionnaire was distributed at a number of students determined by sampling, from all the faculties, based on the weighting on every faculty by total number of students from Technical University of Cluj-Napoca.

For the sample dimensions it has been used the formula from equation (1):

$$n = \frac{z_{\alpha/2}^2}{\beta^2} \quad (1)$$

Where:

n = sample size;

$z_{\alpha/2}$ = $\alpha/2$ percentile from Gauss distribution, for $\alpha=5\%$ risk of error $z_{\alpha/2} = 1.96$;

β = desired width of the confidence interval to express the proportion from population; width was chosen to be 10% (5% on both sided of the mean value).

The size calculated of the necessary sample for the study was of 384.

The inclusion of students in the sample was done in several stages:

- The proportion of students from each faculty was calculated taking into consideration the proportion at the level of the university (Table 1);
- The year of study was randomly choose;
- The specialization was chosen from all specializations existing in the faculty and the year of study (Table 2);
- The group / groups of students included to the study were chosen.

Table 1

The sample selected for study

Faculty abb.	No. of students (%)	No. of students in the sample (%)
ARH	660 (6)	25 (7)
AC	1650 (16)	60 (16)
C-TII	2531 (25)	94 (24)
CM	1239 (12)	46 (12)
ETC	1230 (12)	46 (12)
IE	862 (8)	32 (8)
IC	659 (6)	24 (6)
MEC	993 (10)	37 (10)
SIM	541 (5)	20 (5)
Total	10365 (100)	384 (100)

Student's management

Faculty abb.	No. of students (%)	No. of students in the sample (%)
ARH – Faculty of Architecture		
AC – Faculty of Automation and Computer		
C-TII – Faculty of Construction		
CM – Faculty of Construction Machinery		
ETC – Faculty of Electronics and Telecommunications		
IE – Faculty of Electrical Engineering		
IC – Faculty of Installations		
MEC – Faculty of Engineering		
SIM – Faculty of Materials Science and Engineering		

Table 2

The number of students per faculty and specialization

FAC	Specialization	Number
ARH	Architecture and Urbanism	25
AC	Computers	60
C-TII	Civil Construction, Industrial and Agricultural	20
	Railway, Roads and Bridges	23
	Cadastral and Land Measurement	51
CM	Robotics	20
	Economic Industrial Engineering	12
	Industrial Engineering	14
ETC	Electronics	12
	Telecommunications	34
IE	Electrical Engineering	32
IC	Installations	24
MEC	Road Vehicles	26
	Machinery and Equipment Heat	11
SIM	Industrial Environmental Engineering	6
	Engineering and Environmental Protection in Industry	14
Total		384

Three objectives and six working hypotheses were used in the present study:

Objective 1 – Considerations related to the university influence in development of students personality and in delineation of the professional track.

- Hypothesis 1. Students appreciate that in the university the personality is cultivated through development of thinking capacity (1st question).
- Hypothesis 2. Students appreciate that in the university the teachers guides and coordinates them in their professional delineation track (2nd question).

5. What do you appreciate at the teachers?
 - a) Capacity to synthesize the information;
 - b) Capacity to analyze the information;
 - c) Capacity to communicate the information;
 - d) Objectivity in the evaluation method;
 - e) Information novelty.
6. In which way do you consider that the following aspects should be modified...?
 - a) Curriculum;
 - b) Teaching methods;
 - c) Evaluation methods;
 - d) Library equipments;
 - e) Quality of rooms from the university students' accommodation.

The answer was quantified on a scale of I to V (I = not at all; V = an exponential amount).

3. Results

It has been distributed 471 questionnaires from which 402 were returned per total university. The sample remained after data processing is presented in Figure 1.

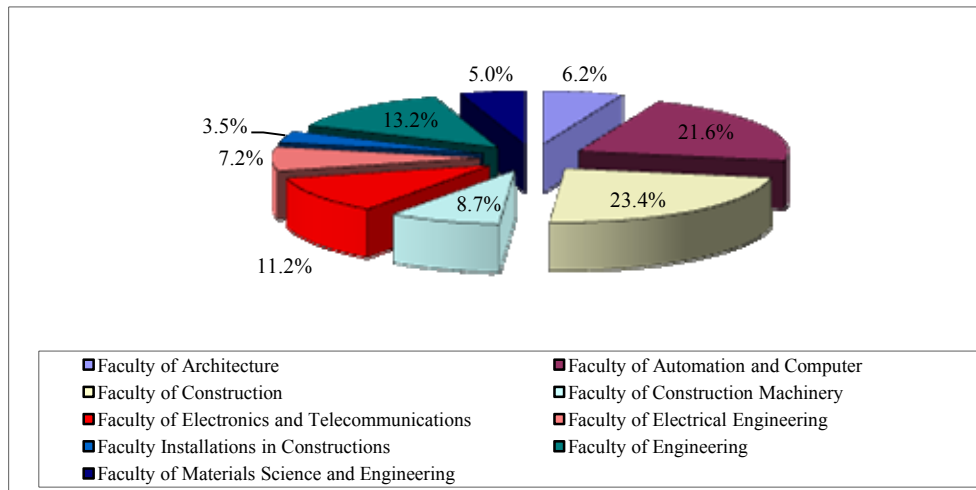


Figure 1. The sample distribution on faculties

The distribution of students regarding the study year is presented in Figure 2; we may say that the highest weight is given by the II year students followed by the years I, III, IV, V.

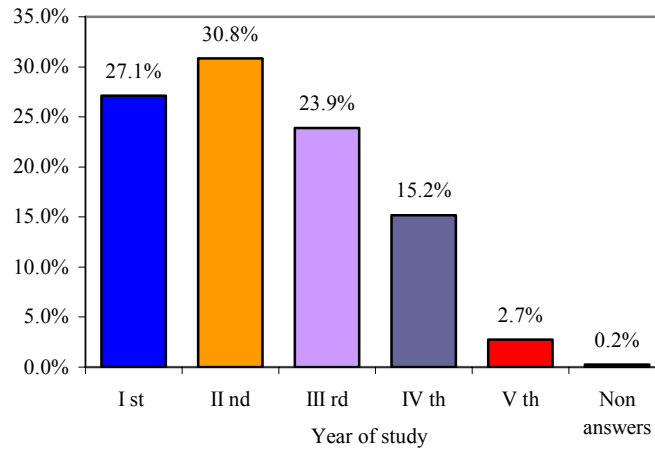


Figure 2. The sample distribution after year of study

The sample error of the investigation in the survey is presented in equation (2).

$$e_{students} = 1.96 \times \sqrt{\frac{0.5(1-0.5)}{401}} = 0.0489 \quad (2)$$

For each question and answering possibility it has been quantified the weight of those who answered with „YES” or „NO” for the dichotomy questions. The weight on answering groups possible, at the questions with important type response was also analyzed (Table 3).

Table 3

The perceptual distribution of answers

	Not at all	A little	Some	A lot	An exponential amount	Total answers	No answers
1a	9.50	19.40	31.30	23.60	10.90	94.80	5.20
1b	2.24	7.96	25.12	38.81	20.40	94.53	5.47
1c	3.20	17.20	33.80	27.60	12.40	94.30	5.70
1d	4.50	20.40	34.80	26.40	7.70	93.80	6.20
1e	6.00	21.40	30.80	25.10	10.20	93.50	6.50
2a	15.90	25.60	31.10	16.40	4.50	93.50	6.50
2b	30.10	32.30	21.10	6.50	3.50	93.50	6.50
2c	29.90	36.10	18.70	7.00	1.50	93.00	7.00
2d	26.60	34.30	20.60	8.00	3.20	92.80	7.20
2e	18.70	24.90	31.10	14.40	2.20	91.30	8.70
2f	8.50	17.40	29.90	30.30	6.70	92.80	7.20
2g	27.60	15.40	10.90	7.50	6.70	68.20	31.80

Student's management

	Not at all	A little	Some	A lot	An exponential amount	Total answers	No answers
4a	10.70	20.60	21.10	15.70	5.50	73.60	26.40
4b	7.00	19.40	24.40	17.40	5.50	73.60	26.40
4c	2.50	10.90	21.60	21.90	17.20	74.10	25.90
4d	3.50	12.90	22.90	20.60	12.90	72.90	27.10
4e	8.20	19.90	20.40	15.90	8.70	73.10	26.90
5a	5.00	17.20	34.10	29.40	7.20	92.80	7.20
5b	4.20	12.40	32.30	34.80	9.20	93.00	7.00
5c	4.50	10.20	24.10	29.40	24.90	93.00	7.00
5d	6.20	11.90	27.90	28.10	18.20	92.30	7.70
5e	6.00	10.00	25.10	29.90	20.90	91.80	8.20
6a	4.50	15.40	30.10	25.90	17.20	93.00	7.00
6b	3.20	10.90	28.60	29.10	22.10	94.00	6.00
6c	4.00	12.70	32.10	25.90	18.20	92.80	7.20
6d	3.70	20.90	29.60	22.90	16.40	93.50	6.50
6e	2.70	4.20	18.70	19.40	44.30	89.30	10.70

The results are presented in Figures 3-8.

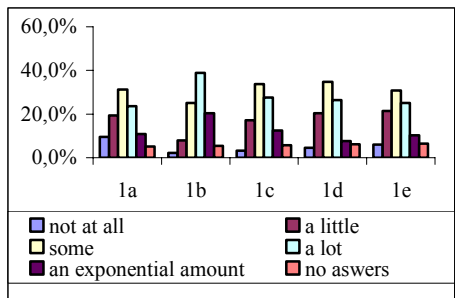


Figure 3. Results for question S1

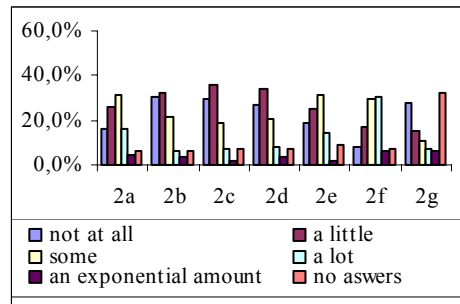


Figure 4. Results for question S2

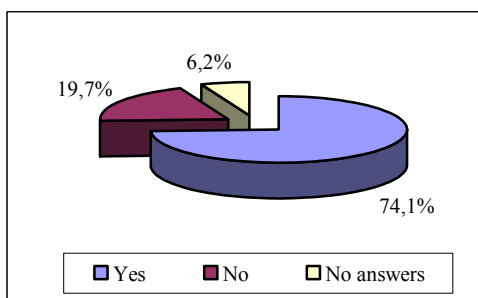


Figure 5. Results for question S3

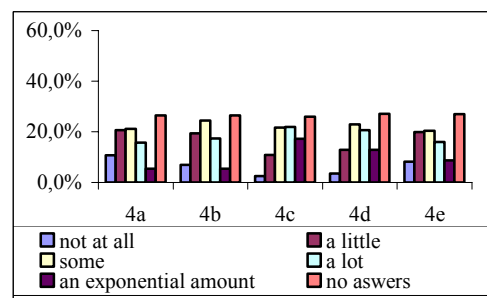


Figure 6. Results for question S4

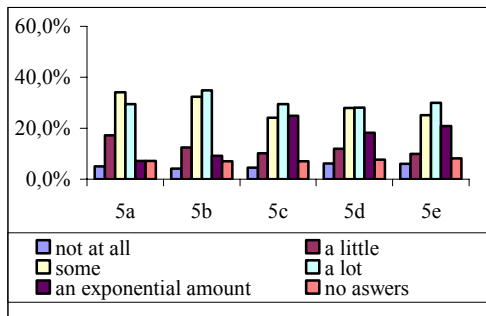


Figure 7. Results for question S5

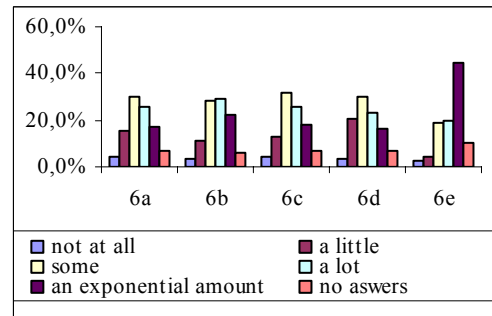


Figure 8. Results for question S6

The analysis of the above-mentioned questions through statistical parameters leads to the results presented in Table 4.

Table 4

Statistical parameters related to the questions

Question	Median	Module	Standard deviation	Standard error	Skewness	Kurtosis
1a	3	3	1.1457	0.0587	-0.0863	-0.7233
1b	4	4	0.9748	0.0500	-0.5613	-0.0160
1c	3	3	1.0242	0.0526	-0.0914	-0.5639
1d	3	3	1.0018	0.0516	-0.0612	-0.4908
1e	3	3	1.0839	0.0559	-0.0465	-0.6816
2a	3	3	1.0988	0.0567	0.1539	-0.6807
2b	2	2	1.0671	0.0550	0.7743	0.0645
2c	2	2	0.9807	0.0507	0.7355	0.0275
2d	2	2	1.0604	0.0549	0.7111	-0.0511
2e	3	3	1.0603	0.0553	0.1254	-0.7581
2f	3	4	1.0778	0.0558	-0.2946	-0.6017
2g	2	1	1.3506	0.0816	0.7385	-0.7042
4a	3	3	1.1542	0.0671	0.1369	-0.8211
4b	3	3	1.0840	0.0630	0.0385	-0.6697
4c	4	4	1.1009	0.0638	-0.3020	-0.7140
4d	3	3	1.1102	0.0648	-0.1854	-0.7181
4e	3	3	1.1908	0.0695	0.1036	-0.8897
5a	3	3	0.9986	0.0517	-0.2200	-0.3952
5b	3	4	0.9835	0.0508	-0.4022	-0.1583
5c	4	4	1.5086	0.0780	5.3613	70.841
5d	4	4	1.1427	0.0593	-0.3830	-0.5515
5e	4	4	1.1463	0.0597	-0.5171	-0.4306

Student's management

Question	Median	Module	Standard deviation	Standard error	Skewness	Kurtosis
6a	3	3	1.1087	0.0573	-0.1997	-0.6854
6b	4	4	1.0743	0.0553	-0.3778	-0.5171
6c	3	3	1.0829	0.0561	-0.2349	-0.5668
6d	3	3	1.1169	0.0576	-0.0077	-0.8762
6e	4	5	1.0785	0.0569	-1.0203	0.2788

4. Discussions

Through the presented study the possibility to express the opinion on levels of importance through the answering ways has been provided. The study aimed to surprise some answers by formulating certain questions which were considered to be important to study both from the study but especially from institutional perspective the students' opinion. It is established that every faculty was represented by a number of students based on the sample chose but also by the availability to answer to the questionnaire.

Transition from considerations related to students' personality (1st question) to those related to shaping professional route (2nd question) allows the student to see the own evaluation through the environments of authors who had direct or indirect effect. Some researchers sustained the importance that must be given to support the hypnopaedia, mentioning the contribution of the teachers at student motivation and the interests awakening for one discipline or another (Ford, 2007; Hoey and Nault, 2002).

The 3rd question regarding the existence of a lack of interest among students gives the students possibility to see this aspect as one which is not addressed personal to him/her. Because the lack of interest can be caused by a weak responsibility (4th question), Armstrong (1995) underlines the professional role, that of responsibility, being an adept of the theory that for getting results people study by themselves. Knowing the students' perception in regards of modality of educational activity could lead to elimination of teacher-student communication barriers (Ford, 2007).

The 5th and 6th questions had the role to establish what the students consider as important in regards of teacher's activity and the changes in the educational system from the university.

The importance of developing by university of several cognitive abilities is mentioned by Gibson (2002). Gibson underlined the transformation necessity of higher teaching system through teaching methods and evaluations that would allowed to university to take a decision development, the ability to combine separate elements and reunite in a whole, to separate a problem in

party components and to established the relations betwixt them, to use knowledge ion new situations, to reformulate and manipulate knowledge etc.

The analysis of the results through their statistical parameters established that the given values by the median are equal in the most cases with those from the module, excepting for 2f, 2g, 5b and 6e. The standard deviation take appropriate values for value 1 and the standard error take appropriate values for 0.05. The asymmetry takes in negative values the most cases; this showed that the hump is in the left. The kurtosis takes negative values which showed us that the trail approaches faster comparing with a normal distribution. The answer analysis given by the students represents for the university management a feed-back from the educational process payees. Because student – teacher interaction permits the knowledge transfer creating simultaneous beneficial effects both for the bloke and society, the university management role will be of organizing and educational activity structure on which to be able to obtain maximum results. Therefore, the university management should give a higher attention to the students, who are not perceived like clients, even if they represent for university the most important source of „incomes”. Starting from this finding, we may say that it is important for any university the way in which the educational services are offered taking into consideration the clients’ preferences, taking into account that students represent the future specialists of the society.

The answer analysis given by the students represents for the university management a feed-back from the educational process payees. It provides information regarding the students satisfaction related to the way in which the university sustain their personality development and delineation of the professional track.

5. Conclusions

The necessity to evaluate the students perception regarding their preferences represents a necessary action and utile for the strategically management, and the gathering of information permits the realization of the shaping policy according to the orientation for the client.

The present study leads to the following conclusions:

- 92.29% of responders appreciated that university contributes to thinking capacity; 91% appreciated that university contributes at the critical spirit (Excluding the „not at all” answers). First hypothesis „*Students appreciate that in the university the personality is cultivated through development of thinking capacity*” was validated.

- 84.3% of responders received support from students for shaping the professional route. This result is somewhat surprising; the colleagues were first mentioned (followed by teachers (77.6%) (Excluding the „not at all” answers). Second hypothesis „*Students appreciate that in the university the teachers guides and coordinates them in their professional delineation track*” was validated.
- 74.1% of responders appreciated the lack of their colleagues interest for the educational activities (Excluding the „not at all” answers) Third hypothesis „*Students consider that there is no interest in courses participation*” was validated.
- 71.6% from students affirms that absenteeism is due to the lack of attractiveness of courses. Fourth hypothesis „*Courses absenteeism has in the corner stone causes not related with the university interior but with the social and conjectural problems*” was not validated.
- 88.6% of responders appreciated at teachers „the capacity to communicate information”, 88.8% „capacity to analyse information”, and 85.8% „Information novelty” (Excluding the „not at all” answers). The less weight is give to „information novelty”. Fifth hypothesis „*Students appreciate at teachers the communication capacity and information novelty*” was validated, the capacity to communicate information being first and on the third place being the information novelty.
- 90.8% from students affirms the necessity to modify the teaching methods, 88.6% curriculum and 88.8% evaluation system (Excluding the „not at all” answers). Sixth hypothesis „*Students consider that it is necessary to modify the curriculum, teaching and evaluating methods*” was validated.

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