# Evaluation of the Learning Mode from Perspective of Economist Student

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## Abstract

*Knowing the motivation of students to adapt to the university environment is imperative in developing volitional strategies, increasing the quality of learning, improving learning practices and methods, student life. Academic experience is an intense process of preparation for social adaptation. In the context of the university framework and activity, motivation can be presented in a threefold hypostasis: as a premise or factor that guides the student to the act of learning, as a process with the role of involvement and support in learning and as a product or result of learning, showing a state of concordance of the student with the educational objectives. The mentioned hypostases interact, in fact generating a dynamic of learning motivation.*

*Starting from these elements, the research carried out in this article had as main purpose the analysis of the degree of satisfaction regarding the learning environment of the students of the "Ovidius" University of Constanţa. The analysis was performed based on the questionnaire for assessing the degree of student satisfaction, applied in order to monitor the level of satisfaction in relation to the conditions of professional development provided by the University "Ovidius" Constanta, for the academic year 2019-2020.*

**Key words:** motivation, learning, student, satisfaction
**J.E.L. classification:** A 20, A 22, A 29.

## 1. Introduction

University graduates must adapt to the needs of the labor market, immediately after completing the Bachelor studies and meet the standards imposed by employers. The academic environment is required to rise to higher and higher standards, and universities are forced to adopt the international standards of excellence in the field.

The transition from the high school environment to the academic one is often intimidating and demanding for students, both personally (leaving the family, financial management on their own, etc.) and academically (moving from the organized and structured activity to making independent decisions, time management, teamwork, individual study, etc., high school graduates having almost zero experience as far as these aspects are concerned), or socially (colleagues / new challenges).

In the framework of social needs, taking into account the degree of society's evolution, priorities may change. Regardless of the historical moment, the nature of society, there is an issue which will always remain a point of interest, namely ensuring the future.

Knowing the motivation of students' adaptation to the university environment is imperative in developing volitional strategies, increasing the quality of learning, improving learning practices and methods, student life. Academic experience is an intense process of preparation for social adaptation.

In the context of university's framework and activity, motivation can be presented in a threefold state: as a premise or a factor which guides the student into the act of learning, as a process with the role of involvement and support in learning and as a product or result of learning, showing a state of congruence between the student and the educational objectives. The mentioned states interact, in fact generating the dynamics of learning motivation.

## 2. Motivational factors in learning. Student adaptation to the academic environment

Being an act related to the sphere of interpersonal relations, the educational act, but also its effectiveness, are determined by the concrete relations between student and teacher. In the issue of the teacher-student relationship, apart from a rich positive experience accumulated over the years, in some cases arbitrariness is predominant, outdated practices and prejudices that are maintained by a conservative attitude (Robotă, 2018, p. 129). In order to improve the student-teacher relationship, it is necessary to take into account, first of all, the objectives of education, and secondly, the psychology of contemporary youth, the educational process being an act of continuous social invention. The relations between the teacher and the class are generally divided into feelings of sympathy, respect and mutual trust or, on the contrary, antipathy, distrust, to the point of hostility.

The adaptation of the students supposes the knowledge of the indicators which constitute the system of achieving the interaction between the personality that the student has and the framework of conditions for the development of the learning process. The main purpose of higher education is to ensure a study program made in such a way that those involved can easily adapt, in order to respond with maximum efficiency to educational requirements (Stăncescu, 2017, p. 39). The indicators involved in the adaptation process, the emphasis on the factors influencing the manner of adaptation and the criteria for improving the adaptation process must be known. This adaptation to the instructive-educational process requires maintaining a psychological balance, a continuous improvement that involves a combination of external and internal factors. The application of psychological methods for guidance and psychological counseling improves adaptation parameters and, at the same time, increases the productivity of learning. The internal factors which belong to optimal adaptation depend on the student's personality, and the external ones are independent, objective conditions (Frasineanu, 2012, p. 56). Adapting to the new educational process, as well as to the new living conditions requires maintaining the psychological balance and continuous improvement of the young person. It is important that each student easily adapts to the new requirements and complies with them, without disturbances. The way in which the student's adaptation will be done can be felt both positively and negatively, over the years. Therefore, the difficulties of adaptation can influence the future specialist's manner of integrating into the contemporary society. A correct education, a gradual adaptation to the new situations and an appreciation of the true value of the student's personality will fully facilitate the choice of the desired cause. All the structural elements related to personality form a unitary whole, a system which has a certain coefficient of integration and internal coherence.

The student must have individual study skills and obtaining and using information skills. In order to achieve the proposed objectives, the student must keep in mind and take into account the university requirements, comply with them, i.e. master with maximum efficiency the information provided (Negreţ-Dobridor& Pânişoară, 2015, p 110). Adaptation will occur much faster if the student accepts the teaching methods and means. In this context, the publication of syllabi and their distribution in high schools would allow the initiation of the candidate into the university learning activity. Another external factor, just as important, is related to the lifestyle and skills of the candidate in terms of higher education. The student has to adapt to the new environment, much more expansive than the one in which he/she had previously studied, with new colleagues, with different cultural values and, last but not least, with the new teaching staff. The student must adapt to the circumstances of his/her own situation, but also to unpredictable changes. His/her motivation for the learning process also depends on a favorable university climate.

**3. Evaluation of the degree of satisfaction regarding the learning environment within "Ovidius" University of Constanta**

The main purpose of the undertaken research has been to analyze the degree of satisfaction of the students of "Ovidius" University of Constanta regarding the learning environment. The analysis was performed based on the questionnaire for assessing the degree of student satisfaction, applied in order to monitor the level of satisfaction in relation to the conditions of professional development provided by "Ovidius" University of Constanta for the 2019-2020 academic year.

The questionnaire was applied to 107 subjects, with ages between 18 and 65, coming from different social backgrounds.

The questionnaire meant to identify the degree of satisfaction of higher education graduates consists of a set of questions, structured according to the following areas of interest:

1. Evaluation of the administrative services provided for undergraduate / master's students within "Ovidius" University of Constanta.
2. Assessing the degree of satisfaction with the learning resources and spaces.
3. Assessing the degree of satisfaction with the study program, curriculum and course offer of the university.
4. Expressing the degree of satisfaction with the elements related to the study program and its flexibility.
5. Assessing the degree of satisfaction with the counseling and career guidance services provided by the university staff.
6. Evaluation of a series of general aspects regarding the university.

We will further present some results generated from the processing of the collected data.

Out of the total number of participants, referring to the activity of the registrar's office, 21.5% awarded grade 3, i.e. the degree of satisfaction regarding the activity of the registrar's office is at an average level, 6.5% are less satisfied, awarding grade 2, 3.7% awarded grade 1, i.e. they are not satisfied at all, 43.9% are satisfied and 24.3% are very satisfied.

*Figure no. 1. Secretarial activity (office hours, staff friendliness, waiting time - 107 answers).*
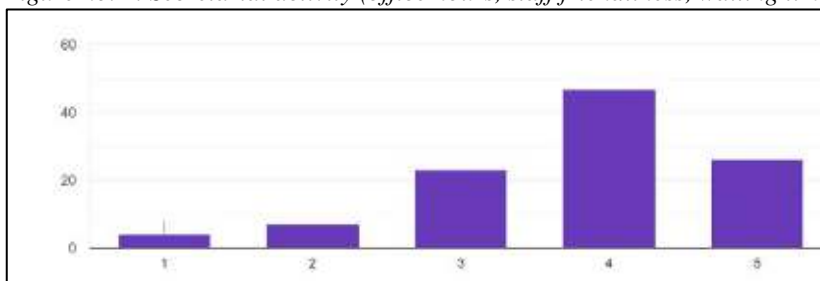


*Source:* Own processing

When it comes to the accommodation offered by "Ovidius" University, a percentage of 39.3% appreciate the conditions as average, 4.7% are less satisfied, the same percentage of 4.7% are not at all satisfied, 31.8 % being satisfied while 19.6% are very satisfied.

*Figure no. 2. Accommodation spaces (107 answers).*
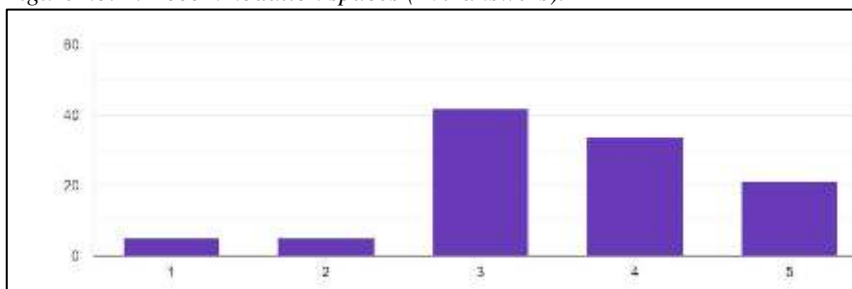


*Source:* Own processing

Considering the quality of the website (accessibility, availability of information, design, accuracy, degree of novelty), 31.8% of the participants rated it as being at an average level, 5.6% are less satisfied, 3.7% are not satisfied at all, 33, 6% are satisfied and 25.2 are very satisfied.

*Figure no. 3. The quality of the institution's website (accessibility, availability of information, design, accuracy, degree of novelty - 107 answers).*
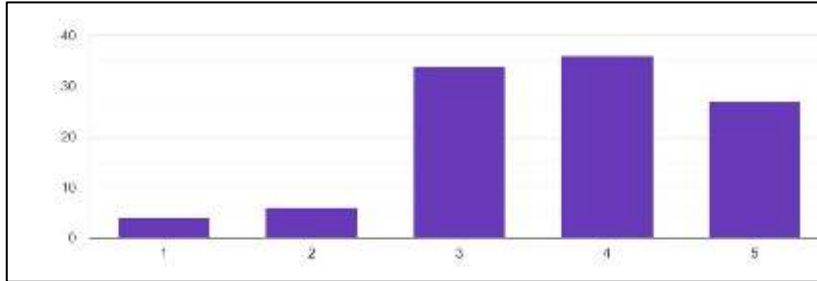


*Source:* Own processing

Regarding the educational spaces / amphitheaters, classrooms (facilities, comfort, functionality), 29% appreciate the facilities of the university with an average degree of satisfaction, 6.5% are less satisfied, 2.8% are not at all satisfied, 37, 4% are satisfied, 24.3% are very satisfied with the quality of the spaces.

*Figure no. 4. Educational spaces/amphitheaters, classrooms (facilities, comfort, functionality - 107 answers).*
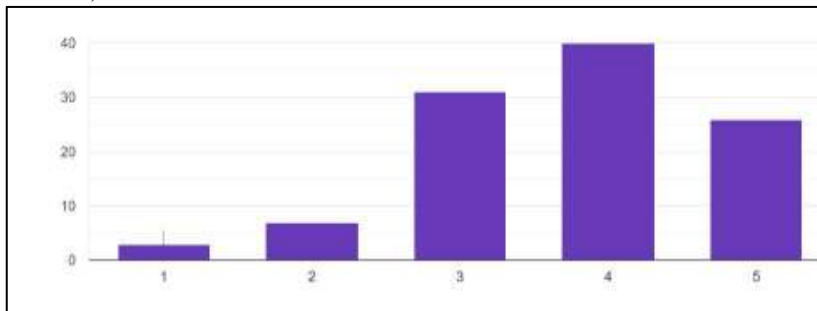


*Source:* Own processing

Motivated by obtaining higher grades, by writing the year's final paper or simply by education, students spend hour after hour in the library, even on vacations. Regarding the reading rooms (comfort, silence, enough places, functionality, schedule), students, in a proportion of 33.6%, appreciated them as being at an average level, 2.8% are less satisfied, 4.7% are not at all satisfied, 34.6% say they are satisfied, while 24.3% are very satisfied.

*Figure no. 4. Reading rooms (comfort, silence, enough places, functionality, schedule - 107 answers).*
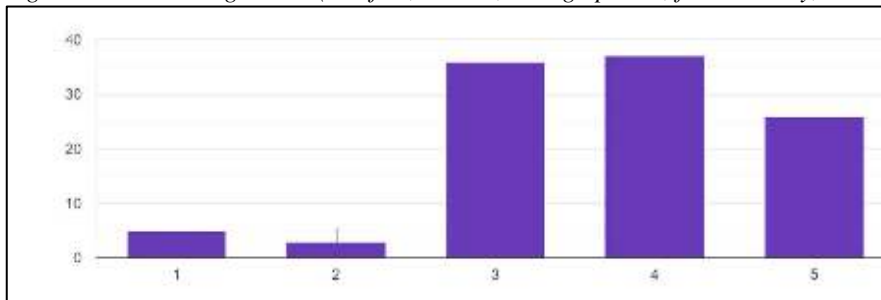


*Source:* Own processing

Referring to the topics covered in the courses, according to the answers, 23.4% awarded the average grade, 7.5% are poorly satisfied to not at all, while 69.1% are satisfied and very satisfied with the topics covered in the university's courses.

*Figure no. 5. Topics covered in the courses (107 answers).*
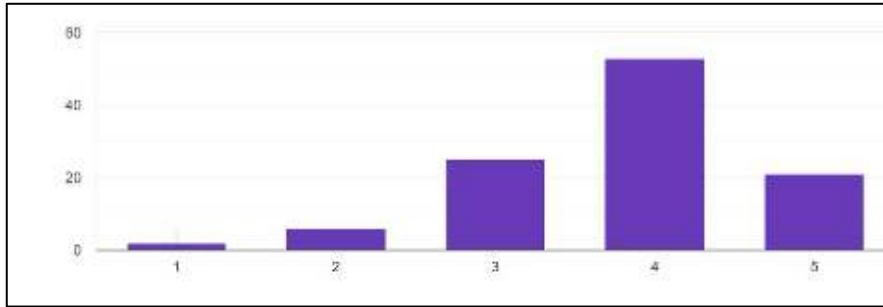


*Source:* Own processing

Going into detail and addressing the relevance and usefulness of the courses, we find that 29% of the students have an average degree of appreciation, 4.7% are less satisfied, 0.9% are not satisfied at all, while 40.2% are satisfied and 25.2% are very satisfied.

*Figure no. 6. Relevance and usefulness of courses for the chosen specialty/program of study (107 answers).*
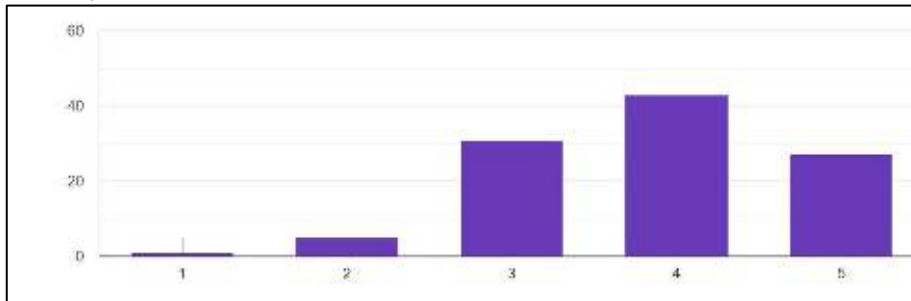


*Source:* Own processing

The ability to work in a team is primarily related to the ability to recognize the skills of others. Recognizing the value of others closely correlates with self-confidence: only a person with a positive self-image can recognize and support the skills of others. Regarding the development of the ability to work in a team and regarding communication, things are on an upward trend. Therefore, 26.2% awarded the average grade, 11.2% are poorly satisfied and not at all satisfied, 62.6% are satisfied and very satisfied with these aspects.

*Figure no. 7. Developing the ability to work in a team, communication (107 answers).*
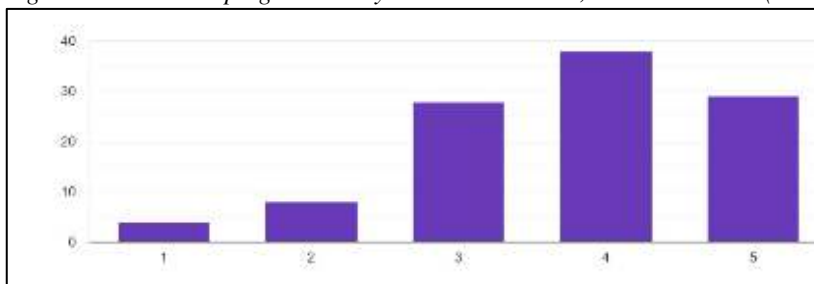


*Source:* Own processing

Asked if they are satisfied with the professional and personal development environment offered by "Ovidius" University of Constanta, the students appreciated that as follows: 28% awarded the average grade, 13% are less and not at all satisfied, and the remaining 58.9% are satisfied and very satisfied with this aspect.

*Figure no. 8. Satisfaction concerning the professional and personal development environment provided by the Ovidius University of Constanta (107 answers).*
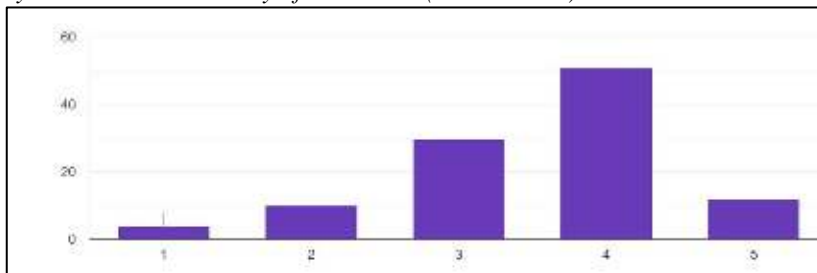


*Source:* Own processing

When asked if the diploma obtained after graduation will be the guarantee of valuable professional skills on the labor market, the students answered as follows: 31.8% awarded the average grade, 4.7% are less satisfied, 8.4% are not satisfied at all, 28% are satisfied and 27.1% are very satisfied.

*Figure no. 9. Confidence about the usefulness of the obtained diploma regarding the guarantee of valuable professional skills on the labor market and in life (107 answers).*
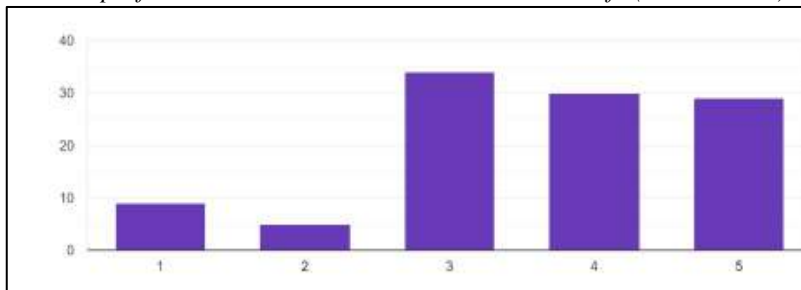


*Source:* Own processing

## 4. Conclusions

Given the accuracy with which the data have been collected, I believe that the answers of the surveyed students must be taken into account very seriously. Thus, the present results represent an image of the real situation and identify both informational and administrative deficiencies in "Ovidius" University of Constanta and allow the management team to implement correct, plausible and legitimate decisions.

The individual analysis of the completed questionnaires has shown that most students completed the questionnaire responsibly. The students' relationship with the University was mainly appreciated in a positive, generic way, the evaluation being able to be framed between "very satisfied" and "satisfied". The proportion of critical observations, which results from the percentages, is quite small, however their existence in itself draws our attention to the fact that more attention must be paid to the relationship with students on the identified levels. From the analysis of the answers to the questions, it follows that the students appreciate the quality of the didactic and practical activities carried out, the learning resources, as well as the usefulness of the studied disciplines in relation to the requirements of the study program. At the same time, the analysis of the answers to the questions shows that the students would like the following aspects to be improved: the diversity and adequacy of extracurricular opportunities, but also the impact of students' recommendations on the general decision-making framework.

By analyzing how students perceive certain services provided by the faculty where they study, the management team can make decisions regarding the students, taking into account the results of this kind of research. Therefore, a key role in the faculty management team's decision-making should be played by the students' representatives, who should at least communicate the students' grievances and problems, in order to solve them. In this way, students will become an integral part of the institution. The material resources, but also the facilities of the university are vital for the

development in optimal conditions of the didactic activities or of other activities within the higher education system. The spaces dedicated to the teaching activity, more precisely their capacity, acoustic and thermal conditions, the equipment of laboratories, libraries, sports complex or the quality of the learning materials are some indicators of the quality of students' life from the perspective of the material resources of the university.

Finally, the subjective and specific states of mind of each individual regarding the degree of satisfaction or dissatisfaction must be discussed, in order to be able to assess the actual state of mind of people at a given time, and at the same time to be able to understand and know how to proceed in the future in the elaboration of public, health policies, etc. Therefore, when discussing issues related to the community as a whole, the current personal situation of its members must always be taken into account, as people are the ones who strengthen the existence of a community and contribute to its development and functioning.

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