International Journal of Learning and Teaching

Volume 07, Issue 2, (2015) 50-55

http://sproc.org/ojs/index.php/ijlt

Requirements of students for further integration on labor market

Băneș A. *, Romanian Academy – Timisoara Branch, 24 Bv. Mihai Viteazu, Timisoara, 300223, Romania.
Orboi M.D., Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael the Ith" from Timisoara, 119 Calea Aradului, Timisoara, 300645, Romania.
Lile R., Aurel Vlaicu University of Arad, 77 Bv Revoluţiei, Arad, 310130, Romania.
Merce I., Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael the Ith" from Timisoara, 119 Calea Aradului, Timisoara, 300645, Romania.

Suggested Citation:
Băneș, A., Orboi, M.D., Lile, R., & Merce, I. (2015). Requirements of students for further integration on labor market. *International Journal of Learning and Teaching*. *7*(2), 50-55.

Received 10 January, 2015; revised 13 February, 2015; accepted 11 April, 2015.
Selection and peer review under responsibility of Prof. Dr. Hafize Keser, Ankara University, Ankara, Turkey

Abstract

The theme of this work is a study on the conduct and topics of IT&C courses and laboratories in terms of those who listen, namely the students. As described in the paper, teacher-student working mode differs from university education to pre-university education. Therefore, it should be permanently reviewed, modified and enlarged the presentation method and the contents of disciplines. The study looked primarily how students would like to proceed a course or laboratory work. For this reason the questionnaire was anonymous and it was specified not to give details about the teachers, but only of the content and presentation. The students were selected from those who have attended the majority or even all hours and each had to express their views about the taught content subject, how to teach and how they would like to show those hours. After completion of the answers, each questionnaire was sent to a colleague, who expressed his opinion about the written and passed it on to another colleague. In this way, each came to express their opinion about each. The results showed clearly that essential change, or rather the requirement of all is geared to practical part of the discipline. The theoretical part is often regarded as a "necessary evil" because, often, to master the practice, we still need theoretical concepts. Also the offer of materials in electronic format (directly or through electronic platform) is welcomed as an aid for those who have other activities and may not participate to all exposures.

Keywords: students requirements, practical studies, labor market integration

*ADDRESS FOR CORRESPONDENCE: **Băneș, A.,** Romanian Academy – Timisoara Branch, 24 Bv. Mihai Viteazu, Timisoara, 300223, Romania. *E-mail address*: abanes@gmail.com / Tel.: +4-074-414-1179

1. Introduction

The study during college is different from high school. Students are expected to learn more on their own, and themes / activities / projects are usually more numerous. Courses and tutorials are another way to learn, and expectations regarding projects and subjects to be taught are different. Many students try to adapt themselves to this different environment, existing a number of programs and workshops that are designed to help students to adapt and improve their research skills, writing and learning, for example: Library, Counselling for international students, workshops focused on learning methods, Support the development of writing skills, Workshops focused learning skills, support for studying online and IT Support.

Information Technology is an integral part of the contemporary world and obviously plays a major role in education in a university. If you're not one of the “versed" in terms of technology, it's easy to feel through the latter and is likely to have a serious drawback.

Currently, there are very few studies that attempt to link labor market needs with taught content and subjects. In most cases the taught subjects have remained the same, including content, so, after graduation, the former student must fend for himself, when searching for a job.

2. Research method

By this study we try to reflect as accurately as can be (by direct questionnaires), a few of the students requirements, on the field of ICT, to have a chance of employment as soon as possible after the end or during college. To reach this goal, a questionnaire was made for first year students showing what they want to learn at ICT-related disciplines. The questionnaires were applied in four years, 2011-2014 to also view the time course students requirements. The questionnaire was anonymous, wanting answers closer to reality, namely to eliminate possible laudatory elements to presented lectures and laboratories, or to teachers. First year students were chosen because several subjects were taught in the first and the second semester, which cover the vast majority of common applications used (manipulation of information, Office package, web design, networks and programming elements). The course was taught by audio-video, students are receiving lists and electronic submission form (PowerPoint) and the whole course is accessible on e-learning portal, or by request through e-mail. The laboratory is also taught by audio-video, the theory accounting half of the total hours.

The questionnaire was designed so that each student to express their opinion about teaching method, accessibility to learning materials and what they would like to study effectively. After completing the questionnaire, each student had to study the responses of other colleagues and to express their own opinion about what others have written. The result was that each student expressed an opinion, which was then discussed by all other students.

The total number of respondents (students) was 204, from four specialties of the university.

From the total number of responses (204), 12 responses have been deleted since that students have not said what they would like to do, just praised teachers of the course and seminar, remaining 192 questionnaires for the study. Of all the respondents remaining, 103 were male and 89 female. We said this because it is assumed that males have more "technical" capabilities than the female, but the opinions of the latter cannot be passed.

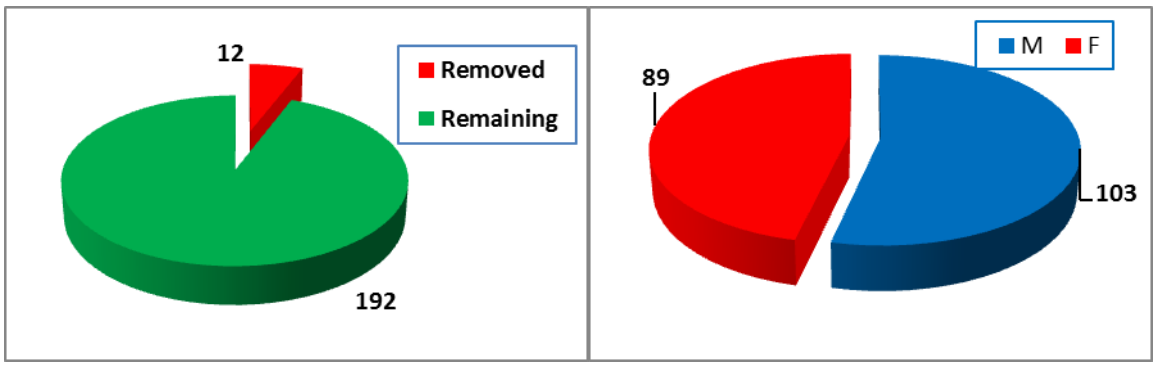

Figure 1. (a) Number of respondents and (b) the sex ratio

3. Research results

For starters, each expressed his view about teaching and access to course and laboratory materials by four qualifiers, very good, good, satisfactory and unsatisfactory. Perhaps the answers were slightly biased because only one respondent ticked one of the last two qualifiers. The majority stated that their teaching through audio-video, complete with practical examples is "very good". Enjoyed great success that taught materials were provided in electronic format and listed (PowerPoint presentation and PDF file - directly or through e-learning platform), thus eliminating dictation. Basically, the student was "invited" to hear that course only extra items must be noted and thus leaving more time for discussion of the practical presentations.

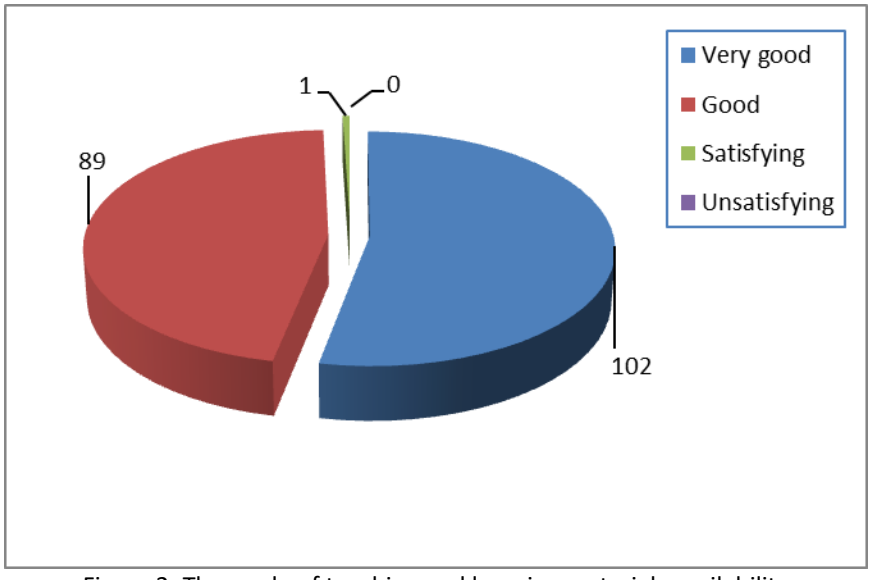

Figure 2. The mode of teaching and learning materials availability

Of the 192 remaining questionnaires a total of 178 students said they wanted to do more practical than theory (figure 3), 27 would like to know more about other operating systems, 22 more application programs, and the rest (one) said that what is taught is enough and must be not filled with something else, from the point of view of theoretical and practical elements.

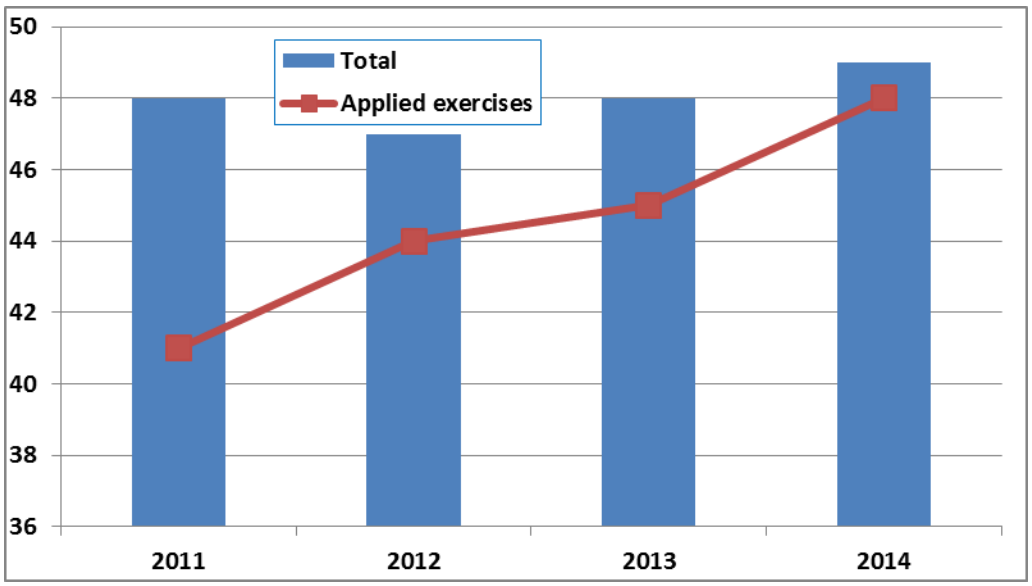

Figure 3. Respondents who want more practical, by year

Very interesting were the comments about what their peers have responded. Accordingly, if the vast majority (178 students) said they wanted more practice than theory, almost everyone agreed with this view, only one person in addition stated that the theoretical elements are needed to better and more easily understand the practice. Referring to other answers (OS, application types, etc.), views were divided, most are content with present material without requiring additions. As for the first comment, those who agreed with less theory were more than those who initially raised this (188 to 182), figure 4.

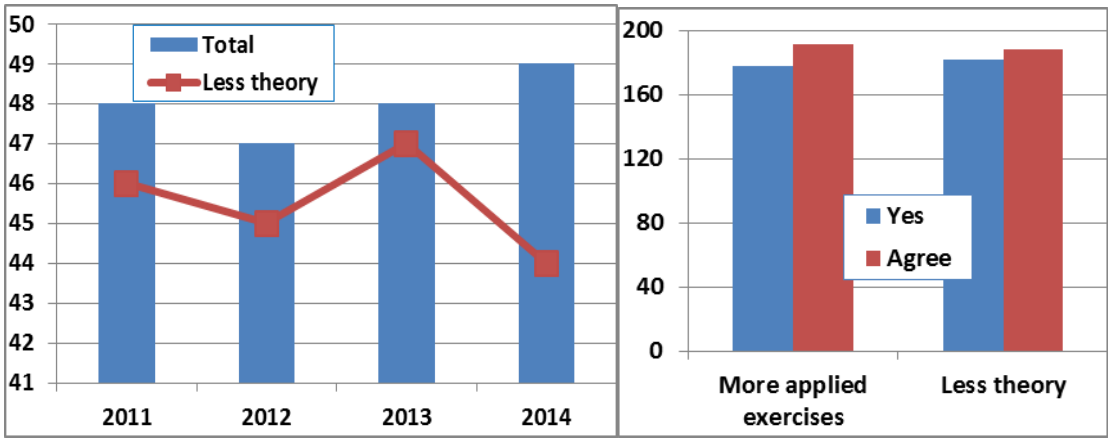

Figure 4. Results from commenting responses colleagues
(a) Who want less theory from total (b) Agree for more exercises and less theory (total)

Because many answers were on less theory and more practical exercises, respondents were asked to answer two more questions, one on the proportion of hours of theory to practice and one about what would they do if they have 15 minutes free time at the lab (figure 5).

In the first case, we have offered options for 1 hour theory half hour of practice, one theory one practice, one theory and 2 practical and one theory and 3 practical. As expected, the vast majority "voted" the latter, one where, of 4 hours a week, one to be theory and practical the rest. We must note that, currently, the majority of hours are 1/1 or 1/2 regime.

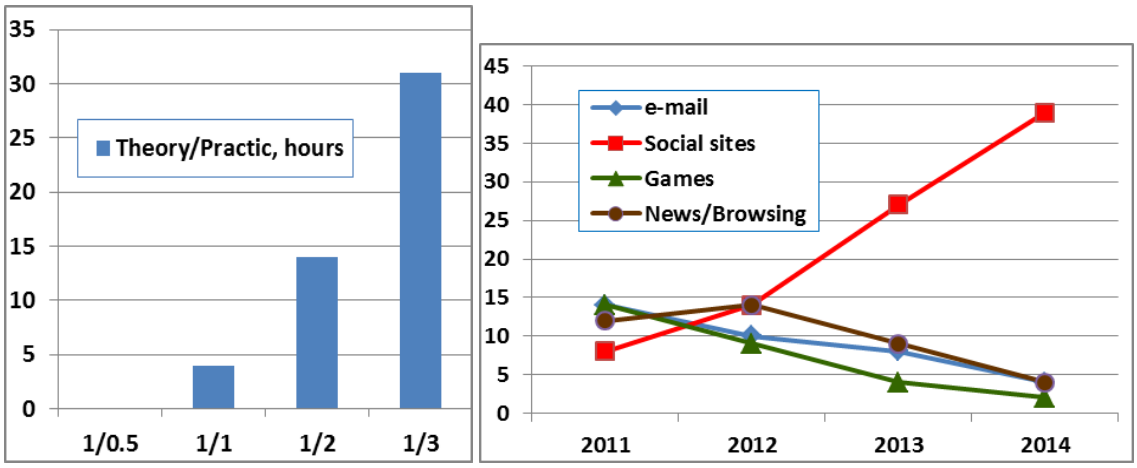

Figure 5. Results from (a) Number of theory vs. practical hours and (b) 15 minutes free time

The second question responses were within the scope of browsing, email, games and socializing. It is very interesting how over the years, interest in the first decreased, compared to that for the social sites that had an explosive growth of about 8 times. This is in line with the below requirements, relating to operating systems, where in last year considered Android system prevails.

Regarding the operating systems and applications they want more, the majority answers were focused on Android and the web. Very few have opted for Linux-based operating systems, even if they offer a much cheaper option than Windows or MacOS. This resulted mainly, under "unofficial" discussion, because of installation of unlicensed software on their computers.

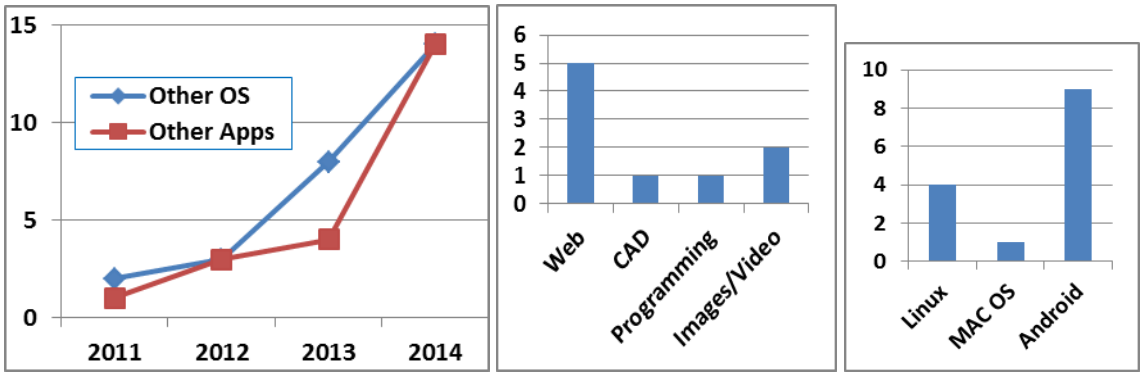

Figure 6. Answers from (a) Other OS and Apps (b) What other apps want the respondents and (c) What other OS want the respondents

4. Conclusions

The findings of this survey show that the student is currently focused on practical work, without much theoretical concepts. He believes that a good practice training, with as many applications (in this case desktop publishing, spreadsheets, databases, presentations, creating web pages, etc.) will allow at graduation, or even before, to find much easier a job in a market where the requirements of ITC are growing and well-paid jobs becoming fewer. It is a clear signal to teachers that if until a few years ago (probably in many cases still at present) the accent was on the theoretical part, now it should be on the practice. As seen from the above, even though not all want more practice as the first option, all agree that a higher proportion of those hours would be helpful. According to the study, a ratio of 1/2 or 1/3 hours, theory versus practice, would be considered the most useful and agreed by students. In addition to the above, students appreciate ever more the opportunity to study at home, having access to all data via the e-learning platform, or by "virtual" contact with the teacher, direct contact remaining more

for laboratory classes. The trend towards online communication results also from the success of social sites, the vast majority of free time being used to communicate with friends or other persons through them. In using these methods come the Internet and mobile devices widespread, no matter the operating system used.

Obviously, and agreed by the students, the lecture / theoretical exposure should not be ignored, but here must be presented elements to provide a knowledge base that would allow to address practical issues easier.

Finally, another finding was that having more free time, without being obliged to personally attend courses, students can engage for example, accumulating knowledge and advancing in the hierarchy of the company, at the end of the faculty taking advantage of both jobs and appropriate training. Also, the results presented in this study are not just for one discipline, it can be generalized to college or university level, requiring all teachers to try an approach closer to practical needs of the students and labor market.

References

Chelcea, S. (2007). Metodologia cercetării sociologice. Metode cantitative şi calitative, *Editura Economică, Bucureşti.*

Cerghit I., (2008). Sisteme de instruire alternative şi complementare: structuri, stiluri şi strategii, *Editura Polirom, Iaşi.*

Muşata-Dacia Bocoş, (2013). Instruirea interactivă: repere axiologice şi metodologice, *Editura Polirom, Iaşi*