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INTERACTION MODEL BETWEEN METHODOLOGICAL AWARENESS, ANALYTICAL ABILITY AND ACQUIRED COMPETENCE

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Abstract

Aim. This study brings to the attention of academic specialists and trainers a model-process analysis, which is one of the main indicators of the research of academic evolution and of the crystallised model in the three years of bachelor's degree. The study aimed to understand the complex relations between the processes of accumulating theoretical, practical knowledge and current models, to identify the mechanisms that underlie the organisation or lack of organisation, but also to derive valid predictions for significant positive or negative changes in the teacher-student communication and its consequences. The study includes different aspects of heterogeneous and dynamic contexts and presents different trends, often using both statistical and process-oriented techniques. We focused on the interaction between these two approaches, landscape analysis and landscape modelling will improve our understanding of model-process interactions. Comparing the observed and observed model is a prerequisite for both approaches and essential in obtaining the correct results and formulating conclusions. Forming work models on how information is organized, individually and compared to colleagues is an important task that the tutor for the groups from the first years of study, discusses them and stimulates the customers' thinking. Therefore, we identified a set of trends and models, robust and reproducible for the analysis of this context, which was a starting point for a set of standard tools usable in the immediate future, a major future challenge the first stage in the necessary subsequent methodological developments.

Methods. In this paper, we used the survey method based on the questionnaire, which allowed the analysis of a considerable amount of information that they accumulated using the google forms app. Particular attention was given to maintaining the anonymity of all participants in the submitted study. This study was conducted on a sample of 61 subjects, with 100% of the university's clients in master study programmes.

Results. The causes for which the percentage value for the last response variant is not at the desired level and has two directions, the first has a direct connection with the client and the technical means at his disposal and the second one comes from the teachers.

Conclusions. The causes for which the value of 30.2% for the response variant - Over 25 courses stored in digital format, is not at the desired level and has two directions, the first has direct connection with the client and the technical means available and the second one comes from among the teachers. As teachers, we want to design teaching materials and content related to the needs of the clients and the real demands of the labour market.

Keywords: career development, higher education, students, career choice.

Introduction

After the pandemic phase, the acceptance and use of technology by students is clearly increasing. After the university's clients cross the license border to master studies, their options are significantly oriented toward online communication. These findings suggest that the delivery of material by faculty teachers is preferable to done through online learning platforms, which require a more nuanced approach than a linear and similar approach. As universities give priority to employability, more attention is paid to promoting student determination in their careers. In this mixed method, cross-sectional study, we examine whether and how students' interest in their academic subjects affects their career determination. Using surveys of 428 students studying science in a university in the UK (60% F, average age = 19.9) and case examples from subsequent interviews with 15 students (Quinlan, Renninger, 2022). In contrast to the tendency of career researchers to focus on vocational or occupational interests as developed traits or personality characteristics that can be matched to careers on completion of a degree (Su, 2018), our consideration of interest is developmental (Hidi and Renninger, 2006). Interest refers to both a psychological state of

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individuals during engagement and the predisposition to re-engage particular content meaningfully over time (Quinlan and Renninger, 2022). We who are trainers and are concerned to optimize the teaching process, continuously evaluate the degree of interest and the evolution of the development of the clients and its relation with their decision in the period after the license. The results obtained after the first year of study showed that most of the students studying in our faculty had a well-developed interest that motivated them to continue in the field in which they studied. Throughout higher education, for decades, training strategies involving organising information have been used to convey content. They were brought to the forefront of teaching and learning primarily through the cognitive theories of the American psychologist David Ausubel. (Ausubel 1968), who argued that the human mind organises ideas and information in a logical scheme, and that people learn when integrating new information into their existing schemes. The submitted study indicated that the interest of students in the study subjects was a significant predictor of the decision in career and proximity to a didactic side of the profession. The choices made in the questionnaire used in these surveys suggested that many times their decisions were influenced by courses, the projection of future activities in the career, previous work experience, personal and group interest, family contacts. Gallup (2019) reported that graduates who experienced a sense of purpose in their work were more likely to (a) align their work with their interests, values, and strengths; (b) be reflective about those qualities in themselves; (c) have had an internship; (d) be encouraged to pursue their goals while also being given realistic expectations related to employment; and (e) participate in a programme or class that helped them think about pursuing meaningful work. Obviously, all university graduates want a well-paid job. Most of the time, a self-assessment of hard and soft skills is required. Employment opportunities are more numerous when the graduate has been involved in several projects and activities in which he has carried out voluntary work. The training providers, the courses chosen and the areas in which these post-graduate courses have been made are of particular importance in the process of selecting new employees, especially in the private area. A particularly important aspect, practise indicator that we followed in this study was the intention to highlight the areas of interest of the clients in the Master's cycle. People are more likely to remember information that is shaped in a logical and familiar way. Moreover, the act of organising information is a useful aid to human memory (Bailey & Pransky, 2014; Sprenger, 2002; Tileston, 2004). We definitely consider that organizing information is a useful skill for students, as well as an activity that can help deepen the learning but also the understanding of the content transmitted by teachers. Finding and understanding models is crucial for critical thinking and solving requirements after they have been fully understood. Some university clients may find it useful, but is it difficult to organize information in a comprehensive structure. The task of organising and structuring the content transmitted by teachers is too often considered to be difficult, as it requires customers to think more deeply about each information and how those information packages are complementary. Teachers can help students arrange new information in meaningful ways, providing them with an organisational structure. Interest in the organization of information has gained popularity lately, as they help turn the attention of students to important information by remembering relevant past knowledge and highlighting relationships (Woolfolk et al., 2010). Sometimes, students at the beginning of the academic path pass the passion, interests and activities that they consider paramount in the second plane, the choices made in accordance with the general opinion making this mutation possible. Knowing fully and in detail the maximum number of options offered by the labour market is an important task of the one who starts university studies, but also of all the conditions that must be fulfilled, especially the accumulation of soft skills. To choose the right course, you need to be realistic and understand all the recent stages to choose what is right for you. Many of the strategies by which we evaluate organisational capacity can also be used as pre- and post-assessments to determine what students have understood and what they have learned. However, in our view, their main purposes are to help students understand and remember the content, so we describe them considering these purposes. When students organise information, they have to distinguish major ideas and important details. In the next part, they must identify the superordinate, subordinate, and parallel ideas. In order to be able to understand the whole, customers must be able to highlight similarities and differences. At the last stage of this approach, a critical evaluation followed by a classification of the information according to several logical and chronological criteria in the interdisciplinary context. The tutor for the groups in the first years of study has the task of discussing and stimulating the customer's thinking, training working models on how information is organized, individually and compared to colleagues. If there is no other solution at that point of the career than the option for a course that has a good demand in the future, but does not produce a great enthusiasm because it is too complicated or requires the payment of a fee, the client must make an effort to understand the current context, the usefulness and importance of the course and, finally, can begin to accept it and understand it.

Methods

In this paper, we used the survey method based on the questionnaire, which allowed the analysis of a considerable amount of information that they accumulated using the google forms app. Particular attention was

given to maintaining the anonymity of all participants in the submitted study. This study was conducted on a sample of 61 subjects, with 100% of the university's clients in master study programmes. Before the completion and application of the questionnaire, discussions were held and prepared so that the choice of the answer to show objectively, to a large extent and objectively the reality in which we operate. The study method used was a questionnaire. The experiment reveals the opinion and perceptions of current clients, with or without notable experiences accumulated in various didactic, managerial, sports activities or in the preparation of sports teams. The questions were sent through an application to the target group, with each participant being able to vote only once. The analysis of the data from the survey form was based on one of the products in the format provided by Microsoft, office forms. In this form, the subjects received a link they accessed, received the question and all the instantly proposed answer options. Mathematical method: the method of calculating certain percentages and arithmetic means. Graphical method - we used this method to present the results of the survey because it is easier to remember a larger amount of information and results. Centralizing all responses was driven by results and graphic design.

Results

The first question of our study offered the possibility for participants to give an indication or advice to those who are in the first year of their undergraduate studies. These answers will be analyzed at the end of this study, in conjunction with the previous answers. The next question was: Do you want to participate in training courses after completing the master's studies? The centralization of the answers provided the following percentages: 34.9% accept to attend courses after completing the bachelor studies, a percentage too low in our opinion compared to the importance of completing and completing the bachelor studies. The difference between the expected percentage of the previous variant and this variant No 25.6%, confirms the first conclusion. The 25.6% of those who **did** not want to attend is higher than we estimated before the study started (fig 1).

Question number 2 - Do you want to participate in training courses after completing the master's studies?

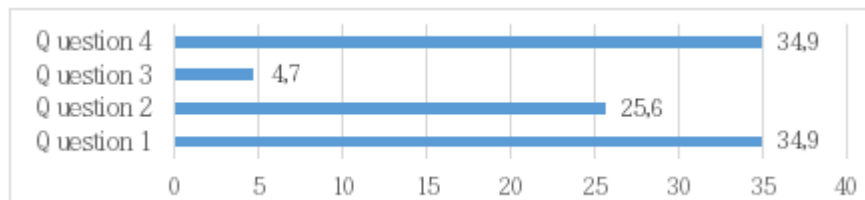


Figure 1

The next answer to this question, Yes, even if you are charged 34.9%, even if you will be charged for these cours. The last response option was selected by 4.7% and it was - I'm not sure I understood well what training means and what its usefulness is. We believe that greater awareness of customers can lead to a high level of understanding of the following opportunities offered by the labor market in the future career, regardless of the chosen field. The third question was: Which training providers would you choose? - Responses provided by participants. This study provided the following values. For the first answer - Various foundations or non-governmental organizations, have opted for a percentage of 20.9%, we consider that this variant and the educational services involved in this eventual collaboration are not fully known. An expected percentage of 41.9% is represented by the response variant - Departments of Ovidius University, the percentage of 41.9% being very close to the expected one. Opening up educational services to the European market requires a good and excellent understanding of foreign languages, with all these variant conditions - European online training providers gathered a percentage of 20.9%.

Question number 3 - Which training providers would you choose?

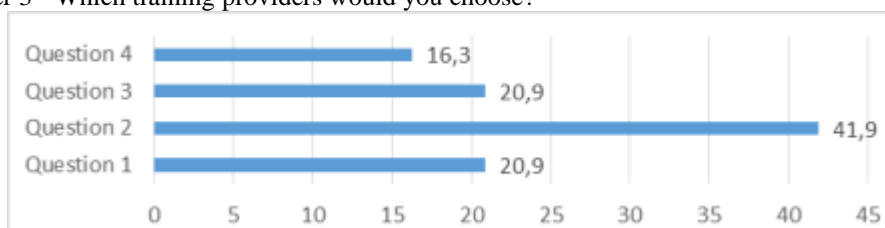


Figure 2

Somewhat surprising, the percentage of the last of the four response options - Other universities in Romania 16.3%, shows us that there is undoubtedly a competition on the training market in which graduates of the university can

become customers. The fourth question of the questionnaire was - In what area are you interested in taking other courses?

The participants in this questionnaire have two variants of answer, the first - Educational Management 25.6% and the other is - Business Administration 25.6%. The areas in which managerial and administrative skills in the business area are an area of interest, which shows us that the vocational field is clearly correlated with the financial aspects present in the field of concern of young graduates (fig.3). A large discrepancy in our opinion is recorded between the other two variants of response - kinesiotherapy and/or medical sciences 32.6%, a percentage lower than that desired or expected by some colleagues and that of the variant of response - Pedagogy or Sociology, which registered a very low value 16.3%.

Question number 4—In what area are you interested in taking other courses?

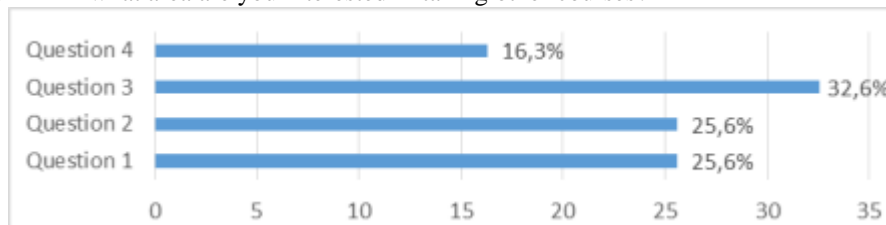


Figure 3

In the general economy of the competences acquired by a graduate of bachelor studies, the pedagogical aspect of the future specialist is defining and implicitly determinant in terms of professional value and is directly correlated with the level of the obtained results or the degree of intervention and importance in the process of transmitting the information and accumulating the content by the future clients.

The next question, the number five question was- How many books or courses in previous years do you have downloaded? (courses in the bachelor's cycle or other works with themes related to the subjects studied). Less than 5 with 34.9%, is the highest weight response variant, well above our estimated value before sending the questionnaire (fig.4). The percentage of those who have - between 5 and 10 courses or other didactic materials in electronic format is 16.3% and is followed by 18.6% a corresponding value for those who have Between 10 and 20 didactic materials stored in digital format. The highest value is 30.2% and corresponds to the answer variant - Over 25, the highest value obtained, but far below the level expected by us and the one that the future teachers or specialists of the field want to exist.

Question number 5 - How many books or courses from previous years do you have downloaded ?

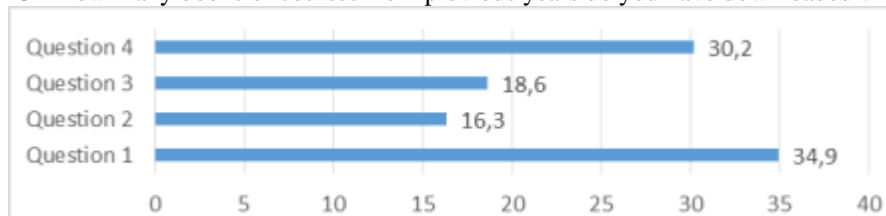


Figure 4

We are convinced that there is a direct correlation between the ability to find answers to future questions or to design preparedness or recovery programs without such an easily accessible and well organized resource. The causes for which the percentage value for the last response variant is not at the desired level and has two directions, the first has direct connection with the client and the technical means at his disposal and the second one comes from the teachers. The sixth question of the survey was - Can you easily access the downloaded materials? Had four options to answer. The first version that was presented was — I have them somewhere, but I don't know exactly where they're being saved; its 28.6%. The second option was - Yes, all courses are organized per semester and per year, along with other materials, I know where they are and I can access them quickly and gather the most votes with a final percentage of 46.6%, but as we previously expressed our opinion and expectations, this value is not even close to the expected values, the answer option presented fails to exceed even half of the study participants' options (fig 5).

Question number 6-Can you easily access the downloaded materials ?

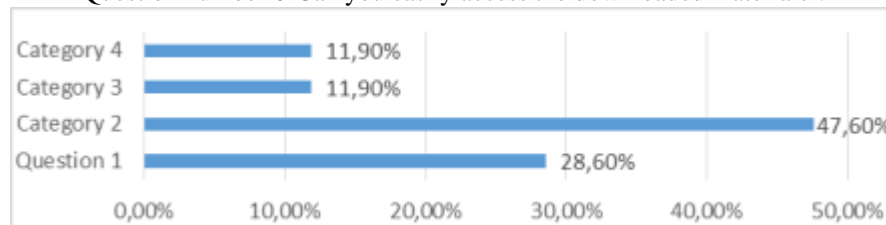


Figure 5

Those without accessible materials and do not manage to use them after completing their studies are those who chose the last two response options -I do not have much digital information and courses kept from college 11.9% and -I have not saved anything in the cloud or computer 11.9%. These two variants together about 23.8%. Question number seven of the questionnaire was - Were you asked about practical or theoretical knowledge gained in the licensing years? The first answer was - Yes, for practical work 21.4%. The second choice was - No 23.8%. We found that the sum of the two answers presented was 45.2%. As teachers, we want to design teaching materials and content related to the needs of the clients and the real demands of the labour market. The percentage value does not directly indicate the usefulness of the contents of the theoretical and practical disciplines traveled by the clients to such a large extent compared to the crystallized thinking and operating model and correlated with the way or technical facilities through which the client has access to the resources that the client has at his disposal and has free access. A result that exceeds the level of the five dozen percent - Yes, especially the theoretical 7.1% (fig 6) and - Yes, for both situations 47.6%, shows a coherence desired by the teachers and evidenced by these two variants of response.

Question number 7-Have you been asked for any practical or theoretical knowledge gained during your undergraduate years?

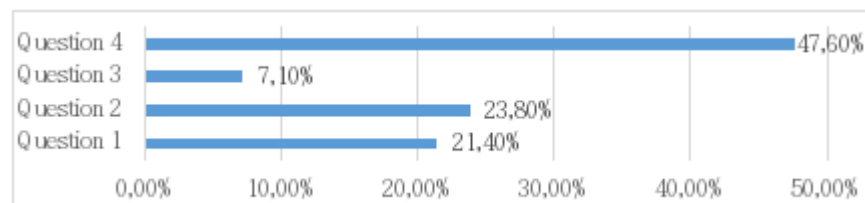


Figure 6

The last question of the questionnaire brings to attention of a concern observed among customers and aims to clarify the sometimes unassuming approach. Level How do you think the promotion of the F.E.F.S. and U.O.C can be achieved? At first glance, this question does not seem to be in line with the foregoing. After a series of discussions within the group of specialists that contributed to the realization of this questionnaire, we identified a very present concern among our clients, including the use of social media applications. We analyzed the statistical information provided by the applications of the phones used by the customers we had participants in this study. The established channels that most users use still remain a high percentage present in customer options, the answer option - On FaceBook and Instagram accounts 42.5% (fig.7). The next response option in our questionnaire is - I do not want to post or distribute from my account materials or information 19% is the closest to the percentage registered with the response options where customers show us that they do not have the course materials kept or fail to access them quickly. The analysis of this correlation between the two above trends is to be the subject of further research, which will discuss the statistical results obtained. The emergence of other channels that we do not now consider to be representative and useful must be reassessed and used for promoting specific activities - By other means or channels than mentioned, this latter version gathered a percentage of 35.7%, a value higher than expected when the study was configured.

Conclusions

We propose implications for academics and career advisors that could help students refine their interest, considering the connections between their academic subjects, interest and related career options. We maintain that



educators and policy makers need to reform employment interventions and think beyond teaching students skills or attributes that lead to employment. Educators can start with the students' interest in their subject matter and support students' exploration of how they can continue to pursue this interest in different careers. The causes for which the value of 30.2% for the response variant - Over 25 courses stored in digital format, is not at the desired level and has two directions, the first has direct connection with the client and the technical means available and the second one comes from among the teachers. As teachers, we want to design teaching materials and content related to the needs of the clients and the real demands of the labor market. The percentage value does not directly indicate the usefulness of the contents of the theoretical and practical disciplines traveled by the clients to such a large extent compared to the crystallized thinking and operating model and is correlated with the way or technical facilities through which the client has access to the resources that the client has at his disposal and had free access.

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