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Original article

THE CORRELATION BETWEEN THE USE OF THE INFORMATION SOURCES USED AT THE UNIVERSITY TRAINING STAGE AND THE UNDERSTANDING OF THE CLIENTS

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Abstract

Aim. The ability to express complete answers directly related to the question received, as well as the development of sequences of orders for performing, presupposes the existence of a simple mechanism necessary for the complete understanding of the requirement. This study identified correlations between the type of study and the involvement of customers in the process of transmitting information to the receiver. I started with the hypothesis that a higher percentage is recorded by those who have the curiosity to go through texts of other disciplines than those studied.

Methods. The study was conducted with the participation of 62 clients from the university, to whom we addressed a questionnaire with six questions, and then correlated the answers given for five questions with the key question. The answers generated some questions and confirmations.

Results. Because most clients have expressed little concern for the study of other disciplines, we believe that there is a potential that the current client does not fully use. Most study participants 62.9% chose - I prefer to read only college courses. For the question - How often does it happen not to be clear what the teacher asks or what to do? was summed up 53.2%. By linking the answers given by the participant to the other questions, we consider it necessary to customize the contents and to complete the information packages with those contents without which the clients cannot obtain the expected results in the future professional activity.

Conclusions. It has been observed that there are significant differences between those who, due to time or other reasons, fail to browse paper-based materials or, most importantly for us, do not make records at college courses and those who can understand the requirement that allows them to provide a satisfactory response. We believe that stimulating customers to fill in at least five pages in a handwritten format induces increased interest and thus a higher number of hours. This study proved the correlation between the interest shown in the theoretical activities and the practical activities of the university clients.

Keywords: reading, time management, curiosity.

Introduction

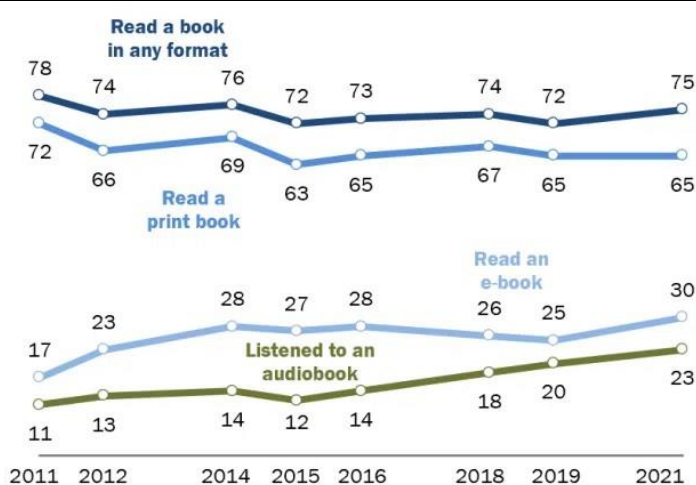
Today's society has evolved to the present stage, going faster than the sociologists of the 1980s expected, and has built an information culture that offers openings, opportunities for student integration in various environments, including the information society. The ability to express complete answers directly related to the question received, as well as the development of sequences for performing, presupposes, above all, the existence of a simple mechanism necessary for the complete understanding of the requirement. The modern society has a very advanced informational infrastructure. The Libraries, television, radio, informational centers, museums, press, archives, computer and internet companies, scientific, cultural and education institutions are strong pillars that lie at the bottom of informing people, covering diverse demands of information consumers (Bordian, 2007). The complexity of the cultural model intervenes decisively in the training of tomorrow's specialists, regardless of the field, but not independently of the economic state of the university clients. Therefore, we can say that the most important factors intervening in the crystallization of the future specialists' values are the cultural model concatenated with economic status. The pandemic context has led us, who are trainers as well as the clients of the university, to use the time generated by the activities imposed by those health regulations to access the information and documentation sources, both local and external. Transmission of theoretical content at a distance was possible through the implementation of modern information technologies, and the formation of skills for searching, selecting, retrieving and using information, both by students and by new trainers. In the previous decades, sources of documentation, the way students obtained information were mainly represented by books, collections of documentaries, compared to the current situation, when most information actions involve the use of digital means. Never has the book and library been as important as they are now. The strong evolution of the screen only enhanced the role of writing. We are dealing with a fundamental aspect of the culture of our time. Thus, at present, most of the actions carried out by information structures have as their objective the dissemination to users of the knowledge, the information contained in the collections, regardless of their territorial location (Porumbeanu, 2004). For the simple fact that we know it and know

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how to use it for a long time, the book is the only one that gives us that freedom without which there is practically no true culture. Libraries are and remain the meeting place between culture and science" (Stoica, 2001).

Objectives

This study identified correlations between the type of study and the involvement of customers in the process of transmitting information to the receiver. I started with the hypothesis that a higher percentage is recorded by those who have the curiosity to read texts from disciplines other than those studied. From the discussions before the beginning of this study, it was learned from the university's clients that the number of pages varied from one discipline to another and from one week to another. "We've only had 15 pages to read and in the next class period they expect us to read 75... so I don't know, it's very hard to say," said one customer who referred to the number of pages they should read. The other difference is that to gather the necessary information requires reading "300 pages for the week". One element considered by the National Student Employment Survey, an annual survey of 1,300 colleges aged 4 years, looks at the type of work that college freshmen and seniors do. A recent poll found that first-year students wrote an average of 92 pages during the academic year, whereas seniors wrote 146 pages.



Note: Those who did not give an answer are not shown.
 Source: Survey conducted Jan. 25-Feb. 8, 2021.

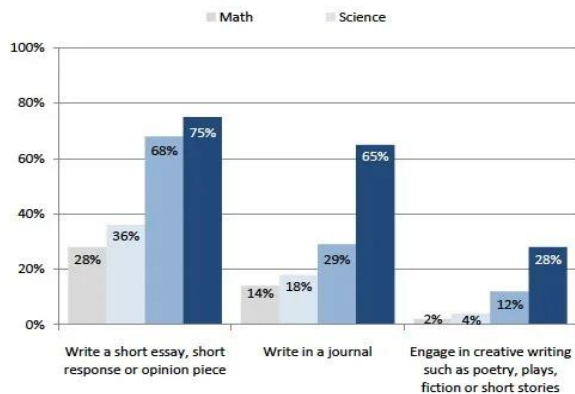
PEW RESEARCH CENTER

Figure 1. Graphical representation of the comparative evolution between the percentage of use of printed and digital books over a 10-year period. Study by Pew Research Center conducted from January 25 to February 8, 2021.

For freshmen, most of this work was about five to 10 pages long, with some first-year students writing 20 pages or more. When considering specializations, students in social sciences, arts and humanities wrote much more than other students, such as those who specialize in physical or biological sciences (Ludovici, 2012). The research concludes that writing activities can provide evidence on the type and level of conceptual and procedural learning of students. In addition, writing activities provide information about learning effects in a number of dimensions (Gadong, Zamora, Pornel & Bautista, 2013). Purcell, Buchanan & Friederich (2013) showed that 92% of the AP and NWP teachers surveyed described mission writing as "critical" to formal learning, and "effective writing" is at the top of their list of skills that students needed to be successful in life. The vast majority (92%) said that incorporating writing tasks into formal learning is "essential", with another 7% saying it is "important but not essential". Only 11 teachers out of more than 2,000 describe the integration of writing tasks into formal learning as "just something important" or "unimportant". These results are not surprising, given the large number of writing teachers in the sample and the emphasis on formal writing in much of the U.S. educational system. While 99% of the teachers in the sample say that writing tasks are essential for the formal learning process, the same is true for 93% of history/social studies teachers, 86% of science teachers and 78% of math teachers (Purcell, Buchanan & Friederich, 2013).

Writing assignments vary by subject matter

% who had students complete each type of writing assignment at least once a week in the 2011-12 academic year...

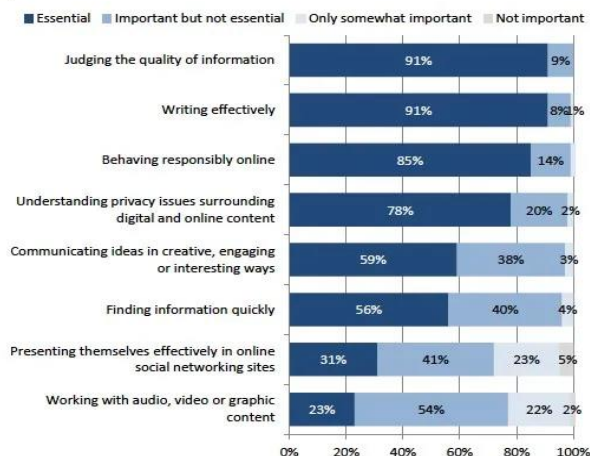


Source: Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012. Based on a non-representative sample of 2,067 middle and high school teachers.

Figure 2. Graphical representation of the type and frequency of written works assigned, the percentages are different and obviously very much depends on the content (Purcell, Buchanan & Friederich, 2013)

What skills do students need for the future?

How important do you feel each of the following skills is for your students to be successful in life?



Source: The Pew Research Center's Internet & American Life Project Online Survey of Teachers, March 7 to April 23, 2012. Based on a non-representative sample of 2,067 middle and high school teachers.

Figure 3. Presenting in parallel the most important skills that teachers consider important in customer evolution (Purcell, Buchanan & Friederich, 2013)

Methods

The study was carried out with the participation of 62 clients from the university, to whom I addressed a questionnaire with six questions, and then correlated the answers given for five questions with the key question. The answers generated some questions and confirmations. Recordings were made after each meeting of the theoretical courses and during the technical evaluations of the practical works within the gymnastic discipline.

Results

Since most customers have expressed little concern about studying other disciplines, we believe there is potential that the current client does not fully use. The majority of the participants chose 62.9% - I prefer to read only college courses. For the question - How often does it happen not to be clear what the teacher asks or what to do? was summed up 53.2%. By connecting the answers given by the participant to the other questions, we believe that it is necessary to customize the content and to complete the information packages with those content without which customers cannot achieve the expected results in the future professional activity.

The first question of this study was: What is the average number of pages that you complete in each course? The fact that an overwhelming number of professors insist on this aspect in their relationship with their clients, while transferring the content to the beneficiary. The first response was - Maximum one page, with a percentage of 35.5%, the response option where we included the percentages of those who failed to complete even one page by typography. The second way to answer the first question was - Two or three with 22.6%. The next choice of answer was - More than five pages 1.6%. The last answer was - I don't write much at the courses, which brings to attention a much too high, but realistic percentage, and which should be a basis for future adaptations of teaching strategies and evaluation of activities and accumulations made by the university's clients, the percentage was 40.3%. The aggregation of the two percentages, respectively the one from the first response variant and the one from the last response variant, brings a result of 70.8%. In other words, almost three quarters of those who attend university courses fail to grade more than one page or do not score anything.

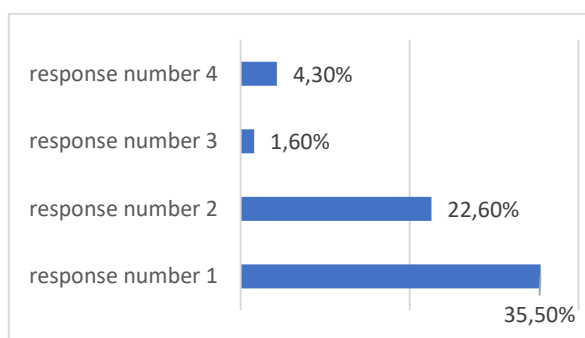


Figure 4. Graphical representation for answers to question one

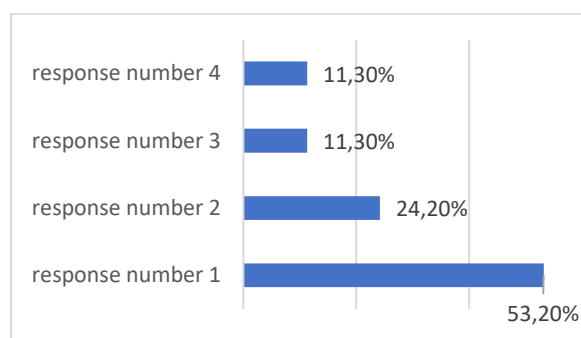


Figure 5. Graphical representation for answers to question five

The second question of the questionnaire was - Weekly, how many hours do you read the teachers' courses or other books, magazines containing information about the disciplines you have in the schedule? The first response was - Less than an hour with 51.6%. For the second - two-hour version, the percentage was 25.8%. The answer variant that correlates with the answers to previous questions - I don't really feel like reading 22.6%. The clients who manage to achieve professional results are those who read more than 8-10 hours of weekly texts that are directly related to the field they study and who intend to be considered specialists, the answer option was - More than 8 hours, with 0%. The next question, the number three question, was - How many printed books have you read in the last year? The first choice of response was - t least two, with a percentage of 22.6%. Only 12.9% of the total customers could read more than four books, and the answer they fell into was - Four. The next answer was - I do not feel like reading, with 61.3%, a much higher percentage to be accepted in the process of training future intellectuals and, moreover, future trainers, teachers who will have the responsibility to train students and for whom they must represent a model. Statistical analysis of the results makes it possible to have a situation where a pupil can have a baggage of scientific information and a capacity to correlate the contents of various fields significantly superior to that who must exercise his competences in order to train those with whom he works. We consider that a number of ten books, in which we include the courses that the clients of the university they attend and the content of which they are going to take exams, is not great. The last variant was - More than ten 3.2% books, a percentage value well below the desired level by teachers. Question number four - Read more easily from your phone or tablet than from a paper book? The first choice of answer - Easier on your phone/tablet/computer, 12.9% brings a lower percentage than we estimate. The second choice was - Better from the book, with a percentage of 31.7%, higher than the one we initially expected. The answer is — I don't have any printed books to use, it's 21%. The last response was — I don't understand the point of printed books, and it's 29%. The fifth question was: How often does it happen not to be clear what the teacher asks or what to do? Studies show that there is a correlation between the ability to understand requirements and the number of hours the subjects read. The first answer was - Very often and has a percentage of 53.2%, we believe that there is a possibility of some distortion in communication caused by the large amount of information that the teacher wants to transmit and the size of the time in which it must go through all the content. The second choice was — I don't get it sometimes, by 24.2%. Next choice of answer - I always understand everything the teacher asks of me and I quickly and clearly describe the answer 11.3%. The answer with 11.3%, was - I need time and sometimes I ask myself to ensure that I understood the question well, this being the last one to this question. Our desire was to complete the information obtained in the first part of the study, so we also developed a final question, the one with the number six - What field do you consider more interesting, from which you want to read? The first version refers to - Communication, journalism, with a percentage of 3.2%. The second option was - Economics, Law, History, 8.1%. Another answer was Psychology, Social Work, 9.7%. The answer with minimal involvement from the clients was - I prefer to read only the courses from the faculty, 62.9%. These variants were - Informatics, 3.2% and Medicine, 12.9%.

At the end of the study, we correlated the number of words written in the teaching activities with the number of attendances and with the ability to teach and demonstrate the gymnastic elements of the school curriculum for pre-university education. Thus, 86% of those who wrote more than 2,000 words at each course meeting obtained scores of 9 or 10 at the technical assessment. For those who did not manage to record more than 400 words or did not write a single word, we recorded an average of the marks obtained at the technical evaluation of 6.3. In most cases, these clients failed to develop answers to the received requirements, and the way of describing the elements or intervention that the future teacher must perform was expressed summarily and incompletely.

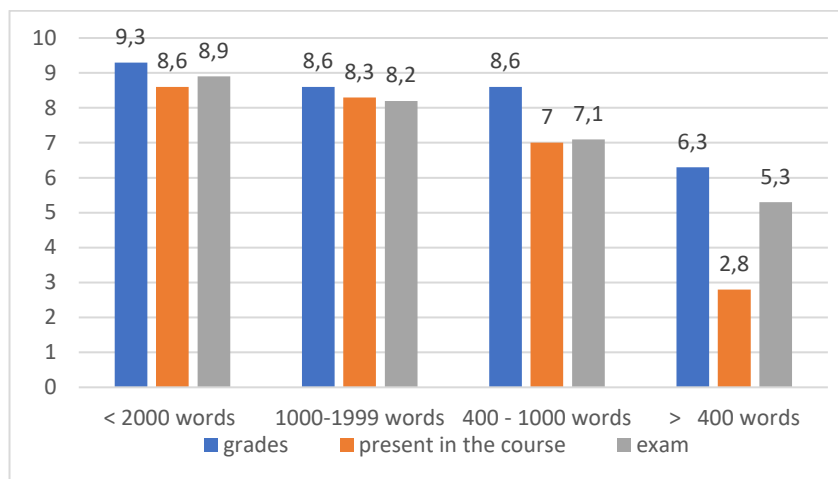


Figure 6. Graphical representation of the correlation between the number of written words, grades and present at the courses

Conclusions

This study proved the correlation between the interest shown in the theoretical activities and the practical activities of the university clients. It has been observed that there are significant differences between those who, due to time or other reasons, fail to browse paper-based materials or, most importantly for us, do not make records at college courses and those who can understand the requirement that allows them to provide a satisfactory response. We believe that stimulating customers to fill in at least five pages in a handwritten format induces increased interest and thus a higher number of hours. In the case of customers who progress in practical activities, a correlation with the number of words written in theoretical activities is highlighted.

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