

ANALYS OF THE DEGREE OF SATISFACTION WITH THE EDUCATIONAL OFFER

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Abstract

The educational, curricular and extracurricular offer is the most conspicuous part of the institutional development project, the basic component in the formulation and management of the educational institutions' strategy. The educational offer allows individualizing schools and creating their own personalities. The success of the instructive-educational process, carried out within the educational units, is conditioned by the access of teachers and pupils to information resources.

The study on the analysis of pupils' satisfaction with the educational offer highlights the importance of adapting vocational and technical education schools to the needs of its beneficiaries. Quantitative research was carried out on a sample of 140 pupils both at the high school level and at the professional level, using the interview technique and the questionnaire as a research tool.

Keywords: *satisfaction, educational process, educational strategies*

Jel classification: I23

1. Introduction

A dynamic process that proposes changes to permanently adapt the organization to changes in the environment in which it evolves, process strategic management is established in a set of decisions and actions management which defines direction and results on the long term of the organization school. Students will need to learn everywhere in the European space to renew, innovate and develop societies and economies in the future. The national policies at the educational level are yet insufficient designed and capable to ensure qualifications we required on the labor market. Also, in relation with the need for training or professional reconversion, funds and other resources are limited. To solve such problems, it is recommended to exchange good practices, open to other organizational cultures, cooperation in education, and direct contact with higher performing systems.

2. Theoretical approach

Strategic educational management is a form of modern leadership, focused on anticipating changes and amendments to be made to the school organization and in interactions with the environment in which it operates, in order to avoid situations where the services provided by the organization to become outdated or inconsistent with the proposed changes. (Ghergut A., 2007)

While in reality planning and implementation tasks can be separated, there is a strong interdependence between the two. Planning influences execution and implementation of the strategy influences the changes that will be made over time in strategy and planning. (Hrebiniak L., 2009)

Changing circumstances and ongoing management efforts to improve the work challenge organizations to continually evolve - a condition that makes the task of achieving a strategy a work in progress rather than a momentary event. (Gamble John E., Peteraf Margaret A., Thompson Arthur A, 2015)

Into the design of the curricular offer may take into account the following milestones/criteria:

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- the harmonization of social and individual requirements
- the integration of courses with an inter- and transdisciplinary character, with special formative valences, with pragmatic orientation, and with special social implications
- providing optional subjects for specialized training, differentiated according to the specialization
- combining tradition with the innovative spirit to create the opportunity to apply new learning and evaluation techniques
- the need to master a foreign language, as well as information and communication technology
- attractiveness, timeliness, diversity - in order to increase the possibility of capitalizing on the pupils' resources, the availability of learning, the interests, the abilities and capacities of each pupil
- creating an appropriate framework to allow for an advantageous school-community collaboration, attracting community support, and capitalizing on the opportunities offered by the community
- harmonize their interests with those of his school's and parents shavings
- the harmonization of regional cultural values with national and universal values
- completing the curricular offer through a rich extra-curricular offer to create opportunities for student development/development

3. Studiul gradului de satisfacție privind oferta educațională

3.1. The methodological framework of the research

The size of the sample: the sample consists of 140 students of Economic College Ion Ghica of Targoviste, of which 60 respondents are enrolled at the professional level and 80 at the high school level.

Method of sampling - For this research, we have been using non-randomized sampling. The research was conducted through surveys and its quantitative, using a face-to-face interview method based on a questionnaire.

The questionnaire contains 13 questions. Processing of the questionnaire was done in the database created in the EXCEL program.

Research objectives

- Awareness of the importance of schools adaptation and professional education Technical requirements beneficiaries its.
- observation relationship from school and beneficiaries direct

Research hypotheses

H1 Safety provided by the environment school influences positive degree of satisfaction of students looking educational offer

H2 Methods of teaching-learning-assessment influences positive the degree of satisfaction of students.

H3 Information offered by the school influences positive degree of satisfaction of students

3.2 . The results

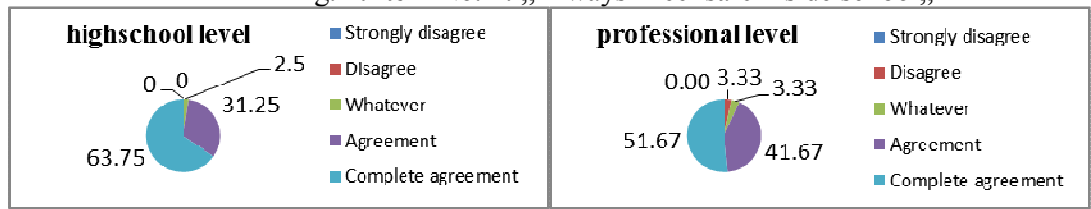
It is used in the questionnaire Likert's method of scaling, where respondents were required to submit their agreement/disagreement with a series of statements in the questionnaire. Through the presentation of the results for each item, the authors sought to achieve all the objectives in the research methodology.

Use comparative analysis of the two educational levels researched, professionally and legally, highlights both discrepancies and similarities between the two educational levels.

The item,, I always feel safe inside school,, 63.75% of high school respondents said they completely agreed with the statement, while 31.25% agree with the statement, and 2.5 % of respondents feel indifferent to this situation. Also, for the respondents at the

professional level, the majority percentage of 51, 67% is completely consistent with the statement, while 41, 67% agree and 3.33% do not feel safe within the school. No respondent, both at the high school level and at the professional level, expressed their total disagreement with the presented statement (fig.1)

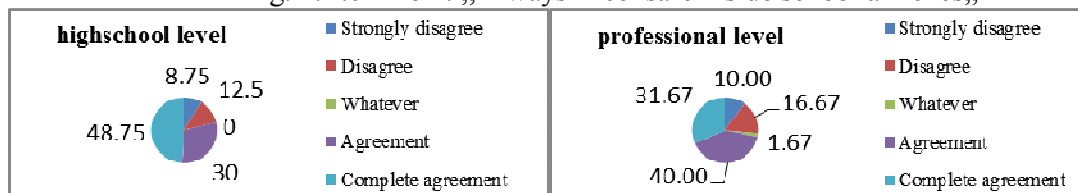
Fig. 1. Item No. 1: „Always I feel safe inside school,,



Source: data processed by the author

The item, always I feel safe in annexes school (gymnasium, workshops, yard school, etc.), percentage majority for the high school, 48.75% of respondents consider themselves completely agree regarding the safety into the annexes school, 30% agree with the statement, and 12.5% of respondents disagree with the statement, while 8.75% have expressed the total agreement for this item. At the professional level, the percentage majority 40% of respondents are agree with the statement while the maximum rating is in line with the assertion and it is given by 31.67% of respondents professional level and 16.67% of respondents disagree with the statement and 10% have expressed a total disagreement, they not feel safe at all in the school annexes. There is a perceptible increase in disagreement responses for professional level responders, which may be due to the increased time they spend in school annexes, for example, practical training in the school canteen requires additional safety and protection measures for students. (Fig. 2)

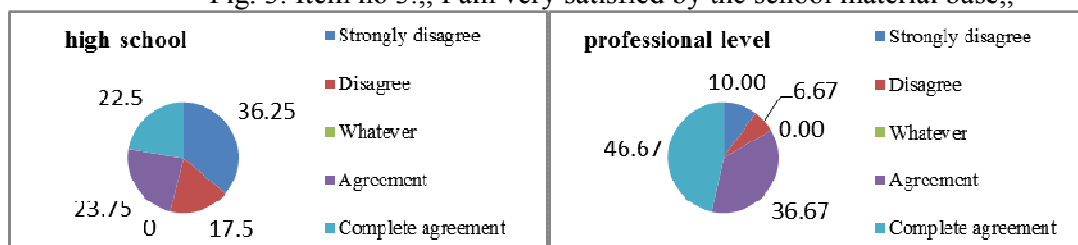
Fig. 2. Item no 2: „Always I feel safe inside school annexes,,



Source: data processed by the author

At the item "I am very satisfied with the material basis of the school, the differences in the answers of the high-school and the professional level students are also highlighted by the level of their expectations towards the professional career. That is why 46.67% of the professional level students are fully satisfied with the material base compared to 22.5% of the highschool level students. In fact, the majority of 36.25% of the respondents are totally unsatisfied with the material basis or consider it obsolete, without any significant progress compared to the previous school year, a reality that schools face in general because of the lack of the budget allocated for such investment. (fig.3)

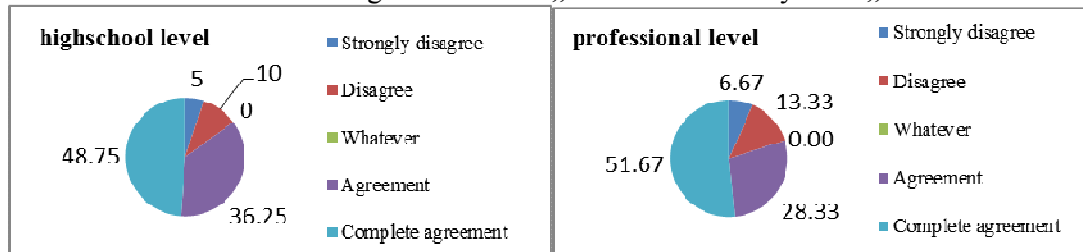
Fig. 3. Item no 3: „I am very satisfied by the school material base,,



Source: data processed by the author

For “School is very clean” respondents from high school and professional level responded in a majority of 48.75%, respectively 51.67%, that they are totally satisfied with this aspect of school cleaning. There are similar percentages for agreeing to this statement. For the two levels is characteristic the decreasing trend in responding, the lowest percentages are recorded for total dissatisfaction with school cleanliness, 5% for high school respondents and 6,67% for professional level responders.(fig.4)

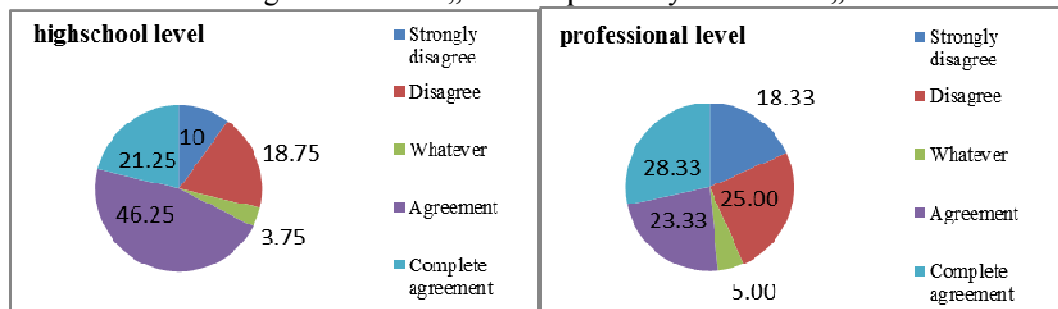
Fig. 4. Item no 4:., The school is very clean,,



Source: data processed by the author

For the item "I am respected by the school staff, the majority percentage of 46.25% for high-level respondents refers to the agreement regarding the presented statement, while the majority percentage for professional level respondents 28.33% refers to total agreement on the situation. There is, however, a high percentage of 25% among professional-level respondents who consider themselves to be inadequate by school staff and 18.33% are even totally disagreeable with the statement. Also 18.75% of the respondents think they are not respected by the school staff and 10% are totally disagreeable with the statement. (fig.5)

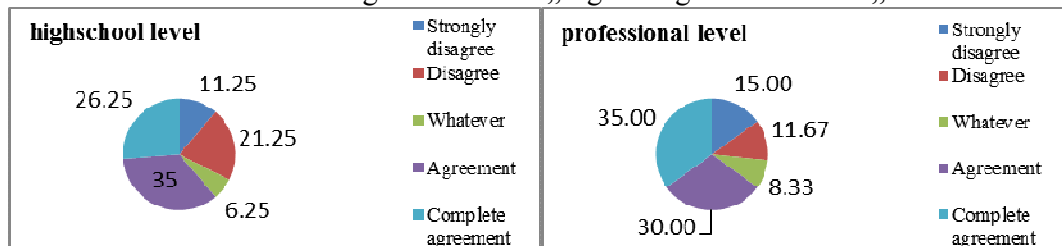
Fig. 5. Item no 5:., I am respected by school staff,,



Source: data processed by the author

For the item "I get the grades I deserve”, the high-level respondents responded mostly 35% that are agree with the statement and 26.25% are completely in agreement with the statement, while the professional level respondents 35% majority answer that are agree with, and 30% totally agree with the statement. With regard to opinions in total disagreement, for high school the percentage is 11,25% and for the professional level of 15%. There are high-level respondents in a significant percentage of 21.25% who disagree with the statement, in other words, they feel that they don’t get the grades corresponding to their performance. (fig.6)

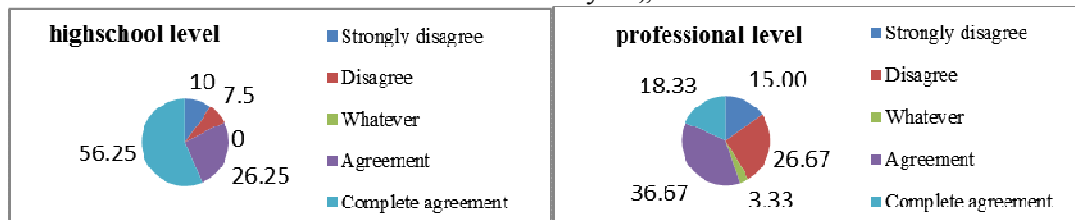
Fig. 6. Item no 6:., I get the grades I deserve,,



Source: data processed by the author

For the item "I am very satisfied with the personal progress achieved during the last school year", the high school respondents were fully in agreement of 56.25% and 26.25% agreed with the presented statement. For respondents at the professional level, the majority percentage of 36.67% is considered to be consistent with the statement, while it is entirely consistent with the assertion that it is only 18.33% very low compared to the answers of the pupils at the lyceum level. A major difference is also found in the percentage of those who consider themselves unsatisfied with the personal progress achieved during the last school year, 26.67% for professional responders, compared to only 7.5% for high-level respondents, as well as for those who they are completely unsatisfied with the personal progress made during the last school year the percentages are different, the highest being the respondents of professional level of 15% versus 10% for the high-level respondents. (fig.7)

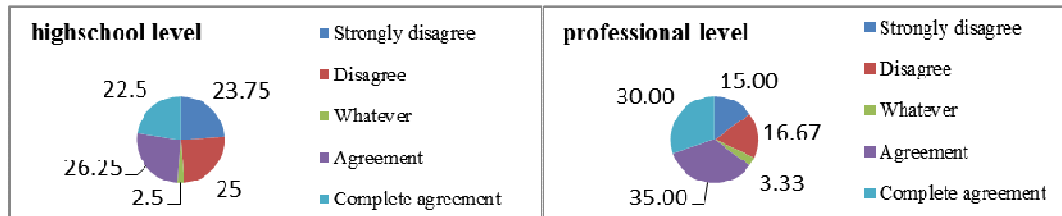
Fig. 7. Item no 7:,, I am very satisfied by the personal progress made during the last school year,,



Source: data processed by the author

For the item, Modern Methods of Evaluation / Learning are applied during the course hours, 22.5% of the high-level respondents are totally in agreement with the statement, while the majority percentage of 26.25% is in line with the statement . And at the professional level, 35% of the majority responds in the sense of the agreement with the statement, while 30% respond that I fully agree with the fact that during modern classes modern methods of learning and evaluation are applied. There is, however, a fairly high percentage of 23.75% among high-school respondents who have expressed their disagreement about the existence of modern methods of learning, assessment applied during the classroom hours in terms of level responders professionally they expressed their total disagreement about this situation at 15%.

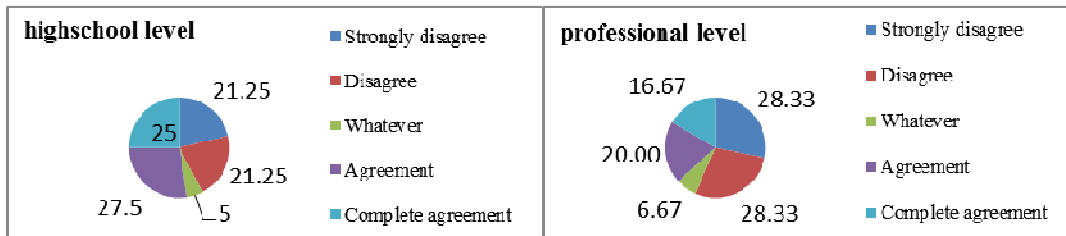
Fig. 8. Item no 8: Modern assessment and learning methods are applied during the course



Source: data processed by the author

For the item "All teachers respond positively to my individual help requests in understanding notions", there are discrepancies between the two categories of respondents, the majority percentage, 27.5%, of the high-level respondents agrees with the statement while for the level professionally, the majority percentage of 28.33% is recorded for total disagreement and disagreement with the statement.(fig.9)

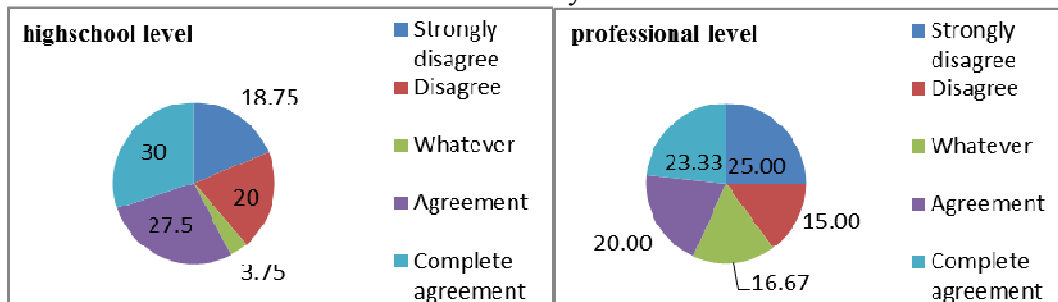
Fig. 9. Item no 9: All teachers respond positively to my individual help requests in understanding notions



Source: data processed by the author

At the item "I was consulted on the optional disciplines introduced in the current school year", the majority share of 30% of the respondents at the highschool level is completely consistent with the statement, while 23.33% of the professional level respondents are totally agree with this statement. Very close to this percentage is also the majority level of 25% of professional level responders who are totally disagreeing with the presented item.(fig.10)

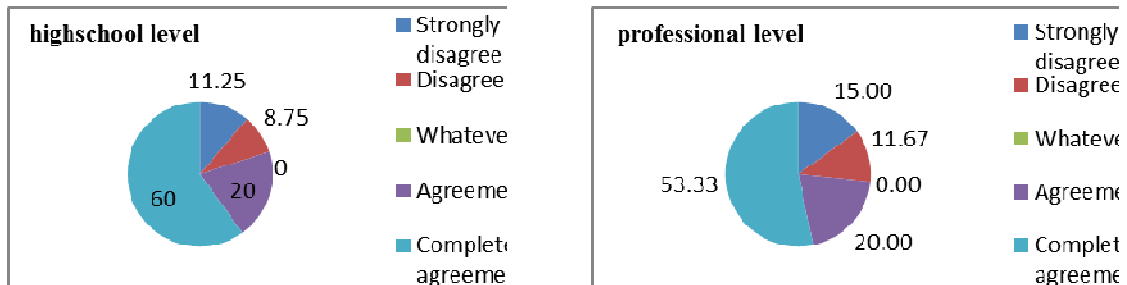
Fig. 10. Item no 10: I was consulted on the optional disciplines introduced in the current school year



Source: data processed by the author

Regarding the assertion about the activities related to school activities, the majority percentages for both categories of respondents reflect the good information of pupils through all the possible means of the school regarding the development of curricular and extracurricular activities. (fig.11)

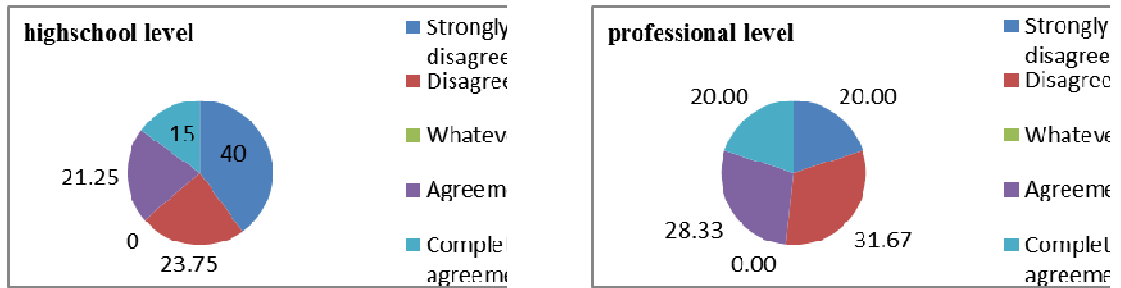
Fig. 11. Item no 11: I have access to all the information provided by the school about the activities carried out in the school



Source: data processed by the author

Regarding the item related to the provision of information by the school on the continuation of studies, the majority of 40% for high-level respondents and 31,67% for professional-level respondents who declare total disagreement or disagreement with the statement reflect a negative situation in relation to the information provided by the school for the continuation of studies.(fig.12)

Fig.12 Item no 12: I have access to all the information provided by the school about the continuation of my studies



Source: data processed by the author

Concerning the last item of the questionnaire, the respondents at the Lyceum level agreed with the assertion in a majority of 36.25%, while the respondents at the professional level were totally in agreement with the assertion of 38.33%. The lowest percentages were recorded for both types of respondents regarding the total disagreement with the presented statement (fig. 13)

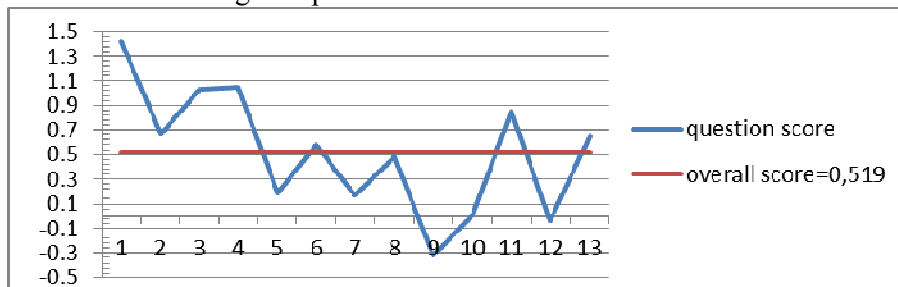
Fig.13 Item no 13: School staff respond in a timely manner to requests for information



Source: data processed by the author

For the validation or invalidation of the assumptions, the scores for each item, as well as the overall score, have been calculated for each educational level, respective high school level. The H1 hypothesis is verified for the professional level, the scores obtained by each item corresponding to the hypothesis surveyed being over the total score of 0.519, as follows: for item 1 the score is 1.416, for item 2 the calculated score being 0.666 and for item 3 the calculated score being 1.033 and item 4 the score being 1.05. Concerning the hypothesis H2, the majority of the scores obtained for each item in the questionnaire are below the overall score, the score for item 5 being 0.183, the score for item 7 being 0.166, the score obtained for item 8 being 0.483, the score for item 9 records negative values of -0.316, the score for item 10 being 0.016, which leads to the invalidation of the hypothesis, despite the fact that a score of 0.583 above the overall average was obtained for item 6. The hypothesis H3 is partially validated, the scores being as follows: 0.85 for item 11, -0.03 for item 12, 0.65 for item 13. (fig. 14)

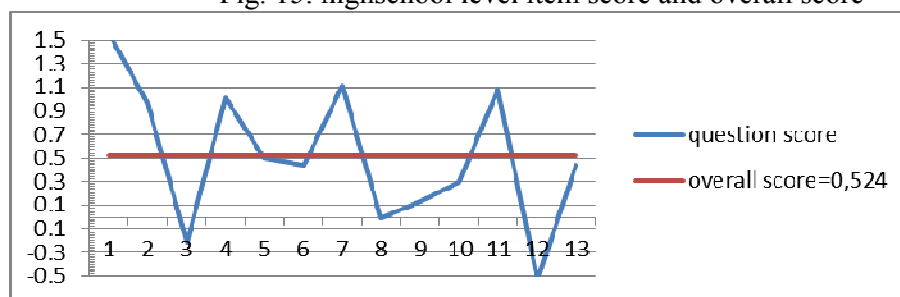
Fig.14 : professional level item score and overall score



Source: data processed by the author

For the highschool level, the H1 hypothesis is checked, the scores for each item being: 1,562 for item 1; 0,975 for item 2; -0,212 for item 3; 1,012 for item 4, the average score being over the overall score. The H2 hypothesis is partially checked, the scores obtained for each item being: 0.5 for item 5; 0,437 for item 6; 1,112 for item 7; -0,012 for item 8; 0.137 for item 9; 0.3 for item 10. With respect to the H3 hypothesis, the scores obtained for the corresponding items record the following values: 1,087 for item 11; -0,525 for item 12; 0.437 for item 13, which in general determines a general average below the overall score, which invalidates the assumed hypothesis. (Figure 15)

Fig. 15: highschool level item score and overall score



Source: data processed by the author

Conclusions

The success of the educational-educational process carried out within the educational units is conditioned by the access of pupils and teachers to informational resources. In order to increase the satisfaction of direct beneficiaries, the school should promote the integration of inter- and transdisciplinary courses with special formative valences, pragmatic orientation and with special social implications. Also, the attractiveness, the timeliness, the diversity in order to increase the possibility of capitalizing on the pupils' resources, the willingness to learn, the interests, the abilities and the capacities of each pupil are a particularly important step in obtaining the highest degree of satisfaction. An important goal is to improve the education, research and innovation system in this area of national interest, so that young graduates are prepared for the labor market and to cope with any economic fluctuations. The change should start with the young, especially by improving pedagogical methods, as teachers are the main pioneers on which the success of youth education depends. Achieving higher standards will also increase the intrinsic value of youth education. As regards the new educational policies, they have proposed reducing school drop-out, developing knowledge transfer, progressing foreign language learning, and developing skills. This vision becomes operational in the context of developing managerial capabilities at the institution level by integrating and implementing strategic management. The main objective of the management model through strategic management is to obtain a competitive advantage by investing in human capital.

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