

# THE ROLE OF INFORMATION RESOURCES IN THE EDUCATION PROCESS

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## Abstract

*In the 21st century, having a computer and using it for educational purposes is very important because it contributes to the development of individual and group competences. Internet access has become the main tool for socializing, informing and collecting data. An improper use of computers and the Internet may have repercussions on young people's development, their mental health and can generate addiction among them. 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. There are also nowadays situations where school units, especially those in rural areas, face deficiencies in the domain of computers and computer labs.*

*Having as theme "Information and Communication Technology in the Instructive-Educational Process", the article proposes, through two parts (the stage of the knowledge of the concepts under analysis and the research of the educational process from the point of view of the statistical indicators, but also of the school infrastructure), to present the importance of adapting the schools to the changes in the environment, including those in the field of technology.*

**Key words:** *educational process, school infrastructure, computers*

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## 1. The stage of knowledge

The society is constantly changing, including the ways we work at home, at work and at school. From e-mail, to on-line courses, computers influence life and can improve the learning process in different ways. With the evolution of technology, it is essential to encourage its use within the education system (Aldrich C, 2009).

Education is like a window through which imagination and curiosity penetrate, and the use of technology in education plays a vital role in helping students to discover their potential (Kozma R, 2004).

Technology is a way to reduce the gap between education and the information age we live in. Computer-assisted technologies, in schools, provide students with greater access to information, they can learn and improve the quality of their classroom activity (Barrett C, Eubank S, Marathe A, Marathe V, Pan, Z., et al. 2011).

## 2. The analysis of the educational process and school infrastructure

### 2.1 The methodology of research

The aim of research – the dynamic analysis of education and school infrastructure.

The objectives of the research:

O1: Knowing the trust of young people in the education system;

O2: Identify changes in the access of individuals to computers and the Internet;

O3: Observing the frequency of Internet use by young people.

### Hypotheses:

H1: From 2010 to 2016 there is a steady increase in the number of computers in educational institutions;

H2: In the majority, Romanians use the Internet as a source of information.

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Type of research. This is an office research. Among the sources of information used are: NIS, EUROSTAT, world values survey.

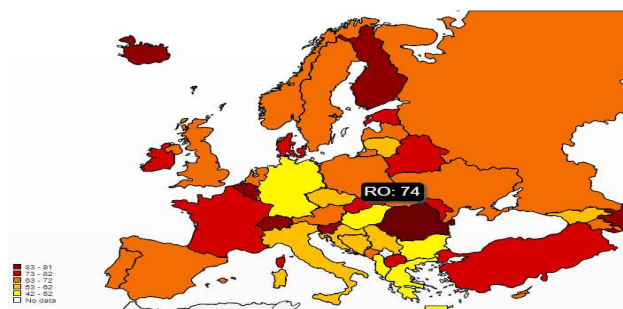
## 2.2. Analysis and interpretation of results

The results of the research are presented from two perspectives:

1. Of the education and infrastructure (the dynamic analysis of indicators);
2. Of the access to computers and Internet (opinion poll applied to Romanians).

### 2.2.1. Education and infrastructure in education

This is analysed through statistical indicators taken from NIS (National Institute of Statistics) and Eurostat. Among the indicators analysed are: *confidence in the education system, computers on the level of education, computers by residence area, the number of computers in Dambovitza high-schools*. In Fig. 1 and Tables: 1, 2, 3, 4 is shown the evolution of these indicators.



**Fig 1. Trust in the Romanian education system**

Source: <http://ec.europa.eu/eurostat>

A percentage of 74% of young people in Romania have confidence in the Romanian educational system.

**Table 1. PCs on levels of education and residence areas**

Levels of education	Years						
	2010	2011	2012	2013	2014	2015	2016
	UM: Number						
<b>Total</b>	347009	339750	347293	356776	371687	373476	382807

Source: <http://statistici.insse.ro/shop/>

At our country level, the number of computers in the school laboratories has increased from 347009 in 2010 to 382807 at the end of 2016. An increase of approximately 40000 computers.

**Table 2. PCs on levels of education and residence areas**

Residence areas	Years						
	2010	2011	2012	2013	2014	2015	2016
	UM: Number						
<b>Urban</b>	249448	244009	250740	259257	272156	274904	283266

Source: <http://statistici.insse.ro/shop/>

In school units in the urban area, the number of computers reaches in 2016 a value of 283266.

**Table 3. PCs on levels of education and residence areas**

Residence areas	Years						
	2010	2011	2012	2013	2014	2015	2016
	UM: Number						
Rural	97561	95741	96553	97519	99531	98572	99541

Source: <http://statistici.insse.ro/shop/>

Compared to the urban environment, where there is a large number of computers in school units, in the rural area at the level of 2016 these components of the education infrastructure reach a number of 99541.

**Table 4. PCs on level of education in Dâmbovița**

Levels of education	Macro regions, regions of development and counties	Years				
		2010	2011	2012	2013	2014
		UM: Number				
High school education	Dambovita	2281	2342	2338	2268	2310

Source: <http://statistici.insse.ro/shop/>

At the level of high school education in Dâmbovița County, the number of computers available has increased in 5 years by 29. Very little increase.

### 2.2.2 Access of young people to computers and Internet

In order to identify the frequency of computers and Internet use in our country, was taken over and processed the information obtained from the survey conducted by the WORLD VALUES SURVEY website, in 2016. This is an international site specialized in the analysis of living, working and educational conditions of the population. The poll was applied by mail to young people aged 18-60 and the sample had a number of 1503 respondents.

**Table 5. Access to Internet**

TOTAL	Age			
	18-29 years	30-49 years	Over 50	Don't know
Occasionally	44.0%	12.3%	30.1%	72.5%
Frequently	19.0%	15.5%	31.5%	9.9%
I don't know	34.6%	71.9%	37.9%	12.5%
I don't answer	1.4%	-	-	3.4%
I don't have	0.3%	-	-	0.7%

Source: <http://www.worldvaluessurvey.org/WVSONline.jsp>

**The first question: How often do you use the computer?**

To this question the respondents replied as follows: 44% respondents aged 18-29 stated that they use it occasionally, 19% frequently, and 34% responded that they do not know.

**The second question: People use various sources of information to find out what is happening in the country and around the world. For the Internet, please tell me if you use it daily, weekly, monthly, rarely or never to inform you.**

**Table 6. Access to Internet**

Answer	Number	Percentage
Daily	474	31.5%
Weekly	106	7.1%
Monthly	26	1.7%
Rarely	143	9.5%
I don't know	735	48.9%
I don't answer	3	0.2%
Total	1503	100

Source: <http://www.worldvaluessurvey.org/WVSONline.jsp>

The Internet, as a source of information is used: daily by 31.5% of respondents, weekly by 7%, do not know - 48%.

**Conclusions**

Young people are, usually, among the first and most enthusiastic users of information technologies. It is often said that they are flexible, creative users compared to adults, having less routines or established habits and being oriented towards innovation and change.

As young people make the transition from their family to a wider culture of their colleagues, they find that the Internet is a key resource through which they can build their identity, but also mediate social relationships. The risk of harming children's safety and social development draws the attention of academics, the population and the political environment. Young people explore new activities, especially on social networks, and adult control is very important (of parents and teachers).

All the objectives formulated in the part of the methodology of research have been achieved and the hypotheses have been verified as a result of the relative and absolute frequency. Even if there are risks of using computers and the Internet, one can conclude that their role in the learning process of young people should not be diminished.

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