

Evaluation of Pedagogical Process Quality of Chosen Subject Education through Research of Students' Opinions

Katarína Čulková¹, Mária Antošová¹ & Katarína Teplická¹

Abstract

According Council of Europe quality of education has to become one of the decisive goals in all schools. Pedagogical process presents considerable part of education, in which new demands are expecting in present time from all pedagogic employees. In the frame of pedagogical process quality finding in the frame of chosen subject we made research of students opinions and we obtained results that could motivate to providing of possibilities for education quality increasing and securing of higher success of subject studying.

Keywords: Quality of education, level of pedagogical process, financial management

Introduction

Quality is one of the most frequent words, used in present time in sphere of industry, business and services in economically developed countries of the world. Qualitative education presents condition for providing of permanent innovation of qualitative products and services. (Turek, et.al, 2011). In Decree of European Counsel is emphasized that quality of education has become one of the decisive goals of all types of schools and quality of education must be provided at all levels and all areas of education. (Council of the European Union, 2000).

OECD deals with analysis of education in member states that publish every year publication Education at a Glance. Experts of education constructed broad scale of indicators of education systems, including universities education.

¹ Technical University Košice, FBERG, Letná 9, 040 01 Košice, 055/602 3116.
Email: katarina.culkova@tuke.sk

Indicators show, who participates at education, what are financial expenses on education system, and how education system acts, as well as what are results of students and influence of education to volume of incomes and employment.

Analysis enables individual states to analyze their education system from the view of international comparing. Similar publication is Key data on Education in Europe, published by European Union. In spite of number of data, enabling comparison of education system in Slovakia from the view of various indexes with education systems in EU, any publication contents information about quality of pedagogical process. (Turek, et.al, 2011). In Slovakia agency ARRA (academic ranking and rating agency) deals with evaluation of universities, which evaluates regularly schools in Slovakia according orientation, but not according education quality and pedagogical process. (Turek, et.al, 2011)

In present time quality has generally dominated character in all areas of life. After entering of Slovakia to European Union there is necessary to reevaluate attitudes of Slovakia to quality and to result from the needs and demands of European Union also in area of quality providing. Increasing of education quality is considered as basic condition during providing of competitiveness of institutions that provide education. Providing and development of quality is generally considered as permanent process, which could be totally applied also to the quality of pedagogical process. (Krpálková, Krištofiaková, 2008) On the other hand quality providing demands that educators need to have confidence in their teaching ability, especially when working with students with special needs (Everling, 2013).

Methodology

In the frame of research we searched education of chosen subject - Financial management that is orientated to obtaining and development of basic knowledge and skills of students in area of corporate finances management.

The subject should to contribute to development of students' skills in area of financial decision, planning, financial analysis and control, as well as organizing of financial processes and by this way to create assumptions for possible ranking of absolvent to management of production corporate, since in condition of market economy financial management present necessary part of managing process.

By absolving of Financial management students could increase level of their theoretical knowledge about corporate finances, communications skills during negotiation about financial sources, to learn how to think creatively in area of investment decision and to obtain practical skills during application of financial processes in practice.

Increasing of pedagogic process level is in competence of pedagogue and level of education quality is possible to increase through obtaining of students' opinion through questionnaire. Students of first class of daily studying in study program Management of earth sources during summer semester had been requested during academic year 2012/2013 in the frame of Financial management studying. Following questions have been formulated in the questionnaire:

1. education of subject has been made in proper space, with correspondent equipment and didactic technique
2. education of subject had been provided by convenient, available studying materials, and expert literature
3. teacher formulated clearly at the beginning of semester demands, criteria and rules for successful absolving of subject
4. subject has logical, premeditated and compact conception
5. severity of the subject was adequate to the given level of study
6. lectures have been interesting, with attractive content, clear, with application for practice and with certain contribution for student
7. seminars were properly lead by teacher, useful and practical
8. teacher acted like expert, motivated students to studying of given subject
9. teacher managed pedagogical process properly, his utterance was clear and clear, with useful information, he answered questions of students
10. teacher led students to discussions, to cooperative and individual work, with critical and creative thinking
11. teacher used didactic technique during pedagogical process properly, as well as computer, internet, studying materials, etc.
12. teacher has pleasant utterance, he has partnership, opened, accepted and emphatic relation to students
13. in case of need he helped students also except time of pedagogical process, and he provided correspondent consultation

14. absolving of the subject presents contribution for students, subject is interesting.

Findings of Study

Questionnaire had been given to 26 respondents (students). From 26 questionnaires 26 pieces had been returned. Success of questionnaire research is therefore 100%. Table 1 illustrates answers of respondents.

Tab. 1 Answers of Respondents to Questions 1-14

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Evaluation 4	17	16	19	10	6	4	10	9	11	6	19	9	7	8
Evaluation 3	7	9	7	12	15	13	12	11	6	13	7	12	9	10
Evaluation 2	2	1	0	4	4	8	4	5	9	6	0	5	10	8
Evaluation 1	0	0	0	0	0	1	0	0	0	1	0	0	0	0
Evaluation 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average	5,2	5,2	5,2	5,2	5	5,2	5,2	5	5,2	5,2	5,2	5,2	5,2	5,2

Legend:

4 – best evaluation

3 – good evaluation

2 – average evaluation

1– bad evaluation

0 – the worst evaluation

Answers to 1st question had been provided in following structure: 17 respondents marked possibility 4 (the best evaluation), 7 respondents marked possibility 3 (good evaluation). Two respondents expressed, they consider average suitable conditions for studying of the subject. Mentioned good evaluation of space, equipment and didactic technique is still consequence of permanent improving of pedagogical process equipping.

According opinions of students studying of subject is provided by study material sufficiently (16 excellent and 9 good evaluations). One evaluation is average. Positive evaluation reflects result of sufficient number of study materials with number of solved tasks and case studies.

Students evaluated good formulation, explanation of criteria for subject absorbing very high (19 excellent and 7 good evaluations). Majority of requested respondents marked possibility 3 – good evaluation to question about logical conception of thematic units of the subject. Similarly majority of requested students considered question No 4 as possibility 3 – good evaluation, ranking of individual themes is considered as correspondently difficult for given level of study. One respondent did not answer to the question.

Respondents consider lectures as interesting, with attractive content, 4 students considers lectures as very interesting, 13 students as interesting, 8 students as average lectures and one student as not interesting. Weak evaluation could result from the statistic that some students do not participate at the lectures regularly, while problems of one lecture connect with following lecture.

As for evaluation of seminars, majority of answers inclined to possibility 3 – good evaluation of seminars. Little bit lower number of evaluations belongs to excellent evaluation. Teacher of seminars is not equal with lecturer; therefore there is uncertain, if students expressed their opinion only to the content of the subject, or to leading of teacher as well.

Evaluation of expert level of teacher was similar as during answer to question No 7. Five students consider expert level of teacher as average and one student did not express his opinion.

Majority of students that participated on questionnaire are very satisfied with utterance of teacher, with his communication skills and with management of pedagogical process. Little bit few answers belong to average character.

Majority of requested students considers teacher's leading to creative, individual work as good. Similar number of answers belongs to evaluation as excellent and average.

One student evaluated leading go individual and cooperative work as negative. Own opinion of pedagogue to given question (in the sense of students evaluation) is rather different. Students are in spite of challenges at lectures inactive without interest to express their opinion to studying problems.

Majority of students evaluated positively using of various studying materials, didactic technique in the frame of pedagogical process. It results from central providing of classroom with computer and data projector.

According majority opinions of students, pedagogue has good utterance and positive relationship to students. Neither one percentage of requested consider utterance of pedagogue as average.

Majority of students evaluated possibility of consultation as average till good. Integral part of internal decree of pedagogues is announcing of consultations. But in the frame of given semester students did not use any consultation. Information about consultation students can find at internet as well as on billboard. Therefore their answers are questionable.

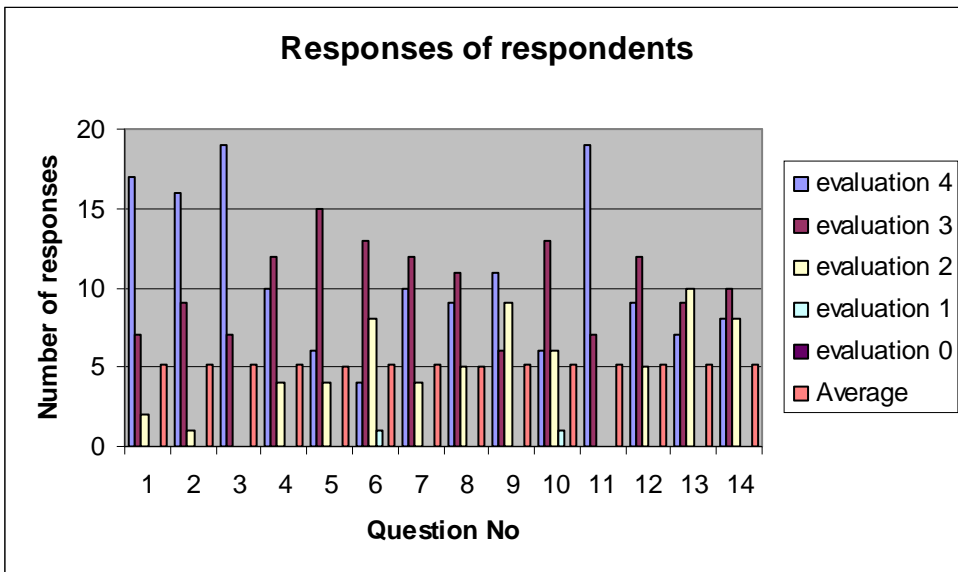


Fig. 1: Evaluation of Respondents Answers to Question 1-14

According majority of students' opinions studying subject presents contribution, similar number of students consider subject as interesting. Neither of students consider subject without contribution. Subject could be contribution also in the sense it presents prerequisite subject of next subjects absolving – Financial investment in the frame of higher level of study program Management of earth sources.

Discussions

According obtained information and their evaluation we can determine basic problems in area of pedagogical process of chosen subject, as well as its contribution.

Tab. 2 Main Problems and Contribution of Chosen Subject Studying

Main contributions	Main problems
Using of didactic technique Qualitative prepared conditions of subject absolving Providing of subject with study materials Expressly defined goals and criteria of subject absolving Defining of goals during lectures and seminars Low level of students knowledge from prerequisite subjects	Demanding study materials Low level of discussions during lectures Shortage of tools for creativity Lack of participation, or not regular participation of students at lectures Low interest about individual work Not using of possibility to consult with pedagogue

Present state is possible to solve through finding of new sources for concrete tasks solving for practice using, as well as decreasing of theoretical content with greater impact to creative solving of practical problems and change of teaching content from the view of severity. Possible quality increasing lies also in using of new didactic tools and increasing of attractiveness of given subject importance. Increasing of pedagogic process increasing demands also removing of disinterest about given subject studying and increasing of students participation at lectures for example through better management of pedagogical process and better relation among students and pedagogue.

Conclusion

Through research of students opinions about education of chosen subject we found out that pedagogical process is made as a whole in proper space, with correspondent equipment and sufficient number of study materials, as well as with proper formulation of problematic and explanation of criteria for subject absolving. Respondents consider lectures as interesting, with attractive content and according majority of opinions absolved subject is very interesting with contribution for students.

Quality of subject education is possible to increase by motivation of students to participation and discussion during lectures, through development of creative thinking and deepening of problematic from prerequisite subjects with using of new didactic tools, etc. Results of research could help to increase quality of pedagogical preparation with aim to critically evaluate and applied deliberately preparation of subject during pedagogical process – during lectures as well as seminars. Contribution had been made in the frame of project KEGA No 015-TUKE-4/2013 Business competences essentials for non-economists.

References

- Blaško, M.: Tvorba programu výučby. [online]. [cit 2011-12-01]. Available at: <<http://web.tuke.sk/kip/main.php?om=1300&res=low&menu=1310>>.
- Csikósová, A., Teplická, K., Seňová, A.: Communication and humanization of university education through e-learning. *Procedia - Social and Behavioral Sciences*. Vol. 46 (2012), p. 2978-2982. - ISSN 1877-0428
- Everling, K.M.: Special Education Students in a General Education Classroom: Texas Educators' Perspectives. *Journal of Education and Human Development*, Vol. 2 No. 2, December 2013, p.1-14.
- Key Data on Education in Europe 2009. Brussels: Education, Audiovisual and Culture Executive Agency, 2009. ISBN 978-92-9201-033-1. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/105EN.pdf.
- Krpáľková, Krelová, K., Krištofiaková, L.: Quality of education process. Available at: http://www.mtf.stuba.sk/docs//internetovy_casopis/2008/3/krpalkova_kristofiakova.
- Turek, I., Albert, S., Blaško, M., Zeľová, A.: Manažérstvo kvality na vysokých školách. Technical University Košice, 2011.
- Zeľová, A.: The creation of European higher education area – unwanted consequences. Proceedings of the Joint International IGIP-SEFI Annual Conference 2010: Diversity unifies-Diversity in Engineering Education, 19th to 22th September 2010, Trnava, Slovakia. - Brussels: SEFI, 2010 P. 1-7. - ISBN 978-2-87352-003-8