

A POSSIBLE MODEL FOR ANALYSING THE PRACTICAL NEEDS OF STUDENTS IN ECONOMICS-PRACTEAM MODEL

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Data presented in this paper are part of the activities of the PRACTeam project "Practice of students in economics. Inter-regional partnership between universities and the labor market" project co-financed by European Social Fund Operational Programme Human Resources Development 2007-2013 - "Invest in people! "Contract no. POSDRU/90/2.1/S/64150. Identifying the needs of practice activity had as research tools: focus group and questionnaires. Research subjects were third-year students who have completed the practical work from all three partners: Oradea, Timisoara and Suceava. The results obtained in this research were the basis for discussions during the workshop PRACTeam between student representatives, tutors and practice coordinators. Based on the central elements and highlighted problems were developed materials for both tutors and students. The specific objectives of identifying needs for practical training were: to determine administrative and organizational elements deemed most appropriate for students in terms of practical training, identifying methods of communication between all stakeholders (students, coordinators and tutors of practice) the most suitable in terms of training students, identifying the strengths and weaknesses in relation to the conduct of practical training. Presentation integrates the results with emphasis on elements that can be improved, structured around the following areas: evaluation of the internship, access into the practice, conduct practical work (satisfaction with the relationship with the tutor, satisfaction with relationship with practice coordinator, student satisfaction with the activity, satisfaction with knowledge, skills acquired in satisfaction with the practice, satisfaction with communication with colleagues) positive, negative aspects, students' views on improving practice activity.

Keywords: needs analyses, students, practice coordinators, tutors, practice activity.

JEL Classification: M53, M54

Introduction

According to the law "practice is the work of students, in accordance with the curriculum, which aims to verify the applicability of their theoretical knowledge learned in the training program."

Increase skill practice and increase the students' work skills leads to better employability of the labor market, with positive effects on employment, labor productivity and wage levels. This is possible by adapting the needs of students to both supply and needs of labor market.

According to sociological theories, identifying needs involves collecting data on those in need, their environment, the problems faced and solutions to these problems. Needs analysis is part of needs with the needs assessment that involves synthesizing information obtained in the stage of identifying needs, setting priorities for the decider.

The data of this study were obtained by questionnaires and focus group and are the result of identifying the needs of students who have completed the practical training. The results from this needs assessment were the basis for discussions during the Workshop PRACTeam presented to the student representatives, tutors and practice coordinators. Based on the central problems and issues that emerged from this survey, practice materials for both tutors and students were developed.

Objectives

The specific objectives of identifying the needs for practical training were:

- Determination of the administrative and organization considered most appropriate for students in practical training,
- Identify methods of communication between all stakeholders (students, coordinators and tutors to practice) the most appropriate in terms of students in terms of practical training,
- Identify strengths and weaknesses regarding the conduct of practical training.

Identify needs of students on practical training was conducted by: Applying a third-year student questionnaire that followed the practice at each partner 3 focus groups with students in third year of study, one from each partner. The 627 questionnaires were applied and interpreted as follows: 194 in Oradea, 212 in Suceava and 221 in Timisoara. 3 focus groups were organized as follows: 9 students in Oradea, Suceava 14 students and 12 students in Timisoara.

Although data analysis and processing of focus groups revealed that positive elements do exceed the negative ones in terms of practical assessment activities from students, the presentation is focused mainly on elements that can be improved structured in the following directions:

Evaluation of the practice activity -Identified Problems

Regarding the assessment made by the students, the majority stated that it reflects the efforts and results achieved by students, but there were exceptions, which showed the best responses in focus groups conducted with students. The most important aspect in this regard was the work of the teacher coordinator in situations where students were happy, practice coordinators were described as "objective" and constantly monitored the work of students, working with the tutor from the company where students have completed the practice.

1. Working poor or lack of collaboration between practice coordinators and practice tutors.

"to be assessed correctly there must be collaboration with the practice coordinator" (student-Suceava P2); "nobody was interested in what and how we got the ratings firms. He put some questions without actually knowing what you did in the practice activity. I had colleagues who did not practice at all, did the project as required but did not practice. He did not actually practice. His work was like any theoretical project." (student P2-Suceava)

2. Low practice coordinators involvement in the monitoring the student activity: "Maybe teachers should call and check Since we oversee, the teacher receives a bonus for that, they should make a bit of interest if all received money from that." (student P1-Timisoara)

3. Severity and fairness of the practice coordinators and fairness in the evaluation process:

"I really did not seem right to me. Because the new area I had made a folder with a certain content. I scored a 10 and I did everything I had to do in that folder, and others who were not even a quarter of that file have taken all the same grade." (student-Univ. Oradea)

Access to practice unit

Access to practice facilities, reported by students participating in the focus group is made mainly by personal relationships: "My mother knew someone from the Carpathian Bank but could not take me there and then spoke to someone at the Romanian Bank." • Searching one: "I went to the bank that are in the area and I've got Banc Post card from them, was close to home and I went to ask them and I was accepted"

Carrying out practical work

Elements of communication-with peers, the coordinator, faculty tutor, networking, organization, administration, accumulation of knowledge, skills, strengths, weaknesses.

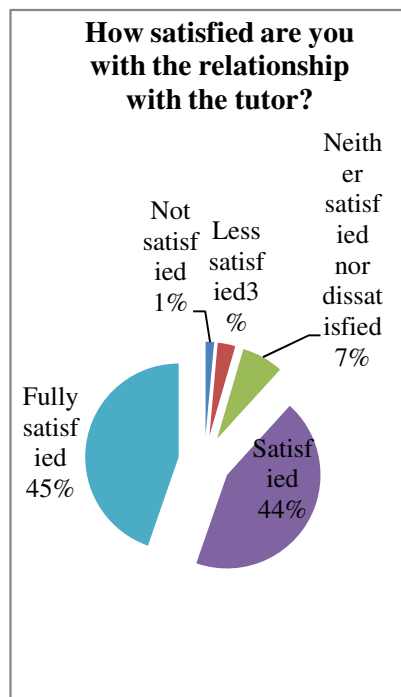


Fig.1. Satisfaction with the tutor relationship.....

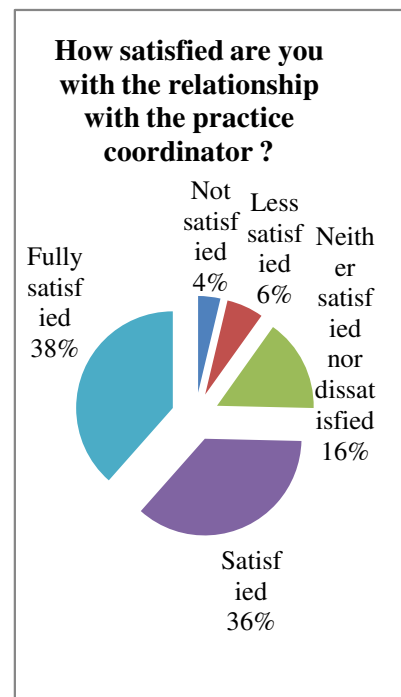


Fig.2. Satisfaction with the relationship with the coordinator of practice

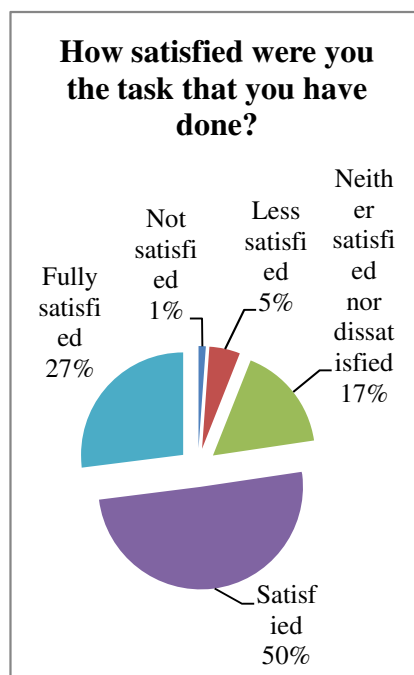


Fig.3. Satisfaction with work

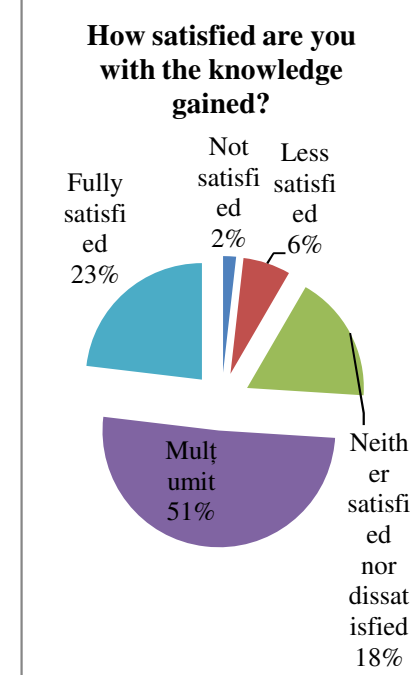


Fig.4. Satisfaction with knowledge gained

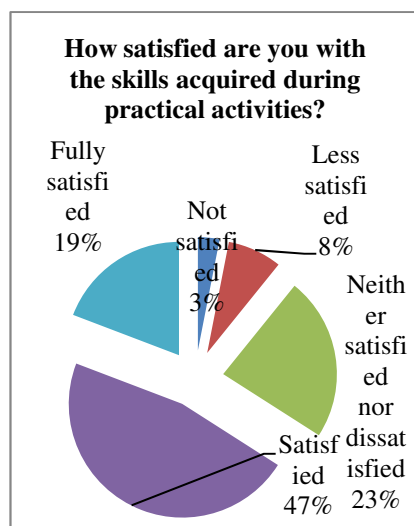


Fig.5. Satisfaction with the skills during practical activities

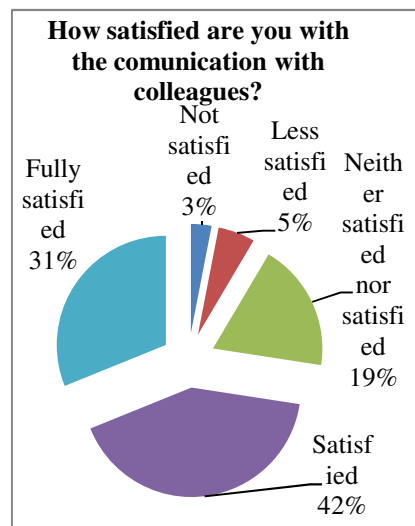


Fig.6. Satisfaction with the acquired communication with colleagues

Positive aspects The analysis of data on positive aspects, most responses were for knowledge / skills gained (321 responses) responsibilities (132 responses); Negative aspects

In order of most responses to the negative aspects category: they did not given me too much responsibility (114 responses), the indifference from the employees (129 responses);

Opinions on improving students' practical work

1. Practice calendar so as not to overlap with the holidays. Practice period: in this sense the most comments were related to students unable to participate during the summer because they are working or wish to do so. There have been several recommendations are to be held within three weeks during the semester or one day a week throughout the semester.
2. Duration, the problem appears to be contradictory: too much time considering some students and others as insufficient for a good education.
3. Compensation or reimbursement for student: " (...) To work in a restaurant, simply take advantage of you, make you do all sorts of activities for which others get a lot of money and make you think that they do you a favor that they write a certificate at the end"(student P1-Timisoara).
4. Contacting companies - units of practice by faculty representatives: "I think that would help us a lot and faculty if they conclude some contracts between companies and faculty, a kind of collaboration. [...] Should be appointed and companies from one person to take care of us that handle our training, "(student P2-Suceava)
5. Targets and a work plan to the student: "Companies that get students to practice have developed programs, objectives so that students learn something from practice." (Student P2-Suceava)
6. In addition to the recommendations of students explicit mention one aspect that I consider particularly important in the organization of the practice, as shown in group discussions: student involvement and accountability to the work that was taken. The need for involvement / responsibility of students: "Q: And then what have to be changed in your opinion? A: The attitude of the student. If the student wants he will find a certificate. "(student-P1-Timisoara). "I think it depends on the objectives that we have when we practice. It's not just the companies' blame. It is also our fault, because if we do not want to learn as much, we have no interest, no

one in forced to do anything. I believe that is possible in Suceava. If you are interested and want to do something - you can."(student P2-Suceava)

Conclusions:

- The needs of students identified by this study, come to once again emphasize the need for dialogue between the actors involved in the practice and pursuit of improving teaching practice in both the organization and in terms of content.
- The objectives of our project aims, through its three years activities to cover the practical needs of students so that results from this needs assessment were the basis for discussions during the Workshop PRACTeam between student representatives, tutors and practice coordinators. Based on the central problems and issues that emerged, were developed practice materials for both tutors and students.

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