

THE TEACHER-STUDENT RELATIONSHIP - CHANGES IN UNIVERSITY EDUCATION

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Summary: *The success of adapting the teacher's behavior to the course and communication with students doesn't come from superficiality and training. Therefore, the movements of the teacher, his posture and gestures, the setting and orientation of the view, along with countless clues, some almost subtle are contributing greatly with the achievement of the communicative performance. Attractive, eloquent and inspired presentations, dynamic, consistent and constructive learning meetings are the fruit of experience and training, self-motivation and permanent self-evaluation.*

In this relationship the most important is the affective climate and the types of behaviors in the class. If this climate is loaded with positive elements the results of knowing the students, self-knowledge and professional affirmation and formation, motivation, will be very good. Focusing on the relationship aspects it's raising the statut and the image of the teacher by accentuating formative valences of the educational process and didactic communication.

Today, this scenario is focused on the continuous progress of the teacher and his preoccupation to train students in consistent, challenging and attractive conversational interactions in which the teacher accomplishes the role of resource and the student accomplishes the role of an explorer, partner, builder of his own progress. The relationship between student and teacher depends also of the teacher's capacity to motivate students to acquire their ideas, convictions and values of taught courses. Certain is that the dialogue which both educational actors is exerting one upon the other depends of the quality and the depth of that relationship built between then the relationship influenced by verbal communication competence, nonverbal and paraverbal competence of the teacher but also of the students.

Key words: *university education, change, adaptation, student-teacher relationship, dialogue.*

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1. CHALLENGES AND CONTINUITY IN UNIVERSITY EDUCATION

The importance of university education is unanimously recognized because it's seen in the future mood of a nation. The institutions of university education are the main generators of cultural division's core. The purpose of college education, in the first place

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is to answer to the specific needings of education and professional development, also to answer to the social and economic progress of the community (local, regional, national). The institution of high education serves to this purpose just in the measure that satisfies this needings at a quality standard that allows to a person and also to the society to become better in a globalized environment characterized by competition and dynamism.

A teenage who become a student, he's achieving in the years of university classes new behaviors and he's manifesting in real situations, behaviors learned before. Any student must to profit of his previous experiences, to prove his adaptability at some situations and to achieve another experiences. At one and the same time, one and the same individual can be a model and a learner.

It is well known that in schools you can't learn everything. The selections of knowledges is made by some rules:

- Cultural fundamentals
- Social choices
- Principles
- Different logic

In schools is necessary to specialize the classes, meaning that is required that beside the academic education to exist an another educational institution adapted to the society. When the curriculum is made up it's important to produce the adaption with the new concepts, structures, own models to there forms and that can be built to help achieving the wanted social transformation.

2. THE NEEDING OF CHANGE IN HIGH EDUCATION

The relationship teacher-student can be seen and analysed by various perspectives:

- The interaction between teacher and student
- Educational meetings based on the human values and professional values.
- The promise from the both categories of people.
- Partnership or taking an educational mutual road
- Dialogue, if the barriers between the won't rise sharing informations will be just from one side and the feedback is going to lose value.
- Mistery
- Sharing informations
- Sharing -> with the meaning of understanding, acceptance

In this relationship the most important is the affective climate and the types of behaviors in the class. If this climate is loaded with positive elements the results of knowing the students, self-knowledge and professional affirmation and formation, motivation, will be very good. Focusing on the relationship aspects it's raising the statut and the image of the teacher by accentuating formative valences of the educational process and didactic communication.

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interactions in which the teacher accomplishes the role of resource and the student accomplishes the role of an explorer, partner, builder of his own progress. The relationship between student and teacher depends also of the teacher's capacity to motivate students to acquire their ideas, convictions and values of taught courses. Certain is that the dialogue which both educational actors is exerting one upon the other depends of the quality and the depth of that relationship built between then the relationship influenced by verbal communication competence, nonverbal and paraverbal competence of the teacher but also of the students.

Nonverbal communication parameters has a big importance to maintain this optimal ratio between student and teacher. These are:

- Mimics and gestures
- Walk and posture
- Clothing
- Parfume
- Make up and accessories
- Visual contact
- Distance between speakers
- Arranging furniture in the classroom

The success of adapting the teacher's behavior to the course and communication with students doesn't come from superficiality and training. Therefore, the movements of the teacher, his posture and gestures, the setting and orientation of the view, along with countless clues, some almost subtle are contributing greatly with the achievement of the communicative performance. Attractive, eloquent and inspired presentations, dynamic, consistent and constructive learning meetings are the fruit of experience and training, self-motivation and permanent self-evaluation.

3. STUDY OF THE MANAGEMENT OF EDUCATION IN UNIVERSITY EDUCATION – APPLIED QUESTIONNAIRE

The Romanian education system has been among the systems where the biggest and fastest transformations have taken place since 1990 and so far. Due to the fact that politics was the one who has an important implication in making decisions and due to the succession of many ministers of education, the rules have often changed and the stated aim was that:

- To increase equity in education
- To improve the quality of education
- In increase efficiency and relevance in accordance with the social changes in our country and in the world.

Obviously, once these transformations have entered education an assessment the effects produced by them is required, compared to the objectives proposed, but also to others education systems in Europe Doesn't differentiate the young people from the majority socio-cultural dominant group from the minority (as number, power, resources). and much more.

In democratic society, the school/faculty has three major roles:

1. Educates educators, children, young people
2. Forms the elites and
3. Doesen't differentiate the young people from the majority socio-cultural dominant group from the minority (as number, power, resources).

The role of universities is successful if they benefit of an efficient management tailored to the changes in society, able to provide new informations with well-trained teachers.

From this point of view, we started a study in 3 cities with well- known universities in Bucharest, Craiova, Cluj-Napoca. The study started from a questionnaire with opened and closed questions and the target group was made up of teachers and students and was conducted for 4 months, between February 2016 and May 2016. The specializations of both categories were different, the questionnaire was self-applied and the number of questions was equal (5 questions for teachers and 5 questions for students).

Sample:

The 86 professors in the university area had a spatial distribution as follows:

- Bucharest 30 persons
- Cluj-Napoca 30 persons
- Craiova 26 persons

The 70 students were distributed as follows:

- Bucharest 40 persons
- Cluj-Napoca 20 persons
- Craiova 10 people

(aici e esantionul pus de dumneavoastra, nu ma pricep sa il pun o sa va las traducerea la cuvintele din ele. Esantion = sample, profesori – teachers, elevi – students.)

The studied sample consisted of 156 respondents (86 professors and 70 students) from the university and these persons had the following weight: 55.13% university professors and 44.87% students. The university professors had different teaching degrees from the assistant to the professor and the respondent students were in the form of day, bachelor and master education. Both categories of respondents came from state and private universities, socio-human and technical specializations.

I. Teachers

Old experience in university education

We considered the age of university education to be an important criterion for evaluation and debate

on management in university education. So, the highest share was recorded by teachers aged between 10 and 20 years = 32% of the respondents and those over the age of 30 year = 31% of respondents. Also, 26% of respondents are 20-30 years old.

The first two categories, namely the number of respondents with 10-20 years old and 20-30 years are teachers who have gone through many changes in terms of career and change social policies since the Revolution in December 1989.

Those who are over 30 years old in university education are those who were also active in the communist regime.

The fourth category of respondent teachers aged 5-10 years had a share of 11% of those who answered the questionnaire. These are the new teachers in the university education system.

Age

Regarding the age of respondent teachers, we tried to make a uniform distribution because the age of teachers may vary, not all young people are in university education, some may turn 25-27 years old (28% of respondent teachers) criterion that meets less in pre-university education. Continuing studies with doctoral studies makes people with a university career more than 25 years old. Laws and changes in the university education system make teachers active around the age of 65, in this respect we have evaluated 26% of the respondent teachers.

Sex: M/F

From the point of view of male / female representations, education the university has percentages that do not differ greatly, so 59% of female university professors and 41% of male university professors participated in the study. In pre-university education the share of male / female teachers was higher in favor of women. In the communist regime the percentage of male teachers was small, after 1990 this percentage started to increase.

- Do you consider that university education has evolved over the past 10 years?

The responses of respondents who consider that there is an evolution in university education are 78% affirmative. Only 22% of respondents felt that they did not feel an evolution in this education system. As we know in the Romanian higher education system, those who have problems are also ethnic minorities, people with special needs and young people from disadvantaged socio-familial and economic backgrounds, as well as other young people. These problems are of a financial nature, of access to universities, of the possibility of attending courses and of not being stigmatized, of integration into student communities in hostels.

- In what sense is the evolution of education beneficial for students?

The respondents consider the evolution of the beneficial education for the students because the latter can easily access some jobs (31% responded to this). The Romanian society through its citizens must develop and take care for a higher degree of social cohesion and economic. Percentages with small differences also have the answers folded over time and interest of the students (24%) and the answers with a high percentage (21%) are those that show that this stage is beneficial to young people towards maturity. These answers come from the mentality that if young people are integrated over a longer period of time in secondary and higher education then they increase the level of knowledge, values, principles and norms that govern that society.

11% of the respondents teachers believe that the evolution of the higher education system makes the students discover themselves and 13% of the responses consider university education as an open gate for continuing postgraduate studies. The social media from which these young people come to manifest itself as such, change is beneficial because students and future graduates will be able to capitalize on their knowledge in various situations and specializations, to develop their creativity, the innovative spirit. All respondent teachers are of the opinion that the student is beneficial to young people who complete a high school and is an alternative to a successful career.

But for teachers?

If all respondents were of the opinion that the evolution in the university education is visible then 38% of them consider that this gives teachers more information and the product of their intellectual work is higher, namely the published books have a greater openness to the public in the country and abroad (27%), books can also be published in other languages (16%) and they can also study abroad (14%). Only a small percentage (3%) think that the evolution of university education is not beneficial for teachers.

Unfortunately, university professors still feel a frustration about small wages, but also the social prestige of the profession. However, those who teach in universities are glad to get so much information they need, but also the content of their publications (books, materials), that they can make it easier to study in other countries. Investment in education for both teachers and students remains ineffective if they are not backed by long-term socio-economic development strategies.

But for society/ labor market?

Responding professors believe that due to the evolution of the university education system, the labor market has multiple choices among young graduates (51%). Certainly there are multiple choice criteria for the labor market and employers have large promotions of graduates from different specializations.

Labor market choices generate competition (20% responded to this) and competitiveness (19% of respondents responded). All the evolution of university education makes these changes in society that always occur to be visible on the labor market (10%).

As we know there are a large number of young unemployed graduates, they also go through transformations that unfortunately are not beneficial to any category of population; neither for parents nor for young people, nor for society as they lead to social inactivity, marginalization, loss of self-confidence, poverty, the practice of other jobs not related to the specialization of the graduate faculty.

After 1990 there were created discrepancies between the needs of the labor market and the increase of the number of specialists in other areas oppressed in the communist regime, namely: economic, legal, medical, informatics. So the neglect was visible.

How would you like to modify the University Programs?

Teachers consider that a change in university programs is necessary and they want to interact with other colleagues from other universities in the country (32% responded) and with other universities abroad (27%). Respondent teachers feel the need to consult and other centrally-funded colleagues from other parts of the country to discuss concretely the objectives of the programs and courses taught to discuss the expected results but also the share of practical and theoretical knowledge in each field. Each university lecturer has the leeway to conceive the structure of the taught courses but regular periodic meetings or an online platform can certainly bring benefits to teachers and universities.

Also teachers are interested in changing the programs to be included courses latest verified information (21% took this view) and 20% want to have access to information through new degree programs for foreign researchers. Respondents teachers are concerned about the quality of the taught courses and want more support from universities to create an online and foreign online learning system where they can collect their future information.

How would you like to approach courses?

The respondent teachers want modern management in university education to use modern teaching methods (63% of respondents) in the new teaching approach, considering that the students will be more attentive, more interested and the notions easier assimilate. If the classroom / amphitheaters will be equipped with such means then the quality of the education will increase, the time for the writing of the courses will be reduced and the students attention will be directed towards debate and understanding. Also the seminars will be more applicable to the notions taught in the course online examples.

24% of teachers believe that some courses have to be more applicable as the basis for further career development is a good balance of concepts with the applied part. Many situations from their students' future work can be solved if the student has already learned from college by examples of how to apply the lessons learned. So, the working time is reduced and the new employee, although young, will prove competent in the labor market.

Effective management in university education should provide for new programs / courses to contain information from other countries (13%), because many situations have easier and more pragmatic solutions in other countries. By comparing the efficiency of jobs in our country and working satisfaction with other people in the same field in other countries, we find that they also use multiple information from the country and from others.

Others: schedule, number of courses, salary...

Many respondents teachers (73%) consider that motivating salaries in higher education can show an efficient management and the quality of education will be the one desired by all categories of students, teachers, parents, the labor market. 27% of them think that if students have a special working arrangement (part-time with motivating salary) then they will no longer care about tomorrow and will have time to attend classes too. All this can be done if we change our social policies and develop effective student policies in other countries.

Do you think the student-teacher team is malfunctioning?

Many respondent teachers (67%) consider that the student-teacher team is malfunctioning and that 33% of them feel that this team works well.

If the answer is yes, why?

Many respondent teachers (59%) consider that these dysfunctions occur due to the reduced frequency of students in their hours and their jobs. Disfunctionality occurs because the teacher does not know his students, they are not in classes, they do not accumulate the notions that are necessary for passing the exams but will also have poor theoretical and practical training in the future. Responding professors say that over the years there is a difference between students who frequently attend courses, seminars and those who are absent for various reasons (job, disinterest).

21% of teachers are of the opinion that there is a poor economic situation for many categories of population, among them parents with students who can not provide a decent living (home or rent, purchase of books / courses, materials , payment of the daily needings, payment of the necessary utilities, telephone, subscription). Students feel many shortcomings from this point of view and will have to supplement their income by missing courses, seminars, and practice.

13% of respondents believe that there are team failures and student indecision, and 7% of teachers consider this disfunctional due to a lack of respect for teachers in university

education, university student behavior, wrong choice in the choice of specialization / university.

II. Students

Year of study

Many of the student respondents attend the 1st to IVth Grade courses - 71% and 29% of those who attended the study are masters. I have selected several respondents who are following the Bachelor studies because they perceive better the transformations in the university education and they are studying for many years but are even more interested. The percentage of those who follow masters studies is rather high given the Bologna System but their interest in recent transformations is much lower.

Age

Most respondent students (81%) are between the ages of 20 and 30 years, considering that they are the most active in terms of completing university studies. 10% of them are between 30-45 years of age, they may be students who are in the second university and 9% are over 45 years of age.

Sex

Respondent students who participated in the study are 61% women and 39% men. Since we applied the questionnaire of different specialization students to collect their opinion on management in university education, then the percentage of men / women does not differ so much.

Do you consider that university education has evolved over the past 10 years?

The percentage of 81% is those who thought they saw an evolution in university education over the past 10 years. Many of these student respondents have relatives, friends, colleagues who graduated from universities in previous years and can see the difference. 19% of respondents do not see this evolution as compared to previous years.

If your answer was "No" to the previous question, argue

To this question the views of the respondent students differ in 7 areas of interest:

- Equal scores (19%) have the arguments that students are only interested in passing the year and passing the Bachelor's Exam to get the Bachelor's Degree considering that it is the one that will guarantee easier access to a job and the lack of concrete practice makes the evolution of education not the desired one.

The Romanian society has developed adaptation behaviors to every change of political regime and not only so that many young people have higher education in areas that are not suited to their personality but consider that a diploma paves them to a good and well-paid job. Some of them do not make the effort to learn from courses and practice either because they do not like it or have no time because they have jobs. This lack of interest is seen later in the workplace because they have to adapt quickly to job requirements and do not have the necessary skills.

- 18% of student respondents consider that evolution is stopped and because the education system is politicized, students and teachers alike are more than sympathizers in political parties. This response also occurred to respondent teachers who are dissatisfied with the change in leadership, program requirements.

- 13% think the same obstacle may arise because students do not practice. Student respondents find it easier to learn and acquire skills if the notions are supported by practice.

- Equal scores (12%) show that education offers nothing new and therefore there is no evolution in university education, but also because teachers are not interested. The system and teachers' attitude is echoing or creating models and student replies. The disinterest of university professors arises from the answer to their question, 73% responded that they are motivating salaries.

- In what sense is the learning evolution beneficial for students?

Students consider the evolution of education to be effective through efficient management because they can better prepare themselves professionally (34%), a fairly high percentage is the respondents who think they can gain more openness to the chosen field, 29% continue the idea that it is only in this way that young people can develop further, following university studies and being a part of the evolution of the university education system, while 7% consider that young people are adapting to the requirements of society.

The Social Cohesion Policy supports the idea that there must be solidarity among the citizens of that country. From this point of view, all citizens have to be supported in order to have access to a job following professional training, to obtain income that will ensure their participation and involvement in social life. Effective management in this regard can provide people with better security and engagement in the labor market for a long time.

But for society/ labor market?

Interesting are the students answers about the evolution of society:

- 34% of them believe that their evolution automatically leads to the evolution of society

- 24% consider that the evolution of education makes graduates better adapt professionally to the labor market and, implicitly, to their needs

- Students acquire a minimum of experience in the labor market (20%) responded to this

- Society's evolution helps graduate students to travel to other countries for specialization

It is natural for students to think about their progress in society, at work and believes that if they acquire the necessary skills they will progress with them and society.

The communist regime there in wage payment a percentage called "loyalty bonus" and was intended for employees who had many years in a job. Today's young people consider this a cap and with no worries change their jobs more often by going on a better pay and professional development.

The current society encourages citizens to be able to work in more jobs according to the legislation in force. People have the freedom to access jobs in other countries because they have a higher salary. Specialization and reliability of the criteria necessary to reach the desired job.

How would you like to approach courses?

Answers of student respondents are equally sensitive when they want a change in course approach, namely:

- 29% want teachers to be more open to students, considering that they have to interact with each other, and the way to approach courses is not a cold teaching but a more open one in which lecture and dialogue are the main coordinates.

Charismatic teachers, open, with a good lecture and well prepared students are valued by respondents as make the hours spent in courses and seminars to be pleasant and

concepts taught to be quickly assimilated and stored in memory for a long time. On the other hand, the courses in which teachers go with the teaching system in previous years where there is a lack of empathy have been unpleasant to students, and the accumulation of knowledge has proven ineffective in time.

26% of students want to take interactive courses considering that the accumulation of knowledge will be better and sedimentation of concepts will be for a longer period. Student respondents want to participate actively in courses, interact, communicate their point of view and thus develop their competencies to communicate in the chosen specialty.

- 24% of students want adapted courses to new times so they consider student stimulation, a good perception of notions

- 21% of respondents want to participate in courses with high applicability in practice. This answer is also found in the respondents teachers who also feel that the practice is helpful for young people.

Student respondents want to participate to attractive and courses with current notions and more practical concepts because they have found that the labor market makes a tough selection and each respondent wishes a job to easily adapt and earn well.

Do you think the student-teacher team is malfunctioning?

And the students believe that the student-teacher team has dysfunctions (71%) and 29% consider this team functional.

Both respondents consider that relations between teachers and students have been syncope and that they have to be remedied because the quality of university education also depends on a good relationship between university actors

If your answer is "YES", why?

44% of students blame their teachers for lack of empathy towards their job and feel they are being penalized because of the poor frequency of classes.

- 21% of student respondents want teachers to communicate with students not only to teach the concepts.

- Also (19%) of students say that many teachers are going out of an old-fashioned course of information and do not adapt their notions to new ones, making them more attractive.

- The student respondents also see the poor functioning of the student-teacher team and the students' lack of interest in other activities specific to the chosen profession - 16%.

Recommendations on quality management in university education

The results of the study show that universities need to develop good management based on immediate results for a good quality of education. The teacher-student team is very important in the evaluations of universities because no one other than university professors can be examples of quality, human and scientific.

On the whole, both students and teachers evaluate the educational process positively, regardless of the component considered, but it will always be necessary for the university rector to steer the university towards results, towards students / master students, for continuous improvement.

We must be concerned with the idea of encouraging education to originality, against conformism in thought. Higher education is not a field like any other, because it is a permanent resource of creativity and criticism, a source of renewal of society. From this point of view, teachers have a primary role in coordinating students / masters, in teaching-

evaluation processes, in their improvement as well as in students. However, we need legislation and quality management in this regard. Not to establish the quality standards of graduates and the list of publications that they know, but to define the rational mechanisms through change, the adaptation to the social context can occur.

One of the important indicators of this process indicated by the responding professors is the maintenance of the Romanian higher education collaboration with the European and international academic environment. It requires an effort to adapt the structure, the offer and the quality of the performance. Quality in the university environment is not an end in itself but a means by which universities are oriented towards performance.

Change in university education has to take place from the classical transfer of knowledge during courses / seminars and applications / research, to the creation of a learning environment where students become knowledge seekers. Teachers become interpreters and tutors for students in this context.

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QUESTIONNAIRE

This questionnaire is intended exclusively for a sociological study on:
Education Management in Higher Education.
Please fill out the section specific to each of your Teacher-Student.
Thank you!

Teachers

Old age in university education

Age.....

Sex: M / F

1. Do you consider that university education has evolved over the past 10 years?

- Yes

- No

2. If your answer was "No" to the previous question, argue.

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.....

3. In what sense is the evolution of education beneficial for students?

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.....

But for teachers?

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But for society / labor market?

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How would you like to change:

University Programs?

.....
.....

How to approach courses?

.....
.....

Other: Hours / No of courses, salary, etc.

.....
.....

Do you think the student-teacher team is malfunctioning?

If "yes", why?.....

.....
.....

-No

Students

Year of study: Bachelor / Master

Age.....

Sex: M/F

1. Do you consider that university education has evolved over the past 10 years?

yes

No

2. If your answer was "No" to the previous question, argue

.....
.....

3. In what sense is the learning evolution beneficial for students?

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But for society / labor market

.....
.....

4.How do you want to change:

How to approach courses?.....

.....
.....

Other: Hours / No of courses,

etc.....

.....

5. Do you think the student-teacher team has malfunctions?

Yes

If so, why?

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.....
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No

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