

## DOES THE PSYCHO-PEDAGOGICAL MODULE TRAIN REAL SKILLS?

**Daciana LUPU, PH. D.**  
**Transilvania University of Brasov, România**  
[dacianalupu@unitbv.ro](mailto:dacianalupu@unitbv.ro)

**Abstract:** *The hereby paper aims to investigate the academic satisfaction degree of the psycho-pedagogical module graduates concerning the within formed competences and skills. One started from the assumption: the students who go through the psycho-pedagogical module are pleased with this, because they are trained, in addition to the specific competences, also a series of transversal competences, important for life. The research group comprised 221 students (1st, 2nd, 3rd academic years- bachelor's degree), students who have completed or are about to complete the psycho-pedagogical module. High level of statistical correlations were found: .904 \*\*, .905 \*\*, .906 \*\* ( $p < 0.01$ ) between the degree of satisfaction and the competences formed.*

**Key words:** *students; the psycho-pedagogical module; didactic competences; skills; transversal competences; degree of satisfaction.*

### 1. Introduction

The teacher is the most important factor in fulfilling the values of a society. The quality of teaching training systems has a great impact in educating future generations, generations that will continue and develop the community's life. However, from past to the present, the criteria that are introduced and implemented in the training of teachers are often contradictory and insufficient, although the process of teacher training is a key process for the quality of teaching in schools (Atac, 2008). In recent years, problems related to the quality of teacher training have led many states to reconsider their teacher training systems and begin their reform. One of the goals set by the European Union, in the Europe 2020 Strategy, is to grow smarter through more efficient investments in education, research and innovation. Moreover, European educational policies set out specific objectives aimed at: improving the quality and efficiency of education and training systems in the EU, improving the quality of education and training of teachers and trainers, developing new skills regarding the social understanding and knowledge of society, ensuring access to digital competences, for teachers ( Stăiculescu, 2013). Thus, within the Ministry of National Education all the components of the teacher training system, must be evaluated through a constant process and must be continuously improved for the training of qualified teachers. (Tarhan, 2015).

## **2. Background**

If we take into consideration the demands of the labour market and also the learners expectations regarding teacher training, they would focus on the following aspects: the needs of future teachers and trainers for practical training and support activities for future teachers, and the learning institutions (Gabureanu, 2015). The results of the research show that there are five factors that influence the effectiveness of teacher training: 1) school preparation, 2) external school factor, 3) the preparation plan, 4) the training process, 5) the supervisory process of the supervisors (Erawan, 2015). To begin with the stated requirements and factors, the teacher training process includes psycho-pedagogical training, teaching the school discipline, as well as knowing the different aspects of life. School education for future generations needs teachers, who are able to reflect on the memories of their own childhood and adolescence, to deepen the awareness of social roles when they were students, and to rethink their practice, as future teachers, in order to build their own professional identity (Sales de Melo, 2015). Teacher's training is a key component of high quality education (Buchberger, Campos, Kallós, Stephenson, 2000). We can also discuss the aspect of transfer in teacher's training, because it shows how trainees (beginner teachers) apply the trained skills. From this point of view, we can also talk about the motivation of transfer.

In the modern education system, the practical implementation of a learning process oriented to the student's personality is one of the strategic priorities. The implementation of a learning process that is oriented to the personality of the students, will be possible if the training is conceived as an activity of communicative and cognitive learning for the teaching staff and for the students as well, aiming at their development (Jumagalieva, Kussainova, Aitjanova, 2014). Teachers have multiple roles that they must play today. In order to perform their roles professionally, teachers need to have competencies in terms of responsibilities towards their students, in the classroom and outside the classroom. An important role teachers play is to provide students with guidance and counseling (Wai, 2014). The advent of information and communication technology has created opportunities to improve the learning process at different educational levels (Lucas, 2017). Educating the teachers with the new technologies is seen as a consolidation of the educational practice (Tondeur, 2018) or as a way of modifying the curriculum and adapting the teaching-learning process to the students (Pegalajar Palomino, 2017).

Teachers play a very important role in achieving a major objective of higher education: stimulating the critical thinking of students. Research should investigate ways to promote teachers' ability to transfer competencies in critical thinking tasks, to provide feedback to students' reasoning, and to their attitude toward teaching by using critical thinking (Janssen et al., 2019). It would also be necessary to train teachers on the matter of reproductive health of adolescents. The results of a research, in the previously mentioned field, showed that training in the field of reproductive health had a significant effect on teachers' knowledge ( $P < \alpha (0,05)$ ) (Fajar, et al :, 2015). Considering the world wide context researches are needed to

understand how cultural diversity beliefs are shaped, experiential learning positively changing cultural diversity beliefs (Civitillo, Juang, Schachner, 2018). It is sad, but trainees are not prepared to face the challenges of cultural diversity, sustainability, although there is also a profile consistent with ecological education focused on sustainable actions (Pérez-Rodríguez, et. al., 2017).

Klassen și Kim (2019) într-un articol analizau metodele utilizate pentru selectarea cadrelor didactice și pentru viitorii profesori care urmează să parcurgă programele inițiale de formare a profesorilor. Au fost analizate 32 de programe de studii care utilizează metode de selecție a profesorilor și care raportează eficacitatea programelor. Concluzia a fost de revizuire a programelor, propunând o agendă de cercetare care are potențialul de sporire a rezultatelor educaționale prin îmbunătățirea selecției viitorilor profesori (Klassen, Kim, 2019). Există semnale primite de la inspectorii școlari, directori, mentori și părinți în legătură cu dificultățile de integrare a aproape 35% dintre cadrele didactice din învățământul preșcolar și primar, profesori care se află la începutul activității lor profesionale. Se propunea ca posibile soluții: criterii clare de selecție a candidaților pentru programele de formare a cadrelor didactice din învățământul preșcolar și primar; coerența și gestionarea practicii didactice; impactul anumitor proiecte asupra setului de calificări al profesorului-debutant (Pălășan, 2015).

Klassen and Kim (2019) have a review that analyzed the used methods to select existing teachers and future teachers who are going to complete the initial teacher training programs. 32 study programs were using teacher selection methods and reporting the effectiveness of the programs. The conclusion was to review the programs, proposing a research agenda that has the potential to increase educational outcomes by improving the selection of future teachers (Klassen, Kim, 2019). There is feedback received from school inspectors, principals, mentors and parents regarding the difficulties of integrating almost 35% of the teachers in the preschool and primary education, teachers who are at the beginning of their professional activity. There were possible solutions proposals: clear criteria for selecting candidates for teacher training programs in pre-primary and primary education; coherence and management of teaching practice; the impact of certain projects on the set of qualifications of the beginner teacher (Pălășan, 2015).

Teachers training has a significant impact on teachers' behaviors and the teaching abilities, as well as on students outcomes. According to the OECD Report (2010), the most effective way to increase the quality of education is to modify the curriculum and the initial recruitment method of future teachers and to develop new means for the continuous training of teachers, who are already active. For now, teacher training worldwide is part of higher education and, therefore, it is imperative to develop synergies between pre-university, university and research levels, depending on the evolution of teaching, learning and the evaluation strategies (Șoitu, 2014). It is imposed, with necessity, to rethink the policies and practices from the initial training of the teachers, in order to obtain a future quality teaching.

There are researchers that are investigating the productivity of teachers, they have come to the conclusion that the productivity of beginner and middle school teachers increases with their professional experience (informal training in the workplace). Also, there is no evidence to show that the grades obtained in the bachelor's years or at the college entrance exam are related to teacher productivity later on (Harris, Sass, 2011).

### **3. Methodology**

#### **3.1. Research objectives**

The research objective focused on: analyzing the satisfaction degree of the graduates of the psycho-pedagogical module regarding the competences formed.

#### **3.2 Research hypothesis**

The main research hypothesis was: assuming that the students who go through the psycho-pedagogical module are satisfied with it, because they are trained, in addition to the specific competences, also an array of transversal competences, absolutely necessary in life.

##### **3.3.1.1. Research method**

The survey was based on a questionnaire, this is the main method used in the research. The questionnaire was built on two main dimensions: competences formed according to the university specialization and competences formed by the psycho-pedagogical module (Alpha Chronbach Coefficient: 0.864).

#### **3.4 Research group**

The research group comprised 221 students (from the 1st, second, 3rd year at the university- bachelor's degree), students who have completed or were currently completing the psycho-pedagogical module (N - 221). Of these, 82.8% (183 subjects) were female, the rest 17.2% (38 subjects) were male. If we take a look at the age distribution, we notice that most of the respondents belong to the age range 21-25 years (84.2% - 186 subjects), next to a small percentage, those aged between 31-40 years (7.7% - 17 subjects), then those aged between 26-30 years (6.8% - 15 subjects) and finally, those over 41 years old (1.4% - 3 subjects). Another criteria of characterization of the researched subjects was: the faculty that they are attending. Thus, most students (33.0% - 73 subjects) were from the Faculty of Psychology and Education Sciences and from the Faculty of Economic Sciences and Business Administration (25.8% - 57 subjects). Then follow the ones from the Faculty of Letters (16.7% - 37 subjects), also students from the Faculty of Physical Education and Mountain Sports (10.4% - 23 subjects), those from Music and Law (5.4% - 12 subjects), Sociology and Communication (1.8% - 4 subjects) and the smallest percentage were from the Faculty of Electrical Engineering and Computer Science (1.4% - 3 subjects). Of the investigated students, the vast majority are attending in the final university year (year 3) - 94.1% - 208 students.

Only 11 students (5.0%) are from year are attending the 2nd year and there were only 2 students (0.9%) are from the 1st year.

#### 4. Results

We will begin the results analysis according to hypothesis: suppose that the students who go through the psycho-pedagogical module are satisfied with this because it trains them besides the specific competences, also a series of transversal competences, absolutely necessary in life. If we look at the degree of student satisfaction with the psycho-pedagogical module, we notice that they are satisfied, in a percentage of 74.2% (164 subjects), as follows: 29.4% - 65 subjects grade the activities from the psycho-pedagogical module to 8, 28.1% - 62 subjects graded the module to 9 and 16.7% - 37 subjects graded the module to 10. A very small percentage, 1.4%, that is, 3 subjects graded to 6 the activities of the psycho-pedagogical module (lowest note awarded).

We questioned the degree students' satisfaction attending the psycho-pedagogical module correlated to an array of competences: didactic competences, transversal competences and competences necessary for the career orientation. As we expected the students satisfaction registered the highest score for the didactic skills: 78.27%, of which 65.61% respondents graded marks of: 8, 9, 10 for the activities of the module for these competences; to these adding a percentage of 12.66% who answered that they are forming didactic skills, but they offer low marks: of 6, respectively, 7. The average value calculated for the didactic skills registers a score of 12.375 (with a standard deviation of 18.48) for the answers affirmative and a score of 10,045 (with a standard deviation of 11.78) for the negative answers.

There was a high correlation .905, at a significant threshold of 0.01. Assessment skills should not be lacking in a teacher. The students appreciate in a high percentage that these types of competences are formed: 71.49%, of which 60.18% respondents who give 8, 9, 10 marks for the activities of the module for these competences; to these, we are adding a percentage of 11.31% who responded that assessment skills are formed, but they offer low scores: of 6 respectively, 7. A high level correlation was measured: .905 \*\* (p - 0.01) .

A teacher plays the role of a manager for the student group, which is why the management skills were investigated. The students of the psycho-pedagogical module declared in a percentage of 52.85% that this type of competences were formed: 47.42% respondents graded marks of 8, 9, 10 for the activities included in the module regarding these competences; to these adding a percentage of 5.43% who respond that management skills are formed, but they have offered low scores: of 6 respectively, 7 grade. The value of the average calculated for the managerial skills registers a score of 10.983 (with a standard deviation of 14.18) for affirmative answers and a score of 9.337 (with a standard deviation of 10.20) for negative answers. A high correlation was registered .905 \*\*, at a significance threshold of 0.01 (see Tables 1 and 2).

A number of transversal competences were also investigated: psychosocial competences, those of relationship-communication and computer use. Thus, psychosocial competences were trained in 59.26% of the students. Of these, 54.29% gived grades of 8, 9, 10 for the activities included in the module for these competences; to them we are adding a percentage of 4.97% who respond that psychosocial competences are formed, but they have offered low scores: of 6 respectively, 7 marks. The average value calculated for psychosocial competencies recorded a score of 10.738 (with a standard deviation of 13.43) for the answers that were affirmative and a score of 9.484 (with a standard deviation of 11.23) for the negative answers. A high correlation was registered .905 \*\*, at a significance level of 0.01. The psycho-pedagogical module forms communication-relationship skills, as the students say, at 61.08% of them. Of these, 51.58% give grades of 8, 9, 10 for the activities of the module for these competences; to them, adding a percentage of 9.5% who respond that communication-relational skills are formed, but they offered low scores: of 6 respectively, 7 mark. The average value calculated for psychosocial competences registers a score of 10.738 (with a standard deviation of 13.43 ) for affirmative answers and a score of 9.484 (with a standard deviation of 11.23) for negative answers. The correlation was high, .906 \*\* (p-0.01) (see Tables 1 and 2). The research also followed the extent to which the psycho-pedagogical module trains students: computer use skills, pre-entrepreneurial skills or research skills. The results show that the psycho-pedagogical module forms these skills only to a small extent: 30.93% of students that say that computer skills have been formed, 37.10% say that research skills have been formed and a slightly higher percentage, 46.6% that pre-entrepreneurial competences have been formed (see Table 1).

**Table no. 1** The degree of student satisfaction regarding the competences formed

The competences formed by the psycho-pedagogical module	Notele acordate de studenți Notes given by students										Ns/Nr
	6		7		8		9		10		
	da %	nu %	da%	nu%	da%	nu%	da%	nu%	da%	nu%	
Psychosocial competences	0.90	0.45	4.07	9.05	19.0	10.41	22.17	5.88	13.12	3.62	11.25
Relationship-communication skills	0.90	0.45	8.60	4.52	16.74	12.67	21.72	6.33	13.12	3.62	11.25
Computer skills	0.45	0.9	0.9	12.22	4.98	24.73	8.14	19.91	5.43	11.31	11.25
Entrepreneurial skills	0	1.36	4.52	8.60	9.95	19.46	14.4	13.57	6.33	10.41	11.25
Research skills	0	1.36	0	13.12	8.14	21.27	11.76	16.29	5.88	10.86	11.25
Managerial skills	0.45	0.90	4.98	8.14	15.75	13.57	19.0	9.05	12.67	4.07	11.25

Assessment skills	0.9	0.4	10.4	2.71	22.1	7.24	23.0	4.98	14.9	1.81	11.2
Teaching skills	0.9	0.4	11.7	1.36	27.1	2.26	23.9	4.07	14.4	2.26	11.2
		5	6		5		8		8		5

**Table no. 2** The statistical averages registered according to the satisfaction degree regarding the competences students were trained for

The competences formed by the psycho-pedagogical module	Media – calculată		Abaterea standard	
	Da	Nu	Da	Nu
Psychosocial competences	10.738	9.484	13.43	11.23
Computer skills	8.863	10.737	0.95	14.39
Entrepreneurial skills	8.641	11.401	0.95	16.22
Teaching skills	12.375	10.045	18.48	11.78
Managerial skills	10.983	9.337	14.18	10.20
Research Skills	8.912	10.888	0.73	15.03

An important aspect admitted by the students was that of the activities concerning career orientation: knowing the personal potential, drafting the CV, respectively, preparing for the participation in a job interview. If we look at the degree of student satisfaction with the activities of knowing the personal potential, pointed out through the psycho-pedagogical module, we notice that they are satisfied, in a percentage of 65.57% (145 subjects), as follows: 44.34% - 98 subjects offered marks of 8 and 9, and 11.76% - 26 subjects give the maximum mark, 10. A very small percentage, 0.9%, that is 2 subjects have given grades of 6 to these activities (the lowest mark awarded).

The degree of student satisfaction regarding the activities of drafting of a curriculum presented through the psycho-pedagogical module, is one of medium-high level: 64.61% - 145 subjects. Of these: 55.56% - 125 subjects offered grades of 8 and 9 and 10, remaining a very small percentage, 0.45%, ie 1 subject giving a grade of 6, respectively 0.9% - 2 subjects giving grade 7, to those activities.

The students are also pleased with the preparatory activities for the presentation at an interview conducted through the psycho-pedagogical module, 69.76% - 152 subjects. These subjects are distributed as follows: 46.6% - 103 subjects offered grades of 8 and 9 and 12.22% - 29 subjects offered maximum score, 10. A very small percentage, 0.9%, ie 2 subjects graded 6 to these activities (see Table 3).

**Table no. 3** Degree of student satisfaction with career orientation activities

Career orientation activities formed by the psycho-pedagogical module	Notele acordate de studenți										Ns/Nr
	6		7		8		9		10		
	da%	nu%	da%	nu%	da%	nu%	da%	nu%	da%	nu%	
Activities centered on knowing the personal potential	0.9	0.45	8.60	4.52	22.17	6.79	22.17	5.88	11.76	4.98	11.7
Activities of writing a CV	0.45	0.9	8.60	4.25	20.81	8.60	22.53	4.52	12.22	4.52	11.25
Training activities to help presentating oneself for an interview	0.9	0.45	8.14	4.52	22.62	6.79	23.98	4.07	13.12	3.62	11.7

## 5. Conclusions

The psycho-pedagogical module has the task of forming a series of competences: teaching competences, transversal competences and competencies necessary for career orientation. The average value calculated for the didactic competencies records a score of 12.375 (with a standard deviation of 18.48) for the affirmative answers and a score of 10.045 (with a standard deviation of 11.78) for the negative answers. The students appreciate in a high percentage that the assessment competences are formed: 71.49%, of which 60.18% respondents who give marks of 8, 9, 10 for the module activities concerning these competences; to these, adding a percentage of 11.31% who respond that assessment skills are formed, but they offered low scores: of 6 respectively, 7 grade. The average calculated for managerial skills records a score of 10.983 (with a standard deviation of 14.18) for the affirmative answers and a score of 9,337 (with a standard deviation of 10.20) for the negative answers. For the psychosocial competences, the average value registered a score of 10,738 (with a standard deviation of 13.43) for the affirmative answers and a score of 9,484 (with a standard deviation of 11.23) for the negative answers. The results show that the psycho-pedagogical module only forms to a small extent the computer skills, entrepreneurial skills or research skills (30.93% of students stated that computer skills were formed, 37.10% plead for research skills formation and 46.6% agreed on entrepreneurial skills formation). A strong point acknowledged by the students was that the activities included in the field of career orientation: knowing the personal potential, drafting the CV, as well as, getting prepared for the participation to a job interview. If we look at the degree of

students satisfaction concerning the activities of knowing the personal potential realized through the psycho-pedagogical module, we notice that they are satisfied, in a percentage of 65.6% (145 subjects). The degree of satisfaction of the students regarding to the activities of drafting a curriculum through the psycho-pedagogical module, is one of medium-high level: 64.61% - 145 subjects. We notice that 69.76% of the students- 152 subjects are also pleased with the preparatory activities that aim presentation to an interview conducted through the psycho-pedagogical module.

## 6. References

Buchberger, F.; Campos, B.P.; Kallós, D. and Stephenson, J. (2000). Green Paper on Teacher Education in Europe. High Quality Teacher Education for High Quality Education and Training. *Umeå (Sweden): Thematic Network on Teacher Education in Europe (TNTEE)*. <http://hdl.voced.edu.au/10707/121203>

Civitillo, S., Juang, L.P., Schachner, M.K. (2018). Challenging beliefs about cultural diversity in education: A synthesis and critical review of trainings with pre-service teachers. *Educational Research Review* 24, 67-83. doi: [10.1016/j.edurev.2018.01.003](https://doi.org/10.1016/j.edurev.2018.01.003)

Erawan, P. (2015). Teacher Training through School-based Program in Participatory Learning Promotion." *Procedia - Social and Behavioral Sciences* 177, 162-168. doi: [10.1016/j.sbspro.2015.02.371](https://doi.org/10.1016/j.sbspro.2015.02.371)

Fajar, W., Waluyanti, T., Budi, Astuti, M., Nursasi, Y. (2018). The influence of health training on teachers and students' knowledge of adolescent reproductive health. *Enfermería Clínica* 28, (supplement 1), 332-336.

Harris, D.N., Sass, T.R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics* 95 (7-8), 798-812. <https://doi.org/10.1016/j.jpubeco.2010.11.009>

Janssen, E., Mainhard, T., Buisman, R.S.M., Verkoeijen, P.P.J.L., Heijltjes, A. E.G., van Peppen, L.M., Gog, T. (2019). Training Higher Education Teachers' Critical Thinking and Attitudes towards Teaching It, *Contemporary Educational Psychology*, Available online 21 March 2019.

Jumagalieva, L., Kussainova, M., Aitjanova, Z. (2014). About Teacher Training for the Work in the Conditions of Personality-oriented Education. *Procedia - Social and Behavioral Sciences* 140, 324-327. doi: [10.1016/j.sbspro.2014.04.428](https://doi.org/10.1016/j.sbspro.2014.04.428)

Klassen, R.M., Kim, L.E. (2019). Selecting teachers and prospective teachers: A meta-analysis! *Educational Research Review*. 26, 32-51. doi: [doi.org/10.1016/j.edurev.2018.12.003](https://doi.org/10.1016/j.edurev.2018.12.003)

Lucas, R.I., Promentilla, M.A., Ubando, A., Tan, R.G., Aviso, K., Yu, D. (2017). An AHP-based evaluation method for teacher training workshop on information and communication technology. *Evaluation and Program Planning* 63, 93-100. doi: [10.1016/j.evalprogplan.2017.04.002](https://doi.org/10.1016/j.evalprogplan.2017.04.002)

Pălășan, T. (2015). Increased Professionalization, Priority of Teacher Training. *Procedia - Social and Behavioral Sciences*180, 930-936.<https://doi.org/10.1016/j.sbspro.2015.02.246>

Pegalajar Palomino, M.P. (2017). Teacher Training in the Use of ICT for Inclusion: Differences between Early Childhood and Primary Education. *Procedia - Social and Behavioral Sciences*237, 144-149.doi: [10.1016/j.sbspro.2017.02.055](https://doi.org/10.1016/j.sbspro.2017.02.055)

Pérez-Rodríguez, U., Varela-Losada, M.,Lorenzo-Rial, M.-A., Vega-Marcote, P. (2017). Attitudinal Trends of Teachers-in-training on Transformative Environmental EducationTendencias actitudinales del profesorado en formación hacia una educación ambiental transformadora. *Revista de Psicodidáctica (English ed.)* 22 (1), 60-68.<http://hepnet.upatras.gr>

Sales de Melo, A.A. (2015). Prospects for the Future of Education. Training Teachers to Think Beyond, *Procedia - Social and Behavioral Sciences*174, 739-744.doi: [10.1016/j.sbspro.2015.01.609](https://doi.org/10.1016/j.sbspro.2015.01.609)

Șoitu L., Ungureanu, R., Rusu, C. (2014). European Partnership for Teacher Training in Universities. *Procedia - Social and Behavioral Sciences*142, 200-206.<https://doi.org/10.1016/j.sbspro.2014.07.685>

Stăiculescu, C., Păduraru M.E. (2013). Initial Teacher Training in Romania - A Critical View. *Procedia - Social and Behavioral Sciences*76, 780-784.doi: [10.1016/j.sbspro.2013.04.205](https://doi.org/10.1016/j.sbspro.2013.04.205)

Tarhan, O. (2015). The State of In-Service Training of Teachers and Teacher Training in National Education Councils. *Procedia - Social and Behavioral Sciences*, 197(25), 378-381. <https://doi.org/10.1016/j.sbspro.2015.07.152>

Tondeur, J., Aesaert, K., Prestridge, S., Consuegra, E. (2018). A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies. *Computers & Education*122, 32-40.doi: [10.1016/j.compedu.2018.03.002](https://doi.org/10.1016/j.compedu.2018.03.002)

Wai, C.L.-Y.S. (2014).The Need for Guidance and Counselling Training for Teachers. *Procedia Social and Behavioral Sciences* 113, 36-43.doi: [10.1016/j.sbspro.2014.01.008](https://doi.org/10.1016/j.sbspro.2014.01.008)