

PROCESS PEDAGOGICAL APPROACHES – A TOOL TO REACH TARGET GROUPS OF UNIVERSITIES

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Abstract: The article deals with classical and innovation methods used in pedagogical process at universities and their influence on development of capabilities of graduates of faculties. Capabilities which students obtain in education process complete their professional profile and can be helpful in ensuring their employability in the labour market. Therefore it is very important to promote process-oriented pedagogical approaches as a specific tool of marketing mix of universities and innovation methods as an integral part of this tool. The use of modern teaching methods is a sign of significant competitive advantage nowadays. Universities should pay attention to examining opportunities to streamline the tools of communication policy in their promotion. Responses to new forms of marketing communication presenting new process-oriented pedagogical approaches can also help universities with redefinition of their target audiences.

Key words: university, marketing mix, process pedagogical approaches, innovation methods, capabilities, communication policy

JEL Codes: I2, M3

Introduction

Universities have a number of tools available for reaching target groups in the marketing mix. In addition to product, price, distribution and promotion these include specific tools such as personalities, physical conditions, participatory engagement and process-oriented pedagogical approaches (Štefko, 2003).

In order to reach the public universities need to prepare attractive tools of marketing mix and clearly define different target groups of the public to meet their needs and requirements. Universities also need to support tools of marketing mix through communication policy appropriately and inform target groups about their special offer. It is very important to pay attention to examining

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opportunities to streamline the tools of communication policy of universities in order to increase an interest in educational services (product of university).

The focus of this article is process-pedagogical approaches, which are a typical tool of marketing mix for educational institutions.

Process Pedagogical Approaches

The principal feature of process pedagogical approaches is (similar to services) large and unlimited variability. Educational programmes can be taught in various fields of study differently. If teachers use effective methods for teaching subjects, it could trigger a positive response in target markets and increase the prestige and popularity of educational institutions (Štefko, 2003). The differential sign of process pedagogical approaches is teaching by using innovative methods. Compared with classical methods (a lecture, seminar, discussion, demonstration, etc.) aimed at conveying information, innovative methods aim at developing student's personality, his or her creativity, flexibility and performance (Cristinel, 2010a) and thus these modern methods prepare him or her for succeeding in the labour market.

In modern times, experiential programs are new trends represented by wide spectrum of various methods and forms usage (social identification, participation methods, model situations, case studies, discussion, experiential exchange, specific practical cases solutions, video trainings, briefings, creative workshops etc.) that sell the models of personal development to students helping them to find life balance, adopt effective access to the work and problems (Hrehová – Gluchman, 2011, p. 131-135).

The uniqueness of innovative teaching methods as an integral part of process pedagogical approaches is that they can adjust instruction so that students could develop specific capabilities required by economic practice – potential employers in businesses and organizations, firms and companies (domestic and foreign). Educational institutions and universities have to prepare students in line with practice requirements and development of companies, organisations and the region where these operate (Ferencová, 2011).

Some competencies come naturally, while others need to be learned and practiced. The set of core skills can be used to determine whether an individual will be successful in a management role, and variations of this general skill set are frequently used to evaluate candidates during the interview process (more research: To find character of manager's personality profile on level of professional qualifications) (Hrehová – Žiaran, 2011, p. 17-31).

On the grounds these facts we focus on finding out whether there are relationships between selected capabilities required by economic practice and innovative teaching methods.

Objective and methods

The research objective was to find out opinions of graduates of University of Presov in Presov, Faculty of Management on relationships between the use of innovative teaching methods and selected capabilities required by practice. The survey was also oriented to exploring relationship between classical and innovation methods employed in pedagogical process at university in which are main methods used to develop capabilities of students with respect to labour market and requirements by practice.

Teaching methods used in university pedagogical process were divided into two groups. Classical methods (KM1 – KM4): a lecture, seminar demonstration, discussion and innovation methods (IM 1 – IM8): role-plays, brainstorming, case study, workshop, games to develop work and life situations, creative projects, games to develop managerial skills and problem solving.

The results were evaluated by correlation analysis. The relationships between process pedagogical approaches (classical and innovative methods) and individual capabilities (C1 – C18) required by economic practice were verified, for example: self-knowledge improving, encouraging self-examination, effortencouraging, overcoming shyness, overcoming stage fright, overcoming distress, encouraging responsibility for preparing something, preparing students for getting success under control, preparation for management failure, readiness for improving, improving verbal expression and non-verbal expression, enhancing self-esteem, releasing tension, promoting cooperation, logical thinking development, leading to tolerance and trust.

The research was carried out on research sample of students of the 1st degree of university education. 257 students were involved in the research. During a one-month period in 2011 participants answered questions in a questionnaire. The research sample consisted of 132 students (51.36%).

The participants were students of the Faculty of Management University of Presov in Presov (26.52 % men, 73.48 % women) at the age of 20 - 21. They study different fields of study (53.79 % Marketing, 13.64 % Human Resources, 32.57 % Tourism).

The description of research sample of respondents is in Table 1.

	Frequency	Percent	Valid Percent	Cumulative Percent
Man	35	26,52	26,52	26,52
Woman	97	73,48	73,48	100,00
Marketing	71	53,79	53,79	53,79
Human Resources	18	13,64	13,64	67,43
Tourism	43	32,57	32,57	100,00
Σ	132	100	100	x

Table 1. The description of research sample
Source: own processing

Results and discussions

In process pedagogical approaches at university classical and innovation methods of teaching are used Data in Figure 1 show that the most frequent classical methods are discussions (CM4) the most frequent innovation methods are games for developing work and life situations (IM5), games for developing managerial skills (IM7) and creative projects (IM6). The least frequently used include a demonstration (CM3) and case study (IM3).

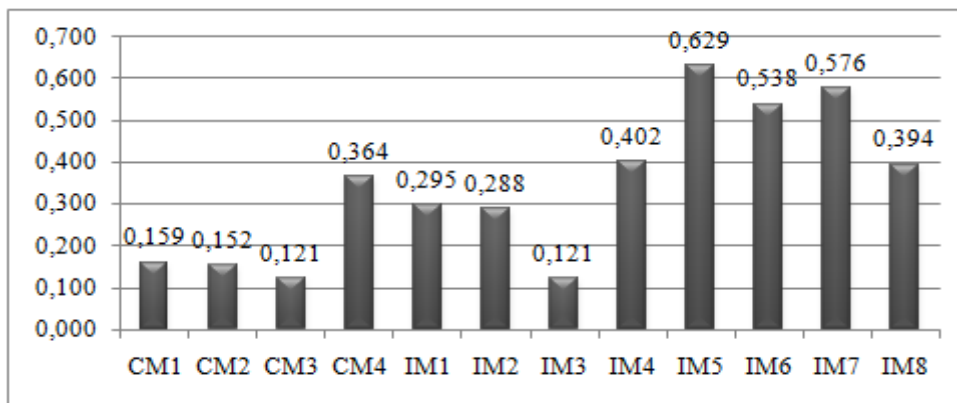


Figure 1. Classical and innovation methods in university pedagogical process
Source: own processing

The relations between different methods as an integral part of process pedagogical approaches at university is confirmed (Table 2.):

- lecture and seminar (CM1 – CM2; p=,000),
- lecture and discussion (CM1 – CM4; p=,031),
- seminar and discussion (CM2 – CM4; p=,000),
- seminar and brainstorming (CM2 – IM2; p=,044),
- seminar and problem solving (CM2 – IM8; p=,002),
- discussion and brainstorming (CM4 – IM2; p=,020),
- discussion and creative projects (CM4 – IM6; p=,009),
- discussion and problem solving (CM4 – IM8; p=,003),
- role-playing and games to develop work and life situations (IM1 – IM5; p=,003),
- brainstorming and creative projects (IM2 – IM6; p=,036),
- games to develop work and life situations and games to develop managerial skills (IM5 – IM7; p=,024).

It follows that there are mutual relationships between conventional teaching methods themselves, innovative teaching methods themselves, but also relationships between conventional, traditional and innovative methods. This can ultimately contribute to more dynamic teaching process pedagogical approaches – it can be seen as a positive phenomenon.

	CM 1	CM 2	CM 3	CM 4	IM1	IM2	IM3	IM4	IM5	IM6	IM7	IM8
C M1	p= - --	p=,0 00	p=,0 64	p=,0 31	p=,0 96	p=,1 11	p=,7 43	p=,4 91	p=,1 16	p=,7 39	p=,3 18	p=,1 87
C M2		p= -- -	p=,6 71	p=,0 00	p=,1 24	p=,0 44	p=,7 55	p=,3 18	p=,0 73	p=,2 78	p=,8 02	p=,0 02
C M3			p= -- -	p=,2 30	p=,8 75	p=,1 61	p=,9 61	p=,1 64	p=,6 07	p=,7 48	p=,1 35	p=,2 12
C M4				p= -- -	p=,6 42	p=,0 20	p=,5 16	p=,1 17	p=,6 61	p=,0 09	p=,8 17	p=,0 03
IM 1					p= -- -	p=,7 47	p=,3 16	p=,6 05	p=,0 03	p=,9 93	p=,5 54	p=,3 60

IM 2	p= -- -	p=,4 15	p=,1 44	p=,2 20	p=,0 36	p=,4 13	p=,9 91
IM 3	p= -- -	p=,1 64	p=,6 07	p=,4 60	p=,6 74	p=,2 12	
IM 4	p= -- -	p=,9 06	p=,2 15	p=,3 76	p=,4 99		
IM 5	p= -- -	p=,1 91	p=,0 24	p=,5 35			
IM 6	p= -- -	p=,2 74	p=,1 52				
IM 7	p= -- -	p=,9 83					
IM 8	p= -- -						

Table 2. The relationships between methods in university pedagogical process
Source: own processing

Through correlation analysis we also found out that correlation coefficient value was 0.4959 on the basis of which we can conclude that a linear relationship between lecture (CM1) and seminar (CM2) according to the students could be characterized as medium.

Innovation methods, which are used in process pedagogical approaches at the university, have a direct influence on capabilities of students and graduates.

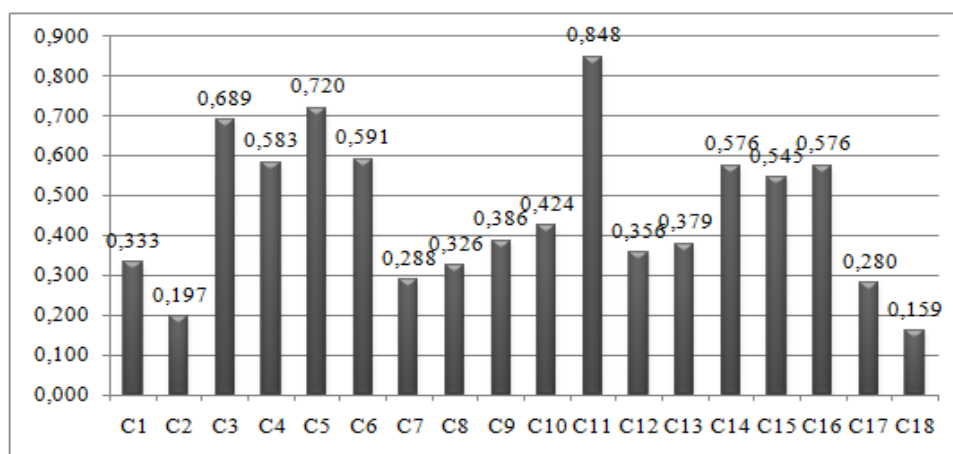


Figure 2. Capabilities and innovation methods

Source: own processing

The relationships between methods in university pedagogical process were confirmed:

- role-playing and self-knowledge improving (IM1 – C1),
- creative projects and self-knowledge improving (IM6 – C1),
- problem solving and self-knowledge improving (IM8 – C1),
- games to develop managerial skills and encouraging self-examination (IM7 – C2),
- brainstorming and effort encouraging (IM2 – C3),
- role-playing s and overcoming shyness (IM1 – C4),
- playing roles and overcoming stage fright (IM1 – C5),
- games to develop managerial skills and overcoming stage fright (IM7 – C5),
- creative projects and encouraging responsibility for preparing something (IM6 – C7),
- problem solving and encouraging responsibility for preparing something (IM8 – C7),
- brainstorming and preparing for management failure (IM2 – C9),
- role-playing and readiness for improving (IM1 – C10),
- case study and readiness for improving (IM3 – C10),
- workshop and readiness for improving (IM4 – C10),
- games to develop managerial skills and readiness for improving (IM7 – C10),
- role-playing and verbal expression improving (IM1 – C11),
- brainstorming and verbal expression improving (IM2 – C11),

- games to develop managerial skills and verbal expression improving (IM7 – C11),
- problem solving and verbal expression improving (IM8 – C11),
- games to develop managerial skills and releasing tension (IM7 – C14),
- role- playing and cooperation promoting (IM1 – C15),
- workshop and logical thinking development (IM4 – C16),
- games to develop managerial skills and logical thinking development (IM7 – C16).

	IM1	IM2	IM3	IM4	IM5	IM6	IM7	IM8
C1	p=,043	p=,788	p=,190	p=,534	p=,164	p=,049	p=,537	p=,032
C2	p=,531	p=,468	p=,057	p=,846	p=,291	p=,668	p=,007	p=,435
C3	p=,202	p=,001	p=,088	p=,349	p=,064	p=,270	p=,325	p=,228
C4	p=,043	p=,402	p=,210	p=,976	p=,566	p=,364	p=,555	p=,811
C5	p=,012	p=,483	p=,762	p=,654	p=,193	p=,131	p=,013	p=,340
C6	p=,993	p=,164	p=,531	p=,334	p=,224	p=,500	p=,391	p=,902
C7	p=,747	p=,414	p=,415	p=,380	p=,455	p=,003	p=,413	p=,018
C8	p=,905	p=,801	p=,905	p=,395	p=,988	p=,432	p=,226	p=,248
C9	p=,718	p=,036	p=,657	p=,582	p=,148	p=,204	p=,820	p=,489
C10	p=,035	p=,735	p=,001	p=,007	p=,170	p=,511	p=,016	p=,293
C11	p=,038	p=,044	p=,755	p=,988	p=,073	p=,715	p=,027	p=,041
C12	p=,062	p=,640	p=,738	p=,481	p=,196	p=,336	p=,062	p=,264
C13	p=,929	p=,528	p=,974	p=,738	p=,369	p=,452	p=,059	p=,635
C14	p=,835	p=,228	p=,135	p=,590	p=,424	p=,148	p=,010	p=,983
C15	p=,010	p=,626	p=,227	p=,147	p=,415	p=,065	p=,050	p=,196
C16	p=,554	p=,963	p=,338	p=,049	p=,127	p=,695	p=,000	p=,146

C17	p=,653	p=,319	p=,762	p=,654	p=,615	p=,232	p=,613	p=,340
C18	p=,533	p=,619	p=,694	p=,836	p=,281	p=,420	p=,164	p=,726

Table 3. The relationships between innovation methods in university pedagogical process and capabilities

Source: own processing

Through correlation analysis we also found out that the students' correlation coefficient value was 0.3177 (P-Value =.000), on the basis of which we can conclude that a linear relationship between games for developing managerial skills (IM7) and logical thinking development (C16) can be characterized as medium according to the students.

Based on the results of the research we can conclude that graduates of University of Presov in Presov, Faculty of Management obtain capabilities by innovation methods of teaching which are the part of requirements for practice and are formulated in advertising: self-knowledge, engagement, stress management, verbal expression, personal productivity, group management and teamwork (for more Ferencová – Jurková, 2010).

It will be interesting to find out whether using innovative teaching methods has a real impact on developing selected capabilities of students.

Conclusion

Economic study programmes (for example 3.3.15 Management) based on education seek to develop students' preconditions for the ability to compete at economic and financial positions and in many kind of businesses and other organizations (Štefko, 2012). In order to be successful in the labour market it is also important to develop students' personal capacities and skills.

Process pedagogical approaches can prepare students for meeting needs and requirements of potential employers. They can increase the quality of education system at all levels (for more Cristinel, 2010b), they can have a significant influence on the quality of education provided by a concrete university and also on the quality of the relationships between university and its target groups. However, target groups should be aware of this specific tool of marketing mix of education institutions. Universities should promote it by means of unusual tools of marketing communication with an emphasis on e-communication. According to research results, good communication could change the attitudes of

an individual or group of people regarding a certain entity (European Commission – EUROPE 2020).

Process pedagogical approaches promote teachers as stakeholders of educational institution and e-communication promote it to all target groups – mostly prospective students.

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**PEDAGOGICZNE PODEJŚCIE PROCESOWI – JAKO NARZĘDZIE
UNIwersYTETWO W CELU DOTARCIA DO GRUP DOCELOWYC**

Abstrakt: tematem artykułu jest pedagogiczne podejście procesowe. W przypadku gdy nauczyciele stosują skuteczne metody nauczania, mogą wpływać oni na pozytywną reakcję mającą miejsce na rynkach docelowych a także zwiększyć prestiż i popularność instytucji naukowych. W porównaniu z klasycznymi metodami (wykład, seminarium, dyskusja, pokaz), które mają na celu przekazywanie informacji, metody innowacyjne mają na celu rozwijanie osobowości uczniów i ich możliwości, więc metody te przygotowują uczniów do odniesienia sukcesu na rynku pracy.

處理的教學方法 - 一個工具來達到大學的目標群體

摘要：本文的重點是教學過程的方法。如果教師使用有效的教學方法，它可以觸發在目標市場的積極響應，並增加教育機構的威信和知名度。旨在傳達信息的傳統方法（講座，研討會，討論，演示）相比，創新的方法，著眼於發展學生的個性和能力，因此這些現代化的方法準備在勞動力市場上的學生成功。