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## Strengthening of penetrability of education between secondary school and university – case study of economics

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### Abstract

The article uses primary research and describes situation of economics subject teaching at selected secondary schools and universities in the Czech Republic. In the first part of the paper the teaching of economics at secondary schools is evaluated. The second part deals with economics teaching at economic universities. The third part evaluates questionnaires of economics students at Business Academy and Higher Professional School of Social Work Ostrava. After presenting methods and techniques of research, the article presents the obtained results of primary research by descriptive method. The parts of the article are also methodical recommendations for secondary schools and universities teaching of economics. The article shows various directions which can lead to improving of efficiency of pedagogical process and simultaneously shows ways to strengthening education penetrability.

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### 1. Introduction

The aim of article is based on the provided research to evaluate education of economics at secondary schools and universities and consequently strengthen possibilities of penetrability of economics study between secondary school and university (Meszlenyi et al., 2003).

In practical orientation of the article we can ask 2 elementary questions. The first one is: What is contemporary level of penetrability at secondary schools and universities by comparing of their curriculums? The second one is: How should their curriculums look like to strengthen penetrability and consequently make the journey of the secondary school student into university easier? It is necessary to map which parts of economics subject are the

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easier and which the most difficult. For that reasons the questionnaire was implemented. Its results are listed in the article.

Teaching economics at secondary schools is relatively new trend at secondary vocational schools mainly economic oriented. It is like that due to the fact that it was very difficult to implement the subject into structures of economic subjects before introducing Framework Educational Programmes by Ministry of Education. Even today there are some schools where there is a place for economics only as a part of business economy subject.

Meanwhile at economic universities the economics is a traditional subject in bachelor study, no official study exists which would solve penetrability of economics between secondary schools and universities.

The proposed article can be taken as a case study, which enlarges the topic by new knowledge and can offer certain lead in curriculum modifications at secondary schools as well as at universities. Sometimes it is much easier to view the processes of real economic life only from unstoppable developing globalizing tendencies view and not only in ICT development (Hanclova & Doucek, 2011). However, if we want our students to succeed in the environment, it is necessary to start as soon as possible with adapting new conditions and impulses coming from the outer environment (Hanclova & Doucek, 2012). The environment is represented by compatible curricula at secondary schools and universities.

## 2. Materials and methods

The research, which was a primary source of information to teaching of economics at secondary school and university, evaluated situation in 2013. Totally, 23 secondary economic schools and 12 universities were involved. The list of all involved schools is in the appendix A. Let's identify methods and techniques used at the research of the topic:

Analysis – in research, the addressed secondary schools and universities are evaluated at economics teaching, which were willing to provide data directly or the data were taken from their official websites.

Synthesis – partial analyses (outputs of the schools) are mutually bound and unified.

Induction – it is possible to presume *ex ante* that certain causality will occur repeatedly towards deductions of more general conclusions.

Deduction – based on certain premises about economics teaching it is possible to reach to more complex view on efficiency of educational process.

Comparison – the obtained results of partial evaluations are mutually compared.

Questionnaire survey – with regard to the fact that a practical part comes out of questionnaire survey at known respondents, the technique of direct observation is used. The students fill in an anonymous questionnaire see appendix B, in the end of winter and summer term. The results serve teacher as a feedback and especially inspire teachers of higher efficiency of educational process. Evaluating has been provided continuously since 2006, when economics teaching at OA Ostrava was introduced. The evaluating questionnaire survey towards quality and content of the economics teaching at Business Academy and Higher Professional School of Social Work Ostrava was provided annually in lessons at approximately 90 pupils. It was in the 4th year of study at Business Academy and Economic Lycee branches. The questionnaire was filled in directly in the lessons. It ensured 100 % of recoverability of the questionnaires and reliability of research. The obtained answers were evaluated in 3 study groups, the first part for Business Academy, the second part for Economic Lycee. Further, the obtained answers were sorted according to the highest frequency (absolutely in the number of respondents, relatively in percentage representation), which were reached in the research. The summary results of the primary research during years 2006–2013 are introduced in the article, in the part devoted to presentation of questionnaire results as a complementary source of primary research of penetrability.

## 3. Results and discussion

### 3.1. *Teaching economics at secondary vocational schools*

By evaluating of economics teaching at secondary schools we have to bear in mind that Framework Educational Programs enabled schools to better adapt on outer conditions and accommodate composition of taught subjects to

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