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October 01, 2018
Prof. Dr. Muzaffer ELMAS
Sakarya University

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INTRODUCTION OF RESEARCH UNIVERSITIES AND RE-POSITIONING OF ART FACULTIES IN TURKEY

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ABSTRACT
In this paper, I aim to discuss the introduction of research universities into the Turkish university system and its relevance for fine art faculties in Turkey, the possible impacts it will have on the position of art departments in relation to the changing ideas of university. In this regard, I will discuss what happens to "academic research", how it is defined under this new scheme and where does the particular form of artistic practice stand in this context. The recent introduction of research university concept urges us to think what art has art anything to do with research, and hence, what status artistic thinking holds in the newly emerging academic model. This current discussion allow us to focus on the marginal status of art education within the academia and how this exercise on thinking the position of art schools in relation to the academy can help us to reimagine both the university and artistic thinking anew.

INTRODUCTION

With the opening of the academic year 2017 we saw the introduction of research university concept into the Turkish university system. In comparison to the long tradition of research universities across the world, the idea came as something new for the Turkish academia. Ten universities were selected as research universities after a accreditation process under the "Mission Differentiation and Specialization Project", that aims to foster the universities to be specialist in particular fields and thus to "be more visible in international arena" ("Meeting with Representatives of Research Universities at CoHE", 2017). Among the selected universities three of them hosts Fine Arts Faculties, and it brings up the question of what role art faculties could play within this new scheme, what would their position be in this setting. This paper is concerned with the new conditions the fine arts faculties find and will find themselves in, to position art schools and particular manner of thinking in and through arts.

THE IDEA OF WORLD UNIVERSITY

A research university is defined by Turkish Council of Higher Education as "an institution that produces knowledge by cooperating with disciplines and institutions within the scope of the priority objectives and fields of Turkey, train people with doctorate degrees who are experienced in research and is ranked highly in international ranking systems"(ibid.). Thus, one of the main motivation of a research university is defined as international recognition and the urge to become a "world university". This is where I want to start with, with the idea of world university.

"In Defense of the School", Jan Masschelein and Marteens Simons (2013) discuss the mission of the school, as the realm of free thinking and making, a time dedicated to unmediated, non-instrumentalised endevaour for all kinds of human activities. In line with Pierre Bourdieu (2016), who reminds us the original meaning of "schole" as a place for all the other forms of human activities that need uninterrupted and slow time against the speed production of industrialised knowledge (Bourdieu, 1996), the school and in particular the university is defined as a place for non-instrumentalised knowledge. Thus, when we talk about "world university", it is crucial to remember how do the knowledge, research,education engage with the world we live in.

This idea of education as an engagement with the world is stressed by education theorists Gert Biesta as well (2017). What education should provide is an encounter with the reality of the world, the world we share with others. As Biesta argues, while the times we live in is shaped by the rhetorics of shopping, the act that is focused on immediate satisfaction of our desires, until something newly desirable emerges, education is also affected by this trend. In this setting, students expect the university to give them what they want to learn, to provide the means, skills, knowledge for achieving their career goals. Nonetheless, the education should prompt us to "rearrange our desires" so that we turn towards the world and learn to be together, and not to be at the centre of our own worlds.

Thus, the main mission of education is to teach us what we do with our desires, desires shaped by our times obsessed with easily satisfiable but unsustainable urges, that create subjects who are focused on fulfilling their desires all the time, but a desire always remain to be unfulfilled.

A world university, in that sense, gives space to "transform knowledge and skills into 'common goods'"[1] , as Masschelein and Simons states (2013, p. 10). What is suggested by this "common goods" is not another excuse for instrumentalisation of education as it is demanded by funding schemes or university policies seeking immediate outcomes, measurable quality. Rather, it is a call for "public use of reason", "public gathering" in which we can find possibilities for thinking the world we live in afresh (Masschelein & Simons, 2009, p. 237), in the smallest details that goes unnoticed, that might deem unimportant, that might not produce immediate results to be measured in the yearly performance reports.

A look back at the definition of research university by CoHE shows us the risky instrumentalisation of research and of the universities, yet not limited only to our local case:
"It develops its budget as a result of its research activities and products gaining value, increases the share it gets from other research funds through productive research and tries to take part in the future of its society, which it is a part of, with the social value it creates" ("Meeting with Representatives of Research Universities at CoHE", 2017).

Here we see a dangerous deviation from the autonomous idea of university, of university as an unmediated time dedicated to thinking and making of the world. A deviation from the idea of academic research as free thinking and into becoming part of research and development scheme, that fosters edu factories working for knowledge economy. It is the human as a capital that these schemes aims at, to realise the economic motivations of free market. To link research to financial profit already situates research within the industry or the agendas of the funding bodies determined by the dominant trends, which leaves the unforeseen potential of other research fields aside. To define research in such terms is particularly grave for the kind of research and knowledge produced by so called soft-sciences, humanities and inevitably for the arts.

ART AND ACADEMIA: AN UNEASY RELATIONSHIP

Art theorist and philosopher Gerald Raunig finds autonomous milieus in art academies in as much as small universities to resist this trend (2016). Raunig emphasises the possibility to stand against such an instrumentalising mentality in such institutions and to turn back to the idea of university as a realm for making and thinking of the world. An institution inquiring into the knowledge of our current reality becomes central in this regard to imagine a future world. In the utopian core of art practice as well in radical predagogy we can find this urge for imagining "diverse visions of the future" (Aronowitz & Giroux, 1986).

What lies in the future is determined here and now. What we can envision about our future is very much defined by our present, how we engage with our position here and now. Nonetheless, as radical pedagogists Henry Giroux and Stanley Aronowitz remind us, it is the power that determines what is worth engaging with, researching, what is useful knowledge and what are the reasonable methods and means to realise this interest (1986). Here comes in the redundant, idle practice of artistic thinking. A form of thinking and inquiry that is useless if we define education and research in measurable terms. In this regard, it is crucial to discuss the connections between "art and academia", but an academia that increasingly measures its success with the collaborations of industry, with its ability to produce profitable knowledge, thus increasingly shaped by a commercially oriented, industrially defined idea of education and research.

DEBATE ON ARTISTIC RESEARCH

The recent debates looking into the connection between art and academia emerges in the aftermath of Bologna accord, introducing structural changes for transferable degrees. Amidst this debates, the focus on artistic research brought heated discussions about what academic research has to do with the art practice, and accordingly the position of art schools within academia. The debates evolve around whether we can call the particular form of thinking artist produce as research, whether art produces knowledge, and if so, what kind of knowledge is at

stake, how do we define the basic tenets of academic research in relation to art practice. Triggered by the new regulations fostering transferable degrees and introduction of third cycle programmes that are defined by its research based character, the discussions focus on locating the idea of artistic research within the map of academia and to locate the form of thinking art produces in and against the main tenets of academic research paradigms.

Institutionally, these discussions on artistic research met with recognition as well as resistances by research centres and funding schemes, and changed the infrastructures defining research today. In Northern Europe and Scandinavia, the overall inclination is supportive of the emerging field of artistic research (Borgdorff, 2017). Swedish Research Council, for example, has a separate committee assessing artistic research. Similarly Austrian Science Fund established a Programme for Arts-Based Research. In Norway, artistic research is already recognised as it is evident by their Artistic Research Programme. In Denmark, there is a funding programme for artistic research under the Novo Nordisk Foundation. Thus, there is more and more acceptance of the term artistic research and new models of art PhDs that looks unfit for a conventional model of academic research.

So how does artistic research fit or doesnt fit into the world of academic research and moreover how could it fit into the entrepenurial idea of research? Following Henk Borgdorff, we can come to a broad definition of research as "an original study, often within a single discipline, to enhance our knowledge and understanding. It begins with questions or issues that are relevant in the research context, and it employs methods that are appropriate to the research and which ensure the validity and reliability of the research findings"(2009). Regardless of disciplinary differences, this is how research is broadly defined in academic setting. Artistic research, in this sense seems to hold a marginal status with its idiosynranic ways of reflecting on the world, building up unexpected relationships with the world and disseminating its insights that manifest unusual, unexpected aspects of the world. Nonetheless, it does not fundemantally differ from academic research, if we are to understand the academic mind in a wider perspective. String theory expert Robbert Dijkgraaf states that "scientific research is about doing unpredictable things, implying intuition and some measure of randomness" (in Borgdorff, 2009). In a similar line anthropologist Tim Ingold highlights the parallells between anthropology as one of the most "an-academic discipline" (2013, p.

2) with its practice based attitude and its highly questionable objectivity. Reflecting on the “intrinsically haphazard endeavour” of fieldwork practice common across many disciplines, Dona Davis' account also comes closer towards artistic thinking (2007, p.3). All in all, these reflections stands against the traditional claims for clear cut, objective research outcomes that seems to define an divide scientific from artistic research.

THE LEGACY OF TURKISH ART EDUCATION

In Turkish context, the lines between art and science, art and academia and art and research is clearly and unproblematically demarcated to such an extent that what we define as research is oriented towards a technological innovation and profit, and consequently the possibility for discussing artistic research is readily excluded. Now with the new scheme of research universities, the unsteady position of art faculties within the Turkish academia is once more confirmed. Among ten research universities accredited this year, three of them hosts art faculties yet there is no stated regulation on how the process will develop so far. Nonetheless, the statement of CoHE as well the attitude of university boards manifest that the scheme does not cover art faculties, it does not consider art as a valid field of research.

It is interesting to compare the rich discussions on artistic research emerging in the aftermath of Bologna process and the silence one finds in the Turkish context. Actually, the tradition of third cycle education in art in Turkey has a long history in comparison to most of its counterparts in the world. Right after the foundation of the CoHE in 1981, third cycle programmes were introduced in art. Yet, to emphasise the difference between art and science, artistic thinking and scientific research, an idiosyncratic qualification programme was devised that was coined as "Proficiency in Arts". The term already manifest the marginal status artistic research holds within Turkish academia.

THE TRADITION OF TURKISH ART EDUCATION AND DEBATES ON RESEARCH

At this point, one should look into the legacy of art education and where it brings us amidst the debates regarding academia and its research culture, academia as a realm for free thinking and making. Across fifty-two state and three private institutions of fine arts programmes (Gürelli, 2016), the mainstream art education model at present in Turkey largely relies on a formalism with an emphasis on inborn talent à la academic model, in which the master grants the disciple the privileged title of the artist. The overall look of art education in Turkey is a mixture of academic and modernist art education with an aspiration to catch up with the contemporary forms of artistic thinking that locates itself upon an interdisciplinary ground. On the other hand, the existing perspectives on art education relies on pedagogical models that stand in conflict with such an interdisciplinary approach with its focus on mastering technical skills and following a feudal model for education (Slager, 2015, p.18).

These models become obsolete to meet the demands of a research based art practice that urge us to think art as a critical engagement with the world (Maharaj, 2010), where "reflection and research are closely interwoven with artistic practice" (Wesseling, 2011, p.3). Conceptual artist Joseph Kosuth defines the role of art schools as one of institutionalising art. An art school that defines its educational programme as one of passing on the technical knowledge of a medium, be it painting, sculpture or let say new media confines itself to the mastery of the rules, canons, "traditions and habits of art within a social order" (1991). What he proposes instead is an education questioning what art is, its boundaries that reaches towards other fields. The post-60's art world regards art practice very distant from a discipline based art education that passes technical knowledge of a medium and that encourages rote learning of the artistic canon. Informed by the ideas of conceptual art that seeks skills fostering a critical engagement with the world and locates art practice as a cultural practice within the expanded site of art, understanding of research in and through art becomes relevant within contemporary art practice. As the field of art expands towards non-art realms other means to grasp and reflect on this expanded field redraws the boundaries of art practice rooted in social, political and historical processes that needs readdressing within art education. Thus, the world of contemporary art practice, as well as the world of academia meet in their aspiration to inquire into the world and reflect on it.

In this sense, it is crucial to position academic and artistic modalities of thinking in relation to each other in equal terms, thus, reimagining art education as well imagining academy anew. It is only then we will have a stronger position in and against the newly introduced schemes, sometimes in the name of regulations regarding research universities or introduction of research support/promotion criteria that do not recognise the specific character of our field. Thus, we need to defend a model of thinking in and through art independent of the commercial grip of the market on the one hand and on the other the "banking system" of education that determines what questions are worth asking.

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LEGAL ARRANGEMENTS FOR THE DISABLED STUDENTS IN HIGHER EDUCATION INSTITUTION AND THE CONFIGURATION OF THE DISABLED STUDENT UNIT AT SAKARYA UNIVERSITY

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ABSTRACT
According to Article 26 of the Universal Declaration of Human Rights "Everyone has the right to education. Higher education, according to their ability, everyone must be open with a full equality ". According to this matter, physical disability should not hinder the individual's right to education. In addition, with the rapid changes in the field of health and psychosocial rehabilitation, along with the efforts of the disabled individual to exist within the society, the disabled individuals have started to take active place in the life. The number of students with disabilities in universities is also increasing and it is necessary to carry out multi-directional studies towards the needs of these students. In this respect, the Higher Education Institution has prepared the "Higher Education Institutions Handicapped People Consultation and Coordination Regulations", in which the regulations to support the students who will organize the learning process of the disabled students are included. With this regulation, the Higher Education Institution requested the formation of student units with disabilities from universities. The purpose of this study is to evaluate the process of structuring the disability student unit in Sakarya University and the work carried out in this process in accordance with the legal regulations for disabled students in Higher Education and related legislation. The study was prepared by process analysis and a descriptive method.
Keywords: Higher Education, Disabled, Disabled Student Unit

INTRODUCTION

The World Health Organization has developed three different categories of definitions for the concept of "disability". According to the who; Impairment: Psychological, physiological and anatomical (physical) structure in health and lack of function, abnormality, Disabilty: Disability or inability to perform an activity in normal or normal limits, Handicap: It is currently defined that an inadequate or excused cause and a restricted or nonexistent role of anticipated roles due to age, sex, social and cultural factors (WHO ICDH-I / 1980).

The definition of the Presidency of the Office of the Prime Ministry, which accepts disability as an "apology", is as follows: "Persons who have lost their physical, mental, spiritual, emotional and social skills at various levels, unable to comply with the requirements of normal life, who are disabled, born or subsequently suffered any illness or accident" (STS, 2002).

The declaration of the rights of persons with disabilities was accepted by the United Nations on 13 December 2006, Disabled rights declaration, since 28 October 2009 Turkey was put into the force. This agreement is a holistic approach to the rights of persons with disabilities. Article 24 of this Convention includes regulations on the right to education (Universal Declaration on the Rights of Persons with Disabilities, 2006). States that states should provide access to disadvantaged persons on equal terms to the general public without further discrimination of vocational education, adult education and lifelong education ". It also states that "States parties should ensure that reasonable arrangements are made in accordance with the needs of disabled people for this purpose" (Universal Declaration on the Rights of Persons with Disabilities, 2006). When considered in this context, it is necessary to make arrangements for disabled people in educational institutions and in this direction the need and spread of these regulations in all areas of life is born. Various legal arrangements for disabled people have begun to be made.

1. LEGAL ARRANGEMENTS FOR STUDENTS WİTH DİSABİLİTİES İN THE HİGHER EDUCATİON İNSTİTUTİON

The most important legal regulation for students with disabilities in universities is "Advisory and Coordination Regulation for the Disabled of Higher Education Institutions". Regulation on "Higher Education Institutions Consultation and Coordination Regulations for the Higher Education Institutions" was prepared and accepted on 20/06/2006 (Regulation on Advisory and Coordination of Higher Education Institutions, 2006) based on Article 15 of Law No. 5378 dated 1/7/2005 and Amendment of Certain Laws and Decree Laws . An important revision was made to this regulation in 2010 (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

The aim of regulation is: *"To arrange the procedures and principles of the disability counseling and coordination unit, the Student Selection and Placement Center, and the units related to the disability to be established within the universities of the Higher Education Council", in order to take the necessary measures to facilitate the education life of the students with disabilities and to make arrangements in this regard"* (Regulation on Advisory and Coordination of Higher Education Institutions, 2006).

The structure and functions of the units in the Regulation are defined as follows: "In the presidency and responsibility of a vice-rector who is responsible for the education and training of higher education institutions, coordinating lecturers or assistants specializing in the field of disability or specializing in the area close to the field of special education, faculties, colleges and institutes to be appointed by the administrator or academic representatives selected from the academic staff, students with disabilities are formed directly in order to determine the needs of disabled students for their administrative, physical, housing needs and social and academic areas, and to determine what needs to be done in order to meet these needs and to plan, implement, develop and evaluate the results of the studies. Higher education institutions allocate from the source budget necessary to realize the goals of these units. The working procedures and principles of the units are determined by the higher education institutions." (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

Duties of students with disabilities in higher education institutions "To identify the needs of disabled students enrolled in higher education programs related to education, training, scholarship, administrative, physical, housing, social and similar fields and to submit solutions and to make necessary arrangements in coordination with other units or departments in the university." (Regulation on Advisory and Coordination of Higher Education Institutions, 2010).

The regulation adopted in 2006 was transformed into a more comprehensive and necessary regulation by the regulation realized in 2010. Unlike the old regulation, the regulation, which was held in 2010, included the "Structuring of Disability Student Commission" and "Duties and Activity Areas of Disabled Student Units".

2. CONFIGURATION DİSABLED STUDENT UNIT OF THE SAKARYA UNIVERSITY

The Disabled Student Unit was established in June 2006 in accordance with the Higher Education Council's "Consultation and Coordination Regulation for the Disabled of Higher Education Institutions" dated 20 June 2006. It is possible to evaluate the studies carried out in the structuring process of the Disabled Student Unit of Sakarya University under nine titles.

2.1. Studies For The Identification Of Students With Disabilities And Their Problems:

The counseling desk belonging to the Disabled Student Unit was established for access to identity, school and communication knowledge of students with disabilities during new registration periodsA brochure introducing the Disabled Student Unit is prepared. During the registration period, the identity and contact information of the students with disabilities were reached by communicating with all the faculties and college secretaries with the aim of detecting the disabled students who could not be reached through the counseling desk.

New students with disabilities in the campus have been requested to have an interview. A mail group consisting of students with disabilities such as Adapazarı Vocational School was established.

In order to conduct interviews with students with disabilities who are studying outside the campus, it is requested that these schools be written in superscripts and that a specific day, time and place be determined in their schools and reported to the Disabled Student Unit. A working schedule was organized on the days and hours coming from the schools and they went to schools and interviewed disabled students. In the interviews, the problems of the students and the expectations and requests from the schools were determined.
The expectations and demands of students with disabilities are as follows.

2.1.1.English Students' Expression Issues Related To The Physical Conditions Of Our University

In our interviews with our students with disabilities, especially our students with orthopedic disabilities stated that disabled people were not considered in the construction of our university structures. They stated that they could not use the library functionally for the reason that the elevator in the library did not stay in the middle floors.

Sakarya University Continuing Education Center building is not suitable for orthopedic obstacles especially, they are not allowed to enter into and demanded to be made suitable.

Our students with disabilities in the campus say they have difficulty reaching the stops.

A student with partial vision loss in the Faculty of Education stated that he was uncomfortable because the corridor lights were constantly being shut down.

Students with disabilities, faculty and colleges in general have stated that the absence of an elevator constitutes a serious problem for them,

2.1.2. Problems That Our Disabled Students Express About Learning Process

Our disabled students wanted all the staff working at the university to be informed about the disability.
Our students with visual impairment stated that they experienced the general problems encountered during their education process in the examination process. Visually impaired students have been in requests such as extra time during the exams, the appointment of a supervisor during the exams, and the silence of the place to be tested.
Hearing impaired students have asked for the use of a projection device in their lessons.

2.1.3. Psycho-Social Expectations Of Students With Disabilities From Our University

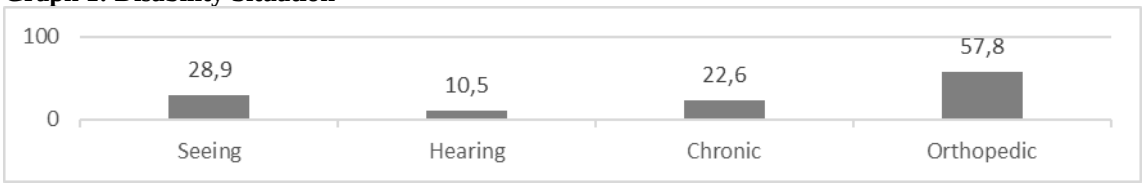
Our students with disabilities studying at our off-campus schools have expressed that they want to benefit from campus facilities, but they can not come because the reasons for their disability are also very economically burdensome. And They asked for a vehicle to bring them to the campus once a month or on days when important days and social activities were held.

Students with disabilities who have high disability rates in off-campus schools expressed that they want to take this service in their own premises when they need Psycho-Social counseling. The needs and demands of students with disabilities have been reported.

2.1.4. Disability Student Profiling Survey

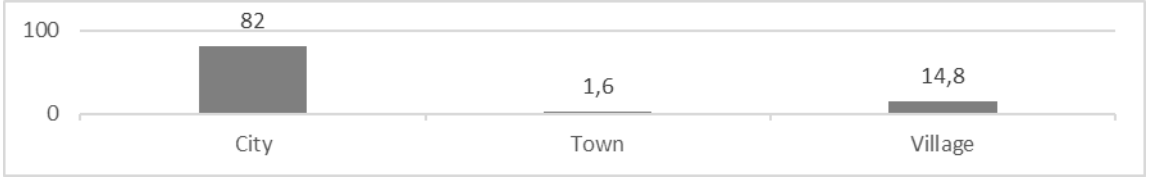
It was implemented in every academic year to provide more appropriate services to students with disabilities, to determine a basic demographic structure of students with disabilities and to determine the profile of students with disabilities. The results of the research conducted for 68 disabled students who are studying at our university during the 2006-2007 structuring period of the Disabled Student Unit of Sakarya University are as follows: It is seen that 65.7% of the students are male and 34.3% of the students are girls while the handicapped students are in the age range of 18-22 years.

Graph 1: Disability Situation



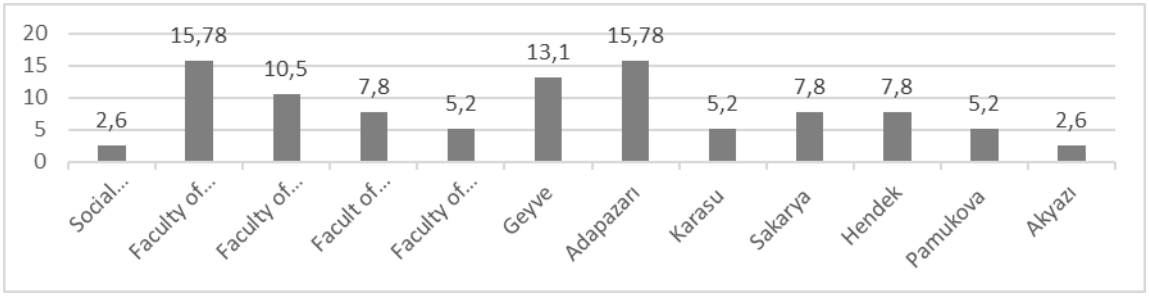
57.8% of the handicapped students are orthopedically disabled, 28.9% are visually impaired, 22.6% have chronic disease and 10.5% are hearing impaired.

Graph 2: Lıvıng Place



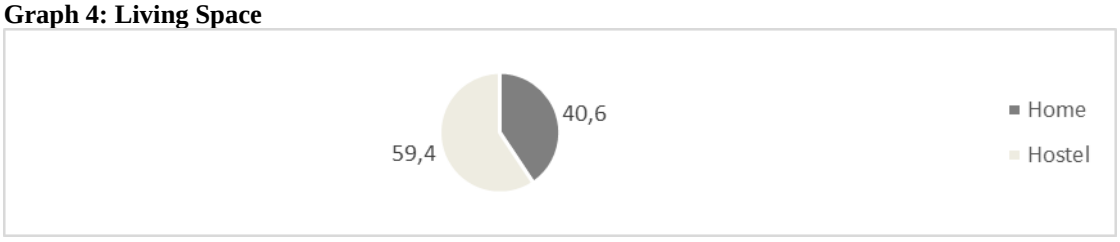
82% of the students with disabilities stated that they came from the cities.

Graph 3: Distribution Of Students With Disabilities By School



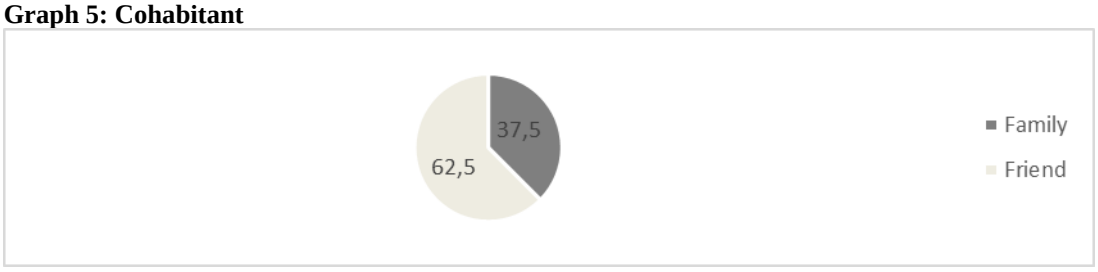
When we look at the distribution of students with disabilities according to schools, we see that there is more intensity in vocational colleges than in faculties, we see there is more in the faculty of economics than in the other faculty

Graph 4: Living Space



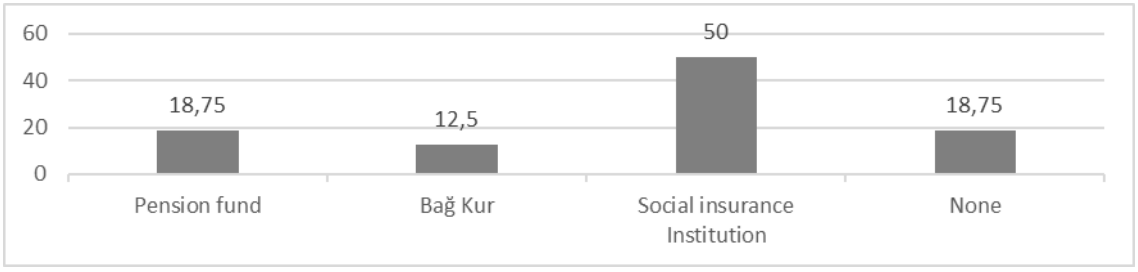
We see that the majority of students with disabilities live in hostel.

Graph 5: Cohabitant



We see that most students with disabilities living at home live with their friends.

Graph 6: Social Security

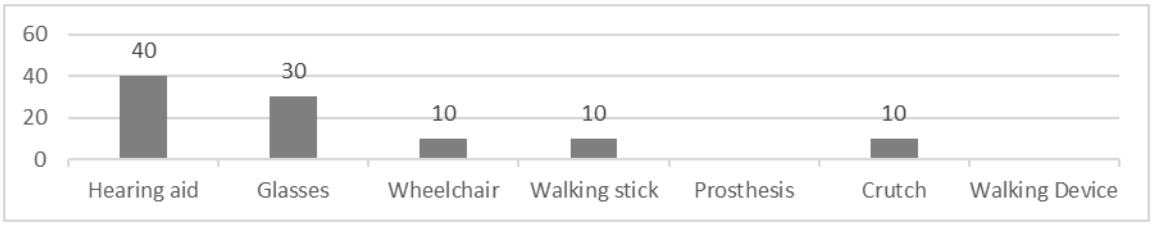


It has been observed that the social security of the majority of the students is SSİ.

Graph 7: Use Of Auxiliary Device

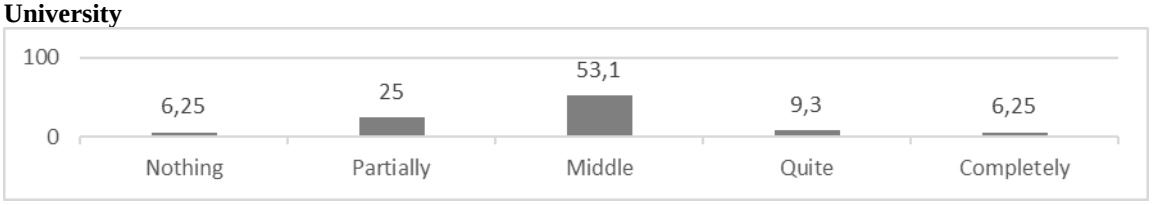
Some 68% of the students stated that they did not use assistive devices.

Graph 8: Auxiliary Devices Used



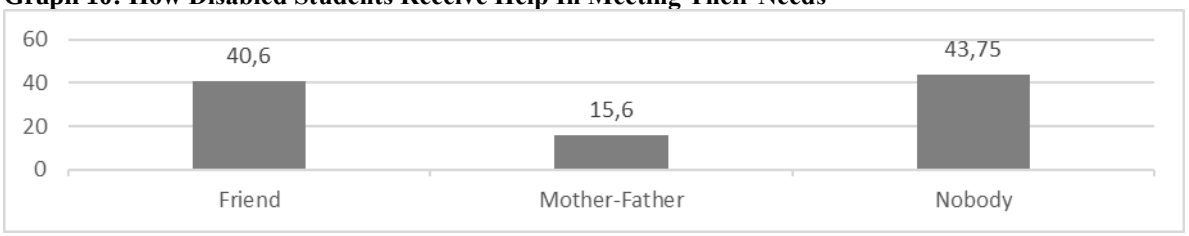
It is possible to order auxiliary devices as hearing aid, glasses, wheelchair.

Graph 9: Information On How Well Disabled Students Learn To Meet Their Needs Within The University



Only 6% of students with disabilities stated that they meet all of their needs within the university. We see that the rate of meeting the needs is the highest, while the proportion of those who can not meet their needs is 6%.

Graph 10: How Disabled Students Receive Help İn Meeting Their Needs

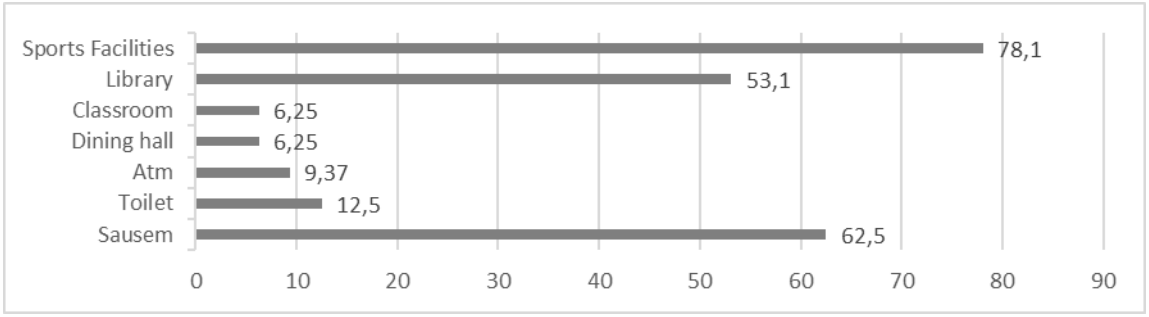


We see that the proportion of those who say that they do not get help from the students and that the proportion of those who have help from friends is 40%. The low rate of receiving help from the parents is directly proportional to the number of disabled students staying with their families.

Graph 11: The Extent To Which Students With Disabilities Attended Classes

We see that the percentage of those who have never continued is the least, while the proportion of those who are completely continuing is the majority.,

Graph 12: Common Areas That Students Can Not Use İn The University For The Reasons Of Their Disability



A large proportion of the students were told that they could not use the sports facilities, the computer center and the library due to their obstacles and they have stated that the toilets and ATMs are not suitable for them. Physical inability is often the difficulties of orthopedic and visually impaired students.

2.3. Psycho-Social Counseling For Students With Disabilities

When the situation is first asked, the new student, who says "everything is good", can come back with a sadness and distress after a period. In the first days, I could not trust the consultant and / or encountered in his life perhaps the first questions he hears, as a result did not fully understand the situation. The disabled student who has won the university has different abilities and habits in different situations. Some are born, some are new, others are peaceful, confident and social, some still under the close protection of their parents, can not accept the situation and are dependent on others. At any moment, you may have to face a new 'first' and look for different solutions. Even a rehabilitated person may need support in the new environment.

In this respect, studies related to students with disabilities are carried out in two ways as group work and individual work.

2.3.1. Individual Therapy

Psycho-social counseling is provided to students with disabilities who have individualized counseling needs by identifying the psychosocial situations. Subjects that are generally focused on the individual counseling process are: difficulties experienced in the adjustment process, deficiencies in the process of accepting the disability, denial-based accusations of disability, refusal.

2.3.2. Group Therapy

The group therapy activities are mostly voluntary and the aim of the support group is carried out. It has been aimed to provide psycho-social rehabilitation of disabled students and to increase their capacity to adapt to their new situation. During the group, the participants had the opportunity to compare their own functionality with other participants, to evaluate and to feel that they were not alone. Gurup biriminin talebi doğrultusunda yapılmaktadır. It was observed that the anxiety of the participants decreased after the group therapy processes and they developed more functional behaviors.

2.4. Academic Counseling

The fair and accurate measurement and evaluation of students with disabilities, to ensure equal opportunities and to make the training process meaningful for students with disabilities; to make determinations according to the differences due to the nature of the disability student's time, place, material, companion and disability, By preparing a 'Personal Learning Plan', students should be able to develop themselves on issues such as skills, independence and self-confidence besides their academic needs with a program according to student's specific apology, department, educational reasons and interest. In this direction, an academic staff member from each academic unit was selected as the representative of the disabled student unit. If necessary, contact is made with the relevant person in each unit.

2.5. Peer Group Studies

The peer group is made up entirely of voluntary college students working with volunteerism. this group is made up of volunteer students who will be able to accompany our disabled students especially during orientation week and course work. These students have been trained in process and communication.

To enable visually impaired students, who are the first year students on campus, to learn about the buildings and living spaces they use on campus. sighted and orthopedic handicapped students have been made to work on campus memorization. these studies aim to enable students with disabilities to act independently on campus.

Two peer groups were formed for the identification of the structural arrangements for orthopedic disabilities within the campus and Structural deficiencies were identified of the buildings in the campus. After the results of these studies were submitted to the rectorate, necessary arrangements were started.

2.6. Reading Group Studies

Reading group is a student group that is voluntarily created to read books or notes requested by visually impaired students. The students in the reading group were given training in correct reading before they began their reading activities.

2.7. Scholarship Services

Students who are economically inadequate in individual interviews with disabled students have been given meal scholarships and rectorate scholarships.

2.8. Disability Awareness Studies

A web page of the disabled student unit www.engelsiz.sakarya.edu.tr has been made. A unhindered SAU booklet was prepared with legal regulations to inform disabled students. In addition, posters for university staff were preped with the purpose of informing about disability, brochures were given and tried to be reached by e-mail tool.

2.9. Studies Supporting The Learning And Examination Process

Screen readable program was provided for visually impaired students. Communication with schools is provided so that lessons can be made in accessible classrooms. Additional time during the exams, Appointment of a supervisor during the exam, Permission to use the personal computer during the quizzes, Possibility of using the sound recorder during the lesson, interviewed the units to make arrangements for the students with disabilities who had partial vision loss to make sure that the test papers were given a bigger Puno.

CONCLUSIONS

The basis of the social structure in which the basic human rights of the handicapped are protected and the full participation of the society has been established has begun to occur in both the international and the national structure. In this direction, the arrangements for disabled people in our country and higher education institution will enable disabled people to actively exist in society. In our country, Sakarya University is one of the first universities to carry out studies for students with disabilities with the slogan of " unimpeded university". Studies carried out for students with disabilities are multidimensional, psycho-social, physical and economical, and it has been possible for the university to be implemented with multifaceted support.

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PROFESSIONALIZATION AND TRANSMISSION OF VALUES IN FINE ARTS: RECYCLE PROJECT

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ABSTRACT
Recycle Project is carried out with the participation of the students of the subjects of Volume I (1st year) and Design and Management of the Exhibition Space (3rd and 4th year). The 3rd and 4th graders are in charge of designing, managing and coordinating the start-up of the activity. The students of Volume I, make molds of recyclable objects (bottles, cans, bricks ...) to obtain several reproductions. They work their surface using an aesthetic related to Pop-Art. The activity culminates with the exhibition of these pieces in the public space. The people who approach the place will be able to take an artistic piece in exchange for two recyclable objects. Through this experience the quality of their training increases as they put into practice a series of resources that they could not have obtained other ways.
Keywords: Recycling, Awareness, Professionalization, Art

INTRODUCTION

It is not easy in a society like the current one, in which the practical / instrumental sense seems -once- to surpass certain ethical values, to present from university artistic education actions close to professionalization that promote relationships of commitment, companionship and generosity. The importance of the relationship in art, of experience as learning (Dewey, 2008) are, from our point of view, two of the basic premises that are part of the university education in Fine Arts.

At the beginning of the academic year 2016-2017 I received the teaching assignment, among other subjects, of the subjects *Design and Management of the Exhibition Space* (3rd and 4th courses) and *Volume I* (1st course). At the time of drawing up the programs and designing the exercises to be carried out, I found two issues that could be related. On the one hand, in the subject of *Design and Management* I wanted to propose a management dynamic that was not only projected but actually carried out, so that the students had a real experience. On the other hand, in *Volume I* I also wanted to propose an activity that would involve external public —out the University community— and that would be related to the contents to be taught and traced in the teaching guide of the subject.

The motivation and genesis of *Recycle Project* began to arise laterally, thanks to one of the sections of the subject *Volume I*, which includes the introduction of constructive techniques or *assemblage*, a procedure that admits and invites the use of material found or recycling. The preparation of the theoretical class that gave way to the practice included a historical review of this technique, historical references and contemporary artists who have made of the construction procedure a constant in their work (Seitz, 1965, Wescher, 1980; Krauss, 1996). Among the numerous artists that make use of this technique, Louise Nevelson uses —unlike others— only leftovers, found and recycled materials for the realization of her pieces. Her works are in many occasions modular. She creates large installations with them, as can be seen in the catalog edited by Brook Kamin Rapaport (2009) on the occasion of the artist's monographic exhibition held at the Jewish Museum in New York.

I found interesting to translate this artist's way of proceeding to the classroom and carry out an exercise inspired by her work. I looked for information about it, I found that other teachers had also contemplated Nevelson's work in this sense and that they had obtained good results in the exercises they presented. I designed this practice based on proposals made by others in a similar spirit: the company Dick Blick Art Materials (2009), the teacher Marie Max (2010), who titled his exercise *Assemblage Art: Transforming Trash into Treasure*, the teacher Catherine Phelps, who published the dynamics and results of her exercise in the journal *Schoolarts Magazine - Ecology* (2013).

The exercise that I raised consisted finally of two parts, one individual and the other by groups. The individual work consisted in the realization of, at least, three constructive pieces (modules) inspired by the work and procedures of the artist Louise Nevelson, using only recycled materials, with the exception of the paint that would be used to finish the surface of the assembled composition. The second part of the exercise was carried out in a group -very numerous, since it was configured by all the students enrolled in the subject. All together had to realize, at least, three different installations using all the pieces created by them individually.

The realization of this exercise was another incentive to design the dynamics of *Recycle Project*, since having a large amount of recyclable material was one of the basic requirements to carry it out. In this sense, I asked myself how I could facilitate or simplify this for the students and I thought it could be done through the collaboration of other people ... And more questions came up: How to manage such collaboration? In what way to involve other people outside the University? And most importantly, how become this in a real experience? How to set up a collective exhibition of students in their 1st year?

As Bourriaud (2008) indicates, "artistic practice is always in relation to the other, at the same time as it constitutes a relationship with the world" (p.106). The first response was to create a dynamic of double direction, to stimulate participation: that those who contributed with objects or recyclable material could receive something in return, something that somehow reminded them of that gesture, something that stimulated in them the habit of recycling or reusing which, in principle, no longer has utility.

As stated, given that the collection of material involved a process of management and coordination, I decided to move this issue to the subject of *Design and Management of Exhibition Space*, a subject that includes among its contents, the preparation of students to be able to carry out own initiatives of artistic intervention, of coordination, of creation of events, of artistic workshops, design of expository routes, of management of personal artistic projects.

Aims

The *Recycle Proyect* activity arose then, with the general objective of stimulating the use of recycled material among the students of the Fine Arts Degree, and also in order to extend this option for the care of the environment to others.

Specific objectives focused on the following for the students of the subject *Design and Management of the Exhibition Space*:

1. Learning to create ephemeral artistic events that involve society actively.
2. Practicing research, both formal and theoretically, to solve such events in order to create proposals linked to the environment and life.
3. Designing the dynamics of the event taking into account all participants: arrange a work schedule, propose the actions to be carried out, manage the necessary permits, logistics...
4. Creating the image of the event: poster and informational leaflets and carry out the dissemination of them.
5. Experiencing first hand, as creators and responsible for the dynamics designed, the real practice of the activity.

Regarding the specific objectives for the students of *Volume I*:

1. Learning to make basic molds of symmetrical objects.
2. Knowing the sculptural techniques of positive pressure and direct positive.
3. Acquiring skills in the surface treatment of volumetric forms.
4. Assuming commitments and perform the pieces respecting the calendar.
5. Experiencing first hand, as creators, the exhibition of their results dealing directly with the viewers / participants of their work.

Participants and the exercise proposal

In general terms *Recycle Project* is carried out with the participation of the subjects of *Volume I* (1st course, two groups) and of *Design and Management of the Exhibition Space* (3rd and 4th courses).

The professors in charge of the complete development of the activity are Silvia Martí Marí and Rocío Garriga. The activity is monitored through classes and practices, also with the support of personalized tutoring.

The 3rd and 4th grade students are responsible for designing, managing and coordinating the start-up of the event, as well as presenting the proposal to the first-year students. For their part, *Volume I* students must make molds of recyclable objects (bottles, cans, bricks ...) to obtain several reproductions. Once the objects have been obtained, they must finish the surface using an aesthetic related to Pop-Art including the sentence *Recycle and Period.*

The activity culminates with the exhibition of these pieces in the public space, where the exchange finally takes place: the people who approach may take one of the artistic pieces made by them in exchange for two recyclable objects.

METHOD - ACTIVITY

On the one hand, recyclable material is obtained for the next academic year, material that is stored at the University for the realization of the exercise of introduction to constructive techniques inspired by the work of Luise Nevelson that we referred in the first instance: thus, this waste material comes back to life, in an artistic way. On the other hand, recycling is encouraged in the city of Teruel, each participant tells the experience lived at the time, and also treasures an artistic object to remember that moment. It is like a *souvenir*, because all the objects have in their surface the phrase *Recycle and Period*.

The exercise proposed in the 3rd and 4th course consisted of the management and production of the *Recycle Project* event in all its phases, this being a real experience. For this I made four work teams in class, with which the tasks were distributed. The curator team was responsible for looking for information on recycling and its impact on the environment, on the recycling points in the city of Teruel and its location, they also looked after the aesthetic coherence of the project and had to propose different locations in the public space for the realization of the event. The organization / production team was in charge of the internal management of the equipment, that is, to collect and distribute the information, as well as to solve any related contingency. They also established delivery dates for the different tasks, to comply little by little with the objectives set for the final delivery / presentation of the proposal. On the other hand, once selected the most appropriate place to carry out the event (Plaza Square in the city of Teruel), they are responsible for managing and ensuring the availability of space by requesting the necessary permits in the area of culture of the City Council.

The graphic design team took care of creating the image of the event. Professor Silvia Martí Marí suggested that general aesthetics should focus on Pop-Art, something that we ended up deciding together, since it reinforced the coherence of the proposed dynamic, by the use of everyday objects and also by the serial production. The people who were part of this team devised the poster, made simulations of the final objects to show them to the students of *Volume I*, designed an informative brochure to distribute among the citizens, and prepared the necessary graphic documentation for the diffusion team: they created a related web page, they created an event on *Facebook*, and distributed the posters and the brochures.

FINDINGS - RESULTS

The activity is still in development, however some of the results can already be seen. Below are some of the images created by the *Design and Management* students:

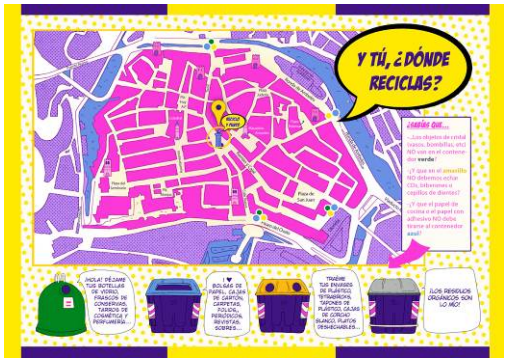

Figure 1 and 2: Brochure design (in process).

Figure 3: Screenshot of the web space created by the students of *Design and Management*.
Link to the proposal – website: https://recicloypunto.wordpress.com/

For the students of *Design and Management*, the evaluation of this exercise consisted of the presentation of the project to the students of the subject *Volume I*, an action that had to have visual support and last between 30 and 45 minutes.

Figures 4, 5, 6: Slides of the presentation made by the students of *Design and Management*.

In this presentation they had to let the students know their work process, the results obtained, and also explain what their role was and what work they should do to contribute to *Recycle Project*.

Once the presentation of the event was done, the students of *Volume I* saw defined the guidelines of the exercise that they had to carry out. Each of them must make a plaster mold of a symmetrical recyclable object (plastic bottles, soda cans, glass jars ...). After that, the mold must be used to reproduce at least three objects, it will be done with clay, by pressure. Once the reproductions have been obtained, plus those made by direct printing of other objects (filling plastic bottles or other containers with plaster), there is an exchange between all the students in order to get rid of their creations; share, and that each student obtain different objects on which to perform the final surface finish: as indicated, with artistic referents of Pop-Art and including the phrase *Recycle and Period* in them.

The work dynamics with the students of *Volume I* also ended up involving the creation of the tables / exhibitors of their pieces in the public space. This part of the project is being carried out voluntarily. With the exception of painting, all the material used is also recycled: remains of wood, panels and slats.



Figures 7, 8, 9: Realization of the tables. The panels have been painted with white, as uniform background yellow dots. The motifs have been drawn afterwards.

Figure 10: Some pieces finished.

CONCLUSIONS

Experiential learning accommodates the development of a series of competencies that could not be developed unless it was in this way. In addition, experience sets the knowledge, increases the transformations and stays with more vividness in the memory. As indicated by Ernesto Yturralde (2010), experiential learning is "the process by which new skills, knowledge, behaviors and eventually values are acquired as a result of study, observation and experience. These changes may be stable or not and they occur as a result of stimuli and responses. The learning of the human being from an individual point of view can be converted into organizational learning, insofar as they are guided and shared by taking them towards collective learning".

These impressions about the impact of the proposal on student learning are based on their comments in both subjects, also in their acts and exchanges of common impressions. The experience with the students of *Design and Management of the Exhibition Space* has been very positive. Being an exercise that exceeds the walls of the classroom and that is carried out really, it has been possible to see how motivation and enthusiasm increased thanks to those factors. In this sense, it has been fundamental to convey to the students that a very important part of the project depended completely on them, that they had the option of choosing and directing the steps that were taken. On the other hand, the students were expected to come up with a commitment to the exercise and this also happened naturally: something they

said themselves, at at the time of the evaluation, in front of the students of the two groups of *Volume I*.

Regarding the first-year students, the experience is also very positive. It has been important to let them know and make them feel that it is a mutual project, that the proyect involves more people, people that are not part of the University will participate. Another noteworthy aspect is that the students have had the opportunity to see in their first year, through the work of their classmates in the last years of Degree, how a project is gestated, what are the steps that are taken and in what way it is shown this to others, something they know, they will learn to do in higher courses.

Finally indicate that when groups are very numerous, decision making is more complicated and laborious, also avoid misunderstandings and maintain a fluid communication. In this sense, the exercise of initiation to constructive techniques inspired by the work of Louise Nevelson was a valuable contribution: it was they themselves who experienced these issues when they had to agree and carry out, among 30 people, three different installation proposals (the second part of the exercise). In addition to understanding the complexity of this type of work and generating a more comprehensive and resolutive view of possible conflicts, this activity also served to unite the class group: and this is having a positive effect on the day-to-day of the classroom and also in exercises that require their disposition towards others, as in the case of *Recycle and Period*.

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QUALITY MANAGEMENT IN HIGHER EDUCATION ADMISSION SYSTEM

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ABSTRACT
The industry of higher education institutions such as colleges and universities are highly competitive amongst themselves for the best students, professors, researchers, industry partners, and athletic programs. Charged with attracting top quality clientele who will not only attend the institution, but help the university reach its objectives and goals, the marketing department becomes paramount to the organization's success.
For many years higher institution attendance has increased across the board. As more technical colleges and alternative career paths with specialized training become more appealing, statistical analysis indicates that higher institution attendance numbers are decreasing. If this trend continues, colleges and universities will be forced to become more competitive to entice high quality clientele to attend their organization. The importance of marketing the institution will become critical to ensure the continued success of the organization.
Higher education institutions can target ideal candidates for their university's programs through the use of statistical analysis techniques such as lead scoring, time series control, continuous improvement, and quality management tracking. Considered quality leads, ideal candidates possess a high likelihood of attending the university and garnering greater returns for the university through academic or athletic achievement.

Introduction

The marketing group of an organization is responsible for generating interest in the products and services the corporation offers which translates into increases in the corporation's sales and profits. This can occur through advertising campaigns, the study of industry trends, and the analysis of market competition. The marketing strategy of an organization is based on a variety of factors including internal and external data. Internal data is comprised of product/service metrics, while external data encompasses sales and profits of industry competition. The internal and external data consumed by the marketing department is often the same data generated and used for industrial engineering concepts, such as quality management. This case study will demonstrate that by incorporating quality management techniques and processes into an organization's marketing department, the marketing department will experience an increase in return on marketing capital.

Higher educational organizations, primarily colleges and universities, are extremely competitive in every aspect from academic prowess to athletic prestige. In order to provide the highest quality of service to customers and increase institutional prowess, these organizations are constantly searching for high caliber clientele including students, professors, coaches, and researchers. The more prestigious and sought after the university is, the higher the demand is for its services from prospective students, industry, and research groups. These organizations' marketing departments play a crucial role in attracting desired clientele. The marketing group must consider how they will use the abundance of available data on potential university clientele to determine and target quality leads. Quality leads have a high likelihood of attending the institution and will assist the university in its goal of increasing their prestige and prowess. By increasing prestige and prowess, the university will attract more quality leads and the process will come full circle.

Most higher education institutions offer diverse services ranging from art and communication to engineering and healthcare. In parallel with these diverse service offerings, the various service groups (departments) have differing definitions of ideal clientele. An ideal candidate for a university's nursing program can potentially differ from the ideal candidate for the university's basketball team. It is the marketing department's responsibility to cater the university to the ideal candidates of each group using the budget and information they have available. Quality management techniques, tools, and processes facilitate the marketing department's process to identify and target the ideal clientele. Utilizing these tools, the marketing department is able to cater their products and services to quality lead. By focusing on quality leads, the marketing department can increase the attendance of high caliber clientele that attend the university while simultaneously reducing resource expenses on marketing to unlikely or undesired candidates.

One of the ways in which universities can identify and increase the number of quality leads is by utilizing statistical analysis tools such as Lead Scoring and Time Series control to analyze data trends of prospective clientele and existing clientele. Through the use of these tools, the marketing department is capable of identifying unique trends relating to an individual discipline in ideal clientele and therefore can identify common characteristics of quality leads across various disciplines. This data can be used to forecast new marketing strategies, plan for strategy implementation, and develop decision matrixes on likely outcomes.

The marketing department can analyze the resulting statistical tools data, so long as the processes used to identify and develop marketing material is flexible enough relative to the analyzed data trends. By implementing a corporate culture of continuous improvement, the marketing department is able to incorporate real time data and feedback from the organization into its marketing strategy. Continuous improvement as a marketing strategy gives an advantage over competitor higher education institutions by empowering the marketing department to react swiftly to failed marketing strategies. It also can provide justification for embracing successful marketing approaches.

For tracking the statistical data trends, high quality prospective clients (leads), and continuously improving processes, a quality management system must be incorporated into the marketing department. This enables additional data analysis and statistic tools to be implemented for analysis and development of marketing material.

To date the advantages of implementing quality management into a higher educational institution's marketing department remain focused on the benefits of effectively seeking and attracting quality clientele. Additionally, the marketing department profits from implementing quality management practices derived from the data analysis of ideal clientele. The marketing department can then provide information to the university on the products and services that interest the university's ideal clientele. For example, the data collected on ideal computer science clientele has identified that having courses available online is an imperative factor for students when choosing which university to attend. From the data analysis, the university can choose to offer more online computer science courses. Based on the data collected, this decision will directly impact the number of ideal computer science students who are interested in and will ultimately attend the university.

Literature Review

Quality management is essential for every department in an organization. Most popular quality concepts are seen with production and process improvements. The marketing strategy analysis remains prominent for any organization or institution in the recent decades with TQM (Total Quality Management) in practice. Many organizations spend large amounts of their budget on advertisements. In 2014 the total revenue of advertisements was around $50 billion, per Internet Advertisement Bureau (IAB 2015). With such a budget for the all institutions across industry, the number of leads that are converted to potential customers remains a pressing issue. ROI (return on investment) remains low for this kind of marketing strategy spending. As the quality management tools can be deployed for any department in the organization, we must apply the quality and statistical tools to optimize the marketing expenditure to experience a better ROI in terms of customer attraction success rate. This can result in enabling continuous improvement in the processes used by educational institutions.

All departments in the organization must work together to achieve TQM within the organization. The customer service related groups/departments are a cross functional management of quality, service and marketing. So long as the service satisfies the customer, the organization can expect to see an increase in their customer base. In order analyze customer satisfaction, the data available to the customer service groups must be accurate. The Automatic Identification and Data Capturing (AIDC) method of implementation has improved data capturing by reducing errors in the marketing field (Alan 2006). Service quality management is an imperative factor for customer management, so the marketing department must own the responsibility of connecting the internal and external customers of organization says Payne et al (Payne 1991). Payne also states that role of quality has widened, which can translate to a change in the marketing department's roles from traditional views.

In the age of internet, there are various factors associated to convert a lead into a customer. These factors are established by the university marketing agency to ensure successful advertisement. Total Quality helps in regulating and aligning marketing to organization goals. TQM and marketing integration is a relatively new concept to benchmark processes for successful TQM implementation in any organization. The scope of TQM has been greatly identified with little development which can be used to integrate the process (Longbottom 2000).
One of the trending marketing techniques is B2B (Business to Business), where the strategy is obtaining leads and converting those leads into customers which can be shared with partner or ally organizations. Most organizations in the manufacturing and service sector have adopted some form of these techniques. Per the 2013 educational marketing groups (EMG 2013) report, the total amount paid for advertisement from educational institutions was approximately $1.4 billion in the United States. If and when unsatisfied with their class performance, or their predicted grade and likelihood of success of the pedagogical innovation, students in the post-innovation group were directed to either self-regulate their class engagement, and/or seek the intervention of the instructor for remedies to facilitate their success (Rahal, A., & Zainuba, M. 2016). With excessive resources exhausted strictly on advertising, marketing strategists feel the quality or ROI on marketing expenses is lower than in previous years. Recent cost cutting measures have also affected the marketing departments, resulting in requirements to spend less while organizational management is demanding higher quality leads with the reduced budget available.

To identify the moment of truth, Payne (1991) suggests the use of quality tools like fishbone and flowcharts. The data for the lead quality management is collected from various sources to analyze the trend of lead quality for higher education enrollment. This analysis provides the means to check on how the marketing department can improve enrollment numbers. American Football remains a prominent advertising arena, as approximately 100 million people watch football on television regularly (Barbara 2014). Barbara 2014 shows an increase of 42% in enrollment applications for a university located in Texas following the weekly football match due to advertising during the game. With social media advertising and other means of advertisement, reports state that there are no best practices evaluated for maximizing revenue of educational institution through ROI from marketing in social media (CASE 2010).

"Get to know the next and final customer" is an essential principle for TQM (Schonberger 1992). This is an important strategy for customer satisfaction which assists in identifying a potential target. Identifying the potential customer remains challenging even with arrival of The Internet of Things. Tools like Google Analytics and internet marketing are great sources which can be used to identify and target potential customers. Google Analytics and other analytics services are reliable sources of information for analyzing the customer click usage pattern to identify the CPC (Cost Per Click) analysis for research purposes (Nakatani 2011 and Hsinchun 2012).

The total quality process can be used to operationalize marketing using tools like QFD. QFD focuses on both the needs determination and organization wide commitment to achieve the organization's mission and vision (O'neal 1992). Universities support causes in view of social responsibility, which are also seen as strategy of marketing the university called Cause Related Marketing (CRM). A balanced score card is used to evaluate the performance measurement (Ming 2007). Although there have been many important academic advancements in the area of performance measurement systems, many practitioners and researchers still report encountering significant challenges during practical applications (Keathley-Herring 2017).

Previous research on the Search Engine Marketing (SEM) has studied the cost analysis of quality improvements in SEM. Abou et al, have determined that quality improvements costs 4.7% more cost as per CPC (Abou et al, 2012). Their research also analyzed the mechanism for pricing strategy by evaluating Google AdWords. The study concluded that Quality Score (QS) of an ad plays a major role, along with other factors for pricing strategy and found that the higher the QS, the lower the costs needed. It also yielded a better position in webpages meaning increased traffic and visibility for those advertisements. As per Google, a lower quality score of 1/10 increases the pricing by 400% and a score of 10/10 decreases the price up to 60%. However, the quality score (QS) algorithm is kept secret by Google.

The forecast trends can be conducted through use of the Autoregressive Integrated Moving Average (ARIMA) forecasting model to predict the admissions and SEM trends. This forecast can be utilized to decide on the marketing investments in the future. The ARIMA model can also be used to predict quality of products or services (Onado 1991). For the performance measure of marketing, ROI, this method is the best in qualitative terms. The implementation of quality management principles can increase the ROI of product or service.

Educational marketing is an essential tool for managing change (Bonnie 1998). In his article, Bonnie mentions five steps to integrate marketing to respond to the changing trends which allows businesses to remain competitive. This article focuses more on Total Quality concepts by enhancing accountability for every resource in the organization. Bonnie also states the educational institutions focus on five concepts which are as follows: competition through mission, mission recognition, research market place, accountability and role for everyone, and managing with strategic objective. The efforts of TQM and marketing management can be used in conjunction to create Customer Value (Mahmood 2015). The study demonstrates the relationship between management and its effect on Customer value. The article also shows that TQM practices are essential in providing grounds for marketing plans, policies, and strategies. This helps align the marketing management with TQM to focus on valuable and potential customers.

Our project aims to incorporate these strategies for the marketing department in higher educational institutions like universities and colleges to regulate the marketing expenditure and to incorporate Total Quality in marketing. The cost reduction for the existing models paired with previous research and implementation of statistical tools can be used to predict the future points of the advertising leads. Additionally, this data can be used to determine CPC trends in order to optimize the marketing quality of educational institutions for higher returns through admissions.

Research Methods

Based on recent general public research performed for this case study, the following trends in Figure 1 below were forecasted in the education system as the average growth rate of University attendance will have a significant impact on student enrollment after 2014.

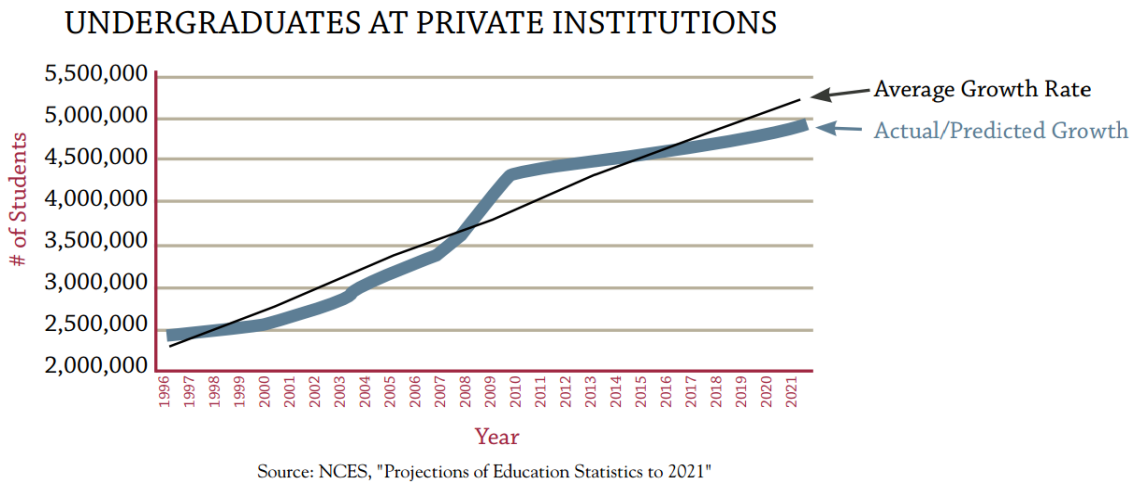

Figure 1:Enrollment Prediction Trend

The data trend forecasts that private university enrollment rate will continue to decline during the upcoming years. Private colleges have enjoyed a 38% increase in enrollment in last 8 years; however, the predicted rate for the next 8 years shows a 10% increase in registration. Additionally, recent findings identified that current college students demographics show that 60% of all attendees are under the age of 25, but that percentage is anticipated to decline 3% to 57% by 2021. A declining trend can also be found in high school graduates applying or attending private universities in the US, except for 18 states located in the Southern United States. Analysis predicts that within 5 years, by 2019, most of these high school graduates will choose to attend a college within 100 miles of wherever they call home. This carries bad news for colleges who depend on students attending out of state, as net tuition revenue goals may now be more difficult to reach especially for institutions with a smaller local population.

A survey carried in 2014 by the chief academic officers at both public -The American Association of State Colleges and Universities, and private -The Council of Independent Colleges institutions found that, diverse online programs are not offered in a majority of universities notwithstanding a rising demand for online courses by new students. To highlight this point and shown in Table 1, the study affirms that 81% of public college and 87% of private colleges do not offer online computer science program, which is the 3rd most-desired program by students according to the study.

Fields of Study	AASCU	CIC
Psychology/counseling	84	71
STEM	81	92
Computer science	81	87
Social sciences	70	88
Liberal arts/humanities	71	83
Criminal justice/paralegal studies	71	72
Business	45	34
Education	43	48
Health professions	38	5

Table 1: Percentage of Programs Not Offered Online at Either the Graduate or Undergraduate Level

For educational institutions which offer both undergraduate and graduate degree, institutions would ideally like to keep enrollment rate up and respond accordingly to this trend by offering more in demand online courses to curb the declining trend in application rates. According to Leads recorded data from 2000 seen in Figure 2 below, we can observe that yearly leads have significantly increased in last fourteen years, particularly from 2007 to 2012. The highest leads score of 852,810 was achieved in 2012. However, this number declined from 852,810 to 717,080 in 2013. As you can see from this figure, there is a big jump starting from 2007, which is the year our case study institute launched internet marketing campaign on applications.

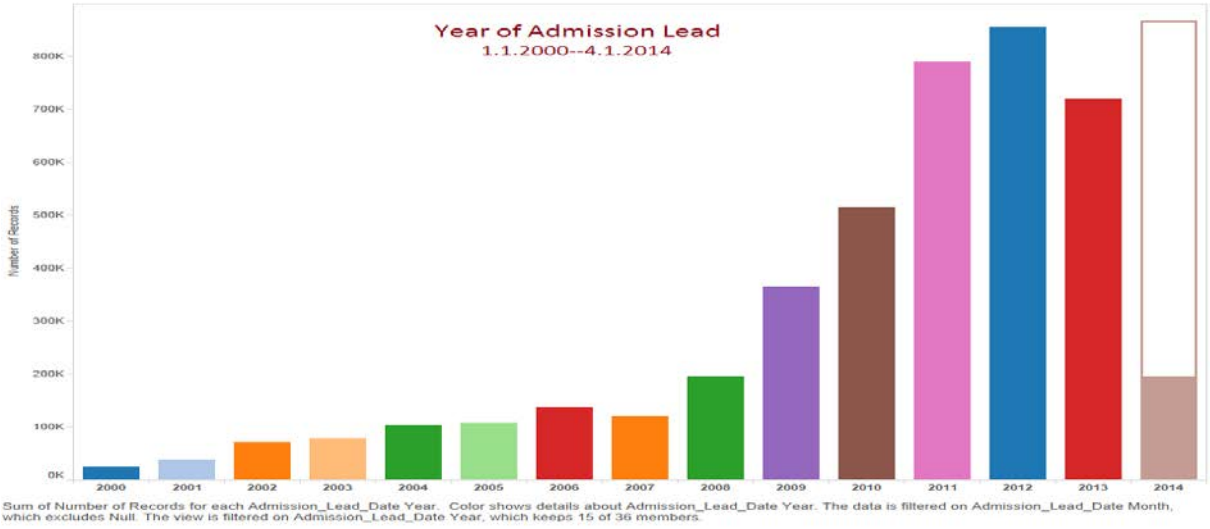

Figure 2: Student Lead Statistics

Figure 3 below depicts the web traffic record from Google Analytic dated January 2009 through Apr 2014. Yellow dots demonstrate a full traffic record including both organic and paid landing page visits, while the blue line illustrates only paid landing page visit. Based on the five year data displayed in Figure 3, analysis estimated an increased trend for both instances of visits. However this trend cannot be considered accurate as it relies heavily on data which may or may not directly correlate to marketing leads. The data shows that website traffic has experienced a dropoff beginning in October of 2012.

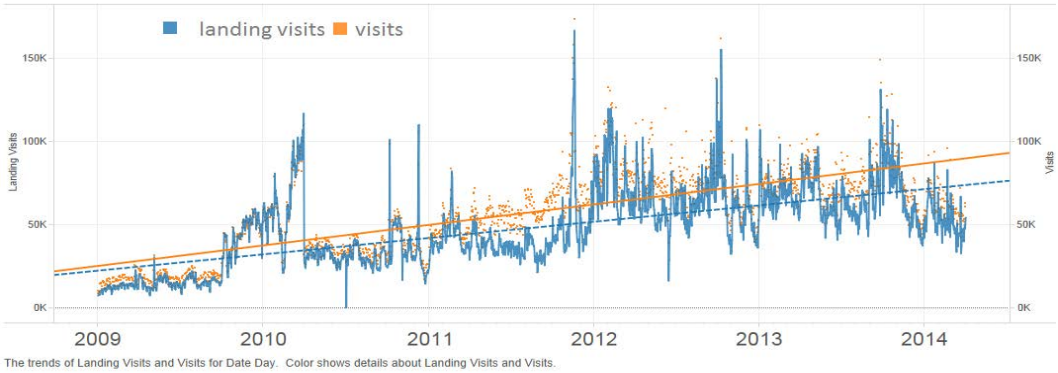

Figure 3: Website Traffic Trends: Sponsored and Unsponsored

Statistically analysis shows that the application enrollment rate is however significantly correlated to a potential students' website visit, and the institutions website can be a very powerful tool for marketing and identifying quality leads. In this study we to use statistical analysis and quality improvement methods to determine how the marketing department can keep the trend from decreasing in following coming years and how to address any issues in the marketing department that are preventing continuous improvement. All analysis in this study is based on real data collected by the authors on a time basis.

Visit Trend

Figure 4 below shows the website visits compared between 2012 and 2013. As both "website visits" and "number of leads" saw a drop-off in 2013, we must determine what changed, why, and ultimately forecast the

new 2014 leads trend. Data from April 1st, 2012 to March 31st, 2013 are represented by a blue line, and data from April 1st, 2013 to March 31st, 2014, are represented by a green line. The graph is analyzed and the following trends were discovered.

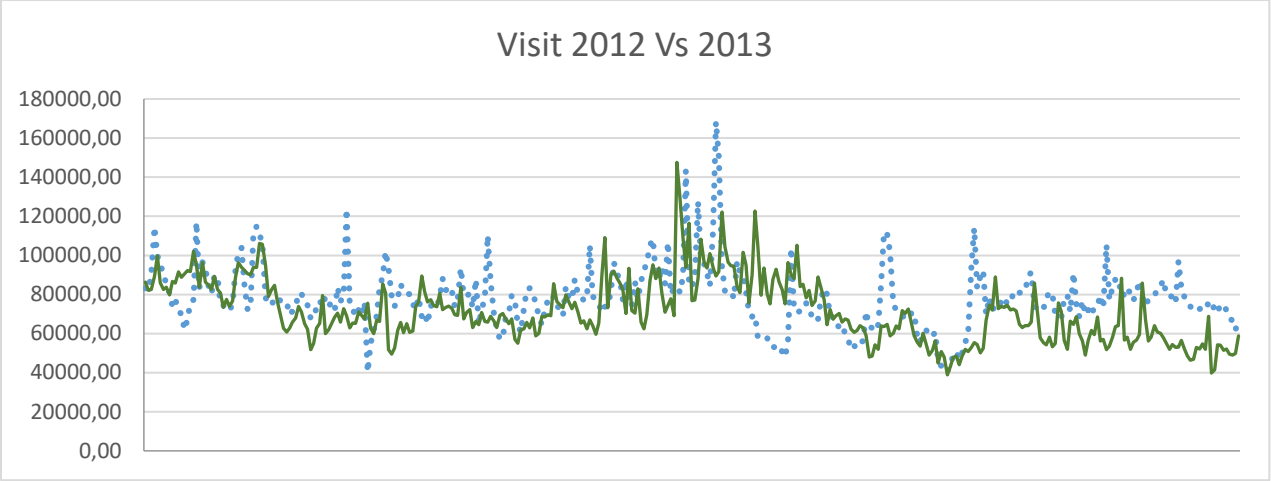

Figure 4: Website Visit 2012 Vs 2013

Comparing the website generated lead difference between 2012 and 2013 and investigating if that related to the rate of decline. The leads trend seen in those twenty-four months are displayed in Table 2, below. The overall structure of each trend fluctuates in a weekly cyclical manner. The admitted leads trends chart, shown in Table 3 below, displays the same cycle as seen in Table 2. From comparing Table 2 and Table 3, we are able to conclude that the average leads of 2013 are significant lower than 2012, with a sig level <<< 0.05.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	V2012	2027.6658	365	411.35304	21.53120
	V2013	1777.2767	365	379.19611	19.84803

Table 2: 2012 vs 2013 Paired Samples Correlations of Website Traffic Visits

		N	Correlation	Sig.
Pair 1	V2012 & V2013	365	.357	.000

Table 3: Stat test of 2012 vs 2013 Admitted Leads Data

Table 2 differs from Table 3 in one key regard. Beginning in January 2014, the leads of the 1st quarter of 2014 have maintained the records seen in the 1st quarter of 2013. It is imperative to keep in mind that data from 2013 shows that the number of unique web visits has decreased, which explains the increase seen in CPC over the last three months. However the admitted leads on Table 3 depict no change. Our curiosity was peaked when it was discovered that the data showed lower admitted leads rate (Table 3) when the overall leads number increased (Table 2).

In order to develop deeper understanding of the previous data our study analyzed a time series forecast of the 2014 leads trend. The first step in analyzing the data was to build an ARIMA model based on previous 2 data sets, which consisted of the leads trends for the spring of 2012 and the spring of 2013 and is shown in Table 4 below. Utilizing this second quarter data provided the opportunity to forecast the yearly trends based on 2012 and 2013. The obtained value was then compared to true value and shown in Figure 8.

Model Description

			Model Type
Model ID	Spring2012	Model_1	ARIMA(2,0,7)
	Spring2013	Model_2	ARIMA(2,0,7)

Table 4: Time Series Analysis Model Description

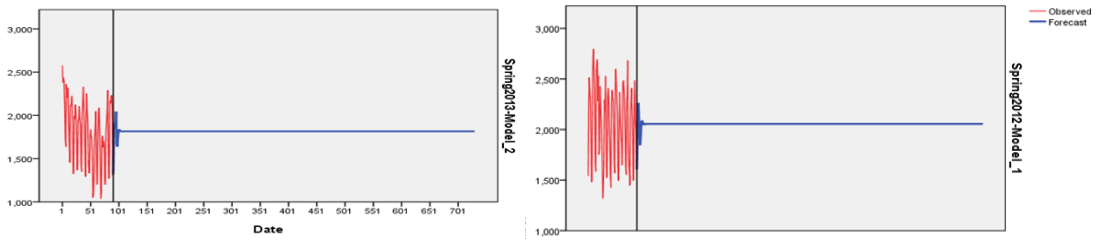

Figure 5: Time serious prediction

Model Statistics

Model	Number of Predictors	Model Fit statistics	Ljung-Box Q(18)			Number of Outliers
		Stationary R-squared	Statistics	DF	Sig.	
Spring2012-Model_1	0	.512	36.207	15	.002	0
Spring2013-Model_2	0	.649	39.796	15	.000	0

Table 5: Model Fitting

In Figure 5, the blue line represents the forecasting value. By comparing the forecasted value to the real number, we can see that the forecasted leads of 2012 are greater than those forecasted originally back in 2000. The true number is 2027 in the year 2012 and the forecasted leads of 2013 was around 1800, while the true value for 2013 was actually 1777. From Table 5 above we are able to verify that our forecasting values are highly reliable. With both the sig levels <<< 0.05 (5%), we can conclude that our ARIMA model in Table 4 is highly sensitive and well supported. Now that we have verified the accuracy of our model, we will use this model in parallel with data derived from the first quarter of 2014 leads in order to predict the yearly trend of 2014 website visits.

Model Description

	Model Type
Model ID 1st Qt 2014 Model_1	ARIMA(1,0,14)

Table 6: Time Series Analysis Model Description for Q1 2014

Model Statistics

Model	Number of Predictors	Model Fit statistics	Ljung-Box Q(18)			Number of Outliers
		Stationary R-squared	Statistics	DF	Sig.	
Winter2014-Model_1	0	.560	27.255	15	.027	0

Table 7: ARIMA Model forecast of 2014 Based on Q1 2014 Model

The results of Table 7 indicate that the average leads of 2014 will be around 1900 after running the model shown in Table 6. It is imperative to note that the Sig level is 0.027, which means this result was less sensitive compared to previous results. The above analysis is focused only on Leads. By involving a second factor, internet traffic, we can conduct further analysis. We will introduce the idea of leads per 100 website visits, which we will called LPV(Leads per 100 visit) which is demonstrated by Figure 6. A high LPV rate means there is a high converging rate.

$$\text{LPV} = 100(\frac{Lead}{Traffic})$$

Figure 6: Lead per visit equation

Comparing the previous two years LPV we observe that starting in September 2013, LPV significantly increased. We can also conclude that the LPV of winter 2014 was significantly higher than winter 2013. Figure 6 plots this data, with the orange line portraying data collected April 1st , 2013 through March 31st , 2014 and the blue line represents data collected April 1st , 2012 through March 31st , 2013. We also conduct four statistical tests of the eight quarter LVP records. From the statistical analysis we can conclude that LVP of 1st quarter of 2014 was significant higher than other seven quarter's LVPs. Following Figure 6 displaces the difference between leads total of year 2012 and 2013, compared at the same time. Figure 7 plots the LPV values between 2012 and 2013 with

2012 plotted in green and 2013 plotted in blue, and shows the relationship between LPV correlates to the admitted leads based on traffic visits.

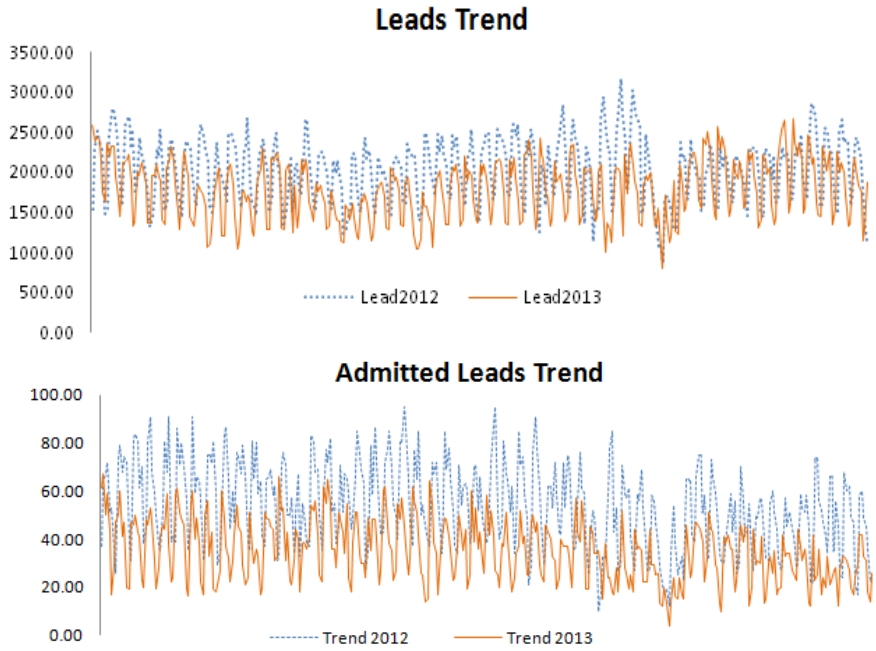

Figure 6: Lead Comparison 2012 vs 2013 Admitted Leads vs Total Leads

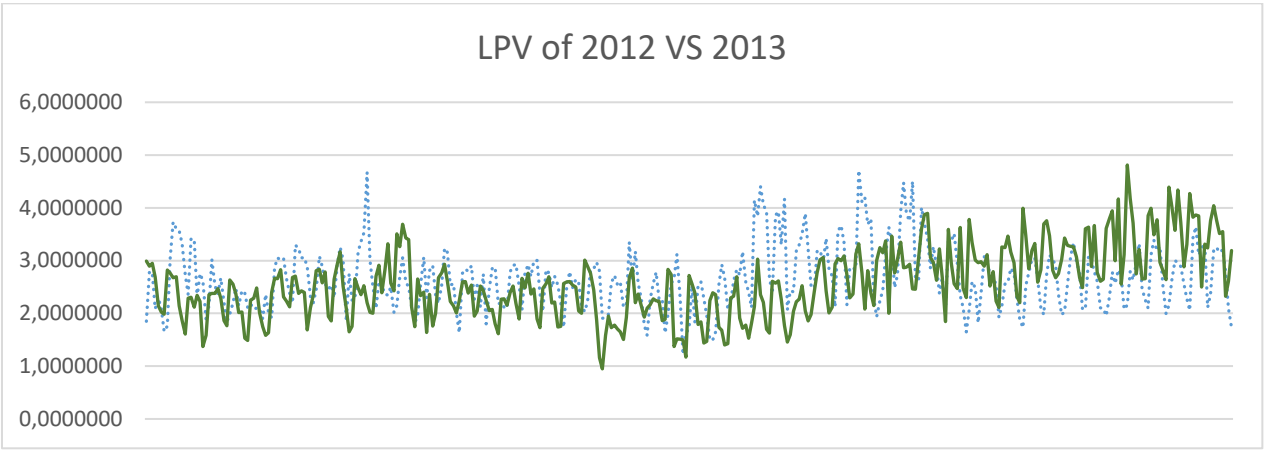

Figure 7: LPV 2012 vs 2013

From the analysis below we can see that the LVP of January through March 2014 is significantly higher than others.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	LVPSP2012	2.5793	91	.53664	.05625
	LVPSP2013	2.3814	91	.48804	.05116
Pair 2	LVPSU2012	2.4604	92	.43255	.04510
	LVPSU2013	2.1890	92	.43897	.04577
Pair 3	LVPFA2012	3.0014	92	.74665	.07784
	LVPFA2013	2.4892	92	.60713	.06330
Pair 4	LVPWI2013	2.6120	90	.47501	.05007
	LVPWI2014	3.2437	90	.57527	.06064

Table 8: LVP Analysis Across Quarter Year between 2012 and 2013

From the *LVP analysis* we observe that the predicting results of 2013 were determined by matching the true LVP value of 2.6120 for the entire year. The significant level of this model is <0.05. Based on this result, we conclude that our model is reliable and there exist a high probability that the predicted value of LPV in 2014 converges around 3.3. These predications of 2014's LPV based on 2013's LPV values is show in Figure 8 below.

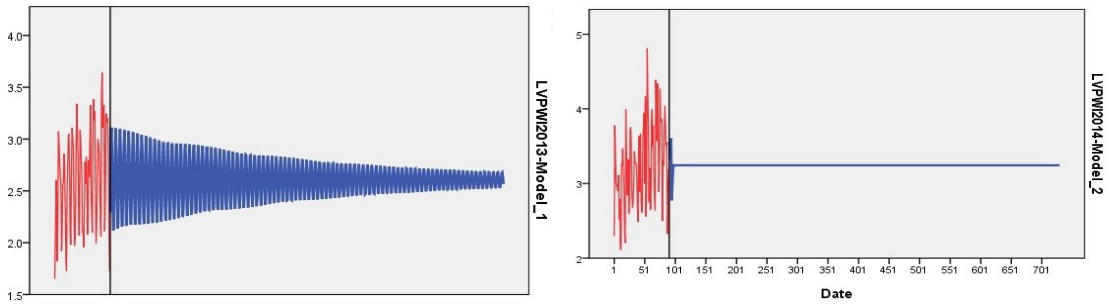

Figure 8: Time Seris Prediction of 2014 LPV

The results demonstrate that the LVP rate increased since Sep 2013, especially during the 1st quarter of 2014. These results match what was observed during the 1st quarter of 2014. If CPC and traffic remain constant, a high LVP rate could generate increased income and the ROI for the marketing department would increase. However, we must remain mindful of the fact that cost per click has seen a steady increase the past two years and that the web visit traffic is gradually slowing, especially compared to recent years. This data serves as justification for the marketing department of the institution to focus on ways to increase web site traffic to the university. Table 9 below is a paired samples test showing comparison of the 2013 actual LPV and the forecasted LPV for the rest of 2014 if an increase in site traffic is seen.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	LVPSP2012 – LVPSP2013	.19792	.65736	.06891	.06102	.33482	2.872	90	.005
Pair 2	LVPSU2012 – LVPSU2013	.27145	.54175	.05648	.15926	.38364	4.806	91	.000
Pair 3	LVPFA2012 – LVPFA2013	.51215	.82458	.08597	.34138	.68291	5.957	91	.000
Pair 4	LVPWI2013 – LVPWI2014	-.63171	.67524	.07118	-.77313	-.49028	-8.875	89	.000

Table 9: LPV Paired Samples Comparison based on Model predictions with constant site traffic

The LVP of 2014 was predicted via time series model show in Table 9 above. We built another model shown in Table 10 with existing data sets for the LVP of 1st quarter of 2013 and LVP of 1st quarter of 2014 just for the first quarter of 2014 to understand traffic values effect on the model. Table 11 shows the comparison of the model and with a sig level of .027 for 2014 reflects that the model has some slight variance in forecast values based on what was seen in the first Quarter of 2014.

Model Description

			Model Type
Model ID	LVP1qt2013	Model_1	ARIMA(2,0,3)
	LVP1qt2014	Model_2	ARIMA(0,0,7)

Table 10: LVP 2013 Q1 vs 2014 Q1

Model Statistics

Model	Number of Predictors	Model Fit statistics	Ljung-Box Q(18)			Number of Outliers
		Stationary R-squared	Statistics	DF	Sig.	
LVP1qt2013-Model_1	0	.560	25.499	14	.030	0
LVP1qt2014-Model_2	0	.213	29.952	17	.027	0

Table 11: Statistical 2013 vs 2014

Cost Trend

Cost per click is another indication of how web site visits impact the marketing departments return on investment. The higher the CPC value the less revenue the organization receives upon click. Comparing the CPC trend between 2012 and 2013, we see a significantly higher CPC of 2013 compare to 2012. Using this information combined with the LPV analysis the marketing department can focus on strategies to decrease the CPC moving into 2014 which is needed based on the projected application rates in the upcoming years.

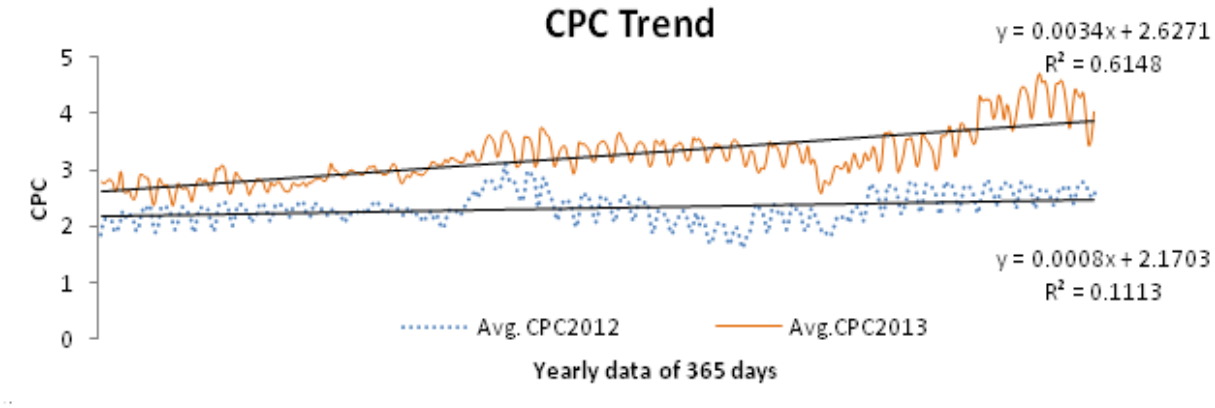

Figure 9: Cost Per Click Analysis 2012 and 2013

Another metric to investigate is the return of investment, which for marketing just like all other departments, is always looking for ways to get more and spend less in doing so. If we can decrease the cost per click in 2014 and beyond and increase the performance of the website, individual page visits, the marketing department should see a significant increase in revenue being generated, be able to improve the application rate total, and improve the lead quality. To determine whether the ROI on leads is better than that seen in previous years, such as 2012, we will analyze ROI trend showing in figure 10, although we must keep in mind that the number calculated in our model is the exact lead number, and therefore not accumulated.

We will limit our definition of ROI for the marketing department to the daily admitted active leads numbers (students whose status is still active) / (daily CPC * daily traffic). A simple way to define ROI is our quality return divided by investment. If the ROI rate is increasing, this means we will achieve a better return. If the ROI rate is decreasing, this means that our investment was not worth the capital. The ROI trend in Figure 10 used same data as our previous charts. Figure 6 above uses an orange line to represent the data points from April 1st, 2013 through March 31st,2014. The blue line represents the data points from April 1st, 2012 through March 31st, 2013. From Figure 10 we concluded that the ROI of 2012 is decreasing and the ROI of 2013 is increasing. More specifically, ROI declined starting in October 2012 and showed increasing trends beginning in September 2013.

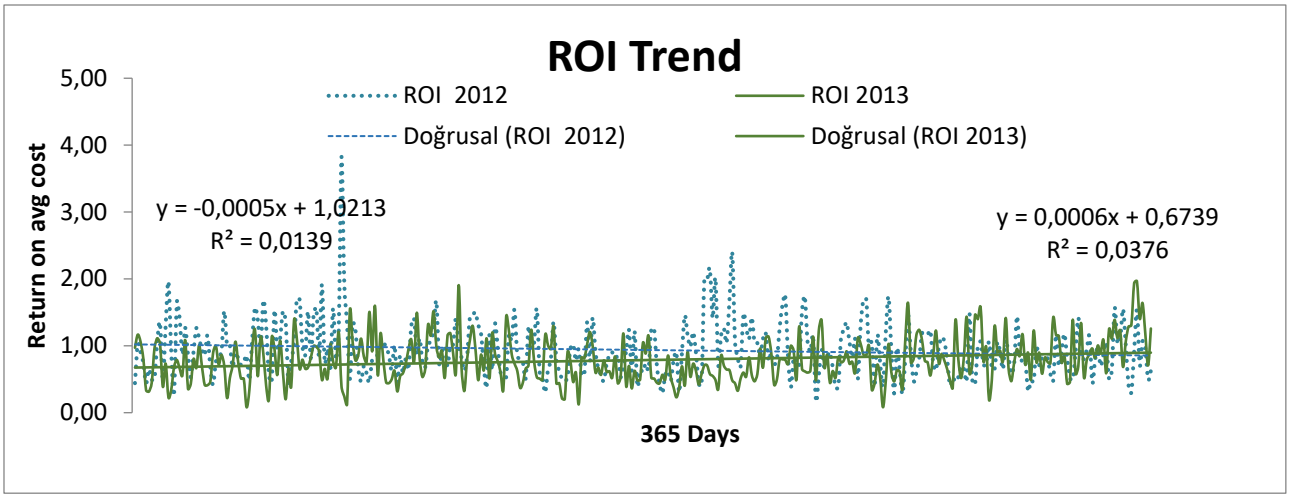

Figure 10: ROI trend across 2012 and 2013

How to Improve ROI

In order to solve this problem the marketing department would like to lower the CPC value they are seeing at present day. As we have seen, the site visit is significantly related to the admission record, and that site visits also significantly relate to the website speed --In this case the website speed comes up to be a very important factor. One way to decrease CPC easily is to increase the performance (speed up) the website. Web and Mobile performance is not just an IT issue, it also affects the marketing and lead generation for the entire university. Slower IT infrastructure that is seen or experiences by potential leads will result in increased page abandonment, loss of revenue and etc [Compuware Tech]. Poor web performance will push potential customers to look to alternate service providers (competitors) which in this case study are other universities. From figure 11 below we understand that the visit loss is quite related to loading time, also related to revenue loss.

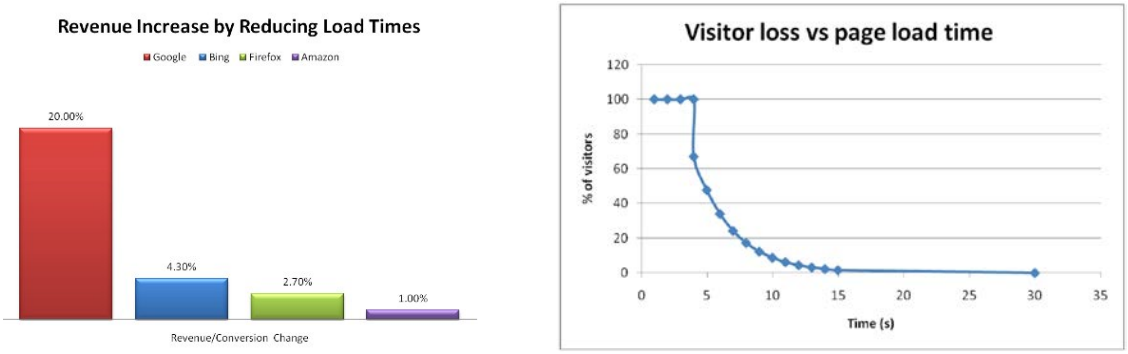

Figure 11: Revenue lost based on Web page load time

Based on real time speed tests which were generated on May 10th 2015, Only New York, Dulles, and Miami have a loading speed lower than 10 seconds and basically those all located in east coast. The statistics in Figure 12 is from google analytics.

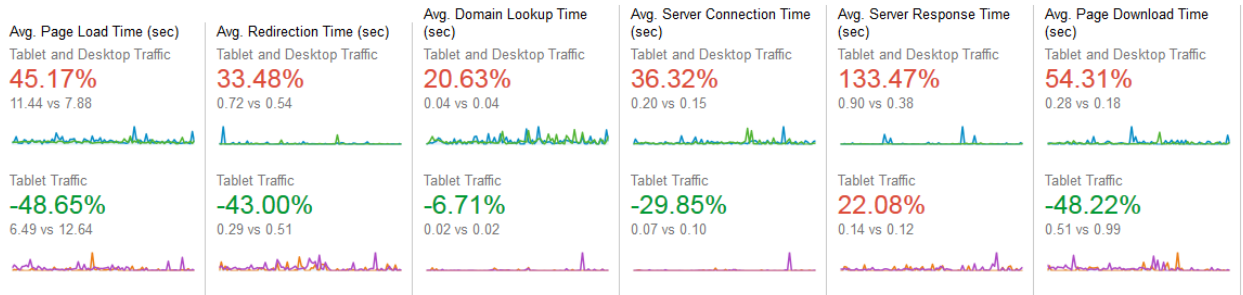

Figure 12: Web Page and Speed Tests impact on Web and Mobile Traffic

For locations like California, Denver and Oregon, average page load time is around 15 seconds, which is basically west coast and Midwest. For international location, average loading time is approximately 23 second. Going back to our previous research results in Figure 11, if the loading speed average is more than 10 seconds, the marketing department is going to lose 90% of its visitors. This could be one of the reasons why most of the universities leads are observed to be coming from east coast instead of west coast and international location. Additionally the marketing campaign's cost is also strongly related to site speed. The faster speed the university has, the less money is lost in marketing.

In the case we may now indicated, the most effective way to improve our web visits , university applications, and marketing departments ROI is to increase the performance (Speed) of the website. Additional math models could be used to prove this hypothesis. According to real data provide by Google analytics dated between March 2014-March 2015, the statistical analysis results of the universities cost per click is shown in Figure's 13 and 14 below.

Regression Statistics: Model 5 for Cost_per_Click (1 variable, n=51)

R-Squared	Adj.R Sqr	Std.Err.Reg.	# Cases	# Missing	t(2.50%,49)	Conf. level
0.133	0.115	0.459	51	0	2.010	95.0%

Summary Table: Model 5 for Cost_per_Click (1 variable, n=51)

Variable	Coefficient	Std.Err.	t-Stat.	P-value	Lower95%	Upper95%
Intercept	2.576	0.401	6.426	0.000	1.770	3.382
Avg._Page_Load_Time__sec	0.125	0.046	2.739	0.009	0.033	0.216

Figure 13: Google Analytics Cost per Click Statistical Analysis

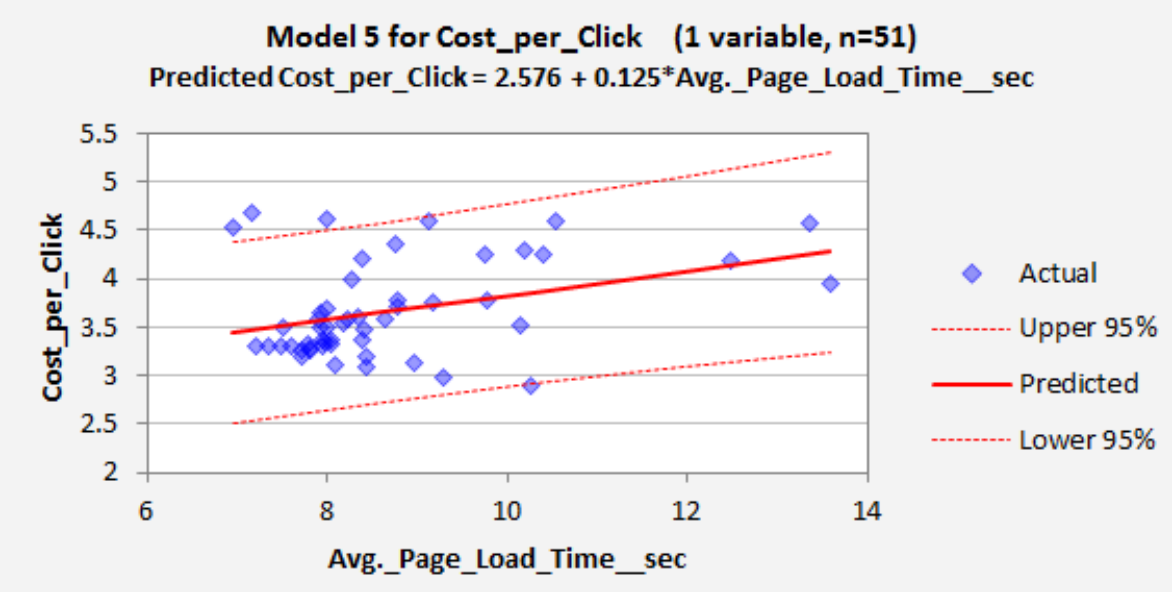

Figure 14: Google Analytics Cost per Click Statistical Model

Results

As is seen from the CPC analysis above, the CPC is strongly related to the Average web page loading time (P=0.009<<0.05), this means for every 1 second Average page loading time speed increase, the marketing department could lower 0.125 dollar of future average CPC investment. Over the last 52 weeks, the average CPC $ 3.60357, Total Clicks is 4,720,768, with Total cost to the marketing department of $17,011,620. Moving forward looking into 2015 from the beginning, CPC increased from 3.2 to almost 4 -4.5, and number of clicks stuck to the decreasing trend, while the Total Cost is keeping the same trend as was seen in previous years. Total number of clicks on the university webpage, cost spent by the marketing department and cost per click over the 52 weeks analyzed in 2015 are shown below in figures 15, 16, and 17 respectively.

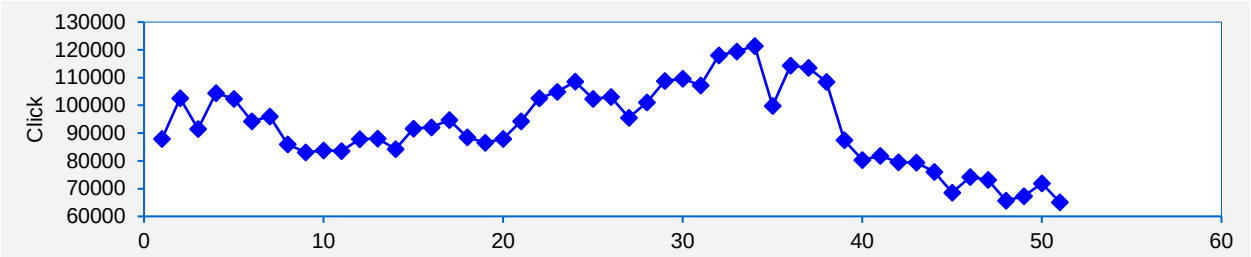

Figure 15: Total number of clicks on University website in 2015 by week

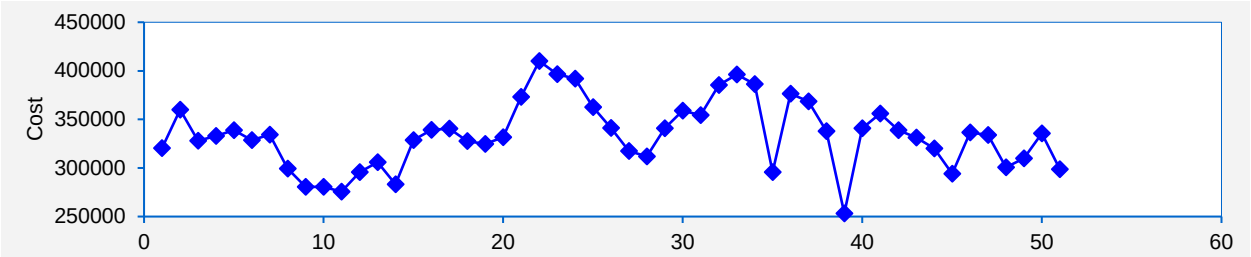

Figure 16: Total Cost by University Marketing in 2015

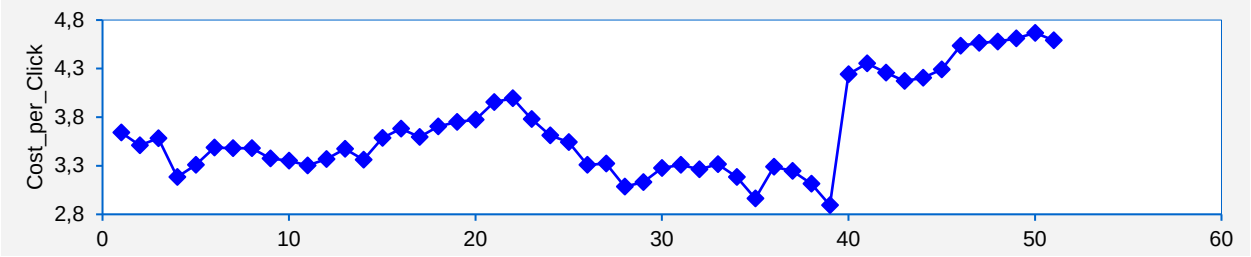

Figure 17: Cost per Click across 2015

Because CPC = Cost / Click , in this case if we set CPC equal to Average page loading time and keep the cost constant, we have 2.576 + 0.125 AVGSPEED= Cost/ Clicks. Assuming weekly cost equals to $360,000 dollars, Click changing trend will be predict as shown below in figure 18.

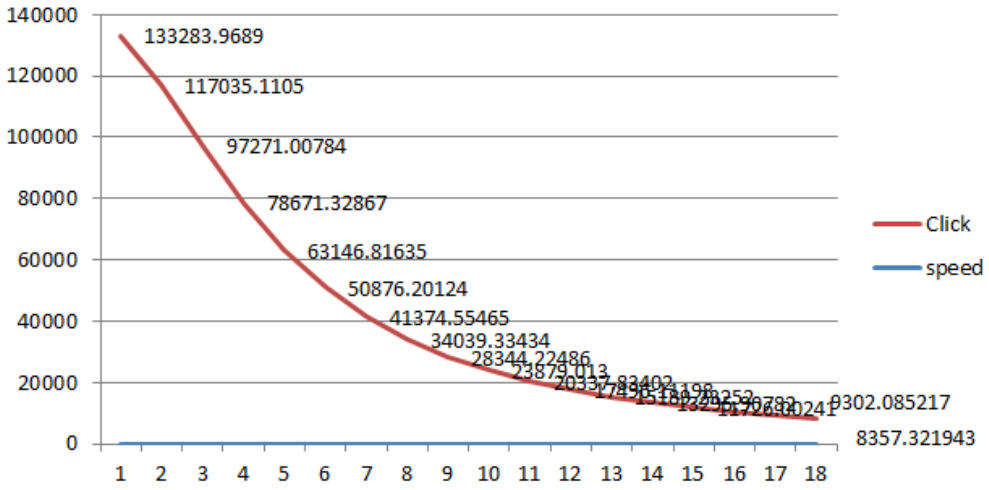

Figure 18: Click changing trend based on constant cost

If the performance of the website can be increased so that the average loading time decreases from 10 seconds to 5 seconds, the forecasted Clicks/Visit will increase from 23879 to 63146, because every one second decrease can lead to approximately d 10,000 additional clicks, under the same amount of campaign cost, which also help the marketing department improve their ROI.

Conclusion

Stepping back from the detailed analysis we see that by using certain quality management techniques such as statistical analysis the marketing department studied in this case study was able to identify target goals for its metrics and hypothesize solutions to reach its goals. During this case study statistical analysis was extremely important to gaining insight into potential problems forthcoming by looking into the trends for university admission application rates and overall university attendance rates for the Country both of which were predicted to remain in decline in the upcoming 5 years. Once these issues were identified, quality management techniques such as root cause analysis and the five why's techniques were used to brainstorm solutions to combat the declining admission rate numbers. From there using general industry research on quality in marketing we were able to determine ways to increase the ROI of the marketing group by focusing on the web site traffic and using statistical analysis and models to understand how the admission rate trends could be impacted by generating more quality leads from the university web site.

Moving forward additional areas to implement quality management to increase the quality of the university marketing department would be the internal department processes used to determine and decide on which marketing strategies to use and to increase the effectiveness of those strategies by specifically targeting certain desired demographics. The analysis done in this paper could be supported by bolstering the data collected here with demographic information on potential clientele combined with data on the ideal clientele to determine the effectiveness of marketing strategies and initiatives. One other area to investigate for adding quality management techniques would be how the marketing department processes can be continuously improved based on what the statistical analysis is telling the marketing department on the effectiveness of specific marketing campaigns.

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THE ASSESMENET OF COACHING AS AN EDUCATIONAL METHOD BY STUDENTS OF MANAGEMENT

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ABSTRACT
The key attribute of society development, development of organizations as well as development of individual is education. In terms of understanding the contemporary social environment as turbulent with unceasing changes, education enables us to confront these changes, to respond to changes and to propose the changes. In the article we present the results of the research on the assessment of couching approach within the university education of management students. Research was attended by 268 students of the Faculty of Management, University of Prešov in Prešov. From the obtained data, 119 students undertook the coaching method of education at the beginning of semester and 149 students completed the education without coaching form of learning. Students assessed the coaching method by the original methodology CEM (Couching as an Educational Method). The results clearly confirmed the suitability of methodology as well as extracting factor structure (factors of personal development and managerial development). It is inevitable to note the positive assessment of coaching approach as educational method at the level of general indicators as well as at the level of extracted factors and itemized analysis. At the same time, students who undertaken a coaching method of education assessed this method more positively.
Keywords: education, coaching.

INTRODUCTION

In the preparation of teaching at universities and its students, it is inevitable to focus on education with aim to acquire general and specific knowledge, developing interpersonal relationships and an appropriate behaviour. Undergraduate preparation of futures managers should be according Birknerová (2011) orientated on couching development and the ability to lead people, to communicate, to motivate others, the ability to negotiate with other people, to have an influence on them and persuade them.

Among the many innovative methods of university education is the creative education based on experiences. It is the environment that copies the real situations allowing students to experience consequences of their decisions and respond to them (Angelides, Paul, 1999). The aim of mentioned education is according Lencza (1996) to develop positive evaluation of self and others, to use participative education, cooperative and creative education, to encourage communication, creative thinking, interpersonal relationship. It brings changes in behaviour, the creativity and interpretation, to be aware of own values, emotions and attributes (Richlin, 2006).

Fripp (1984) points to the potential of simultaneous games in business research of managerial (behavioural, organizational) problems. Simultaneous managerial games combine the features of modelling (i.e. creating reasonably simplified reality) and behaviour of people in this condition. As an example, the activities are focused on impact of organizational structure on the quality of business process management (measured by the value of sold information, numbers of conflicts and the ways of solving, staff satisfaction, fluctuation and etc.). One of the appropriate form of mentioned education for students of management is education through the coaching method.

Coaching

Coaching is a process that enables people to find and to implement rather personally the most suitable solution (Wilson, 2011). It is a process of personal development that involves structural interaction and the usage of an appropriate suitable strategies, tools and techniques to achieve the desired, sustainable change (Cox, Bachjirova, Clutterbuck, 2010). Gallwey (2000) compare coaching as an art to use communication to create environment in

which person follow and fulfil its goals. Shaw, Linnercar (2007) believe that coaching can have significant effect on achievement and performance of individuals. Greene, Grant (2003) say that coaching improves communication between individuals, increase performance and reduces fluctuation at the same time.

Coaching brings better perception of reality, increase independence and responsibility, more efficient operating, higher performance and productivity, ability to set the goals, improve inner motivation and engagement, greater flexibility and adaptation towards changes (Birknerová, Timková, Filipová, 2014). Stone (2007) say that good coach focus on the same importance of speech when coaching as well as nonverbal signals and body language. This ability refers to emphatic listening. Starr (2008) adds that good coach has the ability not only to listen, but in the listening to go even further and expose untold.

Coaching as an educational method

The pedagogue as a coach, in the process of education, helps the students to achieve higher efficiency/ effectivity by creating dialog leading to awareness and to action. In this assumption, the pedagogue as a coach is concerned about students and want to see his improvement in every area of education. He asks questions, listens and becomes his support. He helps him to explain how his attitude prevent him from achieving the success, into efficiency in education and in other area of education in life (Emerson, Loehr, 2008). Mosca, Fazzari, Buzza (2010) emphasize the importance of coaching. In the context of education teacher has the unique opportunity to extend his knowledge through coaching methods. Fleming, Taylor (2004) note that the coaching means help in improvement of student´s performance by using the daily routines commonly handled by the coach as study material and by using of certain approach increase their awareness and ability to solve situations.

RESEARCH METHOD

The aim of this research is to verify the original methodology CEM (Couching as an Educational Method) focus on an assessment of couching as an educational method. Mentioned methodology was created and verified to extend the possibilities of assessment of coaching method in the context of higher education for students of management. It was also intended to assess the evaluation of coaching approach as an educational method by comparation the responses of students who participated or not in education by coaching method.

Research Sample

In the research data were obtained form 268 students of Faculty of Management, University of Prešov in Prešov. Out of all responded, 119 of students participated and attended lesson by method of coaching education (21 men, 98 women aged from 19 to 24, the average age 21 years, standard deviation 0,769 years) and 149 students attended classical form of education (43 men, 106 women aged from 19 to 24 years, mean year 21 years, standard deviation 1,059 years).

Methodology and research methods

In order to achieve the aimed research goals, we used the original authors questioniare of an assessment of coaching as an educational method (CEM) which consists of 15 items. In the questionniare the individual items were formulated as closed items with 5point response Linkert type scale. Individuals responded to scale where 1-certainly not, 2-rather not, 3-do not know, 4-rather yes, 5-certainly yes. The examples of items:

1. Coaching expands the puzzles of managerial competences.
2. Findings of coaching method is beneficial to me in further personal development.

The above analysis was obtained from SPSS 20 the statistical programme through factor analysis, Cronbach´s Alpha, t-test for two independent selection and Pearson correlation analysis.

Results

By factor analysis, based on results of KMO test – 0,855, resp. Bartle test Sphericity – Approx. Chi- Square = 1456, significance 0,000, Principal Component with varimax rotation was used. Subsequently, two factors characterizing coaching method of education (Table 1) were extracted and specified. Factors can be characterized as:

1. Personality development: it relates to questions whether the respondents perceive knowledge of coaching as valuable for their personal development, as well as knowledge and understanding of behaviour of others among the interpersonal relationship management.
2. Managerial development: it relates to questions whether the coaching is one of the essential managerial competences and if the coach´s competences are needed in managerial work.

Table 1: Factor analysis of CEM methodology

	Factors	
	Personality development	Managerial development
Coaching expands the puzzles of managerial competences		,503
Findings of coaching method is beneficial to me in further personal development.	,621	
Coaching increases the effectiveness of managerial work	,575	
Acquiring knowledge in the coaching area is needed for managerial performance.		,697
Knowledge of coaching enables me to understand human behaviour.	,720	
Coach´s competences are needed in managerial work.		,721
I can evaluate the education in the coaching area as beneficial for managerial work.	,653	
Based on knowledge from coaching area helps me to know people better.	,631	
Coaching is one of the essential managerial competence.		,681
Education in the coaching area increases the effectivity of interpersonal relationship management.	,510	
Findings of coaching method is beneficial to me in further managerial development.	,641	
Coaching is the method how to lead people effectively.	,474	
Coach´s skills support managerial competences.		,431
By acquiring knowledge in the field of coaching, the manager can better motivate people.	,567	
I expect that coaching information help me to work with people.	,685	

The specified factors explain 42% variance (Table 2), which can be consider as acceptable. The individual factors are quite clearly content specified. This result can also prove satisfied values of Cronbach´s alpha reliability of items within individual factors: Personal development: ,835; Managerial development factor: ,744.

Table 2: Explained variance of specified factors

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,921	32,809	32,809	4,921	32,809	32,809	3,937	26,248	26,248
2	1,434	9,557	42,366	1,434	9,557	42,366	2,418	16,118	42,366

The extraction of factors is proved by intercorrelation of individual factors by methodology CEM (Table 3).

Table 3: Intercorrelation of individual factors of CEM (we present correlation coefficients and importance).

		Personality development	Managerial development
Personality development	Pearson Correlation		,493**
	Sig. (2-tailed)		,000
Managerial development	Pearson Correlation	,493**	
	Sig. (2-tailed)	,000	

Statistically significant correlation was addressed among the factors of CEM methodology which enables the assessment of coaching as an educational method by students of management (Table 3). The recorded relationship means that the more students perceive knowledge from area of coaching as beneficial in their personal development, their acquired knowledge are applied into performance of managerial work.

The aim of the research was to evaluate of the assessment of coaching approach as an educational method through comparation of student´s responses who attended respectively did not attended lessons by coaching method of education. The presented analysis were performed by t-test for two independent selection in SPSS 20 statistical programme. Differences were analysed on the level of extracted factors (Table 4), as well as through items analysis of personality development factors (Table 5) and managerial development (Table 6).

Table 4: Differences on the level of extracted factors

Factors	Measurement	Mean	Std. Deviation	t	Sig. (2-tailed)
Personality development	Not attended	3,8624	,43019	5,445	**,000**
	Attended	**4,1790**	,52155		
Managerial development	Not attended	3,6886	,48120	,715	,475
	Attended	3,6420	,58447		

The assessment of extracted factors in terms of attendance, either attending or not, (Table 4) we assessed significant difference only in personality development factor, in which higher score were obtained by students who attended the lessons. Their responses tend to be rather yes, which means they agree more with the coaching education and perceive as beneficial for manager work as it increases the effectivity of interpersonal relationship development and thus better understanding of people around them. The presented findings have a greater contribution in their further managerial education.

Table 5: Differences on the level of items analysis of Personality development factor

Personality development	Measurement	Mean	Std. Deviation	T	Sig. (2-tailed)
Findings of coaching method is beneficial to me in further personal development.	Not attended	3,50	,759	3,007	**,003**
	Attended	**3,82**	,939		
Coaching increases the effectiveness of managerial work	Not attended	4,03	,647	3,355	**,001**
	Attended	**4,32**	,780		
Knowledge of coaching allows me understand people behaviour	Not attended	3,61	,820	4,897	**,000**
	Attended	**4,13**	,929		
I can evaluate the education in the coaching area	Not attended	4,17	,739	2,362	**,019**

as beneficial for managerial work.	Attended	**4,39**	,771		
Based on knowledge from coaching area helps me to know people better.	Not attended	3,40	,686	3,834	**,000**
	Attended	**3,78**	,958		
Education in the coaching area increases the effectivity of interpersonal relationship management.	Not attended	3,79	,643	4,353	**,000**
	Attended	**4,15**	,732		
Findings of coaching method is beneficial to me in further managerial development.	Not attended	3,86	,604	3,419	**,001**
	Attended	**4,16**	,833		
Coaching is the method how to lead people effectively.	Not attended	4,07	,745	1,130	,260
	Attended	4,19	,985		
By acquiring knowledge in the field of coaching, the manager can better motivate people.	Not attended	3,99	,663	5,204	**,000**
	Attended	**4,41**	,643		
I expect that coaching information help me to work with people.	Not attended	4,21	,690	2,550	**,011**
	Attended	**4,44**	,777		

In terms of assessment of differences through items analysis of Personality development factors

(Table 5) we assessed statistically significant differences in almost every item, in which the higher score was obtained from students attended the lessons of coaching method. Table 6 describes differences of items analysis of managerial development factor.

Table 6: Difference on the level of items analysis of Managerial development factor

Managerial development	Measurement	Mean	Std. Deviation	T	Sig. (2-tailed)
Coaching expands the puzzles of managerial competences	Not attended	3,67	,801	1,043	,298
	Attended	3,78	,931		
Acquiring knowledge in the coaching area is needed for managerial performance.	Not attended	3,55	,825	2,549	**,011**
	Attended	**3,85**	1,087		
Coach´s competences are needed in managerial work.	Not attended	3,61	,696	1,971	**,049**
	Attended	**3,78**	,750		
Coaching is one of the essential managerial competence.	Not attended	3,28	,735	1,314	,190
	Attended	3,41	,911		
Coach´s skills support managerial competences.	Not attended	3,73	,684	2,934	**,004**
	Attended	**3,99**	,765		

Based on analysis results from Table 6, is inevitable to point out that although on the level of extracted factors in managerial development factor we did not assess statistically significant differences (Table 4), in the terms of items analysis, significant differences were assessed in three items. It means that students who had experienced and gone through coaching approach are more likely tend to believe that acquiring knowledge in area of

coaching is needed in performance for managerial work. More likely they believe that coach´s competences support managerial competences that includes coaching method too.

The results of presented analysis clearly proved suitability authors methodology as extracted factor structure (Personality development and Managerial development). At the same time, it is proved that on the level of general indicator, as well as on the level of extracted factors and items analysis were assessment of coaching approach assessed positively as an educational method, in which students who attended the lessons assessed this method more positively.

DISCUSSION AND CONCLUSION

Nowdays, the coaching is represented as phenomenon. Although, it is possible to use coaching in many areas of life, it is more often applied in managerial environment and can also tend to be as decision- making tool. Therefore, it is inevitable to obtain the essential coaching basics during the higher education of management at universities. Authors Krazmien, Berger (1997) described coaching paradoxes based on the research. The research findings point out on importance to focus not only on spreading coaching awareness and on how to coach, but subsequently on the further control of effective coaching in education.

From that reason we decided to explore responses on coaching certainly for management students. In the article we present the results of research of the assessment as an educational method within higher education of management students obtain from the sample of 268 students of Faculty of Management, University of Prešov in Prešov. The results of research have definitely proven the suitability of methodology as well as extracted factors structure. We recorded positive assessment of coaching as an educational method. Subsequently, students who attended the lessons of coaching method assessed this method more effective. During the coaching, students learned that coaching is not only an effective tool for efficient and effective management of employees to meet the company objectives, but it is possible to fulfil personal and work objectives.

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THE INNOVATIVE TEACHER: A KEY FACTOR FOR IMPROVING ACADEMIC PERFORMANCE

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ABSTRACT

Ceuta, a Spanish city located in the North area of Africa, is the city with the lowest rates of academic performance and the highest rates of school drop-out in Spain. Faced with this situation, the researchers launch in unison the alarm to the dramatic social, economic and cultural consequences that this phenomenon may have in the city. There are many factors that have been studied trying to offer a solution to this worrying phenomenon. The aim of this research is to find out the professional profile of teachers in the Autonomous City of Ceuta and to study if the teachers' responses are associated with the identification variables. The results of this study illustrate the fact that methodological innovation in the city is not a reality in the daily teaching process. We also conclude that the absence of the innovative teacher is more significant in Secondary Education, level with a higher rate of school failure.

Keywords: Innovation, teaching-learning process, teacher profile, academic performance.

INTRODUCTION

The Autonomous City of Ceuta is dragging, within the Spanish territory, some figures deserving urgent action by local and national educational administrations. Teachers, parents and researchers launch in unison the alarm to the dramatic consequences that this phenomenon has in the city and its negative projection of the future if the problem does not begin to be seriously faced in a systematic and rigorous way. The percentage of the population aged 18 to 24 that does not have a certification in High School and does not follow any type of training is 29.2% in Spain while in Ceuta it is 45.7%; the gross rate of High School graduates in Spain is 70.4% and in Ceuta 53.8%; the gross rate of graduates in post-compulsory Secondary Education in Spain is 44.7% in the pre-college stage and 16.4% in Vocational Training, while in Ceuta these rates are 27.1% and 10.9% respectively; and the gross rate of graduates in higher professional training is 17.1% in Spain and 5.5% in Ceuta. The data extracted from the PISA report (OECD, 2016) are not very optimistic either, since Ceuta is well below the OECD average both in scientific - mathematical competence and in reading comprehension, obtaining in the latter 423 points, occupying again the last place among the regions of Spain. It is also interesting to note that these results are not directly connected to the investment in economic and human resources made in this city, which is higher, in relative terms, than the national average. This leads us to think that there are other factors that affect the low educational results.

FOCUSING ON TEACHERS AS TOOL OF CHANGE

One of the great challenges before carrying out our study was to try to understand the causes that have led our students to obtain such low results. According to Sánchez (2010), the common factors that lead young people drop out of school early are the following:

- A very high percentage among the parents of these young people only have primary studies.
- This youth population comes from disadvantaged sociocultural districts.
- There is a lack of parental involvement in the life of their children's schools.

In the study conducted by Sánchez (2010) it is concluded that there is no relationship between school results and the income level of the family unit, nor is there a correlation between the variable academic performance and the level of studies of the parents. This same study establishes the causes that young people describe that led them to abandon their school education, which are in this order: the lack of interest to continue studying, the desire to start working, they want to study something else, and finally, personal problems.

We are very interested in trying to reflect on the causes of the high rate of students who have not been able to take advantage of the options that the educational system has put at their disposal and who consequently have failed, to the frustration of all, in their global education and formation. We realize how easy it is to confuse terms when talking about the students´ academic failure and how difficult it is for teachers to make a self-assessment in this sense. According to Martínez (2009) it would be necessary to make a distinction between the school failure of the students and the failure of the system, which would be the one evidenced by the PISA tests, when these students representing Spain do not obtain the expected academic results. There are researches that focus on social, cultural and even linguistic factors, others focus on institutional policies (Aubert, Flecha, García, Flecha, & Racionero, 2009; Bolívar, 2008; Darling-Hammond, 2001). The present research focuses on the methodology applied in the classrooms and puts teachers at the center of the investigation. We consider that one of the possible causes of the alarming rate of school failure that we have accumulated, and that has not been explicitly explained so far, is the lack of application in the teaching practice of innovative and attractive models for the students. In the study of Sánchez (2010) the participants acknowledge their lack of motivation for study and academic work, and consider that their low motivation is caused by the lack of functionality of the learning, the unattractive that the classes were and the lack of an active and participatory methodology on the part of the teaching staff. For the participants, the learning received by the teachers was not very accessible and not very useful, consisting mainly in theoretical contents, which caused them boredom and disinterest.

In some previous researches some punctual mentions to the teaching practices can be found. Gámez, Sánchez, García, and Cotrina (2011) give a brave step when they affirm that the methods used by teachers are key elements on which it is necessary to fall in order to palliate such a high school failure. However, they are not given the priority that it is claimed. The same authors take a big step in this regard by claiming new methodological initiatives and they complaint explicitly that teachers find it very difficult to recognize that their methods are not adequate or respond to the real context in which teachers work.

We believe that part of the enormous rate of school failure is due to the obsolete practice of methodologies applied in the classroom. We are aware of the difficulty of positioning ourselves in this sense and how difficult it is to assume that student's failure and teaching failure are parts of a whole. We understand the huge professional maturity required to assume that the classroom actions may be not correct or adequate enough to respond to the students and get them the necessary motivation to continue their training.

OBJECTIVES

The research we carried out had a well-defined purpose. We intended to find out the attitudes exhibited by the teachers of Ceuta in the face of methodological innovation and its application as a recurrent element in their daily teaching practice. Also, we wanted to discover if their attitudes were associated with the descriptive variables. For this, we asked them about different educational aspects that touch the daily teaching practice, management teams and leadership, school organization, new methodologies and technologies, inspection, training and research, with the main objective of describing the teacher profile that we found. Likewise, we compared what happened in the stages of Middle and High Schools. In this way we were able to find out if teachers in this city had an innovative profile, which the common characteristics shared by these teachers were and in which of the educational stages innovation had a more relevant presence.

METHODOLOGY

The present study was incardinated within the quantitative descriptive methodology.

Sample

The sample was constituted, finally, by a total of 357 teachers of the city of Ceuta, Spain, belonging to the stages of Primary Education and Secondary Education. This sample corresponds to 30.54% of the total teaching population of Ceuta, formed by 1,169 professionals (587 Primary and Elementary teachers and 582 Secondary and Vocational Training teachers). Of the total of the sample, 161 belong to the Primary body, representing 27.43% of this population, and 196 belong to the body of teachers of Secondary Education, which represents 33.67% of the total of this other population**.** Regarding the representativeness of the sample, considering a reliability level of 95%, the estimation error was only 4%. Thus, for each one of the study blocks, a response percentage of more than 25% of the total population was achieved, as shown in Table 1.

Table 1. Population and sample

Level	Stage	Total population	Sample	%
Elementary/Middle School	Primary Education	587	161	27.43%
High School	Secondary Education	582	196	33.67%

The list of the seven variables that we determined for this study were: gender, age, teaching experience, work situation, having held a position of responsibility in the management team, having held a position of responsibility in the coordination of stages or projects, and teacher development and training.

Considering the variable sex, in Figure 1 it is observed that for both Primary and Secondary Education the female population participating in the sample exceeds the male population.

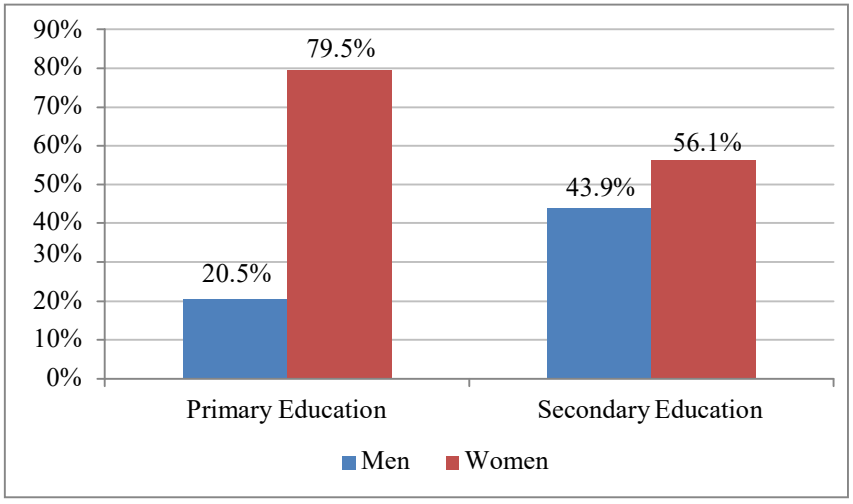

Figure 1: Distribution of sample by gender and educational stage

Secondly, the distribution of the sample according to the age of the respondents is reflected in Figures 2 and 3:

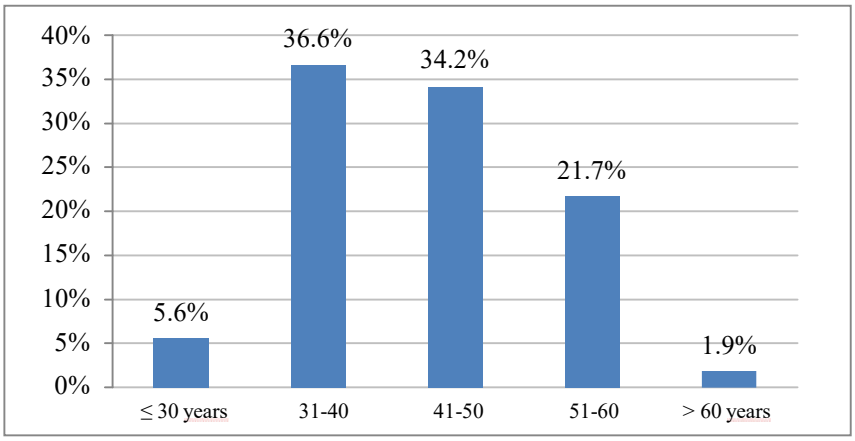

Figure 2: Distribution of Primary teachers by age group

In the sample of teachers surveyed in the Primary stage there is a 5.6% that is below 31 years; between 35 and 45 years old we find the majority of the teachers surveyed, representing 45.9% of the total. Teachers over 55 years old represent 10.54%.

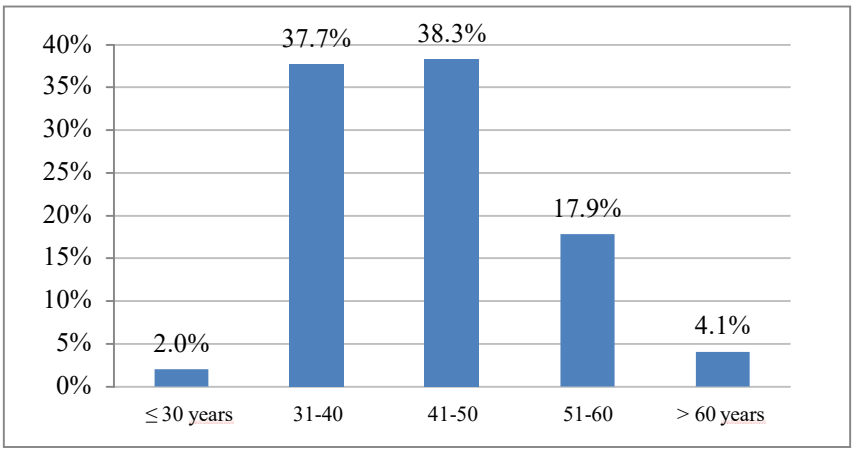

Figure 3: Distribution of Secondary teachers by age group

Regarding the Secondary teachers, only 2% of the sample is 30 years old or less. The range between 34 and 40 years is made up of 16.32% of the sample. The largest group corresponds to teachers who are between 42 and 46 years old, reaching 40.8% of the total.

Moreover, in relation to the years that participants have been carrying out their teaching, both in Primary and Secondary Education the sample is distributed as can be seen in Figure 4.

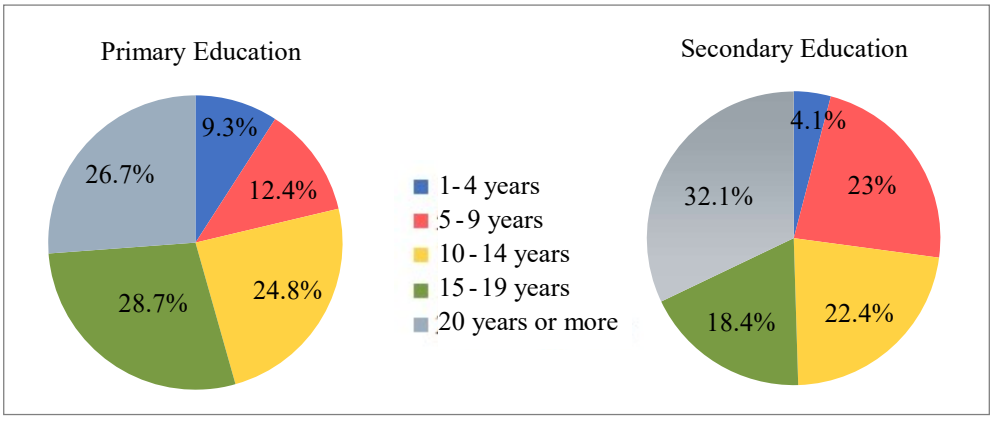

Figure 4: Distribution of sample by years of experience and educational stage

It is observed that in Primary Education most of the respondents have a teaching experience of more than fifteen years, exactly 28.7% have been exercising between fifteen and nineteen years, and 26.7% have been doing so for twenty years or more. In Secondary Education, the majority of respondents have a large experience in teaching. Exactly, 32.1% have twenty years of teaching experience or more, and 18.4% declare to have between fifteen and nineteen years of experience.

Regarding the distribution of the sample considering the labor situation of the respondents, Figure 5 shows that in the Primary stage there is 74.5% that are teachers who belong to the school staff, as opposed to 25.5% who are in eventual professional situation. In Secondary, the number of respondents in this situation is lower, 67.3%, with the percentage of substitute teachers standing at 32.7%.

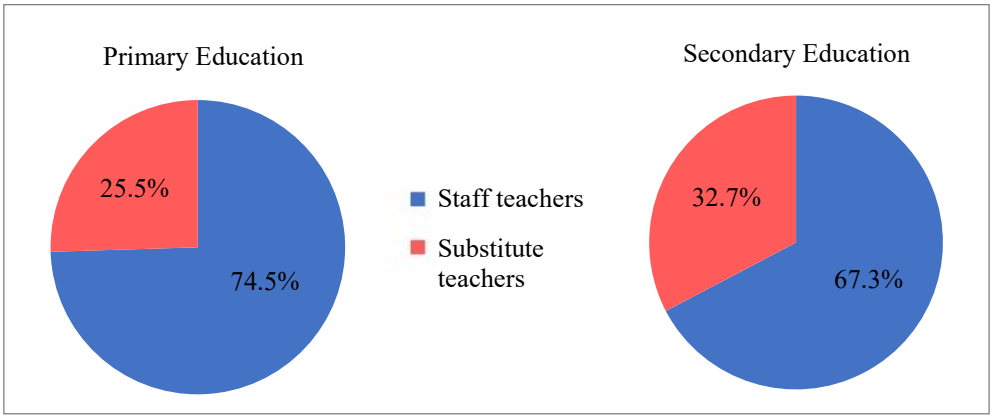

Figure 5: Distribution of sample by professional situation and educational stage

As shown in Figure 6, according to the positions of responsibility exercised, among the teachers of Primary Education surveyed 18% have been part of a management team at some point in their professional career while 82% have never done so. On the other hand, among the participants surveyed in Secondary Education the number of those who have ever been part of a management team is 22% while 78% have not had this work experience.

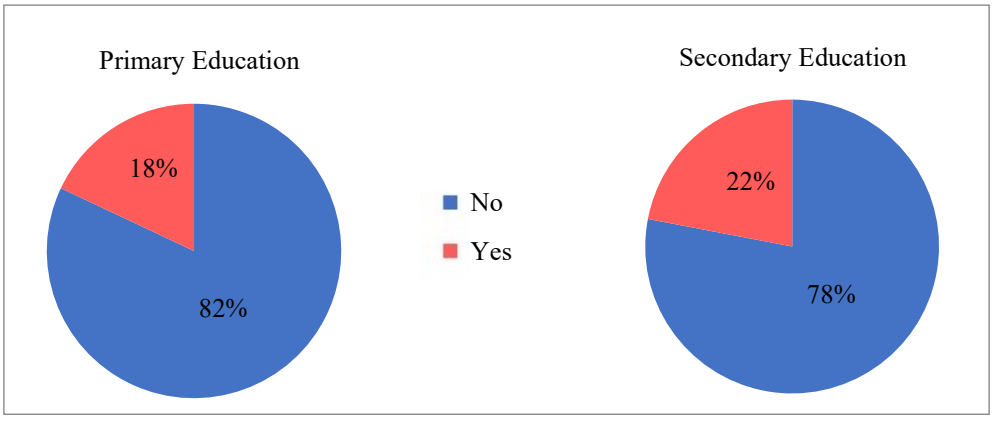

Figure 6: Distribution of sample by experience in school management and educational stage

Regarding other positions of responsibility in the life of the schools such as didactic departments or coordination of projects (Figure 7), 47% of teachers in Primary Education have exercised these positions of responsibility at some point in their career compared to 53% who have never done so. Among the teachers of Secondary Education surveyed, 55% have held these positions of responsibility at some time, compared to 45% who have never held any position.

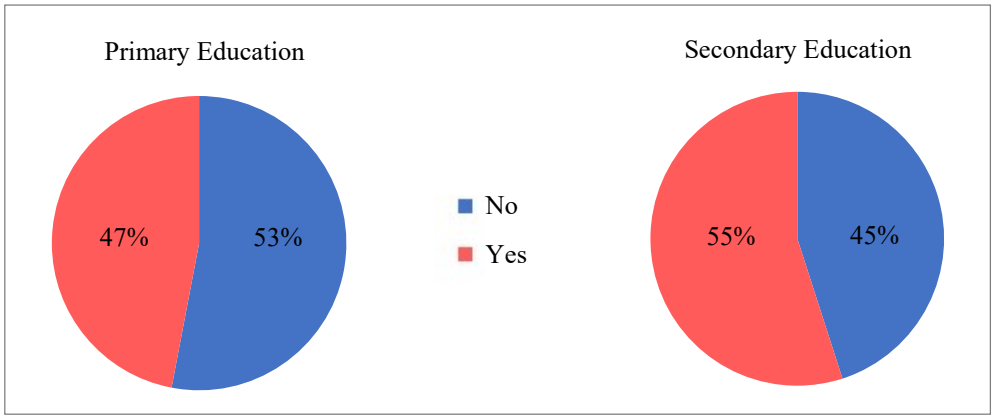

Figure 7: Distribution of sample by coordination position and educational stage

It was really important for this research to ask about the teachers' training in methodological innovation (Figure 8) and how they had obtained that training. It can be said that 87% of Primary teachers recognize they have received training in methodological innovation, compared to 13% who admit not having received any training in this sense. Regarding the sample of Secondary teachers, 86.2% state they have received training in innovative methodologies and 13.8% of respondents do not. Regarding the acquisition of this training, and according to the options proposed, the majority of teachers, both in Primary Education and Secondary Education, claim to have received training through courses organized by the State Education administration. Innovative formation from University has been received by 21.5% of Secondary teachers while in the case of Primary teachers 14.6% have done so.

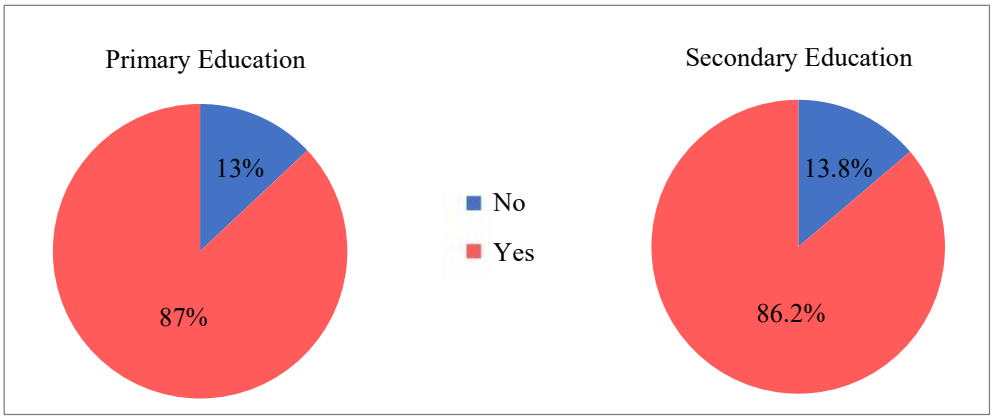

Figure 8: Distribution of sample by training in innovation and educational stage

Instrument

It is a questionnaire of 70 items. The questions fulfilled the classic rules that, according to Abascal and Grande (2005), all questionnaires must comply: simple and not double, neutral, direct and related to the subject. Our questionnaire contains a series of statements on which the respondent has to indicate their degree of agreement or disagreement according to a Likert scale. The questionnaire consisted of some items on the personal and professional situation of the teachers (gender, age, teaching experience, work situation, position on the management team, etc.) and other items related to methodological innovation and other aspects derived from or led to: motivation, evaluation, daily action, teacher coordination, management teams, pedagogical leadership, inspection and assessment, classroom activities, etc.

We obtained a Cronbach's Alpha coefficient of 0.830. Taking into account that a coefficient of 0.6 is acceptable (Thondike, 1997) and a value higher than 0.8 is considered good (George & Mallery, 2003), we can affirm that the reliability of our measuring instrument is high.

Data Analysis

From the data obtained through the questionnaire, we carried out a contingency analysis. This analysis has allowed us to know if the teachers' responses were associated with the identification variables, which are gender, age, teaching experience, work situation, experience in school management, experience in coordination positions and training.

RESULTS

Summary of Findings

We have found significant associations in all the descriptive variables except in the labor situation of the teachers. The variable that presents a significant relationship with more items is that regarding the training of teachers in innovation followed by teaching experience or have been part of management teams. With the aim of throwing a general view of the results obtained, we are in a position to affirm that female teachers feel more secure and determined to methodological innovation, valuing more positively the results of some of the experiences that have been launched and in which they have participated. They give a stronger opinion to the need to face an educational change in their schools. Likewise, they show a greater willingness to innovate regardless of the support of the administration or any other sectors involved.

In terms of age, it is an essential factor when betting on methodological innovation. The age range between 48 and 55 years is the most reluctant to the changes and reorganization needed for innovative practices. Teachers of these ages distrust more in the improvement of academic performance through new teaching practices, are the most reluctant to work collaboratively with other teachers, reject to a greater extent the direct participation of parents in the life of schools and show a greater distrust in the educational administration.

Both male and female teachers with a teaching experience of 1 to 10 years are more predisposed to changes and new practices. They specially give strong value to the collaborative work between students and teachers and recognize the continuous training of teachers as a key element for successful teaching practice. Teachers who have had experience in school management are more determined to innovation and have greater confidence in the improvement through methodological and structural changes in schools. However, those teachers are more pessimistic about the teachers staff in carrying out the changes required. Undoubtedly, training in innovation is the most important value when it comes to relying on new educational methods and seeking success through innovation. At a higher level of formation, teachers are more convinced that an educational transformation is necessary in their schools, they take into high consideration parents' participation in schools. Besides, they are more convinced of the value of new methods in the teaching-learning process.

Regarding the Secondary stage, we found significant associations between all the descriptive variables and the items that make up the questionnaire.

Comparative Study between Stages

From the results obtained in the analysis carried out, it seems very useful making a comparative study between the two stages investigated. It can be affirmed that the Secondary stage yields asymptotic relationships with all the descriptive variables of the questionnaire used. The Primary stage does not show any relationship of significance between the variables and the employment situation of the teachers surveyed. In the Primary stage, the three descriptive variables that show the most significant relationships are training in innovation, years of experience and belonging or having belonged to a management team with 15.71% of the total variables of the questionnaire in the first case and with 14.29% in the other two cases. On the other hand, in the Secondary stage the descriptive variables that show a greater number of significant relationships with the rest of the variables are training in innovation with a very high 37.14% of the total of the variables followed by age with 15.71%.

It is interesting to provide the percentage obtained by each of the descriptive variables in each of the stages analysed.

Table 2. Percentages of items of the questionnaire associated to each identification variable

Identification Variable	Primary	Secondary
Gender	11.43%	14.29%
Age	7.14%	15.71%
Years of experience	14.29%	2.85%
Professional situation	-	4.29%
Have or having had experience in school management	14.29%	8.57%
Have or having had responsability in coordination	2.85%	5.71%
Training in innovation	15.71%	37.14%

In both stages female teachers are more determined to innovation. According to age, in Primary Education teachers between 47 and 58 years old are the most pessimistic towards innovative practices. However, this drop in teacher involvement in this age is not appreciated among teachers of Secondary Education, that maintain more constant values in all ages. However, in both groups younger teachers feel more willing to innovate teaching.

Regarding the teaching experience, the first 10 years of teaching are the most optimal when searching for educational changes and the application of innovative practices in the classroom looking for the improvement of academic results. There are no differences between substitute and staff Primary teachers in terms of educational innovation, contrary to what happens in the Secondary stage, in which eventual and substitute teachers are more optimistic and more determined in the face of innovation in their teaching practice.

Regarding the fact of having exercised a position of responsibility in school management, in both stages the teachers who have had this responsibility are more determined to face the necessary changes for the transformation of their schools, they are more willing to methodological innovation and they need less involvement of other educative agents or factors. Furthermore, in both stages these teachers show a greater pessimism about the teachers staff to carry out these transformations. Teachers who have experienced the coordination of any project or group of teachers in Secondary stage are more resistant to collaborative work and innovation. This fact is not appreciated among Primary teachers.

We are in conditions to affirm that teachers' development and formation is, by far, the most remarkable factor for the innovative profile of the teacher in the two stages investigated. It is verified that teachers with training in innovation are the most aware of the need for a change in the educational model. They are more willing to face the necessary changes and apply innovative methods in their teaching practice. These teachers show a high value for inclusive education and consider that the participation of parents in the life of the schools is a decisive factor in order to improve academic performance. For both stages the professionals who have received training in innovation through University obtain higher rates than those who have received this training through other organizations.

CONCLUSIONS

In light of these evidences we can say that some teachers in the city of Ceuta present a positive attitude toward innovation, although others show themselves reluctant to innovative practices. It is also very decisive to affirm that the absence of the innovative teacher is more significant in the Secondary stage, level with a higher rate of school failure.

We can identify an innovative teacher as a young woman with a high level of formation, with an experience of ten years or less, without any distinction regarding her employment situation in the case of Primary level and substitute or eventual in the case of Secondary teachers. In both stages this teacher profile exercises or has exercised the position of responsibility in school management teams and has experience in coordination positions in the case of the Primary stage.

Through the results obtained in this study we can conclude that the methodological innovation in the city of Ceuta is not a reality yet and responds to personal performances from only a part of the teachers. Innovation is still considered to be as a current of educational thought that has managed to attract the attention of some of the collective, still far from the implementation as a key practice for the success and improvement of results and the best learning of all students.

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WHAT CAN BE DONE FOR THE UNIVERSITY TO BECOME AN ENTREPRENEURIAL UNİVERSITY?

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ABSTRACT
Universities have undergone significant transformation as a result of new paradigms in the world. Entrepreneurship is found as one of the solutions for this adaptation process by developed countries. Entrepreneurship in higher education forms a basis for innovation. In this regard, the paper presents the changes and challenges that the universities have to face nowadays, offering a model of entrepreneurial university, with its necessary characteristics. It depicts how modern universities may benefit from different types of entrepreneurship by transforming its universities to a model of productive, innovative and quality assured institutions while showing the triple helix system of relationships between university, industry and government.
Keywords: Entrepreneurial University, Triple Helix, Higher Education, Innovation

TRANSFORMATION OF UNIVERSITIES' FUNCTIONS

It is well documented and understood that universities are in an era of transition. No longer are universities simply teaching and research institutions; they are now increasingly expected and even sometimes required to engage formally with the economy and society (Nelles & Vorley, 2010).

In the modern society, due to the rise of knowledge-based economy, information technology, and global competitiveness, the functions of university have been expanded from its original task of preservation and knowledge transfer, to production of new knowledge and more recently to knowledge exploitation for innovation (Etzkowitz and Dzisah 2007; Etzkowitz and Zhou 2007; as cited in (Sam & Van Der Sijde, 2014).

The universities start to act as active participants of economic relations, gradually extending their entrepreneurial functions. Essential development factor of entrepreneurial aspects in activities of universities is limits of government funds for university degree system, necessity to diversify financing sources, relevance for academic science to close business segment. Elements of entrepreneurship are consistently integrated and spread in different lines of actions of advanced educational establishment. International activity of advanced universities is on immense rise. For them not only to work successfully, but also become leaders of current global educational system, the universities have to reinforce and diversify their activity. Actually, entrepreneurial and international aspects pervade all major lines of actions of advanced leading universities (Kalenyuk & Dyachenko, 2016).

Transformation of Universities' Functions

Traditional functions of university	Entrepreneurial activity	International activity
educational, formative activity	- services diversification (programs of different duration, levels, teaching techniques); - extending of services range for both main and allied ones, chargeable	- active involvement of prospective university students and consumers at the external markets
Scientific research activity	- extending of scientific research activity; - commercialization of scientific research results; - range extension of allied intellectual services (consulting); - creating of scientific parks, techno-parks, business incubators within the universities	- academic mobility; - participation in international scientific projects; - publications of the results in international journals; - participation in syndicate of universities to carry out international scientific research projects;
Marketing	- energetic advertising campaign at the national and international levels; — search for sponsors; - work with graduates as potential patrons; - participation in national and world ratings of universities	
Financial business activity	- search and diversification of additional funds - forming of endowment fund; - extension of financial autonomy	— search of foreign investors and partners; - extension of export scale of educational and other services

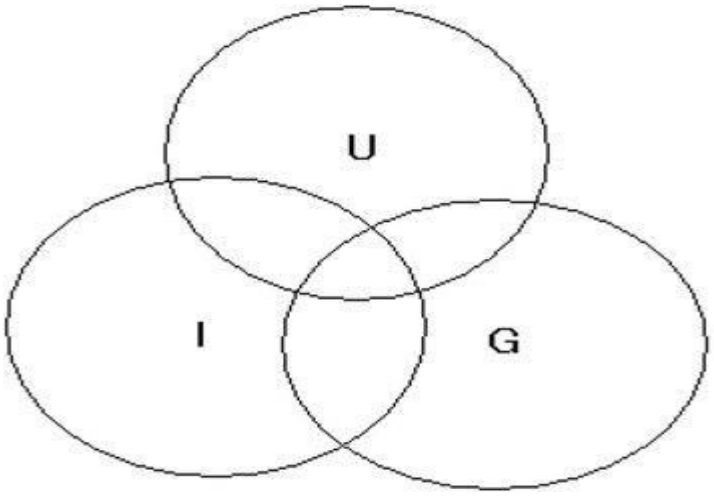
(Kalenyuk & Dyachenko, 2016)

Universities exist to generate knowledge through teaching and research, but it is also incumbent on them to ensure that the knowledge created is of social and economic value. This gave rise to the awareness that the research and teaching activities of universities would need to be socially and entrepreneurially underpinned through the strategic networking of universities with key players in the wider economy. This awareness has led to the emergence of two concepts: the 'third mission' and the 'triple helix mission'. These concepts together define the trajectory along which universities evolve to impact the economy and society (Nakwa & Zawdie, 2016).

TRIPLE HELIX

The relationships among universities, industries and governments have become necessary to account for the capitalization of knowledge, and the ''triple helix model'' is a useful framework to explain these interactions. In the triple helix model, universities and other knowledge-producing institutions can play a new role in the knowledge-based society by focusing on dynamics and utility of knowledge. Beside the traditional missions such as education and research, universities now can organize technology transfer and entrepreneurial activities. The triple helix model provides a flexible framework to guide societal efforts for the common purpose of stimulating knowledge-based economic development (Lee & Ngo, 2012).

The triple helix model involves a network of relationships between university, industry and government (U–I–G). As such, it offers firms, organizations and institutions the opportunity to develop complementary capabilities and to tap into other systems of innovation and learning which can give them access to a wider range of solutions to technological problems (Saad, Zawdie, & Malairaja, 2008).



*The triple helix illustration of university-industry-government sphere relations.

University–industry–government interaction is key to improving the conditions for innovation in a knowledgebased society. Industry is a key stakeholder for universities, as it represents the locus of production, whereas government is important because it represents the source of interaction with the country's economy and public policies (Fayolle & Redford, 2014).

The emerge of entrepreneurial universities to be the hallmark of the 'triple helix' model in which universities feature as the main drivers of regional development (as in the 'fully integrated model'); or as leaders in the formation of knowledge network (as in 'university-led model'); or as agents securing resources from industry for knowledge generation and transfer (as in the 'external support model'). Most of the successful universities in developed countries are said to conform to the 'external support model'. However, in developing countries, the industrial sector is not strong enough to support universities, so that it is the first and second models that seem to be relevant (Nakwa & Zawdie, 2016).

A fundamental feature of the triple helix model is its aim to bring together different actors, capitalizing on their interactions in order to provide a comprehensive understanding of the innovation process and its key determinants (Saad, Zawdie, & Malairaja, 2008).

The Triple Helix explains the creation and consolidation of learning societies, deeply rooted in knowledge production, innovation and dissemination, and in a well-articulated relationship between universities, industry and government (Fayolle & Redford, 2014).

The merit of the system is that it is capable of creating the conditions for generating, sharing and disseminating appropriate knowledge that is conducive to quick learning and innovation necessary for speedy catch-up and growth (Saad, Zawdie, & Malairaja, 2008).

THE IMPORTANCE OF ENTREPRENEURIAL UNIVERSITIES

Due to the rapidly changing needs of the knowledge-based society and the local and global competitiveness, people's knowledge, skills and resourcefulness have become increasingly important. The competitiveness and rise of the knowledge-intensive economy have posed great challenges to governments in both developed and developing nations to overcome and encourage them to also make higher education (more) responsive to the competitive labor market in the globalized society. Hence, governments are challenged to enhance the higher education system in order to produce more highly-educated people for social and economic development (Maassen and Cloete 2006; as cited in (Sam & Van Der Sijde, 2014).

The role of the entrepreneurial university is increasingly being seen as important for finding new ways to compete and succeed in un0certain and unpredictable environments and for finding new solutions to the multiple challenges that need to be addressed for the public good, whether local or global (Hannon, 2013).

CHARACTERISTICS OF ENTREPRENEURIAL UNIVERSITIES

The conceptual model of an entrepreneurial university is integrated by the environmental and internal factors involved in the creation and development of entrepreneurial universities. The environmental factors have been grouped into formal and informal factors supported by Institutional Economics. Thus, the internal factors have been grouped into resources and capabilities supported by the RBV. Finally, the criteria to measure the outcomes of these universities are supported by the new university missions (Guerrero & Urbano, 2012).

What are the main characteristics of entrepreneurial universities? According to Schulte (Schulte, 2014), we should consider the following basic aspects: Formal factors

- Universities' vision, mission, strategy and objectives
- Entrepreneurial organisation and governance structure
- Procedures and processes
- Autonomy and academic freedom

• Informal factors

- Entrepreneurial culture

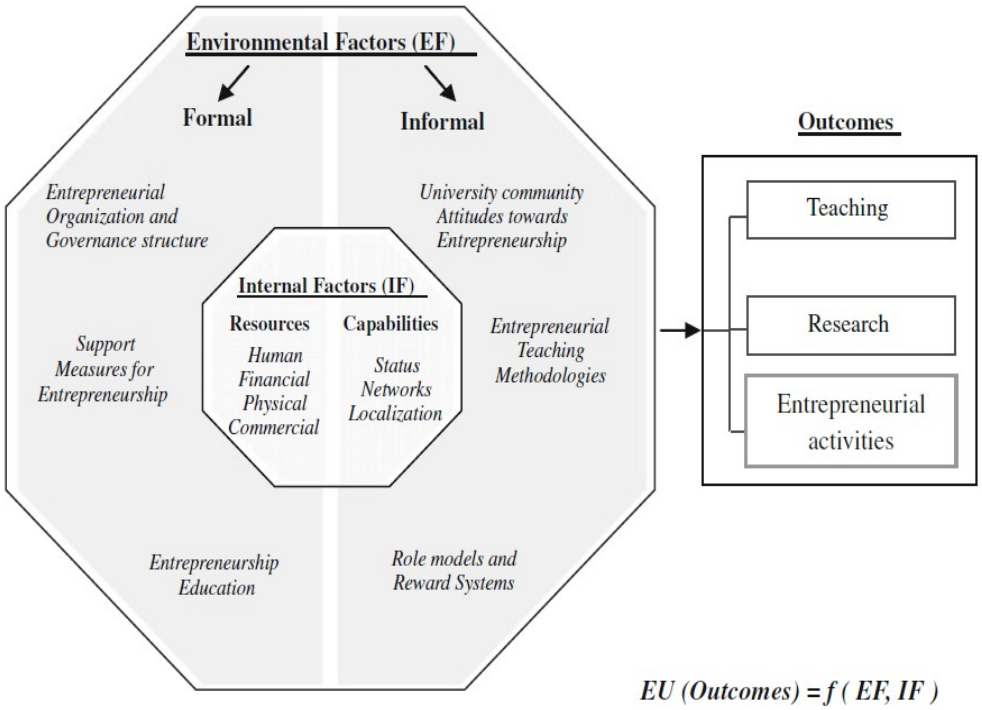
- Special kind of mind-set of the academic and the administration staff
- A set of personal skills and attributes

• Resources

- Human Capital
- Financial resources
- Physical resources like premises, equipment and so on

• Capabilities

- Status
- Networks and alliances with universities and companies



(Guerrero & Urbano, 2012)

ENTREPRENEURIAL & INNOVATIVE UNIVERSITY INDEX DIMENSIONS

Turkish universities, have been graded according to a scale called “Entrepreneur and Innovative University Index Indicator Set” since 2012, are competing with each other in terms of their entrepreneur features and processes of capitalizing the services. Entrepreneurial and Innovativeness University Index (EIUI) list is obtained by The Scientific and Technological Research Council of Turkey (TUBITAK). Higher Education Council, Turkish Statistic Institution, Ministry of Science, Industry and Technology, Ministry of Development, Ministry of Treasury, Turkish Patent Institute, Small and Medium Enterprises Development Organization and Universities contribute to this work. List is assembling from 50 Turkish Universities and rankings have been recalculating annually since 2012 in order to encourage entrepreneurship and innovation activities at universities. TUBITAK aims to increase competition among universities and contribute development of entrepreneurship ecosystem in the country by this way. There are 5 dimensions in the cover of 23 indicators. First dimension is “Scientific and Technologic Research Proficiency” which’s weightiness 0,20. Second dimension is “Number of Intellectual Property” and its’ weightiness is 0,15. Third dimension is “Cooperation and Interaction” with 0,25 weightiness. Forth dimension is “Entrepreneurship and Innovativeness Culture” with 0,15 and the last dimension is “Economic Contribution and Commercialization” with 0,25 weightiness. Universities are ranged from top to bottom due to their rankings (İskender & Batı, 2015).

(TÜBİTAK, 2012)

According to this indicator set, universities could find a place in the grading as long as they can get into cooperation with industry, and commercialize their products, in short, as much as they capitalize service. It could be seen in the set that universities are graded not according to their contribution to culture and social services but according to their contribution to the market and commercialization. This indicator set is important in that it shows us how the universities become commercialized and for what purposes they function (Aslan, 2014).

Entrepreneur and Innovative University Index Indicator Set	
Size and Weight Ratio (%)	**Indicators**
Scientific and Technologic Research Competence (%20)	Number of scientific publications Number of citations Number of projects received from R&D and innovation endorsement programs Amount of funds received from R&D and innovation endorsement programs Number of national and international awards in science Number of graduates with PhD
Intellectual Property Pool (%15)	Number of Patent application Number of Patent letter Number of Utility model/industrial design document Number of international patent application
Cooperation Interaction (%25)	. Number of R&D and innovation projects done with university-industry cooperation . Amount of funds received from R&D and innovation projects done with and university-industry cooperation . Number of R&D and innovation projects done with international cooperation . Amount of funds received from R&D and innovation projects done with international cooperation . Number of instructors/students in circulation
Entrepreneurship and Innovation Culture	. Number of programs in entrepreneurship, technology management, and innovation management at license and graduate levels . Number of staff working full-time at Technology Transfer Offices, technoparks, incubation centers, and technology development centers . Presence of Technology Transfer Office structuring

(%15)

. Number of education/certificate programs in entrepreneurship, technology management and innovation management run outside university

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. Number of active firms academics fully or partly own at technoparks, incubation centers, and technology development centers

. Number of active firms university students or graduates of the last 5 years

Economic Contribution and Commercialization (%25) fully or partly own technoparks, incubation centers, and technology development centers

. Number of people employed at the technoparks, incubation centers, and technology development centers fully or partly owned by academics

. Number of licensed patent/utility model/industrial design

(Aslan, 2014)

WHAT CAN BE DONE FOR THE UNIVERSITY TO BECOME AN ENTREPRENEURIAL UNIVERSITY?

Starting from the literature studied, namely the models built by Clark, Stevenson, Gibb, Brustureanu (2002), Scarlat (2003), Scarlat & Simion (2003), Scarlat & colab. (2005), Scarlat & Brustureanu, (2009, 2012), Scarlat, Brustureanu, Borangic, Popescu (2012), some relevant aspects that may come off on how modern universities should consider restructuring the university management to successfully complete the third mission are (Mihaela & Amalia, 2014):

- Transition from administrative management to entrepreneurial management, in which the university's strategy is oriented towards managerial and scientific opportunities regardless of the resources available at that time;
- Motivating the teaching and research staff to identify the scientific opportunities and support the development of entrepreneurial behavior at the university level;
- Create a professional environment for research and development excellence;
- Developing entrepreneurial culture as the foundation of competitiveness and prestige of the university;
- Initiating construction of internal and external informal networks progressive allocation of resources and sharing of resources with university stakeholders;
- Identifying research opportunities able to highlight the internal resources of the university and leading to local and regional economic development as a result of insertion of intellectual property in the industrial environment; Creating the necessary logistics for transferring academic research results to industrial environment.

CHALLENGES IN BECOMING AN ENTREPRENEURIAL UNIVERSITY

Universities face numerous challenges and obstacles on the journey to becoming more entrepreneurial, (for a detailed discussion see, for example, Clark, 1998; Etzkowitz, 2004; Thorpe and Goldstein, 2010; Gibb et al., 2012; Kweik, 2012), interalia (Hannon, 2013):

- Perceptions of relevance and meaning of entrepreneurship for higher education; and hence developing a shared institutional vision, identity and consensus;
- Organisational transformation and re-organisation of knowledge and people and opportunity;
- Ideological threats, notions of capitalist tendencies and the demise of academic autonomy through utilitarian approaches to modern university education;
- Curricula controls on content and assessment through internal structures, external agencies and professional bodies;
- Lack of academic career pathways for those pursuing entrepreneurships in higher education institutions, especially research-intensive institutions and hence perceptions of personal risk;

- Perceptions of weak academic rigor against other more established disciplines;
- Strong links with commercialisation and income generation rather than with education and learning;
- Positioning within an institutional structure either inside or outside or academic faculties or colleges and the associated flows of income and related kudos.

CONCLUSION

In the interest of quality of education and training as well as research it is necessary to change and advance universities to entrepreneurial universities. This is necessary in order to cope with the present and future challenges for universities (Schulte, 2014).

Deploying the triple helix model recently developed elsewhere an emergent entrepreneurial paradigm is outlined in which the university plays an enhanced role in technological innovation.

Governments encourage this academic transition as an economic development strategy that also reflects changes in the relationship between knowledge producers and users. It appears that the 'entrepreneurial university' is a global phenomenon (Etzkowitz, Webster, Gebhardt, & Terra, 2000).

Turning the traditional university into a more entrepreneurial one is the essence in role of embedding entrepreneurship education (Fayolle & Redford, 2014).

The entrepreneurial university model involves accepting the change in the functioning of mechanisms specific to university environment, the transition from traditional university with an administrative management to a modern, innovative and entrepreneurial one, with a new culture, the entrepreneurial culture. The awareness and acceptance of entrepreneurial spirit at the individual level and at the level of the entire functional system of the university, recognizing the importance of entrepreneurial culture are the first steps towards increasing the expected results through the assumed mission (Mihaela & Amalia, 2014).

In order to realize the entrepreneurial university concretely many organizational, structural and especially many behavioral changes are required. And changing of mentality and behavior is the most difficult challenge you could require from humans. But we need the concept of the Entrepreneurial University in order to secure academic freedom and a high level of quality of education and research (Schulte, 2014).

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