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Instrumente Structurale
2007-2013



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AGENCIA ROMANA
DE ASIGURARE A
CALITĂȚII ÎN
INVATĂMÂNTUL SUPERIOR

STUDY ON MANAGERIAL DIMENSION OF EDUCATION FOR PRIVACY

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The structure of paper

1. The theoretical framework

1.1 Defining of privacy education

1.2 The managerial dimension

2. Research on representations of educational actors toward the managerial dimension of education for privacy

2.1 The objective and the hypothesis of the investigation

2.2 Variables

2.3 Subjects

2.4 Methodology

2.5 The presentation and analysis of results

3. Conclusion

References

1. The theoretical framework

1.1 Defining of privacy education

- Education for private life includes those elements that provide the individual progress (O. Dragomir, 2002).
- Education for private life has as a central point the reproductive education (for maintenance of life) and the community (training, the development and the affirmation in family and in local community) (A. Miroiu, 1998).
- Education for privacy is a “new education” that prepares the students for a balanced personal life in relation to public life through a set of rules, laws, knowledge, skills, attitudes, values and specific actions.

We defined three basic understandings in relation to dimensions which support and foundation the education for privacy:

- *the normative connotation*: the new education represents an ensemble of rules which ensure the respect of educational actors privacy in conjunction with the legislative requirements;
- *the curricular meaning*: the privacy education includes knowledge, skills, attitudes, values and specific behaviors that are transmitted and internalized so that contributes to the personal development of pupils;
- *the managerial significance*: the education for private life requires a series of specific steps to contribute at realize of various educational projects.

1.2 The managerial dimension

The practitioners can develop and achieve the following categories of projects (Iosifescu):

- *curricular development projects*, which aim the realization of formal or non-formal activities;
- *human resources development projects*, focusing on information and training teachers;
- *projects of attract financial resources and development of material resources*;
- *development of community relations projects*.

We added a new class of projects, namely *the educational intervention projects*, which are based on offering solutions to social problems.

2. Research on representations of educational actors toward the managerial dimension of education for privacy

2.1 The objectives and the hypothesis of the investigation

The objective

The main goal of research consists in identification of openness of teachers and students toward categories of educational projects that enable the realization of education for privacy.

The Hypothesis

The first general hypothesis

The teachers consider that a number of actions facilitate the achievement of education for privacy.

The second general hypothesis

The students consider that a number of actions facilitate the achievement of education for privacy.

The third general hypothesis

There are significant differences between the perceptions of teachers and students of the types of educational projects.

2.2 Variables

- *the dependent variable*: the appreciation of the importance of the categories of project concerning private life;
- *the independent variables*: socio-professional group (high school students/teachers), gender (male, female), environment (urban/ rural), and the high school students' school year/grade (first year students, second year students, third year students, senior year students)

2.3 Subjects

2346 subjects were involved in this study:

- 1456 high school students;
- 890 teachers

2.4 Methodology

- The students' and teachers' level of openness for different aspect of private life was summative assessment the questioner

The second general hypothesis

The students consider that a number of actions facilitate the achievement of education for privacy.

The most preferred categories of educational projects for achieving education for private life by students are :

- the *pedagogical assistance projects* (1,09);
- the *awareness projects for social problem solving* (0,99).

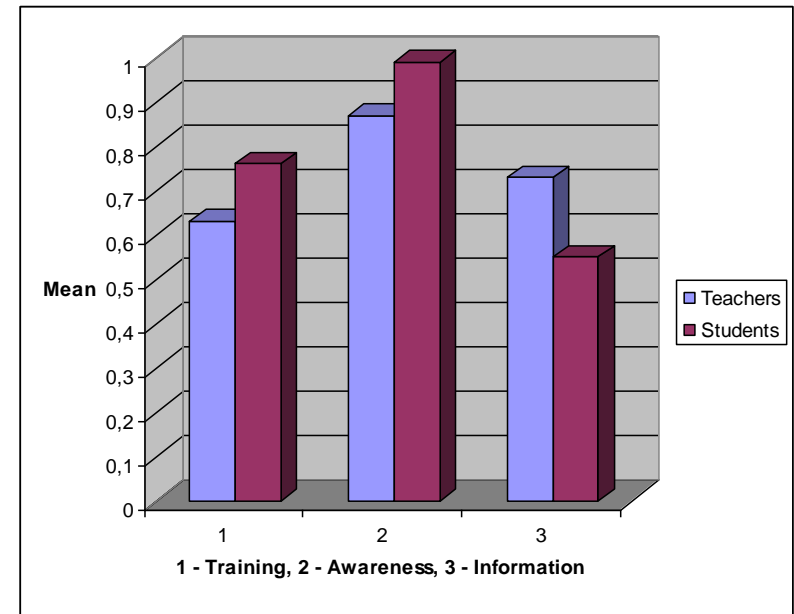
Both projects are part of the educational intervention.

Unlike these categories of projects, the developments of community relations projects at local and national level are less preferred by teachers.

The third general hypothesis

There are significant differences between the perceptions of teachers and students of the types of educational projects.

- The teachers prefer more *the human resource information projects*.
- The students prefer more *the human resources training projects* and *the awareness projects* for social problems solving.



3. Conclusion

After analyzing the results of the statistical data, the following general conclusions can be stated:

- Both teachers and student prefer that the main way of achieving education for private life the pedagogical assistance projects and the awareness projects for social problem solving.
- There are some significant differences, because the teachers prefer more the human resource information projects, while the students prefer more the human resources training projects and the awareness projects for social problems solving.

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