

Communication Improvement within the Education Process and Emotional Intelligence Development

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Abstract

Both the authors' previous experience and the devoted literature highlight the particular role of teacher-student communication for the quality of graduates' professional development and education. The research presented herein is based on a sociological survey conducted in a large university from north-west Romania, on more than 600 Economics Master's students.

The chief goal of our research is to determine efficient ways to improve the student training provided by the master programmes in Economics, by means of a better stimulation on the part of the teachers, a more efficient teacher – student communication, a better quality of the teaching materials employed and a greater relevance of the educational content for the particular area of specialisation pursued.

After an initial review of the material resulted from the sociological survey, we continued to analyse the results in relation to the tiers of the communication process, the role of groups in the learning process and of the education process in the development of emotional intelligence.

Within the current phase of our study, the underlying hypotheses are:

- (1) The training of Economics and Business Administration students provides them with opportunities of professional specialisation, while developing skills and abilities useful in everyday life.*
- (2) The students' training in Economics also entails an implicit educational process, which supports the development of their emotional intelligence.*
- (3) Multiculturalism bears manifold benefits, both in terms of specialist professional training and on graduates' attitudes and behaviour in the social life.*

This study allowed us to validate the hypotheses and to draw some interesting conclusions for the education of students enrolled in the university surveyed.

1. Introduction

In 2013-2014 we conducted a research on the communication between the academic staff and the students of an Economics faculty from an important Transylvanian university (in Romania). The graduates of this faculty,

trained in Business Administration, are or will become managers at various hierarchical levels, in companies located in a wide north-western Romanian region. On the other hand, the graduates specialising in Economics and other macro- and microeconomics areas may be hired in the management departments of administrative-territorial units or even at national level.

Nevertheless, in our opinion, the teacher – student communication process entails the conveyance of information accurate and useful in terms of content, if the relationship that builds between the sender and the receiver of the messages is appropriately primed, developed and completed. In other words, the teacher uses verbal or written communication to provide a content of useful ideas and ensures, by means of verbal and respectively non-verbal language, the educational mindset necessary to exercise the profession and to develop the competences and abilities required on the labour market.

2. Literature review on communication, education and emotional intelligence

2.1. Communication through analogical or digital language

Among the numerous definitions of communication, we chose the one advanced by Warren Weaver and quoted by Ștefan Prutianu: “Communication is the entirety of processes whereby one mind can influence another” (Prutianu, 2008, p. 339).

This assembly of processes entails the use of both analogical and digital language. The educational process is based, to a great extent, on analogical language. The teacher or the instructor stands as a model who, most often than not, influences more than the information conveyed through words. In the current educational framework it is of the essence for the teacher to learn how to manage knowledge, and in general any type of information. Development by multiplication of the quantity of professional knowledge lays at the basis of the innovation process. If the increased volume of knowledge may signify only a quantitative increase, the stimulated and achieved creativity ensures the development in terms of quality (Câmpeanu-Sonea & Sonea, 2011, p. 86-87). According to the devoted literature, competence is connected to the learning process (see, for example: Armstrong, 2006; Beardwell & Claydon, 2007; Boonstra, 2004). Since we contemplate the communication process for professional development, the objectives of the process are closely linked to the motivation system (Brophy, 2010), which plays an essential role, particularly in teaching adults (Chișu, 2002, p. 360-394 and Pânișoară & Pânișoară, 2005, p. 97-104).

2.2. Communication and competence

On the other hand, the communication process involves more simple or complex competence-related aspects. For instance, in order to develop and explain the holistic model of communication proposed by Pamela Shockley-Zalabak in 2002 (after Zlate, 2004, p. 497), the authors considers four types of competences which are necessary for the learning and educational process:

- (1) knowledge competence, namely the ability to understand the organizational communication background;
- (2) sensitivity competence, meaning the ability to correctly understand/grasp the subtleties and feelings of the other members of the organization;
- (3) abilities competence, as the ability to accurately analyse organizational situations and to initiate and use the organisational messages correctly;
- (4) values competence, namely the ability to undertake responsibilities for an efficient communication.

These competences were not randomly selected, as they rank first in a list of managerial skills compiled by Boyatzis (1982) and later resumed by Wood and Paine. The meaning of including these competences is revealed

by Shockley-Zalabak, who highlights the central role played by communication for the growth and success of an organisation.

2.3. Communication and self-consciousness

The manner in which individuals communicate with one another is strongly influenced by self-perception, namely by the value and power that an individual attributes to himself/herself.

In all forms of communication and regardless at what level it takes place (intra-personal, interpersonal, in group and in public), the central pole of self-affirmation is self-consciousness. Self-consciousness is the perception of one's own identity as part of the world. Self-knowledge is not possible outside the relationship with the others. A tool of self-knowledge is the so-called Johari window, after the name of its inventors, Joseph Luft and Harry Ingham. It is a metaphoric representation of the self, in the form of a four-eyed window. Each eye symbolises one of the four areas of the self: open self, blind self, hidden self and unknown self.

The four compartments of the self (open, blind, hidden and unknown) are not equal. Self zoning is subject to various and different configurations, differing from one individual to the other. In the context of the education process, the weight held by the four areas of the self is important both for teachers and students. Correct communication, leading to an efficient and effective educational activity is achieved when the open area of both teachers' and students' selves has the largest weight, while the other three are greatly diminished (after Prutianu, 2000, p. 46).

2.4. Communication levels

Verbal communication carried out between two or more persons or groups may take place at different levels. Optimally, communication unfolds between the two open areas of the speakers. Messages are clearly understood, communication relationships can grow, communication is efficient and effective (open communication).

Unintentional communication resides in the message that we receive about a person, when there is no intention or awareness behind such communication. The information conveyed at this level has a particular importance since, on the one hand, it reveals a piece of the interlocutor's personality, and on the other hand, it can be turned to account in the feedback provided (for example, for changing behaviours, guidance and counselling).

The third level of communication (intentional communication) may occur when one deliberately reveals something about oneself that is usually concealed. At this level occur the processes of self-disclosure and request and provision of feedback, which are very important for building and developing healthy and efficient communication relationships.

There is also a more subtle, but equally important, fourth level of communication (communication by "contagion"), which could also be called "contagion" by communication at emotional level. At this level an individual may influence the feelings or behaviours of another, without either of them being aware or acting purposefully (inner tension, profound anxiety, intense concern, etc.) (after Căndea & Căndea, 1996). Communication is performed, in this case, by means of analogical language.

2.5. Group influence

In the learning process of each individual, a powerful influence is exerted by the group to which it belongs. Group influence acts via several channels:

- on the one hand, formal and informal relationships created within the group may have a beneficial or, on the contrary, undesirable influence on the group's members;

- on the other hand, the more disciplined, determined and motivated the group members are, the most efficient and successful can the instructional and educational process be;
- likewise, there is a strong “feedback” influence, the teacher being stimulated to learn, to improve and to design the teaching activity so as to address the training needs of the group members;
- through the communication by “contagion”, the group may determine its individual members to join the spirit of emulation and to adopt an appropriate attitude;
- finally, according to the research and theories of the last decades, there is even the possibility of direct transmission of information (via bio-energy) from one individual to another and of acquiring skills and abilities in this manner (Rupert Sheldrake – the morphogenetic theory).

2.6. Emotional intelligence

The concept of emotional intelligence (EI) seems to have been used for the first time or even coined in 1990. The fathers of this concept, psychologists John Mayer from the University of New Hampshire and Peter Salovey from Yale offered a first definition, which was further developed by Daniel Goleman (Goleman, 1995, after Goleman, 2008) and other authors (Mayer et al, 2000). Unlike overall intelligence within the classical meaning, which is extremely useful in learning various school subjects, passing exams with high grades and acquiring important degrees, emotional intelligence (EI) helps us to build and organise our life. The four components of emotional intelligence are: self-management, self-awareness, social awareness and social skills (after Michael Armstrong, 2006, p. 170). This involves:

- correct orientation in choosing a school or a job, on the labour market;
- relating in a straightforward, beneficial and auspicious manner with the employers, colleagues and teachers, with relatives and acquaintances;
- correct orientation in selecting a life partner, friends and the entourage;
- control over one’s own emotions and actions, as well as correct evaluation and empathy of our peers’ emotions, to the advantage of mutual collaboration;
- the capacity to be proactive and to act promptly in extraordinary circumstances, in critical times, when the choice of the best decision requires much composure and “cold blood” - a process similar to that of acquiring and using implicit knowledge.

Those with the highest intelligence quotient (IQ) within the classical meaning, capable of obtaining exquisite academic results, cannot always find a suitable job, are not always efficient in organising their own life and family; moreover, they sometimes become difficult persons, who cannot easily find their place in society, being outweighed in their performance, career and personal and professional achievement by those who, in school, may have obtained poor results. The explanation proposed by modern psychologists state that some individuals who were not necessarily honours students have a high emotional intelligence quotient (EQ) and consequently a great capacity of control over their personal and social life, their own actions and relationships.

It is important to mention that (according to studies conducted by physicians, psychologists and educators) unlike the IQ, which is inborn and stays with us throughout the entire life, the EQ can be improved through documentation, learning and practice. In other words, we can build abilities of orientation in the society, relationship skills, control of emotions, as we can develop writing, reading, dancing, tennis or basketball playing skills, etc., even if some are naturally endowed with more talent than others. There is here, a classic process of learning (Boonstra, 2004, p. 237-240).

Goleman (2008) extends the study to the educational, behavioural, psychological and medical aspects of EI, and to the effects of a higher or lower emotional quotient on personal, family, social and professional life. Moreover, the effects of the study on the concept of EI and the applications emerged in recent years led to the implementation of special programmes in education, as well as in medical and psychological therapy.

3. Research methodology

3.1. Research objectives and method

The objectives that we have initially set for our study of the communication process include, first and foremost, the determination of methods to improve the written course and seminar support materials, the content of problems and case studies for projects, so that graduates should be equipped with the knowledge required in the professional area that they pursue.

On the other hand, we are interested by the manner in which students perceive teachers' behaviour: the extent to which the coursework, exams and other testing forms, the grading system, are strong motivators for students, examples of professionalism and factors of ethical and moral education.

Another objective that we have set and pursued is the relevance of the practical knowledge and skills acquired by students for the needs of the companies where they work or will work in the future, and for the work and life of these young people.

During the research project we came to believe that we can draw some interesting conclusions with regard to the educational effect exerted by the sustained and competent effort on the part of the teachers from the surveyed university, the department of Economics and Business Administration:

- development of organizational, communication, decision-making skills, the capacity to assume responsibilities and risks;
- development of emotional intelligence;
- students' multicultural education, with extremely important effects on students' development and on the opportunities for growth of Romanian companies.

At the same time, we corroborated our findings with the conclusions obtained in previous studies on the same category of students, regarding the manner in which education is delivered in the university subject to the current research.

As such, starting from the teacher-student framework relationship in the academic area surveyed, we monitored the influence exerted on young people (from their point of view) by the training in various specialisations (Management, Finance and Accounting), the effect on their orientation capacity on the labour market and in the employing companies, the differences in perception between full-time students and part-time students and, finally, the role played by multicultural education for the work and life of these professionals.

Hence, after the initial processing of the sociological survey results, the matters related to the education of the surveyed subjects determined us to shift our focus to a second level of analysis and processing of the data obtained. The hypotheses of the current review originate in the information obtained in the first part of the current project, and equally in the results of previous research undertakings conducted in the same university.

3.2. Hypotheses of the current research

- (1) The training of Economics and Business Administration students provide them with opportunities of professional specialisation, while developing specific skills and abilities, useful in their personal life.
- (2) Students' training in Economics, as it unfolds in the university subject to our survey, also entails an implicit educational process, which contributes to the development of young peoples' emotional intelligence.
- (3) Multiculturalism, promoted across the entire university, is present in the area of academic knowledge studied by us (Economics and Business Administration) and produces important beneficial effects, both in terms of the specialist professional development and on young peoples' everyday life attitudes and behaviours.

3.3. Method used

We conducted a sociological survey on the Economics and Business Administration Master's students in the senior year (who have already completed at least 4 years of studies), from a large north-west Romanian university.

The questionnaire administered within the survey was designed by the authors of this paper and contains statements on the high quality of teacher-student communication (both written and oral), and the responses were given on a 0 – to 5 scale, respectively:

0 = non-response; 1= total disagreement; 2 = partial disagreement;

3 = neither agreement, non disagreement; 4 = partial agreement; 5 = total agreement.

The sample size was calculated using Taro Yamane's method (Şerban, 2004, p. 78): $n=N/(1+N \times e^2)$; n = sample dimension; e = maximum of accepted error; e=5%, in our case; N=1214, the number of Master's students of our Faculty, in the second year; n=301 (approximately).

As such, the more the mean score obtained after processing the responses approaches 5, the more satisfied are respondents with the quality of teachers' performance.

We tried to consider the structure by types of master programmes, and by the two courses of study (normal attendance – FTS – full-time students and PTS – part-time students). Moreover, in the course of administering the questionnaire, we had the chance to observe that the official records do not match the actual student attendance at academic activities. The number of students who attend courses and sit for the final exams has a different structure than in the official records, but represents those students who can make informed assessments of teacher-student communication. In our attempt to capture respondents' perception as accurately as possible, we accepted a higher number of questionnaires than resulted from the sample calculation.

Thus, 626 students were surveyed, among whom 497 FTS and 129 PTS. Of the 496 FTS: 391 were from the Romanian line of study (R), 43 from the English line of study (E), 38 from the Hungarian line of study (H) and 25 from the German line of study (G).

Moreover, we carried out a comparative study on 242 subjects from 8 master programmes (Romanian line of study), grouped by three of the most important specialisations in the Faculty of Economics and Business Administration, respectively: Finance (F); Accounting (A) and Management (M).

The questionnaire responses were processed in SPSS.

4. Findings and discussions

The responses of all the 626 surveyed subjects are encoded and highlighted in table 1, which also presents the basic content of the questionnaire. As it results from table 1, all the general scores exceed the average rating level, meaning they are greater than 3. Consequently, the general opinion is that the teacher-student communication in the education process is satisfactory. We were able to identify some particularities regarding the professional training, the general education and the development of students' emotional intelligence for different categories of students.

4.1. The link between quality of education and professional training, social and private life and entrepreneurial path

We considered the structure of the sample according to the ratio of working students (and particularly the ratio of students working in the area of specialisation pursued – see table 2), for the purpose of an accurate assessment of the response competence regarding the extent to which the knowledge delivered by teachers is useful to students for their professional training, for their social or private life and for encouraging a possible entrepreneurial activity.

Considering the significant differences in the percentage of students working for various companies (74.80% FTS and 92.62% PTS – table 2), but especially the higher ratio of students working in the area of specialisation pursued (see table 1), the opinions related to the relevance of the training for the profession (6.1), for starting a business (6.2) and for personal life (6.3), where part-time students obtained sensibly higher scores than full-time students, are given more credence (table 3).

Table 1. The mean scores (all sample)

Statements	Mean scores	Statements	Mean scores	Statements	Mean scores
1.1 Courses are attractive	3.86	2.2 Seminars are easy to understand	4.09	3.2 Tasks relate closely to the course and seminar	4.39
1.2 Courses are easy to understand	3.97	2.3 Seminars have a well systematised structure	4.04	3.3 Teachers' attitude allows students to earn grades justly	4.24
1.3 Courses have a well systematised structure	3.79	2.4 Seminars support the understanding of the subject matter taught in the course	4.34	4.1 The assignments for practical projects are accessible	4.14
1.4 Courses are useful for the specialisation pursued	3.89	2.5 Seminars are useful for the specialisation pursued	4.09	4.2 It is easy to find bibliography for the projects	3.88
1.5 Courses stimulate critical approach	3.46	2.6 Seminars stimulate critical approaches	3.68	4.3 The type of assessment and teachers' attitude allow students to earn grades justly	4.13
1.6 Courses develop personal understanding	3.79	2.7 Seminars develop personal understanding	3.92	5.1 The grades reflect the individual study correctly	3.95
1.7 Courses lead to the development of a system of thought corresponding to the specialisation pursued	4.02	2.8 Seminars stimulate creativity	3.85	5.2 The grades reflect participation in class correctly	3.73
1.8 Courses support the understanding of the subject	4.09	2.9 Seminars are held in a detached atmosphere	4.19	6.1 The skills obtained are useful in the profession for which they are training	3.75
1.9 Courses are delivered in a detached atmosphere	4.22	2.10 Seminars lead to the development of a system of thought corresponding to the specialisation pursued	4.09	6.2 The skills obtained are useful for starting a business	3.56
2.1 Seminars are attractive	3.99	3.1 Tasks are worded clearly and unequivocally	4.02	6.3 The skills obtained are useful in the personal life	3.68

From the full-time students group, the most critical ratings are made by the students from the German line of study, where there are, as it results from table 2, the highest number of working students, as ratio in the surveyed sample, followed by the English line, while the Romanian line of study ranks third.

In light of the above, the poor scores in questions 6.1, 6.2 and 6.3 acquire a particular importance, and the materials, as well as the work methods with these students should represent a great concern for the teachers from the German, English and Romanian lines of study, in terms of the usefulness and outcomes of the instructional activity.

Table 2. Sample structure according to employability

Type of organization	Study's lines	Specialization	Employees (% out of total)	Employees in their field of activity (% out of total)
FTS			74.80%	51.43%
PTS			92.62%	61.48%
Total			78.82%	51.62%
	R		75.54%	50.27%
	E		81.40%	55.81%
	H		59.61%	51.02%
	G		83.33%	62.50%
	Total		74.80%	51.43%
		Finance	69.70%	40.40%
		Accounting	61.50%	54.60%
		Management	88.00%	69.40%
		Total	70.60%	55.60%
N=626	N=497	N=242		

We used a part of the research sample (242 students), for a comparative report between the students from the master programmes, that we considered the most relevant for the specific professional training provided by the surveyed faculty (Finance, Accounting and Management). From this group (only FTS), the highest ratio of the employees in the surveyed sample is represented by the Management students (88.0% versus 70.6% - general mean), similarly to the ratio of students working in their area of specialisation (69.4% versus the general mean – 55.6%), which leads us to believe that we deal, in this particular case, with experience-based ratings (table 3).

4.2. The training for the development of emotional intelligence and multiculturalism

In our view, the critic opinion of full-time students (which characterises the younger generation) is useful for their future professional development and for stimulating their creativity, that is the only inexhaustible resource of any organization. The critical way of thinking is however useful only if it is associated with the desire professional improvement.

Table 3. Sample structure according to answers Q6 (mean scores)

Type of organization	Study's lines	Specialization	Q6.1	Q6.2	Q6.3
FTS			3.73	3.56	3.63
PTS			3.96	3.76	3.97
Total			3.75	3.56	3.68

	R		3.75	3.54	3.59
	E		3.46	3.33	3.71
	H		3.78	3.83	3.86
	G		3.44	3.32	3.44
	Total		3.73	3.56	3.63
		Finance	3.74	3.38	3.44
		Accounting	3.83	3.69	3.69
		Management	3.51	3.43	3.57
		Total	3.75	3.54	3.59
N=626	N=497	N=242			

After the initial phase of our research project () there are other findings that strike as being of utter importance. The positive assessment belongs to students with grades above average that find jobs very easily, namely the students from the Finance specialisation. The Management students appreciate the systematic approach of their professors, their ability to organize and motivate them. These skills are particular the successful managers.

Table 4. Correlations between personal understanding, critical approaches and creativity (FTS)

	1.5	1.6	2.6	2.7	2.8
1.5 Courses stimulate critical approach	1	0.538**	0.505**	0.456**	0.431**
1.6 Courses develop personal understanding		1	0.421**	0.610**	0.447**
2.6 Seminars stimulate critical approaches			1	0.571**	0.539**
2.7 Seminars develop personal understanding				1	0.545**
2.8 Seminars stimulate creativity					1
N=497					

** Correlation is significant at the 0.01 level (2-tailed)

Thus, both Finance and Management professors are role models for students, as they are highly appreciated by students who found the information very useful for their professional activity. Moreover, students’ ability to easily integrate in the job market is a good proof of their education and emotional intelligence.

For the full-time students’ answers, tables 4 and 5, bear evidence of some correlations of acceptable strength (coefficients of 0.343-0.351), moderate strength (0.421-0.571) and high strength (0.610-0.649), which prove the reliability of students’ assessments in completing the questionnaire. The subjects who appreciated the stimulation of critical thinking, personal development and creativity in a certain manner, have given responses which correlate appropriately to the questions related to course and seminar topics (table 4).

This means that students who find the course and seminar materials useful have responded accordingly to questions 6.1; 6.2 and 6.3 (table 5).

Should we consider the responses according to lines of study, correlations are even stronger. For example, with the English line, the correlation coefficient between 1.5 (critical approach stimulation thorough courses) and 1.6 (personal understanding stimulation) is 0.743; between 1.5 and 2.6 (critical approach stimulation thorough seminars) is 0.670 etc. Such correlations prove sensitivity and understanding of the research objective on the part of the surveyed students.

Table 5. Correlations between usefulness of courses, seminars, knowledge and skills (FTS)

	1.4	2.5	6.1	6.2	6.3
1.4 Courses are useful for the specialization pursued	1	0.547**	0.435**	0.409**	0.343**
2.5 Seminars are useful for the specialization pursued		1	0.478**	0.425**	0.351**

6.1 The skills obtained are useful in the profession for which they are training			1	0.649**	0.488**
6.2 The skills obtained are useful for starting a business				1	0.560**
6.3 The skills obtained are useful in the personal life					1
N = 497					

** Correlation is significant at the 0.01 level (2-tailed)

In our opinion, the results of the survey also captured some influences of national and organisational cultures, in the behaviour and system of thought of the teachers from the 4 lines of study, as well as in the Romanian or foreign employers’ demands. These influences materialise in:

- the Romanian line faculty members are highly qualified and committed, consistent with the tradition of our educational system, but less drastic in the evaluation and grading system;
- the educational outcomes of younger teachers through training and specialisation internships in Western Europe or America, but also the demands issued by the management of multinational corporations, which exerted a great influence upon the English line students;
- the teaching methods of the Hungarian line teachers, shaped by their training and experience within foreign organisations, yet less common in our country;
- Austrian and German teachers’ rigour and strictness have influenced to a great extent their students’ ratings, who are moreover pressured by the demands of the foreign-owned companies where they are employed.

5. Conclusions

We consider that all the three hypotheses formulated in the beginning of this paper are supported. As a matter of fact, they were suggested by the results of the first phase of our project. The training of students in Economics and Business Administration provide them with opportunities of professional specialisation, which also entails an implicit educational process, supporting the development of young people’s emotional intelligence. Multiculturalism bears beneficial effects on students’ specialist training while building specific skills and abilities, which are useful in their personal life as well.

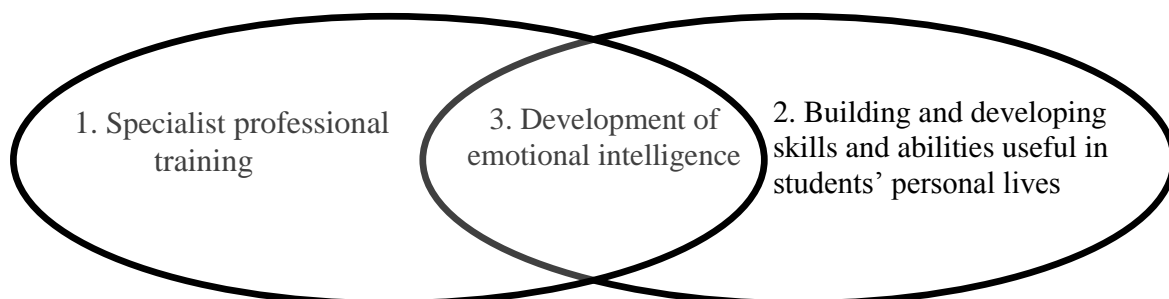


Figure 1. The relationship between students’ specialist professional training and general education

As pointed out in the first part of our study (at the objectives of the current research phase), we attempted to examine students’ perception on the education provided by the faculty where they are enrolled, as an image of the three areas presented in figure 1.

- (1) Specialist professional training has as a result, for the surveyed students: understanding processes and phenomena at macro- and microeconomic level; being familiar and conversant with the methods, rules, techniques and procedures specific to the activity in students’ area of specialisation (Finance, Accounting, Management, etc.).

- (2) Building and developing skills and abilities useful in students' personal lives: capacity of orientation in the society, social networking and developing habits for a healthy life (practicing sports, taking trips, cruises, etc.), adopting a civilised behaviour and an appropriate attitude in groups of friends, relatives, family etc.
- (3) Development of emotional intelligence consists in: orientation on the labour market (finding a lucrative job, integration within the organisation, career development), developing organisational, leadership, decision-making, risk assuming, conflict control, communication and negotiation skills and abilities, etc.

As shown in figure 1, the aspects contained in the specialist professional training (1) overlap with the area of skills and abilities useful in the personal life (2), while the aspects related to emotional intelligence are commune to the two intersecting areas (3).

In our opinion, the surveyed subjects acquire the skills, competences and qualities listed above by means of some processes that were highlighted in this paper.

- The instructional activities provide students with the information needed for their specialist training.
- Teachers strive to provide not only specialist knowledge, but also examples of appropriate, civilised and ethical behaviour, through their personal example.
- The students with the best academic results (and the highest intellectual potential) aim for the fields of study providing the most advantageous employment opportunities.
- Visiting teachers from other countries (who teach especially in the English, German and Hungarian lines, but also some courses from the Romanian line) bring about information and behavioural models specific to the Western Europe and USA schools.
- Students employed in foreign companies or who work overseas acquire important abilities both for their professional activity and personal life, which (at least at the time) are not specific to domestic companies: the work schedule includes eating and relaxation breaks; they use the company's sports facilities or subscribe at sports gyms; they take trips, cruises or vacations for rest and entertainment, as bonus for the work performance, etc.

Even if so far educational institutions have not shown a sustained concern or implemented programmes for the development of emotional intelligence, we consider that many of the failures of family or pre-university education are compensated by the knowledge and skills that students can acquire during the studies conducted in the faculty subject to our survey.

For our future research, we will strive to find methods to equip students with the skills and abilities necessary for the development of emotional intelligence, to be given special attention by teachers within the educational process.

Another direction (which we consider instrumental for increasing the efficiency of the learning process and the school's educational role), which we intend to monitor in the future, is the improvement of the methods whereby students are motivated to train for the profession of their choice, in order to become good entrepreneurs and to be successful in the economic, social and cultural life.

In the current stage of our research, we devised a classification method of the knowledge, information and competences delivered by the institution surveyed by us, with the corresponding results (figure 1 and subsequent explanations), which can be further discussed and improved.

Acknowledgement

This work was supported by the strategic grant "Integrated system for improving the doctoral and postdoctoral research quality in Romania and for promoting the role of science in society", POSDRU/159/1.5/S/133652, co-funded by the European Social Fund through the Sectoral Operational Programme Human Resources Development 2007-2013.

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