



## Time Management, Constellation of Interests and Students' Attitude Towards E-learning Platform

*Elena-Simona Indreica<sup>a\*</sup>, Ana-Maria Cazan<sup>a</sup>*

<sup>a</sup> Transilvania University of Brasov, Eroilor 29, 500036 Brasov, Romania

### Abstract

**Keywords:**

parent-children communication;  
school-family partnership;  
positive learning environment;  
positive pedagogy;  
student-centred paradigm;  
efficient communication.

The communication process and the current information flow were optimized in the last decade, because of the growing number of technical discoveries. The communication between teachers and students in the academic environment is facilitated by the e-learning Platform. Although in the Romanian universities, the use of e-learning platforms is not frequent. Our study started from the question: what are the factors which influence the students' attitude towards the use of e-learning platform? Our hypothesis is that the students' attitude towards e-learning platform is influenced by their constellation of interests. The second hypothesis is that time management has a positive effect on the constellation of interests, influencing the time dedicated to culture/hobbies and professional/educational domains. The participants 229 were students at the University Transilvania of Brasov, from several faculties. The following instruments were used: The constellation of interests questionnaire (adapted upon E.S.Magher, 2005); Time Management Questionnaire – assessing time management behaviors, such as setting goals and priorities, scheduling and planning behaviors, perception of control of time; The Use of E-Learning Platform Questionnaire (aiming to identify dimensions such as: frequency of use, facilities, number of hours per week, type of applications, number of online courses attended, etc.); Attitude towards Online Education and e-learning Platform Questionnaire measuring perceived utility of e-learning platform, superiority of e-learning methods towards traditional learning methods, positive / negative affects generated by e-learning, perceived learning opportunities. The scale included also questions about the type of information that they find interesting on E-Learning platform, the aspects which need improvement, areas of interests included on the e-learning platform. The results showed that students with high academic interests (scientific and professional interests) have a positive attitude towards the use of E-learning platform and tend to use it more frequently than students with low levels of academic interests. The results also showed that the use of e-learning platform enhance situational interest of students, e-learning being perceived as an appealing form of learning, that optimizes time management.

### Zusammenfassung

**Schlüsselworte:**

N Eltern-Kinder Kommunikation;  
Schule-Familie Partnerschaft; positives Lernumfeld;  
positive Pädagogik, studierendenzentriertes Paradigma; effiziente Kommunikation.

Der Kommunikationsprozess und der Informationsfluss wurden in den letzten Jahren dank der Neuerungen im Bereich der Technik erstaunlich stark optimiert. Die schnelle gegenseitige Verständigung zwischen Studenten und Professoren wird im Hochschulwesen durch die e-Learning-Plattform erleichtert. Jedoch ist die Frequenz ihrer Verwendung, der Zugriff zur Plattform nicht das, was erwartet wird. Unsere Untersuchung ist von der Frage ausgegangen, was beeinflusst die Einstellung der Studenten bezüglich der Nutzung der Plattform? So ist die Hypothese entstanden, dass die Konstellation der Interessen der Studenten deren Haltung zur e-Learning-Plattform bestimmt. Die zweite Annahme ist, dass ein Zeitmanagement auf die Interessenkonstellation einen positiven Einfluss ausübt, die die Zeit beeinflusst, die der Kultur gewidmet wird, den Hobbies, dem Beruf, der Ausbildung. Die 229 Teilnehmer waren Studenten an verschiedenen Fakultäten der „Transilvania“ Universität aus Brasov. Die verwendeten Arbeitsinstrumente waren: Testbogen zur Interessenkonstellation (nach E.S.Magher, 2005); Fragebogen für die Nutzung der e-Learning-Plattform (um folgende Dimensionen zu identifizieren: die Frequenz der Benutzung, Einrichtungen, die Anzahl der Wochestunden, die der Plattform gewidmet sind, die Art der zugegriffenen Anwendungen/ Programme, die Anzahl der verfügbaren Online-Kurse usw.); Der Fragebogen Haltung der Studenten gegenüber der e-Learning-Plattform ( betraf die Meinung der Studenten von der Bedeutung einer e-Learning-Plattform an der Hochschule, die Berichterstattung in den Medien über die Existenz der Plattform, was ihnen daran gefällt, was sie nicht mögen, was sie verbessern würden, was würden sie

\*Corresponding author

E-mail address: [elena.indreica@unitbv.ro](mailto:elena.indreica@unitbv.ro)

beseitigen, wenn es Informationen gibt, die wiederholt werden, wenn Informationen sind, die sie auf der Plattform finden wollen, die aber nicht zu finden sind, welche Fachgebiete, die ihren Interessen entsprechen, sollten in den Bereich der Plattform aufgenommen werden usw.). Die Ergebnisse zeigten, dass die Studenten mit hohen akademischen Ansprüchen (mit wissenschaftlichen und beruflichen Interessen) eine positive Einstellung gegenüber der Nutzung der e-Learning-Plattform haben und dazu neigen, häufiger die Plattform zu benutzen als Studenten mit niedrigen akademischen Interessen. Die Ergebnisse zeigten ebenfalls, dass der Einsatz der e-Learning-Plattform das Interesse der Studenten für das Studium fördert. Die e-Learning-Plattform wird als eine attraktive Lernform wahrgenommen, die zugleich eine Optimierung des Zeitmanagements bedeutet.

© 2016 Educatia 21 Journal. All rights reserved.

## 1. Introduction

The communication process and the current information flow were optimized in the last decade, because of the growing number of technical discoveries. Improving academic results through time management (Indreica et al, 2011; Remali et al, 2013; Sotskov et al, 2014; Yang et al, 2015) constitutes a priority for educational systems focused on development of learning competences (Remali et al, 2013; Sengodan & Iksan, 2012; Cazan, 2011), on personal development (Truța, 2011), and on enhancement of intrinsic motivation (Haber et al, 2014; Ahn & Shin, 2014; Samfira et al, 2015). The use of technology in education is no longer an aim, but a necessity resulted from the technological evolution, even though there are risks related to the negative impact on students, such as addiction (Rahmani & Lavasani, 2011) or inhibition of learning (Kalyuga, 2011).

There are several aspects approached in the literature regarding students' perception of educational alternatives offered by mass-media (Brandabur & Aldea, 2012) and students' attitudes towards e-learning platform (Cazan & Indreica, 2011; Popovici & Mironov, 2015; Yatigamma et al, 2014; Weli, 2015). A distinct perspective is given by the studies showing that introduction of E-Learning platform as a learning tool for students significantly changed the use of electronic resources and lead to learning efficiency (Virtič, 2012). But, it is necessary that the student to be motivated for individual learning in order to reach an efficient learning. Motivation can be driven, among others, by the learning styles (Remali, 2013; Sengodan, 2012), and can be enhanced by learning strategies, Cazan & Aniței, 2010), by self-regulated learning (Cazan, 2011) or even by an individualized art-therapy program (Magher, 2005).

As a result of technology evolution, access at information is no longer an issue. The abundance of information, however, increase "time crisis" which appear to be insufficient nowadays for completing daily tasks. ELearning platform faces the "time crisis", facilitating the access at information which can only improve the education process. Implementation of such a platform does not always has the anticipated effect regarding time management (Indreica, 2014). Students are still not

succeeding in assimilating all the information and give "time crisis" as a pretext for not fulfilling learning tasks.

## 2. Purpose of study

The communication between teachers and students in the academic environment is facilitated by the e-learning Platform. Although in the Romanian universities, the use of e-learning platforms is not frequent. Our study started from the question: what are the factors which influence the students' attitude towards the use of e-learning platform?

Our hypothesis is that the students' attitude towards e-learning platform is influenced by their constellation of interests.

The second hypothesis is that time management has a positive effect on the constellation of interests, influencing the time dedicated to culture/hobbies and professional/educational domains.

## 3. Methods

### 3.1. Sample and procedure

The participants were 229 students at Transilvania University of Brasov, from two faculties: Faculty of Letters and Faculty of Economics. Out of these, 96,1% (220) were female and 3,9% (9) male; 65,1% (149) were first year students, 18,3% (42) in the second year, and 16,6% (38) in the third year of university studies – 35,8% (82) were from the Faculty of Letters and 64,2% (147) from the Faculty of Economic Sciences. A percentage of 23,1% (53) came from rural areas and 76,9% (176) from urban ones.

### 3.2. Instruments

The following instruments were used:

- *The constellation of interests questionnaire* (adapted upon Magher, 2005) – aiming to classify interests on activities in several fields (housing, leisure sport, scientific, professional and cultural field) and to ranking them on the amount of time allocated during an entire week (rank I – less than 1 hour/week, rank II – 1-5 hours/week, rank III – between 6-10 hours, rank IV – between 11-15 hours, rank V – over 15 hours per week.).

- *The Use of E-Learning Platform Questionnaire* contained 17 questions (factual, closed-response, multiple-choice, and open-response questions) - they concerned: gender, rural/urban origin, year of study, faculty, knowledge/absence of knowledge about the existence of the platform, definition of the e-learning platform, use of the platform (technical skills for using the platform), frequency of accessing the platform, number of hours allocated to each access of the platform, time of access, reasons for using the platform, the most important information searched on the platform, knowledge about platform services, knowledge about types of information contained on the platform, advantages of using the platform, disadvantages of using the platform, its utility. The answers were analysed and several categories were created, in order to analyse the data quantitatively.
- *Attitude towards Online Education and e-learning Platform Questionnaire* measuring perceived utility of e-learning platform, superiority of e-learning methods towards traditional learning methods, positive / negative affects generated by e-learning, perceived learning opportunities. The scale included also questions about the type of information that they find interesting on E-Learning platform, the aspects which need improvement, areas of interests included on the e-learning platform. The attitude towards: using the platform, importance, efficacy, content, and design of the platform and the interface.
- *Time Management Questionnaire* contained 20 items, with answers on a scale from 1 to 5 (1 - never, 2 - sometimes, 3 - often, 4 - most times, 5 - always); they aimed at: determining the order of activities, writing lists of activities in the order determined by priorities; grouping resembling things to gain efficiency; prioritizing activities; planning rest and recreation the same way as organizing activities; establishing work time for each activity; observing the time allotted for each activity; knowing exactly how they spent their time at the end of the day; carrying out their most important duties every day; resisting the avoidance of duties; concentrating on the activities to be carried out, not just on the ones they like; allocation, in the personal schedule, of enough time for meal / coffee / relaxing / conversation breaks; not allotting time for unnecessary activities; collaboration for achieving a difficult goal; finishing each time what one has started; conducting the proposed activity immediately, without delay, even if it's something unpleasant; avoiding long conversations on the

phone; primary meeting deadlines for school tasks; studying each day the courses/the bibliography; using time management techniques. The questionnaire was created by the author of the present research and includes 20 items measured on a five point Likert scale. A high score reveals the use of efficient time management strategies. The questionnaire has a high reliability, the analysis revealed an Alfa Cronbach coefficient of .95. There may be some standard errors generated both by the study respondents, as well as the construction of the questionnaire.

## 4. Findings and results

### 4.1. The constellation of interests and time management

The individual involves in an activity is catalyzed by the energy driven by the motives. These motives can be either intrinsic or extrinsic in nature (Magher, 2005), giving the direction of our involvement in different interests.

Taking into consideration the complexity of the activities specific to the investigated age stage (18 – 25 years) and the complexity of social statuses, we grouped the activities from the constellation of interest into five distinct domains: 1) house-keeping; 2) leisure/ entertainment; 3) sport; 4) cultural/ hobbies; 5) professional/ educational domain.

In our sample, the number of interests varies between a minimum of 10 and a maximum of 38. The percent of respondents who marked more the 30 activities is relatively small (28.8%). This situation leads us to place more emphasis not on the total number of activities from an area of interests, but on the percent of activities on each domain (for example, the qualitative analysis revealed that a high number of interests can also reflect an excessive involvement in leisure activities). We expected, based on the social statuses that the professional/educational domain will lead. But the analysis of means shows that the leisure activities have the higher mean (table 1). Regarding the number of interests by domains, there are small values for sport (17.5 % of respondents report more than 3 sport activities, but no more than 6) and for cultural/ hobbies. House-keeping domain has higher values but the activities from this domains are rather performed out of necessity (only 20.1% allocate more than 7 activities to house-keeping, with a maximum of 9; qualitative analysis of responses shows that respondents perform these activities because they live in a students' dormitory or with rent).

Table 1. Domains of interests– means

	Total no. of interests	House-keeping	Leisure/ Entertainment	Sport	Cultural/ Hobbies	Professional/ Educational domain
<i>M</i>	21.79	4.86	5.965	2.21	3.95	4.81
<i>N</i>	229	229	229	229	229	229
<i>SD</i>	9.161	1.795	1.627	1.278	3.874	4.235

Table 2. Time allocated to each domain of interest – means

	Time allocated to house-keeping	Time allocated to leisure/ entertainment	Time allocated to sport	Time allocated to culture	Time allocated to professional/ educational domain
<i>M</i>	2.55	4.30	2.56	2.33	2.43
<i>N</i>	229	229	229	229	229
<i>SD</i>	1.069	.832	1.109	1.740	1.780

Regarding time management, on a scale from 1 (not at all) to 5 (always), the means are approximately 2 at all items (with a mean of 1.91 being the smallest and 2.38 the highest). It is noticeable a lack of interest from participants regarding time management from its simplest attitudes (writing a to-do list, prioritizing activities, allocation of time to each activity and following the schedule) to more complex attitudes (focusing on all activities, regardless of the pleasure involved). Paradoxical, “the time crisis” is given by 86.02 % (197) of the participants as a reason for failure in completing all activities included in the daily program.

#### 4.2. The constellation of interests and the attitude towards eLearning platform

Our study started from the question: what are the factors which influence the students’ attitude towards the use of e-

learning platform? Our hypothesis is that the students’ attitude towards e-learning platform is influenced by their constellation of interests.

As expected, students with technical abilities have a more favorable attitude towards the use of E-learning platform than those with lower levels of technical abilities:  $t(227) = -7.19$ ,  $p < .001$ .

The Spearman correlation coefficients between the number of interests and some aspects of the attitudes towards the E-Learning platform: those students with more interests have better technical abilities of using computers, they are also access the E-learning platform more frequently, they report a higher number of hours of online work, of types of information and of services accessed.

Table 3. Spearman correlation coefficients between the number of interests and the dimensions regarding the use of the E-learning platform

Use of Platform	Number of interests
Technical abilities	.373**
Access of platform/week	.760**
Number of hours per access	.346**
Number of information accessed	.510**
Number of services known	.461**

Note.  $p < .001$ ,  $N = 229$

The Spearman correlation coefficients between the number of interests in the academic/professional domain and some aspects of the attitudes towards the E-Learning platform: the higher the number of interests in the academic domain, the higher are the technical abilities and the frequency of use. Also, the time

allocated to the academic field, is positively associated with these dimensions. The results shows that students with high academic interests (scientific and professional interests) have a positive attitude towards the use of E-learning platform and tend to use it more frequently than students with low levels of academic

interests. The results also shows that the use of e-learning being perceived as an appealing form of learning. platform enhances situational interest of students, e-learning

**Table 4.** Pearson correlation coefficients between the dimensions regarding the use of the E-learning platform, the academic professional domain and the time allocated for this domain

Use of Platform	Academic/professional domain	Time allocated for the academic/professional domain
Technical abilities	.315**	.335**
Access of platform/week	.717**	.733**
Number of hours per access	.346**	.349**

Note.  $p < .001$ ,  $N = 229$

Concerning the attitude towards the E-learning platform, the independent t test analyses revealed that the students with positive attitudes towards the E-learning platform have a higher number of interests.

**Table 5.** The differences between the students with positive and negative attitude towards the E-learning platform regarding the number of interests

	Attitude towards the E-learning Platform	Type of attitude	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Number of interests	Use	negative	159	16.35	4.47	-36.758**
		positive	70	34.17	2.76	
	Importance	negative	125	14.81	2.97	-21.753**
		positive	104	30.19	6.68	
	Efficiency	negative	137	15.25	3.36	-24.602**
		positive	92	31.54	5.72	
	Content	negative	153	15.96	3.93	-32.165**
		positive	76	33.54	3.81	
	Design	negative	125	14.78	2.91	-21.989**
		positive	104	30.22	6.64	

Note.  $p < .001$

The analysis regarding the differences between the reasons for accessing the platform and their association with the number of interests revealed an interesting result. One Way ANOVA showed that there are statistically significant differences between the five types of reasons regarding the number of interests:  $F(4,228) = 61.16$ ,  $p < .001$ .

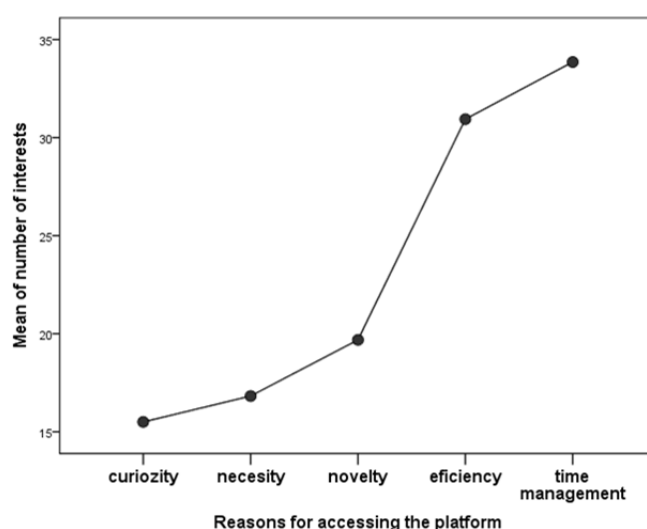


Figure 1. The differences between the reasons for accessing the E-learning platform on the number of interests

The Post hoc analysis revealed that students who reported that the reasons for accessing the E-learning platform are the time management and the efficiency had the highest number of interest. The results showed that the benefits of the platform are highlighted for those students who have more interests, the platform being a learning environment which supports the time

management strategies. Time management reasons are the highest, the differences being significant for all the other dimensions, besides efficiency (Table 6).

Table 6. Post hoc analysis: The differences between the reasons for accessing the E-learning platform on the number of interests <sup>a</sup>Games-Howell

(I) Reasons for accessing the platform	(J) Reasons for accessing the platform	Mean Difference (I-J)
Curiosity	Necessity	-1.32
	Novelty	-4.18
	<b>Efficiency</b>	<b>-15.44**</b>
	<b>Time management</b>	<b>-18.35**</b>
Necessity	Novelty	-2.86
	<b>Efficiency</b>	<b>-14.12**</b>
	<b>Time management</b>	<b>-17.03**</b>
Novelty	<b>Efficiency</b>	<b>-11.25**</b>
	<b>Time management</b>	<b>-14.17**</b>
Efficiency	Time management	-2.914

Note. \*\*  $p < .01$

### 4.3. Time management and the constellation of interests

The second hypothesis is that time management has a positive effect on the constellation of interests, influencing the time dedicated to culture/hobbies and professional/educational domains.

The Pearson correlation revealed a highly significant association between time management and the total number of interests:  $r(229) = .81, p < .001$ .

Time management also correlates significantly with all interest domains and with the time allocated for each domain. An interesting result is the negative association between time management and leisure/ entertainment domain showing that the students who have more interests in the recreational domain, have inefficient strategies of time management

Professional/ educational	.815**
---------------------------	--------

Note. \*\*  $p < .001, N = 229$

Concerning the differences between the students from the two different study programs, the independent t tests revealed that the students from the Faculty of Letters have significantly more efficient time management strategies and reported a higher number of interests than the students from the Faculty of Economics.

The linear regression technique showed that the number of interests and the study program are also efficient predictors of the time management strategies. We used a hierarchic technique; the first model included only the number of interest as predictor, the second model added the study program. Both models were efficient, the included variables being statistically significant

Table 8. Differences between the students from the two study programs

	Faculty	N	M	SD	t
No. total interest	Letters	82	24.18	10.03	2.79**
	Economics	146	20.53	8.37	
Time_management	Letters	82	52.90	31.66	3.71**

Table 7. Pearson correlation coefficients between domains of interests and time management

Domains of interest	Time management
House-keeping (number of interests from total)	.570**
Leisure/ Entertainment	-.525**
Sport	.477**
Cultural/ hobbies	.825**

Table 9. Hierarchic multiple linear regression for the prediction of the time management strategies

Model	R	R <sup>2</sup>	F	df	sig	Predictors	Constant	Unstandardized coefficients	t
1	.809	.655	429.29	1,227	.000		-13.89		
						Number of interests		2.60	20.71**
2	.815	.665	9222.91	2,227	.000		-2.58		
						Number of interests		2.56	20.08**
						Study program		-6.08	-2.52*

Note. \*\*  $p < .01, * p < .05$

Dependent variable: Time management strategies; Model 1: Predictors: Number of interests Model 2: Predictors: Number of interests, study program.

## 5. Conclusion

The results showed that students with high academic interests (scientific and professional interests) have a positive attitude towards the use of E-learning platform and tend to use it more frequently than students with low levels of academic interests. The results also showed that the use of e-learning platform enhance situational interest of students, e-learning being perceived as an appealing form of learning, that optimizes time management. The area of interests directly influences students' attitude toward using platform which sustains the necessity of a program aimed at managing the constellation of interests.

## References

- Ahn, D., Shin, M. (2014). Factors Influencing Competence: *On Academic Motivation and Learning Strategies of Gifted and Non-gifted Students* in Journal of Gifted / Talented Education, vol. 24 nr.1, pp.1-16.
- Brandabur, E. R., Aldea, R.-E. (2012). Perception Of E-learning Among University Students, în "Ovidius" University Annals, Economic Sciences Series Volume XII, Issue 2/2012, pp.632-636
- Cazan, A.-M. & Indreica, S.-E. (2011). Students' attitude towards E-learning and distance learning courses. *Proceedings of the 7th International Scientific Conference "eLearning and Software for education" Bucharest, April 28-29, 2011*. București: Editura Universitară, ISSN 2066-026X, pp. 398-404.
- Cazan, A.-M. & Anitei, M. (2010). Motivation, learning strategies and academic achievement. *Roumanian Journal of Experimental Applied Psychology*, 1(1), 64-73, ISSN 2069-1971.
- Cazan, A.-M. (2011). Student motivation and self-regulated learning – a theoretical review. *Review of the Air Force Academy*, 9(2), 109-114, ISSN: 2069-4733.
- Haber, A., Tulbure, C., Samfira, M.E. (2014). *Ways to stimulate the learning motivation in higher education* in Research Journal of Agricultural Science, 46 (4).
- Indreica, E. S., Cazan, A. M., & Truta, C. (2011). Effects of learning styles and time management on academic achievement. *Procedia-Social and Behavioral Sciences*, 30, 1096-1102.
- Kalyuga, S. (2011). Effects of information transiency in multimedia learning. 1877-0428 © 2011 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of *The 2nd World Conference on Psychology, Counselling and Guidance*. doi:10.1016/j.sbspro.2011.10.061; Procedia - Social and Behavioral Sciences 30 (2011) p. 307 – 311
- Magher, E. S. (2005). *Motivația intrinsecă. Cultivarea ei la elevi prin intermediul artei [Intrinsic motivation. Enhancing students' intrinsic motivation through art]*. Cluj-Napoca: Toderco, ISSN 973-7695-01-1 (184 p.).
- Popovici, A., Mironov, C. (2015). *Students' perception on using eLearning technologies* in Procedia - Social and Behavioral Sciences 180 (2015) 1514 – 1519
- Rahmani, S., Lavasani, M.G. (2011). The relationship between internet dependency with sensation seeking and personality. 1877-0428 © 2011 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of *The 2nd World Conference on Psychology, Counselling and Guidance*. doi:10.1016/j.sbspro.2011.10.054, Procedia - Social and Behavioral Sciences 30 (2011) p. 272 – 277
- Remali, A.M., Ghazali, M.A., Kamaruddin, M.K., Kee, T.Y. (2013). Understanding Academic Performance Based on Demographic Factors, Motivation Factors and Learning Styles în *International Journal of Asian Social Science*, vol. 3(9)/2013, pp. 1938-1951
- Samfira, E.M., Tulbure, C., Samfira, I. (2015). *Perception of pre-service teachers regarding the relationship between didactic competencies and learning motivation* in Romanian Journal for Multidimensional Education, Volume 7, Issue 1, June, pp. 193-202.
- Sengodan, V., Iksan, Z.H. (2012). *Students' Learning Styles and Intrinsic Motivation in Learning* în *Asian Social Science*, vol 8, nr.16, 2012, ISSN 1911-2017, E-ISSN 1911-2025; Published by Canadian Center of science and Education; pp.17-23.
- Sostkov, Y., Matsveichuk, N., Kasiankou, A., Werner, F. (2014). *Time Management Based on Two-Machine Flowshop Scheduling With Uncertain Job Processing Times*, in International Journal "Information Technologies Knowledge" Volume 8, Number 3, pp. 212-224.
- Truța, C. (2011). Organizational management of emotions at work: Motives and forms. *Review of the Air Force Academy* 2(17), 39-42.
- Virtič, M.P. (2012). The Role of Internet in Education in vol. coord. de Capay, M., Mesarsova, M., Palmarova, V. – *DIVAI 2012 – 9th International Scientific Conference on Distance Learning in Applied Informatics*. Slovakia, pp.243-249, ISBN – 978-80-558-0092-9
- Yang, X., Xu, X., Zhu, L. (2015). *Media multitasking and psychological wellbeing in Chinese adolescents: Time management as a moderator*. *Computers in Human Behavior* 53 (2015) 216–222.
- Yatigammana, K., Johar, G. M., Gunawardhana, C. (2014). *Comparison of e-Learning acceptance among postgraduate students in Sri Lanka and Malaysia* in Journal of South Asian Studies, 02 (02), pp.165-176
- Weli, I. (2015). *Accounting Students Attitude towards Computer, The Acceptance of the Accounting Information System's Course and Teaching Method* in Procedia - Social and Behavioral Sciences 172 (2015) 18 – 25.

## Authors note:

**Elena-Simona Indreica** (specialist in educational sciences and art history) is currently lecturer at Faculty of Psychology and Educational Sciences, Transilvania University of Brasov. With a Master diploma in Educational Counseling and a Bachelor diploma in pedagogy (1995) and another one in Art History (2000). She sustained her PhD thesis at the intersection of the two domains – *Intrinsic motivation and its enhancements in students (through art)* in 2005. Her research interests are in the areas of plastic education and practice skills, occupational therapy, development psychology, motivation, time management, non-verbal communication.

**Ana-Maria Cazan** is currently an associate professor in psychology. She has been working at the Department of Psychology and Training in Education at Transilvania University of Brasov for the past eight years. Her main fields of interest are Educational and learning psychology, Psychological assessment and Experimental psychology.