

ANALYSIS OF STUDENTS PERCEPTION REGARDING THE BEGINNING OF PROFESSIONAL CAREER

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Abstract: *This study aims to examine the students' experiences during the college years, the beliefs they have acquired, the intention, direction and typology of teaching styles in their future activity. We intend to find out how realistic and useful are the messages and the tools used by the trainers. The present study was conducted on a sample of 44 subjects. The conclusions led to the establishment of well-defined and realistic objectives, depending on the actual content that must be correlated with the reality of the environment in which the clients are going to practice.*

Key words: *correlation with reality, adaptation of teaching, experiences.*

1. Introduction

Nowadays the cost of participating in sports activities for children and adults is relatively low. In these circumstances, the number of those willing to participate in physical activities organized and guided by a specialist is still low. Theoretically, the vast majority of people accept that exercise is beneficial to the respiratory system [1]. People with physical activity and those who do regular sports are able to adopt an active lifestyle, you have an attractive look and mood swings and confidence in experience [1], [8]. Physical activity can be described as an activity involving stimulus throughout the body that results in the contraction of the muscles of the human skeleton and increases the level of energy [2].

If students' perception of physical activities and physical education are positive, they can represent important elements in assessing the effectiveness of the curriculum [10]. The future professional activity of our customers is a complex work that brings a series of challenges. Not infrequently, the physical education teacher in the first part of his career is faced with situations where he has to transmit information in order to form the necessary skills to all customers. The volume and variety of activities that the future teacher of physical education must manage in the process of teaching and training skills, abilities and interests constantly bring a context that is often generating questions [4], [6], [7]. The main question that participants in our study foresee and that generates fear is

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related to the confidence in the acquired means and implicitly the ability to fulfil the job requirements and the confidence in their own capacities. The aim of physical education teachers is to convey knowledge by helping students learn.

Teachers certainly play an important role in pupils' education and can make an important and effective contribution [5]. A significant number of studies show that students, future teachers shape their concepts about the learning process of their students mainly based on their previous experience as students [3]. The conclusions of another study [9] also confirm that teachers' conceptions of teaching, learning and motivation are changing mainly and more efficiently during their period of education.

2. Methods

This study was conducted on a sample of 44 subjects, clients of the university in the last year of studies. Prior to the completion and application of the questionnaire, discussions were held and prepared so that the choice of the answer objectively, to a large extent and objectively show the reality in which we operate. The method of study used was the questionnaire. The academic activity of the participating subjects is carried out in the *Ovidius* University of Constanţa. His conception was present by specialists in the field, with experience in curriculum conception, but also specialists in sports

training. The experiment aims to reveal the opinion and perceptions of current customers, with or without notable experiences gained in various sports activities or in the preparation of sports teams. The answers provided by the participants whose professional and personal experiences had the opportunity to statistically significantly influence the result of our research, contributed to a more objective picture of the moment. The questions were sent through an application to the target group, each participant being able to vote only once.

The survey form was based on one of the products in the format provided by Microsoft, forms office. In this form, the subjects received a link that they accessed, instantly received the question and all the proposed response options. The subjects formulated responses. Centralizing all the responses were generated results and designed graphics.

3. Results

Question number one of our questionnaire - How do you think the conditions are in which a physical education teacher or a trainer works? We divided the 44 free replies were divided into four categories as follows: Answers in which the respondent conveys the conviction that there are very good and good conditions.

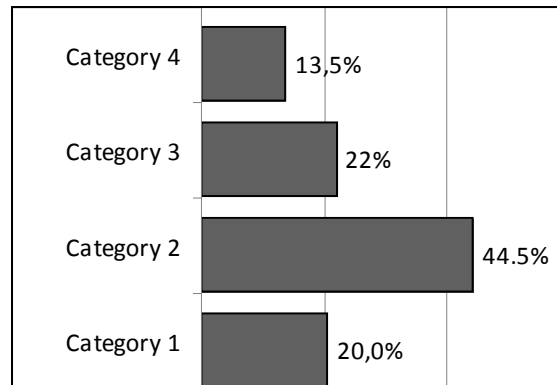


Fig. 1. Graphic representation, question number

The second category of answers is those in which the physical education teacher or the coach has facilities and a partial framework suitable for the good performance of activities. The third category includes partially unfavourable opinions and the last category of opinions in which the participants of the questionnaire have categorically expressed unfavourable opinions. In the first category were expressed 9 subjects, in percentage of 20% (Figure 1). The categories two and three, those in which the orientation of the answers was partially favorable or to a small extent unfavourable, summed up 66%, with a number of 29 options. The answers show the importance that students in the final years give to the involvement and passion with which the teacher carries out his activity, The answer: "he can work in any conditions if he is passionate and loves his job" or "depends how he works and how they create their working conditions, and how involved they are!" Other response options included in the neutral section of the evaluation are: "conditions are limited; conditions are favourable, acceptable,

conditions tight, with insufficient, satisfactory resources, not the best, quite good". The percentage of those who consider that there are no favourable conditions or that the obstacles and the framework in which a physical education teacher carries out his activity are inappropriate is 13.5%. Comparing the first category in which opinions and perception are optimistic and which has a percentage of 9%, with the last one, we find an additional 44.5% difference in the category of those who categorically expressed their opinion unfavourably. The arguments were insufficient facilities, lack of gyms, bureaucracy, low financial resources, and stressful conditions. The second question - What qualities must a physical education teacher or a trainer have? We summed up 44 diverse distributed answers, which we grouped into four categories, as follows: First category - Theoretical training is important. Second - Practical training is important. The third category - Teaching and pedagogical training is important, and the last category - Important sports experience gained.

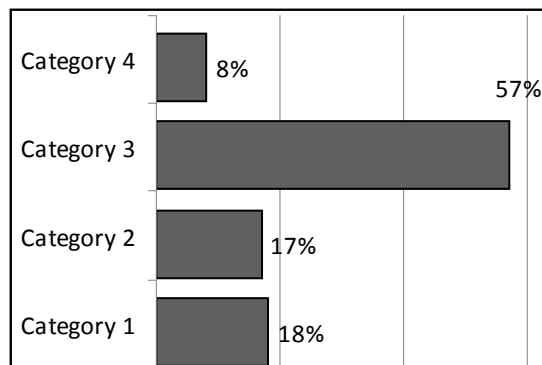


Fig. 2. Graphic representation, question number

For the first category - Theoretical training is important. 18% of all the options expressed were obtained, among which "to have sufficient knowledge about the discipline he teaches" and "first of all he must know very well what he does, in every sports branch practiced" or "to be a good manager and coordinator". The second category of answers - Practical training is important, represents in our study a percentage of 17%, (Figure 2) approximately equal, very close to the group of answers in the previous category.

For the third category - Teaching and pedagogical preparation is important, we have the answers: "A teacher of physical education must be patient, calm, organized, clear and concise in speech and demonstrations, but not least, to be a model to be followed by students" or "He must be very careful, especially with children, he must be sure of what he says and the exercises he does and he must know when to be understanding and when demanding" and "sociable, good psychologist, understanding, good orator". A skill that we find in an important percentage in the answers of future specialists is patience. Answers contain this term as the following example "patient, imposing, explicit in speech and

in demonstration, sociable" or "patience and creativity" and "a teacher of physical education or a coach must be patient, be perseverant, ambitious, imposing, respectful". The percentage of responses in this category is 57%, value above our expectations, which proves the awareness of the importance of pedagogical training in the entire complex, customized physical education and sport domain. In the last category are included the answers: "to know very well the sports branch in which he trains, good motivator, a good listener, disciplined, achieves by example" or "good sportsman".

Question number three - What are the main difficulties you face when studying? For this question highlighted five categories. The first category - Time insufficiency - is represented by a percentage of 22% (Fig3). Here are some answers in this category: "Lack of free time. Time is not always enough. I did not have enough time that I wanted. Insufficient time. Lack of time and work I have. Time. Silence and time." The second category was 21%. Those who answered this question consider that lack of concentration power, mild forms of depression or emotional disorders have been the main difficulties they have faced

in recent years. *"The main difficulties I face when studying is: the phone, always looking when I get messages or someone calls me and loud noises that prevent me from being able to focus. Depression, emotional distress, lack of concentration,*

fear of failure are other reasons. The difficulties I face when studying is: hard focus on what I have to do, lack of interest. Disturbing factors (telephone, social media, discussions with family members). Lack of concentration".

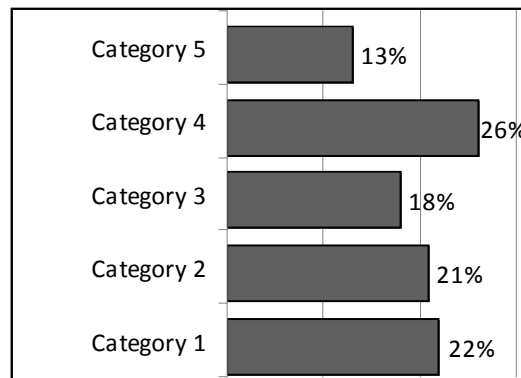


Fig. 3. Graphic representation, question number

The third category is those who consider that - volume - is the factor that was considered difficult. This category in question number three is 18%. Here are some answer variants: *"The large volume of information. I find it much harder to study online from materials than physically with the teacher's explanation and synthesis. The amount of material to study but it is not impossible! There are also too many lessons".* The next category is the fourth and brings together the opinions of those who considered that online teaching was the most difficult obstacle to overcome. Their opinions are present in 26%, here are some answer variants: *"In my opinion online is not for sports i.e. one is to go to college physically and another online you cannot do sports in online. The pandemic period we are in. Right now, the fact that you are doing online classes, there is no such thing as a connection, there is no socialization*

among colleagues that was important. Online theory". The last category is presented in 13% and accumulates opinions of those who have not identified problems.

Question number four: What kind of teachers do children like? 27% consider that teacher involvement is important, and represents the first category. The opinions expressed by the participants are: *"Children are attracted by the teachers who know how to organize their lesson through various interactive games or want the teacher to be open in the sense that they want to joke but also to do their job professionally. They prefer those teachers who commit the physical education lesson pleasant and fun for them and to look forward to the physical education classes. Children love teachers who organize games in class, which let them feel free, which make it so that its hour is different from all the others".* The

involvement is, according to the respondents, one of the essential qualities of a good teacher. From their perspective, devotion to the teaching profession is a defining feature and essential to be able to develop the moral traits of pupils, clients, athletes. The second category, mostly 73%, (Figure 4.) includes respondents' opinions as follows: "The children like understanding teachers, quiet, those who always encourage them in any situation, guide them in following a career, do not argue when they are wrong, but tell them quietly why they were wrong, what are the consequences of the mistake they made. - I think that a more friendly and malleable teacher is liked by children and can guide them better during

lessons and sports activities if they feel relaxed around the teacher. Of course, this does not mean that the teacher must give up authority, but on the contrary, a child who feels closer to the teacher, will perceive his authority and respect him. - Close to them. - Interactive, team spirit jokes that is interactive with children, serious, tidy, and educated. – Calm, Patient and with a sense of humour. The children like cheerful and firm teachers at the same time". Characteristic of this group is represented by the belief that the main characteristic of the physical education teacher is the ability to relate calmly and to transmit information to the collectives of students in stress-free conditions.

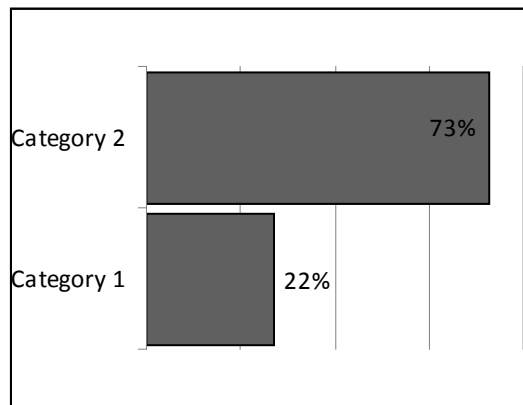


Fig. 4. Graphic representation, question number

4. Conclusions

Our study shows how our clients perceive the period of university studies and make projections of professional evolution. We found that the concern of finding a job is represented in a large share among respondents. The desire for development is the defining feature in the case of the group that participated in the study, the statement "To develop myself as much as possible in my professional

activity" appears in this form or in similar expressions" and "To develop me as much as possible in my professional activity - In the next 6 years I would like to own my own multifunctional gym, to have children on different sports branches such as football, boxing, athletics and to be able to do performance with them". I understood that at the end of the university studies there is a complete distribution of the directions of development. We can also find personal projects in the area of pre-

university education or oriented to high performance sport, but also in the private area with the direction to the services that university graduates can offer to their future customers, as employees in the service sector report a monthly average and median net income, significantly higher than other areas such as education, health or agriculture. The result of the questionnaire shows that most of the respondents are satisfied to a great extent and to a great extent both in terms of expectations related to the didactic activity at the moment of starting the license studies. The high degree of satisfaction with the expectations regarding the teaching activity built at the beginning of the bachelor studies varies around 80%, during the different periods covered in the six semesters. The conclusions led to the establishment of well-defined and realistic objectives, depending on the actual content that must be correlated with the reality of the environment in which the clients are going to practice. We would like to emphasize in this context the fact that those who have gone through the entire cycle have the largest shares of respondents who declared a maximum level of satisfaction. We aim to adapt and design the content of the disciplines in the study programs not start from the requirements regarding the fulfilment of the standards and indicators of performance established by another entity, but from the identified need in the socio-economic environment that the university primarily serves, respectively from the qualification profile of the future graduate of the study program designed. Having these well-defined entry elements, we can thus offer the clients of the university an extra

chance in the complex to achieve the proposed objectives, whatever those.

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