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## STUDY ABOUT THE PERCEPTION OF THE PERSONAL AND SOCIAL CONTEXT IN WHICH STUDENTS HAVE RESPONSIBILITIES

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### Abstract

*Aim.* The idea of this study emerged immediately after the return to normality, after the restrictions in the pandemic, and it was time to try to get a perception as close as possible to the new reality. The way in which athletic and academic responsibilities are perceived by higher education clients is presented with other complex implications in this work.

*Methods.* The study was conducted on a sample of 81 subjects, clients of the faculty, undergraduate studies. Prior to conducting and applying the questionnaire, discussions were held with the participants in the study so that the choice of response options would show the reality to the fullest extent and objectively. The study method used was the questionnaire.

*Results.* The analysis of the results brings to attention important aspects in our opinion, the task of the teachers who have to achieve the didactic objectives with the theoretical preparation of the clients, acquired so far in school and high school. The percentage of those finding it difficult and very difficult to achieve balance in athletic and academic responsibilities is 37.7%. Once the results are centralized, we see a large percentage, which shows the satisfaction with the athletic training received so far in school and high school. This 48.4% comprises of the answer options: very dissatisfied - a little satisfied.

*Conclusions.* The centralization of the results leads to the need to establish well-defined and realistic objectives, correlated with the real level of theoretical and athletic knowledge and to develop adapted methods so that the objectives set are achieved by the end of the teaching activity and the end of the semester. This study contributes to the objectives assumed by the participants in this study. The study shows a real challenge in terms of how to structure a relevant training plan and what needs to be taken into account to make all teaching staff as effective as possible.

*Keywords.* theoretical preparation, correlation, update.

### Introduction

The idea of this study emerged immediately after the return to normality, after the restrictions imposed during the pandemic period and marked the starting point for this endeavor. In an attempt to get a perception as close to the new reality as possible, we devised a questionnaire covering the areas of interest mentioned. The way in which athletic and academic responsibilities are perceived to higher education clients is presented with other complex implications in this work. Students and instructors accredited athletic training education programs recognize and value specific pedagogical theories of teaching and learning and achievement motivation in students educational experiences. Specific educational themes identified

across athletic training instructors, students, and programs are outlined (Mensch, Ennis, 2002).

The transformations recorded in the last two years in various works of specialists in various scientific fields and presented in the form of works or conferences, clearly show that there is a change of speed and dynamics in development in the practical and theoretical activity of students.

Practical learning in the academic progress of the future teacher with specialization physical education or sports training, becomes increasingly important in the post-pandemic period. Most participants agreed that the practical, practical components of athletic training education provided a much more useful learning experience than the theoretical class presentations. Our concern was

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oriented towards finding a useful tool and adapted to the needs signaled by the university's clients. First-level analysis of data provided an overall description of concrete categories across athletic training educational experiences. During first-level data analysis, each text unit from students' and instructors' interviews was examined and coded into specific categories (LeCompte, Preissle 1993). Linking the practical activities of the clients, the defining feature in the academic activity for both the client and the teachers, regardless of age or number of years in the teaching activity, becomes a priority. Reform efforts in other practitioner-based disciplines have already provided research that examines the relationship between students' educational experiences and effective teaching and learning practices (Stern, 1998, Antepohl, Herzog, 1999).

Understanding the processes and technical elements of all the sports disciplines studied in the three years of the undergraduate cycle of the university, is achieved through the theoretical partitions. Full understanding and knowledge of the entire teaching path, help the client to acquire a high demonstration capacity and also avoid injuries, managing to get close in a short time to the level of correct execution. Qualitative inquiry in athletic training research is seldom used; however, the development of the body of knowledge within athletic training education warrants the use of alternative methods of analysis to answer many questions (Pitney W A, Parker J. 2001).

The clinical experiences described by students and instructors as most authentic and meaningful were those that provided students with increased autonomy and control. A major component of self-determination theory is active student involvement, which has a long history in the achievement of motivation literature (Wittrock 1986).

The results of the studies support the fact that a genuine communication relationship for students from secondary school and high school took place when the interpersonal fundamentals and educational dimensions merged. Research on self-determination has suggested that promoting an educational environment with a greater sense of choice, more self-initiated behavior, and greater responsibility has been identified as an important developmental goal for enhancing student outcomes such as creativity, cognitive flexibility, and self-esteem (Deci E, Ryan R. 1985).

## Methods

This study was carried out on a sample of 81 subjects, with 75% of university clients 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 to show objectively, to a large extent and objectively the reality in which we operate. The study method used was the questionnaire.

The academic activity of the disciplines participating in the presented study is carried out within the University of Ovidius in Constanta. His conception was presented by specialists in the field.

The experiment aims to reveal the opinion and perceptions of current customers, with or without notable experiences accumulated in various sports activities or in the preparation of sports teams. The answers provided by participants whose professional and personal experiences had the opportunity to influence statistically significantly 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, with each participant being able to vote only once. The survey form was based on one of the products in the Microsoft offered format, office forms. In this form, subjects received a link they accessed, received the question and all proposed answer options instantly. Subjects responded. The centralization of all responses was generated results and graphical design.

## Results

We present below the values obtained from the pooling of all the results provided to the questions of this study.

Question 1 - How old are you? Variants of responses ranged from 18 years to 42 years. As the selected sample includes students in the lower education form, there are also questionnaire participants who are older. The majority group consists of participants aged 19 years and 20 years, thus 38.8% are 19 years old and 36.5% are 20 years old. The majority segment is the sum of the two categories, which total 75.30%. The other variants represented values ranging from 9.7% for age 18 years to 3.2% for other age groups. Looking at the sample participating in the questionnaire, we consider the results provided by this study to be statistically representative, the majority group being between 18 and 21 years old, the percentage of this segment is 91.5%.

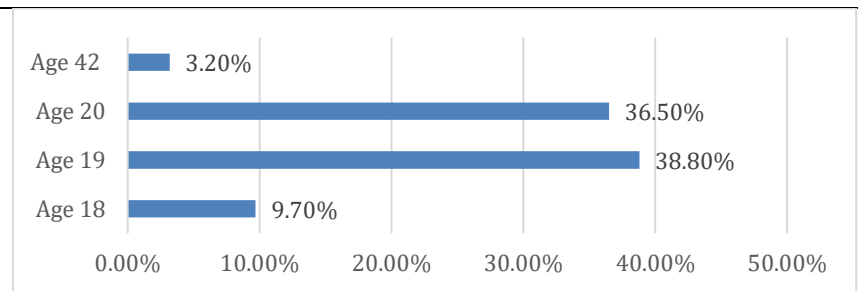


Fig 1. Question 1 - How old are you?

Question number two of this study was: How difficult was it to find a balance between athletic and academic responsibilities? - most of the answers were received in the sector which shows us that achieving a balance between the two types of activities is difficult. Thus, for the answer variant - difficult - the options of 29% of the respondents were summed and for the answer variant - very difficult - a percentage of 35.5% was recorded. The last variant of this question was - impossible - (fig 2) with a percentage of 3.2%, a value that encourages us to believe that a practical training program can be realized, correlated more with the theoretical part, but also with the real level of practical

and theoretical accumulations of current clients. Looking at the values presented in question number 2 and divided into two categories, we find that their sum is 67.7%, this percentage shows the major importance of correlation and the achievement of harmonization processes in order to achieve an efficient transfer of information to university clients. The sum of the responses recorded in the category of those who easily achieved a balance in the performance of tasks resulting from athletic and academic responsibilities was 36.4%, well below the level estimated before the questionnaire was applied.

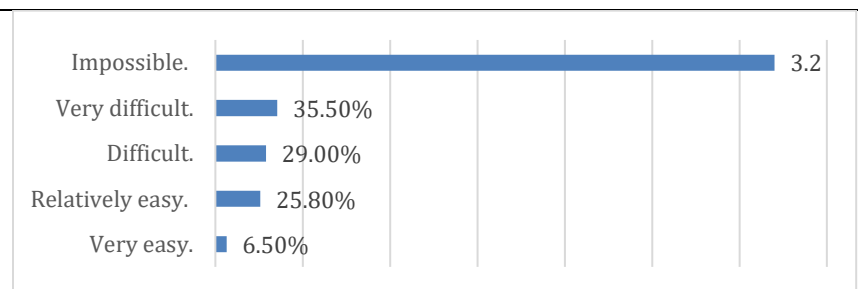


Figure 2. Question 2 - How difficult was it to find a balance between athletic and academic responsibilities?

What is the third question of this questionnaire - How much pressure do your parents put to complete university studies in this faculty? - We compare the two response groups.

A group of answers that show us the percentages achieved by those who do not feel the pressure of the family and who chose the variants of the response - very low pressure - represented by a

percentage of 29%, together with the variant - low pressure - with a percentage of 22.6%.

On the opposite side of the grid within this question are two other variants of answer, - high pressure - with a percentage of 19.4% and the last variant of answer - very high pressure - 16.1%.

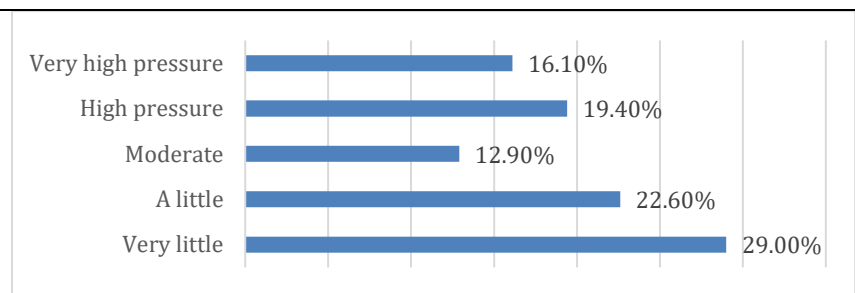


Figure 3. Question 3 - How much pressure do your parents put on to complete university studies in this college?

Comparing the two groups we find the following aspect, the sum of those who do not feel pressure from the family for the completion of university studies is 51.6%, higher value compared to the response variants that the customers of the university who perceived from the family pressure and totaled a percentage of 35.5%. A mean of 12.9% was recorded by the response variant between the two groups of which values were previously presented. Thus, we consider that the results of the university's clients obtained in the teaching process are due to the awareness of the importance of academic study, but also to the continuous effort of adapting to the new teaching conditions of the entire teaching staff.

The fourth question of our paper is about the social and professional relationships of clients with those from social groups in which they live their lives - How understanding are those around you when you

have academic responsibilities? - the question had five gradual variants of answer. It is easy to point out that a significant 45.2% consider that they are understood and have the support of those around them in the academic activity in which they are involved. We find that 0% represents the category of those who do not have understanding for a person who is involved in activities as a client of the university. We explain this percentage by the fact that the determination stated is the factor that clearly positions the individual involved and persuades the members of the social groups. The two variants of answer which indicate the favorable position of the members of small social groups compared to another member who is a client of the university, amount to 64.6%, which explains the success in the completion of a bachelor or master's degree cycle.

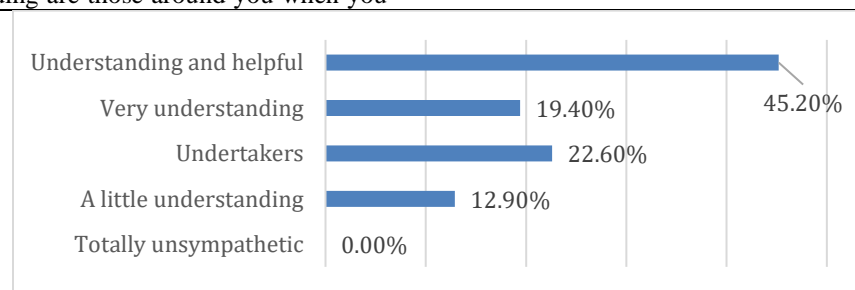


Figure 4. Question 4 - How understanding are those around you when you have academic responsibilities?

The last question of the first part presented in this paper is — Are you satisfied with your athletic training in general and high school? Many times, perhaps too often in recent years, our clients recall that many of the skills and physical activities that are present in the middle or high school curriculum are not known to them. These large and serious shortcomings of university clients are the reason for a considerable

effort on the part of all the professors. Graduates' perception of the level of accumulation achieved in high school is higher than the one we have. Thus, 51.6% declare themselves satisfied even more than satisfied with the level and practical knowledge gained in high school and at the gymnasium. The difference between his own perception and the real level of accumulation, assessed objectively on the basis of

clear criteria by the specialists in the field, is in the first academic stage the explanation of some

misunderstandings and sometimes the subject of discussions between the professor and the client.

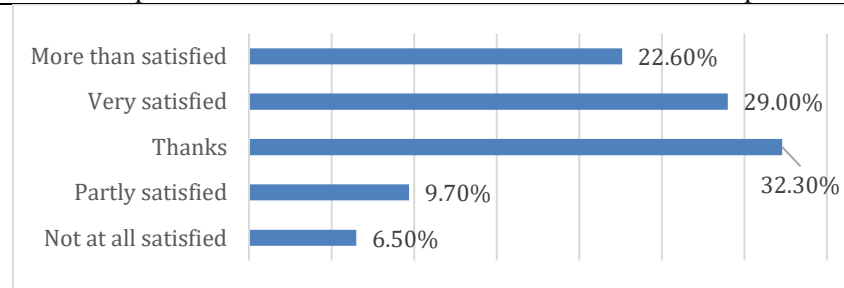


Figure 5. Question 5 - Are you satisfied with your athletic training in general and high school?

### Conclusions

All athletic training educators should take an interest in understanding what students and instructors accredited athletic training programs view as helpful pedagogic practices within their educational experiences (Mensch, Ennis, 2002). One result of the study confirms that there is so much to learn further, both among teachers, but especially for university clients. The number of practical hours must be continuously related to the theoretical content. The disciplines that customers find difficult are those that are strictly lectures without practical experience.

I learn through practical activities, when you can practice things you learn in classes, it helps you understand the complex way in which you can customize methodical indications in your future

professional career. Former students, current clients of the university believe that by accumulating practical knowledge in young age, they can learn and understand what it is like to demonstrate as an athlete practicing at the classes, so that all students will manage in a short time to achieve the expected results.

As shown in this study, the training of future specialists in the field is the result of activities that are not coordinated by the university professors, but also by the perception of the level of accumulation prior to the start of the studio activity in the university. Linking theoretical content to the actual level of the clients and adapting it in a continuous and customized way must become a new priority.

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