

***THE INFLUENCE OF SARS-COV-2 PANDEMIC  
RESTRICTIONS ON STUDENTS IN CHOOSING THE  
PROFESSIONAL PATH***

*Author(s)<sup>1</sup> Mihai Constantinescu*

Institutional affiliation <sup>1</sup> Ștefan cel Mare University of Suceava, Romania

Email adress <sup>1</sup> mihai.constantinescu@usm.ro

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**Abstract** This investigative approach aims to highlight the influence that socialization has through physical presence during undergraduate studies. We also want to analyze the factors that were unfavorable to the teaching act as well as the decisive role in choosing the career path for students who finish their studies. At the same time, we will highlight some aspects of the issues that accompanied the teaching act during the SARS-COV-2 pandemic.

**Introduction** In view of the above, we will present some theoretical aspects regarding the psychology of education specified in the literature, which to argue the need for an investigative approach. The special school psychology is mainly concerned with the study of the social interaction between teachers and students or between students. [1 p. 229]

Educational interaction must be directed in such a way as to bring about individual changes in the sense of cognitive progress. Psychologists have distinguished the so-called "activity segments", characterized by a specific structure of action and a physical environment in which the activity takes place (Weinstein, 1991). [1p. 230]

The human behavior of each human being, of each student, is a result of various influences (formal and informal) with which the individual entered a complex of interaction, accepting them, adapting them for himself, incorporating them or rejecting them.

Without interaction, without co-participation, without a communication on the principle of feedback, the educational action cannot achieve its proposed goal. [1. p. 235; 5 p. 333, 357]

According to specialists in the field of education and school psychology, it can be seen that physical presence and communication are central elements in the teaching economy and cannot be replaced by other forms that were used during the SARC-COV-2 pandemic. [7] The restrictions that were imposed and the forms of

accomplishment of the teaching-learning process had negative influences on the physical state of health but also on the psycho-emotional factor. [4, 9, 10, 11]

If at the time of the impact with the state of emergency teachers and students or quickly mobilized to continue the teaching act., a period of searching followed in order to stabilize and obtain a positive psycho-emotional status in order to overcome the situation.

After the end of the pandemic restrictions, it is found that we lost almost 2 years in which the indicators that were proposed were not achieved. This factor is reflected in the results that were presented at the end of the studies and in the psycho-emotional state of the students regarding the future professional path. [2, 3, 6, 8]

### **Purpose and objectives of the study:**

*Aim of the work* consists in presenting the results of an investigative approach regarding the influence of the SARS-COV-2 pandemic on the students who finished their studies.

#### *Research objectives:*

- Analysis of the literature on school psychology and emotional state in special conditions;
- Identify the negative factors that influenced the teaching act during the pandemic restrictions.

**Materials and methods:** in order to carry out the proposed investigative approach, we completed a questionnaire with 10 items. This questionnaire was completed by a number of 50 subjects who were part of year 3 specialization in physical therapy of the Faculty of Physical Education and Sports at the University "Ștefan cel Mare" in Suceava.

The students completed their undergraduate studies in 2019-2022, so they were the most affected by the restrictive measures that were applied during the pandemic.

The first part of the items is aimed at identifying the degree of satisfaction and the problems encountered during the years of study. The second part of the questionnaire focuses on how to predict the future career path.

The way in which the questionnaire was presented did not influence the direction of the answers due to the fact that its topic was not presented, it was anonymous without requiring the name of the person who completed it.

The desire to participate in this investigative endeavor was real and it had to be motivated. We did not enter more questions so as not to cause negative feedback from respondents.

It is known that when asked to complete a questionnaire or test that requires more time, the subjects will look for excuses not to participate in the study, or will complete the questionnaire without responsibility.

**Results and discussions:** Therefore, we will present in table no. 1, the first part of the questionnaire regarding the didactic activity carried out during the pandemic.

**Table no.1**

No. crt.	QUESTIONS AND VARIATIONS OF ANSWERS	PERCENTAGES ANSWERS	
		No.	%
1.	<i>What is the level of satisfaction with undergraduate studies?</i>	No.	%
	<i>A. unsatisfactory</i>	6	12
	<i>B. satisfactory</i>	29	58
	<i>C. excelent</i>	15	30
2.	<i>Cum a influențat pandemia activitatea didactică?</i>	Nr.	%
	<i>A. it hasn't changed anything</i>	3	6
	<i>B. negatively influenced</i>	29	58
	<i>C. it was OK</i>	18	36
3.	<i>Write down the elements that influenced the performance and effectiveness of the teaching activity during the pandemic.</i>	No.	%
	<i>A. there were no activities</i>	3	6
	<i>B. on-line teaching</i>	20	40
	<i>C. lack of physical contact with colleagues and teachers</i>	17	34
	<i>D. on-line evaluation mode</i>	3	6
	<i>E. others or all</i>	7	14
4.	<i>How do you assess the organization of teachers in this pandemic period ?</i>	No.	%
	<i>A. unsatisfactory</i>	5	10
	<i>B. satisfactory</i>	32	64
	<i>C. excelent</i>	13	26
5.	<i>List 2-3 items that could improve the problems found</i>	Nr.	%
	<i>A. specialized practice</i>	12	24
	<i>B. communication between student teachers; interactive teaching</i>	8	16
	<i>C. more</i>	30	60
6.	<i>How do you appreciate the quality of practice hours in specialized centers ?</i>	No.	%
	<i>A. unsatisfactory</i>	12	24
	<i>B. satisfactory</i>	29	58
	<i>C. excelent</i>	9	18

From table no. 1 it can be seen that the degree of satisfaction with the undergraduate studies is only 30% excellent and 58% satisfactory, the remaining 12% is unsatisfactory.

When asked number 2 about the influence of the SARS-COV-2 pandemic, the percentage is 58% negative and 36% say they were not bothered.

On-line teaching was noted as negative by 40% of respondents and 34% on lack of physical contact with colleagues and teachers. Chart. no.1

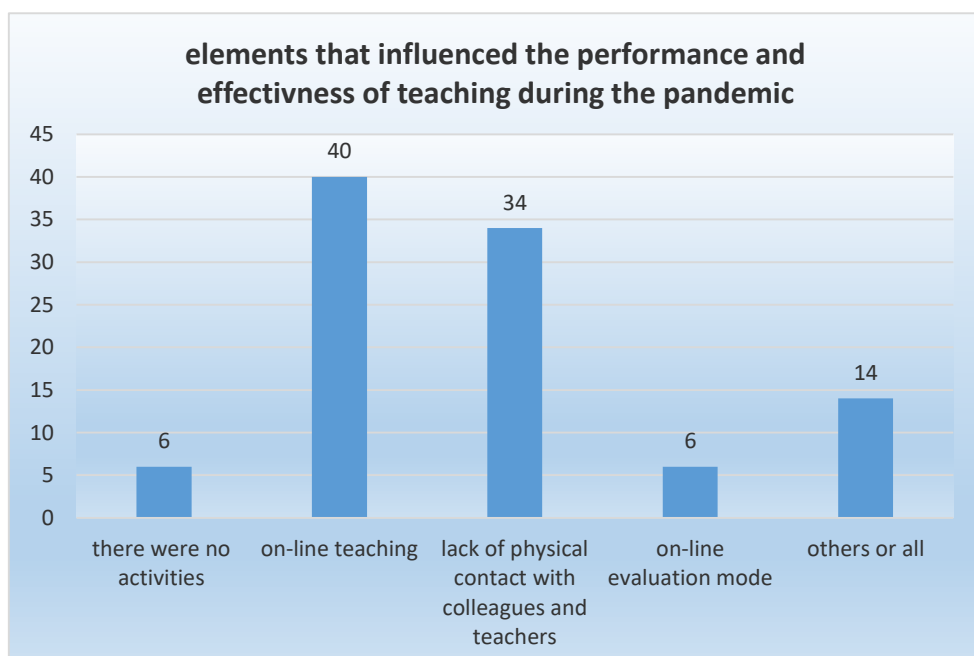


Chart no.1 presentation of the answers to question no.3

Another element that was highlighted is presented in the answers to question no.5 which refers to practice hours and communication, 24% of respondents complain about the lack or quality of specialized practice hours, and another 16% answer negatively in terms of communication. A fairly large percentage do not want to say anything or have other objections.

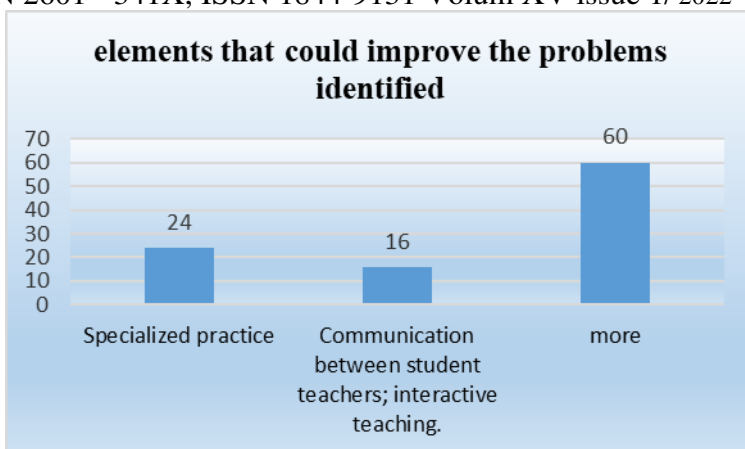


Chart no. 2 presentation of the answers to question no.5

Next we will present the second part of the questionnaire where the aspects regarding the prediction of the future professional path of the students are proposed for investigation.

These questions are intended to establish the confidence of students who have completed their studies and will have to choose between continuing their studies or accessing a job in the field of physiotherapy.

Table no.2

No. crt.	QUESTIONS AND VARIATIONS OF ANSWERS	PERCENTAGES ANSWERS	
		No.	%
7.	<i>What is the career path you want to follow?</i>	No.	%
	<i>A. employee</i>	12	24
	<i>B. employment and master</i>	23	46
	<i>C. master</i>	3	6
	<i>D. do not know</i>	9	18
	<i>E. others .... abroad etc</i>	3	6
8.	<i>What is the prediction of continuing your master's studies at USV?</i>	No.	%
	<i>A. yes</i>	24	48
	<i>B. no</i>	14	28
	<i>C. do not know</i>	12	24
9.	<i>What is the premise of accessing a job for an indefinite period?</i>	No.	%
	<i>A. 100% possibility</i>	11	22
	<i>B. less than 75%</i>	22	44
	<i>C. do not know</i>	17	34
10.	<i>How do you assess your ability and ability to cope with the current demands of the physiotherapist</i>	No.	%

<i>profession?</i>			
A. <i>unsatisfactory</i>		<b>10</b>	<b>20</b>
B. <i>satisfactory</i>		<b>33</b>	<b>66</b>
C. <i>excellent</i>		<b>7</b>	<b>14</b>

Regarding the future career path, less than half of the respondents are willing to continue their studies in parallel with employment, respectively 46%, and only 6% studies. Chart. no.3

This fact of uncertainty regarding the future career path is determined by the achievements and satisfactions obtained during the years of study.

Regarding the results of this investigative approach, it is observed that almost all the answers of the interviewees are below average, at a satisfactory level with a tendency to decrease desires and confidence.

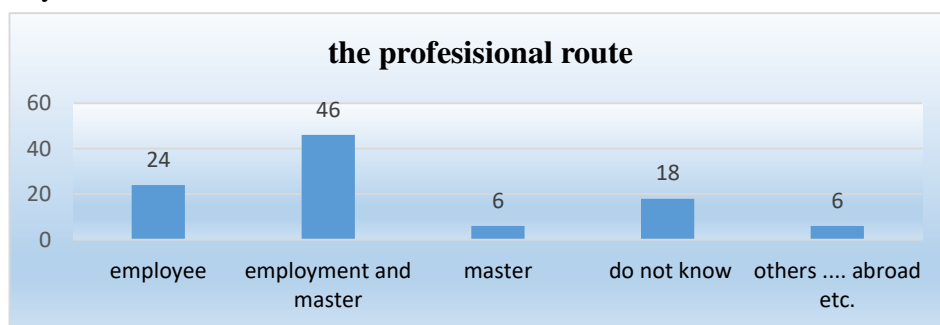


Chart no.3 presentation of the answers to question no.7

The percentage of those who do not know or have other options is also significant, respectively, 18% do not know. Chart no.3

Regarding the certainty of employment for an indefinite period, only 22% of respondents believe in 100% success and 44% with a chance of less than 75%.

Self-confidence is also low only 14% answered excellent, 66% satisfactory and 20% unsatisfactory.

### Conclusions:

- the degree of satisfaction with the undergraduate studies is only 30% excellent and 58% satisfactory, the remaining 12% is unsatisfactory;
- the pandemic restrictions determined a psycho-emotional state on the students which decreased the capacity to assimilate the knowledge at a practical and applicative level, 24% of the respondents complain about the lack or quality of the specialized practice hours;

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- the career path is also presented in an unsatisfactory percentage, less than half of the respondents are willing to continue their studies in parallel with employment, respectively 46%, and only 6% studies;
- the uncertainty and insecurity of applying for a job for an indefinite period is also at the lower end, 22% believe in success 100% and a percentage of 44% with less than 75% chance.

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