

# PERFORMANCE OF THE EDUCATIONAL PROCESS CARRIED OUT IN THE ON-LINE ENVIRONMENT IN THE CONTEXT OF PANDEMIC

**Ph.D. Student, Cristina STROE**

”Valahia” University of Târgoviste, Romania

E-mail: cris\_stroe33@yahoo.com

**Professor, Diana MOISEVICI-SERB**

”Ion Ghica” Economic College of Târgoviste, Romania

E-mail: dianaseb10@yahoo.com

**Abstract:** *This is a topical theme that aims to objectively capture education in the online environment, taking into account the context in which we are (the pandemic and the existing restrictions). It was assumed that pupils’ school performance is weaker during the pandemic period than in previous years, and the main cause is the online conduct of the educational process. For this purpose it was used as a research method - the observation sheet structured on several themes. The most important conclusions drawn from the theoretical and practical part of the article illustrate that there is a link between the school performance of the pupils and the way the classes are conducted (online or traditional).*

**Keywords:** *education, performance, instructional-educational process, pandemic.*

**Jel classification:** *I21.*

## 1. Theoretical approach

Educational organisations play a key role in the development of a state. They are also an engine in determining economic and social progress. School performance illustrates the extent to which processes, products and human resources are of high quality.

Training and management of organisational performance is an important factor for the development of effective institutions. Finding ways to improve employee performance is an important task for today's leaders (Drucker P, 2007).

Organizational performance means not only defining the problem, but also solving it. Organizational performance is the ability of the organisation to achieve its objectives, but also its resource efficiency (Chenhall R (2005).

Performance management is a continuous process of identifying, measuring and developing performance in organizations by connecting them and each individual's objectives with the overall mission and objective of the organization (<https://www.ebsglobal.net/EBS/media/EBS/PDFs/Performance-Management-CourseTaster.pdf>)

Schools use performance management and evaluation methods in a number of ways and with the aim of: increasing the student's level of knowledge and improving the teacher's work.

## 2. Case study

### 2.1. Methodological context

This is a primary, direct (field) research observation of the behaviour of students in a terminal class with a technological profile, of an educational organization in Dambovită, towards the instructional-educational process carried out in the online environment.

The paper is intended to find answers to the following questions:

- 1. Are students satisfied with their online education?**
- 2. Is students' school performance weaker because of the instructional-educational process carried out online?**
- 3. Does the pandemic have repercussions on students' academic performance?**

It was used the personal observation method. The tool used was the observation sheet. This is the added value brought in the article because it was developed by the authors. The observation sheet comprises two general themes: communication and atmosphere during online hours and satisfaction with teaching-assessment carried out using electronic means. The time period analysed was November-December 2020.

**Research objectives:**

**O1:** Knowledge of students' level of satisfaction with the educational process carried out in the online environment;

**O2:** Highlighting the gap between students' school performance during the pandemic and previous years.

**Research hypotheses:**

**H1:** The atmosphere during the online hours is a calm one, corresponding to the conduct of the activity;

**H2:** The students show a positive attitude towards online teaching;

**H3:** The pandemic has effects on students' school performance

**2.2. Analysis and interpretation of results**

**The results from personal observation can be seen below.**

**Theme 1. Communication and atmosphere during online classes**

Table 1. Communication

ANSWER	PROCENT
YES	70%
NO	30%

Source: developed by authors

From Table 1 we can see that 70% of the students who were part of the observed community, communicate with the teachers, and the remaining 30% do not get involved.

**2. Frequency of participation of the class of pupils in activities carried out in the online environment**

Table 2. Frequency of participation

ANSWER	PROCENT
Often	70%
Average	20%
Rarely or never	10%

Source: developed by authors

70% of students participate in online teaching activities often, 20% average and 10% rarely.

**3. Atmosphere during online hours**

Table 3. Atmosphere during the hours

ANSWER	PROCENT
Very friendly and calm	90%
Tense	10%

Source: developed by authors

90% of the time the atmosphere during the hours is calm and friendly. Conflict situations occur in 10% of the situations and the most common cause is when students have different opinions. Tensions also arise from the fact that some students only want to participate in activities because they want to receive praise.

## **Theme 2. Satisfaction towards the educational process in the online environment**

### **4. Satisfaction towards the online educational process**

#### **- Satisfaction towards the educational platforms used by teachers**

Table 4. Satisfaction towards educational platforms

<b>ANSWER</b>	<b>PROCENT</b>
Satisfied	60%
Indifferent	30%
Unsatisfied	10%

Source: developed by authors

From the students' behaviour it is inferred that most of them (60%) are satisfied with the educational platforms used (classroom, zoom, 24 edu.ro, quiz)

#### **- Satisfaction towards teaching online**

Table 5. Satisfaction towards online teaching

<b>ANSWER</b>	<b>PROCENT</b>
Satisfied	80%
Indifferent	15%
Unsatisfied	5%

Source: developed by authors

A considerable percentage of students show a contentment towards teaching online, and 5% are not satisfied.

#### **- Satisfaction towards online evaluation**

Table 6. Satisfaction towards online evaluation

<b>ANSWER</b>	<b>PROCENT</b>
Satisfied	80%
Indifferent	10%
Unsatisfied	10%

Source: developed by authors

A considerable percentage of students show contentment towards teaching online and 5% are not satisfied.

### **5. Feedback on online teaching-evaluation compared to the traditional one achieved at the beginning of the school year.**

Table 7. Feedback

<b>ANSWER</b>	<b>PROCENT</b>
Good	30%
Indiferent	50%
Unsatisfactory	20%

Source: developed by authors

Comparing the feedback of today's online teaching-assessment with the traditional onsite one, shows that half of the students are indifferent and 20% unsatisfied.

## 6. School performance of students (online teaching-assessment vs traditional teaching-assessment)

Table 8. School performance

<b>ANSWER</b>	<b>PROCENT</b>
Better	10%
Constant	50%
Weaker	30%

Source: developed by authors

Analysis of the school performance of the target group (pandemic versus previous years) reveals that half of the subjects (the observed persons) achieved the same results and 30% were weaker.

## 7. Gendre

Table 9. Gendre

<b>ANSWER</b>	<b>PROCENT</b>
M	40%
F	60%

Source: developed by authors

Of the students observed 60% were female and 40% male.

In order to improve the online educational process, we thought of the following remedial plan.

**Table 10. Remedial plan applied to students**

Objectives	Ways of action	Resources
10% reduction in the absenteeism of pupils in the observed class	Strengthening the partnership of teacher-schoolmaster-student parent through permanent informing on the situation of the beneficiary of the educational process.	-Materials (register) -Tehnological (electronic register, phone)
50% increase in students' interest towards the educational instructional process by linking the themes of the economic modules with the economic environment, but also with the contemporary society.	Actively engaging students during classes by presenting examples/good practices of business success, failure, but also shaping the correlation between positive personal image and success in life and career.	Materials, ICT: -laptop, -video projector, -worksheets, videos and debates about businessmen or people with a successful career: Ana Aslan, Jeff Bezos, Elon Musk, Bill Gates, Jack Ma, Michael Jordan, Simona Halep, Ion Tiriac, Adelina Pestrițu, Cristina Ich and Adrian Mutu; - Power point presentations and exposure of the world's big businesses (Amazon, Tesla, Microsoft, Toyota); -motivational videos.
Maximising the participation in economic disciplines of more than 70% of students with poor learning outcomes	Stimulating pupils by raising awareness of the need for education, but also of economic disciplines in preparing them for life, but also in order to get jobs.	Materials, ICT: -worksheets (hexagon of interests, floating balloon); - Powerpoint presentations, videos and debates about business failure (Britney Spears, Jennifer Lopez, Sylvester Stallone), unethical actions, but also anti-competitive practices (e-mag, alibaba)

Source: developed by authors

In order to have clearly measurable results, it is also necessary to outline the Gantt Chart by highlighting the main objectives aimed at addressing the identified shortcomings in the frequency of participation in the courses, as well as in terms of school performance.

**Table 11. Gantt Chart**

STAGE	Period			
	February	March	April	May
10% reduction in the absenteeism of pupils in the observed class				
50% increase in students' interest in the educational instructional process by linking the themes of the economic modules with the economic environment, but also with the contemporary society				
Maximising participation in economic disciplines of more than 70% of students with poor learning outcomes				

Source: developed by authors

### 3. Conclusions

Performance is not one-dimensional, strictly speaking, the term should not be used exclusively to reflect the results of the organization. There is individual performance (student, teacher) and organizational performance (of the educational institution). Performance also exists at the curricular level.

By carrying out this study we found that most students have a good opinion about the instructional-educational process carried out online through various educational resources and platforms.

It was also found that a high percentage (70%) of students often participate in online activities. Students are indifferent in terms of the effectiveness of the instructional-educational process in the online environment. At 50% of the students observed, performance remained constant.

All three hypotheses set out in the research methodology part have been confirmed. In conclusion, the pandemic had repercussions on the students' academic performance.

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