

# THE EDUCATIONAL PROCESS UNDER THE IMPACT OF THE COVID-19 PANDEMIC

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## Summary

*The Covid 19 pandemic remains a sad episode in people's lives, but also in the history of nations. Its effects were felt both in the business environment, as well as in the educational one. The significant number of cases of illness, including the deaths generated by it, have made the representatives of the state institutions to develop a series of laws designed to protect the citizens, one of them regarding the circulation. All these have lead to work adaptation, underlying the development of the instructional-educational process through several platforms.*

**Keywords:** *education, pandemic, technology, teleworking.*

**JEL Classification:** I21

## 1. Theoretical approach

Work, regardless of the economic and social context, is the essential factor, in the current period, because it ensures the well-being of individuals. In its sphere is established the salary that reflects the monetary expression, or the value of the work performed by an individual. The labor market directly influences the economy and the other components of social life (Cazes S., Nesporova A., 2014).

Educational institutions have had to make a change during the pandemic, to work from home to protect their own human resources. At this "new normal", many people worked at their homes, and in the meantime supervised their children, whose schooling was, for a long time, online (Gajendran R., and Harrison D., 2007).

Teleworking, working from home or online, legislated in Romania by law 81/2018, is defined as a form of organization by which the employee voluntarily performs the duties specific to the position he holds, in another job than the one arranged by the employer, at least one day a month, using information and communication technology (<http://ina.gov.ro/wp-content/uploads/2020/09/Articol-Telemunc%C4%83-INA.pdf>). In response to the COVID-19 pandemic, Member States have adopted, prolonged or announced unprecedented measures to support citizens and the sectors that are affected (<https://ec.europa.eu/>).

## 2. Case study

The purpose of the study: to identify the impact of the Covid 19 pandemic on the motivation of teachers.

Research objectives:

*O1: Highlighting the impact of the pandemic on the effort during online teaching;*

*O2: Knowing the perception of employees on adapting to the conditions imposed by COVID 19;*

*O3: Identify the effect of the pandemic on teacher motivation and performance.*

Assumptions:

**H1: The COVID 19 pandemic has generated a much greater effort on the part of teachers;**

**H2: The teaching staff has adapted to the changes generated by the pandemic;**

**H3: Covid restrictions have influenced teachers' motivation and performance.**

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Direct research was used, which was based on a poll. The researched community - 30 teachers from a school from the pre-university educational environment in Dâmbovița County. The tool used was the questionnaire developed and tested by the authors of the paper. The questionnaire was applied face-to-face to the research participants. Respondents were presented with the purpose of the questionnaire, but also guaranteed that the information was confidential.

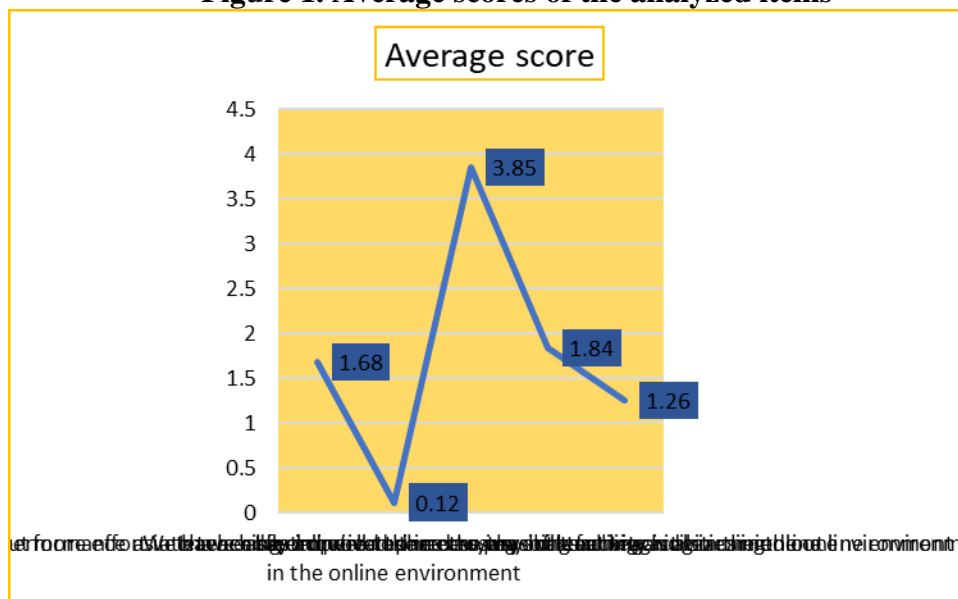
The analysis and interpretation of the results took place with the help of EXCEL, and the most important are presented below:

**Table 1. Average scores of the analyzed items**

Item	Average score
I put more effort into teaching online compared to physical teaching	1.68 - agreement
My performance as a teacher has improved since the teaching activity is also carried out in the online environment	0.12 - indifference
I have adapted well to the new way of teaching and learning	3.85 - agreement
We have easily acquired the necessary skills for teaching in the online environment	1.84 - agreement
I feel motivated in carrying out teaching activities in the online environment	1.26 - indifference

Source: article author

**Figure 1. Average scores of the analyzed items**



Source: article author

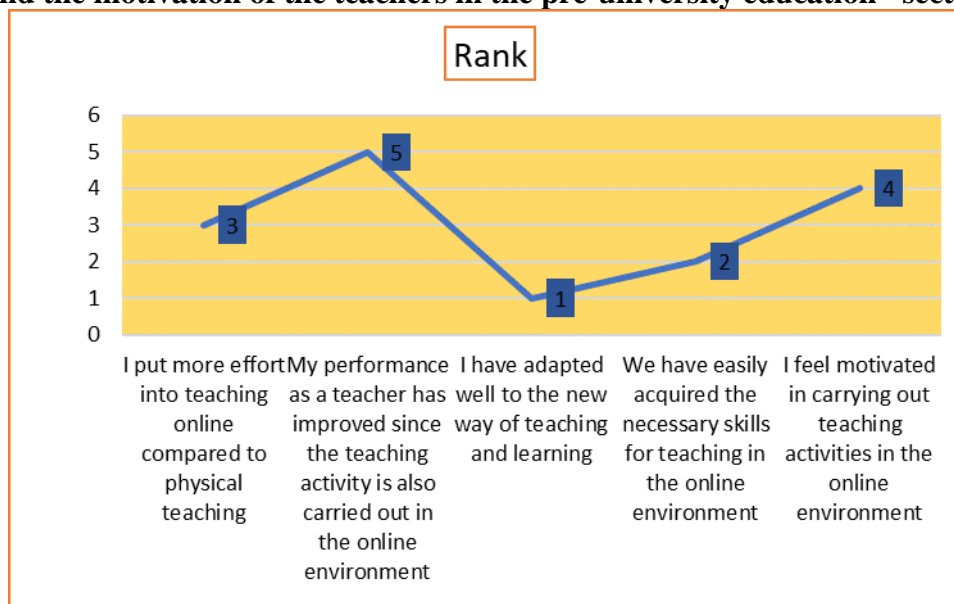
The item “I have adapted well to the new way of teaching and learning” obtained the highest value of the average score 3.85 (agreement), and at the opposite pole is the item “My performance as a teacher has improved since the teaching activity is also carried out in the online environment” with the lowest value 0.12 (indifference).

**Table 2. Ranking of the items of the section "The crisis of the Coronavirus pandemic and the motivation of the teachers in the pre-university education" section**

Item	Rank
I put more effort into teaching online compared to physical teaching	III
My performance as a teacher has improved since the teaching activity is also carried out in the online environment	V
I have adapted well to the new way of teaching and learning	I
We have easily acquired the necessary skills for teaching in the online environment	II
I feel motivated in carrying out teaching activities in the online environment	IV

Source: article author

**Figure 2. Ranking of the items of the section "The crisis of the Coronavirus pandemic and the motivation of the teachers in the pre-university education" section**



Respondents' opinions on the statement **"I put more effort during online teaching compared to physical teaching"** are as follows:

- total agreement 30 %;
- 31% agreement;
- 28% partial agreement;
- disagreement 9%;
- total disagreement 2%.

The respondents' opinions regarding the statement **"My performance as a teacher has improved since the teaching activity is also carried out in the online environment"** are the following:

- total agreement 7%;
- 30% agreement;
- 39% partial agreement;
- disagreement 18%
- total disagreement 6%.

The respondents' opinions regarding the statement **“I have adapted well to the new way of teaching and learning”** are as follows:

- total agreement 28%;
- 43% agreement;
- 25% partial agreement;
- disagreement 4%.

**“We have easily acquired the necessary skills for online teaching”**

Most of the respondents, 42% show total disagreement with this statement, 5% disagreement, 28% total agreement, 24% partial agreement, and 1% agreement.

**“I feel motivated in carrying out teaching activities in the online environment”**

Of the respondents participating in the study, 8% present total disagreement, 11% disagreement, 37% partial agreement, 31% agreement and 13% total agreement.

### **3. Conclusions**

The objectives of the research were achieved through questions addressed to teachers working in a unit with an educational role. The relative frequency of responses generated the confirmation of all hypotheses within the research methodology.

The teachers participating in the research have adapted on the fly to online teaching, but also to the use of educational platforms. Both the motivation and the performance of the research participants did not suffer as a result of the transition from face-to-face to online teaching.

The time physically worked at work was less compared to that spent at home, in front of the computer, and this can be explained by the fact that the organizations did not have enough spaces to ensure the physical distancing required by the legislation in force. At the level of all EU countries, teleworking was carried out, but not in a high percentage.

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