

The Impact of Online Classes on Teachers' Performance During the Pandemic Period of COVID 19 in Romania

Tatiana Marian (Tutunaru)

Doctoral School of Economic and Humanities from Târgoviște, Romania

tatiana.tutunaru@gmail.com

Abstract

The aim of this paper is to analyze the impact that online schooling has had on teachers' performance during the Covid-19 pandemic.

Regarding the research design, we used the quantitative research method, based on an online questionnaire administered to teachers in the Romanian pre-university education system in Romania.

During the pandemic, teachers faced a major challenge in terms of teaching, namely online teaching, as they were hit by a lack of internet connections, lack of access to technical equipment, lack of experience in creating digital content. in terms of teaching, lack of knowledge for the efficient use of work platforms, but also lacked experience in teaching online,

Which led to a series of changes in their professional life and at the same time a high level of stress. Teachers also had problems with communication and organizational issues.

Key words: online classes, teacher performance, performance, Covid-19, pandemic

J.E.L. classification: I21, I25, P17.

1. Introduction

Teachers are the key factor in ensuring the education of students and it is necessary for them to perform well because the process of teaching students' education depends on the good performance of the teacher (Tehseen and Hadi, 2015).

The pandemic period was a stress factor for teachers because it was a state of uncertainty and was perceived as a threat to the way they were accustomed to teaching. Thus, teachers had to deal with a high level of performance ambiguity due to the new context created by Covid-19, which led to lower stress and lower performance (Pratiwi et al., 2019).

A study conducted in 2021 showed that stressors among high-impact teachers were associated with pandemic concerns as well as work overload, which led to various psychophysical symptoms and burnout (Vargas and Oros, 2021).

Teaching itself can often be an extremely stressful career, but the COVID-19 pandemic has further amplified this (Kaden, 2020).

During the pandemic, teachers also felt exhausted because they had to protect their own health and that of their family. Basically, they were even more concerned about the tasks they already knew (Marshall et al., 2022).

Basically, they had to consider health promotion, but also the measure to prevent the spread of the disease (World Health Organization).

Another stressor was how to teach online, which most teachers have never done before.

However, teachers have reached a high level of burnout, which is a state of exhaustion both physically and mentally and emotionally resulting from prolonged exposure to stressors at work, but also due to demanding work situations. in terms of the emotional plane (Carlotto and Câmara, 2019).

Even before the pandemic, teachers had a high level of stress because they have a certain reluctance to adopt modern strategies, unfortunately the legislation is not adapted to school needs, there are a limited number of performance indicators, there are too much formalism, as well as the lack of interconnection of departments on the side of extracurricular activities. All this creates a level of stress among teachers (Cucos, 2014),

2. Research methodology

The aim of this paper is to analyze the impact that online schooling has had on teachers' performance during the Covid-19 pandemic.

Regarding the research design, we used the quantitative research method, based on an online questionnaire administered to teachers in the Romanian pre-university education system. As for the questionnaires, they were created through Google Forms, so that the data could be collected and centralized much easier and more efficiently than if it had been distributed face-to-face.

We applied a questionnaire with 41 questions regarding the challenges that the Romanian education system is going through, divided into several topics for debate. For this study, we will analyze only the questions related to the impact of online classes on teachers' performance.

The online questionnaires were completed by 347 pre-university teachers.

3. Findings

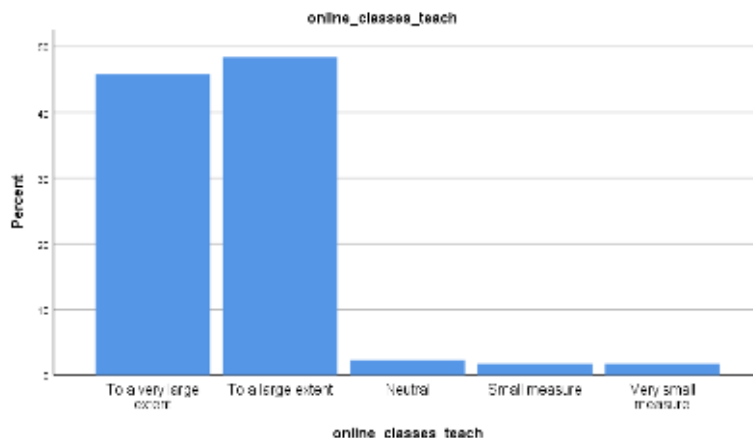
Regarding the question no. 1, to what extent will the online school impact teaching activity, 48.4% of teachers said to a large extent, 45.8% of teachers said to a large extent, 2.3% of teachers said neutral, 1.7% of teachers said small measure and 1.7% of teachers said very small measure.

Table no. 1 Impact of online classes in teaching activity

		online_classes_teach			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To a very large extent	159	45.8	45.8	45.8
	To a large extent	168	48.4	48.4	94.2
	Neutral	8	2.3	2.3	96.5
	Small measure	6	1.7	1.7	98.3
	Very small measure	6	1.7	1.7	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 1. Impact of online classes in teaching activity



Source: Author's contribution

Regarding the question no. 2, what difficulties did you face during the pandemic during online teaching hours, 26.8% of teachers said I had problems with how to evaluate students, 21.9% of teachers said I had problems with how to teach students interactively, 22.2% of teachers said lack of

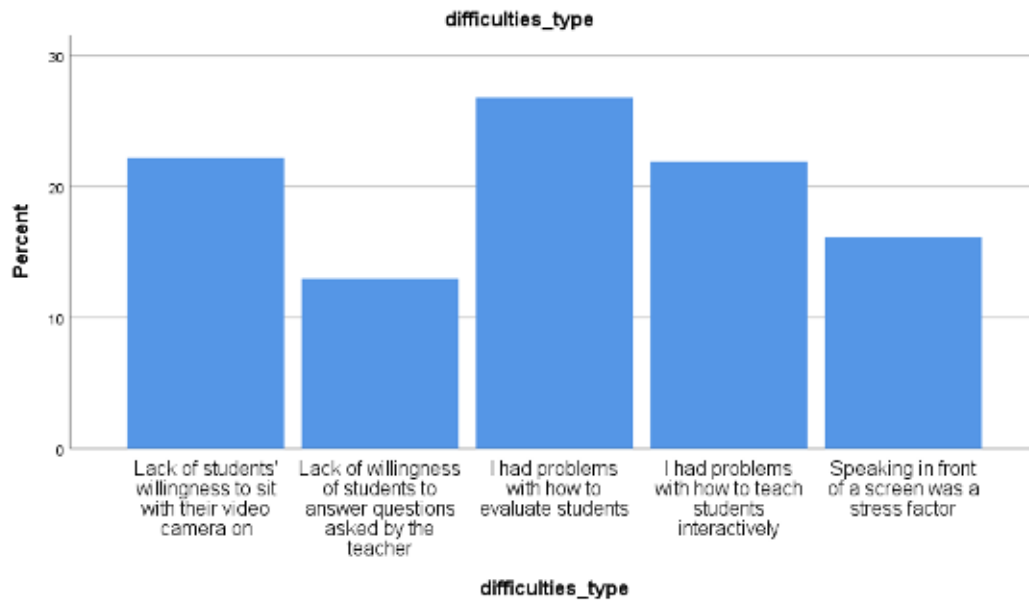
students' willingness to sit with their video camera on, 16.1% of teachers said speaking in front of a screen was a stress factor, 13% of teachers said lack of students' willingness to answer questions asked by the teacher.

Table no. 2 Difficulties during online teaching

		difficulties_type		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Lack of students' willingness to sit with their video camera on	77	22.2	22.2	22.2
	Lack of willingness of students to answer questions asked by the teacher	45	13.0	13.0	35.2
	I had problems with how to evaluate students	93	26.8	26.8	62.0
	I had problems with how to teach students interactively	76	21.9	21.9	83.9
	Speaking in front of a screen was a stress factor	56	16.1	16.1	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 2 Difficulties during online teaching



Source: Author's contribution

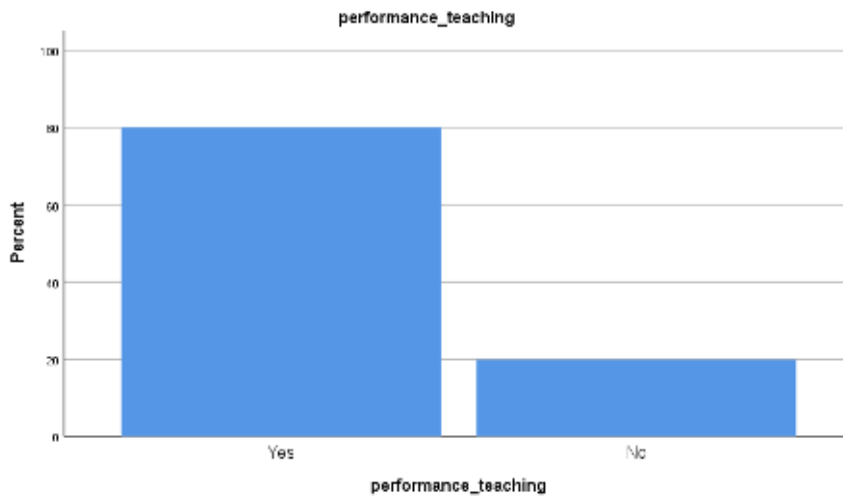
For question no. 3, consider that during your online classes your teaching performance was affected, 80.1% of teachers said yes that their teaching performance was affected during the pandemic, while 19.9% of teachers were affected said no, teaching performance was not affected during online teaching.

Table no. 3 Teaching performance

		performance_teaching			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Yes	278	80.1	80.1	80.1
	No	69	19.9	19.9	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 3 Teaching performance



Source: Author's contribution

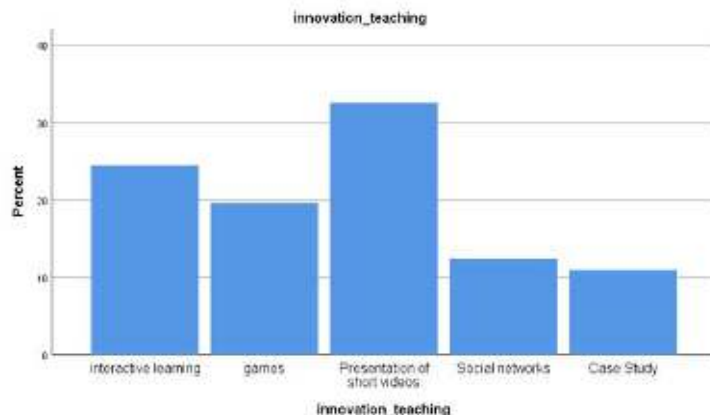
To the question no. 4, what were the ways in which you innovated in the teaching activity in class, 32.6% of teachers said presentation of short videos, 24.5% of teachers said interactive learning, 19.6% of teachers said games, 12.4% of teachers said social networks, 11% of teachers said case study.

Table no. 4 Innovation teaching

		innovation_teaching			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	interactive learning	85	24.5	24.5	24.5
	games	68	19.6	19.6	44.1
	Presentation of short videos	113	32.6	32.6	76.7
	Social networks	43	12.4	12.4	89.0
	Case Study	38	11.0	11.0	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 4 Innovation teaching



Source: Author's contribution

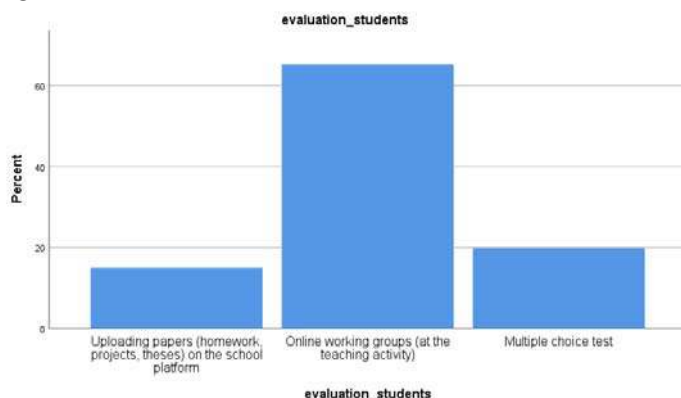
To the question no. 5, which was the way you assessed students during the Covid-19 pandemic, 65.1% of teachers said they assessed students through online working groups (at the teaching activity), 19.9% of teachers said that they evaluated the children through multiple choice test, 15% of the teachers said that they evaluated the students through uploading papers (homework, projects, theses) on the school platform.

Table no. 5 Evaluation students

		evaluation_students			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uploading papers (homework, projects, theses) on the school platform	52	15.0	15.0	15.0
	Online working groups (at the teaching activity)	226	65.1	65.1	80.1
	Multiple choice test	69	19.9	19.9	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 5 Evaluation students



Source: Author's contribution

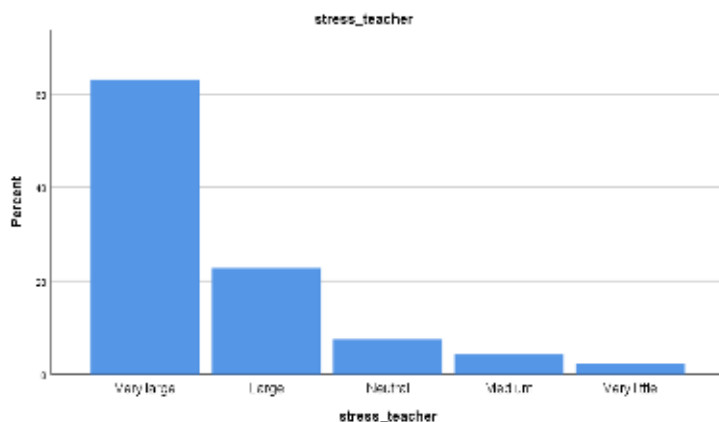
Regarding question no. 6, which was the level of stress you felt in the Covid-19 pandemic, as a teacher, 63.1% of teachers said they had a very large stress level, 22.8% of teachers said they had had a high stress level, 7.5% of teachers were neutral, 4.3% of teachers said they had a medium stress level, while 2.3% of teachers said they had a very low stress level.

Table no. 6 Stress teacher

		stress_teacher			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Very large	219	63.1	63.1	63.1
	Large	79	22.8	22.8	85.9
	Neutral	26	7.5	7.5	93.4
	Medium	15	4.3	4.3	97.7
	Very little	8	2.3	2.3	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

Figure no. 6 Stress teacher



Source: Author's contribution

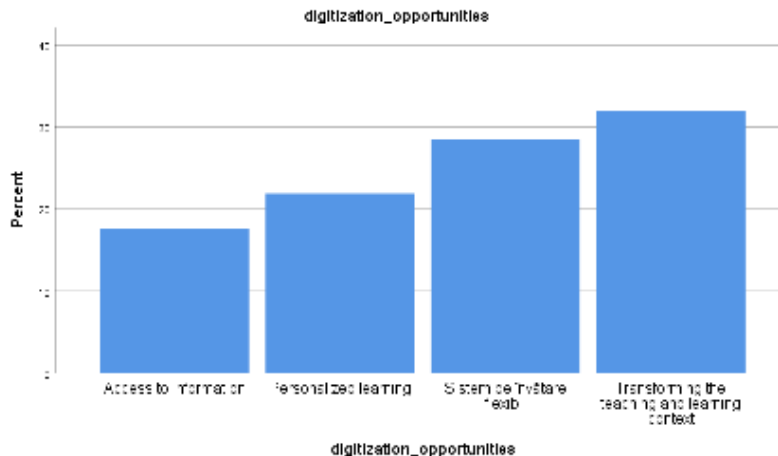
For question no. 7, what do you think are the opportunities that digitalization of schools could offer in the future, 32% of teachers said transforming the teaching and learning context, 28.5% of teachers said flexible learning system, 21.9% of teachers said personalized learning, 17.6% of teachers said access to information.

Table no. 7 Digitization opportunities

		digitization_opportunities			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Access to information	61	17.6	17.6	17.6
	Personalized learning	76	21.9	21.9	39.5
	Sistem de învățare flexibil	99	28.5	28.5	68.0
	Transforming the teaching and learning context	111	32.0	32.0	100.0
	Total	347	100.0	100.0	

Source: Author's contribution

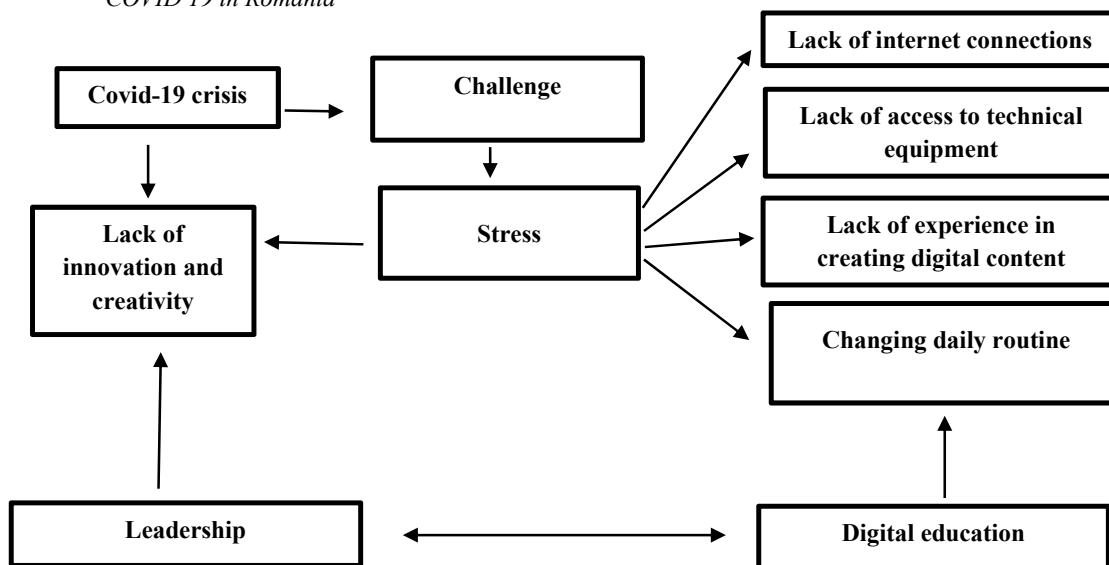
Figure no. 7 Digitization opportunities



Source: Author's contribution

I created the figure no. 8 entitled: The impact of online classes on teachers performance during the pandemic period of COVID 19 in Romania, as follow:

Figure no. 8 The impact of online classes on teachers performance during the pandemic period of COVID 19 in Romania



Source: Author's contribution

In this paper we have shown that the pandemic period was not an easy one for teachers, but neither for students and parents.

Following the application of the questionnaires, we could see that the teachers had to come up with innovations in terms of online teaching, in which they went on the presentation of short videos, interactive learning and games. Which took the teachers out of their comfort zone.

In order for teachers to face all the challenges, they need leaders to inspire them, to easily get over the less pleasant events, but also to develop continuously.

Leadership styles inspire people with a broad view of the world, help clarify goals, motivate people, and help them communicate well with their team (Rowley and Sherman, 2003).

We believe that digital education could be a significant factor in reducing stress in terms of teaching activity for teachers, but for this they need to be trained in a timely and appropriate manner.

For example, a study conducted in 2019 that looked at the digitalization of schools and education in Sweden showed that teachers have a positive attitude towards the use of technology, both in the classroom and in their professional activity (Koro, 2019).

With the development of technology and the advent of modern media, the perception of education is changing, and major development centers in the field of education will bring education to another level (Castle and McGuire, 2010).

5. Conclusions

The aim of this paper was to analyze the impact that online classes has had on teachers performance during the Covid-19 pandemic.

Following the results obtained, we find that during the pandemic, teachers faced a major challenge in terms of teaching, namely online teaching, as they were hit by a lack of internet connections, lack of access to technical equipment, lack of experience in creating digital content. in terms of teaching, lack of knowledge for the efficient use of work platforms, but also lacked experience in teaching online,

Which led to a series of changes in their professional life and at the same time a high level of stress. Teachers also had problems with communication and organizational issues.

The results cannot be generalized.

This study will be useful to researchers, teachers, school principals, school inspectors, as well as other people interested in the situation of the pre-university education system in Romania.

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