Focused Assessment of Students' Perception of Online Education in the Pandemic

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Abstract
The COVID-19 pandemic brought with it a lot of challenges at the managerial level but not only; The entire academic community has experienced change in all its dimensions. The transition to online education involved an update that we did not expect in terms of improving digital skills, teaching methods and student acquisition, etc. How do students appreciate the university's efforts, what criticisms do they bring and what suggestions do they have? We conducted a quick survey of 101 students from four study programs in the field of socio-human sciences and education. Students appreciate that the management of the university is student-centred, feeling concerned about access to online education and creating an assertive communication framework, but they feel assailed by work tasks and suggest the provision of counselling services. They expressed their preference for the hybrid version of the classes. The study had implications for drawing new working models and providing services that ensure a climate conducive to performance.

Key words: pandemic, academic environment, stress, suggestions, difficulties, students

1. Introduction
The concern for maintaining the quality of teaching performance during the pandemic has provoked countless discussions and debates. How teachers have adapted to the online environment, how they have acquired digital skills but especially how students perceived educational services has become of major interest. The literature in the field is very rich; a short search on Google Scholar provided over 500,000 results. The managerial strategy was adapted to the new online format but the focus on the student always had to be maintained. Three simple questions for students aimed to scan their perception of "how well we have managed to adapt as an institution to the new challenges." The result of this rapid scan will be included in a future study compared to the results obtained in scanning the perception from the engineering study program. It is possible that the perception of students from the two fields of engineering / science of education, psychology and social work may differ given the different specifics of professional skills.

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Literature Review
There is no doubt that the pandemic has upset the balance in all areas of activity; in higher education it imposed a reshuffle, readjustment and rethinking of all dimensions involved in the educational process, starting from the digital skills of the actors involved, teachers and students, to the institutional context and tools that facilitate online dialogue, embodied in different work platforms. (Vigil, Marian, Szabo, 2020; Morgan, H., 2020; Nania, et al., 2020) For the most part, adapting to the online school involved focusing on the technological, medical dimension of compliance. To what extent have managers focused on the well-being of students and teachers☐ This objective involves investigating the literature, using

keywords, school management, pandemic and well-being. To what extent have leaders been concerned with emotional management□The unique experience we have gained in the pandemic in all dimensions of our lives, new updates and recurring adjustments have facilitated the introduction of a new vision of life and the introduction of the phrase New normal that resulted from technological and social changes (Hitt et al., 2020). The authors talk about the hybrid character of organizations due to the mix of strategies and structural forms used by managers in order to increase resilience and implement innovative thinking. A concern in the field of school management is the environment frequently described by tensions and fatigue in the pandemic; (Netolicki, 2020) identifies a balance of leaders in this period that oscillates between autonomy and freedom, equity and excellence. Basilaia, Kvavadze (2020) analyzes the transition to education in online format, focusing on the investigation of different platforms and chosen tools; the study identifies countries that have not found effective ways to adapt to the new context. Niemi, Kousa (2020) are interested in the perception of students and teachers of the changes that have been implemented: discover lack of motivation, fatigue, overwork, worry, stress.

Alves, R., Lopes, T., & Precioso, J. (2020) identify several predictors of pandemic well-being in school organizations in Portugal: sex, perception of teaching difficulties. Saher Al-Sabbah et al. (2020) completes the list with other variables such as effects on the family regarding depression, achievement of goals, increased nutrition, physical comfort, etc. Anderson et al (2021), Keywords: creative self-efficacy, creative growth mentality, creative anxiety, secondary traumatic stress, teacher well-being, teacher buoyancy. Of course, in healthcare organizations, management has focused mainly on the implementation of non-pharmacological measures of community hygiene in the control of a pandemic (Hui et al., 2010)

Budhwar, P., & Cumming, D. (2020) identify several acute challenges the management of any institution faced during the pandemic, challenges that led to the formation of new skills, adaptations, flexibilities (work platforms, online meetings, diversification communication methods and techniques). A study of the National Alliance of Student Organizations in Romania / ANOSR) in which the most recognized universities in Romania participated identifies some suggestions of participating students: digitization of course materials and access to online library resources, developing partnerships with other institutions, improving skills digital, emotional support. Wang (2004) shows that there is a correlation between student performance and online visibility, in the sense that it negatively affects the time spent outside social networks. This fact also leaves its mark on the cohesion of the group.

In the table below we have selected a short summary of the reference works on the topic of the most stringent managerial concerns.

Table 1. Synthesis

Strategie Management	Wellbeing
Hitt, M. A., Arregle, J. L., & Holmes, R. M., Jr. (2020). Dynamic managerial capacity, organizational hybridity, non-ergodic world	Niemi, H M & Kousa, P (2020)- Key words stress, less of motivation, ingrijorare
Basilaia, G., & Kvavadze, D. (2020). Netolicky, DM (2020)	Alves, R., Lopes, T., & Precioso, J. (2020), predictor of well-being
Web Based Instruction, Educational Technology, Private Schools, Outcomes of Education,	Saher Al-Sabbah et al. (2020) predictor of well-being
Anderson et al (2021), Keywords: creative self-efficacy, creative growth mentality, creative anxiety, secondary traumatic stress, teacher well-being, teacher buoyancy	
Hui, DS., Lee, N., Chan,PKS., (2010). Clinical management, strategies to control,	**Covid Impact:** Budhwar, P., & Cumming, D. (2020)

2. Research methodology

This study does not use complicated statistical calculations, but aims to quickly scan the perception of university students regarding the focus of management in ensuring well-being and facilitating access to online education during the pandemic. The specialized literature in the field was consulted, and some guidelines were identified regarding the researchers 'concern towards ensuring an efficient dynamics and organizational hybridity during the pandemic, towards ensuring well-being, concerns for limiting stress and others towards teachers' well-being, identification of methods. creative work and reducing stress and anxiety. Starting from these guidelines, we followed the survey of students from the Faculty of Education, Psychology and Social Work on how they perceive the interest / reoccupation that the management structure has to ensure the necessary conditions for the educational act in pandemic. Given the humanistic specificity of study programs we are inclined to believe that students who follow these programs are rather interested in facilitating less formal meetings, some that encourage debriefing, "close" contact between students, teamwork, possibilities to interact with the beneficiary (the client in social assistance, the student in primary and preschool education, the student with disabilities for psych educators and the client in psychological interventions).

2.1.   Objectives and hypothesis

The purpose of this study is to analyze the students' perception regarding the interest regarding the student focus and the creation by the university of some support services for students (access to the platform, net, counselling).

2.2.   Participants

The sample consisted of 101 respondents, of which 95% were women and the rest were men. The participants in the study are students from the four programs 25 respondents from the psychology psych pedagogy and social assistance programs and 26 from the preschool and school pedagogy program.

Figure 1: Sociodemographic characteristics of the sample: age
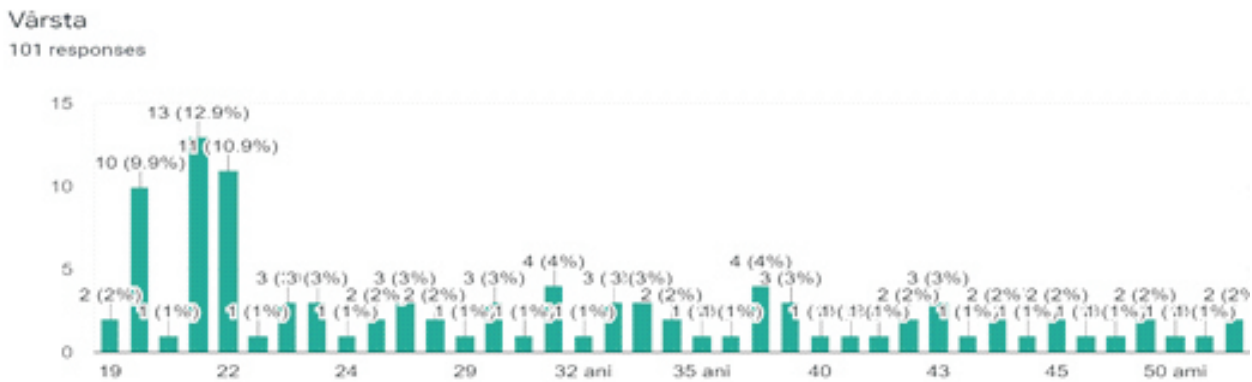
2.3. Instruments

A sociological survey was conducted based on a questionnaire and interview. 101 questionnaires were applied and 4 focus group meetings were held with 6 participants each. The study period was January 18-February 25, 2021, the period corresponding to the end of the first semester of the academic year 2020-2021, the period preceding the first exam session for all 4 study programs.

2.4. Results

1. Within the organized focus groups, several thematic units were highlighted:

• `students' perception of student-centred management
• `the difficulties they face during the pandemic
• `proposals / suggestions that would improve or streamline the educational process

FG participants highlighted three important indicators for student-centred management in online learning, namely: perceived2 concern to limit isolation stress, flexibility in adapting teaching methods and willingness of teachers to remain in dialogue with them to explain or brings additions and the concern of the management structures (dean's office) to ensure access to online education.

Students participating in the study (over 60% of all study programs) perceived the management of the university as student-centred, interested in their access to online education; Within the focus groups, the students appreciated the national program that allowed the distribution of some PCs to the students who did not have one and the availability of the professionals to support the classes on different online platforms: google meet, WebEx, zoom, university platform. The concern for access to online education also involved providing students with course materials in electronic format and the use of the Moodle platform or other tools to facilitate learning. Students appreciate that teachers have significantly improved their online teaching skills since the beginning of the pandemic

**Figure nr. 2 Perception of student-centered management**
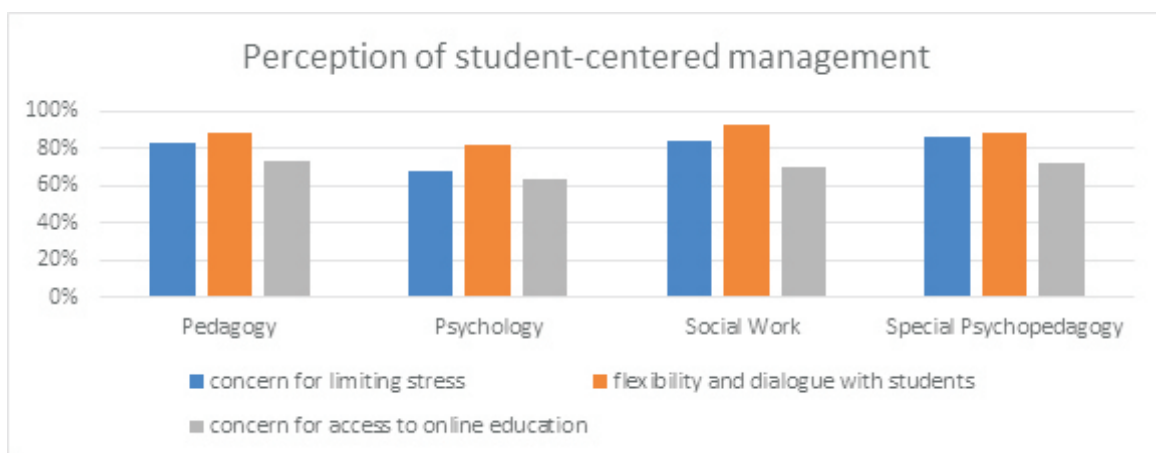
The most mentioned / recognized specified difficulties that students face are too large amounts of work tasks, management of loneliness caused by isolation.

2. The negative aspects reported by the students largely included the overwhelming amount of individual work tasks they receive, which would replace the seminar activities. They suggest carrying out practical activities in an asynchronous format and support the efficiency of solving teamwork tasks and maintaining collaboration / fraternization with colleagues (Khan et al., 2021). Even though the differences between the 4 programmes are almost imperceptible, the students of the psychology programme reported their tasks most frequently as too hard, which can be due to the diversity of the tasks and homework provided in the analytical programs.

According to the psychology students this fact can be explained through the fact that the psychology domain requires a rather complex set of knowledge, and acquiring those competences requires a very rigorous documentation. Students reported fatigue, overwork, decreased motivation caused by constant effort, feelings of loneliness, relational inconsistency, etc. The lack of emotional support services organized by the university maintained the state of discomfort and distress, occasionally improved by applying spontaneous techniques to courses. There are obvious similarities in the way students in the 4 study programs react to educational practices and the context imposed by the pandemic.

Figure nr.3 Difficulties reported during online schooling
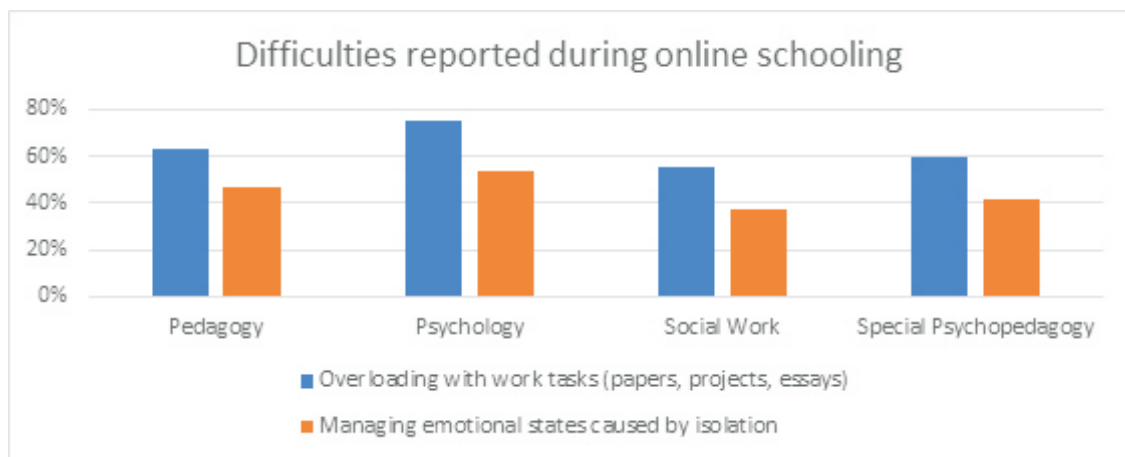
3. The suggestions made by the participants in the study expressed the major concerns that related to the way in which the possibility to carry out the specialized practice in several fields is limited; in this item the specialization of social assistance is the most affected because within it there is a very rich palette of fields of intervention. This explains the 84% of students concerned with this topic. Their suggestion therefore refers to facilitating online practice in different fields (child protection, case management, prevention, specialized services, etc., primary care, etc.). Most of the respondents (93% of pedagogical students, 75% social workers and 63%) expressed their preference for the hybrid version of the way of conducting the classes (conducting courses in online format and face-to-face seminars). Availability for conducting physical courses of these categories of students can be justified by experiential culture (Biasin, Clerici, Finotti, 2012) deeper awareness of the importance and effectiveness of face-to-face meeting that they themselves practice in their profession (Christie, Kruk, 1998; Tham, Lynch, 2019).

Figure 4. Suggestions for increasing the efficiency of the educational process
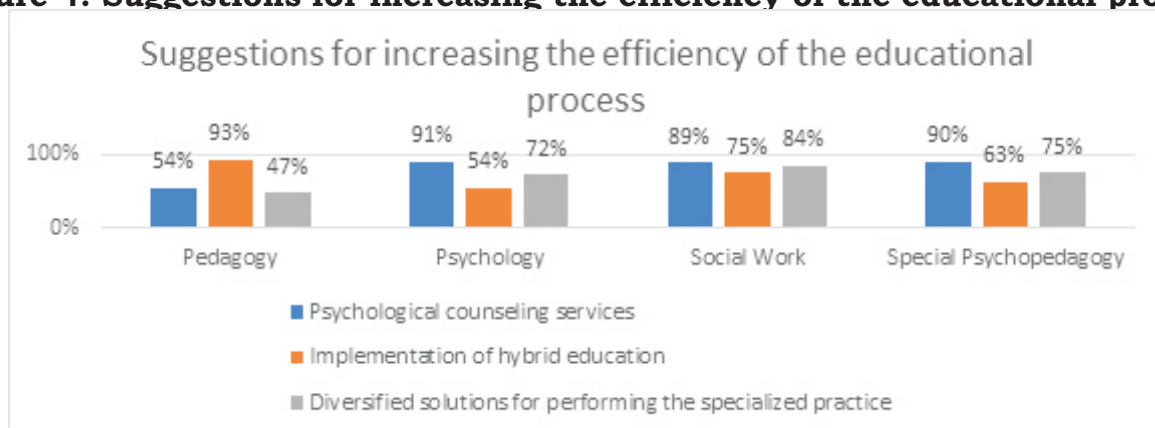
It is not surprising that 91% of psychology students have requested permanent counseling services given the profile of the program they follow; interesting is their option for hybrid education expressed by only half of them. On the other hand, as expected, students in the school pedagogy program (93%) and social work (75%) are those who have expressed their availability for hybrid courses (including face-to-face classes). it may be due to the specifics of the personality of social workers and educators to act predominantly face to face in their activities, the way to relate to the other with empathy, risk taking, willingness to intervene in special cases.

2.5. Conclusions

Although they made consistent positive assessments of how the academic environment in which they found themselves handled the pandemic situation, Romanian students, like other students in other parts of the world, believe that online education has produced a state of stress for them. affected emotional state and obviously social life (Chakraborty et al., 2020; Essadek, Rabeyron, 2020). Respondents appreciate the availability and interest in limiting the distress induced by online activities but suggest emotional support services. They explained the contradiction by the fact that teachers, individually try to implement interactive methods, debriefing activities, application of experiential education (Christian et al., 2021; Kaplan-Rakowski, 2021; Newcomb M. 2021; Romeo et al., 2021), but they believe that emotional support services should be constantly organized and made available to students on a daily basis. In this context, the need for personal development courses was also discussed. There are no significant differences in perception between study programs in any of the three dimensions evaluated. The specialized practice seems to be a vulnerable point, reported by students from different fields, specializations and geographical areas (Byrnes et al., 2020). The educational implications of this short research are important in terms of adapting and implementing solutions to improve student performance.

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