



Faculty of  
Psychology and  
Educational Sciences  
"Ovidius" University  
of Constanta, Romania



# BLACK SEA JOURNAL OF PSYCHOLOGY



[www.bspsychology.ro](http://www.bspsychology.ro)



9 772068 464001



## **Study regarding the opinions of parents and teachers about the involvement of students in the learning activity during online school**

Moraru Monica<sup>1</sup>, Boboc Daniela<sup>2</sup>

<sup>1</sup>Ovidius University of Constanta, Romania; <sup>2</sup>School Center for Inclusive Education

Maria Montessori, Constanta, Romania

andrada\_mira@yahoo.com<sup>1</sup>, barbulet.daniela@yahoo.com<sup>2</sup>

**Abstract.** The coronavirus pandemic has put the education system around the world to the test. In the context of the Covid-19 pandemic, the school was conditioned to operate in a digitized environment, which determined the most unexpected psycho-educational and social experiences at the level of educational decision-makers, but also at the level of beneficiaries. Contrary to the fears of parents and teachers, in particular, regarding the difficulty of carrying out online activities, the data of our research showed that the use of new information technologies and educational platforms has proven to be the most important mobile of learning. Although there are insignificant differences between the answers provided by parents in the two research groups, special education and mainstream education, we appreciate that parents of special education students are more satisfied with the educational process specific to online school, because they are more involved in the educational activity of their children. The teachers, for their part, positively appreciate the educational involvement of the students during the online school period.

**Keywords.** online school, learning activity, educational involvement

### **1. Introduction**

The current, postmodern society, based on knowledge and new communication technologies, on occupational flexibility and globalization of the economy, has imposed numerous challenges, changes, evolutions and resizing at school level, "often with a degree of radicality unknown until now" (Păun, 2017, p. 116). The role of school, as an institution of knowledge, but also the role of the teacher, as the main transmitter of knowledge, is strongly affected. "The exclusive educational legitimacy of the school is called into question" (*Idem*, p. 139).



The development of the digital information offer, in particular, influences the school as an "institution for controlling the relationship to knowledge" and weakens its "legitimacy of authority" (P. Moeglin, *apud* E. Păun, 2017, p. 139). As H. Gardner (2014) pointed out, information available in the digital world is often mere random rumors, personal opinions confused with scientific reasoning. Media culture is a technical, utilitarian, consumerist, uniformized culture with a standardized language that does not require much effort of thought and reflection. It is a rather non-educational, commercial type of culture, full of sensationalism, dramatization and stardom (Păun, 2017).

The coronavirus pandemic has put the education system around the world to the test. In the context of the Covid-19 pandemic, the school was conditioned to operate in a digitized environment, which determined the most unexpected psycho-educational and social experiences at the level of educational decision-makers, but also at the level of beneficiaries.

However, contrary to the fears of parents and teachers, in particular, regarding the difficulty of carrying out online activities, the data of our research, conducted between 15.01.2023 and 20.05.2023, showed that the use of new information technologies and educational platforms has proven to be the most important mobile of learning.

Both parents and teachers teaching in special/mainstream schools have successfully conducted online school using the educational platforms Kinderpedia and Google Classroom.

## **2. Research objectives**

O1. Analysis of parents' opinions about students' educational involvement during online schooling.

O2. Analysis of teachers' opinions about students' educational involvement during online schooling.

## **3. Research hypotheses**

H1. It is presumed that parents of pupils from special schools value more than parents of pupils from mainstream schools their involvement in the learning activity carried out during the online school period.

H2. It is presumed that teachers positively appreciate the educational involvement of students during the online school period.

## **4. Description of subjects**

30 parents: 15 parents of special education students; 15 parents of students in mainstream education. The age of parents is from 35 to 50 years.

30 teachers from special education and mass education, of which: 10 primary school teachers, 6 support teachers, 14 secondary school teachers. The age of teachers is between 24 and 62 years.

## **5. Description of research methods and instruments**

*Questionnaire addressed to students' parents* (adapted from the questionnaire *Motivation for learning - Questionnaire addressed to parents*, applied within a research conducted in 2015 by the Bucharest Center for Educational Resources and Assistance). The questionnaire includes 16



closed answer items. Variants of answer: *a. to a very large extent, b. to a large extent, c. to a right extent, d. to a small extent, e. to a very small extent.*

*Research interview.* The interview included 12 questions addressed to teachers regarding their opinions on students' motivation for learning during the online school period. The interview was attended by 30 teachers, of whom debutants (2), with the final didactic degree (9), didactic grade II (14) and didactic grade I (5) from the Center for Inclusive Education Delfinul, the Center for Inclusive Education Maria Montessori and the Gymnasium School nr. 39 Nicolae Tonitza, Constanta.

## 6. Analysis, processing and interpretation of research data

### 6.1 Analysis of answers to some of the representative questions of the *Questionnaire for parents.*

To the question 2: *To what extent do you consider that school has contributed to your success in life?*, 3 parents of special education students chose the opinion *to a very large extent*; 10 parents chose *the large extent* variant; 2 parents chose *the right extent* variant.

To the same question, 4 parents of students in mainstream education chose the option *to a very large extent*, 8 parents chose the option *to a large extent*; 3 parents chose *the right extent* variant.

Tab.1 Parents'answers to question 2

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	3	10	2	0	0
Parents of students in mainstream education	4	8	3	0	0

To the question 5: *To what extent do you get involved in your child's learning activities?*, 6 parents chose the option *to a very large extent*; 7 parents chose the option *to a large extent*; 2 parents chose the option *to a right extent*.

To the same question, 10 parents of mainstream students chose the option *to a very large extent*; 4 parents chose the option *to a large extent*; one parent chose the option *to a right extent*.



Tab.2 Parents'answers to question 5

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	6	7	2	0	0
Parents of students in mainstream education	10	4	1	0	0

To the question 7: *Do you think online school had negative effects on your child?*, 5 parents of special education students chose the answer option *to a very small extent*; 4 parents chose the answer option *to a small extent*; 3 parents chose the answer option *right extent*; 2 parents chose the option *to a large extent* and 1 parent chose the option *very large extent*.

To the same question, 2 parents of students in mainstream education chose the option *to a very large extent*; 2 parents chose the option *to a large extent*; 5 parents chose the answer option *to a right extent* and 6 parents chose the option *to a small extent*.

Tab.3 Parents'answers to question 7

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	1	2	3	4	5
Parents of students in mainstream education	2	2	5	6	0

To the question 10: *To what extent do you consider online school to be a viable alternative for learning?*, 1 parent of a special education student chose the answer option *to a very large extent*; 9 parents chose the answer option *to a large extent*; 5 parents chose the answer option *to a right extent*.

To the same question, 1 parent of a student in mainstream education chose the answer option: *to a very large extent*; 9 parents chose the answer *to a large extent*; 5 parents chose the answer option *to a right extent*.



Tab.4 Parents'answers to question 10

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	1	9	5	0	0
Parents of students in mainstream education	1	9	5	0	0

From the answers provided, we notice that parents understood that online school was the only alternative to education because everyone's safety was a priority.

To the question 11: *Do you think your son / daughter would have had a better school evolution if they had not learned in the online school system?*, 4 parents of special education students chose the answer option *to a very small extent*; 10 parents chose the answer option *to a small extent*; 1 parent chose the answer option *to a right extent*. After analyzing the answers, we found that parents are satisfied with the activity of the online school, some of them attending the lessons.

To the same question, 10 parents of students in mainstream education chose the answer option *to a small extent* and only 5 parents chose the answer option *to a very small extent*. Therefore, students' parents are satisfied with their school progress, not considering that online school would be deficient.

Tab.5 Parents'answers to question 11

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	0	0	1	10	4
Parents of students in mainstream education	0	0	0	10	5

To the question 12: *Do you think that more activities should be carried out inside or outside school?*, 5 parents of special education students chose the answer option *to a very large extent*; 6 parents chose the answer option *to a large extent*; 3 parents chose the answer option *to a right extent*; only one parent chose the answer option *to a small extent*.

To the same question, 5 parents of students in mainstream education chose the answer option *to a very large extent*; 5 parents chose the answer option *to a large extent*; 3 parents chose



the answer option *to a right extent*, which makes us believe that schools do not carry out enough school and extracurricular activities, especially during the Covid-19 pandemic.

Tab.6 Parents'answers to question 12

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	5	6	3	1	0
Parents of students in mainstream education	5	5	3	0	0

To the question 13: *Do you think that your child's school development is a good one?*, 4 parents of special education students chose the answer option *to a very large extent*; 8 parents chose the answer option *to a large extent*; 3 parents chose the answer option *to a right extent*.

To the same question, 4 parents of students in mainstream education chose the answer option *to a very large extent*; 8 parents chose the answer option *to a large extent*; 3 parents chose the answer option *to a right extent*.

Tab.7 Parents'answers to question 13

Question 2	to a very large extent	to a large extent	to a right extent	to a small extent	to a very small extent
Parents of special education students	4	8	3	0	0
Parents of students in mainstream education	4	8	3	0	0

After analyzing the answers, we notice that all parents positively appreciate the evolution of their children in the context of online school.

The answers of the pupils' parents confirm hypothesis 1: *It is presumed that parents of pupils from special schools value more than parents of pupils from mainstream schools their involvement in the learning activity carried out during the online school period.* Although there are insignificant differences between the answers provided by parents in the two research groups, we appreciate that parents of special education students are more satisfied with



the educational process specific to online school, because they are more involved in the educational activity of their children.

## **6.2 Analysis of answers to some of the representative questions of the interview with teacher**

To the question 3: *Do you think the online school was conducted properly?*, teachers were divided. Thus: 21 teachers chose *YES*, 9 people chose *NOT*. These answers show us that teachers are largely satisfied with the work done in the online school.

To the question 4: *Do you think that online school has had the effect of isolating students?*, 18 teachers answered *YES*, 9 answered *NOT* and 3 answered *I don't know*. From these answers we can see that teachers believe that online school has had a negative impact on students. They were isolated and could no longer physically attend school together.

To the question 6: *Is online school a viable alternative for the future?*, 24 teachers answered *YES* and only 6 answered negatively.

To the question 7: *Can you say whether students were motivated to learn during the online school period?*, 18 teachers declare that *students were motivated to learn*; 12 teachers who were skeptical about students' motivation for learning during online school answered negatively.

To the question 10: *What do you appreciate about today's students and what do you disapprove of in their behavior?*, out of the total number of teachers participating in the study, 21 people mentioned that they appreciate students' digital abilities, 3 people appreciated students' involvement in school activities, but especially extracurricular, 3 people appreciated the sincerity of students, 3 people said they were delighted with their ability to adapt to the online teaching system. Also, 12 people consider that students have problems in communication, 6 people disapprove of the hostile attitude of some of them, 3 people disapprove of the agitation that occurred in some activities, 6 people said they disapprove of their lack of attention and 3 people mentioned that they do not agree with students who do not do their homework.

To the question 11: *What do you think were the obstacles that stood in the way of successful online activity?*, 9 teachers said that the biggest obstacle was that they were not together in class, 9 teachers said they could not achieve everything they could do in class, 3 teachers mentioned problems with the internet, 3 that students were not paying attention and kept the room closed, 3 communication problems, 3 that not all students had laptops.

To the question 12: *What proposals do you have for improving the education system in Romania?*, 12 people said it would be good to increase material benefits, 6 people answered that it would be good to try to protect teachers, 3 mentioned that they should retire early due to the stress related to the profession, 3 mentioned that it would be good to offer them discounts at the entrance to museums and other institutions, 3 persons mentioned that they should benefit from reduced transport for transport by means Romanian Railways, 3 mentioned that students should comply with the regulations of the class and educational institution.



After analyzing the answers provided by teachers, hypothesis 2 is confirmed: *It is presumed that teachers positively appreciate the educational involvement of students during the online school period.* The teachers positively evaluate the teaching activity carried out in the online school.

### **Conclusions**

The online school managed to keep us together, teachers, students and parents. Students did not lose information at their right moment of development. However, the teacher did not enjoy the same opportunities. On the one hand, teaching by using technology, on the other hand, maintaining the role of EDUCATOR, of model, with an essential role in promoting and transmitting authentic values, in supporting quality education, in transmitting objective knowledge, but also positive emotions, in identifying the best solutions to problems of organization and management of the classroom. Teachers have been called upon to meet the challenge of teaching online with IT tools, which until now were relatively new to many of them. Most of them had to purchase high-performance computers and soon learned to manage different programs, access educational platforms, adapt their subject matter to the imposed requirements, create (other) work materials, striving and, most of the times, successfully managing to motivate and support students' learning. From in front of the monitor, the teacher continued his vocation.

### **Bibliography**

Gardner, H. (et al. with Laskin, E.). 2014. *Leading Minds. Life stories of world leaders.* Bucharest: Trei Publishing House.

Păun, E. 2017. *Pedagogy. Challenges and dilemmas regarding school and the teaching profession.* Iasi: Polirom Publishing House.