Online School and Changes in the Perception of the Role of the School after the Pandemic Context

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Abstract: The Covid 19 pandemic has demonstrated the emergence of new factors that can bring imbalances in the educational system: the change in the educational-instructive and formative vision, equal opportunities regarding education, support from the community, and psychological support offered in educational institutions. An involvement of all factors contributing to education is necessary to benefit all children equally. The online school highlighted among the multitude of challenges and the one through which the teaching staff had to show ingenuity in generating solutions for unforeseen problems, online activities became spontaneous, differentiated, diversified, and combined with other types of activities. The present research wants to highlight the fact that, if a few years ago, humanity did not think about the importance of the existence of a computer or the importance of the existence of the Internet connection, following the pandemic, the technology that has already evolved has demonstrated the importance of its existence in any field, including in the field of education. The objectives of the sociological survey carried out through the questionnaire were: to identify the number of students without the opportunity to access online school during the pandemic; to highlight the reasons/causes why some students did not access the online school; to emphasize the dimensions that can contribute to the use of the online environment in educational institutions. The questionnaire was completed by 200 people, including 188 teachers, 2 school mediators, and 10 social workers.

Keywords: Education; online school; pandemic; technology; students

Introduction

Online learning is perceived as an education that takes place through the Internet. This can be a section of distance education, while also complementing classroom teaching (a type of blended learning/teaching).

Online learning uses several configurations, often combining Internet technology and applications that can be used offline (Iepure *et al.*, 2020, pp. 169-171).

The beginning of the Covid pandemic brought support from many organizations to continue and facilitate the education of all students. Under

these aspects, education technology (activity, tool, solution in order to maintain links with the primary and secondary beneficiaries of education) required the rapid implementation of some online education structures.

The transition from the physical school to the online school began with the decisions of the Ministry of Education and Research in March 2020 – new directions were built for communication and cooperation to be able to guarantee the continuity of learning. Both students and teachers found themselves in the position of discoverers of new ways of social connection and "resumption" of all activities - the use of new technologies expanding rapidly. Without prior preparation, society was "forced" to evolve, the challenge being impossible to avoid. All educational and technology institutions had to collaborate (online) to generate solutions (resources, portals, platforms, tools). The use of technologies was not a novelty for the Romanian education system, the constraint was given by the exclusive use of means of communication in order to perform the educational act.

The obstacles appeared both logistical and pedagogical in nature. These obstacles constituted challenges for teachers, students and their parents, all those who made decisions in order to "survive". The generated solutions were able to be adopted and adapted by the school units, although for a large part of the students it represented a separation from everything that "school" means - formal learning, the reasons being subjective but also of an objective nature: the absence of equipment, poor training of those involved in IT skills.

Lack of acceptable technological structures/bases for teachers and students, without digital skills and without the possibility to interact with digital platforms, with a limited and poorly developed number of teaching resources, without the temporary ability to discern reasonable ways of online activity, it has led to forcing everyone to carry out activities in an unusual style, in a style interpreted as correct within the sphere of their own mentality.

The absence of theoretical training in the use of educational platforms led teachers to turn to various tutorials in order to manage them correctly, they exchanged opinions more than ever, consulted each other using colloquial language in order to improve themselves, and to be able to achieve a quality educational act. Not often, among the students, there were also those who far exceeded their teachers in the use of technology. *Webinars with resources and information about educational platforms helped to facilitate the educational approach* (Stoica, 2022, p. 13).

Being a very difficult period to manage, teachers understood their role to ensure the quality of educational documents. The choice of teaching types between synchronous and asynchronous constituting a novelty for students as well. If synchronous teaching involves online teaching

experiences in real time, in the conditions of asynchronous teaching, the student was given the opportunity to manage his schedule as he pleased, without direct interaction.

Virtual system for conducting classes

During the suspension of classes, digital technology helped to perform didactic activities online, at a distance. Because some teaching activities could not be carried out online, the impact proved to be negative on the education system. Many teachers have made known irregularities regarding authentic communication, relationships between people, the necessary support for those with special educational requirements.

The personalized interaction was difficult to achieve in the virtual system watched by an entire class and with the possibility of demanding attention from the majority of students. Communication in the virtual space is considered to be artificial, one of the reasons being the impossibility of receiving real communication feedback and the uncomfortable positioning in the virtual space. There is the possibility of being recorded (both the teacher and the student), of being listened to by other people besides those logged in to the course, there being no genuine control over the participants, it generates "cold" but correct, conscious, and fluid speeches. The most difficult example of communication in the virtual space is marked by nonverbal communication and the use of paralanguage, in the conditions of transmitting information through chat, disturbed by the sounds in the background of those logged in, by connection blockages.

*Online educational activities can be carried out using different methods in a virtual system that can differ depending on the methods chosen for teaching-learning-evaluation, considering the subjects of study and according to the educational activities in the educational plans (*Ministry of Education and Research, 2021, p. 52).

E-learning platforms and the tools used in the online school

In the specialty literature, E-Learning is defined as *the interaction between the teaching/learning process and information technologies- ICT (Information and Communication Technology) -, covering a wide spectrum of activities, from computer-assisted education (a combination of traditional and online learning practices) to fully online learning* (Stoica, 2022, p. 16).

The correspondence between teachers and students through technology (regardless of its type) is distance education. E-Learning terminology, being of Anglo-Saxon origin, was used for the first time through the formation of the Internet Time Group, considering electronic education. Under all these aspects E-learning becomes the same as online learning.

Online educational platforms facilitate real-time communication between teachers and students. To support distance educational activities, those involved used many types of applications: WhatsApp, Facebook, phone calls, SMS, open educational resources and digital content, websites with information and photos, online libraries, educational software, virtual laboratories, and virtual museums. To all this, the specialized E-Learning platforms were added: Moodle, Google classroom, Edmodo, Easyclass and applications used for the use of synchronous communication: Webex, Zoom, Meet, Teams, Skype. Online tools and applications for learning activities include: Kahoot, Padlet, Bubbl.us, Dotstorming, Wordwall, as well as the eTwinning platform.

As long as teachers do not perfect their technological skills, the use of platforms to carry out online activities is difficult. The software tools used until now were not designed for the realization of an educational act. The didactic activity is complex one, requiring feedback and self-correction in concrete time. Under these aspects, the most detailed existing platforms for the realization of the educational act are considered incomplete.

Specialized e-learning platforms are considered a less exciting choice for teachers (the reasons being simple: poor IT skills, poor infrastructure, expected costs for use, absence of technical and/or pedagogical support (Trif, 2020, p. 117).

The eTwinning platform includes many topics that are included in the initial training for computer subjects (computer-assisted training). This is an important aspect regarding the differences in digital skills that exist between young teachers and deans of the profession. *Teachers discover the limits of work tools and online platforms through direct experience, the conclusions they reach being, in fact, known from the specialized literature of recent years* (Botnariuc *et al.*, 2020, p. 46). Impediments in performing online activities are due to the absence of technical tools corresponding to the multitude of activities carried out - included within the platforms used. Because most teachers do not use platforms to carry out the online educational act (Virtual Learning Environment), but use platforms intended for meetings in the virtual space (Skype, Meets, Zoom, Messenger), it generates the inability to manage the stages of learning.

We believe that the choice of a unique educational platform at the national level would greatly facilitate the work of the entire team involved in the instructional-educational process (school-students-parents-community). *At the level of our school unit, the unique educational platform provided an overview of the ongoing school activities, helped in the continuous and unitary improvement of all the school's teaching staff, and allowed the monitoring and analysis of the entire educational endeavour* (Ardelean & Mândruț, 2012, p. 21).

Computer-Assisted Training is found internationally under the following names: Computer-Assisted Instruction, Computer Assisted Learning, Computer Based Training or Instructor Led Training. This training was introduced more than 3 decades ago, when software tools appeared for pedagogical design. *Technologies are just tools that can be used in several fields, especially in education, but the most important thing is how they are applied. It is known that in education media technologies are used in different combinations, and the six media pillars are: face-to-face learning - text - (style) graphics - audio (including speech) - video - the computer* (Brut, 2006, p. 97).

Interactivity in the online school

When blended learning, which combines traditional learning with individual study, appeared, the term "blended learning" also appeared. This great change caused changes in didactic strategies by using a new element in the teaching-learning-assessment act – the computer.

Online learning being considered as an educational option during which the continuity of the educational process can be guaranteed in conditions of isolation, with the help of electronic devices that offer the possibility to communicate at a distance. *By ensuring the continuity of the educational act, it is possible to preserve the interaction of all participants - teachers, students, parents - restoring the emotional fund useful in order to preserve intrinsic motivations* (Deliu, 2020, p. 41).

Most of those involved consider a great imbalance of interactivity because the interpersonal relations between those involved are diminished, the results being visible over time. Online school can be a big difficulty for students who generally show poor results because everything exposed in online school is difficult to process and self-motivation is lacking. Under the same aspect, students who do not benefit from devices or high-performance devices that allow access to all the documents generated by the teacher can create frustrations and a sense of guilt.

To create a learning environment that brings results during the online school, the teaching staff needs to have a minimum of training in the field of digital skills and in order to design the requirements found in the planning.

The online school was and is for some teaching staff overwhelming from a technical perspective, for many of them presupposing the first interaction with this work environment, on the other hand being the availability of the fruition or not of the time. Often, correcting errors made by students extends the estimated time, as correcting misinterpretations. The most difficult was for preschool and primary education teachers, many explanations were given through audio-video recording, and the feedback provided was increasingly overwhelming, without the possibility of giving

a specific prompt. Synchronous is the most suitable way of working for students, as there is more flexibility for asynchronous working on the part of the teaching staff, many have opted for the mixed version.

Learning diminishes over time in online schools, with a much higher dropout rate in MOOC courses (online bear intended for unlimited participation and open access via the Internet.) Distance learning does not only mean learning in an online school, it also refers to the individual study of students, independent access to handouts, textbooks, dictionaries. The online school wants to respond by breaking out of patterns in order to generate solutions, to be able to provide satisfaction to the educational act of the students and benefits to the community.

The transition to online schooling has led to the idea that there is only one constant, namely change, while adaptation is a necessary characteristic to cope with (Pănuş, 2020, p. 22). This transition from lessons taught in educational units to lessons based mostly on videoconferences represented real challenges for teachers who had to make a considerable effort in capturing and maintaining students' attention. When you receive information, in whatever form, it is called knowledge - in no way can we call it learning.

Interactivity in the online school can be maintained by using different methods and procedures:

-PowerPoints to present new information related to the new lesson.

-The slides containing the most important information (these can then be developed during the lesson).

-The theme of the colors chosen in the presentation or for the background should be visually pleasing - especially those that can be easily read.

-Presentation of short videos by the teaching staff - in order not to lose the students' attention.

Among the programs that have contributed to maintaining the interactivity between teachers and their students are:

-Prezi– for making interesting presentations.

-Flipsnack– for creating interactive catalogs with realistic effects through which students can flip through the pages.

-TeachEm– for making videos taken from YouTube, turning them into interactive and interesting lessons by using quizzes and notes that can be added over the images in the video.

-Canva- to create drawings, graphics, being a platform that helps to create unique presentations and documents.

Advantages and disadvantages of online school

The news brought about by the pandemic period kept the front page or the first topic of discussions in Romanian society and not only the

theme of the advantages and disadvantages of online school. The challenge of society, the testing of adaptation and the ability to provide quick answers to the problems generated by the pandemic have led to several variants, some of which are only constant - only one aspect being mentioned - the passion of students/young people for computers even before the pandemic/ for the online environment.

Despite the fact that it is time consuming and can generate frustration, technology is the way to new experiences, and new methods of collaboration and learning, although no technology can replace passionate teachers and motivated students.

From another perspective, when the act of learning no longer represents the result of the efforts of teachers as a whole, but is only the fruit of their interaction with technology, the advantages and disadvantages present themselves in a different way.

Among the advantages of the online school was the stimulation of the innovative capacity in the conditions of the changes produced in society, all the new notions acquired finding their usefulness in time. Disadvantages arise from the loss of practical skills and correspondence with reality, in addition to the aimless use of technology during monotonous classes. A disadvantage that raised big problems in our society was represented by the high costs of high-performance devices.

The online school highlighted among the multitude of challenges and the one through which the teaching staff had to show spontaneity in generating solutions for unforeseen problems, the online activities became spontaneous, differentiated, diversified, combined with other types of activities, the goal being the development and communication. The teaching staff joined forces in order to develop conscious behaviours in students - these behaviours being the essential conditions of learning, at the same time, as in the traditional school, the development of mental processes through which reality is directly reflected was followed. A large part of the activities depended on the involvement and participation of the parents, who trained, guided and supported the activities proposed by the teachers. *And here was the biggest challenge that not all parents had the opportunity/privilege to stay home with their own child. Many children were sent to their grandparents, they stayed at home with other people, and they had access to the information transmitted by the teacher when one of the parents was available* (Marcu *et al*., 2020 p. 59).

The online school represented the solution to the challenge "launched" by the establishment of the pandemic situation, a solution meant to save, even considered a success. Despite the beginnings full of uncertainties in the online school, the challenge was the increased workload on the part of the teaching staff (classroom management in the

absence of electronic devices for children or internet sources, low involvement of some parents). The teaching staff had to adapt to the needs of the student body, the generation of resources, their adaptation, the modification of the existing ones on the sites, the already existing platforms, supporting learning and achieving the initial objectives. *On the other hand, another challenge was the real connection with the students and getting feedback* (Marcu *et al.*, 2020, p. 84). As the "danger" of a child's presence for a long time in front of an electronic device is well known, many teachers have combined online learning with offline learning, the solution being the use of different methods and procedures and a variety of didactic strategies, thus stimulating involvement and participation in a students' active mode.

There was, among the other challenges of the online school, a perfect mobilization of all the teachers, the teachers' offices quickly moved to WhatsApp groups or other social media platforms. Teachers with computer skills guided their colleagues, while those without skills, were open to attending intensive courses, webinars, thus finding solutions for communication, teaching, evaluation. Many teachers understood that it is a period of transition and did not reduce the importance of the student's contact with the sheet, the book. Although the online school was used for a short period, the goal remained the same: to develop students' skills, abilities, to maintain human and social interactions, to provide support, to generate feelings, emotions. Among the most difficult tasks of teachers during the online school were the preservation of the unity of the student body, the development of tolerance and the elimination of online bullying.

The biggest challenge of the entire educational system was "moving" online everything that meant education (from classes to meetings with parents, teachers' councils, meetings). This process needs a material fund full of complexity, with efforts from everyone involved. Adaptation/habituation is a second nature characteristic of man and for the online school adapting to it from the society was also a challenge. It was considered that there were three stages in the adaptation process:

- the effort made by all those involved in the education process (students, teachers, parents) by organizing training courses in the IT field, making available the devices necessary to connect;
- in the second stage, the teachers complied with the requirements to enter the online school to provide support to those taking the national exams; during this stage the bureaucracy imposed rules, the teaching staff being required to complete reports;
- the third stage takes into account the beginning of the year, where we find the factors involved to be much better prepared, teachers

already trained, parents aware of the importance of children's participation in online school, and children involved.

The measures imposed by the pandemic state showed different behaviours from the participants involved in the education process. The use of new technologies is becoming a leisure activity, the only way to socialize, to connect with those around you. The sphere of technology showed a high level of communication, the increased level of technologies and the multitude of possibilities to contact those interested. Impediments constituted challenges, and here reference is made to impediments of a logistical nature or to impediments of a pedagogical nature, without eliminating those of a technical and/or content nature in many areas of school subjects. Instead of being seen as obstacles for those involved in educational endeavours, they were seen as challenges, all showed insight in overcoming the rapid pace of emergence, all showed interest in solving, and all showed inventiveness and pedagogical mastery. There were also exceptions, some measures that were imposed not being applicable or their applicability was interpreted and implemented differently by some educational units. The reasons being both objective and subjective: the type of employment, substitution, poor training, the absence of devices or the Internet.

With the appearance of the online school, unfortunately, the multitude of minuses of the teaching staff were highlighted, the sometimes too slow pace of him to capitalize on the skills acquired in order to use the computer, in the online school the computer/device being used throughout the lesson. It had to be innovative, to call on creativity, to represent an example, and to be aware of the role of continuous training. *The use of modern technologies in schools is part of the natural evolution of learning and suggests a natural solution to modern challenges to learning and student needs* (Stan, 2011, p. 1).

The current generation of students is much different from the generation of teachers, even for those from rural areas, using devices to use the Internet is a routine. A challenge for these students is using communication without shortcuts, abbreviations and using punctuation and spelling. From here resides the idea: when the circumstances of everyday life change, so does the way students learn. All types of teaching, learning, and assessment involving traditional pedagogical methods with methods involving technology/internet have potential as a tangent, representing a chance to generate new learning (and teaching) experiences. The transition to online schooling is generally one of the most important achievements of the century.

Returning from online school to physical classes

The resumption of school in a physical format presupposed the application, for all levels of education, of remedial plans, individual intervention plans (personalized or not), and recovery programs.

The return from the online school to the school with a physical presence required, on the part of the management of the educational units and the competent bodies, involvement in order to modernize, teams of IT specialists, programmers, were formed to manage, improve, and/ or implement projects that consider IT components, technology and remote communication.

From the parents' perspective, there are different views on the use of electronic devices and on spending time on social networks and educational platforms for learning. Many consider it useful to use them also in the schools with physical presence, marking the positive and negative aspects (bullying, the risks of using the Internet). Although there are also opinions that refer to the importance of capitalizing on learning in a physical format, many also appreciate the "blended" type of learning.

From the perspective of the reopening of the educational units, the adaptation difficulties were mostly found in the emotional sphere, in view of the existence of some restrictions, regulations imposed by law. By creating virtual offices, those involved in the educational act make available the new procedures, including those related to adaptation.

Difficulties in adapting to the reopening of educational units after the pandemic were also found in the sphere of adapting the curriculum and assessments, the way in which they were implemented and implemented. Each educational unit had to apply the protocols or parts of the protocols, dividing and sharing the workload. Working groups/teams were formed that had the role of guidance and control, all these teams aiming to cover the important aspects that had in mind the opening of schools/resuming classes. Many educational units have drawn up protocols aimed at covering the needs of ensuring physical and emotional health at the same time, the interpretation of safety measures, in other educational units, considered the application of the school curriculum and the realization of collaborative programs for recovery. After the implementation of the recovery programs, it was necessary to evaluate the results and compare the progress made in the different stages of implementation.

The challenges were all the greater for children with disabilities, without having adequate training, all of them joined forces, teachers being forced to offer pedagogic options for learning. In order for schools to be prepared in the future, it is necessary to take into account the repercussions of the pandemic on education.

The major differences in approaches to online schooling found between countries have led to (in some states) major investments in technology and digital resources, teacher training, and digital literacy. In addition to the differences between the states, there were also differences within the same society (disadvantaged environments, socially excluded communities, rural and urban environments), with some not having access to online education at all. These difficulties following the return to school, send from digital exclusion to social exclusion. To interrupt this trajectory, active support and guidance measures were taken. In this process, including the students' families, paying special attention to those with special needs, learning problems or disabilities.

At the European level, the financial support given to training courses was highlighted - the difficulty being time: teachers had to follow the curriculum, apply recovery plans and train in the field of technology in order to cope in the future from the perspective of digital skills.

The efficiency of the post-pandemic teaching system

Although online schools initially generated a lot of frustrations/problems for teachers and students, it led to the innovation of the education system, moving smoothly towards technology and digitization. Discovering how useful the online environment can be for the act of teaching, most teachers have tried to specialize/improve.

Being in an era of the Internet, the pandemic started the digitization of the education system, the adaptation being done on the fly. Many teachers want to keep the experiences gained during the online school period and after the end of the pandemic, fruiting the "discoveries" in the sphere of complicated, but really useful technology.

The use of the Internet for teaching, learning and assessment (online or offline) is a plus, a space full of offers. The digital tools are, at the end of the pandemic, varied, full of creativity, appreciated by teachers and students. The pandemic has more than likely forced innovation, making huge progress. Each teacher, out of the desire to face the challenges, sought to share his experience with his colleagues, ending up exchanging information about online work tools.

Time has proven that digital literacy is extremely important, as adaptation to the Internet age forces learning models to evolve as well. Today's student is the modern student, the student who already has the skills to use an electronic device, all the teacher has to do is generate attractive lessons, to capture and maintain attention.

All education cycles, starting from kindergarten to those who had to study in universities, suffered during the pandemic period, scenarios (red, yellow, green) were created to help in a certain period certain educational

units to function and justify their role. The rapid reaction of members of educational systems around the world proved to be extraordinary, familiarization with the platforms was quick, with platforms that had not even been heard of before.

The didactic system is transformed from traditional to modern, syllabi are renewed, difficult-to-memorize theories are replaced, and the fundamental concept of the discipline is subjected to attention. It must be recognized that the educational system is effective as long as it is invested, here referring to the investment of time but also the investment of resources from society and the factors directly involved. The efficiency of the teaching system is guaranteed as long as the development of the economic sectors is followed and what services are needed. In addition to digitization and technology, the HR sector must adapt to the activities required. The didactic system requires constant changes to generate strategies to demonstrate its effectiveness, as it happened after the pandemic.

The post-pandemic educational system also proves its effectiveness by deepening relations with different organizations, in order to correctly perceive the needs and the perception of the future. It is important to emphasize that following the pandemic, by triggering digital transformations, they can be developed at a much higher speed.

Online conferences were known before the pandemic, with the online school, they kept their role and showed their value, they turned into means of quick connection with peers, for teachers, the virtual chancellery, or the WhatsApp group remaining a fast and safe source of information. Virtual mobility has also been transferred to the didactic system, following good administrative practices in the online sphere, the existence of remote research laboratories, the rapid exchange of information, taking advantage of the much lower costs of time and financial resources, compared to face-to-face meetings in face.

Almost a decade ago, digitalization represented an important element of economic and social development. Among the key points pursued is the innovation and increase in the quality of education, by harnessing the potential of ICT. "*The key actions and specific priorities for the digital field are the subject of the thematic initiative "Digital Agenda for Europe" and were subsumed under thematic objective no. 2 Improving access to information and communication technologies, as well as improving their use and quality of the Europe 2020 Strategy that benefited from funding under the 2014-2020 MFF.*" (available online: SPOS-nr.-4_Redresarea-economica-post-pandemie_final_site.pdf (gov.ro), accessed on 17.02.2023)

Post-pandemic, the teaching system has considered the importance of key areas of action: technology and connectivity, digital platforms and

programs for education and training to ensure digital competences. The investment projects focused on the development of teaching systems that support, develop or deepen according to the requirements of the area.

Improving the teaching-learning process resides in an effective teacher training process, a conscious shift to "teaching at the appropriate level and targeted at the needs of young people and the labor market" and ensuring access to accessible reading materials for students are among the steps important factors that determine the growth of results and indicators in the educational process (available online: the right-to-education-modified-hierarchy-1.pdf (cntm.md), accessed on 17.02.2023).

The efficiency of the post-pandemic teaching system will prove to be a real success as long as the boundary of teaching is crossed and holistic approaches are used to transform the entire education system. Starting from financial investments and in human capital – well-trained teaching staff, investments in modern and high-performance devices.

Disturbing factors of online education

The purpose of the investigation was to analyse the effects of the online school in the educational units of Pitesti, where teachers, counsellors, school mediators and social workers work.

The specific objectives were as follows: Identifying the number of students who did not have the opportunity to access online school during the pandemic; Elucidating the reasons/causes why some students did not access online school, Emphasizing the dimensions that can contribute to the use of the online environment in educational institutions,

In the study carried out, we started from the following hypothesis: Absenteeism from online school courses is the effect of some social, economic, and educational factors.

8.1. Research methodology

The study within this paper wants to highlight the importance of the online school, the existence of the risk of abandonment at the level of Pitesti municipality in the conditions of students' non-participation in classes. It is desired to highlight the causes that determined students not to attend online courses, the activities of those who are absent, the measures that want to combat the wrong perception about the online school and the reduction of absenteeism from the online environment in the event of its reuse - measures proposed by qualified staff.

In order to research the characteristics of this phenomenon in Pitesti education, in the target group, the opinion poll was used using the questionnaire as a research tool (method/technique used in descriptive research). With the help of the questionnaire administered through Google

Docs distributed via e-mail, the selected group (with the name of sample, teaching staff, school mediators and social assistants) completed the requested data and expressed their opinions with reference to the effects of online schooling.

8.2. *Presentation of the sample*

In this research, 7 high school units and 8 secondary school units were included. The questionnaires were completed by 200 people, 188 teachers, 2 school mediators, and 10 social workers.

We can consider the chosen sample to be within the requirements necessary for a satisfactory realization of the research - many pre-university educational institutions in the Pitesti locality being included. The sampling is non-probabilistic on quotas and targets teachers, mediators and social workers who are part of the public education environment.

The answers were anonymous and confidential, and these answers were finally included in a database, being subjected to analysis to provide answers to the research. The time required to apply the questionnaire was limited to a maximum of 15 minutes.

Table 1. The distribution of the group of participants (frequency and percentages) according to the biological gender variable

Biological gender	Frequency	Percentage
Male	36	18%
Female	164	82%
Total	200	100%

Table 2. The distribution of the group of participants (frequencies and percentages) according to the variable seniority in education

Seniority in education	Frequency	Percentage
less than 5 years	12	6%
between 6 and 10 years	30	15%
between 11 and 20 years	104	52%
between 21 and 30 years old	32	16%
% over 30 years	22	11%
Total	200	100%

Table 3. The distribution of the group of participants (frequencies and percentages) according to the educational level variable

Education level	Frequency	Percentages
Primary	100	50%

Secondary	100	50%
Total	200	100%

8.3. Analysis and interpretation of research data

8.3.1. Processing of the obtained data

The purpose of the brief processing of information is to initially obtain information that refers to the topic under analysis and to schematically present the future analysis paths. This modality confers data that refers to the quality of the information/data gathering activity. Processing considers the construction of one-dimensional tables, showing us whether the hypothesis/hypotheses have been developed correctly, whether the questions have been well structured and whether the answers have a satisfactory spread. The consistency of the data and validity of the working instrument are analysed.

During this stage, one-dimensional tables were drawn with answers for each question, expressed in absolute frequencies and in percentages (relative values). This action is followed by the creation of multidimensional tables. The tables have the role of highlighting answers to different questions in parallel, to compare.

Interpretation of data taken from teaching staff in high schools

The data obtained highlight the fact that, during the course of the online school, the total number of high school students, who did not participate in online courses since the beginning of its establishment as an educational solution/alternative, at the units included in the sample of this research is **55**.

Table 4. No. total of high school students who have not participated in online courses since the beginning of its introduction as an educational solution/alternative

Day education	**Vocational education**	**Evening education**
10	33	2
26%	70%	4%

The following results were recorded for the question that refers to how high school teachers assess the degree of risk of non-participation in online school courses:

Table 5. Assessment of the degree of risk of non-participation in online school courses

picked up	environment	low
2	4	1
28.57%	57.14%	14.28%

The data made available highlight a relatively high level of risk of non-participation in online school courses.

Summing the maximum level with the average one leads to a percentage of 85.71%, adding the average and low levels gives a value of 71.42%. In some high school educational institutions, it was considered that, given that the term online school courses refers precisely to the situation of the student's definitive withdrawal from studies, in practice examples can be found in which some of the students remain in a situation of repetition, or situations in which the student no longer attended classes for various reasons, situations in which the student withdrew from an educational institution without specifying whether he re-enrolled in another institution. There are also situations that provide for expulsion - these cannot be considered situations of non-participation/non-involvement in online school courses.

Table 6. The number of high school students who did not participate in classes during the online school being distributed as follows:

Day education	Vocational school	Part-time education	Evening education
94	10	4	12

Table 7. The total number of students declared absent during the online school is distributed as follows:

Day education	Part-time education	Evening education
2	40	7

Of the 14 students who withdrew, during the course of the online school, we find the following situation:

Day education	Part-time education	Evening education
2	40	7

Of the 14 students who withdrew, during the online school, we find the following situation:

Table 8. Number of students withdrawn from school

Day education	Part-time education	Evening education
9	3	2

Table 9. The students who could not access the online school courses, during the online school, at the high schools where the questionnaire was applied, are:

Day education	Part-time education	Evening education
1	20	2

Interpretation of data taken from secondary school teachers

Table 10. The total number of students in secondary education institutions who did not participate in online school courses is:

Primary education	Secondary education
33	47
41.25%	58.75%

Performing a synthesis of the data obtained following the application of the questionnaires in secondary schools, it was concluded that, at this level, the risk of not participating in the online school courses is much higher, compared to that at the high school level, the situation being better at the high school with 31 % percent. We take into account in such situations the fact that a large part of the students may be away with their parents, temporarily or permanently abroad.

The following results were recorded for the question that refers to how teachers in secondary schools assess the degree of risk of non-participation in online school courses:

Table 11. Assessing the level of risk of non-participation in online school coursesitat the level of secondary education

high	medium	low
3	4	1
37.5%	50%	12.5%

Comparing the data obtained from the high school with those from the gymnasium, it can be observed that the level of risk of non-participation in online school courses is, for the answer option "medium", identical, the results being similar to those from the previous answer option.

The following table highlights the fact that the use of the terms “slacker student” is much more common than the expression “school failure”.

Table 12. The use of the "slacker student" term is much more common than the expression "school failure".

	Primary education	Secondary education
School failure	5	4
Chiulangiu student	12	28

It should be noted that only 10 schools in Arges county benefit from the existence of a school mediator, in Pitesti there are only two mediators. In order for the applicability of the questionnaire to have value, the social workers from the County Educational Assistance Resource Center were consulted.

Table 13. No. total of secondary school students who did not participate in online school courses, in secondary education units

Primary education	Secondary education
11	14
13.75%	17.5%

Taking into account the fact that the total number of students in schools where school mediators work is 820, the percentage of students who did not participate in online school courses is a small 3.02%. It can be seen from the data mentioned in the following table that the number of out-of-school children is much higher. Their percentage being 5.48%. Through the efforts made by the school mediators, the number of students who do not attend school and who did not participate in online school courses is decreasing.

The number of out-of-school children in schools where school mediators and social workers work is presented in the following table:

Table 14. The number of out-of-school children in schools where school mediators and social workers work is presented

Educational establishment	Number of children	%
Tudor Vladimirescu Secondary School	**45**	5.48%
Dacia Technological High School	**4**	0.5%

In the area of the educational units mentioned above, the number of

students not in school and that of students who did not participate in online school courses is 92, this number, compared to the number of students in the respective educational institutions, indicates a percentage of 11.21% as a rate of non-participation.

The assessment made by the teaching staff and the social workers of the level of risk of non-participation, highlights the fact that the risk was increased and due to social and cultural causes - in accordance with the law, schools hire school mediators in units where there is a large number of declared Roma. The percentage is high compared to that found in other institutions and applied by teaching staff.

The school mediator and the social worker believe that the students who did not participate in the online school courses, did so because of the financial level of the family.

In another order, with a similar degree of importance, among the reasons for not participating in online school courses in the 2020-2021 period are also: the influence of the entourage, parents going to work abroad, the level of culture of the parents.

To the question "What did the children who did not participate in the online school courses do during the day?", the teaching staff opted for the following answer option: they work in the household/help their parents or grandparents.

To remedy this problem of students' non-participation in online school courses, the teaching staff proposed the development of activities/actions in which parents are involved in the education of their own children.

The majority of respondents, in percentage of 90%, considered that, in order to reduce the number of absent children in the future, it is necessary to carry out actions (within the school) through which parents are more involved in the educational problems of their own children. A relatively small percentage, 10% of the respondents, considered the implementation of remedial activities important.

90% of respondents said they received the most guidance from computer science peers, with 10% of respondents receiving help from other peers. For the online didactic activity, 100% of the respondents stated that additional work was needed in order to carry out the online activities. Among the most common difficulties in teaching activities were the insufficient level of digital skills, the lack of high-performance technology and the lack of motivation.

Visible differences in selection were found in the answers given for students, most of the respondents selected the absence of a high-performance computer/tablet/phone and the lack of family support, as shown in Graph 13.

One item referred to the respondents' opinion regarding the possibility of resuming online courses, emphasizing the use of technology in face-to-face learning activities.

8.4. Data analysis

The statistical analysis of the data highlights the fact that, at the level of Pitesti Municipality, there was not a very high rate of non-participation of students in online school courses. There is a higher trend of non-participation in online school courses in the secondary education cycle. It should be noted that the number of secondary schools is higher and three of the mentioned high schools also include secondary education.

At the level of secondary schools, the number of students in the primary cycle who did not participate in online school courses is lower than the number of students in the secondary cycle.

It should be noted that for teachers working in secondary schools, the risk of non-participation/non-involvement in the future in the educational alternative: online school, is low.

The data provided by the teaching staff and the directors of the educational units confirm that the number of students who did not participate in the online school courses is lower than those identified as not attending school.

Through the analysis of the information provided by the teaching staff of the educational institutions, it is highlighted that family problems, parents' disinterest in education issues, are the main problems of non-participation in online school courses. In the analyses made by the teaching staff, the financial problems of the families, the negative influence of those around them, the absence of school motivation, the need to contribute to the family's income, parents leaving the country constitute a second category of causes for the phenomenon of non-participation in online school courses.

From the perspective of the teaching staff, of the factors involved in education, in addition to family problems, problems generated by the inclusion of children in household chores are highlighted. Through non-participation, students accumulate a series of gaps that are difficult to recover, ending up in the situation of school failure.

The conclusion of this research, based both on the questionnaires completed by teachers and those completed by school counsellors and mediators, is that the multitude of problems existing in the child's family environment are transferred to the school environment, pushing him to not participate in online school courses. Both children and parents need to become aware of the important role of education on the future, no matter in what form it takes place, whether it is in physical presence or whether it

takes place online.

School counsellors attributed non-participation to factors such as:

- The absence of electronic devices that allow access to various programs,
- Absence of internet connection,
- Disinterest in school – in general.

We should also not ignore the fact that some students (especially those from high school) work to bring additional income to the family.

For counsellors, the procedures for solving problems, reducing and even eliminating non-participation in online school courses in the event of its resumption are: transparent collaborations between family-school-local authorities and, with great importance, financial involvement, support of the authorities, as well as the implementation student activities in a more attractive manner.

It can be stated with certainty that the hypothesis built, according to which absenteeism from online school courses is the effect of social, economic and educational factors, is confirmed.

Conclusions

The research was carried out following the conduct of courses for a certain period online, delivering education in all its aspects, from face-to-face to online and vice versa. Naturally, such research would have assumed a certain detachment and chronological distancing, the methodological limitations representing an objective, clarifying x-ray of the impact and how the paradigmatic and didactic transition of the Romanian education system was perceived or activated.

The research results provide important indicators in relation to several dimensions: the importance and state of the infrastructure from a technical perspective on the basis of which the form of online education is built, the level of user skills or the possibilities of accessing different educational platforms in order to bring advantages in the educational future. Involvement in education of all factors for carrying out online activities and returning to school: parents, teachers, students, decision-makers, by covering all the needs of the primary beneficiaries.

Among the most eloquent results, we can mention:

- The online school was possible thanks to the pre-acquisitions by the teaching staff following some initial or continuous training in the field of informatics,
- The inventiveness of teaching staff to find immediate solutions until the moment of imposing professional solutions,
- The quality of the educational act did not correspond and did not depend on the performance of the technology or the skills of

the teachers, the students had to be taught how to learn in the online environment,

- Technology is an intermediary, from the perspective of the teaching staff, it is not a framework for processing or processing information in a new format,
- The computer tools, the software ones, were not initially made in order to carry out the didactic activities, which is where requests started over time,
- The level of involvement of parents and family members has increased over time, with many parents training their digital skills at the same time as their own child,
- Not the entire school population has the necessary technology, access to the Internet, as the servers may fail when requested,
- Online education can cause exclusion of children with special educational requirements,

The research highlights a multitude of issues that must be on the agenda of those who want to think about a national online training system in the future. Moving to and from online representing a way to unify and diversify education. Fair access to education can be violated, as research shows, there are weaknesses in the suspension of face-to-face classes.

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