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ONLINE TEACHING IN THE COVID 19 PERIOD: ADMINISTRATION COURSE STUDENTS' OPINIONS ABOUT ACADEMIC PERFORMANCE

João Manuel de Sousa Will

Graduation in administration; Master in Administration; doctor in curriculum development; Associate Professor of Administration at ``Universidade Federal do Tocantins``

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Abstract: The relationship between academic performance and online teaching during a pandemic period, between 2021 and 2022, was research carried out in the Administration course at a Brazilian public university, in the north of the country. The objective of this study was to understand and analyze the effects of the Covid-19 pandemic on student performance and the challenges faced by teachers in using digital technologies in the face of social isolation and students' perception of academic performance in these teaching-learning conditions. The descriptive and quantitative methodology (structured questionnaires) was used. In the results, the majority of students presented a positive perception regarding academic performance and the online teaching-learning process, with a tendency to agree on three aspects: didactic reflections through digital technology, the university's policy on digital inclusion and training teachers for remote teaching; There was a situation of indecision, related to the issue of student stimulation and interest in synchronous and asynchronous activities on platforms that stimulate learning. It is concluded that online teaching in the UFT Administration course during the pandemic took effort and provided good academic performance with new experiences, seeking quality in teaching, learning and assessment. The restrictions of the World Health Organization, Ministry of Health and measures related to the pandemic, imposed by local university authorities, including home confinement, had an impact on emotional factors and the new technological environment, as well as on student performance.

Keywords: Corona virus pandemic. Teaching and learning process. Digital technology. Academic achievement.

INTRODUCTION

In 2020, the World Health Organization declared Covid-19 a global pandemic caused by the new coronavirus "SARS-COV-2", identified at the end of 2019, in the Chinese city of Wuhan. Which spread quickly in different countries, including Brazil. This resulted in the delegation of authority and responsibility directly to the ministries of health in different countries, which had strategic management of tackling the public health emergency of international importance (PAHO, 2020).

The pandemic impacted various sectors: economic, social, educational, among others, bringing consequences for the public and private health system, global political-legal. The public health problem has had a major impact on the world's population, particularly the Brazilian population, challenging federal, state and municipal authorities to change their stance on the provision of public services.

Therefore, the competent health authorities needed to adjust the measures adopted by the World Health Organization to contain the spread of the new coronavirus, thus adapting services to international and national rules in defense of the lives of populations.

In this context, Brazilian universities needed to reinvent themselves to replace in-person teaching, research and extension. During this period, these activities, which were predominantly face-to-face, migrated to online teaching, given the pandemic situation that changed people's way of living, working and studying.

During the Covid period, the University's in-person teaching began to be offered in a virtual environment, through digital platforms, given the pandemic situation. This happened through emergency planning, initially, without effective processes of teacher training and investigations into the living conditions of students and preparation of universities regarding the relationship

between teaching, learning and assessment. Such preparation occurred gradually during the process.

The research, given the new academic reality, aimed to understand the relationship between academic performance and online teaching to understand the process of student performance and the challenges faced by teachers in transforming face-to-face teaching into remote teaching in the context of social isolation, caused by the coronavirus pandemic; and identify students' perception of academic performance in these teaching-learning conditions.

Thus, the investigation was carried out using four categories related to academic performance: the university's policy for digital inclusion of low-income students in online teaching; the relationship between teachers and students as a way to improve academic performance; technology in the teaching and learning process and the evaluation results expressed in grades and academic performance linked to the requirements of the new teaching system.

METHODOLOGY

The quantitative approach to the research was based on the ease of students adhering to the delivery of the data collection instrument and meeting the requirements necessary to understand academic performance and its relationship with online teaching.

It was decided to prepare a questionnaire for students on the UFT administration course. Which was applied at the end of each academic period with variables to analyze students' perception of academic performance, not only related to the General Theory of Administration subjects and the Special Topics in Administration subject, but the experience they had in online teaching in all subjects of the semesters taken during the Pandemic.

Barros and Lehfled, (1999), say that the questionnaire is a survey technique that can be applied to respondents at once, capable of reaching a satisfactory number of respondents, which enables the collection of a greater amount of information and leads relevant data, saving time by reaching a greater number of people in the sample.

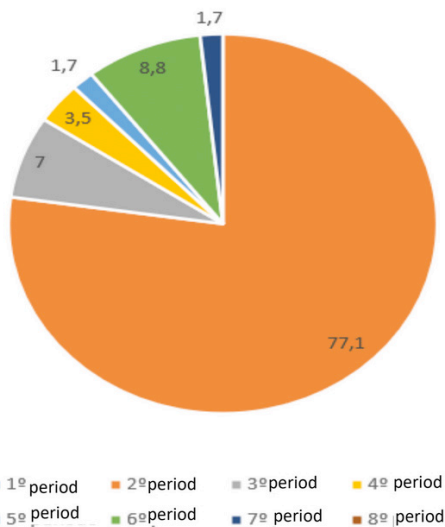
The questionnaire was designed with closed questions and open questions. the closed questions were based on statistical exploration based on a structured schematization for answers that served as operational definitions or as indicators of concepts (GHIGLIONE; MATALON, 1995). The same questionnaire was used for all respondents.

Quantitative data analysis was developed from the collection of data that became necessary information to transform it into knowledge of the students' situation during the pandemic period with regard to their opinion on the academic performance of online teaching compared to face-to-face teaching. The data underwent cataloguing, categorization and quantitative treatment.

RESULTS AND DISCUSSIONS

CHARACTERIZATION OF SURVEY RESPONDENTS

In the first part of the questionnaire, we sought to characterize the respondents through personal identification and socioeconomic conditions, that is, they are the students who were part of this new university experience of transforming face-to-face academic activities into online activities. This way, their perception of academic performance can become more comprehensive and legitimate. It began with identifying the course period for the 2021.1 and 2022.2 academic semesters. As shown in graph 1.



Graphic1: Course period of survey respondents

As it was shown in graph 1, the majority of respondents are from the 2nd period, they are students who are at the beginning of the Administration course who took part in online teaching during 2021, given the problem of the pandemic. To clarify, these are the students who were characterized by age group related to gender as shown below:

Age range	Gender			
	Female		Male	
	N	%	N	%
less than 25	21	36,9	19	33,3
25 to 29	07	12,3	06	10,5
30 to 39	-	-	03	5,3
40 to 49	-	-	-	-
50 to 59	01	1,7	-	-
60 more	-	-	-	-

Table 1. The relationship between age group and gender of students.

In a sample of 57 Administration students from the first and second semester of 2021, from the Administration Theory II and Special Topics in Administration classes, 49.1% were male and 50.9% were female. It can be seen in table 1 that there are more women than men, with a predominance of young people under 25 years of age. There was also concern about recognizing the socioeconomic situation of students, linking income, work and housing as seen in the table.

A higher percentage of students work, live with one or three people in their homes and are in the minimum wage range, or one to three or three to six. Students who do not work are those who have the highest family salary range.

STUDENTS' OPINIONS ABOUT ACADEMIC PERFORMANCE IN ONLINE TEACHING

The transfer from the face-to-face space to the virtual space of the main activities of Brazilian universities, during the Covid period, was the reason that inspired this research into the academic performance of students on the UFT administration course. As seen in graph 2.

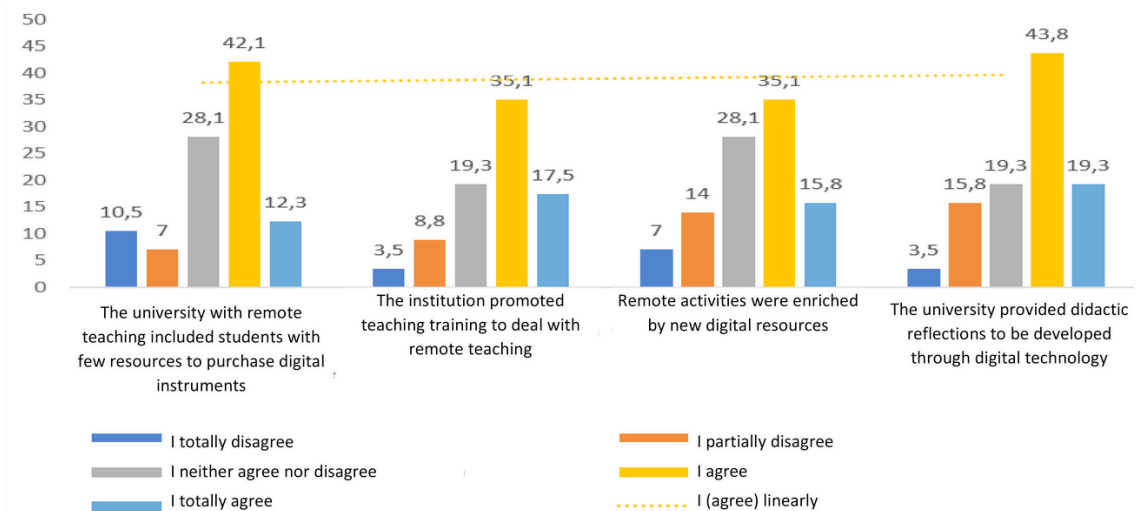
The graph in reference shows that there was a tendency of agreement in the four questions analyzed: didactic reflections using digital technology (63.1%); those related to the university's digital inclusion policy (54.4%), and the training of teachers for remote teaching (52.6%) and remote activities enriched by new digital resources (50.9%).

The results obtained indicated that students had a positive perception about aspects related to the online education experience provided by UFT. Regarding the issue of digital inclusion, it was noted on the UFT website and in the local media, in two different periods, the publication of a notice to select low-income students for digital inclusion, with the aim of contributing a grant to purchase a notebook or tablet, with resources from the National Student Assistance Program (G1-TOCANTINS, 2021; 2022; UFT, 2021, 2022).

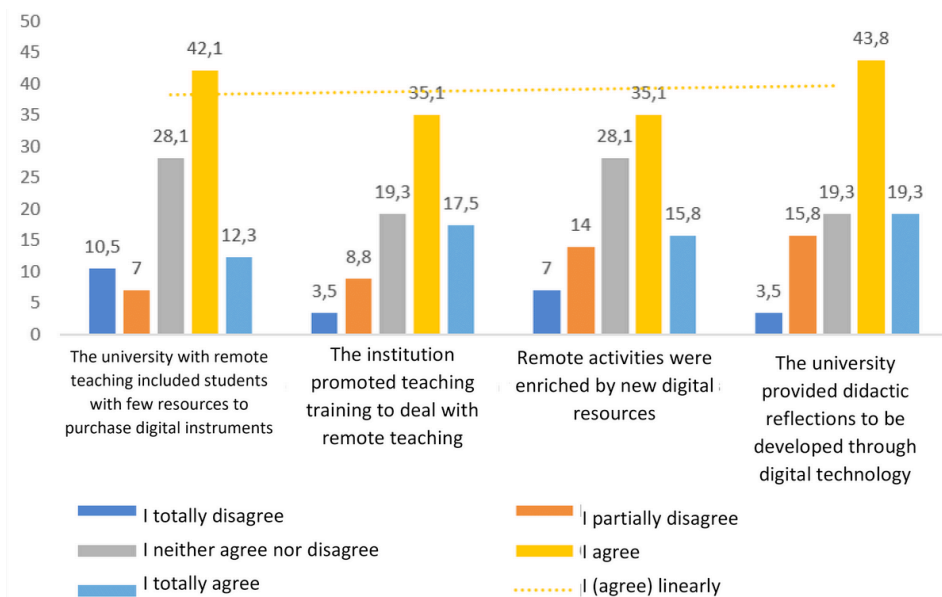
The ``Universidade Federal de Tocantins``, this way, created conditions to provide online education, which was done at a distance, that is, all teaching-learning was mediated by technology outside the location (face-to-face physical space) of that institution. Such conditions refer to the necessary resources,

Income Minimum wage	Work				
	More of	One to Three	Four to seven	Eight to ten	More than ten
1	7%	12,3%			
1 to 3	8,8%	15,8%	5,2%		
3 to 6					
6 to 9	5,2%	10,5	7%		
9 to 12				5,2%	
More than 12					
Income Minimum wage	It does not work				
	I live by myself	One to Three	Four to seven	Eight to ten	More than ten
1				3,5%	
1 to 3					
3 to 6					
6 to 9		10,5%			
9 to 12			8,8%		
More of 12					

Table 2: Link between income, work and housing per person



Graph 2: University policy for teaching and learning during the pandemic period.



Graph 3: The relationship between teachers and students as an interfering factor in academic performance.

such as computers, mobile devices and internet (Flores, 2017) and professional training (of teachers). Thus, the study sought to understand academic performance, as can be seen in the graph, 3.

The result obtained in graph 3 demonstrated that the four situations interfere with academic performance. In the students' perception, the following were placed in descending order: student satisfaction with the online education process (73.6%); use of means and platforms known to students (66.7%); the interactivity that guarantees active participation (59.6%) and the type of relationship established in teaching through digital technologies (50.9%). It was found that there was a tendency towards agreement in the four situations in graph 2, but also, students showed a high level of indecision on the issue of the relationship established in teaching through digital technologies. This result can indicate several interpretations, it is not known for sure why the indecision, making any inference may or may not be true.

In view of the results, it is important to reflect that interactivity and the methodology of online education are essential for teachers and students, who need to assume different positions from those of teaching by transmission, it is up to teachers to work towards mediatizing student activities and the latter to assume responsibility for their learning, develop critical and creative capacity.

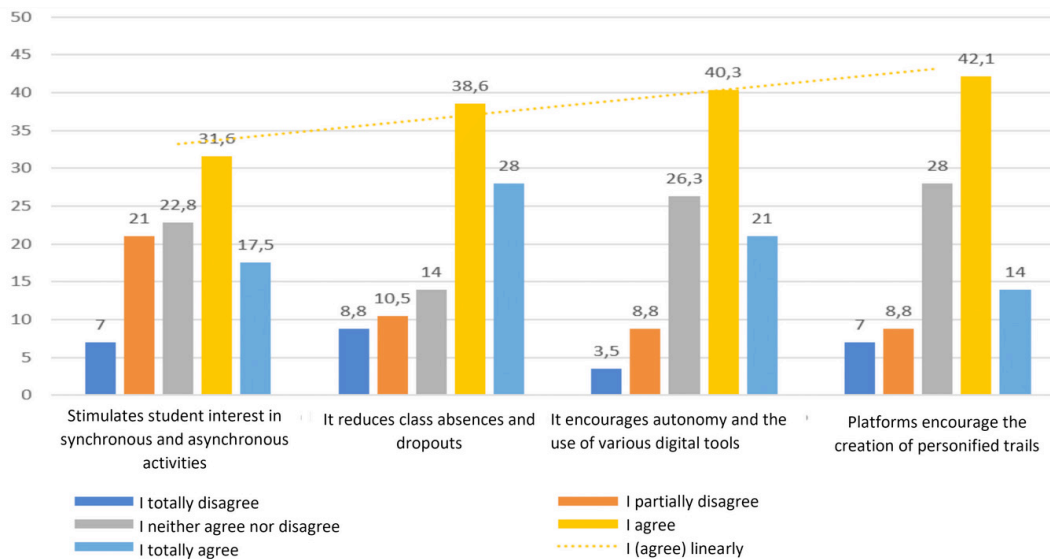
The online classroom, by replacing the traditional physical classroom space, causes a change of attitude in teachers and students. According to Silva (2006), the teaching, learning and evaluation model of transmission pedagogy has given space to a type of pedagogy that requires the development of creative imagination, autonomy, and multiplicity of connections, dialogic, collaboration and interactivity. as noted below:

In graph 4, it is observed that among the

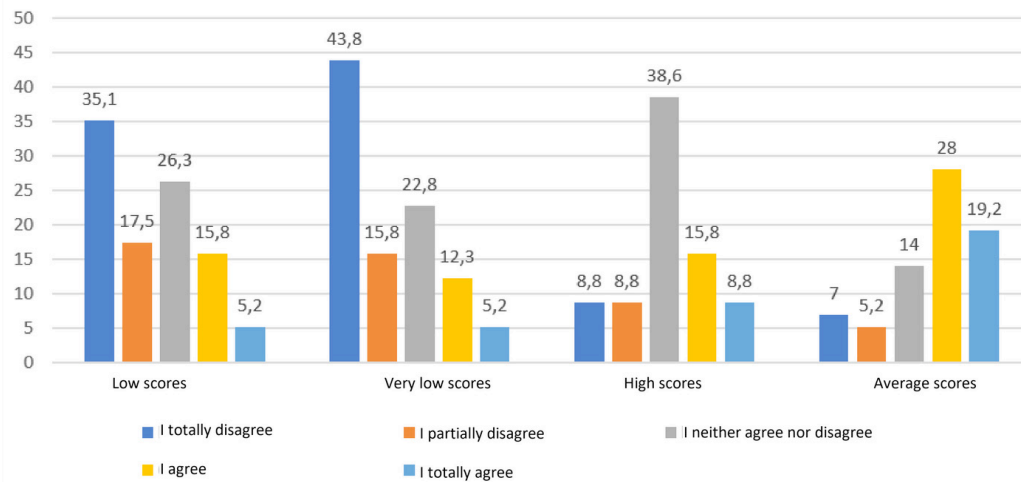
responses, combining agree and completely agree, there was a very significant level of agreement related to technology in the teaching-learning process, aiming to promote the following situations: attendance and retention of students in classes (66.6 %); encourage autonomy and the use of various digital tools (61.3%); platforms encourage the creation of personalized trails (56.1%); stimulate student interest in synchronous and asynchronous activities (49.1%). In this context, if teachers and students do not understand the concept of interactivity, they will have difficulty adequately using the potential of the digital environment and the internet. The performance in grades can be seen in graph 5.

In the students' opinion, the performance results expressed in grades had the period before the pandemic as a parameter. Comparing the grades during the pandemic period with the previous period, it is observed that, combining total disagreement with disagreement, it is clear that students did not accept that during the pandemic they obtained very low grades (59.5%) and low grades (52.6%). Average grades had greater acceptance (47.2%) and high grades had greater indecision (38.6%), confirming that there was low agreement and greater indecision. Given the results obtained, the grades from the pandemic period were indicated as average in relation to the results from the face-to-face period. Another performance measurement relates to the work carried out by students.

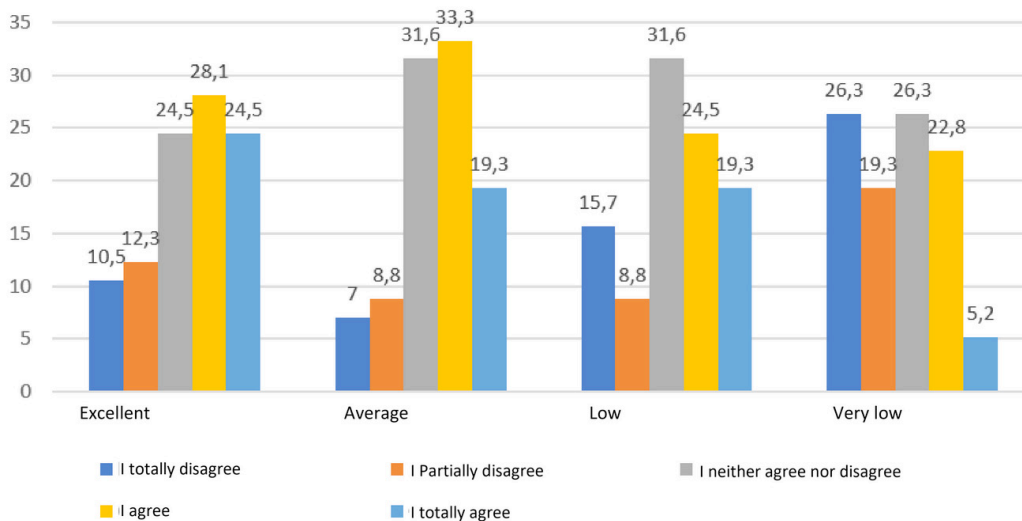
Academic performance can be understood as the result and performance in educational tasks, involving action and performance, which are expressed through grades or concepts (Munhoz, 2004). In this sense, the reference to academic performance is directly linked to the student's evaluation. It is good to remember that, according to Souza (2018, p. 49), contemporary research and



Graph 4: Technology awakens student motivation in the learning process.



Graph 5: Higher or lower grades during the pandemic period, compared to the period before the pandemic.



Graph 6: Performance in collaborative work, in contextualization, in the search for data in critical and creative individual participation.

studies have been “enabling the construction of new knowledge and the consolidation of a fundamental field for the development of assessment in education” [...]. From this perspective, the foundations of evaluation are understood as science and as a field of knowledge production, constituting an emancipatory evaluation.

Based on this new reality, the teacher builds a new professional attitude, since the communicational attitude presupposes specific techniques and requires critical perception, making participation available to students in the construction of knowledge and in communication itself. In this context, the student has personalized, collaborative and operative communication. However, for this to happen, students need to have digital resources at their disposal, as shown in the graph.

The students' performance in collaborative work, in contextualization, in the search for data and in critical and creative participation had a tendency of agreement, according to the categories in descending order: excellent performance (52.6%), average performance (52.6 %); low performance (43.8%) and very low performance there was a level of disagreement greater than agreement and a very significant level of indecision.

According to the result, in the opinion of the respondents, the highest performance of students varies between excellent and average. Thus, confirming the understanding of collaborative, contextualized, critical and creative work.

Mendes, (2005); Depresbiteris, (2008) say that in evaluation practices they are expressed by traditional or more progressive positions. From this perspective, assessment and pedagogical practice are connected to classroom practice. Thus, a relationship is established between teaching-learning and assessment. In this understanding, learning,

teaching and assessment are implicit. But in general, investigations have taken place in isolation. This makes it difficult to define the relationship between learning, assessment and teaching, which express a holistic view.

CONCLUSION

The university's policy for teaching and learning during the pandemic period presented a satisfactory result given the experience of students in relation to online teaching and learning and in relation to the institution's support. There was recognition of a sequence of factors that interfered with academic performance and remote activities through new digital resources: situations of didactic reflections through digital technology; the university's digital inclusion policy; training teachers for remote teaching.

The relationship between teachers and students as a factor of interference in academic performance was understood in a context of interactivity and online teaching methodology, eliciting a stance from participants who adapt to the instruments, resources and tools, imposing a new way of acting that requires responsibility critical and creative capacity, in addition to contributing to the development of autonomy and promoting a multiplicity of connections, dialogic, collaboration and interactivity.

Technology as an instrument that awakens student motivation in the learning process was understood as a tool that stimulated students' attendance and retention in classes and autonomy with the use of various digital tools.

Academic performance expressed in grades and linked to the new requirements of online teaching has not escaped the rule of measurement through grades and/or concepts. The students' opinion focused on the average grades compared to the assessment in face-to-face teaching.

The importance of teachers and students to reflect on the assessment instrument related to the teaching content was highlighted, to analyze whether the assessment requirements are suitable for online teaching, considering the time and content assessed.

With regard to collaborative work, contextualization, data search and critical and creative participation linked to the possibility of improving academic performance, in the students' perception, performance and online education, the work carried out had an average

or excellent performance. In this regard, the measurement of academic performance ranged from action to performance and assessment results.

In summary, it was concluded that online teaching in the Administration course at the university under study, during the pandemic, involved effort and provided good academic performance, with new experiences and a search for quality, not only in teaching, but also in assessment. of learning.

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