THE EFFECT OF ONLINE TEACHING ON STUDENTS

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Abstract: *The professional administration of student counseling plays a crucial role in the formation and harmonious development of students, particularly those who have experienced prolonged periods of learning in isolation due to the online education system. In our case, eighth-grade students who have undergone this type of education require targeted psychological, emotional, and academic support to reintegrate successfully into a traditional learning environment. Through specialized counseling programs, students can enhance their social interaction skills, improve their emotional well-being, and regain confidence in face-to-face educational settings. Moreover, professional counseling helps identify individual challenges, providing tailored interventions that facilitate both academic achievement and personal growth. Addressing the long-term effects of online learning requires a structured, empathetic, and adaptive approach, ensuring that students develop resilience, motivation, and a sense of belonging within their school community.*

Key words: *impact; adolescent counseling; online teaching; isolation.*

Theoretical foundation

I will address the research objectives on detecting and professional approach of the risks/benefits of online teaching. I will also analyze the impact of social isolation on high school students in the process of learning and cognitive and emotional development.

O1 - Knowing the psycho -emotional problems of the students, as a starting point, for the purpose of organizing the psycho -pedagogical experiment;

O2 - administration of the process of counseling of students, together with the other specific didactic strategies, in order to form and develop the resistance to stress;

O3 - Evaluation of the didactic contribution by social counseling and integration and the teaching strategies of the process of preventing/healing students who have learning difficulties

O4 - Registering the progress of the students exposed to the risks mentioned after applying the progress factors.

Research
The research is used the questionnaire for testing the emotional states, to identify some aspects of personality development in students. (Botezatu, 2020) It allows you to obtain valuable information on different aspects of the child's temperament, his emotional world and how it relates to the external environment.
The research lot consists of 24 students, of which 13 girls and 11 boys. These are students in the eighth grade, between the ages of 13 and 14, from the Agrişu Mare High School, Târnova commune, Arad County. Of the 24 students, 16 come from organized families, with harmonious relationships and concerned about the education of their children, 6 students come from single -parent families, and two students are raised by grandparents.

The stages of the research
No. Crt the first and last name of the student age sex
1 A.M.   14 years f
2 B.A.M.   13 years f
3 B.R.   13 years f
4 C.M.I.   14 years f
5 C.M.D.   13 years f
6 C.D.I.   14 years m
7 C.D.   13 years f
8 C.I.R.   14 years f
9 C.N.A.   14 years m
10 D.A.   13 years m
11 G.A.   14 years m
12 G.M.R.   13 years f
13 L.B.   13 years m
14 M.A.A.   13 years f
15 N.B.O.   14 years m
16 N.C.S.   13 years m
17 S.A.D.   13 years m
18 S.D.R.   14 years m
19 Ş.L.V.   13 years f
20 et al.   13 years m
21 T.A.   14 years f
22 T.E.   13 years m
23 V.L   14 years f
24 V.A.M.   13 years f
Table 1 - Research Lot

The research was carried out between May 2020 and June 2020 and September 2020-May 2021.

In order for the research to be effective, its approach comprises three stages:

1. Finding stage (initial evaluation stage)
2. The improvement stage
3. The final stage

1. The finding stage (the initial evaluation) was done in March 2020. In this interval we applied the questionnaire for testing the emotional states and the opinion about the online school, to identify the initial characteristic features of the students concerned.

2. The improvement stage was made between September 20, 2020 - May 2021 and the progress factor (counselling activities and invitations to online conferences) was introduced. During this interval we organized and carried out periodically instructional-educational activities based on activities on social development, through which we pursued the formation and development of personality traits and the emotional development of children (the students of the eighth grade). During this stage I took into account the particularities of age and the level of physical and mental development of the students involved. The activities of counselling and prevention of the risks proposed for conducting in the mentioned interval, as well as the teaching strategies applied with them, were adapted to the level of the class and were designed in accordance with the school syllabus and the planning of the discipline of the Romanian language and literature- the 8th grade.

3. The evaluation stage carried out between 01-20 June 2021 was done by reapplying the questionnaire, so we could identify the new level of development of the characteristic features of the students concerned. At this stage I followed the efficiency of introducing the progress factor and using social counselling and relationship activities. Thus, we could compare the level of the initial development of the personality of the students with the level of development registered at the end of the experiment. The final result obtained by the students participating in the experiment and the data their progress is presented below.

Psycho - pedagogical research methods and techniques

The method used in pedagogical research is the investigation based on the questionnaire. In the classroom we applied psycho-pedagogical (Opre, 2002) methods and techniques to combat anxiety generating states such as: recommendations of recreational shows, invitations to online conferences on specific issues, providing links with materials on preventing and treating depression, supply courses and lessons on personal development.

The closed-type questions are not included in the questionnaire, they aim to lead the subject to answer variants, the data processing being easier to achieve.

 Questionnaire for students
At the level of the eighth grade I made a questionnaire in order to identify the reactions of the students who study in difficult isolation situations, in online teaching regime (Zlate, 2000).

I circle yes or no next to the following statements:
1. Books are very important to me. yes no
2. I like to read more on the tablet. yes no
3. I am concerned about the questions about life and existence. yes no
4. I had any suicidal thought. yes no
5. I am good at the media conflicts and disputes between colleagues. yes no
6. I can easily forgive. yes no
7. I love drawing or sketching. yes no
8. I like to participate in hours online. yes no
9. I keep a journal in which I record the events in my life. yes no
10. I love to walk by nature, alone or with friends. yes no
11. I spend time analyzing my own emotions and reactions. yes no
12. I feel lonely and abandoned. yes no
13. Often asking for the advice and opinion of others. yes no
14. The Romanian language time is my favorite subject. yes no
15. The disappointments generated my distrust in people. yes no
16. I feel the need to discuss with someone my fears. yes no
17. Recently I wrote something that made me feel appreciated by the others. yes no
18. I was threatened on social networks. yes no
19. I have some important purposes in life, which I think regularly. yes no
20. My life would be more beautiful if I were physically learning at school. yes no
21. Sometimes it is hard for me to accept others as I am not. yes no
22. I like online lessons more than physical. yes no
23. I frequently use a camera or video camera to record what I see around. yes no
24. It is hard for me to stand still more time. yes no
25. Can I respond to attacks with arguments. yes no
26. I like to learn regardless of diet: physical or online. yes no
27. I know my strong and weak points well. yes no
28. Sometimes I am surprised by thinking about death. yes no
29. It is important to me to know the needs and wishes of others. yes no

30. I am good to help the sad. yes no
31. I am sensitive to conflicts and quarrels. yes no
32. I do sports/physical activities regularly. yes no
33. I like to be in the center of attention. yes no
34. I like to write lyrics. yes no
35. I often think of the meaning of life. yes no
36. I can adapt quickly to online teaching. yes no
37. I like to get involved in school or community activities. yes no
38. Sometimes we had suicidal thoughts. yes no
39. I can easily imagine the future. yes no
40. I'm not upset if someone contradicts me in the online environment.
yes no

Genus: □ male □ female

Results

Nr. Crt.	Common elements/characteristics identified	Number of students	Percentage
1.	Fear	7	29,00 %
2.	Social isolation	5	20,80 %
3.	Bullying	6	25,00 %
4.	Suicidal tendency	3	12,05 %
5.	Development of addictions	14	58,33 %

Following the finding of the problems of some students, we decided to use the extracurricular activities, together with the other specific didactic strategies, in order to form and develop the personality traits of the studied students.

Presentation of results obtained at the final assessment
As can be seen, following the final assessment 4 students (16.60%) still have insecurity and fear, 2 students (8.33%), they still tend to isolate, 4 students (16.60%) still have Diseases caused by Cyberbullyng, none of them have no suicidal thoughts (0.00%), 8 students (33.30%) encounter difficulties in managing addictions.

Nr. Crt.	Common elements/characteristics identified	Number of students	Percentage
1.	Fear	4	16,60 %
2.	Social isolation	2	8,33 %
3.	Ciber-Bullying	4	16,60 %
4.	Suicidal tendency	0	0 %
5.	Development of addictions	8	33,30 %

Comparative analysis of data

In this subchapter I will present the comparative analysis of the data obtained following the application of the questionnaire for testing the emotional states and highlighting the progress of the eighth-grade students.

Following the comparative analysis of the data and the percentages of the initial and final stage, a progress can be observed in the development of the personality of the students concerned.

Thus, the number of students who had symptoms of fear decreased from 7 students (29.00%) to 4 students (16.60), the number of students who had isolated tendencies decreased from 5 students (20.80%), at 2 students (18.33), the number of students victims of cyberbullying decreased from 6 students (25.00%), to 4 students (16.60%), the number of students who had suicidal thoughts and attempts respectively Suicide decreased from 3 students (12.00%) to 0 students (0.00%), and the number of students who developed addicts decreased from 14 students (58.33%), to 8 students (33, 35%).

Conclusions

Following the analysis of the theories and approaches of specialized works that deals the theme of teaching online teaching, 2020, it can be concluded that online learning has certain risks. It is an effective crisis method, perhaps an alternative method of learning, but which can influence the characteristic and personality traits of the student. Following the present study, I find that online learning is not the ideal method of providing education, the classic one remaining the recommended and most effective method.

Learning/teaching online requires a much greater effort from the teachers, a great student's request, involving parents in the education process.

Properly applied online learning, with interest and involvement from the teacher, can become a pleasant, useful and efficient teaching method, but in the short term. The use of these long-term methods can create real emotional and physical problems (anxiety, depression, sedentary lifestyle, etc.)

The instructional-educational process, through online activities, as an alternative crisis method, have the role of preparing the schoolchildren in becoming the adult tomorrow, and this involves ensuring the optimal level of intellectual, emotional, affective development.

The considerable simplification of the volume of information is necessary, as well as the creation of a safe, harmonious and relevant climate, regarding the praxis.

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