

ECONOMIC ASPECTS OF INNOVATIVE ELEMENTS OF DISTANCE LEARNING TERTIARY EDUCATION

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Abstract

The article focuses on a current topic in connection with the global pandemic caused by the SARS-CoV-2 virus, COVID-19 disease, related emergency measures, in which distance learning at all levels of study was widely used in the Czech Republic. The main topic of the article is the evaluation of economic aspects of distance learning from the perspective of university students of social work and other helping professions at the University of Hradec Králové in the Czech Republic. A questionnaire survey was used to obtain responses, and the obtained data were evaluated using basic statistical methods. Students were asked to evaluate their savings, costs and their mental health following distance learning, which took place at universities in the Czech Republic from spring 2020 and throughout the school year 2020 - 2021. Students' savings in travelling, accommodation and food were found to be more significant than the cost of distance learning equipment. It was also found that the pandemic had a negative impact on the mental condition, especially of students in full time studies. The results of the study attach a personal and local part to the overall picture of the impacts of the global pandemic.

Keywords

Economic Aspects, Social Work, Distance Education, COVID-19

I. Introduction

The world economy has been hit by a pandemic caused by the SARS-CoV-2, COVID-19 disease. The pandemic also had a severe economic impact at the micro level - on individual citizens, families. Due to extraordinary anti-epidemiological measures, innovative learning elements within the distance form of education (online teaching, e-learning, etc.) have been used widely at all levels of education. These innovative elements of distance learning were widely used, from autumn 2020 to spring 2021. The main aim of this work is to evaluate the economic aspects of distance education from the perspective of students of social work and other helping professions at the University of Hradec Králové in the Czech Republic.

In order to pursue the profession of social worker, it is necessary to fulfil the preconditions for the performance of a social worker, which are stipulated by Act No. 108/2006 Coll. on social services. According to § 110 par. 1), the conditions for the performance of social work are full autonomy, integrity, medical fitness and professional competence. Professional competence is specified in § 110 par. 4). The first way to acquire professional competence is to complete higher vocational education, which is accredited according to Act No. 561/2004 Coll., On pre-school, primary, secondary, higher vocational and other education and is the field of social work and social pedagogy, social and humanitarian work, social work, social and legal activity or charity and social activity. Vocational training can be obtained through higher education achieved in a bachelor's, master's or doctoral study program. Act 108/2006 Coll. on social services also specifies the field that is necessary to perform the profession of social work, specifically the field: social work, social policy, social pedagogy, social care, social pathology, law or special pedagogy. (Act 108/2006 Coll. On social services)

Educators in the field of social work in the Czech Republic must meet certain criteria for the training of future social workers. The first criterion is the fulfilment of accreditation requirements, which are

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also influenced to a large extent by the minimum standards of education in social work. Minimum standards of education in social work are made by the Association of Educators in Social Work. ASVSP is a voluntary association of higher vocational schools and universities, whose goal is to increase the quality of study. By standards, a graduate of social work must acquire theoretical knowledge according to the composition of the minimum standard, which includes for example, sociology, psychology, theories and methods of social work, practice, supervision, etc. (Association of Educators in Social Work, 2019). Globally defined standards for the quality of education for students in social work have been published by the International Federation of Social Workers (IFSW, 2012). According to Punová (2012) standards fulfil a normative and methodological function. So the social work educators have enough autonomy to determine the specificity of the curriculum (Punová, 2012). The second criterion is the fulfilment of legal requirements, i. e. Act No. 111/1998 Coll., On Higher Education Institutions and on amendments and addition to other acts.

The greatest expansion of distance learning is related to high-speed internet access, which has allowed the boundaries of education to be break down. During the 1990s, online courses were created and university educators began to use a hybrid form of teaching and offer the possibility of online courses. Teaching can be divided into synchronous, which means real-time teaching and asynchronous, which lacks real-time interaction. Distance education in social work includes online tuition, interactive videos, program tuition, seminars, counselling, etc. (Reamer, 2019). The National Association of Social Workers has responded to the growing use of technology by mentioning "...social workers need to be aware of the unique challenges that may arise... [and] should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards. apply to them..." (NASW, 2017, p. 4).

Dabbagh (2005) points out that education has transformed with the advent of the Internet. Teachers have deepened their knowledge through distance learning and it is now possible to use new innovative and flexible learning that was not previously possible. The JISC (2004) also draws attention to the development of new skills and the reassessment of teaching methods. Salmon (2000) suggests that the role of the educator should consist of moderation or facilitation during distance education. Burgess and Carpenter (2008, 2010) point out the importance of the teacher's activity to increase interactivity among students. The development of ideas and the learning process takes place through discussion and cooperation. Mayes and Feritas (2004) mention that technology provides a more efficient way to familiarize students with the learning environment.

On 11 March 2020, the World Health Organization declared COVID-19 a pandemic. The COVID-19 pandemic has affected the lives of people around the world in the personal, relationship, social, employment, but also and above all educational fields. Social distancing, lockdown and quarantine have become main strategies against the spread of the disease. Educators in social work faced the difficult task of creating a distance study of a competent worker, who will not only be equipped with a theoretical concept, but also with a range of practical competencies. Therefore, universities have started to teach social work in a distance way and implemented a number of innovative and flexible elements in practice.

Zdráhalová and Janigová (2021) focus on the evaluation of distance education by social work students in the Czech Republic. They found that the prevailing opinion among students was that classical teaching can be partially replaced by distance teaching, while the opinion on the replacement of distance teaching depends on the form of study. The opinion that the distance form of teaching can replace classical teaching was expressed by approximately the same number of students as the opposite opinion. This opinion again depends on the form of study. Kurzman (2019) mentions the difficulty of comparing distance and classical forms of teaching, as he perceives that both forms of teaching are very different from each other. He points out that both forms of teaching fulfil a sufficient function for education and can therefore lead to sufficient completion of individual courses or the whole study.

Work obligation was an important factor, that also influenced the study of social work. Based on the of Government of the Czech Republic Resolution No. 1027 of 27 October 2020, social work students were ordered to work. Zdráhalová and Janigová (2021) addressed the combination of work duty and university studies, they find that students were more able to combine work obligation and study of social work and were more likely to be supported by teachers in combining work obligation and study of social work.

Květenská, Chaloupská and Vodová (2021) describe the advantageous and disadvantageous factors of distance education from the students' point of view. Advantageous factors of distance education in social work include time flexibility, learning from the comfort of home, financial savings, recording and tracing of lectures. Disadvantages of social work students include the absence of contact with teachers and classmates, problems with technology and internet connection, loss of motivation, less concentration, or deterioration in health.

This article deals with the distance teaching of social workers at the Department of Social Work, Faculty of Arts, University of Hradec Králové during the period of extraordinary measures. As mentioned above, Květenská, Chaloupská and Vodová (2021) found that among the advantageous factors of distance education are the economic aspects, which we focus on in this article. Building on previous findings, the authors examine what expenses and costs students had and how much money they saved.

II. Methodology

The research is focused on the economic aspects of distance education of social workers and other helping professions in the period of extraordinary measures taken by the Government of the Czech Republic against the spread of the COVID-19. The main goal (MG) of this article is to evaluate the economic aspects of distance learning from the perspective of social work students and other assisting professions. Three areas have been decided on the basis of which the main objective can be answered - what are the savings of students in distance learning, what are the increased costs of students in distance learning and what is the mental condition of students in distance learning. Three sub-objects (SO) have been set:

SO1 - Find out how students evaluate the distance form of teaching in terms of savings.

SO2 - Find out how students evaluate distance learning in terms of costs.

SO3 - Find out how the student evaluates distance learning in terms of their mental condition.

A quantitative research strategy, a questionnaire survey technique, was used for the evaluation. The data obtained were processed using basic statistical methods. The questionnaire contained 33 questions, for the purposes of this work, questions related to the partial objectives of the work were evaluated. It was created in the Survio environment, the questionnaire was distributed electronically and respondents could answer the questions anonymously. The questionnaire contained both open and closed as well as semi-closed questions. The questionnaire was sent electronically among students of social work and students of other helping professions within the University of Hradec Králové. The questionnaire was viewed by 187 students, of which the return rate was 62%.

From the data below, a research sample can be characterized. A total of 117 students in the field of social work and other helping professions (special pedagogy, social pedagogy (n = 117)) took part in the research survey, of which 111 (94.9%) were women and 6 (5.1%) were men. Therefore, the largest number of responses were filled by students aged 18 - 25 years, a total of 68 responses (58, 1%) and other important age categories were a group of 13 (11.1%) respondents aged 41 - 45 years and a group of 12 (10.3%) of respondents aged 26 - 30. A total of 91 respondents (77.8%) study at the bachelor's degree level, 26 (22.2) students at the master's degree level, with a balanced representation of various forms of study - 58 (49.6%) of respondents, the combined form was stated by 59 (50.4%) respondents, most respondents (39 in total; i.e. 33.3%) stated the distance from school stated between 20 - 50 km,

the next most frequent distance was 50 - 100 km, this distance was reported by 33 (28.2%) respondents.

III. Results

Respondents' answers to partial questionnaires were evaluated and summarized the answer to the research question, which finds out how students of social work and helping professions evaluate the economic aspects of distance learning in the period of emergency measures taken by the Czech Government against the spread of COVID-19. The partial goals are to find out how students evaluate distance learning in terms of savings, costs and in terms of mental condition. The evaluation below is based on the structure of the determined partial research questions.

Evaluation of distance form of teaching in terms of savings (SO1)

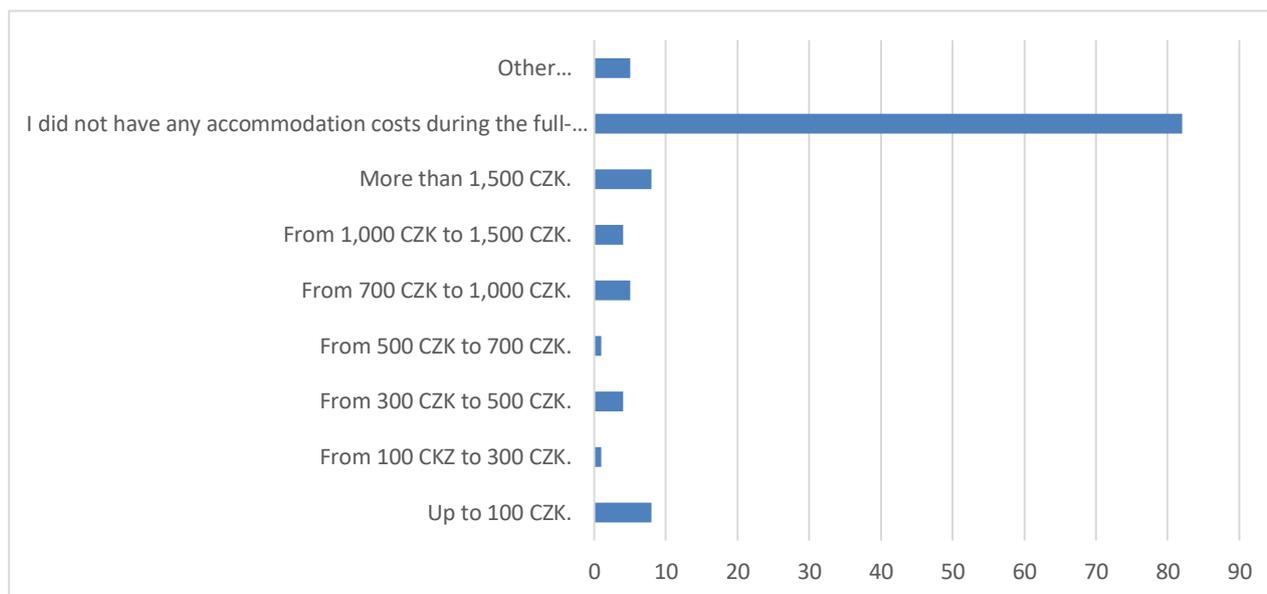
The first sub objective is focused on the evaluation of distance learning for students in terms of savings. The first sub objective is fulfilled by three closed research questions of the questionnaire survey. The questions were focused on estimating the cost savings of travel to the school site, estimating the cost savings on accommodation at the school site, and estimating the cost savings of other costs usually issued in connection with full-time tuition). All questions are focused on the period of the summer semester, when distance learning took place, and are aimed at an estimate for a period of 1 month.

Table No. 1 and Graph No. 1 show what costs the university students saved in the distance of the summer semester on travel expenses to the school location for a period of one month. A total of 24 students saved more than CZK 1,500. Another 23 students saved on travel expenses from CZK 500 to CZK 700. A total of 22 students saved from CZK 300 to CZK 500. Another 17 students saved from CZK 700 to CZK 1,000. A total of 14 students saved from CZK 100 to CZK 300. Another 8 students did not have any travel expenses even during full-time education. A total of 7 students saved CZK 1,000 to CZK 1,500. The last 3 students saved up to CZK 100. None of the students chose another answer.

Table 1 An estimate of the cost savings on travel to the school site over a period of one month

Answer options	Absolute frequency	Relative frequency
Up to 100 CZK.	3	2,5 %
From 100 CKZ to 300 CZK.	14	11,9 %
From 300 CZK to 500 CZK.	22	18,6 %
From 500 CZK to 700 CZK.	23	19,5 %
From 700 CZK to 1,000 CZK.	17	14,4 %
Form 1,000 CZK to 1,500 CZK.	7	5,9 %
More than 1,500 CZK.	24	20,3 %
I did not have any travel expenses as part of the full-time lessons.	8	6,8 %
Other...	0	0 %

Source: own research

Figure 1 An estimate of the cost savings on travel to the school site over a period of one month

Source: own research

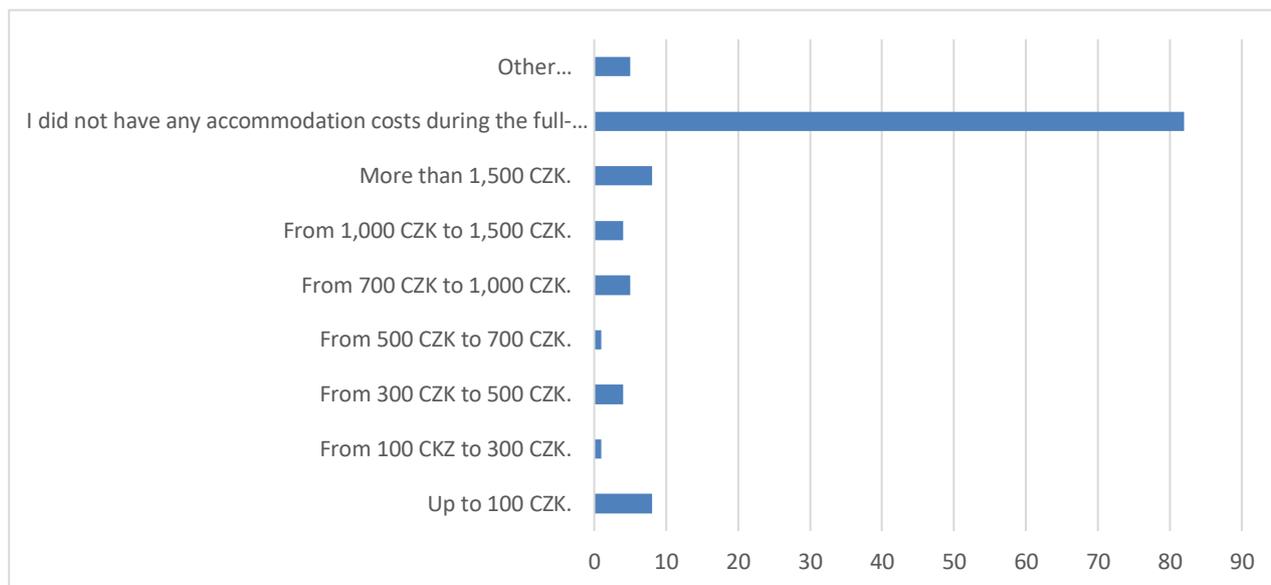
Table No. 2 and Graph No. 2 show the costs that university students saved during the distance learning period in the summer semester for accommodation at the school location for a period of one month. The largest number of students, a total of 82, did not have any accommodation costs even in full-time teaching. A total of 8 students saved less than CZK 100 on accommodation. Another 8 students saved more than CZK 1,500. A total of 5 students from CZK 700 to CZK 1,000. Another 5 students chose a different answer. Two students stated that they did not save any accommodation costs, mainly because they still paid rent either due to uncertainty about how the situation would develop or because they were working at the school site. Other answers included the fact that no costs had changed compared to full-time teaching. Another student replied that “Costs are not regular, but sudden. Sometimes I use the accommodation (then I pay about 800 CZK) sometimes I do not use it.” A total of 4 students saved from CZK 300 to CZK 500. Another 4 students from CZK 1,000 to CZK 1,500. A total of 1 student saved for accommodation from CZK 100 to CZK 300. The last 1 student saved from accommodation CZK 500 to CZK 700.

Table 2 An estimate of the cost savings of accommodation at the school site over a period of one month

Answer options	Absolute frequency	Relative frequency
Up to 100 CZK.	8	6,8 %
From 100 CKZ to 300 CZK.	1	0,8 %
From 300 CZK to 500 CZK.	4	3,4 %
From 500 CZK to 700 CZK.	1	0,8 %
From 700 CZK to 1,000 CZK.	5	4,2 %
From 1,000 CZK to 1,500 CZK.	4	3,4 %
More than 1,500 CZK.	8	6,8 %
I did not have any accommodation costs during the full-time lessons either	82	69,5 %
Other...	5	4,2 %

Source: own research

Figure 2 An estimate of the cost savings of accommodation at the school site over a period of one month



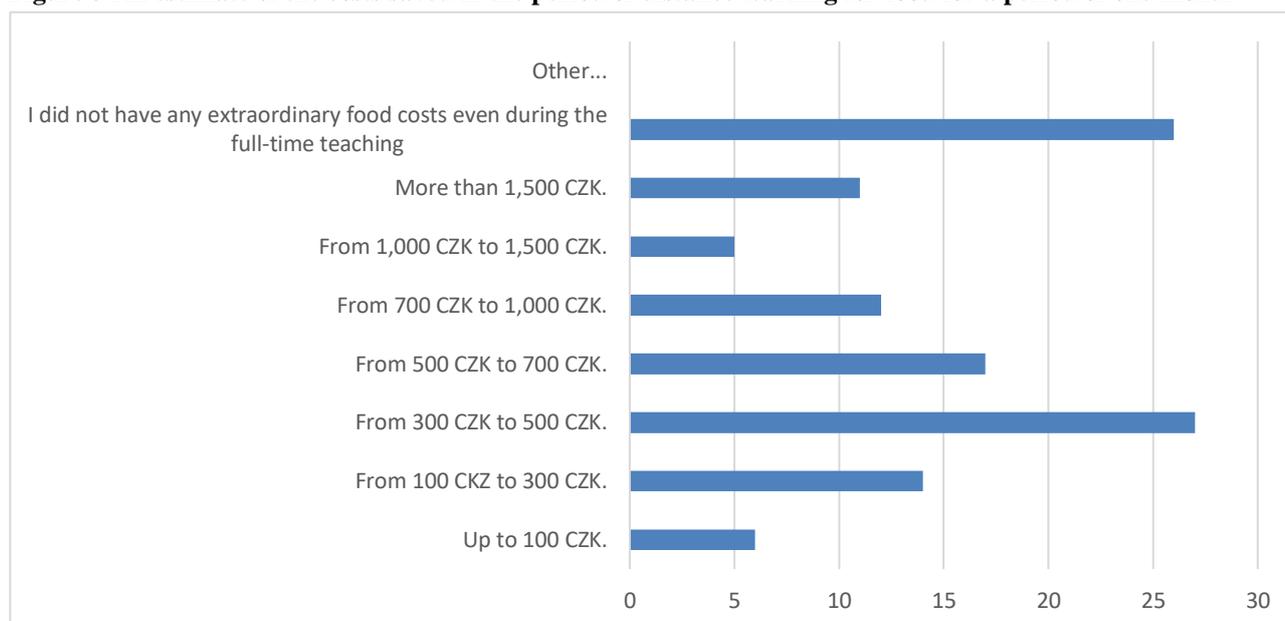
Source: own research

Table No. 3 and Graph No. 3 show the answer to the question of estimating the costs saved in the period of distance learning in summer semester for food for a period of one month (meaning extraordinary costs that the student would normally incur, in connection with full-time teaching). A total of 27 students saved from CZK 300 to CZK 500 per meal. Another 26 students stated that they did not have any extraordinary food costs even during the full-time teaching. A total of 17 students saved from CZK 500 to CZK 700 for food-related costs. Another 14 students from 100 CZK to 300 CZK. A total of 12 students saved an amount from CZK 700 to CZK 1,000. Another 11 students more than CZK 1,500. A total of 6 students saved up to CZK 100 on food. Another 5 students from CZK 1,000 to CZK 1,500. None of the students chose another answer.

Table 3 An estimate of the costs saved in the period of distance learning for food for a period of one month

Answer options	Absolute frequency	Relative frequency
Up to 100 CZK.	6	5,1 %
From 100 CZK to 300 CZK.	14	11,9 %
From 300 CZK to 500 CZK.	27	22,9 %
From 500 CZK to 700 CZK.	17	14,4 %
From 700 CZK to 1,000 CZK.	12	10,2 %
From 1,000 CZK to 1,500 CZK.	5	4,2 %
More than 1,500 CZK.	11	9,3 %
I did not have any extraordinary food costs even during the full-time teaching	26	22,0 %
Other...	0	0 %

Source: own research

Figure 3 An estimate of the costs saved in the period of distance learning for food for a period of one month

Source: own research

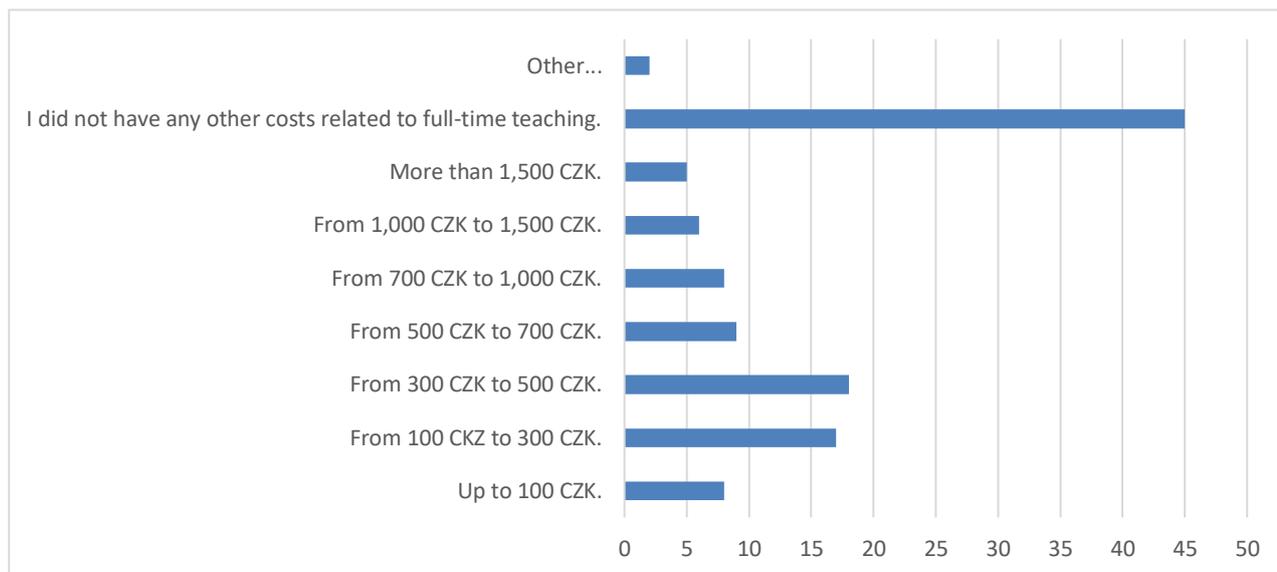
Table No. 4 and Graph No. 4 show the answer to the question of costs saved in distance learning in the summer semester over a period of one month. A total of 45 students chose the answer that they did not have any other costs related to full-time teaching, even within the full-time teaching. Another 18 students saved from CZK 300 to CZK 500. A total of 17 students from CZK 100 to CZK 300. Another 9 students saved from CZK 500 to CZK 700 for other costs related to the full-time form of teaching. A total of 8 students from CZK 700 to CZK 1,000. Another 8 students saved up to CZK 100. A total of 6 students from CZK 1,000 to CZK 1,500. Another 5 students saved more than CZK 1,500. A different answer was chosen by a total of 2 students, one of whom stated that he did not record any other costs. The second of the students included among the other costs he/she saved, related to the full-time form of study "Taking leave or other forms of leave."

Table 4 An estimate of other costs saved in the distance learning period over a period of one month

Answer options	Absolute frequency	Relative frequency
Up to 100 CZK.	8	6,8 %
From 100 CZK to 300 CZK.	17	14,4 %
From 300 CZK to 500 CZK.	18	15,3 %
From 500 CZK to 700 CZK.	9	7,6 %
From 700 CZK to 1,000 CZK.	8	6,8 %
From 1,000 CZK to 1,500 CZK.	6	5,1 %
More than 1,500 CZK.	5	4,2 %
I did not have any other costs related to full-time teaching.	45	38,1 %
Other...	2	1,7 %

Source: own research

Figure 4 An estimate of other costs saved in the distance learning period over a period of one month



Source: own research

Evaluation of distance form of teaching in terms of costs (SO2)

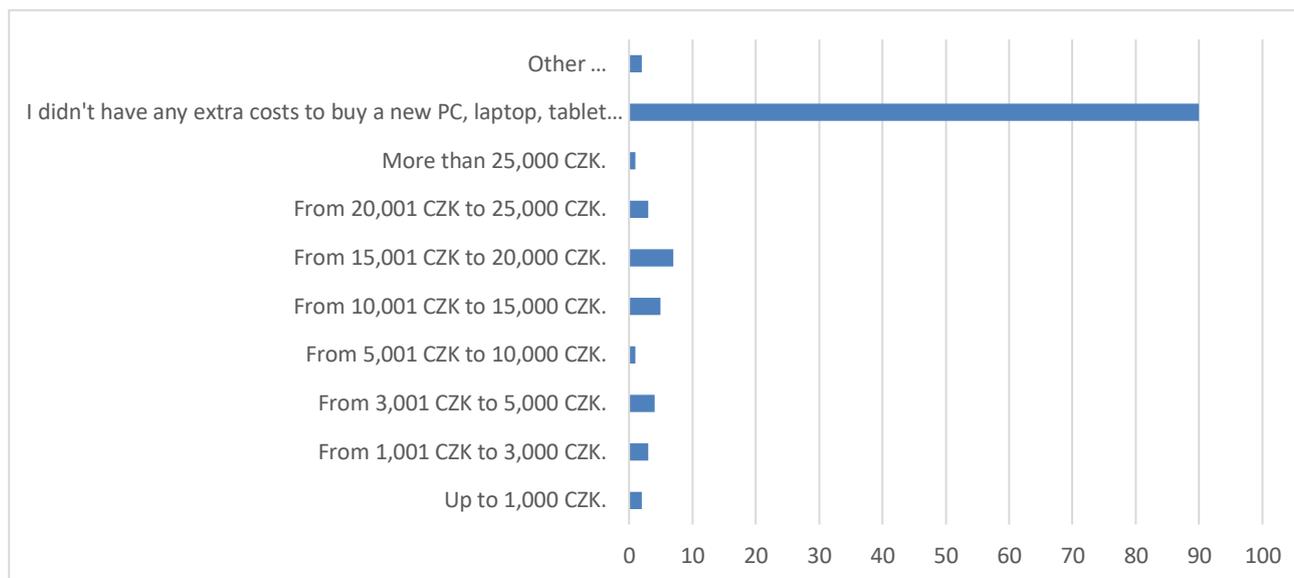
The second sub-objective is focused on the evaluation of distance learning for students in terms of financial costs. The sub-objective was fulfilled by three research questions - one open and two closed. Table No. 5 and Graph No. 5 show the answers to the question on the costs of purchasing a new PC, laptop, tablet or phone in connection with distance learning. Most students answered that they did not have any extra costs for purchasing a new PC, laptop, tablet or phone. A total of 90 students chose this answer. The costs of acquiring new technologies were incurred by a total of 7 students in the amount of CZK 15,001 to CZK 20,000. Another 5 students from CZK 10,001 to CZK 15,000. A total of 4 students had costs ranging from CZK 3,001 to CZK 5,000. The costs of new technologies from CZK 1,001 to CZK 3,000 had 3 students. Another 3 students from CZK 20,001 to CZK 25,000. A total of 2 students had costs only up to CZK 100. Another 1 student had costs from CZK 5,001 to CZK 10,000. One student had costs in the amount of more than 25,000 CZK. Two students chose another answer. Other answers of the informants to this question were: "...I already had everything I needed." And "Yes, CZK 20,000; however, I saved on the purchase during my high school studies and the purchase would take place under any circumstances...".

Table 5 Costs of purchasing a new PC, laptop, tablet or phone in connection with distance learning

Answer options	Absolute frequency	Relative frequency
Up to 1,000 CZK.	2	1,7 %
From 1,001 CZK to 3,000 CZK.	3	2,5 %
From 3,001 CZK to 5,000 CZK.	4	3,4 %
From 5,001 CZK to 10,000 CZK.	1	0,8 %
From 10,001 CZK to 15,000 CZK.	5	4,2 %
From 15,001 CZK to 20,000 CZK.	7	5,9 %
From 20,001 CZK to 25,000 CZK.	3	2,5 %
More than 25,000 CZK.	1	0,8 %
I didn't have any extra costs to buy a new PC, laptop, tablet or phone.	90	76,3 %
Other ...	2	1,7 %

Source: own research

Figure 5 Costs of purchasing a new PC, laptop, tablet or phone in connection with distance learning



Source: own research

An open-ended question asked students' views on social work on savings and costs in distance learning during the winter semester (viz Figure 5). Only 38 informants out of 118 respondents answered this open research question. Most students agreed on the highest savings for transport, whether public or car. They often associated time saving with this saving. However, despite cost reductions, several informants stated that this form did not suit them. One informant said: "I saved a lot of money by not having to commute. In addition, I saved a lot of time on the way to and from school. But even these savings will not replace my contact with classmates and teachers. I also welcomed it in the winter because of the icing on the road and the early darkness, but the rest of the year it doesn't suit me even at the cost of costs ". One informant said: "The saved costs for travel, accommodation in HK, refreshments are, in my opinion, equal to the costs of acquiring a laptop, increasing WIFI and building a new working place in the bedroom." Another informant said that he already owned electronics but saved for coffee and lunches with classmates. Several informants stated that due to savings and costs, they prefer full-time teaching and distance learning is more advantageous for them. Some students also noticed savings in terms of food. Here, however, several students disagreed because some saved money on food, but others had to spend the money saved on food in the household.

Figure 5 Graphically represented free answer - the respondent's own comment in connection with savings or costs in distance learning



Source: own research

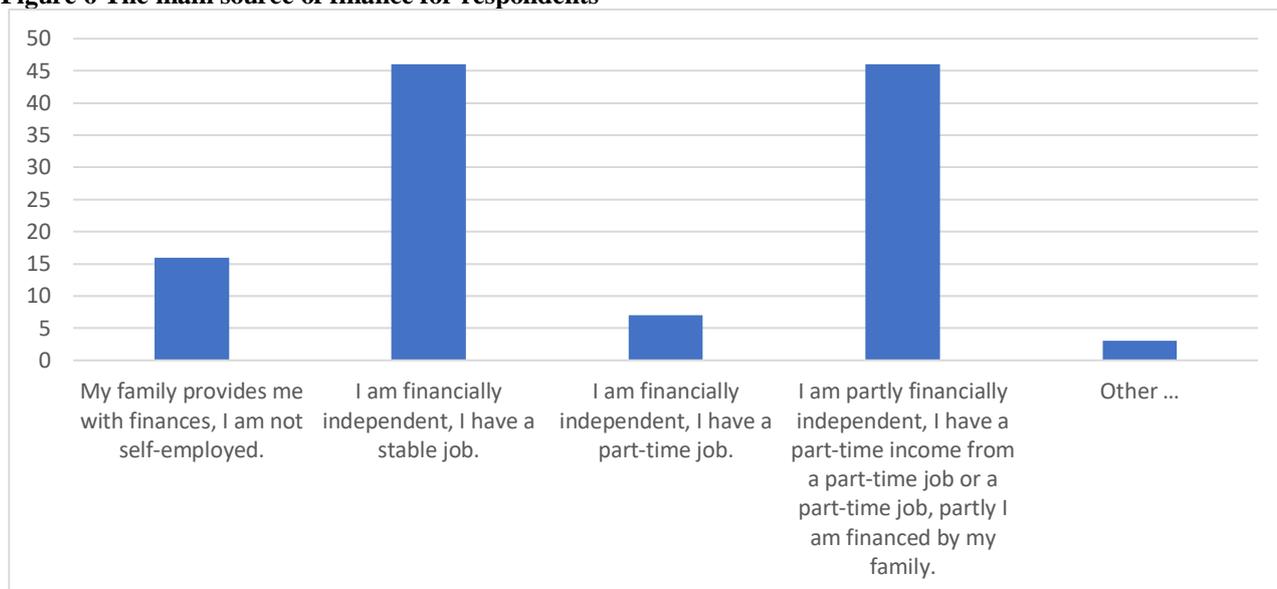
Table No. 6 and Graph No. 6 show the answers to the question on the respondents' main source of finances. A total of 46 students are financially independent and have stable employment. Another 46 students are partly financially independent, have a partial income from a part-time or part-time job, and are partly financed by their family. A total of 16 students are funded by their families because they are not gainfully employed. Another 7 students are financially independent and have a part-time job. A total of 3 students chose another answer. Other answers from the informants to this question were: "I have an income from an orphan's pension and a part-time job.", "Parental allowance." And "I am fully employed - I have a monthly salary. I am financially independent of my family. "

Table 6 The main source of finance for respondents

Answer options	Absolute frequency	Relative frequency
My family provides me with finances, I am not self-employed.	16	13,6 %
I am financially independent, I have a stable job.	46	39,0 %
I am financially independent, I have a part-time job.	7	5,9 %
I am partly financially independent, I have a part-time income from a part-time job or a part-time job, partly I am financed by my family.	46	39,0 %
Other ...	3	2,5 %

Source: own research

Figure 6 The main source of finance for respondents



Source: own research

Evaluation of distance form of teaching in terms of mental condition (SO3)

Through the last partial goal, we examined how students of helping disciplines evaluate social contacts in the period of distance learning in comparison with full-time teaching and what changes they felt in their psyche in the period of distance learning. We fulfilled this partial goal by evaluating 3 questions in the questionnaire.

Table 7 Evaluation of social contacts in the period of distance learning in comparison with full-time teaching

	Absolute frequency	Relative frequency	Full-time form	Remote form
Definitely more intense	0	0%	0	0
Rather more intense	8	6,8 %	5	3
I don't know, I can't judge	5	4,3 %	2	3
Rather less intense	40	34,2 %	23	17
Definitely less intense	53	45,3 %	26	27
They remained the same	11	9,4 %	2	9
Other	0	0 %	0	0
Total	117	100%	58	59

Source: own research

According to the above data, shown in Table no. 7, the following conclusions follow. Most students in the helping professions believe that social contacts in the period of distance learning compared to full-time teaching were totally less intensive, namely 53 respondents (45.3%). The second most common answer is the prevailing view that social contacts during distance learning were rather less intense. This option was chosen by 34.2% of respondents. Furthermore, the student believes that social contacts remained the same in 9.4% of cases. 8 respondents chose the option of rather more intensive contacts. The least respondent chose the answer I do not know, I cannot judge, it was 5 respondents. It follows from the above that students have less intensive social contacts during the distance learning period than during classical teaching. This finding is not surprising, as one of the main strategies against COVID-19 is social distancing.

Table 8 Evaluation of social contacts in the period of distance learning

	Personal contacts with family	Virtual contacts with family	Personal contacts with friends	Personal contacts with friends
Daily contact	62	23	4	25
Several times a week	15	26	23	26
At least once a week	20	20	27	19
At least once every 14 days	6	4	13	13
At least once a month	10	7	23	16
No contacts	3	28	24	13
I can't judge	2	10	4	6

Source: own research

To evaluate the difference between full-time and combined form of study, we decided to use the chi square test. We have established the following hypothesis: the frequency of answers to a given problem does not depend on the form of study. CHITEST is based on 0.194323725, the number of degrees of freedom is 4, CHINV is based on 6.06530945. So it's true that $6.06530945 < 9.487729037$. We do not accept an alternative hypothesis; the frequency of answers does not depend on the form of study.

As part of this sub-objective, we also found out what the student's social contacts were during the distance learning period (viz Table 8). The first area examined is our own family, which we divided into personal contact with the family and virtual contact with the family. First, we will focus on evaluating personal contact. Most respondents, specifically 62, had daily contact with their family. Twenty students chose the answer at least once a week. Fifteen students saw families in person several times a week. Ten students saw their family in person once a month. The least common answers are at least once every 14 days, none and I can't assess. Most students, specifically 28, had no virtual contact with their families. The following are answers in the range of 26 - 20 when students in terms of frequency had virtual contact several times a week, every day or at least once a week. Ten students are unable to assess virtual contact with their families. The least frequent answers in the range of 7 - 4 students are virtual contacts at least once every 14 days/month.

The second area examined is contact with friends, which is divided into personal contact and virtual contact (viz Table 8). There is a great deal of disagreement in personal contact with friends. The most common responses range from 27 to 23, with some students seeing their friends in person at least once a week or several times a week, but on the other side of the spectrum we also see limited contacts, with the most common answers including no personal contacts and contacts at least once per month. Among the less common answers, specifically represented by 13 respondents, is personal contact with friends at least once every 14 days. Virtual contact was used by the student more to communicate with friends. The most common answers are virtual contact several times a week and daily contact. Next, the answers range from 19 to 13.

Table 8 Evaluation of social contacts in the period of distance learning

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Several times a week	15	26	23	26
At least once a week	20	20	27	19
At least once every 14 days	6	4	13	13
At least once a month	10	7	23	16
No contacts	3	28	24	13
I can't assess	2	10	4	6

Source: own research

The following research findings focus on changes in the mental state during the period of distance learning among university students in the helping professions. Table 9 bellows shows that most students, a total of 52 (44.4%) perceive partial changes in their mental state compared to traditional teaching. The second most common answer chosen by 24 students (20.5%) is the opinion that students are more likely to ignore changes in their mental state. It definitely does not perceive a difference in the mental state of 22 (18.8%) students. A smaller group of 9 respondents had significant psychological problems but did not seek any professional help. Six students perceived significant changes in their mental state and therefore decided to seek professional help. Two students were unable to assess changes in mental state. Two respondents chose a different answer.

Table 9 Feelings about the change of mental state in the period of distance learning

	Absolute frequency	Relative frequency	Full-time form	Remote form
Yes, significant - seeking professional help	6	5,1%	4	2
Yes, significant – not seeking professional help	9	7,7%	6	3
Yes, in part, sometimes	52	44,4%	36	16
Rather not	24	20,5%	6	18
Definitely not	22	18,8%	4	18
I don't know, I can't judge	2	1,7%	1	1
Other	2	1,7%	1	1
Total	117	100%	58	59

Source: own research

To evaluate the difference between full-time and part-time teaching, we decided to use the chi-square test. We have established the following hypothesis: the frequency of answers to a given problem does not depend on the form of study. CHITEST is based on 0.0004675, the number of degrees of freedom is 6, CHINV is based on 24.26129058. Therefore, it is not true that $24.26129058 < 12.59158724$. We accept the alternative hypothesis that there is a dependence on the form of study.

IV. Conclusion

The aim of this research paper was to find out how students of social work and other helping professions at the University of Hradec Králové evaluate the economic aspects of distance learning. A quantitative research strategy, a questionnaire survey technique, was used for the evaluation. Three sub-objectives were evaluated, one dealt with the question of how students evaluate their savings in connection with distance learning (DC1), another sub-objective focused on cost evaluation in connection with distance learning (DC2) and the third distance objective dealt with the mental

condition of students in period of distance learning (DC3). Based on the evaluation of the above information obtained by the questionnaire survey, the following findings can be stated:

1. It was found that most respondents saved travel costs, these costs can be considered significant, most respondents stated that they saved more than CZK 1,500, and other respondents mentioned the category of higher amounts.
2. It was found that the costs of accommodating respondents during the period of distance learning did not decrease, the costs of accommodation did not change compared to full-time education.
3. It was found that the cost of food during the period of full-time teaching is assessed by the majority of respondents as reduced.
4. It was found that students do not have other costs associated with distance learning, if they indicate any degree of savings, it ranges in the lower financial categories, about 500 CZK.
5. It was found that the student respondents mostly did not have any costs for the purchase of hardware.
6. It was found that most student respondents are financially independent or only partially dependent, because they either have a full-time job (students of the combined form of study) or have a part-time job and partly financially supported by the family.

It is interesting to evaluate the respondents' own mental condition:

7. It was found that respondents rate their social contacts as less intensive than in the full-time form of study.
8. It was found that contacts with the family, both personal and virtual, were significant for the respondents during the distance learning period. As expected, contact with friends was significant in a virtual way - mostly daily or several times a week.
9. It was found that a significant number of student respondents felt their own change in mental state, although only partial. It was found that students of full-time study form suffered more from this change.

The results of the study will be provided as feedback for the management of the University of Hradec Králové to take further measures to support distance learning. In the light of the above findings, the following measures can be proposed:

10. to provide rental hardware equipment for students who do not have sufficient equipment - it has been found that most students have the necessary equipment, this would be an emergency in the order of individuals;
11. provide students immediate acute psychological support in the form of, for example, trained peer activists from the ranks of classmates or trained teachers;
12. provide available follow-up professional psychological assistance.

In conclusion, we can conclude that the results of a research survey focused on the economic aspects of the distance form of study in connection with extraordinary anti-epidemiological measures can be compared with other studies of other disciplines, regions or other countries. An international comparison would provide an interesting view of the impact of anti-epidemiological measures on the economic aspect at the micro level.

Acknowledgements

This paper was supported by the project of Specific Research 2021 - grant University of Hradec Kralove, Faculty of Arts, Institute of Social Work, No. 2021/2122 - Application of Innovative and Flexible Elements in Practice and Education of Social Workers with a Focus on Emergency Measures During the Coronavirus Crisis.

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