

CHALLENGES, OPPORTUNITIES AND COPING STRATEGIES OF TEACHERS AMIDST COVID-19 PANDEMIC

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School closures and learning loss during the coronavirus (COVID-19) pandemic can have long-term consequences for the current generation of students. Global evidence from previous health and disaster-related emergencies shows that the impact lasts far beyond the disaster or pandemic's duration. It is also likely to have a negative impact on children's economic potential and productivity as adults, undermining the country's competitiveness. This policy note examines key issues in the current schooling and learning environment and proposes policy options to prepare for in-person schooling when it is possible.

The global pandemic of COVID-19 has had a profound impact on nearly every aspect of life, including education, and the Philippines is no exception. The COVID-19 episode is having difficulty finishing on-the-web work without their teachers' in-person guidance. It is disappointing when a teacher does not respond to an email as quickly as desired, or when students do not comprehend a task because their educator is not present to demonstrate the exercise.

Even though distance learning is undoubtedly perplexing for students, they are by no means the only ones battling with online schools. Teachers must also manage the entanglements and battles that the coronavirus has caused within the educational framework. The peak of the infection does not appear to be approaching at the moment, and teachers are feeling the strain.

They are also experiencing a worldwide pandemic as a result of those causes.

When COVID-19 was ejected, humanity was stunned, and the number of positives is steadily increasing. The human race clashed with the COVID-19 in Wuhan, China, in December 2019. The entire civilization has an impact on this unnoticed and invisible to the oculus infection that has spread throughout the world. In the event of a coronavirus outbreak, the Philippines could be a high-risk country. People with poor sleep habits and those in their twenties account for 18% of those suffering from hysteria and depression. COVID-19 is found in people from all walks of life. Nobody can put a stop to this infection. It can come after you, whether you are wealthy or powerless.

The global implementation of school closures and social isolation can cause teachers to experience sudden anxiety. Teachers are going through a period of transition in both their professional and personal lives. Apart from the obvious risks to physical health, the psychological impact of COVID-19 poses significant threats and dangers to mental health and well-being, as increased levels of anxiety and stress are exacerbated by the situation's ongoing uncertainty. Aside from the obvious stresses that teachers face as a result of the COVID-19 threat to themselves and their families, they are forced to adjust to the new normal in the educational landscape and engage in effective remedial education. Teachers may lack the necessary technologies, resources, and competencies to engage in and succeed in this new mode of instruction. Other epidemics, such as SARS, MERSCoV, H1N1, and Ebola, have also had an impact on mental health. COVID-19 knowledge is evolving, and research into the impact of the COVID-19 pandemic on mental health and quality of life (QoL) is expanding. Some studies on the impact of COVID-19 QoL on patients with breast and ovarian cancer were conducted.

The immediate impact of the COVID-19 pandemic on the mental health and QoL of general local Chinese residents, the health and well-being of Moroccan adults not infected with COVID-19 after two months of quarantine, and the QoL of people in European countries with no mental health-related diagnoses and those diagnosed with severe mental health disorders have all been studied. Understanding how COVID-19

affects people's lives in severely affected countries like the Philippines is critical. Despite the growing body of research on QoL, there is a scarcity of literature on Filipinos, particularly professional teachers.

The immediate transitions and increased sophistication of today's world present existing challenges and impose new demands on our education system. The Department of Education (DepEd) generates a slew of issues for students and teachers, but only because the government has signed on to pursue the school year 2020–2021. The teacher, who considers herself the student's second mother, was having difficulty adjusting to the new norm. At the same time, the lack of apparatus and material support at the start of the category raises the question of whether or not we Filipinos can handle this new challenge in our lives. As a result of this, many scholars and even teachers are stressed and exhausted while sailing in the midst of the pandemic.

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