

THE CONCEALED SEQUEL IN BEHAVIOR AFTER THE MUCH AWAITED COMEBACK

by:
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Two years ago, pandemic disrupt many lives and dreams. The world never stopped from spinning yet people, especially children perceive what is in the pipeline. The government has its way to slacken the circumstances. It may be Ad Rem to other sectors yet for the education system it is strenuous. The workers, Businessmen and women, housewives, little ones and especially the students ought to reinstate their old life back. But this much awaited comeback has its own version of fidelity that is about to perceive.

According to (Kecojevic, 2020, pp. 12-14) College students' mental health has been rising concern with a significant number of students experiencing psychological distress. Mental health issues can significantly impair students' academic success and social interactions affecting their future career and personal opportunities. The rapid spread of COVID-19 and social distancing measures imposed across the country are expected to further affect the mental health of the population, including college students. During the modular learning style of teaching, students tend to pass activities and outputs late because of various reasons. One of those reasons is their mental state affected by the surge of Covid 19. We, as a partaker of this institution takes action such as Agreements and home visitations. While home visitations are ongoing, some of the students' problem of lack of support from parents because of a busy schedule/parents lack of education, Lack of resources, Family problem including money problems, and lack of motivation resurfaced. As a volunteer teacher at Morong National High School- Senior High School, I first handedly discern different behaviors not only to the students but precisely to every single partaker of this institution. The first week of face to face is being elucidated as a

week of changes. The Two years of modular learning incarcerate the social skills of the students. They no longer know how to communicate nor react from something. The old schools accustomed feeling of noise and chaos is now silenced by undefined feeling of awkwardness.

On the other hand, teachers has changes in their behaviors too. "Cognitive responses to change are defined as teachers' beliefs about the significance and necessity for change, and the extent of how school change would benefit them personally and in the context of the organization. Affective responses to change are viewed as teachers' feelings about the change, particularly the feelings linked to satisfaction or anxiety about the change. Behavioral reaction to change refers to the actions for or against change i.e. the extent to which teachers would support or resist change." (Sokal et al, 2020, p. 6) I have also witnessed teachers changing their behaviors when it comes to teaching. Sokal perceive that teachers has the power to support or resist changes. Yet this pandemic leave teachers with no choice but to embrace changes. I have seen teachers who are enthusiastic with their vocation suddenly felt exhausted from a whole week of teaching since face to face occur. I have seen them prepared yet doesn't have the guts to start the lesson proper. Some of them has to paused and take a deep breath in order to continue. Some of them developed self-doubt. And this changes affect their performance but mostly it affects them personally. Their self-esteem will slowly degrade. Teachers and Students are affected. Their disposition suddenly change because of pandemic.

More so, after all the changes that has happened and experienced by this affiliates, I also observed from those 2 weeks of face to face that teachers and students are struggling to adjust and cope up with the situation. Those eagerness I see on their faces every single day make me believe that changes can also make good impact on others. The teachers and students are struggling to reinstate their old motivation back. And that is more important than changes that no one can halt to happen.

References:

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