

TEACHERS' PANDEMIC DISTRESS AND CONCERNS

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Compared to the pre-pandemic time, there is a greater level of stress experienced by teachers. Teachers are at the forefront of adapting to necessary technologies, policies, and strategies in line with the pandemic. They confront extreme challenging conditions while being faced with paradigm shifts in learning and teaching (Oducado et al., 2021). At the start of the pandemic, teachers have already amassed great levels of stress and symptoms of anxiety, depression, and sleep disruption. All of these, in particular, are a result of having to teach online. Furthermore, it has also been found that working with Information and Communication Technologies (ICT) at home may induce decreased job satisfaction, tension, anxiety, and exhaustion. This is exacerbated by the necessity of ICT for the pandemic and how it is one of the only available tools to teachers at the start of the pandemic (Santamaria et al., 2021; Suarez, 2018).

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Age, gender, parenthood, and experience of chronic illnesses may also affect teachers' level of stress, anxiety, and depression (Picaza et al., 2020, in Santamaria, 2021; Cameron et al., 2020 in Santamaria, 2021; Santamaria, 2021 in Santamaria, 2021). In particular, female pre-school teachers have reported that the pandemic has increased their workload and parenting stress (Hong et al., 2021). This also shows how parents have to shoulder double responsibilities of parenting and teaching. The same can be said for teachers who are also parents at home.

Among this, there is also the prevailing infection-related and health anxiety that teachers also face (Wakui et al., 2021).

Given these concerns, it must be of utmost importance that teachers can be given technological support, social protection, and financial or health-related assistance. Teachers' well-being may affect their interactions with their family and students, as well as their work outcomes. As such, their well-being must be nurtured well.

References

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