

THE PROVISION OF PSYCHOSOCIAL SUPPORT TO STUDENTS AFTER 2 YEARS OF BLENDED LEARNING

by:
Cyrene N. Soterio
LPT

The COVID-19 pandemic, declared by the World Health Organization (WHO), has hit many countries, and brought daily life to a halt. In the Philippines, lockdown quarantine protocols have switched standard college classes online. The sudden shift to online instruction can have psychological effects on students due to continued isolation and lack of interaction with peers and teachers.

The Philippine Development Plan 2017-2023 highlights that children are one of the most vulnerable groups in society and includes them in risk reduction and adaptive capacity strategies. About 40% of all Filipinos are Filipinos under her 18 years old. A large portion of the Filipino population has been declared vulnerable, but the issues affecting them remain unresolved.

Since the pandemic began, children have faced numerous threats to their psychological state. Moreover, several co-occurring factors in Filipino society has aggravated this scenario. Although these experiences are shared by all people irrespective of age, barriers to emotional and social development are greater in children than in adults. It's going to also cause you to more susceptible to developing psychological state problems like depression and anxiety. Combined with these conditions and weakening health systems, the pandemic is probably going to exacerbate children's vulnerability to psychological state problems, resulting in a rise in new cases and aggravation of existing cases.

The shift to face-to-face teaching brings new burdens and challenges to learners. Their back to school after two years of blended learning may include adaptation to the school environment, learning styles, and additional safety procedures, as well as a mixture of pleasant and difficult emotions. The provision of psychosocial support (PSS) is therefore essential to protect the social-emotional well-being of learners and to develop skills to cope with this transition.

In addition to providing psychosocial support activities in the classroom, to 1) assess how learners respond to these activities and 2) measure their overall adjustment to the current transition, evaluation tools are provided here. The structure of the assessment tool aligns directly with the skills identified in the Psychosocial Support Activity Pack (PSAP). In this way, the learner's response to a particular item can inform the teacher on which skill to focus on and repeat the activity.

References:

<https://psa.gov.ph/statistics/children>

<https://www.teacherph.com/deped-psychosocial-support-activities-learners-in-person-classes/>