"NAVIGATING THE NEW NORMAL: ELEMENTARY LEARNERS' BEHAVIOR TOWARDS FACE-TO-FACE EDUCATION IN A POST-PANDEMIC SCENARIO"

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The COVID-19 pandemic brought about a seismic shift in the field of education, with elementary learners being among the most affected. The sudden transition to remote and online learning compelled students to adapt to digital tools and virtual classrooms. As face-to-face education gradually resumes in the post-pandemic era, elementary learners face new challenges and opportunities. This article reviews the behavior and attitudes of elementary students towards face-to-face education in a post-pandemic scenario, drawing insights from research and studies in the field.

Reacquainting with Physical Learning Environments

The return to in-person classrooms has been a noteworthy adjustment for elementary learners. After months of online education, they are reacquainting themselves with the traditional learning environment. Desks, chalkboards, and physical classroom materials are becoming familiar once again. It is vital to acknowledge that some students may need time to adjust to these physical resources, while others may find comfort in the routine of a traditional classroom.

Social Interaction and Reconnecting

The pandemic's periods of isolation have heightened the importance of social interactions for elementary students. Developing and maintaining relationships with classmates and teachers significantly contribute to students' overall development, and returning to face-to-face education presents an opportunity for students to reconnect and

strengthen these crucial connections. Many students express excitement about being able to interact with their friends and teachers in person again, which positively influences their behavior and enthusiasm for attending school.

Academic Engagement and Classroom Behavior

Transitioning from remote to in-person learning can significantly impact students' academic engagement and classroom behavior. Research suggests that classroom engagement is influenced by various factors, including the teacher-student relationship, class size, and classroom management techniques, all of which play a pivotal role in shaping students' behavior and participation. Teachers and schools must be mindful of these factors as they support students adjusting to face-to-face education.
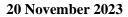
The Role of Educators

Teacher-student relationships have always been fundamental to the educational experience, and the post-pandemic scenario underscores their importance. Positive teacher-student relationships foster a sense of safety and belonging, ultimately influencing students' attitudes toward learning and classroom behavior.

Teachers play a significant role in nurturing these relationships and supporting students as they adapt to face-to-face education. Encouraging open communication and a safe, inclusive learning environment is critical to helping students thrive in this new phase.

Addressing Concerns and Anxiety

While many students eagerly welcome the return to in-person learning, some may experience anxiety and concerns related to the pandemic, such as worries about safety or separation fear. It is incumbent upon schools and educators to implement strategies that address these concerns and create a supportive and nurturing learning environment. Ensuring students feel comfortable, cared for, and heard is paramount to their successful transition.

The post-pandemic scenario presents a new normal for elementary learners returning to face-to-face education. As students adapt to the familiar yet changed physical learning environment, rebuild social connections, and re-engage with in-person learning, teachers, schools, and parents play vital roles in supporting their behavior and well-being.

Understanding the challenges and opportunities in this post-pandemic classroom is essential for fostering a positive and successful educational experience for elementary students as they navigate this evolving landscape.

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