Teachers' condition pre and post covid

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1. Introduction

The challenge of transferring every learning component that was physical into digital is far greater than focusing on the outcomes themselves. [1] Education was seen as Pre-Covid and Post-Covid in terms of challenge in placing the student at the center of the teaching process. A lot of innovative ideas were considered under the term 'e-learning'. A wide range of learning programs were designed in order to pursue excellence in learning, teaching and skill development.

2. Can we remove teachers out of the equation?

Even though the education actors call for more support for learners at home and recognize the role of parents in their children's education, teachers continue to play a primary role in imparting knowledge and skills. [2] Teachers play a crucial role in the recovery phase as they focus on the foundational learning such a reading, number recognition and basic operations. As students cannot progress in learning without mastering the basics first, teachers face a challenge of accumulated poor learning during Covid.

3. What are the schools upto?

The schools faced the challenge of providing sufficient technical support to the teachers and the students. The adoption of latest available technology and setting up of global trends has challenged the schools financially as well as in finding human resources. [3] Post covid the normalcy restoration is difficult to achieve due to the aftermath of fear, insecurity and psyche of the people.[4] The struggle of finding techno – savvy teachers and administrators has led the school to arrange for seminars and conferences as well as training sessions led by experts.

4. Teachers Work conditions

According to the study conducted during the implementation of online learning showed that the teachers were able to adapt to online learning during the pandemic.[5] while there are various studies that show that the teachers struggled in adapting to the online learning. This difference may be due to their age.[6] Young teachers seem to have adapted to new teaching conditions. Teachers faced challenge in providing individual learning environment to the students in the class because the students that were self-disciplined and self-directing were able to cope up with the teachers' methods while the students that were weak, were not able to cope up with the teacher. One of the research reports that the Covid

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[1] "A new trainer teaching framework in the post covid era".2020, Retrieved from hi_tech.unisa.it.

[2] Titus Syengo, (2023, 8 March), The Crucial role of teachers in the recovery phase post covid, https://teachingattherightlevel.org/blog/2023/03/08/the-crucial-role-of-teachers-in-the-recovery-phase-post-covid-19/.

[3] D Ramakrishna Rao (NA), *Teacher's role – present and post covid era,* https://vidyabharti.net/blog/teacher-s-role-present-post-covid-era-dramakrishna-rao.

[4] D Ramakrishna Rao (NA), *Teacher's role – present and post covid era,* https://vidyabharti.net/blog/teacher-s-role-present-post-covid-era-dramakrishna-rao.

[5] Muhamad Norazilawati, et.al.,(2021, September 25),Teacher commitment , satisfaction ind stress during Covid 2019 Pandemic, *International Journal of Academic Research in Progressive Education and Development,* 10(3), 852- 862

[6] Pietro Di, et.al (2020), JRC technical Report,Luxembourg Publications. https://publications.jrc.ec.europa.eu/repository/

condition has worsened the overall wellbeing of the educator as the combined effect of stress has intensified.[7]

5. Need of competent teachers

The pandemic has taught the world that the teachers need to be competent and updated in strategies, pedagogy and technical skills. Whether a teacher has to teach remotely or an online teaching, a competent teacher would go with the flow and adapt to the situation. A competent teacher would be able to inculcate students in center of the learning process along with the new adjustments. The well being of the teachers must be maintained by the management at all levels. As the students are the focus of the system, the needs of the teachers are ignored and thus that increases the stress and anxiety level of the teachers.

6. Changing teaching methods

Teaching is delivering message to the students in a way that they not only understand it but are able to apply it in real life. The live interaction among the students comes under traditional method of teaching. [8] The mutual interaction between the student and the teacher is established in this method but is lost due to social distancing. This results in the loss of knowledge and experience. Pandemic made online teaching methods mandatory in spite of the theory of differences in learning styles. This affected the teacher as many of them lacked the essential skills for online teaching or technology use. [9] Though a lot of online video lectures and instant help provided by the schol solved the online teaching issues, still a lot of effort had to be put in making the online course dynamic, interesting and interactive. Now in the Post Covid Era a blended teaching learning method is used which is a mix of e-learning and traditional learning environment. A lot of systematic and scientific approaches have been designed in this method of teaching and learning where the effort is made to capture the value of community. The value of community is lost in online learning environment as the students are not interacting with each other as well as with the teacher face to face. The blended method makes sure that the students get to see each other and interact face to face as well as learn through online means.

7. Core Principles

According to UNESCO 2019, established a report which states nine concrete actions that are to be taken to advance education: [10]
1. Strengthen education as a common good
2. The right to Education
3. The teaching profession and teacher collaboration
4. Student, youth and children's participation and rights
5. Social spaces provided by schools
6. Free and open-source technologies available to teachers and students
7. Scientific literacy within the curriculum
8. Domestic and international financing of public education
9. Global solidarity to end current levels of inequality

7 Andy Hargreaves (2021, November 11), What the covid 19 pandemic has taught us about teachers and teaching, *FACETS, 6(NA),* https://doi.org/10.1139/facets-2021-0084

8 Oufir Abderrahman (2022, June), Changing roles of teachers in Post covid 19 era, *FLSHAC,* https://www.researchgate.net/publication/362175578_Changing_Roles_of_Teachers_in_Post_COVID-19_Era_Research_Paper_FLSHAC_June_2022.

9 Oufir Abderrahman (2022, June), Changing roles of teachers in Post covid 19 era, *FLSHAC,* https://www.researchgate.net/publication/362175578_Changing_Roles_of_Teachers_in_Post_COVID-19_Era_Research_Paper_FLSHAC_June_2022.

10 UNESCO Education Sector, Education in a post COVID world Nine ideas for public action, https://www.unesco.org/en/articles/education-post-covid-world-nine-ideas-public-action, 2020.

The above point summaries that the governments, international organizations, civil society, educational professionals, as well as learners and stakeholders at all levels must participate in debates and engagement against the real challenge and real responsibility. UNESCO does point out the educational state of children living in poverty who have no other means of education other than physical school set up, has been brought to more disadvantaged state due to Covid. All the core principles must be addressed to the authorities to see that they stay intact. To get a more sustainable and peaceful world one must put an effort in regaining normalcy.

The commission has called to broaden the right of education by changing context, learning throughout life and the importance of access to knowledge and information.[11] Even though the answer to the changing conditions may differ from place to place, there is one common element that derives the vision and mission of the education and that is the humanistic approach where education is the responsibility of everyone everywhere.

8. Home or parental role as defined by Covid
Technical difficulties were prevalent at the home front in significantly more numbers then at the school. This inequality of the students in terms of accessing the digital technologies at home was observed due to the differences in the socio-economic status of the students. Some students had access to laptops or computers at home while some were not. Research conducted in the US as well as in the Europe showed a huge difference in the access to board band internet at home between low- and high-income families. [12] Some researches show more stressful environment at home in low-income families compared to the high-income families. This shows that the parents that were more privileged were able to support their children better.

9. Conclusion
All the decisions that are taken in the context of Covid–19 pandemic will have long term consequences for the future of education. Disadvantage or advantaged group both will have a wide effect on the thinking and learning based on the parental support. Even the materialistic requirements of a school have changed and become the most valued requirement. Even though internet and gadgets are being used as an important part of the system as of now physical effects for example stress and eye problems due to more screen time, has renewed our thoughts on thinking about Education in a very unique way. The inequality due to the lack of resources must also be addressed and the disadvantaged groups must be looked after.

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[11] UNESCO Education Sector, Education in a post COVID world Nine ideas for public action, https://www.unesco.org/en/articles/education-post-covid-world-nine-ideas-public-action, 2020.

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