

Education During Pandemic in The Basic Education Context

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Abstract- *This paper analyses the teaching process during pandemics in the context of basic education in remote areas in the Philippines. It explores the situation of public schooling in elementary school while experiencing the global COVID-19 crisis. This study used literature-based methodology, an effective tool to provide a description, summary, and critical evaluation of the existing literature as the sources. The findings offer insights into the educational system, and enhancement for academic leaders, policymakers and teaching- classroom practices, and future research in the Philippines.*

Indexed Terms- *COVID-19, Education, Elementary Pandemic*

I. INTRODUCTION

For more than two years, the education system played in the unprecedented health crisis that has shaken the world. The greatest test was related to the teaching capacity of teachers while at home, and their encounter with technological literacy and competency (Barrot, J. S. et. al 2021).

Covid 19 pandemic has prejudiced almost the whole thing, partly or completely shifting the usual stationary life. It forced to familiarize new approaches or to yield actions to diminish the influence and carry it to a minimum. The effect did not permit by education but vividly changed it. Magomedov (2020), resolved that the escape of such a hazardous virus is novel, if taking into account its huge influence, thus the data that's provided in this exertion might modified and be outmoded, as yet the problem is not completely covered.

Corona Virus (Samoy Jr, H. F. et. al, 2021) a contagion that has overwhelmed the whole earth, has sent paradigm moves in all features of life's events and activities: one of these is our educational organizations

from basic to higher education. Due to the health perils and protocols sent by concerned agencies, the opening of classes for the School Year 2020-2021 executes parental assignment, learning in the new standard, and building connections at home.

II. REVIEW OF RELATED LITERATURE

The rapid shift of paths to an emergency distant teaching and learning arrangement at the inception of the COVID-19 pandemic in early 2020 formed trials across the school scenery for faculty and students and, unavoidably, affects the forthcoming of higher education. We sketched upon education concept, evidence-based teaching performance, and insights from a rapid-response study of academics on the grounds of public health, health advancement, and health statement about their viewpoints on the impact of COVID-19 (Hughes, M. C., Henry, B. W., & Kushnick, M. R. (2020).

The influence of pandemic COVID-19 is experienced in each sector around the world. The education segments of India (Jena, P. K.,2020), as well as the world, are seriously affected by this. It has imposed a worldwide lockdown generating a very bad consequences on the students' life. Around 32 learners stopped moving to institutes/colleges and all educational doings halted in India. The outburst of COVID-19 has taught us that change is unavoidable. It has functioned as a compound for academic institutions to cultivate and opt for stages with technologies, which have not been used before. The education segment has been aggressive to survive the crises with a diverse approach and digitalizing the trials to wash away the danger of the pandemic.

Based on the article of Onyema, E. M. (202). Coronavirus Disease (COVID-19) outbreak poses serious concerns to global education systems. Efforts to contain COVID-19 prompted the unscheduled

closure of schools in more than 100 countries worldwide. COVID-19 school closures left over one billion learners out of school. COVID-19 has adverse effects on education including, learning disruptions, decreased access to education and research facilities, job losses, and increased student debts. Many educators and students relied on technology to ensure continued learning online during the Coronavirus pandemic.

The world is fighting COVID-19 and economies crossways the globe have detailed a lockdown. Work from home (WFH) has converted to the norm, especially for service officialdoms. Following government orders, even the academic organizations had to shut down momentarily, disturbing academic delivery. Thus, they had to find new replacements for academic transfer, and virtual programs were the way forward, the impact of lockdown on the teaching-learning process (Arora, A. K., & Srinivasan, R., 2020).

The article of Radina, N. K., & Balakina, J. V. (2021), explores the COVID-19 pandemic's effect on education systems and their replies to lockdown boundaries, linking available findings with worldwide statistics based on nonstop education scheme monitoring. Global officialdoms recognize the interruption of conventional educational procedures and the emergency conversion to remote learning during the contagion. Scientific literature scrutinizes the availability of online education, substitute forms of distance learning, and the pandemic-induced monetary restraints on universities inhibiting new structure, social sustenance for students, scholarship application, professional expansion of faculty members, and research progress. The pandemic illuminated the matter of disparity in education, which degraded as an outcome of the emergency conversion to online studies.

As of October 6, 2020, COVID-19 has become a universal health catastrophe for nearly 36 million individuals have been infested and over one million have perished. In the Philippines, this explains nearly 325,000 infected and 6,000 demises (Joaquin, J. J. B. 2020). Amongst are over 28 million Filipino learners across academic levels who have to stay at home and obey the Philippine government's quarantine

measures. To limit the spread of COVID-19, most managements have opted to engage in quarantine rules and temporarily shut down their academic institutions. Therefore, more than a billion learners have been affected worldwide. (UNESCO, 2020).

The COVID-19 contagion, Reimers, F. M. (2022), surprised education systems in most nations everywhere, constraining academic opportunities for many students at all planes and in most countries, particularly for deprived students, those otherwise disregarded, and students with incapacities. This impact resulted from the straight health toll of the plague and unintended ripple effects such as reduced family income, food uncertainty, increased domestic ferocity, and other civic and social effects. The troubles caused by the pandemic affected nearly 1.7 billion learners, counting 99% of schoolchildren in low and lower-middle-income nations (OECD, 2020c; United Nations, 2020, p. 2).

III. METHODOLOGY

This paper is a literature-based methodology, an operative tool to deliver a description and serious assessment of the existing literature as sources mostly gathered from online studies and DepEd Orders. It can also be a broadly orderly way of gathering and synthesizing preceding research. Statements are based on the current situations as well as cited literature and studies. From Philippine to out-the nation studies, the concrete experience of the authors in running their teaching works in the public elementary school.

IV. RESULTS AND DISCUSSION

Most nations all over the world are absorbed in how to begin the new school days within the 'new normal' of instruction and learning without sacrificing the students of their privilege to quality education. The public and private academic organizations in the Philippines are coached by DepEd to come up with a learning continuity plan (LCP) for the school year 2020 - 2021. LCP is a set of education interference in reply to the challenges in basic education carried by the Covid-19 pandemic.

This strategic plan is intended to carry out the manner of classes amidst the pandemic. It is an obligation of

the government in shielding the health and safety of students, teachers, and school staff under the health procedure of the Department of Health (DOH) and the World Health Organization (DepEd Order Nos. 12 and 13, 2020). Apart from the LCP, all basic education organizations are mandatory to come up with the school strategy for amenability with the least health standards as per DOH rules on the risk-based community health ideals for COVID-19 moderation (DOH AO No.0015, 2020). All these requirements are essential to be submitted to the DepEd agency before the start of the school year 2020 - 2021 (DepEd Order No. 14, 2020).

Briones (2020), DepEd Secretary, highlighted that the elementary education learning continuity plan in the period of Covid-19 is the reply of the sector to the trials posed by Covid-19 on the ground of education. The Learning Continuity Plan includes descriptions of the following: addressing breaches in learning; steering meaningful shareholder engagement; upholding transparency; addressing the desires of pupils, students with exceptional needs, and students facing homelessness; providing access to essential devices and connectivity for remote learning; providing funds and supports to address schoolchild and staff intellectual health and social-emotional welfare; and continuing to deliver school meals for students. The operation part includes ten major contents which are school readiness, platform and support, content, assessments, teachers' preparation, learners' capability, parents' role, communication plan, continuance, and monitoring and evaluation. All these require proper preparation, brainstorming, meeting, survey, and coordination.

CONCLUSION

The students are provided with learning materials like modules, workbooks, worksheets, and textbooks that aid in their independent learning process. Students in this learning modality have one common communication channel either email, learning management system (LMS), Moodle or any other social media platforms that give students access to the learning materials. This modality is based on constructivism theory where students are actively constructing their knowledge through their own experiences (Elliott, 2000, p. 256).

Lack of responsiveness was the most important reason for those who did not accept virtual classrooms tailed to an absence of interest and doubts concerning the worth of virtual classes. Less appearance, lack of special touch, and lack of communication due to connectivity problems were found to be the important downsides of virtual classes. Amongst those who accepted virtual mode, the real benefits were meaningfully less than the predictable benefits. Network issues, lack of training, and lack of awareness were major challenges faced by the teachers.

RECOMMENDATION

Since distance learning involves a high level of interaction between the teacher and students, the teacher must treat learning problems that students might encounter taking into account the individual needs of the students in terms of their learning styles. Teachers must initiate virtual learning activities such as collaborative work to motivate students to learn. They should be more creative, motivate their students to actively participate in the virtual learning, and engage the students in deeper learning so that the desired learning outcomes are met.

The role of the teacher in the new normal plays a big part in the teaching and learning process using the chosen modality. The role is expanded as compared to the normal classroom setup. In the new normal, the teachers must be available at all times even though they are working at home. Although a bit burden for the teachers, they need to be available online at all times in case of queries from the students and parents. The education sector is suggested to provide facilities and infrastructures including, network, power, accessibility, and availability of digital training for the school, particularly in remote areas.

The main duties of the school as they are responsible for the monitoring of students and teachers with or without disease symptoms. The responsibilities of the school administration extend to the implementation of this policy to maintain safety within the school community.

The school community must promote information sharing including prevention and control measures and follow the guidelines set by the health authorities.

School Activities and Events Curricular and co-curricular activities are part of the teaching and learning process. These help learners develop their skills and talents.

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(APA style)

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