

Return-to-school survey after lockdowns: a perspective from educators working in Bangkok

Alpna Tiwari

Research Scholar, Department of Management, Nirwan University, Jaipur, Rajasthan

Dr. Kritika Tekwani

Assistant Professor, Department of Management, Nirwan University, Jaipur, Rajasthan

Prof (Dr.) Ravi Kumar Goyal

Professor, Department of Mechanical Engineering, Nirwan University Jaipur

Abstract— The coronavirus pandemic has changed the whole scenario of the world's education sector. We never imagined that, in addition to IT professionals, anyone else, including elementary school teachers and kids, might work from home. The whole world got limited to a small screen. This study will look into how instructors are dealing with the changes that have occurred as a result of the pandemic in schools that use a mixed teaching paradigm. The goal of this study is to see how teachers in hybrid schools are dealing with the changes that have occurred as a result of the pandemic. The methodology used for this study is quantitative research and descriptive research. Online surveys and unstructured telephonic interviews of teachers were used as data collection tools. Teachers from different schools were asked to respond to a simple questionnaire online as an in-person meeting is not allowed yet in schools. Teachers were quite busy with online teaching and the end of the academic year, therefore just a few questions were posed. A number of newspaper pieces were also scrutinized. According to the findings, the majority of teachers prefer the hybrid approach of teaching because it is easier to handle fewer kids while adhering to health department rules. The study's findings could be utilized as background to learn more about instructors' perspectives and revamp the educational system. The study is confined to a few teachers; however, it might be expanded to include additional teachers from various levels of education.

Keywords—Covid-19, pandemic, teachers, educators, teaching, learning, online, children, student, onsite

I. INTRODUCTION

This research is based on an online survey of Bangkok primary school teachers, in which roughly 100 educators participated during December 2021 and January 2022. As a covid control measure in Thailand, schools halted in March 2020 and reopened in July 2020. Teachers in the morning stand by with thermometers to check the temperatures of students along with their parents, in the classrooms also teachers kept their alcohol-based sanitizers and other cleaning measures. In the schools everywhere covid-control measures were posted, teachers included covid related topics in each subject whether its science class, English, Thai language or health education class. While teaching teachers needed to wear facemasks along with face shields, while checking notebooks they have to check whether students are following social distancing or not. April 2021 again schools closed due to covid breakdown all over Thailand, borders sealed and again online teaching-learning started. The same situation persisted until November 2021, when various polls were conducted to obtain feedback from parents and teachers, the majority of whom were in support of reopening school once teachers and pupils were fully vaccinated. Teachers

II. REVIEW OF RELATED LITERATURE

The researcher has reviewed several related articles and studied their objective, methodology, data collection tools, and conclusion.

Moss G et al (2020) surveyed around 1653 primary school teachers in England, their study explored how teachers prioritize their duty towards their families and their students during this unusual time of covid lockdown. The study found that teaching is much more than learning; even when teachers are stressed in their personal lives, they consider their pupils' emotional well-being.

In their study, **Hoang A.D. et al (2020)** discovered that covid-19 lockdown has negative impacts on teachers, including unexpected increases in unemployment. Around 18000 ex-pat teachers living in Southeast Asia were surveyed online, and the data were analyzed using ANOVA, which revealed that more teachers intended to leave their current nation or even the teaching profession owing to the ongoing lockdown.

Puttimanoradeekul, P. (2021) researched the disruption caused to education business during covid-19 waves, researcher has used the qualitative method of study, used some data from UNESCO and other agencies. According to the study, the digital revolution has produced new opportunities and problems in the education industry, and online education has become a requirement in Thailand's educational system.

Beattie M. et al. (2021) investigated the distinct challenges faced by teachers as a result of abrupt changes in the education system, from onsite to fully online. This study examined Scottish primary teachers' adaptation to emergency remote teaching (ERT). According to the findings of this study, engaging students, communicating with learners, and differentiated teaching were difficult with ERT.

Sheikh A et al (2020) conducted an extensive qualitative study on school reopening strategies in various countries. The US and UAE are completely closed until all children have received full vaccinations, whereas most Asian countries are following national plans to reopen schools, with outdoor classes or a hybrid model of learning. The plans for reopening differ depending on the school level.

Ziauddeen N et al (2020) investigated the risks and benefits of reopening schools in the United Kingdom, as well as the difficulties in persuading teachers, parents, and students to return to school. This study was conducted after September 2020, when schools in the United Kingdom reopened following the first lockdown; it was a qualitative study that considered the quality and safety experiences of children, parents, and teachers.

Godbole M. et al (2021) conducted a cross-sectional study, a random sample of 100 teachers was selected for this study. They were surveyed through a pre-tested, structured questionnaire to assess the prevalence of anxiety and perception of e-learning. Around 58 % of Teachers accepted that e-learning must be practiced on a regular basis, while 42 % felt that it needs some modifications.

Mellon C (2022) conducted a small study, five Irish teachers participated in an in-depth semi-structured interview as part of a small study to explore Irish teachers' evolving identities. Their story was about what it meant to be a teacher in the midst of pandemic uncertainty. The findings revealed that teachers' identities have shifted and a new image has emerged; initially, they struggled with the transition from onsite to online learning, but after the difficulties they encountered, a new self, teaching became more student-centered, teachers are more confident with online teaching tools ready to use.

C. *Data Collection*

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Demographics		Number	Percentage
Age	20-30 Years	46	40%
	30-40 Years	17	14%
	40 Years and above	19	16%
Gender	Male	36	31%
	Female	45	39%

The demographic characteristics of the respondents are shown in Table I. Out of 115 respondents, 40 percent were between the ages of 20 and 30, 14 percent were between the ages of 30 and 40, and 16 percent were between the ages of 40 and 50. Thirty percent did not mention anything in the survey. The survey included 31% male instructors and 39% female teachers, with the rest of the respondents remaining anonymous. Respondents were mostly ex-pat teachers working in Bangkok.

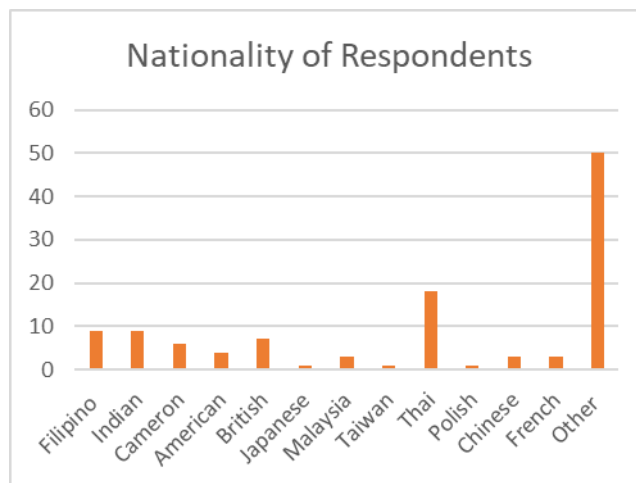


Fig. 1 A simple bar graph to show the nationality of teachers

IV. RESULT

Google spreadsheets were used to translate data from Google Forms. "Assuming appropriate safety measures are in place in your school, what is your preference for returning to school?" teachers were asked. "Nearly 44% of teachers said they support a hybrid teaching strategy that involves half-time onsite and half-time online instruction."

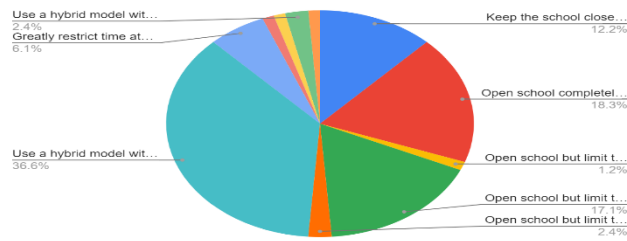


Fig. 2 A simple pie chart to show the preference of teachers to return to school.

28% of teachers responded that school leaders were helpful in resolving the challenges faced during distance learning, only 3% of teachers responded that school leaders were never helpful at all.

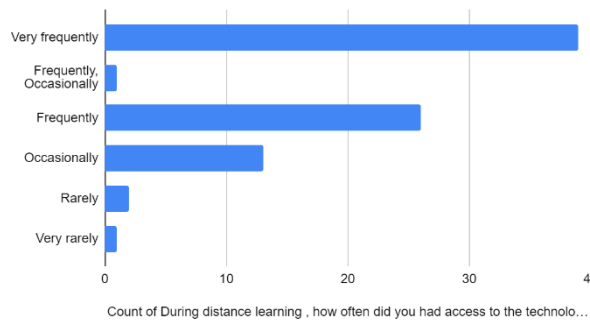


Fig. 5 A simple bar chart to show the accessibility to technology for teachers

48% of teachers used the technology very frequently during distance teaching, 33% used it frequently, 17% occasionally, 2% rarely and only 1% very rarely, there was no one who didn't use technology at all.

When asked, "If a form of distance learning continues, what specific systems and structures worked well for you that you would like to see continued?" teachers had a variety of responses. The majority of them found Google Classroom and quiz websites to be very effective in engaging students and want to continue using them. Teachers agreed that after returning to onsite schools they have to again work hard to bridge the learning gap formed because of continued distance learning. Parents' support during classes, access to technology, and background noise were major barriers during classes but as the distance learning continued all these issues slowly got resolved to some extent. When asked about their emotional wellbeing mostly teachers had colleagues available for support.

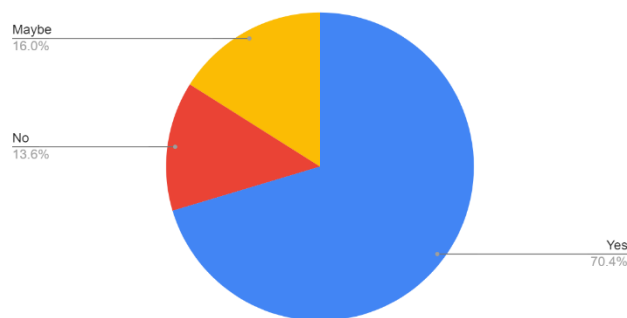


Fig. 6 A simple pie chart to show the availability of a reliable colleague to share feelings

70% of teachers agreed that they have a colleague with whom they can discuss their sentiments once school reopens, regardless of the worry; however, 14% of teachers claimed they do not have a colleague with whom they can communicate their thoughts.

VI. LIMITATIONS

This study, like others, has its limitations, as it was limited to a very small sample size. Because school teachers were highly busy switching online and onsite sessions and creating learning materials, the target region was only selected schools in Bangkok, and respondents were the researcher's personal contact. Teachers were asked only a few questions regarding their views on school reopening; a more in-depth study can be conducted in the future.

VII. CONCLUSION

Primary schools, like doctor's offices, grocery stores, pharmacies, movie theaters, and food manufacturers, are crucial parts of our social infrastructure. Teachers and school employees, like other prospective workers, must be protected and cared for both during and after the pandemic. The dilemma of whether or how to reopen primary schools is not simply scientific, but also emotional and moral. Teachers in Bangkok increasingly want a regimen that includes daily interaction with their students. Teachers believe that children are accompanying parents to visit recreation sites or restaurants or shopping so it is an injustice to keep the school closed. As a result, it is preferable that we learn to cope with the pandemic while continuing to educate and learn on the job. If necessary, teachers are willing to convert to online learning at any time. Teachers who are also parents find it difficult to go to school to teach, and their children attend an online school, therefore they demand uniformity in the reopening of schools.

VIII. REFERENCES

- 1) Amri, A., Tebe, Y., Siantoro, A., Indrawati, M., & Prihadi, C. (2021). Teachers' voices on school reopening in Indonesia during the COVID-19 pandemic. *Social sciences & humanities open*, 4(1), 100218.
- 2) Beattie, M., Wilson, C., & Hendry, G. (2021). Learning from lockdown: examining Scottish primary teachers' experiences of emergency remote teaching. *British Journal of Educational Studies*, 1-18.
- 3) Gray, N. J., & Jourdan, D. (2021). Co-operation and consistency: a global survey of professionals involved in reopening schools during the COVID-19 pandemic. *Health Education*.
- 4) Godbole, M., Ban, D. D., & Subramanian, A. A. (2021). A cross-sectional study to assess the prevalence of anxiety and perception of e-learning among school teachers. *Indian J Public Health Res Dev*, 12(2), 204-208.
- 5) Hoang, A. D., Ta, N. T., Nguyen, Y. C., Hoang, C. K., Nguyen, T. T., Pham, H. H., ... & Dinh, V. H. (2020). Dataset of ex-pat teachers in Southeast Asia's intention to leave due to the COVID-19 pandemic. *Data in brief*, 31, 105913.
- 6) Jelinska, M., & Paradowski, M. B. (2021). Teachers' Engagement in and Coping with Emergency Remote Instruction during COVID-19-Induced School Closures: A Multinational Contextual Perspective. *Online Learning*, 25(1), 303-328.
- 7) Kamath, S. P., Mithra, P., Joshi, J., Kamath, P., Unnikrishnan, B., Rao, S., ... & Bhat, K. G. (2022). Perceptions of teachers towards COVID appropriate behaviors for school children in coastal South India. *Current Psychology*, 1-11
- 8) Kraft, M. A., & Simon, N. S. (2020). Teachers' experiences working from home during the COVID-19 pandemic. *Upbeat*. Downloaded July, 7, 2020.
- 9) Levinson, M., Cevik, M., & Lipsitch, M. (2020). Reopening primary schools during the pandemic. *New England Journal of Medicine*, 383(10), 981-985.