

Teachers Affected By COVID 19 And Their Professional Performance

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Abstract

The objective was to determine the degree of correlation between the effect of Covid 19 and teaching performance in the educational institutions of UGEL 03 Cercado, Lima - Peru, 2022. It is important to indicate that this study confirms the generalized prevalence of the effect of Covid 19 and teaching performance, which is related to how other studies have shown that it affects the academic performance of students. The method used was the hypothetical deductive, descriptive, and cross-sectional correctional design. The population consisted of 60 regular elementary school teachers. Data were obtained by means of a survey and two questionnaires based on the Likert scale were used as instruments. The same data were processed through the Spearman rho statistical analysis. The results indicate that there is a 0.859 correlation between both variables.

Key words: covid19, teaching performance, basic education, academic performance

1. INTRODUCTION

The Pandemic has brought a great lack of motivation to many teachers, for various reasons. But teachers are concerned that they are teaching via video calls, frustrated that students are not learning enough. Since motivating students in the virtual classroom is essential during the Covid-19 pandemic. Importantly, social restrictions forced most people to alter their daily activities. As a consequence, adapting to the new normal is a difficult process.

It is determined that one of the social groups that suffers this change is that of teachers, who use their resources to find ways for permanent education work through the implementation of distance education in the context of a fragmented educational system.(Andrada and Mateus, 2022). With the institutions closed and the alternative use of distance and/or blended learning, schooling presents a reality that is totally at odds with the core of the school process, which is the development of knowledge and interaction with others and differences.

The recognition of teacher performance defines procedures and practices for teacher training and professional development. It is a set of activities planned in terms of pedagogical mediation and the interaction between scientific and educational knowledge, as well as sociocultural and linguistic mediation.(Becerra Hernandez, 2020).

In addition, reviews of the literature on teacher performance reveal findings that allow comparing and differentiating how teachers developed their teaching practices before and during the pandemic.(Brito et al., 2022).as they point outDahri et al., (2021), the withdrawal from classrooms due to the spread of the coronavirus has been a challenge for the Peruvian education system and many other countries since the beginning of the pandemic.

TheWorld Bank (2020), shows that the pandemic and prolonged school closures have changed the role of teachers, but most of them are not prepared for the change, so they develop comprehensive social, emotional and psychological protection strategies to keep them safe. being, becoming a very important characteristic to be able to escape the educational delays that the pandemic has given us.

Young people, on the other hand, fare worse because they are more vulnerable to violence. The changes brought about by the new academic climate have made teachers face new challenges, through self-training, the development of online courses, etc., focusing on the use of technological tools and digital skills, not just learning , but also interacting with students in the classroom(Herrera-García et al., 2021). Experience in developing teaching practice creatively, responsibly and ethically even in emerging situations(Jimenez, 2021). Some teachers are directly affected by the health crisis, while others will experience financial pressure (in the private sector) through pay cuts or late payments(Manzur-Vera et al., 2022). The absence of student assessment during school closures means that teachers will not be able to learn from the student while trying to support students remotely.

All these genres present challenges for teacher performance in the use and management of resources and technological tools in this type of remote work, and remote learning is difficult to implement.(Miranda et al., 2021). Teachers work hard to fulfill their roles as mentors, facilitators, and/or facilitators of distance learning through the use of online platforms.(Molina and Cantuña, 2022).

Thus, education is a fundamental human right, a key driver of development, and one of the most effective tools for reducing poverty, promoting health, achieving gender equality, achieving peace and stability, and other goals. However, COVID-19 has disrupted the lives of young children, students, and adults.(Exposito and Marsollier, 2021). The social and economic impact of the pandemic has exacerbated the global education crisis and is having an unprecedented impact on education systems. Regarding the mental health of teachers, it is also affected and the risk of violence continues to increase(González et al., 2022). Therefore, it is not uncommon for many teachers to feel fearful, hopeless, or stressed about being confined to their homes due to the risk of COVID-19, especially in these times of social engagements and remote learning implementations.

Located in the Cercado de Lima district of the city of Lima, UGEL 03 is no stranger to the exposed realities. Many teachers, parents and students voluntarily comment that the teaching performance is above their capacities, all without allowing their own educational development.

Given this situation, the objective of this study was to determine the scope of the relationship between the impact of Covid 19 and teaching performance in educational institutions of the local educational administration 03 of Cercado de Lima, Peru, in the year 2022.

2. METHOD AND MATERIALS

type and design

This investigation corresponds to the deductive hypothetical method, of a descriptive type and of a cross-sectional correctional design, since we proceeded to work from the observation of the phenomenon to be studied, the

theoretical bases allowed us to formulate the hypothesis and the implications of the results were deduced.(Fernandez-Collado et al., 2006; Herber, 2012; Lopez and Sandoval, 2015).

variables

Table 1. Variables and their dimensions

variables	Dimensions
Teachers affected by COVID 19	- Psychological - physiological - cognitive
teacher performance	- Learning assessment - Conduct of teaching - Knowledge Management

Population

We worked with the entire population, that is, with 60 Regular Basic Education teachers from the Local Educational Management Unit 03, from the district of Cercado de Lima (Lima - Peru).

Instruments

To measure the indices of Effects of COVID 19, the PRE-COVID-19 was applied, made up of 6 items that assess concern about the spread of COVID-19 and the impact that this concern may have on the daily functioning of people. specifically on your mood and your ability to perform your daily activities. The 6 items present 4 Likert-type response options (from 1 = never or rarely to 4 = almost all the time), where higher scores indicate more frequent concern about contagion.

To measure the teacher performance indices, the original instrument Tsang-Hester Observation Rubric was applied, which allows measuring the performance of teachers in three dimensions: (a) evaluation of learning, (b) conducting teaching, and (c) management of class. This instrument is characterized by closed, dimensional structure and established on the Likert Scale (1=never and 5 always). Doing a pilot test, a 0.75 degrees of reliability was determined in Cronbach's alpha.

statistical processing

The data was analyzed through the Spearman's rho statistical test, since it was parametric data.(Ortega et al., 2009).

ethical considerations

Data collection was done with the prior consent of the participants.(Espinoza, 2019; UCLA, 2011). The corresponding indications are made known and the instruments were delivered in virtual format. You have to see the schemes to what they represent, the validity and reliability of the instruments that are clearly reliable have been executed within a standard(Lopez and Sandoval, 2015; Mousalli-Kayat, 2015).

3. RESULTS

Table of frequency effects of Covid 19

sex of respondents

		Frequency	Percentage
Valid	WOMEN	39	65
	MAN	twenty-one	35
	Total	60	100

In the table it can be observed that, of a total of 60 cases surveyed, 39 processes, which correspond to 65%, are female; while 21 cases corresponding to 35% consider that they are men.

Correlation levels

correlations

			Effects of COVID-19
Spearman's Rho	teacher performance	Correlation coefficient	0.602**
		Next (bilateral)	0.00
		No.	60

It was observed that there is statistical evidence to accept the assumption that the effect of COVID 19 is directly and positively related to the teacher's performance.

4. DISCUSSION AND CONCLUSIONS

The results of the study are comparable to those published in other media and are not exclusive to other educational levels such as EBR or higher, and have also been an element of study in other educational environments for several years (Nogueira Martín, et al. 2004; Miller and Surtees , 1991; Guthrie, Black, Shaw, Hamilton, Creed, & Tomerson, 1995).

In our opinion, motivated by a sense of historical gravity and a shared commitment to action in the face of the pandemic, each teacher has been forced to use their resources, personal effort, knowledge, and skills to provide a service that they had not often encountered before. The study findings demonstrate high overall dedication, but it is deeply concerning that this occupation had the lowest level of engagement with education authorities regarding the teacher.(Griselda et al., 2022; Hashemi, 2021; Henriquez et al., 2022). Producing in the teacher manifestations of sadness and loneliness that invades the person. This is usually presented with irritability, oppositionism, etc.(Rojas and Cachay, 2021; UNESCO, 2020; University et al., 2022). However, it is striking that in the study that we are referring to in this comparison, the association between sex and the probability of suffering illnesses in general is significant, with male teachers being those at the highest risk(Dominguez et al., 2022).

The findings of this study allow us to affirm that, even in an environment where there is still concern about COVID-19 and its variants and remote work is an option for health care, the work of teachers was not affected by this situation(Orihuela & Cotrina, 2022; Picón et al., 2021). Almost all the teachers that were surveyed indicated having

a medium to high level of performance, although they occasionally experienced stress for the delivery of final evaluations.(Fachin, 2021).

However, students believe that the role of the teacher helped to achieve high educational standards during the Covid-19 era, with many of these deficiencies still significant because the teacher focused on assisting or facilitating the understanding of the fundamental concepts of a life dignity, such as respect, rights and duties, in an unexpected situation and without adequate preparation(Griselda et al., 2022).

At the end of the investigation, the following conclusions were reached:

- The results allow us to conclude that there is a somewhat significant relationship between teaching performance and educational quality in COVID-19 in the Regular Basic Education Teaching staff of the Local Educational Management Unit 03, of the Cercado de Lima District (Lima- Peru). Demonstrating also the equally moderate relationship between each of the dimensions of teaching performance (Assessment of learning, Teaching conduct, Class Management).
- Everything that happened in the educational field during the COVID era was difficult because the strategies for transmitting face-to-face knowledge to the virtual environment were implemented without any adaptation or adjustment process. This resulted in numerous difficulties, for the teacher having a favorable teaching performance despite the different difficulties encountered.
- It is important to note that in educational institutions, the role of the teacher must keep up with technological advances, increasingly improving their digital infrastructure with access to multimedia resources, the development of web platforms and giving students access to knowledge and information provided by Internet connectivity.

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