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Baraklianou Paraskevi

The impact of the corona virus on society and education

Abstract

In this particular article, an overall assessment is made of both the negative and positive sides of the corona virus in society in general, but also in education in particular. This paper is divided into two parts: In the first one, in the clarification of terms, a deep approach is attempted to the advantages of learning with educational software, to the practical difficulties of distance education, but also to the positive elements of cooperative teaching, an educational method that, due to the special conditions of the corona virus, was used little or not at all during this period. In the second part of the article, in the theoretical part, there is a detailed presentation of all the negative effects of the corona virus on society and education. Then, emphasis is placed on the positive aspects of the corona virus in the areas of health protection, the highlighting of new values and the use of new methods in education. Finally, after the conclusions, the article concludes with some suggestions for future research.

Keywords: educational software, distance learning, group-cooperative teaching, teacher burnout, advantages of covid-19, disadvantages of corona virus

Ο αντίκτυπος του κορωνοϊού σε κοινωνία και εκπαίδευση

Περίληψη

Στο συγκεκριμένο άρθρο γίνεται συνολική αποτίμηση τόσο των αρνητικών πλευρών όσο και των θετικών του κορωνοϊού στην κοινωνία γενικότερα, αλλά και στην εκπαίδευση ειδικότερα. Η παρούσα εργασία χωρίζεται σε δύο μέρη: Στο πρώτο, στην αποσαφήνιση όρων, επιχειρείται μια βαθιά προσέγγιση στα πλεονεκτήματα της μάθησης με εκπαιδευτικό λογισμικό, στις πρακτικές δυσκολίες της εξ αποστάσεως εκπαίδευσης, αλλά και στα θετικά στοιχεία της ομαδοσυνεργατικής διδασκαλίας, μιας εκπαιδευτικής μεθόδου που λόγω των ιδιαίτερων συνθηκών του κορωνοϊού, χρησιμοποιήθηκε ελάχιστα ή καθόλου την περίοδο αυτή. Στο δεύτερο μέρος του άρθρου, στο θεωρητικό κομμάτι, γίνεται αναλυτική παρουσίαση όλων των αρνητικών επιπτώσεων του κορωνοϊού στην κοινωνία και στην εκπαίδευση. Στην συνέχεια, δίνεται έμφαση στις θετικές πλευρές του κορωνοϊού στους τομείς της προστασίας της υγείας, στην ανάδειξη νέων αξιών και στην χρήση νέων μεθόδων στην εκπαίδευση. Τέλος, μετά τα συμπεράσματα, το άρθρο ολοκληρώνεται με κάποιες προτάσεις για ερευνητική διερεύνηση στο μέλλον.

Λέξεις-κλειδιά: εκπαιδευτικό λογισμικό, εξ αποστάσεως εκπαίδευση, ομαδοσυνεργατική διδασκαλία, ψυχική εξουθένωση εκπαιδευτικών, πλεονεκτήματα κορωνοϊού, μειονεκτήματα κορωνοϊού

1. Introduction

The corona virus showed up in the beginning of 2020 and led schools to shutdown all over the world. So the transition in the education system was so fast, unplanned and showed that the whole educational staff was not prepared for such a big difference. Because of this sudden educational institutions' closure, a lot of facets in the job have been transformed, requiring teachers to sometimes undertake or alter roles, such as having knowledge about new technological achievements, typing in the computer in order to deliver their lecture and home accountabilities. These changes in the teachers' job life made educational program change. A lot of things - that were operated in one way - were changed at once. These dramatic changes ought to have been done in order to stop or decrease the pandemic spread in the society. Back then, the health system was not ready for such a big spread of a virus which was so easily spread. The hospitals were approximately full of infected people and doctors with all medicine staff tried very difficult in order to stop the spread. No matter of fact that the vaccination choice was not possible, because the vaccine had not been found out yet back then. Thus, the solution outspread that the educational system had to take in order to contribute in elimination.

The personal teaching in the educational institutions is known by its everyday program, but in the corona virus period has been enormous changes in the teachers' school time as the evidence says in many large-scale surveys¹. The distance learning was needful in order to continue the educational and academic year.

The subject of this paper was the recording of the new data caused by the corona virus in society and the evaluation of the quality of tele-education, which due to circumstances replaced in-person education. In this paper, an extensive presentation of the advantages of teaching with educational software was attempted, but also of the difficulties that existed in distance education. Then, an approach is made to the cooperative method, which, although it is considered perhaps the most successful modern educational method, was forced to the sidelines, since it was unfeasible for practical reasons.

Furthermore, it was necessary to make a thorough reference to the general mainly negative parameters, which the virus brought about in the economic sector, in the psychology of teachers and students, in health, in education, without missing the reference to the positive elements that it highlighted. The reason I was led to choose this specific topic was the effort to highlight mainly the difficulties and less some positive aspects, which all the teachers, myself included, experienced, dealing with the situation with minimal resources. Finally, some suggestions are made for future research, based on the conclusions reached.

2. Purpose of the article

With this article, an innovative approach to the new data is attempted, mainly in the field of education and society in general, in Greece and abroad, which was a result of the “outbreak” called corona virus. The purpose of the paper was to investigate and correlate the problems caused by the corona virus in the sensitive area of education with the effort to limit them, with the use of distance education, which became a necessary condition during the first period of the corona virus and left its mark afterwards, when teachers and students returned to school.

The originality exists in the fact that one more sterile presentation of the negative and positive points of distance education was not attempted, but emphasis was placed on the forced exclusion of the cooperative teaching method, which was a key negative aspect with many ramifications in the cognitive field and in the psychology of students. In the literature, the aspects of the article have been developed separately in various researches, but here a combined investigation and correlation of all these elements is made.

My aim was to highlight the feeling of failure, frustration and exhaustion that was initially created in the teachers, after a gap was presented between the expected

¹ Kraft, M. A., Bolves, A. & Hurd, N. M. (2021). *School-based mentoring relationships and human capital formation* (Ed Working Paper 21–441). Brown University. <https://doi.org/10.26300/96bs-6m26>

effectiveness of distance education and its observed effectiveness. Ultimately, my concern was to highlight the positive sides of this whole situation, since the teachers were forced to survive professionally, using new tools, to fight with an anxious beast, to suffer psychologically, but also to adapt to the new teaching system.

In their struggle, the students were companions as well as their parents who sometimes gave strength and sometimes created problems. Finally, my personal ambition, with this research, was to have a legacy, so that in the future we can all be more prepared and efficient in the management of such emergency situations.

3. Clarification of basic terms

3.1. Advantages of teaching with educational software

Studies have shown that it is necessary the countries be ready in pandemic situation, in order to the education not to be affected. The children are not in danger especially of serious illnesses, since in the pandemic periods must be applied the social isolation, because at school it is easier the illnesses to be transmitted and be transferred at home to the older people who may be more in danger² and with more serious consequences in a great majority of people³. So, countries will be more experienced because of the covid-19 period, in order to manage same situations in possible future pandemics. For this reason, the use of distance education is deemed necessary, so that they accomplish the course material and, on the other hand, do not endanger their own health and that of their loved ones.

The advantages of teaching with educational software are:

1. One severe advantage is the promotion of the interaction between curriculum and students. This happens because the software can “chat” with each and every one of the students in a different way, depending on the way that everyone realizes the information that he gets.
2. Software can arouse the interest of the students, since it incorporates many things (e.g. graphics, sound, animations, colors, videos).
3. The students can evaluate their own progress, since the correction of their mistakes can be done faceless, which is something that ensures their autonomy.

The computer use changes the conditions and the results of the teaching, given the fact that the technology use permits in each student to⁴:

2 Abdulmir, A. S. & Hafidh, R. R. (2020), The Possible Immunological Pathways for the Variable Immunopathogenesis of COVID-19 Infections among Healthy Adults, Elderly and Children. *Electronic Journal of General Medicine*, 17, Article No. em202. <https://doi.org/10.29333/ejgm/7850>

3 Cakir, Z. & Savas, H. B. (2020), A Mathematical Modelling Approach in the Spread of the Novel 2019 Coronavirus SARS-CoV-2 (COVID-19) Pandemic. *Electronic Journal of General Medicine*, 17(4), em205. <https://doi.org/10.29333/ejgm/7861>

4 Peck, K. & Dorricott, D. (1994), Why use technology? *Educational Leadership*, 51(6), p.p. 11-15.

1. Learn and gets developed with each own rhythm
2. Have access to the information, to evaluate this information and to spread this information
3. Hold and increase the quantity and the quality of his/her syllogisms
4. Solve complicated problems
5. Develop various forms of expression (including the aesthetics)
6. Be sensitized and become able to use the sources of the knowledge that exist inside and outside of school
7. Be placed in a position to be able to carry out an important task
8. Have access to high level teachings
9. Find help from the synchronous ways of information and communication
10. Increase his/her both productivity and effectiveness

The virtual environment of education helps children and in other lessons just like the English lesson. Children are helped to learn to speak another foreign language and the virtual environment permits the students to have everything that had dreamed about and they can interact, collaborate and includes simulation and interactive environment⁵.

Some positive points on the online learning, such as high level knowledge of the students, the questioning and the balanced competition⁶. Via the online education, time is saved, the transcendence of time and place becomes a fact, children can have access on the material whenever they want via internet access and the educators can find from the online school material the appropriate information and exercises based on students' need easily and quickly⁷.

The teachers two months after the outbreak of the pandemic, had positive opinion for the technology use on education and believed that they could have used it in activities in the future⁸.

If the computer use becomes with the correct way in education, this situation has positive outcome to the children, helps them on the self-confidence and on the strengthening of their personality. When the appropriate software exists and the children occupy with the appropriate activities, the software helps the children learn reading, writing, maths, science and social science.

Many advantages are given by the special educational programs for special education. Either they are children with school performance slightly below the average of a class, or they may have severe mental retardation, penalization, partial or total

5 Baiyere, A. & Li, H. (2016). Application of a Virtual Collaborative Environment in a Teaching Case. 22nd Americas Conference on Information Systems, San Diego, 2016, 1-8.

6 Westberry, N.C. (2009), *An Activity Theory Analysis of Social Epistemologies within Tertiary Level E-Learning Environments*. Hamilton, New Zealand: University of Waikato.

7 Anderson, T. (2008), *The Theory and Practice of Online Learning*. Second Edition. AU Press Canada. Athabasca University.

8 Giovannella, C. (2020), *Measuring the effect of the Covid-19 pandemic on the Italian Learning Ecosystems at the steady state: a school teachers' perspective*. Retrieved from <https://www.researchgate.net/publication/343127257>

blindness, deafness, the computer can have programs very friendly for these children as well. A program of writing and reading for children with mental retardation can exist. This program draws on the computer screen big characters, as they are drawn by a human hand, then there is positive score for the correct answers, but when the answers are wrong, explanations are given and the score does not go down⁹. So, in this way, these children learn with the form of a game and they entertain too.

3.2. The difficulties in distance education

The distance learning can be put through by internet access, the radio, the use of telephone, by the electronic messaging and telecasting and the communication via emails¹⁰.

There are many reservations in terms with the generalized computer use in education as auxiliary mean but also as a mean of teaching.

The reasons are:

1. Many educators and students are not familiar with the computer use, especially in Greece, where the educators are on average old, it is more difficult to respond to the new data that covid-19 provoked and some situations should be managed that may not be familiar (e.g. computer use, methodology of distance learning). Educators' self confidence that existed in pre-covid-19 period may decreased
2. Another negative factor is the material cost of the equipment and the difficulties of the use of this equipment. It has to exist a large capacity hard drive, a microphone and two speakers, big personal space in order the lesson to take place, but also available phone line.
3. The augmented occupation of teacher and students with the computer, there are some negative (social and psychological) consequences. The computer user stays for much time alone with the computer, he does not have the ability of direct human contact, there is no authentic, interpersonal communication, social participation etc.
4. The students are isolated by their classmates, they lack of learning stimuli that can be given by the educator and by their classmates. It is not easy the exchange of feelings and the expression, as a result the emotional part of the students to be limited. The teachers feel more satisfaction, when they interact with the students in class with their physical presence, which in distance learning cannot be done^{11 12}.
5. With distance education, the interaction between teachers and students is not always possible, because the child has to raise his hand on the electronic

9 Mucchielli, A. (1987), L'enseignement par ordinateur. Paris: P.U.F

10 Ash, K. (2014), E-learning's Potential Scrutinized in flu crisis. *Educational Week*, 282009, 1-13

11 Nambiar, D. (2020), The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2). DOI: 10.25215/0802.094. Retrieved from <http://www.ijip.in>

12 Orhan, G. & Beyhan, O. (2020), Teachers' perceptions and teaching experiences on distance education through synchronous video conferencing during Covid-19 Pandemic. *Social Sciences and Education Research Review*, 7(1), p.p. 8-44. Retrieved from https://www.researchgate.net/profile/Sigrudur_Olafsdottir2/publication/344025173

platform interfering with the lesson, the teacher is likely not to notice him and if he does, to give him the floor and then to open the microphone to add something to the lesson or ask a question. As we understand this process is difficult (more difficult than in the classroom course) and thus it is possible that the students' participation in the course will decrease and many of their questions will remain unanswered.

6. It is necessary that in students' projects not only the students to take the right answer, but to know why some of their answers were wrong, to be given the correct answer to them, always customized in their needs and in their abilities.
7. Difficulties may be in order to be structured an educational software by the teacher, since it is needed more work time to have it ready from the time that is needed to prepare the teaching at school.
8. The distance education can provoke serious problems in communication. There is inequality in students' participation, since for some of them it is very difficult to stay focused and concentrated or they do not use the computer easily, with as a result this situation may make them feel sad. On teacher's side, it may be difficult to manage all the students' interventions, the teacher cannot give the same speech opportunities to all the students. After all, many times the messaging situation may have the danger to distract student's attention and to disorientate from the lesson.
9. There is not the ability of teamwork teaching, the teaching process is mainly focused on the educator – teacher. There is not the physical presence of the other (impersonal presence), contact immediacy, expression spontaneity, social sense of participation. A team cannot be existed. "A team's operation presupposes the simultaneous and continuous interaction of all the members of the team. But in teleconference, some members do not understand how the other members interact, or understand it late. There are some gaps in interactions which block the development of their relations"¹³.

3.3. Teamwork teaching during covid-19 period and in postcovid-19 period

In the period that the problem was rampant, it was difficult the teamwork teaching method to be applied, because for obvious reasons, children must wear masks, to keep some social distances between them and each team to have specific children at every time, not to change positions in order to avoid the spread of the virus.

But this method has many advantages for the students, because thanks to the teamwork activities, they be socialized, they cooperate with each other, their psychology gets improved and this method can be used in the post covid - 19

13 Κόκκος, Α., Λιοναράκης, Α., Μαρταλής, Χ., Παναγιωτακόπουλος, Χ. (1998, 1999), Ανοικτή και εξ Αποστάσεως Εκπαίδευση – Το εκπαιδευτικό Υλικό και οι νέες τεχνολογίες. Τόμος Γ' ΕΑΠ, Πάτρα

period, since the closure is not applied and the virus may have been controlled.

The teamwork teaching presupposes the creation of few members team in the classroom. This method of teaching aims to the student activation and to the exploratory approach of teaching, aims also to the democratization and to the childrens' socialization.

In our time, both many pedagogues who can be Greeks or from other countries and a great majority of children may prefer the teamwork teaching. Even the modern schools of psychology and the teaching researches support this type of method and they believe that it is very effective.

The advantages of this method are related to the social, psychological and cognitive domain and they are the following ones:

1. On the social domain the advantages are: the division of labor, the interdependence, the acceptance of a person at the team. This method provides more opportunities for communication, collaboration, reciprocity and tolerance towards to something which might be different. The kid gets used to hear different opinions, to see the facts from the others' side and learn to solve smoothly the differences with others.
2. On the psychological domain the advantages can be: the increasing children's self-esteem, lower stress levels, reduction of competition, coherence, positive classroom's climate, limiting mental health problems in their child life, their teenage life and in their post teenage life.
3. On the cognitive domain the advantages can be: the development of critical thinking skills, the ability to analyze, the possibility of explanation based on arguments and justification of their thinking, the reduction of egocentric way of thinking, the ability to adapt to new situations.

4. Theoretical part

4.1. Negative points because of corona virus

The covid-19 virus entered our lives uninvited at very fast pace, causing dramatic changes in society and education in general, leaving its mark on students, parents and teachers.

4.1.1. Changes in society

The negative effects on society both in Greece and internationally are the following:

Most of the people around the world lost some of their people due to the corona virus, the health condition of some others, which was already weakened, deteriorated, while some problems appeared in health of the healthy people until that moment for the first time, with an exacerbation of autoimmune diseases.

Also, in that period of the corona virus, too many lost their life, too many people were treated in the intensive care unit and some of them intubated in machines by taking oxygen in order to stay alive and to come up against the virus.

Moreover, by wearing masks, people inhale high percentage of carbon dioxide, so it is possible to cause problems in some people who are prone to these possible problems.

The businesses because of the restricted measures and were in danger of permanent closure, their profits were dramatically decreased. Some of them were closed and some other for many months intermittently closed because it was forbidden the crowding when the corona virus was on the rise. That was the time when they closed. The businesses have applied many methods to deal with the problems which appeared from the corona virus. So, some businesses reduced the hours that the employees work, or alternate the shifts, or applied the telecommuting, the paid leave or leave with reduced earnings¹⁴. Of course not every strategy can be applied in each and every business, but it has to do with the financial and regulatory restraints.

Plus, one other problem that was appeared from the covid-19 period was the overconsumption of some products such as masks, antiseptics and medical gloves. This social phenomenon was made more obvious in the pandemic period, because many people were afraid of the virus and purchased too many products of self safety which protect them from the virus. As a result, some companies which manufactured some these products to make great financial profits, unlike other companies that did not produce products necessary for this period and as a result were closed. This caused great turmoil in the economy. The pandemic will set the economy back 3-5 years¹⁵.

Furthermore, through the covid-19 period, people were afraid of being next to each other, because of the fear to be infected by someone else. This fear was clear in some cases, even if the people wore masks. This situation has led to the people be less socialized, to be afraid of their fellow human beings and this situation has grown the feeling of loneliness in their hearts.

New fears and stress factors have been occurred to the children from the media that showed videos and photos with unpleasant content. So, these children have to carry out this psychological issue that are facing and keep calm. This help must be given by an expert. That's why there are psychologists in schools in order to protect psychological childrens' health¹⁶.

14 IMF (2020), World Economic Outlook 2020: A Crisis Like No Other, An Uncertain Recovery. June 2020, Retrieved January 20, from <https://www.imf.org/en/Publications/WEO/Issues/2020/06/24/WEOUpdateJune2020>

15 World Bank. (2020a), *Poverty and Shared Prosperity 2020*. World Bank Group. <https://www.worldbank.org/en/publication/poverty-and-shared-prosperity>

16 Tan, W., Hao, F., McIntyre, R.S., Jiang, L., Jiang, X., Zhang, L., Zhao, X., Zou, Y., Hu, Y., Luo, X., Zhang, Z., Lai, A., Ho, R., Tran, B., Ho, C. (2020), Is returning to work during the COVID-19 pandemic stressful? A study on immediate mental health status and psychoneuroimmunity prevention measures of Chinese workforce. *Brain, Behavior, and Immunity*.

The adolescents put a lot of emphasis in the social connection. Friendship is a very strong bond between an adolescent with another and they feel happy when are together, speak with each other, make jokes and live their life with someone else that they trust¹⁷. So, in the covid-19 period they couldn't gather around with their friends, have fun with them, play football, volleyball, basketball or even they hug its other in order to give their joy and their sense of happiness to a person that they admire. These all obligatory stuff for a teenager were gone throughout the pandemic. The gatherings were strictly forbidden in order to prevent and stop the massive spread of the virus as a result the children have not seen their friends for a while. This situation was very painful for them, because not only the friendships but also the relationships between two young people that love each other and may have not revealed to each other their feelings, they could not be able to see each other for a very long time. These romantic relationships both friendly and emotional ones are very important for every person in the world, how much more for a teen that his heart beats in a romantic way, his hormones are changing and the will of teenager is to make the world better. A teenager has the longing to beautify the whole world around him/her. With all his or her power tries to make the world better, fairer and purer for each and every one of the people in the world. What's more, the physical distancing practices might be painful for the teenagers, because all their energy they will store it and they will not throw it around in different activities. The lesson of gymnastics that for many pupils is the favorite one, they will not be able to attend it live, so they are not able to play, to jump, to run and laugh together with their classmates.

The closure of the educational institutions has led the numbers of the adolescent pregnancies to rise¹⁸. The results of such a severe incident led to stop attending school the adolescent in order to be focused to the pregnancy, which as a result can affect the economy and increase the number of the jobless people and especially the young people.

4.1.2. Effects of the corona virus on education

In the field of education, the changes were also great and concerned many aspects of it, students, parents and teachers.

First of all, the distance learning demands computers, cameras, laptops, tablets in order to be able both the teachers and the children to participate in the lessons. So, it is mandatory for a family if the family does not have already these electrical devices, to purchase them, so their child can take part in the lesson and to be present in the lecture. This financial surcharge may be a problem for a family

17 Kilford, E. J., Garrett, E., & Blakemore, S. J. (2016), The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews*, 70, p.p. 106-120

18 Save the Children (2020), The global girlhood report: how COVID is putting progress in peril. Available at https://resourcecentre.savethechildren.net/node/18201/pdf/global_girlhood_report_2020_africa_version_2.pdf

which has many siblings. For instance, if a family has many siblings, it means that it has to have many electrical devices in order to join each and every one of the members of the family the lectures. The problem becomes more difficult in the case that the parents of that family are one or both of them teachers and professors. In this case, they have to possess their own electrical device in order to work.

This problem does not affect only the multi-child families, but the poor ones too. If a family does not afford to purchase the electrical device for their child or their children that is needed, it means that this child or these children will not be able to take part in the lesson. This is a very difficult problem which many families faced. In that case, the child or the children of this family will not be educated or will not qualify to the next class in the next year because of the too many school absences.

The problem gets more complicated, if the parents of the children worked while their children had to join in the e-class. So, if they had to leave the house and go to their work, children may face problems to log in and to attend the class. The children may not know how to face problems with the laptop's volume etc. This parent's absence can be a catastrophe in student's school proficiency, because there will be no one to help them, if they deal with some problem.

In the first pandemic period of Emergency Remote Teaching (ERT) made students neither learn nor comprehend the course material in a good level and diminish the weal of pupils¹⁹. The students were easily absent-minded throughout the lecture and the courses were so boring for them. Some of them could lie that their microphone does not operate, so they can be with justification abstracted. They could even mute themselves and not even attend the course, but do something else, play videogames, chat with their friends on social media etc. They could even fall asleep and have an alarm clock in order to remind them and wake them up, in order to log in to the next course to a different teacher or professor. So, the quality of the course in many cases fell. Some other children in order to mess up the class, when the teacher muted them, they got unmuted and make noises or playing music in order to obstruct the lesson and the course does not be completed as it ought to have been.

The World Bank estimates that 53% of the students at the age of 10 years old in low and middle income countries had not learned reading and comprehending what they are reading or some of them dropped out the school institution entirely, that the Bank named as "Learning Poverty"²⁰. About seven to ten million students will drop out their educational system²¹. But the countries which are poor and their

19 Patrick, S. W., Henkhaus, L. E., Zickafoose, J. S., Lovell., K., Halvorson, A., Loch, S. & Davis M. M. (2020), Well-being of parents and children during the COVID-19 pandemic: A national survey. *Pediatrics*.

20 Azevedo, J.P. (2020), How could COVID-19 hinder progress with Learning Poverty? Some initial simulations, Available at <https://blogs.worldbank.org/education/how-could-covid-19-hinderprogress-learning-poverty-some-initial-simulations>

21 World Bank (2020f), Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere. Washington DC: World Bank.

citizens because of their bad financial situation may cannot afford the technological materials and they are not ready for the distance learning²².

In Greece when the institutions were shut down, the lessons were done with the distance learning in a technological platform which name was “Webex”. Under no case, Webex can replace the lesson which takes place in the classroom with some negative outcomes in the learning and of course the physical presences of the teacher and the students were missed. Also, may some teachers’ and students’ privacy was not completely and fully protected. Sometimes it was possible some parents to criticize in a very strict way the educators about their lessons since they could watch the whole lesson. This criticism could be sometimes unfair since some parents were not specialized educated about the course.

One more negative point of the use of the e-class named “Webex” in Greece was that the whole system was too loaded with many users in the country, so sometimes some problems occurred. These problems were that the internet speed was too slow and some users couldn’t participate in the e-class because the system logged out them and did not let them to log in.

One of the most serious measures against the spread of the covid-19 was the use of mask by the educators and the pupils. As we understand, this situation could be very repressive for the teachers and especially for the students who have the need to speak and to yell. The educators and the students should speak loud because their faces were covered with masks and as a result this situation may lead to sore throat and be prone to throat infections. Especially, the little children of the primary school faced difficulties in using masks in the first period, were talking in low volume and they couldn’t be heard, some others were ashamed and they did not participate in the class. Especially, in the first class of Primary School, when the educator presented a new letter and made the letter’s sound should have been clear and that leads to creates difficulties to some children to learn the syllables and the words.

During the covid-19 period, some measures were taken in order to stop the spread of the virus. In Greece in the break time when the institutions were open, each class had its specific space, the classes were divided in plots of land inside the school’s yard to prevent the virus be spread. In that way, the contact between children from other classes was vanished, because they couldn’t be together in order to prevent the spread. Also, in Greece the morning prayer which takes place in the school yard in normal situations, in the period when school institutions were open, took place in each class alone from the others. In that way the children felt a little lonely, some others could be unhappy and cut off the other children at school. The presence of psychologists was necessary nowadays at schools in the post covid-19 period, psychologists could help children face this problem, they could help them to manage the emotional changes of the children but also of their parents and teachers.

22 Sintema, E. J. (2020), Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. *Eurasia Journal of Mathematics, Science and Technology Education*,16,1-6. <https://doi.org/10.29333/ejmste/7893>

Because of the strict measures, in Greece the children was not permitted to change positions inside the classroom and in that way they could not cooperate with each other. The school holidays and the school excursions were forbidden or were not many in time that the virus was spreading in an alarming way. This situation has negative consequences in the formation and strengthening of the students' national consciousness since the school holidays took place in the classrooms and in no way can be compared with the school holidays that took place in an enormous place in the period previous of the pandemic. This situation may have negative consequences in psychology of the children and the teachers, because may not these situations may not please them. Also, the school excursions in the post covid period which were very few, may had tired some teachers and some pupils who have the need of playing and going in the nature or even watching some theatrical performance.

Some studies had shown that the closure of the institutions for a lot of time and the students' stay at home may have negative consequences at their psychological and physical health²³. The "psychological impact" of the quarantine is wide, important and may be long term²⁴.

Another negative point that happened throughout the covid-19 period was some children lost some meals that were given to them at school. Specifically too many children missed school meals when the educational institutions were locked down in the pandemic period. In some low and middle income countries the children rely on the free school meals that are given to them at school. So it was a serious problem for them when the educational institutions were shut down, especially because of the food supply insecurity throughout the covid-19 period²⁵.

Whatsoever, there are millions of little children that cannot afford the living and the sources that are provided to them are infinitesimal²⁶. So, in the period of corona virus, the problem could become bigger, because of the economic instability that outcome from this period.

Moreover, parents were very stressed out because of this situation²⁷. This high rate of stress emotion was obvious²⁸. This is very normal because, parents have

23 Brazendale, K., Beets, M.W., Weaver, R.G., Pate, R.R., Turner – McGrievy, G.M., Kaczynski, A.T., Chandler, J.L., Bohnert, A., von Hippel, P.T. (2017), Understanding differences between summer vs. school obesogenic behaviors of children: the structured days hypothesis. *Int J Behav Nutr Phys Act* 2017 Jul 26;14(1):100.doi: 10.1186/s12966-017-0555-2. PMID: 28747186 ; PMCID: [PMC5530518](https://pubmed.ncbi.nlm.nih.gov/PMC5530518/)

24 Brooks, S.K., Webster, R.K., Smith, L.E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G.J. (2020), The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*. Published: February 26, 2020 DOI:[https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8)

25 Mayurasakorn, K., Pinsawas, B., Mongkolsucharitkul, P., Sranacharoenpong, K. & Damapong, S. (2020), School closure, COVID-19 and lunch programme: Unprecedented undernutrition crisis in low- middle income countries. *J Paediatr Child Health*. 2020 Jul 3 : 10.1111

26 Global Partnership for Education (GPE) (2020), GPE and COVID-19 (Coronavirus). <https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-factsheetcovid-19.pdf>

27 Davis, C.R., Grooms, J., Ortega, A., Rubalcaba, J.A.-A., Vargas, E. (2021), Distance Learning and Parental Mental Health During COVID-19. *Educ. Res. Vol 50*,p.p. 61–64

28 Wu, M., Xu, W., Yao, Y., Zhang, L., Guo, L., Fan, J., Chen, J. (2020), Mental Health Status of Students' Parents during COVID-19 Pandemic and Its Influence Factors. *Gen.Psychiatr*, Vol33, e100250.

never faced with a problem such this before and the many years before never was appeared a problem just like this, so the whole community and the parents to know in advance how they will handle it and how they will not be stressed and be calm and relaxed. This high rate of stress emotion was created because the parents had to play the role of the supplementary teacher, so that is the reason why they felt nervous and stressed out and these results of were seen in both primary and secondary education.

The loss of professional identity, uncertainty and burnout are the topics which concerned most the teachers in the transition to the distance learning²⁹. The professional identity with the uncertainty which have to do with a way of teaching that was never applied in such magnitude in so little time. Also, in this situation it is normal to tire some teachers which have never dealt with such a difficult situation problem with the pandemic before and moreover to have to deal with the education transition to remote education and knowledge transfer to the children.

The sudden, quick change to the way that the teachers do their job, resulted in a large drop in educators' feeling of success³⁰.

Corona virus period also had negative consequences on a lot of teachers' well-being, with stress augmentation and anxiety acceleration which both impel people to burnout³¹. These toxic psychological situations can be catastrophic for peoples' both physical and mental health. And this happens because physically a person feels fatigue when he feels pressure so he becomes anxious and this toxic situation damages person's health. And mentally because the human's brain feels tiredness when for example the teacher has to work in a way that he has not worked before because of the changes that happened through corona virus period in the way of distance learning. Also, a lot of autoimmune diseases can be provoked via one toxic situation which leads to burnout. All these negative, toxic situations caused problems in teachers' health and made them to feel awfully every time they woke up and it was day to work from distance. So, in that way the whole meaning of feeding with knowledge the children was messed up, because when the teacher doesn't have yearning to pass the knowledge that has to the students, the whole education system has collapsed and the teacher does not do his or her work right. This beautiful feeling that a teacher feels he or she tries to pass his/her awareness to a little child is indescribably beautiful and fills the teacher with joy and exhilaration that he or she does his/her job right.

29 Reich, J., Buttner, C. J., Coleman, D., Colwell, R., Faruqi, F., Larke, L. R. (2020, July), *What's lost, what's left, what's next: Lessons learned from the lived experiences of teachers during the pandemic*. <https://doi.org/10.35542/osf.io/8exp9>

30 Kraft, M. A., Simon, N. S., Lyon, M. A. (2021), Sustaining a sense of success: The protective role of teacher working conditions during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness*, 14(4), 727–769. <https://doi.org/10.1080/19345747.2021.1938314>

31 Diliberti, M. K., & Kaufman, J. H. (2020), Will this school year be another casualty of the pandemic? Key findings from the American Educator Panels Fall 2020 COVID-19 surveys (RAND Corporation Research Report. RR-A168-4). https://www.rand.org/pubs/research_reports/RRA168-4.html

4.2. Positive points thanks to corona virus

As the ancient Greeks said, “there is no evil that does not contain something good”, so the corona virus, in addition to its negative aspects, also has the positive ones which touch the society, the students and the teachers that will be mentioned below.

4.2.1. Positive effects on society

The global shock caused by the corona virus in general, led to global information and awareness on issues of hygiene, safety, virus prevention, since people also became “doctors” for themselves and their people for a while.

Also, most people learned to be frugal, not overconsumption of luxuries, with a positive impact on the household economy most of the time.

In addition, during the corona virus period, because there was a long-term curfew, emissions of harmful combustion gases (cars, public transport, etc.) were reduced and air pollution was generally reduced.

Another positive element is that society has learned to listen to experts and respect their opinions, such as the advice of infectious disease specialists, pulmonologists, epidemiologists and psychologists. The virtue of obedience to the specialists was mandatory in order the people to survive. Both the students and the teachers were obliged to pay attention to the advice that was given by the scientists who were expert in their job and to obey at their suggestions. Students took a very important lesson from this situation. The obedience is a virtue that it is quite difficult to transmit to the little children. In this way, via the corona virus combat, children have understood how important and serious is to listen carefully what the scientists say about a so sever topic, as the corona virus pandemic problem.

Furthermore, in Greece when the weather conditions did not permit the teachers and the students to go at school in order to be ensured their safety, the lessons used to be missed. In the post-covid-19 period, it is given the opportunity the lessons to take place via distance learning method. So, if it snows or even something else happens that repulses the school institutions to open and to operate, the lessons can take place via the “Webex” application in which both the teacher and the students will log in and they participate in the e-classroom as they used to in the covid-19 period.

4.2.2. Positive effects on education

Thanks to the corona virus, children have learned a very important life lesson which is about their hygiene and their health protection. For many years, the children could not understand the magnitude of significance that hygiene has in their life. For instance, they did not protect themselves, they did not wash their hands often, or they did not use antiseptics in order to kill the germs. Or even though, many children used to eat their food without washing their hands, so all the germs that were on their hands,

they got in their organism and they infected their body with many diseases. Or even some children used to put their hands on their eyes in order to rub them, especially when some of them felt tired in order to rest their eyes. In that way, the microbes got through their body from the touch of the hands that have not been washed to the pupil's eye. This illness which may carry, could spread them to their classmates and to their friends and they could spread the virus to their parents, grandparents, uncles, aunts, brothers, sisters, teachers, friends, neighbors and so on. So, the matter of hygiene and the protection of spread has been taught in practice via this pandemic and the use of masks and antiseptics when finally, the school institutions were open.

Second positive point that came from the institutions' closure and the distance learning was that some children found the e-lessons very interesting since many young children are familiar with the technology and this method of lessons found some children prompt to cooperate with the educators and to participate in with joy and with interest.

Another positive matter that came out from the corona virus period is the fact that some children because they saw with their own eyes some of their members of their families to lose their life or to be saved in the end, they realized how important is the fact of being health and that health is the one of the best and greatest virtues that a person has to have and all the other material goods are not so important as the matter of health. They took into consideration that health is more important than anything else and this consideration will help them to be less money grubber, since money does not buy love or friendships. So, in that case the children took a very good example in practice that money is not everything and the willing of being rich, is not everything.

Also, a very good lesson which came out from this period, is about the parents' point of view in health protection of their own children. For example, if a child does not feel good, they parent must not let it go at school in that day, because it could infect the other children at school, because of the absence of the precautionary measures in virus spread. So, in that way, the parents have learned that it is out of question, if their child looks sick, to let them go at school. It is a matter of fact that this solution has raised awareness to the parents, who are nowadays in the post-covid period better informed about the stop spreading the virus to the people. So, in that way the corona virus period has informed the people and especially the parents in practice and have rung the bell of their attention in matters such as their own protection, their own precaution and their own health but the protection, precaution and health of the other people in the society who may be more prone to get sick. So, this is about of matter of ethos. It is an important knowledge which children obtain, which it has to do with society protection, it has to do with the general good in the world.

Also, some parents took place in the educational process since were able to watch and hear in detail the lessons and in that way they were able to help the children in practice, or to remind them some information or some homework that may the educators deliver to them. During the class the parents could hear the teacher educating the children and they could watch the whole lesson that it

was taking place. So, they parents could understand how difficult a lesson can be, how important is the profession of the teacher, how patient must be a teacher in order to be a successful teacher. In this way, the parents will understand the difficulties and the duties that a teacher has, which must be respected and not to be negatively criticized by anyone. Moreover, it has to be referred, that with the distance learning, the kids gained more time to occupy with the study and their homework at their homes, since they did not waste time to their way at school.

The teachers learned to use the technological device and some technological tools. One of them was the e-use of the “Webex” application which as referred before, was the e-class in Greece where children and teachers worked with the synchronous or with the asynchronous method or with both the methods together. This fact came inevitably in teachers’ life, because in the lessons they had to participate in. So, some of them -because they might have not occupied with the technology before – found it a little difficult at the first place, but they were grateful because thanks to the distance learning they have learned to use the technological tools, that might have never had learnt before.

Besides all these, in the period that students went back school but during the pandemic period, it is necessary teachers assign homework to the pupils along with studying, since homework have many positive points, because the pupils may had some learning gaps through the covid-19 period and also homework develop some skills of the pupils. Homework is an integral part of the educational process, as long as some certain conditions are met, such as cognitive level and interest of the students, the curricular objectives and the necessary school materials that are available at school. The educators believe that homework is mandatory for all the students, because the homework help them to keep in their mind all the information that they have been taught. The students believe that homework helps them in improving school performance. The parents believe that homework is necessary because the students learns by studying alone and in this way, it is possible to keep in mind whatever the child has been taught at school ³².

This situation has made a good affect to the teachers, too. They may have lost some beloved people, some friends of theirs and this situation may have changed even though the hardest characters. Some of them may love more their job before because of this bad situation that has passed. So, this is a good affect to the teachers. Some of them may have solved some differences that may had with their colleagues, because they have realized all this negative situation which may some teachers had with others does not matter and the most important fact in life is being healthy and being happy with the people that they love you and you love them.

In this entire adventure of the corona virus, the cultivation of some great virtues, such as life, health, altruism, responsibility, helped the children to mature

32 Χατζηδημού, Δ. (1995), Οι κατ’ οίκον εργασίες των μαθητών. Εκδοτικός Οίκος Κυριακίδη

during the first time they returned to school after the strict quarantine. In that way, the teachers had the advantage to learn the students the obedience in practice. Children that may be disobedient in the past, after covid-19 period, may had been more obedient and teachers have achieved one of their goals which is about the enrichment of the childrens' character with some virtues. One of them is the obedience. Of course, obedience does not mean that a child or a person has to have no willing, or personal point of view or the ability to think critically. These are some abilities that a child has to obtain and to carry them at its whole life. But the virtue of obedience has nothing to do with child's free willing, personal opinion on a subject or the ability of critical thinking. And this because it is a matter of fact that the specialists, the doctors and the scientists have to propose to the people what is the protective measures that children and the whole society must follow for the general public good.

5. Conclusions - Suggestions

From the previous analyzes and from my personal experience, some results emerge. Distance education, as there was no relevant experience, could not cover all the gaps and caused disruption in the job and in the psychology of teachers and students. However, some positive points emerged that were kept as a legacy for the future. The same has generally been the case with the corona virus and its impact on many sectors of society, since in addition to its negative aspects; some positive aspects have also emerged.

In summary, it is worth emphasizing that identifying all these components of the new situation during the time of the corona virus and shortly after, assessing their severity and determining ways to improve them, will help in a more effective management in similar cases, emergency situations.

At this point in the article, it is necessary to present some suggestions for future research. There is a place for future research which is very interesting it is about how teachers' job changes as an outcome of the pandemic, that in order to be done it has to collect both results before and after educational institutions' closures. There is also need for data on how teachers managed this specific job throughout the pandemic.

1. First of all, the way in which teaching with educational software can co-exist with live education must be further studied and the limits of each must be determined in order to produce beneficial results for students and teachers.
2. The research showed that the team-collaborative method and the project method should not be sidelined even in times of crisis. Therefore, it is necessary to make widely known, through seminars to teachers, the method of separating children in educational rooms that some teachers probably did not use this method, because they were not familiar with the auxiliary tools of the "Webex" application.
3. It is useful to have a special training course taught in all universities where primary and secondary teachers study, so that they are prepared to handle such situations.

4. Because, based on our research, the intervention of parents in educational matters has increased, some limits must be determined with special regulations, so that these interventions contribute to the good of the children without hindering the work of the teacher.
5. It is worth conducting a deeper study of the psychological problems caused by the corona virus in general and in particular the change in the way the course is conducted (distance learning) for teachers and students, so that these feelings can be decreased with corrective actions with the help of experts.

Finally, because based on global surveys, the teaching profession is quite mentally draining and fatigue quickly sets in, it would be good to provide some kind of support and new motivations for creation (especially under unforeseen situations), so that the teacher can continue to be the core of education and not to feel that his role is devalued, but having the overall acceptance and recognition of his effort, to continue to see his profession as a function of offering to the other people.

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Corona virus and teachers' adaptation

Abstract

This paper is about the changes of the covid-19 at school and society. Reference is made to the new curricula due to the use of technology, to general social problems, to the change in the psychological state of teachers, but also to the new skills they had to develop. The purpose of this article was the bibliographic review of all the aforementioned parameters, in order to inform about an unprecedented and difficult situation, especially for education. The method used in this thesis was a chronological presentation of bibliographic sources related to the subjects studied and the investigation of some solutions - proposals. The conclusion that emerges is that teachers, in this critical period, had to be psychologically rigid, apply new teaching methods and adapt. The reasons that make this paper worthy of attention and study are the abundance of arguments in the analysis of this unprecedented problem and the original way of approaching the individual issues.

Keywords: distance learning, covid-19 period, combination of teaching methods, teachers' qualifications, social isolation, mental exhaustion, teachers' stress.

Περίληψη

Αυτή η εργασία αφορά τις αλλαγές που προέκυψαν κατά την περίοδο covid-19 στο σχολείο και την κοινωνία. Γίνεται αναφορά στα νέα προγράμματα σπουδών λόγω της χρήσης της τεχνολογίας, στα γενικά κοινωνικά προβλήματα, στην αλλαγή της ψυχολογικής κατάστασης των εκπαιδευτικών, αλλά και στις καινούριες δεξιότητες που έπρεπε να αναπτύξουν. Σκοπός του παρόντος άρθρου ήταν η βιβλιογραφική επισκόπηση όλων των προαναφερόμενων παραμέτρων, ώστε να υπάρξει ενημέρωση για μια πρωτόγνωρη και δύσκολη κατάσταση, ιδιαίτερα για την εκπαίδευση. Η μέθοδος που χρησιμοποιήθηκε στο παρόν πόνημα ήταν μια διαχρονική παρουσίαση βιβλιογραφικών πηγών σχετικών με τα θέματα που μελετήθηκαν και η διερεύνηση κάποιων λύσεων – προτάσεων. Το συμπέρασμα που προκύπτει είναι ότι οι εκπαιδευτικοί, την κρίσιμη αυτή περίοδο, έπρεπε να είναι ψυχολογικά άκαμπτοι, να εφαρμόσουν νέες μεθόδους διδασκαλίας και να προσαρμοστούν. Οι λόγοι που κάνουν την εργασία αυτή άξια προσοχής και μελέτης είναι η πληθώρα των επιχειρημάτων στην ανάλυση του πρωτοφανούς αυτού προβλήματος και ο πρωτότυπος τρόπος προσέγγισης των επιμέρους θεμάτων.

Λέξεις-κλειδιά: εξ αποστάσεως εκπαίδευση, περίοδος covid-19, συνδυασμός μεθόδων διδασκαλίας, προσόντα εκπαιδευτικών, κοινωνική απομόνωση, ψυχική εξάντληση, άγχος εκπαιδευτικών.

1. Introduction

Corona virus had negative consequences in the community, since it augmented the social problems such as jobless and poverty. The education could not be affected by this situation. Many changes have been made at the educational process, since the educators had to use the distance learning method, to manage their own stress, childrens' stress and the stress of their parents' too. The teachers should expand their knowledge, obtain new professional skills and enhance the skills that already had, in order to cope with their difficult duty. Besides, the teacher profession is absolutely interwoven with the lifelong learning and the continuous effort. A teacher in the effort of doing his/her job effectively, some predispositions have to exist and mainly he/she has to love his/her job.

The contemporary questions that arise are: (i) whether it is necessary to combine live education with distance education (use of technology), for better pedagogical-cognitive results and in times of calm? (ii) How necessary is the psychological support of teachers and students in general in each period? (iii) How can the teacher of the future be helped in his multiple role and emerging challenges?

The choice of the topic was imperative, because as an active teacher during this period I faced in practice the difficulties mentioned in the article,

just like most teachers. Because the situation we all experienced was new and there were gaps in the literature, I thought it appropriate to highlight all aspects of the subject with the goal of being prepared for the educational community to effectively deal with similar situations in the future.

The structure of the article is defined as follows: after the summary and introduction, there is an analysis clarifying terms such as educational stress, the state of the school in the period of covid-19, changes in the educational program, qualities of the successful teacher and qualifications which must have the period of covid-19. After the analysis of the above terms, which was necessary, in the second part of the paper which is the theoretical part, an analytical presentation of distance education in combination with live education was attempted, which the first initially and the second later were used in the pandemic.

Also, the difficulties of the corona virus period were highlighted due to social isolation and mental exhaustion that tired people in general and teachers in particular. Social problems and the social aspect presented in the teaching and learning process. Thus, it is assumed that there will be multi-faceted information on the issues that are raised and thus the preparation and dealing with the problems in similar cases will be easier.

2. Purpose of the article

The purpose of this paper is, after investigating the new data and the problems that have arisen due to the coronavirus, to highlight the means that had to be mobilized by both the teachers and the government (distance learning, changes in educational programs). Thus, under similar emergency conditions in the future, we will have a basis to adapt to new needs.

After noticing down all the strategies and skills both in teaching methods and in dealing with the growing psychological and social problems of children, some ways of further improving the educational process and socializing children are proposed, so that under difficult conditions each child feels beautiful, without, of course, violating the rules of orderly operation of the school.

3. Clarification of basic terms

3.1. Educational Stress

The main source of stress for modern man is the environment of his professional space. When the profession is human-centered, the psychological and emotional pressure is many times greater since a personal contribution of the soul is required in order to be effective in his work¹.

1 Ρούσσου, Μ. (2020), Το Εργασιακό Άγχος των Εκπαιδευτικών. Εκδοτικός Οίκος: Vnapharm.

The work stress is defined as the result of the characteristics of the place where the individual works, which exert pressure on him². The occupational stress is stated as a condition in which stressful situations related to our profession accumulate³. Also, there is a statement that occupational stress is the experience of negative and unpleasant emotions such as frustration, anxiety, tension, anger, which are the result of problems that occur in our professional environment⁴.

Many have tried to define “educational stress”. Disappointment, anger and sadness and in general all the negative emotions that are created when a teacher practices his profession, is named educational stress⁵. The teaching profession is considered one of the most stressful professions⁶. More specifically, in a survey of 26 different professions ranked the teaching profession among the 3 most stressful worldwide⁷, while according to another research 78% of teachers have their work as the only source of stress⁸.

The main source of job stress is that teachers find it difficult to perform their duties due to the pressure from the daily demands of the classroom and school⁹.

The human stress is a mobilization of the adaptive capacities of mind and body¹⁰. The stress can be a negative emotion which makes negative consequences to somebody’s life and health, but it can be a positive emotion because thanks to the stress level the human being gets motivated to do a work. But the stress emotion changes from a person to another, because some people face it efficiently, but others cannot handle it, as they should have and suffer from this emotion. The human body -in both human beings categories- try to respond to the stress level in a shorter or in a longer period of time. Some of the people are able to tame their stress level sooner or later, but others cannot make it, especially if the stress level is intense and exists for a long time.

The collapse adjustment process includes three stages, which are¹¹:

1. General Adaptability Syndrome (GAS): an alarm reaction, shock and reduced resistance and mobilization of the defense mechanisms but rekindling of the resistance

2 Cox, T. (1975), *The nature and management of stress*. New Behaviour, 3, 493-495

3 ΚΑΝΤΑΣ, Α. (1995), ΟΡΓΑΝΩΤΙΚΗ-ΒΙΟΜΗΧΑΝΙΚΗ ΨΥΧΟΛΟΓΙΑ. ΑΘΗΝΑ, ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ.

4 Kyriakou, C. & Harriman, P. (1993), Teacher Stress and School Merger. *School Organisation*, 13(3), 297-302.

5 Kyriacou, C. & Sutcliffe, J. (1978), Teacher stress: Prevalence, sources, and symptoms. *British Journal of Educational Psychology*, 48, 159-167.

6 Borg, M. & Riding, R. (1991), Occupational stress and satisfaction in teaching. *British educational research journal*, 17(3), 263-281.

7 Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005), The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178-187.

8 Cox, T., Mackay, C. J., Cox., S., Watts, C. & Brockley, T. (1978), Stress and well being in school teachers. Paper presented to the Ergonomics Society «Conference Psychological response to occupational stress». University of Nottingham.

9 Ζαλβάνος, Μ. (2002), Οργανωτική Συμπεριφορά. Αθήνα: Σταμούλη.

10 Fontana, D. (1989), *Managing Stress*, Leicester: BPS Books (The British Psychological Society) and Routledge.

11 Selye, H. (1976), *The stress of Life*, 2nd ed, New York: McGraw Hill.

2. The resistance stage is characterized from different degrees of adaptability
3. Exhaustion that leads to shock and to physical and psychological collapse

If one person is not stressed too much or it can be adapted easily and quickly, he can remain to the stages from above 1. and 2.

Some people claim that stress acts as a motivator and thanks to it, they can achieve more things. Most of the times, stress can burden in a severe level our health and to have negative effects to our everyday life and that is the reason why everyone has to be updated so we can identify to the first steps, so the problem will not be extended².

If a person cannot sleep at night easily, or is anxious for something or having a panic attack, or facing depression, it means that this person is too stressed and we have to face it².

From all this information above, it becomes obvious that each and every person face with a different way one stressful situation such as the covid-19 period, some of the teachers and some students had a high rate of stress throughout the corona virus period, because this situation was something that have never seen or lived before again. So, the teachers play an important role, because they have to face with their own stress but the stress level from that front some children. For this reason, the teachers have to obtain some knowledge and skills to support children as well as patience and all the characteristics that a successful teacher has to own.

Surveys have shown that the profession of the teacher can be a stressed profession. This happens because they can be criticized negatively by the children or even by childrens' parents, by their colleagues (other teachers), by their superiors at school(director of the school). Many times the demands that outcome from all the above (children, parents, colleagues and superiors) can be quite different between them and conflicting with each other.

The teachers have to control in every moment and in every second the children in their class, also, there is a lot of work for the parents to do in their free time. The time's ambiguity that this job needs, the continuous further education which is inevitable for this job, the frequent changes at the educational programs, the educational methods, the school curricula justify the inference why the profession of the teacher is stressful.

The students at school and especially the little ones are prone to injuries and accidents because of inattention or because of aggressive behavior to other children. The educators ought to remind the children to move carefully in the corridors and while they are going down and up the stairs, but even in the break time the children have to be very careful. These situations are difficult to happen one hundred percent for a little child and for a teenager because of the immaturity and impulsiveness. Also, the teacher have to care about the relations that the students have between them, so he can make his job normally and easily and to solve their differences that the children have between them and also the eventuality that bullying incidents may

take place, because the bullying situation is a highly anti-pedagogical situation, negative for the childrens' psychology and dangerous for kids physical integrity. It has been observed that the students are more aggressive and impulsive, because of the anxious and stressed situation that happened in the humanity in the last two years of the corona virus problem. The house incarceration for too much time is a very difficult situation to face especially for young people. Also, the parents and the teachers maybe to transfer their negative energy and their stress to the children, but even the children were gone back to school, strict measures were applied (e.g. the mask protection during the class which is something unpleasant).

One characteristic of a good teacher is to be aware not only of subjects which are about his job but also of everything that is going on in the world. Indirect criticism is made by the childrens' parents if the teachers are not informed well. That's the reason why in their free time, the teachers have to get informed by the media, by the newspapers. Moreover, they have to know very good the school curricula that they are teaching and be ready to answer in every possible question that a child may can ask, which means that they have to knowledgeable of their school curricula that they are teaching. So, for all these activities they have to spend some time in order to be aware of all of this and also they have to prepare the way that they are about to teach the children and make the information easily understandable, to find the special curricula for many books or projects and to correct the assignments of their learners. Beyond the time that the teachers spend in their homes, their job at school is very demanding, for as much as to do a very good lesson and discuss with the parents, they undertook additional duties because of the corona virus problem. More specifically, when the schools institutions were open, the teachers may undertake bureaucratic duties such as filling out statements about the childrens' health which were absent, being informed by the parents about the health of the children and the health of their family, because if one person of their family was infected, the child should not come to school. One more duty was in the case of one child was infected, it should have been known with which children was in contact this child, so it should take a rapid test, which is very difficult because the cases of infection were too many. From all this, we understand that the stress level was increased in the covid-19 period, because the teachers did not have much time for themselves. So, there is time's ambiguity that the teacher's profession needs, especially in the corona virus period.

Nowadays, there is common that the parents do not respect the teacher as the previous generations did. This leads to pupils' irrespection to the teacher. This happens maybe because there has been a change to the mindset of the people that the older ones had. Another explanation could be the social problems of the society that leads to this problem and of course the pandemic.

Furthermore, some educators in the effort to be excellent at their duties get anxious and stressed. Also, coefficients of professional stress have to do with the character and the personality of each teacher, such as their sensitivity and

introversion. Moreover, the style which each educator selects to do the lesson, for instance the teachers with analytic style are getting more stressed because the children are not quiet during the class and also by the bad working conditions.

Anyway, school is a variable environment and if the teacher tends to be stressed and anxious, this teacher is very vulnerable by the stress feeling. It may sound weird, this profession is a lonely profession, because the aid that is given to the teacher is not very much from others. The educator is always next to the children and the breaks are short and necessary for relaxation. Teachers are cut off from the other adults during their job time, in order to discuss the childrens' problems, their difficulties and to have advice from their colleagues.

On the other hand, love for the children, the devotion to them and their needs, love for the education and for the subject of the lessons, the teacher's satisfaction are some factors which make the teacher happy and makes him feel integrated.

In some countries specialized teachers' psychologists do not exist because of the financial problems that these countries may face and the school counselors are responsible for too many teachers, so personalized advice to each teacher cannot be given by the school counselors. In that way, the teacher is alone and abandoned without any psychological aid and encouragement, exposed to frustrations and conflicts that the teaching situation often involves.

In this paper, the nuance of the definition of educational stress is related to covid-19 and more specifically, it was observed that the stress of teachers increased during this period, because it was an unprecedented situation, which no teacher was prepared for.

3.2. School situation in Greece in covid-19 period

The isolation and social distancing measures imposed internationally due to the pandemic had very large social, economic, political and educational effects¹². Based on the above data, it is clear that the teaching profession is quite stressful. This stress is exacerbated in emergency situations, as happened during the covid-19 period in Greece which will be analyzed below.

In Greece the corona virus was appeared in 26th of February 2020, when the first people that were infected found out. In March 2020 the Greek government had to deal with the problem of the enormous extension of the pandemic, so it had to protect their citizens, that is the reason why shutdown the schools and the universities and applied the e-learning.

Distance school education was implemented due to the suspension of the operation of school units and the design of these procedures was done by the Ministry of Education and Religious Affairs with instructions for synchronous and asynchronous

12 Reimers, F. M. & Schleicher, A. (2020), A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020. *Organisation for Economic Co-Operation and Development*.

distance education in combination with the use of educational television¹³.

In Greece in the school years 2019-2020 and 2020-2021 was applied the e-learning method and the institutions worked with both the synchronous and the asynchronous learning method. So, the children did not go to school for about two years and this as it is normal had both negative and positive effects at children character, psychology and their teachers' too.

The replacement of live education by the provision of distance teaching in emergency conditions is very different from online distance education, which is a planned educational process, done in normal conditions¹⁴.

The distance learning which was implemented caused a lot of confusion among the parents¹⁵.

In Greece, it has been an entire motion which aim was to prevent people gathering around. In Greece, many famous personalities tried to persuade people to stay at their homes, in order to stop the spread and the numbers of the victims to decrease. Also, when the vaccines were found out, it has been another motion which goal was to convince people to get vaccinated in order to be well protected in case of getting infected by the corona virus.

So through covid-19 period schools were locked down preventively for safety reasons. The first lockdown forced the whole staff of the educational system to work from home and the students to join in the lessons via electronic platforms that the Greek Ministry of Education and Religions has structured for this reason. So, all students from the kindergarten, the primary school up to high school and university were forced to attend their lectures from distance via one platform. On that platform, they uploaded their tests, their semester works, their exams took place through this platform and it was given the chance to discuss different themes in the lesson with the teacher or with the teammates. In the next stages of covid-19 period, the schools were ready to operate just like the first time that they worked. Both the teachers and the children were ready and familiar to this procedure. So, they knew the reason how they will have their lectures and how the lectures will be had to them by the teachers.

In Greece the lessons took place with two different ways in lockdown period. In was given the choice to the professors to lecture with synchronous method and with asynchronous method.

The first one means that the lecture takes place via interaction children with teachers in a virtual class, taking course in live mode with the teacher, asking questions

13 Λιακοπούλου, Ε. (2020), Εξ αποστάσεως Σχολική Εκπαίδευση στην εποχή του κορονοϊού: οδηγίες εφαρμογής και υποστήριξη εκπαιδευτικών. Επιστημονική Επετηρίδα Εκπαιδευτικών Πρωτοβάθμιας Εκπαίδευσης Κορινθίας.

14 Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, A. (2020), The difference between emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

15 UNESCO (2020, May13), Reopening schools: When, where and how? <https://en.unesco.org/news/reopening-schools-when-where-and-how>

live to the teacher etc. and the other one means that the teacher uploads the lectures, uploads the tests that the students have to take and from the other side the students download these and upload their solutions, their exams, their tests, their responses, they chat with the teacher for solving different types of questions. There was not any particular difference in terms of students' achievement¹⁶. Also, if the children participate in the two methods asynchronous and synchronous the results are excellent and will be better than if they had attended only in the class in face-to-face method¹⁷.

The spread of covid-19 and the effects of the pandemic brought about changes worldwide. The new educational environment formed is not only limited to the supporting role of the school, but aims to lead to the open school of investigative learning, social solidarity and collaborative creativity¹⁸. This paper converges with this thesis.

3.3 Changes to the curriculum

According to the Institute of Educational Policy of Greece, it is deemed necessary every time to write new study programs, which will incorporate all the positive aspects of the previous study programs, which will respond to the new needs of education in their subjects and practices. The writing of the new study programs is combined with other actions aimed at upgrading primary and secondary education. Indicatively, some of them are the adoption of a flexible and supportive system of continuous training for teachers, new school textbooks, the implementation of skills workshops and actions to strengthen the digital readiness of teachers¹⁹.

The globalization will make the traditional values (skills and knowledge) will lose their significance and new abilities will become more useful and important in the future²⁰.

The artificial intelligence (AI) and other types of technology in the years to come will diminish the repetition, the pattern-prediction and even though the AI is able to decrease the memorization and acknowledgement, and any abilities that are related to collecting, saving and recapturing information²¹. That is a very reasonable

16 Nieuwoudt, J. E. (2020), Investigating synchronous and asynchronous class attendance as predictors of academic success in online education. *Australasian J. Educ. Technol.* **36**

17 Northey, G., Bucic, T., Chylinski, M. & Govind, R. (2015), Increasing student engagement using asynchronous learning. *J. Mark. Educ.* **37**, p.p. 171–180.

18 Αναστασιάδης, Π. (2020), Η Σχολική Εξ Αποστάσεως Εκπαίδευση στην εποχή του Κορωνοϊού COVID-19: το παράδειγμα της Ελλάδας και η πρόκληση της μετάβασης στο «Ανοιχτό Σχολείο της Διερευνητικής Μάθησης, της Συνεργατικής Δημιουργικότητας και της Κοινωνικής Αλληλεγγύης». *Open Education. The Journal for Open and Distance Education and Educational Technology*.

19 <http://iep.edu.gr/el/nea-programmata-spoudon-arxiki-selida>

20 Barber, M., Donnelly, K. & Rizvi, S. (2012), Oceans of Innovation: *The Atlantic, The Pacific, Global Leadership and the Future of Education*. Retrieved from London: <https://www.ippr.org/publications/oceans-of-innovation-the-atlantic-the-pacific-global-leadership-and-the-future-of-education>

21 Muro, M., Whiton, J. & Maxim, R. (2019), *What jobs are affected by AI? Better-paid, better-educated workers face the most exposure*. Retrieved from Washington DC: <https://www.brookings.edu/research/what-jobs-are-affected-by-ai-better-paid-better-educated-workers-face-the-most-exposure/>

result which comes from the dramatic technological growth, which affects everything around it. Also, there has been an upward trend to the abilities such as creativeness and critical thinking²². Furthermore, it has been shown that abilities such as cooperation, communion and the mindset of entrepreneurship are in an uptrend too.

On the other hand, in the case of becoming reality the fact of human prosperity, the human beings do not have to antagonize with the machines, but they have to use the machines for their own good. The social-emotional intelligence that discerns human beings cannot be replaced at any case by any technological achievement^{23 24}.

This paper concerns the changes in the educational program made during the period of covid-19 due to the closure of schools and the new needs that arose during the period of returning to schools.

3.4. Qualities of a successful teacher

The successful teacher not only uses praise to create intrinsic motivation for their students, but possesses certain qualities that set them apart. Most importantly, they take into account the individual differences of their students, such as their age, intelligence, gender, learning level, motivation and character. They have to deal with the older and good performing students differently and the younger and weak students differently²⁵.

A good teacher is the professional who can create an environment in which the senses play a primary role in learning, acts as a catalyst in the learning process and develops close relationships with his students²⁶.

From what has been said above, it is understood that machines cannot replace the teacher. Also, a good teacher must be familiar with technology, which he/she must have as an aid in his/her teaching. Beyond a good knowledge of technology, however, the successful teacher must have some other elements - skills to be more effective in the job.

So, a successful teacher has to obtain many qualities and many aspects to his character, because the demands of the teacher's profession are many. It is constructed a teacher characteristics rating scale and ascertained that the successful teacher has tend to be heartfelt, understanding, amicable, reliable, systematic and gifted with imagination and enthusiasm. It was observed that as the children grow up that are getting educated it is easier to be adapted in the school environment, even if the teacher are inferior to these characteristics that referred. This is justified, since as the children grow older, they become more organizing to their homework

22 Zhao, Y., Wehmeyer, M., Basham, J., & Hansen, D. (2019), Tackling the wicked problem of measuring what matters: framing the questions. *ECNU Review Education*, 2(3), p.p. 262–278.

23 Zhao, Y. (2018b), Personalizable Education for Greatness. *KappaDeltaPiRecord*, 54(3), p.p. 109–115.

24 Zhao, Y. (2018c), *Reach for Greatness: Personalizable Education for All Children*. Thousand Oaks, CA: Corwin.

25 Brophy, J. E. (1983), Conceptualizing student motivation. *Educational Psychologist*, 18(3), 200–215. <https://doi.org/10.1080/00461528309529274>

26 <https://parentshub.gr/paidi/ekpaidefsi/charaktiristika-idanikou-daskalou>

and their duties generally, they communicate easily with the older people and they are more efficient. Of course it was not investigated the importance of specialized subject knowledge, which can play a severe role to the whole teacher's success with the children of secondary education and the primary education²⁷.

The ability of compromise is a very important quality of a successful teacher. Unsuccessful teachers are those who are egocentric, suspicious and dominant, while successful are those who put second their differences between other teachers and the school over themselves²⁸.

Another research showed that as the years are passing by, the teachers miss their idealism, because they are forced to work under difficult working conditions. Many times, these conditions lead to a big or to a small compromise to their ideals²⁹. The successful teacher has to be flexible, which means to be able to adjust the methods that he uses in the class and to children that are being educated. The teacher has to be open-minded and not hidebound which means that he does not have to believe that only his opinion is the right one and all the other opinions have no effect. The teacher has to get new knowledge throughout his life and to be open to learn new ideas and techniques and to reform his techniques if the other techniques are better.

From these above, we conclude that a successful and a good teacher is that one who gathers many virtues to his personality and especially to the covid-19 period, he has to be very adjustable to this new type of teaching, the virtual teaching, the remote teaching. The teacher has to be very patient with the children, because their psychology has been affected due to their confinement at home for a very long time. And they have to be distinguished by their flexibility, because they were called to teach in an absolutely different environment with the aid of the technology.

In this paper it is considered that the combination of all the aforementioned elements is necessary for a teacher to be able to cope when the conditions are unpredictable and the combination of all these elements creates the profile of the successful teacher in the modern era.

3.5. Teachers' qualifications

The shift towards online education and digital socio-educational activities for young people has highlighted the need for faster reforms, capacity building and teacher training in these activities. The teacher had to develop skills, apply new pedagogical methods, as well as have increased digital readiness, while on the other hand the great importance of live activities for students became evident³⁰.

If the educational profession in the era of globalization of refugee crises and

27 Ryans, D.G.(1960), Characterisitics of Teachers. Washington, dc: *American Council on Education*.

28 Cortis, G.A. (1985), Eighteen Years on: How far can you go? *Educational Review*, 37.

29 Oliver, R.A. & Butcher, H.J. (1968), Teacher's attitudes to education. *British Journal of Educational Psychology*, 38, p.p. 38-44.

30 https://www.alfavita.gr/ekpaideysi/361421_tilekpaideysi-oi-epiptoseis-kata-tin-periodo-tis-pandimias

migration flows, digital and other technological cosmogonic transformations was a challenge, as it is perceived in the era of covid-19 it becomes even more complex and more demanding. Therefore, it is necessary to redefine all the qualifications and skills that the teacher must have and they are listed in detail below³¹.

The “Supporting teacher competence development for better learning outcomes” was posted, where specialists from 26 European countries took place, are being presented: the knowledge, the professional skills and the predispositions that a modern teacher has to have³².

A teacher has to have a lot of knowledge. The teacher has to have an excellent knowledge of the subject in detail, but also he has to have pedagogical knowledge of the cognitive object and general pedagogical knowledge. The teacher has to know the curriculum and to be an expert at Educational Sciences (intercultural, special education, historic, philosophic, psychology, sociological, social).

Also, he has to know how to use the technology especially this skill would be very important in the covid-19 period, because the lessons that were taken place by a computer, a tablet, a smartphone etc. Knowledge of development psychology could be a very good asset, since the child depending on the age it belongs to, the psychology goes through various fluctuations. These various fluctuations which are the ups and downs in child’s psychology intensified in the pandemic period and the teachers had to do some interventional movements.

Furthermore, they have to know about the group processes and the group dynamics, since dividing students into groups is deemed necessary in order to achieve better learning outcomes and for the students to be socialized. Teachers have to separate the groups in a way that each group to have both good and bad at grades students and their characters of children must suit. Each child takes a role in the group depending on its inclinations and its interests.

In addition to, teacher has to know the learning theories and to apply them in practice and remain informed of developments. The teacher has to be aware of motivation issues, because these are very important for students’ progress. These motivation issues can be internal such as: child’s ambition, the interest in learning and the curiosity. The external issues have to do with the rewarding of the student such as the school grades and the teacher’s praise to the student. The motivation issues in the corona virus period must be stronger than they had been, because as we have passed the pandemic, the children have a hard time to be in the class because for some time of their life they were closed at their homes which is very difficult for a little child. Also, the teacher has to know the evaluation procedures and methods and to be fair in grading - which as referred - it is a severe motivation issue.

31 Φωτόπουλος, Ν. (2021), Το εκπαιδευτικό επάγγελμα στην εποχή της Covid 19: προκλήσεις, αβεβαιότητες, προοπτικές. Εμπειρικά στιγμιότυπα & κοινωνιολογικές προεκτάσεις. Αθήνα.

32 The European Commission, European Commission (2013), Supporting teacher competence development for better learning outcomes. July 2013, *Brussels: Education and training*

Which could be the professional skills that a teacher has to have?

A teacher has to have professional skills. It is essential to plan and coordinate the teaching properly, to use teaching materials and technology, to manage effectively students and groups. The correct management of the students and groups is achieved with correct use of speech, with persuasion, organization, patience and body language.

The teacher has to set teaching and learning objectives each time in the lesson, to check if these objectives have been succeeded and to try to adjust the teaching with a way that each and every one of the students achieved the goals with the better possible way.

Another duty of the teacher is the cooperation with the colleagues, parents, students and social agencies. The teacher has to be a good negotiator. He has to have reflective, collaborative, interpersonal skills that promote learning in professional communities and he has to draw a conclusion and to make decisions with dynamism.

As for the pandemic, another important professional skill that a teacher should have, was that he had to be aware about the virus news, the protection measures and to respect the measures of the avoiding the spread and to remind all this information to the children.

The teacher has to use theatricality in order to gain the kids' interest as well as giving them various activities (such as painting, pantomime, music etc.), the lessons does not have to be too teacher-centered which means the teacher is the only one who participates in monologues and the pupils are passive information receivers, but to participate active by assuming roles in order the lessons be more attractive for the children, since the covid-19 period has made them tired.

Because of the childrens' closure and the strict measures that the corona virus put in childrens' life, the teacher has to keep the balance, between the stringency to the school rules and the absolutely bossy style and to use the dialogue method with the kids and with this way they will agree together the rules which must be obeyed in class and in the breaks and if some children disobey to the rules, to speak with these children for what reason they disobeyed.

Plus, it is very important the school punishments be avoided. There are some ways that the teacher can use without using school punishments. The punishment method is an obsolete and anti-pedagogical method. One of this way is to reward the children for this good attitude which means the teacher has to perceive what the children like. Children usually like to play, so one of their rewards could be to let them play in the playground. One other way to make them feel rewarded is to let them watch a movie at the end of the day which movie will make them feel relaxed and happy because they did not break the class rules throughout the day, the week or the month. Children also love the stickers when they are little, so if they get a good grade, the teacher can reward them with some stickers at their notebook, their copybook etc. On the other hand, if they are unruly, to stop the lesson and speak with them in order to be comprehended what is their wrong attitude and help them be better.

The educator has to put limits, to speak with a way that the children will respect them and obey them without any doubts, as long as, of course, what he wants in fair and good for the children.

Because of the pandemic period and the institutions closure, children were educated by the method of the distance education. So they children did not take tests, they were not very diligent at their school duties. Especially in the small primary school classes the problem was very obvious, because of the immaturity of the young age. Some problems have been detected at their reading and writing to the little children.

The teacher has to use a systematic teaching method, to make frequent repetitions of the curriculum, to make them children to read and write correctly to take back these skills which some children may have lost.

In covid-19 the teacher had to have excellent communication skills, which means he had to have the ability to communicate essentially with his pupils, to discuss for whatever the kids are concerned about, to be a pleasant guy and with a temperament because the psychology of the people may was not very high because of the situation of the institutions closure and covid-19.

Moreover, he had to have interpersonal skills and empathy, which means he had to have the ability to understand students' behavior, to understand the reasons for a possible problematic behavior of the students, not to judge and not to blame the child. All these presuppose the critical ability of the teachers and this critical ability helps the teacher to be able to think about solutions for the problems which may occur and to react efficiently.

Regarding the teacher's behavior towards other adults, the teacher had to be cooperative with the others, not to be strict to his opinion and to be willing to take advice from other people who make specialists in one sector or by other teachers who may be more experienced. The teacher has to be friendly with the parents of the pupils, by putting some limits to them. The teacher must not be quarrelsome, to be patient and dialectical, to have self-control and composure since the teacher must not look angry toward some parents who because of the covid-19 problems may be desperate and externalize anger, which means scold the teacher, offend the teacher and blame the teacher. Also, some parents may be unwilling to be better their childrens' school proficiency since they may have had some more serious problems to occupy with.

Another characteristic which the teachers had to have was the dynamism in solving problems since the problems were too many and this characteristic can help them not to affect negatively their psychology.

One more skill that the teacher has to have is the organization and methodicality since the teacher had to investigate who of the pupils may have symptoms which are suspicious for covid-19, to keep notes for who are the absent students because of covid-19 and to know with who were the pupils, so these pupils take a diagnostic test in order to understand if he has been infected and to inform the parents about the time for which the children who were infected or may be infected must stay at home.

So, what about the predispositions that a modern teacher has to have?

There are some predispositions that it is good for a teacher to have. These predispositions are about the attitudes, beliefs, virtues and commitments.

Firstly, the teacher has to obtain scientific awareness, which means to be aware of his science, the curriculum has to be known to the teacher and he has to be able to apply pedagogically correct solutions. The teacher has to have the talent of the managements of his students, a high sense of responsibility towards them and to take his science seriously. Teachers have debt in post-covid-19 period more than ever to have high sense of their duty, to be good teachers, to do their job in a pedagogically correct way, since children may have incomplete social knowledge, incomplete course knowledge and may be difficult for the children to be managed. The teacher has to try to be flawless on all levels (learning level of the students, socialization of students and proper behavior of the students) and that his sole occupation not to be a mere formal course.

Secondly, the teacher has to respect the pupils regardless of their academic performance and their intelligence. To encourage them to ask questions about the lessons and not to make them feel fear about their question that may be sound ridiculous or irrelevant. The dark sarcasm between a teacher and the students or between the students is strongly unacceptable. The teachers' duty is to respond to the childrens' questions and not to make fun of them. The teacher also has to protect the students from the mocking of the other pupils and to make them feel free of asking everything that they did not understand about the lesson or make a conversation relevant to the subject which can help the teacher to provide the information better to the children and to understand better something that the majority of the class did not comprehend. The teacher has to lean into the problem seriously and to answer the pupils' questions without evading of them and not to criticize them in an inappropriate way. So, the teacher has to be patient and to solve any possible childrens' question because of the learning gaps that the covid-19 period may caused to some children and to accept the fact that some children have different learning level which depends on the social, economic, intelligent background.

Thirdly, another predisposition which the teacher has to have is about the transferability of knowledge, virtues and opinions. Ever since, this predisposition was very important for a teacher but it is crucially important in the pandemic period because of the distance learning and the possible pupils' absences of the class, the pupils' obtain many knowledge gaps and may present some behavior problems and be a little confused. So, the teacher has to have the ability of presenting his lessons with comprehensible way, to explain any possible questions that the kids may have, so the questions to be resolved and to comprehend the lessons in depth. The deeper understanding of the knowledge taught presupposes the ability of the pupils to present the basic at least points of the lessons and to be able to explain questions of someone else.

Another predisposition which is deemed necessary in covid-19 period is the readiness of change, the flexibility and the continuous learning. Teachers had to practice in distance learning through covid-19 period and especially in Greece they used the “Webex” application and they had to be ready to accept and to apply the strict measures when the institutions at intervals were open. They also had to be ready, to enhance some of their abilities which were very necessary in that period.

The teacher should have the mood to provide his knowledge to each and every one of the pupils, since they may come from a different social, financial and cultural environment and the corona virus caused a new condition affecting some children more form some others.

In addition, it is a basic predisposition of the teachers to enhance the democratic attitudes and practices of the children, the use of speech in solving problems as new European citizens. The kids because of their closure at their homes for a lot of time as it is referred, they might have incomplete social skills, therefore they have to use the speech in order to solve their problems, to present their points of view, to confabulate calmly with their classmates, to manage correctly their personal relationships, without shouting and without the use of violence. The children must respect the opinion of their others’ classmates. They must hear their points of view and be available to change their opinions if it is proved that they are wrong at something, but their classmate may be correct.

Furthermore, the teacher has to have sense of self-efficacy which means to strive to do with job in the better possible way, to have mood of self-examination and retrospection of his/her job, to be industrious, to have ambitions for development and not to want to be stagnant in professional abilities and skills. These predispositions are fundamental in covid-19 period, since the teachers had to increase their knowledge, to apply new methods of practice and to flexible.

It is clear that the demands in the teacher’s profession are a lot. Teachers should have knowledge in many levels, to be able to transmit this knowledge some skills to the pupils, to be an example for the children to follow, to be the link between the authority and the cognition, to keep up with the new standards and virtues. The theoretical background must be obtained by the teachers (lifelong learning, multiculturalism, information on special education issues etc.) and to be applied innovative educational practices (utilization of computer technology, different forms of teaching, many teaching resources, intersubjectivity etc.).

The need of good teachers is vital in this period of time in which some people may be mentally exhausted and socially isolated, since school is one of the most important environments of socialization and consequently, stimulating children’s psychology and mood. Thanks to the teachers’ help, the pupils can build their own dreams for the future and to feel optimism for the years that will come, by giving to the pupils the necessary educational supplies. The educators have to take responsibilities, to take many roles and they may feel mentally and psychologically exhausted,

because of their multiple roles, the long term stay at their homes, their stress and their educational weight that have to lift by giving knowledge to the children.

4. Theoretical part

After our attempt to clarify some basic terms, which are necessary for this paper, it will follow below, a thorough listing of some theoretical information, which will facilitate the research that will follow.

4.1. Distance learning in corona virus

The distance learning has been known in the past. A lot of seminars in many and different topics have been taken place via the method of distance learning in the period before the pandemic broke out. Also, there was the potentiality for a master of science student or for a philosophy of doctorate candidate to defend the thesis that was about to present from distance. For instance, there are a lot of cases that the students defend their work in distance, one or more than one of the professors of the examination committee can be in a different city, in a different country or even in a different continent. Moreover, the whole procedure of the PhD thesis can be integrated via distance. A lot of students attend classes in Master of Science level or in Bachelor level from distance and the examinations can be taken place from distance. Many scientific papers can be written in cooperation the professor with the candidate from distance and be presented in scientific journals and their whole cooperation between the teacher and the student can be one hundred per cent from distance. They can have conversation via e-mails or they can have video conference in order to have immediate relation and discuss the topics that they want in a more immediate way.

Distance education gathers several positive points. But it certainly cannot replace live teaching, with the physical presence of the teacher and the students.

4.2. Combination of methods distance learning – teaching in class

The combination of methods (distance - live education) is the ideal way of teaching, so that children get the advantages of both methods.

The online learning method, can be supportive in combination with the traditional teaching at school and the home education³³.

It is good that in addition with school teaching, both the technology be used and the distance learning (for example in the days that the weather conditions do not permit the lesson to take place), especially now in the post covid period, since

33 Muirhead, W. (2000), Online education in schools. *International Journal of Educational Management*. 14(7), p.p. 315-324. <https://doi.org/10.1108/09513540010378969>

the children and teachers are familiar to the technology use and some teachers and some children liked it, when it was used in the covid-period.

Generally, most of the people believe that none of the teaching methods from its own, does not lead to positive results, but the quality of a teaching method is the one that guarantees the success. It is very essential the way that these methods can be used always with the child's learning in mind.

All the teaching methods can be used as long as some pedagogical conditions must be respected. Which can be these pedagogical conditions?

Firstly, the learning needs of the students have to be diagnosed. Also the teachers have to be educated appropriately in order to apply any new learning method. Each teaching method may fit more or less with a cognitive subject.

If it is considered that each person can learn by his own way and by his own rhythm, depending on their interests and their abilities, it is concluded that each learning method can help more or less some children.

We conclude that a combined use and exploitation of the advantages of both learning methods is needed. Certainly, in traditional forms of teaching methods, there is the coordinator teacher, also there is authentic communication and there is deeper connection with the object of study with the use of printed material.

On the other hand, with the distance learning, many problems can appear. Especially, teachers who are not knowledgeable on the technology, sometimes some of them cannot get over the embarrassment and the lack of confidence, when they used to apply the distance learning method in order to do their lessons in the pandemic period. Many times these feelings were comprehended by the students and this could lead in lack of their interest, since they see the teacher as an authority, as a profound connoisseur of the subject, dynamic and self-confident. Via this method (distance learning), there was not obvious the sense of warmth, the immediacy offered by the book and the children could not feel with the same good way, since they did not go at school, they did not change environment, they did not see their schoolmates and they did not attend the lesson closely.

For this reason, the e-class must be friendly and functional, the children and the teachers have to have an active participation and the warmth of the traditional way must take place. The combination of many teaching methods helps to the enrichment of the curriculum, to the access of bibliographic sources and to the adoption of modern educational techniques.

4.3. Social isolation and mental exhaustion in covid-19 period

In Greece, as in most countries, during the period of the coronavirus, the education in the classroom could not be implemented due to the fear of the spread of the virus, everyday life was turned upside down and this brought about changes in the lifestyle and psychology of students, teachers and all people.

For much time, people were isolated, they did not communicate with people next to them. In Greece if a person wanted to go out of his own house for any reason, he was obliged to inform an agency of the state which was about the protection of the covid-19 by sending a SMS by the mobile phone or to write an application in which he was referred the reason why he wanted to go out of his house. In that way, all the people felt trapped, confined at their homes and they lost their freedom. Especially, people who were alone at their own home and they did not have any other person in their house, some of them may their health be burdened. This situation had negative consequences at the psychology of many people. The feeling of the fear was really intense in that period because of the great number of covid-19 victims.

The human being is by its own nature a social being. The trying of being socialized is a need for the human being, if a human is not consorted with other people, may collapse.

4.4. Social problems in the pandemic

In such periods of social isolation, mental exhaustion and turmoil, as in the period of the corona virus, it is logical that social problems appear and that existing ones are magnified.

Corona virus has led to the social problems to be more intense, such as jobless and poverty, many deaths because of the virus and even family members of the children. More brawls appeared in a family because of the quarantine and the strict measures, so it is normal that this situation has affected in a negative way the psychology of the children. The teacher is called to identify the children who are affected negatively their psychology, to investigate the reasons why this situation happened and cooperate with patience and insistence with the parents, psychologists and social workers in order to make childrens' psychology better, to join smoothly in their class, to be socialized, to create stable friendships with their classmates and be better at their lessons. The children may feel fear and anxiety because of the corona virus. Especially it is possible the little children to have been estranged by their classmates, maybe this will have trouble making friends, since their age and their closure at home may lead to these children have incomplete social skills. The teachers have the duty to include these children into friendships, as well as having the ingenuity and the necessary knowledge, to put the children to appropriate friendship, depending on their character and their interests. Also, the educators have to nurture the social students' skills by giving them the right advice, with various activities and games and with the cooperation of psychologists, social workers and other teachers such as integration department teachers, parallel support teachers, theater teachers, physical education teachers etc. The strict measures have affected the psychology of the most people, so a great majority of children too and this is the reason why many new people face with psychological problems.

4.5. Social aspect in teaching and learning

In order to alleviate children's psychological problems, education plays a decisive role, since a correct and psychologically balanced teacher guides the children, teaches them to manage their stress and, with the help of psychologists, identifies the students' psychological problems in time and treats them.

The teaching and learning are social situations and the good relations are being structured between teachers and pupils throughout a school year. The feeling of trust and the feeling of love between teacher and student is being cultivated in both teachers' and pupils' hearts. The students feel like the teacher is a person trustable, able to feel them understand what is inside them there is a power which is enormous and this power has the students utilize it in order to make good things in the world, to make the world beautiful and full of joy. Just like the students' souls, which are chaste and full of love for everything around them. So, in the covid-19 period, because of the distance learning, real-life social interaction was not possible to happen. The interaction between pupil and teacher moved away and the relationships between teachers and students have not been cultivated as it should have been³⁴.

Also, the good relations can be structured between teachers and pupils, but also the good relations can be made between pupils between them. So, it is known that, at young age, there is not evident the feeling of jealousy and the kids are not such competitive as the older people. So, thanks to the lack of these two emotions, children are open hearted and willing to live their life without grudges. So, as referred before in the relation between children and teachers, the relation between children in real-life social interaction could have not been cultivated and on the contrary this will harm childrens' future in social growth. And that because if the school which is the institutionalized factor of the socialization of a young person does not help the young guy to get socialized, the children may will never gain the good socialization in the society and have severe problems smooth integration into the society.

5. Conclusions - Suggestions

Having taken everything into consideration, we conclude that because of corona virus, in education some new methods have been applied such as the technology use in distance learning. For such a sudden and unplanned change, the educational community was not ready, but with big effort, the teachers responded decently and the kids were not left behind in curriculum. Of course, the distance learning cannot replace completely the teaching in class, since there is not physical presence of the teacher and the schoolmates, which has negative consequences

34 Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, A. (2020), The difference between emergency remote teaching and online learning. *Educause Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

in psychology of teachers' and childrens' too. The teacher's profession can be stressful and covid-19 can deteriorate this situation. So, the combination methods (distance learning – teaching in class) could be ideal in education and technology can be used in support of the educational process.

Towards the end of this paper, it is considered appropriate to present some suggestions that are necessary to be used by teachers in times of emergency, such as the corona virus pandemic, to improve the education process.

As demonstrated by this paper, the role of the teacher, in unpredictable circumstances, is multiple and decisive for education, it is not enough to remain the traditional teacher who exercises an important profession, but we must endow him/her with new qualities, new methods, to educate him/her, to train him/her, to strengthen him/her psychologically, so that he can carry out his/her difficult task. Some of these elements - qualities that the new teacher must have, are suggested below:

1. The teacher has to be sensible and this sensibility has to be transmitted to their schoolchildren by giving the good example himself/herself, by the speech of his/her and via some activities. The teacher has to be resourceful and creative, to seek imagitive activities which the kids may like, to use the project method which is a teaching method by dividing the kids into groups in which they take part in both the teacher and the pupils as equal members. The teacher's role is not central, but it is guiding, so the children play the main role that research and exact the knowledge, raises awareness and assimilates the knowledge with a better way. These activities can be used by the teacher to cultivate the feeling of empathy to the children, be careful of the spread and protect themselves from the virus and not be themselves the reason why other people may be infected (such as parents, the elderly people such as the grandparents or the teachers and their schoolmates). They teachers have to cultivate a social conscience to their children and be interested for the general good.
2. Since it was mentioned earlier that the combination of teaching methods is necessary, it would be good to have more information for the students both about the good use of technology and about the risks involved with related talks, activities etc.
3. For children to acquire additional skills, to cope with difficult situations in the future, the teachers must integrate into the skills workshop in primary and secondary education videos about pandemics and in general about crises, prevention measures, socialization games, reading books – articles about the corona virus, constructing objects (e.g. mask).
4. **Because history goes around in circles, what we all experienced and learned during this difficult time should not be forgotten. As a preventive measure, at regular intervals, it is good to have talks by experts (e.g. epidemiologists, psychologists, sociologists).**
5. To respond to the needs of distance learning, since it is deemed necessary in times

of crisis as well as in periods that there is no crisis at all, teachers, especially older ones, because they are not familiar with technology, seminars, training programs are needed, so that not only in critical periods, but also under normal conditions, they can use technology more effectively for the benefit of children.

6. The teacher has a central role in the educational process. So first he has to be mentally healthy and cool so that he can face unforeseen situations. It would be good, therefore, for him to have the opportunity to have sessions with specialist school psychologists for free, whenever he needs it, since the demands of the profession are many and are constantly becoming more.

Ultimately, our goal is simply to be prepared (parents, students, teachers and society in general) to face crises without fear and anxiety and thus to learn from our mistakes so as not to repeat them.

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