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DOI: <https://doi.org/10.3126/researcher.v5i1.41379>

Teacher's Perceptions towards Teaching Learning Practice at COVID Pandemic in Community School Nepal

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Abstract

This study employs the teaching learning practice adopted by student and teacher in the community school of rural areas in pandemic period. The world battle against corona virus disturbances every academic movement of institution. This study aims to dig out the student and teacher experiences from the community school and explore the perception about learning environment along with student connection indoor launched by the community school. In the philosophical standpoint, subjective reality is ontological stand and multiple realities are epistemological platform. Regarding to research design, hermeneutics phenomenology was chosen as qualitative approach. Purposively four teachers from community school were participated from Morag district, province no.1. The result showed that there is no effective means of learning mechanism in pandemic period. Most of the student's activity is deviated from the line of education because of various factors such as economy, family support, internet disturbance, and attitudinal barrier. The student's behavior was found to be beyond of education environment. The stakeholders of child education are found to be careless. Some of the community school in urban areas conducted their academic activity via internet but not sufficient. School in the rural areas completely stopped their activities due to various reasons. The rural municipality and school could not collaborate for running academic program. The students were not benefitted by education in the pandemic situation.

Keyword: pandemic situation, family support, online teaching model, effective means of learning mechanism, internet disturbance, attitudinal barrier.

Introduction

When the COVID pandemic started in the month of April 2019, the teachers had run their teaching learning activities by adopting an online mode with the additional effort and hard work (Reimers et al., 2020). Now, after resuming the academic institution, they are continuing online and physical classes side by side with the goal of keeping safety measures by contributing extra time to cover the course. In talking to a renowned educationist in Nepal, the online teaching system is becoming one of the best solutions for minimizing the educational gap. However, this system has become something new for some students and teachers in the Nepalese context. In Nepal, almost all areas are still lacking access to mobile networks. Students and teachers have limited access to the internet (Spoel et al., 2020). In urban areas and in some rural areas where internet access is possible, students are unable to purchase android phones or laptops for their study. During a crisis, the teacher who held the online teaching model spent several hours teaching students how to respond to messages from students and parents at all hours of the day and night (Di Pietro et al., 2020).

Most people think that a teacher's job is limited to the class room and is simple to carry out, but this is not exactly true. When all the classes are dismissed the day is not over for teachers. They need to spend their time doing things like making lesson plans, preparing teaching materials, and other responsibilities like administrative action and taking care of students (Arifiati et al., 2020).

The pandemic situation is one of the global crises that affects every aspect of human affairs (Espino-Diaz et al., 2020). The developmental indicators are severely affected by the impediment of COVID-19. However, all the nations in the world are victims of COVID-19. The developing countries are much more affected as compared to the developed countries. In the developed countries, every system is properly managed and infrastructure development is well prepared due to the availability of resources (UNESCO, 2020). The developing countries are lacking behind in these prospective and the developmental indicators are not functioning. In Nepal, government has declared lockdown from 24th March, 2020 and country function remains closed since then. School, college, industry, transportation etc. had blocked despite very essential things (Coman et al., 2020). The schools and colleges are completely closed and the regular academic activities are completely postponed. In this situation, the fundamental rights of child are completely obstructed and the academic excellence has been disoriented (Di Pietro et al., 2020). The educational leadership management could not be seen as in the line of development (Sehar & Alwi, 2019). The lack of

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coordination between school and local municipality obstructed to the pace of educational development of child. The fear of world battle corona virus retarded the roles and responsibility of education stakeholders (De Giusti, 2020).

Research question

How do teacher perceive about the teaching learning activities during pandemic duration?

How do the teachers ensure fundamental right of child from learning perspective?

Methodology

This study has adopted the hermeneutics phenomenology (Heidegger, 1983) as a research design which studies lived experiences and shared meaning of similar experiences (Ajjawi & Higgs, 2015). This design helps to study the teacher's lived experience in teaching to pandemic in the community school of Nepal. The experience and feeling of teachers are drawn from the participatory school. The teachers who were participated in this study had long years' experience in teaching to the students in community school. Two community schools were drawn as purposively from these schools four teachers were selected as participant from Morang district of province no.1. Regarding to the overcome of ethical dilemma the participant were taken informed consent. In depth interview and focus group discussion had adopted to gather the robust information. Data analysis revealed with the themes of collaboration, discussion with stake holders. Interviews with the participants were recorded by audio recorder. Recorded interviews responses were transcribed as verbatim and developed code. Similar codes were organized to generate theme. The similar themes were organized as a main theme of the study. Themes were illustrated on the basis of ground data and they were compared and contrasted with data to data and data to literature.

Result and discussion

In this section, the results from the data are discussed with the interconnection of theory and practice in the pandemic situation of Nepal. The overall discussions have been made under the response of participant along with the research question and data derived from the respondent. This portion mainly coincides with how the teaching learning activities of students had been accomplished in Nepalese community school to preserve the right of students. The overall discussions have been undergone with the research question emerging theme.

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Inconsistent ideology about education

The inconsistent ideology refers to the deferential attitude about the education of child. All the developmental dimension are severely affected by the pandemic Covid-19 throughout the world. In the context of Nepal all the alternatives to impart education through formal education system was blocked due to the absence of consistent and strong decision from the government sector. The educational executive body did not thought about how to preserve the fundamental right of children (Spoel et al., 2020). Our nation only spent their valuable time to discuss about the future planning about education system. Some of the advisor and educationist dropped the ideas about infrastructure development. In their suggestion, academic institution should not be transformed into zone of vital diseases. The well renowned educationist and intellectual emphasized to develop infrastructure and ICT friendly environment in each community school and welcome to the children diverse community to deliver education otherwise, education is not bigger than health of children. Opportunity and education are come under healthy life. Education via ICT is applicable for urban areas. This is impossible for all and rural areas. Furthermore, all children cannot access to have android phone. This brings the social inequality in society because the socioeconomic conditions of all families are not smooth and equal manner (Tang et al., 2020). In this context, one of teacher T1 said as,

When government of Nepal declared the lock down from Chitra 11 the school totally remains closed and we are bounded at home. The teacher and student fell down into contactless and no academic activities had been conducted for four months. The initiation program about resuming school had also completely disabled at that period. In my village, mobile network is very poor and we need to go at summit of hills to catch the network at emergency period. Solar panels are joined in some houses of our village but they are inadequate for charging mobile due to bad weather. Moreover, in my village, most of the people are facing the challenges of poverty and they cannot manage android phone for their child.

From the above assertion of teacher, in the lockdown period, the academic activities were completely loosed due to the various circumstances. The teachers and students became contactless because the school did not resume any initiative activities during this time. From the teacher perspective, they were not mobilized to initiate the learning environment in school. Almost teacher are unable to entertain with the internet and impart their knowledge via technology (Mutton, 2020). In every community school of Nepal, the computer teacher are from different background and give theoretical

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knowledge for students. The government has not recruited adequate computer teacher in every community school. So, government of Nepal is required to manage in-service teacher training about information and technology for every teacher in community school. By urging as above teacher T2 said,

In our school, the students are from back warded community. The parents are not aware about the importance of education. Most of the parents of our children go to India for search of work and comeback after one year. The rest of parents need to work whole day for securing hand to mouth problem. In lock down period, they stopped their work and depended on subsidiary package. In such situation the parents lacks behind about their child education.

Over viewing the above statement, the parents were unable to think about child's education due to disaster occurred in daily income (Carrillo & Flores, 2020). The blockade of economic activities, the parents of child depended on subsidiary package to save their life. This situation added additional effort to extend social inequality in the community. In such situation, nation needs to manage and distribute resources on the basis of social justice. The government needs to facilitate for parents in economic activity and encourage providing the opportunity for better education system adopted by the school district.

Flexible political commitment

The governing situation of this country is directly influenced by the politics. The present condition of our country is led by communist party where frequent conflict is occurred due to the selfish reservation with the party. When ideological confrontation occurs within party, the government decides to extend the lockdown and every functional parameter had been panelized. This was the drawbacks of flexible political condition. Regarding to the political scenario of our country about education of children in pandemic duration, the teacher T3 said as,

In the context of my school where I work, the guidance of political leader who have low academic profile. They manage their leadership by keeping education at a side rather than serious matter. The political leaders have given the emphasis at infrastructure development but not in education. This is due to the presence of leader who has low academic profile and vision in local government. The elected local authorities' person is consuming their almost time in internal conflict and teacher transfer. The political members of community are not responsible about the child's education and loss of academic session.

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From the above assertion the monitoring and supervision authority is delegated to the local municipalities. Every activity is influenced by the local politics that impedes the developmental behavior. The local persons are not responsible to promote education. Their mentality is working with poor vision on the way of educational development (Mutton, 2020). In the lack of effective monitoring and supervision the people are not benefited by educational justice. In such condition the educational institutions are to be effectively monitored by the local leaders without any confusion. In the pandemic situation the local municipalities decided to establish quarantine and holding centre. Some of the institution is changed into holding centre for passengers from abroad. The government emphasized to control the spread of corona virus. In such period, the fundamental rights of child have been restricted with under sighted preference. No vision of education, government is inattentively.

No initiation by local agencies

By Nepal constitution and local governing act, the school and other academic institution are needed to be supervised and monitored by local authoritative agencies. However, there is controversial about education, due to the poor academic profile of political leadership, they are unknown about what education system is required for the welfare of nation. So the local agencies are unwilling to induce alternative education model in pandemic situation because they cannot establish infrastructure for the new model in present situation.

In relation to above theme, teacher T4 expressed as,

The government could not prepare for covid-19. the open border could not be sealed at a time and so many infected person entered to the country and they transferred to other and spread all over the nation. The spread of corona virus became one of the fears of not going to school. They did not send their children by thinking that health is wealth.

In this condition the local authorities agencies are required to mobilize initiative program for preferring child education. The political leader is required to advocate for the child education by following the principle of justice. They need to pressurize to the rural municipality to contribute in pupil's education by focusing on marginalized people

Immature decision of government

The decision made by government in the beginning was immature and hurried in the lines of educational development. Without the spreading into the community, the government decided to implement lockdown with fear of vital diseases. Precaution

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should be made by promoting the awareness program in local community with the help of external and internal agencies. The SEE exam could be carried out by maintaining social distance and adopting uninfected precaution about diseases. In this context, teacher T5 asserted as,

The decision made by government in April was hurried decision thinking that this was the short term safe landing mechanism for political conflict. The parents' organization could not advocate to the educational future of child. The different political parties dropped their different version for fighting against pandemic situation. The local agencies were waiting the concrete decision of federal government's such confusion every paradigm of education setting was passing their valuable time.

From the above statement, the government could not develop alternative option for educating the child. Moreover, the government postponed the ongoing program of SEE and +2 exams which were going to be ended. The government thought that the extension of lockdown depended upon political issue and so forth. Later on government decided to run the education program through online but this decision was not the favors of all children in the rural areas. Government declaration on lock down, political situation, extension of lock down.

Parents' carelessness

Regarding to the education of child, most of the parents were unaware and maintained a long distance from the academic institution. Because they heard that school and college were being established as holding centre, quarantine for the rescued people from foreign country. They realized that safety mechanism and transportation provision provided by the school were seemed to be weak and unbelievable. With reference to the responsibility of parents about their child's education, the teachers T1 said as,

In my school, most of parents are uneducated and they do not come to school to ask about their child's education and progress. They do not ask about modification of the behavior of child and acquisition of skill. They ask whether their child may pass or not in the board exam. The children could not have their reading since long time, but they did not advice and constructive idea to run the school. Instead of it, the parents are supported by their children in agriculture work.

Parents plays very important role in their child's education. The parent's responsibility is, to keep children education better and make connection with family and

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school (Flores & Gago, 2020). If the parents are unable to collaborate with teacher and school for their child's reading, the education of children will not go through the pace of academic development and future carrier.

Changing school as quarantine

When government allowed opening international flight at specific criteria, the Nepalese people coming from different countries needed to be kept in holding centre for 21 days. After 21 days, they were permitted to go their home ensuring whether they are uninfected. For this purpose most of the school and college had been used. In such scenario,

The teacher T2 said as such,

The government decided to establish quarantine in my school. So I could not go school to run the teaching learning activity by keeping social distance. The head teacher has not informed about meeting yet. The school has collected our salary in our bank account. So, no need to present in school physically. Regarding to the teaching learning activity, our school has distributed books for every student and they read themselves. Whatever government makes the decision we follow this. Otherwise we got the opportunity to have a work at home.

From the above statement, the obstacle emerged to educate children is governmental decision. At that time, government had given an emphasis on preventing from infection of fatal diseases and transmission to the local community by the outgoing people. The teacher was seemed to be irresponsible to impart knowledge by using alternatives techniques. Actually he was unable to develop his professionalism with reference to teaching and learning activities (Coman et al., 2020). Being the social servant of nation, he could not play crucial role for creating academic environment in the zone of child's right. The teacher kept in mind just as employee and responsible for salary.

Lack of teacher professional development

Being a person as teacher, he is leader of society. The good teacher can contribute to change the face of our nation. The good characteristic of teacher can modify the life of individual if he roles as model character. The overall characteristic that leads to the pupils are termed as professional ethics. In the pandemic situation, most of the teacher of community school seemed as passive and were unable to keep their life in professional carrier. In such context one of the teacher T3 said as,

The school remained closed in the beginning of academic session. No activities had been conducted in running new session such as developing annual plan,

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instructional strategies, and individualized education plan. The course dissemination program and boost up activities had not have for enhancing the quality of teacher. In the case of community school there is no special quota of computer teacher. In such condition the other interested teacher need to be trained by computer education to run teaching learning activities via online. But in pandemic situation, such type of opportunity did not happen, this was the major lacking.

In the above statement, a bundle of teacher professional development activities had been shadowed due the vital COVID. The teacher did not get the opportunity to warm up and prepare for new session with boost up activities conducted by school district. As a result, teacher professional development lacks behind to the professional tenure. In such context, the local agencies are required to initiate the program for teacher entrepreneurship development by mobilizing local resources and maintaining health percussion.

Interaction between school and local government

The interaction between school administration and local government is essential for the education development of nation. The regular monitoring, supervision and guidance of the school are the major indicators for promoting academic future. Evidence based feedback enhances the professionalism of employers in the school.

Teacher T3 said as,

My school is located in villager area. The students reading in school are from low economic background. The student is not willing to study in school. They think that pandemic period is rest period provided by the government. In this period they need to spend time by delighting in the village. They adopt the principle of lets live and let them to live without any stress. The thought about covid-19 is cold war between developed and powerful countries.

From the above assertion, our country is composed of hilly region. There are more village in hilly region. The community schools are located in hilly region. In some area there is lack of transportation and people need to walk on foot. In some areas, parent awareness about their child education is poor and they tend to modify their child in rearing and caring. The parents make their child working in farming for cultivation. In such situation, the parents are required to aware about education through local agencies. The students are also required to educate by iterant service.

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Another teacher T4 urged as,

The teachers working community are employed under the rules and regulation of government. We the teachers of school are civic servant of nation. So the government is unable to make us working in school. Later, the government emphasized to educate via electronic device but this was impossible for all learners of different territory. The government is required to distribute android mobile phone for all students. Internet is not accessible in every part of our nation to provide education through technology.

The above statement does not provide the pupils in the community school provided education by normal setting as developed country did. The government could distribute books for all children in the community school but the authoritative agencies Janak Siksy material centre could not do so. The children fell in confusion what materials are required in higher grade. Some of the teacher perceived as rest and pleasure in the pandemic situation with salary provided. In such situation, the school districts need to mobilize the teacher by creating safety and maintaining health precaution to preserve the fundamental rights of children to be educated.

Conclusion

The pandemic situation was originated from Wuhan, China and spread to all over the world. Almost all the countries are victimized from the covid-19 and still they are passing through the pandemic war. The pandemic situation suffers not only physical health but also to the every aspect of human health like psychological and mental (Spoel et al., 2020). The economic parameters have been paralyzed due to the fear of corona virus. Economic activities have been disturbed and the almost all countries passed through the economic crisis (Suryaman et al., 2020) .Our country is facing the same problem. Every day the rate of suffering by covid-19 is speeding rapidly. In our countries, almost of the community schools remained closed and did not launch their academic activities during the lockdown period. The academic parameters had been completely shadowed in vital period. The teacher professional development program run by school district had been totally postponed. The academic discourse for running school had also paralyzed in the first four month of pandemic era. Since then opened and academic program slowly and has been launched by maintaining the health precaution. By the above discussion, it is concluded that education response needs to be innovative while adhering to standards that know support impactful programming. Accordingly, education stakeholders need to work with their existing skills for crisis responsive programming and need to develop new skills since all are working in new

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condition specifically driven by social distancing parameters. All the education stakeholders need to acknowledge that teaching and learning environment, practices, focus areas and achievement levels during pandemic are not corresponding with the condition as before crisis.

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