

Trouble felt in Education and Sustainability during the Time of Covid -19 in Nepal: Responses of Teachers, Parents and Students

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Abstract

Examined in this study are crisis-related educational initiatives. Its goal is to analyse the educational approaches employed in Nepal's community schools during the COVID-19 pandemic-caused catastrophe. This study is qualitative, hence the methodology employed is deemed appropriate. In this study, the data are collected through purposeful sampling. The participants are dedicated teachers from particular schools, as well as kids and parents. The study was conducted in the Kageshwori Manohara Municipality in the Kathmandu district. The study's primary sources are the participants, hence primary sources were used to collect the data. Using narrative enquiry and qualitative approaches, the data are analysed. Interviews were used to collect the data because it was a qualitative

study. Narrative enquiry is used in the study, which follows the interpretative paradigm. Inductive and qualitative research approaches are thus both used in this study. The difficulties and crises that teachers, students, and parents experienced in Nepal during COVID-19 are examined in this paper. According to reports, COVID-19 has caused unforeseen changes in people's lifestyles. It prompted the development of online education, which promoted the use of modern technology although financial crisis disturbed sustainability of people. The results of this study demonstrate the technical and economical difficulties of adopting online classes in COVID-19. It is expected that this study will have an impact on society and academia. This study has preserved the value of originality because it is based on primary sources.

Keywords: Covid-19, education, societal changes, sustainability

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Introduction

This study covers background material as well as the topics of online learning, globalization and education, and technology and education. Along with these topics, it discusses difficulties with online learning and government support programs. It also touches on communication problems between parents and teachers. When COVID-19 initially arrived, it had a major effect on the education sector. New educational practices have been established as a result of COVID-19, which has driven the existing educational system into change. Regarding trouble got from covid-19, Nen et al. (2022) have claimed that the COVID-19 pandemic had a huge impact on society in many ways, and mental health is one of these repercussions, with regard to the difficulty experienced by people throughout the epidemic. The purpose of this study was to evaluate three key aspects of mental health: fear, anxiety, and depression. An outbreak of pneumonia that started in Wuhan, China, has been caused by a novel virus known as COVID-19. As a result, the virus started a pandemic that quickly spread like wildfire throughout the entire world.

As a result, previously unheard-of online schooling gained popularity, posing sustainability issues for families. Individuals who were impacted by Covid-19 lost their jobs, which decreased their income and forced them to spend more on their children's schooling. The general public found it

difficult to maintain a high standard of living because everything else This study demonstrates the effects of COVID-19 on the educational field and how they relate to the status of sustainable development targets at the moment.

The new coronavirus disease 2019 (COVID-19) has had a significant negative influence on the economic, social, political, and educational systems all across the world (Anderson et al. , 2020; WHO, 2020) (as cited in Chan et al. 2022, pp. 50-51). The epidemic, we have kept in touch with one another professionally and worked together to remain "afloat" while working from home. Through dialogues, we exchanged our professional experiences and reviewed various approaches to student issues, task management, teaching, and assessment. It takes a variety of specialised expertise, including "understanding of student thinking and learning, knowledge of subject matter, and increasingly, knowledge of technology," to be a successful teacher (Koehler & Mishra, 2009, p. 61) (as cited in Chan et al. 2022). The practise of distant teaching and learning has been "fundamentally transformed" by the use of technology in the classroom. It has made both easier and worse in educational communication because it is difficult to monitor students' activities.

According to reports, the COVID-19 illness initially surfaced in the Chinese province of Wuhan in December 2019. This sickness, which the modern world was unaware of, spread

so quickly that it forced a halt to all global activities. Numerous individuals throughout the world have died as a result of this sickness, which has caused people to experience fever, headaches, coughing, exhaustion, and respiratory problems. Due to this circumstance, the nation has been put under lockdown, which has stopped individuals from moving. Additionally, all institutions and schools have been shuttered, and all students are kept confined to their homes.

According to Dawadi et al. (2020), COVID-19 has substantially affected every element of human existence, including education, in terms of its impact on education. The effects of COVID-19 on educational institutions included their closure, which had an impact on 1.6 billion pupils in 191 different nations. Similarly, this circumstance has exacerbated a number of communication issues between parents and instructors. Because it is a novel method of teaching and learning in Nepal, the majority of instructors, students, and parents encountered difficulties. Additionally, while online learning has given some affluent individuals new options, it has made it difficult for many disadvantaged communities to educate their children. Furthermore, the current globe is persuaded that globalization is a result of COVID-19's expanding geographic range.

Methodology

This research study adopts a qualitative methodology and will employ

an interpretative perspective. The interpretative paradigm, according to Cohen, Manion, and Morrison (2007), aims to "understand and explain social reality through the perspectives of diverse individuals" (p.19). Similar to this, the research's participants' opinions were gathered to learn about their worldviews as expressed in their perceptions and beliefs. As a result, this study would employ an interpretative paradigm. Additionally, interpretative paradigms are used to do qualitative research.

Objective

This study looks at crisis-related to sustainability and learning initiatives. Its objective is to look at the sustainability on teaching methods applied in Nepal's community schools during the COVID-19 pandemic-caused catastrophe.

Research Questions

The research questions framed for this study are:

1. What kinds of difficulties were found by people to conduct online education during Covid-19 period including their sustainability?
2. How were these difficulties brought to normal situation?

Literature Review

A literature review is a study, or more precisely, a survey, of academic literature with the goal of discussing published data on a particular subject or research issue. According to Kumar (2011), examining the literature is an

essential and fundamental aspect of every research investigation. It aids in laying the groundwork for any research project and combines the knowledge under investigation with the body of knowledge already in existence. A literature review, according to Cresswell (2012), is a summary of journal articles, books, and other materials that explains the past and present level of knowledge on the subject of interest for the research project.

Globalization and Education

Today, every area of a nation state has been impacted by globalization. Nation states are governed by factors that cannot be seen; hence they are not free to choose their educational programmes. The fact that what is done in one place is known in many other areas of the world is the most significant component of globalization. Ritzer (2010) used the phrases "from solids to liquids and liquids to gases for the movement of globalization" to describe this predicament. Liquids are lighter than solids, and gases are lighter than liquids, according to Ritzer. Additionally, information is sent from people's movement to today's internet use (p. 4-5). It indicates that as a result of globalization, people may now move freely across nations and communicate quickly through the internet.

Globalization now affects every aspect of a nation state. Nation governments are not free to select their educational programmes since they are guided by invisible forces. The most important aspect of globalization is the

fact that what is done in one location is known in many other parts of the world. Moreover, information is sent from human movement to modern internet use (p. 4-5). It shows that because to globalisation, people can now travel freely across countries and communicate swiftly using. Additionally, they want practical education that is packed with the information and skills required for their respective employment sectors.

Technology and Education during Covid-19

Science and technology have evolved to an advanced degree in this era of globalization. Additionally, information and communication technology (ICT) has boosted e-learning trends in industrialized nations all over the world. "In the field of education, the distinctive properties of ICTs enable activities that may be exploited in teaching and learning and subsequently lead to advantages," claim Mantziu et al. (2018). (as cited in Mikropoulos, 2018, p. v). Small children today are accustomed to utilizing mobile devices and playing games for fun. The same is true for students today, who require new educational opportunities made available by technology and internet access.

ICT resources are crucial for education, according to Zhang et al. (2016), who also noted that they provide a chance for innovation in pedagogy, content, and methods. Their usage can enhance teaching and learning processes (p. 4). The writers have concentrated on

ICT-based worldwide trends in education, and schools in Nepal have begun using online learning programmes that need to be made more effective.

Twenty First Century Education

People in the 21st century are, as is well known, more modern and active. Instead of the traditional educational system, they require flexibility in their education through the use of educational technologies. According to Huang, Spector, and Yang (2019), the utilization of technology in the 21st century is that the term "educational technology" refers to the use of tools, technologies, procedures, processes, resources, and strategies to enhance learning outcomes in a range of contexts, including formal, informal, non-formal, lifelong, on-demand, workplace, and just-in-time learning. Mobile technologies, virtual and augmented realities, simulations and immersive environments, collaborative learning, social networking, cloud computing, flipped classrooms, and other tools and methods are now part of the fast-expanding field of educational technology (p. 4). The 21st century has distinct features from the 20th, as was already noted. Advanced contemporary technologies, such mobile and high-speed internet, are in charge of this century. Students want to be able to access education at any time and from any location. Additionally, in the twenty-first century, students expect flexibility in their study.

Impact of Covid- 19 in Sustainable Development

Generally speaking, covid-19 has had a significant impact on people's health and financial situation. COVID-19, which took place in 2020, has an impact on societal trends. The psychological strains brought on by COVID-19 include fear, worry, and anxiety, to name a few. Those with high levels of resilience are more likely to overcome fear than those with low levels of resilience. The ability to deal with uncertainty and future worry is necessary for recovery from COVID-19. Resilience can be regarded from two different perspectives, both from the aspect of a system's nature and as a learning process that enables it not only survive current crises but also grows its capacity to encounter and overcome challenges in the future.

About COVID-19's effects United Nations (2020) has analyzed that more than 1 million people have died as a result of the coronavirus disease of 2019 (COVID-19), and in 2020 it is predicted that the world economy would decrease by an astounding 4. 3%; if the crisis continues, millions of people will likely live in extreme poverty, millions of livelihoods are at risk, and millions of jobs have already been lost; these gloomy figures accurately portray the enormous difficulties and misery this pandemic has brought about; neither is an end to COVID-19 in sight, new COVID-19 instances are emerging at a startlingly rapid rate in various nations. The report

and analysis made by United Nations as mentioned here, has brought great impact on the life of people causing difficulties for sustainable development. In Nepal, many people lost their jobs and felt extreme trouble to sustain in families and society. The covid-19 made poor people poorer causing severe challenges for being alive in Nepal.

Data Presentation and Discussion

This section presents the responses obtained from the participants through the process of interview. Regarding difficulties, the teachers have mentioned as follows:

We lack the technological expertise necessary to implement distant learning. We are unsure of whether we will receive our pay. Because not every kid has access to the internet at home, I do not believe that teachers are as effective at home as they are in the classroom. The issues in face-to-face education are simple to describe, while the topics in distant education are more challenging. It is clear that education cannot be effective without face-to-face instruction with our pupils. Learning through doing-living is prevented in distance education. We fall behind the curriculum because the COVID-19 process is an unforeseen procedure. We are all saddened by the uncertainty surrounding the educational process. Moreover, we lost our income by more than 50 % during the time of covid-19 which brought problems of sustainability in family.

Likewise, all schools have halted in-person lessons in the classroom. Schools are closing, and nationwide online applications were accepted. For their collaboration, Radio and Television Corporation were given a performance. In reality, it was found that instructors lacked sufficient knowledge of the epidemic and multiple television channels were launched to give distant education with the cooperation of these two organizations. Additionally, it was shown that teachers struggle with a variety of issues with distant learning, including internet connectivity, communication, and student involvement rates. It has been emphasized that distant learning fosters collaboration, empathy, and a positive attitude toward learning. The future of the educational process depends heavily on determining how the pandemic observed globally has affected educational systems. Also challenges appeared in sustainable development are very severe for people to return back to normal condition.

Regarding present need from education, the teachers have stated as follows:

Because of globalization, things are no longer static but rather dynamic. In addition, education delivery must be effective for the 21st century, which is ruled by various forms of contemporary technology. Students in the 21st century do not need the traditional type of education to know only reading and writing; instead,

they need skills for the job markets of this century.

The current educational system has been impacted by globalization on a local and global level, it is attempted to mention. In contrast to international relations, Kofman and Youngs (2007) state that globalization "signals a variety of things. It places more emphasis on a global than a national setting (p. 1). Similar to how it was described earlier, globalization has had an impact on educational systems as a whole. It has encouraged transparency in the educational system and made it necessary for instructors, students, and parents to adopt new pedagogical techniques. Ritzer (2010) further stated that "Globalization is a transplanetary process or collection of processes including increased liquidity and the expanding multidirectional movement of people, objects, places, and information as well as structures they meet and construct that are obstacles to those flows" (p. 2). Ritzer introduced the idea of globalization as a dynamic process that has altered human civilization through open access rather than in a covert manner as it has in the past. Though they face obstacles, people are moving more and more over the world. In other words, it might be stated that the current epidemic, COVID-19, would not have spread as it has if Chinese citizens were not allowed to travel to other countries. Similar to how the globalization and its technological aspects have transformed the communication system in education.

To bring the situation into normal, some teachers showed their responses as below:

The education has continued thanks to the hard work of our teachers. It was a useful procedure for learning about fresh teaching techniques. Teachers might improve their weaknesses through this technique. Teachers recognised the value of online learning. Teachers now have more knowledge on how to use technology. We believe that the pandemic method aids in the technological growth of many teachers. In terms of the social and psychological repercussions as well as the benefits of remote learning for students, it was shown that the educational process in the COVID-19 pandemic had both good and bad components. The teachers expressed their disapproval of the notion that the kids were becoming disenchanted with the epidemic process.

Similarly, the response of parents are as follows:

It was great problem for us. We were not heard of online classes before this outbreak of pandemic. We were suddenly informed about online classes. We had no more knowledge about managing online classes. We had to manage separate mobile or computer or laptop for our children, which added to our cost, Furthermore, we got less payment from our jobs at the time of pandemic. Also, many parents did not know whether their children were

studying or they were chatting or playing using their mobile. The children's study was declined as a whole. We felt great trouble for sustainable development in our life.

Likewise, the students showed their responses as follows:

The main problem to us was that we were not habituated to take online classes as the students in foreign countries. We were not allowed to use mobiles at schools. We used simple mobile to make communication. Only few of us had got standard mobiles to use internet. There was no internet in all students' approach, at home. It became our study more difficult. Many students had to take shelter at other people's house for using internet in mobiles and laptops. But gradually, this problem came to normal but we would open mobile, close the door and inform to teachers saying, "We are out of internet services, internet is cut off. Then we kept doing other things, such as playing games and chatting to friends. In this way, our education did not come in position. We showed difficulties in doing and submitting class work and homework to teachers. Likewise, all of the teachers were not used to handling online classes, which made us difficulties during covid-19 lockdown. Also, we became jobless and reduced income but we had to spend more for our children's education.

As mentioned above, the participants showed problems of communications during the time of covid-19, pandemic. They had to make practice to adapt themselves in online mode of communication. Mostly, educational communication for them was very difficult. Participants in the discussion noted that the teaching and learning processes in the past differed from those of the current globalized period. The usage of technology has transformed the teaching and learning process from teacher-centered to student-centered ways. Sidhu (2011) said that "Teachers' obligations have expanded in the age of globalization" in response to such a circumstance. Having a dynamic instructor is today's fundamental requirement. Teachers should help students gain the information, skills, and abilities necessary to become agents of social change (p. 12). Similar to how technology has taken over most areas of schooling. Teachers, students, and parents now have easier access to a variety of technological devices because to globalization.

Technology should be introduced in the context of teaching and learning, according to Sidhu (2011), and students should have access to cutting-edge technology that enhances the learning environment. Similar to how Sidhu stated, as information and communication technology improve, the face of education is rapidly changing, necessitating a change in teaching methods (p. 19). The participants also stated that "it is well

recognised that technology cannot be separated from education; furthermore, internet-based teaching and learning procedures are currently in use; internet has made it possible for students to access online libraries without physically visiting libraries. "

The use of technology in education has, above all, been an international phenomenon. According to Kumar (2009), who supports this point of view, educational technology may significantly advance the goal of better adjusting teaching strategies to the unique requirements and skills of each learner. For individuals who want more time to grasp a subject area, it can offer additional specialized instruction both within and outside of school (p. 7). Today, education cannot be offered without the use of technology, as Kumar has noted in his writing. Additionally, instructors may only utilise technology to connect with parents successfully if those parents have access to it. Similar to this, the process of teaching and learning is also a form of communication.

Information technology is employed extensively in educational institutions to have good communication. Unsurprisingly, the government of Nepal has set the objective of "making education competitive, technology-friendly, job-oriented, and innovative to develop the human resources as the country needs" (p. 6). Though clearly a priority of the administration, integrating technology into education will

take a while in a developing nation like Nepal. The most crucial aspect for the inclusion of technology in education has been the availability of internet access across the whole nation. The current online teaching methods will also be impacted by the lack of internet and other gadgets needed to run it.

Findings,

Online learning has become a reality because of COVID-19. Because of globalization, which has made it possible for individuals to migrate around the entire globe, when Covid-19 first appeared in Wuhan, China, it quickly spread throughout the entire world. Similar to how Ritzer (2010) described current international politics, "Empire is missing territorial limits" (p. 132). More importantly, globalization has facilitated the movement of people, products, ideas, information, and technology around the world, as well as the spread of the COVID-19 epidemic from China to other regions of the globe. It occurred in Nepal as well, and the authorities there issued a lockdown beginning on the 12th day of Chaitra 2077. Because of the lockdown, all activities have ceased, schools are shuttered entirely, and online learning has taken precedence.

The lockdown imposed because of COVID-19 gave the educational sector new dimensions. Additionally, there is no connection at all between parents, kids, and instructors and attractiveness. Kolak et al. (2021) have written about this incident and noted that the transfer to online

education was difficult due to the age of the kids and their low level of digital and computer literacy, necessitating parental support to achieve good educational results (p. 85). In this sense, the online educational system forces parents to become instructors. The conventional physical classroom system has been replaced with a digital online system as a result of this circumstance.

Regarding impact of covid-19 on sustainable development United Nations (2020) has stated that global migrant workers' experiences have been brought to light by the COVID-19 situation. Both economically and in the context of combating the epidemic, migrants significantly contribute to both their countries of origin and destination. The communities in their countries of origin, which are experiencing a sharp fall in remittances, are also being disproportionately impacted by the repercussions of pandemic-related issues, particularly the health-related, human rights-related, and economic crises. In this way, covid-19 has disturbed the sustainability of people.

New educational techniques also emerged, which caused issues with instructors, students, and parents. Kolak et al. have said that in situations like these, "The shift to homeschooling caused parents some amount of bewilderment and gave them the erroneous impression of online learning. Although it refers to parents teaching children at home, many of them began using the phrase

"home schooling" (p. 85). Additionally, the online education system presented a variety of difficulties for students' academic achievement. Students have trouble studying because of this online education method. According to Korkmaz and Toraman (2020), the transition to virtual education has presented difficulties for both instructors and students (as cited in Kimmel, et al, 2020, p. 2). Students have difficulties since they lack the information and abilities that are demanded of them according to their syllabus. Similar difficulties exist for teachers when it comes to effectively grading pupils and assessing their learning outcomes. Assignments may be completed by others in an online system since they cannot be effectively tracked.

Conclusion

According to Kimmel et al. (2020), "Schools will need to perform rigorous benchmark testing to evaluate how the mixed learning environments have influenced student learning and prepare for remediation" in order to address the issues with online education (p. 3). However, only online assessments and examinations in the same category are utilised as testing techniques in Nepalese schools. Additionally, the exam is only 40 to 45 minutes long. Real grading cannot, without a doubt, be given to the students. Similar to how youngsters are in trouble, parents are also confused about whether their kids are studying, playing games, or using other social media like Facebook or TikTok.

There were issues with communication between instructors and parents regarding the pupils. Orlik (2003) defined communication as the activity of delivering and exchanging information, statements, and attitudes between human beings (p. 3). Similar to this, parents and instructors must talk to one another on their children's performance. The participants have said that in this circumstance, communication between the academic departments of schools may be done through the diary entries that are given to the instructors and students by the school administration. When lessons were conducted in person, teachers would contact parents at the school and have a face-to-face conversation regarding the specific student's academic achievement. Teachers of various topics would talk to parents face-to-face and this kind of counselling proved successful. Similar to this, in the past, instructors and parents would communicate in writing by using the diaries of their kids.

According to West and Turner (2010), communication is a mix of the environment, the social environment, the process, the symbols, and the meanings. Additionally, they said that communication is a social process in which people use symbols to create and decode meaning in their surroundings (p. 5). This viewpoint demonstrates the significance

of the environment in the process of communication. In other words, a good communication environment is necessary for instructors and parents to interpret the academic position of their children's performances.

Social networking sites are being used as a communication tool during the COVID-19 shutdown. Modern social networks are described by Lipschultz (2018) as technical infrastructure that is interactive and becoming more mobile, but they are also ambiguous and paradoxical in terms of power, control, and emerging social movements. The use of networking and social media as tools for social change is frequently met with negative reactions. As said below, in order to be a modern consumer of technology, instructors, students, and parents must use social networks of any form. Facebook, TikTok, Email, Messenger, Voice calls, Games, Apps, Instagram, and many more contemporary communication channels, including the Internet, are the social media platforms most frequently used for educational purposes. The use of networks as instruments for educational practices presents issues for instructors, students, and parents as well. In addition to issues, Covid-19 has also opened up new prospects for an alternative educational system and it pushed people to a new search of innovative ways for further sustainable development.

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