



# The Effect of Covid-19 Pandemic on Teachers' Outdoor Learning

Rudra Prasad Danai \*

## *Abstract*

"The Effect of Covid-19 Pandemic on Teachers Outdoor Learning" is quantitative research that studies how the teachers of Dhading are exploring their alternatives to continue to learn. The objectives of this research are to explore how teachers are continuing their learning during the long lockdown period when they are formally detached from face-to-face teaching and learning and what alternatives of schooling for the children the teachers are exploring during the lockdown. This research follows the online survey design with a positivist worldview of the facts. This research follows a simple random sampling method for choosing the population who are the teachers teaching in Dhading. This research employed close-ended questions asked online and the data are analyzed by using SPSS. The researcher found that the COVID-19 and the lockdown, despite its direct effect on regular teaching and learning, has not fully deteriorated the teachers' learning but they have made innovations in learning methods and their horizons. This study also proves that the teachers have got more benefits from their colleagues and professional unions, and they have got a good opportunity of learning information communication technology (ICT), new pedagogy, and the contents of their subject matters. This research suggests that the online prospect is the best one for students and teachers to get access over the big horizon of teaching and learning. Teachers have understood it as an opportunity for innovation. It is concluded that the COVID-19 lockdown though appeared to halt their teaching and learning routine, has not made a blockade on their learning.

---

\* Mr. Rudra Prasad Danai is a lecturer at Adarsha Multiple Campus currently. He was the former Campus Chief. He is also a secondary English teacher and chairman of NELTA, Dhading branch.  
Email: [danai.rudra@gmail.com](mailto:danai.rudra@gmail.com)

*Keywords: Covid-19, Online learning, ICT, Pedagogy, the alternative horizon of learning*

## **Introduction**

The research on 'the effect of Covid-19 pandemic on teachers' outdoor learning' focuses on studying how the teachers are continuing to learn during the long lockdown caused by the global Covid-19 pandemic in the Dhading district. The problem this research digs down is whether the teachers are engaged in teaching and learning outdoor during the lockdown period or not and shows the learning status and strategy being adopted by the teachers. The outdoor learning here is termed as the teachers' ways of off-school teaching and learning activities during the lockdown period. This also makes conclusions by suggesting solutions to the problems for extending and continuing the strategic learning process and updating their knowledge, skills, and concepts for other teachers and students. The reports found through this study are tabulated using SPSS and presented in figures, tables, and charts. My main focus in this research is exploring the possibility of using newly practiced teaching and alternative learning strategies to continue school education and reduce the educational loss of teachers and their children at school. I have been riveted on this matter because the teachers preoccupied and newly learned knowledge is the determinant factor in students' achievement and the lockdown period is an opportunity for teachers to engage in learning content, ICT, and pedagogy, and explore the new possibilities for teaching and learning alternatively.

The lock-down caused by the pandemic appears to affect all regular job sectors including the education system of the country and has paused the face-to-face schooling. It looks as if the teachers' teaching and learning including their students' educational tasks all blocked. This is so heartrending to think about the loss caused by the pandemic and see the future for a better conclusion. It's so hard to estimate when would the situation go to normal and resume school, teaching, and learning. Hence, there is no other way except to explore the possibility within the crisis time for educational regularity and reduce the chances of forfeiture.

The study on the teachers' teaching and learning activities during the pandemic time might bring some insights for the future. This pandemic situation is full of risks of transmission of the disease in case of school and community gatherings. To prevent the spread of the disease, the government banned the free movement of the people. The schools are closed. Due to the

pandemic, face-to-face learning has not been possible. Unless the teachers and students are engaged in teaching and learning perennially, their potential can go worse on one hand, and on other hand, they will not get a much bigger opportunity for conjoining with experts and global learning resources. When a teacher gets such a long vacation, how he gets in touch with learning resources and engages in self-directed learning is another facet of my curiosity. Likely, the pandemic situation has compelled teachers to play a crucial role in exploring alternative modes of teaching and learning for their students. This is subsequently important to think and proceed to action because there is no certainty of when the schools will reopen and the children's learning face to face be resumed. It is a too integral function of the teachers to search for alternatives to schooling and adjust themselves with the skills and knowledge required.

## **Objectives**

The pursuit of knowing, how teachers are continuing their learning during the long lockdown period when they are formally detached from face-to-face teaching and learning and what alternatives of schooling for the children the teachers are exploring during the lockdown. Studying how the teachers of the 21<sup>st</sup> century teach and learn skills is the main motivating factor to conduct this research.

## **Research Questions**

The teachers are forward human resources. Like other creative fellow beings, how they overcome the problems in teaching-learning activities during the time the schools were closed is one of my curiosities. Besides, the following research questions are cropped in my mind:

- a) Do lock-down and the like-longer holidays truly break the learning trend of teachers?
- b) Has the pandemic caused any hindrances to the teachers' ways of learning in the case of Dhading?
- c) Does the blockade to face-to-face teaching and learning put the learning opportunities to an end?

I feel it necessary to study these problems as the teachers are role players to transfer updated knowledge, and skills and build concepts among their students. Such a role cannot be played without the teachers being updated timely. In nutshell, the research focuses on exploring if the teachers currently

feel their responsibility to explore the alternatives of teaching because of the halt caused by Covid-19 and other possible future transitions.

## **Hypothesis**

The teachers are those people who have to be able to provide bigger exposure into their classroom in a technological, pedagogical, and artistic way. This way of classroom teaching helps teachers get their students motivated, positive and dynamic to learn. This ensures the learning outcome of the students in a classroom as the primary purpose of the classroom is transforming knowledge to the new generation people and educating them with knowledge, skills, and concepts. I find this very challenging in our local context of Covid-19 influence. Therefore, what I hypothesize about the situation is that "the teachers in the local context may not have engaged in continued learning due to being obstructed by the pandemic and its consequent lockdown."

## **Literature Review**

### **How Covid-19 Impacts Global Education**

The Covid-19 pandemic that began a year before has not left any field of human life untouched and unimpacted. The education sector is one of the important areas seriously hit by the pandemic. The governments of many countries were urged to declare lockdown and close all the offices, industries, markets, transport, and academia. (De Giusti, 2020, p. 5) states,

The COVID-19 pandemic has caused the largest disruption of education in history having already had a near-universal impact on learners and teachers around the world, from pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments. By mid-April 2020, 94 percent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries.

It proves that the pandemic situation has not only hit school and university education in Nepal but has created a big challenge in international education sector too. The Covid-19 pandemic in this way has hit the world and left every field including education halted, unsure and dark.

## Covid-19 and Impact on Education in Nepal

Nepal also is affected by the Covid-19 pandemic. The terror of the virus spread globally made people's everyday routines disrupted. The academia, since was the place of bigger public gatherings, had a big impact even on the context of Nepal. This is because of the lockdown that the government had declared due to the fear of transmissible viruses which could end the lives of the people. As a result of the lockdown, as mentioned by (Dawadi, Giri, & Simkhada, 2020, p. 2) citing from the UNESCO report;

As of the second week of May 2020, UNESCO (2020) estimates that nearly nine million (8,796,624) students in Nepal are affected due to school/university closures in response to the pandemic. Out of this number, 958,127 (11%) are in pre-primary, 2,466,570 (28%) are in primary, 3,463,763 (39%) are in secondary and 404,718 (5%) are in tertiary education.

The above data shows that the educational process was completely halted and the learners were in big loss of knowledge, time, and skills. (Dawadi et al., 2020, page no. 3) state their viewpoint as, "Research on school learning indicates that even a short period of missed school will have negative consequences for skill development." This has been a real conclusion that justifies the loss of educational potential of the school teachers and students. They were distracted from routine learning work and have been strolling outside in the community as jobless. If this condition continues and alternatives are not sought in time, the loss of human potential will be irreparable. What can be the alternatives in the terrific conditions is a significant question to the people of the world now. We are urged to explore alternatives to teaching and learning. This problem also has created confusion on what policy and procedure to adopt for recovering the loss. The ability of the countries also to make decisions that would help them enough to recover the educational loss depends on the financial and technical power of the nation. In this regard, in the context of Nepal, (Dawadi et al., 2020, p. 6.)

In the context of our country, many of the teachers are not technically skilled in running online classes. Similarly, the teachers also face the scarcity of necessary devices like laptops and mobile phones. Some more have no internet access in their home. On the other hand, the students from almost 80 percentage schools do not possess those devices with internet. The lack of internet is the major problem for running online classes. Another important unignorable challenge is the students' inability to use information

and communication technology (ICT). There is another big problem with teaching and learning resources online. The school textbooks, curriculum, and other resources are not digitally developed. These are all big challenges that cannot be addressed suddenly to run online classes in the Nepalese context. These problems reduce the learning opportunity for the students. (Korth, Erickson, & Hall, 2009, p. 2) state about the teacher education citing from Cochran-Smith (2005) and Levine (2006).

## **Impact on Teachers**

The Covid-19 pandemic has caused the schools in the global context to close for an uncertain time and also has created uncertainty in the students' and teachers' learning including teaching. As a result, the routine of teaching and learning of the teachers and students has been shattered. Regarding the educational loss caused by the longer holidays, a study performed by (Paechter, Luttenberger, & Macher, 2015, p. 1410) concludes,

It is shown that mathematical abilities and spelling deteriorated throughout the summer vacation while reading skills improved. The main reason for these kinds of summer learning losses appears to be a lack of practice. Also, an influence of parents' background was found. Children with parents with a higher educational level and children who experience their summer vacation as stimulating are less influenced by potential summer learning losses.

This concludes that the long vacation conveys a serious impact on students on their learning and diverts the students from their learning potential. Generally, it results in a waste of time. Similarly, the long school closure also has affected teachers. Them, working face to face without thinking of optional mode of lesson delivery, have been exposed to changing themselves to online lesson delivery but they have many problems with this. (Schleicher, 2020, p. 4) says, "Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained." In the Nepalese school context, there are numerous schools and thousands of teachers below the access to the internet and they do not possess ICT skills. It has created a big challenge for teachers to ensure teaching at school or from home. (De Giusti, 2020) claims, "Ensuring learning continuity during the time of school closures became a priority for governments the world over, many of which turned to ICT, requiring teachers to move to online delivery of lessons." In the context of Nepal, (Dawadi et al., 2020) declare, "Most teachers do not seem to have adequate skills to run online classes

as they have neither been trained to do the job nor have been involved in online teaching before." Regarding the teachers' preparation to deliver the lesson alternatively, (De Giusti, 2020), mentions, "The COVID-19 crisis has highlighted that both initial and in-service teacher education requires reform to better train teachers in new methods of education delivery." Moreover, (De Giusti, 2020) maintains, "From the onset of the pandemic, teachers were immediately tasked with implementing distance learning modalities, often without sufficient guidance, training, or resources." What all these reports and claims mean is that the teachers are those professionals who have to be ready for face-to-face mode and also develop their skills for an alternative way of lesson delivery which could be very much useful in crisis times like in Covid-19 halt period.

### **Effect on the Local Context**

Dhading is a part of the country where teachers have only access to their physical library at school. Most of the communities do not possess a library. Hence, the teachers have fewer chances of finding new sources of learning but some of the teachers can extend their learning by affording the books themselves. Besides reading a book, like the global teachers have been practicing, there is another gateway for learning, known as online learning. Online learning needs a big afford on internet, mobile or computer devices to which most of the teachers may not have access, and some who can afford, may not be able to manage the device due to market problems. Similarly, there is a big problem with connectivity in schools and communities. There are only three options of connectivity nationally. These are Fiber to the home (FTTH) or wireless internet connectivity (WIC) or mobile network connectivity (MNC). Most of the teachers lack FTTH and WIC at their homes and schools and depend mostly on MNC which is not enough to run their devices for learning. On the other hand, there were no such preparations for any schools on what to do and how to continue teaching and learning in such a transition in the context of the Dhading district. Some teachers, even though, have access to good internet, lack information technology skills, and they also miss the tradition of shared learning. The state also has not well prepared the teachers in this regard.

### **National Policy**

After the Covid-19 transition hit the school functions, the Nepal government has brought many alternatives to school reopening. On this subject, (Ministry of Education, Science, and Technology, 2020, p. 7)

declares, "The province education training center is required to handle the orientation and necessary training for teachers according to Learning Facilitation Guidelines, 2077 B.S. and Curriculum Integration Structure, 2066 B.S." This ejaculates that the province-level education training center must identify the necessary doorway and skills for teachers for continuing teaching and learning in an alternative way. This circular suggests reopening the teaching and learning on a turn basis or according to the conditions of the place or schools. This circular focus more on the running school in the face-to-face mode because of the lack of resources necessary for running teaching-learning online. This is also because of the lack of ICT skills among teachers and students including the lack of devices and internet access in all parts of the country (Dawadi et al., 2020)

## **Global Teacher Practices**

The Covid-19 epidemic has left the global teachers' status affected fully. In the context Nepal, (Rauniyar, 2020) writes, "The sudden transition from the classroom to digital space presents teachers with various challenges. Many have had to learn how to conduct classes over digital mediums that they were not well acquainted with earlier, while also trying to balance their personal lives." He highlights as;

But many teachers are still struggling to catch up. Quite a few teachers are struggling simply because they do not have the right technology to teach or are technologically lagging. After all, they do not have the right skill-set to use them. Surely, this applies to everyone, but teachers have to additionally deal with economic uncertainty and uncertainty about their future—which contributes to their stress levels. That stress load increases owing to their concerns about how most of their students might have fallen behind (perhaps because of accessibility issues) because they worry about whether the students will catch up after a long inactive period, or because they are afraid some students might even be considering dropping out entirely.

My research on the Covid-19 effect on teachers' learning, also revolves around the challenges like lack of technology, technological awareness, self-awareness of their responsibility, etc. According to (Rauniyar, 2020),

During this pandemic period, one of the best things a teacher can do is take some time to step back and take a larger view of things. Besides focusing on what they are doing, they need to reflect on what they can achieve in the current context. It is exceedingly important that teachers



also take the time to reflect, unlearn, relearn, and develop the skills needed for the changed context. And they also need to find the time to focus more on their teaching methods and pedagogies, look into ways to introduce innovative classroom approaches (that are collaborative and flexible) and ensure better engagement of the students both during this digital-learning phase and once life gets back to normal. As for educational institutions, it is important that they make teachers' learning a priority and that they ensure teachers have the time to learn.

These statements recommend teachers for learning the alternatives of his lesson delivery which he has not practiced beforehand at school. Each of the teachers is obliged to drop his hands-on innovation of pedagogy so that more students can benefit.

## **Methods**

This research seeks information about teachers' learning status during the long school abeyance caused by the pandemic. It tries to explore the population of the teachers behind learning and going ahead despite the pandemic challenges. Similarly, it also tries to explore the numbers and types of alternative learning used by the teachers in Dhading district which can even be useful for students during this pandemic and in the future too. Hence, this is quantitative research and follows the survey structures. Therefore, I proposed to do this research in survey design by setting the close-ended questionnaire online. I chose an online option for data collection due to the health transition caused by the severely transmissible disease Corona Virus ruling the world currently for my safety, efficiency, and reliability.

This study aimed at surveying how exploring the teachers were continuing their learning. For this purpose, simple random sampling is used for the selection of the research participants. Therefore, this is survey design research in which existing teaching and learning practices of the teachers of Dhading and their learning activities are accounted for in numeric figures.

The population of this research is the public-school teachers of the Dhading district. There are 133 public secondary schools (CEHRD, 2018, p. 132) having full-fledged secondary teacher positions, and some have primary and lower secondary level teachers working at the secondary level. The number of teachers in those 133 secondary level schools according to (CEHRD, 2018) is 738 in total. All these teachers belong to the manpower working in secondary level representing from different positions. I used an online sample size calculator from calculator.net for calculating the exact

sample size for my research. The total population in my research was 738 out of which I had to select a sample. Similarly, I used the survey monkey online calculator for the concluding margin of error which showed the margin of error to be 10% for the total population of 738. The confidence level accounted for 95%. This concluded that the sample size for my research could be 86 respondents.

I employed a simple random sampling technique where every item in the population has an equal chance and likelihood of being selected as a sample. I prepared the list of all the secondary level teachers initially and marked each member with a specific number. Then, generated a random number table in an excel sheet on my computer. The random number table generated is given in the indices. As I needed only 86 respondents, I counted the number of the teachers from the random number table by taking the last 3 digits up to 738.

Since this was online research, I asked them 23 close-ended questions by giving them a chance of ticking the best alternatives that suit them. The questions were developed in the google form and they were distributed as well as collected online.

## Result and Discussion

This section includes the numerical analysis of the statistical representation of the teachers' outdoor learning activities during the lockdown period. The teachers learning strategies, practices, and models are represented in the figure and diagram as follows:

### a. Gender-wise representation

#### Statistics

Sex of the respondent

N	Valid	86
	Missing	0

**Table 1: Sex of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	60	69.8	69.8	69.8
Female	26	30.2	30.2	100.0
Total	86	100.0	100.0	

Source: Online Survey, 2021.

Out of the 86 respondents, this data shows that there were 60 male respondents and 26 females. Thus, male teachers outnumber female teachers.

b. Year-wise participation

**Table 2: Teaching Tenure**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 5 Years	16	18.6	18.6	18.6
Between 6-10 Years	18	20.9	20.9	39.5
Between 11 - 15 Years	24	27.9	27.9	67.4
Between 16 - 20 Years	12	14.0	14.0	81.4
Between 21 - 25 Years	6	7.0	7.0	88.4
Between 26 - 30 Years	8	9.3	9.3	97.7
Between 31 - 35 Years	2	2.3	2.3	100.0
Total	86	100.0	100.0	

Source: Online Survey, 2021.

Among the 86 respondents, the table shows that the teachers participating in-home or outdoor learning were not only the freshers. This shows that two teachers were teaching for more than 31 years doing outdoor learning during the COVID-19 lockdown period in different ways. The maximum number of teachers (24) were those who had been working in the school for a decade and a half. The data proves the new generation of teachers was outnumbering the older teachers. It proves the interest of the new generation of people in the teaching profession.

### 3. Level-wise Sex status of the teachers

**Table 3: Level of Teaching \* Sex of the respondent  
Crosstabulation**

Count				
Male		Sex of the respondent		Total
		Female		
Level of Teaching	Basic	16	8	24
	Secondary	44	18	62
Total		60	26	86

Source: Online Survey, 2021.

**Table 4: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.152 <sup>a</sup>	1	.697		
Continuity Correction	.016	1	.898		
Likelihood Ratio	.150	1	.698		
Fisher's Exact Test				.795	.443
Linear-by-Linear Association	.150	1	.699		
N of Valid Cases	86				

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 7.26.

b. Computed only for a 2x2 table

Source: Online Survey, 2021.

It is shown that the respondent teachers doing off-time or outdoor learning during the COVID-19 lockdown period represented both basic and secondary level schools. Among 86 respondents, the total number of the basic level teachers was 24 teachers even at the secondary level and participating in outdoor learning out of which 16 were males and 8 were female teachers. Similarly, out of 62 secondary level teachers, 44 were males and 18 were females.

The second chart shows the chi-square value of the test under the bivariate analytic mode that tests the hypothesis. As in this research, I hypothesized that the teachers in our community may not have engaged in continued learning during the COVID-19 outbreak and lockdown caused due to the aforementioned reasons. But the table proves that the p-value being .152 means there is no relationship between gender for being in teacher status. This refers to the weak relationship between the two variables, i.e., the sex of the respondent and their level of teaching.

**Table 5 : Subject teacher status participating in outdoor learning**

		<b>The subject they are teaching</b>			
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	English	24	27.9	28.2	28.2
	Mathematics	13	15.1	15.3	43.5
	Science	15	17.4	17.6	61.2
	Social Studies	10	11.6	11.8	72.9
	Nepali	9	10.5	10.6	83.5
	Account	6	7.0	7.1	90.6
	Education	4	4.7	4.7	95.3
	Economics	4	4.7	4.7	100.0
	Total	85	98.8	100.0	
Missing	System	1	1.2		
<b>Total</b>		<b>86</b>	<b>100.0</b>		

*Source: Online Survey, 2021.*

This table proves that most of the subject teachers participated in the outdoor learning during the COVID-19 outbreak and its lockdown time. But the English language teachers outnumbered other subject teachers and seemed more dominant in this, regard, which proves that they have more influence on learning than other teachers. Here, it seems that a respondent did not prefer responding to his subject and 98.8% of teachers responded to their subjects. Mathematics, science, and social studies teachers followed the English teachers in outdoor learning.

**Table 6: Level of Teaching \* Teachers participating in online class  
Crosstabulation**

Count		Teachers participating in an online class		Total
Yes		No		
Level of Teaching	Basic	22	2	24
	Secondary	57	5	62
Total		79	7	86

*Source: Online Survey, 2021.*

As shown in table six, out of the 86 respondents from both basic and secondary levels, 22 basic level and 57 secondary level teachers imply to be participating in online classes during the COVID-19 outbreak and its subsequent lockdown period but only seven persons i.e., two from basic level and five from the secondary level have not participated in those programs.

**Table 7: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.002 <sup>a</sup>	1	.967		
Continuity Correction	.000	1	1.000		
Likelihood Ratio	.002	1	.967		
Fisher's Exact Test				1.000	.634
Linear-by-Linear Association	.002	1	.968		
N of Valid Cases	86				

a. 1 cell (25.0%) has an expected count of less than 5. The minimum expected count is 1.95.

b. Computed only for a 2x2 table

*Source: Online Survey, 2021.*

In the above table, the p-value seems to be .967, and the chi-square value is .002<sup>a</sup>. There is a big range difference between chi-square and p-value. The p-value being over .05 refers to the stronger relationship between the two variables tested. Hence, the above data refer to the teachers being online or in some way for outdoor learning during the Covid-19 outbreak is the very

great and maximum number of the teachers have participated in the learning.

Table 8: Effect of COVID-19 on teachers' participation in online learning

Group Statistics					
	Teachers participating in an online program	N	Mean	Std. Deviation	Std. Error Mean
Teachers' Feelings Due to COVID-19	Yes	79	2.0253	.76752	.08635
	No	7	2.2857	.95119	.35952

Source: Online Survey, 2021.

This data proves that 79 total participants have taken part in online learning and only seven have been left behind it probably because of technical reasons. As said, a low standard deviation indicates that the values tend to be close to the mean (also called the expected value) of the set, while a high standard deviation indicates that the values are spread out over a wider range, the mean value being 2.0253 and SD value being .76852, there is a vast difference which proves that the Covid-19 effect does not have any impact on teachers' outdoor learning.

Table 9: Independent Samples Test										
F		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
Teachers' Feeling Due to Covid	Equal variances assumed	.740	.392	-.844	84	.401	-.26040	.30841	-.87371	.35292
	Equal variances not assumed			-.704	6.711	.505	-.26040	.36974	-1.14240	.62160

Source: Online Survey, 2021.

The t-value in the table is shown as .844 and the mean difference is

.26040. Similarly, what I hypothesized in this research is that the teachers in our context may not be continuing their outdoor study being affected by COVID-19 and other technical reasons. This data makes my estimation or hypothesis with a negative result. This proves that the COVID-19 effect has not hindered teachers' outdoor learning and they are exploring alternative doorways for teaching and learning.

**Table 10: Frequency of teachers' participation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	19	22.1	22.1	22.1
	More Often	26	30.2	30.2	52.3
	Often	25	29.1	29.1	81.4
	Sometimes	14	16.3	16.3	97.7
	Rarely	2	2.3	2.3	100.0
	Total	86	100.0	100.0	

Source: Online Survey, 2021.

According to the table above, all teachers are participating in the online program as much as they could. Above 60 percent participated in online learning often and 22 percent of teachers participate regularly. Very few teachers i.e., only 2.3 percent participated rarely in this kind of learning.

**Table 11: Content of online learnings of teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Based on their subject	33	38.4	38.4	38.4
	ICT Training	19	22.1	22.1	60.5
	PD Training (professional training)	12	14.0	14.0	74.4
	Socio-Political Campaign	4	4.7	4.7	79.1
	Pedagogic Practice	18	20.9	20.9	100.0
	Total	86	100.0	100.0	

Source: Online Survey, 2021.

The teachers have joined the online program in which they have multiple opportunities of learning although schools and libraries are closed. The table



data shows that the maximum number of the teachers, 33 percent in total are joining online for learning their subject and they are also practicing ICT, pedagogy, professional development, and socio-political content online.

**Table 12: Started online class as a result of your learning for the training?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	62.8	62.8	62.8
	No	32	37.2	37.2	100.0
	Total	86	100.0	100.0	

Source: Online Survey, 2021.

As a result of their online approach, they have been able to address the problems caused by COVID-19 in teaching and learning. Fifty-four percent of the teachers had started their online classes for their students and 32 percent of teachers were yet to start or they might not be able to start due to the students' socio-economic and technical conditions.

## Conclusions

This paper studying teachers' regular learning if halted or not due to COVID-19 and the lockdown is an in-depth analysis of the teachers' learning status in Dhading. This is a case study as it only seeks information from the teachers of the Dhading district. It is concluded that there is no significant loss in the learning habit of the teachers despite the longer lockdown period.

Covid-19 has also affected the teachers in the Dhading district as shown by the data. Some of the teachers also were captivated with Covid-19 illness and more have a psychological effect. Though, the teachers have explored an alternative way of learning from their home and their being with their professional union, their colleagues have been running learning. It insinuates that although the students and teachers cannot participate in face-to-face teaching and learning, the digital practices, i.e., online learning with their computers, laptops, and even mobile have helped them and opened the bigger scope of network for learning. In nutshell, this research suggests that during the lockdown period or even after, the online mode of teaching and learning must be continued with which the teachers and students can get access to each other and bigger learning resources.

## References

(CEHRD), C. for E. and H. R. D. (2018). Flash I Report 2075 (2018/19). *The report, 2075(2019)*. Retrieved from <https://www.doe.gov.np/assets/uploads/files/>

cbe2b2b1ae68bb5bdaa93299343e5c28.pdf

- Dawadi, S., Giri, R., & Simkhada, P. (2020). the Impact of Covid-19 on Education Insights From Education At a Glance 2020. *Researchgate*, 1-31. <https://doi.org/DOI:10.31124/advance.12344336.v1>
- De Giusti, A. (2020). Policy Brief: Education during COVID-19 and beyond. *Revista Iberoamericana de Tecnología En Educación y Educación En Tecnología*, (26), e12. <https://doi.org/10.24215/18509959.26.e12>
- Korth, B. B., Erickson, L., & Hall, K. M. (2009). Defining Teacher Educator Through the Eyes of Classroom Teachers. *The Professional Educator*, 33(1), 1-12. Retrieved from [http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/194687907?accountid=14771%5Cnhttp://bf4dv7zn3u.search.serialssolutions.com/?ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&rft\\_id=info:sid/ProQ:educationalumni&rft\\_val\\_fmt=in](http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/194687907?accountid=14771%5Cnhttp://bf4dv7zn3u.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ProQ:educationalumni&rft_val_fmt=in)
- Ministry of Education, Science, and Technology, N. *No Title.*, (2020). not proper citation of the document
- Paechter, M., Luttenberger, S., & Macher, D. (2015). Mathematics teacher-candidates performance in solving problems with different representation styles: The trigonometry example. *Eurasia Journal of Mathematics, Science and Technology Education*, 11(6), 1379-1397. <https://doi.org/10.12973/eurasia.2015.1397a>
- Rauniyar, M. (2020). *Supporting teachers during Covid-19*. Retrieved on November 18, 2020. , from <https://www.recordnepal.com/perspective/opinions/supporting-teachers-during-covid-19/>
- Schleicher, A. (2020). *The impact of COVID-19 on education - Insights from Education at a Glance 2020*. Publication. Not intelligible citation