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Digital Literacy among English Teachers in Nuwakot: A Spotlight on Skills and Challenges

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Abstract

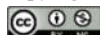
Digital skill is considered as the basic skill of using digital devices for teaching and learning activities focusing on the use of MS Words, MS PowerPoints and online materials for English instruction. This study investigated the digital literacy of secondary-level English teachers of Nuwakot district, focusing on their readiness to utilize Information and Communication Technology (ICT) in English language instruction. Through a survey among 46 participants, under quantitative study, the researchers assessed the present status of digital literacy and participants' preparedness to integrate ICT in teaching. The collected data were processed through SPSS application and further analysed through uni-varied and bi-varied tabulation. The findings suggested that teachers are in acute need of learning, updating and integrating ICT skills and online platforms to upgrade digital skills and improve day to day teaching and learning activities. The findings will further contribute to understanding the landscape of digital literacy among educators and offer valuable recommendations for improving teacher training programmes and educational technology integration in the study area.

Keywords: digital skills, preparedness, digital devices, online class

Introduction

Digital literacy is a skill of a person to operate digital devices to perform daily life activities. "It is the ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills" (American Library Association, 2011, p.1). Son et al. (2011) define digital literacy in relation to teaching and learning language as "the development of knowledge and skills for using general computer applications, language-specific software programmes, and Internet tools confidently and competently" (p. 27). Teaching profession being one of the creative and innovative profession,

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adaption of the recent technology is must here. So, the use of ICT in teaching is common nowadays. After the outbreak of the COVID-19, education system has seen the radical change especially on shifting the physical class into virtual class (Daniel, 2020). Khanal (2020) states that "The COVID-19 pandemic has brought unprecedented challenges in all spheres of human life across the globe" (p. 90). Education is the hardest hit sector of the human life after COVID which has also opened the gate for different opportunities especially in education sector and one of them is adaptation of digital skills into the classroom. The education system had been shifted towards teaching remotely and through digital tools due to COVID-19 and growing popularity of ICT skills (Dawadi et al., 2020). In 2021, Ministry of Education, Science and Technology (MoEST), Nepal had rolled out numbers of the guidelines and protocols for education to cope with the COVID-19 crisis. Some of them are COVID-19 Education Cluster Contingency Plan 2020 (approved on 7 May 2020), Alternative Learning Facilitation Guidelines (approved on 31 May 2020), Emergency Action Plan for School Education (approved 22 September 2020), School Reopening Framework (approved on 5 November 2020) and Closed User Group (CUG) Service Implementation guidelines. Furthermore, MoEST (2021) states that COVID 19 helps to redesign the organization and educational instruction focusing mainly on the teaching and learning process, learning environments, and correcting challenges to improve learning outcomes (Dewan et al. 2021).

Digital literacy is one of the prerequisites in online teaching contexts especially for teaching English where the teacher should use the authentic resource in this post pandemic situation. The use of communication and information technology (ICT) in English as a Foreign language (EFL) teaching and learning is growing day by day especially after the wider access of internet to the general people including students (Dashtestani & Hojatpanah, 2020). The digital skills are enabling EFL teachers and students to teach and learn the language with the use of authentic resources (Azmi, 2017; Hsu, 2016). Saud (2021) emphasizes "in the twenty-first century, computer skills are as important as language skills to both the teachers and learners for effective online teaching and learning (p.2).

Government of Nepal has prepared and rolled out a master plan to "expand access to and enhance quality of education, particularly using ICT as a tool for instruction" (MoEST, 2013, p. 6). The main focus of the plan is to increase access of ICT into the class and ensure the quality of Education in 21st century and narrow the digital gap (MoEST, 2013). "The plan has four major aims: a) to expand equitable access to education; b) to enhance the quality of education; c) to reduce the digital divide; and d) to improve the service delivery system in education" (Phyak et al., 2019, p11). According to Phyak et al. (2019), the plan has specified its activities within the following four components:

- a) ICT infrastructure development: This component includes the development of ICT equipment, internet connectivity, multimedia classroom, virtual data center, and educational resource sharing platform.
- b) Human resource development: This component focuses on ICT-related capacity building of teachers, trainers, decorators, decision-makers, and managers.
- c) Digital learning materials development: This component includes the development of ICT-based curricula for students and teachers, and ICT-related contents for teaching.

d) Enhancement of education system: This component of the plan includes the activities to strengthen governance, transparency, effectiveness and efficiency in education through the use of ICT.

All those plans and guidelines required the teachers to be competent in digital literacy. "Teachers' competency is a key to integrating ICT in the teaching-learning process" (Phyak et al., 2019, p. 12). So, to implement all the policies and guidelines prepared by the government, it should have baseline data about the current status of the teachers' digital literacy. The researchers strongly believe that the baseline data of the current status of digital literacy among English teachers is crucial for any further planning for improving the English language teaching. However, as of now, very limited research has been conducted to identify the teachers' literacy status so the researchers have undertaken this study to bridge this gap through this research.

Due to increasing use of the ICT in every sectors of human life, language teaching has also been highly influenced by the digital skills. Most of the authentic resources especially the resources for listening skills are found online. So, an English teacher must be competent enough to search the useful resource and use them into the classroom. Apart from that, COVID 19 pandemic has taught a lesson to the teachers to be digitally competent to cope with the unexpected challenges (Dewan et al. 2021). However, it is observed that there is insufficient evidence whether the teachers are digitally competent to take class or not. So, we have decided to conduct a research on this topic. This study aims to identify the current status of the digital literacy among the school level's English teachers mainly from secondary level in Nuwakot district. As the ICT in education is essential in contemporary education, this study examines how well the teachers are prepared to adapt their teaching in this context. Also, local government is responsible to uplift the quality of education up to secondary level, this study identifies the overall status of the digital literacy situation in schools and supports them to prepare their local education plans accordingly.

Methods and Procedures

This study is set out to identify the current status of the digital literacy among the school level's English teachers mainly from secondary level in Nuwakot district. So, the researchers decided to employ quantitative research design to get the tangible data. Survey is designed having three sections where first section seeks the background information like age of the teacher, academic qualification, years of experience in teaching etc. the second section of the survey is designed to identify the digital skill of the teachers like whether they can create files and folders in computer or not, whether they can prepare Power Point Presentation (PPT) or not, whether they can teach through online platforms like zoom and MS teams or not. The third section asks the teachers to rate themselves in terms of different sub skills of the digital skill. This survey tool is adapted from questionnaires created by Son et al. (2011) and Saud (2021).

A total of 46 English teachers of Nuwakot district were selected as sample for this research. Census method was applied to cover all the secondary schools of two rural municipalities of Nuwakot districts. While applying the census method, the researchers have been able to get the data from all the schools of the study area. The researches have distributed the survey question and asked the teachers to tick the appropriate answer that suits them

most. Proper consent is taken and the participants are well informed about use of the data they are providing for.

Results and Discussion

All the gathered data were entered into the SPSS software and analyzed accordingly. Data were collected on both nominal and ordinal scales. Data like sex, employment status (permanent, temporary), and working rural municipalities are on nominal scale whereas data like age, academic qualification, teaching experience are in ordinal scale. Both uni-varied and bi-varied analysis is conducted to identify the status of digital skills of secondary level English teachers of Nuwakot district. On top of that, Chi- square test and Phi-tests were carried out to find the significance of the data and their significance level. First, a brief demographic analysis is done as below:

Out of the total sample, 21.7% of the participants are female where as 78.3% of the participants are male. None of the participants are mentioned themselves as third gender. As the census method was used, the researchers could not include any teacher of third gender and the female teachers in equal proportion to the male teachers. Sample size is almost same from both rural municipalities. Sample teachers were selected a little bit more from municipality B since this municipality has two more secondary schools there. It was found that almost one fifth of the sample size were teaching as temporary teachers where as 78.3% of the participants were appointed as permanent teachers. None of the teachers were found who were teaching as part time teacher. Majority of the respondents were in between 36-41 years old and then in between 42-47 years old. Equal percent of the respondents were from the age group of 30-35 years and above 47 years old. 10.86 percentage of the respondents were form the age group of below 30 years old.

Regarding the academic qualification, more than half of the respondents have completed their master degree whereas one third of the respondents have completed their bachelor degree. 8.7% of the participants have completed PCL/+2 level and only 4.3% of the respondents have completed their MPhil/PhD level. While looking as the teaching experience of the respondents, 39.1% of the respondents have 11-16 years of teaching experience whereas 28.3% of the participants have 17-22 years of teaching experience. 17.4% of the respondents have taught for 5-10 years, 8.7% of the respondents have taught for 0-5 years and only 6.5% of the respondent have taught for more than 22 years.

Table 1
Skill to Turn on and Shut down the Laptop/ Computer Properly

			Can you turn on/ shut down laptop/ computer?		
			Yes	No	Total
Sex	Female	Count	9	1	10
		% within Sex	90.0%	10.0%	100.0%
	Male	Count	26	10	36
		% within Sex	72.2%	27.8%	100.0%
Total		Count	35	11	46
		% within Sex	76.1%	23.9%	100.0%

It is revealed that the majority (76.1%) of the respondents know how to turn on and shut down the laptop/computer properly where one fourth (23.9%) of the respondent shared that they do not know how to do it. While further segregating it into gender wise data, it was found that female teachers were more skilled than the male teachers on opening/ shutting down the laptop/computer. Here χ^2 test result is 0.244, which means the data is statistically insignificant among male and female for this skill.

Table 2
Academic Qualification (Can you turn on/Shut down laptop/computer?)

			Can you turn on/ shut down laptop/ computer?		Total
			Yes	No	
Academic Qualification	PCL/+2	Count	1	3	4
		% within Academic Qualification	25.0%	75.0%	100.0%
	Bachelor	Count	11	4	15
		% within Academic Qualification	73.3%	26.7%	100.0%
	Master	Count	21	4	25
		% within Academic Qualification	84.0%	16.0%	100.0%
	M Phil/ PhD.	Count	2	0	2
		% within Academic Qualification	100.0%	0.0%	100.0%
Total	Count		35	11	46
	% within Academic Qualification		76.1%	23.9%	100.0%

Similarly, while analyzing the skill of turning on/ shutting down the computer/ laptop in-terms of the teacher’s qualification, it was found that the more qualification the teachers have, the more skilled they are on this section. 100% of the teachers who have completed M Phil/PhD are able to turn on/shut down the device. Similarly, 84%, 73.3% and 25% of the participants are able to do so who have completed their master, bachelor and PCL/+2 respectively. On the other hand, the χ^2 result is 0.063 which means there is no relationship between the academic qualification and the skill of turning on/shutting down the device.

The findings reveal a significant relationship between teaching experience and the ability to turn on/shut down a laptop/computer, particularly highlighting that teachers with 5-10 years of experience demonstrate complete proficiency. This suggests that exposure and practical experience may play a crucial role in developing digital skills. It would be beneficial

to further investigate the training or support these teachers received during this period to inform professional development programs for newer educators.

Table 3

Teaching Experience (Can you turn on/ Shut down laptop/ computer?)

			Can you turn on/ shut down laptop/ computer?		Total
			Yes	No	
Teaching Experience	Less than 5 years	Count	0	4	4
		% within Teaching Experience	0.0%	100.0%	100.0%
	5-10 years	Count	8	0	8
		% within Teaching Experience	100.0%	0.0%	100.0%
	11-16 years	Count	15	3	18
		% within Teaching Experience	83.3%	16.7%	100.0%
	17-22 years	Count	12	1	13
		% within Teaching Experience	92.3%	7.7%	100.0%
	More than 22 years	Count	0	3	3
		% within Teaching Experience	0.0%	100.0%	100.0%
	Total	Count	35	11	46
		% within Teaching Experience	76.1%	23.9%	100.0%

Surprisingly, the data showed that none of the teachers who have 05 years and more than 22 years’ experience do not know how to open and shut down the laptop properly. The teachers who are teaching 5-10 years, 100% of them have mastered this skill where 83.3% and 92.3% of the teachers have mastered this skill who have the experience of 17-22 years and 11-16 years respectively. The absence of proficiency among both the least and most experienced teachers raises interesting questions. While newer teachers may lack the necessary training, the low proficiency among those with over 22 years of experience could indicate a resistance to updating skills or a lack of relevant professional development. Exploring the reasons behind these patterns could lead to more targeted interventions aimed at enhancing digital literacy across all experience levels.

Here, the χ^2 result is derived as less than 0.01 which means there is significant relation between this skill and the teaching experience. Also, ϕ result showed as 0.769 which means there is moderate relationship between these two variables.

Table 4
Employment Status (Can you turn on/ Shut down laptop/ computer?)

			Can you turn on/ shut down laptop/ computer?		
			Yes	No	Total
Teaching Experience	Less than 5 years	Count	0	4	4
		% within Teaching Experience	0.0%	100.0%	100.0%
	5-10 years	Count	8	0	8
		% within Teaching Experience	100.0%	0.0%	100.0%
	11-16 years	Count	15	3	18
		% within Teaching Experience	83.3%	16.7%	100.0%
	17-22 years	Count	12	1	13
		% within Teaching Experience	92.3%	7.7%	100.0%
	More than 22 years	Count	0	3	3
		% within Teaching Experience	0.0%	100.0%	100.0%
Total	Count	35	11	46	
	% within Teaching Experience	76.1%	23.9%	100.0%	

It was revealed that there was no significant difference between the permanent and temporary teachers on this particular skill. Here the χ^2 test result is 0.743, which means there is no relationship between the length of teaching experience and this skill.

Table 5
Skill to Create Files and Folders

			Can you create files and folders?		
			Yes	No	Total
Sex	Female	Count	9	1	10
		% within Sex	90.0%	10.0%	100.0%
	Male	Count	22	14	36
		% within Sex	61.1%	38.9%	100.0%
Total		Count	31	15	46
		% within Sex	67.4%	32.6%	100.0%

A total of 67.4% of the teachers were able to create files and folders in general. However, while looking at the gender-wise data, more female teachers (90%) are skilled than the male teachers (61.1%). χ^2 test result came as 0.085. which means the data is not statistically different between male and female teachers for this skill.

Table 6
Academic Qualification (Can you create files and folders?)

		Can you create files and folders?		Total
		Yes	No	
Academic Qualification	PCL/+2	Count	0	4
		% within Academic Qualification	0.0%	100.0%
	Bachelor	Count	10	15
		% within Academic Qualification	66.7%	100.0%
	Master	Count	19	25
		% within Academic Qualification	76.0%	100.0%
	M Phil/ PhD.	Count	2	2
		% within Academic Qualification	100.0%	100.0%
Total	Count		31	46
	% within Academic Qualification		67.4%	100.0%

The data shows that the teachers who have completed M Phil/PhD, 100% of them can create files and folders whereas the teachers who have completed their certificate level, none of them can do so. Around two third of the teachers who have completed their bachelor and master degree, they can create the files and folders. χ^2 test result came as less than 0.01 which means the data is statistically different between male and female teachers for this skill. Also ϕ test result came as 0.754 which means there is moderate relationship between the academic qualification and this skill.

Table 7
Teaching Experience (Can you create files and folders?)

		Can you create files and folders?		Total
		Yes	No	
Teaching Experience	Less than 5 years	Count	0	4
		% within Teaching Experience	0.0%	100.0%
	5-10 years	Count	8	8
		% within Teaching Experience	100.0%	100.0%
	11-16 years	Count	15	18
		% within Teaching Experience	83.3%	100.0%
	17-22 years	Count	8	13
		% within Teaching Experience	61.5%	100.0%
	More than 22 years	Count	0	3
		% within Teaching Experience	0.0%	100.0%
Total	Count		31	46
	% within Teaching Experience		67.4%	100.0%

It was revealed that the teachers who have experience of less than five years and more than 22 years cannot create files and folders whereas 100% of the teachers having experience of 5-10 years have mastered this skill. Comparatively, teachers having experience of 11-16 years are more skillful (83.3%) than the teachers who have the teaching experience of 17-22 years (61.5%). Here χ^2 result found as 0.018 which means alternative hypothesis is accepted here. Further, while looking how strongly associated these variables, it was found that there is modest relation between the experience and this skill as the ϕ value is 0.468.

Table 8
Employment Status (Can you create files and folders?)

			Can you create files and folders?		Total
			Yes	No	
Employment status	Permanent	Count	23	13	36
		% within Employment status	63.9%	36.1%	100.0%
	Temporary	Count	8	2	10
		% within Employment status	80.0%	20.0%	100.0%
Total	Count		31	15	46
	% within Employment status		67.4%	32.6%	100.0%

It is seen that the teachers who are working in temporary position are more skilled than the teachers who are working as permanent teachers. 80% of the respondent from temporary teachers' group shared that they can create files and folders whereas only 63.9% of the respondents from permanent group shared they have mastered that skill. Here χ^2 test result accepted the null hypothesis as χ^2 result is 0.336.

Table 9
Skill in Inserting Pictures and Charts in Power Point Presentation

			Can you insert pictures and charts in PPT?		Total
			Yes	No	
Sex	Female	Count	5	5	10
		% within Sex	50.0%	50.0%	100.0%
	Male	Count	8	28	36
		% within Sex	22.2%	77.8%	100.0%
Total	Count		13	33	46
	% within Sex		28.3%	71.7%	100.0%

It is seen that majority of the teachers do not know how to insert pictures and charts in PPT. Only 28.3% of the respondents said that they have mastered this skill. While looking it further, 50% of the female can insert the pictures and charts in PPT while only 22.2% male can do it. So, in comparison to male, female teachers are skilled in this particular section. Here χ^2 test accepted the null hypothesis since the χ^2 result is 0.084.

Table 10
Academic Qualification (Can you insert pictures and charts in PPT?)

			Can you insert pictures and charts in PPT?		
			Yes	No	Total
Academic Qualification	PCL/+2	Count	0	4	4
		% within Academic Qualification	0.0%	100.0%	100.0%
	Bachelor	Count	4	11	15
		% within Academic Qualification	26.7%	73.3%	100.0%
	Master	Count	7	18	25
		% within Academic Qualification	28.0%	72.0%	100.0%
	M Phil/ PhD.	Count	2	0	2
		% within Academic Qualification	100.0%	0.0%	100.0%
Total	Count	13	33	46	
	% within Academic Qualification	28.3%	71.7%	100.0%	

None of the teachers who have completed only certificate level have mastered this skill whereas around one fourth of the teachers who have completed their bachelor and master degree have mastered this skill. All the teachers who have completed their M Phil/ PhD have mastered this skill. Here, it was found that the more qualification a teacher has, the more % of the teachers have mastered this skill. Here χ^2 test accepted the null hypothesis since the χ^2 result is 0.083.

Table 11
Teaching Experience (Can you insert pictures and charts in PPT?)

			Can you insert pictures and charts in PPT?		
			Yes	No	Total
Teaching Experience	Less than 5 years	Count	0	4	4
		% within Teaching Experience	0.0%	100.0%	100.0%
	5-10 years	Count	8	0	8
		% within Teaching Experience	100.0%	0.0%	100.0%
	11-16 years	Count	3	15	18
		% within Teaching Experience	16.7%	83.3%	100.0%
	17-22 years	Count	2	11	13
		% within Teaching Experience	15.4%	84.6%	100.0%
	More than 22 years	Count	0	3	3
		% within Teaching Experience	0.0%	100.0%	100.0%
Total	Count	13	33	46	
	% within Teaching Experience	28.3%	71.7%	100.0%	

Interestingly, the teachers who have the experience of teaching less than 5 years and more than 22 years do not know this skill where as 15.4% and 16.7% teachers of

having experience 17-22 and 11-16 respectively have mastered this skill. All the teachers who have taught in between 5-10 years have mastered this skill. Here χ^2 test rejected the null hypothesis since the χ^2 result is less than 0.001. Further looking into the association, it is found that there is moderate relationship between the experience and this skill as we received ϕ value as 0.742.

Table 12

Employment Status (Can you insert pictures and charts in PPT?)

			Can you insert pictures and charts in PPT?		Total
			Yes	No	
Employment status	Permanent	Count	6	30	36
		% within Employment status	16.7%	83.3%	100.0%
	Temporary	Count	7	3	10
		% within Employment status	70.0%	30.0%	100.0%
Total	Count		13	33	46
	% within Employment status		28.3%	71.7%	100.0%

While analyzing the result in terms of employment status, it is found that there is a significant difference between the teacher % who can insert the pictures and charts in the PPT. Only 16.7% of the permanent teachers can do it while 70% of the temporary teachers can insert the pictures and charts into the PPT. Here χ^2 test rejected the null hypothesis since the χ^2 result is less than 0.001. Further looking into the association, it is found that there is modest relationship between the experience and this skill as we received ϕ value as 0.489.

Table 13

Skill of Teaching in the Classroom Using Power Point Presentation

			Have you taught in classroom using PPT?		Total
			Yes	No	
Sex	Female	Count	5	5	10
		% within Sex	50.0%	50.0%	100.0%
	Male	Count	10	26	36
		% within Sex	27.8%	72.2%	100.0%
Total	Count		15	31	46
	% within Sex		32.6%	67.4%	100.0%

A total of 32.6% of the respondents shared that they have used PPT while teaching into their class. It means more than two third of the teachers have never used the PPT in their classroom. Here, if we further segregate the gender wise data, it is revealed that the female teachers are using PPT more than the male teachers. 50% of the respondent shared that they have used PPT while teaching into the class whereas only 27.8% of the male teachers used PPT while teaching their actual class.

Table 14
Academic Qualification (Have you taught in classroom using PPT?)

			Have you taught in classroom using PPT?		
			Yes	No	Total
Academic Qualification	PCL/+2	Count	0	4	4
		% within Academic Qualification	0.0%	100.0%	100.0%
	Bachelor	Count	4	11	15
		% within Academic Qualification	26.7%	73.3%	100.0%
	Master	Count	9	16	25
		% within Academic Qualification	36.0%	64.0%	100.0%
	M Phil/ PhD.	Count	2	0	2
		% within Academic Qualification	100.0%	0.0%	100.0%
Total		Count	15	31	46
		% within Academic Qualification	32.6%	67.4%	100.0%

It is seen that there is a direct relationship between the academic qualification and the use of the PPT into the classroom. All of the respondents who completed M.Phil./PhD have used it into the class room where as 36% of the teachers who have completed their master degree and 26.7% of the teachers who have completed their bachelor degree have used PPT into the classroom. None of the teachers have used PPT in class who have just completed certificate level.

Table 15
Teaching Experience (Have you taught in classroom using PPT?)

			Have you taught in classroom using PPT?		
			Yes	No	Total
Teaching Experience	Less than 5 years	Count	0	4	4
		% within Teaching Experience	0.0%	100.0%	100.0%
	5-10 years	Count	8	0	8
		% within Teaching Experience	100.0%	0.0%	100.0%
	11-16 years	Count	3	15	18
		% within Teaching Experience	16.7%	83.3%	100.0%
	17-22 years	Count	4	9	13
		% within Teaching Experience	30.8%	69.2%	100.0%
	More than 22 years	Count	0	3	3
		% within Teaching Experience	0.0%	100.0%	100.0%
Total		Count	15	31	46

Interestingly, the teachers who have the experience of teaching less than 5 years and more than 22 years have not used skill where as 16.7% and 30.8% teachers of having experience 17-22 and 11-16 respectively have used this skill. All the teachers who have taught in between 5-10 years have used this skill.

Table 16
Employment Status (Have you taught in classroom using PPT?)

			Have you taught in classroom using PPT?		
			Yes	No	Total
Employment status	Permanent	Count	8	28	36
		% within Employment status	22.2%	77.8%	100.0%
	Temporary	Count	7	3	10
		% within Employment status	70.0%	30.0%	100.0%
Total		Count	15	31	46
		% within Employment status	32.6%	67.4%	100.0%

It was found that the teachers who are working in temporary position using the PPT more than 3 times than the teachers who are working in permanent position. Only 22.2% of the permanent teachers shared that they have used PPT while 70% of the temporary teachers used PPT into the classroom.

Table 17
Skill of Teaching Using Online Platforms

			Have you taught using online teaching platforms like zoom, google meet, MS Teams, etc.?		
			Yes	No	Total
Sex	Female	Count	6	4	10
		% within Sex	60.0%	40.0%	100.0%
	Male	Count	10	26	36
		% within Sex	27.8%	72.2%	100.0%
Total		Count	16	30	46
		% within Sex	34.8%	65.2%	100.0%

It was found that only around one third of the teachers have taught the online class. 34.8% of the respondent shared that they have taught online here. Out of 10 female teachers, it was found that 60% of them have taught online class whereas out of 36 male teachers, only 27.8% have taught the online class.

Table 18
Academic Qualification (Have you taught in classroom using PPT?)

		Have you taught in classroom using PPT?		Total
		Yes	No	
Academic Qualification	PCL/+2	Count	0	4
		% within Academic Qualification	0.0%	100.0%
	Bachelor	Count	4	11
		% within Academic Qualification	26.7%	73.3%
	Master	Count	9	16
		% within Academic Qualification	36.0%	64.0%
	M Phil/ PhD.	Count	2	0
		% within Academic Qualification	100.0%	0.0%
Total	Count		15	31
	% within Academic Qualification		32.6%	67.4%

It is seen that there is a direct relationship between the academic qualification and the use of the online teaching. All of the respondents who completed M.Phil./PhD have taught through online class where as 36% of the teachers who have completed their master degree and 26.7% of the teachers who have completed their bachelor degree have taught through online class. None of the teachers have taken online class who have just completed certificate level.

Table 19
Teaching Experience (Have you taught in classroom using PPT?)

			Have you taught in classroom using PPT?		Total
			Yes	No	
Teaching Experience	Less than 5 years	Count	0	4	4
		% within Teaching Experience	0.0%	100.0%	100.0%
	5-10 years	Count	8	0	8
		% within Teaching Experience	100.0%	0.0%	100.0%
	11-16 years	Count	3	15	18
		% within Teaching Experience	16.7%	83.3%	100.0%
	17-22 years	Count	4	9	13
		% within Teaching Experience	30.8%	69.2%	100.0%
	More than 22 years	Count	0	3	3
		% within Teaching Experience	0.0%	100.0%	100.0%
	Total	Count	15	31	46
		% within Teaching Experience	32.6%	67.4%	100.0%

The teachers who have the experience of teaching less than 5 years and more than 22 years have not used this skill where as 16.7% and 30.8% teachers of having experience 17-22 and 11-16 respectively have used this skill. All the teachers who have taught in between 5-10 years have used this skill.

Table 20

Employment Status (Have you taught in classroom using PPT?)

			Have you taught in classroom using PPT?		Total
			Yes	No	
Employment status	Permanent	Count	8	28	36
		% within Employment status	22.2%	77.8%	100.0%
	Temporary	Count	7	3	10
		% within Employment status	70.0%	30.0%	100.0%
Total	Count		15	31	46
	% within Employment status		32.6%	67.4%	100.0%

It was found that the teachers who are working in temporary position have taught online class more than 3 times than the teachers who are working in permanent position. Only 22.2% of the permanent teachers shared that they have taught online while 70% of the temporary teachers have taken their class virtually.

Conclusion

After the careful analysis of the available data, the researchers came to the conclusion that teachers have some basic skills like opening and shutting the laptop/ computer and creating the files and folders in the laptop/computer but while going through the required skills for teaching online, it was found that the majority of the teachers still needs to master those skills. It was found that 76.1% of the teachers know how to turn on/ shut down the device properly while still 23.9% of the respondent did not know how to turn on/ shut down the device. Similarly, 67.4% of the participants can create the files and folder into the laptop/ computer while remaining 32.6% of the participants cannot perform this skill. This shows that still one fourth of the secondary level English Teachers are yet to learn the basic digital skill. While looking at the more advanced skills like power point presentation preparation and use, only one third of the teachers have proper skills to teach using PPT and teaching virtually through the online teaching platform. The data showed that only 28.3% of the teachers could prepare power point presentation inserting pictures and charts where as 71.7% of the teachers do not have this skill. Similarly, only one third of the teachers have experience of teaching online previously.

It was also analyzed the data in-terms of gender of the teachers, their academic qualification, experience and appointment status. It was found that the female teachers are more skilled than the male teachers; temporary teachers have mastered more skills than the permanent teachers, and the more qualified teachers, the more digital skills they have mastered. However, there is not proper connection between the years of experience and the digital skill

they have mastered. Overall, it seems that if the teachers are properly trained to equip with the digital skills to adapt the recent innovation within the language teaching especially teaching English as a foreign language.

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