Building a Knowledge Society in the Post-Pandemic through Education and Research: Role of Teachers' World (An Editorial)

Dr Muhammed Mahbubur Rahaman[1]; Dr Ahsan Habib[1], & Dr M Wahiduzzaman[2]

ABSTRACT

The coronavirus epidemic brought our education system to a standstill. It created a sense of uncertainty among students, teachers, and researchers. After almost 13 months, we are publishing the new issue of this journal. We hope it will help disseminate new knowledge about education to build a knowledge society. This editorial intends to get answer to the questions, "What was the effect of COVID-19 on Bangladesh education?" and "What will be the strategy to mitigate the loss caused by the pandemic?" A total of 11 articles out of 28 have been considered to be published. The results of the articles shows the difficulties for Bangladeshi university students to continue online teaching and learning because of the lack of compatible devices to students and also for their inability of not afford to procure data for accessing the internet. Reviewing the result6s of the studies published supports us in deciding about effective strategies for online and blended education in the various educational sub-sectors of Bangladesh. Some of the findings claim that online education will be successful only if the required facilities are provided to all students by the authority or government. Otherwise, severe discrimination will emerge in Bangladesh's education system between poor and financially well-off students. Then the editorial presents the context and background of IER and the teacher's world. It advocates for conducting research with appropriate need-based paradigms that would be effective in dealing with post-pandemic challenges in higher education, and it provides a glimpse of all 11 articles that have been published. It also acknowledges the role of Teachers' World in strengthening knowledge and research in the field of education. The world of teachers saw the COVID-19 pandemic as an once-in-a-lifetime opportunity for IER to conduct research and publish in order to create knowledge for addressing various issues in the Bangladesh education system caused by the pandemic crisis. Thus, IER takes a proactive stance, suggesting that education must respond not only to the past, not even to the present, but to future needs.

1 Institute of Education and Research (IER), University of Dhaka

Introduction

Corona turned everything on Earth upside down (van Ham, Uesugi, Tammaru, Manley, & Janssen 2020): from personal to social life, and from the micro to the macro level. Education was not an exception, as it put an unprecedented impact on the global education system (Gamage, Gamage & Dehideniya, 2022). Corona epidemic has brought our education system to a standstill. It created a sense of uncertainty among students, teachers, and researchers, all of whom were concerned about the return to normalcy. However, we have managed to get back to normal, all uncertainties aside.

Two of our priceless academic years were lost in the meantime due to the pandemic. Not only did this epidemic hinder scholarly endeavors, but it also prevented us from publishing this journal. The new issue, which we believe will help us communicate fresh knowledge on education to develop a knowledge society in the post-pandemic neo-normal period, is finally being published after over 13 months, nonetheless (Benito et al., 2021; Ewing, 2021; Gurukkal, 2020; Mbhiza, 2021; Neuwirth, Jović, & Mukherji, 2021; Pham, & Ho, 2020; Tesar, 2021).

Research has shown that during the coronavirus pandemic, 69.5 percent of the country's primary and secondary students could not participate in distance learning (https://www.bbc.com/bengali/news-55754807). All social and economic activities were limited due to Corona, and almost all educational programs were closed indefinitely in most countries of the world, including Bangladesh. On the other hand, a similar situation was seen in higher education. Coronavirus has an impact on the global education system (Tadesse & Muluye, 2020). COVID-19 affects not only students but also teachers and parents across the world. UNESCO reported that over 1.5 billion students in 195 countries are out of school due to school closures (UNESCO, 2020). According to Pujari (2020), COVID-19 has an impact on all aspects of the education system, including examinations, evaluation, the start of a new semester or term, and the possibility of extending the school year. As UNESCO (2020) reports, The COVID-19 school closures have an impact on 87% of the student population around the world. By implementing distance learning strategies, UNESCO is able to reach the most vulnerable students. Over 1.5 billion students in 195 countries are impacted by the COVID-19 pandemic school closures, according to UNESCO. In Niranjan's (2020) study, COVID-19 had an impact on the economy as a whole and our day-to-day lives, as well as on our emotional, mental, and physical health, as well as on business losses on a national and international scale, poor cash flow in the market, halted travel on a national and international scale, as well as on stress levels in the general population and the closing of hotels, restaurants, and places of worship and entertainment (Evans, 2020).

What was the effect of COVID-19 on education, and what will be the strategy to mitigate the loss caused by the pandemic? Answering the question, various researchers perceive the consequences differently, such as a global calamity and a threat to life and livelihoods worldwide (Martinez-Brawley, & Gualda, 2020; van Ham et. al., 2020). Research says that all

the great pandemics posed a threat to human life, resulting in "significant death tolls and major social disruption" (Hays, 2006). COVID-19 has imposed a strange state of danger and threat to human life (Waltner-Toews, 2020). Analyzing the impact of COVID-19 on economics, Baldwin & di Mauro (2020) comment that COVID-19 has affected our systems, as it makes it difficult to address the situation with the existing traditional tools. Hays (2005) discovered that all fifty epidemics from different categories in history caused serious social disruption over large areas, as well as high death rates. The Corona epidemic has spurred change in the nature of education, as technological advancements have been pushed to be adopted in education in the post-pandemic period (Ratovonomenjanahary & Ravelonantoandro, 2022). Though we were not ready, this pandemic might finally galvanize the world to take viruses seriously (MacKenzie, 2020). Berenson (2020) in his book reported some untold truths regarding COVID-19 and lockdowns. As he states, "Coronavirus targets people at the end of their lives even more aggressively than the flu," so the issue is even more serious. Schwab and Malleret (2020) in their book COVID-19: The Great Reset provide a clear picture of how COVID-19 disrupted our social and economic systems and what changes will be needed to create a more inclusive, resilient, and sustainable world going forward. COVID-19 has created a great disruptive reset of our global social, economic, and political systems. A recent study shows that pandemics foster the rise of technology-based distributed work arrangements, which impacts the knowledge, skills, and competencies that graduates of higher education must possess to be successful in post-pandemic white-collar work environments (Ratovonomenjanahary & Ravelonantoandro, 2022). Thus, many researchers emphasized the need for contextualized, need-based reformation of the education system, including redesigning teaching and learning in the post-pandemic era (Marmolejo, & Groccia, 2022). Such initiatives for adjusting the education system to meet the emerging post-pandemic needs could be supported by research findings. The following study shows the effect of the pandemic and the way forward for Bangladesh's higher education.

System of Post-Covid Education and Research

As technological advancement has been pushed to be adopted in education in the post-pandemic period, the Corona epidemic has prompted change in the nature of education. The necessity of a post-pandemic education strategy that reconsiders not only the pedagogical but also the technologically enhanced and collaborative components of lifelong and work-integrated learning (Mozelius 2022). A relevant question needs to be answered about what sorts of research paradigms would be effective in dealing with post-pandemic higher education challenges (Ratovonomenjanahary & Ravelonantoandro, 2022).

Beside the negative consequences, Because of the disruptions to their usual business processes, the COVID-19 epidemic has given higher education institutions a rare window of opportunity to change. The pandemic crisis has given us the chance to review our tactics, internal and external collaborations, instructional techniques, student routes and recruitment strategies,

incentive structures, faculty specializations, evaluation methodologies, and overarching higher education objectives. This article discusses a proactive stance, suggesting that higher education must respond not only to the past, not even to the present, but to future needs (Marmolejo & Groccia, 2022).

IER and Teachers' World

The Institute of Education and Research (IER), as the highest academic institute in education and research in Bangladesh, is conducting high-level professional as well as academic courses in the field of education, covering specialized areas like educational policy. Curriculum, school education, assessment systems, curriculum formulation, including skilled education administrators, educational researchers, educationalists, pedagogic experts, and teachers, as well as essential activities in various sub-fields of education, are being recognized as essential activities in the country and outside the country. In fact, pedagogy contributes to the overall development of the country's education system and the creation of skilled human resources necessary to adapt the education system to the needs of the times.

Moreover, IER has been working tirelessly since 1960 to develop this research culture in the education sector of Bangladesh. Within one year of its establishment, Teacher's World: Journal of Education and Research was published as a scientific journal on education science for the first time in this country to create and spread knowledge. After that, the journal has been publishing authentic research articles for 62 years.

This journey has not always been the same. The publication of 48 volumes in 62 long years reminds us how difficult it was to continue publishing research journals while maintaining quality. After its establishment, issues of this journal were not published for many years, before and after the Great War of Liberation. Following that, some issues were not published, even during political text changes in 1975 and 1990. In the last corona epidemic, no issue was revealed for two years. Meanwhile, Teachers' World has made a name for itself among all those concerned with educational thinkers, policymakers, educational researchers, and academics in Bangladesh. It is not difficult to understand that many people are waiting for new issues to emerge and new research findings to enrich us. But we express our sorrow to everyone for our inability to accept the reality of COVID-19 and publish the journal.

The Teacher's World: Journal of Education and Research (TW: JES) disseminates research findings and academic critiques aimed at enhancing Bangladeshi education, research, and services in all spheres. Since 1961, educators, professors, and researchers have submitted original research and review papers for publication in Teacher's World: Journal of Education and Research. All submissions are subjected to stringent double-blind peer assessment at Teacher's World. All submissions are allowed for review as long as they are original and haven't been published or offered for publication elsewhere in order to maintain originality. It publishes original research/review articles in the subject of education from academics, researchers, and educators. The manuscript should be written in English.

In the course of time, Teachers' World has become an exceptional brand name among the numerous journals in Bangladesh. Since the establishment of Dhaka University as the first university in Bangladesh in 1921, this journal has been working to develop specialized knowledge on education. Dhaka University recently celebrated its centenary. In this centennial year, the institution has conducted a self-evaluation. From the experience of the past epidemic in this assessment, opinions have come out in favor of comprehensive reforms in education in the future. Research-based education reform to build an up-to-date education system using the experience of the ongoing epidemic has been expressed as the need of the hour. The day before the centenary of Dhaka University in the afternoon, the current Vice Chancellor of the University, Professor Dr Md Akhtaruzzaman, said, "Dhaka University administration feels the urge to strengthen knowledge and research very deeply." There is no way to deny the knowledge gap that exists between us and the rest of the world. He said, "It is difficult to expect the results of very good basic and applied international quality research before ensuring the necessary facilities." (as cited in Hawladar, 2021).

Articles in this volume

This issue of the Journal consists of 11articles icluding this editorial. The first article focuses on mathematics anxiety in primary education in Bangladesh. Kabir and Khan explore the level of mathematics anxiety among primary pupils in Bangladesh. On the other hand, the second article by Rahman, Rahaman, and Kabir explored the non-government honors and master's college teachers' livelihoods from different perspectives during COVID-19 to answer the four research questions. Some reports published in the mass media were influenced by the background of the study. They identified the teaching approach as the key factor that causes fear of mathematics, which is then followed by students' difficulties in understanding mathematics textbooks. The second article has focused on the difficult conditions facing Bangladeshi non-government college teachers' efforts to maintain sustainable livelihoods in the crisis of the pandemic. Rahman, Rahaman, and Kabir introduced a theoretical framework from DFID's Sustainable Livelihood Approach in order to illustrate the livelihood condition of teachers in this study. The study reflects the reality of teachers' conditions with poor financial, physical, social, natural, and human conditions. In a true sense, COVID-19 has destroyed their normalcy of life by causing insecurity, instability, and precocity. It is expected that the results might have policy implications. The article of Naomee also attempts to understand the students' perception of online education during COVID-19 at the University of Dhaka. The findings reveal that most of the challenges are related to infrastructural conditions, economic conditions, mental wellbeing, and teacher-student relationships.

The following article, based on mixed-method research titled "Impact of Environmental Education on Tertiary Level Students' Knowledge, Attitude, and Perception," by Farhana and Al-Amin, intends to explore the status of environmental knowledge, attitude, and perceptions of university students and the relationship between environmental knowledge and attitudes among them. Raqib, in his article on faculty members' perception and perceived change

impact of organizational self-assessment process on academic units at a public university situated in the northern sites of Bangladesh, aims to investigate faculty members' perception and perceived change impact of organizational self-assessment process on academic units using both qualitative and quantitative approaches. In the following article, Hussain and Hossain, in their qualitative deductive content analysis study, analysed Finnish primary EFL textbooks through a Bangladeshi lens and explored that a highly visually rich textbook design accommodated different English learning approaches and merged them with the Finnish teachers' autonomous method of instruction.

The next article by Haider talks about disabled students' perceived outcomes of digital technology use in higher education and claims that expertise in using technology brings extra respect in their sounding academic environment. Nawrin and Sadek focused their research on language education. Their interest was in coming up with the role of the rubric in the assessment of language learning in higher education. The result shows a significant impact of rubrics on students' performance, along with a strong positive attitude of both students and teachers towards the use of rubrics. The article by Chowdhury and Biswas on Teachers' Perspectives of Storytelling as an Effective Educational Tool in Primary Education in Rural Areas of Bangladesh They found storytelling to be an effective device for teaching English. The last article by Tuli was on Exploring Factors Influencing Problem Behavior of Rural Secondary Students in Bangladesh. She explores the factors that contribute to problem behavior and its consequences for learning. It further revealed that some heterogeneous factors (like parental supervision, peer influence, the school environment, and teachers' role and use of technology) had a significant influence on students' problem behaviors.

Concluding Remarks

The conclusions of the articles that have been published make it clear how they apply to improving practices in the era of post pandemic education. Some of their findings suggest that information on education should be disseminated during the policy-making process as well as at the program and institutional levels. The willingness of individual teachers to make accommodations differs from what is reflected in their opinions of the general climate regarding accommodations for students with learning difficulties that emerged during the pandemic. It appears that professionals and educators support students' efforts to mitigate learning loss (Arnove, 2020).

Because of the pandemic, two of our precious academic years were lost in between. This epidemic also hampered our publication. Even with a vast deposit of articles, we have failed to publish for two years, i.e., for 2021 and 2022. Immediate after reopening, the editorial board took the initiative to publish all the issues of this journal.

It is said that the pandemic has brought some opportunities in the education sector (Arnove, 2020; Zhao, 2021), as neo-normal pushed our thoughts in a new direction to shape things in the post-pandemic world (Eberstadt, 2020). For example, it created an opportunity for Teacher's

World to publish at least four issues this year, as these could not be published in the last two years due to the COVID-19 pandemic. Therefore, publishing those pending two volumes at the fastest possible time has become a major challenge for the editorial board. During the pandemic, most articles were received and sent back to reviewers online. Thus, we are hoping to publish all the pending issues with the accumulated quality and double-blind peer reviews. The Editorial Board has taken special initiatives to address such challenges. Although the work of publications is always tricky and difficult, and that puts pressure on the responsible personnel, the editorial council can no longer sit idle. So they have started working tirelessly to publish two pending regular (late) issues in the shortest period as gifts to the interested audiences, including educators, education researchers, bureaucrats, students, policymakers, faculty members, etc.

Besides the two pending issues, a special issue dedicated to the 100 years of the beloved University of Dhaka will be published. This special issue is going to be published as part of the centennial celebration at Dhaka University, as the year 2021 is significant for both Bangladesh and the University of Dhaka, as both entities will turn 100, respectively. However, the current publication will contribute to some extent to what Pandemic is unable to express timely. Even more importantly, there is no alternative to research to advance this post. Our publication will make a special contribution to eliminating the lack of research in education. Finally, we thank the author, the researcher, the education administrator, policymakers, and the concerned officers, employees, print artists, etc. who have helped make this publication and have relied on us during Pandemic's time. At the same time, we do declare that this Teacher's World Journal will be published regularly in the publishing of education and research literature in Bangladesh with DOI numbers.

References

Arnove, R. F. (2020). Imagining what education can be post-COVID-19. *Prospects*, 49 (1-2), 43-46. https://doi.org/10.1007/s11125-020-09474-1

Baldwin, R., & di Mauro, B. W. (2020). *Mitigating the COVID Economic Crisis: Act Fast and Do Whatever It Takes*. London: CEPR Press

Benito, Á., Dogan Yenisey, K., Khanna, K., Masis, M. F., Monge, R. M., Tugtan, M. A., Vega Araya, L. D., & Vig, R. (2021). Changes That Should Remain in Higher Education Post COVID-19: A Mixed-Methods Analysis of the Experiences at Three Universities. *Higher Learning Research Communications, 11*. DOI:10.18870/hlrc.v11i0.1195

Eberstadt, N. (2020, April 18,). The "new normal": thoughts about the shape of things to come in the post-pandemic world. The New Normal in Asia Series. Retrieved from https://www.nbr.org/publication/the-new-normal-thoughts-about-the-shape-of-things-to-come-in-the-post-pandemic-world/

Evans, O. (2020). Socio-Economic Impacts of Novel Coronavirus: The Policy Solutions.

BizEcons Quarterly, 7, 3-12

Ewing, L. A. (2021). Rethinking higher education post COVID-19. The Future of Service Post-COVID-19 Pandemic. *Rapid Adoption of Digital Service Technology, 1*, 37-54.

Ewing, E. L., & Johnson, J. (2020). What a school means. Haymarket Books. Retrieved from https://www.haymarketbooks.org/blogs/154-what-a-school-means-a-conversation-with-eve-l-ewing/.

Gamage KAA, Gamage A, & Dehideniya, S,C,P (2022). Online and Hybrid Teaching and Learning: Enhance Effective Student Engagement and Experience. Education Sciences, 12 (10): 651. https://doi.org/10.3390/educsci12100651

Gurukkal, R. (2020). Will COVID 19 turn higher education into another mode?. *Higher Education for the Future,* 7(2), 89-96.

Hawladar, A. (2021, 01 July). 100 years anniversary today: Dhaka University in centenary with glorious past. The Daily Prothom Alo, Dhaka. Retrieved from https://www. prothomalo.com/bangladesh/গৌরবোজ্জ্বল-অতীত নিয়ে-শতবর্ষে-ঢাকা-বিশ্ববিদ্যালয়

Hays, K. F. (2006). Being fit: The ethics of practice diversification in performance psychology. *Professional Psychology: Research and Practice*, 37(3), 223–232. https://doi.org/10.1037/0735-7028.37.3.223

Hays, R. T. (2005). The effectiveness of instructional games: A literature review and discussion. Orlando, FL: Naval Air Warfare Center.

MacKenzie, D. (2020).COVID-19 The Pandemic that Never Should Have Happened and How to Stop the Next One. Hachette Books.

Schwab, K. & Malleret, T. (2020). COVID-19: The Great Reset. Forum Publishing.

Marmolejo, F. J., & Groccia, J. E. (2022). Reimagining and redesigning teaching and learning in the post-pandemic world. *New Directions for Teaching and Learning,* 169, 21-37. https://doi.org/10.1002/tl.20480

Martinez-Brawley, E.&Gualda, E. (2020).Transnational Social Implications of the Use of the "War metaphor" Concerning Coronavirus: A Bird's Eye View. *Culture e Studi del Sociale,* 5 (1), Special issue, 259-272. http://hdl.handle.net/10272/18150

Mbhiza, H. W. (2021). Shifting paradigms: Rethinking education during and post-COVID-19 pandemic. Research in Social Sciences and Technology, 6(2), 279-289.

Mozelius, P. (2022). A Post-Pandemic Strategy to Support Lifelong and Work-Integrated Learning: Rethinking Pedagogy, Technology, and Collaboration. In Thomas M. Connolly & Stephen Farrier (Eds.). Leadership and Management Strategies for Creating Agile Universities (pp. 203-219). IGI Global. DOI: 10.4018/978-1-7998-8213-8.ch013

Neuwirth, L. S., Jović, S., & Mukherji, B. R. (2021). Reimagining higher education during and post-COVID-19: Challenges and opportunities. *Journal of Adult and Continuing Education,* 27(2), 141-156. https://doi.org/10.1177/14779714209477

Niranjan, P. S. (2020). Corona Virus Pandemic Impact on Global Education: A Blessing in Disguise. Sustainable Humanosphere, 16, 68-72

Pham, H. H., & Ho, T. T. H. (2020). Toward a 'new normal'with e-learning in Vietnamese higher education during the post COVID-19 pandemic. *Higher Education Research & Development,* 39(7), 1327-1331

Ratovonomenjanahary, E. & Ravelonantoandro, M. (2022). Is This Time of Global Crisis the Opportunity That Higher Education Needs? In In Thomas M. Connolly & Stephen Farrier (Eds.). *Leadership and Management Strategies for Creating Agile Universities* (Chap.15, pp. 236-251). IGI Global. DOI: 10.4018/978-1-7998-8213-8.ch01

Tadesse, S., & Muluye, W. (2020). The impact of COVID-19 pandemic on education system in developing countries: a review. *Open Journal of Social Sciences,* 8(10), 159-170.

Tesar, M. (2021). Future studies: Reimagining our educational futures in the post-Covid-19 world. *Policy Futures in Education,* 19(1), 1-6.

UNESCO (2020). *UNESCO Rallies International Organizations, Civil Society and Private Sector Partners in a Broad Coalition to Ensure #LearningNeverStops.* UNESCO. https://en.unesco.org/news/unesco-rallies-international-organizations-civil-society-and-private-sector-partners-broad

van Ham, M., Uesugi, M., Tammaru, T., Manley, D., & Janssen, H. (2020). Changing occupational structures and residential segregation in New York, London and Tokyo. *Nature Human Behaviou*r. https://doi.org/10.1038/s41562-020-0927-5

Waltner-Toews, D. (2020). O*n Pandemics: Deadly Diseases from Bubonic Plague to Coronavirus*. Black Inc.

Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change,* 22(1), 3-12