

# Student Perception Of Teaching And Classroom Management During Covid-19 Pandemic

**DR. TEENA SINGH \*| PROF. KAMAL KUNDRA\*\* | ANGELA PAITKA\*\*\*| KARTIK MITTAL\*\*\*| ADITYA CHAKRABORTY\*\*\***

*\*Professor and Registrar at New Delhi Institute of Management (NDIM) \*\* Associate Professor at NDIM  
\*\*\*PGDM Students at NDIM*

## Abstract

Covid- 19 has been considered as the biggest game changer to transform in the field of education. Higher Education Institutions have had to adapt to the new normal owing to the change expectations brought forward by the work from home requirements. This paper is based on a sample of 203 post graduate management students to explore and address issues, challenges and strategies of on-line teaching and learning during Covid-19. Qualitative thematic analysis was used to analyse the results. Use of Social Media, Access to Virtual Learning through International and National webinars and Self learning opportunities were perceived as major gains. Peer interaction, Hostel Life and College Environment were reported as misses due to the pandemic. Access to Recording of Lectures, Continuous Placements Opportunities, Fee deadline Extension, e-Library Facilities and timely Online Examinations were reported as Institutional Support Strategies by the student sample during the pandemic.

**Key Words** Covid -19 Pandemic | Social Media | Peer Interaction | Hostel Life | Online Examinations | Webinars | Physical College Environment | Institutional Support Strategies

## INTRODUCTION

Covid 19 pandemic has impacted lives globally with latest figures being 107,686,655 confirmed cases, including 2,368,571 deaths and India being second in tally of worst affected countries with 10,892,746 confirmed cases (WHO, 2021). Education sector has faced huge blow due to the pandemic with an

average loss of two thirds of an Academic year due to school closure. Indian education setup is most impacted with 47 weeks of complete closure and 34,337,594 students affected alone in the Tertiary sector. (UNESCO, 2021) Covid 19 has caused 1.6 billion learners to suffer loss of education in more than 190 countries (UN Policy Brief, 2020).

This paper aims to explore student perceptions towards strategies adopted for Teaching and Classroom Management during Covid-19 pandemic.

## Objectives of the Study

- a) To explore various strategies adopted for online teaching environment during COVID-19
- b) To identify various Gaps in online teaching management during COVID-19

## Sample

A sample of 203 students out of which there were 97 male (47.78%) and 106 female (52.22%) PGDM students participated in the study. The student participants are studying at an AICTE

Approved, NBA accredited award winning institute in Delhi.

**Table 1 - Sample Profile**

Demographic variables	N (203)	Percentage
<b>Gender</b>		
Male	97	47.78%
Female	106	52.22%

### Survey tool:

Three open-ended questions were used to gather data and information from the respondents. Written narrative were utilized to gather the information from the respondents

**Research Question 1.** Apart from the earlier teaching methods, what are the additional activities and learning that you have gained during the online teaching phase?

Thematic analysis method and word cloud was adopted to analyze the information.

### Results and Discussion

Covid 19 pandemic is being referred to as a black swan event having no past precedents in all quarters of the Society. Similarly there is lack of availability of evidence based literature about how students have been responding to the online transition of learning and if they are engaged to the online classes also how they perceive the support strategies adopted by their academic institutions.

Based on this premise, need was felt to explore the student perceptions in a qualitative way. Hence 3 open ended research questions were used to capture the uninhibited response to the gains, misses and institutional support strategies during COVID -19. These included additional learning or gains felt by students due to online teaching, the aspects they missed in the online teaching

**Research Question 2.** What are the things that you have missed during the Online teaching phase?

**Research Question 3.** What kind of support has been extended by your Institute during the pandemic?

### Data Analysis

environment and the kind of support extended by the Academic institution during COVID-19.

### Thematic Analysis

The obtained data were subjected to thematic analysis. Data were coded after identifying similar codes and themes flowing out of 3 research questions. Similar or related codes were put together under broader, preliminary “themes.” Next, data segments were again analyzed to see if they fit well with the theme their code was put under. Word cloud method was also used.

**Research Question 1** - Apart from the earlier teaching methods, what are the additional activities and learning that you have gained during the online teaching phase?

### Fig 1- Learning achieved during the pandemic



Industry engagement has been found to enhance learning for students also provide a vision about future career options (Burns & Chopra 2017). Students who undertake Work Integrated Learning as a part of studies have been found to achieve better employment outcomes (Edwards et al., 2015; Smith, Ferns & Russell, 2014).

**Virtual Study** – Participants revealed that they were able to continue their studies through online mode and various online tools such as zoom, google meet etc. The apt use of virtual study tools has been seen during the pandemic wherever internet bandwidth was not a major concern.

Video conferencing has been found to be a promising tool which helps students to connect across geographical, language, and cultural boundaries and promote empathy and increased comprehension of language (Upshaw, 2019). It has also been said to be next mode of communication to be universally accepted (Coventry, 1995).

**Learning Modules** – Some of the participants revealed that they were able to gain knowledge out of their domain area by enrolling themselves in various Certification courses provided by the college such as Digital Marketing, Data Science courses etc.

Technological development and the internet played a big role in changing the lives of people for bringing huge change in various fields (Nadikattu, 2020). The internet or the web has been said to open access to free or not very costly education for people across world (Noor-Ul-amin, 2013).

### **Theme 3: Self Learning**

Under the theme of self-learning, the following categories emerged:

**Online Courses** – Several participants revealed that they took this opportunity to do online courses from various providers such as Udemy, Coursera, LinkedIn etc. and were able to earn certification to enhance their skills.

**Virtual learning** – Some participants shared that they learnt to manage the household work during lockdown with ongoing online studies. Also the online classes has helped everyone to keep continuing with their classes

Several solutions adopted for online learning space by many countries in this pandemic to carry on with education such as TV broadcast, Online libraries, resources, guidelines, online channels, video lectures (Soni, 2020) were found to be useful as per current findings of the study.

**Faculty Interaction** – Few participants shared that regular interaction with their faculty mentors have helped them in proper utilization of their time. Students' perceptions in a study at Mizoram University pointed the need for teachers to create friendship and enlighten the environment of the groups, apps or any platform through voice call if possible (Mishra et al. 2020) and this was a much appreciated aspect narrated by the students at this institute.

**Research Question 2** - What are the things that you have missed during the Online teaching phase

**Image 2** – Aspects reported missing during Online teaching phase





Few of the participants shared that they were getting the lectures recording on time so that even if they were not able to join due to network issue,

### **Theme 2: Placement opportunities**

Several participants revealed that they got full support from the placement cell of NDIM in getting the virtual internship in prestigious organizations and also got a lot of live project opportunities from college that helped students to gain the practical knowledge of their domain from the safety of their home.

### **Theme 3: Fees Extension**

Some participants shared that the last day of fees submission was extended for more than 3 months while classes for third semester were started on time. This has helped to reduce the financial burden on students and their parents during pandemic. One study by Mishra et al . (2020) found that during the lockdown period at home, both male and female students struggled with financial problems. Realizing the empathetic stand by the Institute the support of fee extension deadlines by more than 3months was perceived as a positive support strategy by the Institute.

### **Theme 4: Library facilities**

Many participants shared that though they were not able to use the physical library facilities at campus due to lockdown, so various online links, pdf's and DELNET digital library facilities were provided to them which was useful. A study in Pakistan indicated that libraries which were not digitally advanced couldn't provide online services during the lockdown (Sehar, N., & Shahid, A. (2020) whereas an Indian study found that libraries emerged as new genre of knowledge hubs capable of playing a vital role in supporting and settling into a new normal situation ( Dadhe and Dubey , 2020).

### **Theme 5: Examinations**

James (2020) stated that many Higher Education Institutions cancelled their examinations during the ongoing pandemic which and University Grants Commission (UGC) education regulator

they can refer to the recordings anytime and ask doubts in the next class

in India was not in favour of cancellation of examinations.

Many participants of the current study revealed that online mock and final examinations conducted by colleges was one of the most important support extended by the college as they were able to complete their semester on time and were eligible for the placements season which was a positive support strategy. Lina Elsalem et al. (2020) in their study reported stress with remote E-exams during the Covid-19 pandemic by one third of student sample and recommended the need for mock e-exams to reduce potential students stress.

### **Conclusion**

The 2 objectives were accomplished using qualitative thematic analysis resulting in use and exposure to Social media, learning through national and international webinars offered by the Institute and Self- paced learning through MOOCs, Linked In learnings etc. emerging as major gains perceived by students during online teaching during the pandemic.

On the other hand, some of the major misses felt and reported by students due to the online teaching during the pandemic were Peer Interaction and working with peers in groups, hostel life and physical college environment which is similar to other literature available which highlights the importance of these factors in Students learning.

Finally students reported that some of the most useful support strategies adopted by their academic institution were access to recording of Lectures which saves loss of learning due to sketchy internet services in some parts of India, Placements Opportunities offered in the virtual mode even during the pandemic, Extension in date of Fee payment dates, Online Library Facilities and most importantly shifting of entire system of examinations online and managing the

transition process by keeping the student wellbeing as the central theme of all support strategies adopted by the post graduate Management Institute in Delhi NCR.

### Limitations

The study was conducted with the sample of post graduate management students in an award winning Business School and may not be representative of the entire country and the findings of the study cannot be generalized.

### Future Scope of Research

Sample from disciplines other than management and other states of India may be considered to get the true picture of the student engagement towards online teaching and learning environment. Various drivers of online student engagement can be included, faculty perspective to the online teaching learning environment will add new dimensions to the findings of the study.

### REFERENCES

1. Beqiri, G. (2014). The impact of social media on higher education in Kosovo: The student's perspective. *Academic Journal of Interdisciplinary Studies*, 3(2), 155.
2. Burns, C., & Chopra, S. (2017). A meta-analysis of the effect of industry engagement on student learning in undergraduate programs. *Journal of Technology, Management, and Applied Engineering*, 33(1), 1.
3. Changwon, S. S. H. & Et al. 2020. Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study. *Journal of medical internet research*, 22.
4. Coventry, L. (1995). Video conferencing in higher education. *Support Initiative for Multimedia Applications*.
5. Dadhe, Pooja P. and Dubey, Manju N., "Library Services Provided During COVID-19 Pandemic: Content Analysis of Websites of Premier Technological Institutions of India" (2020). *Library Philosophy and Practice* (e-journal). 4445. <https://digitalcommons.unl.edu/libphilprac/4445>
6. Edwards, D., Perkins, K., Pearce, J., & Hong, J. (2015). *Work integrated learning in STEM in Australian universities*. Canberra: Office of Chief Scientist & Australian Council for Educational Research.
7. Elsalem, L., Al-Azzam, N., Jum'ah, A. A., Obeidat, N., Sindiani, A. M., & Kheirallah, K. A. (2020). Stress and behavioral changes with remote E-exams during the Covid-19 pandemic: A cross-sectional study among undergraduates of medical sciences. *Annals of Medicine and Surgery*, 60, 271-279. <https://doi.org/10.1016/j.amsu.2020.10.058>.
8. Ferguson, R. (2010). Peer interaction: the experience of distance students at university level. *Journal of Computer Assisted Learning*, 26(6), 574-584.
9. Fleming, M. J., & Grace, D. M. (2015). Eyes on the future: The impact of a university campus experience day on students from financially disadvantaged backgrounds. *Australian Journal of Education*, 59(1), 82-96.
10. Falt, E. & Senapaty H (2020). Covid shut schools, but teachers making sure learning is not stopped in India, *The Print* accessed on <https://en.unesco.org/news/covid-shut-schools-teachers-making-sure-learning-not-stopped-india>
11. Hartnett, M. (2016). The importance of motivation in online learning. In *Motivation in online education* (pp. 5-32). Springer, Singapore.
12. Iftikhar, A., & Ajmal, A. (2015). A qualitative study investigating the impact of hostel life. *International Journal of Emergency Mental Health and Human Resilience*, 17(2), 511-515.
13. James, Frances, (2020) *The Challenges and Advantages of Conducting Exams During the COVID-19 Crisis*
14. Khan, F. R., Shekili, A., Said, N., Al Badi, A. S., & Al Khanbashi, H. A. (2020). Exploring the Impact of Hostel Life of Students on Academic Performance: Sohar University—a case study. *International Journal of Research*



- in Entrepreneurship & Business Studies, 1(1), 1-14. <https://doi.org/10.47259/ijrebs.111> , Available at SSRN: <https://ssrn.com/abstract=3667432>
15. Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. International Journal of Educational Research Open, 1, 100012.
  16. Lokanath Mishra, Tushar Gupta, Abha Shree (2020), Online teaching-learning in higher education during lockdown period of COVID-19 pandemic, International Journal of Educational Research Open, Vol. 1, 2020, 100012, ISSN 2666-3740, <https://doi.org/10.1016/j.ijedro.2020.100012>.
  17. Nadikattu, R. R. (2020). Information Technologies: Rebooting the World Activities during COVID-19. Available at SSRN 3622733.
  18. Noor-Ul-Amin, S. (2013). An effective use of ICT for education and learning by drawing on worldwide knowledge, research, and experience. ICT as a Change Agent for Education. India: Department of Education, University of Kashmir, 1-13.
  19. Sehar, N., & Shahid, A. (2020). Information Dissemination during Covid-19 and Lockdown: The Role of University libraries of Sindh, Pakistan. Library Philosophy and Practice, 1-17. <https://digitalcommons.unl.edu/libphilprac/4280>
  20. Smith, C., Ferns, S., & Russell, L. (2014). The impact of work integrated learning on student work-readiness.
  21. Soni, V. D. (2020). Global Impact of E-learning during COVID 19. Available at SSRN 3630073.
  22. UN Policy Brief (2020) Education during COVID-19 and beyond accessed on [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)
  23. Upshaw, B. A. (2019). THE EFFECTS OF VIDEO CONFERENCING AS AN INSTRUCTIONAL TOOL IN THE HIGH SCHOOL SPANISH II CLASSROOM (Doctoral dissertation, Carson-Newman University).
  24. WHO Coronavirus (COVID-19) Dashboard <https://covid19.who.int/> accessed on February 13, 2021