

INVESTIGATING THE TEACHERS' BEHAVIOR IN CONDUCTING ONLINE CLASSES, ASSESSMENT, AND TEACHING METHODOLOGIES DURING THE PANDEMIC: EXPERIENCES OF THE STUDENTS

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Abstract

COVID-19 caught the world by surprise and impeded all sorts of social and economic activities around the globe. The education system had to convert the entire system online and with this students and teachers faced many challenges in a new mode of learning. The aim of this study was to investigate the teachers' behavior in conducting online classes, assessment of students, and teaching methodologies during online classes. A qualitative research approach was adopted, six students from six different departments of the University of Okara, Pakistan were selected as a sample, and semi-structured interviews were conducted. After the data analysis procedure, the major themes that emerged related to teachers' behavior in conducting online classes are lack of cooperation, frustration, uncompromising behavior, and lack of a proper timetable for online classes. The themes related to assessment are fairness in the examination process and grading of students, time management, lengthy and open book papers, and cheating. And lastly, the themes related to teaching methodologies are content delivery and teaching of practical subjects. This study helps explore the problems faced by students because of teachers' behavior and it will assist in helping the teachers to develop behavior for effective online learning.

1. Introduction

The countries have ended the in-person classes and shifted the instructions towards different kinds of virtual settings all over the world in response to the pandemic COVID-19. This obligatory and large-scale shift has been accompanied by a surge all around the globe for research production regarding the different aspects associated with sudden remote and virtual modes of education due to COVID-19. A wide range of important topics have been tackled with the help of these research studies and are related to the differences in the *quality* and *emergency* shift towards the online mode of learning, the necessity of adopting the flexible mode of teaching by which the priority is given to the well-being of students as compared to their academic achievements in the field of education, and exploring the attitudes of participants regarding the sudden shift towards virtual learning, these are some of the main challenges encountered in these studies and so that appropriate suggestion can be provided for overcoming these challenges.

Warnings have been given through various research studies against the confusing aspects associated with effective planning of online learning for which careful instructional designs, long term planning, and a particular type of infrastructure for teaching the students are required so that the shift towards online teaching on a temporary basis can be done swiftly to maintain the mode of instructions during the exceptional situations persisting during the pandemic COVID-19 (Bozkurt, 2020; Fujita, 2020; Hodges et al., 2020; Selwyn, 2020). Due to these reasons, the argument has been given that confusion related to the *quality* of online learning due to the *emergency* shift towards online learning can have deteriorating effects on the quality of online learning in the long term, it is because the teachers and students who have lesser or no previous experience of online learning will perhaps assume that the online mode of learning is not a good substitute for the face to face mode of learning (Bozkurt,

2020; Hodges et al., 2020; Lederman, 2020). It is important to consider the distinctive factors between both modes of learning because online learning is most often considered to be inferior compared to the face-to-face mode of learning even after the availability of pieces of evidence regarding the contradictions (Bozkurt, 2020; Hodges et al., 2020).

One of the other important themes discussed in the research articles is related to the sudden transition toward the online mode of education which deals with the requirement of flexibility in the pedagogy so that the well-being of students can be ensured and the access of students to the equitable and inclusive environments for learning can be given significant attention (Al-Rabiaah, 2020; Craig et al., 2020; Liguori & Winkler, 2020; Selwyn, 2020; Thompson & Copeland, 2020; Toquero, 2020). Thompson and Copeland (2020), for instance, argument related to the redesigning of courses on an emergency basis by which the accessibility of students can be prioritized regarding the material used for educating them during the start of this transition, will help in ensuring that more number of disadvantaged students can become successful in the online environment for learning. One of the other facts is also equally important that redesigning of course in such a way will possibly help in alleviating the anxiety of students caused due to the abrupt changes in life in which the transition of all the educational courses towards the online mode of learning is also included. A number of studies have put emphasis on the requirement of prioritizing the physical, mental, and psychological well-being of the students and teachers over the need of teaching the curriculum in different educational sectors (Bozkurt & Sharma, 2020; Quintana & Quintana, 2020; Sahu, 2020).

The attitudes of students and teachers were also explored by some other set of research studies regarding the centralizing of online education due to the COVID-19 pandemic. Although the focus of most of these research studies is a single institute or a single country such as Kapasia et al. (India); Adnan & Anwar (Pakistan); Zhang et al. and Bao (China); Almuraqab (United Arab Emirates); and Toquero (The Philippines), some of the other research undertook by Aristovnik et al. and Bozkurt et al. have been conducted on a large scale in which students from 62 different countries were surveyed from all over the world. These research studies depict that, generally, students had got adapted well to the new mode of teaching and new learning experience as well. But most of the researchers also agree that there exists a strong relationship between the attitudes of all the participants and their social and economic conditions with the advantage of being more satisfied with their experience (Adnan & Anwar, 2020; Bozkurt, 2020; Fujita, 2020; Kapasia, 2020).

Moreover, these research studies drew attention to a number of barriers by which an effective delivery of online education can be impeded which includes the factor of being unprepared institutions, staff members, and students for participating in the large scale and sudden online courses (Bozkurt, 2020; Flaxman, 2020b; Zhang et al., 2020); digital, economic, social, and gender disparities among the participants of the study on which there is a direct impact of the available online mode of teaching infrastructure and access to the technological and internet facilities (Adnan & Anwar, 2020; Kapasia, 2020; Zhang et al., 2020); the inadequacy of support for students in terms of their psychology, social behavior, and academics as well (Adnan & Anwar, 2020; Bozkurt, 2020); and not favorable home environment for a number of students and teachers (Kapasia, 2020; Zhang et al., 2020). It has been expected that these hurdles can cause exasperation in the susceptibility of participants towards the pressure and significance in terms of their psychology by which the pedagogy of care and empathy can be made necessary (Bozkurt, 2020; Bozkurt & Sharma, 2020; Selwyn, 2020).

Based on the discussion above, the present study aims to investigate the different issues faced by students regarding the teachers' behavior, assessment, and teaching methodologies adopted by teachers during online classes. This study was conducted at the University of Okara, Pakistan.

2. Significance of the study

The outcomes associated with the emergency online learning were observed to be substantially compromised regarding the quality of the online learning experience in most of the cases (DeVaney, Shimshon, Rascoff, & Maggioncalda, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020). However, the factor of suddenness associated with the matter and the difficulties and uncertainties are also associated with the situation, it can be understood that all the parties involved in the process of education would be forgiving and accommodating for a lesser than perfect performance, specifically during the first wave of the pandemic COVID-19. Still, with the uncontrolled spread of the virus, it will not be possible that the length of these disrupting activities could be predicted. But the factor that can be predicted is that the education like all other sectors of the life will never remain in the same condition, and this crisis will leave a long-lasting impact on the trajectories associated with the innovation and digitization of the learning procedures (Aristovnik et al., 2020; DeVaney et al., 2020; Hodges et al., 2020). That's why the long-term and flexible plans for dealing with the implications related to the current critical situation and other possible interruptive incidents regarding the educational sector should also be considered. On the other hand, the need for this planning should also be taken into consideration along with the outcomes of attitudes, suggestions, and concerns of the teachers and students based on their experience during the crucial time of the first wave of COVID-19 (Aristovnik et al., 2020; Hodges et al., 2020; Zhang, Wang, Yang, & Wang, 2020), by which this study and all other similar studies can be made of particular importance. This study is significant because it was needed to explore the teachers' behavior with students in online classes. How do the teachers assess students during this mode of teaching, and what teaching methodologies have they adopted. This study has explored all of the above-given aspects that are helpful in determining the future objectives and training required for the teachers to teach effectively in the online mode of instruction. This study assists in understanding how the students perceive their teachers' behavior and what can be done to eliminate the differences between teachers and students. Moreover, the flaws in the assessment system during online classes assist in adopting such assessment strategies that are satisfactory for students as well as teachers.

3. Research Questions:

- 1) What kind of behavior is exhibited by teachers in conducting online classes?
- 2) What kind of behavior is expressed by teachers in during assessment?
- 3) What kind of behavior is expressed by teachers regarding teaching methodology?

4. Methodology:

This study was qualitative. Interpretative Phenomenological Analysis (IPA) was used as a methodology to explore the lived experiences of students attending classes online regarding the behavior of the teachers. The purpose was to highlight issues as consciously experienced by students at this university during online classes for attending the first time during the COVID-19 pandemic. This area lacked information provided by students about the issues faced by them during online classes, which guided the choice of phenomenology (Creswell and Poth 2016). The descriptive phenomenology assisted the participants in articulating their lived experiences, observations, and viewpoints that were significant to online learning (Creswell and Poth 2016; Morrow et al., 2015).

5. Participants

Data were collected from students who have attended online classes for one year or more. The sampling technique for this study was purposive. Six participants (students) were interviewed for the study. The recruitment and interviews of participants continued till data reached its point of saturation and new themes stopped emerging (Javadi and Zarea 2016). The inclusion criteria for the participants in the study were limited to university Students engaging in online classes for the first time in their study career during the COVID-19 pandemic. Only those students were interviewed who were class representatives in their classes as they had more interaction with faculty and students as compared to any other student. Students were recruited purposefully from six different departments of the university.

6. Interview Procedure

A semistructured interview was used to explore the issues faced by students during online classes regarding the behavior of their teachers, issues of the assessment system, and teaching methodologies adopted by the teachers. The study also examined the prevailing conditions of stress due to the transition to online teaching during the COVID-19 pandemic. The questions were modified according to the flow of the conversation. The participants responded to questions such as the following:

- i. What is your experience of online teaching during the COVID-19 pandemic?
- ii. How would you describe the issues of teachers' behavior faced during online classes?
- iii. What was the level of cooperation among teachers and students?
- iv. What were the methods of assessment adopted by teachers?
- v. What issues do you face concerning the assessment by teachers?
- vi. How would you describe the teaching methods adopted by the teachers?
- vii. What are the major issues concerning teaching methods in online classes?

After the completion of every interview, the main points related to our study were summarized. Interviewees were also asked to provide a summative conclusion of the interview, additional comments, and feedback. All of these were incorporated into existing data. After completion of the interview process, they were transcribed. Since the interviews were conducted in our native language, they were transcribed accordingly and after transcription, were converted into the English language. A pilot interview was conducted to ensure and increase data credibility (Forero et al. 2018). The data collection and data analysis processes were carried out stage-wise. The first stage comprised the recruitment of the participant and the time and mode of the interview were discussed and decided. The purpose and objectives of the study were explained to the participants in the second stage. In the third stage, the interview was conducted and the main points were summarized

7. The Procedure of Data Analysis

Thematic analysis that comprises a six-step model (Braun and Clarke, 2006) was employed to have a deeper understanding of students' experience with online classes and to interpret their behavior. In the first stage, the researcher transcribed the data in Urdu language and then translated it into English. The data obtained was read twice to develop familiarity with emerging themes. Moreover, the important lines were highlighted and the log was maintained. In the second stage, MS Word was used to code the data obtained. Each interview was coded by two researchers to enhance the credibility of the coding process.

Similar codes were grouped and the first emerging themes, and mind maps were constructed using inductive thematic analysis in the third stage (Thomas, 2006). In the fourth stage, the emerged themes were compared with the already obtained codes to check the

coherence of the pattern of themes. One of the fellow researchers who had little knowledge of literature regarding this study developed a mind map independently and the final thematic map was constructed after extensive discussion and contemplation.

In the prefinal stage, the results were discussed with peers and they were briefed about the study's purpose. After debriefing with peers, the final draft was written in the final stage. It involved logical rationalities and direct quotes from the participants. This was done to ensure the credibility of the findings of the study. These steps based on the six-step model of thematic analysis ensure the credibility, dependability, transferability, and conformability of the research (Nowell et al. 2017).

8. Ethical Considerations:

Following are the ethical considerations of the study:

- i. Written informed consent of the participants was taken
- ii. Participants were informed about the purpose and major objectives of the study
- iii. Participants were ensured that their data i.e., name, department, etc. will be kept confidential
- iv. Verbal consent was taken before recording
- v. Interviews were conducted and recorded via WhatsApp calls and Zoom meetings.

9. Results

After the process of data analysis, several themes emerged related to the behavior of the teachers, assessment issues, and teaching methodologies. These themes are explained below with reference to the direct quotations of the study participants.

9.1. Teachers' behavior in conducting online classes

It is not only the students' behavior that counts for an effective teaching-learning process but teachers' behavior has a great effect on this process. A teacher provides guidance, skills, and knowledge in the teaching-learning process. In the presence of an effective teacher the level of student engagement increases. In the traditional mode of teaching, teachers were punctual in taking their classes because the administration could hold them accountable however during online classes teachers were not punctual in taking their classes at the given time. Students have to wait for them for 2 or 3 hours and sometimes for the whole day. Teachers would send lectures any time in the day i.e., early in the morning, in the evening, or at night. All the time students had to stay online because they didn't know when the teacher would send lectures and might ask to attend an online class. Because of this, many students faced attendance shortage issues because they missed their lectures, and were marked absent as all the students could not be free during the whole day. They had to do some work and would miss their lectures if the teacher conducted classes at that time.

As R1 explained,

"Teachers do not take classes at the proper time. They say that they will take a class at 11 a.m., 12 p.m. or 1 p.m. and we have to get free from all other work at that time. But teachers take classes according to their own time. We have to wait 2 hours and more. They inform us that they will take the class at 10 a.m. but they take the class at 12 p.m., and then they give just 5 to 10 minutes for attendance. It takes 5 to 10 minutes in texting students to join the class. Now the one whose attendance is left unmarked is considered absent."

Moreover, R2 stated,

"It is also a problem that teachers take classes online at any time. Sometimes teachers conduct our classes on Sundays and we are informed right at the time of the class. All of a sudden CR message us at 12 p.m. saying that 12:30 p.m. is our

class time for today. Even on Sundays, we do not get free time. We have to take that class and sometimes teachers take the class at 9 p.m.

Teachers do not take classes at the given time. Because of this, students either lose the motivation to attend the classes or remain absent. Furthermore, conducting classes without prior notice to students creates problems for students as they happen to be busy with other routine work. They could not attend class under such emergency circumstances. Our respondents stated that many times they found out in the evening that a class has been conducted today and they couldn't read the messages because they thought that there will be no class today.

R5 explained,

"I thought there will be no class today because it was not scheduled. I was busy with domestic chores because it was Sunday. I couldn't check my mobile for the whole day. Later in the evening when I checked my mobile, I found out that our teacher held a class today in the midafternoon."

Moreover, our respondents stated that there was a proper timetable provided to them and the teachers for conducting online classes. The online class timings were set according to traditional class timings and the time and the number of lectures for each subject were specified. However, not even a single teacher followed the original timetable rather they conducted classes according to their feasibility. Sometimes, teachers' timings for conducting a class would clash with each other.

A respondent, R6 stated,

"It was all messed up. There were lectures in lectures. Even two teachers taught us at the same time. Both sent pdf notes and voice notes at the same time and asked students to respond to them as well. How are we supposed to do this?"

R4 said,

"Teachers do not take classes according to schedule. If any of the lectures got missed, we don't consider it a big issue."

9.2. Teachers' behavior in cooperation with students

During online classes and exams, students faced issues with the internet, load shading, and many more. Sometimes internet or devices stopped working or the power supply would cut off for the whole day. It was more difficult to handle such kinds of situations during online exams where students were strictly asked to send their papers on time. When they faced issues like slow internet, load shading, etc., teachers didn't cooperate with students. If students would send their papers late then teachers would deduct their marks.

R6 explained that

"Another big problem is that if the power supply gets cut off, it occurs at several places and sometimes lasts for a whole day or even two days. In these situations, the teachers don't cooperate and say that it is not their concern that you have any issues related to electricity or network. You have to solve the paper only at the given time, and late submission will not be accepted."

Moreover, teachers were also short-tempered and uncompromising. They considered the online system of education similar to the traditional system and applied similar rules. Teachers had no experience teaching online before the COVID-19. That's why it was difficult for them to teach in a new way. In physical classes, they would easily handle the misbehavior of students by sending them out of class. But during the online class, they were unable to handle the large strength of the class because they didn't know which student was creating a disturbance. On WhatsApp when students started sending jokes in study groups

teachers would change the setting of the privacy of the group to private but when class was conducted on the Zoom app students would misbehave by turning their microphone on and playing music but the teachers were unable to handle that situation.

R3 explained,

“Strength of class is too large. Some of the students do not attend the class while the other starts teasing by turning on their microphones and start talking to each other. It becomes a weird environment then.”

This created frustration among teachers as well and they develop vengeful behavior and stopped compromising or cooperating with students.

9.3. Teachers’ behavior in online assessment:

The major issues that emerged regarding teachers’ behavior during the online assessment were fairness in the examination process and grading of students, time management, lengthy and open book papers, and cheating. In the online examination system, students questioned the fairness of the teachers regarding the setting of exam papers, their marking, and grading. Our participants stated that teachers assigned grades to students based on the average performance and student-teacher interaction in previous semesters and the student-teacher interaction. Most of the students had grades similar to their average percentage in previous semesters even though they thought that they had performed better in the current semester. This led to the development of the perception in students that teachers did not bother to check exam papers causing biases in results.

R4 stated,

“No matter how hard we work on our assignments, viva, quizzes, and exams, teachers would still judge us according to our grades in previous semesters.”

R3 added,

“Even though students copied each other’s answers and submitted similar assignments and papers, they got different marks. Students with higher marks and better interaction with teachers in previous semesters got the highest marks compared to those with lower marks and interaction with teachers.”

Students also faced issues related to exam, viva, and quiz timings, teachers’ customized timetables according to their feasibility, and the length of the papers and assignments. First, teachers decide on improper exam timings i.e., early in the morning or late in the night, that may not be suitable for every student. Second, they change the exam timings and pattern of assessment just before holding the exam. Lastly, they set question papers that demand lengthy answers in a short time. Students even had to write assignments of 70-90 pages for questions of 10 to 20 marks. Some teachers even asked their students to submit lengthy assignments instead of giving viva exams.

As R2 mocked,

“Instead of giving viva, consider it as we wrote ‘lengthy viva’.”

Another issue highlighted by students was that teachers asked open book conceptual questions that did not relate to the syllabus they had taught to their students. The exams were open book and students were allowed to use online sources to search for answers however the time was very limited to find suitable answers for conceptual questions.

R1 also explained that

“Teachers informed students that paper will be from the syllabus so we focused only on the notes provided to us. However, we were shocked at the first look of the paper. It was entirely an open book paper that involved a thorough google search and

watching videos to find answers. Provided the limited time and knowledge base, it was difficult for us to search the answers on online platforms.”

Other than limited time and knowledge base, some students were not familiar with the use of online sources, and some faced connectivity issues. Because of these issues, students failed to completely solve their papers. However, teachers did not consider these issues and made no compromise while assigning grades.

Cheating was also among the major assessment issues as students shared their answers so even the open book exam's answer sheets looked similar. The teacher faced difficulty in judging the students so he assigned grades according to average performance and interaction with students in previous semesters.

R5 stated,

“Our teachers said that how they are supposed to assign different marks to the same answers? And how can they put all students in the same line who have performed differently in previous semesters?”

So, cheating turned out to be a dilemma for teachers. All the students provide similar answers that deserve equal marks but teachers judge them based on their performance in the previous semester as they can't put students with better performance and lower performance in the same line.

9.4. Teachers' behavior in delivering subject-matter

Students cannot comprehend a concept delivered to them ineffectively or without preparation. During online classes, teachers would share lengthy notes with minimal and vague explanations so students could not understand the topics. The methods adopted by teachers during online classes were not effective as they utilized traditional techniques of teaching using modern digital resources. There was a clash between teaching methodologies and technology. Teachers simply read out pdf notes in their voices messages and without visual instructions, students could not understand the concepts and so they stopped paying attention to their studies.

As R1 stated

“Teachers read the pdf notes in voice notes and translate them from English to Urdu without explaining the key terms.”

A student in the chemistry department, R4 stated,

“We are studying organic chemistry comprising of lengthy equations for chemical reactions and reactions of a different process. How we are supposed to understand these reactions through voice notes? Teachers ask us to view the reactions from the notes and understand them which is quite difficult without a teacher explaining each part of the reaction while drawing the equation on board.”

Some of the students stated that even if teachers adopt traditional methods of teaching to deliver their content and utilize a whiteboard or a paper to demonstrate the learning activities and lesson plans and make videos of them or use real-time online teaching tools it will be more effective than simple voice notes. However students stressed that teachers should use animated videos, effective PowerPoint presentations for visualization of concepts, and allow students to participate in the learning process, then effective learning will take place.

R6 explained,

“When we study face-to-face in a classroom environment, teachers explain every key term. We can put forward our queries without hesitation. This does not happen in online classes.”

Another important issue highlighted by the majority of our respondents was that teachers would not take the online classes seriously as there was no accountability. They used to miss their lectures and didn't conduct proper classes. But at the end of the semester when exams approached they begin to send lengthy notes and tried to cover complete chapters in a single class to complete the course outline of the syllabus. Teachers sent many videos, weblinks, pdf notes, chapters from books, and voice notes in a single day that students didn't even open all of them let alone understand them and learn from them. In this way, many of the lectures were missed out on by students which created problems for them in exams.

R3 explained that

“Some teachers don't take classes regularly to complete the syllabus and right before exams, they would send web links of so many videos that it was impossible to listen to them and understand and learn the topics. This deterred our learning and comprehension of knowledge.”

Lastly, some teachers would not even share pdf notes or reading material with students to prepare for their exams or study a particular subject. They would ask students to seek help from google and did not guide “how to use google” as most of the students were unaware of its use.

R2 explained that

“Our 1st-semester experiences are better than this semester. Even though we were new to the system of university but we managed to learn a lot. Now even after being familiar with university education, online classes only created problems for us. Teachers are not cooperative, they don't take classes regularly, don't explain the concepts, and some don't even provide us with something to read from.”

9.5. Teachers' behavior in practical work

Practical work and activity-based learning are necessary for students to grasp the basic concepts related to their field of study. For science students, they must perform the experiments in the labs and be able to properly handle the instruments however the online mode of learning did not provide them such opportunity. They had to miss their lab classes and focus on cramming the protocols for experiments. Students who were in their final year during the pandemic missed the opportunity for a final year internship so they felt that their total degree had gone to waste as they couldn't apply the learned material in practical life. Many of the topics that students studied in online classes cannot be fully understood without practical demonstration so they remained unclear. In this scenario, the teachers were also not very helpful as they only sent protocols of the lab practical and didn't even show the experiments' videos to students. Many online platforms such as Youtube could be used to train students even in the absence of laboratories but teachers did not focus on such things.

R5, a student of the Botany department, stated,

“We were having good experience in on-campus studies but this online study is a total waste without lab work. How can we know the basics of plants without proper surveys and observing the plants in real? PDF and PPT notes sent by our teachers don't help us in understanding the basic concepts of our field.”

R4 explained that

“How can students learn chemistry, physics, biotechnology, microbiology, agriculture, or other such fields without lab work? Students can learn art in online classes but not science.”

Moreover, many teachers did not conduct real-time online classes on Zoom or google meet rather they provided links to youtube videos and asked the students to watch them.

Those videos were also not relevant to the experiment to be performed. In Whatsapp groups, teachers would send videos and voice notes and set the group privacy to private. Students only watched videos and listened to voice notes but could not ask about their queries. They were also not allowed to contact the teachers personally for asking questions so which impeded them from learning effectively. They asked the students to cram the protocols for the experiments as in the future they might get the chance to perform those experiments in the labs at the end of COVID-19.

As R1 explained,

“Cramming the protocols doesn’t help us with our understanding of the topics. We know the protocols of the experiments but cannot even the instruments required for experimentation.”

R6 added,

“Teachers don’t allow students to ask questions in the group and tell them that an online meeting will be held to answer the queries of the students but then they don’t conduct that meeting as well so the queries of the students remain unanswered.”

10. Summary of the results

This section described our results in the light of the quotations of our respondents. The major themes discussed were the teachers’ behavior in conducting online classes, teachers’ behavior during the assessment, teachers’ behavior regarding cooperation with students, teachers’ behavior regarding the delivery of the content, and teachers’ behavior regarding the teaching of practical subjects. The major issues related to themes were that teachers were uncooperative, uncompromising, and expressed frustration while teaching. They did not take classes at the scheduled time. Lengthy papers, short times, and unscheduled papers were the themes related to the assessment issues faced by students. Finally, teachers adopted the traditional mode of teaching, or even worse than that, and only provided links to the videos and PDF notes of the lectures and did not teach properly by utilizing different apps and online teaching tools to conduct real-time online classes.

11. Discussion

This study was conducted to investigate teachers’ behavior during online classes concerning different domains such as cooperation with students, conducting classes at the scheduled time, assessment, and teaching methodologies.

The results of our study indicated that teachers did not conduct classes at the scheduled time. They conducted classes according to their feasibility and did not make any compromises if students were absent from the class. Some teachers conducted classes without informing the whole class or without prior notice. Students had to stay online for the whole day as they did not know when the teacher will conduct class. Teachers also conducted classes during holidays. Moreover, since most of the students of our study belong to rural areas and they indicated that they had to face many problems regarding internet connectivity. Many times they would miss their class or even exams because of internet issues and the teachers did not make any compromises over it. They simply stated that it was not their problem. These results indicate a clear gap in communication among teachers and students. Moreover, this highlights the lack of cooperative behavior on the part of teachers. Lack of communication and interaction between teachers and students results in such problems. These findings are validated by other studies in the literature (Al-Rabiaah, 2020; Craig et al., 2020; Liguori & Winkler, 2020; Selwyn, 2020; Thompson & Copeland, 2020; Toquero, 2020).

Our second research question was related to the assessment. The major issues that emerged regarding teachers’ behavior during the online assessment were fairness in the

examination process and grading of students, time management, lengthy and open book papers, and cheating. Moreover, students faced weak internet issues that resulted in the late submission of the papers but teachers were uncompromising and deducted their marks. These results align with Hussein, Daoud, Alrabaiah, and Badawi's (2020) study.

Our last research question was concerned with the methods of instruction adopted by the teachers. Our findings indicate that teachers did not conduct real-time classes and even if they conducted they could teach effectively. They provided long videos of the lectures, PDF and PPT notes, and links to the web pages to study the content matter. They adopted similar behavior for the subjects including practicals and asked the students to cram the protocols. Some of the teachers did not even provide notes and only advised students to get familiar with Google and asked them to search the content matter from Google. Similar findings exist in other pieces of literature as well (Adnan & Anwar, 2020; Bozkurt, 2020; Kapasia, 2020; and Zhang et al., 2020).

12. Findings

Following are the findings of this study:

1. Teachers expressed negative, uncooperative, and irresponsible behavior during online classes. They did not take classes seriously and at the scheduled time. They called students to attend the class anytime they wanted. Some teachers also conducted classes on Sundays and that too without prior notice. We found out that there is not even a single teacher who followed the original timetable rather they conducted classes according to their feasibility. Sometimes, teachers' timings for conducting a class would clash with each other.

2. The data analysis revealed to us that the teachers were short-tempered, uncompromising, and frustrated during online classes. Students faced several issues such as weak internet connection, load shedding, and many more. Sometimes internet or devices stopped working or the power supply would cut off for the whole day. It was more difficult to handle such kinds of situations during online exams where students were strictly asked to send their papers on time and teachers didn't cooperate with students. If students would send their papers late then teachers would deduct their marks.

3. We found out that the frustration of the teachers resulted from the misbehavior of the students. Students would turn on their microphones, played songs, cause disturbance, and sent unreasonable text messages that resulted in teachers' frustration.

4. The major issues that emerged regarding teachers' behavior during the online assessment were fairness in the examination process and grading of students, time management, lengthy and open book papers, and cheating.

5. Cheating turned out to be a dilemma for teachers. All the students provide similar answers that deserve equal marks but teachers judge them based on their performance in the previous semester as they can't put students with better performance and lower performance in the same line.

6. Another regarding teachers' behavior during online classes was their methods of instruction and delivery of content. Teachers did not explain the concepts to students through proper video lectures and real-time online classes. They simply sent links to the lengthy videos and PDF notes. It was difficult for the students to understand the content on their own so they lost motivation to learn and did not bother to watch long videos and read lengthy notes.

7. Another important issue highlighted by the majority of our respondents was that teachers would not take the online classes seriously as there was no accountability. They used to miss their lectures and didn't conduct proper classes. But at the end of the semester when

exams approached they begin to send lengthy notes and tried to cover complete chapters in a single class to complete the course outline of the syllabus.

8. Lastly, during online classes teachers did not adopt any suitable measures to teach practical classes to science students. They only sent protocols for the experiments to the students and asked them to cram these. Students pointed out that there was no benefit for cramming the protocols if there is no visualization of the practice understudy.

13. Conclusion

To conclude, this study aimed to investigate the teachers' behavior perceived by the students, assessment issues, and methods of instruction of teachers during online classes in a newly established university. Semi-structured interviews were conducted to collect data from six participants belonging to different departments. The results obtained from the data show that the behavior of the teachers was uncooperative and uncompromising. They expressed frustration while teaching online classes. The major issues that emerged regarding teachers' behavior during the online assessment were fairness in the examination process and grading of students, time management, lengthy and open book papers, and cheating. Teachers could not adapt to online methods of instruction. They could not explain the concepts properly and did not conduct classes at a scheduled time. Moreover, while teaching science classes they did not provide any helpful material and demonstration-based online lectures to explain the experiments. This study helps to determine the issues faced by students regarding teachers' behavior and how these issues can be eliminated through proper training and professional development of teachers.

14. Recommendations

Following are the major recommendations of this study:

1. This study included only students as participants and they explained their side of the coin. However, to have a complete picture of the issues, the reasons for these issues, and their possible solutions, the researchers are recommended to include teachers as well in their study and conduct a comparative analysis of the opinions of the teachers and students.

2. This study had limited scope and involved one university that was a newly established institute. However, researchers are recommended to expand the scope of the study and conduct a study over a wide range of institutions. Furthermore, this study was only conducted in higher education settings but the mode of teaching was online for secondary and higher secondary schools as well. Researchers are recommended to study the issues of students and teachers in secondary and higher secondary school settings as well and may compare them with issues in higher education.

3. Higher education institutions are recommended to provide training and mentoring facilities to their teachers. They must be informed of the utilization of technology for effective learning and how different online platforms can be used in this regard.

4. The process of online teaching should continue and must be integrated with the traditional mode of learning. So that both students and teachers are well trained and adapted to this mode of learning.

15. References

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