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Pusat Pengajian Ekonomi,
Kewangan dan Perbankan
SCHOOL OF ECONOMICS, FINANCE AND BANKING
Universiti Utara Malaysia

Topic : Current Issues in Economics, Banking and Finance: Empirical Facts and Policies Recommendation”

Listening to the Voices of Undergraduate Students: Exploring Astin’s Theory of Student Involvement During the COVID-19 Pandemic

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In Collaboration between
Department of Economics,
Universitas Muhammadiyah Yogyakarta - Indonesia and
School of Economics, Finance, and Banking,
Universiti Utara Malaysia - Malaysia
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Today's Discussion

OUTLINE OF TOPICS

- Introduction
- Literature Review
- Methodology
- Findings
- Discussion
- Implications for Practices
- Conclusion & Implications

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GET INSPIRED

Education is not
preparation for life;
education is life itself.

John Dewey





THE OLD



THE NEW



Introduction

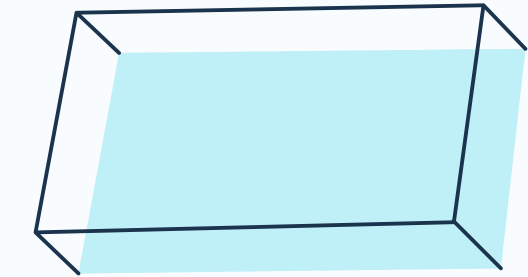


Covid-19 Pandemic has changed the world...in particular:

1. UNIVERSITIES SHUT DOWN
2. ACADEMIC STAFF WORK REMOTELY
3. STUDENTS REQUIRED TO STUDY REMOTELY
4. STUDENTS MISSING OUT "LIFE IN CAMPUS"



Literature Review



ASTIN'S STUDENT INVOLVEMENT THEORY

Astin's theory of student development discusses how students' involvement in a university environment might help them develop their personalities (Astin, 1984).

INPUTS-ENVIRONMENTS-OUTCOMES (IOE) MODEL

It allows exploring the effects of the university environment on student educational outcomes while observing the student's background characteristics or growth (Astin, 1984; Astin, 1991; Pascarella & Terenzini, 1991).

SIROTOVÁ (2015)

Students develop their personalities based on how lecturers provide the learning experience in class and at university in a large setting.

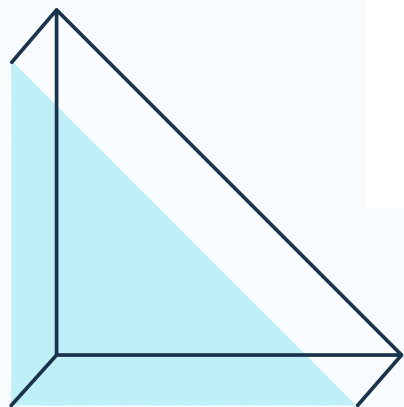
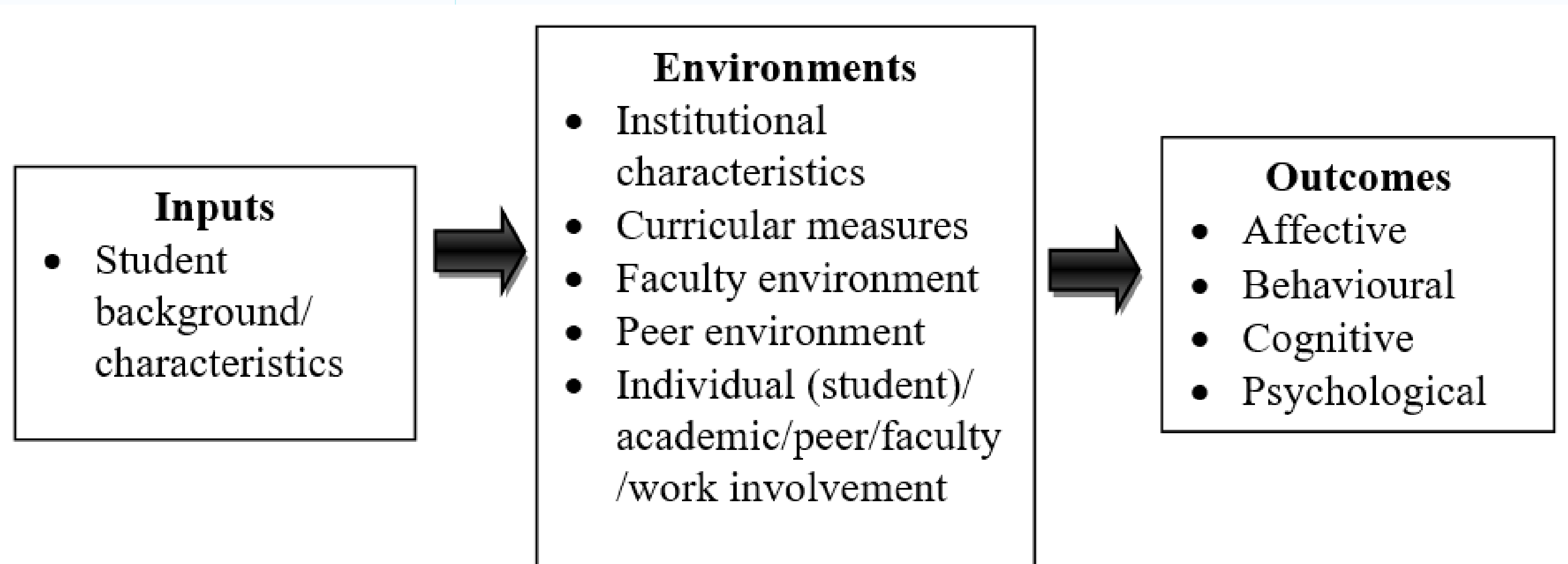
How the learning experience in class provided by the lecturer, can affect a student's way of thinking, emotions, and developing creativity.

(YEW, 2010)

Activities outside the classroom (extracurricular) were perceived as the biggest influence in terms of developing students' personalities and soft skills.

For example, students can participate in student club activities, become students' representatives, participate in interfaculty competitions, conferences, or charity events.

Astin's Theory of Involvement: Inputs-Environments-Outcomes (IOE) Model (Astin, 1991)

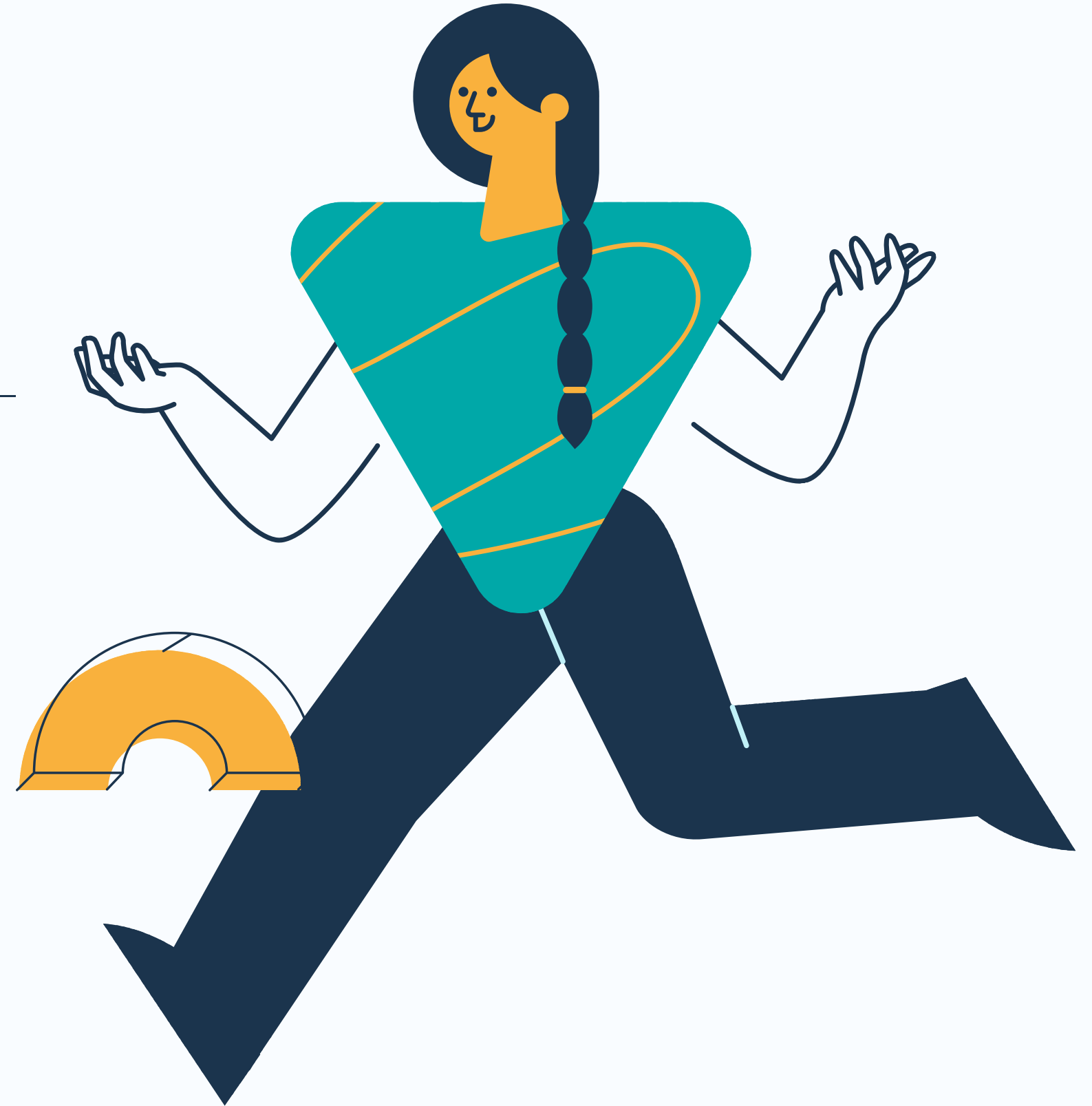


Objective

To see how the COVID-19 pandemic has affected students' involvement both **inside** and **outside** of the classroom.

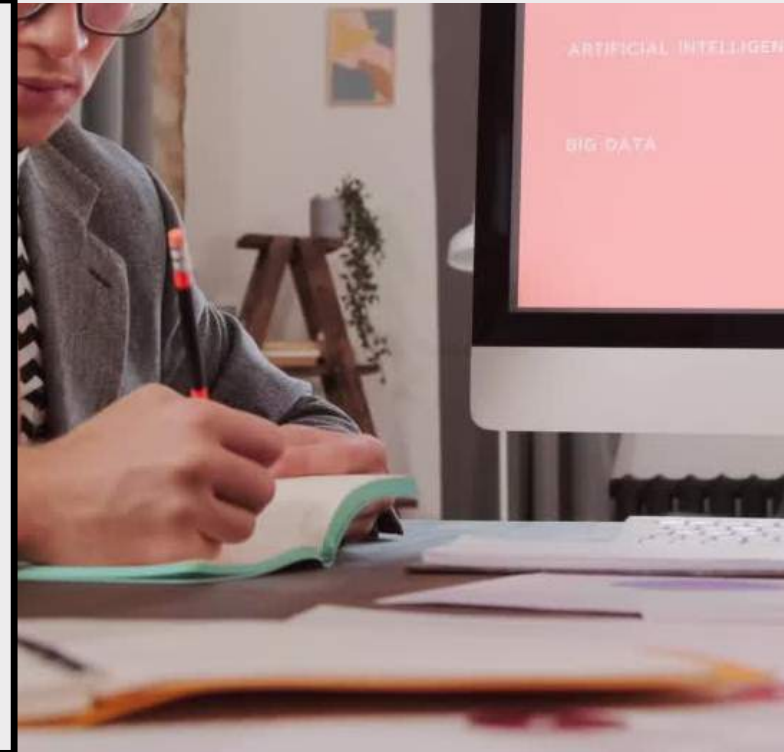


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- Identifying the impact of the COVID-19 pandemic on students' involvement inside and outside of the classroom.
 - Exploring students' experience of engagement during the COVID-19 pandemic.
 - Exploring how the experience enhances or hinders their life development as individuals and university students.



Contributions

RQ1- learning challenges students faced during the pandemic in terms of outside and inside the classroom
RQ2-how do these challenges help and hinder their development
RQ3-suggestion to improve university ecosystem to help the students

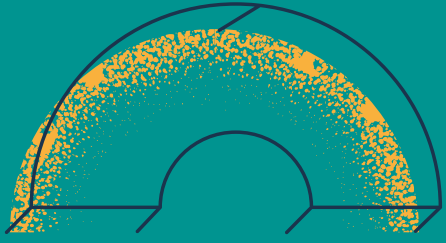


Semi-structured focus group interview with 8 students from 4 different courses who are actively involved in student organisations

Methodology

(Qualitative)

IV via Microsoft Teams at 8.30-10.00pm, 9/11/2021



Interview protocol

General

Tell us about you as UUM student |

Outside classroom

The activities outside classroom that you involve (which level, the position you hold)
With the position that you hold, what are the challenges you face during this pandemic?
How does it affect you?
How do these experiences enhance or hinder your life development as a person?

Suggestion

How can the university make it better for you in this trying times? (What can we improve?
The system? The facility? The people?)

Inside classroom

Could you describe what kind of student you are inside a classroom? (Any differences
between before and after pandemic?)
In terms of academic, what are the challenges you face during this pandemic?
How does it affect you?
How do these experiences enhance or hinder your life development as a person?

Suggestion

What can we, as a university, improvise to make it better for you in terms of formal learning
(the facility? The lecturers? Teaching style?)

Findings

Outside the classroom?

Inside the classroom?

- The challenges faced
- Students feedback



1 *Outside Classroom*



CAUSE

CHALLENGES



- Ineffective teamwork.
- Unable to gauge the team members' working pace.

**Overall weak team spirit;
Lack of overall engagement;
Work Delayed**

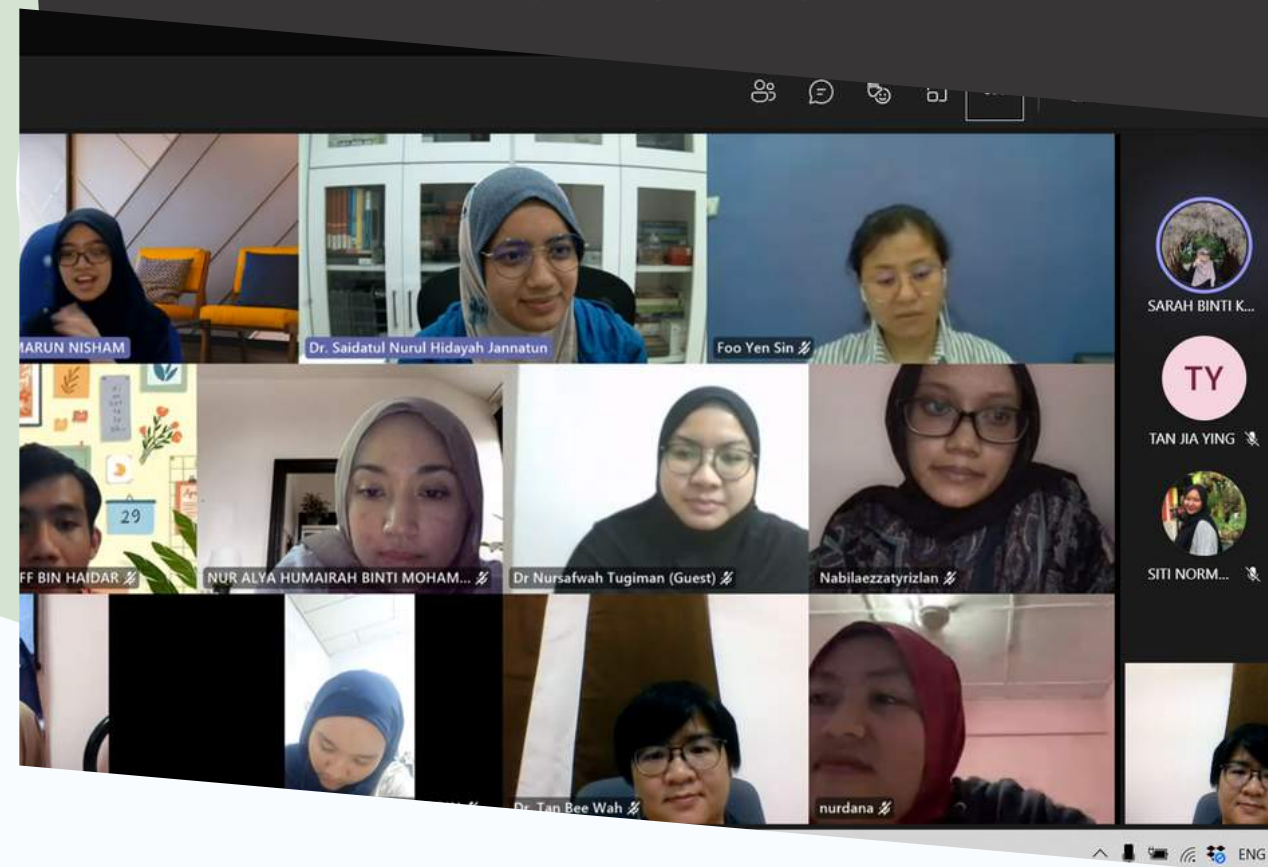
Students' Feedback.....

2 Outside Classroom

Students' Feedback.....

"As a regular member, the challenges would be there's too many events but they all look the same that it gets a bit boring at times. There are talks that are interesting, but I hope they actually gives us more than just talks".
[Mahani]

- University programmes - talks & seminars.
- All look the same.
- Boring.
- Not engaging.



CHALLENGES



3 Outside Classroom

CHALLENGES



“I think I am not developing, it’s a waste, I feel guilty because I can’t feel the enjoyment as a university student”.
[Farahana]

Students' Feedback.....



- No on campus life.

4 *Outside Classroom*

**POSTIVE
EFFECTS**



More...

- **Understanding.**
- **Patience.**
- **Tolerance.**
- **Optimistic.**

Less...

- **Stress.**



"It really affects me in a positive way. It was enhancing my tolerant level to people and also help me in insist on stress level. I'm becoming more accept with stress and can overcome it".

**Students' [Jia Ying]
Feedback.....**

Inside Classroom

What's happening?



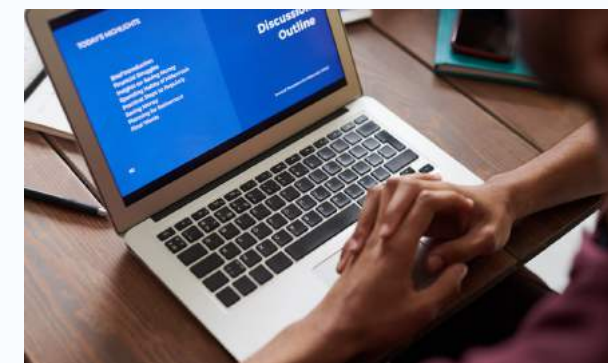
**Student
Characteristic
(Personality)**



*Learning
Environment
Change*



*Participation
in class*



The Challenges

**both student personality and changes in the learning environment have an immense impact on student participation in class

Students' Feedback.....

"I feeling less motivated because the environment is not suitable for study. Most of the time, I will be having classes in my own room, or at my home. The environment was cause me feeling too comfortable and not create a situation that can make me study."



Jia Ying

"I was never the one to talk in the classroom before the pandemic. I am a passive student. Just kind of blend in. But surprisingly I am able to talk more in online class. The reason is probably because no one can see my face. I could see the different though. I become more confident to talk about some topics. There are times I did not talk though but I do see changes in my speaking skills."



Normahani

****Extrovert students had the opposite situation, with the atmosphere making them feel less engaged in the class**

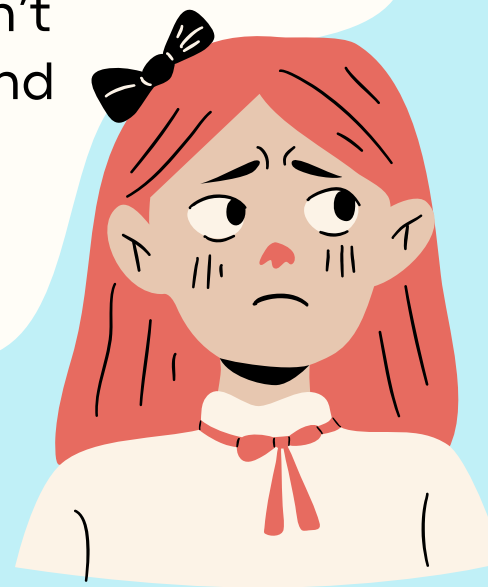
****The introverted student felt more at ease in the online setting**

The Challenge.....

****Weak engaged in the conducted online classes, instructional material, and activities due to unstable internet connection impact the students learning quality; the poor peer-engagement increase students' academic workload**

“Honestly speaking, i am one of the students who always focused in the class and jot down every single thing. I will make sure to stay consistent during a class and get things done properly. But after pandemic, online classes do not really give me the same degree of understanding which then makes me feel down. It takes much more effort for me to concentrate and much of the connection that came with learning has been lost until that I don't have the mental bandwidth to sit down and take notes.”

Nabila



I became very stressed up to a point where I can only sleep for 3-4 hours a day. And I have somewhat separation anxiety with my phone in fear of missing an important message from lecturers

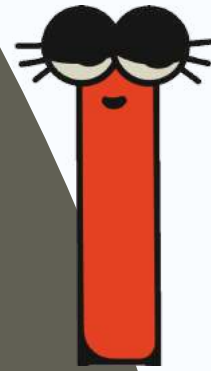


Sarah

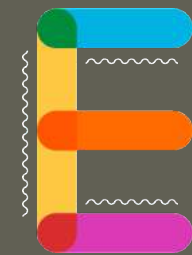
BALANCE
BURNOUT



Inputs



Environments



Outcomes



Before-pandemic

- 2nd-to-final year undergraduate students.
- Committee members of university, organisations and regular members of the clubs.
- On campus

- Face-to-face class/meeting
- Teacher-centered learning.
- Walk-in services for UUM supporting/administration departments.

- Extrovert (Introvert).
- Happy, participative, energetic.
- Act in the best interests of their homework.
- Enjoy campus life.

Astin's (1991) Actual education experiences and practises will influence students mindset and emotional psychology.

Introvert to extroverted.
Enjoyed online class, feel compelled to say more
Successfully manage the stress.
Improved in problem-solving skills.



**COVID-19
pandemic**



Extrovert to introverted.
Less participative, not as engaging.
Increased burden, more homework.
Feeling anxious sitting at home.
More efforts should be made to manage groupworks.

Outcomes as the changes in a student's behaviour as a result of exposure to the environment over time (Astin, 1991).

Implications for Practices

- UUM needs a better distributed server system.
- Live Chat.

a. A competent university system

- A good lecturer must also be an active learner.
- Express their concern and care for students.
- Supporting students' learning.

b. A positive interaction between the lecturer and the students





CONCLUSION AND LIMITATION

- Impact of the COVID-19 pandemic on students' involvement inside and outside of the classroom, using Astin's (1991).
- In-depth Interview.
- The university needs a competent system, while lecturers need to be more caring during this epidemic period.

Limitation: The sample size is limited to a small number of students.
Generalizability is restricted.

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*thank
you*

