



RESEARCH PAPER

Impact of Covid-19 Post Pandemic on Students' Educational Satisfaction at Secondary School Level

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ABSTRACT

The main purpose of the study was to explore the Impact of COVID-19 Post Pandemic on Students' Educational Satisfaction at Secondary Level in District Sheikhpura. The study was quantitative and Survey method was used to collect the data. Characteristics of population are being studied in Descriptive research. Population of this study comprised on secondary schools of District Sheikhpura. Random sampling technique was used to select the students of 9th and 10th grade. There were total 350 students select as sample of the study. Self-developed questionnaire was used for collected data. The questionnaire was consisted two parts. First part was consisted of demographic variable and second part was consisted on Impact of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. The data were collected from students of District Shaikupura. Researcher distributed the questionnaire personally and then collected from the students. Descriptive and inferential statistics were used to calculate the data. It was discovered that a serious crisis has a detrimental effect on students' concerns about their schoolwork and their general well-being. Long-term worries about employment and career prospects, however, had no detrimental effects on wellbeing.

KEYWORDS COVID19, Post Pandemic, Educational Satisfaction

Introduction

The COVID-19 epidemic has forced the closure of educational institutions all across the world since it put the academic schedules in danger. To maintain academic activity, the majority of educational institutions have turned to online learning platforms. However, there are still many unanswered problems regarding the readiness, planning, and efficiency of e-learning, particularly for a developing nation like India where there are technological limitations like device appropriateness. The educational institutions in the impacted areas are looking for temporary fixes to keep operating, but it's crucial to remember that the effectiveness of digital access and efficiency affects the quality of learning. When it comes to student motivation, happiness, and interaction, the online learning environment is vastly different from the typical classroom setting (Bignoux & Sund, 2018). We may use a variety of techniques to develop the internet material thanks to current technical breakthroughs.

The body of research on students' happiness in an online setting during the epidemic is not complete. Additionally, it is important to note that student happiness is directly related to academic accomplishment and serves as a gauge for the effectiveness of online courses. Academic self-efficacy will therefore play a significant role in students'

ability to improve their online learning outcomes by helping them better comprehend student satisfaction and its link to interaction through student engagement. On the other hand, academic self-efficacy has only been generally assessed at a task-specific level and has not yet been thoroughly measured in terms of its influence on student engagement (Bong and Skaalvik, 2003). So that the researcher was examine the Impact of COVID-19 Post Pandemic on Students' Educational Satisfaction at Secondary Level in District Sheikhpura.

Literature Review

The performance of educational institutions and the happiness of students were significantly impacted by COVID-19 (Agus & Supratmi, 2020). The primary issue with professors inspiring students and enhancing student happiness is the closure of educational institutions owing to COVID-19. Opportunities for graduate employment are reduced by coronavirus depression. Because of this, it will be challenging for the kids to maintain the same level of contentment as before the Coronavirus. Following the high Covid -19 spread rate, poor student acceptance, withdrawal, and dismissal rates are a few of the issues that are frequently seen by many colleges (Catherine, 2020). 90% of students worldwide were affected by COVID-19's worldwide education pauses and permanent closures, which prompted most countries to consider alternative educational delivery strategies to assure learning continuity (Radu et al., 2020).

It is the worst global crisis since the world war the II. The entire educational system from elementary to higher education has been buckled during the lockdown period because of novel coronavirus across the world (Black, & Kassaye, 2014). Extraordinary spreading rates of Covid -19 tense all aspects of the society, including higher education institutions . To hold the erupt of the Covid -19 pandemic many nations declared temporal closure of higher learning educational institutions starting from March 2020 The lockdown in response to COVID-19 has disturbed conventional teaching and learning practice across the world, majorities of colleges and universities lasting the class within few weeks (Bacher-Hicks, Goodman, & Mulhern, 2020). Due to the unpredictable length of the COVID-19 pandemic, most higher education institutes have adopted online learning platforms, if it is not possible they have started face-to-face lessons (Bayrakdar, & Guveli, 2020). The post-peak period signifies that pandemic activity appears to be decreasing, it is uncertain if additional waves will occur and countries will need to be prepared for a second wave. It is expected that the pandemic virus will behave as a seasonal influenza A virus. At this stage, it is important to maintain surveillance and update pandemic preparedness and response plans accordingly. An intensive phase of recovery and evaluation may be required.

Students' satisfaction level remains the most concentrated indicator of online teaching experience (Bergdahl, & Nouri, 2020). Students' satisfaction level can be linked to a variety of factors, including students-teachers interaction, students-students interaction, course assessment quality, internet quality, self-efficacy, and students' learning process (Harsasi & Sutawijaya, 2018; Kirtman, 2009). Therefore, online teaching played a vital role during this critical situation of the pandemic and gained a double reputation (Bol, 2020).

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The objective of research were to:1) find out the perception of students regarding post pandemic COVID-19 impacts on educational satisfaction. 2) identify the difference of post pandemic COVID-19 on students' educational satisfaction.

Material and Methods

The study was quantitative in nature and Survey method was used to collect the data. Exploratory method was used by the researcher taking quantitative information and refine the quantitative findings. Survey method assists in obtaining the opinions of the respondents. By purpose, the study was of descriptive type that according to Abuhamda and Basharat (2021), described the targeted phenomenon and characteristics of the population of the research study and mainly eyes on 'what' aspect of the research subject. Population of this study comprised on secondary schools students of District Sheikhupura. A particular group of specific interest is called the population of the study. It is entire group of secondary schools students of District Sheikhupura.. A researcher collects the data from secondary schools students and generalizes it.

Multi stage cluster sampling was used to select the sample and it was drawn for the study through three stages. At the first stage, tehsils wise distribution of the district Sheikhupura of Punjab was followed for sampling. According to this distribution, district Sheikhupura was divided into five tehsils namely Murdikey, Sheikhupura, Ferozwalla, Sharqpure and Safdrabad of district Sheikhupura was selected for the selection of the sample. Out of these tehsils, only Murdikey tehsile's secondary schools students were selected as a sample. At the second stage, Murdikey tehsile's secondary schools students were selected as a sample. At the third stage, Cluster sampling technique was used to select the secondary schools students according to their demographic characteristics. There were total 3800 secondary schools students (2000males and 1800 female) in tehsile Murdikey. Thus, 400 of male and female secondary schools students were selected as sample from tehsile Murdikey .

Instrumentation

Self-developed questionnaire was used for collected data. The questionnaire was consisted two parts. First part was consisted of demographic variable and second part was consisted on Impact of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

A pilot study was conducted to measure the validity and reliability of instruments. The instruments were validated by the opinions of five experts. The reliability of the instruments was calculated by Cronbach Alpha (Yilmaz, 2018). Necessary changes were made in the questionnaire on the basis of suggestions and comments from the experts and the respondents. However, 50 students of secondary schools were taken for pilot study. the reliability of the secondary school students' questionnaire. The numbers of items in tool were 30 and Cronbach's Alpha value of instrument was .902.

Results and Discussion

The collected data of the study was analyzed by applying descriptive statistics and t test.

Table 1
Mean and standard deviation of perceptions regarding Teachers' Availability after COVID19 Post Pandemic

Sr	Statements	SDA	DA	UN	A	SA	Mean	SD
1	After COVID teachers regularly come in school	3	3	6	305	33	4.03	.472
2	After pandemic your relation strengthened with your teachers	6	8	10	290	36	4.05	.505
3	After COVID teachers are more concerned to help with their students	11	3	6	291	39	4.05	.367
4	After pandemic teachers are more concerned to teach the students	14	3	21	280	32	3.96	.357
5	After COVID teachers retain their job	3	6	21	290	30	3.97	.540

Table shows the Mean and standard deviation of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. Statement shows the means After COVID teachers regularly come in school ($M=4.03$, $SD=.472$), After pandemic your relation strengthened with your teachers ($M=4.05$, $SD=.505$), After COVID teachers are more concerned to help with their students ($M=4.05$, $SD=.367$), After pandemic teachers are more concerned to teach the students, ($M=3.96$, $SD=.357$), After COVID teachers retain their job ($M=3.97$, $SD=.540$). it was concluded that mostly students were agreed regarding COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

Table 2
Mean and standard deviation of perceptions regarding Students' Regularity after COVID19 Post Pandemic

Sr.no	Statements	SDA	DA	UN	A	SA	Mean	SD
6	After COVID students are more supportive with students	24	18	9	270	29	3.94	.545
7	After COVID students are coming schools regularly	39	6	18	260	27	3.99	.445
8	After post COVID students are more concerned with their study	31	12	0	268	18	3.13	.533
9	After COVID most of the students have left their schools	3	6	30	189	122	4.20	.735
10	Post Pandemic affects new admission in schools	47	31	50	136	97	3.85	.926

Table shows the Mean and standard deviation of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. Statement shows the means After COVID students are more supportive with students ($M=3.94$, $SD=.545$), After COVID students are coming schools regularly ($M=3.99$, $SD=.445$), After post COVID students are more concerned with their study ($M=3.13$, $SD=.533$), After COVID most of the students have left their schools, ($M=4.20$, $SD=.735$), Post Pandemic affects new admission in schools ($M=3.85$, $SD=.926$). it was concluded that mostly students were agreed regarding COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

Table 3
Mean and standard deviation of perceptions regarding Students' Regularity after COVID19 Post Pandemic

Sr.no	Statements	SDA	DA	UN	A	SA	Mean	SD
11	After COVID students are unable to come in school due to poverty	6	46	52	143	103	3.83	1.048

12	After COVID skills leaves are increased	0	22	47	155	126	4.10	.859
13	After COVID mental health is affected	7	39	67	114	123	4.01	.768
14	COVID affected the emotional health	3	9	56	195	873	3.88	1.076
15	After COVID the parents of students are anxious about the health of students	3	19	54	188	86	3.96	.833

Table shows the Mean and standard deviation of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. Statement shows the means After COVID students are unable to come in school due to poverty ($M=3.83$, $SD=1.048$), After COVID skills leaves are increased ($M=4.10$, $SD=.859$), After COVID mental health is affected ($M=4.01$, $SD=.768$), COVID affected the emotional health, ($M=3.88$, $SD=1.076$), After COVID the parents of students are anxious about the health of students ($M=3.96$, $SD=.833$). it was concluded that mostly students were agreed regarding COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

Table 4
Mean and standard deviation of perceptions regarding Students' Mental Health after COVID19 Post Pandemic

Sr.no	Statements	SDA	DA	UN	A	SA	Mean	SD
16	After COVID students became worried and anxious	20	25	39	180	86	3.99	.803
17	After COVID students become fearful	0	46	73	131	94	3.78	.987
18	After COVID students feel themselves alone	3	3	73	186	85	3.99	.751
19	After COVID students' memory is affected	3	22	66	157	102	3.95	.899
20	Post pandemic limited physical activities of students	10	3	39	172	126	4.20	.703

Table shows the Mean and standard deviation of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. Statement shows the means After COVID students became worried and anxious ($M=3.99$, $SD=.803$), After COVID students become fearful ($M=3.78$, $SD=.987$), After COVID students feel themselves alone ($M=3.99$, $SD=.751$), After COVID students' memory is affected ($M=3.95$, $SD=.899$), Post pandemic limited physical activities of students ($M=4.20$, $SD=.703$). it was concluded that mostly students were agreed regarding COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

Table 5
Mean and standard deviation of perceptions regarding Students' Physical Health after COVID19 Post Pandemic

Sr.no	Statements	SDA	DA	UN	A	SA	Mean	SD
21	After COVID students became lazy	10	31	30	171	108	3.99	.930
22	After COVID students are suffered in fever	0	32	65	174	79	3.86	.871
23	After COVID teachers are worried about their physical health	3	3	55	157	132	4.18	.785

Table shows the Mean and standard deviation of COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level. Statement shows the means After COVID students became lazy ($M=3.99$, $SD=.930$), After COVID students are suffered in fever ($M=3.86$, $SD=.871$), After COVID teachers are worried about their physical health ($M=4.18$, $SD=.785$). It was concluded that mostly students were agreed regarding COVID19 Post Pandemic on Students' Educational Satisfaction at Secondary Level.

Table 6
Independent sample t test identifies the difference between male and female of secondary school students regarding COVID19 Post Pandemic on Students' Educational Satisfaction

Gender	N	Mean	Std. Deviation	Df	t-value	Sign.
Male	163	90.9018	10.12954	348	.015	.06
Female	187	90.8877	7.80978			

Table shows that Independent sample t test identifies the difference between male and female of secondary school students regarding COVID19 Post Pandemic on Students' Educational Satisfaction. There was no significant difference between male ($M=90.9018$, $SD=10.12954$) and female ($M=90.8877$, $SD=7.80978$), $t=.015$, $p=.06$. it shows that there was no significant difference among male and female secondary school students regarding COVID19 Post Pandemic on Students' Educational Satisfaction.

Discussion

The impact of the COVID-19 pandemic on students' educational satisfaction at the secondary level in District Sheikhpura is a multifaceted issue that encompasses challenges, opportunities, and adaptations. By addressing challenges related to technology access, instructional quality, and mental health support, educational institutions can work towards improving students' overall satisfaction, ensuring a more fulfilling and inclusive learning experience in the post-pandemic era. The findings of the study indicated a favourable correlation between interaction and satisfaction with online learning. Scagnoli (2001) studies results also showed that students had better levels of learning satisfaction when they interacted more during online lessons. The findings are in line with earlier research on face-to-face learning, which has shown that interaction improves student learning involvement and fosters a sense of belonging for students in the learning process. The findings also supported earlier studies that found that students with more experience interacting with their peers, instructors, and course material are more likely to have higher levels of academic self-efficacy (Zhang, 2014). The results also provided evidence for the positive relationship between interaction and academic self-efficacy. According to a study, students can improve their academic self-efficacy by observing and interacting with others. For instance, peer interaction about academic achievement can change a student's academic self-efficacy by implying that he or she can achieve the same results. Similar to this, peer contact enables students to access a variety of academic activities, experience resources, and improve their self-efficacy in the classroom (Schunk & Mullen, 2012).

Additionally, this study confirmed the positive relationship between academic self-efficacy and student engagement, which is consistent with earlier research showing that academic self-efficacy is the primary motivating factor for fostering students' behavioural, cognitive, and emotional engagement (Linnenbrink & Pintrich, 2003). According to Liu et al. (2018), students who have greater levels of academic self-efficacy are more inclined to take on difficulties and persevere in solving a variety of academic issues. This encourages students to participate more in academic activities.

This study also demonstrated that student interaction has a favourable impact on the satisfaction with online learning. This suggests that students who are more involved in their coursework are more likely to find online learning to their liking. The results also give Kim and Kim (2021) more proof that student involvement is crucial for improving students' desired learning outcomes and is positively correlated with student satisfaction with online learning. According to earlier research, motivated learners put more effort into their studies, take part in more learning activities, and develop strategies to help them meet their academic objectives. These factors increase satisfaction with both face-to-face and online context learning (Coetzee & Oosthuizen, 2012; El-Sayad et al., 2021). To put it another way, Gebauer et al. (2020) found that university students who engage more tend to increase their sense of academic self-efficacy. As a result, students are more interested in their learning and feel that they have the necessary skills to do online assignments, both of which increase their academic self-efficacy (El-Sayad et al., 2021), which in turn increases their happiness with online learning.

Conclusion

The study demonstrated the value of the CoR theory in assisting educational institutions and students in comprehending the emotional reactions and effects of unforeseen world crises on students' well-being. It was discovered that a serious crisis has a detrimental effect on students' concerns about their schoolwork and their general well-being. Long-term worries about employment and career prospects, however, had no detrimental effects on wellbeing. Support has been demonstrated to play a significant mediating role in the overall influence on student wellbeing. In the study, the online learning environment at the higher education level during the pandemic was therefore thoroughly assessed from the viewpoint of the students. The study's strength, which has boosted the conclusions' generalizability, is that data were gathered from a sizable sample group of students studying in many fields and grade levels. A drawback of the study is that data were only gathered from one public university in Turkey. The findings of students' happiness with online learning are therefore also restricted to the country setting because term period practises vary across all nations and even within institutions. Although student happiness varies by gender, discipline, grade, and educational level, the study's findings show that students cannot fully adapt online education and that their satisfaction is only moderate. Effective utilisation of synchronous and asynchronous platforms is crucial for ensuring that students adjust to online learning. To improve communication and engagement between students and instructors, it may be advantageous for the instructors to provide interactive digital resources for online learning. However, in order to guarantee that students will be satisfied with their online learning, it might be advised that faculty members add activities that will encourage students' social presence in online education.

Recommendations

Major recommendations on the basis of findings of the study were following:

1. It was found that after COVID student teacher interaction become weak. Therefore, to improve communication and engagement between students and instructors, it might be advantageous for the instructors to provide interactive digital resources for online learning.
2. In the light of the findings of the study it is recommended that applications like as simulations, virtual labs, and other tools might be created to aid in the development of field-specific psychomotor abilities among students.

3. Faculty members might be receive professional development training in the use of tools and techniques that promote dialogue and collaboration during online learning as well as in formative assessment and evaluation procedures.
4. This study is resticted to find out the impact of COVID-19 post pendamic on students educational satisfaction. Therefore, future research might be measure students' learning outcomes and satisfaction by establishing hybrid learning environments.
5. On the basis of the findings of this study it is also suggested that based on sociological, psychological, and subject-specific characteristics, factors impacting students' happiness might be examined in-depth and from many angles in future.

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