The Effect of Covid-19 Pandemic on Higher Education: Students' Perspective

Aleli M. Langgaman

Abstract— Covid-19 is the latest crisis that happened worldwide. Since the onset of this crisis, many higher education and other institutions have faced challenges. With its continuing effect to the public, this study aims to explain student's perceptions and experiences related to the pandemic. In the study, data was achieved after analyzing the reports of 377 undergraduate students. Data were collected using an online questionnaire describing their perceptions and experiences. Consequently, it was found that most students still have positive feedback to the transition to online learning and they were most satisfied with the support provided by teaching staff. Students were mainly concerned about matters to do with their future career and studies. The findings also show thatthe pandemic incited various emotions and opinions from students. This includes the experience of anxiety and other distress, the restrictions of socializing, its negative effect on the learning process of the students, and the disruptions it is causing on the livelihood of people. On the lighter side, the pandemic was able to make the students recognize the importance of human communion and the importance of recognizing their responsibilities. Policymakers in higher education may benefit from these findings while formulating recommendations and strategies to support students during this time.

Keywords— COVID-19, College Students, Student Experiences, Student Perceptions.

I. INTRODUCTION

Background of the Study

The World Health Organization (WHO) acknowledged COVID-19 as a global public health emergency of international concern on January 2020 and a pandemic on March 2020 which brings so much change in the world (Al-Emran, 2020). According to the WHO, the first human cases were recorded in Wuhan City, China in December 2019. Data regarding people being affected by the virus shoots upward which triggered the range of public health responses.

In the Philippines, as of February 10, 2021, the Department of Health reported 541,560 confirmed cases, 54% are male, with the most affected age group 20-29 years (26%) followed by 30-39 years (23.6%). 39.6% of deaths reported from NCR, followed by Central Visayas (12.9%), CALABARZON (12.9%), and Central Luzon (7.8%). Largest increase in new deaths from NCR. Thus,

emphasizing the need for compliance to, and proper implementation of, national guidelines at LGU level.

Aside from creating an enormous uproar, the pandemic also created an impact on the economic, social and mental aspect of the people. During the pandemic, the country's economy experienced recession breaking almost three decades of continuous growth (WHO Philippines, 2021). This then creates a feeling of helplessness. Social distancing measures, quarantine, closing of educational institutions, and isolation have become damaging on people's well-beingincreasing loneliness, distrust, and reduced social interaction. Continuous overloading of information via social media platforms creates uncertainty and worry among the people while risking the spread of false information. With these circumstances brought about by the pandemic, students are also trying to fight in coping with the situation. Specifically, during the lockdown period of COVID-19, the changes in academic structures, examinations and a battle with limited resources can be

associated with anxiety, stress, and frustration. Hence, it is vital to promote mechanisms that deal positively with mental health and tackle the social and mental effects of the pandemic.

Thus, this paper attempts to showwhat the life of students looks like during the pandemic. It includes the teaching and learning experiences, social contacts, and insights on their experiences. Result from the survey provides information to create recommendations for policymakers of the school on how to support students in their struggles in the different aspects such as academic, social, emotional and other life circumstances.

Conceptual Framework

Covid-19 is pneumonia that arose on December 31, 2019 in Wuhan, China, and then swept the world. It invaded many countries which resulted to strict isolation measures and delays in starting schools, colleges, and universities throughout the country which led to affect the mental health and other aspects of life of students(Cao et al., 2020). The impact of COVID-19 will be considered in relation to wellbeing and how student wellbeing may be affected by the global pandemic.

Knight, Anneyce; McNaught (2011) defined wellbeing to be extended beyond the concept of individual subjectivity including different aspects of life. The four domains include individual wellbeing, family wellbeing, community wellbeing and societal wellbeing.

Relevant to the student wellbeing is the role of resilience and how this contributes to improvement of wellbeing. Resilience has been defined as:

"…the process of effectively negotiating, adjusting to, or dealingnoteworthy sources of stress or trauma. Capability within the individual, their quality of life and environment enable this capacity for adaptation and getting up in the face of adversity" (Windle, 2011).

Resilience has been discovered to be a precursor of wellbeing. It shows to have a positive relationship to subjective happiness as well as negative relationships with anxiety, depression and stress. In order to develop resilience, they should be provided with assets and resources that which they can access within the systems that they participate, such as university, home and work (Turner et al., 2017). The school or university plays a role as a "future-shaper" of students and is also a platform for social, cultural and economic change, making it as a perfect setting to advocate health promotion (Cawood et al., 2010). The Healthy Universities initiative is based on the settings-based approach to set in health into the organizational structure of the institution and impart health into the operation of the school. The Healthy Universities

initiative intends to achieve key outcomes such as creating healthy and sustainable learning, working and living environments for students,contributing to the well-being and sustainability of local, regional, national and global communities (Cawood et al., 2010). The importance of encouraging and promoting health in all aspects within the university is therefore high, owing to the successive gains attained resulting from improved wellbeing.

Statement of the Problems

The study aims to determine the impact of COVID-19 to college students. Specifically, it pursues to answer the following questions:

1. What are the effects of the pandemic in the following aspects of the students:

    a. academic life

    b. social life

    c. emotional life

    d. life circumstances

2. What insights do the students gain from their experiences during the COVID-19 pandemic?

Objectives of the Study

The study aims to analyze the impact of COVID-19 to students with the following specific objectives:

1. To determine the impact of the pandemic in the following aspects of the students:

    a. academic life

    b. social life

    c. emotional life

    d. life circumstances

2. To determine theinsights gained by students from their experiences during the COVID-19 pandemic.

Significance of the Study

The researcher finds the result of the study necessary to the following:

Administrators. The study will help the administrators examine the impact of COVID 19 pandemic on the students. Thus, this can enable them to work on a policy or a program that would help them cope with its adverse effects.

Teachers. This study will help teachers know the impact of COVID 19 pandemic on their students. Thus, this will enlighten teachers on the assistance they can provide for their students in the academic aspect.

Students. The study can enable the students to be aware of the possible effects of the pandemic it has on them. It can

be relevant in assisting students in understanding the diversity of its effect.

Guidance Counselors. The result of the study can provide data that can serve as basis in creating an intervention program for necessary to help students.

Parents. The study is of significance to parents in the sense that they can know the experiences of their children during the pandemic and thus serve as a guide to their children in terms of their coping with the adverse effects of the pandemic.

Future researchers. It can provide relevant material for other researchers undertaking similar research.

Scope and Limitation of the study

The study explored the impact of COVID 19 pandemic to college students in life aspects such as academic, social, emotional and life circumstances. The study comprised of students at Kalinga State University who were enrolled during the second semester of school year 2020-2021.

II.   REVIEW OF RELATED LITERATURE

In March 2020, the occurrence of the coronavirus disease 2019 (COVID-19) reached not just countries of the Western world but also on the other side of the world (Dong et al, 2020). When it comes to health concern, the novel coronavirus SARS-CoV-2 (severe acute respiratory syndrome-coronavirus-2) has affected all age groups, having the highest death rates among older individuals and patients with comorbidities(Goldman, 2020). Like previous pandemics, many (existing) problems and challenges in the area of health has created which caused to all manner of unanticipated commotion and struggles in society and the economy (Cao et al., 2020).

The spread of COVID-19 has led to a high human cost and affected the public health systems. These costs still continue to grow. This made the governments to make policies that would slow the transmission of COVID-19. The policies however led to a significant trade of disruptions, decrease in commodity prices, and the compression of financial conditions in many countries. Unemployment and underemployment became rampant and threats to the survival of many firms worldwide has shaken the public(Loayza & Pennings, 2020).

Although students are under the category of young and thus generally not in any of the specific risk groups of coronavirus infection, students are still not exempted to experience the dramatic effects of the wave of the COVID-19 pandemic in their everyday lives.

During this heightening pandemic, the academic and educational institutions have shifted rapidly to distance and online learning because public health officials mostly agree that the overall threat of COVID-19 cab be best fought with measures of social distancing and by limiting face-to-face classroom interactions (Murphy, 2020).

According to Huang et al, 2020, a great number of students have experienced anxiety because of this COVID-19 outburst. Protective factors against the anxiety experienced during the COVID-19 in the urban areas include living with parents and having a stable income for the family. However, having a relative who is infected with COVID-19 is an independent risk factor for experienced anxiety. COVID-19 stressors were also identified to be economic, effects on daily life, and academic delays, while social care and support is negatively correlated with their anxiety.

Students' mental health is also greatly affected when faced with this kind of public emergency. They need attention, support and assistance from the community, family, and other institutions. It is then recommended that the government and educational institutions should work hand in hand to solve this problem in order to provide proper services that are helpful and timely for students (Khodabakhshi, 2020).

The World Health Organization (2020) reported that the emergence of a pandemic increased the stress level of various society. Although there has no systematic assessmentyet of the effects of COVID-19 on mental health, there are studies related to pandemics that show a negative impact on mental health (Cao, 2020).

Because of the rapid transmission of COVID-19 and its adverse threat to human life and health, and has a large impact on the mental health of the general public, it can be predicted that the outbreak will cause public psychological reactions such as anxiety, fear and tension that may also cause psychological disorders such as depression or suicide (Zhong, 2020).

Panchal et al., (2021) presented that COVID-19 has negative mental and social consequences such as loneliness and social isolation to meager mental health; and recent data shows that significantly higher percentage of people who were housing in place (47%) reported negative mental health effects resulting from compared among those not housing in place (37%). Negative mental health among older adults and households with adolescents is also prevalent as they aresusceptible and at risk for depression and suicidal ideation.

Miller et al. (2020) found that the pandemic has provided a big impact on higher education and to students' practices in terms of academic work and life, social life,

emotional status, and their financial situation. Pan (2020) stated that on top of the challenges experienced during the pandemic, it has also led into some positive changes in habits and mentality such as paying more attention to hygiene and health, taking care of relatives especially those who are in the risk groups, and spending more time to health and wellness such as sports.

Several papers have already been published by researchers around the world giving focus on various aspects of the COVID-19 crisis, mainlyon its consequences for physical and mental health and other aspects of the human life. Hence there are limitations of these studies such as data were from early stages of the pandemic; a relatively small sample; and concentratingprimarily on a limited number of aspects of a student's life. Indeed, most studies are partial to academic work or life issues, mental health or a combination of both. After studying existing literature, it is also concluded that no comprehensive large-scale survey would assess the unexpected and unprecedented crisis of the COVID-19 pandemic and its impacts on the present and future life (Aristovnik, 2020).

III. METHODOLOGY

Locale of the Study

The locale of the study was in Kalinga State University. The researcher used the Slovin's Formula to determine the sample size.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample size

N = population size

e = margin of error (5%)

n = respondents

Applying the formula above, the sample size of the study was computed as follows:

$$n = \frac{6384}{[1+ 6384(.05)^2]}$$

$$= 377$$

All participants were tasked to answer an online questionnaire to measure the impact of COVID 19 pandemic in their lives.

Research Design

This study employed the quantitative research design to investigate the impact of COVID 19 to college students. This is a systematic investigation of phenomena by gathering measurable data and through performing statistical and computational methods. Data will be gathered through sending out questionnaires which will provide information on the current study after careful understanding.

Participants of the study

Three hundred seventy-sevenstudents who were enrolled during the second semester of school year 2020-2021 in the different colleges of Kalinga State University were the participants in this study. All participants were informed about the details of the study and participation wasanonymous and voluntary.

Instrumentation

Data were obtained using a questionnaire to assess the impact of COVID 19 pandemic on the different aspects of life of the students such as academic, social, emotional and life circumstances. The majority of the questions were based on The European Students' Union survey (2020) which targeted higher education students - on what student life looked like during the COVID-19 pandemic.Some of the questions were also based from the questionnaire usedby by Aristovnik et al in their studytitled "Impacts of the COVID-19 Pandemic on Life of Higher Education Students". The questionnaire targets to assess how students'lives look like during the pandemic.

The questionnaire is composed of 8 questions that were divided into 5 sections as follows:

1. Academic Life – 4 questions on how the pandemic affected the student's experiences with teaching, assessment, teaching and administrative support as well as their performance and expectations.

2. Social life – 1 question on the support network of students during the pandemic crisis and who they would seek help to in different situations.

3. Emotional life – 1 question on students' emotions since the outbreak of the COVID-19 pandemic.

4. Life circumstances – 1 question on worries, support measures and behaviors.

5. General reflection – 1 question on general reflections regarding the COVID-19 pandemic.

Data Gathering

In gathering the data of the study, the following procedures will be observed:

1. The researcher asked permission from the administration of the Kalinga State University for the conduct of the study.

2. Upon receiving the approval of the administration, 377 undergraduate students from the different colleges were randomly selected to participate in the study. The

participants were given an online questionnaire to answer during their free time. The participants were asked to answer the different items given according to what is descriptive to them.

3. After gathering the data needed, it was computed, analyzed and interpreted accordingly.

Data Analysis

Data from the questionnaire were rigorously interpreted using the frequency count and percentage distribution.Consequently, the content analysis was used to interpret the responses to the open-ended question regarding the participants' reflections and insights on their experiences during the pandemic. The content analysis is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes.

IV.   RESULTS AND DISCUSSION

In this section, the results of the study are presented and discussed with reference to the aim which was to examine the impact of COVID-19 to students.

I. Impact of the Pandemic in the Different Aspects of Life

a. Academic Life of the Participants during the Covid-19 Pandemic

Table 1. Satisfaction of participants to the different forms of online lectures

Form of Online Lecture	Level of Satisfaction	N	%
1. Online in real-time (videoconference, online meetings)	Very Satisfied	44	11.8
	Satisfied	205	54.4
	Neutral	97	25.7
	Dissatisfied	6	1.5
	Very Dissatisfied	6	1.5
	Not Applicable	19	5.1
2. Online with a video recording (not in real time)	Very Satisfied	31	8.1
	Satisfied	175	46.3
	Neutral	103	27.2
	Dissatisfied	22	5.9
	Very Dissatisfied	11	2.9
	Not Applicable	35	9.6
3. Online with an audio recording (not in real time)	Very Satisfied	11	2.9
	Satisfied	155	41.2
	Neutral	106	27.9
	Dissatisfied	28	7.4
	Very Dissatisfied	22	5.9
	Not Applicable	55	14.7
4. Online by sending presentations and other learning materials	Very Satisfied	83	22.1
	Satisfied	199	52.9
	Neutral	59	15.4
	Dissatisfied	11	2.9
	Very Dissatisfied	19	5.1
	Not Applicable	6	1.5
5. Written communication (forums, chat, etc)	Very Satisfied	58	15.4
	Satisfied	216	57.4
	Neutral	64	16.9

Dissatisfied	14	3.7
Very Dissatisfied	11	2.9
Not Applicable	14	3.7

Since on-site classes were cancelled, the organization of lectures has changed. Students were exposed to a variety of forms which replace their on-site form of lectures. The table above shows that majority of the participants reported a positive feedback with their experiences of the different forms of online lecture. The form of online lecture with the greatest satisfaction is Online by sending presentations and other learning materials (75%), followed by Written communication such as forums and chats (72.8%), Online in real-time (66.2%), Online with a video recording (54.4%), and lastly Online with an audio recording (44.1%). Most students prefer asynchronous mode wherein they can access materials anytime. Since a significant number of students were from remote and rural areas, this may cause problems with poor Internet connectivity or even a lack of electricity.

Table 2. Agreement of students with the following responsibilities of the teacher.

Responsibility of the Teacher	Level of Agreement	N	%
1. My teachers have provided course assignments (e.g., readings, homework, quizzes) on a regular basis.	Agree	292	77.4
	Disagree	85	22.6
2. My teachers have provided feedback on my performance on given assignments.	Agree	352	93.4
	Disagree	25	6.6
3. My teachers have responded to my questions in a timely manner.	Agree	336	89.1
	Disagree	41	10.9
4. My teachers have been open to students' suggestions and adjustments of online classes.	Agree	358	94.9
	Disagree	19	5.1

On majority, students agreed that teachers had provided feedback on assignments, responded to their questions in a timely manner, were open to students' suggestions and adjustments of online classes, and had provided course assignments on a regular basis.

Table 3. Satisfaction with Teaching and Administration

	Level of Satisfaction	N	%
1. teaching staff	Very Satisfied	47	12.4
	Satisfied	212	56.2
	Neutral	88	23.4
	Dissatisfied	2	0.7
	Very Dissatisfied	17	4.4
	Not Applicable	11	2.9
2. technical support or IT services	Very Satisfied	28	7.3
	Satisfied	179	47.4
	Neutral	83	21.9
	Dissatisfied	28	7.3
	Very Dissatisfied	11	2.9
	Not Applicable	48	12.7

3. student development services	Very Satisfied	28	7.4
	Satisfied	169	44.8
	Neutral	88	23.3
	Dissatisfied	22	6.6
	Very Dissatisfied	10	2.9
	Not Applicable	60	16.1
4. finance and accounting	Very Satisfied	26	6.9
	Satisfied	193	51.1
	Neutral	93	24.8
	Dissatisfied	13	3.6
	Very Dissatisfied	6	1.5
	Not Applicable	46	12.4
5. library	Very Satisfied	33	8.8
	Satisfied	140	37.1
	Neutral	104	27.7
	Dissatisfied	21	5.8
	Very Dissatisfied	8	2.2
	Not Applicable	71	19
6. guidance services	Very Satisfied	28	7.3
	Satisfied	196	51.9
	Neutral	71	19
	Dissatisfied	19	5.1
	Very Dissatisfied	11	2.9
	Not Applicable	52	13.9

In times of crisis such as the Covid-19 pandemic, students need the support of various services. The results show that the participants were most satisfied with the teaching staff, followed by the guidance services then finance and accounting. The lowest satisfaction level with the support were found for the library. The positive response of students towards the responsibilities of the teachers has influence in their level of satisfaction.

Table 4. Academic Performance of the Participants

Performance	*Level of Agreement*	*N*	*%*
1. It is more difficult for me to focus during online teaching in comparison to on-site teaching.	Agree	338	89.7
	Disagree	39	10.3
2. My performance as a student has improved since on-site classes were cancelled.	Agree	208	55.2
	Disagree	169	44.8
3. I have adapted well to the new teaching and learning experience.	Agree	223	59.1
	Disagree	154	40.9
4. I can figure out how to do the most difficult classwork since on-site classes were cancelled.	Agree	176	46.7
	Disagree	201	53.3

Based from the results, participants tended to report that it is more difficult for them to focus during online teaching in comparison to on-site teaching. Moreover, majority of the participants have difficulty figuring out how to do the most difficult classwork since on-site classes were cancelled. Even though participants feel this way, majority still agreed that their performance has improved and that they were well adapted to the new teaching and learning experience. Studying online, students must have a chance to ask questions or look for academic support from different sources which may improve their performance. The success of online learning depends on the quality of learning material, the lecturer's engagement and student-teacher interactions.

b. Social Life of the Participants during the Covid-19 Pandemic

Table 5. Support Network of the Participants

Support Network		N	%
1. Help you around your home if you were sick and had to stay in bed for a few days.	Close Family Member	295	78.2
	Close Friend	16	4.2
	Someone I live with	60	15.9
	Neighbor	3	0.8
	Classmate	3	0.8
	Teacher		0
2. Be there for you if you felt a bit down or depressed and wanted to talk about it.	Close Family Member	190	50.4
	Close Friend	154	40.8
	Someone I live with	28	7.4
	Neighbor	0	0
	Classmate	5	1.3
	Teacher	0	0
3. Talk about problems related to studying issues (lectures, seminars, practical work).	Close Family Member	58	15.3
	Close Friend	151	40.1
	Someone I live with	14	3.7
	Neighbor	0	0
	Classmate	93	24.7
	Teacher	61	16.2
4. Talk about problems related to personal finances.	Close Family Member	297	78.8
	Close Friend	38	10.1
	Someone I live with	22	5.8
	Neighbor	6	1.6
	Classmate	7	1.9
	Teacher	7	1.9
5. Talk about problems related to family and relationships	Close Family Member	182	48.3
	Close Friend	174	46.2
	Someone I live with	13	3.4
	Neighbor	0	0
	Classmate	0	0
	Teacher	8	2.1

6. Be there for you if you would like to talk about the COVID-19 crisis.	Close Family Member	179	47.5
	Close Friend	127	33.7
	Someone I live with	27	7.2
	Neighbor	22	5.8
	Classmate	8	2.1
	Teacher	14	3.7

The table shows that participants are most likely to turn to a close family member when they are sick and felt down or depressed, and when they want to talk about financial problems and Covid-19 crises. In terms of problems related to studying issues, they prefer to consult a close friend. A very small portion of participants would turn to neighbors and classmates for support.

c. Emotional Life of the Participants during the Covid-19 Pandemic

Table 6. Emotional Wellbeing of the Participants since the onset of the COVID-19 pandemic

Emotions	*Extent*	*N*	*%*
1. Joyful	Always	36	9.5
	Often	64	17
	Sometimes	230	61
	Rarely	35	9.3
	Never	12	3.2
2. Hopeful	Always	142	37.7
	Often	80	21.2
	Sometimes	110	29.2
	Rarely	40	10.6
	Never	5	1.3
3. Proud	Always	69	18.3
	Often	72	19.1
	Sometimes	169	44.8
	Rarely	53	14.1
	Never	14	3.7
4. Relieved	Always	29	7.7
	Often	70	18.6
	Sometimes	222	58.9
	Rarely	35	9.3
	Never	21	5.7
5. Frustrated	Always	69	18.3
	Often	72	19.1
	Sometimes	169	44.8
	Rarely	54	14.3
	Never	13	3.5
6. Angry	Always	8	2.1
	Often	54	14.3

	Sometimes	201	53.3
	Rarely	61	16.2
	Never	53	14.1
7. Anxious	Always	13	3.4
	Often	69	18.3
	Sometimes	203	53.8
	Rarely	59	15.6
	Never	33	8.8
8. Hopeless	Always	21	5.6
	Often	37	9.8
	Sometimes	176	46.7
	Rarely	64	17
	Never	79	30
9. Bored	Always	48	12.7
	Often	67	17.7
	Sometimes	195	51.7
	Rarely	54	14.3
	Never	13	3.4

The Covid-19 pandemic has heavily affected the emotional wellbeing of students due to its impact to their daily lives especially in the sudden change of academic activities. The table above shows that majority of the students feel positive and negative emotions at some point in their life during this pandemic. The most often positive emotion felt by students is being hopeful, followed by being proud and then being joyful. Last would be being relived. On the other hand, the most often negative emotion felt by students is being frustrated then being bored. Being anxious, angry and hopeless follow accordingly.

Comparing the frequency of positive and negative emotions, despite the crisis in pandemic, students still experience positive emotions more frequently compared to the negative emotions.

d. Life Circumstances of the Participants during the Covid-19 Pandemic

Table 7. Life circumstances that participants worry about during the pandemic

Life Circumstances	*Extent*	*N*	*%*
1. Personal physical health	Always	96	25.5
	Often	67	17.8
	Sometimes	169	44.8
	Rarely	27	7.1
	Never	18	4.8
2. Personal mental health	Always	72	19.1
	Often	78	20.7
	Sometimes	155	41.1
	Rarely	29	7.7
	Never	43	11.4

3. Studying issues (lectures, activities, practical work)	Always	113	30
	Often	105	27.9
	Sometimes	135	35.8
	Rarely	21	5.6
	Never	3	0.8
4. Future education	Always	152	40.3
	Often	93	24.7
	Sometimes	107	28.4
	Rarely	13	3.4
	Never	12	3.2
5. Personal finances	Always	112	29.7
	Often	94	24.9
	Sometimes	142	37.7
	Rarely	27	7.1
	Never	2	0.5
6. Family and relationship	Always	115	30.5
	Often	59	15.6
	Sometimes	161	42.7
	Rarely	37	9.8
	Never	5	1.3
7. COVID-19 or similar pandemic crisis in the future	Always	75	19.9
	Often	88	23.3
	Sometimes	152	40.3
	Rarely	40	10.6
	Never	22	5.8
8. Leisure activities (sports and cultural activities, parties, hanging out with friends, etc.)	Always	21	5.6
	Often	37	9.8
	Sometimes	227	60.2
	Rarely	80	21.2
	Never	12	3.2

The results show that most or all of the time students were worried about their future education followed by studying issues such as lectures, activities, and other practical works. More than half of the students also indicated that they are worried with their personal finances. On the other hand, they were least concerned with leisure activities which they missed to do during the pandemic.

II. General Reflections of the Participants towards the Covid-19 Pandemic

Based from the analysis of the open-ended question, the following are the elicited reflections of the participants towards their experience of the Covid-19 pandemic:

Negative Emotions and Opinions of Students. 24% of the participants reported that the pandemic has elicited negative emotions and opinion. This includes the experience of anxiety, depression, boredom and the feeling of being unsafe. Additionally, others perceive it to be a burden and is also a very big problem around the world. During epidemics, students often experience these psychological distresses. According to Steimer (2002),

these emotions are expected in order to facilitate students' coping in an unexpected situation, in this case, a global pandemic. Some sample responses were the following:

"This pandemic has given us a lot of troubles and has made us worried even at little things." P5

"We experience struggles and anxiety. Some are even becoming depressed." P18

"The pandemic is a very big problem that we are experiencing around the world." P25

Restriction of Socializing and Going Out. 20% of the participants reported that the pandemic has restricted people from socializing and going out. This includes social distancing, limitations in work and lifestyle, staying at home and visiting your loved ones. The participants described feeling troubled by the idea that they are limited to go out and are restricted to do what they used to do outside. With the advent of the new normal, social distancing is one of the hardest to bear. Since humans are social animals, they are wired to crave for interaction. Thus, limiting them to these activities may cause stress and fatigue (Ducharme, 2020). Some sample responses were the following:

"During the pandemic, I can't go outside and visit my friends and relatives. That's why I always stay at home." P15

"Now, we have to adjust to the new normal and control ourselves from meeting too many people." P35

"We are only limited to doing work and after that we attend to our school matters again." P42

Learning Difficulties. 15% of the participants reported that the pandemic has caused some learning difficulties with the new mode of education. Schools were forced to migrate to online learning. Some students shared that they have difficulty in terms of financial resources, they lack the devices and have difficulty finding connectivity to participate in online classes. Others said that there are topics that are not clear and confusing in the online class. With these, the pandemic indeed has provided a big impact on higher education and to students' practices in terms of academic work life (Miller et al., 2020). Some sample responses were the following:

"There is difficulty in study today specially in financial and network connection. It's really difficult to cope in class." P22

"It is very challenging because everything is changed especially the way we learn for our lessons." P67

"Sometimes students can't understand what the teachers are presenting in online or in module." P108

Negative Effects Towards Living. 10% of the participants reported that the pandemic has negative effects on the livelihood of people. They shared that during the span of the pandemic, many establishments, jobs and lives were affected negatively. Businesses were forced to shut down which causes burden to people. This economic disruption made people fall and experience poverty. This is similar to what Loayza and Pennings (2020) reported that unemployment and underemployment became widespread that caused threats to the survival of many firms and has shaken the public. Some sample responses were the following:

"This pandemic is a difficult time because it affected the lives and jobs of many people." P32

"Many establishments, jobs and lives were affected and businesses shut down. It is really sad." P100

"It costs too much burden to people and made them experience poverty." P198

Recognized the Benefits of the Human Communion. 7% of the participants reported that during the pandemic, they became mindful to the benefits of human relationship. Students shared that because of the quarantine, they were able to strengthen their relationship with their family and other close relatives. The pandemic also taught them to treasure the times they have with their loved ones since the pandemic has been a threat in the health of the people. Pan (2020) stated that the pandemic also led into some positive changes such as taking care of relatives especially those who are in the risk groups, and spending more time with them. Some sample responses were the following:

"I have been building a good relationship with my family and become more close to them." P41

"The pandemic is like a call for solidarity as nations." P122

"Covid-19 has taught me two things - the value of human life and the importance of family." P52

Awareness of our Responsibilities. 3% of the participants reported that the pandemic made them recognize more their responsibilities as students and as citizens in the community. They shared that the pandemic taught them how to be responsible in their school works and other duties. They also mentioned that one way for the community to fight the virus is for individuals to take actions and precautions by adhering to the guidelines set by the community. Some sample responses were the following:

"For me, what really matter most is our lives, who and what we should prioritize because we don't know what will happen and what tomorrow brings us." P79

"We must know our responsibility in order to avoid the spread of this virus in our locality." P111

"We should prioritize our health If we want to survived in this kind of situation." P25

V.   SUMMARY OF FINDINGS

The results of the study are summarized as follows:

I.a. Majority of the participants have positive feedback on their experiences to the different online lectures especially on the asynchronous mode which is by sending presentations and other learning materials.This mode is also the most dominant in online class. In line with teachers, students agreed that teachers had provided feedback on assignments, responded to their questions in a timely manner and were open to students' suggestionsand adjustments of online classes, thus; this makes the students most satisfied with the support of the teaching staff. The guidance services and finance and accounting come after. In terms of academic performance, students have difficulty focusing in online class compared to on-site class. They also have difficulty figuring out how to do the most difficult classwork. Even though participants feel this way, majority still agreed that their performance has improved and that they were well adapted to the new teaching and learning experience.

I.b. Majority of the participants consider their family members as support network they turn to the most in times of crises. But for problems related to studies, they prefer to consult a close friend. A very small portion of participants would turn to neighbors and classmates.

I.c. The most often positive emotion felt by students during the pandemic is being hopeful, followed by being proud and then being joyful. Last would be being relived. On the other hand, the most often negative emotion felt by students is being frustrated then being bored. Being anxious, angry and hopeless follow accordingly. Comparing the frequency of positive and negative emotions, students still experience positive emotions more frequently compared to negative emotions.

I.d. During pandemic, majority of the participants worry about their future education. Studying issues and personal finances are also great apprehensions of students.

II. Participants reported that the pandemic provoked negative emotions and opinions. This includes the experience of anxiety and other distress. For some, it is a very big burden to the world right now. Consequently, other negative insights toward the pandemic includes the participants feeling troubled on the restrictions of socializing and going out, its negative effect on the learning process of the students, and the disruptions it is causing on the livelihood of people. On the contrary, other students also consider the pandemic to have a good outcome. They shared that with the restriction of going out, they were able to recognize the importance of human communion especially with their closest family members. Additionally, the pandemic taught them the importance of recognizing their responsibilities.

VI.   CONCLUSION

In a span of time, the Covid-19 pandemic has affected the lives of many people including students in the higher education. In this respect, this study provides information into students' perception and satisfaction of the different aspects of their lives during the pandemic, including some of their insights about their experiences during this time. The study found that despite the transition in education, students are still satisfied with their experiences in the online lectures, thus the teaching staff is the support network they are most satisfied with. Most students also agreed that they adapted well to the new mode of teaching and their performance in general has improved. But with the advent of online class, students somehow experience difficulty focusing and doing difficult classwork that may suggest apprehensions about their future education. Students reported that despite the pandemic, they still feel more positive emotions than negative emotions.The findings also show thatthe pandemic provoked numerous emotions and opinions from students. This includes the experience of anxiety and other distress, the restrictions of socializing, its negative effect on the learning process of the students, and the disruptions it is causing on the livelihood of people. On a light note, the pandemic was able to make the students recognize the importance of human communion and importance of recognizing their responsibilities.

VII.   RECOMMENDATIONS

The results of this study provide details that can facilitate the design of support strategies to students and provide a safe learning environment. Based on the findings and conclusions of the study, the following are recommended:

1. For school administrators to acknowledge the need to know the impact of the pandemic on the different aspects of life of the students to make necessary provisions available to support different programs proposed to address students' difficulties especially in line with their concerns involving the institution.

2. For teachers, who are working closely with the students, to continuously monitor and identify areas of possible

difficulties of students in line with their academic functioning in the new normal, thus finding good strategies suited for students.

3. For students to develop an awareness of the detrimental impact of the pandemic to be able to seek appropriate intervention for coping.

4. For guidance counselors to consider the issue to be able to assist students in gaining insights concerning their struggles with the pandemic and therefore provide psychological support to students sothey can control undesirable reactions in crisis conditions.

5. For parents to be keen to recognize changes in the behavior of their children in line with the effect of the pandemic and thus serve as guide and support to their children.

6. For future researchers to consider studies on the impact of the pandemic be explored.

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APPENDIX A

QUESTIONNAIRE

I. ACADEMIC LIFE

In this part of the questionnaire, we are interested in finding out how the COVID-19 pandemic has affected your experiences with teaching and administrative support as well as your performance and expectations.

1. Since on-site classes were cancelled, the organization of lectures has changed. Below, several different forms of online lectures are listed. Please assess your level of satisfaction with each form. If you have no experience with particular form, please select "Not applicable".

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not applicable
Online in real-time (videoconference, online meetings)						
Online with a video recording (not in real time)						
Online with an audio recording (not in real time						
Online by sending presentations and other learning materials to students						
Written communication (forums, chat, etc)						

2. Please rate your agreement with the following statements. Since on-site classes were cancelled, my teachers:

	Disagree	Agree
have provided course assignments (e.g. readings, homework, quizzes) on a regular basis.		
have provided feedback on my performance on given assignments.		
have responded to my questions in a timely manner.		
have been open to students' suggestions and adjustments of online classes.		

3. Since on-site classes were cancelled, how satisfied have you been with support of:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not applicable
teaching staff						
technical support or IT services						
student development services						
finance and accounting						
library						
student counselling services						

4. In view of the new teaching and learning environment, to what extent do you agree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Not applicable

It is more difficult for me to focus during online teaching in comparison to on-site teaching.						
My performance as a student has improved since on-site classes were cancelled.						
I have adapted well to the new teaching and learning experience.						
I can figure out how to do the most difficult classwork since on-site classes were cancelled.						

II. SOCIAL LIFE

In this part of the questionnaire, we are interested in finding out about your support network during the COVID-19 crisis.

1. For each of the following situations, please select who you would turn to first. If there are several people, you are equally likely to turn to, please select the one you feel closest to. Who would you turn to first to?

	Close family member	Close friend	Someone I live with	Neighbors	Classmate	Teacher
Help you around your home if you were sick and had to stay in bed for a few days.						
Be there for you if you felt a bit down or depressed and wanted to talk about it.						
Talk about problems related to studying issues (lectures, seminars, practical work).						
Talk about problems related to personal finances.						
Talk about problems related to family and relationships.						
Be there for you if you would like to talk about the COVID-19 crisis.						

III. EMOTIONAL LIFE

In this portion of the questionnaire, we are concerned in finding out how you have been feeling since the start of the pandemic.

1. Please rate to what extent have you felt the following since the outbreak of COVID-19 in your country.

	Never	Rarely	Sometimes	Often	Always
Joyful					
Hopeful					

Proud					
Frustrated					
Angry					
Anxious					
Ashamed					
Relieved					
Hopeless					
Bored					

IV. LIFE CIRCUMSTANCES

In this part of the questionnaire, we are interested in finding out whether you have some life circumstances (general and financial) that you are worried about in the context of your student life and what is your opinion regarding the support measures and changes made in behavior since the onset of the COVID-19 pandemic.

1. How often you have worries about the following personal circumstances?

	Never	Rarely	Sometimes	Often	Always
Personal physical health					
Personal mental health					
Studying issues (lectures, activities, practical work)					
Future education					
Personal finances					
Family and relationship					
COVID-19 or similar pandemic crisis in the future					
Leisure activities (sports and cultural activities, parties, hanging out with friends, etc.)					

V. GENERAL REFLECTIONS

In this part of the questionnaire, we are concerned in your general reflections on the pandemic.

1. Can you share some general views/words of your reflection on Covid-19?