



Impact Of Covid-19 Online Learning On Satisfaction And Motivational Of Students In Secondary Educational Institutions

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ABSTRACT: The COVID-19 pandemic eventually grew more predictable and manageable, allowing higher education institutions to gradually shift back to traditional learning approaches. Although the epidemiological situation has improved over time, online learning is becoming increasingly popular as it provides new learning opportunities, especially when combined with traditional learning. This research was conducted to ascertain the impact of COVID-19 on student's motivation in educational institutions. A survey was conducted on 250 students majorly belonging to schools in India and the United Arab Emirates. The survey aimed at understanding the preferences of the students, the various ways in which the institution kept the students motivated, the overall performance, and finally the mental and physical health of the students in an online scenario.

The study showed that 77% of the students preferred face-to-face classroom learning rather than online learning and 90% of the students claimed that they could grasp and gain more knowledge from face-to-face classroom learning. It also ascertained the various ways and steps that were adopted by the institutions to keep the students motivated such as online competitions, online graduation ceremonies, creative writing competitions, additional courses, virtual inter-institution competitions, online quizzes, etc. 79% of the students also said that the teachers could adapt to the online scenario and include innovative learning methods in their teaching. This research found out that the motivation for majority of students has decreased in an online learning scenario due to COVID-19.

KEYWORDS: COVID-19 Pandemic, online learning, face-to-face learning, hybrid learning, motivation & Satisfaction.

INTRODUCTION

Covid Sickness 2019 (Corona virus) is eluded to be the normal pneumonia that happened in December 2019 in Wuhan, China (Dhawan, 2020). The World Wellbeing Association characterized the infection's World Health Organizations as a pandemic (WHO, 2020). Remarkable circumstances happened in the country over because of the new Pandemic's worldwide threat. To stop the spread of the COVID-19 among students, India forced a cross-country lockdown of all schools and establishments on Walk 24 (NDTV, 2020). The COVID-19 pandemic that hit the world at the end of 2019 has brought significant changes for organizations and people, redefining boundaries, and forcing everyone to cope with the new situation [1]. Education had to change overnight due to the numerous lockdowns between 2020 & 2022 [2], switching almost instantly from face-to-face to hybrid or online education. In order to contain the spread of COVID-19, most

governments around the world temporarily have closed their education institutions. The eye of the printing press was the real democratization of learning; quickly to 2020. The education sector may have faced the greatest threat of all the status quo, which disturbed COVID-19. Several previous hypotheses had to be dismissed because of the ever-largest change in the existing education system; until now it has never been disrupted globally at the core stage. Everyone was given the enough time, irrespective of age, to understand the educational graph. Via a global learning app, a renowned university, or the simpler MOOC, people with proven careers now seem to be open to learning and are aware that they are taking new training courses, and the skills they have acquired since lockdown, and even posting it. According to UNICEF surveillance, 46 countries have national closures currently enforced and 27 countries are introducing local closures, affecting about 72.9 percent of the student population worldwide. We should recognize the quick change of the strength and leadership of digital character and the future of workplaces, and we need to be on an equal footing. In the lockout era, technology may play an important role such as home and home research. There may be online teaching activities in some private schools in India. Private and public schools with little income may not be able to follow on-line methods of teaching. And as a consequence, the access to e-learning solutions would be shut down entirely. In addition to the learning opportunities, students often skip their meals which may contribute to social and economic stress. This study provides an in-depth look at the changes that have arisen due to the pandemic in the field of education, the problems faced and their respective results, along with our proposed solutions. In the lockdown season technology had played a major role, such as home research and home work. The pandemic has changed the way we channelize the use of technology. In a broad sense, everything has shifted to 'online mode of life including teaching and learning. The term online here is referred to as using a device which mediates communication between various people and the conduction of innumerable activities over the internet and a wireless platform without the need for physical presence. With the closure of schools, universities and educational institutions all over the world, it became difficult for students belonging to the lower income groups of the society to continue with their studies as they did not possess the resources and technology to facilitate online learning.

LITERATURE REVIEW

The outbreak of the COVID-19 pandemic in late 2019 presented unprecedented challenges to the global education system. This literature review aims to provide insights into the multifaceted impact of the pandemic on education, including changes in instructional delivery, student learning outcomes, mental health implications, and equity concerns.

ALKANDARI NABILA Y. (2020), conducted a study on Students Anxiety Experiences in Higher Education Institutions, Students studying at higher education institutions face many challenges. Students who attempt to overcome these challenges may alter their behaviors. This may negatively affect their psychological state and cause them to feel anxiety. Anxiety is most prominent among college students. Many students face anxiety when they think they cannot achieve their academic or non- academic purposes; however, sometimes anxiety can encourage students to think more critically about how to achieve their goals. Students cope with anxiety in different ways, but some may struggle. This probably causes many symptoms that affect their mental health. Therefore, they should alleviate the anxiety to keep their mental health and persist in the institution.

MOHAMAD NURUL ELYANI, MOHD SIDIK SHERINA, AKHTARI-ZAVARE MEHRNOOSH & ABDUL GANI NORSIDAWATI (2021), conducted a study on the prevalence risk of anxiety and its associated factors among university students in Malaysia: a national cross-sectional study. The response rate was 97.90%, where 1821 out of 1860 students participated in the study. The prevalence risk of anxiety in this study was recorded at 29%. The data revealed that academic year, financial support for the study, alcohol consumption, poor sleep quality, body mass index (BMI), having a good friend in the university, having doubt regarding the future, actively involved in the society, and having problems with other students and lecturer(s) were significantly associated with risk of anxiety; with the academic year as the primary predictor. The findings highlight the current prevalence risk of anxiety among university students in Malaysia. The outcome of this study can serve as the evident baseline data and help with the development of specific interventions in addressing and managing the issue appropriately.

YADAV PRATEEK, CHAUHAN VINAY SIGH, BHAT BP, AGARWAL NIDHI, YADAV CHARU, BHATIA SAMEER (2019), conducted a Cross-sectional study of anxiety symptoms in students in pre-examination period. This study aimed to assess the presence of anxiety symptoms in students in pre-examination period. Totally 170 children (27.5%) had anxiety symptoms, similarly the various subgroups had increased frequency compared to the known prevalence in this age group. Age, years spent in the current school, living with parents, presence of domestic stressors, and grade deterioration, all were significantly associated with increased frequency of these symptoms. Similarly, association with various subgroups is described. This study attempts to give evidence of increased anxiety symptoms, during pre-examination phase, compared to the reported prevalence in this age group, and thus to address this becomes imperative which will improve their performance and also the mental health preventing distress along with psychological and behavioral problems.

(ERNIE AVILA, 2020), conducted research to find out whether students were motivated in the online mode of learning. The data was obtained using the motivated strategies of learning questionnaire formulated by Duncan and MCKEACHIE (1991, The findings revealed that the students agreed that they were motivated and utilized the various learning strategies to support self-paced learning provided by the institute despite the COVID-19 pandemic

(GUSTIANI, 2020) found out that the students were more intrinsically motivated by their ambition to gain new knowledge and the enjoyment in a new learning experience, their motivation was also affected by external factors such as avoiding compensation for absenteeism and proper environmental supporting facilities. However, a few respondents lacked motivation due to problems such as frustration in technology, electricity problems, bad signals and delays in voice leading to decreased motivation and the belief of being left out. Furthermore, (PUTU SUBAKTHIASIH, 2020) found that first semester university students had a higher intrinsic motivation than extrinsic motivation for learning an English course during the Pandemic.

RATIONALE OF THE STUDY

A prolonged period of online learning can impact upon the motivation of students. The studies that have already been undertaken by other researchers either has a very small sample size, a restrictive age/grade category or a time period which was just a few months after COVID-19 was declared a pandemic. Hence, this does not show a clear picture of the behavior and levels of motivation among students.

This study is therefore conducted to ascertain the motivation levels among students with larger sample size, no restriction in terms of gender/age/grade of students and a larger time period of after the declaration of COVID-19 as a pandemic. Hence, it was important to take all these factors into consideration to ascertain the required research objective.

OBJECTIVES AND SCOPE OF THE STUDY OBJECTIVES

- [1] To find out the motivation of students attending online classes due to the COVID-19 Pandemic.
- [2] To find the factors that affects the motivation of students in online classes.
- [3] To study the impact of demographic characteristics (gender, age, financial background) of Students on motivation and satisfaction level of students.
- [4] To find out the impact of student's performance on motivation and satisfaction level of students during COVID-19 pandemic.
- [5] To identify the facilitation conditions of school for students' satisfaction level towards online learning during COVID-19 pandemic.
- [6] To identify the facilitation conditions of the school for students' motivation level towards online learning during COVID-19 pandemic.

SCOPE

The scope of the research is to ascertain how online learning has impacted the satisfaction and motivation and resulting behavior of the students due to the pandemic. The study focuses on 5 main aspects the age category of the students, the preferences of the students, role played by the institutions in online scenario to motivate students, the overall performance of the students and finally how online education has affected the mental and physical health of the students.

RESEARCH METHODOLOGY

For the purpose of the study primary data was collected via a questionnaire that was prepared using Google forms which consisted of 14 questions. The questionnaire was circulated to the population through the social media platform of WhatsApp. The population consisted of students who are undertaking online education due to COVID-19. The sampling of the population was done on a random basis. The primary data was collected from 236 students i.e., the sample size is 236. The sample majorly consisted of students belonging to India and the United Arab Emirates. The sample also consisted of one student from Latvia and one student from Germany. A Descriptive statistical analysis was conducted on the primary data collected by using Pie Charts and Bar Diagrams. The conclusion of the research was based on the analysis done.

DATA ANALYSIS AND INTERPRETATION

CATEGORY OF RESPONDENTS

The data collected was of students mostly living in India and the United Arab Emirates and one respondent from Latvia and Germany respectively. Students belonging to the age category of below 11 years and 12–14 years are considered as lower levels students (grade 9 and below); students belonging to the age category of 15–17 years are considered as high school students (Grade 10-12); and students belonging to the age category of more than 22 and 18–21 years are considered as university students.

The age group of the students is categorized in the table as follows:

Age (Years)	Number of Students
12-14	48
15-17	83
18-21	88
Less than 11 years	12
More than 22 years	5
Total	236

PREFERENCES OF STUDENTS

The preference of the students relating to online learning versus physical classroom learning was taken. 77% (n=181) of the students preferred physical classroom learning and only 23% (n = 55) of the students preferred an online mode of learning. A majority of university students (n = 79) preferred classroom learning followed by high school (n =55) and lower levels (n = 47) students rather than an online mode. On the other hand, high school students (n =28) showed more interest in online learning than lowerlevel (n = 13) and university students (n =14).

Furthermore, it was revealed that 90% of the students could gain and grasp knowledge more easily from physical classroom learning and the remaining 10% from online Learning. The reason behind this gap would be the added disturbances that come with online learning, which hinders the motivation of students to study and learn. A brief description of the problems and distractions that students stated in the survey that they were facing during online learning are as follows:

- [1] Social Media Platforms
- [2] Internet platform.
- [3] Family distractions
- [4] Network and range issues.
- [5] Technical Difficulties
- [6] Power outages and unstable connections.
- [7] Streaming services such as Netflix.
- [8] Background noise from house works.
- [9] Consumption of food and beverages at any given time.
- [10] Television.

All these distractions create a situation wherein the students lose their motivation to learn, leading to problems like the inability to concentrate, laziness, tiredness, procrastination, sleeping disorders among the students, etc.

ROLE OF THE INSTITUTION

Approximately 40% of the respondents ascertained that their institution did not motivate the students to take part in various extra-curricular activities in an online mode. However, the remaining students mentioned that their institution provided an umpteenth of opportunities and events for students to participate and thereby stay motivated in the online scenario. The institutions organized events such as debates, clubs, online sports competition, online graduation ceremony, creative writing competitions, additional courses, virtual inter-institution competitions, online quizzes, Dance and music activities, project-based learning, MUN conferences, talent day, online speeches, thematic events, online seminars and workshops, yoga and fitness activities, and institution fests. Apart from extra-curricular activities, the conduct of teachers in the online scenario is one of the main factors that affect students' motivation and learning behavior. 79% of the students (n=187) claimed that the teachers could adapt to the online mode and conduct teaching and learning in an efficient manner. They would include various activities in their learning to keep the students motivated such as PPTs, videos, Kahoot! quizzes, Prize presentation, group discussion and projects, experiential learning tasks, virtual laboratory demonstrations, flip teaching, pop quizzes, teaching with real life examples, virtual learning games, learning platforms like Secretive, Pad let, GeoGebra, Case studies and research papers. The unplanned shift to an online mode of teaching was not an easy task for teachers as much as it was for students, since primarily the teachers themselves had to adapt to the new scenario and further make online classes interesting for the students to stay satisfaction and motivated.

PHYSICAL AND MENTAL HEALTH

Mental health issues feature prominently in a few of the articles sampled in this review. Some were concerned that the move to online learning has had a negative impact on both staff and students' mental health. An early study highlights that college students displayed significant mental health issues when faced with a public health emergency. A very important finding comes from a study of the online migration that followed COVID-19 that highlights the severe damage caused to pedagogical roles within higher education, in terms of dysfunction and disturbance, not only from an educational perspective but also in terms of academics' personal life. They also note that online migration of learning creates additional challenges in other areas of academic life, particularly in terms of the academic labor market, and the impact on the pattern of student recruitment, not to mention the local economies that rely on educational institutions. Clearly any changes are challenging. However, change coupled with a serious global pandemic is unprecedented. The abrupt closure of educational institutions, followed by a lockdown, has left people bewildered and dealing with a variety of difficulties that can contribute to increased anxiety and stress, such as job instability, financial concerns, home schooling, despair, loneliness, loss, trauma, and sickness. To add this, a complete change in educational delivery and assessment (EVA) where internet technology, software, and change of assessment technique has required rapid and often difficult adaptation. It is easy to forget that there are two parties involved, one being the educational provider and the other the educational recipient. The first, the provider, who is challenged to completely redesign their teaching assessment methods (EVA), may often forget the impact that this can have on the educational recipient. The second, the receiver, who may be overwhelmed by the pace of change and its impact on their personal life, may not always recognize the strain imposed on educational providers. Both need to understand each other's viewpoints. Empathy is essential, and mutual empathy is key to ensuring that any future such shocks are managed efficiently and effectively; at the heart of this is clear and detailed communication. The pandemic's influence on mental health has been significant, although the evidence is less clear in the literature reviewed. This necessitates significant future study efforts to investigate the impact on all parties involved. The psychological impact of COVID-19 on education has been profound, affecting students, educators, and parents alike. Here are some key aspects of this impact:

FINDINGS AND CONCLUSION

From the data analysis it is evident that the majority of students were facing problems due to online learning which hampered their motivation resulting to stagnation or decrease in their overall performance and growth. A hybrid mix of learning would solve a lot of issues. Students now would have the option to choose from, according to their preferences of online or physical learning. It would significantly reduce the disadvantages that come with online learning. Students can feel connected, be more active and healthier in their lifestyle, gain knowledge more efficiently, socialize and most importantly be more motivated. For more than a year and a half COVID-19 is still haunting our lives. Educational institutions are facing the drastic effects of COVID-19, as it is much more difficult to teach and learn in an online scenario. The sudden and uncalled shift to an online mode of education made it even more difficult for the students and teachers to adapt. However, with the passage of time educational institutions with safety precautions in place as instructed by the authorities are opened or are planning to open its campuses to the students. With the fear of the virus, 36% (n=38) of the responded preferred online learning whereas 35% (n=83) of the respondents preferred to learn by physically going to their educational institutions. However, 49% of the students (n=115) wanted a hybrid mix of online and classroom learning, wherein certain students attend physical classes, while others attend classes virtually from their homes.

To conclude, COVID-19 has negatively impacted the lives of students which caused a fall in their motivation to participate, learn and grow. It is evident from the factors such as preference of classroom learning, distractions in an online mode, lack of participation, stagnation and decline in the grades, jeopardized health and finally the feeling of loneliness and isolation have led to the decrease in motivation among the majority of students. Hence, both the research objectives have been met. The research in its future scope would entail a larger sample size covering a diverse range of students and assess how COVID-19 has impacted specific types of motivations among the students.

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