# Impacts of the Covid-19 pandemic on the life of criminology students

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| ARTICLE INFO | ABSTRACT |
|---|---|

This paper aims to look at the impacts of the Covid-19 pandemic on the life of Criminology students. A descriptive-correlational study utilized a researcher-modified survey questionnaire conducted on 342 Criminology students using a two-stage stratified random sampling technique. Frequency, percentage distribution, weighted mean, highest frequency, ranking, and Spearman's rho Correlation were the statistical treatments used to quantify the data. The study also explored student experiences with off-site learning and the pandemic's impact on their social life, emotions, and overall circumstances. Finally, we examined the relationship between student satisfaction and their perception of the pandemic's consequences. The findings reveal overall satisfaction with academic life, though library access and financial services received lower ratings. Interestingly, despite concerns about finances, future careers, and education due to the pandemic, students generally maintained a positive outlook and connected with loved ones online. However, a significant correlation emerged between student satisfaction and their perception of the pandemic's impact. Based on these findings, we recommend improvements to support student well-being: explore online platforms and Learning Management Systems (LMS) to facilitate access to library materials, establish online platforms for accessing financial aid and accounting services, implement a counseling hotline, and increase mental health awareness seminars.

## 1. Introduction

The Covid-19 pandemic has dramatically impacted the lives and livelihoods of people worldwide. It affected almost every aspect of our lives, including geopolitics, health, economics, education, and sociocultural events (Hamrouni et al., 2022). It has been over three years since the pandemic emerged, affecting everyone's daily routines and posing complex challenges to the availability of necessities. The pandemic demonstrates a global health threat and that following proper precautionary measures is necessary (World Health Organization, 2020). This is true in all aspects of our lives, or what is now called the "new normal." A classroom setup was changed to an off-site setup at home wherein various factors affect the student's learning process. Thus, education per se is not exempted from such a dilemma, as found out from the Economic Policy Research Institute (2020). This is one of the many problems that arose when the pandemic hit the whole globe; specifically, our country suffered from everyday battles of life. In the study conducted by Chaturvedi et al. (2021), the effects of

the Covid-19 pandemic on students were determined across different dimensions. These included the time spent on online classes and self-study, the medium used for learning, adjustments in sleeping habits, changes in daily fitness routines, and the eventual effects on weight, social life, and mental health. In the Philippines, Covid-19 is psychosocially causing adverse impacts on Filipinos. They constantly worry about themselves, their families, and people in their social circle as the pandemic escalates in the community. They misbehave with others and have disrupted sleep patterns (Sarabia-Larena et al., 2023).

The International Association of Universities (2020) created this kind of survey in the context of the educational landscape amidst the pandemic to comprehend better the interruption caused by the pandemic on higher education and to investigate the initial measures taken in response to the crisis.

In summary, this study fills a research gap on the level of satisfaction of the student's academic life in terms of lectures, tutorials/seminars, and practical classes; supervision and mentorship; assessment and workload; teaching and administrative support. In addition, it explores students' expectations of off-site learning, student performance on off-site learning, conditions of education, and students' skills for off-site learning. Further, it provides students' perception of the Covid-19 pandemic's consequences for their social, emotional, and life circumstances. Notably, the relationship between students' level of satisfaction and students' perception of the Covid-19 pandemic's consequences. Through this investigation, specific issues and concerns may be addressed. This study hopes to propose recommendations that can help improve students' lives in terms of their academic, social, and personal circumstances due to this pandemic.

## 2. Theoretical basis

This study is anchored on the methodological framework of the study of Aristovnik et al. (2020), surveying the impacts of the Covid-19 pandemic on the lives of higher education students. This looks into the level of satisfaction of the student's academic life, the expectation of off-site learning, the student's performance on off-site learning, conditions of education and students' skills for off-site learning, and perception of Covid-19 pandemic consequences.

### *2.1. Conceptual framework*

**Figure 1**

*Conceptual Framework*
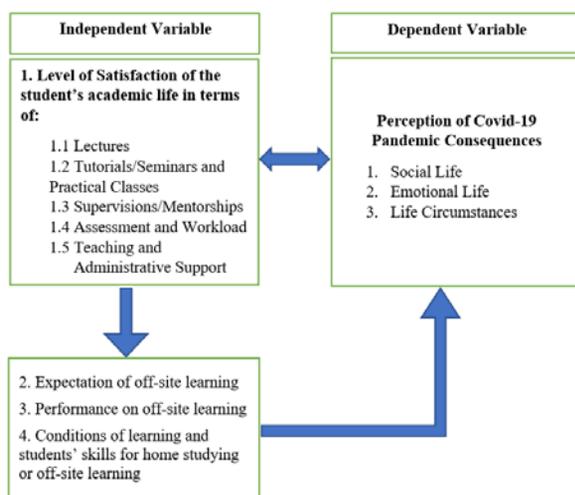


*Source.* The authors

The study focused on variables: student satisfaction, expectation of off-site learning, student performance of off-site learning, conditions of learning students' skills for off-site learning, and perception of Covid-19 pandemic consequences. The Independent Variables (IV) were the level of satisfaction with the student's academic life, which included their satisfaction with lectures, tutorials/seminars, practical classes, supervisions/mentorships, assessment and workload, teaching and administrative support, expectation of off-site learning, student's performance of off-site learning, conditions of learning and students' skills for off-site learning. The dependent variable was the perception of the consequences of the Covid-19 pandemic on their social, emotional, and life circumstances.

### 2.2. Statement of the problem

This research aims to investigate the level of satisfaction with the student's academic life in terms of lectures, tutorials/seminars, practical classes, supervision and mentorship, assessment and workload, and teaching and administrative support. In addition, it explores students' expectations of off-site learning, student performance on off-site learning, conditions of education, and students' skills for off-site learning. Further, it provides students' perception of the Covid-19 pandemic's consequences for their social, emotional, and life circumstances. Furthermore, it establishes the relationship between students' level of satisfaction and students' perception of the implications of the Covid-19 pandemic.

### 2.3. Hypothesis

H0 There is no significant relationship between students' level of satisfaction and students' perception of the consequences of the Covid-19 pandemic.

### 2.4. Scope and limitation of the study

The research was conducted among Criminology students of Negros Oriental State University on all campuses which offer the Bachelor of Science in Criminology program: NORSU Main Campus, Siaton Campus, Bayawan-Sta. Catalina Campus, Bais Campus, Guihulngan Campus and Mabinay Campus, Negros Oriental Philippines.

## 3. Methodology

### 3.1. Research design

This research is descriptive-correlational and aims to delve into the effects of the Covid-19 pandemic on the life of Criminology students of Negros Oriental State University. Specifically, it answers the level of satisfaction of students' academic life in terms of lectures, tutorials/seminars and practical classes, supervision/mentorship, assessment and workload, teaching, and administrative support. Further, it answers the student's expectations of off-site learning. Also, it presents the students' performance in off-site learning. Moreover, findings on the condition of learning and student's skills for home studying were introduced. Furthermore, it gauges the student's perception of the Covid-19 pandemic's consequences for their social, emotional, and life circumstances. Lastly, it determines the significant relationship between students' level of satisfaction and students' perception of the Covid-19 pandemic's consequences.

### 3.2. Respondents of the study

The respondents of the study were 342 students (see Table 1) from the Bachelor of Science in Criminology program from Negros Oriental State University.

### 3.3. Sampling technique

The research respondents' pool comprises Bachelor of Science in Criminology students from the six campuses: Main, Siaton, Bayawan-Sta. Catalina, Mabinay, Bais, and Guihulngan Campus from 1st to 4th year. The researchers determined the total population by asking permission from the college deans to gather data on the total number of enrollees for 1st semester of SY 2022 - 2023. Ensuring a proportionate representative sample from every year level, the study employed 2-stage stratified random sampling, with a stratum defined according to the respective campuses. A sample size was then computed based on the total population. Next, a proportion sample from each stratum was calculated based on the computed sample size and population, and a total of three hundred forty-two (n = 342) students were selected. A list of students per year level per campus was given. Further, the researchers used a randomizer application to identify the respondents. A letter requesting approval from the campus administrators and deans was secured before the study.

**Table 1**

*The Profile of the Respondents in Terms of Age, Sex, Campus, and Year Level*

| Category | | Frequency | Percent |
|---|---|---|---|
| Overall category | | 342 | 100 |
| a) Age | 26 - 30 years old | 3 | 1 |
| | 20 - 25 years old | 226 | 66 |
| | Below 20 years old to 18 years old | 113 | 33 |
| b) Sex | Female | 153 | 45 |
| | Male | 189 | 55 |
| c) Campus | Bais | 73 | 21 |
| | Bayawan-Sta. Catalina | 36 | 11 |
| | Guihulngan | 50 | 15 |
| | Mabinay | 22 | 6 |
| | Main | 120 | 35 |
| | Siaton | 41 | 12 |
| d) Year Level | 1st year | 104 | 30 |
| | 2nd year | 91 | 27 |
| | 3rd year | 71 | 21 |
| | 4th year | 76 | 22 |

*Source.* Data analysis result of the research

Table 1 shows that most respondents were from the age bracket between 20 - 25 years old, with a frequency of 226 (66%), and the majority male, with a frequency of 155 (55%). Out of the 342 respondents, 104 of them are in their first year (30%), followed by 91 second years (27%), 71 third years (21%) and 76 fourth years (22%) where students from Main Campus got the highest number of respondents with 120 (35%).

### 3.4. Research instrument

The study utilized a researcher-modified instrument with a Likert scale based on the analysis of Aristovnik et al. (2020) according to best-suited questions applicable to the student-respondents concerned. The instrument has undergone reliability testing through a group of students of the College of Teacher Education using Cronbach alpha with a result of 0.773, which is acceptable.

### 3.5. Data collection

Selected respondents were gathered face-to-face on their respective campuses. A brief explanation of the study's objectives and the informed consent were discussed. After explaining the questionnaire to the respondents personally, researchers administered it through the Google Forms link. Before the questionnaire, informed consent was included as a cover letter. After data was gathered, it was encoded, analyzed, and interpreted the results. Data gathered from the survey, analysis, and interpretation were secured, and only the researchers could access the data.

### 3.6. Statistical treatment of data

Frequency and percentage distribution were used in the socio-demographic profile. Weighted mean and ranking were used to answer the level of satisfaction of students' academic life except for teaching and administrative support, where only a weighted mean was used. Weighted mean was used to assess students' expectations of off-site learning, performance on off-site learning, learning conditions, and skills for home studying. For students' perception of the Covid-19 pandemic's consequences for their social life, emotional life, and life circumstances, weighted mean, highest frequency, and ranking were used for social life. In contrast, only a weighted mean was used for emotional life and life circumstances. Spearman Rho correlation was used to determine a significant relationship between students' level of satisfaction and students' perception of the consequences of the Covid-19 pandemic.

The level of satisfaction is presented with the following rating, range, and description:

| Rating | Range | Description |
|---|---|---|
| 5 | 4.3 - 5.0 | Very Satisfied |
| 4 | 3.5 - 4.2 | Satisfied |
| 3 | 2.7 - 3.4 | Neutral |
| 2 | 1.9 - 2.6 | Dissatisfied |
| 1 | 1.0 - 1.8 | Very Dissatisfied |

Spearman Rho Correlation results were interpreted as follows:

| Size of Correlation | Interpretation |
|---|---|
| .90 to 1.00 (-.90 to -1.00) | Very high positive (negative) correlation |
| .70 to .90 (-.70 to -.90) | High positive (negative) correlation |
| .50 to .70 (-.50 to -.70) | Moderate positive (negative) correlation |
| .30 to .50 (-.30 to -.50) | Low positive (negative) correlation |
| .00 to .30 (.00 to -.30) | Negligible Correlation |

**4. Results and discussion**

*4.1. Results*

**Table 2**

*Level of Satisfaction of Students' Academic Life*

| In terms of lectures | Weighted Mean | Ranking |
|---|---|---|
| Online in Real Time | 3.73 | 2 |
| Online with Video Recording | 3.45 | 4 |
| Online with Audio Recording | 3.12 | 5 |
| Online by Sending Presentations | 3.85 | 1 |
| Written Communication | 3.73 | 2 |
| **Mean of Weighted Mean** | **3.58** | |
| **In terms of Tutorials/Seminar and Practical Classes** | | |
| Online in Real Time | 3.75 | 1 |
| Online with Video Recording | 3.49 | 4 |
| Online with Audio Recording | 3.15 | 5 |
| Online by Sending Presentations | 3.75 | 1 |
| Written Communication | 3.59 | 3 |
| **Mean of Weighted Mean** | **3.58** | |

*Source.* Data analysis result of the research

Table 2 presents student satisfaction with various online lecture and tutorial formats. The overall mean weighted mean (3.58) indicates a general satisfaction level. Interestingly, students ranked 'online by sending presentations' highest for lectures (WM = 3.85). This might be due to the flexibility this format offers students to review the material at their own pace. However, it's important to consider if this preference reflects a long-term advantage or is specific to the adaptations made during the pandemic. Similarly, 'online in real-time' (WM = 3.75) is tied for the highest satisfaction in tutorials, aligning with Aristovnik et al. (2020), who found real-time video conferencing to be the preferred method. This suggests the value of real-time interaction for students in these courses.

**Table 3**

*Level of Satisfaction of Students' Academic Life in Terms of Supervision/Mentorship*

| | Weighted Mean | Ranking |
|---|---|---|
| Via video call | 3.68 | 2 |
| Via voice call | 2.90 | 4 |
| Via e-mail communication | 3.33 | 3 |
| Via social networks | 3.75 | 1 |
| **Mean of Weighted Mean** | **3.42** | |

*Source.* Data analysis result of the research

Table 3 explores student satisfaction with supervision/mentorship formats during the pandemic. While the overall satisfaction level is neutral (MWM = 3.42), social networks ranked highest (WM = 3.75), suggesting a preference for this method. This might be due to the familiarity and ease of use associated with social networks. However, it's essential to consider potential drawbacks like informality and privacy concerns. Ofori et al. (2021) highlight the positive effects of social media on formal academic communication, such as creating interactive learning environments. However, establishing clear guidelines and boundaries is crucial when using social networks for educational purposes.

**Table 4**

*Level of Satisfaction of Students' Academic Life in Terms of Assessment and Workload*

|  | Weighted Mean | Ranking |
|---|---|---|
| Provided course assignments | 4.16 | 1 |
| Provided feedbacks | 3.91 | 5 |
| Responded to questions | 3.93 | 4 |
| Open to suggestions | 4.07 | 3 |
| Informed on what exams will look like | 4.11 | 2 |
| **Mean of Weighted Mean** | **4.04** |  |

*Source.* Data analysis result of the research

Table 4 explores student satisfaction with assessment and workload during the pandemic. Overall, students reported high satisfaction (MWM = 4.04). Notably, students ranked 'provided course assignments' highest (WM = 4.16), indicating clear and well-designed assignments are crucial. However, slightly lower ratings for feedback (WM = 3.91), responsiveness (WM = 3.93), and openness to suggestions (WM = 4.07) suggest areas for improvement. Sun (2016), Wu and Liu (2013), and Bao (2020) emphasized that well-designed learning materials, an active learning encounter of the lecturer in the online environment, and the effective interaction between lecturers and students make online learning successful.

**Table 5**

*Average Workload over the Last Months*

|  | Frequency | Percent | Mean |
|---|---|---|---|
| Significantly smaller | 35 | 10.2 | 2.84 |
| Smaller | 87 | 25.4 |  |
| The same | 132 | 38.6 |  |
| Larger | 73 | 21.3 |  |
| Significantly larger | 15 | 4.4 |  |
| **Total** | **342** | **100** |  |

*Source.* Data analysis result of the research

Table 5 explores student perceptions of their average workload over the past months. Interestingly, the largest group (38.6%) reported 'the same' workload, suggesting the online format might have balanced out some traditional demands. However, 4.4% responded that their workload is significantly larger. This means there is no difference between the student's workload before and

after the pandemic. The student's workload remains the same. This contradicts the findings of Beena and Sony (2022), who found that the overall workload was one of the contributing factors that caused students to experience stress about education during the Covid-19 pandemic.

**Table 6**

*Level of Satisfaction of Students' Academic Life*

| In terms of teaching | Weighted Mean |
|---|---|
| Organization of lectures | 3.94 |
| Organization of tutorials/seminars/practical classes | 3.76 |
| Organization of supervision/mentorship | 3.68 |
| **Mean of Weighted Mean** | **3.79** |
| **In terms of administrative support** | |
| Support of teaching staff | 3.89 |
| Support of technical support of IT services | 3.53 |
| Support of student affairs office | 3.72 |
| Support of finance and accounting | 3.46 |
| Support of library | 3.42 |
| Support of public relations | 3.83 |
| Support of student counseling services | 3.63 |
| **Mean of Weighted Mean** | **3.64** |

*Source.* Data analysis result of the research

Table 6 explores student satisfaction with teaching and administrative support during the pandemic. While students reported overall satisfaction (teaching MWM = 3.79, administrative support MWM = 3.64), some variations emerged. They were most satisfied with the organization of lectures (WM = 3.94), aligning with Comfort et al. (2017), who emphasized the importance of teacher support for student learning. However, lower ratings for technical support (WM = 3.53) and library services (WM = 3.42) suggest areas for improvement. While Johnson and Bakare (2021) highlight the broader role of libraries, it's crucial to investigate specific student concerns regarding library resources and accessibility during online learning.

**Table 7**

*Grand Mean for Level of Satisfaction of Students' Academic Life*

| | Weighted Mean |
|---|---|
| Lectures | 3.58 |
| Tutorials/seminars and practical classes | 3.55 |
| Supervision and mentorship | 3.42 |
| Assessment and workload | 4.04 |
| Teaching and administrative support | 3.79 |
| **Grand Mean** | **3.68** |

*Source.* Data analysis result of the research

Table 7 summarizes general satisfaction with their academic life during the pandemic (WM = 3.68). Notably, assessment and workload emerged as the area with the highest satisfaction rating (WM = 4.04). This could be attributed to the potential for online assessments to offer clarity in expectations and instructions. Additionally, the flexibility of online learning might have allowed students to manage their workload more effectively. Future research could explore specific aspects of online assessment design (Fei & Yuan, 2011) or workload management strategies in online courses (Sitzmann & Ely, 2011) that contribute to student satisfaction.

**Table 8**

*Weighted Mean of Student's Expectations on Off-Site Learning*

|  | **Weighted Mean** |
|---|---|
| It is more difficult to focus during online teaching. | 3.93 |
| I have adapted well to the new teaching and learning experiences. | 3.76 |
| I can master the skills taught in class. | 3.49 |
| I can figure out how to do the most challenging classwork. | 3.57 |
| **The mean of the weighted mean** | **3.69** |

*Source.* Data analysis result of the research

Table 8 presents student expectations regarding off-site learning with a somewhat mixed perspective (MWM = 3.69). Notably, the most challenging aspect for them is the difficulty focusing during online classes (WM = 3.93). This aligns with Lemay et al. (2021), who found that students experience heightened levels of stress, anxiety, and difficulties concentrating during online learning. Technological and instructional problems were faced, and social and emotional difficulties arising from isolation and social distancing measures were the obstacles encountered during the transition to online learning.

**Table 9**

*Weighted Mean of Students' Performance*

|  | **Weighted Mean** |
|---|---|
| My performance has improved. | 3.35 |
| My performance has worsened. | 3.29 |
| **The mean of the weighted mean** | **3.32** |

*Source.* Data analysis result of the research

Table 9 suggests students' perceptions of their academic performance during off-site learning are somewhat neutral (MWM = 3.32). Interestingly, a slightly higher proportion of students believe their performance has improved (WM = 3.35) compared to those who perceive a decline (WM = 3.29). This finding contradicts Halilić and Tinjić (2020), who reported decreased student performance after the Covid-19 outbreak. There might be several explanations for this difference. Perhaps this study's specific online learning environment or student population characteristics influenced the results. Further research is needed to explore factors contributing to student performance variations in online learning settings. Additionally, it would be valuable to investigate aspects of online learning that might benefit some students (e.g., flexibility) while identifying challenges others face.

**Table 10**

*Weighted Mean of Infrastructure for Studying from Home*

|  | Weighted Mean |
|---|---|
| Access to a quiet place | 2.37 |
| Access to a desk | 2.29 |
| Access to a computer | 3.63 |
| Access to the required software | 3.49 |
| Access to a printer | 3.98 |
| Access to headphones and mic | 2.62 |
| Access to a webcam | 3.33 |
| Access to office supplies | 2.20 |
| Access to good internet | 2.62 |
| Access to course study material | 2.61 |
| **The mean of the weighted mean** | **2.91** |

*Source.* Data analysis result of the research

Table 10 proposes students reported limited access to resources for studying from home (MWM = 2.91). Interestingly, printer access received the highest rating (WM = 3.98). This might indicate a shift towards digital study materials, reducing reliance on physical printing. Conversely, resources like office supplies (WM = 2.20) or access to a desk (WM = 2.29) seem more limited. While Aristovnik et al. (2020) found that students often had access to office supplies like notebooks and pens, this study highlights the potential challenges students face in securing a quiet study environment or reliable internet connection, which are crucial for effective online learning.

**Table 11**

*Weighted Mean of Skills for Studying from Home*

|  | Weighted Mean |
|---|---|
| Confidence in browsing online info | 3.89 |
| Confidence in sharing digital content | 3.59 |
| Confidence in using online platforms | 3.90 |
| Confidence in using online collaboration platforms | 4.04 |
| Confidence in using online communication platforms | 4.03 |
| Confidence in using required software and programs | 3.70 |
| Confidence in applying advanced settings to software and programs | 3.47 |
| **The mean of the weighted mean** | **3.80** |

*Source.* Data analysis result of the research

Table 11 presents students' confidence in using skills required for studying from home (MWM = 3.80). Notably, they exhibited the highest confidence in using online collaboration platforms (WM = 4.04). This might be due to their familiarity with these platforms, which have become commonplace in online learning environments and may share similarities with social media tools they use frequently. Ulanday et al. (2021) endorsed that during flexible learning, students perceived Facebook as the most accessible platform, together with Google and Zoom. These platforms were considered convenient, equitable, communicative, observable, and sustainable for online learning. Additionally, students strongly agreed that preparedness was vital for engagement in online education.

**Table 12**

*Students' Perception of Covid-19 Pandemic's Consequences in Social Life*

*Weighted Mean of Communication with People Since the Pandemic*

|  | **Weighted Mean** | **Description** |
|---|---|---|
| Close family members | 1.65 | Several times a day |
| More distant family members | 2.65 | Once a day |
| Close friend | 2.46 | Once a day |
| Someone I lived with | 2.54 | Once a day |
| Neighbors | 2.66 | Once a day |
| Classmates | 2.56 | Once a day |
| Lecturer/Instructor | 2.82 | Several times a week |
| Admin staff | 3.46 | Several times a week |
| Voluntary organizations | 3.49 | Once a week |
| Social networks | 2.66 | Once a day |
| **Mean of Weighted Mean** | **2.70** | |

*Note.* Legend:

| Rating | Range | Description |
|---|---|---|
| 5 | 4.3 - 5.0 | Two or three times a month |
| 4 | 3.5 - 4.2 | Once a week |
| 3 | 2.7 - 3.4 | Several times a week |
| 2 | 1.9 - 2.6 | Once a day |
| 1 | 1.0 - 1.8 | Several times a day |

*Source.* Data analysis result of the research

Table 12 examines student perceptions of how the Covid-19 pandemic impacted communication with various social groups. Since the pandemic, the highest rank for communication with people is communication with close family members (WM = 1.65). This shows that the students have been communicating more online with their close family members since the pandemic several times a day. Aristovnik et al. (2020) reported that students globally regularly engage in online communication with diverse individuals daily. Specifically, Asian and European students primarily communicated with their close family during the pandemic.

**Table 13**

*Highest Frequency and Ranking of Life Situations and People to Turn to First*

| Life situation | Highest frequency | People to turn to first | Rank |
|---|---|---|---|
| Help you around your home if you are sick | 273 | Close family members | 1 |
| Be there for you if you feel down or depressed and want to talk about it | 160 | Close family members | 7 |
| Talk about problems related to studying issues | 137 | Close family members | 8 |
| Talk about problems related to future education | 169 | Close family members | 5 |
| Talk about problems related to personal finances | 223 | Close family members | 2 |
| Talk about problems related to family and relationships | 166 | Close family members | 6 |
| Talk about problems related to future professional career | 179 | Close family members | 4 |
| Be there for you if you would like to talk about Covid-19 crisis | 183 | Close family members | 3 |

*Source.* Data analysis result of the research

Table 13 presents the highest frequency, people to turn to first, and its ranking in specific life situations. First in rank in life situation, "help you around your home if you are sick" (f = 273), wherein the people to turn to first are close family members. On the other hand, the last in rank in life situation, "talk about problems related to studying" (f = 137), wherein respondents also say that they turn to first are their close family members. This means students are very concerned about their health when they are sick and rely on their close family members. Son et al. (2020) revealed that stressors concerning personal health and the well-being of loved ones were a top priority. Additionally, he identified that students who sought support from others and employed various coping strategies, both negative and positive, were able to facilitate their recovery.

**Table 14**

*Students' Perception of Covid-19 Pandemic's Consequences in Emotional Life*

*Weighted Mean of Students' Feeling Since the Pandemic*

| | Weighted Mean |
|---|---|
| Joyful | 2.49 |
| Hopeful | 1.98 |
| Proud | 2.62 |
| Frustrated | 2.79 |
| Angry | 3.02 |
| Anxious | 2.96 |
| Ashamed | 3.00 |
| Relieved | 2.72 |

|  | Weighted Mean |
|---|---|
| Hopeless | 3.15 |
| Bored | 2.54 |
| **The mean of the weighted mean** | **2.73** |

*Note.* Legend:
Rating  Range          Description
5       4.3 - 5.0      Never
4       3.5 - 4.2      Rarely
3       2.7 - 3.4      Sometimes
2       1.9 - 2.6      Often
1       1.0 - 1.8      Always
*Source.* Data analysis result of the research

Table 14 examines students' perceptions of the consequences of the Covid-19 pandemic on their emotional well-being. The results show a mean of weighted mean of 2.73, indicating that students generally experienced a range of emotions. Students sometimes felt hopeless (WM = 3.15), while they often felt hopeful (WM = 1.98). This means that despite the pandemic, students remain confident in their situation. On the contrary, Munsell et al. (2020) disputed the former findings that college students tend to utilize ineffective coping strategies compared to the general population. Furthermore, they exhibit lower levels of hope and reduced levels of attention, emotional engagement, and openness to new experiences (Munsell et al., 2020).

**Table 15**

*Students' Perception of the Covid-19 Pandemic's Consequences on Life Circumstances*

*Weighted Mean of Students' Worries Since the Pandemic*

|  | Weighted Mean |
|---|---|
| About physical health | 2.35 |
| About mental health | 2.34 |
| About studying issues | 2.30 |
| About future education | 2.18 |
| About personal finances | 2.03 |
| About family and relationships | 2.20 |
| About professional career in the future | 2.08 |
| About COVID-19 or similar crises in the future | 2.46 |
| About leisure activities | 2.58 |
| About travelling | 2.74 |
| **The mean of the weighted mean** | **2.33** |

*Note.* Legend:
Rating  Range          Description
5       4.3 - 5.0      A little of the time
4       3.5 - 4.2      Some of the time
3       2.7 - 3.4      A good part of the time
2       1.9 - 2.6      Most of the time
1       1.0 - 1.8      All of the time
*Source.* Data analysis result of the research

Table 15 explores students' perception of the Covid-19 pandemic's consequences on life circumstances, particularly what worries them. Most of the time, students worry about traveling (WM = 2.74), while they all worry about personal finances (WM = 2.03). This indicates that the students are concerned the most about their finances due to the unavailability of jobs due to the pandemic, which may affect the earning capacity of the family that could support them in their studies. This result is consistent with the findings of Gewalt et al. (2022), which indicated that university students experienced a disproportionate impact from the economic consequences of the Covid-19 pandemic. The study also stressed that these circumstances resulted in a rise in students' economic uncertainty.

**Table 16**

*Grand Mean for Students' Perception of Covid-19 Pandemic's Consequences*

|  | Weighted Mean |
|---|---|
| Social life | 2.70 |
| Emotional life | 2.73 |
| Life circumstances | 2.33 |
| **Grand Mean** | **2.59** |

*Source.* Data analysis result of the research

Table 16 presents the grand mean for students' perception of the Covid-19 pandemic's consequences. Emotional life (WM = 2.73) was at the top of the ranks, while life circumstances (WM = 2.33) had the lowest. These findings indicate that the pandemic substantially impacted students' emotional well-being. This finding agrees with the study conducted by Son et al. (2020), which reported that a majority of the surveyed students (71%) experienced increased stress and anxiety as a result of the Covid-19 outbreak. The students expressed concerns about their health and the health of their loved ones, experienced difficulty concentrating, sleeping disruptions, reduced social interactions due to physical distancing measures, and heightened worries about academic performance. These findings highlight the detrimental effects of the pandemic on their emotional and mental health.

**Table 17**

*Significant Relationship Between Students' Level of Satisfaction and Students' Perception of Covid-19 Pandemic's Consequences*

| Students Satisfaction | Perception of Covid-19 Pandemic Consequences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  | Social Life | | Emotional Life | | Life Circumstances | | Grand Mean | |
|  | r | p-value | r | p-value | r | p-value | r | p-value |
| Lectures | $-0.220^N$ | $0.00^S$ | $-0.095^N$ | $0.08^{NS}$ | $-0.132^N$ | $0.014^S$ |  |  |
| Tutorials/Seminars and Practical Classes | $-0.272^N$ | $0.00^S$ | $-0.143^N$ | $0.008^S$ | $-0.167^N$ | $0.002^S$ |  |  |
| Supervisions/Mentorships | $-0.268^N$ | $0.00^S$ | $-0.168^N$ | $0.002^S$ | $-0.166^N$ | $0.002^S$ |  |  |
| Assessment and Workload | $-0.157^N$ | $0.004^S$ | $-0.096^N$ | $0.075^{NS}$ | $-0.200^N$ | $0.00^S$ |  |  |
| Teaching and Administrative Support | $-0.280^N$ | $0.00^S$ | $-0.151^N$ | $0.005^S$ | $-0.192^N$ | $0.00^S$ |  |  |
| **Grand Mean** |  |  |  |  |  |  | **$-0.313^{LN}$** | **$0.00^S$** |

*Note.* Legend: N - Negligible Correlation; LN - Low Negative Correlation; S - Significant; NS - Not Significant
*Source.* Data analysis result of the research

Table 17 presents the significant relationship between students' level of satisfaction and students' perception of the consequences of the Covid-19 pandemic. The grand mean correlation analysis revealed a low negative correlation between the grand mean of students' satisfaction and their perception of the implications of the Covid-19 pandemic ($r = -0.313$, $p < 0.001$). This indicates that despite concerns about personal finances, future career prospects, and education due to the pandemic, students maintained a hopeful outlook and remained in constant online communication with their peers and support network. Consequently, they reported satisfaction with their lecturers, study workload, online class performance, and the support provided to them. The highly statistically significant p-value ($< 0.001$) indicates that this correlation is unlikely to have occurred by chance. Therefore, we reject the null hypothesis, suggesting that there is indeed a significant relationship between students' satisfaction and their perception of the pandemic's consequences. These findings align with the study conducted by Basuony et al. (2021), which identified factors such as internet connectivity, platform accessibility, class engagement, motivation, and online assessment methods as significant determinants of students' satisfaction with online learning.

### 4.2. Discussion

Most respondents were between 20 - 25 years old, and most were male. Students from Main Campus got the highest number of respondents, most of whom are 1st year students. On their level of satisfaction with students' academic life in terms of lectures, they are satisfied with how the lectures were carried out. The one that they were most confident with and the most dominant form of lecture is online, which means sending presentations. This might be due to the flexibility this format offers students to review the material at their own pace. Similarly, 'online in real-time' is tied for the highest satisfaction in tutorials/seminars and practical classes. While the overall satisfaction level is neutral, social networks ranked highest, suggesting a preference for this method. This might be due to the familiarity and ease of use associated with social networks.

The students agreed on several aspects regarding their assessment of the lecturers and workload. Overall, students reported high satisfaction. Notably, students ranked 'provided course assignments' highest, indicating clear and well-designed assignments are crucial. They acknowledged that their lecturers have consistently provided them with course assignments, offered feedback on their performance, promptly addressed their inquiries, demonstrated openness to their suggestions and adjustments regarding online classes, and communicated information about the format of exams in the new learning environment.

Additionally, the students perceived their study workload to be consistent without significant changes. These findings suggest that the students appreciated the efforts made by the lecturers in ensuring a smooth transition to online learning and maintaining an effective academic workload. The results indicated a positive sentiment on students' satisfaction with teaching on lecture management, supervisions/mentorships, tutorials/seminars, and practical classes following the transition to off-site learning due to the cancellation of on-site courses. Moreover, the students commended the teaching staff and public relations for their support, indicating their satisfaction with the assistance. However, the students showed lower levels of satisfaction with the support offered by the library and the support related to finance and accounting. Overall, the level of satisfaction with students' academic life expressed the highest satisfaction with the assessment and their workload, followed by teaching and administrative support, lectures, tutorials/seminars, and supervisions/mentorships.

In terms of their expectations of the new teaching and learning environment, students expressed that it was more challenging to maintain focus during online teaching than in-person

or face-to-face instruction. However, they had lower expectations regarding their ability to master the skills taught in online classes. Interestingly, students reported that their overall performance as students had improved during these circumstances. This finding contradicts the study conducted by Halilić and Tinjić (2020), which reported a significant decline in student performance after the Covid-19 outbreak.

Regarding the infrastructure and skills for studying from home, the findings revealed that the students' highest access was to a printer, followed by access to a computer, among other things. They also believed they had the most confidence in online collaboration and communication platforms. In contrast, they have the least confidence in applying advanced settings to some computer software and programs.

It has been observed that students maintained regular communication with their close family members every day and their first person to turn to in all life situations they faced during the pandemic. Distant family members, close friends, individuals they live with, neighbors, and classmates have communicated daily. Furthermore, students relied on these individuals for support and assistance in various aspects, including academic pursuits, physical and emotional well-being, and personal matters. Students often or always felt hopeful rather than hopeless. The results also show that the students were primarily concerned or worried about their traveling, leisure activities, and similar crises happening again in the future, among others, since the onset of the global pandemic. In a nutshell, the results of the students' perception of the consequences of the Covid-19 pandemic indicate that the most affected aspect was their emotional life, social life, and life circumstances.

Importantly, researchers identified that there is a significant relationship between students' satisfaction and their perception of Covid-19 pandemic consequences, indicating that despite concerns about personal finances, future career prospects, and education due to the pandemic, students maintained a hopeful outlook and remained in constant online communication with their peers and support network.

## 5. Conclusion and recommendations

### 5.1. Conclusion

The study shows that despite the impacts of the Covid-19 pandemic on personal circumstances, specifically personal finances, the students are still hopeful due to frequent online communication with close family members, friends, classmates, instructors/lecturer, and the administrative staff, which makes them satisfied with their lectures, tutorials/seminars and practical classes, supervisions and mentorships, assessment and workloads, and lastly teaching and administrative support. However, this study reveals that students expressed the lowest level of satisfaction regarding library support and support from finance and accounting. Furthermore, the global pandemic has had the most significant impact on students' emotional lives, leading them to experience constant worries about their future, health, safety, studies, and personal circumstances. Even with these challenges, they remain hopeful.

### 5.2. Recommendations

The covid-19 pandemic has had an impact on the lives of Criminology students. Therefore, strategies or recommendations can be given to help improve students' academic, social, and personal circumstances. These are the following recommendations:

1. Improve library services by providing online resources that students can use.

2. Finance and accounting offices may create online platforms to display frequently asked questions for students' guidance. Cater inquiries regarding requests for documents and payment guides from students.

3. In addition, a proposal was made to have a unified Learning Management System (LMS) used throughout the university so that both instructors and students can use it.

4. Moreover, creating a hotline for student counseling may be necessary to express their worries and anxieties safely.

5. Lastly, psycho-education training workshops appropriate for Filipino students may be implemented through community extension programs to strengthen student life skills.

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