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A STUDY ON THE CHALLENGES IN THE LEARNING BEHAVIOUR OF THE STUDENTS POST-COVID-19

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1.1 ABSTRACT:

The COVID-19 pandemic significantly transformed education by forcing a sudden shift from offline online learning. This change influenced their academic performance, concentration, motivation, and learning preferences. This study aims to study the major challenges experienced by students after COVID-19 and evaluate their impact on learning behavior. Primary data were collected using questionnaires from students, and some statistical tools like frequency analysis, independent sample t-test, and ANOVA were used for analysis. The findings reveal that students continue to face challenges in concentration, adapting to digital learning stress and classroom engagement. The study suggests practical measures to improve learning outcomes.

Keywords: COVID-19 pandemic, Learning behaviors, Students, Academic performance, Digital fatigue, Mental health, Online learning, post-pandemic education.

1.2 INTRODUCTION:

When COVID-19 hit in late 2019, life as we knew it flipped upside down overnight. Among all the changes, education took one of the biggest hits. Almost instantly, classrooms were replaced by online classes. While virtual played a crucial role in maintaining educational continuity during the COVID pandemic, it also brought several challenges like unreliable internet connectivity, screen fatigue, and the loss of meaningful face to face interaction. Although students have returned to physical classrooms, the effects of this disruption continue to stress, and the

The challenge of being readjusted to traditional learning environments, which has influenced their classroom participation, overall learning experience, and academic performance. Understanding these post-pandemic changes is crucial for educators and institutions to design more effective teaching strategies and to provide both academic and psychological support where needed. This study seeks to explore how students' learning behavior has evolved after COVID-19, identify the key challenges they continue to face,

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and propose practical measures to enhance learning outcomes. The findings are expected to contribute meaningfully to improving the teaching practices and supporting students in adapting to the post-pandemic educational environment.

1.3 SCOPE OF THE STUDY:

The focus of the research is on the learning behaviour of learners during the post COVID-19 period, which includes learners' concentration, "learning engagement", mental health, digital fatigue, academic performance, and learning habits. The main problems revealed during the COVID-19 period, such as poor study habits, stress, lack of attention, and heavy dependence on digital media, are identified. The recommendations for solving them may include time management, learning counseling, professional learning, and academic help.

The purpose of the research is to enhance students' learning process, academic performance, mental well-being, and learning environment.

1.4 STATEMENT OF THE PROBLEM:

After COVID-19, many students continue to face digital fatigue, reduced concentration, stress, and difficulty maintaining study habits. This study identifies these challenges and suggests ways to improve students' learning behaviors and academic performance.

1.5 LIMITATIONS OF THE STUDY:

The study is limited to a selected group of students and is based on responses collected through a structured questionnaire. Due to the time and resources constraints , the findings may not be fully generalizable to all student populations. Therefore, the results should be interpreted within the scope of the study.

1.6 RESEARCH GAP:

Although previous studies have examined online learning, student engagement, and blended learning during and after COVID-19, limited research has focused on the challenges affecting student's learning behavior in the post COVID -19 period, particularly in the Indian higher education context. Therefore, the present study seeks to address this gap by examining these challenges and their impact on students' learning behaviors.

1.7 OBJECTIVES OF THE STUDY:

- To analyse the changes in students' learning behaviors after COVID-19.

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- To identify the major challenges faced by students.
- To suggest remedies for improving academic performance and learning behaviors.

1.8 RESEARCH METHODOLOGY:

The study is based on primary data collected from 100 social media users using a structured questionnaire prepared through Google Forms. The respondents were selected using the Convenience sampling method. The study was conducted over a period of six months. The collected data were analyzed using Percentage Analysis to identify the distribution of respondents, Mean and Standard Deviation to examine students' learning behavior, ANOVA and t-test is used to determine the relationship between selected demographic variables and challenges faced by the students.

2. REVIEWS OF LITERATURE:

Ziqi Deng and Zhi Yang (2025) examined student engagement in online learning environments following the rapid digital transformation caused by the COVID-19 pandemic. The study emphasized that student engagement has become one of the most important determinants of academic success in higher education. The researchers described engagement as a
Multidimensional concept consisting of cognitive, emotional, and behavioral components that work together to influence learning outcomes. The literature reviewed in the study indicated that effective teaching strategies, high-quality learning content, interactive learning activities, and institutional support play a significant role in enhancing student engagement

Asaad Ali Karam, Khaled Younis Alderbashi, and Dlofan Ameen Salman (2024) investigated the effect of online leadership on the adoption of blended learning in educational institutions after COVID-**19.** The study examined how leadership practices in digital environments influenced the successful implementation of blended learning models. Data were collected from instructors through structured surveys and analyzed using Structural Equation Modelling (SEM). The findings revealed that effective online leadership significantly contributed to the adoption and success of blended learning by promoting innovation, flexibility, and technological integration within educational institutions.

Vu Bang Pham and Thi Hoang Hoa Chau (2024) examined the factors influencing student engagement in higher education, particularly in the context of post-COVID learning environments. The study highlighted that student engagement is strongly

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associated with motivation, adaptive cognition, and adaptive behavior. Drawing upon theoretical frameworks such as Self-Determination Theory, Achievement Theory, and Job Demand–Resource Theory, the researchers emphasized the importance of psychological and behavioral factors in determining academic success. The findings suggested that the transition to online and hybrid learning models following the pandemic required students to develop new learning strategies and adapt to changing academic expectations.

Yong Zheng and Shuaiqi Zheng (2023) conducted a study titled "The Educational Impacts of COVID-19 Lockdown Periods on Students with Different Personality Traits." The purpose of the study was to investigate how students with different personality characteristics responded to changes in learning environments during the COVID-19 lockdown periods. The researchers analyzed academic indicators such as grades, assignment submission behavior, and participation records among graduate students. The findings revealed that personality traits played a significant role in determining students' adaptability, motivation, and academic performance during online learning.

Matty Balagopal, Vijesh Vijayan, and Ganesan P. (2023) investigated the impact and effectiveness of hybrid learning among undergraduate and postgraduate students in selected colleges in Kerala. The study aimed to evaluate students' perceptions, experiences, and satisfaction with hybrid learning, which combines both online and face-to-face instructional methods. Data were collected through structured questionnaires and analyzed using appropriate statistical techniques. The findings revealed that hybrid learning provided greater flexibility, improved access to educational resources, and enhanced student engagement in the learning process.

3 CONCEPTUAL FRAMEWORK:

A conceptual framework is an analytical structure that helps researchers understand the relationships between variables involved in a study. It provides a systematic representation of how different factors influence a particular outcome. In educational research, conceptual frameworks are widely used to identify the factors affecting students' learning behaviour and academic performance.

3.1 FACTORS INFLUENCING CHANGES IN STUDENT'S LEARNING BEHAVIOUR:

COVID-19 has had a major impact on student learning behaviors. The disease has caused students to become less engaged in their studies, have a shorter attention span, and change the way they learn. Students have had their performance levels lowered, had less interaction with teachers and peers, and have become more dependent on electronic devices.

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Moreover, the students experienced fatigue with the use of digital devices, emotional and mental stress, and a sense of isolation which led to a lack of motivation in their academics.

3.2 MAJOR CHALLENGES FACED BY STUDENTS'S:

Students encounter various obstacles in the post-pandemic learning process, which hinder their productivity and success. The challenges consist of difficulty adhering to a strict schedule and discipline in their studies at home, loss of students' attention span, discomfort and screen fatigue, mental health issues and anxiety, stress, and screen distractions. These problems may affect students' focus, involvement, and performance.

3.3 REMEDIES TO IMPROVE ACADEMIC PERFORMANCE AND LEARNING BEHAVIOUR:

Various strategies may be implemented to address the challenges of learning after the COVID-19 pandemic. Students may be supported to develop time management and study skills to help them get organised and avoid procrastination. Counselling and guidance sessions can be offered to help learners deal with stress and anxiety. Teachers should use student-centred and interactive methods to facilitate better concentration and involvement of the students in the learning process. Moreover, practical sessions and setting of academic goals may be helpful in boosting motivation among learners. Other strategies include encouraging students to limit technology use and participate in offline activities, academic advising, and promoting relaxation techniques.

3.4 RELATIONSHIP BETWEEN VARIABLES:

The conceptual framework presents the link between changes in students' learning behaviour, learning problems, and possible remedies. COVID-19 has caused such learning behaviour changes, including decreased motivation, digital age fatigue, decreased concentration, mental health issues, different learning styles, and reduced social interactions. In turn, these factors have caused a number of learning problems, including ineffective time management, inappropriate discipline, digital age fatigue, stress and anxiety, and distraction. Thus, it is possible to identify several remedies to address students' learning problems, including time management training, counselling, interactive learning, practical learning experience, appropriate use of digital devices, and academic support.

3.5 EDUCATIONAL TRANSFORMATION AFTER COVID-19:

The COVID-19 pandemic caused significant disruptions to the education system, modifying the conventional classroom instruction to emphasize the use of technology in the process. Educational institutions implemented online classes, online assessments,

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online conferences, and digital resources in facilitating the learning process. Even after the closure of institutions, the use of digital resources has been sustained to enhance learning as well as enable better communication and evaluation. Thus, these developments have led to the emergence of a unique learning ecosystem that supports blended learning, conventional learning, and a more accessible learning process enabled by online resources.

3.6 STUDENT ADAPTABILITY:

Student adaptability is a concept that implies the ability to adjust to the new conditions of education, technologies, and learning methods. Student population has adapted to drastic changes in educational settings imposed by the COVID-19 pandemic such as online, hybrid, flipped, and blended modalities. Those students who were high in self-confidence and adaptability achieved higher motivation levels and improvements in academic performance.

4 DATA ANALYSIS AND INTERPRETATION:

Data analysis is the process of examining, organizing, and interpreting the data collected through the survey to identify meaningful patterns and relationships. Data interpretation involves explaining the results obtained from the analysis and drawing logical conclusions based on the research objectives

4.1 PERCENTAGE ANALYSIS:

Percentage analysis is one of the simplest and most widely used statistical techniques for analysing primary data and describes the characteristics of the respondents by converting the collected data into percentage form. This method makes it easier to compare different categories of responses and understand the distribution of the respondents. **4.1.1 FREQUENCY ANALYSIS ON DEMOGRAPHIC DATA**

Table of 4.1.1: Frequency Table Representing Demographic Data

FEATURES	FACTORS	FREQUANCY	PERCENTAGE
AGE	Below 18 years	1 1.0	1.0

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	18 - 20 years	37	37.0
	21 - 25 years	**60**	**60.0**
	26 - 30 years	2	2.0
GENDER	Male	22	22.0
	Female	79	79.0
LEVEL OF STUDY	Undergraduate	42	42.0
	Postgraduate	**54**	**54.0**
	others	4	4.0
MODE OF LEARNING DURING COVID-19	**Fully Online**	**62**	**62.0**
	Partially Online	33	33.0
	Most Offline	5	5.0

Source: Primary data

INFERENCE:

The above table indicates that the majority of the respondents were female, aged 21-25, pursuing postgraduate and had attended fully online classes predominantly represents predominantly postgraduate during female students who experienced online learning during pandemic

4.2 DESCERPTIVE ANALYSIS:

Descriptive analysis is a statistical technique used to summarize, organize, and describe the characteristics of the collected data in a meaningful manner. It helps the researcher to understand the central tendency and variability of the responses without drawing conclusions

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beyond the data. Descriptive statistics provide a clear picture of the respondents' opinions by using measures such as mean and standard deviation.

4.2.1 MEAN AND STANDARD DEVIATION OF CHANGES IN STUDENTS LEARNING BEHAVIOUR AFTER COVID 19

Table 4.2.1 Mean and Standard deviation of changes in students leaning behaviors after COVID-19

STATEMENTS	MEAN	STD. DEVIATION
Student engagement patterns changed significantly after COVID-19.	4.39	0.665
Students experienced digital fatigue due to prolong online learning.	4.08	0.748
Students' concentration levels were reduced after COVID-19	4.20	0.853
Emotional and mental health issues influenced Learning behaviors after COVID-19.	3.96.	0.898
Academic performance declined for some Students even after COVID-19.	3.86	0.985
COVID-19 has permanently changed the way students approach learning.	3.91	0.944
Interaction with peers and teachers reduced after COVID-19	3.95	0.968

4.2.2 MEAN AND STANDARD DEVIATION OF THE MAJOR CHALLENGES FACED BY STUDENTS IN THE LEARNING PROCESS POST-COVID-19

Table 4.2.2 Mean and Standard deviation of major challenges faced by students in the learning process post-COVID-19.

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STATEMENTS	MEAN	STD. DEVIATION
I find it difficult to follow a regular study schedule.	4.12	0.769
Maintaining discipline in academic work is challenging.	3.97	0.846
Physical discomfort (eye strain / screen fatigue) affects my learning.	4.05	0.892
I find it difficult to stay focused during lectures.	3.80	0.995
My attention span has reduced since COVID-19	3.81	1.061
Mental health challenges influence my learning behaviors	3.73	0.993
Stress or anxiety affects my academic performance.	3.83	1.006
Use of digital devices distracts me during learning.	3.86	0.975

4.2.3 MEAN AND STANDARD DEVIATION OF SUGGEST REMEDIES TO IMPROVE ACADEMIC PERFORMANCE AND LEARNING BEHAVIOUR OF STUDENT

Table 4.2.3 Mean and Standard deviation suggest remedies to improve academic performance and learning behaviors of student

STATEMENTS	MEAN	STD. DEVIATION

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A fixed study schedule and time management training help students improve discipline and academic performance after COVID-19.	4.17	0.792
Counselling and mental health support help students overcome emotional problems that affect learning behaviors.	3.98	0.765
Student-centered teaching and interactive classes help students improve concentration and attention in class.	3.97	0.958
Practical examples and clear learning goals help students feel more motivated and interested in studies.	4.07	0.844
Offline learning and responsible digital use help reduce over-dependence on digital devices.	4.06	0.874
Proper academic guidance and relaxation activities help reduce stress and anxiety among students.	4.17	0.817

INFERENCE :

The descriptive analysis indicates that COVID-19 noticeably influenced student's learning behaviour , with student engagement patterns showing the highest mean score (4.39). Among the challenges, difficulty in maintaining a regular study schedule recorded the highest mean score (4.12). Respondents also strongly agreed on fixed study schedules , time-management training, academic guidance, and relaxation activities as effective measures with a mean score of 4.17. Overall, the findings suggest learning practices

4.3 INFERENTIAL ANALYSIS:

Inferential analysis is a statistical technique used to draw conclusions and make inferences about a population based on the data collected from a sample. It helps the researcher determine whether there is a significant relationship or difference between variables and to test the hypotheses formulated for the study. Inferential statistics provide a scientific basis for interpreting research findings and making valid generalizations.

ANOVA:

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Analysis of Variance (ANOVA) is a statistical technique used to compare the mean values of three or more groups to determine whether there is a statistically significant difference among them. It helps in identifying whether the variations observed between different groups are due to actual differences or occur by chance. In this study, ANOVA is used to analyse the relationship between demographic factors and the major challenges faced by students in the learning process post-COVID-19.

4.3.1 DEMOGRAPHIC FACTORS VS MAJOR CHALLENGES FACED BY STUDENTS IN THE LEARNING PROCESS POST-COVID-19

H0: Null hypothesis: There is no significant relationship between the demographic factors (age, level of study, and mode of learning during COVID-19) and the major challenges faced by students in the learning process post-COVID-19
H1: Alternative hypothesis: There is a significant relationship between the demographic factors (age, level of study, and mode of learning during COVID-19) and the major challenges faced by students in the learning process post-COVID-19.

Table 4.3.1 shows major challenges faced by students in the learning process post-COVID-19.

Demographic factor		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	1.866	3	0.622	0.22	0.996
	Within Groups	2704.244	96	28.169		
	Total	2706.110	99			
Level of study	Between Groups	61.434	2	30.717	1.127	0.328
	Within Groups	2644.676	97	27.265		
	Total	2706.110	99			
Mode of learning during	Between Groups	67.354	2	33.677	1.238	0.295
	Within Groups	2638.756	97	27.204		

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COVID-19	Total	2706.110	99			

Source : Computed data

INFERENCE:
The result shows that there is no significant relationship between the major challenges faced by students and their **age (p=0.996), level of study (p=.328), or mode of learning during COVID-19 (P=0.295), as** all significance values are greater than 0.05. Hence, the respective null hypotheses are accepted

T-Test:

The Independent Sample t-test is a statistical technique used to compare the mean values of two independent groups to determine whether there is a statistically significant difference between them. It helps the researcher to identify whether the observed differences between the two groups are statistically meaningful or have occurred by chance. In the present study, the Independent Sample t-test is used to analyse whether there is a significant difference between gender and the major challenges faced by students in the learning process post-COVID-19.

4.3.2 GENDER VS MAJOR CHALLENGES FACED BY STUDENTS IN THE LEARNING PROCESS POST-COVID-19

H0: Null hypothesis: There is no significant difference between gender and the major challenges faced by students in the learning process post-COVID-19.
H1: Alternative hypothesis: There is a significant difference between gender and the major challenges faced by students in the learning process post-COVID-19.

Table 4.3.2 shows a T-test on gender and major challenges faced by students in the learning process post-COVID-19.

	Gender	Mean	Std, Deviation	t	Sig.
Consumption	Male	32.8636	3.97966	1.738	0.50
	Female	30.6923	5.45358		

Source : Computed data

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INFERENCE:

Since the significance value is 0.050, which is equal to the 5% level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between gender and the major challenges faced by students in the learning process post-COVID-19.

5.1 FINDINGS:

The study established that most of the respondents were female, aged between 21-25 years, and were pursuing postgraduate studies. Majority of the respondents experienced fully online learning due to COVID-19

The study revealed that students' learning behaviour had undergone significant changes as a result of COVID-19. For example, students' engagement patterns were altered, there was a high occurrence of digital fatigue following online learning, and reduced levels of concentration. In addition, students' mental health and emotional wellbeing were major factors affecting their learning behaviours. Some of the students indicated that their approaches to learning had undergone fundamental changes as a result of COVID-19. There was also a decrease in student-teacher interactions. Some students even reported a decline in academic performance

Student respondents identified lack of consistent study schedules, poor discipline, eye strain, screen fatigue, poor concentration especially during lecture sessions, decreased attention span, stress, anxiety, and distraction as the major challenges they faced while learning online during the COVID-19 pandemic

The respondents suggested consistent study schedules, time-tables and guidance, relaxation and practical application of concepts as remedies to poor concentration and attention span, setting learning objectives, access to counselling services and mental health support, and promotion of responsible use of digital devices

Thus, there were no significant differences in the major challenges faced by students while studying during the COVID-19 pandemic in relation to age, level of study, and mode of study as revealed by the ANOVA test. In addition, the independent sample t-test did not reveal any significant differences in the challenges faced by male and female students in the context of the COVID-19 pandemic.

5.2 SUGGESTIONS

Based on the results, the educational institutions should ensure the provision of appropriate academic support programmes and blended learning, which is a combination of online and classroom instruction. The teachers should engage in collaborative learning, case studies,

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classroom discussions, examples, and activity-based instruction to enhance student motivation and interest.
Institutions should provide a balance between online and offline learning to prevent digital fatigue and concentration problems. Counselling centres, mental health awareness, peer support, relaxation, and wellness programmes should be considered in helping students deal with stress and anxiety.

Students should be advised to maintain a good study schedule, time management, take regular breaks, adhere to study regulations, and avoid using digital devices in a harmful way. Faculty members should offer frequent mentoring, academic counselling, feedback, examples, and learning objectives.

Since the study results indicate that there is no significant relationship between the students' demographic factors and post-COVID learning challenges, the institutions should offer similar academic support programmes to all students instead of developing separate interventions for students who differ in age, level of study, mode of study, and gender.

5.3 CONCLUSION

The study concluded that there is a significant alteration in students' learning behavior towards post COVID-19. The changes that were observed included; interaction, engagement, and concentration, as well as approaches to learning, and the relationship to teachers and peers. The students faced barriers to maintaining the regular study schedules, digital fatigue, a lack of concentration, stress, anxiety, and eye strain due to the constant use of digital devices among other challenges.

The study concluded that having a regular study schedule, advice and guidance, time-table arrangements, counseling, and psychological support services, appropriate usage of technology, and interactive methods would improve academic performance and students' learning behavior. The inferential analysis further revealed that age, level of study, mode of learning during the covid-19 period, and gender had no significant influence on their learning behavior.

The study further concluded that post COVID-19 challenges in learning are inevitable among students of different demographics, thus the need to involve the academic institutions, teachers,
parents, and the students themselves in developing effective learning strategies such as proper learning environments, engaging learning methods, academic advice services, and appropriate use of technology.

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