

Received Date: June 2023    Revised: August 2023    Accepted: October 2023

---

## Effects Of Covid-19 Pandemic on Studying Habits of Students

- Ashok Bhandari<sup>1</sup>  
- Pratima Poudel<sup>2</sup>

### Abstract

*The research article investigates the impact of COVID-19 on the performance of students studying at the graduate and undergraduate levels in Kathmandu Valley. The aim of the study is to present how students have adapted to the shift from in-person to online learning environments during the pandemic. The text is based on representatives of 223 from varied groups allowing its relevance with authenticity. Indeed, COVID-19 has destructed and scattered the understanding and belief which is inherited throughout the generations. Its effect touched almost all fields and the education industry also became a victim of it. Students faced ample challenges along with the faculties members to cope with it. Students were found frustrated when they were deprived of physical education and at the same time, it is observed that they faced several inconveniences in the developed e-learning system. Observing students' psychology, using techniques to teach, the technology used to generate a learning environment, and so on found that e-learning is not as effective as physical learning.*

Keywords: COVID-19, Pandemic, Education, Studying Habit

---

<sup>1</sup> Mr. Bhandari is a lecturer of NCCS, Paknajol, Kathmandu

<sup>2</sup> Ms. Poudel is a student of BBM 8<sup>th</sup> Semester, NCCS.

## **Introduction**

Study habits refer to the behaviors, techniques, and strategies that students use to effectively learn and retain information. Developing good study habits is crucial for academic success. It is an action that students routinely and habitually carry out in order to complete the task of learning. Examples include reading, taking notes, and holding study sessions. Depending on how well they benefit the pupils, study habits can either be deemed effective or ineffective (Journal, 2023). Studying habits vary among students, but there are several common practices that successful students adopt to enhance their learning and academic performance. Here are some common study habits that successful students often employ:

**Time management:** Effective students create a study schedule that allocates specific times for studying different subjects or topics. They prioritize their tasks, set deadlines, and stick to a routine.

**Active learning:** Rather than passively reading or listening, successful students actively engage with the material. They take notes, ask questions, participate in discussions, and seek clarification when needed. They also try to connect new information with their existing knowledge.

**Setting goals:** Students who excel academically set clear, realistic goals for themselves. They break down larger goals into smaller, manageable tasks and work towards achieving them step by step. This approach helps them stay motivated and focused.

**Creating a conducive environment:** Effective studying often requires a quiet and well-organized space. Successful students find a dedicated study area that minimizes distractions and allows them to concentrate better. They may also use tools like noise-canceling headphones or background music if it helps their concentration.

**Taking regular breaks:** While studying for long periods without breaks may seem productive, it can actually hinder retention. Successful students understand the importance of taking short breaks

every 30-60 minutes to recharge their minds. They may engage in physical activity, stretch, or do something enjoyable during these breaks.

**Utilizing different study techniques:** Different subjects may require different study techniques. Successful students experiment with various methods such as summarizing, creating flashcards, visualizing concepts, teaching others, or using mnemonic devices. They adapt their approach based on the subject matter and their personal learning style.

**Reviewing and revising:** Regular review is crucial for long-term retention. Successful students review their notes, textbooks, and other study materials regularly to reinforce their understanding. They may dedicate specific study sessions for revision before exams or quizzes.

**Seeking help and collaboration:** Effective students are not afraid to ask for help or collaborate with classmates. They actively participate in study groups, seek clarification from teachers or tutors, and discuss challenging concepts with peers. This helps them gain different perspectives and deepen their understanding.

**Maintaining a healthy lifestyle:** Physical and mental well-being significantly impact academic performance. Successful students prioritize their health by getting enough sleep, eating nutritious meals, and engaging in regular exercise. They also manage stress levels through techniques like mindfulness, meditation, or hobbies.

**Staying organized:** Good organizational skills are key to efficient studying. Successful students keep track of assignments, deadlines, and important dates using planners, calendars, or digital tools. They maintain tidy study materials, label folders, and use effective note-taking systems. Study habits can vary from person to person however, teaching techniques and methodology play crucial roles in understanding the subject matter. Students can develop some study habits that can drive them to academic success.

## **Effects of COVID Pandemic on Studying Habits of Students**

The COVID-19 pandemic has had a profound impact on the studying habits. With the sudden shift to remote learning, students have had to adapt to unexpected circumstances and navigate a digital learning environment. The transition to online classes has required students to develop self-discipline and effective time-management skills. The boundaries between study and personal life have blurred, making it more challenging to establish a structured routine. The increased reliance on digital resources has led to longer screen time, which can negatively affect focus and concentration. Additionally, the absence of face-to-face interaction with peers and instructors has hindered collaborative learning and immediate clarification of doubts. The limited access to physical resources like libraries and laboratories has necessitated a shift towards online materials and resources, requiring students to adjust their studying habits and techniques. Moreover, the mental health toll of the pandemic has added another layer of complexity, as students have had to cope with increased stress, anxiety, and uncertainty.

Despite these challenges, students have shown resilience and adaptability by embracing digital tools, seeking support through online platforms, and developing self-motivation to stay on track with their studies. As Eva Jereb states, “The pandemic has prompted a transformation in studying habits, encouraging students to become more self-reliant and adaptable to different learning environments.”

### **Objectives of the study**

The primary objective of this article is to identify the changing studying habits of the students after COVID-19 as students were forced to limit themselves within their homes and limited in e-learning especially the students of Kathmandu Valley. Listed below are objectives to make the study more concrete.

1. To identify the changes in study habits of the students of graduate and undergraduate level
2. To identify the challenges that the student faced in remote learning
3. To find the effectiveness of the used teaching methods in teaching
4. To examine the teaching-learning resources used for an effective learning environment

### **Limitations**

Limitations of one's study can be objective for another researcher, and none of the researchers can carry a total burden of content, similarly, this study also lacks its limit.

1. This study solely is dependent on the student perspective; every opinion is merely a representation of learners.
2. Age variation is also limited, as this study mainly focused on university students, students covering a mean age of 21.9 are only included.
3. The sample number is limited to 220, which may not provide an exact opinion of the students associated with universities.

### **Literature Review**

Higher education has been severely influenced by the COVID-19 pandemic, which has increased the adoption of online learning methods. This section reviews shows research on how higher education students' study habits changed throughout the pandemic. As Rahiem (2020) emphasizes the ability to study from home has presented many difficulties for students in higher education. These limitations include a lack of institutional support, concerns with internet accessibility, trouble with online tests, and difficulties arising due to the dynamics of online education. Kapasia and others (2020) In addition mentioned that the students faced unsuitable study environments and distractions at home, Kapasia et al. (2020) further highlight the stress, despair, anxiety, and poor

network connectivity that students experience while learning online. These difficulties have had an impact on students' study habits.

Concerning e-learning different opinions can be found for instance, Huang and Chiu, (2015) state e-learning has been viewed as the ability to focus on the requirements of individual learners. For instance, focusing on the needs of individual learners can deliver knowledge in the digital age effectively as compared to educational institutions' needs or instructors. Most students all around the world are having problems with the instruction and evaluation of their last level of study. Likewise, Raspopovic et al., (2017) state that students must be able to assess the motivating factors to continue the momentum throughout the duration of the course. Students lack motivation and can easily lose sight of their original objective, rapidly become lost within the course, and consequently withdraw from the course. The final exam and graduation date have been postponed. Because of this, many students' plans to study abroad have been permanently put on hold. Similarly, Gautam, S. S., and Tiwari, M. K. (2016) Some students have noted that faculty members' expertise and ability to teach online is unsatisfactory. Even when sharing PowerPoint material and presentations on the computer, assigning homework, and keeping track of students' progress, students require ongoing support. Due to the faculty members' lack of formal online teaching expertise, they expressed their unsatisfactory with their ability to lead classes online.

Different people prefer different types of learning, such as social, kinesthetic, visual, or auditory learning. Students may gain from working in groups, asking for assistance, and mentoring younger students. Since most students find it awkward to express questions or voice concerns in front of the class, they typically have the opportunity to interact with teachers in private. Another benefit mentioned by students of the online learning method was the capacity to include presentations,

movies, and audio practices that are normally uncommon in classroom settings at Nepali universities (Dhurba Kumar Gautam, 2021)

The COVID-19 pandemic has brought several significant changes in studying habits among higher education students. The research paper attempts to explore the changes and challenges that the students faced. Besides, there are several things left to identify from the teaching methodology to tutors' efforts to generate a learning environment.

### **Theoretical Review**

A study habit is an action that students routinely and habitually carry out in order to complete the goal of learning, such as reading, taking notes, and holding study sessions. In order to properly study and learn, a person develops study habits, which are known as their regular behavior or routine practices. Students who practice good study habits find learning more pleasant and pleasurable and their courses easier to understand. In order to improve their academic learning and skills, students need to develop effective study habits. Some students may have bad studying habits that annoy them and make learning difficult for them.

Studying habits can vary depending on individual preferences, group dynamics, or the environment in which students choose to study. Here's an explanation of different studying habits:

**i. Individual Study:** Many students prefer to study individually as it allows them to focus on their specific needs and learning styles. Individual study habits can include:

- **Personal Study Space:** Students create a dedicated study area that suits their preferences, whether it's a quiet corner in their room, a desk in a library, or a coffee shop.
- **Self-discipline:** Individual students often rely on self-discipline to manage their time effectively, set goals, and avoid distractions. They may use techniques like the Pomodoro Technique (working for specific intervals, followed by short breaks) to maintain focus.

- Personalized Techniques: Students develop study techniques that work best for them, such as making detailed outlines, using mnemonic devices, creating visual aids, or recording audio notes for review.
- ii. Group Study:** Studying in groups can be beneficial for collaboration, discussing concepts, and gaining different perspectives. Group study habits may include:
- Study Groups: Students form small study groups with classmates or friends to review material, discuss challenging topics, and share resources. They take turns explaining concepts to each other and engage in group discussions.
  - Division of Tasks: Group members may divide the study material among themselves, allowing each individual to become an expert in a specific area. They can then share their knowledge with the group during study sessions.
  - Peer Teaching: Students take turns teaching concepts or solving problems to their peers within the group. Explaining ideas to others helps solidify their own understanding while providing an opportunity for group members to learn from each other
  - Accountability: Group study provides a sense of accountability as members can motivate each other, set study goals together, and track each other's progress.
- iii. Library Study:** Libraries offer a quiet and focused environment that is conducive to studying. Studying in libraries often involves:
- Distraction-Free Environment: Libraries are designed to minimize distractions, providing a peaceful atmosphere for studying. Students can concentrate on their work without interruptions.



- **Resources Access:** Libraries offer access to various educational resources, including books, research materials, and online databases. Students can utilize these resources to enhance their understanding of the subjects they are studying.

- **Silent Study or Group Study Rooms:** Libraries often have designated areas for silent study where individuals can work in solitude. They may also provide group study rooms where students can collaborate and discuss their studies in a shared space.

**iv. Online Study:** With the advancement of technology, online studying has become increasingly popular. Online study habits may involve:

- **Virtual Learning Platforms:** Students utilize online platforms, such as learning management systems, online courses, or educational websites, to access study materials, lectures, quizzes, and assignments.

- **Self-paced Learning:** Online studying allows students to set their own pace and study at a time that suits their schedule. They can review materials multiple times and revisit previous lessons as needed.

- **Online Discussion Forums:** Students participate in online discussion forums or chat groups to interact with peers and instructors. These platforms provide opportunities for asking questions, clarifying doubts, and engaging in academic discussions.

- **Digital Tools:** Students use various digital tools like note-taking apps, flashcard platforms, online collaboration tools, and video conferencing platforms to enhance their online study experience.

It was found that studying habits and environments played a crucial role in acquiring the subject matter. Some students preferred a combination of these habits depending on the subject, their personal learning style, and the resources available to them. Experimenting with different methods

it is discovered that individual study, use of library to study, group study, and online study have their own role to maximize their productivity and learning outcomes.

### **Research Methodology**

The research paper has been done using both quantitative and qualitative methods. It is based on the selection of research parameters, location, and samples. It has selected students studying in Kathmandu for this research, especially at the graduate and undergraduate level to understand their differences in habits of study caused by the COVID-19 consequence. The study analyzes the situation and data occurring during the period.

### **Sample**

The study sample consists of 220 students from different colleges of Kathmandu. Out of 220, 51.6% were female 47.5 % male and 0.9% did not disclose their gender. Students from the age group of 17-26 have participated in this survey. Sampling shows no discrimination in gender division as well as represents appropriate mean age selection. 21.9

### **Nature of the data**

The significance of the study is always correspondent to its sources of information. Even though secondary information is used to study this research, analysis is completely dependent on primary sources collected using Google form, allowing a respondent to participate only once.

### **Analysis**

Just raw data never speaks for itself, after collection of information, it's reviewed and analyzed sincerely. Using primary data collected by questionnaire, descriptive analysis of data is done to distribute the desired result. Data is analyzed by tabulating information using pie charts, percentages, simple statistical tools, and bar diagrams. We can visually represent the proportions of each study location, making it easier to understand and describe the data.

## Interpretation of Data

The collected data is analyzed and interpreted using tabulated format data provides percentages and numerical value. Data is presented and analyzed without using any personal prejudice and understanding. The mean age of the participants is 21.9 years with almost male female participation.

## Student effectiveness, efficiency, effort, and attitude toward study before and after COVID-19

When considering the efficiency, effectiveness, effort, and attitude toward the study of students' studying habits, the given table provides a visual representation of their self-assessment. From a general perspective, it is evident that students have varying opinions about the efficiency of their studying habits.

**Table No 1: Student's response toward their effectiveness, efficiency, effort, and attitude on the study before COVID-19**

Row Labels	Effectiveness of studying habit	Row Labels	Effort toward study
Ineffective	0.90	Average effort	29.15
Neutral	31.84	Low effort	3.14
Not very effective	6.73	Minimal effort	0.90
Somewhat effective	43.50	Moderate effort	52.47
Very effective	17.04	Very high effort	14.35
Grand Total	100.00	Grand Total	100.00
Row Labels	Efficiency of studying habit	Row Labels	Attitude toward study
Neutral	35.91	Negative and unmotivated	0.45
Not very efficient	5.91	Neutral	22.87
Somewhat efficient	41.36	Positive and motivated	31.39
Very efficient	16.82	Somewhat negative	2.24
	0.00	Somewhat positive	43.05
Grand Total	100.00	<b>Grand Total</b>	100.00

Source: Field Study, 2023

This data reveals that students had varying perceptions of their own studying habits. A significant portion of students (43.2%) considered their habits to be somewhat effective, indicating a moderate level of satisfaction with their approach, The majority of students (40.6%) rated their studying habits as somewhat efficient, whereas the overall opinion derived from this data reveals that a significant majority of students (52.3%) demonstrated moderate effort, indicating a commendable level of commitment to their studies with a combined total of 73.6%, the "somewhat positive" and "positive and motivated" attitude their study. At the same time strong pole stands as neutral participants. The presented responses of the respondents can't be considered fully satisfied with the self-habit of the study.

**Table No. 2: Students' response toward their effectiveness, efficiency, effort, and attitude on study after COVID-19**

Row Labels	Effectiveness of studying habits	Row Labels	Effort toward study
Ineffective	2.69	Average effort	40.81
Neutral	45.74	Low effort	18.83
Not very effective	26.91	Minimal effort	2.69
Somewhat effective	20.63	Moderate effort	29.60
Very effective	4.04	Very high effort	8.07
Grand Total	100.00	Grand Total	100.00
Row Labels	Efficiency of your studying habit	Row Labels	Attitude toward study
Inefficient	3.59	Negative and unmotivated	3.14
Neutral	44.39	Neutral	42.60
Not very efficient	21.97	Positive and motivated	10.31
Somewhat efficient	25.11	Somewhat negative	15.70
Very efficient	4.93	Somewhat positive	28.25
Grand Total	100.00	Grand Total	100.00

Source: Field Study, 2023

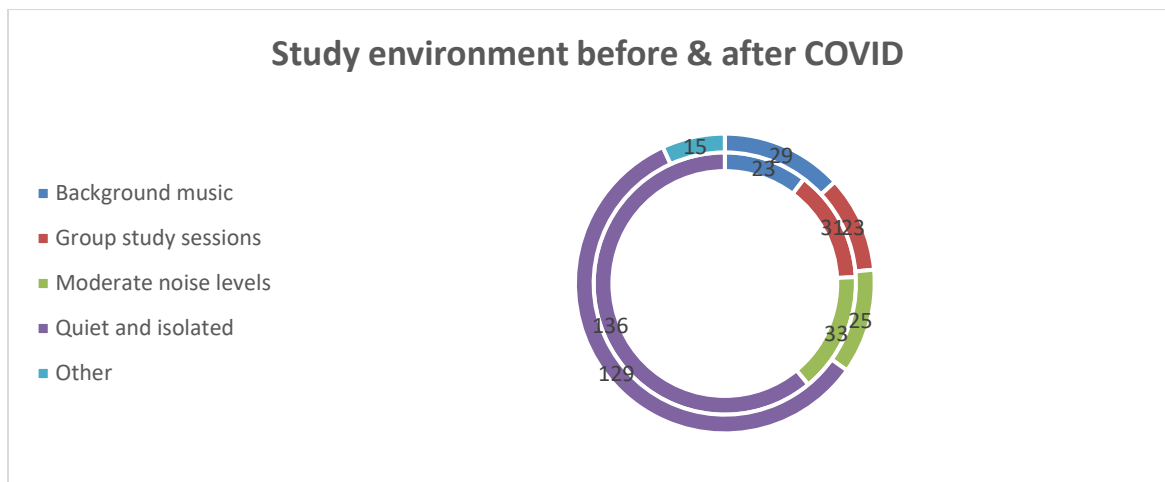
The table presented above shows continuous and regular increments in neutral and average responding students. Very few of the respondents are found against online and e-learning

methodologies adopted after COVID-19. Neither had they responded that it adversely affected their study. Data collected noted that there in no significant changes in teaching effectiveness, efficiency, effort, and attitude.

**Preference for studying habits before and after COVID-19**

The pie chart presented below shows the changes in the studying environment of the students before and after COVID-19. The inner circle represents the response after COVID-19 whereas out circle stands for the respondents before COVID-19. As COVID-19 has made its own impact on the study of students, this pie chart shows negligible changes in the studying environment of the students. The majority of the respondents presented identical responses on studying environment. They still prefer the same kind of environment they used to enjoy before COVID-19.

**Figure No. 1: Student's response toward changes in studying environment before and after COVID-19.**



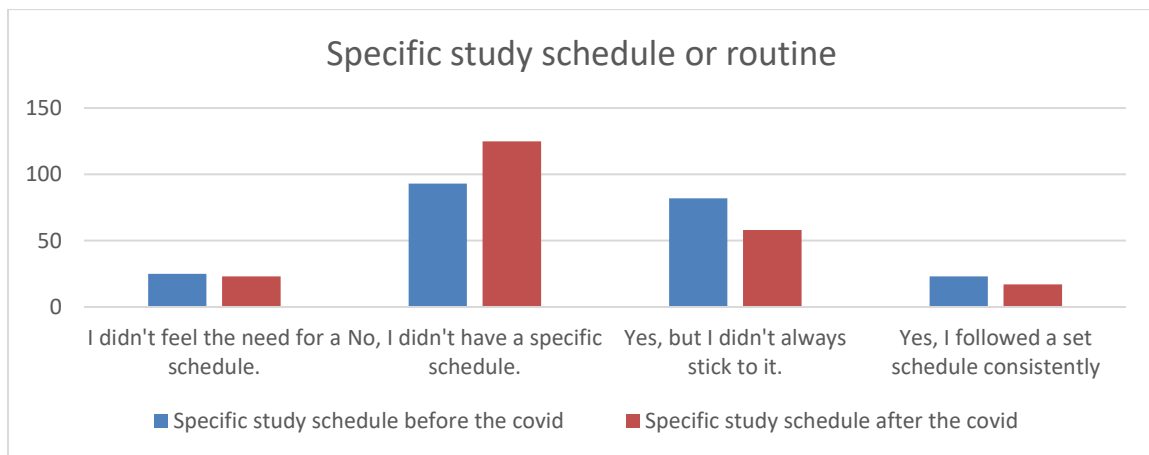
Students still prefer to use the quiet and isolated environment as they used to before COVID-19.

About 50% of the students preferred such an environment in contrast to remaining.

## Specific Study Schedule

Routines or schedules are a major criterion expected to be followed by students, but the result was surprising understanding and countering our beliefs. Very few of the respondents have followed a strict routine. Less than 10% of the students are found following routines at the same time about the same percentage of the respondent's said schedules are not needed.

**Figure No. 2: Student's response toward specific study schedule or routine before and after COVID-19**



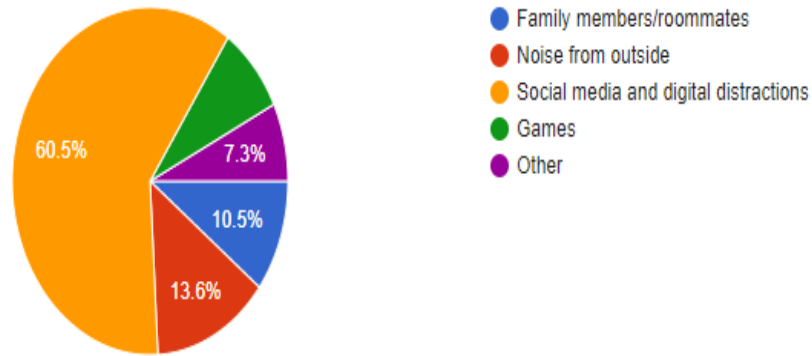
The rest of the students are found with no specific schedule. A slight change is found with the response of "not having a specific schedule and not always on schedule". The study can say that there is almost no impact of COVID-19 on students' schedules of studying.

## Causes of distraction to study during e-learning

Based on the data presented in the pie chart, it is evident that students encountered various distractions while studying at home during the COVID-19 pandemic. The overall opinion derived from this data is that distractions from social media and digital platforms were the most common challenge, affecting a significant majority of students (60.5%). This indicates the pervasive nature of online distractions that can divert students' attention from their studies. Additionally, a notable

percentage of students (13.6%) faced noise distractions from outside, which could include environmental noises or disruptions from neighboring surroundings.

**Figure No. 3: Distractions faced by students while studying from home during COVID-19**

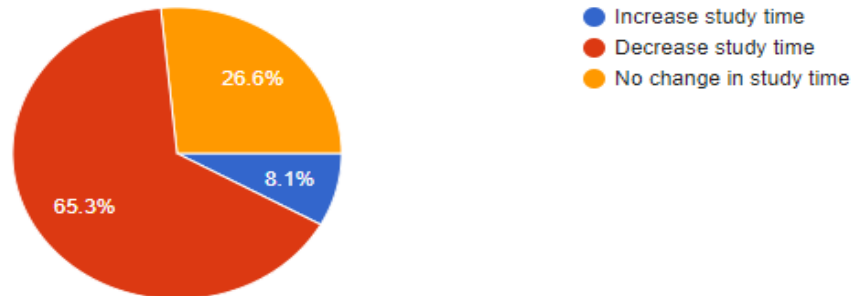


Furthermore, 10.5% of students found distractions from family members or roommates, highlighting the potential interruptions that can occur in shared living spaces. It is interesting to note that a smaller percentage of students (7.3%) encountered other types of distractions, which could vary widely depending on individual circumstances. Moreover, 8.3% of students reported being distracted by games, suggesting the impact of recreational activities on their ability to focus on studying. These findings emphasize the importance of creating a conducive study environment and developing strategies to minimize distractions, allowing students to optimize their concentration and productivity while studying at home.

### **Effect on Study Habit**

The impact of the pandemic on students' studying habits is reflected in the following data: 65.3% experienced a decrease in study time, 26.6% reported no change in their study routine, and 8.1% actually increased their study time. These statistics, depicted in the pie chart, illustrate the effect of study habits.

**Figure No 4: Studying habits affected by COVID-19**

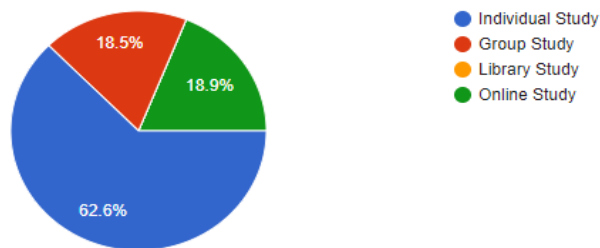


The varying effects of the pandemic on students' dedication to their academic pursuits. The majority of students saw a reduction in study time, highlighting the challenges and disruptions caused by the pandemic. It also showcases a smaller percentage of students who managed to adapt and increase their study time.

**Preferred mode of study**

The overall opinion derived from this data highlights the prevalence of individual study as the most favored choice among students, with 62.6% expressing a preference for this mode of learning. This indicates a strong inclination towards independent learning and self-paced study.

**Figure 5: Preferred mode of study after COVID-19**



Additionally, 18.9% of students opted for online study, reflecting the growing popularity and convenience of virtual learning platforms. It is interesting to note that 18.5% of students showed



an interest in group study, underscoring the value of collaborative learning and peer interaction. These findings emphasize the importance of recognizing and accommodating diverse learning preferences to create effective and inclusive learning environments. While individual study remains the preferred choice for the majority of students, the presence of online and group study options highlights the need for flexibility and adaptable learning approaches to cater to the varying needs and preferences of students in the post-COVID-19 era.

### **Benefits of face-to-face interaction**

The impact of reduced face-to-face interaction on students' studying habits during the pandemic varied: 57.7% experienced no significant change, 27.9% were negatively affected, and 14.4% saw a positive influence. This pie chart illustrates the diverse responses to the lack of interpersonal interaction, with most students adapting without major disruption.

**Figure 6 No.: Impact on studying due to the lack of face-to-face interaction with instructors and peers during COVID-19**

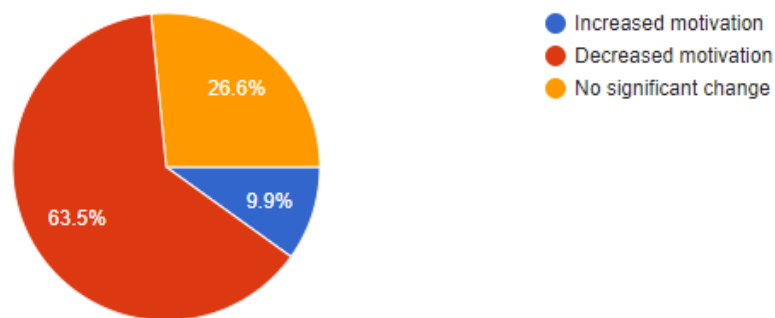


However, a considerable portion faced challenges, emphasizing the value of social connections in effective learning. A smaller group even found the change to have a positive impact, potentially due to increased focus or alternative forms of support.

## Motivation

The overall opinion derived from this data reveals that the majority of students (63.5%) experienced a decrease in motivation. This indicates the challenges faced by students in maintaining their drive and enthusiasm for studying during this challenging time. However, it is worth noting that a significant portion of students (26.6%) reported no significant change in their motivation levels, suggesting that they were able to sustain their motivation despite the disruptions caused by the pandemic. Interestingly, a smaller percentage of students (9.9%) actually experienced an increase in their motivation to study.

**Figure 7: Effects on students' motivation to study due to pandemic**



This could be attributed to factors such as adapting to new learning environments, finding renewed purpose in their studies, or discovering effective strategies to stay motivated. These findings underscore the diverse range of experiences students had with their motivation to study during the pandemic and highlight the importance of finding ways to overcome challenges and maintain motivation for academic success.

## Ease in online class compared to physical class

The ability of students to express their questions or concerns during online learning, compared to classroom settings, is reflected in the following data: 65.3% found it easier in the classroom, 17.6% reported no difference, and 17.1% found it easier online. This pie chart visually represents the

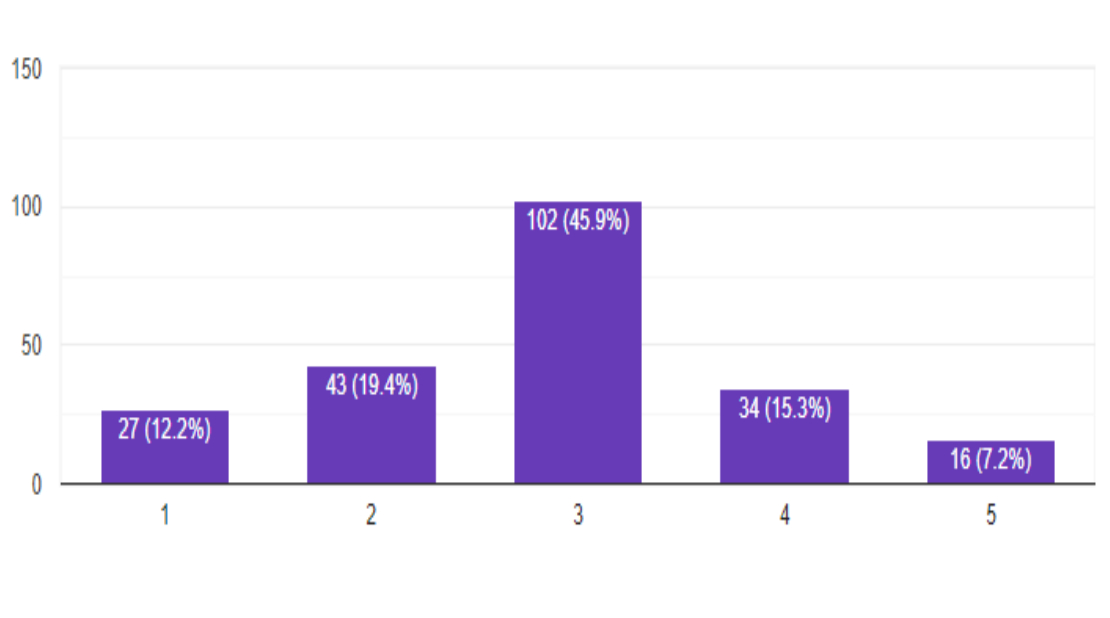
preferences and experiences of students regarding communication in different learning environments. These findings underscore the importance of fostering effective communication strategies in both online and in-person learning environments to ensure students feel comfortable expressing their questions and concerns.

**Table No 3: Ease of expressing questions or concerns for students during online learning compared to classroom settings**

Response	The comfort of expressing questions in an online class
It's easier in a physical classroom	145
It's easier in online	39
No difference	39
<b>Grand Total</b>	<b>223</b>

Source: Field Study, 2023

**Figure no 8: opinion on online assessments compared to physical tests**



The bar diagram illustrates the ratings given by students on their experience with online tests and assessments compared to physical tests, using a scale of 1 to 5. The data reveals that 45.9% of students rated their experience as a 3, indicating a neutral or average satisfaction level.

Additionally, 19.4% gave a rating of 2, reflecting a somewhat lower satisfaction level. On the other hand, 15.3% provided a rating of 4, indicating a higher level of satisfaction. A smaller percentage of students rated their experience as a 1 (12.2%) or a 5 (7.2%), representing the lowest and highest levels of satisfaction, respectively. This bar diagram provides a clear visual representation of the varying ratings given by students, showcasing the range of experiences and opinions regarding online tests and assessments compared to traditional physical tests.

The collected data and information indicate that the COVID-19 period became a challenge to break the established physical-based education. Only in limited circumstances and situations, the unfavorable situation contribute to bringing changes in the education delivery system. However, the academic sector became a victim of it. Students did not enjoy remote or online learning in several ways. It became only one choice to deliver education. The situation generated fear, anxiety, and troubles physically and psychologically.

Overall, it has collected limited information that occurred during the COVID-19 period in the education delivery system. However, it has left several things to discover like psychological impact both on students and teachers. Learning outcomes and their effectiveness are another factor to study. It has not covered positive changes that are hidden yet and so on. It opens the door to study to others to do further research.

## **Conclusion**

Overall, the COVID-19 pandemic generates an unexpected situation in the study environment and students are forced to study from home. A thought occurred in students' choice that either physical or remote learning is better in the education delivery system. In this regard, varied opinions of students appeared in study habits. It is found that customized approaches enhance overall studying efficiency and academic performance. It is also found that students exhibited predominantly

positive attitudes toward their studying habits after COVID-19 which reflects a prevailing sense of optimism and motivation in their academic pursuits.

The collected data advocates that a significant shift towards online studying as the most popular choice for students after the COVID-19 pandemic. However, limited numbers like physical learning as more beneficial. Likewise, it is found that the pandemic also brought changes in study habits. The majority experienced reduced study time and a smaller percentage managed to adapt and increase their dedication to academic pursuits. The dynamic environment, individualized approaches, and ongoing improvement are crucial for maximizing learning outcomes. It shows a diverse range of strategies employed by students to stay motivated while studying, such as physical exercise, positive reinforcement, and goal-setting.

Additionally, the teaching-learning system faced various challenges for students, including technological issues, lack of motivation, and distractions at home. During the pandemic, students diversified their study materials, with online resources being the preferred choice, followed by lecture notes and textbooks. Not only this, COVID-19 significantly impacted students' academic progress, leading to delays in career plans, uncertainty about future academic goals, increased stress and anxiety, and other challenges. Support and understanding are vital in helping students cope with these disruptions. Students' psychological well-being is evident, with stress, anxiety, and feelings of despair being common challenges.

The reduced face-to-face interaction during the pandemic had varied effects on students' studying habits, a few numbers adapted to text well while others faced challenges to accept as a positive influence on them. It generated diverse effects on students' studying habits to create a regular study habit. However, some students generally found remote learning easier to express their questions or concerns in the classroom setting compared to online learning and improved communication

strategies in the virtual environment. However, COVID-19 taught a lesson that technology contributed massively to the education delivery system and opened a new dimension in learning as well as brought ample changes in students' study habits.

## **References**

- Acido MB (2010). High school students' reasoning skills and their study habits and attitude toward learning. *Alipato. J. Basic Edu.* 4:108-117.
- Aithal, P. S., and Aithal, S., 2016. Impact of online education on higher education system. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), pp. 225-235.
- Dumford, A. D., and Miller, A. L., 2018. Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education*, 30(3), pp. 452-465.
- Eva Jereb and et al (2023). Studying Habits in Higher Education Before and After the Outbreak of the COVID-19 Pandemic, *Athens Journal of Education - Volume 10, Issue 1, February 2023 – Pages 67-84*
- Gautam, D. K. (2020, 10). Transition to online higher education during COVID-19 pandemic: turmoil and the way forward to the developing country of South Asia-Nepal, *Journal of Research in Innovative Teaching & Learning* Vol. 14 No. 1, 2021 pp. 93-111
- Gautam, S. S., and Tiwari, M. K., (2016). Components and benefits of e-learning system. *International Research Journal of Computer Science (IRJCS)*, 3(1), pp. 14-17

- Huang, Y. M., and Chiu, P. S., 2015. The effectiveness of a meaningful learning-based evaluation model for context-aware mobile learning. *British Journal of Educational Technology*, 46(2), pp. 437-447.
- Raspopovic, M., Cvetanovic, S., and Jankulovic, A., 2016. Challenges of transitioning to an e-learning system with learning objects capabilities. *The International Review of Research in Open and Distributed Learning*, 17(1). Retrieved from <https://doi.org/10.19173/irrodl.v17i1.2172>
- Riegel, & Tong, Y. (2017). Educational technology and teacher education programs. *Teacher Education and Practice*, 30(4), 662-684.
- Yilmaz, R., 2017., Problems experienced in evaluating success and performance in distance education: A case study. *Turkish Online Journal of Distance Education*, 18(1), 39-51.