ATTITUDE OF STUDENTS TOWARDS LEARNING AFTER COVID-19 LOCKDOWN

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Abstract

The main objective of this study was to explore the attitude of students towards learning after covid-19 lockdown. For this purpose the research reviewed the literature detail study of related books and different articles. It was observed in detail about the mental health attitude of students, virtual learning and practical skills after covid-19 lockdown. A survey method was adopted to collect information from the respondents. On the basis of objectives, these research questions were also formed like (1) what factors contributed to pupils’ mental health and attitude toward learning after the COVID-19 lockdown? (2) What impact does virtual learning have on students after the COVID-19 lockdown? (3) What practical skills are students losing, and how are they feeling after the COVID-19 lockdown?

The population in this study were students in higher education of all public and private universities in Sahiwal division. A sample consisting of 415 students from both public and private universities was chosen. The researcher used the convenience sampling method to choose the sample. After going over the literature review, the researcher made a questionnaire, the questionnaire consisted of 22 questions with demography covering the student’s attitudes towards mental health, virtual learning and practical skills after covid-19 lockdown. Questionnaire’s validity and reliability was checked through getting experts’ opinions and conducting pilot testing. Reliability occurred as (α=.87) which confirmed that the tool is reliable and suitable for data collection from a large sample. After the feedback from the respondents the drawbacks of the questionnaire was observed and modified. For reliability analysis Cranach’s alpha coefficient was computed through SPSS version 16 which was found 0.87 pointed towards the tool was trust worthy for the data assembling. Statistical package for social sciences (SPSS) version 16 and MS Excel 2007 were used for data analysis. Later on, the data were coded and these codes were entered into SPSS for applying relevant tests related to descriptive as well as inferential statistics. Finally to compare students' opinions according to their gender, location, discipline, institution, age, and qualification in order to determine any differences. To analyse the data, a one-way ANOVA and an independent sample t-test were used.

1. INTRODUCTION

The first demonstration of COVID-19 for the general public took place in Wuhan, China, in December of 2019. After the first cases of the new disease were discovered, the WHO declared that it was a pandemic (WHO). The rapid and widespread dissemination of a newly identified infectious disease is referred to be a pandemic. The most deadly respiratory viral illnesses are those that can quickly spread and trigger a pandemic. These diseases include new strains of influenza as well as the coronavirus COVID-19.

When a pandemic strikes on a global scale, the World Health Organization is the one that is tasked with validating its existence (WHO). The World Health Organization (WHO) is able to accomplish this goal by monitoring the spread of diseases and collaborating with medical experts located all around the world. However, prior to the World Health Organization issuing an official declaration of a pandemic, it is likely that Australia and other countries will take steps to limit the effects of the epidemic. The COVID-19 pandemic was one of the worst pandemics in history because of the quick spread of the disease, its combination with other fatal diseases, and the large death toll it caused (Ayris et al., 2022).

The COVID-19 outbreak has caused widespread destruction that is, in all likelihood, incalculable in scope. Because of this, billions of people have been forced to make significant adjustments to the ways in which they go about their everyday lives, such as giving up their
employment, being at home, and attending classes through the internet. In many countries, the principal detrimental effects of the virus have been the deaths of millions of people and the locking down of the whole nation. The COVID-19 epidemic had an effect on a wide variety of spheres, including but not limited to the following: education, research, sports, leisure, transportation, entertainment, worship, social gatherings and interactions, the economy, corporations, and governmental difficulties (Onyema & Onuoha, 2021).

The most recent COVID-19 pandemic has a significant and negative effect on the school system around the world. The COVID-19 epidemic caused significant disruptions to the functioning of the educational system. Because of the precarious nature of the situation caused by the virus, colleges were required to transition to using online classes. On the other hand, it's not impossible that this had a detrimental effect on the mental and emotional health of the students. The potential benefits, drawbacks, opportunities, and dangers of receiving one's education on the internet when there is a pandemic should also be examined (Basiliaia&Kvavadze, 2020).

A lockdown is carried out with the intention of preventing the transmission of an infectious disease from one individual to another and thereby ensuring the safety of all individuals. This includes spending as much time as possible indoors, going outside for no longer than is absolutely required, and, if at all feasible, having only one member of the family who is healthy undertake these outings. In the event that you or a member of your family ever needs to seek medical assistance due to a serious disease, you should be familiar with the location of the hospital that is closest to you.

It is common knowledge that people in every region of the world are currently experiencing symptoms associated with the COVID-19 pandemic. As a result of the outbreak, numerous nations placed their populations under forced quarantine. Since March 2020, individuals all across the world have been compelled to remain indoors as a result of a lockdown that was enforced by the crisis convention (public authority) of their respective governments (Mishra et al., 2020). The entire nation was placed under a curfew on August 1, 2020, and all of the borders were closed (Phuntsho& Palden, 2022).

It is an absolute requirement that we ensure the safety of our academics, including students, teachers, and staff, as well as our neighbourhoods, cities, and the nation as a whole. This change has had an effect on all of the world's schools, colleges, and universities, and as a result, many of these institutions have moved away from the old model of classroom education in favour of virtual learning environments (Toquero, 2020). Following COVID-19, innovations in education such as online classes, video conferencing, Google classrooms, and other similar platforms rocked the educational system to its very foundation (Kapasia et al., 2020).

As a precautionary measure taken in reaction to the COVID-19 epidemic, on March 14, 2020, schools all over Pakistan were closed; they did not resume until September 15, 2020. Despite this, students were able to continue their education throughout the lockdown by attending online lectures. The Higher Education Commission of Pakistan has given its blessing to a number of different types of online and distance learning. The goal of this study was to ascertain whether or not Pakistani citizens are open to the idea of receiving their education online.
Because of the lockdown and social isolation rules that have been implemented as a response to the COVID-19 epidemic, a significant number of schools and other types of institutions all across the world have been ordered to close their doors. One of the many innovative methods that modern educators employ to deliver high-quality training is to make advantage of the numerous online platforms that are currently available. These methods include a wide range of other creative approaches as well. Making the transition to online education could be challenging due to the limited number of available programmes. However, educators are today being pressed to adopt a system for which they are not completely prepared, despite the fact that the expansion of various online platforms has led to the adoption of "Education in Emergency" by the educational system and educators. Students were able to continue their education despite the fact that schools were forced to close as a result of the pandemic due to the expansion of internet resources (Impact of e-learning during covid-19 pandemic among nursing. (IJSHR,2020).

There are a number of obstacles that must be conquered by students making the shift from the conventional learning environment of a classroom to the more modern online learning environment. Sadly, children haven't had much opportunity to get used to using computers for work before being thrown into this unexpected change. It is essential that they have an open mind while adjusting to the new instructional setting. Nevertheless, shifting from traditional classroom education to learning through online platforms presents a particular set of obstacles for less developed nations like Pakistan. Some students with limited financial resources are unable to participate in online classes because they do not have the essential technology, such as Android mobile phones or laptops (Syndrome, 2020).

Many students in Pakistan, which is still in the process of economically growing, do not have consistent access to the internet and do not have the essential equipment to be online since they cannot afford it. As a direct consequence of this, a significant number of students lack even the most rudimentary abilities required to operate a computer. Students are less likely to be involved in an online course if they anticipate having problems with it and, as a result, lose hope in being able to succeed in it.

Many students have experienced emotional and mental distress, making it difficult for them to concentrate or do anything in the familiar surroundings of their own homes. Successful online home schooling strategies have not been identified (Petrie, 2020).

Anxiety is a normal and even healthy aspect of the learning process. As a result, it helps students put in more effort, concentrate better, and return to their studies after taking a break. However, if kids are anxious, they won't be able to learning (Parker & Garrity, 2003).

Students' overuse of internet platforms and digital devices during the covid-19 shutdown led to anxiety, depression, and other mental health issues. It's important to recognise that a pandemic has far-reaching effects beyond the physical health of the people. Anxiety, insomnia, panic attacks, stress, and other mental health issues have all been linked to people who prefer to be alone and conceal their identities by using masks. Many kids have suffered mental health issues as a result of the pandemic, and these issues are having a profound impact on the students' ability to learn and on their overall character.
The effects of stress extend beyond the physiological to include changes in mood, actions, and thought processes. People are exhausted and stressed up after the covid-19 shutdown. The students are losing ground academically. All of these things have contributed to a breakdown in their mental health.

The primary focus of this study focuses on Students' mental health is analysed via the lens of a number of demographic comparisons, including gender, institution type, geography (rural vs. urban), age group, and others (such as stress, lack of focus, missing concepts, laziness, and fear in group activities)

Students' mental health is analysed via the lens of a number of demographic comparisons, including gender, institution type, geography (rural vs. urban), age group, and others (such as stress, lack of focus, missing concepts, laziness, and fear in group activities)

As a result of the covid-19 shutdown, online education has become the dominant mode of instruction over the globe. Due to the proliferation of Internet resources, schools and teachers have come to accept the concept of "Education in Emergency," but they are now being pressured to adopt a system for which they are not yet adequately equipped. Schools shut down because of the pandemic, but students were able to keep studying because to the proliferation of online resources (Subedi et al., 2020). Maintaining education in a student body dependent on digital and remote learning resources was highlighted as a UNESCO priority (Ali, 2020).

In addition to more conventional approaches to distance education, such as Google Classroom and Zoom are used. This is the first time that educational purposes have been served by social networking sites and various group chat apps like Telegram Messenger, WhatsApp, and WeCha. Students can still have access to supplementary resources and guidance if they use these online platforms even after traditional classroom instruction has started.

Accessibility, cost, flexibility, learning pedagogy, lifelong learning, and educational policy are some of the most frequently cited challenges to online education (Murgatrotld, 2020). In many countries, access to stable internet and digital technology is severely limited. Learners in underdeveloped nations are at a higher risk of being exposed to an increasing quantity of screen time overall since youngsters in these countries typically lack the financial resources to purchase gadgets necessary for online education. This means that it's more important than ever for youngsters to schedule time for independent play and exploration outside the home. The fact that both parents must work can be difficult, especially for smaller children. There are a number of important considerations to make when designing learning environments that are accessible to students with different preferences in how they absorb information.

Children who are more susceptible to the educational environment, such as those who are not as strong in the subject matter, are more impacted by it than pupils who are self-motivated and do not require a great deal of aid from their teachers. Students from low-income families may be at a disadvantage when it comes to taking advantage of the many advantages of online learning since they lack the resources to do so. Reduced student interaction time and the absence of dialogue with teachers when students face challenges in learning or understanding are likely to have a negative impact on the academic achievement of students in classes currently completing either year-end or internal examinations (Sintema, 2020).
When it comes to actual e-learning, Pakistan has its own set of challenges. Pakistan faces significant challenges in adopting e-learning due to factors like internet connectivity, societal factors, a lack of experienced employees, and social and political upheaval (Nawaz et al., 2021). Computer/tablet/mobile availability, internet facility, internet expenses, internet signal difficulty, rapid internet link, electrical concerns, maintenance, etc. Discrepancies in the use of computers by students and teachers were suddenly found.

In countries like Pakistan, the middle class is notoriously cramped. Not every kid has a quiet, distraction-free room in which to do their online schoolwork, so their home environments can affect how well they do. This factor includes issues such as space availability and parental perspective, as well as disruption to the home environment during online sessions.

In their study, Hafeez et al. (2014) argued that online education faces challenges from a lack of computer literacy, a lack of a standardised curriculum, and the rapid pace of technology development. There are a variety of obstacles that might arise with online education, including installation problems, login issues, sound and visual issues, etc. Students often lack motivation in online education because of the lack of personal interaction. Learning is impossible without pupils actively applying their knowledge. Technical issues, a lack of a network, and problems in interpreting learning objectives are viewed by students as significant impediments to web-based learning. It has been shown that (Song et al., 2004).

The following discussion will go deeper into the demographic contrast of students' perspectives on virtual learning, including issues with face-to-face classes being lost, internet problems, an increase in social media use, and the trend of virtual learning after the COVID-19 lockout.

Following the events of the Covid-19 lockdown, pupils' ability to apply learned skills. Concerns have been raised among academics about the lack of hands-on learning opportunities for pupils, especially those studying the natural sciences, during the COVID-19 lockdown. Courses in physics, biochemistry, biotechnology, microbiology, and biomedical sciences taught in engineering and medical programmes at universities are considered insufficient without laboratory practise.

However, the relevant authorities have not yet developed a coherent plan to fill the ensuing gaps in education across a range of scientific disciplines. Because of Covid-19 laws, the vast majority of university students in the province have to resort to digital means in order to pass practical exams.

2. Statement of the Problem

Students' attitudes toward learning altered after COVID-19, and they ran into a number of problems. Students' mental health issues, such as stress, lack of concentration, missing concepts, laziness, and fear in group activities, as well as issues with virtual learning, such as the loss of in-person instruction, internet problems with virtual learning trends, and academic performance, as well as the loss of practical skills, are cited as the issues (i.e. not cover practical, decline reading ability and education affected by pandemic). The COVID-19 lockdown in government and private institutions, it is critical to assess students' attitudes toward learning in light of the facts stated above.
3. **Research Objectives**
   These are the objectives of the study:
   1. To assess the attitude of students towards learning after COVID-19 Lockdown.

4. **Research Questions**
   The following research questions are developed in light of the aforementioned goals to assist in achieving the goals of this study:
   1. What is the attitude of students towards learning after COVID-19 lockdown?
   2. What is the mental health of students during learning after COVID-19 lockdown?

5. **RESEARCH METHODOLOGY**
   Research methodology present study was attitude of students towards learning after Covid-19 lockdown. The objective of this chapter is particularly focusing on methodology and condition of research.

   The present research was based on cross sectional survey research design. The main indicators were mental health attitude of students, virtual learning and practical skills. Detailed data was gathered from public and private universities students about post covid-19 effects on students learning situation. For this purpose a questionnaire was developed in online Google form platform.

   The targeted population was all the students of public and private universities of Sahiwal division.

   Sample is a subset all the features of population in which we are interested. Samples are probably considered in statistical testing. For this research 415 students of different universities of Sahiwal division were selected through convenient sampling technique. 415 participant’s data were calculated about their viewpoint on attitude of students towards learning after covid-19 lockdown. The main areas were mental health, virtual learning and practical skills of universities studies.

6. **Tools of Study**
   Online Google form questionnaire was generated with 22 questions. First 8 questions were concerning to demographic information and rest were to checkout Attitude of students towards learning after covid-19 lockdown. The medium of instruction was English as all the relevant data was gathered from higher education department that was universities. The language of questionnaire was very easy for better understanding the respondents.

7. **Data Collection**
   As it was observed that due to covid-19 face to face data collection was very serious task to fulfil this task online questionnaire was developed by using Google form. At first the validity of the questionnaire was checked and made some certain amendments the response was collected on Attitude of students towards learning after covid-19 lockdown.

8. **Data Analysis**
   For deeper understanding of the problem the researcher utilised SPSS and MS Excel to examine the data for the quantitative component. Initial data was obtained from a Google form and converted into an Excel file. The data was subsequently imported into SPSS for statistical analysis. There were both descriptive and inferential statistical analysis done. Frequency, proportion, and other statistics were determined using descriptive analysis. One-way ANOVA
and Independent Samples T-tests were used to determine how participants' replies varied depending on the demographic factors, the principle aim of the study was to investigate the core issue of Attitude of students towards learning after covid-19 lockdown.

9. Demographic Information of Respondents

Table 1

Demographics Information of Students

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Participants Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>205</td>
</tr>
<tr>
<td>Female</td>
<td>210</td>
</tr>
<tr>
<td>Rural</td>
<td>205</td>
</tr>
<tr>
<td>Locality</td>
<td></td>
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<tr>
<td>Urban</td>
<td>210</td>
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<tr>
<td>Arts</td>
<td>34</td>
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<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>381</td>
</tr>
<tr>
<td>16-20</td>
<td>161</td>
</tr>
<tr>
<td>21-25</td>
<td>194</td>
</tr>
<tr>
<td>26-30</td>
<td>27</td>
</tr>
<tr>
<td>31-35</td>
<td>15</td>
</tr>
<tr>
<td>above 35</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>300</td>
</tr>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>M.A</td>
<td>74</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>36</td>
</tr>
<tr>
<td>PhD</td>
<td>5</td>
</tr>
<tr>
<td>Institution</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>340</td>
</tr>
<tr>
<td>Private</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 1 shows descriptive statistics used to analyse sample participants demographic information. The table displays that 49.4% were male and 50.6% were female of public and private universities of Sahiwal. Moreover, 50.6% were from urban and 49.4% were from rural. 8.2% were from arts and 91.8% were from science disciplines from different University. Similarly, 38.8% student’s age were between 16-20 years, 46.7% student’s age were between 21-25 years, 6.5% student’s age were between 26-30 years, and 3.6% student’s age were 31-35 years. Furthermore 72.3% students were from graduation, 17.8% students were from Masters (MA/MSc), and 8.7% respondents were from academic qualification as MPhil and 1.2 % as PhD. And respondents students were 81.9% from public institution and 18.1% students were from private.

10. Mental Health Attitude

Table 2

Frequency Distribution for students Mental Health Attitude after covid-19 lockdown
Table 2 explains the results of Factor “A” (Mental Health Attitude) of the questionnaire. Majority of respondents agreed (33.7%) about the statement ‘After the covid-19 lockdown are you feeling nervous and stress?’. With $M$ (3.06) & $SD$ (1.18) and disagreed (20.3%) that shows with students are very effective. This table and graph also elaborates that 8.7% students are strongly agree. The second statement in the tale is “After covid-19 lockdown you are feeling poor concentration.” Majority of students agreed with this statement as showed in the graph and table. 40.2% students agree and 11.6% strongly agree with the statement with $M$ (3.27) and $SD$ (1.15). And 21% disagree. The third question of the mental health is “There are missing of some concepts due to smart syllabus teaching during covid-19 lockdown. The table and graph shows that the students are strongly agree 30.4% and agree 44.8% with $M$ 3.87 and $SD$ 1.08. Only 8.9% students are disagreeing. The fourth question of mental health attitude is students are Showing Laziness in Learning after Covid-19 Lockdown. The data shows that the students very strongly agree with this statement as shown in graph and table 27.2% strongly agree and 48.9% respondents are agree with $M$3.17 and 1.09 $SD$. Only 7.5% disagree with the statement. In the last question 8.9% students are strongly agree and 36.1% agree with $M$3.17 and 1.09 $SD$. And 23.6% respondents are disagree as shown in table 1 and graph. Last question of the mental health attitude is Students are Feeling Fear in Groups Activities after Covid-19 Lockdown.

B) Virtual learning attitude

Table 3

<table>
<thead>
<tr>
<th>Sr.#</th>
<th>Statements of Questions</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>f%</td>
<td>f%</td>
<td>f%</td>
<td>f%</td>
<td>f%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>After the covid-19 lockdown are you feeling nervous and stress?</td>
<td>52 (12.5)</td>
<td>85 (20.5)</td>
<td>102 (24.6)</td>
<td>140 (33.7)</td>
<td>36 (8.7)</td>
<td>3.06</td>
<td>1.18</td>
</tr>
<tr>
<td>2</td>
<td>After covid-19 lockdown you are feeling poor concentration.</td>
<td>32 (7.7)</td>
<td>87 (21.0)</td>
<td>81 (19.5)</td>
<td>167 (40.2)</td>
<td>48 (11.6)</td>
<td>3.27</td>
<td>1.15</td>
</tr>
<tr>
<td>3</td>
<td>There are missing of some concepts due to smart syllabus teaching during covid-19 lockdown.</td>
<td>19 (4.6)</td>
<td>37 (8.9)</td>
<td>47 (11.3)</td>
<td>186 (44.8)</td>
<td>126 (30.4)</td>
<td>3.87</td>
<td>1.08</td>
</tr>
<tr>
<td>4</td>
<td>Students are Showing Laziness in Learning after Covid-19 Lockdown.</td>
<td>16 (3.9)</td>
<td>31 (7.5)</td>
<td>52 (12.5)</td>
<td>203 (48.9)</td>
<td>113 (27.2)</td>
<td>3.88</td>
<td>1.02</td>
</tr>
<tr>
<td>5</td>
<td>Students are Feeling Fear in Groups Activities after Covid-19 Lockdown.</td>
<td>27 (6.5)</td>
<td>98 (23.6)</td>
<td>103 (24.8)</td>
<td>105 (36.1)</td>
<td>37 (8.9)</td>
<td>3.17</td>
<td>1.09</td>
</tr>
</tbody>
</table>
Online teaching has not completely fulfill the loss as was done due to the absence of face to face teaching during covid -19 lockdown. Most of the students were facing problems about non-availability of internet connection during covid-19 lockdown. After covid-19 lockdown students are more familiar with social media and internet, and using it for learning. Long time use of digital tools impacts on academic performance. The trend of virtual learning is increased after covid-19 among students.

Table 3 shows the results of section-B (Satisfaction) of the questionnaire. The first question in this table related to online learning that online learning not fulfil F2F learning during covid-19 lockdown. Table and graph shows that 32.3% students responds strongly agree and 49.6% students respond agree with M 4.04 and SD .932. Only 5.1% students disagree with the statement. Second statements of the questionnaire in the table 3 is related to non-availability of internet during covid-19 lockdown. Respondents strongly agree36.6%, agree 48.7% with M4.11 and SD .947. Few students responds disagree the percentage of disagree is 4.1% only. This question in the questionnaire of table 3 shows that students are more familiar with social media and internet and using it for learning. 21% strongly agree, agree 59% with M3.92 and SD .836. Disagree only 5.3%. The 18.8% students respond strangely agree, 57.3% students responds agree with M3.88 and .818. Only 3.4% students disagreed. The last statement is the trend of virtual learning increased after covid-19 lockdown. The table and graph shows that the virtual learning trend increased among students 12.3% students are strongly agree, 62.4% agree with M 3.75 and .856 SD.

12. Practical skills

Table 4

<table>
<thead>
<tr>
<th>Sr.#</th>
<th>Statements of Questions</th>
<th>N (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online teaching has not completely fulfill the loss as was done due to the absence of face to face teaching during covid -19 lockdown.</td>
<td>11 (2.7)</td>
<td>21 (5.1)</td>
<td>43 (10.4)</td>
<td>206 (49.6)</td>
<td>134 (32.3)</td>
</tr>
<tr>
<td>2</td>
<td>Mostly the students were facing problems about non-availability of internet connection during covid-19 lockdown</td>
<td>14 (3.4)</td>
<td>17 (4.1)</td>
<td>30 (7.2)</td>
<td>202 (48.7)</td>
<td>152 (36.6)</td>
</tr>
<tr>
<td>3</td>
<td>After covid-19 lockdown students are more familiar with social media and internet, and using it for learning.</td>
<td>7 (1.7)</td>
<td>22 (5.3)</td>
<td>54 (13.0)</td>
<td>245 (59.0)</td>
<td>87 (21.0)</td>
</tr>
<tr>
<td>4</td>
<td>Long time use of digital tools impacts on academic performance.</td>
<td>8 (1.9)</td>
<td>14 (3.4)</td>
<td>77 (18.6)</td>
<td>238 (57.3)</td>
<td>78 (18.8)</td>
</tr>
<tr>
<td>5</td>
<td>The trend of virtual learning is increased after covid-19 among students.</td>
<td>13 (3.1)</td>
<td>23 (5.5)</td>
<td>69 (16.6)</td>
<td>259 (62.4)</td>
<td>51 (12.3)</td>
</tr>
</tbody>
</table>
The COVID-19 pandemic has had a negative impact on students' ability to learn. According to Pragholapati et al. (2022), the system of education is affected by pandemic as caused many students to experience anxiety, which has as 36.4% A+ 24.1 SA) students agree with the statement with the statement with M 4.22 and .775 SD. only 1% students disagree.

### Discussion

The current research study examines' attitudes of student towards learning after covid-19 lockdown. In this study, three main topics were covered: (1) mental health attitude of students towards learning after covid-19 lockdown, (2) virtual learning attitudes of students towards learning after covid-19 lockdown and (3) student’s attitude towards practical skills.

According to Byrnes et al. (2020) and Owusu-Fordjour et al. (2020), the COVID-19 pandemic has had a negative impact on students' ability to learn. According to Pragholapati (2020), the COVID-19 pandemic has caused many students to experience anxiety, which has...
The COVID-19 pandemic has been extremely stressful, and during this historic time, the student population has not been exempt. In light of COVID-19, lockdowns, and social alienation, this study examined the mental health, particularly the stress and anxiety levels of university students in Pakistan.

According to Ali et al. (2020), who discovered "normal (43.2%), mild (20.5%), moderate (13.6%), and severe (22.7%) levels of anxiety prevalence" in their investigation of a sample size of students from Pakistan that was nearly identical to the sample size in this study (N = 500).

The results of this study are also supported by Salman et al. (2020), who discovered that 34% and 45%, respectively, of students had moderate-severe anxiety and depression.

The result of this study is associated with UNESCO (2020) report and earlier study conducted by Onyema et al. (2020), who described that students experienced an unsuccessful learning and they faced unlike challenges in learning activities during the COVID-19 pandemic because of deficiency of sufficient resources in the developing countries like Pakistan hindered their learning.

According to Qazi et al. (2020), because students do not have access to sufficient resources during online learning activities, they receive poor grades and suffer other consequences that have an adverse impact on their performance. The results showed that during the COVID-19 pandemic, the majority of students were dissatisfied with online teaching and learning. They claimed that the majority of students had issues with technology and the Internet.

A successful science education must include practical training using tools, instruments, and materials in a controlled laboratory environment. It can be difficult to address this crucial aspect in a teaching environment that is entirely online. Additionally, many students feel that face-to-face instruction is preferable to online instruction for complex concepts and that online education may not be the best option for in-depth learning (Holzweiss et al., 2021).

13. REFERENCES


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