



An Assessment of the Impact of Online Classes on the Education of the Students of Schools and Colleges: Bangladesh Perspective

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Abstract

Bangladesh has been struggling tremendously against COVID-19's pandemic situations. Education sector of the country is facing the challenges of COVID-19. All educational institutions have been closed for more than six months. All students were worried about the uncertainty of class and exam starting. They are passing idle time in their home and anxious about the delay of semester completion. Online education gets its moment due to COVID-19 epidemic. The authority of educational institution could not but arrange online classes to usher in new opportunity for learning. It was possible to bring the students on education track by arranging online classes. However the present study was conducted to identify the necessity of online education system for the secondary level education in Bangladesh, to find out the problems of online education system for the secondary level education in Bangladesh and to provide policy recommendations for of online education system for the secondary level education in Bangladesh. The study was survey type. The study was conducted at urban and rural area of two administrative divisions in Bangladesh e.g. Dhaka Division and Barishal Division. Basically, purposive sampling method was used in the study. Total 2125 respondents were selected for the study, among them 100 Teachers, 25 Principal, Vice Principal, Headmaster, Assistant Headmaster, 1000 students and 1000 guardians were selected from the study areas. Data were collected from primary and secondary sources. Primary data were collected from the respondents of the study area by using face to face interview. Questionnaire was used for primary data collection. On the other hand, the study used different relevant publications, dissertations, books, journal articles, reports, and websites etc. as sources of secondary data. Computer Program Statistical Package for the Social Sciences (SPSS) was used for data analysis. Data were analyzed according to the objectives of the study. Tables, graphs and statistical analysis were done by Computer Program Microsoft Excel. From the result it was found that due to COVID 19, there was a drop-out in every educational institution for that. Some male students found a manual job. Whereas some girl students were married off. Some students stopped coming to schools due to the inability of paying tuition fees. The government, financially solvent persons and financially sound educational institutions may help such poverty-stricken students. All institutions should provide well equipped ICT lab and infrastructures so that they can use ICT in education in case of any need. The government should launch an educational websites so that students may get information and necessary solution to their problems related to their study. The government can open radio/television educational channels where education, information and research programs will be shown for the students and teachers. Students become addicted to mobile phone and computer or Laptop and play games, do online chat. They use facebook, and thus are spoiling important time of their life. They should be made refrained. A strict rule may be imposed on them. They can be made engaged in creative works. Special arrangement for playing games like football, cricket, table tennis, basketball, volley ball etc. may be made. Study tour can be planned off and on. Thus, they may shun the monotony that has already influenced their life. The students should abide by the rules of the educational institution they study in. They should be advised as such. The help of the educational psychologist may be taken in this regard. COVID-19 pandemic has changed the practice, mindset etc. of the students. Teachers should keep it in mind that it will take a considerable time for the students to come out of the disastrous situation. The students need help from the teachers as far as possible. Teachers should sow the seed of future hope in the minds of the students by motivating them. This can help the students come out of the mobile phone addiction. Teachers should nurture the students with utmost care and sympathy. Adolescent-gangs are seen in some places. They pass their valuable time in idle gossiping. They get involved in crimes too. So the teachers and the guardians should keep a watchful eye on them always. Different steps may be taken to control unwanted situation as well as crimes. The help of the law enforcement agencies may be sought in this regard if needed.

Key Words: *Impact, Online class, Education, Educational Institutions, Teaching, Learning, Students, Teachers, Problems, Coronavirus, Pandemic situation, Internet, Computer, Smartphone, ICT Lab, Class room and Digital.*

1. INTRODUCTION

Bangladesh has been battling severely against COVID-19's panic and pandemic. Economy, business, tourism and education are rigorously affected due to COVID-19. In the threat of Coronavirus epidemic, all the educational institutions were kept closed until further order by the government of Bangladesh. This shutdown was executed as a preventive measure to combat against Coronavirus. Education sector of the country is facing the challenges of COVID-19. All educational institutions have been closed for more than six months. All students are worried about the uncertainty of class and exam starting. They are passing idle time in their home and anxious about the delay of semester completion. Students in primary level are psychologically suffering from this accidental discontinuation of the learning from the

school. Death toll and the number of infected people in Coronavirus in Bangladesh are geometrically increasing day by day. Students at any level are on the risk of infection by COVID-19.

Online education gets its moment due to COVID-19 epidemic. The authority of educational institution could not but arrange online classes to usher in new opportunity for learning. It was possible to bring the students on education track by arranging online classes. It was not easy at all conducting online classes for one reason or other. There was problem from the students' side or from the teachers' side. There was internet crisis, electricity disruption etc. Students could not buy smart phones or laptops or desktops to join online classes. While doing online classes, some students became addicted to facebook, mobile phone game, online games, etc. There was a great impact of online classes on the students. The purpose of the present study is to find out the impacts of online classes on the education of the students of schools and colleges and the solutions of the problems regarding them.

2. RATIONALE OF THE STUDY

In Bangladesh, students are not used to such an online pattern of learning. Not only the students but also many teachers of primary and secondary levels of education prefer the practice of traditional teaching methodology. In our observation, even in many schools and colleges, teachers are reluctant to use Power Point Presentation (PPT) and multimedia for teaching. In addition to above challenges, online education is expensive for the students compare to traditional learning. To do so, students need to have the access to the smartphone or laptop. They also require buying enough data. Smartphone technology may be more ubiquitous than the past, but the ability for poor students is yet to purchase a smartphone and achieve its potential outcome. So, it's another challenge of online education. Beside challenges, online education has many opportunities also; first opportunity is course contents rethinking to adapt online by the teachers. Teaching online is different from conventional practices, which suggest they need to think critically about what contents are included and excluded when giving online teaching. A teacher can easily redesign a course's outline to suit online teaching platforms that offers him an opportunity to update the teaching outcomes of his lectures and review whether all the contents are arranged in a line or not.

Secondly, online education is a platform where teachers do not need to learn exclusively through lectures. They can record videos of their lectures and making PPT. So, students can access course content more than once. Moreover, they can form team to promote peer-to-peer learning in online. This opportunity also has noteworthy potential for expanding how students learn in a technology-driven world, both online and especially in the classroom.

COVID-19 pandemic is a global reality of the year 2020 that had ceased the educational activities during the beginning of the lock down phase worldwide. However, most of the educational institutions all over the world already broke the spell of the initial perception and inertia due to the pandemic and resumed their academic activities through online platforms. Although, most of the private schools and colleges are struggling with finances, nevertheless, the effectiveness of online teaching and learning is gaining its prominence from the perspective of revitalizing the aggravating mental and spiritual states among the students along with the pandemic. The students are all the more joining eagerly in online classes with higher retention rates, finding the e-learning process as a greener option with learning and assessment progressing with reduced distractions and with less of a time investment as commuting is not a requirement. Furthermore, online platforms provide quite a flexible and all-inclusive opportunity with additional guidance and tutoring support from the instructors. Studies have already demonstrated that online mode of teaching will enable the schools and colleges to teach the additional students at the same cost.

The situation of Bangladesh situation was not different from facing the reality of COVID-19 pandemic and then moving on with it. Most of the educational institutions in Bangladesh are operated according to an academic calendar. Accordingly, being in midway, most of the educational institutions had to switch to online platform immediately for completing the syllabus and face huge difficulty due to lack of experience in it.

Before the broader perspective is discussed, it would be appropriate here to share the first-hand experiences gained by the authors directly from their workplace; Secondary and higher secondary education in Bangladesh, where most of the students are from middle class families and rural areas of Bangladesh. So only the way to teach students online govt. has to make the high speed internet cost free for the schools.

3. OBJECTIVES OF THE STUDY

The objectives of the Study are as follows:

1. To identify the necessity of online education system for the secondary and higher secondary level education in Bangladesh.
2. To find out the problems of online education system for the secondary and higher secondary level education in Bangladesh.
3. To provide policy recommendations for of online education system for the secondary and higher secondary level education in Bangladesh.

4. CONCEPTUAL FRAMEWORK FOR ONLINE LEARNING

Modern online learning includes offerings that run the gamut from conventional didactic lectures or textbook-like information delivered over the Web to Internet-based collaborative role-playing in social simulations and highly interactive multiplayer strategy games. Examples include primary-grade students working on beginning reading skills over the Internet, middle school students collaborating with practicing scientists in the design and conduct of research, and students of high school taking courses online to attain the credits needed for graduation. The teachers of schools may

also participate in online education, logging in to online communities and reference centers and earning in service professional development credit online. To guide the literature search and review, the researcher developed a conceptual framework identifying three key components describing online learning: (a) whether the activity served as a replacement for or an enhancement to conventional face-to-face instruction, (b) the type of learning experience (pedagogical approach), and (c) whether communication was primarily synchronous or asynchronous. Each component is described in more detail below.

One of the most basic characteristics for classifying online activities is its objective—whether the activity serves as a replacement for face-to-face instruction (e.g., a virtual course) or as an enhancement of the face-to-face learning experience (i.e., online learning activities that are part of a course given face-to-face). This distinction is important because the two types of applications have different objectives. A replacement application that is equivalent to conventional instruction in terms of learning outcomes is considered a success if it provides learning online without sacrificing students' achievement. If the students' outcomes are the same whether a course is taken online or face-to-face, then online instruction can be used cost effectively in settings where too few students are situated in a particular geographic locale to warrant an on-site instructor (e.g., rural students, students in specialized courses). In contrast, online enhancement activities that produce learning outcomes that are only equivalent to (not better than) those resulting from face-to-face instruction alone would be considered a waste of time and money because the addition does not improve students' outcomes.

A second important dimension is the type of learning experience, which depends on who (or what) determines the way of the learners to acquire knowledge. Learning experiences can be classified in terms of the amount of control that the student has over the content and nature of the learning activity. In traditional didactic or expository learning experiences, content is transmitted to the student by a lecture, written material, or other mechanisms. Such conventional instruction is often contrasted with active learning in which the student has control of what and how he or she learns. Another category of learning experiences stresses collaborative or interactive learning activity in which the nature of the learning content is emergent as learners interact with one another and with a teacher or other knowledge sources. Technologies can support any of these three types of learning experience:

- Expository instruction: Digital devices transmit knowledge.
- Active learning: The learners acquire knowledge through inquiry-based manipulation of digital artifacts such as online drills, simulations, games, or micro worlds.
- Interactive learning: The learners acquire knowledge through inquiry-based collaborative interaction with other learners; teachers become co-learners and act as facilitators.

This dimension of learning-experience type is closely linked to the concept of learner control explored by Zhang (2005). Typically, in expository instruction, the technology delivers the content. In active learning, the technology allows students to control digital artifacts to explore information or address problems. In interactive learning, technology mediates human interaction either synchronously or asynchronously; learning emerges through interactions with other students and the technology. The learner-control category of interactive learning experiences is related to the so-called “fifth generation” of distance learning, which stresses a flexible combination of independent and group learning activities. Researchers are now using terms such as “distributed learning” (Dede 2006) or “learning communities” to refer to orchestrated mixtures of face-to-face and virtual interactions among a cohort of learners led by one or more instructors, facilitators or coaches over an extended period of time (from weeks to years). Finally, a third characteristic commonly used to categorize online learning activities is the extent to which the activity is synchronous, with instruction occurring in real time whether in a physical or a virtual place, or asynchronous, with a time lag between the presentation of instructional stimuli and student responses.

5. DEFINITION OF KEY TERMS

Definition of Online Learning

Online learning is defined as learning that takes place partially or entirely over the Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, videoconferencing, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component. In contrast to previous meta-analyses, this review distinguishes between two purposes for online learning:

- Learning conducted totally online as a substitute or *alternative* to face-to-face learning
- Online learning components that are combined or *blended* (sometimes called “hybrid”) with face-to-face instruction to provide learning *enhancement*

Equivalence between online learning and face-to-face learning justifies using online alternatives, but online enhancements need to be justified by superior learning outcomes. These two purposes of online learning defined the first two categories of study in the literature search:

- Studies comparing an online learning condition with a face-to-face control condition (Category 1)
- Studies comparing a blended condition with a face-to-face control condition without the online learning components (Category 2).

In addition, researchers sought experimental and controlled quasi-experimental studies that compared the effectiveness of different online learning practices. This third study category consisted of the following:

- Studies testing the learning effects of variations in online learning practices such as online learning with and without interactive video (Category 3)

6. IMPORTANCE OF MAKING ONLINE EDUCATION EFFECTIVE

During the ongoing Coronavirus pandemic, educational institutions all over the world have introduced online medium for imparting lessons to students. Indeed, classroom lessons in many advanced countries had become technology dependent even before the pandemic. Now it is no longer a choice but a necessity if students are to be taught. Several schools, colleges and universities in Bangladesh have also adopted this method so that students do not miss out on learning during the current situation. Various virtual platforms are being used for lessons and exams. Both private and public institutions have introduced this mechanism of teaching. Indeed, since the middle of March this year, the government has initiated distance learning through television. Various government ministries and departments such as the Ministry of Education, the Ministry of Primary and Mass Education, the Ministry of Information Technology and access to information of the ICT division of the government, have taken active measures to provide education to students during the Coronavirus crisis. The importance of keeping students engaged in education throughout this period is a laudable task. However, how this system is functioning, who can access this facility, what quality of education are being provided and how this can be improved are issues that need to be looked at carefully. The issue of infrastructure comes first. Online education is not accessible to all. Majority of the schools and colleges in the rural areas do not have facilities for technology-based education. Many students do not have laptops. Besides, internet connections and speed in rural areas are poor and slow. Even in the urban areas the quality of internet connection is not good.

Unfortunately, imposition of additional Value Added Tax (VAT) on internet use in the budget for fiscal year (FY) 2021 has been a contradictory measure taken by the government. Such VAT has been imposed on the bandwidth price both at the wholesale and retail levels. As a result, monthly internet payment for students will increase from Taka 1,000 to about Taka 1,400. This is a big jump for students from poor and low-income families during the Coronavirus crisis. Parents will feel this is a burden and may think of withdrawing their children from education. As it is, economic hardship during this crisis will force poor families to send their children for income earning activities. One does not know whether and when they will be able to return to classrooms. Thus, the risk of child labor may increase. For girl children, the situation is even worse. Parents are marrying off their daughters who are below the age of marriage as they cannot bear daily expenses and feel girls are additional burden. This is also going to have impact on the health of these girls since they will now be having children at a very young age. Indeed, like many other sectors, the achievement of the education sector made over the past decades is at risk of being reversed. During the past decades, Bangladesh has achieved near-universal access to primary education. Gender gap in access to primary and secondary education has been reduced. About 14 percent of secondary level students are in the vocational track. Students' participation in education is being supported by expanding stipend scheme and free textbooks. Student-teacher ratio has improved, teachers' salaries have increased, student assessment reforms have been undertaken and school facilities have improved.

Thus, many deficiencies that characterized the education system of Bangladesh in the past decades have been reduced to a large extent. However, to fulfill the national development vision and to become a developed country by 2041, the current level of achievement is not enough. Shortcomings in several areas have to be removed. Higher resource availability and its use, quality education for all and improved governance in the education system are still unfinished agendas which may reverse the achievements made so far. Therefore, consolidation of the current initiatives, and ensuring consistency and alignment of education-related commitments with national priorities are essential to achieve the aspiration of building capable human resources for the future.

In the medium-term, the allocation for public education budget should be raised to at least 4 percent, and eventually to 6 percent of the gross domestic product (GDP), and at least to 20 percent of the national budget. Stagnation in public fund allocation for education in recent years is a worry. Actual expenditure on education as a share of GDP remained somewhat stagnant, hovering around the 2 percent mark. This is lower than what is targeted in the national Seventh Five-Year Plan (7FYP), and also below the standards set for Education 2030 Framework for Action of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Education 2030 Framework for Action advises to allocate 4-6 percent of GDP and 15-20 percent of total public expenditure for the education sector. Though total allocation has been increasing as the size of the budget is also increasing, the share of education expenditure compared to the total budget expenditure has not increased much over time. In the budget for FY2021, education budget as a share of total budget has decreased to 11.7 percent from 14 percent in FY2010. As a share of GDP, education budget has decreased to 2.09 percent in FY2021 compared 2.12 percent in the revised budget of FY2020. Even with such low allocation, the utilization rate of the education budget, especially development expenditure, is low and has been decreasing over the years, except for certain years, such as FY2019.

Education objectives have to be aligned with national plans. There is no specific universalization plan for education beyond grade five in Bangladesh. Measures are needed to reconcile global target of universal full secondary education by 2030, with national targets for grades eight, ten and twelve. The need for improved education governance has always

been felt by education experts. A permanent statutory National Education Commission can be a mechanism for guiding the sector, exercising oversight, monitoring progress and assessing the impact of reforms in education governance and management.

The quality of teachers is another critical area for achieving the education objectives. The profession is yet to be looked at as a respected one. An overall transformation is needed for the teaching profession to make it prestigious and effective. A separate National Teaching Service Corps can be created with better remuneration package which will attract qualified and young graduates. The online lessons provided through digital platforms during the Coronavirus pandemic have also shown the ill-preparedness of teachers. Many are averse to technology and many have no experience. The ongoing Coronavirus crisis underscores the need for change in the method of teaching at educational institutions. In order to adapt the new normal, the education sector has to be redesigned. Instead of following the path of providing certificates through traditional education system, the new realities have to be taken into consideration and contextualized within the plans and strategies of the education sector. This is essential for making quality education inclusive and equitable, particularly when it is becoming more technology-based.

7. METHODS AND MATERIALS

7.1 Research Methods

This study employed both quantitative and qualitative methods as a combined research approach (also called integrated approach).

7.2 Research Design of the study

The study was survey type.

7.3 Study area:

The study was conducted at urban and rural area of two administrative divisions in Bangladesh e.g. Dhaka Division and Barishal Division. In Bangladesh, there are eight divisions. However, in the field of urban and rural, the study tried to understand in depth of the need and probability of virtual interactive classes.

7.4 Sampling Method

Basically, purposive sampling method was used in the study so as to get the best information to achieve the objectives of the study. This method gave flexibility to the researcher to pick up only people who are likely to have the required information and be willing to share it. Moreover, the sampling method helped to ensure representation of different variation of service providers as well as service seekers. In other words, heterogeneity in the composition of sample of service seekers and providers (age, sex, senior-junior officials, education, and profession) was attempted to maintain as possible.

Therefore, in this study a combination of quantitative and qualitative methods were used. The question might arise why combination of these methods were used. Because as Creswell (1994:177) suggests, that it is advantageous to a researcher to combine methods to better understand a concept being tested or explored. Each approach has its strengths and its weaknesses, and reliance on anyone method is not appropriate. Therefore, in this research quantitative and qualitative research was used to better understanding as well as in depth to know the domain of the study.

7.5 Sample Size: 100 Teachers, 25 Principal, Vice Principal, Headmaster, Assistant Headmaster, 1000 students and 1000 guardians were selected from the study areas. So, total 2125 respondents were selected for the study.

7.6 Sources of Data

Generally, there are two different sources of collecting data, viz., primary sources and secondary sources. The present study is based on both primary and secondary sources of data. Primary data were collected from the respondents of the study area directly using different data collection techniques. On the other hand, the study used different relevant publications, dissertations, books, journal articles, reports, and websites etc. as sources of secondary data. The data were collected from secondary sources must be useful to cross validate primary data and also to analyze the relationship among variables. Primary data were collected from the particular areas in urban and rural areas in Bangladesh.

7.7 Data Collection Method

The study was conducted based on both primary and secondary data. Primary data were collected through interviews and Questionnaire survey. Structured questionnaire containing both open and closed ended were used. A survey through a standardized questionnaire was conducted to collect both quantitative and qualitative information from. The semi-structured interviews were used for conducting with the policy makers, administrators, trafficking experts. Secondary data and information were collected besides the primary sources side by side secondary data were gathered from journal articles, published books, government documents, education commissions' report, policies, reports of various committees related to dropout etc. At the same time the present study collected qualitative data through face to face interview by using a check list, Case study and Key Informant Interview (KII).

7.8 Questionnaire Survey

For unique and exploratory research, new information must be required. Questionnaire survey is the easiest and most widely used instrument for data collection in this regard. This method allows the researcher to come in direct contact with the respondents, to observe their attitude during answering time and to analyze the issue under study in ordinary setting. The questionnaire is precise enough to meet the objectives of the study research questions. Besides, comments and advice from participants defense on the study great support to frame up the questionnaire and other. The purpose and objectives of the study was explained to the respondents as simply as possible allocating sufficient time so that they swallow up the idea and can come back with spontaneous thoughts.

7.9 Validation of Data

Validity is the degree to which the allotted instruments convincingly measure, explore or describe the phenomenon in hand (Judd, Smith and Kidder, 1991). In this study data were collected by questionnaire survey and interview method was also followed. The combinations of both the methods give the reliable and valid data. Validity refers to trustworthiness which is done through cross checking the data collect from one source to that of others. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study (Creswell 2009, p.191).

7.10 Data Processing and Analysis

In qualitative study the researcher has the freedom to marshal gathered data to meet the desired objectives of the study (Creswell 2009). Partial data of questionnaire survey was processed using simple statistics. The rest of the data were explained carefully to meet the aim of the study and research question and also attempted to establish relation among the variables. Some important and strong statements were referred in the analysis part to add value to the findings. Computer Program Statistical Package for the Social Sciences (SPSS) was used for data analysis. Data were analyzed according to the objectives of the study. Tables, graphs and statistical analysis were done by Computer Program Microsoft Excel.

8. RESULTS AND DISCUSSION

Table 1: Gender of the Respondents

Gender	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	620	62	21	84	750	75	80	80
Female	380	38	4	16	250	25	20	20
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

Genders of the Respondents have been shown in the above table. From the result, it was found that among the students 62% were male and 38% were female. Among the Principal, Vice Principal, Headmaster, Assistant Headmaster, 84% were male and 16% were female. Among the Guardians, 75% were male and 25% were female. Among the Lecturer, Assistant Teacher, Senior Teacher, 80% were male and 20% were female.

Table 2: Age of the Respondent

Age (Years)	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
10-15	615	61.5	-	-	-	-	-	-
16-20	385	38.	-	-	-	-	-	-
21-30	-	-	-	-	200	20.0	15	15
31-40	-	-	4	16	150	15	50	50
41-50	-	-	8	32	325	32.5	25	25.0
51.-59	-	-	13	52	125	12.5	10	10
>60	-	-	-	-	220	22.	-	-
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

Ages of the Respondent have been shown in the above table. From the result, it was found that among the students 61.5% were age group 10-15 years and 38% were age group 16-20 years. Among Principal, Vice Principal, Headmaster, Assistant Headmaster, 16% were age group 31-40 years, 32% were age group 41-50 years and maximum 52% were age

group 51-59 years. Among the guardians, 20% were age group 21-30 years, 15% were age group 31-40 years, 32.5% were age group 41-50 years, 12.5% were age group 51-59 years and 22% were age group more than 60 years. Among the teachers, 15% were age group 21-30 years, 50% were age group 31-40 years, 25% were age group 41-50 years, 10% were age group 51-59 years.

Table 3: Class/Educational qualification

Student			Principal, Vice Principal, Headmaster, Assistant Headmaster			Guardian			Lecturer, Assistant Teacher, Senior Teacher		
Class	Frequency	Percent	Educational Qualification	Frequency	Percent	Educational Qualification	Frequency	Percent	Educational Qualification	Frequency	Percent
8	100	10	Bachelor	7	28	Below SSC	250	25	Bachelor	20	20
9	200	20	Masters	18	72	Bachelor	500	50	Masters	80	80
10	250	25	-	-	-	Masters	350	35	-	-	-
11	200	20	-	-	-	-	-	-	-	-	-
12	250	25	-	80	100.0	-	40	100.0	-	60	100.0
Total	1000	100.0	-	25	100.0	-	1000	100.0	-	100	100.0

Source: Field Survey, 2020

Class/Educational qualifications have been shown in the above table. From the result it was found that among the students 10% read class 8, 20% read class 9, 25% read class 10, 20% read class 11 and 25% read class 12. Among Principal, Vice Principal, Headmaster, Assistant Headmaster 72% had Masters Degree and 28% had Bachelor degree. Among the Guardians, 50% were Bachelor degree holders 35% had Masters Degree and 25% were below SSC degree. Among the Lecturer, Assistant Teacher, Senior Teacher, 20% had Bachelor degree and 80% had Masters Degree.

Table 4: Group of the Students

Group of the Respondents	Frequency	Percent
Science	632	63.2
Arts	60	6
Commerce	168	16.8
Not determine of group due to studying class VIII	140	14
Total	1000	100.0

Source: Field Survey, 2020

Group of the students have been shown in the above table. From the result it was found that 63.2% students were from Science group, 10.7% students were from Arts group, 16.8% students were from Commerce group and 14% students were from class eight, so they had no group. The result revealed that the percentages of Science group students are more.

Table 5: Religion of the Respondents

Religion	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Islam	850	85	22	88	850	85	85	85
Hindu	100	10	2	8	100	10	8	8
Christian	30	3	1	4	30	3	4	4
Buddhist	20	2	-	-	20	2	3	3
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

Religions of the Respondents have been shown in the above table. From the result, it was found that among the students, 85% were Muslim, 10% were Hindu, 3% were Christian and 2% were Buddhist. Among the Principal, Vice Principal, Headmaster, Assistant Headmaster, 88% were Muslim, 8% were Hindu and 4% respondents were Christian and no from

Buddhist. Among the Guardians 85% were Muslim, 10% were Hindu, 3% were Christian and 2% were Buddhist. Among the teacher, 85% were Muslim, 8% were Hindu, 4% were Christian and 3% were Buddhist.

Table 6: Internet connection

Internet connection	Frequency	Percent	Your son/daughter Attend internet class	Frequency	Percent
Yes	850	85	Yes	950	95
No	150	15	No	50	5
Total	1000	100		1000	100

Source: Field Survey, 2020

Internet connection statuses of the respondents have been shown in the table 6. From the result, it was revealed that out of 1000 respondents, 850 respondents had internet connection and 150 respondents had no internet connection. Out of 1000 students, 950 respondents attended internet-based class and 50 students did not attend the online / internet-based class.

Table 7: Attend class by using Smartphone, Laptop and Desktop

Medium of internet use	Frequency	Percent
Use Smartphone	800	84.22
Use Laptop	125	13.15
Use Desktop	25	2.63
Total	950	100

Source: Field Survey, 2020

Ways of attending online class by the students have been shown in the above table 7. From the result, it was found that 800 students attended online class by using Smartphone, 125 students attended class by using Laptop Computer and 25 respondents attended class by using Desktop Computer.

Table 8: Internet quality

Internet quality	Frequency	Percent
Less quality	160	16
Medium quality	780	78
High quality	60	6
Total	1000	100

Source: Field Survey, 2020

Internet quality has been shown in the above table. From the result, it was found that 160 respondents replied that the internet quality was poor, 780 respondents replied that the internet quality was medium and 60 respondents replied that the internet quality was high.

Table 9: Negative impacts of using Internet

Impact	Frequency	Percent
Economic pressure falls on parents	150	15
Students become addicted to technology	650	65
Students lose interest to go institutions	80	8
Students get adverse stress on their body and mind	70	8
Have no negative effects	50	7
Total	1000	100

Source: Field Survey, 2020

Negative impacts of Internet have been shown in the above table. From the result, it was found that 150 respondents replied that economic pressure falls on their parents, 650 respondents replied that they become addicted to technology, 80 respondents replied that they lose interest to go to institutions, 70 respondents replied that they get adverse stress on their body and mind and 50 respondents replied that they get no negative effects.

Table 10: Positive impacts of online class

Impact	Frequency	Percent
Online examinations were taken during COVID-19 virus pandemic situation	300	30
Online classes were conducted during COVID-19 virus pandemic situation	400	40
Students learned many constructive things by using internet	160	16
Students used face book, twitter, YouTube etc. to pass their boring times.	140	14
Total	1000	100

Source: Field Survey, 2020

Positive impacts of online class have been shown in the above table. From the result, it was found that 300 respondents replied that online examinations were taken during COVID-19 virus pandemic situation, 400 respondents replied that online classes were conducted during COVID-19 virus pandemic situation, 160 respondents replied that they learned many constructive things by attending online classes and 140 respondents replied that they used face book, twitter, YouTube etc. to pass their boring times.

Table 11: Online education system hampered learning

Religion	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly agreed	800	80		-	850	85		
Agreed	100	10		-	100	10		
Disagreed	70	7	5	20	30	3	10	10
Strongly disagreed	20	2	20	80	20	2	90	90
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

From the result, it was found that out of 1000 students 800 students strongly agreed that online education system hampered learning, 100 students agreed that online education system hampered learning, 70 students disagreed that online education system hampered learning and 30 students strongly disagreed that online education system hampered learning. Out of 25 Principals, Vice Principals, Headmasters, Assistant Headmasters, 5Principals, Vice Principals, Headmasters, Assistant Headmasters disagreed that online education system hampered learning and 20 Principals, Vice Principals, Headmasters, Assistant Headmasters strongly disagreed that online education system hampered learning. Out of 1000 guardians, 850 guardians strongly agreed that online education system hampered learning, 100 guardians agreed that online education system hampered learning, 30 guardians disagreed that online education system hampered learning and 20 guardians strongly disagreed that online education system hampered learning. Out of 100 Lecturers, Assistant Teachers, Senior Teachers, 10 disagreed that online education system hampered learning and 90 Lecturer, Assistant Teacher, Senior Teacher strongly disagreed that online education system hampered learning.

Table 12: Inequality education is increasing due to online education

Religion	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly agreed	700	70	2	8	750	75	17	17
Agreed	100	10	1	4	150	15	19	19
Disagreed	150	15	6	24	40	4	14	14
Strongly disagreed	50	5	16	64	60	6	50	50
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

From the result, it was found that out of 1000 students 700 students strongly agreed that inequality education is increasing due to online education, 100 students agreed that inequality education is increasing due to online education, 150 students disagreed that inequality education is increasing due to online education and 50 students strongly disagreed that inequality education is increasing due to online education. Out of 25 Principals, Vice Principals, Headmasters, Assistant Headmasters, 2 Principals, Vice Principals, Headmasters, Assistant Headmasters strongly agreed that inequality education is increasing due to online education, 1 principal agreed that inequality education is increasing due to online education, 6 Principals, Vice Principals, Headmasters, Assistant Headmasters disagreed that inequality education is increasing due to online education and 16 Principals, Vice Principals, Headmasters, Assistant Headmasters strongly disagreed that inequality education is increasing due to online education. Out of 1000 guardians, 750 guardians strongly agreed that inequality education is increasing due to online education, 150 guardians agreed that inequality education is increasing due to online education, 40 guardians disagreed that inequality education is increasing due to online education and 60 guardians strongly disagreed that inequality education is increasing due to online education. Out of 100 Lecturers, Assistant Teachers, Senior Teachers, 17 Lecturers, Assistant Teachers, Senior Teachers strongly agreed that inequality education is increasing due to online education and 19 Lecturers, Assistant Teachers, Senior Teachers agreed that inequality education is increasing due to online education, 14 Lecturers, Assistant Teachers, Senior Teachers disagreed that inequality education is increasing due to online education and 50 Lecturers, Assistant Teachers, Senior Teachers were strongly disagreed that inequality education is increasing due to online education.

Table: 13. Whether examination and evaluation can be conducted properly in online

Religion	Student		Principal, Vice Principal, Headmaster, Assistant Headmaster		Guardian		Lecturer, Assistant Teacher, Senior Teacher	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly agreed	20	2	12	48	20	2	40	40
Agreed	30	3	6	24	30	3	20	20
Disagreed	125	12.5	4	16	100	10	10	10
Strongly disagreed	825	82.5	3	12	850	85	30	30
Total	1000	100.0	25	100.0	1000	100.0	100	100.0

Source: Field Survey, 2020

Whether examination and evaluation can be done properly in online has been shown in the above table. From the result it was found that out of 1000 students 20 students strongly agreed that examination and evaluation can be done properly in online, 30 students agreed that examination and evaluation can be done properly in online, 125 students disagreed that examination and evaluation can be done properly in online and 825 students strongly disagreed that examination and evaluation can be done properly in online. Out of 25 Principals, Vice Principals, Headmasters, Assistant Headmasters, 12 Principals, Vice Principals, Headmasters, Assistant Headmasters strongly agreed that examination and evaluation can be done properly in online, 6 Principals, Vice Principals, Headmasters, Assistant Headmasters agreed that examination and evaluation can be done properly in online, 4 Principals, Vice Principals, Headmasters, Assistant Headmasters, disagreed that examination and evaluation can be done properly online and 3 Principals, Vice Principals, Headmasters, Assistant Headmasters strongly disagreed that examination and evaluation can be done properly in online. Out of 1000 guardians, 20 guardians strongly agreed that examination and evaluation can be done properly online, 30 guardians agreed that examination and evaluation can be done properly online, 100 guardians were disagreed that examination and evaluation can be done properly online, 850 guardians strongly disagreed that examination and evaluation can be done properly online. Out of 100 Lecturers, Senior Teachers and Assistant Teachers, 40 Lecturers, Assistant Teachers and Senior Teachers strongly agreed that examination and evaluation can be done properly online, 20 Lecturers, Assistant Teachers and Senior Teachers agreed that examination and evaluation can be done properly online., 10 Lecturers, Senior Teachers and Assistant Teacher disagreed that examination and evaluation can be done properly online and 30 Lecturers, Assistant Teachers, Senior Teachers strongly disagreed that examination and evaluation can be done properly online.

9. CONCLUSION AND RECOMMENDATIONS

- i) Efforts to impart moral lessons off and on as much as possible by the teachers will help the students go a long way in their life. Morality, no doubt, plays a pivotal role in human life. If the students get moral lessons, they will know what is good and what is bad for them. They will know what they should do and what they should avoid.
- ii) Due to COVID 19, some guardians have become financially insolvent. They failed to pay the tuition fees of their wards. There was a drop-out in every educational institution for that. Some male students found a manual job. Whereas some girl students were married off. Some students stopped coming to schools due to the inability of paying tuition fees. The government, financially solvent persons and financially sound educational institutions may help such poverty – stricken students. Then they will resume their school life to continue study. Thus, they can hope to be the assets to their family as well as the country.
- iii) All institutions should provide well equipped ICT lab and infrastructures so that they can use ICT in education in case of any need. Besides, they should make efforts to make the students skilled in using ICT so that they can continue studies by the help of ICT in case of an unfavorable situation like COVID 19.
- iv) The government should launch an educational websites so that students may get information and necessary solution to their problems related to their study.
- v) The government can open radio/television educational channels where education, information and research programs will be shown for the students and teachers.
- vi) Students should not be given android smart phone for their personal use before their passing of the HSC examination.
- vii) Guardians should observe and monitor their children at the time of their using ICT.
- viii) After the six months of the starting of the COVID-19 period, it is seen that some students are averse to write. Writing is one of the four skills of language learning. Taking quiz and short timed examination, their writing skill can be developed.
- ix) After reading academic books for a while, students become tired. They become impatient. They find no pleasure in reading. So, besides reading academic books, students can be inspired to read story books, newspapers, magazines etc.
- x) Students become addicted to mobile phone and computer or Laptop and play games, do online chat. They use facebook, and thus are spoiling important time of their life. They should be made refrained. A strict rule may be imposed on them. They can be made engaged in creative works. Special arrangement for playing games like football, cricket, table tennis, basketball, volley ball etc. may be made. Study tour can be planned off and on. Thus, they may shun the monotony that has already influenced their life.

- xi) Students were confined in the four walls of their home due to Coronavirus Pandemic. They are used to a self-made routine that is unusual. A student-friendly new routine should be made by the guardians so that their wards can follow it.
- xii) The students should abide by the rules of the educational institution they study in. They should be advised as such. The help of the educational psychologist may be taken in this regard. COVID-19 pandemic has changed the practice, mindset etc. of the students. Teachers should keep it in mind that it will take a considerable time for the students to come out of the disastrous situation. The students need help from the teachers as far as possible. Teachers should sow the seed of future hope in the minds of the students by motivating them. This can help the students come out of the mobile phone addiction. Teachers should nurture the students with utmost care and sympathy.
- xiii) Besides study, cultural functions, science fests, and other competitions will help the students to go a long way.
- xiv) Adolescent-gangs are seen in some places. They pass their valuable time in idle gossiping. They get involved in crimes too. So the teachers and the guardians should keep a watchful eye on them always. Different steps may be taken to control unwanted situation as well as crimes. The help of the law enforcement agencies may be sought in this regard if needed.

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