

Effect of Online Class during COVID- 19 in Dhaka

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Abstract

Background: The whole world is fighting the coronavirus, which has spread to nearly every point of the globe over the first three months of 2020. To control this quick spread, many countries were prosecuted for lockdown that caused a significant impact on all aspects of our daily lives. As the virus is spreading across the country, more than 90% of enrolled students were affected by some kind of limitation posed by the educational institutions, with more than a billion impacted around the world.

Objective: To assess the effect of online classes among secondary school students during COVID-19.

Methods: This was a Descriptive type of cross-sectional study. It was conducted from September 2022 to November 2022. Data were collected using self-administered structured questionnaire consisting of information about socio-demographic data and information about effect of online classes during COVID-19. The data were processed by computer and statistical analysis of data was carried out by using SPSS (Statistical Package for Social Science). A total of 100 participants participated in the study.

Result: Result showed that among 100 respondents' majority were in class ten (58.0%). Most of the respondents were female (52.0%) and all respondents were Muslim. 95.0% mentioned that they had the facility of online classes which was arranged by their school authority. 50.0% students enjoyed the online classes and agreed that they were benefited by online class. Most of the respondents 71.0% thought that online classes are not easy to understand for study material. 69.0% respondents expressed that physical classroom education is much better than online class. Majority 92.0% respondents were believed that online classes are effective during global emergency situation.

Conclusion: COVID-19 crisis on education system was unprecedented, which eventually became a reason to transform the physical classroom learning into online classes. From the findings of this study state that, students lost the motivation to participate in the online classes because of poor internet connection, monotonous nature of classes and lack of proper guidelines. Course curriculum must be informative and attentive. Must focus on the importance of teachers training about new teaching material of online education which is needed for encouraging student participation. This study strongly recommends for making the online classes more effective and inclusive by planning strategic method for the course curriculum of online education.

Key words: COVID-19, Pandemic, Online class, Effect, Dhaka city.

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Introduction

The worldwide pandemic COVID-19 has surged the largest breakage of education systems in history which affected 1.58 billion children and young learners, from pre-primary to higher education, in 200 countries. To control this quick spread, many countries were prosecuted for lockdown that caused a significant impact on all aspects of our daily lives.¹

To control this quick spread, many countries were prosecuted for lockdown that caused a significant impact on all aspects of our daily lives.²Digital education is a sort of education where students use their home computers or laptops or smartphones through the internet, staying away from their academic institutions.³In the present time, digital teaching-learning has become a buzzword in the sector of education because no other substitutes provide education to the students in the institutes.⁴Many countries worldwide are tempting to knock off the gap and reduce the damages of students due to the current situation.⁵So, these days online teaching-learning is the only way of solving the educational crisis, which is happening throughout the globe due to the epidemic of COVID-19.⁶Students are more interested in self-learning and they agree that online courses are more suitable to them. Ongoing COVID-19

widespread is making a psycho-emotional chaotic circumstance as nations have been reporting a sharp rise of mental wellbeing issues, counting uneasiness, discouragement, stretch, sleep disorder as well as fear, among its citizens,⁷ that in the long run expanded the substance use⁸ and now and then self-destructive behavior.⁹ For fear of the further spread of diseases, most educational institutions; including Bangladesh have postponed their face to face teaching. Online education takes place all over the internet; it is also called e-learning.¹⁰ At the starting of 2020, and infection became quicker in March. Consequently, by this time, different educational institutes across the globe began to shut gradually as well as Bangladesh shut all its educational institutions from March 17. Previous literature showed that technical problems, complexity, and sequencing activities were major barriers to including multimedia applications in learning.¹¹ There is no concrete guideline to help educational institutions take sustainable actions during the pandemic; some improvement in the action plan is still possible.

Materials & Methods

This was a descriptive type of cross-sectional study regarding effect of online classes during COVID-19. It was conducted from September 2022 to November 2022. The study was carried out among the respondent of Hazi M.A. Gofur Secondary School, Amulia, Dhaka. Study population was Secondary school student. A total of 100 respondents were selected. Data were collected using self-administered structured questionnaire consisting of information about socio-demographic data and information about effect of online classes during COVID-19. After collection of data it was checked, verified and edited to reduce inconsistency. The data were processed by computer and statistical analysis of data was carried out by using SPSS (Statistical Package for Social Science).

Results

Table 1: Distribution of respondents according to their class (n=100)

Class	Frequency (n)	Percentage (%)
Class IX	42	42.0
Class X	58	58.0
Total	100	100

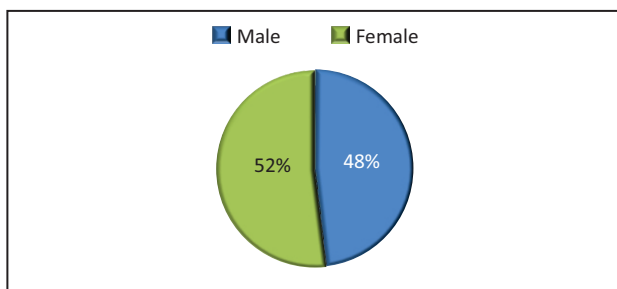


Figure 1: Distribution of the respondents according to sex (n=100)

Figure 1 shows that among the total 100 respondents, 52.0% female and 48.0% male

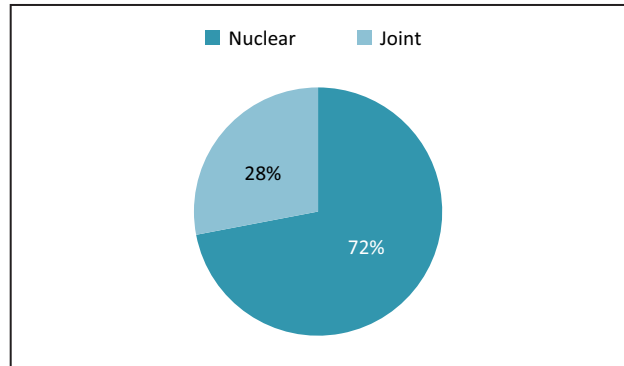


Figure 2: Distribution of the respondent according to family type (n=100)

Figure 2 shows that among the 100 respondents, majority 72(72.0%) were from nuclear family and rest 28(28.0%) were from joint family.

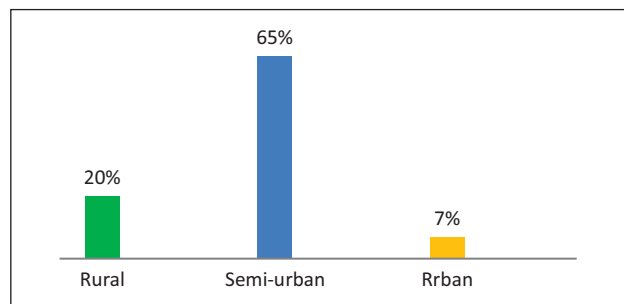


Figure 3: Distribution of the respondent by place of residence (n=100)

Figure 3 shows that more than half 65(65.0%) respondents were lived in semi-urban area.

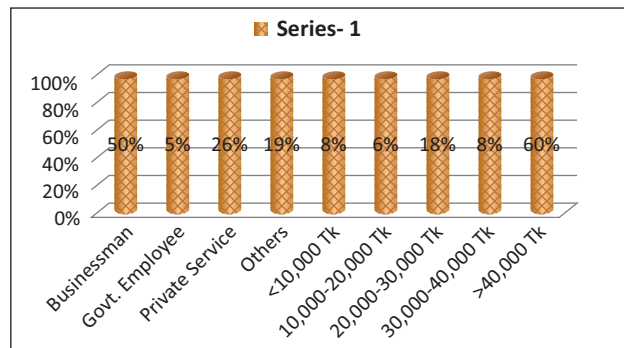


Figure 4: Distribution of respondents according to their financial status (n=100)

Figure 4 shows that out of 100 respondents, half 50(50.0%) respondent's parents were businessman and majority 60(60.0%) respondent's fathers were in above 40000 taka monthly income group.

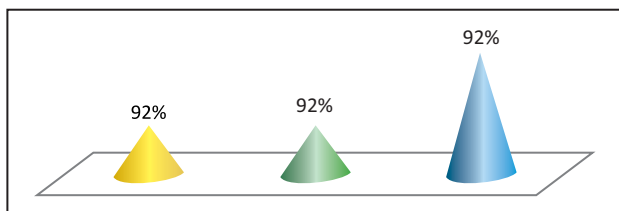


Figure-5: Distribution of respondents according to their accessibility for online class (n=100)

Figure-5 shows that 92% respondents had smart phone, majority 92% students had internet connection and 95% respondent's school authority arranged online classes during the lockdown.

Table 2: distribution of respondents according to health problem associated during online class (n=100)

Health problems associated during online class	Frequency (n)	Percentage (%)
Headache	40	40%
Eye problem	38	38%

Table 2 shows that out of 100 respondents,40% students faced headache and 38% had eye problem during online classes.

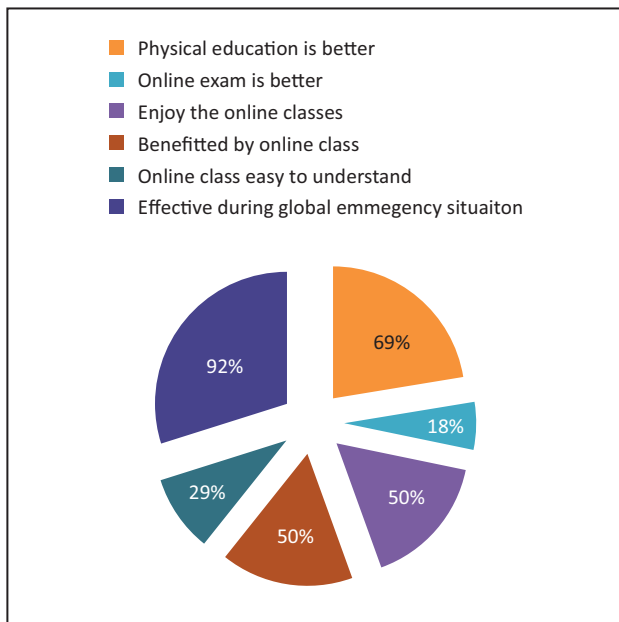


Figure 6: Distribution of respondents according to their opinion about online class (n=100)

Figure 6 shows that out of 100 respondents 69% thought physical education is better than online classes. Half 50% enjoyed the online class Majority respondents 71% did not perceived online classes are easy to understand for study material. Among 100 respondents 92% were believed that online classes are effective during global emergency.

Discussion

In this cross-sectional study, all of the respondents gave quality feedback about the effect of online classes during COVID-19. In this study, 58.0% respondents were from class 10 and 42.0% were from class 9. Majority respondents were female (52.0%). Regarding religion, all of the respondents were Muslim (100.0%). This is consistent with our national context. In terms of socio-economic status, majority respondents were belonged to nuclear family (72.0%). 50.0% respondent's parents were involved in business and 60.0% respondent's fathers were found at income group above 40000 taka/month. Regarding place of residence, more than half respondents were lived in semi-urban area which is about 65.0%. It was observed that, 95.0% respondent's school authority arranged online classes during lockdown. Study shows that, 18.0% respondents agreed that online exam is better which is similar findings of another study done in Bangladesh where 18.4% thought that virtual presence in exam is better.¹² According to study findings, majority respondents which were 71.0% did not perceived online classes are easy to understand for study material. Most of them 50% students were benefited from online classes which is much similar findings of study done in India where 54.3% expressed that virtual classes are beneficiary.¹³ Majority respondents which were 92.0% believed that online classes are effective during global emergency situation. Online classes are very fruitful for students in pandemic situation. The outcomes of this study might be helpful for future intervention planning in online education.

Conclusion

The COVID-19 pandemic is ravaging around the world. It has affected our society, environment, health sectors, educational sectors and others in many ways. As for education, authorities came to a solution which is online class. Both teachers and students faced many challenges as online education was very new for everybody. It will be beneficial to plan studies to be carried out with larger sample groups in determining the effect of online class during COVID-19 in our country.

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