



Research Project

Presented by Ahsan Ahmed Chowdhury

Author Profile



Full Name: Ahsan Ahmed Chowdhury

Role / Contribution: Lead Researcher – Conceptualized research topic, designed questionnaire, collected data, analyzed results, wrote manuscript.

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Short Bio

Ahsan Ahmed Chowdhury is a secondary education student in Bangladesh with a strong interest in educational research and digital learning technologies. He has experience in academic writing, data collection, and analysis. His research interests include online education, blended learning, and student engagement.

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Skills & Interests

Academic Research & Writing

Survey Design & Data Analysis

Microsoft Word, Excel, Google Forms

Educational Technology

Reading & Educational Development

Contribution Statement

I, Ahsan Ahmed Chowdhury, independently conducted this research.

My contributions include:

Selecting the research topic and defining objectives.

Designing and distributing the questionnaire.

Collecting and analyzing the data.

Writing the full research manuscript including abstract, methodology, results, discussion, and conclusion.

Preparing references and ensuring plagiarism-free content.

Declaration of Originality & Consent

I hereby declare that this research is my original work and has not been copied from any other source. All data collected is authentic, and ethical guidelines have been followed. I consent to submit this research to YouthVerse Union for review, publication, and issuance of digital certificates.

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Abstract

Online education has become an important part of the education system in Bangladesh, especially after the COVID-19 pandemic. This study aims to explore the impact of online learning on secondary school students' academic performance and their attitudes toward this mode of education. A quantitative research design was used, and data were collected from 100 secondary school students through a structured questionnaire. The data were analyzed using simple percentage analysis. The findings show that online education has both positive and negative effects. While some students benefit from flexibility and access to digital resources, others face challenges such as poor internet connectivity, lack of devices, and reduced interaction with teachers. Most students expressed a preference for a blended learning approach that combines online and traditional classroom teaching. This research provides useful insights for educators, policymakers, and institutions to improve the effectiveness of online education in Bangladesh.

Introduction

The rapid growth of digital technology has significantly influenced the education sector worldwide. In Bangladesh, online education became widely adopted during the COVID-19 pandemic when schools were forced to close. Although online learning offered a solution to continue education, its effectiveness remains a subject of debate. Many students experienced challenges related to technology access, internet connectivity, and learning engagement. At the same time, online education provided flexibility and new learning opportunities. This study aims to examine how online education has affected secondary school students' academic performance and attitudes in Bangladesh. Understanding these impacts is essential for improving future educational strategies and ensuring inclusive and effective learning systems.

Literature Review

Previous studies indicate that online education can enhance learning flexibility and access to educational resources (UNESCO, 2020). Research by Dhawan (2020) found that online learning offers convenience but requires strong digital infrastructure and learner motivation. In Bangladesh, Rahman and Ahmed (2021) reported that students faced challenges such as limited internet access, lack of digital devices, and reduced teacher-student interaction. However, other studies suggest that blended learning models can improve academic outcomes and student satisfaction (Hossain, 2022). Despite these findings, there is a lack of focused research on secondary school students in Bangladesh. This study seeks to fill this research gap by analyzing students' academic performance and attitudes toward online education.

Methodology

This study used a quantitative research approach. A structured questionnaire was designed to collect data from 100 secondary school students studying at the SSC level in Bangladesh. The participants were selected using simple random sampling. The questionnaire included both closed-ended and Likert-scale questions related to students' learning experiences, academic performance, and attitudes toward online education. The collected data were analyzed using simple percentage methods and presented in tables and charts to ensure clarity and accuracy.

Results

The results showed that 58% of students believed online education helped them continue their studies during school closures. However, 62% reported facing technical problems such as poor internet connection and lack of devices. About 55% of students felt that online classes were less interactive than traditional classroom teaching. In terms of academic performance, 47% of students reported no significant improvement, while 30% observed a slight improvement, and 23% experienced a decline. Most students (68%) expressed a preference for a blended learning approach that combines both online and face-to-face instruction.

Discussion

The findings suggest that online education has played a crucial role in ensuring educational continuity but has not fully replaced traditional classroom learning. Technical barriers and limited interaction reduce its effectiveness for many students. These results are consistent with previous studies that highlight infrastructure challenges in developing countries (Rahman & Ahmed, 2021). The preference for blended learning indicates that students value both the flexibility of online education and the engagement of face-to-face instruction. Policymakers and educational institutions should focus on improving digital infrastructure, providing devices, and training teachers to enhance online teaching effectiveness.

Conclusion

This study concludes that online education in Bangladesh has both advantages and limitations. While it provides flexibility and access to learning, challenges such as technical issues and reduced interaction hinder its effectiveness. A blended learning approach appears to be the most suitable solution for secondary school students. Future research should explore long-term academic outcomes and include perspectives from teachers and parents to gain a more comprehensive understanding.

References

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Thank You

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