



Impact of Covid-19 Pandemic on the Young Students of Bangladesh: Challenges and Possible Solutions

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Abstract

The impact of Covid-19 pandemic is prevalent in every sector of Bangladesh. Like other sectors, academic activities of educational institutions are undergoing a significant change as per annual academic calendar. The present research intends to explore the impact of Covid-19 pandemic on the young students of Bangladesh as well as the challenges and way forward. The mixed method approach was applied in this research. 200 young students from class VI-XII (aged 12-18), 20 parents, and 20 classes for observation were taken on the basis of convenient sampling technique. Students, parents and teachers reported study disruptions, weight gain, addiction to social media, mental frustration, losing attention to studies, parents' financial crisis, inability to manage electronic gadgets for online classes, poor internet speed, and technical problems in joining online classes. In this case, home care, participation in games preserving social distance, engaging in creative and entertaining work, developing parental attachment, opening educational institutions by maintaining health protection, and discouraging the use of social media may all be viable alternatives as well as possible way forwards.

Key-words: Covid-19, Pandemic, Impact, Lockdown, Young students, Education, Challenges

1. Introduction And Background

The word ‘pandemic’ has been derived from the Greek words, ‘pan’ meaning ‘all’ and ‘demos’ meaning ‘the people’. The term is widely used to refer to a global infectious disease outbreak in a state or one or more continents at a time (Honigsbaum, 2009). In human history, people experienced a number of major pandemics, including leprosy, dengue, cholera, smallpox, AIDS, plague, SARS, influenza, tuberculosis and West Nile disease. The Covid-19 is the latest addition of the pandemics. On February 11, 2020, the World Health Organization (WHO) suggested Covid-19 as an official name for the virus, an acronym for Coronavirus disease 2019. Coronaviruses are named for the crown-like thorns on their surface. The Latin word for crown is ‘coronum’. They are a large group of viruses that infect both animals and humans (NFID, 2020). It's a novel disease that has never been seen in humans before. The origin of this virus has not yet been discovered. It was initially detected at the end of December 2019 in Wuhan, Hubei Province, China. (The Economic Times, 2020). The initial Covid-19 outbreak in Wuhan swiftly spread affecting other parts of China. Within a few weeks, cases of Covid-19 were detected in several

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countries, and the disease turned into a global concern. The World Health Organization (WHO) announced the Novel Corona virus a pandemic (WHO, 2020). Bangladesh detected the first three patients of Covid-19 on March 8, 2020. The first death due to Covid-19 was recorded in the country on March 18, 2020 (IEDCR, 2020). According to WHO, it has stricken more than 4.5 million people across the world. During mid-April 2020, it affected more than 90 % students of the world in terms of education (UNESCO, 2020).

The government of Bangladesh, like many other countries, has taken a decision to shut down the educational institutions as a precautionary step against the outbreak of Covid-19 pandemic. On March 16, 2020, the government declared the closure of all schools, colleges, universities, and coaching centers considering the devastating spread of Coronavirus (The Business Standard (TBS), 2020). So, to maintain social distancing, the students from all levels were asked to stay at home in lieu of going to educational institutions. Within a short span of time, the lives of the young students of Bangladesh have dramatically changed as their educational institutions were closed and they were asked to stay at home, adapt to new living condition and transition to online education. It has had a physical, academic, economical, and psychological impact on them. At home, some students have difficulty accessing computers and the internet (Sahu, 2020; Lederman, 2020). Though it is an unprecedented circumstance in the history of education, Covid-19 has provided numerous opportunities and challenges to transit from conventional classroom teaching to online teaching. Due to lockdown, educational institutions have been compelled to suspend their classes and tests. However, it has also given a light of hope for both students and teachers to carry out their learning programs through online. At the very beginning, the teachers and the students were very confused and could not realize how to manage this unexpected situation that compelled the closure of learning activities. But, as time went on, everybody started realizing that the lockdown has taught numerous good lessons about how to deal with such pandemics.

2. Literature Review

The impact of Covid-19 is prevalent in every sphere of human civilization throughout the world. It has touched the lifestyle of human race in almost all countries and played a significant role in changing their flow. From top to bottom, the situation of Covid-19 has had an effect on every sector. A number of researchers have worked on the effects of Covid-19 in various fields all around the world. They have done their research work on education, educational institutions, economy, physical health, mental health, technology and many other aspects.

2.1 Impact on Tertiary Education in Bangladesh

In Bangladesh, there are 4 million learners enrolled in over 5000 tertiary institutions, which include colleges, public and private universities (Ahmed, 2020). According to the response of the tertiary level pupils of Bangladesh, due to Covid-19 pandemic, they found less interest to continue their studies at home as there was no scheduled routine for study. They spent most of their time in social media. Students at the tertiary level are facing unprecedented learning disruptions during Covid-19 (Dutta, S., & Smita, M. K., 2020). Since the pandemic disrupted their academic performance, students experienced significant educational disruptions (Charles et al., 2020). Though most of the tertiary educational institutions of Bangladesh have already switched to online classes, shifting to the online mode of education has revealed several challenges. They struggled with shifting from traditional lectures to online lectures, adjusting to modern online tests and evaluation, and heavy workloads, engaging with teachers and coping with numerous problems of online education such as lack of electronic gadgets, no internet connection, poor network, high internet costs, etc. (Owusu-Fordjour et al., 2020). The online learning strategy was found to be confusing and disturbing to students. (Al-Tammemi et al., 2020). Internal and public examinations were either postponed or cancelled causing significant disruptions in students' learning. (Burgess & Sievertsen,



2020). The students of tertiary level are mostly young who are not accustomed to be isolated for this long period of time. Due to this, these students are getting more addicted to internet and social media (Barua, 2020). They are also worried about effects on their academic performance and willing to join the workforce. During the lockdown, students lost their part time jobs with the closing of shops and restaurants and suffered a lot. Many parents of students were unemployed due to coronavirus or standstill of their businesses. Private university students are also forced to pay their semester fees. During Covid-19, students are worried about how they will cope with financial loss (Emon et al, 2020). The students of BUET and medical colleges are also facing major difficulties. They cannot do any workshop and practice lessons, which will negatively impact their professions subsequently (Islam et al, 2020).

2.2 Impact on the Mental Health of Children in Bangladesh

Children who are at the highest risk of the drastic effects of this pandemic are forced to remain at home for a long period of time owing to lockdown and school closure. This condition has resulted in limited communication with peers and reduced the opportunities for learning and physical exercises or activities (Jiao et al., 2020). All of these challenges contribute to a wide range of mental health and welfare difficulties in children, including stress, anxiety, frustration, and insomnia. (Dunleavy et al., 2020). Moreover, evidence hints that whenever children are kept away from schooling, the problems grown among children are becoming less active physically, spending a lot of time in front of the screen, less healthy diets and irregular sleep schedules. These problems eventually result in excess weight as well as lack of cardio-respiratory performance (Brazendale et al., 2017, Wang et al., 2019, & Wang et al., 2020). Additionally, pandemic stressors like fear of getting infected, frustration and monotony, aloofness, want of knowledge, want of personal space at home, and family's economic crisis might have even more detrimental influence on children's mental health (Brooks et al., 2020).

2.3 Impact on Higher Education around the World

As Covid-19 has impacted global higher education, universities around the world have responded in a variety of ways. Normal classes have been momentarily suspended at several Australian universities, including Monash University and Victoria University. Simultaneously, universities such as the University of Queensland maintained face-to-face learning when implementing a physical distancing protocol for online recordings (Crawford et al., 2020). All schools and universities in China were closed till the Lunar New Year, with a tentative return on January 31, the following year. On January 28, China's Ministry of Education announced that this may be applied to all schools and universities throughout the world, as well as several assessment tests (Crawford et al., 2020). All academic activities in India were halted after the University Grants Commission (UGC) announced on March 19 that exams in all universities would be postponed until the end of March. All of India's renowned universities, such as the University of Hyderabad, have confirmed that all academic activities will be postponed and their hostels will remain closed, and even private universities, such as the SRM Institute of Science and Technology and VIT, Vellore, have announced that students will be on summer vacation (Crawford et al., 2020).

From March 23, 2020, several distinguished universities in the United States, such as Harvard University and MIT have planned to go entirely online. Only 5% higher education institutions in the United States could move to online learning with limited on-campus presence, according to reports, and most higher education institutions have already made the switch. (Crawford et al., 2020). According to the survey of International Association of Universities (IAU, 2020), the Covid-19 has impacted international student mobility at 89 % of Higher Educational Institutes (Bania, 2020). According to the IAU Global Survey, approximately 80%



respondents believe that Covid-19 would have an effect on enrolment numbers for the next academic year. Nearly 46% respondents believe that it would have an effect on both foreign and domestic students (Bania, 2020).

3. Study Gap

There are a number of research papers on Covid-19 related to educational studies and other aspects. No research, to the best of my knowledge, has been done so far concerning the impact of Covid-19 on the young students of Bangladesh. As a result, there is an urgent necessity to evaluate experimental data on the effects of Covid-19 on the young students of Bangladesh for analyzing the learning disturbance and other physical and mental health issues caused by Covid-19. Therefore, the current study aims at exploring the impact of Covid-19 on the young students of Bangladesh.

4. Rationale of the Study

The problems associated with the Covid-19 cannot be addressed appropriately unless the impacts are identified and discovered. Impacts of Covid-19 occupy the main priority of the study since Covid-19 has hampered the formal schooling of the young students of Bangladesh. The impacts are to be comprehended to keep the young students adjusted with the changed situation during the pandemic period and the afterward. This study can provide insight into the solution to the problems that the students are facing during the pandemic. The research may also benefit the teachers struggling in teaching during Covid-19. Moreover, it can provide the information to the concerned authority regarding the impacts of Covid-19 for necessary steps. Teachers can be enlightened on how to deal with the problems effectively for the academic and non-academic purposes.

5. Research Questions

- I) What are the impacts of Covid-19 on the young students of Bangladesh?
- II) What are the challenges the young students are facing during pandemic?
- III) How can these challenges of the young students be mitigated?

5.1 General Objective

The general objective of the study is to explore the impact of Covid-19 pandemic on the young students of Bangladesh and to suggest the possible way forwards.

6. Methodology

In order to address the research questions, both qualitative and quantitative data were procured. Hence, the study is mixed method in nature. A total of 3 months has been spent to conduct the study. Primary data were collected through questionnaire from the students, parents' interview and a checklist for the teachers. Consent was taken before data collection. The respondents were approached through Gmail and face to face. A link of questionnaire hosted on Google form was sent to the participants.

6.1 Sample

All the students of class VI-XII (aged 12-18) are the population of the study. Convenient sampling technique was employed in selecting four educational institutions from Cumilla district, Bangladesh. 200 students for questionnaire, 20 guardians for interview and 20 classes for observation were chosen as sample. Students' attitudinal and behavioral change during the Covid-19 was observed through class observation.



6.2 Instruments of Data Collection

Three close-ended questionnaires, first one for students, second one for parents and third one for teachers, were used for data collection. Students' questionnaire consisted of 16 items which were divided into four groups: A (Education), B (Physical and Mental Health), C (Financial Crisis) and D (Addiction to Social Media). There were given five options (Likert Scale, 1932) - 'Agree', 'Disagree', 'Strongly Agree', 'Strongly Disagree' and 'Neutral' from which students could choose their options. Parents' interview also included 13 items divided into four groups: A (Education), B (Health), C (Financial Crisis) and D (Addiction to Social Media) and each item had five options: 'Never', 'Often', 'Sometimes', 'Always' and 'Usually' to be chosen. Similarly, 9 items consisted in teachers' observation checklist divided into four groups such as A (Education), B (Health), C (Financial condition) and D (Addiction). Each of the items had five options such as 'Never', 'Often'; 'Sometimes'; 'Always' and 'Usually' from which teachers could choose any one.

7. Findings and Discussions

The findings of the study are presented below:

7.1 Findings from the Student Questionnaire

Students' response, Group A (Education related item nos.1, 2, 3, 4 and 5) revealed that 71.5% students were detached from regular online classes. It might be the cause that many of them did not have gadgets required for attending online classes. Moreover, some students were not skilled enough to join online classes using gadgets. Due to financial crisis caused by corona pandemic, many students had to go back to village where network problem and failure of electricity were very common. It was found that 70% students faced poor network or disconnection problem. It was also exposed that 57.2% did not have any device to attend online classes.

S 1	Items	No of Respon dents	Agre e %	Strongly Agree %	Disagre e %	Strongly Disagre e %	Neutr al %
Group A: Education							
1	I do online class regularly.	200	19.5	5	10	61.5	5
2	I face poor network or disconnection during online classes.	200	30	40	7	10	13
3	My family cannot afford electronic device for online class.	200	26.5	30.7	15	18.5	9.3
4	My school conducts online class.	200	20	5	10	60	5
5	I prefer face to face class.	200	10	90	-	-	-

Table-1: Responses on the Education related items

The study found 70% schools did not conduct online classes. Perhaps, those schools lacked manpower skilled in ICT and did not have required infrastructure to conduct online classes. Many students find huge difference between online class and offline class and miss the company of their friends in online platform. More so, in online classes they often cannot clear their doubts. The study also disclosed that 90% students longed for returning to face-to-face class.

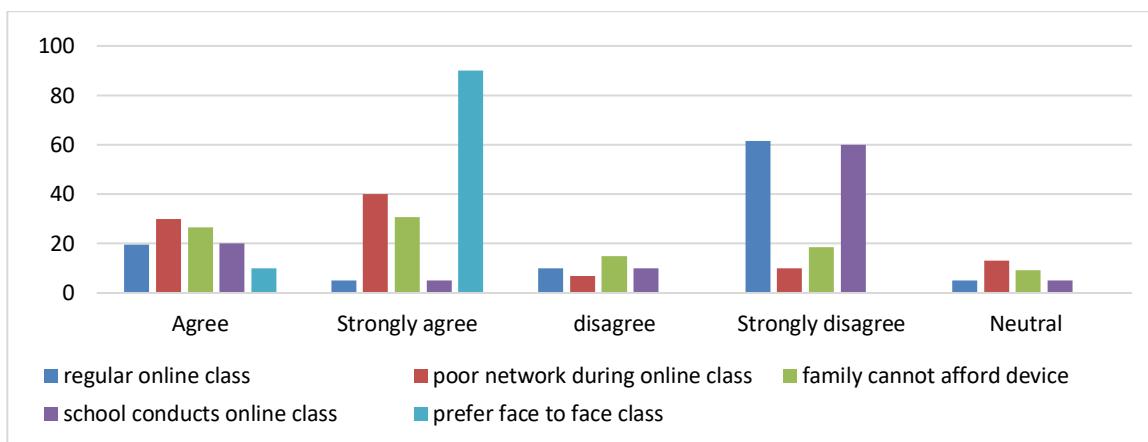


Figure-1: Responses on the education related items

Group B (Health related item nos. 6, 7, 8, 9 and 10) revealed that 60% students gained weight. It is believed that students were going through a sedentary lifestyle and in the confinement of residence taking food had turned into a kind of recreation to them. Students have to keep looking at the luminous electronic gadgets for hours to attend their online classes. As eyes were not accustomed to this before, 70% learners experienced eye pain after attending online classes. Due to long time exposure to screen, body adaptation changes and some cannot cope with this change and as a result 40% reported that they had a sleepless night.

	Item	No of Respondents	Agree %	Strongly Agree %	Disagree %	Strongly Disagree %	Neutral %
Group B: Health							
6	I have gained weight during Covid-19.	200	25	35	5	25	10
7	I feel pain in my eyes for doing online classes	200	30	40	15.5	9	5.5
8	Sometimes I pass sleepless night	200	10	30	25	25	10
9	Most often I feel headache after online class.	200	20	50	10	16	4
10	I cannot concentrate on my studies.	200	15	45	20	14	6

Table-2: Responses on the health related items

The study found 70% students suffered from headache after attending online classes. The cause of headache might be the radiation caused by mobile phone and looking at the screen for a long time, and the study showed 60% students struggled to focus on their studies. Perhaps, they could not reciprocate in the class and did not get their doubts clarified the way they used to get in the offline classes. More so, they did not have a scheduled routine for study.

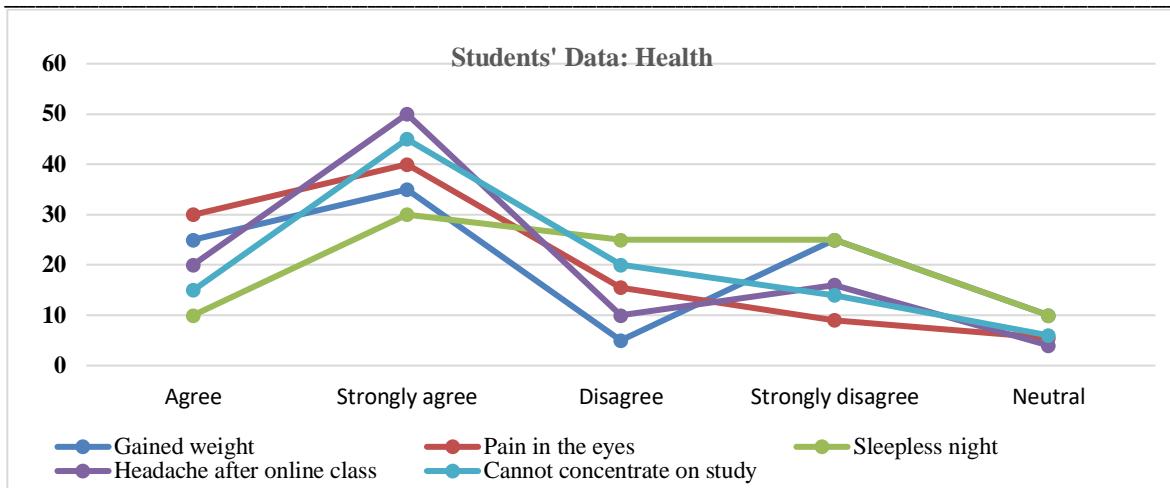


Figure -2: Responses on the health related items

Group C (Finance related item nos.11, 12 and 13) found that 70% students failed to pay tuition fees on time. It is widely believed during COVID-19 pandemic parents have been suffering from financial crisis. Some of the earning members of the family lost their jobs during corona pandemic and some of them received half salary from their respective work fields. The study discovered that 60% faced financial crisis in maintaining family for reduced family income. As a result, it was a burden for them to bear the educational expenses of their wards.

Item	No of Respondents	Agree %	Strongly Agree %	Disagree %	Strongly Disagree %	Neutral %
Group C: Financial crisis						
11 My parents are able to pay my tuition fees.	200	20	5	10	60	5
12 My parents are able to maintain our family expenditure.	200	15	20	20	40	5
13 My family income has reduced.	200	5	50	10	30	5

Table-3: Responses on the financial crisis related items

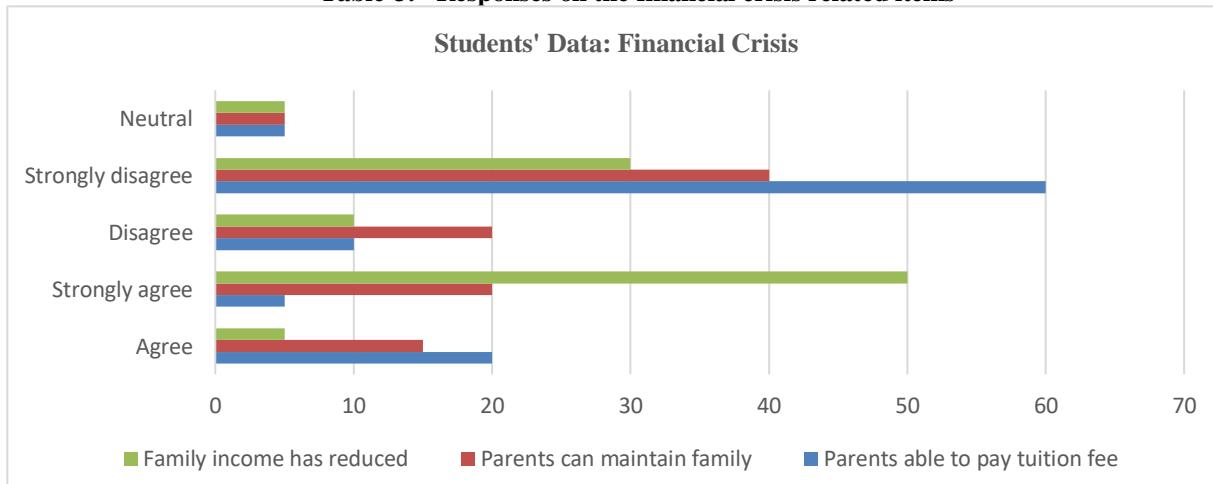


Figure-3: Responses on the financial crisis related items

Group D (Addiction related item nos.14, 15 and 16) showed that 60% students admitted they were spending more than two hours in social media. During pandemic, Facebook was the only means of meeting with friends in the absence of face to face meeting. The study revealed that 60% students indulged in downloading videos and online games on mobiles. It was because they wanted to fight the boredom caused by the confinement to the four walls of house due to pandemic situation. Furthermore, a number of 70% young learners passed time gossiping and exchanging message with friends. Students found the overall environment difficult to concentrate on study and for other outdoor recreational activities.

Item	No of Respondents	Agree %	Strongly Agree %	Disagree %	Strongly Disagree %	Neutral %
Group D: Addiction to Social Media						
14 I spend more than 2 hours in Facebook.	200	20	40	20	15	5
15 I download movie and play different games on mobile.	200	14	56	4	25	1
16 I chat with my friends on messenger.	200	11	59	5	20	5

Table-4: Responses on the addiction to social media related items

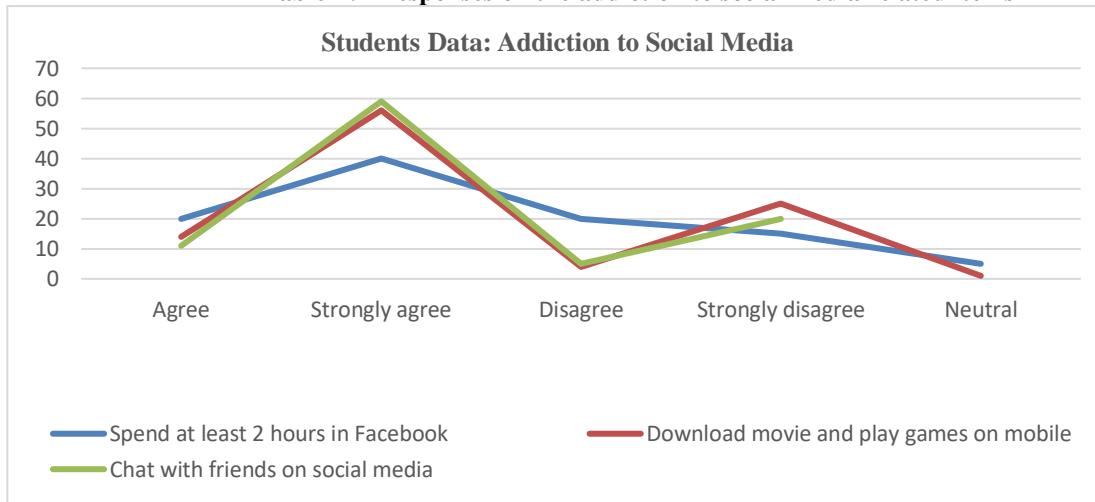


Figure-4: Responses on the addiction to social media related items

7.2 Findings from the Parents Interview

Parents' interview, Group A (Education related item nos.1,2,3 and 4) showed that 40.3% students remained detached from class in spite of having devices. Young children have tendency to pretend to be physically sick for avoiding online classes. It was also fact that huge expenses were needed to remain online for classes. Lack of parental supervision and incognito societal pressure also contributed to this detachment from online classes.

The current study disclosed that 50% parents could not afford to let their children attend online classes. There might be multiple reasons of parent's inability; but, it could be hypothesized that the financial crisis they were going through during the pandemic situation was the main reason. The present study also found that 42.5% students never submitted homework and assignment. Perhaps, it was because they could not concentrate on their studies and could not understand the topic discussed in the class.

The study disclosed that 46.4% students never concentrated on their studies. There were complaints that students did not find interest in the online class due to the repetition of syllabus and lack of personal motivation.

SN	Item	No of Respondents	Never %	Often %	Always %	Sometimes %	Usually %
			Group A: Education				
1.	Has device but do not attend online class	20	17.5	12.7	40.3	11.5	18
2	Can afford device for online class	20	50	14.3	21.7	10.2	3.8
3	Completes homework and assignment	20	42.5	12.5	15.6	13.4	16
4	Studies with full concentration	20	46.4	21.6	17.7	5	9.3

Table-5: Responses on the education related items

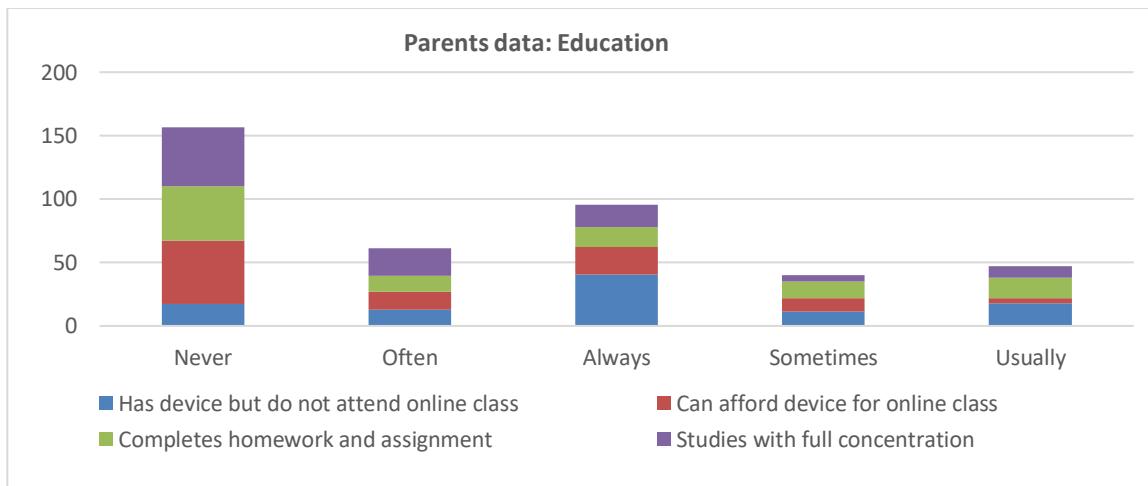


Figure-5: Responses on the education related items

Group B (Health related item nos.5, 6 and 7) showed that 40.4% students fell sick often. The student's sickness might be the cause of anxiety, depression, lack of sleep at night, loss of appetite, and physical inactivity. The only thing they could do was playing mobile games and surfing internet. It was also seen that 42.3% students lost temper at home. Possibly, they felt boredom living in an enclosed place for a long period of time and having no opportunity to mix with their friends.

SN	Item	No of Respondents	Never %	Often %	Always %	Sometimes %	Usually %
			Group B: Health				
5	Falls sick	20	5	40.4	12.6	25.4	14.6
6	Loses temper	20	6	42.3	21.7	17.2	12.8
7	Takes physical exercise	20	39.5	16.5	15	16.3	12.7

Table-6: Responses on the health related items

The current study revealed 39.5% students never took physical exercise in the pandemic. It is widely known that movement was restricted due to the pandemic situation and more so, in the city area there was no scope of taking physical exercise in the premises of house. Moreover, their parents were afraid of letting them go outside home for physical exercise due to corona pandemic.

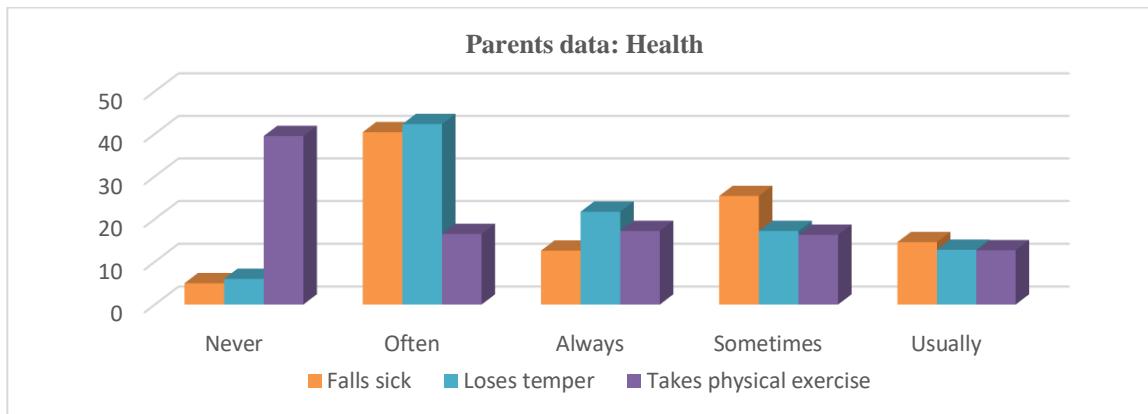


Figure-6: Responses on the health related items

Group C (Finance related item nos.8, 9 and 10) revealed that 51.6% parents never paid children's tuition fees on time. Perhaps, it was not intentional; many parents were rendered jobless by the pandemic. It was also found that 53.2% never afforded device for online classes. In pandemic, people could hardly maintain their family with the little or no income at all during the pandemic situation. The study revealed 60.9% parents faced financial crisis more or less. It mostly happened because they lost their job or due to shutting off their business.

SN	Item	No of Respondent s	Never %	Often %	Always %	Sometimes %	Usually %
8	Pay child's tuition fees on time	20	51.6	18.4	10.4	9.2	10.4
9	Afford device for on line class	20	53.2	15.9	17.1	8.8	5
10	Suffer from financial crisis	20	10.1	35.9	25	18.4	10.6

Table-7: Responses on the financial crisis related items

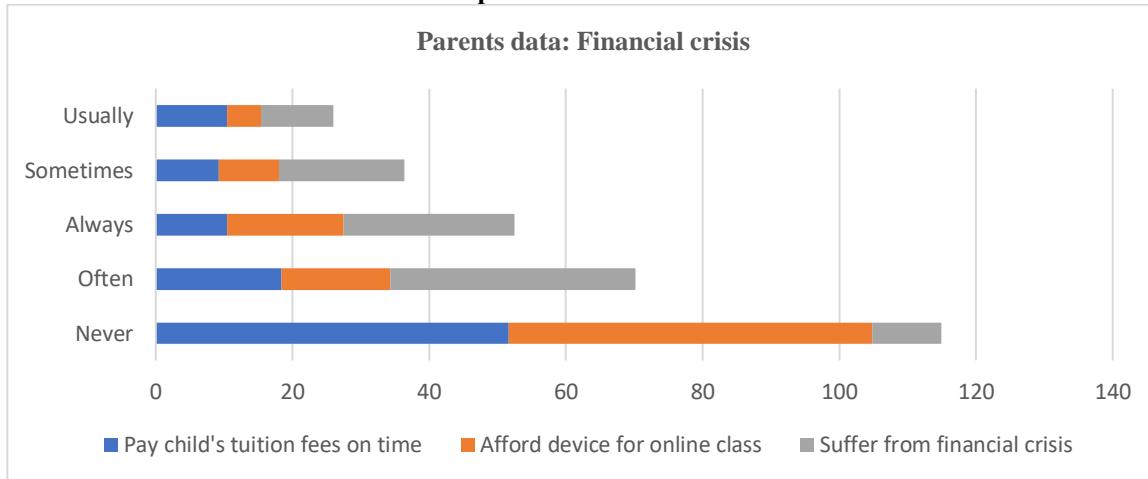


Figure-7: Responses on the financial crisis related items

Group D (Addiction related item nos.11, 12 and 13) revealed that 58% parents admitted their children's engagement with Facebook, YouTube and online games. The parents were compelled to allow it because there was lack of recreational facilities at home for their children. 53.2% watched sports and movie to have some excitement in life and 72% went to bed late as they used night time to surf the internet and use social media and this changed their sleeping cycle.

SN	Item	No of Respondents	Never %	Often %	Always %	Sometimes %	Usually%
11	Spends time with Facebook, YouTube, games	20	5	37.5	20.5	17	20
12	Watches movies and sports	20	6	33.2	20	20.8	20
13	Goes to bed late at night	20	10	36.3	35.7	10	8

Table-8: Responses on the addiction to social media related items

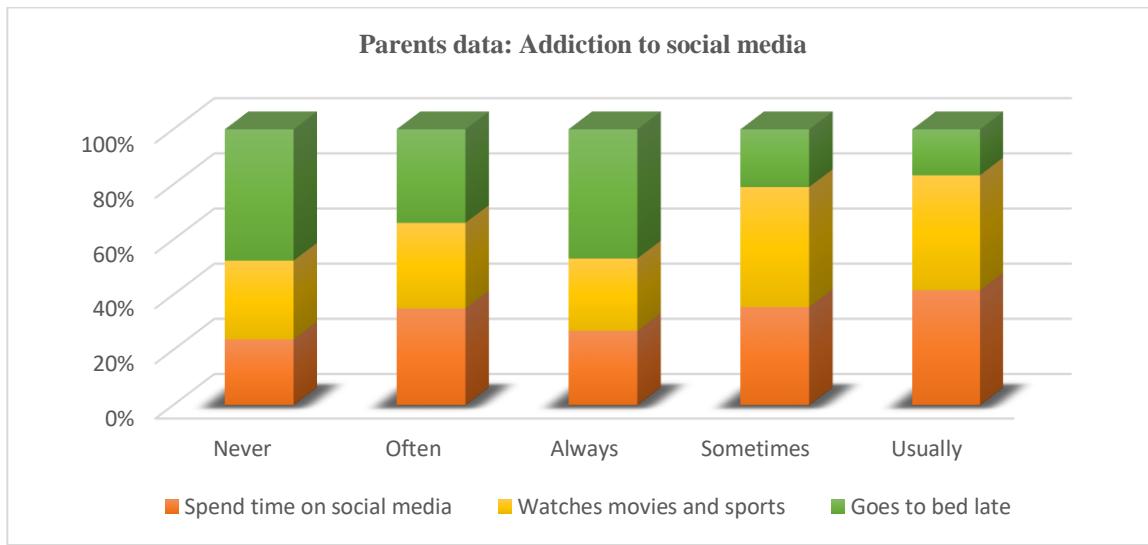


Figure-8: Responses on the addiction to social media related items

7.3 Findings Teachers' Observation

Teachers' observation, Group A (Education related item nos.1,2,3 and 4) revealed that 60% students remained irregular in online classes. It might be happened due to lack of interest in online class and due to connectivity problem. The study disclosed the fact that 39.5% never attended in online assessment. The students found it difficult for technical problems and many of them joined income generating activities to support their families. It was found 71.5% left classes while asking questions as they were not attentive to class and were afraid of being downgraded by their friends. 70% faced network problem in attending online classes because they were in the remote villages where the conditions of internet connection and electricity were not good.

SN	Item	No of Respondent	Never %	Often %	Sometimes %	Always %	Usually %
			Group A: Education				
1.	Students miss online classes	20	10	25	35	20	10
2	Students attend online assessment and evaluation test	20	39.5	10.5	28.6	10.4	11
3	Students leave online class while asking question	20	15	5	8.5	71.5	0
4	Students leave online classes due to network problem	20	70	15.5	4.5	6	4

Table-9: Responses on the education related items

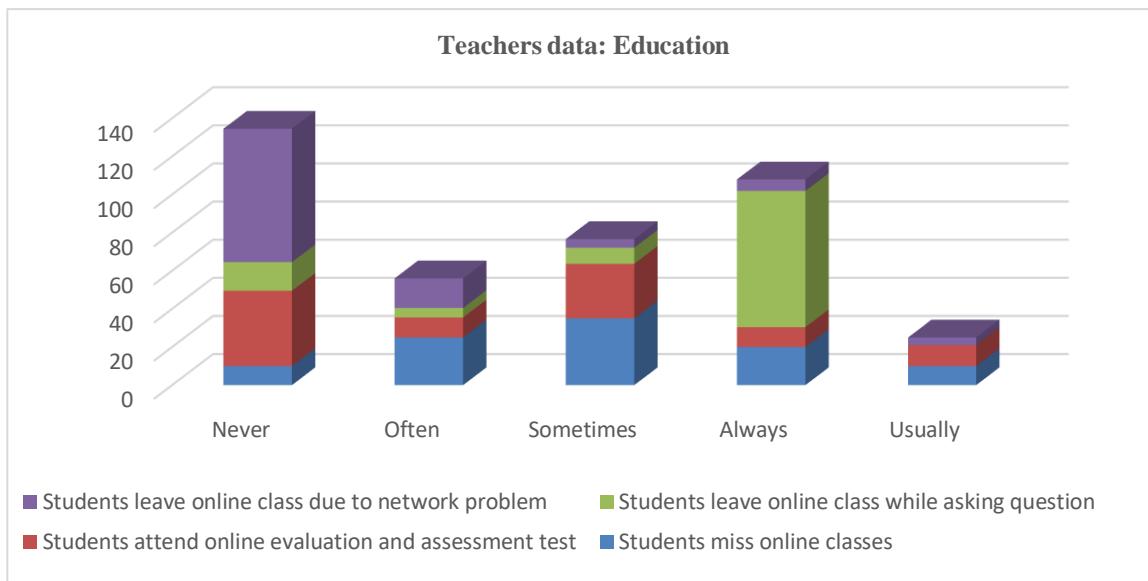


Figure-9: Responses on the education related items

Group B (Health related item nos.5, 6 and 7) exposed that 55% students remained absent from the class for physical illness. It usually happened due to long time exposure to electronic gadgets and unhealthy lifestyle. The current study found 65% students behaved rough in the class owing to frustration and uncertainty caused by the pandemic. The study showed 84% gained weight more or less during the pandemic period. Students had almost no physical activity and they were spending most of the time at home in sleeping, using mobile phone, and watching television. Their food in-take had also increased significantly which was a major cause of gaining weight.

SN	Item	No of Respondent	Never %	Often %	Sometimes %	Always %	Usually %
			Group B: Health				
5	Students remain absent in the class because of illness	20	5	55	35	0	5
6	Students behave rough in the class	20	65	5	25	3	2
7	Students gain weight during this lockdown situation	20	15	0	39	44	1

Table-10: Responses on the health related items

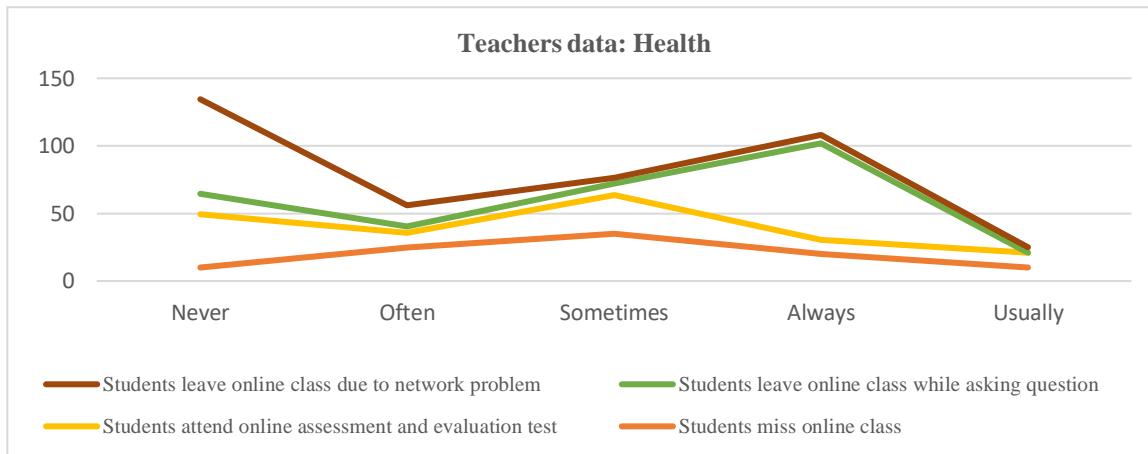


Figure-10: Responses on the health related items

Similarly, Group C (Finance related item no.8) revealed that 57% parents failed to pay tuition fees on time. During the pandemic, they lost their job or business and spent the little money they had in running the family so they might have failed to pay tuition fee on time. Group D (Addiction related item no.9) showed that 63% students failed to attend the online classes due to getting up late because almost all night they surfed the mobile and consequently woke up late in the morning.

Group C: Financial crisis							
8	Students' guardians fail to pay tuition fees on time due to their financial problem	20	10.1	57	15.9	4.6	12.4
Group D: Addiction to social media							
9	Students are being late in the class because they spend a lot of time in social media	20	15.3	45.7	18.3	13.7	7

Table-11: Responses on the financial crisis and addiction to social media related items

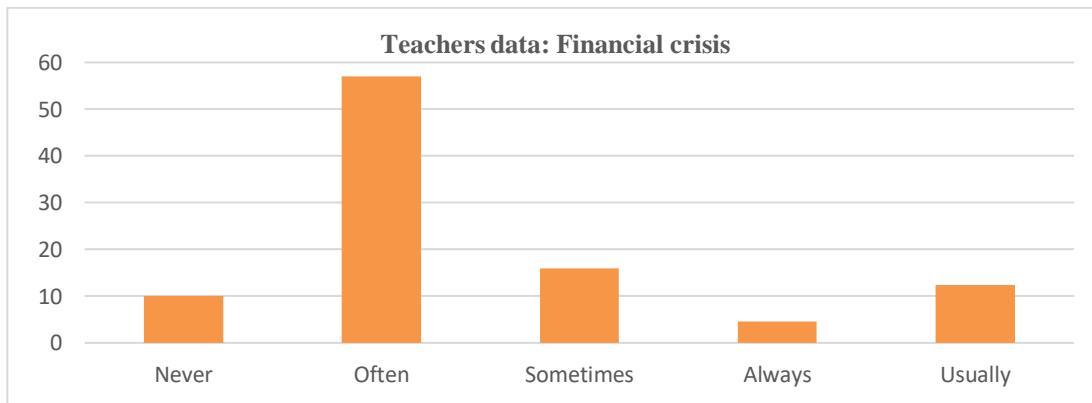


Figure-11: Responses on the financial crisis related items

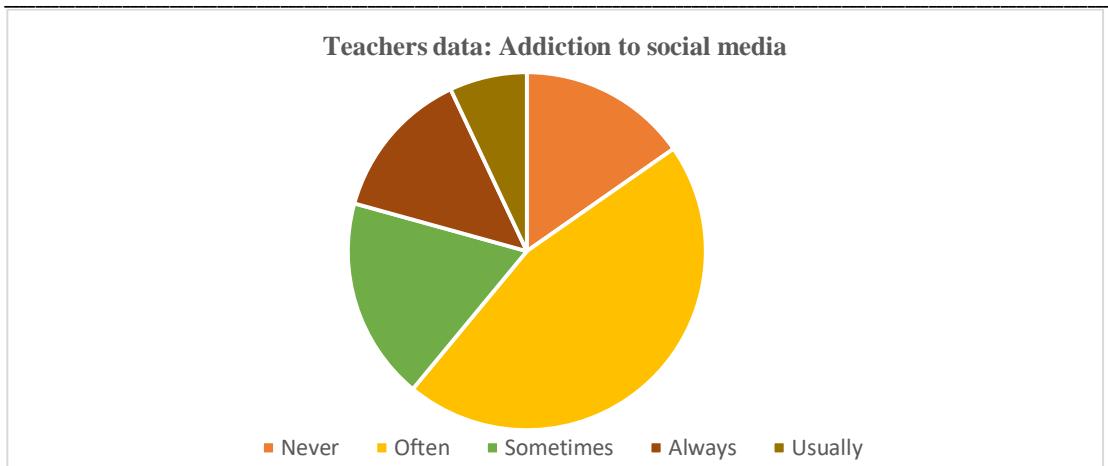


Figure-12: Responses on the addiction to social media related items

8. Recommendation

Based on the findings of this study, several recommendations are made for pedagogical application during and after Covid-19 pandemic. If Corona pandemic continues, the following actions may be taken:

- Educational institutions should take steps to provide platforms for online learning. If the students are unable to attend online classes, they should be provided with necessary worksheets and study materials for continuing their studies.
- The government should render special internet package for education purpose with reduced price or free for students, teachers and related educational personnel. Needy students may also be provided with special grant for buying gadgets to continue or attend online classes.
- Guardians must be aware of the right use of devices/gadgets by their children.
- Nationwide training for the teachers on Online Class should be arranged by the Ministry of Education or related agencies.
- To enhance interest and remove boredom, educational institutions may arrange online physical class, dance class, arts & craft class, music class and different club activities for students.
- Education ministry may telecast classes through television and the radio for the students who are unable to access online classes.
- Mobile operators may also introduce special apps, containing lessons of different classes, for students who are unable to access online classes due to non-availability of internet.
- Educational institutions may include motivational lectures within the class period (10 – 15 minutes) on bright sides of life where teachers may share words of hope, moral stories, lessons on character building and so on with their students so that they receive mental support to overcome the present pandemic situation smoothly.

Once Covid-19 pandemic ceases, the following actions may be undertaken:

- A deliberate planning may be chalked out to maintain a safe environment such as seating arrangement and number of shifts for different classes, maintaining required distance, arranging sections with reduced number of students, ear marking different entry and exit routs for students, ensuring proper disinfection of classrooms.
- Instead of taking only traditional tests and exams, students' learning outcome might be evaluated through assignments, project work and so on.



- To acclimatize the students from online to offline class, co-curricular activities like science project, club activities etc. might be continued in limited scale along with academic activities to keep the students busy in various interesting and creative works.
- Education Ministry may provide a short and revised syllabus for all classes to reduce students' stress.
- Vaccine for all teachers, students and staff should be ensured to achieve a coronavirus free environment.
- Educational institutions may allow the guardians to pay the due fees in small and easy installments. In addition, financially poor institutions should be assisted.
- The transformation from online class to offline class should be monitored to get rid of the students' addiction to electronic gadgets and social media formed during Corona pandemic.
- Present corona pandemic situation has evicted the students from normal life. Consequently, the behavioral change which has been observed during the research should be taken into consideration and appropriate measures i.e. enough arrangements for social mixing, co-curricular activities, games and sports and so on must be emphasized on re-opening of the schools and colleges to bring back normalcy in their behavioral pattern.

9. Limitations of the Study

The current study has some limitations. The duration is very short, 3 months only. Both online and offline data were collected due to pandemic situation. There may have variation between online and offline data. The sample for the study was collected from Cumilla area for the convenience of the researcher and this area may be different from other parts of the country in socio-economic point of view.

10. Conclusion

This study has discussed the impact of Covid-19 pandemic in the education sector of Bangladesh. Covid-19 pandemic has had a negative impact on the young students of Bangladesh. The devastating consequences of this pandemic have paralyzed the academic activities of the young students. It revealed that the outbreak of Covid-19 triggered learning disruptions, physical and mental health problems of the students and the financial crisis of the parents. It also highlighted that shifting from traditional to online education for the young students created a number of challenges due to some unavoidable issues. The findings of the study would help the learners, teachers, educational institutions as well as the government of Bangladesh to have an in-depth understanding of the impacts of Covid-19 on the young students of Bangladesh. The study has suggested clear implications and recommendations for the parents, teachers, education institutions and ministry of education. This study lays the groundwork for further research into the impacts and challenges of Covid-19 in Bangladesh.

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