Report On

Struggle of child based Co-curricular Educational Institutions in the post-pandemic era from the perspective of ALOHA BANGLADESH; Online Education in Bangladesh

By

Farha Shams Hridi

ID: 17104230

An internship report submitted to the BRAC Business School in partial
fulfillment of the requirements for the degree of
Bachelor of Business Administration

Bachelor of Business Administration

BRAC University

October 2021

Declaration

It is hereby declared that

1. The internship report submitted is my/our own original work while completing degree at Brac University.

2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

_____

Student	**Full**	**Name**

Student ID

Supervisor's Full Name & Signature:

_____

Supervisor Full Name
Designation, Department
Institution

Letter of Transmittal

Mr. Riyashad Ahmed

Assistant Professor,

Department of BRAC Business School

BRAC University

66 Mohakhali, Dhaka-1212

Subject: Submission of Internship Report

Dear Sir,

It's my pleasure to share my BUS400 internship report and internship experience at Unicom Education Consultant Services Ltd (ALOHA BANGLADESH). ALOHA BANGLADESH is a child-based co-curricular educational institution. As an Intern, my responsibilities were dealing with daily financial reports and accounts entry, which suggested the subject of my report.

I have done all possible to ensure that this report has the necessary data and analysis. I am certain that the report will fulfill your expectations. However, I will be delighted to answer any questions you may have.

Sincerely yours,

_____

Farha Shams Hridi

17104230

BRAC Business School

BRAC University

September 13, 2021

Non-Disclosure Agreement

This agreement is made and entered into by and between Unicom Group (ALOHA Bangladesh) and the undersigned student at BRAC University

………………………………….

Farha Shams Hridi

ID: 17104230

Executive Summary

COVID-19 has caused world devastation since its breakout in late December 2019, which hit the education sector hard like any critical sector. In March of last year, all educational institutions in Bangladesh were closed due to health concerns. The school system then moved to online education after a few months. Since the students had no prior experience with online education, it took time to be experienced it. However, online learning methods are proving still very challenging to adopt among children in this post-pandemic era. Compared to adults, they lack sufficient understanding of online platforms. As a result, all child-centered educational institutions suffer losses.

ALOHA BANGLADESH is a child-based independent educational institution that introduced a unique mathematical method in Bangladesh. They began to suffer significant losses during the pandemic and post-pandemic years. The reasons behind their losses are the significant dropouts of students due to lack of technological skills and difficulties in adapting among child students.

Keywords: Online education, Children, COVID-19, Post pandemic, Educational Institutions

Table of Contents

List of Tables

List of Figures

List of Acronyms

ALOHA   ABACUS LEARNING OF HIGHER ARITHMETIC

LMS   Learning Management System

EdTech   Education technology

WOM   Word of Mouth

SEO   Search Engine Optimization

IT   Information Technology

Chapter 1 Overview of Internship

1.1 Student Information

I am Farha Shams Hridi (ID 17104230) student of BRAC Business School at BRAC University. I'm pursuing a bachelor's degree in business administration with a double major in Finance and Marketing.

1.2 Internship Information

1.2.1 Company Name, Department & Duration of the Internship

According to BRAC Business School regulations, I enrolled in an internship program in the Fall of 2021. I was required to work as an intern for at least three months at a company. I joined as an intern in Unicom Education Consultant Services Ltd (ALOHA BANGLADESH) and worked from July 1 to September 30. My role was in the department of Finance and Accounting. For the first month of my internship, I was allowed to work from home. From August to September, I began visiting the head office is located at 39, Road 4/A Dhanmondi Dhaka.

1.2.2 Internship Program Supervisor's Information

It is a great achievement to work under the supervision of the Operation Manager of Unicom Education Consultant Services Ltd. (ALOHA Bangladesh), Mr. Abdul Motalab. He is a very kind and supportive supervisor I had. He helped me in various ways during my internship period.

1.2.3 Job Scope

My position at the company was as a financial intern. My responsibilities were dealing with daily financial reports and account entry. I was in charge of keeping track of daily student admissions and dropouts, student due payments, evaluating monthly income statements, and parents' payment-related questions, as well as reporting to my supervisor. I used Tally.ERP 9, a company management program, to keep track of everything. In addition, I used student management software to keep track of each student's due payment, advance payment, and other pertinent information.

1.3 Internship Outcomes

1.3.1 Student's Contribution to the Company

According to the duties I had to do, this was my contribution to the company. The following were some of my responsibilities, but they were not exhaustive:

1. Updating students' information in the student management software

2. Using the backend data, generate daily, weekly, and monthly reports on performance.

3. Dealing with parents of students and providing accurate information about their concerns

4. Evaluating their financial soundness based on their monthly income statements and balance sheets.

1.3.2 Benefits to the Student

After joining ALOHA BANGLADESH, I learned how to deal with a variety of challenges. I learned how to utilize and understand various software programs such as Tally.EPR 9. My understanding of MS Excel has improved as a result of practical application. I learned how to deal assertively with diverse sorts of individuals. This internship has improved my critical thinking abilities by allowing me to think outside the box, generate new ideas, be assertive and proactive, and establish myself as a useful employee who can handle any sort of assignment.

1.3.3 Problems/ Difficulties During Internship Period

Working with ALOHA BANGLADESH provided a highly flexible and welcoming work atmosphere. However, while working for this company, I encountered certain challenges.

1. Because of the pandemic's intensity in our nation, There were times when I spent days without working since student dropouts were extremely high and the company was facing financial losses.

2. During the first month of my internship, I had difficulty with having the online office at home. Since I usually do whatever work my supervisor passes on to me, I had difficulties understanding the task as it was a new experience for me.

3. Another issue that I struggled with was immense work pressure for the last two months of my internship. While the company's position was improving, they recognized there was a shortage of qualified employees. They avoided hiring since the expense of hiring is so expensive. As a result, current employees, like myself, had piles of work in addition to

their job responsibilities.

1.3.4 Recommendations for the Company

Working with ALOHA BANGLADESH as an intern, I believe, has taught me a lot. The working environment is pleasant and adaptable. They treat every person that works for the company with the utmost respect. They assigned me tasks that were extremely useful in actual life. Furthermore, the ethics they teach are widely valued. However, ALOHA Bangladesh's internship program is unclear and undeveloped. ALOHA BANGLADESH is chronically understaffed, which has resulted in the interns being overworked. For interns, they should consider adopting a systematic plan.

Chapter 2   Introduction of the Report

2.1   Origin of the report

As part of the internship program needed for completion of the Bachelor of Business Administration degree at BRAC Business School, the report was written to do research on the "Struggle of child-based Co-curricular t Educational Institutions in the post-pandemic era from the perspective of ALOHA BANGLADESH; Online Education in Bangladesh." Mr. Riyashad Ahmed, Assistant Professor at BRAC University, supervised the report's development.

2.2   Aim and Objective of the Report

The general objective of this study is to find the prospects of how child-based co-curricular educational institutions are coping in the post-pandemic age of online education. I had the opportunity to work with ALOHA BANGLADESH, a co-curricular educational institution that teaches a unique mathematical approach to children in order to improve their intellectual capabilities. This internship helped me to know how child-centered educational institutions suffer more than other educational institutions. The other objective of this study is to write an analytical paper that recounts the internship learnings and work experience. This study covered a variety of topics connected to overcoming obstacles and offered some recommendations.

2.3 Problem Description and Problem Analysis

When Covid-19 hit Bangladesh, the education system shifted to EdTech and online platforms. But it became hard for students to cope up with it. Online learning methods are proving to be very challenging to adopt among children. In comparison to adults, they lack sufficient understanding of online platforms. In this post-pandemic era, parents are hesitant to allow their children to do offline classes due to health concerns. Also, they are not comfortable with online platforms for their children as well. As a result, many educational institutions continue to be severely harmed. Especially those who work with child students. Furthermore, educational institutions that are not involved in traditional schooling but are involved in any skill-learning activity have suffered more than traditional schools. The reason for this is that co-curriculum activities are not mandatory for all the students. Hence, in this post-pandemic age, parents opt to avoid enrolling their children in any specific skill-learning educational institutions. This is creating difficulties for the co-curricular educational institutions to sustain in the market.

As a result, the purpose of this research is to provide guidance to other businesses and organizations, as well as to provide a thorough understanding of how ALOHA BANGLADESH has dealt with the post-pandemic age in order to remain competitive.

2.4 Methodology

1. Creating a Conceptual Framework

2. Detecting Data Sources

3. Collecting Primary & Secondary Data

4. Analyzing Data

2.5 Scope

The major part of this report was written by reviewing statistics, numbers, and information from ALOHA BANGLADESH's finance and accounting department. This report is dependent on the collaboration, functions, and activities of the company. However, It also depends on the company's willingness to share the data it has accumulated over the previous few years.

2.6 Limitations

During the writing of this report, I encountered several limitations.

1. There were certain official confidential data that I was not permitted to utilize while writing my report.
2. As the classes were taking place on online platforms, it limited my ability to evaluate existing parents/students.
3. One of the major sources of collecting secondary data is the organization's website. However, the website of ALOHA BANGLADESH does not contain enough information compared with other organizations.
4. The insufficiency of records inside the organization made the report creation toughest.
5. A very short span of time to prepare the report.

Despite these constraints, I have made earnest attempts to make the results and aims of this report a successful one.

Chapter 3 Background and Overview of Company

3.1 History of ALOHA BANGLADESH

ALOHA BANGLADESH is one of the projects of Unicom Education Consultant Services Ltd. This company is a child-based independent educational institution in Bangladesh that introduced a unique mathematical method in order to improve children's intellectual capabilities. It is an internationally approved training program for children aged 4 to 13 years old who want to improve their learning capacities and increase their mathematics skills. The technique begins by teaching children mathematics with an abacus (mathematical tool) and then progresses to assisting students with mathematical problems in their heads without the help of an abacus. ALOHA BANGLADESH has international recognition as it is a part of ALOHA INTERNATIONAL. ALOHA INTERNATIONAL was founded in Malaysia in 1993. Mr. Loh Mun Sung, the Founder and President of ALOHA INTERNATIONAL. ALOHA Mental Arithmetic is being taught in over 40 countries, with over 4 million students registered in the program. ALOHA began its journey in Bangladesh in 2006. More than 80 thousand kids from 600+ English and Bengali Medium Schools throughout the country participated in this extracurricular activity.

The achievement list of ALOHA BANGLADESH is huge. They have been participating in the ALOHA International Competition for the last 15 years. ALOHA BANGLADESH continues to

offer this amazing mental arithmetic program using online platforms since 2021. ALOHA BANGLADESH is a potential company that is in the maturity stage of the Business Life Cycle.

3.2 Mission

To become a leader in delivering creative education and releasing the innate potential of the human mind via major development training.

3.3 Vision

ALOHA BANGLADESH is a vision dedicated to developing a new generation of people who have the intellectual capability to face challenges in a competitive environment.

3.4 Objectives

The main objectives of ALOHA BANGLADESH are as follows:

1. To strengthen and train the child's mental capabilities, particularly the right brain.
2. To encourage patience, efficiency, and focus.
3. To instill in the children excellent habits and a pleasant mindset.
4. To build and teach the child's ability to observe.
5. To encourage children to be more creative.
6. To strengthen one's moral character.
7. To assist the youngster in overcoming his or her fear number.
8. To improve analytical abilities.

9. Excellent memory recall and retention

3.5 Service

The service of ALOHA BANGLADESH segmented into two parts

1. Aloha Senior (age span from 6plus to 14 years)

2. Aloha Junior (age span form 4 to 6 years)
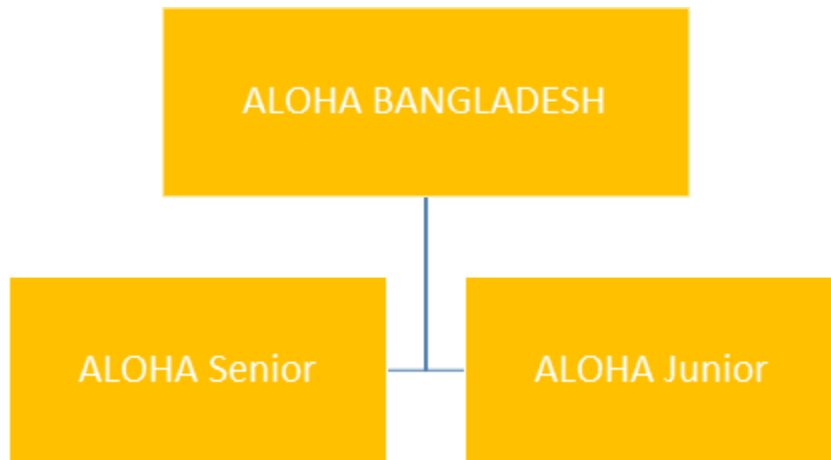
3.5.1 Description of ALOHA Senior

Course information

Eligibility: Children of age group between 6 plus to 14 years.

Teaching Sessions: Two-hour classes are held once a week; classes may be held on weekends or on weekdays depending on seat availability.

Course Duration: Two-year course length (Divided into 8 levels 3 month each). Following satisfactory completion of each level, ALOHA INTERNATIONAL and ALOHA BANGLADESH issue certificates jointly.

Course Levels: The ALOHA course is divided into eight levels. Each level takes three months to complete.

3.5.2 Description of ALOHA Junior

Course Information

Eligibility: Children of age group between 4 plus to 6 years.

Teaching Sessions: Two-hour classes are held once a week; classes may be held on weekends or on weekdays depending on seat availability.

Course Duration: Two-year course length (Divided into 8 levels 3 month each). Following satisfactory completion of each level, ALOHA INTERNATIONAL and ALOHA BANGLADESH issue certificates jointly.

Course Levels: The ALOHA course is divided into eight levels. Each level takes three months to complete.

3.6 The Code of Business Principles

The company has established a practical business policies framework within which to operate. The corporation's operations are based on social responsibility as well as business considerations related to the interests of school-aged kids.

The operational policies of the corporation are as follows:

1. ALOHA BANGLADESH operates with honesty, integrity, and transparency, as well as a regard for its employees' human rights and interests.

2. They work on developing and encouraging franchises.

3. They require its members to follow the laws and regulations of the governments.

4. In comparison to other branches, the tuition price for ALOHA BANGLADESH branches in rural regions is significantly lower.

5. Tuition fees are reduced for the children of company employees and teachers.

6. ALOHA BANGLADESH provides the knowledge of Mental Arithmetic all around in BANGLADESH.

7. Since the ALOHA program is a unique mathematical method, they ensure that instructors receive high-quality training in order to improve student learning.

8. If an earning member of the student's family dies or becomes unable to earn, the student receives free schooling.

9. ALOHA BANGLADESH does not pay or receive bribes or other illegal benefits for commercial or financial gain, whether directly or indirectly.

10. They run their operations in line with internationally recognized corporate governance principles.

11. They are committed to using data responsibly, ethically, and fairly.

12. They encourage both children and parents to embrace the spirit of ALOHA.

13. ALOHA BANGLADESH is dedicated to creating a work environment that values diversity, inclusiveness, skills training, and equal opportunity for all employees, including those with disabilities.

3.7 Business Model

ALOHA Offline Teaching System:

ALOHA BANGLADESH was continuing their offline class in all of their branches in Bangladesh before COVID-19 arrived. In the classroom, teachers work one-on-one with each student to ensure that they fully comprehend the material. The company ensures that the Teachers are well trained before attaining classes

ALOHA Online Teaching System

ALOHA BANGLADESH introduced ALOHA Online Teaching System at the end of the year 2020. They follow the structure of the LMS (Learning Management System) model. A learning management system (LMS) is a digital learning environment that organizes and coordinates all parts of a company's training activities. Here teachers take live classes in real-time rather than

make pre-recorded video lessons. However, there are pre-recorded video class sessions already uploaded to the system for a better understanding of students.

3.8 Industry and Competitive Analysis (SWOT Analysis)

Every company has its own set of strengths, weaknesses, opportunities, and threats. The company can make the correct decision at the right time by identifying these variables. If an organization's vulnerabilities are identified early enough, they can be converted into opportunities. Furthermore, ignoring any of these might result in the loss of significant business prospects. As a result, every business organization must analyze its performance, opportunities, and threats (SWOT) analysis. The SWOT analysis aids us in comprehending a company's strategic position both internally and internationally. Here I have tried to find out ALOHA BANGLADESH's strengths, weaknesses, opportunities, and threats.

SWOT ANALYSIS

Strengths

1. **First Mover Advantage:** The biggest advantage of ALOHA BANGLADESH is the first-mover advantage. ALOHA BANGLADESH has introduced a unique mathematical system based on ABACUS to help children improve their mental capabilities. This approach drew the attention of many parents and quickly gained traction across Bangladesh.

2. **Internationally Recognized:** ALOHA BANGLADESH is an internationally recognized company. It is a multinational franchise company of ALOHA INTERNATIONALS. ALOHA BANGLADESH has participated in 9 international level competitions and organized many national level competitions. They have a very advanced syllabus guided by ALOHA INTERNATIONALS. Students' achievement certificates are issued by both ALOHA BANGLADESH & ALOHA INTERNATIONAL jointly. As a result, ALOHA BANGLADESH has stronger goodwill than any other competitor in the market

3. **Less Competitor:** ALOHA BANGLADESH recently has some local competitors. UCMAS Bangladesh and Mastermind Abacus Bangladesh that provide the ABACUS learning service as ALOHA BANGLADESH. However, there is still very less competition for ALOHA BANGLADESH.

4. **A Pleasant Learning Atmosphere:** Every child is unique in his or her own way. Keeping up with children is a challenging task. ALOHA BANGLADESH constantly ensures that every teacher is fully trained in order to provide a pleasant learning environment for every child.

5. **Customers' Loyalty:** Many clients have remained loyal to ALOHA BANGLADESH as a result of its exceptional service. They encourage other parents to enroll their children at ALOHA BANGLADESH, resulting in WOM marketing for the institution.

Weakness

1. **Dropouts of Students Due to COVID-19 Pandemic:** Due to the COVID-19 pandemic, several students dropped out of ALOHA BANGLADESH. Parents are concerned about their children's health and children are not that much familiar with online platforms. As a result, sales have declined.

2. **Poor Marketing Plan**: ALOHA BANGLADESH lacks a well-developed marketing plan. They are less concerned about marketing. They were able to survive in the market thanks to word-of-mouth marketing. However, they will struggle to survive in the market unless they have a solid marketing plan.

3. **Employee Shortage:** Another issue with this company was a lack of sufficient employees. During Covid-19, ALOHA BANGLADESH laid off a large number of employees due to a sharp decrease in the company's revenue. While the company's status was improving in the post-pandemic era, they found there was a shortage of qualified employees. They avoided hiring since the expense of hiring is so expensive. As a result, the current staff was overloaded with work that was unrelated to their jobs.

4. **Poor Website Management**: The company's website is the first location where potential consumers go to learn more about it. Unfortunately, there is a lack of information on the ALOHA BANGLADESH website. They need to work on their website as soon as possible.

Opportunity

1. **EdTech Industry Revolution:** In the worldwide market, the EdTech industry is gaining traction. 81 percent of US instructors stated their capacity to use EdTech improved during school facility closures in response to COVID-19 in 2020. In terms of quality, education is quickly improving. In 2015, 49% of students worldwide reported they had taken an online course within the previous year. A year later, 81 percent of college students believed that digital learning technology like virtual classroom chat had helped them succeed academically. Bangladeshi Edtech businesses were able to raise around $2 million USD in the first half of 2021. Edtech had a 5% market share in the education business before the pandemic, and that percentage is expected to rise to 10% after the epidemic.

2. **Increasing the Demand for Advanced Education:** The competition in every sector is rising high. People are experimenting with different approaches in order to stand out from the crowd. Parents often provide higher education for their children and encourage them to learn new skills so that they may navigate this complex environment more easily. The need for a more modern educational system is growing.

3. **Demand for Extracurricular Activities:** Parents are actively involving their children in extracurricular activities in order to help them flourish in all areas.

4. **Possibilities of becoming a Market Leader:** ALOHA BANGLADESH enjoys a first-mover advantage and is well-known throughout Bangladesh. As a result, there is a good potential for becoming the market leader.

Threats

1. **The Impact of COVID-19 on the Education Industry:** The education business has been rattled by Covid-19. A large number of pupils have left their educational institutions. The BRAC Rapid Assessment study 50 EFFECTS OF AND RESPONSE TO COVID-19 ON THE EDUCATION SECTOR IN BANGLADESH 28 discovered that 14% of students in their sample did not study, and 56% of students did not participate in online classes.

2. **New Government Policies and Laws:** To deal with the fallout of the pandemic, the government implemented a flurry of new rules and laws. This can lead to systemic risk. As a result, ALOHA BANGLADESH is unable to complete its pre-planned mission in order to achieve its goal.

3. **The Number of Rivals will Rapidly Increase:** The number of competitors is growing. However, two rivals are posing a serious threat to ALOHA BANGLADESH. Mastermind Abacus Bangladesh is one, and Smart Brain Bangladesh is the other. Mastermind Abacus Bangladesh has more followers than ALOHA BANGLADESH on social media and also they have a great IT team which can cause trouble for ALOHA BANGLADESH.

4. **Increasing Expenditure:** The economy has collapsed as a result of the COVID-19 epidemic. Everything has skyrocketed in price after the outbreak. As a result, there's a good likelihood that expenditure will rise, and the company will struggle to stay afloat.

Chapter 4   Methodology

4.1   Research Methodology

In order to accomplish the research objectives, adequate theoretical understanding, practical competence, and accurate information are required. Gathering knowledge and applying it in the proper direction in a genuinely scientific method in a research paper is always a challenge. This is a qualitative study that combines theoretical knowledge, practical skills, qualitative data, and previously published research papers and articles. For the past three months, I've been employed by a company. The study topic was based on a current situation at the company where I was working. I wanted a better understanding of how child-centered educational institutions that teach any specific skill are fighting to stay afloat in the post-pandemic age. As a result, this is the research topic that I have chosen. Understanding the work culture as well as the work environment is necessary for understanding the right protocol for creating this research. Qualitative research is used to better understand how an organization works since it aids in gaining thorough knowledge that allows a person to evaluate, process, and accomplish the research objectives.

4.2   Case Study

A case study is a research method for gaining a broad, multi-faceted knowledge of a difficult issue in its real-world setting. The most realistic choice for understanding the what, why, and how of a research topic is to do a case study. When it comes to comprehending a complicated topic or question, a case study can help. ALOHA BANGLADESH is the case company for this research.

The research topic is focused on the major difficulty that ALOHA BANGLADESH is experiencing as a child-centric educational institution in the post-pandemic period, as well as the reasons behind this problem. The case will highlight the struggle of every independent company which provides children with co-curricular education services in this post-pandemic period.

4.3 Data Collection

One of the most crucial components of research is data collection. Data collection is a systematic method of obtaining and analyzing data on variables of interest, which allows researchers to answer research questions, test hypotheses, and assess outcomes. Data may be divided into two kinds. Quantitative data and qualitative data are two types of information. When a researcher wants to quantify an issue or answer the "what" or "how many" questions in a research topic, they utilize quantitative data. Qualitative data refers to characteristics or attributes that are not quantifiable. It's gathered through surveys, interviews, or observation, and it's often presented as a story. This study is based on qualitative data. Data is collected from two sources. There are two types of data: main data and secondary data. To completely comprehend the quality of the findings, both primary and secondary data were collected for this study. Primary data assists in providing accurate information on a certain topic. During the research time, more data can be obtained from primary sources. There will be less uncertainties, and the investigators will be able to rely on the data. Secondary information may be less significant, yet it is still important. Obtaining vital information can be difficult at times; in these cases, data from secondary sources is more straightforward and feasible. When vital information is unavailable, the investigation must be limited to secondary sources. In some cases, vital information is displayed but respondents are unwilling to reveal it; in

these cases, secondary data can suffice. For these reasons, the study employs both primary and secondary sources of information.

Methods of Collecting Primary data

1. By asking insightful questions to employees who are involved with the company's operations.
2. Informal discussion with clients
3. Practical work exposures from different desks of the department of the branches.

Methods of Collecting Secondary data

1. Unpublished data was received from the branch.
2. From the website of ALOHA BANGLADESH
3. Printed forms and documents of ALOHA BANGLADESH
4. Income statement and balance sheets of ALOHA BANGLADESH

Chapter 5 Empirical Findings and Analysis

5.1 The Main Issue

The COVID-19 has forced the closure of schools all around the world. Over 1.2 billion children globally are out of school. Around 42 million students in Bangladesh are still affected by school cancellations caused by Covid-19. As a result, students have no choice except to rely on online learning. Virtual classrooms typically fail to satisfy students' expectations and learning requirements since not all students have access to digital technologies. Virtual learning methods are proving to be very challenging to adopt among children. In comparison to adults, they lack sufficient understanding of online platforms.

ALOHA BANGLADESH is a child-based co-curricular educational institution. They offer a unique mathematical approach to their students that strengthens and trains their mental capabilities. During the pandemic and post-pandemic years they began to suffer significant losses. The reason behind their losses is the significant dropout of students due to lack of technological skills and difficulties in adapting among child students. In this post-pandemic era, parents are hesitant to allow their children to do offline classes due to health concerns. On the other hand, they are not comfortable with online platforms for their children as well. As a result, organizations like ALOHA BANGLADESH, which works with children with co-curricular skills, are fighting to exist in the post-pandemic age.

5.2   Online Learning

Online learning refers to learning that takes place through the internet. Online learning is just one type of "distance learning," which refers to any type of learning that occurs outside of a traditional classroom. People can learn anything from anywhere by accessing the internet. It's also referred to as "e-learning" in other terms.

5.3 Primary Data Visualization

A survey of numerous parents of ALOHA BANGLADESH students was undertaken to know about their experiences with online classes. The chart below gives a visual depiction of their percentage responses to the question. There were two groups of people. The first was from ALOHA Senior, while the second was from ALOHA Junior. There were 15 people in total from both groups. The total number of participants was 30.
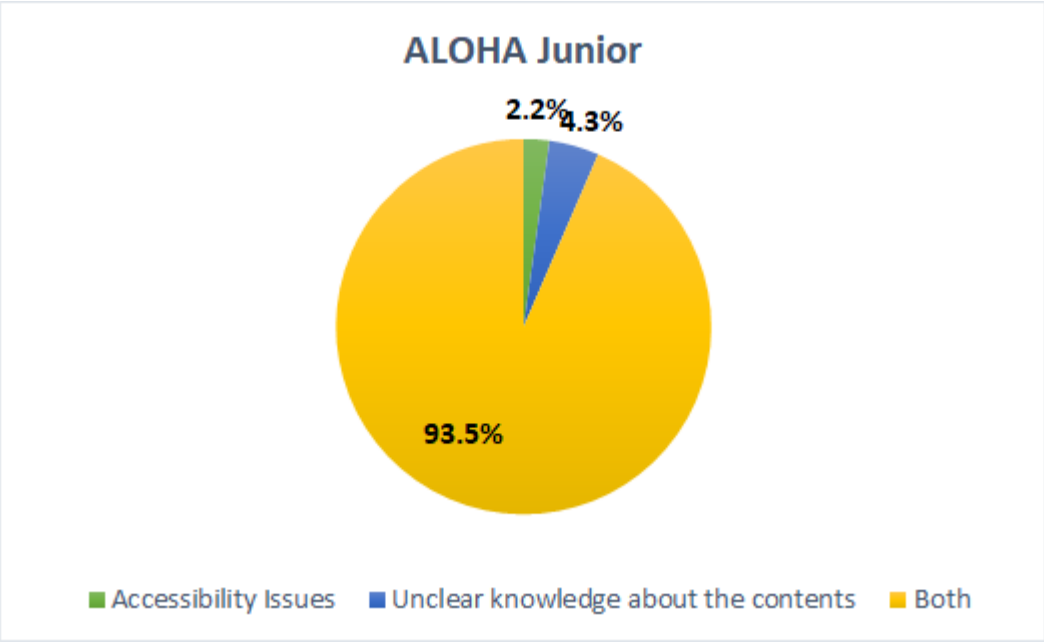
Is your child a new student of ALOHA BANGLADESH after the COVID 19 pandemic?
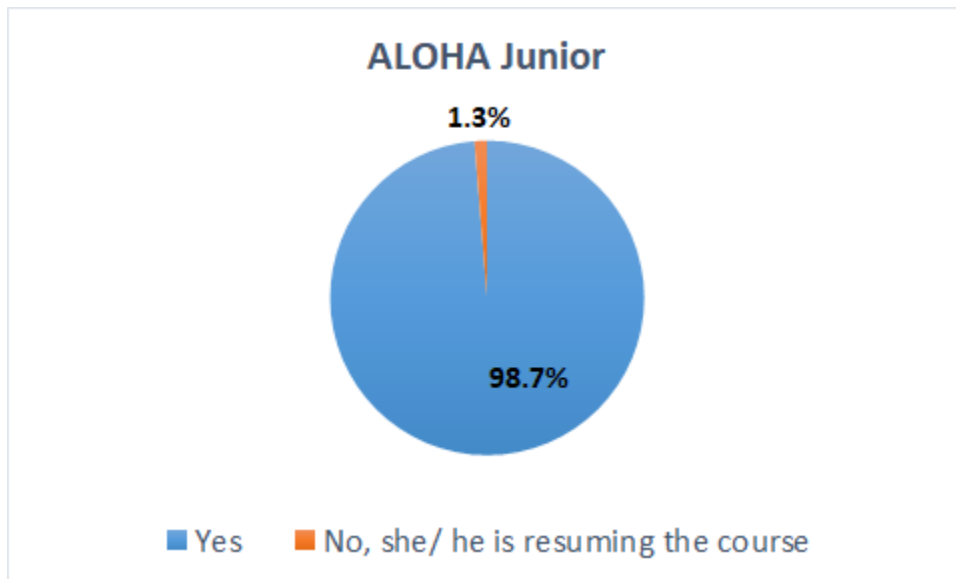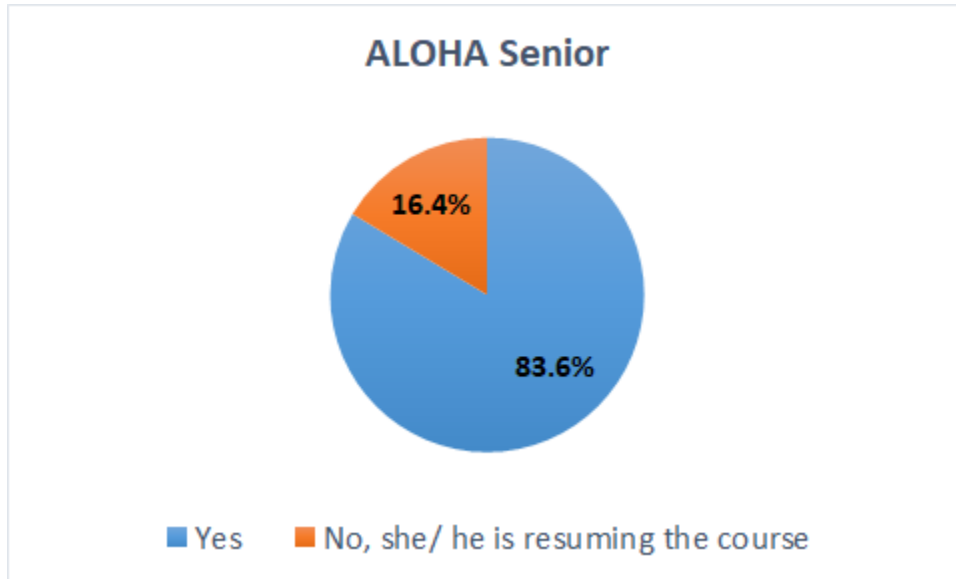
Is your child comfortable with doing classes on online platforms?
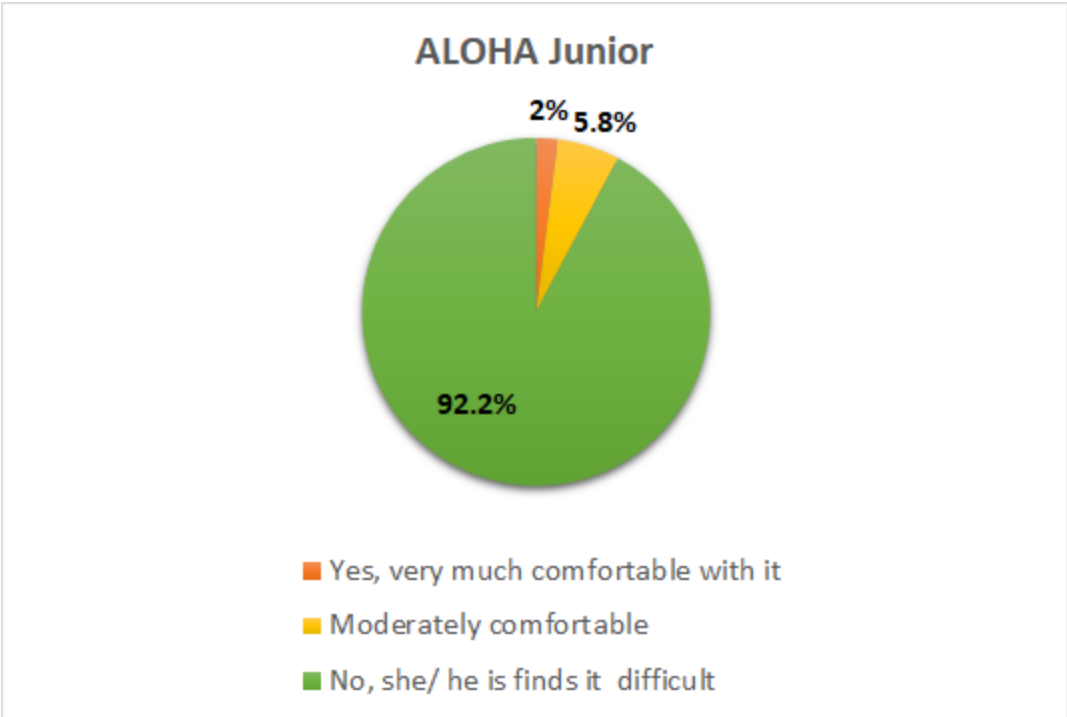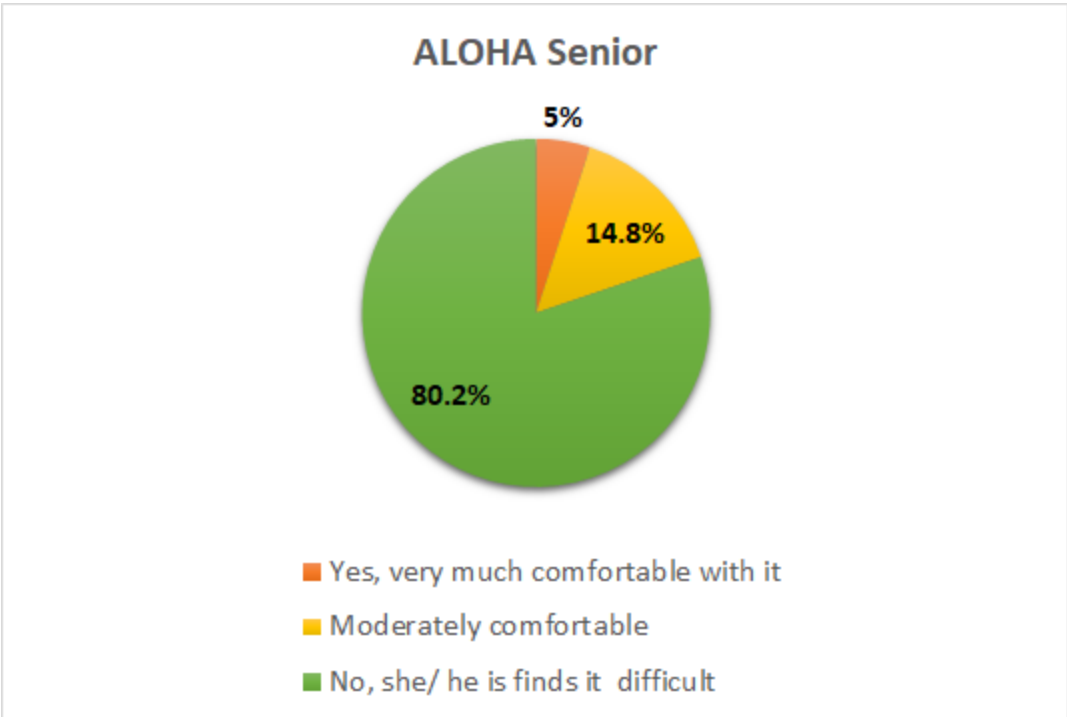
What kind of difficulties does your child face while doing classes on online platforms?

ALOHA Senior

11.3%

16.2%

72.5%

- Accessibility Issues
- Unclear knowledge about the contents
- Both

ALOHA Junior

2.2% 4.3%

93.5%

- Accessibility Issues
- Unclear knowledge about the contents
- Both
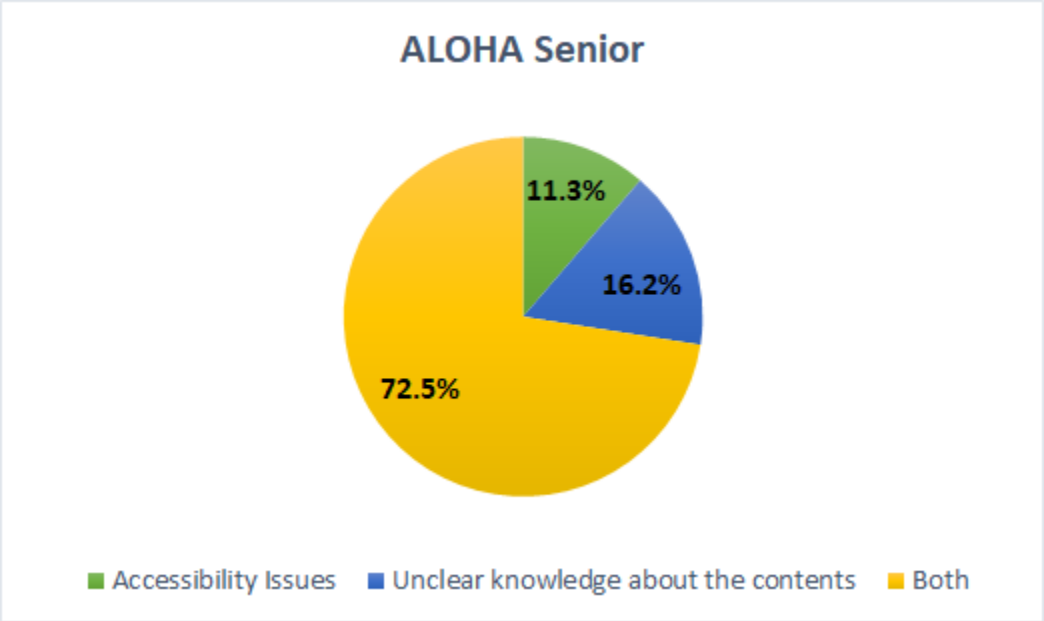
Are you satisfied with teachers' engagement with students during online classes?

ALOHA Senior

21.0%
33.0%
46.0%

■ Yes ■ fairly ■ No

ALOHA Junior

15.0%
31.0%
54.0%

■ Yes ■ fairly ■ No
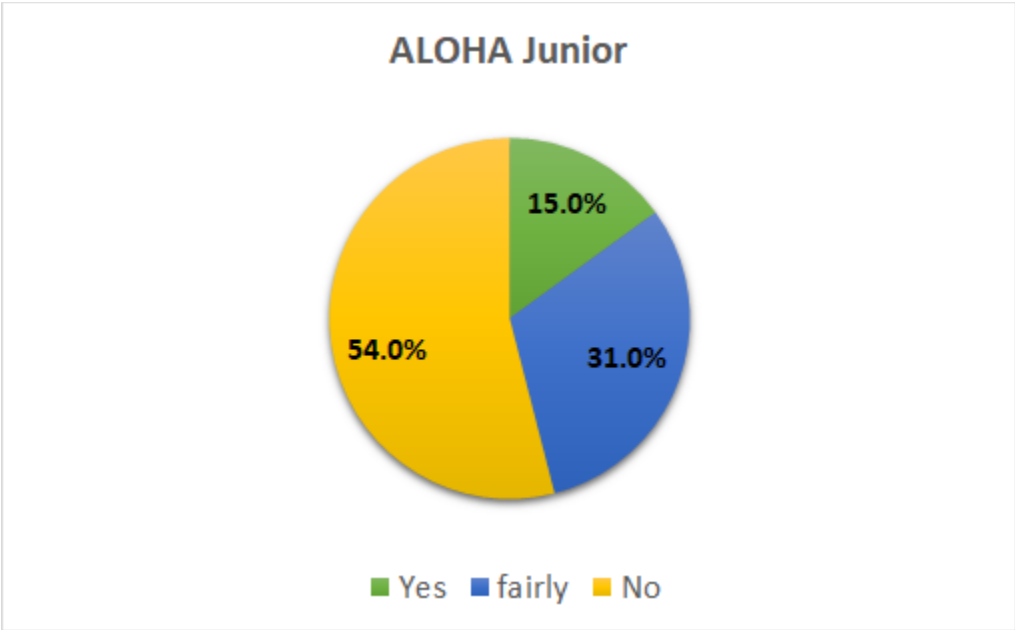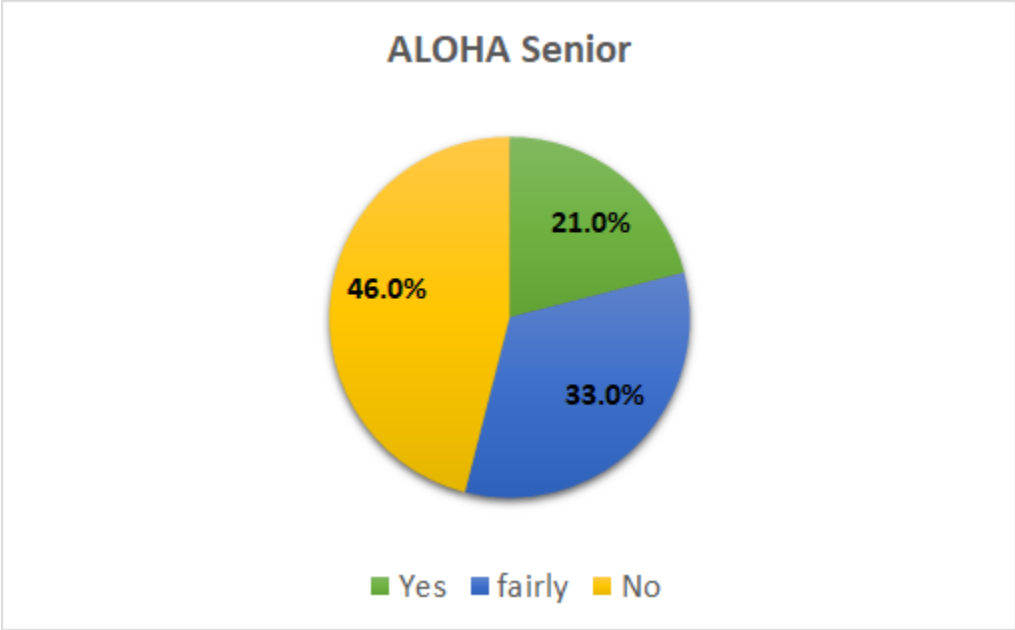
5.4 Children's Challenges with Online Learning

1. **Unclear Knowledge about the Contents:** Academic direction, evaluation, and interactivity are all lacking in online learning. In comparison to teenage or adult students, children require greater attention. They require adequate direction time, and teachers must focus on each individual student because they are unable to solve their own problems. Incomplete and ambiguous learning might result from a lack of engagement. As a result, students may get disinterested in studying new content. The instructors face difficulties in keeping them engaged and ensuring that students understand the content.

2. **Technological Issue:** Lack of technological expertise is another issue. Online platforms are still now troublesome to child students in this post-pandemic period. It became difficult for them to understand the functioning of these platforms. As a result, many young students are frustrated when they have to run these functional processes.

3. **Internet Instability:** Access to the internet provides access to a vast amount of information, knowledge, and educational opportunities. Poor internet access, data expiration, and power outages frequently disrupt classes. While 4G mobile networks reach 95 percent of Bangladesh's population, 53 percent of mobile customers still utilize 2G and 3G. The learning process for students is being hampered by slow internet access. During online classes, students frequently encounter network issues. While the live lecture was in process, unexpected internet delays or disconnectivity caused several students to lose essential information. As a result, they are unable to grasp the topic properly. Also, during exam periods, internet disconnectivity makes students hyper and stressed, blocking them from focusing fully on their examinations and leading to bad grades.

4. **Unequal Access:** The majority of students from rural regions and low socioeconomic backgrounds are unable to access remote learning possibilities via the internet, computers, and cellphones since they do not have access to these technologies, according to the focus group members. Online classes are based on the assumption that students have a device with a screen and a network connection that allows them to engage in online classes from home. These students are facing geographical, socioeconomic, and sociocultural barriers. Moreover, even students having a device and fixed broadband internet in urban areas may suffer in online classes. Several students claimed that teachers experienced issues with network quality and technological obstacles, which might contribute to students' inability to concentrate and pay attention in class.

5.4 Struggle of ALOHA BANGLADESH During Post-pandemic

COVID-19 has caused significant issues in ALOHA BANGLADESH. There is a wide variety of probable outcomes, resulting in a high level of uncertainty regarding the pandemic's final trajectory as well as the path and time required to return to a steady-state. ALOHA BANGLADESH is still suffering more than any other educational institution in this post-pandemic age. A large number of students quit, causing massive issues in the company, which they are currently dealing with. Now I'll briefly discuss some of the challenges that ALOHA BANGLADESH has been facing in the post-pandemic period.

1. **Potential Diminished Demand for Products or Services:** Parents in the twenty-first century are increasingly concerned about their children's education. They want their child to succeed in many areas other than academics. That is why they enroll their children in

extracurricular activities like singing schools, dancing schools, painting schools, and abacus schools. However, as a result of the COVID 19 pandemic, Bangladeshi people's income has dropped. This is why Parents' potential demand for extracurricular education has decreased. Because co-curricular activities and the learning of specific skills are not as important to students as academic courses are. ALOHA BANGLADESH has been suffering as the demand for abacus learning skills has decreased. The majority of the students of Bangladesh have dropped out of these types of co-curricular educational institutions during pandemics.

2. **Sales Decline (Number of students decreased):** The number of students has drastically dropped as a result of Covid-19. ALOHA BANGLADESH was closed for eight months and did not earn a single penny during the pandemic. After a large dropout rate during the pandemic, only a small number of students are enrolling in ALOHA courses during the post-pandemic era, compared to before the pandemic. Because co-curricular activities and the acquisition of particular skills are not required in the same way that academic courses are for students. During the pandemic, they started offering online lessons to keep their business running. Children are finding online learning approaches to be quite difficult to embrace. Parents are wary about allowing their children to use online platforms. As a result, they are still running their company at a loss in this post-pandemic period.

3. **Potential Liquidity and Working Capital Shortfalls:** To cope up with COVID 19 pandemic ALOHA BANGLADESH needed new strategies and operations to execute. However, the working capital and current assets were not enough to execute these operations. Sales decline has led to a decrease in cash flows in the company. It became

really tough for them To execute these operations because of a shortage of working capital and potential liquidity.

4. **Shortage of Eligible Employees:** During COVID 19, a large number of qualified employees departed the firm. The recruiting procedure is costly, and hiring qualified people in the company takes a long time. As a result, the company is experiencing employee shortage. These have an impact on the company's ability to carry out its activities.

5. **Capital Decline (Number of institutions decreased):** ALOHA BANGLADESH found it difficult to maintain their company due to a massive decline in sales with no profit during the pandemic. They had to pay the employee's wage and keep the branches' rents going for another eight months despite the fact that the company was losing money. Finally, they become unable to pay their rent and continue to pay their salaries. ALOHA BANGLADESH used to have 42 branches around Bangladesh, but currently they left with 12 branches. This is indicating a capital loss.

6. **Increase of New Loans (Long term liabilities increased):** To sustain in the market they sell off their assets to operate the company. However, it was not enough to keep them afloat in the market during this post-pandemic period. They took out some additional loans in order to execute some new initiatives within the company.

7. **Going Concern:** Going concern refers to a company's ability to generate enough money to be able to pay for its liabilities. In other words, it determines if a company has the resources to pay its financial commitments on time. It is usually assumed that it will meet for at least the following 12 months or a certain accounting term. During Covid 19, ALOHA BANGLADESH had to examine whether, in the event of a pandemic, they would be able to continue functioning as a going concern in the near future. As a result, ALOHA

BANGLADESH was tasked with managing the entity's competence evaluation, which included making a decision. They examined a number of things while making a decision.

8. **Impairment of Non-financial Assets:** To begin with, ALOHA BANGLADESH's goodwill faded after the epidemic. According to the results of the survey, the majority of parents are dissatisfied with the performance of teachers in online classes. When COVID 19 struck, ALOHA BANGLADESH was unable to prepare the teachers physically. Online education is very new for both students and teachers. As a result, children are having difficulty interacting with their teachers. Moreover, many branches were forced to close during the pandemic, resulting in office equipment and inventory damage.

9. **Lack of Advanced IT Team:** The world has gotten more digitalized in the post-pandemic period. ALOHA BANGLADESH has a weak IT support system that is causing them difficulties. Their main competitor, Mastermind Abacus Bangladesh, has a strong IT support system and a competitive IT team. As a result, ALOHA BANGLADESH has a good possibility of failing in the survival rate.

5.5 Recommendations

There are some recommendations I want to give them which may help to improve their current situation.

1. **Advance Online Teaching System:** ALOHA BANGLADESH must strengthen its online teaching system to ensure that every student better understands the content. They can engage children by including fun activities for them on the online platform. They must design an online platform that is simple to use for their students. The online and offline teaching systems are vastly different from one another. To accomplish this task properly, professional teachers are required. As a result, they must train their teachers differently in order for them to be professional on this platform.

2. **Advance IT Support System:** ALOHA Bangladesh must emphasize its IT system in this digital era. They need to improve their SEO. Their rivals have an excellent IT infrastructure. If they do not focus on this issue, ALOHA BANGLADESH may face an existential crisis.

3. **Improve Management System:** ALOHA BANGLADESH has a very weak management system. They must upgrade their management structure and hire qualified employees. They must also update the data on a regular basis in order to analyze every situation and make faster decisions.

4. **Ensure the Health Security:** The future is uncertain. The campus has a good probability of reopening if the COVID-19 situation improves. As a result, they must ensure students' health security and impose strict rules to maintain it.

5. **Promotion on Digital Platforms:** ALOHA BANGLADESH must promote its business more widely on digital platforms such as Facebook, Twitter, YouTube, and Instagram. This allows potential customers to learn about the new policies and convert them into real customers.

5.6   Summary and Conclusions

ALOHA BANGLADESH is one of the projects of Unicom Education Consultant Services Ltd. This company is a child-based independent educational institution in Bangladesh that introduced a unique mathematical method in order to improve children's intellectual capabilities. When Covid-19 hit Bangladesh, the education system shifted to EdTech and online platforms. But it became hard for students to cope with it. Online learning methods are proving to be very challenging to adopt among children. As a consequence, ALOHA BANGLADESH found itself in a state of existential crisis. As a result of Covid-19, the number of students has decreased dramatically. During the pandemic, ALOHA BANGLADESH was closed for eight months and did not make a single penny. After the epidemic, there was a high dropout rate. ALOHA BANGLADESH faced numerous issues following the pandemic, including potential decreased demand for products or services, sales declines, potential liquidity and working capital shortfalls, a shortage of qualified employees, capital decline, and so on. It is constantly struggling to regain its previous market position.

5.7 Bibliography

., S. F. (2021, January 12). *36 EdTech Statistics & Facts: The State of Technology in Education*. GetStream.io. Retrieved September 12, 2021, from

https://getstream.io/blog/edtech-statistics/

ALOHA. (2021, October 9). *09 Oct What is ALOHA's method of teaching mental arithmetic?* ALOHA Mind Math. Retrieved October 11, 2021, from

https://alohamindmath.com/what-is-alohas-method-of-teaching-mental-arithrnehc/

ALOHA BANGLADESH. (2006, May). *ALOHA BANGLADESH*. ALOHA BANGLADESH: Home. Retrieved September 9, 2021, from https://alohabdonline.com/

Classroom. (2021, September 12). *Edtech in Bangladesh - Education*. Upskill Classroom. Retrieved September 19, 2021, from https://www.upskillclassroom.com/blogs/83

UNESCO. (n.d.). UNESCO COVID-19 education response: how many students are at risk of not returning to school? Advocacy paper. Retrieved October 1, 2021, from https://unesdoc.unesco.org/ark:/48223/pf0000373992

UNICEF BANGLADESH. (2020, December 8). *Bangladeshi children share experiences of remote learning and the challenges they face*. UNICEF. Retrieved September 24, 2021, from https://www.unicef.org/bangladesh/en/stories/bangladeshi-children-share-experiences-remote-learning-and-challenges-they-face

World Wide Web Foundation. (2021, August 19). *Access to the internet, access to the world: students' experiences of online learning in Bangladesh during Covid-19*. World Wide Web Foundation. Retrieved September 19, 2021, from https://webfoundation.org/2021/08/access-to-the-internet-access-to-the-world-students-exexperiences-of-online-learning-in-bangladesh-during-covid-19/