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## Abstract

This study was conducted to assess the impact of different e-learning media on knowledge retention at Rural Development Academy Laboratory School and College (RDALSC) in Bangladesh from July 2021 to June 2022, the research employed qualitative approaches alongside quantitative methods such as surveys and interviews. 120 participants, including students, educators, and educational administrators were involved with a balanced gender distribution. Findings revealed that a majority of respondents lacked IT competency, emphasizing the digital divide's significance. Access to the internet was widespread, with daily usage among 43.33% of respondents. The study also unveiled the influence of social factors on internet access, showing that 31.67% of students relied on friends' devices or gathered at friends' homes to access the internet. Notably, more than half of the students used Android mobile devices for e-learning, reflecting global trends in smartphone adoption whereas 13% of participants had no e-learning device. Participants perceived YouTube and Facebook as the most useful e-learning media due to their affordability and popularity. Facebook played a vital role in fostering communication and interaction among students, while Zoom's versatility made it indispensable for synchronous and asynchronous learning. YouTube served as a supplementary resource for instructional content. Moreover, respondents found YouTube, Zoom, and WhatsApp to enhance autonomy in learning, with YouTube enabling self-directed exploration. Regarding the quality of e-learning experiences, YouTube's extensive educational content and Zoom's real-time engagement were highly regarded. Social media addiction (85%) and simultaneous work (65.83%) commitments posed challenges to e-learning, with many students preferring face-to-face learning. Challenges in adopting e-learning included educators' lack of experience with online technologies (84.17%), students' digital illiteracy, and insufficient training in using ICT-based learning components. Instructional design (84.17%) emerged as a key concern, emphasizing the need for structured e-learning curricula. Student behaviors such as game addiction (78.33%) and social media addiction also hindered e-learning. In conclusion, this study identifies critical challenges and offers practical recommendations for improving e-learning adoption at the higher secondary level in Bangladesh, ultimately ensuring quality education in the digital age.

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