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Difficulty Of Online Learning For High School Students In Vietnam During The Covid Pandemic

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ABSTRACT

The Covid-19 pandemic caused by corona virus has seriously affected all areas of social life, especially the education and training industry. In that context, high schools in Ho Chi Minh City quickly changed their online teaching and learning methods to cope with social distancing regulations, limiting mass gatherings. This article was completed based on the results of a survey on difficulties and methods to help high school students learn online more effectively, from the survey respondents who are teachers and students at Ho Chi Minh City. The article uses quantitative and qualitative analysis methods to discuss contributions to improving the quality of online training during the Covid-19 pandemic. The survey results show that the online learning of high school students is still limited, and some specific measures are needed to improve their learning efficiency.

Keywords: Covid-19, online learning, effective, high school students

I. INTRODUCTION

Facing the complicated situation of the Covid-19 pandemic, following the direction of the Prime Minister and relevant ministries to ensure the learning progress as well as protect the safety of students, high schools in Ho Chi Minh city have advocated changing from the direct teaching method in the lecture hall to the online teaching method using software (Aguilera-Hermida, 2020). Online learning is a relatively new concept for teachers and high school students, and its application to teaching is not yet widespread. Therefore, in the process of implementing online learning to students initially, difficulties will inevitably arise (Nghia et al., 2021). Therefore, the study "Difficulty of online learning for high school students in Ho Chi Minh city during the corona pandemic" is necessary to help Ho Chi Minh City be able to see the reality of the implementation, difficulties, and effectiveness of online teaching through feedback from teachers and students. In addition, this article provides a reliable source of data to help high schools in Ho Chi Minh City take necessary support measures to improve the effectiveness of online teaching in the current period.

II. LITERATURE REVIEW

Online learning is an increasingly popular learning trend in the world. Online learning has many advantages such as flexibility, convenience, and being independent of geographical conditions, helping learners to maintain their study, very suitable when face-to-face communication is not possible between teachers and students as during the Covid-19 pandemic (Dung & Thuy, 2020). Besides the above advantages, online learning still has many disadvantages. In Vietnam, before the Covid-19 pandemic took place, online learning was hardly applied at high schools. When schools were forced to deploy teaching and learning entirely online to cope with the Covid-19 epidemic, teachers and students faced many difficulties in the process of adapting and absorbing sudden changes (Thanh & associates, 2020). Most teachers find it difficult to control whether students understand, pay attention, or not (Mukhtar & Sethi, 2020). In Vietnam, there are still not many studies written on online learning programs, and there is not a specific study that addresses the barriers of online learning for high school students (Hien et al. 2020). Therefore, this study analysed the feedback from teachers and students in order to recognize the difficulties and propose some methods to help the online learning of high school students achieve higher effective results.

III. THE REALITY OF ONLINE LEARNING OF HIGH SCHOOL STUDENTS IN HO CHI MINH CITY

With the spirit of "postpone going to school, don't stop learning", both teachers and parents make every effort to create the best conditions for students to gradually adapt to online learning. However, it is not easy for online learning to be effective, especially for 12th-grade students who are preparing for the national high school exam (Thanh et al., 2020). Online learning has only stopped at the full number of lessons according to the curriculum, in terms of actual knowledge, students cannot fully grasp it like when learning face-to-face. Moreover, in the lesson design, more experiments and practice have been included and online learning cannot be fully conveyed. Most teachers find preparing and teaching online much more difficult and strenuous than face-to-face learning. It is difficult to guide students to understand the lesson, to test, or to monitor the learning process. It is also difficult for teachers to create as many exciting activities as in class. The learning environment at home causes students to be distracted by many external factors such as noise, television, or poor transmission signal, etc leading to the inefficient acquisition of knowledge (Hien Hien) & associates, 2020). The absence of direct interaction with teachers and friends can also cause boredom or inattention in students. In addition, the parent's financial and physical conditions are not equal, so many students have not fully participated. To study online, students need a phone, a computer with an internet connection, for families with 2-3 children, it is extremely difficult to arrange learning facilities when the children study at the same time. Even families with good conditions. Besides,

many parents are also worried about the health and eyesight of their students when they have to sit in front of the computer for a long time.

IV. METHODS, SUBJECTS AND SCOPE OF RESEARCH

To determine the difficulties in online learning of high school students, this study uses the survey method by a questionnaire sent directly to students. The selection criteria are the complete answer sheets in the survey form, the exclusion criterion is to choose the same option on all questions. The survey participants will be clearly explained the purpose of the study and the confidentiality of the participant's personal information. The questionnaire is designed to be divided into two parts: part one is some personal information of survey participants such as the class they are studying, online learning facilities, etc., the second part deals with the content to measure students' emotions and perception of some common barriers to online learning according to the Likert scale which is built with 5 levels from 1-strongly disagree to 5-strongly agree.

The study was carried out at Ho Chi Minh City. The total number of students participating in the survey was 22 students. As a result, 22 valid responses were obtained and included in the analysis. The research scope was selected at Ho Chi Minh City, creating certain convenience about the research location for the writer as well as being suitable for the research object supporting this article.

V. RESULTSAND DISCUSSION

Among the 22 surveyed students who participated in online learning, the proportion of 10th graders accounted for 22.7%, 11th graders accounted for 36.4% and 12th graders accounted for 40.9%. The results also show the number of students participating in learning by different forms of online learning. Most teachers use applications such as Google Meet (27.3%), Zoom (31.8%), social networks (Facebook, Zalo, etc) (40.9%) to teach online, so learners also use applications. this to learn. The main means for students to use online learning are laptops (36.4%), desktop computers (18%), tablets (22.7%), and smartphones (22.7%) for their learning (Figure 1).
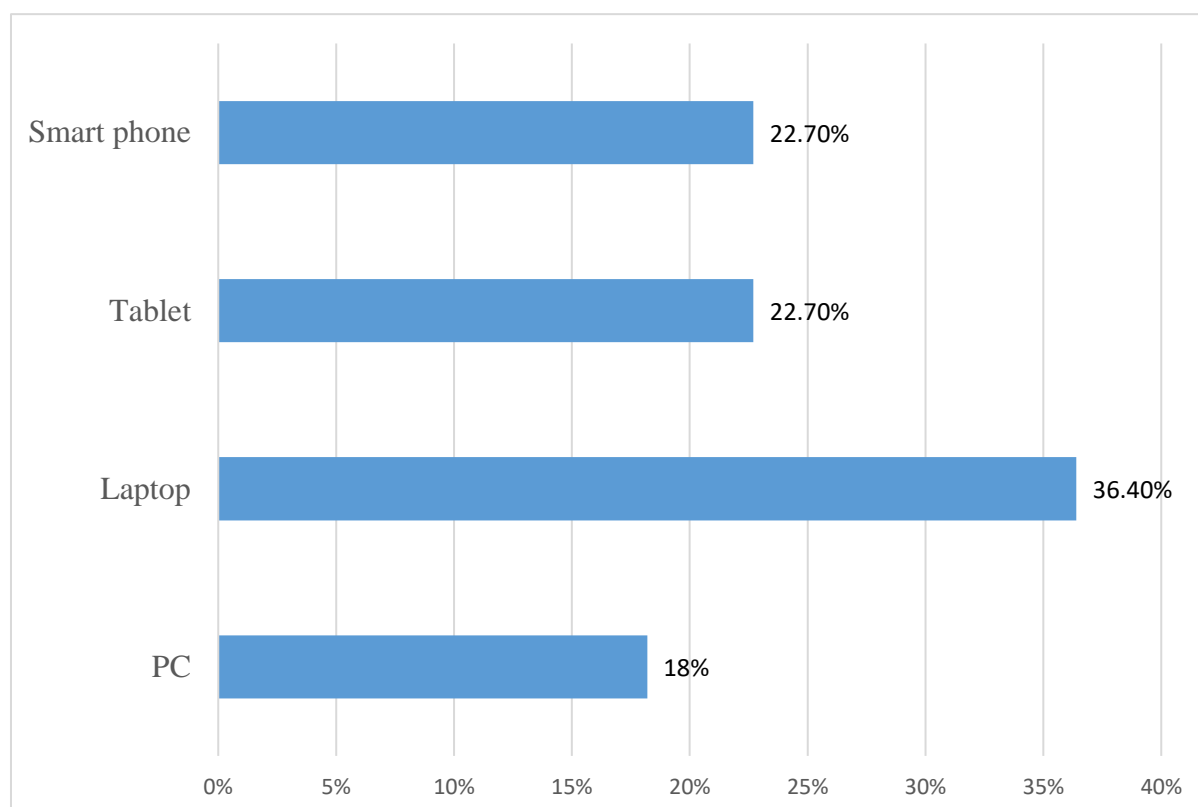
Figure 1: Device used when learning online

The number of students participating in online classes is uneven, classes with 30-35 students account for 31.8%, some classes have 25-30 students (36.4%), classes have 20-25 students or more. accounted for 27.3% and the class with more than 35 students accounted for 4.5%. More than half of the students participate in the survey are unsatisfied and very dissatisfied with online learning (63%), the remaining students are just OK and satisfied (37%) (Figure 2). The recommended online learning time per day for students is 3-4 hours.
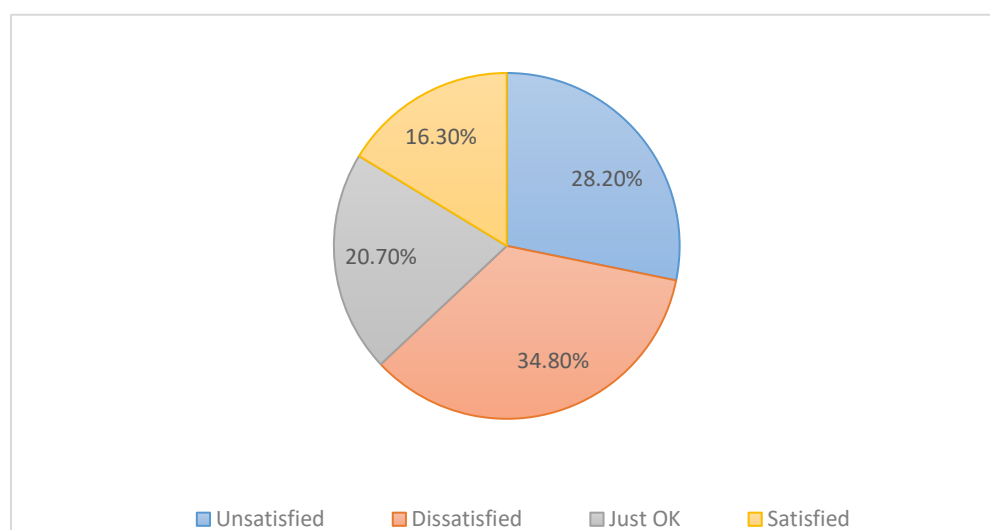
Figure 2: Student satisfaction when learning online

Through surveying the common barrier factors when learning online, the difficulty level of students has been estimated (Table 1). It can be seen that students face many difficulties in online learning. These difficulties can be divided into 4 main groups: economic difficulties, interaction difficulties, psychological difficulties, and difficulties in lesson content. The first is the economic difficulties (20%), according to the survey results, students do not see that the economic factor is too big a barrier when participating in online learning. This is understandable when owning devices such as mobile phones, laptops, computers, speakers, the Internet, is no longer too difficult because of the low prices, many policies to support purchases such as installment payments, etc. promotions, discounts, have been made it easier for buyers to own these technology products. Next is the difficulty in interaction (27%), when learning online, the exchange between teachers and learners, discussions, and group work will be much more difficult than when learning directly in the classroom. Some students commented, "When studying in class, if you don't understand something, you can ask your friend right away, or if the exercises are difficult, you have to look at the board directly and ask the teacher. While learning online, the exchange of ideas and opinions is very inconvenient, we have to create a separate group to discuss, which is not convenient. And there are also questions we need to ask but our teacher does not have time to answer all of them".   That's why many students have a high level of agreement with the opinions that online learning is "just a one-way lecture" so there is "a lack of interaction between teachers and students" and "interactions between students and other students" (Hien et al., 2020). Psychological difficulty (8%) comes up as students study at home so they easily get bored as their home is not a learning environment though students also feel that online learning is convenient in terms of time and space. In addition, when studying at home, students are also easily distracted by external influences such as television, phone, ambient sounds, or even extremely attractive websites, they can study while studying. doing other things such as surfing the web, playing games, or not concentrating, it is difficult for teachers to know if they are seriously studying or not. Therefore, online learning requires students to have a proactive attitude, patience, and high self-discipline in learning to be effective (Aguilera-Hermida, 2020). Finally, there are difficulties in lesson content (44%), many students feel that the content of the lecture is simple, has no practical connection, has no creativity, and does not create interest for learners. Besides that, it is not possible to accurately assess the student's understanding of the lesson. Students also feel that they cannot keep up with the lesson progress, too many assignments are assigned, their questions are not answered in time, leading to depression and feeling of giving up.

Table 1: Statistical table of difficulty level when learning online

	Difficulties often encountered	1	2	3	4	5	Total answer	Total score	Difficulty level
	Economic difficulties								**0.20**
1	Insufficient funds to rent equipment and facilities for online learning (studying at net shops, etc.)	7	5	6	3	1	22	52	0.06
2	Insufficient funds to purchase equipment and facilities for online learning	6	8	3	4	1	22	52	0.06
3	The cost of connecting to the Internet at home is high	2	5	4	6	5	22	73	0.08
	Difficulty in interaction								**0.27**
4	Lack of interaction between teachers and students, between students and students	1	3	6	5	7	22	80	0.09
5	The teacher can't manage the classroom	1	4	9	5	3	22	71	0.08
6	It's just a one-way lecture	0	2	7	6	7	22	84	0.1
	Psychological difficulties								**0.08**
7	Online learning makes learners unmotivated, impatient, and difficult to concentrate	3	4	3	7	5	22	73	0.08
	Difficulty in lesson content								**0.44**
8	Syllabus, lectures/videos, and lesson materials are not fully provided for students	3	2	5	8	4	22	74	0.08
9	The content of the lecture has not been updated and has no practical contact, not creating interest for learners	1	0	4	8	9	22	90	0.1
10	Learners have not been supported and answered directly during class	1	13	3	2	3	22	59	0.07

	hours and outside of school hours through forums, social networks, email, etc.								
11	Learners have not been tested and assessed for their understanding of the lesson weekly	0	1	5	8	8	22	89	0.1
12	The progress of teaching-learning and the assigned exercises are not really suitable for learners	1	2	4	12	3	22	80	0.09
						Total	877	1.00

VI. SOME SUGGESTED SOLUTIONS

The research results show that, among the factors analyzed, the difficulties of interaction and the barriers of lesson content are assessed by students as the biggest difficulties. From the analyzed results, the study proposes a number of measures to help overcome the obstacles that students encounter in the process of online learning.

The first is to overcome economic barriers for learners by supporting the provision of online learning facilities (computers, smartphones, etc.) or supporting internet service packages to help students access online classes (小森三恵&白神昌也, 2021). Next, the solution to enhance the interaction between teachers - learners and learners - learners is a collaborative learning organization to increase learner participation by methods such as case studies and discussions, practical learning exercises, live chat, etc. to facilitate the exchange of learning information; the training management department needs to make regulations of online classes and more seriously manage the teaching of teachers so that no class accumulation occurs (Hien et al., 2020).

In addition, the solution to overcome psychological barriers of learners is to train students in basic skills in information technology, in using computers and in online teaching applications (Vonderwell & Zachariah, 2005); communicate about the dangers of corona virus and the benefits of online learning during the outbreak of Covid-19 epidemic. Finally, some solutions to overcome difficulties in lesson content are that teachers should create more interesting and engaging lectures, come up with new interesting and realistic learning methods, apply a combination of learning methods so that students can become active in the learning process.

VII. CONCLUSION

This study was conducted to assess the difficulties faced by high school students when experiencing online learning in response to the recent Covid-19 pandemic. Research results also show that

students do not have a high level of satisfaction during online learning. However, this result can be understood that because the process of implementing online learning is carried out in a hurry, most students are not ready and have not yet adapted to fully online learning. In addition, the traditional teaching and learning habits of teachers and students also affect learning effectiveness in the online environment. Therefore, for effective online learning, it is necessary to prepare not only for online learning software, learning facilities, internet connection, lesson content, but also to invest in readiness for learners. learners and teachers. The difficulties of students raised contribute to support in testing, evaluating, and improving the quality of training for online learning.

LIMITATIONS OF THE ARTICLE

The article also has many limitations in terms of content and form. Hopefully the article will be improved.

ACKNOWLEGEMENT

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