

Situation of Online Learning of Vietnamese Students in the Context of COVID Epidemic 19

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Abstract: *Based on the survey data of 367 students, phase 1 (March 3, 2020) at the University of Education and the second survey of 335 students (May 2020) at the University of Education, Ho Chi Minh City University of Technology and Education; The article analyzes the current status of online learning of students in the context of COVID epidemics 19. The results show that, although online learning of students is supported a lot by lecturers from providing resources, Examination, assessment exercises and convenient in saving travel time, but online learning of students still faces many difficulties from learning facilities, learning spaces, and interaction with teachers. and pressure on assignment deadlines, difficult to grasp knowledge ... leading to the majority of students not appreciate the effectiveness of online learning. Therefore, the direction to apply effective online learning model is very important in applying information technology to teaching today.*

Keywords: Online learning, online learning of students, COVID epidemic 19

1. Introduction

Online education has undergone significant changes in technology and the way it is applied to provide learners with open opportunities and improve the quality of learning. According to Alavi and Leidner (2001), online training is seen as a form of learning through technology with a learning environment with student interaction with teachers, digital resources through technology. information. Therefore, the use of information technology plays an important role in providing content related to online learning design and contributes to the success of the teaching process.

In Vietnam, online learning has just been deployed and widely applied in the context of COVID epidemic19. With its advantages, online training model is being adopted and applied in a number of cases. schools in big cities in Vietnam without uniformity across the country. At the same time, the support for online learning today is still heavy on management and the resource use of the system has not shown high efficiency when most of it is statistical nature. Up to now, there has not been a comprehensive study to evaluate the status of online learning of students as well as how schools operate to effectively manage and organize the effective implementation of online teaching and learning in the chapter. current teaching program.

In particular, in the context of the COVID epidemic 19, online learning is seen as an effective learning method in order not to interrupt teaching and learning while still complying with the isolation of the government. Therefore, the Rector Board of the University of Education and Ho Chi Minh City University of Technology and Education have strategies, issued documents to guide online teaching and learning activities. However, due to being influenced by psychology in the context of epidemics and lack of preparation for synchronous implementation in online teaching and learning, the implementation process still faces barriers and difficulties. tools, teaching and learning

facilities, as well as student attitude. Although the number of online classes has increased and is widely available throughout the school, many teachers and students have expressed concerns about the quality of online teaching and learning affecting student performance. For the above reasons, the article "The situation of online learning of students in the context of the COVID epidemic19" not only shows the difficulties and challenges of students in online learning but also shows the influencing factors to propose suitable solutions to improve the efficiency of online learning for students. tablets. Through a number of theoretical and practical issues above, there are a number of questions raised such as: How is the status of online learning of students in the context of the COVID epidemic 19? What factors are affecting today's student learning? The content of the survey in the context of the COVID epidemic19and to satisfy research requirements within the limited resources permissible of an experimental study. The University of Education, Ho Chi Minh City University of Technology Education with the diversity of students from different regions across the country in different disciplines have helped to choose a suitable research sample. with the research content and objectives.

2. Research Method

The topic uses document analysis method, online questionnaire survey method and data processing by SPSS statistical method. We surveyed 335 students at two Universities of Education (110 students, accounting for 32.8%) and Ho Chi Minh City University of Technology Education (225 students, accounting for 67.2). %. At the University of Education, we have surveyed phase 1 (March 3, 2020) to conduct a survey to survey 367 students, of which female accounts for the highest rate of 86.9% (319 students). and male accounts for 11.7% (43 students). Therefore, when we conducted the second survey in order to have the most comprehensive (May 2020), the questionnaire tool was designed with information to ensure the collection of content and to exclude subjects. was surveyed in phase 1.

The results of the data are analyzed mainly on the results of the second survey and confirmed the results were first surveyed at the University of Education.

Besides, in order to inherit from empirical studies, the authors use traditional research method which is multivariate regression analysis with the support of statistical software such as SPSS. The scale was performed by Cronbach's alpha reliability coefficient and exploratory factor analysis (EFA) through SPSS 20.0 processing software to screen and remove observed variables that did not meet reliability standards. The Cronbach's alpha standard has been suggested by many researchers (Nunnally, 1978; Peterson, 1994) that a Cronbach's Alpha coefficient of 0.6 or more is acceptable in case the concept under study is new or new with respondents in the research context. However, according to Nunnally (1994), Cronbach's Alpha coefficients do not indicate which variables should be eliminated and which variables should be kept. Therefore, in addition to the Cronbach alpha coefficient, item-total correlation is also used and those with total correlation <0.4 will be removed. In addition, the study also used a regression analysis tool in SPSS software, Linear Regression. The results of the regression analysis will yield the regression coefficients and the statistical significance (value of Sig.) Of each independent variable. The variables with significance level <0.05 are satisfactory and are used in the regression model.

3. Research Results and Discussion

3.1 Current status of online student learning

The student research results at the University of Education and Ho Chi Minh City University of Technology and Education show that, although the School Board of Management has proactively plan to ensure learning throughout. But the online learning of learners still has many limitations stemming from many different reasons. In particular, in the context of the epidemic and the general situation of the country, the students of the schools are almost unprepared for online learning.

3.1.1. Time to study online

Semester 2 of the school year 2019-2020 is also the time in the context of the COVID epidemic 19. In this semester, the proportion of students registering 7 modules accounted for the highest rate of 27.8%, followed by 6 modules 26%, less than 5 modules account for 24.8% and more than 7 modules account for the lowest rate of 21.5%. However, between the two surveyed schools, there is also a significant difference between the registration of modules when at the University of Education, the proportion of students who register less than 6 modules accounts for mainly 64.5%, while Ho Chi Minh City University of Technology and Education, accounting for 43.6%. In particular, the proportion of students who registered 9 or more semesters at the Ho Chi Minh City University of Technology Education accounted for a very high rate of 30.7% while the University of Education was 15.5%. The rate of less than 5 modules at the University of Education, Ho Chi Minh City University of Technology and Education is mainly final year students registered. This is also a true reflection of the children's

learning situation through the registration of subjects in accordance with the requirements of the school year.

In addition, the real situation of online learning is also reflected through the time students spend studying. Students using the internet for learning purposes from 3 hours to less than 6 hours accounted for the highest proportion of 39.7%, followed by the group of students with study hours under 3 hours, accounting for 37.6%, the group from 6 hours to under 9 hours accounted for 12.8% and the lowest is the group from 9 hours and over, accounting for 9.9%. Although students from Ho Chi Minh City University of Technology Education, who registered 9 or more modules, accounted for the highest rate of 30.7%, but the proportion of students using the internet for study purposes accounted for the highest percentage. Lower rate than University of Education. Specifically, students using the internet for learning purposes for less than 3 hours showed that students from Ho Chi Minh City University of Technology Education accounted for 44%, followed by from 3 hours to under 6 hours 39.6%; from 6 hours to under 9 hours accounts for 8.3% and from 9 hours up only accounts for 7.1%. However, University of Education students using the internet for learning purposes in groups from 3 hours to less than 6 hours accounted for the highest rate of 39.6%; followed by the group of less than 3 hours 24.5%; the group from 6 o'clock to 9 o'clock accounts for 20% and the group from 9 hours upwards accounts for 15.5%. The research results at the University of Education are also consistent with the first survey research results at the time of online learning in the context of COVID epidemic 19. Of which, the first survey showed the intensity of learning of Students are quite high when the time spent studying more than 6 hours per day accounts for 49.8%.

In particular, the research results also reflect the opposite direction when it shows that the higher the student's study time, the lower percentage of the demand for using the internet for other purposes such as entertainment. More specifically, students using the internet for entertainment purposes such as using social networks facebook, surfing the web ... under 3 hours account for the highest percentage of 50.1%, followed by from 3 hours to under 6 hours, accounting for 36.4%, from about 6 am to under 9 am, when accounting for 7.5% and the lowest rate is over 9 am when only accounting for 6%. The results of this study also have similarities between the two schools and show that, students who use the internet for learning purposes with a high time intensity will use the internet for entertainment in the lower dimension and vice versa.

3.1.2. Support online learning from instructors

Research on student satisfaction, consensus and support for the teacher's support in the online learning process should also be considered for timely adjustment in online teaching and learning. According to the results from the survey, the assessment level of student recognition for the lecturers in charge of their subjects is quite high.

According to Rossett (2002), online learning brings many promises but needs to comply with the regulations, requirements in the learning process as well as ensure the resources of digital data. Correct execution means that

online learning materials must be well designed for the learner, fully supported, and focused. This is partly reflected in the research results when it shows that the proportion of students recognizing teachers providing detailed subject outlines and learning materials (slides, books, textbooks) accounts for a very high proportion. The corresponding values are 97.2% and 94.5%. This is also a positive point in the online teaching process between the two schools. The quick test (quiz, assignment) also plays a very important role in helping students remember the important contents of the subject.

In addition, the percentage of students saying that the lecturers can completely meet the quick test accounted for the highest rate of 75.2%, followed by the correct part of 21.8% and finally the rate of very low students. think that they cannot meet only 3%. Research results also partly reflect the positive points of the teaching day when students partially agree and fully agree with the teachers' provision to learners in the form of assignment, which accounts for a very high proportion 94.6%, followed by adhering to detailed outline 92.8% and timely feedback on assessment results to improve learning 92.7%. Instead of learners being provided with knowledge through the teaching process, they are also allowed to build knowledge through assessment exercises, group exercises or questions for teachers.

However, unlike the traditional classroom to be observable, the online classroom is much limited by observing, covering the classroom. However, teachers can completely create a friendly, creative learning environment, collaborate with designing lessons carefully prepared and through various creative activities. This is also partly reflected through the fact that students partly agree and completely agree with the teachers' creating a friendly, collaborative and creative learning environment that accounts for a very high rate of 94.5%. followed by showing enthusiasm as well as acknowledging the learners' feedback 95.5% to meet the learners' expectation of 94.5%. In particular, the research results also show the homogeneity of the survey content between the two Universities of Education and Ho Chi Minh City University of Technology Education, showing the high appreciation of the teachers in the survey. providing tools and learner support. However, the data also partly showed a difference when in all the student support contents, Ho Chi Minh City University of Technology Education had a higher rating than the University of Education. Ho Chi Minh City University of Technology Education all showed that learners highly appreciate the supporting role of teachers, especially in terms of providing learning materials, providing subject outlines, giving timely feedback. time, assessment, enthusiasm, creating a friendly learning environment and meeting learners' expectations.

3.1.3. Advantages and disadvantages of students in online learning

In the context of social isolation due to the COVID epidemic 19, online learning partly creates conditions for learners to spend time supporting their families. Specifically, 72% of students completely agree that online learning can help themselves take advantage of the time to support their parents and families, followed by 23.6% of students partially agreeing and only 4.2% disagree. The research results

between the two universities also showed that there is quite a high homogeneity when 97.3% of the students of Ho Chi Minh City University of Technology Education have partly agreed, fully agreed and there is no difference significantly with University of Education students accounting for 92.8%. The research results at the University of Education also partly confirm the previous survey data when the majority of students confirm that online learning helps themselves have time to support their families and parents with housework. In addition, when emphasizing the advantages in online learning, most students have completely correct judgment about online learning, helping to have more time to do homework, 58.5% of reading documents. to the right part 36.7% and the last is incorrect, accounting for 4.8%. Similarly, the results at the Ho Chi Minh City University of Technology Education show that 95.5% of the students partially agree, fully agree with the online learning to give more time to work. exercises, reading documents and there is no significant difference compared to the University of Education when accounting for 94.5%.

Another difficulty that students feel through online learning is that there are too many deadlines and difficulty understanding the lesson. More specifically, the percentage of students from the two schools fully agreeing that many deadlines and exercises account for the highest rate of 59.4%, only one part is 33.4%, and the wrong one is only 7.2%. In particular, the University of Education has the proportion of students who partially agree and fully agree, accounting for 92.8% and there is not much difference compared to the Ho Chi Minh City University of Technology Education. 91.5%. In addition, students who feel partially and completely right in the difficulty of acquiring knowledge account for a very high rate of 84.2%, while that of students saying that is incorrect only accounts for 15.8%. This is also a limitation in today's online learning, when teaching has not met the real needs of learners: "Online learning saves traveling time, but it is difficult to absorb the lesson. Than online learning". The research results also partly reflect the difficulty of students in absorbing the lessons as difficult to understand and especially in some subjects, there is a need for more effective teaching methods to attract learners. Therefore, teachers need to choose metrics-based teaching strategies such as comfort and familiarity with learning theory. In addition to having difficulty communicating, the teaching is not as attractive and lively as in the traditional classroom is also a limitation that students feel in the online learning environment. Specifically, students think that teachers are not attractive and vivid, such as direct and correct teaching, accounting for 74.9% and 25.1%. This is also a challenge for the teachers who initially engage in teaching in the online learning environment. Many teachers are still focusing on transmitting knowledge rather than creating a favorable environment, suggesting problems for learners to participate in the learning process and be student-centered.

At the same time, the use of learning devices partly reflects the current difficulty in online learning. Although students combine phones and laptops with the highest rate of 57.6%, the proportion of using phones and desktops has not been combined, and the combination of devices accounts for 12.2%. Meanwhile, the proportion of students using only one

laptop device accounts for 16.1%, phone is 11% and a desktop computer (fixed) is only 3%. Besides difficulties related to tools, techniques, computers, the internet is an indispensable part in contributing to the success of online classes. The research results showed that 55.2% of students use Viettel network, 23.6% of students use FPT network, 12.8% of students use Vinaphone and other combined networks are 8, 4%. Of which, only 8.7% of students rated the network as very good and stable. Most of the students rated it as good, but sometimes it is fluttering, accounting for the highest percentage of 70.4%; reviews are not good, slow, jittery 15.8% and very bad, accounting for 5.1%. Simultaneously, the study results showed no significant difference between the two schools. However, the assessment of stability related to the internet showed that students at the University of Education rated better, more stable than Ho Chi Minh City University of Technology Education when having value. 82.8% and 77.3% respectively. This also partly reflects the current state of the internet in online learning when there are still many limitations and effects on students' online learning. The research results show that students who find it difficult to have slow, poor and difficult to connect network accounts for a high rate when the majority of students think that 50.1% is correct, completely correct, accounts for 40.9. % and only 9% think it is not true.

In addition to the above difficulties, students also encounter many other difficulties that affect their learning results. Research results show that, most students think that partially and completely correct with looking at computers, phones leads to eye strain, accounting for 92.6%; background noise 79.1%; feeling constrained because they cannot walk 72.8%; no private space 72.2% and being bothered by family members 69.9%. The study results also show similarities between the two studied schools and there is no big difference between the characteristics. Online learning also leads to students' thinking that the assessment of academic performance may be unfair due to lack of seriousness by some classmates. Up to 46.3% of students agree completely, 39.7% of students partially agree and only 14% of students think that it is incorrect in the two surveyed schools. Specifically, at University of Education, up to 88.2% of students partially and completely agree and in Ho Chi Minh City University of Technology Education, it is 84.9%. The research results also confirm the first survey results at the University of Education.

3.1.4. Evaluate effectiveness in online learning

Learning by traditional methods or online, the problem that students care about is still the end result they get. Therefore, the assessment of the effectiveness of learners in the online learning process will partly reflect the quality of training when the standard initially applied to popular online learning is nowadays. Survey results of students at the University of Education, Ho Chi Minh City University of Technology Education show that, in general, student base assessment to meet their individual learning needs, but still limited in the convenient; exchange and communication between teachers and students and student participation and interaction.

Compared to traditional methods, online learning is rated as convenient or more effective by students accounting for 77.6%. In which, students at the University of Education account for a relatively high proportion of 84.6% and there is a slight difference compared to the University of Technology Education of Ho Chi Minh City 74.3%. In addition to the convenience of technology application and shorten the wings, and flexibility in online learning, most students think that learning meets their individual learning needs. Specifically, 62.7% of respondents rated the effectiveness as equivalent to traditional methods or higher, and only 37.3% rated that they did not meet the individual learning needs. In particular, the research results partly showed the limitation of the online learning method compared to the traditional method when 47.1% of the students said that the exchange and communication between teachers and Less efficient and much less effective learning.

3.1.5. Factors affecting students' online learning

- **Learning facilities and internet:** The research results show that over 91.4% of students think that the computer and learning equipment are slow, affecting school hours, and difficulty connecting, accounting for 91%. That said, one of the factors affecting the effectiveness of online learning today is learning tools and internet. Online learning cannot be without an internet connection. The students' reflection on the internet connection showed that the reality of the network with internet connection has led to shortcomings and difficulties in meeting the current efficiency of online learning. In addition, students may encounter other difficulties such as power outages and technical problems in logging into online learning content on moodle, Zoom meeting, Google classroom, Microsoft Teams ... Therefore, the school needs the support of the members participating in the school's technical team to help learners in the process of interacting with the school's learning software.

- Student mental health:

In the context of the COVID epidemic 19, students partly agree and fully agree with the feeling that it is very difficult to concentrate 83.6% and more stress because they cannot communicate and talk, 2%. In this study, examining the significance of the mental health scale will be assessed by Cronbach's Alpha's confidence coefficients. Specifically, the results of running the analysis of the reliability of the mental health scale of the students showed that the reliability reached 0.970, greater than 0.6, satisfactory. All component variables were correlated with sum greater than 0.3 satisfactory. In the test from the ANOVA analysis table, it shows that some mental health factors affect students' learning such as feeling difficult to work, feeling depressed, feeling uncomfortable. The above analysis shows that, although the collected data is emphasized, the proportion of students having difficulty concentrating and feeling stressed during online learning process is very high; including mental health issues of the students.

3.2. Discuss

The results of the study show that the advantage of online learning is saving travel time. Thanks to saving time traveling between subjects, the lesson gave students time to find and read documents and support the self-study process.

Up to now, there have also been many researchers emphasizing the benefits of online learning that have given learners access to a wider range of resources on topics of interest (Benbunan-Fich & Hiltz, 1999; Maher & Jacob, 2006). One of the most heard benefits is the elimination of the need to travel to join classes (Barkley & Bianco, 2001).

In addition to creating attractive lessons and contents, promoting students' self-study spirit plays a very important role. Up to now, there have been many studies with conflicting views on the benefits of traditional and online learning methods, but all emphasize the conclusion: In learning, students must be proactive. Instead of being passive. According to some studies, students typically memorize 90% of what they do, 50% of what they see, but only 10% of what they hear (Lyons, 2008). Therefore, teachers need to be creative to perform exercises less dependent on students passively listening to lectures and engaging students in more independent discovery. More specifically, students need to do writing, problem solving, role-play, discussion, analysis, and other active exercises to acquire knowledge. The learning theory of constructivism has also pointed to some teaching practices in the online environment. Constructors believe that learners understand new material through the interaction of previous experience or beliefs with new ideas. Students pursue their own interests and studies rather than instructors narrow them down in a curriculum. Open-ended questions and real-world problem solving are part of the constructivist class

4. Conclusion

Online learning not only provides multimedia technologies to engage students and encourage student-centered learning, but also gives learners access to all styles of learning. Research results for the learning intensity of students while participating in the form of online learning account for a very high proportion and are shown through the subject registration and the time spent studying. This is also shown logically when the time students spend for online learning tends to decrease in terms of time spent on entertainment and vice versa. In particular, besides the advantages such as implementing quarantine compliance in the context of epidemics, supporting the family with housework, it is possible to spend more time studying documents by saving time. Again, students face a lot of difficulties in other aspects as well. In the learning aspect, students are also supported a lot by the faculty through providing resources, conducting quiz, assignment, and enthusiastically supporting to answer problems encountered in the process. Study process as well as endeavor to create a friendly learning atmosphere. However, in addition, most students also find that online learning makes learners feel more stress because there are too many homework with urgent deadlines, difficult to absorb knowledge; It is difficult for students and teachers to interact and exchange and teachers are not as engaging and lively as direct teaching. On the other hand, learners also encounter some technical issues such as lack of learning facilities, unstable internet resources, lack of continuity and low security of learning software. In particular, many of the factors affecting online students' learning also show that they often have more difficulties leading to psychological stress, fatigue due to looking at computers, phones; feeling

restrained, not allowed to walk; more tired because of not being able to directly communicate, talking and having no private space, easy to be disturbed and noise. Due to the above difficulties and shortcomings, the recognition of the effectiveness of students in online learning has not been appreciated. Therefore, schools need to take positive measures to promote the application of information technology in combination with attractive teaching design of teachers to improve the efficiency of learners in the coming time.

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