High School Students’ Psychological Difficulties in Online Learning

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This study aimed to investigate the psychological difficulties and their affecting factors faced by high school students while learning online. In particular, the sudden outbreak of Covid-19 pandemic shook the entire world, most schools in many countries, from under development to highly developed countries have to close. Many of them choose to transfer to online learning as a mandatory option to maintain teaching and learning activities. The surveys were conducted on 1165 high school students in Vietnam using the Likert scale of the student's psychological difficulties in online learning. Then the collected data was analyzed using SPSS 20 and AMOS 20. Out of 1165, 84.6% of high school students have difficulty learning online. Analysis results showed that students' psychological difficulties mainly stem from the lack of interaction between learners and teachers, besides, lack of self-awareness, problems in technology and learning environment. Meanwhile, a Two-sample T-test was used to test the statistically significant difference in the degree of psychological difficulty between online and face-to-face learning, between online learning of gifted students and others. The research also conducted with factors affecting students’ psychological difficulties including Information Technology, Creative Learning, Learners Themselves, and Learning Environment. Among them, Learners Themselves is the influential factor. The findings of this research have partly contributed to the investigation on the psychology of high school students in learning activities. Thus, detecting and solving psychological difficulties of high schoolers in online learning plays a very important role in the development of students' qualities and capabilities.

Awards Won:
American Statistical Association: Certificate of Honorable Mention
American Psychological Association: Third Award of $500