

Main Reasons for Students to be Distracted During Online Classes

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Abstract: “There is something in you I like more than yourself. Therefore I must destroy you” In this study, mainly used questionnaires and interviews to understand the problems and conditions of students in online classes under the influence of COVID-19. Analyzed the commonalities of their problems and made further research on some of the more prominent ones; also made some constructive proposals based on Jean-Jacques Lacan's theory.

Keywords: Online Learning; Study Method; Covid-19

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1. Introduction

Nowadays, due to the ongoing epidemic and various problems, children in many parts of the world are facing long-term online teaching, but it is important to point out the limitations and effects of online teaching on learning, in other words, online teaching will often be less efficient and less effective due to various problems with technology and student autonomy. Moreover, the economic development conditions of different countries and regions also restrict the effectiveness of online classes, and children in many regions can only be more affected by more inefficient online classes due to economic reasons. Which is tantamount to reducing the competitiveness and future development of many children and is more detrimental to the gradual construction of developing countries. (Hanushek & Woessmann, 2020) At the same time, the global recession caused by covid-19 has exacerbated the impact of this, making it even harder for families already struggling above the poverty line to afford the additional costs of online education. (Öztürk, 2021)

Therefore, studying the impact of various factors on the efficiency of students' online classes is extremely important to improve the overall efficiency of online classes and to increase our own efficiency as students. Previous research has helped me a lot in this study. They successfully pointed out some of the existing problems

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of online classes and the solutions that could be implemented based on some existing cases through their own country or region's specific situation and problems, (Segbenya&Bevell&Mensah&Somuah, 2022 Li&Wu&Xie&Ye&Liu &Wang, 2022) and also according to the different subjects, there are specific differences between them, (Garip&Rusara&Iacovou, 2020) these studies inspired me to use research methods and reference research models (Lie&Tamah, 2022).

In this study, I hope to find out some factors and problems that play a key role in the efficiency of students' online classes, and then find a more general solution based on previous studies and data through questionnaires and research and conduct some experiments afterward. I will go researching the senior high school students from RDFZ Xishan School, which often have online classes due to the need of the TOEFL and AP ex-curriculum class and having their regular class online for 1 month because of the covid in Beijing. I will be gathering data in multiple ways, mainly through the online questionnaire and observation.

The method will be a case study and naturalistic observation. I will list the main factors that influence students' online classes in the questionnaire and let them choose freely, while it is important to get the answers to the questionnaire and further refine the answers from the face-to-face/online interviews, so I can get more personalized answers without being limited to the questionnaire options. In general, although there are some differences and similarities between each of us, I believe I can identify most of the reasons why we are disturbed and find solutions through extensive data research.

2. Method

In terms of research methods, I mainly used questionnaires and interviews with others; I published the posters and links to the questionnaires through WeChat Moments and forwarded them to the class and some groups I was in. I received 45 responses from a diverse group of people, including Chinese public-school students who is going to take the college entrance exam, Chinese international school students preparing to study abroad, and the students studying in American high schools. But as I mentioned in the previous section, although the sources of my survey are very diverse, with different ages, lifestyles, and learning patterns, there are commonalities that can be explored among the many differences. At the same time, as an adjunct to the questionnaire, I also interviewed some students online, and I think this method can obtain more comprehensive and targeted data compared to the questionnaire, and I will elaborate on my interview content and the important information in it later in this section. I will list the questions given in the questionnaire below.

Table 1.1 The Questions in the Questionnaire

Questions
1.What is your grade?
2. Do you have any corresponding decrease in efficiency when you study online?
3. What time of the day are you most unfocused?
4. What causes you to be distracted during online classes?
5. What do you think about solving such problems? (Not a mandatory question)

For the interviews, I mainly used questions like those in the questionnaire, but unlike the relatively simple questions in the questionnaire, I added an additional question after each question based on the respondent's answer to the previous question. This facilitates me to further explore some specific causes and questions in depth based on the original data, and as mentioned above, combining the two approaches is beneficial for further personalization and depth of the study. In addition to more detailed data and to facilitate further research, I think another important reason for a face-to-face meeting is that it helps me to establish a closer relationship with the interviewee, in other words, he can provide me with more in-depth information and answers. (Dulsster&Vanheule&Cauwe, 2018) They will be happy that others care about their problems and thus willing to share - this is from famous French Psychoanalyst Jean-Jacques Lacan.(Lacan, 1968) As with the questions in the questionnaire above, I will also write below additional questions that I asked during the interview in response to some of the questions, again, to make it easier for students from different education systems to answer, I will use Chinese to ask them the questions and I will translate them accordingly to explain

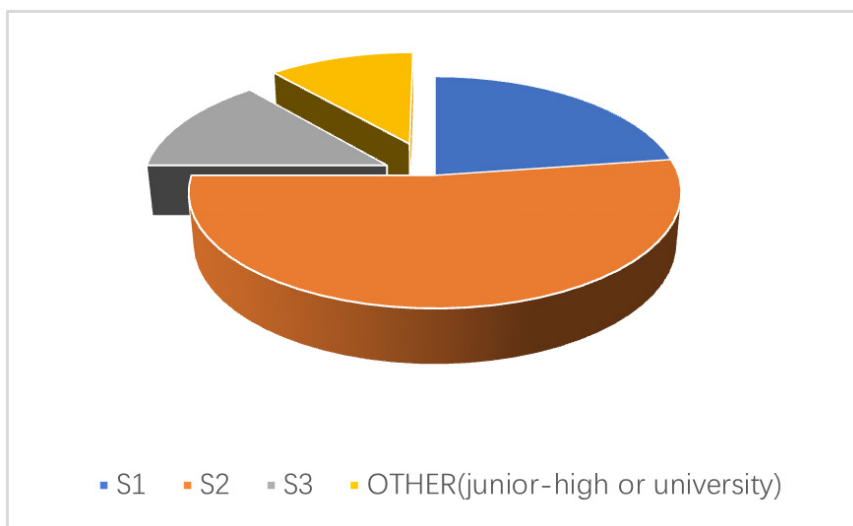
Table 1.2 The Questions in the Interview

Questions
1. (If the respondent names any period during the day that he thinks is the most unfocused) Why do you think this period during the day has the greatest impact on you?
2. (If the respondent named any one reason that he thought was the most distracting to him) Why do you think this reason affects you more than any other reason?
3. (A question that every respondent needs to answer). Do you think you're learning efficiency has increased or decreased now compared to the online classes at the beginning of the epidemic and why?

3. Result

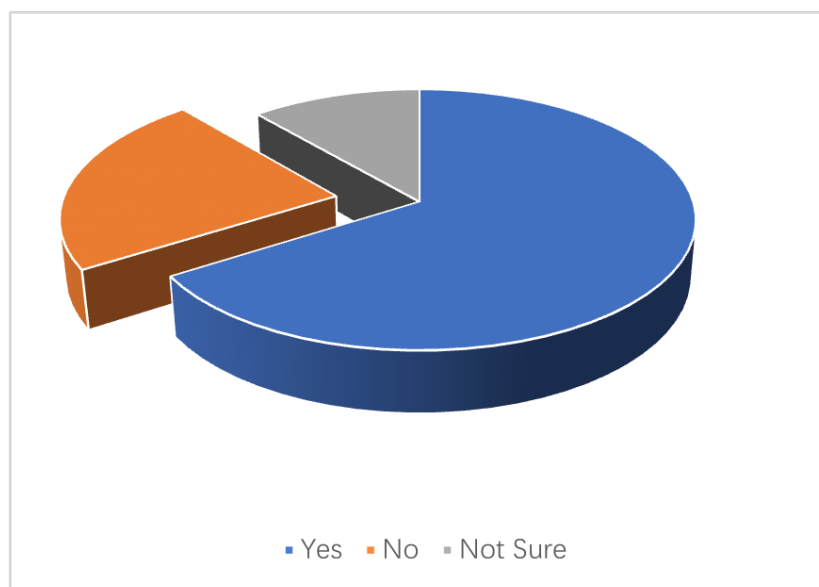
Based on the diverse data sources mentioned above, the data show common

problems students encounter in online classes, and as the data and icons show, most questionnaire completers are from freshman and sophomore years, meaning they have experienced at least two years of pure/intermittent online class instruction. This is very helpful to study their online class issues, as they have ample experience with online classes.



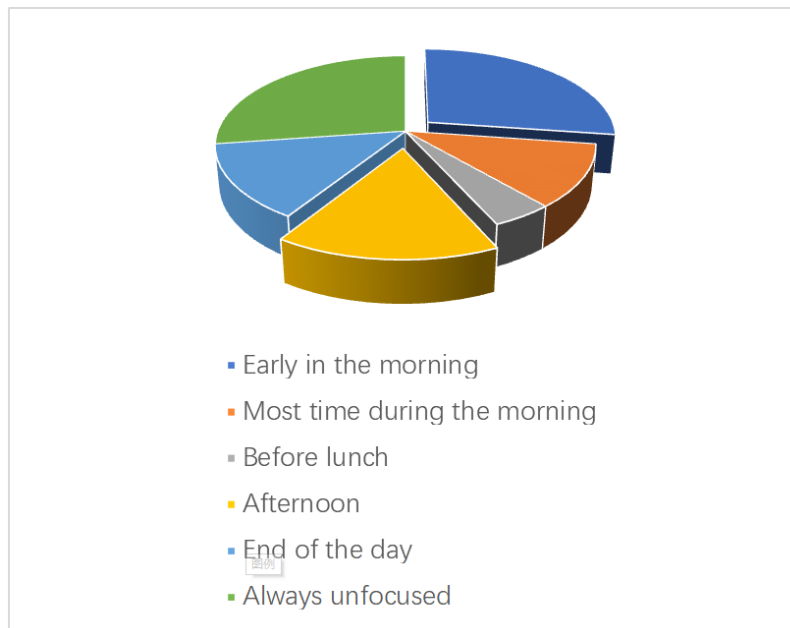
Graph 1

As mentioned above, after at least one year of teaching online classes, they all believe that they have decreased efficiency when teaching online classes compared to offline classes; most of the responses chose "yes" and "not sure". Despite the grade gap, they all agreed that their performance in the online class was unsatisfactory.



Graph 2

On this one question, the responses in the questionnaire show that because of the diversity of their grades and personal characteristics, there is no single option that can obtain an absolute overwhelming majority, but rather several more prominent options. Overall, excluding the number of people who felt they were unable to concentrate for most of the day, the two most prominent options were during the early in the morning and afternoon of each day.



Graph 3

Among the answers to this question, we once again found commonalities based on differences - most or nearly half of the students believed that the main reason for their breakup was aimlessly browsing the Internet for the latest news, social hotspots, or celebrity gossip.



Regarding the fifth question, a short answer question that asked students for their personal opinions on solving these problems, because it was a non-essential question and a very diverse set of answers, only one broad commonality will be noted here - that is, going back to offline classes, which most students thought would solve the problem.

After analyzing the data from the questionnaires, I interviewed some representative students face to face, and based on their answers, I conducted some deeper inquiries and got some valuable answers. Their information is as follows.

Table 1.3 The Information of the Students get the Interview

Number	Background	Grade
1	Public Highschool students goes to Exam, Beijing	11
2	International Highschool Students, Beijing	10
3	International Highschool Students, State of Maine, United States	12

To facilitate a cross-sectional comparison, their responses are presented in the form of a table after the simplified.

Number	1. Why do you think this period during the day has the greatest impact on you?	Why do you think this reason affects you more than any other reason?	Do you think you're learning efficiency has increased or decreased now compared to the online classes at the beginning of the epidemic and why?
1	"Getting up early made me feel dizzy, especially because I lacked a gradual awakening process on the way to school, and I was often still half asleep when the teacher started teaching." (She chooses "Early in the morning")	"It has always made me uncomfortable to see my friends messaging me and not replying, and I tend to start at least twenty minutes of meaningless small talk after replying to a message" (She chooses "Message/WeChat from friend")	I think raised some Because when I first started the online course, I couldn't concentrate at all, there were too many things that drew my attention
2	The afternoon made me feel lethargic and I was in little mood to sit in front of a shaky computer and listen to the teacher... It's a bit hypnotic, and I often hear it and go back to bed. (He chooses "Afternoon")	Reading news on the internet makes me feel happy For example, this recent series of international events, the latest developments in the conflict, and the speeches of the leaders can make me wander out of the classroom (He chooses "Surfing on the internet")	Lowered, at first I was more focused because there was pressure of midterm exams, now these courses do not allow me to feel a real pressure and sense of urgency.
3	"I can't concentrate most of the time, probably because my parents aren't here to supervise my studies..." (He chooses "Always can't focused")	"Probably the game, I can feel happy and relaxed in the visual stimulation, which attracts me more than the course" (He chooses "Video Game")	"There is no difference, I have not been able to concentrate, I have been bored with online classes, both at home and when I came here"

These responses are very representative, and I think it is worth further study, which will be explored in depth in the result section.

4. Discussion

In general, the majority of students surveyed in this questionnaire - mainly high school students - believe that they have experienced a decrease in learning efficiency during online classes compared to their regular school studies. However, many different options emerged as to the causes of these problems. For example, in the first question, regarding which time of day was the most distracting, most people chose the period in the morning as being more distracting, although they have a disagree over the specific time of the first period or most of the time, the majority of people have the basic agree over the time similar to the author's own experience - and to what most people observe in their daily school life.

This more diverse but somewhat dichotomous answer carries over to the next question - what are the most distracting factors in an online class? Most people chose to surf the web aimlessly - in further questioning of the three interviewees involved in the result section, they defined the boundaries of surfing the web as browsing something like "Weibo" (China's version of twitter streaming Internet social networking software) and "Baidu Tieba" (China's version of reddit-like bbs forums) For example, two of the interviewees had different reasons for browsing such forums and information flow software, he wants to know all the latest situations happens and some "exciting" tidbits of information and news. Another interviewee noted that she visits social media mainly for gossip and news about her favorite celebrities. Another cause of great excitement and distraction from online classes is video games, interviewees' preference varies a lot, from RTS to Real time FPS, but one thing they all agree is the constant excite from the game exceed the boring online class.

Overall, although there is more disagreement about why and when, the results from the data and interviews tell us that, at least within the sample interviewed and surveyed, most people are not interested in online learning and improving their attention span. I would like to point out that while efforts are made to increase attractiveness, there is no denying that some students may not be interested in various forms of online classes due to their personal habits, we still need other method. More importantly, just as we refute behaviorism, (Harzem, 2004) the triggers for a behavior may be multiple and completely different. As Jean Jacques Lacan mentioned, we should accept our symptoms rather than refuse it, we need to replace the symptom from unacceptable to acceptable (Lacan, 1975).

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