RECOMMENDATIONS CONTRIBUTING TO THE ORGANIZATION OF TEACHING AND LEARNING TO RESPOND TO THE COVID-19 PANDEMIC AT UNIVERSITIES IN VIETNAM

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ABSTRACT

The Covid-19 pandemic develops complicatedly, upsetting all social life activities worldwide, and education is no exception. The consequences of the Covid-19 pandemic for students and the education sector, in general, will undoubtedly be prolonged, and the precious opportunity to access education becomes more and more difficult for many students even when the pandemic is over. Besides, in the context of the blockade and social distancing measures implemented to respond to the spreading wave of the pandemic, the chosen solution for teaching and learning in the distance, online, and application. Vigorous use of information technology. Distance learning is a tool to support many students at universities in Vietnam during the closure of universities. Even so, access to education through information technology is not uniform, leaving many students with challenges and the risk of falling behind their peers. Therefore, the paper assesses the current situation of teaching and learning of students during the Covid-19 pandemic based on surveying 500 persons (lecturers and students) at many universities in Vietnam. The authors had several recommendations enhancing the teaching and learning organization to respond to the Covid-19 pandemic at universities in Vietnam.

Keywords: Teaching, Learning, Student, University, Pandemic, and Covid-19

INTRODUCTION

The Covid-19 epidemic has affected the teaching and completion of the program for the 2020-2021 year. During the university year, students have had to pause face-to-face learning and switch to online learning. Many universities had to complete the 2020-2021 year later than planned due to the fourth wave during the Covid-19 epidemic. In that context, educational institutions have thoughtfully implemented epidemic prevention and control measures according to the operating instructions. Education and training have closely coordinated with the health sector to organize F1, F2... tracing and guide students and teachers to make medical declarations under Abdullah (2021) regulations.

About 200 higher education institutions nationwide have changed their teaching form from face-to-face to online to prevent the Covid-19 epidemic. Some higher education institutions in the health sector have arranged lecturers and students to volunteer in epidemic areas to support the care and tracing of infected people. Besides, the epidemic situation had complicated developments in many localities across the country. Therefore, the whole education sector must focus highly, not be subjective in disease prevention and control. However, disease prevention and control try not to cause panic for students and teachers. Since March 2020, the Covid-19 pandemic has had a powerful impact on all areas of social life. In particular, education is considered one of the areas most affected by many universities by Cheung & Jadallah (2021).

They had forced to close to minimize the spread of the disease. Facing these challenges, universities in Vietnam have also implemented online learning to respond to the complicated developments of the Covid-19 epidemic promptly. However, the reality shows that, in implementing this activity, students still face many difficulties and barriers. Through an online survey with 500 persons (lecturers and students) at universities, the research results have shown that psychological, environmental, and learning media/devices are considered the main reasons for learning. Online students face many obstacles. Therefore, based on the results of this study, the study will propose some practical recommendations to adjust teaching and learning to be more effective in the future.

LITERATURE REVIEW

The Concept of Online Education

With the development of technology like today, online learning is gradually becoming more popular in society, increasing the application of information technology in teaching, promoting online education via the Internet. However, to get an overview and answer questions related to online teaching, let's find in detail in the article below.

What is online teaching?

Online teaching is a form of online education, making it possible to receive information quickly, using phones, computers, or tablets with an Internet connection. Students can study at home or anywhere without going to university by Gaddoury & Ramadan (2021).

The concept of online learning seems like a learning environment in which learners can interact with the learning environment through the Internet or other electronic media. This concept is a highly shareable environment, operating independently of space and time, creating conditions for people to exchange, search and learn quickly. Learning is limited to students at universities and everyone, regardless of age, living situation by Carvalho, Casado & Delgado (2021).

Things to know about online education: Online education (also known as E-learning) is a virtual learning method through a computer or smartphone connected to a network on a server in another place. Where electronic lectures and software had stored to be required to ask/request/problem for online distance learning students, teachers can transmit images and audio via broadband or wireless connection (WiFi, WiMAX) or local area network (LAN). Expanding, individuals or organizations can create their online university (E-university) where they still receive training, pay tuition, and have tests like universities are different by Ohyama (2021).

Advantages and Disadvantages of Online Education

Online education allows training anytime, anywhere, imparting knowledge on-demand, information responding quickly. Students can access the courses anywhere, such as at the office, at home, at public Internet sites, 24 hours a day, seven days a week.

Cost savings: Helps reduce costs by about 60%, including travel costs and venue organization costs. Students only pay for the course registration and can register for as many courses as they need. Time-saving: helps reduce training time by 20-40% compared to traditional teaching methods by limiting distraction and travel time by Strielkow, (2020).

Flexibility and flexibility: Students can choose from online instructor-led or interactive Self-paced courses, adjusting their own learning pace according to their ability and ability. Enhance your knowledge through online libraries. Optimal: Consistent delivery of content.

Institutions can simultaneously offer many different disciplines, courses, and levels of study, making it easy for students to choose by Mapuch (2020).

Systematization: E-learning is easy to create and allows students to participate in learning, easily track progress and student learning outcomes. With the ability to create assessments, it's easy for managers to see which employees attended, when they completed the course, how they performed, and their level of development. Besides, the issues of emotions and space make an impression on learners, and direct interaction with users is limited.

In addition to the above advantages, long-term online teaching was unprecedented when the Covid epidemic broke out. Therefore, lecturers were extremely confused about implementation techniques. There are many reasons. But, it is that limited the ability to apply information technology in teaching among many lecturers. Besides, lecturers have the applying of online learning software is not fluent, leading to ineffective implementation. Lecturers had the space directly in front of students, now standing in the online room to give talks, many lecturers had confused or not confident when lecturing the lessons.

Effective Online Teaching Methods

Proficient use of technology. Because online teaching is new to everyone, so is a teacher. Students need to understand and answer when their students have problems. Take the time to familiarize students with this technology and be sure to understand it before using it. Have the contact information for the software you're using ready, so students can get instant support when they need it by Eringfeld (2020).

Teachers need to prepare a spirit of initiative, flexibility, and positivity. When teaching online requires teachers to have a detailed, specific, and thorough lesson plan. Moreover, teachers also need to pay more attention to students' grasp of the lecture because online learning is difficult to assess the follow-up of learners like in class. If people do not have an active, positive and self-disciplined spirit, it is challenging to succeed with their online lectures.

Create and stay connected with learners: Send messages and videos to all your students and welcome them to the start of the lesson. Create discussion boards, open-ended questions for students to speak up and exchange information more. Create a comfortable feeling between teachers and learners: Unlike traditional teaching, online teachers need to overcome the shyness of talking alone. Always ask questions that allow participants to question each other and spark a livelier discussion. Answer questions that are open to everyone, not just a single response.

Promote the constructive spirit of learners: Follow up with all the students who do not contribute or stay quiet need more open-ended questions or probes to see what students still need answering. Build individual and group projects: A vibrant mix of group and individual assignments is considered the best way to ensure success with online learning. A diversified way of learning will enhance their learning ability. Help students understand the importance and personal achievements, thereby more interested in online lessons by Murgatrotd (2020).

Evaluation after each online lesson: This is considered a significant and indispensable step in online teaching. The teaching method is effective or appropriate, and learners are self-disciplined and interested in the lessons. As a result, you can have a helpful improvement orientation next time you study online by Baheraty (2021).

Lecture achievement: Studying online for many hours can sometimes be distracting. Therefore, saving lectures while teaching online helps learners to review any unclear knowledge when needed. As a result, the quality of teaching and learning improved.

Online teaching tools: Zoom Cloud Meetings is the most effective online learning software for many universities & teachers today by Bonfield, Salter, Longmuir, Benson, & Adachi, (2020). This learning model helps teachers and students continue learning and fostering knowledge, reducing the cost of teaching facilities, thereby contributing to equality in education by Bethera (2021).

METHODS OF RESEARCH

A combination of quantitative and qualitative methods had in this study. The article's authors use a qualitative research method to describe and analyze the characteristics of the actual stomach situation and learning of lecturers and students in universities.

The authors had the qualitative method of collecting data in documents and decisions (text data) to approach the research object to conclude the paper by Hair, Anderson, Tatham, & Black, (2021).

To conduct qualitative research, the authors show discussions and direct discussions and communicate with experts knowledgeable about online teachings, such as lecturers in universities. Participants' indirect surveys and seminars in qualitative research include 11 experts who hold leadership positions in universities or institutes research, education quality management department. Relevant selected experts directly or indirectly to the research content of the article with the following criteria:

- Working seniority: At least ten years of experience in the field of higher education.
- Education: Have a doctoral degree or higher.
- Management experience: At least five years as a leader at faculty/department level above

The authors had the qualitative research method first implemented with the collection of information using pre-prepared questionnaires. The questionnaire includes content, asks experts to say whether the opinion on the range of the study is appropriate, and asks for a review of the components and research questions. Is the proposal suitable for the specifics of the research field and provide additional comments?

In addition, the authors also asked the experts about the supplement added new components and scales to questions for university faculty teaching. The result of qualitative research will be the basis for designing questionnaires and building formal questionnaires for quantitative analysis.

Secondary data collected by the research team is the data on the scale, structure, training level, working seniority, and scientific research activities of all university lecturers. Besides, this data had in the department of personnel organization, training, scientific management in the department's university. Through the information collection form and the consent of the leaders of the universities, the research team obtained this valuable information.

Survey method: the author's team collects preliminary information from the survey, polls the lecturers and students according to the convenient sampling method to have more basis for assessing the current teaching situation. and study in universities during the ongoing Covid-19 pandemic by Hair, Anderson, Tatham & Black, (2021).

To collect information for the article, the research team conducted an online survey with students studying at universities in Vietnam. The content of the study focused on students' characteristics, difficulties in online learning, and students' support needs to improve online education shortly. We sent the survey link to all students via Google Docs of all classes, and the results showed that 475 lecturers and students participated in the survey and answered validly.

In addition, the research team applies the method of document analysis from articles and scientific research works in prestigious journals and collects secondary data about students from the department of higher education and academic affairs, students of the university.

The data collected from the survey were processed using Excell and SPSS 20.0 software with simple descriptive statistics. The data collected from the documentary research method is used to present an overview of the topic and is used flexibly in the analysis process in the article.

RESEARCH RESULTS

Covid-19 Affecting Students' Learning and Lecturers' Teaching

The Covid-19 pandemic has had a substantial impact on student education and training. According to Bawaneh & Bawa (2021), more than 70% of young people studying or combining study with work have been negatively affected by the closure of universities, universities and training centers created since the outbreak of the pandemic. The Carvalho, Casado, & Delgado, (2021) showed that the students and Covid-19: Impact on employment, education, rights and mental health report, 65 percent of young people admit to doing worse in university since the start of the pandemic due to displacement switch from classroom learning to online learning and distance learning during the lockdown. Despite their efforts to continue studying and practicing, half of them believe that their studies had 9% think they may fail.

The situation is even worse for young people living in lower-income countries, who have little access to the Internet, lack equipment, and sometimes lack space at home. These highlights significant "digital gaps" between regions. While 65% of young people in high-income countries attend classes taught by video-lecture, only 18% of young people in low-income countries can continue to study online. The Mapuch, (2020) report states that 38% of young people are uncertain about their future career prospects. The crisis created more obstacles in the labor market and prolonged the transition from university to the workplace. Some have felt the direct impact students have had to stop working since the outbreak of the pandemic.

Many younger workers tend to be employed in more affected jobs, such as support, service, and sales-related work, making them more vulnerable to the economic fallout of the pandemic. About 42% of these people continue to work despite a reduced income, which affects their morale. The survey found that 50% of young people may experience anxiety or depression, while 17% may be affected. Despite the difficult situation, young people use their strength to advocate and speak out against the crisis. According to the survey, people have done some volunteer work during the pandemic. Students' voices had critical to a more holistic response to the Covid-19 crisis. The report said that giving students a voice in decision-making to articulate their needs and ideas will improve the effectiveness of policies and programs and provide opportunities for young people to participate.

The report also calls for urgent, large-scale, and targeted policy responses to protect entire generations of young people from being permanently threatened by their employment prospects due to the crisis. This pandemic includes re-integrating the labor market of those who have lost their jobs or whose hours are reduced and ensuring students access to unemployment insurance benefits and measures to improve their mental health from psychosocial support to sport. The reporting also assessed that the quality of vocational training was affected because students could not have planned the practice time at enterprises, production, and business establishments. Especially for universities need to improve high-quality vocational training transfer programs. Many programs and plans for professional activities have been postponed or canceled, such as the national vocational skills exam, national defense, security education sports festival, etc. The organization of training online is only a temporary solution to maintain and keep students. Students do not drop out without a systematic plan and careful preparation due to many difficulties in terms of conditions, facilities, and the capacity of teachers. Online training is also only suitable for theoretical course content, not for practical skills training content, which is the main requirement in the training program of vocational education.

Besides, vocational education enrollment faces many difficulties because localities and universities' direct counseling and career guidance activities are almost not implemented. The finances of many vocational education institutions, incredibly private and autonomous institutions, face difficulties due to the imbalance in revenues and expenditures; Many investments bank loans for vocational education development do not guarantee the ability to

repay. Many vocational education institutions are at high risk of bankruptcy. Teaching, learning, scientific research, international cooperation, and the financial work of higher education institutions face many difficulties. The change in the form of training affects the implementation of the training program. Online teaching and assessment activities have only in a small way with some modules, not yet implemented in the whole program; many training programs,

Many officials, lecturers, and employees of higher education institutions have to reduce their working hours and quit their jobs; students have to get used to teaching and learning online during the pandemic. The work of testing and evaluating learning outcomes in the context of online learning is still confusing, with many potential risks of fraud in quality testing and assessment. The enrollment and graduation work of higher education institutions have also been changed and adjusted. The reporting said that education quality accreditation has not yet reached the plan. Many external assessment teams have to postpone in-person assessments at higher education institutions. Certification of education quality in training programs and accreditation of higher education institutions are behind schedule compared to the targets of some schemes and projects.

The epidemic also revealed the weaknesses and unsustainability in the financial model and structure of higher education institutions. Non-business revenue from tuition fees of the university had not, and service revenue from other sources has decreased. While other expenses still have to be ensured, such as salaries for teachers and administrators; operating and leasing costs; expenses incurred for disinfection, sterilization, and epidemic prevention over a long period.

Challenges and Chances for the Teaching and Learning Online During the Covid-19

The Covid-19 pandemic is spreading rapidly. As with all other sectors, education at all levels is affected. According to Tabatadze & Chachkhiani, (2021), as of reporting, nearly 1.6 billion students are involved globally; 188 countries had to close universities nationwide, affecting 91.3% of the total number of students worldwide. The sudden closure of universities, colleges, and universities has disrupted teaching and learning activities.

In Vietnam, all provinces and cities have allowed students to stay at home. In 2020, Vietnam began to implement social distancing nationwide to prevent coronavirus spread; People have to stay at home. However, the education sector cannot and will not stop studying. Along with many other countries globally, it is not easy for Vietnam to build a solid scenario for the education sector because the Covid-19 pandemic situation is still complicated. The coronavirus poses various challenges to Vietnam's education and training system. With the university closed due to the coronavirus pandemic, educational institutions and teachers face a considerable challenge: connecting with students and ensuring continuity of activities and teaching through online training. For students in large cities, online training is the best way to teach the student in the context of home isolation. However, many students in remote areas do not have a stable internet connection, so ensuring the continuity of education through distance learning has become a challenge. To collect information for the article, the research team conducted an online survey with students and lecturers with the following results.

Table 1 UNIVERSITIES SHOULD IMPROVE THE CONTENT, PROGRAMS, AND TIMES IN TEACHING STUDENTS BY ONLINE					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Completely disagree	15	3.2	3.2	3.2
	Disagree	40	8.4	8.4	11.6
	Neutral opinion	163	34.3	34.3	45.9
	Agree	213	44.8	44.8	90.7
	Completely agree	44	9.3	9.3	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 1 showed that from disagree entirely to neutral opinion is 45,9%. This result helps the university improve the content, programs, and times in teaching students online. Besides, universities closures affect not only universities but also students, teachers, and training institutions. More, concurrent work at home and combined childcare can reduce labor productivity.

Table 2 LECTURERS SHOULD ENHANCE THE APPLICATION OF NEW METHODS IN TEACHING FOR STUDENTS WHEN STUDYING ONLINE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	15	3.2	3.2	3.2
	Disagree	40	8.4	8.4	11.6
	Neutral opinion	163	34.3	34.3	45.9
	Agree	213	44.8	44.8	90.7
	Completely agree	44	9.3	9.3	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 2 showed that from disagree entirely to neutral opinion is 45,9%. This result helps lecturers enhance the application of new methods in teaching for students when studying online in the future. In addition, changes in the complexity of the disease and push university and private educational institutions to face the risk of permanent closure and bankruptcy. Since then, thousands of people have lost their jobs, and student learning has been interrupted by millions of students.

Table 3 LECTURERS SHOULD CONTROL TIME MANAGEMENT IN TEACHING FOR STUDENTS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	11	2.3	2.3	2.3
	Disagree	43	9.1	9.1	11.4
	Neutral opinion	177	37.3	37.3	48.6
	Agree	201	42.3	42.3	90.9
	Completely agree	43	9.1	9.1	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 3 showed that from disagree entirely to neutral opinion is 48,6%. This result helps lecturers control time management in teaching for students in the future. For public educational institutions, uncertain decisions will cause delays in the payment of tuition fees for students and thereby affect the salaries of teachers and staff. The results have twice notified adjusted class schedules and contest elections to overcome these difficulties. In addition, universities are encouraged to use various online teaching methods to ensure continuity in student instruction.

Table 4 UNIVERSITIES SHOULD HAVE SPECIFIC POLICIES FOR TEACHING ONLINE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	21	4.4	4.4	4.4
	Disagree	42	8.8	8.8	13.3
	Neutral opinion	163	34.3	34.3	47.6
	Agree	213	44.8	44.8	92.4
	Completely agree	36	7.6	7.6	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 4 showed that from disagree entirely to neutral opinion is 47,6%. This result helps universities have specific policies for teaching online in the future. Besides, Vietnam should

support the initiative of the managers showing the largest mobile operators in Vietnam, including Viettel, MobiFone, and Vietnamobile, supporting studying online. They committed to helping the education sector prevent and control Covid-19 by freeing mobile data traffic for students, teachers when using online training.

Table 5 TEACHERS IMPROVE THEIR QUALIFICATIONS AND EXPERTISE IN ONLINE TEACHING		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	56	11.8	11.8	11.8
	Disagree	97	20.4	20.4	32.2
	Neutral opinion	168	35.4	35.4	67.6
	Agree	145	30.5	30.5	98.1
	Completely agree	9	1.9	1.9	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 5 showed that from disagree entirely to neutral opinion is 67,6%. This result helps teachers improve their qualifications and expertise in online teaching in the future. Besides, this pandemic is also considered an effort to speed up the digitization process in Vietnam. The result also showed provinces and cities to conduct mass teaching via television and online instruction, and the broadcast schedule of lectures announced to participate in learning. Universities that offer online training are also reducing classes fees or granting scholarships to students with difficult circumstances.

Table 6 UNIVERSITIES SHOULD IMPLEMENT A FLEXIBLE ACADEMIC YEAR PLAN SUITABLE TO THE EPIDEMIC SITUATION		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	78	16.4	16.4	16.4
	Disagree	90	18.9	18.9	35.4
	Neutral opinion	189	39.8	39.8	75.2
	Agree	115	24.2	24.2	99.4
	Completely agree	3	0.6	0.6	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 6 showed that from disagree entirely to neutral opinion is 75,2%. This result helps universities implement a flexible academic year plan suitable to the epidemic situation in the future. Besides, it is time for Vietnam and other countries to focus on supporting students, especially helping students overcome mental difficulties when away from teachers and friends. Strengthening the connection between students and university is also significant, even providing psychological support to help students. Students are used to an active social life at university, playing and learning with friends. Still, the monotony of social distancing and isolation can cause them to become aggressive, depressed, or sluggish for a long time.

Table 7 LECTURERS SHOULD ENHANCE THE APPLICATION OF NEW TECHNOLOGY IN TEACHING AND LEARNING		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	36	7.6	7.6	7.6
	Disagree	104	21.9	21.9	29.5
	Neutral opinion	175	36.8	36.8	66.3
	Agree	151	31.8	31.8	98.1
	Completely agree	9	1.9	1.9	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 7 showed that from disagree entirely to neutral opinion is 66,3%. This result helps lecturers enhance the application of new technology in teaching and learning in the future. Besides, strengthening the connection between home and university. The university is the remedy in the context of Covid-19, and we must aim to turn challenges into opportunities. To do that, we need the cooperation of families, universities, and society and learn from the experiences of other countries. Finally, the situation of the Covid-19 epidemic is still prolonged. And the lecturers will widely apply online teaching and learning at universities in the future. Life is still difficult for rural, mountainous, ethnic minority areas, so purchasing equipment such as smartphones, computers, televisions, network systems is complicated.

Table 8
UNIVERSITIES SHOULD INVEST IN MODERN EQUIPMENT IN TEACHING AND LEARNING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	49	10.3	10.3	10.3
	Disagree	103	21.7	21.7	32.0
	Neutral opinion	168	35.4	35.4	67.4
	Agree	138	29.1	29.1	96.4
	Completely agree	17	3.6	3.6	100.0
	Total	475	100.0	100.0	

(Source: Data processed by SPSS 20.0)

Table 8 showed that from disagree entirely to neutral opinion is 67,4%. This result helps universities invest in modern equipment in teaching and learning in the future. Besides facing the complicated situation of the Covid-19 epidemic, the faculty, staff, employees, and students of universities have worked together to change the format from face-to-face to online proactively in training activities such as teaching, learning, academic processing, meetings. Strengthen the application of information technology in all aspects of work and maintain the fundamental actions parallel with the transformation in training activities. Universities have implemented and well-organized epidemic prevention and control work and participate in practical and meaningful activities. The Covid-19 pandemic has seriously affected all aspects of socio-economic life globally, including education. Over the past two years, the education sector has faced severe consequences left by the pandemic. Learning is inherently a process for learners to accumulate knowledge continuously.

Table 9
DESCRIPTIVE STATISTICS FROM SURVEYING 500 LECTURERS AND STUDENTS RELATED TO THE QUALITY OF ONLINE TEACHING AND LEARNING

Contents	References	N	Min	Max	Mean	Std. Deviation
Universities should improve the content, programs, and times in teaching students by online	Bartiz, Y. H. and Alan, S. H. (2021)	475	1.00	5.00	3.4863	0.89143
Lecturers should enhance the application of new methods in teaching for students when studying online	Fort, S. T. and Sacha, G. M. (2021)	475	1.00	5.00	3.5516	0.86601
Lecturers should control time management in teaching for students	Hajduk, S. J. (2020)	475	1.00	5.00	3.4674	0.86693
Universities should have specific policies for teaching online	Tabatadze, S. and Chachkhiani, K. (2021)	475	1.00	5.00	3.4232	0.91627
Teachers improve their qualifications and expertise in online teaching	Wonny, J. B. (2020)	475	1.00	5.00	2.9032	1.02454

Universities should implement a flexible academic year plan suitable to the epidemic situation	Subedi, S. & Nayaju, S. & Subedi, S. & Shah, S. K. and Shah, J. M. (2020)	475	1.00	5.00	2.7368	1.02305
Lecturers should enhance the application of new technology in teaching and learning	Kummitha, H. R. & Kolloju, N. & Chittoor, P. and Madepalli, V. (2021)	475	1.00	5.00	2.9853	0.95786
Universities should invest in modern equipment in teaching and learning	Bawaneh, A. K. and Bawa, M. S. (2021)	475	1.00	5.00	2.9389	1.03037

(Source: Data processed by SPSS 20.0)

Table 9 showed that the test results were very good with a sample of 500 persons (lecturers and students), but 475 samples were processed. These results indicated Mean and Std, and the deviation is essential.

CONCLUSIONS & MANAGERIAL RECOMMENDATIONS

Conclusions

Within the scope of this paper's research, the authors just stopped at describing and pointing out the difficulties and barriers faced by students at some universities in the process of online learning in the past time. The initial survey results showed that students have been facing some obstacles when switching to online training. These results showed that the Covid-19 epidemic affecting the teaching and learning more than many students and lecturers at all levels have not continued with the direct teaching method. Switching to online teaching is an appropriate adaptation in the current context. Online teaching has many advantages and poses many challenges that education and training have overcome. Besides, face-to-face teaching and learning online are the solutions chosen by many provinces and educational institutions in this period, the Covid-19.

Besides, the transformation of education and training has completely opened access to educational opportunities to create conditions for students to learn anywhere, anytime. Similarly, universities need to ensure the prevention, adapt to the situation of the Covid-19 epidemic; at the same time, well implement the motto stop going to university, don't stop studying to meet the program goals and work plans of the academic year. In particular, online teaching is an effective teaching method that teachers and students need to apply in an oriented way to transmit knowledge to students flexibly, helping people learn according to the lecture circuit to achieve the lesson's goals and subject. Online teaching has been and will become a trend to be strengthened, consolidated, and gradually become an inevitable trend, a task key in implementing the academic year to adapt to the new situation.

Managerial Recommendations

The Covid-19 epidemic continues to be highly complicated and unpredictable to implement the tasks of the new academic year. Universities need to promote deploying lessons and solutions for safe teaching organization, ensuring educational quality programs and goals. Besides, universities focus on strongly renovating teaching methods, diversifying forms of teaching organization study to overcome and respond to the impact of the Covid-19 epidemic and other unusual situations at all levels. The authors propose to improve the quality of teaching and to learn in the coming time. It is necessary to focus on some critical tasks as follows:

(1) Universities should improve the content, programs, and times in teaching students by online: Renovate training contents, programs, and procedures, enhance scientific research

capacity; focus on the quality and effectiveness of education and training, conduct training according to the needs of the work, the address used, and the requirements of the job position to provide and supplement high-quality human resources. Continuing to research and further innovate the enrollment work following the characteristics of the situation and its features. Besides, universities strengthen the management and education of trainees and students; tighten discipline. Focus on improving the quality of human resources, especially for administrators and teachers with a reasonable structure, sufficient quantity, quality assurance, and sufficient qualifications in theory and practice. Universities have practical experience; boldly rotate young cadres and cadres in the planning resources to train methodically and scientifically, have a roadmap, and regularly evaluate. Finally, universities continue to promote science and technology in education and training, innovating methods and contents of teaching. Besides, universities test assessment and scientific research towards mastery and modernity; apply philosophical teaching. Continue to implement online teaching and learning methods at eligible higher education institutions; innovate teaching methods to safely adapt to the Covid-19 pandemic. Strengthen infrastructure, ensure hardware and software equipment to meet digital transformation during the epidemic period. The critical factor for the digital transformation in education to occur widely and effectively is having a full range of teaching and learning facilities and tools. It is necessary to have a network infrastructure that covers all localities and is stable, even in remote and remote areas. It is essential to ensure that learners have enough equipment for online learning. It is necessary to have a teaching platform that is Vietnameseized, easy and convenient to use, and suitable to the characteristics of each university.

(2) Lecturers should enhance the application of new methods in teaching for students when studying online: Strengthen propaganda and communication work to thoroughly grasp and implement the Party and State's guidelines, policies, and laws on the whole and comprehensive renovation of education and training. Actively implement solutions to ensure effective prevention of the Covid-19 epidemic while proactively implementing specific plans and scenarios to organize teaching following the epidemic's evolution. Besides, universities provide physical and mental safety for learners; ensure academic safety and responsiveness of education and training institutions and learners' actual conditions. Innovative approaches are needed to overcome obstacles to online reviews. For example, students answering questions or performing tasks for their students in vain negatively impacts student learning. Universities solve this problem. It is possible to ask students to complete a task while recording a short video with their voices to ensure they work on the study and the assignment. Teachers can use a simple technique and tool to check that students are working independently and learning the material taught. Online tools and methods can be time-saving measures for teachers. Once new skills are acquired, and teachers invest, E-learning begins to succeed. Therefore, to ensure and continuously improve the quality of online training, teachers need to be active and proactive. At the same time, teachers have trained in advanced quality assurance tools and innovative methodologies to conduct assessment and grading of homework, keeping students engaged and saving time for teachers to do other work with students.

(3) Lecturers should control time management in teaching for students: Many students think that learning online will take less time, but the reality is quite the opposite, making students unable to concentrate on other things. It is not because the online learning program is too heavy. It may be because you do not know how to manage your time well. Therefore, teachers need to organize lessons and deliver learning content within a limited time. In classes, the teacher must present both the methodology and the learning tools, which requires planning. Time management skills are also needed for teachers to prepare for online sessions before they begin, to ensure students arrive on time and lessons start on time. Teachers must use online tools and methods to assess, grade, and provide feedback to students within the limited range of information and communication technology tools and tools currently available. Learning how to

do practical online training requires teacher's training and practice. For example, after each online lesson, it is necessary to get feedback from learners so that teachers and students can adjust and interact more effectively in the studies. Universities have to build a system of exam questions, tests, and question banks; well prepare conditions for conducting online inspection and assessment according to regulations. Besides, universities ensure quality, accuracy, efficiency, fairness, objectivity, and honesty, properly assessing students' capacity, appropriate to the epidemic situation, guiding education and training institutions to organize online enrollment and training to create a legal corridor for implementation institutions. Universities diversify training forms, strengthen the international movement. And associate with businesses in the training process to understand the reality of supply chain operations, fostering and updating knowledge and skills for employees to adapt to new technologies or cope with job loss or job change due to the epidemic's impact. They were increasing awareness and skills for both groups of teachers and students. In the past two years, it is possible to realize that although digital transformation has entered everyone's life, the psychology and skills of both teachers and students are not yet up to standard. Be careful when faced with new conditions. Therefore, not only do learners need to adapt, but teachers and students need to practice the skills required in the context of the complicated development of the Covid-19 epidemic. Digital transformation in education will be a long and stable process.

(4) Universities should have specific policies for teaching online: Online learning is not simply following lessons on the Internet, but combining many methods, paying full attention to listening, speaking, reading, and writing skills help update each person's information. Through that, students can gain a lot of helpful knowledge that becomes more advantageous. Managing classrooms and students' online learning is essential beyond simply understanding how to use digital tools to divide students into groups. Understanding how to manage classroom interactions and fostering abilities, such as teamwork and collaboration, in online lessons are skills teachers will require special training and support. Leadership skills: The ability to "empower learners" by making them feel involved and giving them a sense of control over the learning process is quite an important skill. Leadership skills training should improve teachers' ability to motivate students and their families, such as acquiring and demonstrating an understanding of their needs, qualifications, and constraints. Universities have advanced training in leadership skills for teachers to motivate students and students to accept E-learning as a vital part of their education. Teachers need to improve leadership skills and apply them to encourage students. Organize the development of online teaching lesson plans to ensure the teaching methods, teaching techniques, teaching equipment and materials, and test and evaluation plans in the teaching process. Organize the development of video lectures to organize teaching on television according to the program of subjects and educational activities; ensure that the specific broadcast schedule for each lesson, topic, or class has to learners. Enhance the combination of teaching via television with face-to-face teaching at universities blended learning form, guiding students to learn lessons on television following the teaching plan.

(5) Teachers improve their qualifications and expertise in online teaching: students actively interact with questions and participate in discussions. The recommendation is to ensure all conditions for learners' learning to occur smoothly and safely. Firstly, all teaching and learning activities must strictly ensure the rules of epidemic prevention; ensure that 100% of staff, teachers, and students are fully vaccinated. Ensuring the safety of teaching staff and learners is a prerequisite for normalizing learning activities. Communication skills are essential for teachers to assess students' ability levels, manage student behavior, keep students engaged, and encourage and motivate students during an online class. Teachers also need to have good communication skills to interact with students and explore students' skills, talents, and creative ideas. Secondly, universities continue actively adjust and streamline content, change processes, update educational and training content. Besides, universities continue to coordinate with relevant agencies and organizations in formulating plans for online. Provide learners with more

new skills to meet labor market requirements. Develop a repository of electronic materials and videos to support the care and education of students for practical use in organizing online. Preparation skills: Teachers need to know how to prepare students for online learning. Finally, lecturers send out study materials or give students small tasks to do before a lesson creates an environment conducive to online interaction and gives students enough time to warm up the course topics, increasing their participation in the classroom. It also reminds students to attend class on time during class time. Good online teaching preparation includes sharing materials and providing feedback, answering questions, and providing methods for controlling student behavior during class time.

(6) Universities should implement a flexible academic year plan suitable to the epidemic situation: students need to identify and remove the psychological barriers they may face when learning online. The initial difficulty is the limitation of space, the ability to interact between learners and teachers directly. The epidemic is just the context for this process to accelerate even more. Therefore, it is necessary to have the proper orientation from the universities' policies to implement more favorably. The teaching and learning process results in the new context are accurately recorded and more deserving. In the academic year 2021-2022, the whole education sector continues to perform dual tasks while actively implementing solutions to prevent and control the complicated Covid-19 epidemic. Universities continue ensuring safety; while trying to overcome difficulties to complete the academic year's tasks, meet the requirements of innovation and ensure the quality of education and training. Universities requested the whole sector implement seven critical functions to achieve the above goal. In particular, the first important task is to proactively develop and implement a flexible academic year plan suitable to the local epidemic situation and effectively implement measures on epidemic prevention and control. Accordingly, in coordination with the health and education sectors, it is necessary to proactively develop scenarios and solutions to cope with the forecast that the Covid-19 epidemic is still long and complicated. Opening activities are organized flexibly in the form of face-to-face or online depending on the local epidemic situation; ensure safety, compactness, and practicality; show the spirit of sharing, encouraging students, students, and teachers to overcome difficulties to complete teaching and learning tasks. Teaching organization is required to "make the most of the time of face-to-face teaching when the epidemic is under control. If the epidemic is complicated, it is impossible to organize face-to-face teaching, then organize online teaching to complete the academic year plan and ensure the quality of education.

(7) Lecturers should enhance the application of new technology in teaching and learning: the Covid-19 epidemic is very complicated in Vietnam and worldwide, so online learning has applied to most education levels. In which, not a few university students complain that online learning is ineffective and easily distracted. The recommendation is to perfect management policies in education, ensuring the synchronization and consistency between policies from top to bottom, from general to industry-specific. In particular, it is necessary to confirm and officially acknowledge the form of online teaching and learning and the results of the online teaching and learning process as they form and develop formal training with stability, quality, and longevity. Teachers should believe in the positive impact of E-learning on an individual's life and career and the opportunities and strengths of E-learning. They should also have a positive attitude towards change, ready to use new tools and technologies to adapt to new situations. Positive attitudes towards E-learning can also build teachers' confidence, readiness, positive expectations, critical thinking, and creativity. The importance of teachers having a positive attitude towards E-learning is necessary for teachers to take the next step of effective teaching and to inspire students to accept change. A positive attitude also helps teachers quickly get change, create change, and take responsibility in the face of difficulties and complications. Getting challenges and taking responsibility increases everyone's receptivity to E-learning. The greater the trust among teachers about the benefits of E-learning, the more excellent the opportunity they will have to use it everyday usability, sharing resources, materials, tools.

(8) Universities should invest in modern equipment in teaching and learning: Vietnam is in the period of comprehensive renovation, the period of integration and globalization. Therefore, the acceptance of new technologies of humankind, including information technology, is inevitable. This factor is an objective factor in confirming the development of each country, such as applied digital tools for teaching and learning. The mentality that online teaching and learning is only a temporary solution, a supplementary form during the epidemic, is typical in almost all social sectors. However, it is necessary to have a more open and realistic perspective because it is not only when the epidemic takes place that the digital transformation in education has begun, but this has been and is a development trend in today's society. Universities continue improving digital transformation capacity for lecturers, education, and training administrators performing digital transformation tasks to meet the requirements of new teaching methods, including applying educational technology such as Edtech in the classroom. Besides, Edtech software such as educational technology had teaching methods, skills, teaching methods on television for teachers, and technology applications - digital technology in educational management. Develop manuals and organize online training for teachers - the guide to the minimum standards for a televised lecture. Teachers have increased the task of assigning tasks to students. Students self-study textbooks and reference materials, watch videos, simulate experiments to receive and apply knowledge to answer questions and exercises. Delivery had at home or online; organized for students to report, present, discuss, practice, and their self-study results in a suitable online environment. Teachers need to be aware of the many tools and applications for E-learning available via mobile phones and laptops, which have to perform theoretical and practical skills training and educational tasks. Creativity is also needed to find new ways to teach subjects, such as games, videos, and interactive tools. Digital tools and innovative teaching approaches can make lessons more exciting and create a positive impact on E-learning. Teachers also need to be creative to make the best use of whatever tools are available to students. That is an essential skill because many students, especially vocational students in challenging economic conditions, have many shortcomings in accessing computers, the Internet, experimental conditions, and studying online at home.

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