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Reality of difficulties and coping skills with difficulties when the 1st grade pupils implementing school rules

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Abstract---In fact, the learning content of 1st grade pupils consists of 3 parts: learning about scientific knowledge, learning about social issues, learning skills to adapt to the learning environment or learning how to implement school rules. In particular, learning to implement the school rules is an important content, because the good implementation of the school rules will help them to perform well in their own learning activities in 1st grade class and do not negatively affect their class group learning activities, as well as teaching activities of teachers. However, the 1st grade year is the first period when children approach learning activities in their own right nature, they begin to become familiar with how to do this activity – familiarize themselves with the implementation of the school rules. Therefore, it is difficult for them to avoid difficulties and surprises. If they have skills to deal with difficulties when implementing school rules, it will help them participate in learning, which will be better in terms of perception, action and emotion. The research results were conducted on 135 first grade pupils and 30 first grade teachers to find out the difficulties in the early stages of schooling and the pupils' coping skills with those difficulties. The research has shown that the difficulty in implementing the school rules among 1st graders ranges from difficult to very difficult levels and the pupils' coping skills are from average to good levels.

Keywords---difficulty (difficulties), coping skills, 1st grade pupils (first grade pupils, 1st graders).

Introduction

Research problem

In 1983, author Ho Ngoc Dai said: “Six years old is a happy turning point. Six years at home, that time is enough! Thank you for the familiar daily life that makes my energy exhausted. Thank you for the short rope, which certainly bound

me to drop me in the my parents' loving arms and in the incredibly solid empiricist knowledge of everyday family life! Goodbye, six years old! I'm going out with teachers and friends! I come out with modern civilization, to have more what I might have, might not have in the past 6 years" [Tran Thu Mai, 2010]. However, besides that positive and favorable side, many 1st grade pupils who are facing a hard time, get used to a new learning environment that they have never experienced before. In the 2005 - 2006 school year, in a survey on the learning quality of 1st grade pupils, the education sector discovered that millions of 1st grade pupils were "sitting in the wrong classes" - pupils who had not achieved the required knowledge, targeted skills, minimum requirements of the prescribed program [Ministry of Education and Training, 2007].

The change in the learning environment from preschool to primary school is a big change in the life of every child. First of all, there is a change in the main activities: learning activities instead of playing activities. That change leads to the change in the performance of activities, a change in the requirements for the pupils' implementation of rules, discipline, and communication and behavior styles. If at the preschool level, the results of the pupils' main activities are not officially assessed, the requirements for each pupil on time rules, dress style, communication behavior, behavior with male teachers / female teachers, with friends that is not strict; in the new learning environment, not only the quality and results of pupils' learning activities are concerned and evaluated frequently and regularly; The children's implementation of rules, discipline and communication and behavior are also very attentive and evaluated by certain standards.

Learning difficulties of 1st grade pupils are obstacles that they encounter in the process of acquiring knowledge, skills, and techniques. This difficulties originate from many different causes and from that create many different difficulties. In particular, the difficulty in implementing study rules is one of the 1st grade pupils' typical difficulties. Those are the main obstacles that 1st grade pupils encounter in the process of implementing the learning rules. These obstacles focus on 5 groups of difficulties respectively: (1) Difficulty in implementing regulations on study time; (2) Difficulty in performing the seating position and study posture; (3) Difficulty in implementing rules on communication in schools; (4) Difficulty in implementing school manners and (5) Difficulty in maintaining order in the classroom of 1st grade pupils.

To overcome difficulties when implementing the rules, 1st grade pupils must have appropriate coping skills. The skills to cope with difficulties when implementing the learning rules are the effective implementation of actions to solve the obstacles encountered in the process of implementing the provisions of the learning rules, based on knowledge, experience with the right personal feelings. There is a corresponding coping skill for each difficulty when implementing the learning rules. Components of skills to cope with difficulties when implementing study rules of the 1st grade pupils include: (1) Skills to deal with difficulties when implementing regulations on study time; (2) Skills to deal with difficulties when performing seating positions and studying postures; (3) Skills to deal with difficulties when implementing rules on communication in schools; (4) Skills to

cope with difficulties when implementing school manners and (5) 1st grade pupils' skills to cope with difficulties when maintaining order in the classroom.

Target

The study aims to find out the level of difficulty when implementing the rules and the corresponding coping skills to overcome those difficulties in order to best adapt to the new learning environment of 1st grade pupils.

Research overview

Some studies in the world

When studying children's learning disorders, Author Edward Hallowell (2003) found: 1 in 10 children have learning disorders, 5% of them have dyslexia, 4% of them have attention disorders and 1% of them have other disorders. The author concludes, excluding mental retardation, the most common learning disorders include: dyslexia, attention deficit disorder and math disorder with or without syndrome of weak understanding of gestures. Studying the relationship between some personality characteristics and learning outcomes and pointing out the basic difficulties of learning activities of 445 first grade pupils, authors Oi-man Kwok, Jan N. Hughes, Wen Luo said: female pupils are cute, willful, more attentive than male pupils, less aggressive and hyperactive than male pupils. The reading achievement of female pupils is better than that of male pupils. 1st grade pupils who enjoy exploring their environment and actively reaching out to others will accumulate many social resources and general knowledge about the environment to strengthen their adaptive capacity. According to the author, willpower has a unique relationship with children's academic achievement. [Le My Dung, 2009]; In the book "Age psychology and pedagogical psychology", A.V.Petrovski (1992) pointed out that the causes leading to psychological difficulties in children when they go to grade 1 are: Type 1, difficulties with related to the characteristics of the new learning mode. According to the author, it is difficult to form habits such as waking up on time, not skipping school, having to sit quietly during class, having to do homework on time, etc.. The author thinks that there is a lack of necessary habits the child will be very tired, they will fail in his studies and will be absent from the prescribed lessons. Type 2, difficulty in establishing new communication relationships with teachers and friends. Type 3, difficulty in adapting to new activities, at first, children are taken by family, school and society, so they have a happy mentality, like, are ready to go to school, then gradually reduce their aspirations and be bored with study. With these three types of difficulties, grade 1 pupils must learn to adapt to the new learning environment or else they do not want to be left behind or have to give up learning activities [Petrovski AP, 1982].

Several other studies have discussed different ways of dealing with pupils' difficulties. In the 1970s, researchers found an approach to measuring and assessing human responses summarized in the work of Folkman and Lazarus. These two authors have identified eight ways to cope: facing problems, trying to get out of difficult situations, seeking social support, shouldering responsibility, avoiding reality, and planning solutions to solve problems and seeing the good. Research confirms that these approaches reflect two basic types of coping:

problem-focused and emotion-focused, two authors emphasize that aspects of an individual's coping behavior change depending on the situation, problem, or level of social support that individual receives. One of the main measurement tools developed based on the new perspective is: "Coping with stressful situations". This tool tries to give cues of response that people can use in difficult, urgent situations included a task-oriented approach, in which one tends to deal with the next problem, or an emotion-oriented approach or way of avoiding reality.

Some studies in Vietnam

There are many research topics on psychological difficulties in learning activities of primary school pupils. Some typical authors with research works on psychological difficulties of grade 1 pupils such as: Author Le My Dung in the topic "Psychological difficulties in learning of elementary school pupils" (2008) researched to detect psychological difficulties in learning of primary school pupils and also in this study, the author studied difficulties in each class and in which the author studied 1st grade pupils. On the other hand, the author has also proposed some measures to overcome difficulties for pupils [Le My Dung, 2009].

Author Nguyen Thi Nhat has pointed out the psychological difficulties that 1st grade pupils have to overcome in learning such as: Children have to leave a comfortable, diverse, fun life, spontaneous activities in kindergarten and close himself into the strict discipline of the high school class; Children have difficulties in relationships with teachers; Children are "disillusioned" when entering grade 1 because the excitement and anxiously waiting for interesting things are replaced by things far different from the children's imagination. Author Pham Thi Duc, in the article "Psychological preparation for children entering grade 1", has pointed out some psychological difficulties of children entering grade 1, which are: Not familiar with the learning regime; Not having the habit of grasping the data of the exercises, the teacher's requirements...; Shy, losing their temper in front of new situations; There is no properly functioning motive; Lack of will to strive and study effort. In the article "Some psychological obstacles of children when entering grade 1", author Vu Ngoc Ha has pointed out some psychological obstacles that children often encounter when entering grade 1, which are: Difficulty in adapting to a new environment; Difficulty in relationships and difficulty when they have to go to school. According to the author, psychological difficulties in learning are classified into 3 groups: Difficulty in perception, in emotional expression and in behavior of 1st grade pupils, and each of these groups causes different effects on the pupils' mind [Vu Ngoc Ha, 2013].

Objects and research methods

Research object

105 first grade pupils and 30 first grade teachers from three primary schools: Hoa Binh – District 1, Hong Ha – Binh Thanh District and Tan Tao – Binh Tan District. The research sample is evenly distributed among 3 schools, each school has 35 pupils survey samples and 10 teacher survey samples, accounting for 33.3%, ensuring the balance in and objectivity in the selection of research subjects.

Research Methods

In this study, we used a survey method through a survey consisting of two parts: questionnaire and case study:

- The content of the questionnaire includes 2 main contents: the difficulty level includes 5 items and the skill to cope with difficulties includes 45 items. In the survey content, the level of difficulty corresponds to: 1 - not difficult, 2 - difficult and 3 - very difficult. In the content of the survey on coping skills with difficulties, respectively: 1 - low, 2 - medium and 3 - high.
- The content of the case study includes situations that often occur when implementing the learning and life rules of 1st grade pupils, including 15 exercises corresponding to 5 groups of coping skills. The answers (how to handle) are evaluated with different levels, specifically: 1 - low, 2 - medium and 3 - high.

Results and Discussion

Difficult situation when 1st grade pupils implementing the rules

Table 1
Frequency of assessing difficulty when implementing learning rules

No.	Difficulty (KK)	Difficult level	Pupils			Teachers			GPA
			%	GPA	SD	%	GPA	SD	
1	KK 1	Slightly difficult	25	1.98	0.69	19	1.80	0.39	1.88
		Difficult	52			81			
		Very difficult	23			0			
2	KK 2	Slightly difficult	28	2.03	0.77	12	2.21	0.64	2.09
		Difficult	41			55			
		Very difficult	31			33			
3	KK 3	Slightly difficult	40	1.93	0.85	21	2.09	0.72	1.92
		Difficult	27			57			
		Very difficult	33			32			
4	KK 4	Slightly difficult	31	1.96	0.77	19	1.85	0.47	1.90
		Difficult	41			76			
		Very difficult	28			5			
5	KK 5	Slightly difficult	21	2.17	0.75	7	2.14	0.52	2.16
		Difficult	41			72			
		Very difficult	38			21			

Notes: KK 1: Difficulty in implementing regulations on study time -KK 2: Difficulty in complying with regulations on seating position and sitting posture -KK 3: Difficulty in implementing regulations on school communication -KK 4: Difficulty in implementing regulations on school manners -KK 5: Difficulty in implementing regulations on keeping order.

The data results in Table 3.1 show that both groups of subjects (teachers and pupils) have a fairly consistent and consistent choice. Selection focuses mainly on two levels: difficult and very difficult. With these two levels, 1st grade pupils must come up with a way to cope with the learning environment in grade 1 if they want

to keep up with the progress, program or adapt to the learning environment. The level of "slightly difficult" is very limited, the highest choice of difficulty is the "difficult" group is only 30%, that is the difficulty when implementing regulations on school communication. The difficult group selected at a "very difficult" level is the two groups that have difficulty in implementing regulations on seating position and sitting posture, the group with difficulty in keeping order, with the choice of a very difficult level each time are 32.5% and 29.5% respectively. The reason why 1st grade pupils encounter difficulties in these two regulations is because of the transition from preschools to primary schools, pupils have not had time to adapt such as having to sit in the right place, keep order, and not to act separately, not to shout, not to run and jump in the hallway, not to speak freely or must complete study tasks by themselves, etc are very new regulations for 1st grade pupils, so they will cause create certain difficulties for them.

With the psychological development of the age of 1st grade pupils, the regulation on maintaining school order is difficult because this is a hyperactive age, preferring motor activities, moving etc. On the other hand, with the way they both learn and play in kindergarten, along with the fact that in one session preschoolers can participate in many activities, it has created a habit of playing for children. When going to grade 1, with a disciplined learning environment, doing everything according to the school's regulations created difficulties for pupils. The study on coping skills with difficulties in implementing learning rules was conducted in April 2014 – this is near the end of grade 1, but as with the results presented above, it shows that grade 1 pupils still have many difficulties in implementing the study rules.

Scientists who study coping and how to cope with the concept: we only really need to come up with a way to cope only when difficulties or obstacles have a strong influence on our lives. of individuals, causing psychological stress, poor health and reduced performance, working performance, etc. [Nguyen Huu Long, 2013].

Therefore, in this study, we are only interested in regulations that are rated by pupils as difficult to very difficult – that is, regulations that cause difficulty must be above 1.71 to be considered as difficult level that individuals need to have skills to cope with difficulties, avoid negative effects on the quality of learning and pupils' lives.

The above results show that the difficult level of the regulations in the school rules has certain effects on the learning and life of pupils in grade 1. With $P < 1.00$ and GPA ranging from 1.80 to 2.11 – this is somewhere above the hard and close to the very hard. If these difficulties are not resolved by the pupils themselves or by the adults, they will greatly affect the psychology and learning outcomes of pupils in the future.

2009 – The Ministry of Education and Training has promulgated the development program and set of standards for preschool children aged 5-6 years [Ministry of Education and Training, 2009 and 2014]. Accompanied by instructions to help preschool children adapt to the environment at the high school level. In which, it is emphasized that preschool has the task of building an innovative educational program, focusing on the development of learning skills for children, helping children approach

high school right from the end of preschool. With this set of standards, we still only focus on necessary skills so that children can recognize letters - numbers, spell, match letters, etc. but not much attention to psychological factors to adapt to the learning environment.

The results in Table 3.1 also show that: time regulation is one of the best implemented by pupils. Perhaps, this is a regulation with great participation from parents such as reminding or calling the child to go to school or together with the child to sleep on time - wake up on time etc ... On the other hand, currently the study time frame is quite reasonable for pupils (starting at 7:00 am and ending at 5:00 pm) corresponding to the time frame when children are in kindergarten, so the children perform better. With the group of regulations on school manners such as: wearing uniforms, not using profanity - swearing, maintaining body hygiene etc., have been done quite well by the pupils because when they were in preschool, they also had with the help and guidance of teachers. Meanwhile, regulations on sitting position and sitting posture are a group of difficulties, along with regulations on maintaining order are two groups of regulations that cause many difficulties for 1st grade pupils. In terms of age psychology, this is the age that still affects many psychological features of the previous age - preschool age when they needs dynamic activities, loves free activities, the level of attention has not been high and the attention time is limited etc.

In conclusion, with the five groups specified in the table of study rules of 1st grade pupils, it has caused certain difficulties for 1st grade pupils. From more than 300 research subjects, the thesis has processed and identified 105 subjects having difficulty in implementing the learning rules with levels ranging from difficult to very difficult (mean average from 1.71 to 3.00). There was no difference in the assessment of the level of difficulty brought by the prescribed groups as well as its level of difficulty between the pupils - the subjects of direct implementation and the teachers - the subjects to monitor, evaluate and help. With these difficulties, pupils in grade 1 need to come up with ways and actions to overcome obstacles to complete their learning tasks.

Reality of difficulties and coping skills with difficulties when the 1st grade pupils implementing school rules

Table 2
Expression levels of components in skills to cope with difficulties when
implementing study rules of 1st grade pupils
(in terms of frequency and GPA)

No.	Skill (KN)	Level	Case studies			Questionnaire			Sum GPA	
			%	GPA	SD	%	GPA	SD	%	GPA
1	KN 1	Low	28.36	1.85	0.61	11.21	2.01	0.49	19.79	1.93
		Medium	58.10			75.55			66.82	
		High	13.54			13.22			13.39	
2	KN 2	Low	31.43	1.79	0.59	15.13	1.93	0.52	23.28	1.87
		Medium	58.52			73.02			65.77	
		High	10.05			11.85			10.95	

3	KN 3	Low	31.53	1.78	0.58	15.13	2.02	0.55	23.33	1.90
		Medium	59.05			69.1			64.07	
		High	9.42			16.93			13.17	
4	KN 4	Low	32.06	1.76	0.57	12.28	2.06	0.51	22.17	1.91
		Medium	59.68			68.57			64.13	
		High	8.25			19.15			13.70	
5	KN 5	Low	33.33	1.76	0.57	15.24	1.95	0.50	24.29	1.85
		Medium	57.67			73.23			65.45	
		High	8.99			11.53			10.26	

Notes: KN1: Skill to cope with difficulty in implementing regulations on study time - KN2: Skill to cope with difficulty in complying with regulations on seating position and sitting posture - KN3: Skill to cope with difficulty in implementing regulations on school communication - KN4: Skill to cope with difficulty in implementing regulations on school manners - KN5: Skill to cope with difficulty in implementing regulations on keeping order.

Analysis of the data in table 3.3 shows that, with three specified score levels (1 point: corresponds to the Low level of the coping skill, 2 points: corresponds to the average level of coping skill, and the level of 3 points corresponds to the High level of coping skill), the average level (corresponding to the score from 1.71 to 2.40) is the score that is most interested by all three groups of subjects. As a result, the average level is moved in the range of 68% - 75%, which is a stable selection. In the five coping component skills surveyed, the coping skills to be the Low selection level did not differ significantly (ranging from 11.21% - 15.24%). However, there is a big difference with High level of coping skill (ranging from 11.53% - 19.15%). In particular, it should be noted that Skill No. 4 has a High level of 19.15% but Skill No.1 only reaches 11.53%.

Analysis of the data in Table 3.3 also shows that coping skills with difficulty in implementing time regulations is a skill that pupils perform quite well - with an average score of 1.93 - which is the highest score among the components. of coping skills. On the other hand, when discussing factors affecting coping skills with difficulty in implementing study time, the results show that: for pupils whose parents often help, remind children to get up early, remind children to go to school, go to bed early, or the family implements the motto "the whole family goes to bed early - the whole family wakes up early", ... are the actions and ways to help children practice this skill effectively. The study will explain this issue in the following part - the influencing factor part of the thesis. The GPA score of 1.85 and 1.87 is for coping skills with difficulty in keeping order, coping skills with difficulty in performing seating position and sitting posture are considered two skills with relatively low scores. Among the surveyed manifestations of coping skills, all of the subjects' responses had a low GPA (< 2.00). Typically in terms of behaviors, the research suggests very simple things such as: *self-changing sitting position when being tired, not running and jumping too much during playtime*, the average answer is only 1.87 - 2.00 compared with other behaviors such as: *reminding parents to prepare tools, reminding parents to buy tools, reminding parents to schedule pick-up times*, the GPA score for these answers is higher, about 1.98 - 2.22. This shows that for 1st grade pupils, self-performing behaviors are not as good as skills with adult support.

Based on the data in Figure 3.2, the results show that there are three skills that are quite well performed by 1st grade pupils: coping skills with difficulties in implementing

regulations on time, coping skills with difficulties in implementing regulations on communication school and coping skills with difficulties when implementing school behavior. The score is for three skills: 1.93, 1.90 and 1.91. The current reality in elementary schools is that the time frame for entering and leaving is not much different from that of preschool. The fact that pupils have learned to adapt since preschool is an advantage for children to perform this skill well. As for the remaining two groups of skills in behavior and communication, children have also been approached and trained by teachers right from preschool, so pupils will not find it too difficult to cope.

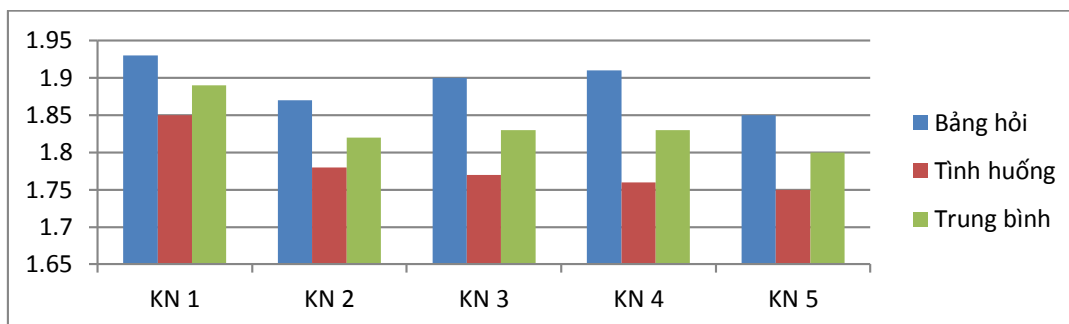


Chart 1: Average rank of component skills in coping skills

Comparing the answers obtained from the questionnaire and the case study solution - the results in table 3.3 and chart 3.1 show that the results of performing coping skills obtained from the case study solution are much lower than the results from the questionnaire. If in the questionnaire, most of the answers have a GPA above 1.85 - within the average range of the skill assessment criteria with options to solve the problem with the highest average score of only 1.75 - and the lowest average score of 1.72 - the score has just passed the Low scores in the assessment criteria. However, both of these results have similarity between the performance rankings of the coping skills. On the other hand, with a large difference in the average level of skills, it shows that the 1st grade pupils have begun to differentiate when performing coping skills.

With the above statements, the practice of habits for children from an early age is an important job to help children adapt to the learning regulations in primary school. The preschool level must have the task of creating a suitable environment, similar to the primary school environment to help children have the opportunity to approach and get used to it, avoiding the worries when entering grade 1. Besides, teachers of Grade 1 classrooms need to understand the psychology of pupils in order to have a suitable way to shape them, to help them gradually get used to the new learning environment. The active support from the family will be an important factor in the process of strengthening and developing coping skills for pupils.

Conclusion

Theoretical research results have partly provided a theoretical and practical system about the difficulties that pupils in general and grade 1 pupils in particular often face. Since then, it is an important basis for researching and building manifestations of difficulties, demonstrating skills to cope with difficulties when implementing study rules of 1st grade pupils.

Research results show that 1st grade pupils have difficulty in implementing study rules. The most common difficulty faced by 1st grade pupils is the difficulty in maintaining order in the classroom. The best skill to cope with difficulties when implementing study rules in 1st grade pupils is the skill to cope with difficulties when implementing the regulations on time, and the coping skill with the lowest results is the skill to cope with difficulties in maintaining order in the classroom.

Research results on the level of difficulty and skills to cope with difficulties when implementing study rules of 1st grade pupils have a certain compatibility. With the rules that are considered the most difficult, the results of implementing coping skills are also worse than those of other coping skills. Therefore, creating a learning environment between the two levels (kindergarten and primary school) with similarities to reduce difficulties for 1st grade pupils is a concern today.

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