Online school for students of 10-11 grades as a family solution

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Abstract — **The article discusses family motives of leaving schools with the traditional form of education for 9th year graduates. The reasons for the choice of online schools or so-called remote externalities to complete secondary education in grades 10-11 are analyzed in detail. In a sociological study, questionnaires were used for students of 10-11 grades of online schools. Answers to open questions of the questionnaire were processed using specialized computer programs. The result of the analysis is the classification of the benefits of school online education for high school students from the point of view of the students themselves and their parents.**

The main reasons for the distance learning preferences are the failure of the student in a regular school, the desire to give children a higher education, the opportunity to focus on passing the school examinations (USE), the effectiveness of distance learning and digital learning technologies. The reasons for switching to an online school, such as taking care of children's health and rest, numerous extracurricular activities, and the acquisition of additional educational and professional skills by students, are of minor importance. The findings suggest the need to support online schools, as well as the development of digital learning technologies in schools, especially in high school.

Keywords — family sociology, sociology of education, educational route, distance external studies for high school students, online school, questioning, choice of digital learning technologies.

I. INTRODUCTION. ONLINE SCHOOLS FOR SENIOR STUDENTS

The load on Russian secondary school students is increasing, and parents are looking for opportunities to effectively educate children outside the traditional school system. The need to replace daily visits to school with remote communication with teachers and homework in online programs is increasing towards graduation classes [1]. The schoolchildren who finished the 9th grade face a question: to enroll in a secondary specialized educational institution, for example, a technical school or college, or continue schooling for another two years [2]. The last option is interesting those who are going to enter a higher education institution after school.

Most of those who decide to finish 11 grades choose their own school or go to another gymnasium or lyceum. However, recently a new strategy for personal and parental behavior emerged. Children and their families choose distance learning programs in grades 10-11. Online schools that offer distance learning using a variety of digital technologies are successfully developing in big cities [3]. Schools are targeting the 5-11th graders, but online studies for high school students become especially popular. The same trend is observed in foreign education [4].

. Russian researchers characterize the "digital school" as follows: "This is a special type of educational institution that effectively uses digital equipment, software in the educational process" [5]. Online schools, in our opinion, most actively promote digital technologies in the educational environment. We decided to get a better understanding of the reasons for the refusal of the 9th year graduates and their parents from an ordinary school in favor of distance education. And also we want to learn about the benefits of a modern approach to learning from the point of view of the students' families.

II. RESEARCH METHODOLOGY SURVEY OF ONLINE SCHOOLS STUDENTS OF 10-11 GRADES

A. How the research idea appeared

In the project "Russian Families in Planning and Implementing an Educational Route for Children" in 2018, a survey was conducted on the parents of 9th year graduates [6]. Among 52 families surveyed that were found using the "snowball" method, three families reported on the transfer to the external school. Such format classes were online lessons in a mini-group, consultations with teachers on Skype, electronic tests.

Parents formulated their arguments in favor of remote education. One of the 9th year graduates wanted to concentrate on preparing for the Unified State Exam (USE), because he wanted to enroll in a high-ranking Russian university. Another student was building sport career and also wanted to go to university, taking advantage of the sports star. The third boy was refused to be taken for 10th grade by all high schools close to his home in Saint Petersburg, as his grades for the previous year of education after the Basic State Examinations (BSE) were "threes". Parents wanted their son to get a higher

education, and they found an externship at a reasonable price and format of learning.

B. Online school in Saint Petersburg

As you can see, the three families in the above study had different motives for moving from a regular school to an online school using digital technology with optional daily visits. In search of answers to the research questions posed, we appealed to the directorate of one of the well-known distance schools in Saint Petersburg. It's a commercial institution offering a program of 8-11grades to students who decided to leave an ordinary school. External school developed several educational routes for its clients: training of 8, 9, 10 and 11 years (of education). As well as the accelerated passage of 10-11 grades within one year and individual educational tracks. Learning mode: three times a week instead of six days in a regular school. Or studying for one day a week (Saturday). Remote school uses Skype and programs specially designed for students to make it convenient to run lessons. The school includes:

- Learning school subjects.
- Drawing up a program for home development of a part of the material.
- Doing homework and checking it with teachers.
- Writing essays, laboratory and other works.
- Individual class hours with each student.
- Solving tasks, doing tests.
- Preparation for state exams and entering university.

C. Questioning of students of distant schools

We composed a questionnaire for online school student and posted it to a group on the VKontakte network with the permission of the directorate. Most of the questions were open to clarify a new social conflict for researchers. We asked about the reasons for applying to distance learning, with independently formulated motives. A separate question was devoted to the advantages of a new type of education. Another block of the questionnaire contained questions about the attitude of parents towards external school (does the family support the choice of a distance school, what are the parents' plans for the child's future). For a better understanding of the holistic educational path of a person, questions were asked about education received earlier, starting with preschool education. In this part of the questionnaire, schoolchildren were given the opportunity to voice complaints about the traditional school, if they exist.

During the week, 47 questionnaires were collected. We selected 34 of them as the most reflective ones. The informants were graduates of the 9th year who decided to leave the gymnasiums and lyceums and continue education with external studies. All of them were ready to study for two years, so after receiving the certificate they could pass the USE and enter higher educational institutions. There were no respondents who entered the distant school after 10th year or who wish to complete the last two years of schooling in one year.

D. Analysis of the responses of informants: Discant

The processing of external students' responses was carried out using the computer program Discant (Interactive Text Analysis and Classification System). The program was developed by Russian scientists G.I. Saganenko and E.A. Kanevskiy [7]. The system supports sociological studies of a qualitative type and allows working with large arrays of unstructured texts. In particular, with the answers to open questions of the questionnaire. As part of this empirical project, we created a database, classified the informants' statements about the choice of online school, the benefits of distance learning and digital educational technologies, and parental participation in the educational process.

It is clear that a sample of 34 people cannot claim to be representative, so the task of the study was to identify a set of personal and family reasons for the failure of informants from the usual school educational format. The question of personal motives was formulated in such a way that the respondent could name important ideas for themselves. The resulting text was convenient for computer processing. For example, the response of informant No. 17 was:

- I want to enter SPbSU.
- I'm tired of not having enough sleep.
- I forgot how to write, it's easier to work on the laptop.
- Getting ready for the USE.

The question of family attitudes toward distant schools of 10-11 grades suggested writing a continuous utterance, which was then divided into semantic fragments in an electronic database. For example, the answer of informant No. 6 "Parents wanted me to have time to prepare for the USE and learn Czech, because the family plans to send me to the Czech Republic right after school (I agree on that)" was divided into text segments as follows:

- Parents wanted me to have time to prepare for the USE /
- Parents wanted me to have time to learn Czech /
- The family plans to send me to the Czech Republic to enter ČVUT /
- I agree to enter ČVUT.

The fragment "The family plans to send me to the Czech Republic to enter ČVUT (Czech Technical University in Prague)" is interpreted as the intention of the parents to provide their son with higher education abroad. The short answer "I agree to enter ČVUT" is understood as an informant's personal desire to study in a foreign university. Both statements explain why a high school student learns Czech. Considering the fact that ČVUT is a public educational institution of the Czech Republic, it can be assumed that the respondent questionnaire plans to study in Prague for free by passing exams and gaining the required language level. It is more difficult to understand why an informant needs to be well prepared for the USE for admission to a Russian university. In the interview one could ask clarifying questions, the method of questioning does not allow this. We assumed that a high school student would enroll in Russia for a bachelor's degree, and in Europe for a magistracy. Either the domestic university is a backup plan for the implementation of the educational route,

and the preparation for the Unified State Exam insures against failure when entering a Czech university.

In the course of individual statements, we came to the conclusion that high school students mix personal and family motives for studying in the external studies. Students of 10-11 grades are not yet fully independent subjects of the educational process. The educational route is developed by students together with their parents. Family influence is especially great in the early stages of study and is updated again at the time of graduation [8]. For schoolchildren entering college after grade 9, the final period is 8-9 grades. For students who have chosen to complete the full educational route, the time of active cooperation with their parents begins in 10-11 grades.

Considering the confusion of personal and family motives of the informant when choosing an educational route, we have combined arrays of answers about personal and parental motives for graduates of 9th year to go online to an external distance learning school. We also added answers to the question about the benefits of the new educational route. After classifying the statements, we got the following list of arguments in favor of abandoning traditional educational technologies:

TABLE 1. NAMED REASONS FOR CHOOSING AN ONLINE SCHOOL

No.	Groups	Typical ideas (elements)	Number of ideas	Frequency (%)
1	School failure	"threes" in most subjects in 9th grade certificate, low grades in GSE, critical feedback from teachers about the student's ability to go to university	115	18
2	The desire to go to higher school institution	obtaining a certificate of secondary education, the desire to enter a high-ranking university, the willingness to study at a paid university/institute, the need for a higher education diploma for future professional activities, preparation for entering a foreign university	107	17
3	Preparation for the USE and other exams	the desire to focus on the subjects needed for exams, choice made about the educational specialty and future profession, dislike of the "extra" subjects, preparation for the competition when choosing creative occupations	98	15
4	Preference for remote approach and digital learning technologies	saving time, convenient schedule of attendance of classes, minimum lessons offline, specialized computer programs for conducting classes online, electronic home classes, accessible Skype consultations with teachers, the ability to pass a number of subjects quickly, a small number of classmates	92	14
5	Sports, participation in dance groups	professional sports career, several sports and/or dance groups	81	13
6	Health care	the possibility of getting enough sleep	75	12
7	Mastering extraschool skills	driving a car, learning foreign languages, mastering the programming	70	11
	Total:		638	100

An example for the presented research was the method of qualitative and quantitative measurement of the values of young people, proposed by the Russian sociologist A.E. Geger [9]. As a result of the classification of texts, we received seven groups of statements. The answers characterize the personal position of high school students and the opinion of their parents about the online school.

IV. DISCUSSING THE RESULTS. ENTERING THE UNIVERSITY AND SAVING RESOURCES

A. 1-3 groups of answers

In the first place in terms of frequency of references was the group "Unsuccessful learning at school". After 9th grade, half of the informants left high schools and gymnasiums because they received low grades. According to teachers, they were too low to finish their studies in 10-11 grades and to pass the USE well. Ninth-graders were pushed out by the traditional school system and found refuge in an online school. The second half of the informants reported the failure of the development of humanitarian subjects or mathematics, that is, several "threes" in the certificate. The children could have stayed in the previous school, but preferred to find a more suitable educational option.

The desire to finish 10-11 grades is explained by the plan to enter a domestic university after school (the second group of answers). Distance school students believe in their ability to get a university degree. Parents support ambitious plans of children. The third group of answers is related to the first and second one, but it turned out to be in a separate block. The failure of studying in a traditional school, coupled with the desire to go to university explains the desire to focus on preparing for the Unified State Examination in the subjects

necessary for the informant. However, such motives are not proper for weak students only, but also for quite advanced, but not willing to waste time on "extra" subjects in the gymnasium or lyceum. Overloaded school curriculum is especially annoying for those high school students who have chosen creative professions and must prepare for an additional competition when entering a university.

B. 4th group of answers: about digital learning technologies

In fourth place in the list of significant arguments in favor of the online external department is the preference for new digital learning technologies. The advantages of distance learning supported by specialized computer programs are characterized by respondents as follows: "Internet for me is a habitat", "Internet is the best educational tool for today", "distance learning saves time on the road", "online lessons are much more informative than regular school ones", "during online lessons you are minimally distracted by communicating with classmates", "my school has developed excellent homework that can be done on the computer", "performing checklists reduces stress levels", "Skype provides more productive individual communication with teachers", "you can choose convenient days for visiting classes", "I was able to quickly throw off all unnecessary subjects", "I was able to study the subjects I need for my future profession (programmer)", "I was able to focus on the subjects that need to be passed on the USE", etc.

The fourth group of answers is exactly in the middle of the list of motives for the transition to an online school in high school. This contradicts our hypothesis about the highest significance of new teaching methods for 9 year graduates and their families. While the top three are other considerations. However, in our opinion, it is a matter of time. Even today, social networks became leaders of communication tools for the youth [10]. Soon digital educational technologies will become decisive points when choosing a school.

C. Groups 5-7 of answers

Groups 5-7 talk about those resources (time, forces) that are necessary for further education, as well as improving the health of informants. Distance learning in high school helps to relax more, get enough sleep, and go in for sports independently and in groups. In addition, you can manage to get a number of important skills, for example, learn a few more foreign languages, improve your skills in programming. This will improve the position of school graduates in the professions market. In addition, not all respondents have yet decided about the choice of higher education institution, and additional skills expand the range of specialties that can be enrolled after school.

V. CONCLUSIONS

The study revealed a set of reasons that are relevant for high school students choosing an online school. Graduates of 9th year and their parents believe that distance learning, that is based on digital technologies, can significantly unload the life of a student and help prepare for entering a university better than a traditional school can do. Among the practical recommendations of the project are the support of online schools and the introduction of the concept of digital education in gymnasiums and lyceums. An empirical perspective on the study of remote externals is to conduct a representative survey of schoolchildren and their parents who have chosen online schools to study in high grades.

Acknowledgment

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