

# Emergency Remote Education<sup>1</sup> during the COVID-19 Pandemic in Spring 2020: Parents' Perspective

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## **Abstract**

*In the spring of 2020, due to the global COVID-19 pandemic caused by the coronavirus, education systems around the world introduced a new form of education called Emergency Remote Education - ERE. Given that parents are important stakeholders in the educational process, their perspective of the new situation can contribute to a better understanding of the educational process that takes place in incident situations. The main aim of the research was to determine how parents of students attending the first four grades of primary school perceive ERE. The research was conducted online in the time of the national lockdown in the spring of 2020. The results indicate that parents have a positive perception of the teacher's work. Furthermore, parents point out that ERE brings new requirements related to the level of parental involvement in their children's learning process, which creates additional stress and disrupts the daily business performance and family responsibilities and assigns them with a new role of parents as teachers. One third of the parents think that the child gets too many tasks and that ERE is too demanding. Parental overload with ERE, and their perception of child overload with ERE is significantly related to parents' educational level and work status, and to the degree of children's independence. The findings of the research lead to a better understanding of the parental role in ERE during the pandemic and can serve as a starting point for the development of a parental support system during new emergency situations.*

**Key words:** *children; COVID-19 pandemic; Emergency Remote Education; parents' perspective; primary school.*

<sup>1</sup> The Croatian term "izvanredno obrazovanje na daljinu" is the translation of the English term *Emergency Remote Education*. The meaning of the word "izvanredno" in this paper refers to a state which is out of the ordinary.

## Introduction

### ***The global and national educational context during the COVID-19 pandemic in the spring of 2020***

Due to the global pandemic caused by COVID-19, in the spring of 2020 many countries introduced protection measures in an attempt to prevent the spread of the virus. One of the emergency measures was the interruption of face-to-face instruction in schools and its replacement with distance education. As of 16 March 2020, the *Decision on suspending live teaching at universities, secondary and primary schools as well as institutions of pre-primary education and care and introducing distance online instruction* made distance education the only official form of instruction at all primary, secondary and tertiary education institutions in the Republic of Croatia. By the same date, as many as 110 countries around the world announced school closures nationwide (UNESCO, March 2020), and more recent data by UNESCO (2021) reveal that, eventually, as many as 190 countries introduced online instruction, which directly affected 1.5 million children and youths included in education, from pre-primary to tertiary level.

The focus of this study is on primary schools in Croatia, more precisely, on primary teaching in the first four grades with students between seven and ten years of age. In all primary schools throughout Croatia, distance education was the only official form of instruction from 16 March 2020<sup>2</sup> until 11 May 2020<sup>3</sup>. Although the *Decision* of the Government of the Republic of Croatia<sup>4</sup> issued on 11 May 2020 enabled the return of students to school, on that date, only 1.77 % (N=2772) of the students attending grades one to four returned to school<sup>5</sup>. Since the epidemiological measures in schools were strict, in the first two weeks after reopening, the number of students in grades one to four was low (about 4,500 students)<sup>6</sup>, and teaching was delivered according to the mixed model – partly in school buildings and partly as distance education. Distance education was the primary mode of instruction until 25 May 2020, when almost 80 % of lower primary students returned to school<sup>7</sup>. Since 20 % of the students continued to take classes via distance education, part of the teachers continued using the mixed model of teaching until the end of the school year. Distance education, the official term used to refer to instruction during the national lockdown, comprised several models of teaching. The first model was TV-teaching, called *School on Third*.

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<sup>2</sup> Government of the Republic of Croatia. *Decision on suspending live teaching at universities, secondary and primary schools as well as institutions of pre-primary education and care and introducing distance online instruction*.

<sup>3</sup> Government of the Republic of Croatia. *Decision on the way of instruction in primary and secondary schools as well as universities, and on reinstating regular work in institutions of pre-primary education and care*.

<sup>4</sup> Ibid.

<sup>5</sup> <http://www.shu.hr/vijesti/broj-ucenika-pristiglih-u-skole-1152020/>

<sup>6</sup> <https://skolazazivot.hr/akcijski-plan-za-provedbu-nastave-na-daljini-prijedlog/>

<sup>7</sup> <https://vijesti.hrt.hr/618072/ucenici-od-1-do-4-razreda-vracaju-se-u-skole>

In cooperation with Croatian Television, The Ministry of Science and Education organised TV-teaching for students attending grades one to four of primary school. The program was aired every workday from the beginning of the national lockdown, on 16 March, until 5 June 2020. The second model was a combination of TV-teaching and additional assignments presented to students by their teachers to complement the teaching units presented on TV. According to the third model, the teacher created the teaching process independently, choosing and adapting teaching technology and teaching resources according to the possibilities of implementation in the context of work. Schools and teachers could decide on the model of instruction based on their needs and the estimated context of their work, and choose the model they considered most suitable. Never before had distance education been used in Croatia as the only form of teaching and learning.

### ***Theoretical foundation of the study***

Distance education is a concept whose basic form appeared in the 19<sup>th</sup> century, when the first correspondence program was started in the USA (Spector et al., 2014). Its main feature was the physical (geographic) separation of teacher and student or a group of students (Keegan, 1986). Distance education changed over time and developed in parallel with technology (Bates, 1997; Sahin & Shelley, 2008). Today, the following terms are used for different forms of distance learning: correspondence learning, online learning, distance learning, e-learning, ICT-supported teaching and learning, virtual and mobile learning.

With the start of the pandemic, an emergency shift to a new form of institutionalized education occurred for which the term distance education was adopted, but this term does not exactly correspond to what distance education in pandemic circumstances really is. Hodges et al. (2020) suggest the use of a new term – *emergency remote teaching (ERT)*, denoting a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. The authors point out that the primary aim of ERT is to enable access to instruction and instructional support in a way that can be organised quickly and that is accessible to the majority. Besides ERT, the term *emergency remote teaching and learning* (Zhang, 2021) is also used, as well as the term *emergency remote education* (Bozkurt et al., 2020, Bond, 2020; Zamora-Antuñano et al., 2021). In this paper, the term *emergency remote education (ERE)* will be used henceforth to refer to the model of education taking place in the changed conditions caused by the COVID-19 pandemic. Bozkurt et al. (2020) recommend that the term ERE be used to describe significant changes that were introduced during the COVID-19 pandemic and other similar crises, and which denotes an activity that emerges out of necessity and in great haste. The basic characteristics of ERE are a lack of previous planning and an abrupt shift from traditional instruction to a new way of teaching, which is carried out in situations requiring urgent change, and in the case of the COVID-19 pandemic this refers to instruction without direct physical contact. For most of the time, there is no

real-time teaching, which mainly results in insufficient clarification of the procedures and support needed for deepening understanding of concepts during ERE (Hawkins, 2020). ERE differs from on-line teaching before the COVID-19 pandemic in the way of planning, in the new learning environment, and in the development of new evaluation tools (Afouneh et al., 2020).

In the traditional school setting, which has a structured environment and in which students learn in presence of a teacher, parental support and involvement in their children's learning is consistently associated with positive outcomes for children. Research has shown that there is a high correlation between the level of involvement of parents and their children's academic achievements (Callahan et al., 1998; Fan & Chen, 2001; Grolnick et al., 1991; Hill et al., 2004), school grades (Bandura et al., 1996; Paulson, 1994; Tan & Goldberg, 2009), motivation to learn (D'Ailly, 2003; Seginer, 2006), student behaviour (Cassity & Harris, 2000; Taylor & Machida, 1994), and students' socio-emotional development (Melhuish, 2010; Roy & Giraldo-García, 2018).

Due to the shift from traditional delivery, in distance education parents' support is vital (Liu et al., 2010; Borup et al., 2014), since students are not in a structured school environment and they have to adapt the organisation of their school obligations to emerging conditions. Stevens and Borup (2015) claim that it is the parents who hold the potential to be vital for their children's achievement in an online setting, although they themselves struggle with understanding their own role in their children's online education. Hasler-Waters (2012) identified four roles that parents should take over to improve their children's engagement in an online environment: organizer, instructor in the learning process, motivator and manager. Fulfilling only one of those roles can be challenging for parents, and the demands on them rise with the number of roles the parents take over in the process of distance education.

In the national lockdown due to the COVID-19 pandemic and the chaotic environment of emergency remote education, parents' roles became even more complex (Zhang, 2021; Kolak et al., 2020). Parents became additional teachers, facilitators of the teaching process, persons assisting in planning the implementation of the teaching assignments. They explained the teaching content, searched for additional materials that facilitated explaining and understanding concepts, took care of timely completion of assignments, helped their children in the use of ICT equipment and communicated with their teachers.

The results of an overview and analysis of recent research literature on emergency remote education during the COVID-19 pandemic have shown that investigations are predominantly focused on teachers (Bond, 2020). Andrew et al. (2020) state that it is of crucial importance to research how ERE has been implemented by all the involved stakeholders, including teachers, head teachers and parents. Since parents have been identified as key stakeholders in the implementation of emergency remote education, the basic problem of this study is to identify how parents of students attending the first four grades of primary school perceive emergency remote education.

## Methodology

### *Aims of the study*

- 1 To investigate how parents whose children attend grades one to four of primary school perceive emergency remote education in Croatia.
- 2 To investigate the satisfaction of parents whose children attend grades one to four of primary school regarding certain features of emergency remote education in Croatia.
- 3 To identify the possible differences in the perception of parents whose children attend grades one to four of primary school regarding selected characteristics of emergency remote education (burden on parents and children) in relation to their level of education and the way of work (work from home or in the workplace).
- 4 To identify the possible differences in the perception of parents whose children attend grades one to four of primary school regarding selected characteristics of emergency remote education (burden on parents and children) in relation to the parents' estimate of the child's independence in fulfilling school assignments.
- 5 To investigate the correlation between the perception of parental and children's burden and parents' satisfaction with emergency remote education.

### *Participants*

The participants in the study were parents, caregivers and family members of students attending the first four grades of primary school in the Republic of Croatia. The research comprised 1,205 participants, of which 88.2 % were mothers, 11 % fathers, 0.5 % caregivers and 0.3 % extended family members who had taken over responsibility for the children's learning in the period of the research<sup>8</sup>. At the time of the investigation, most parents (61.6 %) were 31 to 40 years old, whereas 28.6 % were in the age group between 41 and 50. The age group under 30 comprised 7.9 % of parents, and 1.9 % were over 50 years old. The parents included in the research had a level of education higher than the Croatian average<sup>9</sup>. More than half of them had a university degree – undergraduate, graduate or postgraduate (58.4 %), 38.8 % had completed secondary education, whereas only 2.8 % had finished only primary education. At the time of the investigation most parents were employed (83.9 %), with 39 % of them regularly going to work, and 44.9 % working from home during the national lockdown. As many as 15.4 % of the parents were unemployed and 0.7 % were retired.

### *Data collection*

The investigation started on 16 April 2020, exactly a month after the introduction of ERE. A questionnaire was published on social media as a *Google Form* and was

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<sup>8</sup> The term "parents" will be used hereafter to refer to all the aforementioned participants in the research.

<sup>9</sup> In the Republic of Croatia, 54.8% of the population have completed secondary education, whereas only 17.6% of the population have a college, university or doctoral degree (<https://iszd.hr/2014/01/obrazovna-struktura-hrvatskih-opcina-i-gradova/>)

available to all interested parents in the Republic of Croatia until 28 April 2020. Part of the data were collected by means of surveys conducted by phone or on communication platforms (i.e. Zoom, Skype). Parents from the whole country participated in the research on a voluntary basis.

**Method and instruments**

The data presented in this paper are part of a larger investigation on parents’ opinions about ERE in the Republic of Croatia during the lockdown in the spring of 2020. According to the research aims, several questionnaires were developed, that were incorporated in a *Google form* survey. This study will present the data collected by means of two questionnaires: *Parents’ opinions on Emergency Remote Education* and *Parents’ satisfaction with Emergency Remote Education*.

The questionnaire *Parents’ opinions on Emergency Remote Education* consists of 24 items referring to different elements of parents’ perception of remote education – the role of parents in remote education, online teaching demands, and the teacher’s work and support in remote education. The participants expressed their agreement with the statements on a five-degree intensity scale (from 1 – do not agree at all, to 5 – completely agree). Factor analysis was performed on the collected data (N = 1,205). The instrument explained 59 % of the variance, and Cronbach Alpha suggests high reliability of the instrument ( $\alpha = .811$ ). Factor analysis with *varimax* rotation yielded 4 factors, showing the elements of parents’ perception of remote education: the burden of emergency remote education on parents, teacher’s support, the burden of emergency remote education on children, and the child’s need for support. All four factors show a high level of reliability and a significant share in the total variance (Table 1).

Table 1  
Factors obtained by factor analysis of the instrument *Parents’ Opinions on ERE*

Factor	% of total variance	Cronbach alpha
1 Burden of ERE on parents	19.64	.889
2 Teacher’s support	13.43	.808
3 Burden of ERE on children	13.40	.793
4 Child’s need for support	12.53	.806

Further in the presentation of results, factors 1 and 3 will be used with regard to the research aims (aims 3, 4, and 5).

**Factor 1 - Burden of ERE on parents**

The factor *Burden of ERE on parents* comprises the variables referring to different elements of challenge of remote education which require parents’ involvement in the process of education. Variables with high saturation on this factor suggest that the demands of ERE require additional effort from parents, negatively affecting their accomplishment in professional and family obligations, and that this form of teaching is a source of stress for them. Besides insufficient time to help their child learn, an

additional problem lies in the fact that parents share the same technological equipment they use for their job with their children in completing their school assignments.

Factor loading of the statements saturated with this factor ranges from .405 to .814, whereas the reliability of this factor is  $\alpha = .889$ .

#### Factor 3 – Burden of ERE on children

The factor *Burden of ERE on children* comprises the statements describing the level of burden placed on children by school assignments. Parents consider remote education to be a demanding process during which the child receives too much content which he/she cannot process independently, and too many tasks whose solution requires the use of different learning resources. Besides, children cannot complete the assigned tasks in the given time, or solve them alone, without the additional help from their family members. Factor loading of the statements saturated with this factor ranges from .451 to .757, whereas the reliability of this factor is  $\alpha = .793$ .

The questionnaire *Parents' satisfaction with Emergency Remote Education* contains six items referring to parents' satisfaction with the organisation of the teaching process, learning materials, the teacher's involvement, the child's involvement, the child's achievements, and the child adapting to the new mode of learning. The participants in the study expressed their agreement with the statements on a five-degree intensity scale. Factor analysis before the rotation yielded one factor explaining 60.5 % of the variance. All items have high saturation (between 0.817 – 0.698). According to these results, which point to the one-dimensionality of the instrument, an additive scale is used for a part of further analyses, showing the overall satisfaction of parents with ERE.

In the online environment, self-regulated learning significantly contributes to the realisation of educational outcomes, in comparison to face-to-face teaching, in which teachers have control over the processes of teaching and learning and monitor students' progress (Dabbagh & Kitsantas, 2005; Winters et al., 2008). In ERE, parents have partly taken over the teacher's role, making it possible to assume that the need for their inclusion is lower if the children are more independent. In order to test this hypothesis, the parents were asked to express their opinion on the statement: "The child is completely independent in carrying out the teaching assignments". The parents have expressed agreement with this statement on a five-degree scale. The answers suggesting low independence have been classified into one group (*do not agree at all, do not agree*), whereas those suggesting moderate and high independence (*agree, completely agree*) have been classified into another group.

## Results

The results are presented in the order following the above-mentioned aims of the investigation.

The results obtained from the questionnaire *Parents' Opinions on ERE* (Table 2) have shown that parents assess the statements referring to the teacher's work most positively. From a total of 1,205 parents, 75 % agree or totally agree with the statements that

they regularly receive feedback from the teacher about their children’s work (M=4.06; SD=1.12), that the teacher is always available when their child needs anything extra (M=4.03; SD=1.12), that their communication with the teacher occurs on a daily basis (M=4.00; SD=1.11), and that the teacher regularly requires from the parents to send their children’s assignments (M=3.98; SD=1.13). A high level of agreement of parents with the mentioned statements points to the fact that, during ERE, parents and children are required to establish everyday contact with the teacher. Regular uploading of children’s assignments emphasises the parental dimension of involvement and their role as mediators in the communication between children, who are not experienced users of technology, and their teacher, who uses technology in teaching, or, more precisely, to receive students’ assignments and give feedback related to them. These results also emphasise the amount of the teacher’s work and the high level of her everyday professional commitment to work.

Moreover, most parents (about 55-65 %) help their child learn on an everyday basis (M=3.69; SD=1.22), and often explain teaching content to their child (M=3.39; SD=1.21). These results point to a high level of parents’ inclusion in the teaching process and taking over the new role of parent-as-teacher. At the same time, only half of the parents agree or totally agree that they have enough time to help their child learn (M=3.29; SD=1.23), and that they manage to fulfil their own professional obligations along with their child’s learning (M=3.27; SD=1.24). These results clearly show that ERE has introduced changes into everyday life dynamics, and that parents’ expectations about the level of their involvement in the process of their children’s learning creates certain difficulties for parents.

One third of the parents (about 35 % *agree* or *totally agree*) maintain that their child receives too many assignments (M=3.02; SD=1.28), and that remote education is too demanding (M=2.91; SD=1.28). The results clearly suggest that more than one third of parents see ERE as a source of stress (M=3.00; SD=1.37), that other obligations (professional or family ones) suffer due to work from home (M=2.80; SD=1.32), and that remote education negatively affects their productivity (M=2.76; SD=1.27).

Table 2  
*Parents’ opinions on ERE – results for descriptive statistics (% , M, SD)*

	I totally disagree + I disagree	I neither agree nor disagree	I agree + I totally agree	Total	
	N %	N %	N %	M	SD
I regularly receive feedback from the teacher about my child’s work.	10.8 %	11.8 %	77.3 %	4.06	1.12
The teacher is always available if the child requires additional explanation on something.	10.8 %	14.0 %	75.2 %	4.03	1.12
Communication with the teachers occurs on a daily basis.	12.2 %	12.3 %	75.5 %	4.00	1.11



	I totally disagree + I disagree	I neither agree nor disagree	I agree + I totally agree	Total	
	N %	N %	N %	M	SD
I help my child learn every day.	19.3 %	16.2 %	64.5 %	3.69	1.22
The materials sent by the teacher are motivating for the child.	16.2 %	23.8 %	59.9 %	3.66	1.16
I frequently explain the teaching content to my child.	25.3 %	21.2 %	53.5 %	3.39	1.21
I have enough time to help my child learn (Factor 1).	29.9 %	22.1 %	47.9 %	3.29	1.23
Instructions sent by the teacher are written in such a way that my child can understand them independently, without requiring adult help.	28.3 %	24.4 %	47.3 %	3.28	1.25
I can manage all my work successfully along with my child's learning (Factor 1).	29.7 %	23.9 %	46.5 %	3.27	1.24
My child needs assistance because s/he does not understand the instructions accompanying the learning assignments.	31.2 %	28.5 %	40.3 %	3.09	1.15
My child gets too many assignments (Factor 3).	36.4 %	25.3 %	38.4 %	3.02	1.28
I am stressed because of remote education (Factor 1).	40.1 %	18.8 %	41.1 %	3.00	1.37
Helping my child learn takes up a large portion of my time (Factor 1).	37.8 %	23.1 %	39.2 %	3.00	1.31
My child needs help as s/he cannot understand the teaching content.	36.3 %	25.5 %	38.3 %	2.99	1.19
Remote education is too demanding (Factor 3).	40.1 %	25.1 %	34.8 %	2.91	1.28
During the weekend, I make up for missed school obligations together with my child (Factor 3).	43.3 %	15.9 %	40.8 %	2.90	1.39
My business (or family) obligations suffer due to remote education (Factor 1).	45.3 %	22.2 %	32.5 %	2.80	1.32
A single teaching topic requires the use of too many different learning resources (Factor 3).	47.0 %	21.6 %	31.4 %	2.77	1.28
My child's learning negatively affects my productivity at work (Factor 1).	46.0 %	22.8 %	31.2 %	2.76	1.27
Other family member(s) help my child learn every day (Factor 3).	48.2 %	19.1 %	32.7 %	2.69	1.36
I have difficulty harmonizing my own work with the demands of the school (Factor 1).	50.0 %	22.0 %	28.0 %	2.65	1.25
My child uses the same technological equipment I need for my work for his/her school assignments (Factor 1).	56.7 %	12.7 %	30.6 %	2.57	1.40
I have difficulty explaining to my child some contents/he cannot understand (Factor 3).	64.6 %	20.1 %	15.2 %	2.23	1.15

Although parents feel overburdened because of ERE and the high level of daily involvement expected from them in order for their children to complete their obligations, results show that parents are relatively satisfied with some segments of ERE (Table 3).

Parents express greatest satisfaction regarding the involvement of the teacher, where as many as four fifths of parents are *satisfied* or *extremely satisfied* with the teacher's work (M=4.09; SD=0.98). Further, two thirds of the parents (67 %) are *satisfied* or *extremely satisfied* with the involvement of their child (M=3.77; SD=0.96), with the child's achievements (M=3.75; SD=0.96), and with the way the child has adapted to the new mode of learning (M=3.72; SD=0.99). The parents' dissatisfaction is directed at the organisation of ERE (M=3.37; SD=0.98), and 16.6 % are either *extremely dissatisfied* or *dissatisfied* with it.

Table 3  
Parents' satisfaction with ERE – results for descriptive statistics (% , M, SD)

	Extremely dissatisfied + dissatisfied		Neither satisfied nor dissatisfied		Satisfied+ extremely satisfied		Total	
	N	%	N	%	N	%	M	SD
I am satisfied with the teacher's involvement.		7.6 %		11.5 %		80.9 %	4.09	.98
I am satisfied with the child's involvement.		10.2 %		22.0 %		67.8 %	3.77	.96
I am satisfied with my child's achievements in ERE.		10.0 %		23.3 %		66.7 %	3.75	.96
I am satisfied with how the child adapted to the new mode of learning.		11.5 %		22.5 %		66.0 %	3.72	.99
I am satisfied with the materials used in the teaching process.		12.1 %		29.6 %		58.3 %	3.54	.91
I am satisfied with the organization of ERE.		16.6 %		35.2 %		48.2 %	3.37	.98

In order to establish the existence of differences as to how parents perceive the selected features of ERE (*Burden of ERE on parents* and *Burden of ERE on children*) in relation to their level of education, an independent samples t-test was conducted. The results of the t-test (Table 4) show the existence of a statistically significant difference in relation to the factor *Burden of ERE on parents*, where a statistically significant greater burden ( $t(1110) = 2.411, p < 0.05$ ) is reported by parents with higher education (M=2.82) than by parents who have completed secondary school (M = 2.68). The factor *Burden of ERE on children* did not yield significant differences ( $t(1110) = 1.743, p > 0.05$ ; M1=2.70, M2=2.80) in relation to the level of parents' education.

One-way variance analysis (ANOVA) was used to investigate how parents of different employment status perceive the burden of ERE on parents and the burden of ERE on children (Table 4). Statistically significant differences in relation to the burden of ERE on parents were established by the Scheffe post hoc test. Differences were found (F (3,

1204) = 9.984,  $p < 0.001$ ) between parents who were unemployed ( $M = 2.52$ ) and those working from home ( $M = 2.85$ ), and between unemployed parents and those who went to work every day during the national lockdown ( $M = 2.81$ ). In other words, the burden of ERE is lower for unemployed parents, whereas parents who were employed consider themselves equally burdened, regardless of whether they worked from home or went to work to their workplace.

Further, ANOVA indicates statistically significant differences ( $F(3, 1204) = 5.260$ ;  $p < 0.01$ ) in how parents of different working status perceive the *burden of ERE on children*. The Scheffe post hoc test established differences between unemployed parents ( $M = 2.61$ ) and those going to work ( $M = 2.88$ ), but also between parents working from home ( $M = 2.70$ ) and those going to work ( $M = 2.88$ ). The lowest level of burden of ERE on children is perceived by parents who were unemployed, followed by parents who worked from home, while ERE was regarded as most stressful by employed parents who went to work.

Table 4

*Burden of ERE on parents and Burden of ERE on children in relation to the level of parents' education and their work status*

Variables	Analysis performed	Results of the performed analysis	Results of tests for descriptive statistics
<i>Burden of ERE on parents and parents' level of education</i>	Independent samples t-test	df = 1110 Sig. (2-tailed) = .016 t = 2.411	University: $M=2.82$ ; SD=0.97 Secondary school : $M=2.68$ ; SD=0.98
<i>Burden of ERE on children and parents' level of education</i>	Independent samples t-test	df = 1110 Sig. (2-tailed) = .082 t = 1.743	University: $M=2.70$ ; SD=0.90 Secondary school : $M=2.80$ ; SD=0.92
<i>Burden of ERE on parents and parents' work status</i>	One-way analysis of variance (ANOVA)	df = 3, 1201 Sig. = .000 F = 9.984	Unemployed: $M=2.52$ ; SD=0.94
	Scheffe post hoc test	Sig. = .001 for groups <i>unemployed and work from home</i> Sig. = .007 for groups <i>unemployed and going to work</i>	Work from home: $M=2.85$ ; SD=0.96 Going to work: $M=2.81$ ; SD=0.98
<i>Burden of ERE on children and parents' work status</i>	One-way analysis of variance (ANOVA)	df = 3, 1201 Sig. = .001 F = 5.260	Unemployed: $M=2.61$ ; SD=0.95
	Scheffe post hoc test	Sig. = .008 for groups <i>unemployed and going to work</i> Sig. = .019 for groups <i>work from home and going to work</i>	Work from home: $M=2.70$ ; SD=0.89 Going to work: $M=2.88$ ; SD=0.89

An independent samples t-test was performed (Table 5) in order to investigate the differences in the perception of parents whose children attend grades one to four of primary school regarding the selected features of ERE (*Burden of ERE on parents* and *Burden of ERE on children*) and their relation to the parents' estimate of their children's independence in fulfilling their learning obligations. Parents who estimate their children as independent ( $M = 3.20$ ) perceive a lower level of burden of ERE on themselves ( $t(865) = 16.928, p < 0.001$ ), in comparison with parents who see their children as less independent ( $M = 2.17$ ). Moreover, parents who estimate their children to be more independent ( $M = 3.08$ ) express a statistically significant lower burden of ERE on their children ( $t(865) = 13.606, p < 0.001$ ), in comparison with those parents who consider their children less independent ( $M = 2.26$ ).

Table 5

*Burden of ERE on parents and Burden of ERE on children and child independence*

Variables	Analysis performed	Results of the performed analysis	Results of tests for descriptive statistics
Burden of ERE on parents and child independence	Independent samples t-test	df = 865 Sig. (2-tailed) = .000 t = 16.928	Totally disagree + Disagree: M=3.20; SD=0.90 Agree + Totally agree: M=2.17; SD=0.86
Burden of ERE on children and child independence	Independent samples t-test	df = 865 Sig. (2-tailed) = .000 t = 13.606	Totally disagree + Disagree: M=3.01; SD=0.88 Agree + Totally agree: M=2.27; SD=0.86

Finally, the research aim was to determine whether there was a correlation between the parents' perception of their burden with ERE and their satisfaction with ERE, and the existence of a correlation between the perception of parents about the burden of ERE on children and parents' satisfaction with ERE. The Pearson correlation coefficient determined a statistically significant moderate negative correlation between how parents perceive the burden of ERE on themselves and their satisfaction with ERE ( $R = -0.450$ ). Besides, as parents see it, a significant moderate negative correlation was established between the burden of ERE on children and their satisfaction with ERE ( $R = -0.399$ ). In other words, parents who are less satisfied with the tested elements of ERE perceive their own and their children's burden caused by ERE as more intense and maintain they should be included in the education process and provide support in their child's learning.

## Discussion

The results of the investigation into how parents perceive the introduction of ERE during the COVID-19 pandemic provide a new insight into the educational reality taking place in the homes of children attending lower grades of primary school in Croatia. Since the study deals with the perception of parents whose children attend grades one to four of primary school, who have not yet fully developed the basic

competences of self-regulated learning, the research focus is placed on investigating the burden on parents and children caused by the introduction of ERE.

The results of the study have shown that it is the teacher's commitment to work that parents see as the most positive segment of ERE. Results of studies published so far show that during ERE, teachers tried very hard and dedicated exceptionally much time to their work (Jerrim, 2020), they became additionally involved in making themselves available for their students outside the time planned for teaching (Khan, 2021), and communicated with parents and students using individual and group messages (Lansangan, 2020). Ewin and Quang Vu (2020) state that during ERE parents realized the complexity of the teacher's job and changed their opinion about the teaching profession for the better. It is encouraging that the results of the research corroborate the findings of the mentioned authors and point to the high level of involvement of Croatian primary teachers during ERE.

The lowest estimates about ERE are related to the way of organisation and the demands of the teaching process. Parents particularly point out that this mode of education introduced new demands on the level of parental involvement in their children's process of learning. Putri et al. (2020) reached similar results, emphasising that particularly parents whose children attend grades one to four of primary school spend a lot of time helping their children learn and overcoming the technological and communicative difficulties of ERE. Zaccoletti et al. (2020) and Kolak et al. (2020) point out that younger children need more parental support, since they have not fully developed their self-management skills due to their age. A significant portion of Croatian parents (35 %) consider their children to be overburdened with school assignments and think the teaching process is too demanding. These findings correspond to the results obtained by Kolak et al. (2020), also carried out in the Republic of Croatia.

The obtained results point to the fact that parents see ERE as a source of stress and an obstacle to successfully fulfilling their professional and family obligations. These findings coincide with other results of similar investigations (Dong et al., 2020; Lau & Lee, 2020), showing that ERE is perceived as very challenging for all family members.

The second part of the results obtained by this investigation refer to how the *burden of ERE on parents* and the *burden of ERE on children* correlate with the overall satisfaction of parents with ERE, and to the correlation between how parents perceive the burden of ERE on both parents and children and the level of parents' education, the parents' employment status and students' independence.

The results point to the connection between the perception of both parents' and children's burden and parents' satisfaction with ERE. Parents who display a lower level of satisfaction simultaneously express that their burden and their children's burden with ERE is higher than those parents who are satisfied with this mode of education. Moreover, the parents' level of education is connected to the perception of parents' burden with ERE, where parents with higher education display a significantly higher burden than parents who completed secondary education. Earlier research, carried

out in the period before the pandemic, has shown that parents with a higher level of education can help their children more efficiently in fulfilling their learning obligation at home (Holmlund et al. 2008). On the other hand, research carried out during the height of the pandemic has shown that parents with a higher level of education are more included in their children's learning, compared to parents with lower education (Di Pietro et al., 2020). Research performed by Spinelli et al. (2020) suggests that parents experience stress when facing difficulties in supporting their children's learning during the pandemic. The professional obligations of highly educated persons have remained the same as before the pandemic (with the possible difference that for some parents the place of work changed). For this reason, besides the daily professional pressure, the parents' feeling of burden and their perception of their children's burden with ERE is higher than in parents with lower education.

The burden of ERE on parents is related to their work status. The burden is perceived as lower by unemployed parents, whereas those who are employed report the same level of burden with ERE regardless of whether they work from home or go to work. Unemployed parents perceive the lowest level of child burden, while results show that it increases in parents who work from home, and the highest level of burden of ERE on children is expressed by parents who go to work every day. It is evident from the results that the demands of ERE represent a particularly great burden for employed parents, which is corroborated by results of other investigations. Thus Garbe et al. (2020) state that parents had difficulty in meeting their professional obligations and supporting their children's learning during the COVID-19 school closures. Based on the specified results, it can be assumed that parents wished to help their children, and that they understood their help was essential, but the quantity of time they could spend helping their children depended on the mode in which they could fulfil their work obligations. Parents working from home and, to an even greater extent, those who had to go to their workplace during the national lockdown, perceived a high level of their own and their children's burden, since the demands of ERE were not adjusted to the changed living conditions.

Parents' estimates of their satisfaction with the individual elements of ERE show that parents are most satisfied with the involvement of the teacher, they are generally satisfied with their child's involvement and the way the child has adapted to the new mode of learning, whereas they are least satisfied with the way work was organised.

When looking at the overall satisfaction of parents with ERE (additive scale), parents who are less satisfied are generally more aware of their own and their child's burden with ERE, and they more strongly believe they should be included in the education process and provide support to their child learning.

The last findings suggest the perception of parents' burden with ERE is related to the level of child independence. Parents who estimate their child to be independent perceive a lower level of parental burden with ERE, as opposed to parents who think their child is not independent enough. Almost the same results were obtained by Kolak

et al. (2020), who have found that the level of learner independence is related to the involvement of parents, where a higher involvement and burden of parents are observed in grades one and two, both of them decreasing in grades three and four. The burden is proportional to how parents experience their children's independence as students.

## **Conclusion and limitations of the research**

Due to the unexpected demands of the situation during the COVID-19 pandemic, and the suddenly imposed new roles parents faced during the first school closures and the introduction of ERE, it was important to determine how parents estimated and experienced ERE.

Parents of children attending grades one to four of primary school have mostly positively assessed the teacher's work and her commitment to work. However, the new, changed situation meant an extremely high level of involvement of parents in their children's learning, and burden with the demanding teaching process, which, at least in the case of working parents, caused stress and interfered with their professional and family obligations. ERE required a level of student independence which children of this age group do not possess, and this additionally influenced the parents' perception of their burden and their satisfaction with the organisation of the teaching process.

The findings of this study lead to a better understanding of the parents' role in ERE during the pandemic, and can serve as the basis for the development of a system of support for parents, which will empower them to function in possible new incident situations to which a prompt reaction from the education system is required, but also to support the process of their children's online learning in "normal" school life. On the other hand, these findings also suggest the need for curricula which will be used in crisis situations. In other words, it is necessary to create an alternative curriculum which will (re)define learning outcomes that can be achieved in situations when the teaching process in the lower primary grades is organised as remote education. In the process, it is necessary to consider the expected level of children's independence and the development of self-regulated learning at this age. Moreover, initial education of teachers and programs of continuous professional development need to include not only content and approaches contributing to the development of digital literacy but also competences for planning teaching processes in crisis situations. This also means the use of approaches and tools appropriate for the level of acquired independence in children, and methods of formative assessment and evaluation of achieved outcomes appropriate for the situation.

This investigation was carried out during the height of the COVID-19 pandemic crisis and the national lockdown, which caused significant limitations. The research was performed by phone and online, and the parents participated voluntarily. Therefore, the sample is not representative, as it does not reflect the opinions of the parents' population whose children attended grades one to four of primary school at the time of the research in the Republic of Croatia. The participants were parents

with a higher than average level of education and with access to social networks. The questionnaire was an ad hoc survey, based on the results of research conducted so far on online teaching and the researchers' knowledge about the area in which they live. For these reasons, the results of the research cannot be generalised, but rather used as a starting point for further investigations of parents' opinions on ERE, which will have a representative sample, that is, include those categories of parents that were not included in this research.

Future research which will be performed in incident situations should pay particular attention to parents and children at risk of social exclusion. Due to the abrupt introduction of remote education and the challenging situation which reduced the ways of data collection, this was not possible in this study. It can be assumed that remote education was an additional aggravating circumstance in achieving learning outcomes for children in vulnerable groups, i.e., that parents who live in risk of social exclusion found it more difficult to manage in the circumstances of remote education, compared to parents who were included in this study. That is why the results presented in this paper should be observed with a degree of caution.

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# Izvanredno obrazovanje na daljinu<sup>1</sup> tijekom pandemije COVID-19 u proljeće 2020: roditeljska perspektiva

## Sažetak

U proljeće 2020. godine, zbog globalne pandemije uzrokovane koronavirusom, obrazovni sustavi u cijelome svijetu uveli su novi oblik obrazovanja nazvan „izvanredno obrazovanje na daljinu – IOD” (eng. *Emergency Remote Education*). S obzirom na to da su roditelji važni dionici obrazovnog procesa, njihova perspektiva novonastale situacije važna je za bolje razumijevanje obrazovnog procesa koji se odvija u incidentnim situacijama. Stoga je temeljni cilj ovoga istraživanja bio utvrditi percepciju IOD roditelja učenika od prvog do četvrtog razreda osnovne škole. Istraživanje je provedeno online tijekom nacionalnoga lockdowna u proljeće 2020. Rezultati ukazuju da roditelji najpozitivnije procjenjuju angažman učiteljice. Nadalje, roditelji ističu da IOD donosi nove zahtjeve vezane za razinu roditeljskoga uključivanja u proces učenja njihove djece što kod njih stvara dodatan stres i remeti svakodnevno izvršavanje poslovnih i obiteljskih obaveza te ih stavlja u novu ulogu roditelja kao učitelja. Trećina roditelja smatra kako dijete dobiva previše zadataka i da je IOD prezahtjevno. Opterećenost roditelja IOD kao i način na koji roditelji percipiraju opterećenost djece IOD značajno je povezano sa stupnjem obrazovanja roditelja, s roditeljskim radnim statusom i sa stupnjem dječje samostalnosti. Nalazi ovoga istraživanja vode boljem razumijevanju roditeljske uloge u IOD tijekom pandemije te mogu poslužiti kao podloga za razvoj sustava podrške roditeljima u mogućim novim incidentnim situacijama.

**Ključne riječi:** djeca; izvanredno obrazovanje na daljinu; pandemija COVID-19; primarno obrazovanje; roditeljska perspektiva

## Uvod

### **Globalni i nacionalni obrazovni kontekst u vrijeme pandemije COVID-19 u proljeće 2020.**

Zbog globalne pandemije bolesti COVID-19 u proljeće 2020. godine mnoge su države uvele brojne zaštitne mjere u pokušaju sprečavanja širenja virusa. Jedna od hitnih

<sup>1</sup> Termin izvanredno obrazovanje na daljinu prijevod je engleskog termina *Emergency Remote Education*. Značenje riječi izvanredno u ovom radu odnosi se na stanje koje odudara od uobičajenoga.

mjera bio je i prekid nastave u školama i prelazak na nastavu na daljinu. U Republici Hrvatskoj, *Odlukom o obustavi izvođenja nastave u visokim učilištima, srednjim i osnovnim školama te redovnog rada ustanova predškolskog odgoja i obrazovanja i uspostavi nastave na daljinu* od 16. 3. 2020. godine nastava na daljinu postala je jedini službeni oblik nastave u svim osnovnoškolskim, srednjoškolskim i visokoškolskim ustanovama. Do istoga tog datuma 110 zemalja donijelo je nacionalne odluke o zatvaranju škola (UNESCO, ožujak 2020), a nedavni podatci UNESCO-a (2021) pokazuju da je u konačnici čak 190 zemalja svijeta prešlo na nastavu na daljinu što je direktno utjecalo na 1,5 milijardi djece i mladih uključenih u obrazovanje kroz institucije od predprimarnoga do tercijarnoga obrazovanja.

Fokus ovoga istraživanja stavljen je na osnovne škole u Hrvatskoj, preciznije, na razrednu nastavu koja se provodi od prvog do četvrtog razreda osnovne škole čiji su polaznici učenici u dobi između sedam i deset godina starosti. U svim osnovnim školama u Hrvatskoj nastava na daljinu bila je jedini službeni oblik obrazovanja od 16. ožujka 2020.<sup>2</sup> do 11. svibnja 2020.<sup>3</sup> Iako je odluka Vlade Republike Hrvatske<sup>4</sup> donesena 11. 5. 2020. omogućila povratak učenika u škole, toga se dana u školske klupe vratilo svega 1,77 % (N = 2772) učenika razredne nastave<sup>5</sup>. S obzirom da su epidemiološke mjere u školama bile striktno, u prva dva tjedna od otvaranja škola obuhvat učenika od prvog do četvrtog razreda bio je mali (oko 4500 učenika)<sup>6</sup> te se nastava provodila prema mješovitom modelu - dijelom kao nastava koju učenici pohađaju u školi, a dijelom kao nastava na daljinu. Nastava na daljinu bila je primarni oblik nastave sve do 25. 5. 2020. kada se gotovo 80 % učenika razredne nastave vratilo u škole<sup>7</sup>. S obzirom na to da je još 20 % učenika pohađalo nastavu na daljinu, dio je učitelja nastavio raditi prema mješovitom modelu do kraja školske godine. Nastava na daljinu, kako glasi ime službenoga oblika nastave za vrijeme nacionalnog *lockdowna*, obuhvaćala je nekoliko modela nastave. Prvi model je televizijska nastava pod nazivom Škola na trećem. Ministarstvo znanosti i obrazovanja je u suradnji s Hrvatskom radiotelevizijom organiziralo televizijsku nastavu za učenike razredne nastave. Nastava se prikazivala svaki radni dan od početka nacionalnoga *lockdowna* 16. 3. sve do 5. 6. 2020. Drugi model je kombinacija televizijske nastave i dodatnih zadataka koje učenicima zadaje učitelj kao nadopunu nastavnim jedinicama koje su prikazane u televizijskom programu. Treći je model provedba nastave u kojoj učitelj samostalno kreira nastavni proces,

<sup>2</sup> Vlada Republike Hrvatske. Odluka o obustavi izvođenja nastave u visokim učilištima, srednjim i osnovnim školama te redovnog rada ustanova predškolskog odgoja i obrazovanja i uspostavi nastave na daljinu

<sup>3</sup> Vlada Republike Hrvatske. Odluka o načinu izvođenja nastave u osnovnim i srednjim školama kao i na visokim učilištima te obavljanju redovnog rada ustanova predškolskog odgoja i obrazovanja.

<sup>4</sup> Isto

<sup>5</sup> <http://www.shu.hr/vijesti/broj-ucenika-pristiglih-u-skole-1152020/>

<sup>6</sup> <https://skolazazivot.hr/akcijski-plan-za-provedbu-nastave-na-daljinu-prijedlog/>

<sup>7</sup> <https://vijesti.hrt.hr/618072/ucenici-od-1-do-4-razreda-vracaju-se-u-skole>

odabire nastavnu tehnologiju i nastavne resurse u skladu s mogućnostima provedbe nastave prilagođene kontekstu u kojem radi. Škole i učitelji mogli su se sami, prema svojim potrebama i procjeni konteksta u kojem rade, odlučiti za model nastave koji smatraju najpovoljnijim. Nikada ranije u Hrvatskoj nije korištena nastava na daljinu kao jedini oblik poučavanja i učenja.

### **Teorijsko polazište istraživanja**

Nastava na daljinu je koncept čiji se temelji pojavljuju u 19. stoljeću kada je u SAD-u otvorena prva dopisna škola (Spector i sur., 2014). Njezina glavna karakteristika je fizička (geografska) odvojenost učitelja od učenika i učenika od grupe učenika (Keegan, 1986). Nastava na daljinu mijenjala se kroz vrijeme te se razvijala usporedno s razvojem tehnologije (Bates, 1997; Sahin i Shelley, 2008). Za različite modele učenja na daljinu danas se koriste sljedeći pojmovi: dopisno učenje, *online* učenje, učenje na daljinu, e-učenje, učenje potpomognuto informacijsko-komunikacijskim tehnologijama, virtualno te mobilno učenje.

Početak pandemije i hitnim prelaskom na novu formu institucionalnoga obrazovanja preuzet je termin nastava na daljinu, ali taj termin ne odgovara u potpunosti onome što nastava na daljinu u pandemijskim okolnostima zaista jest. Hodges i sur. (2020) predlažu korištenje novoga termina - izvanredno poučavanje na daljinu- *eng. Emergency Remote Teaching* koji označava privremeni pomak od uobičajenoga načina poučavanja u izmijenjeni način rada zbog kriznih okolnosti. Autori naglašavaju da je primarni cilj izvanredne nastave na daljinu omogućiti pristup učenju i podršci u učenju na način koji se može brzo organizirati i koji je dostupan većini. Uz termin izvanredno poučavanje na daljinu, u upotrebi je i termin izvanredno učenje i poučavanje na daljinu *eng. - Emergency Remote Teaching and Learning* (Zhang, 2021) i termin izvanredno obrazovanje na daljinu. - *eng. Emergency Remote Education* (Bozkurt i sur., 2020, Bond, 2020; Zamora-Antuñano i sur., 2021). U nastavku ovoga rada za model obrazovanja koji se provodi u izmijenjenim uvjetima izazvanim pandemijom COVID-19 koristit će se termin izvanredno obrazovanje na daljinu - IOD. Bozkurt i sur. (2020) preporučuju da se izraz IOD koristi za opisivanje velikih promjena koje su uvedene tijekom pandemije COVID-19 i drugih sličnih kriza, a koje označavaju aktivnost koja nastaje iz nužde i u uz veliku žurbu. Temeljne karakteristike IOD su izostanak prethodnoga planiranja i nagli prijelaz s tradicionalne nastave na novi oblik nastave koji se izvodi u situacijama koje zahtijevaju hitnu promjenu, a u slučaju pandemije COVID-19 odnosi se na nastavu bez izravnoga fizičkog kontakta. Učitelj uglavnom ne održava nastavu u realnom vremenu, zbog toga pojašnjavanje procedura i podrška potrebna za dublje razumijevanje sadržaja tijekom IOD uglavnom izostaje (Hawkins, 2020). IOD se razlikuje od *online* nastave, koja se provodila prije pandemije COVID-19, u načinu planiranja nastave, u novom okruženju za učenje kao i u razvoju novih metoda za evaluaciju (Afouneh i sur., 2020).

U tradicionalnom školskom okruženju koje je strukturirano i u kojem učenici uče uz prisutnost učitelja, podrška i uključenost roditelja u učenje njihove djece konzistentno

je povezana s pozitivnim ishodima za djecu. Istraživanja pokazuju da postoji visoka povezanost između stupnja uključenosti roditelja i obrazovnih postignuća učenika (Callahan i sur.,1998; Fan i Chen, 2001; Grolnick i sur.,1991; Hill i sur.; 2004); školskih ocjena (Bandura i sur.,1996; Paulson, 1994; Tan i Goldberg, 2009), motivacije za učenje (D`Ailly, 2003; Seginer, 2006), ponašanja učenika (Cassity i Harris, 2000; Taylor i Machida, 1994) i socijalno–emocionalnoga razvoja učenika (Melhuish, 2010; Roy i Giraldo-García, 2018).

U nastavi na daljinu, zbog odmaka od tradicionalnoga načina provedbe, podrška roditelja osobito je značajna (Liu i sur, 2010, Borup i sur., 2014) zato jer učenici nisu u strukturiranom školskom okruženju i raspored izvršavanja školskih obveza prilagođavaju novonastalim uvjetima. Stevens i Borup (2015) tvrde da su roditelji oni koji imaju potencijal da budu presudni za postignuća djece u *online* okruženju iako se i sami bore s razumijevanjem vlastite uloge u *online* obrazovanju svoje djece. Hasler-Waters (2012) identificirala je četiri uloge koje roditelji trebaju preuzeti da bi pridonijeli uključenosti djece u nastavu na daljinu: organizator, poučavatelj, motivator i menadžer. Ispunjavanje samo jedne od ovih uloga može biti izazovno za roditelje, a zahtjevnost i izazovnost raste s brojem uloga koje roditelji preuzimaju u procesu nastave na daljinu.

U pandemijskoj situaciji nacionalnoga *lockdowna* i kaotičnom okruženju u kojem se odvijalo IOD, roditeljske uloge u obrazovanju njihove djece postale su još složenije (Zhang, 2021; Kolak i sur., 2020). Roditelji postaju dodatni učitelji, facilitatori nastavnoga procesa, osobe koje pomažu u planiranju izvršavanja nastavnih obaveza. Postaju osobe koje objašnjavaju nastavne sadržaje, traže dodatne materijale koji pomažu u objašnjenju i razumijevanju sadržaja, vode brigu o pravovremenom izvršenju obaveza, pomažu djeci prilikom korištenja informacijsko–komunikacijskih tehnologija i komuniciraju s učiteljima.

Rezultati pregleda i analize recentne literature istraživanja o izvanrednom obrazovanju na daljinu tijekom pandemije COVID-19 pokazuju da su provedena istraživanja dominantno usmjerena na učitelje (Bond, 2020). Andrew i sur. (2020) navode da je od ključne važnosti istražiti kako je IOD implementirana od strane svih nositelja interesa, što uključuje učitelje, ravnatelje i roditelje. Zbog toga što su roditelji prepoznati kao ključni dionici u implementaciji izvanrednoga obrazovanja na daljinu, temeljni je problem ovoga istraživanja utvrditi kako roditelji učenika od prvog do četvrtog razreda osnovne škole percipiraju izvanredno obrazovanje na daljinu.

## **Metode**

### ***Ciljevi istraživanja***

Ispitati percepciju roditelja djece nižih razreda osnovnih škola o izvanrednom obrazovanju na daljinu u Hrvatskoj.

Ispitati zadovoljstvo roditelja djece nižih razreda osnovnih škola određenim karakteristikama izvanrednoga obrazovanja na daljinu u Hrvatskoj.



Utvrđiti postoje li razlike u percepciji roditelja djece nižih razreda osnovnih škola o odabranim karakteristikama izvanrednoga obrazovanja na daljinu (opterećenost roditelja i opterećenost djece) u odnosu na njihov stupanj obrazovanja i način rada (rad od kuće ili odlazak na posao).

Utvrđiti postoje li razlike u percepciji roditelja djece nižih razreda osnovnih škola o odabranim karakteristikama izvanrednoga obrazovanja na daljinu (opterećenost roditelja i opterećenost djece) u odnosu na roditeljsku procjenu djetetove samostalnosti u izvršavanju nastavnih obveza.

Ispitati postoji li povezanost između percepcije roditeljske opterećenosti i opterećenosti djece i zadovoljstva roditelja s izvanrednim obrazovanjem na daljinu.

### **Uzorak**

Sudionici istraživanja bili su roditelji, skrbnici i članovi obitelji učenika koji pohađaju prva četiri razreda osnovne škole u Republici Hrvatskoj. U istraživanju je sudjelovalo 1205 ispitanika od kojih je bilo 88,2 % majki, 11 % očeva, 0,5 % skrbnika i 0,3 % članova šire obitelji koji su u vrijeme provođenja istraživanja preuzeli brigu o učenju djece<sup>8</sup>. U vrijeme provedbe istraživanja, većina roditelja (61,6 %) imala je od 31 do 40 godina, 28,6 % je bilo u dobnoj skupini od 41 do 50 godina. Starosne dobi do trideset godina bilo je 7,9 % roditelja, a iznad 50 godina 1,9 % roditelja. Roditelji koji su se uključili u istraživanje obrazovaniji su od hrvatskoga prosjeka<sup>9</sup>. Njih više od polovice završilo je studij na preddiplomskoj, diplomskoj ili poslijediplomskoj razini (58,4 %), završenu srednju školu ima njih 38,8 %, a 2,8 % roditelja završilo je samo osnovnu školu. U vrijeme provedbe istraživanja većina roditelja bila je zaposlena (83,9 %) s time da je njih 39 % svakodnevno odlazilo na posao, a 44,9 % za vrijeme nacionalnoga *lockdowna* radilo je od kuće. 15,4 % roditelja bilo je nezaposleno, a njih je 0,7 % u mirovini.

### **Prikupljanje podataka**

Istraživanje je započelo 16. travnja 2020. godine, točno mjesec dana od početka IOD. Upitnik u obliku *Google Forms* ankete bio je javno objavljen na društvenim mrežama i dostupan svim zainteresiranim roditeljima u Republici Hrvatskoj do 28. travnja 2020., a dio podataka prikupljen je anketiranjem telefonskim putem i uz korištenje komunikacijskih platformi (tj. Zoom, Skype). U istraživanje dobrovoljno su se uključili roditelji iz svih županija Republike Hrvatske.

### **Metoda i instrumenti**

Podatci prikazani u ovom radu dio su širega istraživanja o mišljenju roditelja o IOD u Republici Hrvatskoj za vrijeme *lockdowna* u proljeće 2020. Za potrebe istraživanja, a u skladu s istraživačkim ciljevima, razvijen je veći broj upitnika koji su uklopljeni u

<sup>8</sup> Termin roditelji koji će se koristiti u nastavku rada odnosit će se na sve navedene sudionike istraživanja.

<sup>9</sup> U RH 54,8 % stanovnika ima završenu srednju školu, a samo 17,6 % stanovništva ima završen stručni, sveučilišni i doktorski studij (<https://iszd.hr/2014/01/obrazovna-struktura-hrvatskih-opcina-i-gradova/>)

jedan obrazac *Google Forms* ankete. U ovom radu bit će prikazani podatci prikupljeni upitnicima nazvanim Mišljenja roditelja o izvanrednom obrazovanju na daljinu i Zadovoljstvo roditelja izvanrednim obrazovanjem na daljinu.

Upitnik Mišljenja roditelja o izvanrednom obrazovanju na daljinu sastoji se od 24 čestice koje se odnose na različite elemente percepcije roditelja o nastavi na daljinu - uloga roditelja u nastavi na daljinu, zahtjevnost nastave na daljinu te rad i podrška učiteljice<sup>10</sup> u nastavi na daljinu. Sudionici istraživanja su na skali od pet stupnjeva intenziteta procjenjivali slaganje s tvrdnjama (1 - nimalo se ne slažem; 5 – u potpunosti se slažem). Na podacima prikupljenim istraživanjem (N = 1205) napravljena je faktorska analiza. Instrumentom je objašnjeno 59 % varijance, a Cronbachov alpha sugerira visoku pouzdanost instrumenta ( $\alpha = .811$ ). Faktorska analiza s Varimax rotacijom polučila je 4 faktora koji prikazuju elemente roditeljske percepcije nastavne na daljinu: Opterećenost roditelja izvanrednim obrazovanjem na daljinu, Podrška učiteljice, Opterećenost djece izvanrednim obrazovanjem na daljinu i Djetetova potreba za podrškom. Sva četiri faktora pokazuju visoku razinu pouzdanosti i značajan udio u ukupnoj varijanci (Tablica 1).

#### Tablica 1.

U daljnjem prikazu rezultata, a s obzirom na istraživačke ciljeve (ciljevi 3, 4 i 5) ovoga rada koristit će se 1. i 3. faktor.

#### Faktor 1. – Opterećenost roditelja izvanrednim obrazovanjem na daljinu

Faktor nazvan Opterećenost roditelja IOD čine varijable koje se odnose na različite elemente zahtjevnosti nastave na daljinu koje iziskuju roditeljsku uključenost u obrazovni proces. Varijable s visokim saturacijama na ovom faktoru sugeriraju da zahtjevi IOD zahtijevaju dodatne napore od roditelja koji negativno utječu na izvršavanje njihovih poslovnih i obiteljskih obaveza, da je ovaj oblik nastave za njih izvor stresa te da uz nedostatak vremena za pomaganje djetetu u učenju dodatan problem predstavlja i to što roditelji za obavljanje svojega posla i djeca za potrebe ispunjavanja školskih obveza koriste iste uređaje.

Faktorska opterećenja tvrdnji saturiranih ovim faktorom kreću se od .405 do .814, a pouzdanost ovoga faktora iznosi  $\alpha = .889$ .

#### Faktor 3. – Opterećenost djece izvanrednim obrazovanjem na daljinu

Faktor nazvan Opterećenost djece IOD sadrži tvrdnje koje opisuju razinu opterećenosti djece školskim obavezama. Roditelji smatraju da je obrazovanje na daljinu zahtjevan proces u kojemu dijete dobiva previše sadržaja koje ne može samostalno razumjeti i zadataka za čije izvršenje treba koristiti različite izvore za učenje. Nadalje, djeca zadatke koje dobivaju ne mogu izvršiti u predviđenom roku niti ih riješiti samostalno bez dodatne pomoći članova obitelji.

<sup>10</sup> S obzirom da je u osnovnim školama u Hrvatskoj zaposleno 93 % žena (Europska komisija, 2019), u istraživanju se koristi termin učiteljica koji obuhvaća osobe muškoga i ženskoga spola. Zbog toga će se u nastavku rada termin učiteljica koristiti u prikazu mjernih instrumenata, analizi i interpretaciji rezultata.

Faktorska opterećenja tvrdnji saturiranih ovim faktorom kreću se od .451 do .757, a pouzdanost ovoga faktora iznosi  $\alpha = .793$ .

Upitnik *Zadovoljstvo roditelja izvanrednim obrazovanjem na daljinu* sastoji se od šest čestica koje se odnose na zadovoljstvo roditelja organizacijom nastave, materijalima za učenje, angažmanom učiteljice, angažmanom djeteta, postignućima djeteta te prilagođavanju djeteta novom načinu učenja. Sudionici istraživanja su na skali od pet stupnjeva intenziteta procjenjivali zadovoljstvo na pojedinim česticama. Faktorska analiza, prije rotacije, polučila je jedan faktor koji objašnjava 60,5 % varijance. Sve čestice imaju visoke saturacije (između 0,817 – 0,698). U skladu s ovim rezultatima koji upućuju na jednodimenzionalnost instrumenta, za potrebe dijela daljnjih analiza koristi se aditivna skala koja prikazuje ukupno zadovoljstvo roditelja nastavom na daljinu.

U *online* okruženju, samoregulirano učenje značajnije doprinosi ostvarivanju odgojno–obrazovnih ishoda u odnosu na nastavu koja se provodi licem u lice u kojoj učitelji imaju kontrolu nad procesom poučavanja i učenja i prate napredovanje učenika (Dabbagh i Kitsantas, 2005, Winters sur., 2008). U IOD ulogu učiteljica dijelom su preuzeli roditelji pa je moguće pretpostaviti da je potreba za njihovom uključenosti manja ako su djeca samostalnija. Da bi se ova pretpostavka ispitala, roditeljima je postavljeno pitanje: „Dijete potpuno samostalno izvršava nastavne zadatke“. Roditelji su na skali od pet stupnjeva procijenili slaganje s ovom tvrdnjom. Za potrebe analiza korištenih u ovom radu grupirani su odgovori koji upućuju na nisku samostalnost djeteta (uopće se ne slažem i ne slažem se) te odgovori koji upućuju na umjerenu i visoku samostalnost djeteta (slažem se i u potpunosti se slažem).

## Rezultati

Rezultati će u ovom radu biti prikazani prema redoslijedu koji prati navedene ciljeve istraživanja.

Rezultati prikupljeni upitnikom *Mišljenja roditelja o IOD* (Tablica 2) pokazuju kako roditelji najpozitivnije procjenjuju tvrdnje koje se odnose na rad učiteljice. Od ukupnoga broja od 1205 roditelja, njih 75 % slaže se ili se u potpunosti slaže s tvrdnjama da od učiteljice redovito dobivaju povratne informacije o dječjem radu ( $M = 4,06$ ;  $SD = 1,12$ ), da je učiteljica uvijek dostupna kada djetetu treba nešto dodatno ( $M = 4,03$ ;  $SD = 1,12$ ), kako je komunikacija s učiteljicom svakodnevna ( $M = 4,00$ ;  $SD = 1,11$ ) te da učiteljica od njih traži redovito slanje dječjih uradaka ( $M = 3,98$ ;  $SD = 1,13$ ). Visoka razina slaganja roditelja s navedenim tvrdnjama upućuje na to kako se od roditelja i djece prilikom izvođenja nastave na daljinu očekuje svakodnevni kontakt s učiteljicom. Redovito slanje dječjih uradaka učiteljici jasno naglašava roditeljsku dimenziju uključenosti i njihovu posredničku ulogu u komunikaciji između djece koja nemaju iskustvo korištenja komunikacijskih tehnologija i njihove učiteljice koja tehnologiju koristi za potrebe nastave, konkretnije za primanje dječjih uradaka i slanje povratnih informacija o istima. Ovi rezultati naglašavaju i obim posla učiteljice i visoku razinu svakodnevne profesionalne predanosti poslu.

Nadalje, većina roditelja (oko 55-65 %) svakodnevno pomaže djetetu u učenju ( $M = 3,69$ ;  $SD = 1,22$ ) i često djetetu objašnjava nastavni sadržaj ( $M = 3,39$ ;  $SD = 1,21$ ). Ovi rezultati ukazuju na visoku razinu roditeljske uključenosti u nastavni proces i preuzimanje nove uloge roditelja kao učitelja. Istovremeno, samo polovica roditelja (oko 50 % roditelja *slaže se ili u potpunosti slaže*) navodi kako ima dovoljno vremena za pomoć djetetu u učenju ( $M = 3,29$ ;  $SD = 1,23$ ) te da uz djetetovu nastavu stigne uspješno obaviti sve svoje poslove ( $M = 3,27$ ;  $SD = 1,24$ ). Iz ovih je rezultata jasno vidljivo da je izvanredno obrazovanje na daljinu unijelo promjene u dinamiku svakodnevnoga života i da očekivanja o razini roditeljske uključenosti u proces učenja njihove djece stvara određene poteškoće za roditelje.

Trećina roditelja (oko 35 % roditelja *se slaže ili u potpunosti slaže*) smatra kako dijete dobiva previše zadataka ( $M = 3,02$ ;  $SD = 1,28$ ) i da je nastava na daljinu prezahtjevna ( $M = 2,91$ ;  $SD = 1,28$ ). Rezultati jasno upućuju da više od trećine roditelja izvanredno obrazovanje na daljinu vidi kao izvor stresa ( $M = 3,00$ ;  $SD = 1,37$ ), da ostale roditeljske obveze (poslovne ili obiteljske) pate zbog IOD ( $M = 2,80$ ;  $SD = 1,32$ ) te da nastava na daljinu loše utječe na njihovu produktivnost ( $M = 2,76$ ;  $SD = 1,27$ ).

#### Tablica 2.

Iako se roditelji osjećaju preopterećeno zbog IOD te osjećaju kako se od njih očekuje visoka razina svakodnevnoga angažmana da bi djeca izvršila sve svoje obveze, rezultati pokazuju kako su roditelji istovremeno relativno zadovoljni nekim segmentima nastave na daljinu (Tablica 3).

Najveće zadovoljstvo iskazuju angažmanom učiteljice, gdje je čak četiri petine roditelja *zadovoljno* ili *izrazito zadovoljno* njezinim radom ( $M = 4,09$ ;  $SD = 0,98$ ). Nadalje, dvije trećine roditelja (njih oko 67 %) je *zadovoljno* ili *izrazito zadovoljno* angažmanom djeteta ( $M = 3,77$ ;  $SD = 0,96$ ), postignućima djeteta ( $M = 3,75$ ;  $SD = 0,96$ ) te načinom na koji se dijete prilagodilo novom načinu učenja ( $M = 3,72$ ;  $SD = 0,99$ ). Roditelji najveće nezadovoljstvo iskazuju prema organizaciji IOD ( $M = 3,37$ ;  $SD = 0,98$ ), gdje je čak 16,6 % njih *izrazito nezadovoljno* ili *nezadovoljno* istom.

#### Tablica 3.

Kako bi se utvrdilo postoje li razlike u percepciji roditelja o odabranim karakteristikama izvanrednoga obrazovanja na daljinu (Opterećenost roditelja IOD i Opterećenost djece IOD) u odnosu na njihov stupanj obrazovanja proveden je t-test za nezavisne uzorke. Rezultati t-testa (Tablica 4) pokazuju da statistički značajna razlika postoji u odnosu na faktor *Opterećenost roditelja IOD* gdje statistički značajno veće opterećenje ( $t(1110) = 2,411$ ,  $p < 0,05$  prijavljuju roditelji s visokom stručnom spremom ( $M = 2,82$ ) nego roditelji koji imaju završenu srednju školu ( $M = 2,68$ ). U odnosu na faktor *Opterećenost djece IOD* nisu pronađene statistički značajne razlike ( $t(1110) = 1,743$ ,  $p > 0,05$ ;  $M_1 = 2,70$ ,  $M_2 = 2,80$ ) u odnosu na stupanj roditeljskoga obrazovanja.

Jednosmjernom analizom varijance (ANOVA) ispitane su razlike u percepcijama roditelja različitoga radnog statusa o opterećenosti roditelja IOD i opterećenosti djece

IOD (Tablica 4). Scheffe *post hoc* testom utvrđene su statistički značajne razlike u odnosu na *roditeljsku opterećenost IOD*. Razlike su utvrđene ( $F(3, 1204) = 9.984, p < 0.001$ ) između roditelja koji su nezaposleni ( $M=2,52$ ) i onih koji rade od kuće ( $M = ,85$ ) te između nezaposlenih roditelja i onih koji su svakodnevno za vrijeme nacionalnoga *lockdowna* odlazili na posao ( $M = 2,81$ ). Drugim riječima, roditeljska opterećenost manja je za nezaposlene roditelje, dok se zaposleni roditelji smatraju podjednako opterećeni IOD neovisno o tome rade li od kuće ili odlaze na posao.

Nadalje, ANOVA ukazuje na statistički značajne razlike ( $F(3, 1204) = 5,260; p < 0,01$ ) u percepciji roditelja različitoga radnog statusa u odnosu na *Opterećenost djece IOD*. Scheffe *post hoc* testom utvrđeno je kako razlike postoje između nezaposlenih roditelja ( $M = 2,61$ ) i onih koji odlaze na posao ( $M = 2,88$ ), ali i između roditelja koji posao obavljaju od kuće ( $M = 2,70$ ) i onih koji odlaze na posao ( $M = 2,88$ ). Najmanju razinu dječjega opterećenja percipiraju nezaposleni roditelji, potom roditelji koji obavljaju posao od kuće, dok obrazovanje na daljinu najzahtjevnijim smatraju zaposleni roditelji koji odlaze na posao.

#### Tablica 4.

Kako bi se utvrdilo postoje li razlike u percepciji roditelja djece nižih razreda osnovnih škola o odabranim karakteristikama nastave na daljinu (*Opterećenost roditelja IOD* i *Opterećenost djece IOD*) u odnosu na roditeljevu procjenu djetetove samostalnosti u izvršavanju nastavnih obveza, proveden je t-test za nezavisne uzorke (Tablica 5). Roditelji koji procjenjuju svoju djecu kao samostalnu ( $M = 3,20$ ) statistički značajno nižom percipiraju razinu roditeljskoga opterećenja IOD ( $t(865) = 16,928, p < 0,001$ ) nego roditelji koji svoju djecu vide kao manje samostalnu ( $M = 2,17$ ). Nadalje, roditelji koji procjenjuju svoju djecu kao više samostalnu ( $M = 3,08$ ) statistički značajno niže procjenjuju razinu dječje opterećenosti obrazovanjem na daljinu ( $t(865) = 13,606, p < 0,001$ ) nego roditelji koji svoju djecu vide kao manje samostalnu ( $M = 2,26$ ).

#### Tablica 5.

Naposljetku, istraživanjem se željelo utvrditi postoji li povezanost između percepcije roditelja o njihovu opterećenju IOD i zadovoljstva roditelja s IOD te postoji li povezanost percepcije roditelja o opterećenosti djece IOD i zadovoljstva roditelja s IOD. Pearsonovim koeficijentom korelacije utvrđena je statistički značajna umjerena negativna povezanost u percepciji roditelja između roditeljske opterećenosti IOD i njihova zadovoljstva s IOD ( $R = -0,450$ ). Također, utvrđena je i značajna umjerena negativna povezanost u percepciji roditelja o opterećenosti djece IOD i njihovim zadovoljstvom s IOD ( $R = -0,399$ ). Drugim riječima, roditelji koji su manje zadovoljni ispitivanim elementima IOD, u većoj mjeri percipiraju vlastitu i dječju opterećenost izazvanu ovim oblikom obrazovanja i u većoj mjeri smatraju da trebaju biti uključeni u obrazovni proces i pružati podršku djetetu u učenju.

## Rasprava

Rezultati istraživanja percepcije roditelja o uvođenju IOD za vrijeme pandemije COVID-19 pružaju novi uvid u odgojno-obrazovnu stvarnost koja se odvijala u obiteljskom okruženju učenika od prvog do četvrtog razreda osnovne škole u Hrvatskoj. S obzirom na to da se istraživanje bavi percepcijom roditelja djece u početnim razredima osnovne škole koja još nemaju u potpunosti razvijene temeljne kompetencije samoreguliranoga učenja, istraživački je fokus stavljen na ispitivanje opterećenja koje je kod roditelja i djece izazvalo uvođenje izvanrednoga obrazovanja na daljinu.

Rezultati ovoga istraživanja pokazuju da roditelji u procesu IOD najpozitivnije procjenjuju upravo učiteljsku predanost poslu. Rezultati do sada objavljenih studija ukazuju na to da su se učitelji iznimno trudili za vrijeme IOD i radu posvećivali izuzetno puno vremena (Jerrim, 2020), dodatno se angažirali kako bi bili dostupni i izvan vremena predviđenoga za nastavu (Khan, 2021) te komunicirali s roditeljima i djecom putem individualnih ili grupnih poruka (Lansangan, 2020). Ewin i Quang Vu (2020) navode da su roditelji u vremenu IOD uvidjeli kompleksnost posla učitelja i promijenili mišljenje o učiteljskoj profesiji nabolje. Ohrabrujuće je vidjeti da su rezultati ovoga istraživanja sukladni s nalazima navedenih autora i da ukazuju na visoku razinu angažmana hrvatskih učitelja razredne nastave tijekom izvanrednoga obrazovanja na daljinu.

Najniže roditeljske procjene o IOD usmjerene su na način organizacije nastave i zahtjevnost nastavnoga procesa. Osobito ističu da ovaj oblik obrazovanja donosi nove zahtjeve vezane za razinu roditeljskoga uključivanja u proces učenja njihove djece. Do sličnih rezultata dolaze i Putri i sur. (2020) koji ističu da posebice roditelji učenika nižih razreda osnovne škole odvajaju mnogo vremena kako bi pomogli djeci u učenju i svladavanju tehnološko-komunikacijskih poteškoća u IOD. Zaccoletti i sur. (2020) i Kolak i sur. (2020) naglašavaju da je mlađim učenicima potrebna veća razina roditeljske podrške jer zbog svoje dobi nemaju još dovoljno razvijene sposobnosti upravljanja samima sobom (*eng. self-manage*). Značajan dio hrvatskih roditelja (35 %) smatra da su djeca preopterećena školskim zadacima i da je nastava prezahtjevna. Ovaj nalaz podudara se s rezultatima istraživanja Kolak i sur. (2020) koje je također provedeno u Republici Hrvatskoj.

Dobiveni rezultati ukazuju i na to da roditelji IOD vide kao izvor stresa i prepreku za uspješno obavljanje poslovnih i obiteljskih obaveza. Ovaj nalaz sukladan je nalazima sličnih istraživanja (Dong i sur., 2020; Lau i Lee, 2020) koja pokazuju da je IOD percipirano kao vrlo izazovno za sve članove obitelji.

Drugi dio rezultata dobivenih ovim istraživanjem odnosi se na povezanost opterećenosti roditelja IOD i opterećenosti djece IOD s ukupnim roditeljskim zadovoljstvom s IOD te na povezanost percepcije opterećenosti roditelja i djece sa stupnjem obrazovanja roditelja, radnim statusom roditelja i s učeničkom samostalnošću.

Rezultati ukazuju na povezanost između percepcije roditeljske i dječje opterećenosti te zadovoljstva IOD. Roditelji koji iskazuju manji stupanj zadovoljstva istovremeno

iskazuju da je i njihovo i opterećenje djece s IOD veće nego kod onih roditelja koji su zadovoljniji ovim oblikom obrazovanja. Nadalje, stupanj obrazovanja roditelja povezan je s percepcijom roditeljske opterećenosti IOD pri čemu visokoobrazovani roditelji iskazuju značajno veće opterećenje od roditelja sa završenom srednjom školom. Ranija istraživanja provedena u vremenu prije pandemije pokazuju kako roditelji s višim stupnjem obrazovanja mogu učinkovitije pomagati djeci u izvršavanju nastavnih obaveza kod kuće (Holmlund i sur. 2008), a istraživanje provedeno u jeku pandemije pokazuje da se roditelji s višim stupnjem obrazovanja više uključuju u učenje svoje djece od manje obrazovanih roditelja (Di Pietro i sur., 2020). Istraživanje koje su proveli Spinelli i sur. (2020) sugeriraju da roditelji doživljavaju stres kad se suoče s poteškoćama u pružanju podrške djeci u učenju za vrijeme pandemije. Poslovne obaveze visokoobrazovanih ljudi vjerojatno su ostale istoga obujma kao i prije pandemije (uz moguću razliku da se kod nekih roditelja promijenilo mjesto izvršavanja tih obaveza). Stoga je, uz svakodnevne poslovne pritiske, roditeljski osjećaj opterećenosti i njihova percepcija opterećenosti djece s IOD veća nego kod roditelja s nižim stupnjem obrazovanja.

Opterećenost roditelja IOD povezana je i s njihovim radnim statusom. Ona je manja kod nezaposlenih roditelja, dok zaposleni roditelji iskazuju podjednak stupanj opterećenja IOD neovisno o tome rade li od kuće ili odlaze na posao. Nezaposleni roditelji percipiraju i najnižu razinu dječjega opterećenja, dok je iz rezultata vidljivo da se ono povećava kod roditelja koji obavljaju posao od kuće, a da roditelji koji svakodnevno odlaze na posao percipiraju najvišu razinu dječjega opterećenja IOD. Iz rezultata je razvidno da su zahtjevi izvanrednoga obrazovanja na daljinu bili posebno opterećujući za zaposlene roditelje što je u skladu s rezultatima drugih istraživanja. Tako Garbe i sur. (2020) navode da su roditelji imali poteškoća s izvršavanjem poslovnih obveza i pružanjem podrške djeci u izvršavanju školskih zadataka tijekom zatvaranja škola. Na temelju navedenih rezultata može se pretpostaviti da su roditelji osjećali želju da pomognu svojem djetetu i da su razumjeli da je njihova pomoć nužna, ali udio vremena koji su mogli odvojiti za pružanje pomoći djetetu ovisio je o načinu izvršavanja njihovih radnih obveza. Roditelji koji obavljaju svoj posao od kuće, a u još većoj mjeri oni koji svakodnevno odlaze na posao u vrijeme nacionalnoga *lockdowna*, percipiraju visoku razinu vlastita i dječjega opterećenja jer su zahtjevi IOD neusklađeni sa životnim okolnostima.

Procjene zadovoljstva roditelja pojedinim elementima IOD pokazuju da su roditelji najviše zadovoljni angažmanom učiteljice, uglavnom su zadovoljni dječjim angažmanom i načinom na koji se dijete prilagodilo novom načinu učenja, a najmanje su zadovoljni načinom organizacije rada.

Kada se promatra ukupno zadovoljstvo roditelja IOD (aditivna skala), manje zadovoljni roditelji u većoj mjeri percipiraju vlastitu i dječju opterećenost izazvanu ovim oblikom obrazovanja i u većoj mjeri smatraju da trebaju biti uključeni u obrazovni proces i pružati podršku djetetu u učenju.

Posljednji nalaz ukazuje da je percepcija roditeljskoga opterećenja IOD i dječjega opterećenja IOD povezana sa stupnjem dječje samostalnosti. Oni roditelji koji za svoju djecu procjenjuju da su samostalna percipiraju niži stupanj roditeljskoga opterećenja IOD i niži stupanj dječjega opterećenja od roditelja koji procjenjuju da njihova djeca nisu u dovoljnoj mjeri samostalna. Slične rezultate navode Kolak i sur. (2020) koji su utvrdili da je stupanj samostalnosti učenika povezan s uključenosti i opterećenosti roditelja, pri čemu je veća uključenost i opterećenost roditelja prisutna u prva dva razreda, a manja u trećem i četvrtom razredu osnovne škole i proporcionalna je roditeljskom doživljaju učeničke samostalnosti .

## **Zaključak i ograničenja istraživanja**

Zbog neočekivane zahtjevnosti situacije tijekom početka pandemije COVID-19 i iznenada nametnutih novih uloga s kojima su se roditelji suočili za vrijeme prvog zatvaranja škola i uvođenja izvanrednoga obrazovanja na daljinu bilo je važno utvrditi kako su ga procijenili i doživjeli roditelji.

Roditelji učenika od prvog do četvrtog razreda osnovne škole pozitivno su procijenili rad učiteljica i njihovu predanost poslu. Međutim, novonastala situacija za njih je značila izuzetno visoku razinu uključenosti u učenje njihove djece i opterećenost zahtjevnim nastavnim procesom što je, osobito kod zaposlenih roditelja, izazivalo stres i remetilo obavljanje njihovih obiteljskih i poslovnih obveza. Izvanredno obrazovanje na daljinu zahtijevalo je od učenika razinu samostalnosti koju mnoga djeca u ovoj dobi nemaju što je dodatno utjecalo na doživljaj opterećenosti roditelja i zadovoljstvo organizacijom nastave.

Nalazi ovoga istraživanja vode boljem razumijevanju roditeljske uloge u IOD tijekom pandemije, što može biti podloga za razvoj sustava podrške roditeljima koji će ih osnažiti za funkcioniranje u mogućim novim incidentnim situacijama na koje obrazovni sustav mora promptno odgovoriti, ali i za podupiranje procesa *online* učenja njihove djece u „normalnom“ školskom životu. S druge strane, ovi nalazi sugeriraju i potrebu za izradom kurikula koji će se primjenjivati u kriznim situacijama. Drugim riječima, potrebno je izraditi alternativni kurikulum u kojem će biti (re)definirani ishodi učenja koji su ostvarivi ako se nastava u nižim razredima osnovne škole provodi isključivo na daljinu. Pritom je važno uzeti u obzir očekivanu razinu samostalnosti i razvijenosti samoreguliranosti u učenju u toj dobi. Također, u inicijalno obrazovanje učitelja i programe njihova profesionalnoga razvoja potrebno je u većoj mjeri uključiti ne samo sadržaje i metode koji doprinose razvoju digitalne pismenosti, već i sadržaje i metode kojima se razvijaju kompetencije za planiranje nastave u kriznim situacijama, primjenu metoda i alata koji odgovaraju razini postignute samostalnosti djece kao i korištenje situaciji primjerenih metoda formativnoga praćenja i evaluaciji postignutih ishoda učenja.

Ovo je istraživanje provedeno u jeku pandemijske krize zbog bolesti COVID-19 tijekom nacionalnoga *lockdowna* što je uzrokovalo značajna ograničenja. Istraživanje



se provodilo telefonskim i *online* putem i u njega su se roditelji dobrovoljno uključili. U istraživanju su, u odnosu na populaciju, sudjelovali iznadprosječno obrazovani roditelji i oni koji imaju pristup društvenim mrežama. Upitnik korišten u istraživanju izrađen je ad hoc, na temelju rezultata dosadašnjih istraživanja o *online* nastavi i poznavanja konteksta u kojem istraživačice žive. Zbog navedenih razloga, rezultati ovoga istraživanja ne mogu se generalizirati, već se mogu koristiti kao ishodišta za daljnja istraživanja o mišljenju roditelja o nastavi na daljinu u izvanrednim situacijama u kojima će uzorak biti reprezentativan, odnosno uključivati i one kategorije roditelja koje nisu obuhvaćene ovim istraživanjem.

Osobitu pažnju u istraživanjima koja će se provoditi u incidentnim situacijama u budućnosti treba posvetiti roditeljima i djeci koji žive u riziku od socijalne isključenosti. U ovom istraživanju zbog nenadanoga uvođenja nastave na daljinu i izazovnosti situacije koja je reducirala načine prikupljanja podataka to nije bilo moguće. Može se pretpostaviti da je nastava na daljinu bila dodatna otegotna okolnost u postizanju obrazovnih ishoda za djecu iz ranjivih skupina, odnosno da su se roditelji koji žive u riziku od socijalne isključenosti teže snalazili u okolnostima nastave na daljinu od onih koji su se uključili u istraživanje. Stoga, rezultate prikazane u ovom radu treba promatrati s dozom opreza.