

# Involvement of Parents in Online Classes in Croatia During the Pandemic of the Virus Covid-19

Sandra Kadum<sup>1</sup>, Lucija Franolić<sup>1</sup>, Marija Karačić<sup>2</sup>

<sup>1</sup>Juraj Dobrila University of Pula, Faculty of Educational science, Ronjgova 1, Pula, Croatia

<sup>2</sup>University of Slavonski Brod, Ivana Gundulića 20a, Slavonski Brod, Croatia

**Abstract** – The aim of the research is to determine the involvement of parents in online classes of children who attended elementary school and who during the epidemic of the COVID-19 virus followed classes online.

The results show that 66.2% of parents were involved in their child's online classes and that, regardless of employment, 34.8% of parents had enough time to help their children. 75.3% of parents stated that they have all the necessary technical conditions for their child to follow online classes. 5.1% of parents stated that they write their children's homework, and 2.2% of parents said that they write their children's exams.

82.0% of parents agree with the statement that children spent too much time in front of screens in the last two years. And according to the parents' opinions (85.5%), it is time to return to "normal classes".

**Keywords:** online teaching, elementary school, parents, students, learning.

## 1. Introduction

The year 2020 will remain recorded as the year of the Covid-19 pandemic. On 13<sup>th</sup> March 2020, the Government of the Republic of Croatia adopted the "Decision on the suspension of classes in universities, secondary and primary schools and the regular work of preschool education institutions and the establishment of distance learning" [1]. Godwin (2020) states that before 15<sup>th</sup> March 2020, only about 3% of the world studied online, and after 15<sup>th</sup> March, 100% of the world went online. As stated by Prodanović & Gavranović [2] "it was the mobilization of educational technology in a way that had never happened before. Administrations around the world, together with educational institutions and all participants in the teaching process, reacted to the new requirements promptly, trying to finish the activities that had been started, as much as possible, as originally planned."

The European Data Portal (2020) states that the complete closure of schools in some countries affected over 60% of students. The changes that took place in education at that time required that each country cope as best it could at the given moment. According to Kadum, Ružić-Baf & Farkaš [3], the main role was then taken by educational technology, which, regardless of initial knowledge, had to be "embraced" by everyone: both teachers and students and parents. According to the Statista agency [4], in Croatia, before the COVID-19 pandemic, in 2018, 82% of households had access to the Internet.

Jump [5] with his recommendations and descriptions of the student's workspace inside the dormitories, strives to enable every student to be educated effectively during online classes. It is quite clear that not everyone is able to have their own room equipped with a computer and internet access, which means that the students did not have equal opportunities to realize quality online classes from the beginning.

DOI: 10.18421/TEM121-41

<https://doi.org/10.18421/TEM121-41>

**Corresponding author:** Marija Karačić, University of Slavonski Brod, Ivana Gundulića 20a, Slavonski Brod, Croatia


**Email:** [mkaracic@unisb.hr](mailto:mkaracic@unisb.hr)

**Received:** 11 October 2022.

**Revised:** 11 January 2023.

**Accepted:** 13 January 2023.

**Published:** 27 February 2023.

 © 2023. Sandra Kadum, Lucija Franolić, Marija Karačić; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDeriv 4.0 License.

The article is published with Open Access at <https://www.temjournal.com/>

## 2. Involvement of parents in online classes

School is a place where parents and teachers meet, who, through their joint action, realize some of the basic educational tasks, the acquisition of knowledge and skills, the development of abilities, all with the aim that every child is able to develop his potential [6]. The Act on Education in Primary and Secondary Schools [7], in articles 135 and 136, defines, i.e. describes the terms of rights and obligations of parents. According to the aforementioned provisions of the Law, parents are obliged to participate in the education of their child, to ensure that the child fulfils his obligations regularly and on time, and to be regularly informed about the child's achievements.

Zrilić [8] states that there are "several specific risks that can cause difficulties in communication. The best way to remove them is to learn to be a good listener. As active listening in school is sometimes absent, communication becomes unsuccessful (one-way). In active listening, there is no judgment, and the teacher uses empathy to try to understand the experience, feelings and perspectives of his students. By active listening, the teacher shows interest in what the student is saying, and motivates him to continue communication."

Cooperation between parents and teachers is very important for the proper development of a child, and it starts the moment the child starts school. Many authors mention the above, emphasizing the importance and openness of two-way communication [9], [10]. Research show that the involvement of parents in teaching children has a great impact on their future success, but it also has a great impact on their motivation and self-confidence [6]. The involvement of parents in children's education is important and affects many aspects of children's lives, as well as parents', i.e. parenting skills, academic success or the child's absences from school. The involvement of parents in the education and teaching of a child is a complex and demanding process, which becomes even more demanding during online classes. [11].

Parents and teachers must be equal in assuming their responsibility. When problems arise, the blame for the child's failure is often shifted to the parents,

and vice versa: the blame is shifted to the teachers. And in fact, the reasons for the problem lie on the border between the parents' home and the school [6]. In order to avoid this, Kolar [12] states that parents and teachers must develop a partnership in which they will be equal, share information, have the same obligations and goals in the upbringing and education of the child, have equal rights and duties. Parents who are actively involved in the life and work of the school will better understand the role of the teacher in the education and upbringing of the child. As a result, they are more willing to share responsibility, and there will be no accusations or shifting of blame. Furthermore, parents will thus better understand the possibilities and wishes of their child and will be more satisfied with the parenting role (Jurčić, 2009).

Ivanković & Ivić [13] emphasize that "especially when it comes to younger children, parents have taken on the role of mediators and sometimes teachers in this process. Without their help, elementary school students (in lower grades) would not be able to independently access digital tools and the virtual space of the online school. Such direct participation in classes gives parents the legitimacy to create attitudes and opinions about the online school."

## 3. Research

The goal of the research was to determine the communication and involvement in online classes of parents whose children attended elementary school in the Republic of Croatia and who followed the classes online during the epidemic of the COVID-19 virus.

The sample consisted of 607 parents of children who attended elementary school and followed online classes. Regarding gender, 593 (97.7%) female respondents and 14 (2.3%) male respondents participated in the study.

Regarding the number of children in the family, 131 (21.6%) parents have one child, 289 or 47.6% of them have two children, 144 (23.7%) have three children; while 43 (7.1%) research participants, i.e. parents, have four or more children.

Table 1. Number of children in class

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Σ
Number of children	71	116	106	88	159	149	97	88	874
%	8.1	13.3	12.1	10.1	18.2	17.0	11.1	10.1	100

By comparing the data from table 1 with the number of parents who participated in the research, it can be seen that the data in the table (874) is greater

than the number of research participants, i.e. parents (607). The reason for this is that some of the respondents have two or more children at school.

Table 2. Parents' employment status

particles (claims)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	employed and i go to work every day	314	51.7	51.7	51.7
	employed, but i work from home	96	15.8	15.8	67.5
	employed, but due to the current measures i am not working	45	7.4	7.4	75.0
	unemployed	152	25.0	25.0	100.0
	Total	607	100.0	100.0	–

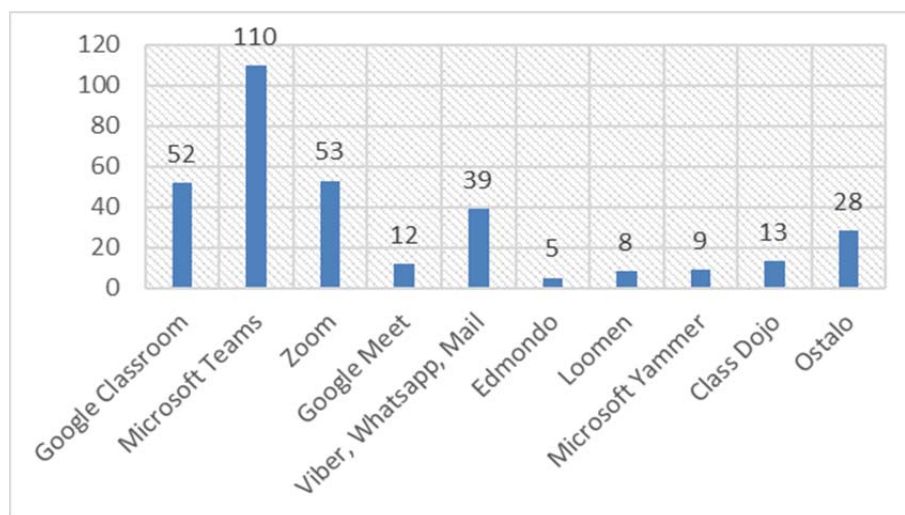
Regarding work status, the data is shown in table 2. It can be seen that the largest number of parents were employed and went to work every day: 314 or 51.7% of them, while the least are those who were employed and did not work due to the current measures - 45, respectively 7.4%.

#### 4. Research results

The data obtained in this research were processed using the statistical package IBM SPSS 24.0 Standard Campus Edition (SPSS ID: 729357 5/20/2016).

In order to find out which of the available applications are the most acceptable, we consulted

Software Testing Help, which conducted a survey in 2021 with the aim of determining which, in 2020, were the most acceptable e-learning applications. The research results show that these are: Mindflash, SkyPrep, Knowmax, TalentLMS, Docebo, Moodle, Litmos, Ispring, Canvas, Edmodo, Blackboard, Joomla LMS, Brightspace, Absorb LMS, Schoology, eFront, Adobe Captivate Prime LMS. The research conducted among elementary education teachers in the Republic of Croatia by Kadum, Ružić-Baf & Farkaš [3], on a sample of 329 respondents, shows that the largest number of research participants, 33.4% of them, used Microsoft Teams in online classes, followed by Zoom which was used by 16.1%, while Edmodo was the least used by only 1.5%. The obtained data are shown in graph 1.



Graph 1. Results of research conducted by Kadum, Ružić-Baf & Farkaš (2021)

The first item about which the parents declared was related to their involvement in online classes. The obtained data are shown in table 3. It can be seen that almost two-thirds of parents (66.2%) were fully

involved (39.8%) or were involved (26.4%) in online classes. There were 19.9% of those parents who are not and have not been involved in online classes.

Table 3. Involvement of parents in online classes

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean (Std. Deviation)
I'm not involved at all	35	5.8	5.8	5.8	3.86 (1.193)
I'm not involved	49	8.1	8.1	13.8	
I am neither involved	121	19.9	19.9	33.8	
I'm on	160	26.4	26.4	60.1	
I am fully involved	242	39.8	39.8	100.0	
Total	607	100.0	100.0	-	-

$\chi^2 = 236.748^a$ ;  $df = 4$ ; *Asymp. Sig.* = .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 121.4.

The resulting chi-square is very high ( $\chi^2 = 236.748$ ;  $df = 4$ ,  $p = .000 < .05$ ) and indicates that the distribution of the parents' responses significantly deviates from the normal distribution.

The COVID-19 pandemic caught everyone unprepared: both teachers and students, but also parents. Parents, in addition to their work, were supposed to help the children.

Therefore, the next statement that we gave to the parents was: I have enough time to help my child. The obtained values are shown in table 4. It can be noticed that the largest number of parents (29.5%) could not express themselves regarding the statement. Arithmetic mean is  $M = 3.03$  with standard deviation  $SD = 1.308$ .

Table 4. Statistical indicators regarding the variable I have enough time to help my child

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean (Std. Deviation)
I completely disagree	89	14.7	14.7	14.7	3.03 (1.308)
I disagree	128	21.1	21.1	35.7	
I can not decide	179	29.5	29.5	65.2	
I agree	97	16.0	16.0	81.2	
I completely agree	114	18.8	18.8	100.0	
Total	607	100.0	100.0	-	-

$\chi^2 = 41.690$ ;  $df = 4$ ; *Asymp. Sig.* = .000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 121.4

Furthermore, it can be seen from table 4 that the obtained chi-square is very high ( $\chi^2 = 41.690$ ,  $df = 4$ ,  $p = .000 < .05$ ), from which follows the conclusion that the parents' answers are significantly differently distributed in relation to the Gaussian distribution curve.

The next statement that parents were asked to decide on was: We have all the necessary technical prerequisites for online classes. The obtained results are shown in table 5.

Table 5. Statistical indicators regarding the variable We have all the necessary technical prerequisites for online classes

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean (Std. Deviation)
no, we don't have any at all	13	2.1	2.1	2.1	4.46 (.970)
just some of the necessary	28	4.6	4.6	6.8	
we neither have nor we don't have	48	7.9	7.9	14.7	
we have	96	15.8	15.8	30.5	
we have in full	422	69.5	69.5	100.0	
Total	607	100.0	100.0	-	-

$\chi^2 = 962.662$ ;  $df = 4$ ; *Asymp. Sig.* = .000

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 121,4.

Table 5 shows that 85.3% of parents declare that they have (15.8%) or completely have (69.5%) the necessary technical prerequisites for online classes; only 6.7% of parents do not have the necessary technical prerequisites for online classes, while 7.9% of them neither have nor do not have these prerequisites. With this statement, the following values of descriptive statistics were obtained:  $M = 4.46$ , with standard deviation  $SD = .970$ .

The resulting chi-square is very high ( $\chi^2 = 962.662$ ;  $df = 4$ ;  $p = .000 < .05$ ) and indicates that the distribution of the parents' responses significantly deviates from the normal distribution.

The next statement that parents were asked to decide on was: My child can follow online classes independently. More than half of the parents (58.7%) responded positively to the statement: 27.2% agreed with the statement, or 31.5% completely agreed; 26.0% of parents could not express their opinion on the statement, while 15.3% of them did not agree at all (5.6%) or disagreed (9.7%) with the statement. Descriptive statistical values for this statement were:  $M = 3.69$  and  $SD = 1.173$ .

*Skewness* is  $-.584$ , most of the obtained results are to the right of the arithmetic mean, among higher values; *kurtosis* is  $-.490$ , a distribution of results flatter than normal, which means that more data is obtained at the edges. The chi-square for this statement was  $\chi^2 = 161.591$ , with  $df = 4$  and significance  $p = .000 < .05$ . Such a high chi-square value confirms that the parents' answers are statistically significantly differently distributed in relation to the normal distribution curve.

We submitted the three claims that have been discussed so far to the procedure of ascertaining the connection. The obtained results are shown in table 6.

From the lower triangular matrix (table 6), we can see that the correlation for each pair of statements, two by two, is significant at the significance level of 0.01; two correlations have a positive direction, while one has a negative sign, which means that these two statements: Involvement of parents in online classes and My child can follow online classes independently are inversely proportional.

Table 6. Lower triangular correlation matrix for the statements Parent involvement in online classes (Tvr 1), I have enough time to help my child (Tvr 2) and My child is able to follow online lessons independently (Tvr 3)

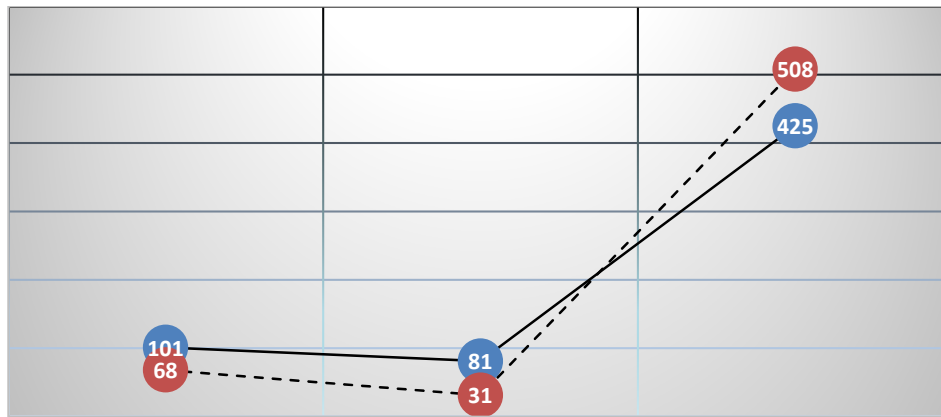
		Tvr 1	Tvr 2	Tvr 3
Tvr 1	Parent involvement in online classes	1		
	Pearson Correlation			
	Sig. (2-tailed)			
		607		
Tvr 2	I have enough time to help my child	.105**	1	
	Pearson Correlation			
	Sig. (2-tailed)	.009		
		607	607	
Tvr 3	My child is able to follow online lessons independently	-.379**	.314**	1
	Pearson Correlation			
	Sig. (2-tailed)	.000	.000	
		607	607	607

\*\* Correlation is significant at the .01 level (2-tailed).

The next two statements about which the parents expressed their opinion were: My child has adequate spatial conditions for following online classes and My child follows online classes daily. The results are shown in graph 2.

70.0% of respondents fully agree with the statement My child has adequate spatial conditions for following online classes, while 16.6% of them

disagree with the statement; undecided, i.e. those who neither agree nor disagree with the statement, were 13.3% of parents. The following descriptive statistics values were obtained:  $M = 2.53$ ,  $SD = .763$ . The resulting chi-square is very high ( $\chi^2 = 368.554$ ,  $df = 2$ ,  $p = .000 < .05$ ), which means that parents' responses are distributed significantly differently.



Graph 2. My child has adequate spatial conditions for following online classes (solid line) and My child follows online classes daily (dashed line).

From graph 2, it can be seen that 83.7% of parents fully agree with the statement My child follows online classes every day; those who could not give an assessment were 5.1%.

The statistical values for this statement were: arithmetic mean  $M = 2.72$  with standard deviation  $SD = .651$ .

As the chi-square test value obtained is very high,  $\chi^2 = 696.043$ , with 2 degrees of freedom and significance  $p = .000 < .05$ , it follows that the answers of the parents are statistically significantly differently distributed in relation to the normal distribution curve.

Table 7. Lower triangular correlation matrix for the statements We have all the necessary technical conditions for online classes (Tvr 4), My child has adequate spatial conditions for following online classes (Tvr 5) and My child follows online classes daily (Tvr 6)

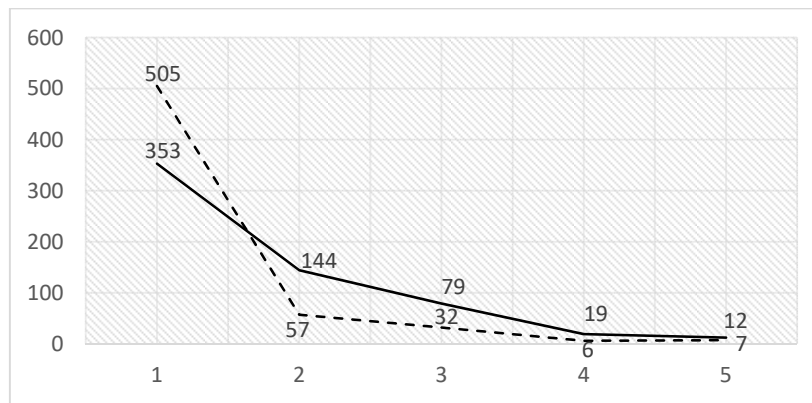
		Tvr 4	Tvr 5	Tvr 6
Tvr 4	We have all the necessary technical conditions for online classes	1		
	Pearson Correlation			
Tvr 5	My child has adequate spatial conditions for following online classes	.361**	1	
	Pearson Correlation			
Tvr 6	My child follows online classes daily	.177**	.286**	1
	Pearson Correlation			
		Sig. (2-tailed)		
		N		
		607	607	607

\*\* Correlation is significant at the .01 level (2-tailed).

For claims We have all the necessary technical prerequisites for online classes (Tvr 4), My child has adequate spatial conditions for following online classes (Tvr 5) and My child follows online classes every day (Tvr 6) we calculated the correlation coefficients and they are shown in table 7. We can notice that all three coefficients are positive and statistically significant at the significance level of

1%, with significance  $p = .000$  (for all three coefficients).

Parents were also given the following two statements: I write homework for my child and I write tests for my child. The results are shown in graph 3.



Graph 3. I write homework for the child (solid line) and I write knowledge tests for the child (dashed line) Description: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = constantly

The graph shows that 353 or 58.2% of parents never write homework for their children, that is, 505 of them (83.2%) never write tests. 79 (13.0%) parents sometimes write homework, while 32 of them or 5.3% sometimes write tests. Only 12 or 2.0% of parents write homework for their child, while even

fewer 7 or 1.2% write tests. Regarding writing homework, the arithmetic mean  $M = 1.67$  and standard deviation  $SD = .953$  were obtained; regarding writing tests, the following values were obtained:  $M = 1.28$ ,  $SD = .709$ .

Table 8. Chi-square values for the statements I write homework for a child and I write the tests for my child

	I write homework for a child	I write the tests for my child
Chi-Square	645.809 <sup>a</sup>	1529.598 <sup>a</sup>
df	4	4
Asymp. Sig.	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 121.4.

Table 8 shows the values of the chi-square test for the considered statements. It can be noticed that the chi-square value for both statements I write homework for my child and I write the tests for my child is very high. It means that the answers of the parents, according to both claims, are statistically significantly different from the Gaussian curve of the normal distribution.

We calculated correlation coefficients for the statements I write homework for my child (Tvr 7), I write tests for my child (Tvr 8) and the statement Involvement of respondents in online classes. The obtained results are shown in table 9. It can be seen that all three values of the correlation coefficients are of positive direction, therefore, proportional, and all of them are statistically significant at the 1% level.

Table 9. Lower triangular matrix of correlation coefficient values for statements Tvr 7 and Tvr 8 and the statement Involvement of parents in online classes

Aims		Involvement of respondents in online classes	Tvrd 7	Tvrd 8
Involvement of parents in online classes	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	607		
Tvr 7 I am writing the child's homework	Pearson Correlation	.241**	1	
	Sig. (2-tailed)	.000		
	N	607	607	
Tvr 8 I write exams for the child	Pearson Correlation	.124**	.574**	1
	Sig. (2-tailed)	.002	.000	
	N	607	607	607

\*\* Correlation is significant at the 0.01 level (2-tailed).

The last two items that were offered to parents for comment read: My child now spends too much time in front of the screen (Tvr 9) and It would be

better for the children to return to school desks, i.e. to "normal" classes (Tvr 10). The obtained results are shown in table 10.

Table 10. Results related to the statements My child now spends too much time in front of the screen (Tvr 9) and It would be better for the children to return to school desks, i.e. to "normal" classes (Tvr 10)

Aims	I don't agree at all	I disagree	I can not decide	I agree	I completely agree
Tvr 9 My child now spends too much time in front of the screen	22 (3.6%)	18 (3.0%)	69 (11.4%)	71 (11.7%)	427 (70.3%)
Tvr 10 It would be better for the children to return to school desks, i.e. to "normal" classes	35 (5.8%)	12 (2.0%)	47 (7.7%)	28 (4.6%)	485 (79.9%)

Table 10 shows that the vast majority of parents agree or completely agree with the statements. 82.0% of parents agree or completely agree with the statement Tvr 9, while 84.5% agree or completely agree with the statement Tvr 10.

Statistical processing of the obtained data has given the following results:

- for Tvr 9:  $M = 4.42$ ,  $SD = 1.042$

- for Tvr 10:  $M = 4.51$ ,  $SD = 1.103$

Already from these values it can be concluded that the obtained parents' answers are statistically significantly differently distributed with regard to the Gaussian curve of the normal distribution. This, among other things, is confirmed by the values of the chi-square test, which are shown in table 11.

Table 11. Chi-square values for the statements My child now spends too much time in front of the screen (Tvr 9) and It would be better for the children to return to school desks, i.e. to "normal" classes (Tvr 10).

	Tvr 9	Tvr 10
Chi-Square	982.283 <sup>a</sup>	1366.534 <sup>a</sup>
df	4	4
Asymp. Sig.	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 121.4.

Whether the answers of the parents are statistically significantly different regarding statements Tvr 9 and Tvr 10, i.e. whether there is a statistically significant difference in the arithmetic

means obtained according to the stated statements, we examined using the *t*-test. The obtained results are presented in table 12.

Table 12. Application of the *t*-test to the data from statements Tvr 9 and Tvr 10

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Tvr 9 – Tvr 10	-.087	1.193	.048	-.182	.008	-1.803	606	.072



In table 12, in the last column with the header Sig. (2-tailed), we have the value  $p = .072 > .05$ ; means that there is no statistically significant difference in the parents' answers regarding statements Tvr 9 and Tvr 10.

The  $t$ -value is  $t = -1.803$ , with 606 degrees of freedom. At the same time, the average difference of the arithmetic means is  $-.087$ , and the 95 percent confidence interval extends from the lower  $-.182$  to the upper  $.008$ .

## 5. Discussion and conclusion

In this research, we were interested in the attitudes and opinions of parents whose children attended elementary school and followed online classes. The research concluded that 66.2% of parents are involved or fully involved in their children's online education. We believe that the involvement of parents depends on several factors, how much their children need help, whether the parents are employed or not, whether the parents work from home, on the parents' knowledge of technology.... When assessing whether they have enough time to help their children, the results are quite divided, but we believe that it depends on the employment of the parents. Čondić & Šparavac [14] conclude in their work that "family and work are two key aspects of a person's life that largely depend on each other. Those two domains may be in conflict with their requirements, in which meeting the requirements of one domain prevents meeting the requirements of the other." That is why the question arises whether children can independently follow online classes. When analysing the data, we noticed that it does not depend on which class the child attends. The results obtained in this question show that 15.3% of parents believe that their child cannot fully or cannot follow online classes independently. The majority of parents who believe that their child cannot or cannot follow online classes completely independently, when asked if they are involved in their child's online classes, answered that they are or that they are fully involved. Only a few parents who believe that their child cannot follow the lessons independently answered that they are not involved in their child's online lessons.

We were interested in the technical prerequisites for monitoring online classes and the spatial conditions. 83.7% of parents agree that they have or fully have all the necessary technical prerequisites for online classes. Regarding spatial conditions, 16.6% declare that they do not have adequate spatial conditions. We believe that those who cannot assess, cannot do so because they are employed or because their children are students of higher grades, and they

do not pay attention how much the children follow lessons. Whether parents write homework or exams for their children, we believe that it depends on whether the children have certain difficulties for which they need help, or whether it is the personality of the parents who think they are doing well for their children in order to get the best possible grades. However, a minority of parents answered that they write or constantly write their children's homework (2%) and exams (1.25%).

In the 2020/2021 school year, Matic & Stančić [15] conducted research on a sample of 213 students, where 46.45% of the students stated that they did not like the fact that they only communicate via computer and mobile phone in distance learning. 60.19% of students said that they didn't like not being surrounded by their friends and not in class (45.97%).

The majority of parents (82%) agree or even completely agree with the statement that their children now spend too much time in front of the screen. We believe that this is the result of the fact that today's children generally spend more and more time in front of screens, and now in the era of online classes, these hours are increasing. Parents have to provide computers or tablets so that their children can follow lessons, and if the parent is working, he has no control over how much time the children actually spend in front of the screen. Godwin [16] discusses how parents struggled with the challenges of limiting children's screen time. They were worried because at a very young age they are constantly looking at screens. All the things that parents had told their children trying to reduce the time they spend with their devices "were gone with the wind" with online classes, because suddenly everything was happening online due to the Covid-19 pandemic, including education. That is why it is not surprising that the information we received in our research shows that 85.5% of parents agree or completely agree with the statement that it would be better for children to return to school.

Covid-19, which characterized the years 2020 and 2021, forced the majority of educational institutions in the Republic of Croatia to switch to an online form of work. The same was decided in most countries around the world. Online classes were a complete novelty for most. Online teaching does not only have negative connotations, it is good when it comes to the distance of the people attending the classes and the availability of materials necessary for realization and learning, because everything is on the Internet. It is not so suitable for children-students because in the "new normal", children are mostly on their own.

In addition to work, parents do not have enough time to devote themselves to the needs of children, the motivation to learn decreases and children lose contact with other children. Lack of communication and contact with peers lead to possible problems later in the socialization of children. The year 2022 brought us all back to the school desks again, i.e. classrooms, schools, and the children returned to their duties, socializing and small mischief just as it should be.

## References

- [1]. Car, S. (2020). 'Koronaškola': Što možemo naučiti iz koncepta homeschoolinga?, Strugar, V., Kolak, A. & Markić, I. (ur.) *Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19*. Zagreb: HAZU, HPD, Element, 26-46.
- [2]. Prodanović, M. & Gavranović, V. (2021). Razvijanje jezičkih vještina u onlajn nastavnom okruženju nastalom usled širenja virusa Kovid-19 – dometi i ograničenja. *Komunikacija i kultura online*, 2021(12), 214-229.
- [3]. Kadum, S., Ruzic-Baf, M., & Farkas, A. (2021). Online teaching and evaluation in primary education. In *EDULEARN21 Proceedings*, 10500-10506. IATED.
- [4]. Statista (2021). Share of households with internet access in croatia from 2007 to 2018. Retrieved from: <https://www.statista.com/statistics/377714/household-internet-access-in-croatia/> [accessed: 10 September 2022].
- [5]. Jump, J. (2021). *50 strategija za vašu online učionicu*. Zagreb: Naklada Kосinј.
- [6]. Škutor, M. (2014). Partnerstvo škole i obitelji – temelј dječјeg uspjeha. *Napredak*, 154 (3), 209-222.
- [7]. Zakon-HR. (2018). Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi. Retrieved from: <https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%A1koli> [accessed: 18 September 2022].
- [8]. Zrilić, S. (2010). Kvaliteta komunikacije i socijalni odnosi u razredu. *Pedagogijska istraživanja*, 7(2), 231-242.
- [9]. Rosić, V. & Zloković, J. (2003). Modeli suradnje obitelji i škole. Đakovo: Tempo d.o.o. Retrieved from: <https://www.researchgate.net/publication/339076670> [accessed: 25 September 2022].
- [10]. Relja, J. (2021). Preduvjeti suradnje roditelja i škole. *Bjelovarski učitelj*, 26 (1-3), 46-62.
- [11]. Belec, P., Hohnjec, K., Jelačić, I. & Pipal, E. (2021). Kako se roditelji mogu uključiti u obrazovanje svog djeteta tijekom nastave na daljinu? Kako učiteljima, učenicima i roditeljima olakšati snalaženje u okruženju nastave na daljinu? Balaž, B. (ur.) *Priručnik za stručne suradnike osnovnih i srednjih škola*. Zagreb: Hrvatsko katoličko sveučilište, 103-115.
- [12]. Kolak, A. (2006). Suradnja roditelja i škole. *Pedagogijska istraživanja*, 3 (2), 123-138.
- [13]. Ivanković, I. & Igić, I. (2021). Stavovi roditelja osnovnoškolskih učenika grada Zagreba o uporabi IKT u nastavi na daljinu tijekom pandemije bolesti COVID-19. *Metodički ogledi*, 28 (1), 39-62. <https://doi.org/10.21464/mo.28.1.5>
- [14]. Čondić, D. & Šparavac, S. (2021). Organizacija je pola posla! Kako roditelji mogu uskladiti radne i obiteljske obaveze tijekom nastave na daljinu?. Kako učiteljima, učenicima i roditeljima olakšati snalaženje u okruženju nastave na daljinu? Barbara Balaž (ur.) *Priručnik za stručne suradnike osnovnih i srednjih škola*. Zagreb: Hrvatsko katoličko sveučilište, 94-102.
- [15]. Matic, I. & Stančić, D. (2021). Što smo naučili u/o nastavi na daljinu?. *Sociologija i prostor*, 59 (3 (222)), 413-435. <https://doi.org/10.5673/sip.59.3.4>
- [16]. Godwin, J.C. (2020). Future of Education Post Pandemic COVID-19: Online VS Classroom Learning – Redefining Education. *The Researchers*, 6(2), 23-30.