When the Parent becomes the Teacher - Attitudes on Distance Learning in the Time of *Corona-Teaching* from Parents' Perspective

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Abstract
This research paper's focus is to portray and analyse different ways of how participants of the educational system in the Republic of Croatia have reacted to the pandemic caused by the virus SARS-CoV-2. Pupils' right to education, as one of their basic rights, was enabled by the Government of the Republic of Croatia's decision to organise distance learning. The part of the system which encountered most challenges during transitioning to online education was in classes first to fourth due to the pupils, because of chronological age and digital and computer literacy level, requiring parents' assistance in order to successfully accomplish educational outcomes. The involvement of parents, who because of child's impossibility to independently carry out duties, have taken on a role of a substitute teacher overnight which consequentially resulted in their overload. The key element in distance learning is independence of pupils which is questionable in the chosen segment of the educational system. In addition to independence of pupils, this paper distinguishes two other important factors: pupils' spatial-material-technical learning conditions necessary to undertake distance learning and cooperative relationship between parents (as substitute teachers) and "real" teachers which takes on a new dimension in the newly emerged situation. The empirical research's goal was an inquiry into parents' attitudes and experiences in three categories (independence of pupils, spatial-material-technical conditions and teachers' requirements). Research results show the existence of difference in parents' attitudes considering their structural characteristics (age, sex, educational status). Furthermore, research participants show mostly positive feedback information in relation to general attributes of distance learning, and results confirm the existence of differences in attitudes in questioned categories. Based on research results we can conclude that distance learning asks of parents, whose children are pupils of classes first to fourth, for a new level of investment for which they require pedagogical support and guidance.
Keywords: distance learning, parent, pupil, *corona-teaching*

Introductory observations

Thinking of all that the year 2020 will bring, surely no parent thought about schooling their child at home. However, the coronavirus pandemic changed the usual way of life and caused changes in economical, political, educational, social and domestic systems around the world. In the Republic of Croatia, Government of the RC promptly reacted in all spheres of its citizens' lives, including the field of education. Distance learning replaced contact-schooling on all educational levels by Republic of Croatia Ministry of science and education's decision placed on Friday 13th March 2020 (*Decision on the suspension of performing teaching in higher education institutions, secondary and primary schools, and regular work of institutions for preschool education; and establishment of distance learning,* [1]). Until then, this form of education was defined in *The act on education in primary and secondary schools* [2], applied only to pupils who due to chronic illnesses or major motor impairment cannot attend school. In their case, teaching can be implemented in the form of distance learning using means of electronic communication. The transition on schooling from home caused parents' a certain level of confusion and wrong interpretation of online schooling. Many of them started using the term 'home schooling' although it refers to schooling children at home by parents who have undertaken previous education and preparation. Namely, parents' involvement (in the extent of assistants and substitute teachers) in their children's online learning process is in fact schooling from home, not at home according to Car [3], and there are few significant indicators of

differentiation of the two terms to which the author unambiguously indicates. Contemporary understanding of the term 'home schooling' appears around the mid-60s of the last century according to Dadić as cited in Sever [4]. According to Ray as cited in Sever [4] most common reasons for home schooling are individuated programme or adjustment of content and environment for each pupil, in average the child achieving higher academic achievements than they would at school, reduced possibility of bullying amongst peers, and similar. Furthermore, better family relations stand out with generally safer environment for transfer of certain values, beliefs and worldviews onto children and youth. In Croatia, schooling from home, as previously mentioned, is defined as following classes at home for pupils who require it, that is, as one of temporary forms of education which is prescribed by the *Policy of primary and secondary school education of pupils with disabilities* [5]. However, there exists a possibility that this extraordinary situation triggers activism and activity with different participants and parties of different levels of the educational system, which would be based on lived out experiences of the pandemic and on research results of the field of schooling from home, to legalise this form of education in the Republic of Croatia.

Coronavirus pandemic has placed all pupils, along with their parents, in the comfortable setting of their home and made apparent the advantages and shortcomings of this form of education. The advantages and shortcomings are evident in all levels and in all directions. We distinguish three key elements for the named form of schooling at distance and our research problem. The first element is independence of pupils. One acknowledged definition describes independence of pupils as the ability to plan studying, oversee learning progress and value learning outcomes (Benson [6]). Pupils with no previous experience of distance learning had to, in a very short time, get used to schooling in such form, as opposed the usual going to school. Distance learning demanded a higher level of discipline and independence than participation in the "classic" classroom. Generally speaking, each new situation demands a corresponding set of competencies. Vrkić Dimić [7], as cited in OECD defines 'competencies' as a complex construct of different skills in four basic areas: cognitive competency (the use of theory and informal knowledge developed through practice), functional competency (ability within a specific area), personal competency (ability to choose appropriate behaviour depending on the individual's situation), ethic competency (ability to morally act and choose based on developed personal and professional skills). Personal competency is of special importance, with the emphasis on the pupil's ability to adapt to distance learning which primarily mirrors in the independence of the pupil. Independent, autonomous pupil has the ability to take on the responsibility for their education. It's the independence in learning that is one of the key goals in education, as today's job market continuously seeks for new skillsets. However, this ability develops particularly in higher education levels, which is why expectations of pupils of younger age need to be adjusted (Sam, [8]).

Spatial-material-technical conditions of the family i.e. household the pupil lives in also contribute to the development of the independence of the pupil. Unless the necessary conditions for pupils' participation in schooling are ensured in the household of the pupil, it creates an unequal divide in educational opportunities. The field of education is directed towards providing equal opportunities and preventing the development of privileged individuals or groups in the process of acquiring competencies. Appropriate conditions for online schooling have most surely not been available in all households, therefore we can conclude that in the suddenly caused pandemic situation not all pupils were provided with equal opportunities to accomplish planned educational outcomes.

Appropriate, active methods of teaching pupils, which is one of the essentials of modern education, can only be accomplished in spatial-material-technically organised and pedagogically formed environment in which the education process takes place (Čale, [9]). Unfortunately, the situation in which the pupils found themselves in "overnight" doesn't imply every household being equipped with special "equipment". In addition, neither all teachers didn't have or don't have the necessary level of digital competency, which causes an additional problem in the distance learning process. This led to recorded cases of teachers developing tasks whilst not considering the technological and computer abilities of pupils. Furthermore, some pupils participated in online learning via computer, tablet or laptop, while others followed the classes over smartphones, which is certainly not an appropriate way. The pandemic situation demanded instant decisions which were unable to be thoroughly thought through, and the lack of the same was only apparent as time passed.

As the third key element in this paper we distinguish the cooperation between the parent and the teacher as one of the most important aspects of distance learning. According to Eurostat's research from 2019, Croatia is one of the leading European Union countries in digital competencies amongst youth (16 - 24 years) according to (Eurostat, [10]). However, our research focus was on a younger population (classes first to fourth) where it's difficult to expect a pupil to independently performs all tasks. Since the teacher cannot fully customize teaching, the parent becomes a substitute teacher partially taking over their functions, thought which this cooperation takes on a new dimension. The partnership between the school and the family is for the purpose of securing positive educational and social development outcomes for children (Ellis & Hughes [11]. The cooperation used to be a choice of the

parent, whilst in the newly emerged situation it became a necessity. The passive role of the parent in relation to the school is grounded in the belief that it is primarily the school that is responsible for child's educational outcomes and that parents only need to act upon school's request (Hoover-Dempsey & Sandler [12]). However, different research show that coordination between the parent and the teacher has a positive impact on the social and emotional development of children (Zins et al. [13]). Parents have never yet been obliged to take on such a role in education, whereas now they communicate with teachers daily in assisting their children to comprehend learning materials. Communication and appropriate responsibility distribution between the family and the school is utmost important in the family - school partnership. It is of great importance that schools seek parents' help in solving potential problems relating to their children and are familiarised with parents' expectations (Škutor [14]). Related research indicate that parents' and teachers' fears are sometimes mirrored and sometimes complementary, and can be narrowed down to a few complementary cores: self-identity, educational power, educational project, sense of responsibility and/or guilt, and principles and values (Kolak [15]). Bearing this in mind, we approached this research that aims to discover experiences of undertaking distance learning from the perspective of parents of pupils of classes first to fourth.

Empirical research methodology

The research aim was an inquiry into distance learning experiences from the parents' perspective. Specific variables of distance learning examined in this research are:

- independence of pupils
- competencies of teachers
- spatial-material-technical conditions and communicational prerequisites in the family home

The first part of the research focuses on general attributes of distance learning in the named areas, while the second part focuses on determining differences in parents' attitudes considering age, sex and educational status.

First research question aims to determine participants' attitudes direction and is set in a form of a hypothesis.

H1.1. Parents' attitudes on distance learning in the times of COVID-19 pandemic related to independence of pupils are mostly of positive direction.

H1.2. Parents' attitudes on distance learning in the times of COVID-19 pandemic related to virtual teacher's requirements are mostly of positive direction.

H1.3. Parents' attitudes on distance learning in the times of COVID-19 pandemic related to spatial-material-technical conditions are mostly of positive direction.

Second research question aims to determine differences in parent's attitudes considering different parent's attributes and it is structured through three subhypothesis.

H2.1. Parents' attitudes differ considering parents' sex.

H2.2. Parents' attitudes differ considering parents' age.

H2.3. Parents' attitudes differ considering parents' educational status.

The contingent variable consists of parents' attitudes regarding distance learning grouped in three categories (independence of pupils, teacher requirements and spatial-material-technical working conditions), whilst the independent variable consists of individual research participants' attributes: sex, age and educational status.

The research methodology is quantitative and the instrument is a questionnaire. This instrument showed most suitable as the data source were research participants (parents) as individuals and their personal statement on beliefs, attitudes and behaviour (Pikić [16]). An online data gathering was the most optimal solution in the newly emerged situation, also chosen for its practicality and possibility to question a larger sample in a relatively short period through different regions of the Republic of Croatia.

Research sample and sample's structural attributes

The research was conducted over 10,545 participants from the Republic of Croatia, and during sample collection an unintentional convenient sample was used, based on the availability of parents. It was conducted via an online questionnaire, which was for the purpose of this research created in Google Docs Forms.

Research participants are parents of pupils of classes first to fourth who received the questionnaire through professional associates pedagogists and class teachers - teachers of classes first to fourth, through the virtual classroom.

Table 1: Sample's structural attributes

Sex	N	%	Parents' educational status	N	%
Female	9287	88,1	Primary school	774	7,3

Male	1258	11,9	Secondary school	5543	52,6
Total	10545	100,0	BA	1311	12,4
Age	**N**	**%**	MA	1975	18,7
< 30	777	7,4	MA/MR.	747	7,1
31-40	6246	59,2	MSc	116	1,1
41-50	3346	31,7	DSc/PhD/EdD	79	,7
51 >	176	1,7	Total	10545	100,0
Total	10545	100,0			

Even the quantitative data from *Table 1* and research sample of 10545 participants already points to the conclusion of the importance of the research subject to parents, which is demonstrated by their willingness to participate in sharing experiences related to the newly emerged situation. The uneven ratio of mothers (88%) and fathers (12%) contingently indicate a bigger involvement of mothers in child's distance education. Although today fathers more commonly take on bigger roles in children's upbringing (alongside the role of providing for the family) generally spending more time with them than in the past (Lamb & Tamis-Lemonda [17]), this research confirms higher percentage of mothers involved in children's upbringing. Pavao Brajša [18] had already in 1995. in his book "*Fathers, where are you*?" polemicized on the problem of the lack of presence of fathers in upbringing, and this research shows that distance learning is not an exception either.

Majority of parents, 59,2% of them, belong to the age group between 31 and 40 years old. Following represented age group is between 41 and 50 years old and consists of 31,7% of the tested sample. There are significantly fewer parents younger than 30 represented by 7,4%, and least represented are parents older than 51 (1,7%). It shows that individuals more regularly postpone taking on the role of the parent to a more mature age, which is in correspondence with other research (Kušević [19]). Regarding educational level, a relatively small number, 7.3% of participants, have finished primary school; the majority (52.6%) of them completed secondary school; 18,7% are undergraduates; while 12,4% are graduates. There are 7,1% with MA/MR level, 1,1% of Master of Science (MSc), and least represented with post-graduate level (DSc/PhD/EdD) with 0,7%.

Data processing methods

Gathered data acquired through this research was analysed by the corresponding quantitative analysis procedures and processed with the Statistical Package for Social Sciences (SPSS). The results and basic features of the sample and distance learning are presented by descriptive statistics parameters (arithmetic mean and standard deviation), while T-test and Welch analysis of variance (ANOVA) were conducted in identifying differences related to participants' structural features, along with Post Hoc Games-Howell test depending on the independent variable type.

Research results and interpretation

Answering the first research question, based on research participants' experience and their feedback information, the goal was to obtain insight into their attitudes on distance learning.

Parents' attitudes direction

Research participants' experiences are divided into three categories: independence of pupils, teacher requirements, and spatial, technical and communicational prerequisites.

Table 2: Descriptive indicators of parents' attitudes on distance learning

PUPILS' INDEPENDANCE (Min= 1/no, Max= 2/yes)	M	SD
My child knows how to turn on a computer/laptop and join the virtual classroom.	1,74	,44
My child knows how to find learning e-materials.	1,63	,48
My child independently uses e-tools for communication with other pupils.	1,48	,50
My child independently uses e-tools to find content that additionally explains what they did in the virtual classroom.	1,46	,50

TEACHERS' REQUIREMENTS (Min=1, Max=5)	M	SD
My child is enabled interaction with the teacher when they find something unclear.	4,24	1,20
Teacher's feedback information is regular and prompt.	4,63	,82
Teacher's feedback information is motivating to the pupil.	4,50	,91
Teacher customizes tasks to the individual capabilities of my child.	3,70	1,41
Teacher implements activities that encourage communication amongst pupils.	3,42	1,47
SPATIAL-TECHNICAL AND COMMUNICATIONAL PREREQUISITES (Min=1, Max=5)	M	SD
Teacher's requirements from my child don't require parent engagement.	2,78	1,26
I often find teacher's instructions unclear.	1,98	1,37
We do not have adequate spatial working conditions.	1,98	1,31
We do not have adequate technical working conditions (computer, TV, internet).	1,75	1,25

Based on descriptive parameters (Table 2) of parents' attitudes on the independence of pupils we can conclude that parents mostly consider their children to be independent. They rate their children most independent in their capacity to turn on the computer and join the virtual classroom on their own (M 1,74) while rating independent use of e-tools for additional clarification od learning material as the area that the children are least independent in (M 1,46). Thus, the first hypothesis (H1.1) "Parents' attitudes on distance learning in the times of COVID-19 pandemic related to independence of pupils are mostly of positive direction" is accepted.

Parents generally have a positive attitude about the requirements of the virtual teacher, where they've rated regularity and promptness of feedback as most positive (M 4,63) while being least satisfied with the implementation of activities that should encourage communication amongst pupils (M 3,42). Therefore, the second hypothesis (H1.2) "Parents' attitudes on distance learning in the times of COVID-19 pandemic related to virtual teacher's requirements are mostly of positive direction" is also accepted.

Parents are also satisfied with the spatial-technical and communicational prerequisites aspect of distance learning, with highest evaluation on adequate technical working conditions (M 4,25). In this aspect, they are significantly less satisfied with teacher requirements which don't require their engagement (M 3,22) but it's still not a general satisfaction. Third hypothesis (H1.3) "Parents' attitudes on distance learning in the times of COVID-19 pandemic related to spatial-material-technical conditions are mostly of positive direction" is also accepted due to research participants indicating more positive than negative direction.

Summing up the interpretation of answering the first research question, we can conclude that parents' attitudes are positive in all aspects of spatial-technical and communicational prerequisites.

Differences in parent's attitudes considering different parent's attributes

As an answer to the second research question in the empirical section of the paper, differences are determined in parents' attitudes considering different parent attributes. When enquiring into differences in attitudes considering the sample's structural attributes, firstly conducted were global analyses on composite variables: independence of pupils, competencies of teachers, and spatial-technical-material and communicational prerequisites. Afterwards, T-tests were conducted on the sex variable and Welch analysis of variance with Post Hoc tests for each composite variable, while more detailed differences were specified with same tests through individual features grouped by inquired aspects of distance learning.

Table 3: Basic descriptive parameters and differences considering participant's sex

		Basic descriptive parameters		**Levene Test equality of variance**		**t-test**	
		M	**N**	**F**	**Stat. significance**	**t**	**p**
Independence of pupils (Min=1, Max=2)	F	1,58	9287	1,122	,290	-,956	,339
	M	1,59	1258			-,949	,343
Competencies of teachers (Min=1, Max=5)	F	4,13	9287	38,652	,000	8,789	,000
	M	3,89	1258			8,072	,000***
Spatial-technical and communicational prerequisites (Min=1, Max=5)	F	1,95	9287	5,978	,015	-9,090	,000
	M	2,18	1258			-8,827	,000***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

According to t-test results in Table 3, it is established that fathers evaluate independence of pupils in distance learning equally as mothers. On the other hand, mothers estimate teachers' competencies significantly higher than fathers ($p < 0.001$), who then evaluate spatial-technical and communicational prerequisites of distance learning significantly lower than mothers ($p < 0.001$).

Even though a high evaluation of teachers' work is established in both sexes, mothers evaluate adjustment to work and organisation of distance learning and quality of teachers' feedback significantly higher ($p < 0.001$). Research results indicate that teachers' directions are more often unclear to fathers than to mothers ($p < 0.001$) and that fathers evaluate their spatial and technical working conditions significantly lower than mothers ($p < 0.001$). The first hypothesis (H2.1.) is accepted as it indicates differences in parents' attitudes considering parent's sex.

The second hypothesis in the second research question is aimed at determining differences considering the age of the parent. Table 4 shows basic descriptive parameters grouped by participants' age and differences established through Welch analysis of variance (ANOVA).

Table 4: Basic descriptive parameters and Welch analysis of variance considering the age of the participant

		N	M	Stand. deviation	Welch F	p
Independence of pupils (Min=1, Max=2)	< 30	777	1,53	,41	13,73***	0,000
	31-40	6246	1,57	,39		
	41-50	3346	1,61	,39		
	51 >	176	1,66	,39		
	Total	10545	1,58	,39		
Competencies of teachers (Min=1, Max=5)	< 30	777	4,31	,84	31,68***	0,000
	31-40	6246	4,13	,85		
	41-50	3346	4,00	,88		
	51 >	176	3,99	,97		
	Total	10545	4,09	,86		
Spatial-technical and communicational prerequisites (Min=1, Max=5)	< 30	777	2,01	,83	2,72*	0,04
	31-40	6246	1,98	,83		
	41-50	3346	1,97	,82		
	51 >	176	2,16	,96		
	Total	10545	1,98	,83		

$p < 0.001$, ** $p < 0.01$, * $p < 0.05$

Variance analysis confirms differences in all composite variables, so therefore Games-Howell Post Hoc test was undertaken to establish differences between each parent category. This established that younger parents (up to 30 and 31-40) evaluate their children's ICT competencies significantly lower than older parents (41-50 and 51+). Parents up to the age of 30 evaluate their children's ICT competencies significantly lower than the group 31-40.

Younger parents (up to 30) evaluate competencies of teachers significantly higher than other groups. A trend is noted where the higher the age of the participant, the lower the satisfaction of teacher's work, with equal evaluations found amongst groups 41-50 and 50+. At the same time, younger parents (up to 30) consider teachers' interaction with the children of more quality than other age groups, even though they encounter problems in interpreting teachers' instruction more often than older parents (31-40 and 41-50). Accordingly, they evaluate that teachers create more customized teaching according to pupils' capabilities and they motivate the pupils to work.

Category of evaluating the spatial-technical and communicational teaching prerequisites is the only which determines differences between parents aged 41-50 and 51+, where 51+ evaluate their capabilities significantly lower ($p < 0.05$). This primarily relates to adequate technical work environment of the TV, computer and internet. Based on the results insight, the second hypothesis (H2.2.) is accepted which shows differences in parents' attitudes considering their age.

During determining differences relating to the third proposed hypothesis considering research participants' educational status, Welch one-way analysis of variance (ANOVA) was conducted and is shown in Table 5 as basic descriptive parameters on composite variables.

Table 5: Basic descriptive parameters and Welch analysis of variance considering participant's educational status

		N	M	Stand. deviation	Welch F	p
Independence of pupils (Min=1, Max=2)	Primary S.	774	1,63	,38	18,59***	0,000
	Secondary S.	5543	1,61	,39		
	BA	1311	1,54	,39		
	MA	1975	1,52	,40		
	MA/MR.	747	1,52	,39		
	MSc	116	1,59	,38		
	DSc/PhD/EdD	79	1,53	,39		
	Total	10545	1,57	,39		
Competencies of teachers (Min=1, Max=5)	Primary S.	774	4,34	,77	73,9***	0,000
	Secondary S.	5543	4,21	,83		
	BA	1311	3,99	,85		
	MA	1975	3,91	,86		
	MA/MR.	747	3,73	,95		
	MSc	116	3,71	,91		
	DSc/PhD/EdD	79	3,68	,92		
	Total	10545	4,09	,86		
Spatial-technical and communicational prerequisites (Min=1, Max=5)	Primary S.	774	2,20	,90	23,04***	0,000
	Secondary S.	5543	2,02	,85		
	BA	1311	1,98	,81		
	MA	1975	1,84	,75		
	MA/MR.	747	1,87	,76		
	MSc	116	1,94	,80		
	DSc/PhD/EdD	79	1,78	,72		
	Total	10545	1,98	,83		

****** p < 0.001, ** p < 0.01, * p < 0.05***

Variance analysis determines differences in all composite variables after which Post Hoc tests were undertaken to determine differences between each parent category. On the independence of pupils variable, Games-Howell test determines differences primarily between primary school and others (BA, MA, MA/MR) where it indicates that primary school graduates evaluate independence of pupils in distance learning higher ($p < 0.001$). Secondary school graduates show similar results, also evaluating independence of pupils significantly higher (than BA, MA, MA/MR) ($p < 0.001$).

In evaluating competencies of teachers, ergo how teachers have circumstantially adapted to distance learning, significant statistical differences are determined amongst almost all groups of parents on high statistical importance levels ($p < 0.01$ and $p < 0.001$). Same differences show in an almost perfect linear trend, where parents' with higher educational level take on a more critical attitude towards the teachers' work in online learning. Those differences only do not show as significant between parents with an MA and those with higher levels of education.

As in evaluation of competencies of teachers, the same trend amongst participants is determined in evaluating spatial-technical and communicational teaching prerequisites, where parents with lower levels of education evaluate their prerequisites for distance learning lower than parents with higher levels of education.

The specific results of composite variables determine that parents graduates of primary and secondary schools evaluate that their children know how to access the virtual classroom and find study materials more frequently than other parents. Also, in all inquired aspect of independence of pupils, it's determined that parents with lower education levels (primary and secondary school) mostly give higher evaluation than other parents.

Parents graduates of primary and secondary schools more frequently have problems in understanding learning materials and interpreting teachers' tasks. However, they consider the teachers' interaction with pupils to be of more quality than other parents and are more aware of how teachers customize tasks depending on the pupil's capabilities than parents with higher educational levels.

Parents graduates of primary schools evaluate their spatial working conditions lowest, where a global difference is determined between parents of lower (primary, secondary school, BA) and higher levels of education, who are more satisfied with their working conditions. The same applies to technical conditions which are learning through means of TV, computer or the internet connection.

Based on results insight and data interpretation, the third hypothesis of this research is accepted (H2.3) which determines differences considering parents' educational status.

Discussion and final observations

As a subject of professional and scientific discussions of numerous pedagogical workers, as well as of all interested groups, positive and negative aspects of distance learning appears as a reoccurring topic. Although it was expected for technology to grow into becoming a part of the schooling process, the current pandemic has conditioned distance learning to become the only possible form of operating the educational system overnight. Tasks and goals of parenthood vary depending on social context and historical setting we find ourselves in, and with it follow changes in parent's expectations (Ljubetić [20]). At this moment, parent's expectations are higher due to parents' involvement in the education of their child no longer being a choice, but a necessity and duty.

The key element of distance learning is independence of pupils which is questionable in the chosen segment of the educational system considering the chronological age of pupils. Alongside pupils' independence in working, we distinguish two other important factors: pupils' spatial-material-technical learning conditions necessary to implement distance learning, and cooperative relationship between parents (as substitute teachers) and "real" teachers which in the newly emerged situation takes on a new dimension.

As a part of broader research this paper addresses various challenges parents were facing during the COVID-19 pandemic related to parents' attitudes and experiences of schooling their child at home. This research shows that parents are mostly satisfied with how teachers managed this format of teaching and feedback to them and their children. On the other side, some other studies (e.g. Wildemann & Hosenfeld [21], as cited in Federkeil, Heinschke, Jungmann & Klapproth, [22]) have shown that many parents experienced unstructured task transmission by teachers and a lack of teacher feedback. In secondary schools and higher classes of primary schools there are many different teaching approaches and therefore is impossible to give general statements regarding teaching quality in this circumstances.

Regarding parental relations and inclusion, mothers are more content than fathers regarding teachers' performance, as well as in the segment of spatial-material-technical conditions. In other findings (Kolak, Markić & Horvat [23]) of this research study it is shown that most parents (80%) are highly involved in teaching and learning during school lockdown, where mothers are more involved and they feel more competent then fathers at managing school tasks. Furthermore, 32% of the parents are unable to look after lessons and tasks that teachers provide, whereas 35% are exhausted, stressed, and consequently postponing their household chores. Findings of Association *Parental Together* [24] have also confirmed that 80% of mothers feel more involved then fathers at educating their children at home.

Considering the education status, a higher level of education proportionally shows a higher level of expectations from the teacher, along with the satisfaction of spatial-material-technical conditions. Evaluation of independence of pupils is inversely proportional to the educational status, where parents with lower educational status tend to define their child as more independent than parents of higher educational status. In broader context of this study it is shown that parents with lower level of education more often have problems with helping their children at various tasks and demands of distance learning [23], which is presumably related with the socioeconomic status as omnipresent variable that affects children's school achievement.

Considering participants' age, parents' aged up to 30 evaluate teacher's competencies significantly higher than other groups, and it can be noted that an increasing participants' age reduces satisfaction with teachers' performance. On contrary, regarding ICT competencies of their children (independence of pupils), younger parents (up to 40) evaluate their children's competencies significantly lower than older parents (41+), who more often have problems with modern technologies. Although teaching during COVID-19 pandemic and ongoing challenges was stressful and burdensome (Eickelmann & Drossel, [25]), teachers' perspective was not addressed in this research. Regarding the age variable it is also well known that older teachers have more issuses related to online teaching and they are also parents with needs to manage their homes and family. Stressors outside of workplace can also be significant when teachers have to use technology for which they do not feel competent enough and they can be related to socio-demographic factors or coping strategies (Federkeil, Heinschke, Jungmann & Klapproth, [22]). Therefore, UNESCO provided the list of educational applications, platforms and resources to help parents, teachers, schools

and school administrators facilitate student learning and provide social care and interaction during periods of school closure on their website.

Franklin D. Roosevelt, a president of the United States of America in a time of a great economic crisis, said: “We cannot always build a future for our youth, but we can always build our youth for the future." In this unpredictable time of the pandemic, a similar idea can be our guiding inspiration. For some of the pedagogical obstacles which emerged out of the newly emerged crisis, the subjects of the educational process will not have influence over, but a collaborative and cooperative relationship between parents and teachers will certainly be the best guide towards ensuring the best conditions for competencies development of each child. According to data acquired in this study and many recent studies (Sablić, Škugor & Klasnić [26], [21], [22], [24], [25],) on education during COVID-19 pandemic there is evident need for further research, with combination of quantitative and qualitative methodology in order to help in organising teaching in future or identical pedagogical situations, providing guidelines for educational politics development, and support for teachers, parents and pupils.

Literature

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