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THE OPINION OF PARENTS ON THE IMPACT OF DISTANCE EDUCATION DURING THE PROCESS OF THE COVID-19 PANDEMIC

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Abstract: *This research was conducted in order to find out the views of parents of 1st grade elementary school students about the distance education process during the pandemic COVID-19. The sample of the research is a group of parents of a secondary vocational school (30 parents). When determining the study group, a type of sample was used, namely a purposeful type of sample. Data were obtained through online interviews with parents who participated in the research. Data were processed through descriptive analysis. The results of the research determined that parents could not use the given applications that were used in classes, that they had problems connecting to the Internet, that they could not connect to Google Classroom and access materials for the class, that the sense of responsibility of the students decreased, and that dependence on technology and social media has increased.*

The majority of parents believe that distance learning is good, that the number of assigned tasks could have been a little higher, that communication between students and teachers was ensured, but also that Viber messages appeared late or did not reach students and parents at all. Parents also gave some suggestions for improving this process. Parents expressed their desire to continue remote work even when traditional teaching continues, but also to be involved in adequate training within the school.

Key words: *Covid-19, distance education, parents' opinion*

INTRODUCTION

When we look at world history, mankind has always struggled with disease epidemics at different times. One of them was the Covid-19 virus, which was identified in mid-December 2019 as the cause of severe respiratory syndromes. Due to this virus, which quickly affected all the countries of the world, the World Health Organization declared a global pandemic¹. This pandemic did not cause any symptoms in many people, but in many others it led to deaths, which increased people's concern for their own health.

This disease, which is rapidly spreading around the world, together with a large number of positive cases and deaths, has caused an increase in social concern². The fact is that even after two years since the beginning of the pandemic, there is no information on when it will end³, and there is still global concern in all countries⁴. Serbia is one of the countries affected by the pandemic and there are many people concerned about this issue.

In the process of the pandemic, many social sectors were affected, especially health. Education is one of the most threatened sectors after health⁵. In connection with that context, preventive measures began to be implemented in many areas such as the economy, health and education. It is especially about education that contains a wide audience⁶.

¹ www.slobodnaevropa.org - Proglašena pandemija korona virusa u svetu, 11. mart/ožujak, 2020.

² Lin, C. Y. (2020). Social Reaction Toward the 2019 Novel Coronavirus (COVID-19). *Social Health Behaviour*, 3, 1-2., Department of Rehabilitation Sciences, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University, Hung Hom, Hong Kong

³ Can, E. (2020) Coronavirüs (Covid-19) pandemisi ve pedagojik yansımaları: Türkiye’de açık ve uzaktan eğitim uygulamaları, a Kırklareli Üniversitesi Fen Edebiyat Fakültesi, Eğitim Bilimleri Bölümü, Kırklareli/Türkiye, AUAd 2020, Cilt 6, Sayı 2, 11-53 (29.4.2020)

⁴ Balta, E. (2020), Kara Vebadan Koronavirüse Küreselleşme

⁵ Telli, S. G. ve Altun, D. (2020). Coronavirüs ve çevrimiçi (online) eğitimin önlenemeyen yükselişi / The Coronavirus and the rising of online education. *Üniversite Araştırmaları Dergisi*, Durmuş Günay. 3(1), s. 25-34.

⁶ Külekçi Akyavuz, E. & Çakın, M. (2020). Covid-19 salgınının eğitime etkisi konusunda okul yöneticilerinin görüşleri. *Turkish Studies*, 15(4), 723-737

Studies have shown that schools are a key point of transmission of the Covid-19 virus⁷. Social distancing is one of the first measures adopted. In this context, schools around the world were closed, and students had to do their classes via computers and the Internet. The aim of this measure was social distancing, especially to protect children and young people who will stay at home, in order to prevent the spread of the infection. That break from direct education revealed the necessity that would ensure the continuity of education and the necessity of schooling students.

Over 1.6 billion student population in the world have dropped out of school⁸. Most countries have decided to implement distance education in accordance with their capabilities in order to achieve the continuity of students' education and prevent students from having classes interrupted⁹. The fact is that in our schools a decision was made to suspend direct education in accordance with the possibilities so that the student population does not increase the contagiousness of pandemics. This means that over 750,000 students in Serbia are affected by this situation¹⁰. From March 19, 2020, the implementation of distance education activities in primary and secondary schools began. Infrastructural works were completed quickly, and preparations for distance education were carried out via the "My School" channel¹¹. In this way, the distance education program is prepared for all grades and enables learning via the Internet and television transmission. In addition, one of the best tools for education in this process was the ZOOM infrastructure as well as the use of a live lesson system (Google Meet) used by teachers and students.

⁷ Gog, J.R, S. Ballesteros, C. Vibound, L. Simonsen. O. N. Bjornstad, J. Shaman, D. L. Chao, B.T. Grenfel (2014) Spatial Transmission of 2009 Pandemic Influenza in the US, *Plos Computational Biology*, 10(6). <https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1003635>

⁸ UNESCO. (2020a). School closures caused by Coronavirus (Covid-19). UNESCO. <https://en.unesco.org/covid19/educationresponse>, (21 april 2020).

⁹ Telli, S. G. ve Altun, D. (2020). Coronavirüs ve çevrimiçi (online) eğitimin ölenemeyen yükselişi / The Coronavirus and the rising of online education. *Üniversite Araştırmaları Dergisi, Durmuş Günay*. 3(1), s. 25-34.

¹⁰ www.stat.gov.rs Upotreba informaciono-komunikacionih tehnologija – Upotreba IKT-pojedinci, 2021

¹¹ www.mojaskola.rtsplaneta.rs

Applications that were used in the distance education process over time became an essential part of education¹². Distance education is not just one structure or one pedagogical approach¹³ but a systemic approach of interconnected parts of different learning materials and communication formats. In other words, it is a distance education process where Internet technologies are used to establish connections between students, teachers and educational materials¹⁴. In this context, distance education is the transmission of teaching activities that take place in the home environment using technological means. These classes require systematic and detailed planning.

In this study, parents' attitudes about family life during Covid-19 were examined. The study revealed the opinions of teachers and parents about distance learning activities. Attempts were also made to determine the perceptions of students of the first and fourth grades of secondary vocational school towards Covid-19.

The process of digitization and the transition to distance education during the period of the pandemic has greatly affected families. Therefore, the implementation of education from home has led to individuals and family members changing their routine life at home¹⁵. At this moment, parents and students were seen as the subject of education, and suddenly they got a new form of their existing role in the

¹² Bozkurt, A; Jung, I; Xiao, J; Vladimirschi, V; Schuwer, R; Egorov, G; Lambert, SR; Al-Freih, M; Pete, J; Olcott Jr., D; Rodes, V; Aranciaga, I; Bali, M; Alvarez Jr., AV; Roberts, J; Pazurek, A; Raffaghelli, JE; Panagiotou, N; de Coëtlogon, P; Shahadu, S; Brown, M; Asino, TI; Tumwesige, J; Ramirez Reyes, T; Barrios Ipenza, E; Ossiannilsson, E; Bond, M; Belhamel, K; Irvine, V; Sharma, RC; Adam, T; Janssen, B; Sklyarova, T; Olcott, N; Ambrosino, A; Lazou, C; Mocquet, B; Mano, M; Paskevicius, M; (2020) A global outlook to the interruption of education due to COVID-19 Pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education* , 15 (1) pp. 1-126.

¹³ O'Keefe, L., Rafferty, J., Gunder, A., ve Vignare, K. (2020). Delivering high-quality instruction online in response to COVID-19: Faculty playbook. *Every Learner AUAd 2020*, 6(3), 112-142

¹⁴ Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. *Journal of Information Technology Education: Research*, 15, 157-190

¹⁵ Başaran M. , Aksoy A. B (2020), Anne-Babaların Korona-Virüs (COVID-19) Salgını Sürecinde Aile Yaşantılarına İlişkin Görüşleri, *Journal of International Social Research*, vol.13, no.71, pp.668-678, 2020 (Peer-Reviewed Journal)

educational process, despite this, they were far away from the school environment. From this point of view, in this study it was important to determine the thinking of parents who were involved in the educational process. Since the students spent most of their time with their parents, it will be very useful to determine the views and suggestions of the parents on this matter. It is believed that the research will reveal problems that teachers have not noticed or that have escaped their attention and that solutions to these problems may be offered. This study aims to determine parents' views on distance education activities during the Covid-19 pandemic.

Main research problems:

- What are the opinions of students' parents about distance education during the Covid-19 pandemic?

Sub-problem questions:

1. What is the opinion of parents of students about the problems they face in distance education during the pandemic?
2. What is the opinion of students' parents about the effectiveness of distance education during the pandemic period for students?
3. What are the attitudes of the students' parents about the adequate communication network used in distance education during the pandemic?
4. What is the opinion of students' parents about the adequate control of homework given in distance learning during the pandemic?
5. What are the suggestions of parents of students to continue distance education more effectively during the epidemic?

1. METHOD

Information about the research design, study group, data collection tool, data analysis and reliability of the study is provided in this section.

2. RESEARCH RESULTS

This research aims to determine the attitudes of parents, but also where the students were during the pandemic, as well as their impressions of distance

education. The research used a qualitative research method on the attitudes of parents during distance education during the epidemic.

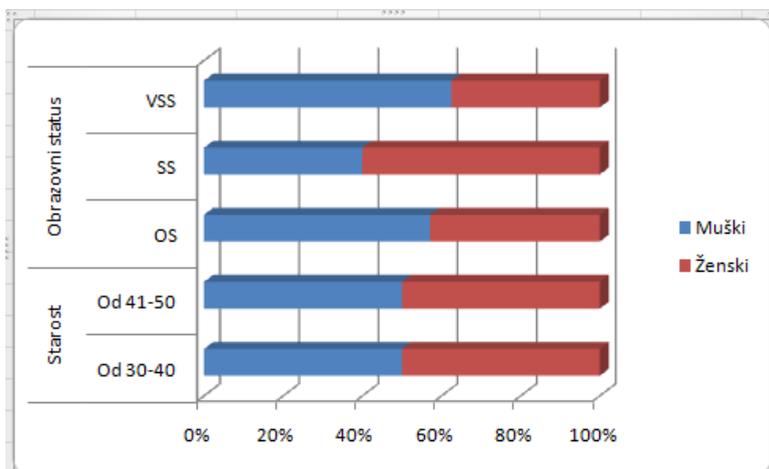
3. WORK GROUP

30 parents of the first and fourth grade of secondary vocational school in the 2020/21 school year participated in the research. The participants are parents, of whom 15 are women and 15 are men. During the selection of parents who will participate in the research, a group of parents (father or mother) who participated in distance education during the pandemic was created. In accordance with the established criteria, interviews were conducted with the mentioned parents.

Participating parents are designated as R1 (parent 1) and their data are given in Table 1.

Table 1. Data of parents of students in the study group

Gender	Age		Educational status		
	30-40	41-50	Primary school	Secondary education	higher vocational education
Men	7	8	4	6	5
Women	7	8	3	9	3



(Source: author)

4. METHOD AND TOOL FOR DATA COLLECTION

Research data were collected using the interview technique. The interview form included questions to be asked before the data collection phase. The first part of the form includes the participant's demographic data regarding gender, age and educational status. The second part contains five questions that determine attitudes about the distance education process. Questions were asked of participating parents. The questions contain views on the problems of distance education during the epidemic, the effectiveness of distance education, the adequacy of communication networks, and suggestions made by parents. The questions were adapted to the interview and the form was finalized and applied.

5. THE RESULTS

Table 2: Parents' opinions about the problems they encountered during distance learning during the pandemic

Category	Code	Frequency	Code of participants
Technical problems	Unavailability of online learning application	11	R1,R3,R4,R5,R7,R9,R10,R11,R12,R13R16
	Slow internet connection	14	R9,R10,R11,R12,R14,R16,R17R20,R21,R22,R24,R25,R27R28
	Insufficient technological equipment	7	R5,R7,R8,R9,R10,R11,R12
	Ability to attend classes occasionally	8	R5,R7,R8,R9,R10,R11,R12,R21
	Problems in the ZOOM application	8	R6,R7,R9,R12,R13R14,R17,R21
	Inability to access learning materials	5	R1,R3,R4,R5,R7
	No internet	6	R17,R20,R21,R22,R24,R25
Student problems	Students are late for class	16	R1,R2,R3,R4,R5,R6,R8,R9,R10,R11,R12,R13,R14R16,R18,R19

	Students spend too much time on the computer	25	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R21,R22,R23,R24,R25,R28
	Student addiction to social media	28	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29,R30
	Reduced awareness of student responsibility	24	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R21,R23,R24,R25,R28
	Student insomnia as a side effect of online learning	14	R9,R10,R11,R12,R14,R16,R17,R20,R21,R22,R24,R25,R27R28
	Students acquire irregular eating habits	6	R1,R20,R21,R22,R24,R25
Family problems	Economic inadequacy	3	R25,R26,R29

(Source: author)

A summary of Table 2 is as follows. The received opinions of parents are grouped into three categories, namely "Technical problems", "Student problems" and "Problems related to the family".

In the first category, "Technical problems", parents were confronted by the interview that they had the most problems with a slow internet connection (14 respondents), followed by problems with the unavailability of learning applications (11 respondents), then the inability to constantly attend classes (8 respondents), but the ZOOM application was also not in operation all the time, so they had an objection to that as well (8 respondents) that in the end, 7 respondents did not have adequate technological equipment and the inability to access learning materials (5 respondents). It also emerged as a response that those who did not have technological equipment could not even access learning materials because they could not financially support teaching and learning (these are parents of weaker material means).

In the second category "Students' problems", parents noticed that many students spend a lot of time at the computer and automatically end up late for class or don't attend it at all. With this, students' addiction to social media appears (they spent a lot of time corresponding with their friends on social networks). All of this is associated with reduced responsibility associated with learning and teaching. This adds to the consequences such as insomnia and poorer nutrition, where we get the result that the students were more engaged in social networks than they were studying, and the parents did not have much influence there.

In the third category, there were only 3 respondents who were not economically adequate.

Some parents' comments are: A parent under the code R5 said: "This is the first time we are encountering online education from home. That's why we had big problems because we are not familiar with the programs used in this process. When the teacher said he would use the ZOOM application, we had problems downloading the program and participating in class. We also had problems logging into Google Classroom because we typed the wrong password. Sometimes we had a problem attending class even though the password was entered correctly."

A parent with code R10 said: "I am a parent of three children at home who attend classes online. Sometimes it happened that everyone had classes at the same time. Then we had to divide up who will work on which phone and computer. One of them always had more problems because he had nothing to follow the lessons. So in that problem, the school came to our aid by lending us a computer to use, which we regularly returned at the end of class. Thanks to the school for coming to our aid."

Parent R27 said: "I have a daughter who prefers face-to-face education. When online classes came, she spent too much time at the computer and communicating with her friends through social networks. Of course the success was very bad. Also my son spent too much time playing games with his friends and did not attend classes because he was tired. He reacted very negatively to my insistence that he go to bed earlier and wake up on time. So I am against distance education."

Table 3. Effectiveness of distance education provided by parents during the Covid-19 pandemic

Category	Code	Frequency	Code of participants
Ineffective educational activity	Length of lessons	13	R1,R3,R4,R5,R7,R9,R10,R11,R12,R13 R16,R21,R24
	Students do not listen to lessons	24	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11, R12,R13,R14,R15,R16,R17,R18,R19,R2 1,R22,R23,R24,R25,
	The appearance of noise when listening to a lesson	6	R21,R24,R24,R25,R27,R30
	Poor understanding of math lessons	15	R1,R3,R4,R5,R7,R9,R10,R11,R12,R13, R16,R21,R24,R29,R30
	Lack of time	10	R1,R20,R21,R22,R24,R25,R26,R27,R28 ,R29
	Weak control of the lessons being covered	6	R4,R7,R9,R21,R24, ,R25,
	Poor homework performance	6	R24,R25,R26,R27,R28,R29
Effective educational activity	Effective face-to-face training	28	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11, R12,R13,R14,R15,R16,R17,R18,R19,R2 0,R21,R22,R23,R24,R25,R26,R28,R29, R30
	Efficient processing of the lesson	12	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11, R12,

(Source: author)

When we summarize table 3, we see the views of parents on the "Effectiveness of distance education during the pandemic". Opinions are divided into two categories as "unproductive educational activity" and "effective educational activity". The opinion of parents when we talk about "ineffective educational activity" where the first priority for them is that students do not listen to lessons (24 respondents), then that they poorly understand mathematical tasks (15 respondents) and end up with the fact that the lessons are long, that there is noise during the lesson, but yes and 10 parents say that the students do not attend classes, that the teachers poorly control the work (6 respondents) and that there was a weak check on the completed homework.

In the second category, parents said that there was a big failure with the introduction of online education and that it was difficult for them to follow the lessons with the students.

R23's parent said:"The class at school lasted 45 minutes, but in online classes it would be half an hour. In my opinion, the class length is short, especially when it comes to math classes. During that time, it is difficult to explain the math problem and the lesson. Children get tired quickly and cannot follow the lessons because the assignments are checked and not answered, and the professors cannot give their opinion.

Parent with code R30 said:". While the teacher is teaching, all the students are connected to their microphones and talking at the same time. It makes a lot of noise and my daughter says she doesn't understand anything the teacher is teaching. There is a lot of noise in some classes. And the teacher has difficulties to intervene in that case. Then there are problems with understanding and responding”.

Table 4. Communication of parents in distance education during the Covid-19 pandemic

Category	Code	Frequency	Code of participants
Adequate communication	Information about the educational process	27	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29
	Making test announcements	20	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R21
	Informing about homework	24	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24
Inadequate communication	Delay in notification and poor monitoring of student work	5	R21,R24,R24,R25,R27
	Feedback on the questions asked	4	R1,R2,R3,R4
	Professors do not answer questions from parents and	15	R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R26

	students		
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(Source: author)

When we look at the answers to Table 4 and the views of parents about communication networks during the pandemic, the opinions are divided into two categories as "Adequate communication network" and "Insufficient communication network". In the first category, 27 respondents said that they are adequately informed about the educational process, that they are instructed in all the homework that the student should do, but that a number of teachers give tests without prior warning. When it comes to "inadequate communication", only 4 respondents did not receive the feedback they wanted, and 15 respondents said that they did not receive any response from the teacher to the questions regarding teaching and learning materials.

Parent with code R27 said: "Messages sent by teachers to groups sometimes arrive on time, but sometimes they arrive with a delay of one day. Those who are up-to-date provide information about classes, changes made in lessons, tasks that need to be done later."

Parent with code R26 said: "The teachers' commitment to this type of teaching is very good and valuable to us. The teachers gave us a lot of information and announcements. However, the information that comes from the class teacher is delivered with a delay. This results in the student being late for assignments and then getting a worse grade."

Table 5. Includes parents' views on adequate control of homework given during distance education during the Covid-19 pandemic.

Category	Code	Frequency	Code of participants
Inadequate homework	The teacher does not check the homework regularly	10	R1,R3,R4,R5,R7,R9,R10,R11,R12,R13
	Homework does not include answers to questions	15	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R22
	There are no homework assignments that include reading analysis	5	R21,R24,R24,R25,R27
	There is no assignment of duties at the end of the homework	8	R21,R22,R23,R24,R25,R26,R28,R29,
	There is no experimental work in the assignment	9	R1,R2,R3,R4,R5,R6,R7,R8,R9
Adequate homework	Regular control of homework	20	R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29,R30
	Appropriate homework is assigned	24	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R18,R19,R21,R22,R24,R25,R27,R28,R29,R30
	Homework is assigned in video format	5	R22,R24,R25,R27,R28,

(Source: author)

In the "Inadequate homework" category, the largest number of parents stated that "homework does not have new questions and answers given", 15 parents, followed by "the teacher does not review homework regularly" (10 parents), but no less important is that there is no experimental work and that there are no homework in which the reading of the book and its analysis are assigned. In the case of "Adequate homework", 24 parents said that students were assigned appropriate homework, that teachers regularly check assignments and that only a small number of teachers give assignments in video format.

Parent with code R22 said: "Teachers give students both difficult and easy tasks for each subject. Through Google Classroom, the works are delivered to students and sent to teachers for checking. That is enough for teachers, but children spend more

time doing homework than they did when there was "normal" teaching. I can hardly help the child to do his task correctly and on time. So I think it would be better if some tasks were done as an experiment. "

Parent with code R19 says:"During the school year, the teachers gave a reading list for the whole year. Even then, my son read very poorly, and even less so now. The teachers questioned the children from the given reading, and my son and his friends were not ready. Those who studied and were diligent in school continue at the same pace in online classes. It is very difficult to get children to work and spend less time playing games."

Table 6. Suggestions for distance education activities given by parents during Covid-9

Category	Code	Frequency	Code of participants
Suggestions for distance education activities	Organize seminars for parents about online teaching	19	R10,R11,R12,R13,R14R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29
	Training of parents to use applications for online teaching	28	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14,R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29R30,
	Parent meetings on a monthly basis	18	R1,R2,R3,R4,R5,R6,R7,R8,R9R21,R22,R23,R24,R25,R26,R28,R29,R30
	Conducting motivational practice	8	R15,R16,R17,R18,R19,R20,R21,R22
	Online training classes	25	R4,R10,R11,R12,R13,R14R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29,R30
	Explanation to parents of their duties and obligations	24	R10,R11,R12,R13,R14R15,R16,R17,R18,R19,R20,R21,R22,R23,R24,R25,R26,R28,R29,R30
	Classes should last longer	14	R1,R2,R3,R4,R5,R6,R7,R8,R9,R10,R11,R12,R13,R14
	Increasing the number of mathematics lessons	6	R22,R24,R25,R27,R28,R29
	Friedns Meetings	5	R4,R8,R9,R12,R22

(Source: author)

From Table 6, we see that parents have different suggestions, and most of them (28 respondents) wanted teachers to train them in using applications for online teaching, then to be more trained in working on the Internet, to explain what they should do in order to help their children to continue learning more easily, it is also important for them that there are parent meetings where they will solve current issues. A small number said that classes should last 45 minutes (14), that mathematics classes give weaker results (6 respondents) and finally that they want to have time when they can socialize with each other (5 respondents).

Parent R26 said: "Most parents have never encountered the distance education process. It would be nice if teachers organized seminars on this topic. Children are bored at home and do not attend classes. So they would like to have some kind of motivation and encouragement. I also want to suggest holding parent meetings so that parents are informed about the work of other parents and so that children can see their friends.

Parent R 25 with password said: "I want to propose to introduce a reading lesson. My child no longer wants to sit at home but wants to hang out with his friends. The meetings in this process also bother me. That's why we want to create a group of friends that is very similar to online classes. Sometimes I feel like I can't follow my child in online classes. It would be good if parents' meetings were organized at least once a month or quarterly."

CONCLUSION

The disease that arrived from China called Covid-19 began to spread very quickly around the world. Countries began to face a large number of infected and dead. Measures were adopted in our country to protect citizens from the pandemic. In addition to the measures taken in the health sector and social areas, measures were also taken in education.

The most important but also the most difficult decision that was made was to take a break from traditional teaching and switch to the distance education process. It can be said that teachers, parents and students who are used to a direct way of education were the most affected.

By suspending face-to-face education and trying to continue education in continuity, it brought great problems to teachers, students and parents¹⁶. Students who were educated at home for the first time became bored because they could not get quality teaching from competent and equipped teachers, but they tried to overcome the shortcomings through their families through a stressful period¹⁷. That's why we can say that parents have got a big responsibility on their shoulders and that they have to control and more effectively manage the educational process for their children.

In this direction, this study determined the opinions of parents of vocational high school students about the distance education process.

The study found that parents do not have enough digital competence that they can sufficiently use in online classes. Parents stated that they were not able to use the ZOOM platform sufficiently and that they had great difficulty attending classes that used passwords and ID codes entered through ZOOM. They also had difficulties with the applications used in class. The study confirmed the conclusion that not every parent has the necessary level of digital literacy to help their child during the transition to online learning¹⁸. Now it can be seen that parents tend to use technology more and more in their lives. The literature states that parents must learn the appropriate technology¹⁹. After that, it became known that a number of students could not follow the classes due to lack of internet connection and lack of computers. Parents noticed that some homework given by teachers could not be opened or loaded due to lack of internet, and that students did not have access to materials.

When we talk about the attitudes of the parents who participated in the research, the problems they encountered during the distance education process are that there are parents who do not have a tablet or computer in their home and were

¹⁶ **Gwang-Chol Chang and Satoko Yano (2020)**, How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures 24 March 2020 (updated on: 19 May 2022)

¹⁷ OECD, (2020a). Education Responses To Covid-19: Embracing Digital Learning And Online Collaboration. (23 march 2020)

¹⁸ Anderson, J (2020). The coronavirus pandemic is reshaping education. Quartz.

¹⁹ Obiakor, T. & Adeniran A. P. (2020). Covid-19: *Impending Situation Threatens to Deepen Nigeria's Education Crisis*

not able to buy one due to technological inadequacy. In this study, the rate of technological devices in households was determined and that 91.5 households have a computer, 52.3 have a laptop²⁰. In this process, where we are trying to integrate technology into the education system, this study supports the views of parents, and says that the ratio of technological equipment and tools in households is very low. It also proves that there are great differences in the possibilities available at home in the process of distance education and that it is very sad that there are students who do not have enough financial resources and cannot attend classes at a distance because they do not have a computer. The lack of devices and a reliable internet network shows the weaknesses of the educational and social system. From the opinion of parents, we saw that there is a reduced responsibility of students for online classes compared to traditional classes and that they do not participate in every class with the same enthusiasm. Students believe that subjects such as musical art, visual arts and informatics must be practical and not theoretical subjects. Likewise, students do not notice whether their classmates are doing homework or attending classes, which leads us to think that online classes have a negative effect on their attitude towards that type of class. The teachers noticed that the students do not participate in the lessons and that they lack motivation.

In the context of this research, it was determined that there are major problems accessing the ZOOM application used by students and teachers. In addition, parents think that students spend a lot of time on tablets and computers, and that they use social media more for socializing than for the learning process. Students had to keep a social distance with their peers. It is considered that students who spend more time with their parents cannot replace group debt. The parents pointed out that the students have a problem with sleeping due to the absence of traditional education, due to the reduction of obligations to come to class.

Most of the parents who participated in the research stated that the teachers provided the necessary information about assignments, programs and communication networks. It was also stated that the teachers communicated with each other and helped each other. They stated that a high efficiency of communication was achieved in groups that included parents and teachers. Unlike

²⁰ www.stat.gov.rs- Upotreba informaciono-komunikacionih tehnologija – Upotreba IKT-pojedinci, 2021

parents who state that there was good communication, there are parents with the opposite opinion. Those dissatisfied said that they did not have the necessary information or that they were not informed in time. On the other hand, although they said that the communication was sufficient, they indicated that sometimes the information was delayed and that it created a negative feeling among the students.

The parents stated that the duration of the lessons was not enough for the students to master the material well, especially in mathematics lessons. Some students created noise in the class and this situation created a decrease in the efficiency of the class.

As part of the parents' opinion, it was discovered that some students did not attend class and listen to the lesson because their computer camera did not work. So this situation reduces the efficiency of working with students. Some parents said that traditional teaching is better, while others were of the opposite opinion. We can see through the study that parents who stated that distance education is highly productive, have the status of high school and university education. Thus, we can conclude that parents who have completed high school or university can help students to learn via computer.

According to the results of the question about homework, the parents who participated in the research stated that the homework assigned by the teachers was not enough. In that case, we can say that parents think that students spend more time in that process than in traditional education. It can be said that they are of the opinion that when students are more engaged in class, they will be graded higher. On the other hand, there are parents who stated that students are not given enough homework. Although there is variation in the adequacy of homework assignments, there is a consensus that homework assignments are not frequently checked.

The last question in the study answered the question of how distance education can be carried out more efficiently. They stated that it would be more efficient if the lessons lasted 45 minutes. And mostly for math classes. Students proposed teaching activities that would give them the feeling of being in a school environment. In addition, parents stated that it would be good to make online reading of books and reading material so that students would spend more time with the book. On the other hand, it was suggested to organize meetings with classmates who cannot socialize. They stated that this would increase efficiency if teachers did more frequent knowledge and homework tests.

Parents who are suddenly involved in distance learning should be given adequate training and the necessary technological infrastructure. More efficient and intensive communication between parents, teachers and students should also be established.

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