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DIFFICULTIES IN THE ONLINE EDUCATIONAL CONTEXT – PERCEPTION OF STUDENTS, PARENTS AND TEACHERS

Abstract: The aim of this paper is to analyze the difficulties of distance education from the perspective of different actors of education (students, teachers, parents) in Serbia and to identify opportunities for overcoming or mitigating them. A qualitative research was conducted in primary and secondary schools in the wider area of Kragujevac, by interviewing students (N = 23; 7th and 8th grade of primary school and 1st, 2nd and 3rd grade of secondary schools), parents (N = 25) and teachers (N = 26). The research questions were aimed at assessing difficulties of all groups of respondents, and the obtained answers were analyzed by categories and presented within three topics: difficulties faced by respondents in the field of IT skills, learning difficulties caused by online teaching and communication difficulties among education actors. The results show that the most common difficulties are related to the organization of time and space for synchronous learning, lack of digital competencies (especially among "older teachers" and most parents), use of additional literature and learning materials, evaluation problems, as well as lack of physical activity. The most numerous and most important difficulties are the application of active learning and the realization of the expected achievements of students. The implications of the research show how to overcome or mitigate difficulties and thus improve distance and online learning and teaching, and make recommendations for post-COVID education based on these experiences.

Keywords: online education, difficulties, students, teachers, parents.

INTRODUCTION

Online and distance learning and teaching through the Internet gained speed almost overnight and became almost exclusively used during the COVID-19 pandemic in 2019/20 and 2020/21 school years throughout the world. Educational actors – teachers, students and parents – were trying to cope with the "new nor-

mality" day by day, while researchers in education quickly turned their attention to these forms of teaching and learning, which were used before but rather as an aid to classical classroom setting and not as the only way of keeping education alive. After a certain "chaos" at the beginning, it soon became clear to the researchers and practitioners that this crisis could be the chance for improvement and catalyst for educational change (Azorin 2020; Zhao 2020) and the opportunity to rethink the education in the future (Kovač-Cerović, Mićić, Vračar 2021).

According to the Institute for Education Quality and Evaluation (2021), digital education is a term that refers to two different but complementary areas of education policy – one includes measures that are oriented towards raising digital competencies of teachers, other employees in education and students, while the second includes the pedagogical application of digital technologies in order to improve the quality of teaching and learning. Distance education is a term that, according to the same source, encompasses a special formal educational process organized through various media (mail or e-mail correspondence, radio, television, Internet) during which teacher and student do not share the same physical space. Online teaching represents a type of education that is exclusively realized through digital technologies and the Internet. It is the most efficient and the most modern type of distance education. In it, the teacher creates a stimulating environment for learning, leads and directs the work of students, learning is realized through various activities, students take greater responsibility for their learning, and a high degree of flexibility and individualization is provided. In some occasions, both online and in-classroom teaching and learning are taking place; this mode of education is called hybrid teaching/learning.

All four types of teaching/learning (digital education, distance education, online teaching and hybrid teaching) were known and used sporadically before the pandemic, but took place in Serbia during the previous and the current school years as dominant. Yet, the approaches and usage of various channels, platforms and types of distant learning differed significantly between educational institutions, since schools had a certain level of autonomy in deciding about the way of working during the pandemic. It could be expected that perceptions of teachers, students and parents in different schools would be different, and that there are schools that coped better than others with online teaching/learning. Therefore, how to effectively implement online teaching and overcome challenges – is a topic worth studying.

ADVANTAGES AND DIFFICULTIES OF DISTANCE AND ONLINE TEACHING AND LEARNING (OTL)

Distant learning has over 100 years long history, in the form of correspondence courses, and expanded greatly in reaching distant learners in the past decades with the Internet. The potentials of the Internet are almost limitless in offering rich

educational resources, and supporting both synchronous and asynchronous communication between instructors and learners as well as among different learners. Such an OTL solutions were investigated thoroughly even before the pandemic, to find out which are advantages and shortages of it. For example, the meta-analysis of 50 study effects (US Department of Education, 2010), 43 of which were drawn from research with older learners, found that students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction. But, the same meta-analysis showed that instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction and that effect sizes were larger for studies in which the online instruction was collaborative or instructor-directed than in those studies where online learners worked independently. That would suggests the preferable way to use online teaching is in the hands of competent teacher or instructor, who would direct the learning process combining online and face-to-face approach.

During the pandemics of COVID-19, schools in Serbia shut down in mid-March, after the proclaimed state of emergency on March 15th. The state of emergency enabled very restrictive measures for the whole country, such as a 5 p.m. – 5 a.m. curfew on weekdays and total ban on movement over weekends. The state of emergency and the curfew were abolished in early May, but schools reopened only with the start of the new school year on September 1st (Kovač-Cerović et al. 2021). During the spring of 2020, education was organized via distance learning: TV instructions via 3 channels of public TV and broadcasting three or four 30-min pre-recorded lectures for each grade each day, according to a predetermined schedule and with rotating teachers for each subject. TV instruction was complemented by teacher-led instruction via social media (such as Viber and Facebook groups) and distance learning platforms, chosen and organized according to teachers' decisions (Kovač-Cerović et al. 2021; Ministry of Education, Science and Technological Development of the Republic of Serbia 2020a, 2020b).

The main advantage of distance, digital and online teaching that was most obvious at the beginning of the pandemic was a way to "save" the process from the halt and keep the education going. Over time, the advantages have additionally crystallized, but the disadvantages became more obvious as well. Both could indicate the direction of changes that would enhance educational achievements of students and the creation of resources that would enable unhindered learning in virtual classrooms.

Some earlier research studies suggest that positive student learning outcomes are associated with online teaching modalities (Donnelly 2010; Fendler, Ruff, Shrikhande 2011; Jesus, Gomes, Cruz 2017; Nguyen 2015; Woltering, Herrler, Spitzer, Spreckelsen 2009). Another advantage, that showed as of major importance during the pandemic, was the accessibility of online education globally, saving time, money, and efforts (Mahyoob 2020).

Some authors claim that the challenges to access online learning are less nowadays, because both learners and teachers have been experienced in interacting with educational technology tools such as mobile-based learning, computer-based learning, and web-based learning (Byun, Slavin 2020; Pellegrini, Uskov, Casalino 2020). Nevertheless, recent research show that this type of learning carries certain limitations and difficulties, especially to students who require specific adaptation of the online teaching and additional support for various reasons. For example, teachers are not able to know if students are slacking or paying attention during an online class; students might not be able to ask questions to gain a better understanding; self-discipline is needed when taking online classes, which is difficult for many students who are immersed in games and the Internet; home environment lacks the learning environment that schools have (Ping, Fudong, Zhang 2020). Isolation of students and lack of interaction with teachers and other students is identified as a challenge as well, but also the absence of incentives to continue learning, as well as the lack of skills for using ICT and the availability of appropriate devices (Friedrich Naumann fondacija za slobodu 2020), lack of technological resources, Internet and appropriate learning environments (Doyumğaç, Tanhan, Kiymaz 2021) – even in affluent countries as Kuwait (Mahyoob 2020).

Recent researches on the perceptions of students in Serbia identified both the advantages and challenges of OTL during the COVID crisis. For example, one quarter of students in one primary school in Novi Sad responded that they felt overwhelmed with the online learning, but the majority of students did not. Students who did not feel burdened justified their attitude with the advantages offered by distance learning – flexibility in terms of temporal and spatial organization, the ability to manage their own learning process, and the interestingness of this way of learning. Students who felt burdened explained their attitude by shortcomings in the organization of distance learning (for example, different communication channels used by different teachers, lack of a clear schedule for placing content and tasks from different subjects), as well as the content of teaching (volume of material to be learned and less interesting, monotonous tasks) (Miražić-Nemet, Surdučki 2021). When describing the new learning environment, students would concurrently stress its organizational aspects, demanding content and tasks, ethical dilemmas, and strict timeframes, and commented on not making full use of the potential of ICT for learning (Kovač-Cerović et al. 2021). Students suggest that distance learning should be improved by better organization in terms of pace and scope of work, such as: reduce the amount of materials and homework, extend deadlines for assignments, create a work schedule for each subject, as well as in terms of monitoring and evaluating their engagement and progress (Miražić-Nemet, Surdučki 2021).

Another issue worth studying is how the families adapted to the changed circumstances of schooling. From the parents' perspective, with the transition to

online teaching and the combined (hybrid) system, different key issues arose, which could be summarized in the following themes:

1. School–family communication – parents and students became recipients of "directives" and instructions from schools, which made the school–family relations strained.

2. Technical organization of learning and teaching (TV, online, live) – since there were several channels for distributing the learning content, students and parents found difficult to cope with them all at the same time.

3. Support in (self-regulated) learning and monitoring of learning and students' progress – was also more or less left to the parents' devices. Online teaching mostly aimed at supporting learning at home with the help of parents, which challenged parents' competencies to teach and motivate their children, and also influenced family relations.

In accordance with this, one third of primary school students in Miražić-Nemet and Surdučki (2021) research responded that they needed learning assistance, which they usually received from their parents. Parents of older students believe that their children were more burdened (which is expected due to several different subjects and teachers), and most of the suggestions from parents relate to the need to harmonize the work of different subject teachers (Ibid.).

METHODOLOGICAL APPROACH

The aim of the paper is to investigate the difficulties in the context of OTL, from the point of view of various actors in the education – students, parents and teachers.

The tasks are operationalized through three research units:

1. Examining the difficulties faced by respondents (students, parents and teachers) in the field of IT skills; parents and teachers were asked about their own difficulties and the difficulties that their children have or had.

2. Examining learning difficulties that have arisen as a result of online teaching.

3. Examining communication difficulties among education actors (peer relationships and some changes and behaviors of students).

Participants and research procedure. The research sample consisted of respondents from 20 schools, participating in the educational process from different positions. The total sample consisted of three subsamples:

– 23 students of both sexes, aged 14 to 18, attending primary or secondary schools;

– 26 teachers of both sexes, teaching subjects in the field of general or vocational education, and

– 25 parents (mothers or fathers) whose children attend primary or secondary school.

Respondents were conveniently selected and the data were collected using a semi-structured interview. Although the difficulties at the time of online classes were examined, the interviews were conducted live, individually, on the territory of the Šumadija district. The respondents were not interconnected, that is, the parents and teachers of the students who formed the research subsample were not examined. Although the issue of perceiving the position of students with individual educational plans seemed especially important, their parents, whom we tried to include from the subsample, were not in the mood to participate in the research, and thus their children. For that reason, the position of students from this category was considered on the basis of the answers of teachers and other students and parents.

Research instruments. A semi-structured interview was prepared to assess the difficulties faced by educational actors during the online implementation of the educational process, and specific questions were adjusted to groups of respondents during the interview, depending on their role and position (student, parent, teacher). Thorough self-reflection was given by the narratives of the difficulties and specifics they face in the new dimension of education.

Data processing. After the interview, the answers of the respondents were categorized according to the research questions within the thematic units and qualitatively analyzed, with a comparison of the answers of the respondents from all three research subsamples. Analysis in this paper were performed by inductive approach and presented summatively, without commenting on certain variables, given that no difference in responses was observed during the qualitative analysis.

RESULTS AND DISCUSSION

Analysis and integration of responses from different groups provide insight into the current situation regarding the difficulties imposed by the online school context, but can also be a significant resource for the development of preventive and intervention strategies to improve educational policy and practice.

In order to have a clearer insight and reflection, the results of the research were considered and presented according to the defined tasks through three thematic units.

DIFFICULTIES RECOGNIZED BY RESPONDENTS IN THE FIELD OF IT SKILLS

Within the first research unit, the issues related to the technical support necessary for online learning, the competencies of students, parents and teachers for their use and the model of support for overcoming difficulties in this domain were discussed.

Table 1. Difficulties in the domain of information technology

	Question	Students			Parents			Teachers		
Difficulties in the domain of information technology	Knowledge of IT acquired in school, which is in the function of online teaching	Yes		No	Yes		No	Yes		No
		20%		80%	9%		91%	88%		12%
	Internet access	Yes		No	Yes		No	Yes		No
		100%		0%	100%		0%	100%		0%
	Digital competences (self-assessment)	Yes		No	Yes		No	Yes		No
		98%		2%	21%		79%	85%		15%
	Students use a computer to monitor classes	Alway	Rarely	Never	Alway	Rarely	Never	Alway	Rarely	Never
		35%	24%	41%	25%	14%	61%	17%	3%	80%
	Use of mobile phones	Alway	Rarely	Never	Alway	Rarely	Never	Alway	Rarely	Never
		35%	24%	41%	86%	12%	2%	96%	3%	1%
	Watchnig TV	Alway	Rarely	Never	Alway	Rarely	Never	Alway	Rarely	Never
		35%	24%	41%	56%	21%	23%	76%	23%	1%

When asked whether students in computer science classes have acquired knowledge and developed digital competencies necessary for unhindered participation in OTL, different groups of respondents gave different answers, but the answers within the groups are fairly uniform. While parents believe that their children could not easily cope with the initial use of communication channels for online learning, teachers believe that students acquired basic knowledge in school in the field of information and communication technology, which could be applied to "navigate" in using specific platform or communication channel through which the teaching is realized.

The students, on the other hand, point out that they did not have any difficulties even during the initial use of communication channels, which they attribute to the adopted strategies that they normally use when encountering new applications and games in the information world. Due to the constant use of mobile phones for these purposes, most students follow the lessons with them – all three groups of respondents agree with this. Moreover, all groups of respondents agree with the

fact that students follow classes via RTS, later review the recorded classes, as a supplement to classes prepared for them by subject teachers, because according to teachers, "the schedule of teaching units is often not synchronized with the school plan". Respondents state technical difficulties as well – organization of time and space for synchronous learning, especially when there are more children in the family. In addition, the quality of the Internet connection often leads to difficulties, especially when it comes to making tests that need to be completed within a certain period of time. A 7th grade student points out: "The hardest thing for me is when the Internet is interrupted. It doesn't happen often, but once in the worst moment, just when I was supposed to send a completed test in the form of a Google questionnaire, the Internet was disconnected. I had another five minutes until the deadline to pass the test, I opened it again, but then the questions were different, I panicked that I would not be able to pass on time and almost did everything wrong. The teacher had an understanding at the time, but I continued to do online tests with great fear that something would happen again". This example illustrates the problems faced by a large number of students, which can significantly affect their achievements in performing tasks, and the objectivity of teachers in assessment. Unfortunately, according to students and teachers, a number of students do not have technical capabilities to follow online classes. In such situations, solutions include preparing and printing materials, which students and their parents take over at school and use them with teacher's instructions. In addition to this, a number of mostly older teachers do not have the adequate technical equipment needed to conduct quality distance learning, as well as the competencies for such teaching. Of particular concern is the data stated by two teachers, that not all students and most parents have digital competencies for following classes online. Parents do not rate their digital competence high, which in total can hinder the monitoring of progress and the prevention of student failure.

LEARNING DIFFICULTIES CAUSED BY ONLINE TEACHING

The second group of research questions was aimed at examining learning difficulties, specific to the online teaching context.

When defining the questions in the protocol of the interview, it was assumed that students use textbooks and additional literature to a greater extent, through the form of directed learning by subject teachers. Judging by the answers of all three groups of respondents, they use textbooks very little and rely mainly on materials provided by subject teachers. Additional literature is used by several students, and those who have used it before, claim students and teachers. By the way, gifted students are the least visible in these teaching opportunities, especially since additional and supplementary classes from a total of 20 schools in which the research was conducted, are organized in only 3 schools. In that sense, there is an insufficient

Table 2. Learning difficulties

Question	Students			Parents			Teachers		
Use of textbooks and additional literature during online classes	Bigger	The same	Less	Bigger	The same	Less	Bigger	The same	Less
	6%	7%	87%	9%	3%	88%	12%	5%	83%
Peer learning	Bigger	The same	Less	Bigger	The same	Less	Bigger	The same	Less
	67%	28%	5%	76%	22%	2%	66%	31%	3%
Difficulties in learning	Bigger	The same	Less	Bigger	The same	Less	Bigger	The same	Less
	73%	13%	14%	86%	9%	5%	69%	29%	2%
Position of gifted students	Favorable	The same	Unfavorable	Favorable	The same	Unfavorable	Favorable	The same	Unfavorable
	34%	11%	56%	23%	10%	67%	24%	25%	51%
Adaptation of students with developmental disabilities and behavioral disorders	Good	Insufficinet	A lot of difficulties	Good	Insufficient	A lot of difficulties	Good	Insufficinet	A lot of difficulties
	12%	23%	65%	/	/	/	9%	23%	68%
Student achievement	Better	The same	Weaker	Better	The same	Weaker	Better	The same	Weaker
	13%	32%	55%	3%	25%	72%	4%	6%	90%
Evaluation and evaluation process	Favorable	The same	A lot of difficulties	Favorable	The same	A lot of difficulties	Favorable	The same	A lot of difficulties
	46%	34%	20%	23%	12%	65%	3%	8%	89%

(Left margin label spanning table: Learning difficulties)

commitment to students who have difficulties in learning and development. Within the research sample, there were no parents who have children with disabilities, and the others were not familiar with the ways of additional support to them. While a number of students state that all students receive the same tasks and materials, a smaller number stated that they receive special tasks from subject teachers, but they can hardly do them independently and teachers generally "do not review and grade them". This statement can be interpreted by the fact that students in virtual classrooms receive group feedback from teachers, and in that sense do not emphasize the specifics of individualized approach to learning. However, the teachers point out that they prepare special tasks for such students, but not materials, and that they evaluate the tasks formatively. The obtained answers open additional, very important questions regarding the commitment/neglect of students who do not belong to typical categories and meeting their educational needs, so that inclusive practice would not turn in the direction of integration practice, abandoned two decades ago. It is also important to emphasize that in the OTL context, there is a lack of preparation for competitions, which were previously a significant support for talented children. In addition, due to the overload of students and the impos-

sibility of synchronous learning in a large number of schools, class teachers' classes with topics that could be significantly adapted to students as support in learning and development are not held. With the support that students receive from their teachers in writing, there are rare opportunities to meet at school for oral consultations. With especially valuable school support, parents and students mention the formed Google classrooms with professional associates and their availability for individual consultations, and often discussions on the topic at the suggestion of students or professional associates. The most commonly used form of work is frontal, and if necessary, very rarely individual. However, peer learning is more visible in this context. The tasks that students receive from teachers are also individual, with teachers noticing that not all students do them independently, i.e. that they "copy from each other". Parents also notice that students "help each other in doing homework", "ask each other and agree", but also "show solidarity". On the other hand, both parents and students state that teachers give their feedback to the whole group, not every student receives it personally. In that sense, parents do not have a clear picture of their child's achievements and progress, which carries the fear of reacting in a timely manner in a corrective sense. However, teachers point out that "it is not possible to give personal feedback to students and parents after each completed task, but information on student achievement and progress is available to parents in an the e-diary".

It can be assumed that untimely and inadequate informing of parents conditions a vague perception of their children's achievements, which leads to increased need for private individual classes. This imposes additional pressure and financial costs on parents. Students have the most problems in mastering teaching contents in mathematics, English, physics and chemistry, and these are also the subjects from which they attend private classes. The general attitude of parents is that such an organization of teaching is more demanding for all actors in education and that children have less free time, while high school students express in different ways that "teaching exists, but is not well organized". Respondents agree that students' achievements are weaker than in the previous period, but this is generally not expressed through their grades, i.e. school success.

The main advantages of OTL, which are recognized by both students and teachers, are the possibility of listening to lectures, as well as the availability of materials that can be accessed at any time on online learning platforms. Teachers unanimously state that although they invest a lot of effort and time, they manage to do the basic and part of the intermediate level of achievement standards, and they are not satisfied neither with their own nor with students' achievements.

Parents also emphasize that they see great difficulty in the "lack of cooperation with class teachers and subject teachers", "poor quality of materials, tasks and instructions". More than half of the parents state that "in order to improve the quality of teaching, greater commitment of teachers and designing better quality lecture content is needed", which opens space for more frequent communication between

parents and teachers, in order to overcome difficulties through joint participation. Teachers have also noticed over time that their cooperation in homework assignments is necessary, as they do when scheduling written tests, in order to reduce student workload and increase commitment to homework assignments.

Student assessment takes place live, but also through homework assignments given by teachers, which, according to students, "motivate students to actively participate". Parents and teachers agree that assessment cannot be as objective as in live teaching, with the mentioned difficulties they face in the online school context. In that sense, it is necessary to change the paradigm in the planning of tasks and to harmonize the assessment model with the tasks.

DIFFICULTIES IN COMMUNICATION AMONG EDUCATION ACTORS

The focus of the third group of research questions was on examining the difficulties in communication between education actors and peer relationships, as well as the observed changes in students.

Table 3. Difficulties in communication

Question	Students			Parents			Teachers		
Quality of communication between education actors	Better	The same	Weaker	Better	The same	Weaker	Better	The same	Weaker
	21%	56%	23%	5%	83%	12%	12%	75%	13%
Changes in students	Physical activity	Affective experience	Social relations	Physical activity	Affective experience	Social relations	Physical activity	Affective experience	Social relations
	12%	3%	32%	45%	24%	34%	2%	12%	24%
Additional support in overcoming difficulties: from teachers, pedagogues, psychologists	From the teacher	From professional associates	From peers	From the teacher	From professional associates	From peers	From the teacher	From professional associates	From peers
	26%	17%	78%	9%	36%	45%	79%	26%	36%
Peer violence	Digital	Physically	Social	Digital	Physically	Social	Digital	Physically	Social
	5%	/	7%	3%	/	4%	8%	/	11%

(The leftmost vertical header label reads: Difficulties in communication)

When it comes to communication, the most common difficulties observed by all three groups of respondents relate to the technical character of communication, caused by problems on the Internet. As already mentioned, teachers believe that students have good mutual communication and cooperation, "when copying and cooperating in doing homework", and they evaluate peer communication as good. They also point out that students are "much freer and more relaxed than at school",

which is psychologically positive, especially if we take into account the statement of seventh grade students, who described the problem they faced when doing the test at the time when there was an interruption of the Internet and left consequences on its later functioning. However, teachers see greater freedom and relaxation of students as a negative consequence of the online school context, as they state, "for fear that this may affect their seriousness in performing their duties and tasks". Through the answers of all three groups of respondents, the usual communication and cooperation between all actors in education can be read, with several deviations recognized by a number of parents. Their remarks refer to communication with teachers, i.e. their insufficient "accessibility to students".

Students' awareness of each other when it comes to helping and "copying" homework probably has a positive effect on their overall communication, and all groups of respondents estimate that "the occurrence of peer violence is imperceptible". This knowledge should be used as a significant resource for organizing peer education, especially providing assistance to students/peers who have difficulties in accessing the Internet or learning and development.

Regarding the changes that teachers and parents recognize in students, "laziness" and "physical inactivity" stand out, both leading to increased obesity. In this regard, an important issue to which attention should be paid in terms of overcoming these problems, is the organization of physical activities, whether by teachers, parents or in their partnership.

CONCLUDING REMARKS

The findings of the qualitative study on the difficulties in the realization of the educational process during the pandemic, it was necessary to look at in the context of learning conditions, i.e. make a kind of comparison, given that the current characteristics of the life context determine overall life functioning, response and consequences. The importance of the obtained data should be viewed as a significant resource for action in current, but also situations of "regular teaching".

The research results obtained through the narratives of respondents, different educational actors and participants in the online school context, indicated the most frequent difficulties they face, but also some important issues, specifics and advantages that were not directly in the focus of the research.

First of all, although there is still a lack of digital competencies in the field of technical support and the use of communication channels through which the educational process is implemented, especially among "older teachers" and most parents, respondents agree that progress has been made in this regard at the very beginning. Judging by the answers, the commitment and mutual support and cooperation among the actors of education contributed to the strengthening of competencies in that sense. This information is important from the aspect of considering

the possibility of maintaining and further developing a supportive atmosphere in the learning process, regardless of whether the process is realized in a virtual or real space.

An important challenge for teachers is to devise ways to instruct students in more frequent and quality independent use of textbooks and additional literature, along with material that teachers prepare for students. In addition, it is necessary to define and concretize the tasks that students are given, as well as the ways of their evaluation according to the context. Given that teachers notice cooperation among students, which is reflected in the rewriting of individual tasks, group tasks could be a matter of choice and contribution to the development of subject and especially interdisciplinary competencies (communication, digital competencies, cooperation, entrepreneurial competencies, responsibility, problem solving…).

In that sense, the provision of group information could contribute to better self-evaluation, but also to self-regulation in the approach of participation in further joint teaching and extracurricular activities. Judging by the answers of the respondents, especially students, the combination of synchronous and asynchronous learning would contribute to better educational achievements. Such a model would include the preparation of materials and tasks for students, which they would study individually, with the help of parents and peers, after which they would discuss with teachers in real time through conference tools, draw conclusions connecting them with life-practical situations.

Whether learning takes place at the same or different times, a strong teacher presence and support is required. In that sense, teachers should pay special attention to the psychological state of students during the realization of the online school context, because the affective state significantly reflects on educational achievements and overall development. In this way, the difficulties that arise due to different learning styles could be overcome. Moreover, an important segment for success in learning subject and interdisciplinary competencies is the strengthening of digital competencies of parents, which can be strengthened by education through parent meetings.

In that way, the achievement of standards could be significantly higher than the basic level, and better coordination among teachers of the class council would contribute to that goal, when giving homework to students and correlation of teaching contents. Student overload always carries the danger of performing tasks with less attention, and thus less success, as well as teacher overload in the field of pedagogical documentation, which, as they point out, "shortens the time of commitment to preparing materials and tasks for students and the evaluation process".

The obtained results can be viewed in the light of reviewing personal actions of teachers in eliminating the observed difficulties, bearing in mind some limitations of the research that primarily relate to the generality of the results, without considering the differences in relation to these variables. Therefore, in further re-

search it is necessary to supplement the conclusions, by noticing the possible significance of differences within groups of respondents.

In order to develop strategies for further practical action on achieving educational goals, regardless of the context in which it takes place, it is necessary to examine the mutual expectations of educational actors and partnerships in achieving educational goals, as well as harmonizing inclusive policies and practices.

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ПОТЕШКОЋЕ У ОНЛАЈН ОБРАЗОВНОМ КОНТЕКСТУ – ПЕРЦЕПЦИЈА УЧЕНИКА, РОДИТЕЉА И НАСТАВНИКА

Резиме: Циљ рада је анализа потешкоћа у контексту онлајн-школе из перспективе различитих актера образовања (ученици, наставници, родитељи) у Србији и препознавање могућности за њихово превазилажење или ублажавање. Квалитативно истраживање спроведено је у основним и средњим школама на ширем подручју Крагујевца, интервјуисањем ученика (N = 23; 7. и 8. разред основне школе и 1, 2. и 3. разред средње школе), родитеља (N = 25) и наставника (N = 26). Истраживачка питања су била усмерена на процену потешкоћа свих група испитаника, а добијени одговори су анализирани по категоријама и представљени у оквиру три теме: потешкоће са којима се суочавају испитаници у области информатичких вештина, потешкоће у учењу проузроковане онлајн-наставом и тешкоће у комуникацији међу актерима образовања. Резултати показују да су најчешће тешкоће везане за организацију времена и простора за синхроно учење, недостатак дигиталних компетенција (посебно „старијих наставника” и већине родитеља), употреба додатне литературе и материјала за учење, проблеми са вредновањем, али и недостатак физичке активности. Најбројније и најважније тешкоће тичу се примене активног учења и остваривања очекиваних постигнућа ученика. Импликације истраживања показују како превазићи или ублажити потешкоће и на тај начин побољшати учење и поучавање на даљину и на мрежи, и дају препоруке за постковид образовање на основу ових искустава.

Кључне речи: онлајн-образовање, потешкоће, ученици, наставници, родитељи.