

Translation from Croatian into English: Translation and Analysis of Texts of Different Text Types

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UNIVERSITY OF RIJEKA

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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**TRANSLATION FROM CROATIAN INTO ENGLISH:
TRANSLATION AND ANALYSIS OF TEXTS OF DIFFERENT
TEXT TYPES**

Submitted in partial fulfillment of the requirements for the B.A. in English Language and
Literature and German Language and Literature at the University of Rijeka

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ABSTRACT

The focus of this thesis is to translate and analyze three texts of different types and genres from Croatian into English. The body of this work consists of three texts, each of which is preceded by a brief introduction to each text which is followed by a commentary and analysis of the text. The aim is also to identify the problems during the translation process and to provide a solution to these problems. Each text differs in terms of topic, style and level of formality. The first text is an informal interview given by a young singer about her life and career and it is informal in style. The second text is semi-formal, as it presents research results from the field of education and the final text is a very formal report on the topic of gender equality.

Key words: translation, Croation into English, analysis, problems, solution

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1. INTRODUCTION

This thesis will describe the process of translating three texts that differ in the level of formality and topic. The texts were translated using various translation techniques, which can be classified either as direct or indirect. Direct translation techniques are used when structural and conceptual elements of the source language can be transferred into the target language. One of such methods is borrowing, which means that a word from the source text (ST) is directly transferred into the target text, without or with only minor changes. Another technique used in direct translation is literal translation, which is word-for-word translation and is not always effective. On the other hand, indirect translation techniques are used when structural or conceptual elements of the source language cannot be translated using the direct translation techniques. That is, when we cannot translate something directly without changing the meaning or disrupting the grammatical and stylistic elements of the target language. One of such used in this paper is transposition, which is substituting the part of speech. Another technique used is modulation, in which a different word or a phrase in the source and target language to maintain the same meaning. Reformation is another technique used in this paper, whereby completely different wording is used to express certain content. (Ciol, n.d.)

Translation is a fast-growing field which can be explained in different ways. According to Munday *“The process of translation between two different written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).”* The practice of translation was established a long time ago, as it played a crucial role in interhuman communication for many purposes as well as provided access to important texts. The actual study of translation has begun in the past 70 years. In the English-speaking world, the study of translation as a discipline began to develop in 1972 when the Dutch-based US scholar James S. Holmes wrote a paper in which he “describes the then nascent discipline as being concerned with ‘the complex of problems clustered round the phenomenon of translating and translation’” At first, translation was studied as a language-learning method or as part of comparative literature, but it has grown over the years, as scholars came to the conclusion that theory and practice of are inseparable. Translation is a complex process which requires excellent knowledge of the source and

the target language. A text should be translated in a manner that the meaning stays the same and the message can be understood by the target audience. Other than the knowledge of the languages, the culture is also important while translating.

The aim of the thesis is to describe the problems encountered during translating and to provide the solutions to these problems. The texts have been translated using dictionaries like *Glosbe*, *Merriam-Webster*, *Cambridge Dictionary* and others.

The thesis is comprised of an abstract, an introduction, the translation of the three texts, an introduction and commentary to those translations, a conclusion, appendices and bibliography.

2. TRANSLATION OF THE SOURCE TEXT 1

2.1. INTRODUCTION

This text is an interview from a Croatian online news portal, Super 1, and it was written by Katarina Drvodelić. The interviewee is Lucija Jakelić, a Croatian singer-songwriter known as a singer from the television show A-strana. The interview is focused on her life, inspiration and career. It is written in an informal style and the only text out of the three that featured idioms and colloquialisms. Subsequently, it was not as demanding as the other texts and was the most interesting to translate because of its common every day theme and relatively short sentences.

2.2. TRANSLATION

Lu Jakelić is a young singer-songwriter and someone completely new on our scene. She performed a little concert for us.

BY KATARINA DRVODELIĆ 21/12/2018

Lu Jakelić, a cheerful, open and nice girl with a miraculous voice, arrived at the editorial office.

Lucija Jakelić, better known as Lu Jakelić, is a young Croatian singer-songwriter who is currently preparing her debut album “Sve o čemu sam šutjela” from which she released her song of choice, “Vodiš me”, and you may know her through her songs like “Ljudi od dima” and „Fragilna”.

If you heard a strong and gentle voice alongside our performers, it was probably Lu because she has collaborations with Damir Kedžo, Vlah Arbulić, Ivana Kindl, Filip Dizdar, Toni Cetinski and others. Besides following her on social media, you can currently watch her in the third season of HRT’s (Croatian national television) most watched music show “A strana” which lasts until February.

FAMILY POTENTIAL AND LOVE FOR MUSIC

She has been involved in music for as long as she can remember, and that potential, she says, is probably genetic. “I’ve been making music since I was aware of it. I come from a musical family, in the sense that my grandfather was a prototype of Frank Sinatra, only in Germany. As soon as people hear me they tell me I inherited something from my grandfathers and that’s exactly what you can hear in my voice. Everyone in my family is close to music and they all have an ear for music, so somehow it made sense that it would be passed on to me.

My parents told me that when I was just a baby I reacted to what is considered good music.” At about the age of eight, she became more aware of instruments and music and began playing the piano in music school, and her widest touch during that period was her father’s music. What probably made her the singer she is today is that she never imitated what she heard, but always sang something of her own.

“I MET MY NEW FAMILY IN ZAGREB”

She arrived in Zagreb to pursue her education and enrolled in the music school Husar and Tomčić as well, where she actually realized and developed her most important skills through singing and acting. “In Đurđevac, I may not have had an environment in which I could develop, neither socially nor music-wise. I was welcomed into a new musical family that shaped me into what I am – through acting, dancing and singing.

Acting helped me most of all to get out of my head in every situation and role. It made me get in front of people mentally and physically which is the most important thing in music, especially when you’re a singer-songwriter. When I write something, it’s my baby that I then release into the world and it’s the hardest thing to do. At first I couldn’t imagine appearing in front of so many people, but theater helped me do it all by myself.”

“Before I started working on the album I had a big fear of people, now I know it was irrational.”

Lu intends to release an album at the beginning of the summer, although she has already released several of her songs so far. “I’ve been working on the album since April and I didn’t set deadlines, neither because of PR nor anything else. Before I started working on the album I had a big fear of people. I was worried about finding the right person who wouldn’t analyze me too much.

It was important to me, that if I was going to make anything of myself, that my friend, who understands me and understands my feelings, would do it with me. That he just knows what to do before he asks me anything and before he knows anything about me. It is now my producer Reihan Vukanović who seems to hear my thoughts before I utter them. I say all the time that it is the universe, but I think it's just a change of that energy in which you believe everything will be okay. He helps me put it all down on paper and I can describe to him how I want it all to sound, it's all because of him and our relationship.”

MUSIC IS THE BEST MEDICINE

If you listen to the words of the songs, you will feel how much emotion and energy is invested in them, and as she says, she often heard someone crying over her songs. “What sets me apart from other performers is that I have this balance that music can be played on the radio as something easygoing, and yet if you pay more attention you will realize that it is really art. I hope it will be like that. Anything can inspire me, but most often it is personal life experiences that I then turn into poetic images to explain the situation to myself. And I, like everyone else, sometimes don't understand or I'm sad and happy at the same time, and I don't know where that emotion came from.

If I didn't have the music and the process to put that capacity that's constantly on my mind on paper and explain to myself first and foremost, ‘aha, that's what happened now’, I couldn't handle it. An even better outcome of it all is that I might be helping someone with this. That is why music is the greatest medicine. I think that our native language is not used sufficiently in which all generations can tell themselves something and accept a problem. There aren't many Croatian texts that are deep and thoughtful, and yet closer to young people who are struggling with various foundations of growing up.”

“Music is really a double weapon for me to drive something into my heart and then realize that I am blossoming from it.”

She often mentions how our generation may have slightly distorted emotional values due to social networks where it's rarely acknowledged that we make mistakes, hurt ourselves or others and that we cannot do everything ourselves but need others.

“People are reluctant to admit that they may have made a mistake occasionally and that it's okay for us to feel pain and to be human. Whenever you admit that you are sad, then we admit that we are human and that is why it is easier to be angry with yourself and

others. That's why it's the strongest in songs because you admit it to yourself that something hurt you. Music is really a dual weapon for me to drive something into my heart and then realize that I am blossoming from it."

THE MOON FOLLOWS HER WHEREEVER SHE GOES

Upon arriving for coffee, Lu noticed the moon on my wallet so she mentioned that it is an element that accompanies her forever, and even her family. "I have older brothers and sisters and we have all been fascinated by the moon since we were little. The metaphorical side of this is that the moon goes through phases constantly, while always shining, most brightly to illuminate others and show them the way. I like to see that in myself and take comfort in myself, so that whatever phase I am going through, I will be able to help myself and others with my gift. From each and every thing that happens to you, something valuable emerges.

Even if I don't help myself, I know there is something behind it that will make me shine and help others. In addition, I have a cosmically inexplicable situation that this element always accompanies me. I took it as a reminder to believe what I think because if you believe in the good you will attract good people."

"Peace and happiness mean for me to be satisfied with myself."

At first glance, Lu gives the impression of a cheerful, nice and open person, and as soon as you talk to her (some) more, it is clear to you that the first impression was true. She radiates positive energy so I couldn't help but ask her what happiness really is for her. "I believe that the first thing that comes to people's minds when it comes to this question is what would have to happen to make me happy. I think for most people, and then it can be interpreted differently, personal peace is happiness. Whatever that means to someone.

My personal peace at the moment is that I am happy with myself because when you are someone who creates, pronounced self-criticism is what goes with it. If the ego comes first, which can easily happen to me, everything falls apart because you lose your ease. Peace and happiness mean for me to be satisfied with myself physically and mentally and that when doing something I stop over thinking so much whether I need it and whether it is worth it, but just grant it to myself and others. That will change throughout my life and one day peace may be my family or something else."

“YOU CAN ONLY BE AFRAID IF YOU DON’T BELIEVE IN YOURSELF”

Lu is not a person you might associate with the stage at first and it seems as she doesn’t belong on the stage or in the company of other famous people in our country. This is exactly what makes her special. “I will probably have a lot of social situations ahead of me that I won’t be able to manage because I’m different from other people. The people we see are very easy to judge, and this is often the case. What I’ve been through since the first song came out is the constant burden around why I’m not like the others and how to set myself up.

I think you can only be afraid if you don’t believe in yourself and if you don’t have a good foundation for that as well as if you don’t have good people around you. If you are a good person, you will naturally gravitate towards good people. I am unlikely to find myself in an environment that is selfish, overbearing, or money-oriented. All the people I work with right now know who I am and what I am. I think that’s the most important thing, those people around you. I’m always afraid of people, but it’s an irrational fear.”

A CONCERT IN FRONT OF TEN THOUSAND PEOPLE

You may not have witnessed her solo performance yet, but she is certainly known for her various and interesting collaborations and has brought attention to one of them in particular. “What somehow marked the trip to courage for me was the concert with Tram 11. I listened to them a lot as a kid, as well as to Lauryn Hill, Elemental. Hip-hop is a part of me because story-telling is important to me. My songs have more words and are a little bit longer because it’s important to me to tell a story which is for instance the most important aspect in hip hop.

I performed with them at the sports arena Dom Sportova in front of ten thousand people. It was then that I asked her if she thought I was even ready for it. In the end I felt so free during the performance and I realized that this is where I belong. The fact that I wasn’t scared of all those individual critics made me realize that I could do it. It was a collaboration that was a step further.”

My biggest musical influence is Gibonni and my dream is to one day collaborate with him one day.

One of the interesting things that will be found on the new album is the song “*Divna*” which in a way empowers every woman. “One of the collaborations I hope for is with Target from Tram 11 on one song. The song is called “*Divna*” and the idea is that I, as the woman in that song from a female perspective, decide that I will say something too. Normally, when male performers say something, it is empowering and bossy, and when a woman says something, it is observed from five different sides.”

Her biggest dream, however, is working with Gibonni. “He is first and foremost a man and encourages human values through his songs and way of life as well. He is my biggest musical influence in our country because he combined poetry and music that is not completely common for our region. I may have written a song for the two of us. He is definitely my role model as a complete person on scene.”

“IT’S IMPORTANT NOT TO GIVE UP AND CONQUER DREAM BY DREAM”

You can now watch Lu on television until the end of February on HRT (Croatian television) in the show “*A-strana*”. As she says, this year I have taught myself that you should always have dreams and that we should not be afraid of them. “It is important not to give up on dreams and it is best to conquer dream by dream and go step by step. If I’m being realistic, after I record the album, I would really like the tour to come true.

With all the music videos, photo shoots and everything, the most important thing for me is that with everything I’ve done, I have the opportunity to show it live in front of people. I am very grateful and it is nice that it is not only Zagreb but also Serbia, Bosnia and the rest of the region. Everyone reacts very nicely and these are messages with ‘you helped me’, ‘you touched me’ and it’s always some beautiful life stories, so it’s my dream to organize a tour.”

2.3. COMMENTARY AND ANALYSIS

The first problem while translating was “*ljubav prema glazbi*” and I debated between “love for music” and “love of music”. Both are grammatically correct, but “love of music” is enjoyment of the art and “love for music” is the artist's passion being expressed. The

meaning we need here is the artist's passion being expressed, so I opted for “love for music”.

Furthermore, I had to paraphrase certain sentences to get the meaning right. For example, “Niti jedna osoba u mojoj obitelji nije udaljena od glazbe...”, this part of the sentence, after considering many options, was at the end translated into “Everyone in my family is close to music...”. This sentence is also an example of modulation. In some cases it was about finding the right expression, like for example “imati sluha” which when being directly translated makes no sense and we have to find the right expression. The solution to this problem was the idiom “to have an ear for music”.

Moreover, some sentences were awkwardly constructed in Croatian and it was difficult to figure out what the author of the sentence meant by it. With the overall context and by analyzing the sentence part by part, I figured out the meaning and changed the construction of the sentence to make it sound better and make it more understandable in English. Here is an example of the problem explained above: “Tako je valjda prvo što su mi roditelji govorili je da kad sam bila beba za nešto što se smatra dobrom glazbom da se neobično primijetilo da sam reagirala na to.” I changed the sentence, but didn’t change the meaning: “My parents told me that when I was just a baby, I reacted to what is considered good music.”

Another issue I encountered were the words “društveno” and “socijalno”, as it translates into the same word in English: “socially”. I tried finding a solution for both two, like they are written separately in the original text, but at the end, I left “socially” for both and did not write it twice as it would not make any sense. This is an instance of omission, action of excluding something.

The next problem was the word “matematički” in this sentence: “Brinula sam se oko toga hoću li pronaći pravu osobu koja me neće gledati matematički.” I understood what she meant by saying “matematički”, but I was worried that it would not come through right when translated with “mathematically” in English. I was trying to find the right expression with the same meaning without translating it directly and opted for “analyzing too much”. The sentence in English resulted with this: “I was worried about finding the right person who wouldn’t analyze me too much.”

Another phrase I found problematic was “veže se” from the sentence “Uz mene se hip-hop veže jer mi je važan story-telling.” I was not sure how to translate it without changing the meaning. First, I found the words “bind”, “connect” and “interwined” but at the end “part of me” sounded like the best solution. The final sentence is “Hip-hop is a part of me because story-telling is important to me.”

Most problems I had encountered were phrases that I could not translate directly and had to do some more research to find the right phrase. For example “porazgovarate par rečenica” when translated directly into English results in “talk a few sentences” which does not make sense or has the same meaning. The final translation is “talk to her more”.

3. TRANSLATION OF THE SOURCE TEXT 2

3.1. INTRODUCTION

This text is a scientific paper from the Croatian website *Hrčak* and it was written by Natalija Ćurković, Sandro Krašić and Ivana Katavić. The scientific paper is written in formal style and has terminology mostly from the field of statistics and pedagogy. The paper is focused on attitudes of teachers and parents toward distance learning. The paper gives an overview of research data regarding the evaluation of student's knowledge, the level of satisfaction regarding distance learning, both the parents and the teacher's views, the troubles they had during this time and how it all reflected on the student's final grades. This text was more demanding because of the terminology I was not familiar with beforehand.

3.2. TRANSLATION

ATTITUDES OF TEACHERS AND PARENTS OF PRIMARY SCHOOL STUDENTS TOWARDS DISTANCE LEARNING

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Abstract

Health crisis caused by the coronavirus pandemic resulted in moving classes to an online environment. The aim of this research is to examine and compare the attitudes of teachers and parents on different aspects of distance learning. The aspects being analyzed are: general attitude toward distance learning, attitudes toward

communication between parents and teachers, tasks and materials used in distance learning as well as student progress, assessment methods and final grades. Attitudes were submitted through an online questionnaire and it was shown that parents and teachers agree the most in terms of communication and the general attitude toward distance learning. The lowest agreement between parents and teachers was shown in the aspects of assigning tasks and the evaluation method where parents evaluate their own children more positively than teachers. Attitudes of parents and teachers toward distance learning, due to the large sample used in this research, deepen general knowledge about distance learning and can be generalized to other systems and populations.

Keywords: coronavirus; distance learning; parents; attitudes; teachers

Introduction

Health crisis of the new coronavirus outbreak has caused significant change in various aspects of life and education as well. During the coronavirus outbreak in March, 188 countries around the world have closed schools completely or locally to prevent further spreading of the virus (Basilaia and Kvavadze, 2020). Croatia was also among these countries, when on 13th March 2020, a decision was made by the National civil protection headquarters of the Republic of Croatia on suspending face-to-face classes in schools, whereby online classes began from the 16th March 2020. The reason for such a decision was, on the one hand to prevent the spreading of the virus (Abdulmir and Hafidh, 2020; Germann, Gao, Gambhir, Plummer, Biggerstaff, Reed and Uzicanin, 2020), while on the other hand it meant keeping the education process uninterrupted, as well as reducing parents' concerns about their children's education (Basilaia and Kwavadze, 2020; Wang, Zhang, Zhao, Zhang, and Jiang, 2020).

Distance learning was mostly carried out asynchronously, which means that students had access to materials that teachers uploaded to the network platform (network-based platform) and the educational institutions have been provided with technical support, as well as support in the preparation and development of teaching materials (Ministry of Education and Science, 2020). Besides classes on web

platforms, virtual classes have also been held through television programs on which students were able to watch the grade-specific content. Due to the sudden outbreak of the new coronavirus, the transition to e-learning had to be fast, too. Teachers, students, but the parents as well, had to adapt to the new situation in different ways.

Teachers had to adjust their way of working and presenting teaching materials on web platforms. That is why the level of education has been shown to be extremely important, but also the teacher's attitude toward information and communication technologies (ICT), knowledge and frequency of implementing ICT. A research conducted by Ružić Baf, Radetić-Paić and Zarevski in 2012 showed that almost a third of the surveyed students of the Faculty of Teacher Education believe that future teachers do not need ICT education. Given that this is a survey was conducted eight years ago, it can be assumed that most of the participants in that survey now work as teachers and they still have a negative attitude towards ICT. On the other hand, The Ministry of Education and Science has recognized the importance of technology in education and has launched a pilot project "e-Schools: Establishment of a development system of digitally mature schools" during 2017 and 2018. One of the aims of this project was to introduce teachers to the implement digital technology when monitoring and evaluating students because it shows how "using digital technologies at any stage of the teaching process has a positive effect on student's motivation" (Croatian academic research network - CARNET, 2018, 15)

As for the parents, they had to move the office to their homes and perform all the activities in the same space which they otherwise performed in different environments. In addition to doing their work from home, it often happened that parents helped their children to learn the content taught. Bjorklund and Salvanes (2011) state that family environment is extremely important for children's education because the family represents great and important support in the educational progress of children. But until now that support meant being an addition to the school process in the form of talking about what is being learned in school or additional clarification of certain content. In a situation of social isolation and distance learning, parents become primary motivators for their children in the process of learning. Likewise, parents were often forced to assist in learning teaching materials through web platforms. The success of such a learning process depends on child's previous learning habits and the capability of their own self-regulated learning as well as the

characteristics of parents and their environment – free time in which the parent will be dedicated to teaching the child with available resources such as a computer or internet that is fast enough and the level of one's knowledge because it is difficult for a parent to explain certain content if he himself does not understand it (Oreopoulos, Page and Stevens 2006). Likewise, parents are aware of the possible negative impact that the use of ICT may have on their children (Predgrad, Tomić Latinac, Mikulić and Šeparović, 2011) and can transfer this attitude to their children. Namely, research shows how parent's (and teacher's) attitudes affect the development of students' attitudes towards the same determinants according to different determinants of the teaching process and school environment (Sušanj Gregorović, 2017).

In order to develop a cooperative relationship between parents and teachers based on a partnership between family and school which allows students to benefit from it, it is necessarily to develop a two-way, open and positive communication (Epstein, 2001; Ljubetić, 2014; Rosić and Zloković, 2003). Parental involvement in the education process is being developed through such communication, which includes an array of parental activities related to the child's education, either at home or at school (Sušanj Gregorović, 2017). At a time when classes are held online, parental involvement at home, which includes monitoring and assistance with task execution, learning assistance, planning for learning, and time management (Christenson and Sheridan, 2001; Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, Van Voorhis, Martin, Thomas, Greenfield, Hutchins, and Williams, 2009), was more prominent than ever before. However, as Sušanj Gregorović (2017) states, teachers are those who make primary contact with the parents which is why they are essential for encouraging parents to get involved in the process and for developing their own perceptions and practices of involvement (Hoover-Dempsey and Sandler, 1997; Griffith, 1998). Also, regular communication with teacher parents helps them stay informed about the situation at school and about the progress of their child. Regular communication proved to be important during distance learning because the topics related to coronavirus were extremely represented in the media which may have led to contradictory information, and thus to confusion or anger of parents.

Sections of the lesson and the educational process of monitoring the progress of students and their evaluation are important. Teachers often indicate that this part of the job is their biggest challenge, that is, they ask themselves how to assess student's

skills and knowledge in the most appropriate way (Kolak, 2014). The same author states that a lack of evaluation dehumanizes the teaching process and can create distrust between teachers, students and parents. On the other hand, the evaluation process, if explained in detail and structured, can serve as motivation for students to adjust their work to the expected standards. As a result the importance of teachers giving constructive and regular feedback to students is of great importance. Because of all that Ministry of Education and Science (2020) has published *Instructions for the evaluation and assessment during distance learning* to guide teachers and make the monitoring process and evaluation easier for them. The document emphasizes that “in addition to learning outcomes through relevant content, emphasis should be placed on the students’ well-being and encouraging learning to work, rather than on assessing what has been learned” (Ministry of Education and Science, 2020, 3). Moreover, the document states how the standard test methods, such as oral test, could still be used in distance learning, but to a lesser extent. Furthermore, innovative approaches such as critical reviews, debates, research topics, debating style essays or posters are being recommended through which higher levels of cognitive functioning can be examined, depending on the age of the student. Teachers are also thereby encouraged to monitor and reward continuous student’s activity and independent work.

All of the statements above show that distance learning was a great challenge for teachers, students and parents. Considering that there is a possibility that the new school year will continue online, but also due to similar future situations, as well as the possibility of transferring a certain part of schooling to the online world, it is important to check what experience teachers and parents have gained from distance learning. Based on their experience we can conclude which aspects of distance learning should be preserved in its existing form and which needs should be improved.

The aim of this research is to examine and compare the attitudes of parents and teachers towards different aspects of distance learning. In this research, the focus is on the general attitude towards distance learning, as well as the attitudes towards communication between parents and teachers, the tasks and materials used in distance learning and student’s progress, assessment methods and final grades.

Previous research showed that there is a low agreement between teachers and parents in assessing the academic student’s success because parents perceive the

abilities and competencies of their children higher than teachers do (Racz, Putnick, Esposito and Bornstein 2019). The authors state that one of the reasons for such results is the fact that teachers have a broader picture of students' abilities because they are in contact with more students, while parents most often have insight only into their child's abilities. Also, there is generally less agreement between evaluators on those aspects that are more difficult to observe than those that are easier to observe (De Los Reyes, Augenstein, Wang, Thomas, Drabick, and Burgers, 2015).

Hence we assume that there will be less agreement between parents and teachers on the aspects of distance teaching whose processes are more difficult for parents to observe, such as assessment methods and student progress and those aspects of distance learning that relate to student's abilities and success such as final grades, while there will be more agreement on aspects that are noticeable for parents, such as the communication between them and the teacher, as well as those aspects that do not have direct contact with the abilities of their children, like a general attitude towards distance learning.

Methodology

The data for this study was gathered online, using the web platform *Survey Monkey* as part of a larger survey of distance learning experience in April 2020. 40,263 parents and 6,709 teachers participated in the research. The questions were related to sociodemographic data of participants, data on technical and spatial conditions in the home for distance learning at home and monitoring and statements on the general attitude about distance learning, communication between teachers, students and parents, tasks and materials used during distance learning, monitoring, student evaluation and assessment and final grades. The Likert scale was used to evaluate statements (1 - *I strongly disagree*; 2 - *mostly disagree*; 3 - *neither agree nor disagree*; 4 - *I mostly agree*; 5 - *strongly agree*).

Results

Table 1 shows demographic data as well as technical and spatial conditions of the teachers and parents who responded to the survey. As can be seen from the table, almost four-fifths of teachers have their own computer on which they can perform tasks related to work, just under one-fifth of them must share their own computer and

negotiate its use while only about 3% of teachers does not have their own computer and have to find different ways to access it.

As far as students are concerned, the percentage of students who have their own computer which they do not have to share with others in the household is almost equal to those who have their own computer. Almost 12 % of students do not have a computer and have to manage to complete tasks.

In terms of spatial conditions, almost half of the teachers have their own space in which they can work without discrepancies, while almost 40% of them have to negotiate the work space with other household members. The situation is better with students - almost three-quarters of students have their own space where they can perform their duties without anyone bothering them, while a little less than a quarter must negotiate with other household members, and 4% of them do not have a work space. Almost 90 % of teachers and students state how they have a functional internet connection. A fewer number of teachers and their students have a slow and discontinuous internet connection.

Table 1 Overview of frequencies of demographic data and technical and spatial conditions in the home of the teachers and parents who responded

		Teachers (%)	Parents (%)
Gender	M	813 (12.1)	3 683 (9.1)
	F	5,897 (87.9)	36 580 (90.9)
Socioeconomic status	Very easy	192 (2.9)	1 967 4.9
	Pretty easy	1,675 (25.0)	11 345 (28.2)
	Quite difficult	2,499 (7.1)	12 612 (31.3)
	Very difficult	474 (7.1)	2 679 6.7
	I'd rather not say	1,870 (27.9)	11 660 29
TECHNICAL CONDITIONS (teacher / student)	I have my own computer / laptop that don't have to share with other people.	5,114 (78.3)	17 211 (44.9)
	I have a computer / laptop that I share with other people.	1,208 (18.5)	16 570 (43.2)
	I don't have my own		

	computer / laptop and I manage by borrowing or in others ways.	210 (3.2)	4,558 (11.9)
	I have space in to which I can work alone without disturbance.	3 255 (49.8)	27 923 (72.8)
Spatial conditions (teacher / child)	I have work space, but I have to negotiate with the household members.	2,496 (38.2)	8,936 (23.3)
	I don't have work space in which I can work alone.	781 (12.0)	1 480-3.9
	We have a fast and secure internet connection.	2,588 (39.6)	16 785 (43.8)
Internet speed and quality	The connection is not perfect, but it works.	3,246 (49.7)	16 832 (43.9)
	The connection is relatively slow with occasional interruptions.	557 (8.5)	3 569 (9.3)
	We have a slow and unreliable internet connection.	141 (2.2)	1 1530.3

The standardized distribution of claims concerned with various aspects of distance learning was measured using the Kolmogorov-Smirnov test, as well as with the symmetry ratio and standard symmetrical errors, ie flatness and standard errors of flatness distribution. Both ways have shown how distributions differ from the normal one. Despite the fact that distributions deviate from the normal difference, the values of the responses to the claims teachers and parents made were tested using the t-test because the t-test is based on the central boundary theorem and with a sufficiently large sample, which was achieved in this study, avoids drawing the wrong conclusion (Cassela and Berger, 2002; Lehmann, 1998). Furthermore, when testing the differences between arithmetic values, Levene's test examined the differences between

the variances. It has shown that all the claims of variance regarding teacher's responses were statistically significantly different from the variance of parents' responses and is due to that, instead of the classical t-test, the Welch's t-test was used (Delacre, Lakens, Leys, 2017; Liu, 2015). Given the size of the sample and then the high statistical power, all the differences in arithmetic means are statistically significant. Therefore, Cohen's d was used to a measure the effect size.

Table 2 shows descriptive data and results of Welch's t-test and Cohen's d for claims which relate to the general attitude towards distance learning. All the differences between arithmetic means are statistically significant and therefore the effect size is determined as a relevant indicator to determine whether the observed difference between arithmetic means is worth interpreting or is it recognized because of the large sample. In this group of questions, the maximum impact size was observed at questions *Distance learning for me / my child was a source of stress* ($d = 0.58$) and belongs to medium-sized effect. Teachers have a higher result from parents for half of the standard deviations. While the average result of the parents is closer to the value 3 which was indicated as *I generally agree* with the claim in the questionnaire and the teacher's value is closer to 4 which indicated *I mostly agree* with the claim. Furthermore, with the claims *Distance learning made me / my child tense* ($d = 0.44$) and *Distance learning required a lot of effort from me / my child* (0, 36) observed a small effect size. And in both of these claims the teachers show higher results than parents. The average results of parents and teachers on these claims are closer to the value 4 indicating a general agreement with the claims. On the other questions regarding the general attitude toward distance learning were noticed effect sizes that were too small to be significant for interpretation.

Table 2 Overview of descriptive data, results of Welch's t- test and the effect size of the claims relating to general attitude toward distance learning

Question in the questionnaire		N	D	M	t	df																																													
Distance learning required great effort from us parents. / Distance learning required a great deal of effort from me.	parents	6546	3,99	1,157	29,694	736,19	10,36																																												
	teachers	371	6,36	0,869				My child felt tense due to numerous tasks during distance learning. / Distance learning made me tense.	parents	6521	3,48	1,211	34,312	02,553	97,44	teachers	369	6,97	1,031	Distance learning was a source of stress for my child. / Distance learning was a source of stress for me.	parents	6524	3,22	1,272	45,329	89,966	97,58	teachers	361	6,89	1,067	Because of distance learning my child / students were more exposed to dangers on the internet.	parents	5283	3,21	1,293	9,307	63,138	96,12	teachers	212	6,07	1,076	Distance learning was generally of good quality.	parents	6514	3,30	1,063	2,58	15,685	97,03
My child felt tense due to numerous tasks during distance learning. / Distance learning made me tense.	parents	6521	3,48	1,211	34,312	02,553	97,44																																												
	teachers	369	6,97	1,031				Distance learning was a source of stress for my child. / Distance learning was a source of stress for me.	parents	6524	3,22	1,272	45,329	89,966	97,58	teachers	361	6,89	1,067	Because of distance learning my child / students were more exposed to dangers on the internet.	parents	5283	3,21	1,293	9,307	63,138	96,12	teachers	212	6,07	1,076	Distance learning was generally of good quality.	parents	6514	3,30	1,063	2,58	15,685	97,03	teachers	362	6,27	0,902								
Distance learning was a source of stress for my child. / Distance learning was a source of stress for me.	parents	6524	3,22	1,272	45,329	89,966	97,58																																												
	teachers	361	6,89	1,067				Because of distance learning my child / students were more exposed to dangers on the internet.	parents	5283	3,21	1,293	9,307	63,138	96,12	teachers	212	6,07	1,076	Distance learning was generally of good quality.	parents	6514	3,30	1,063	2,58	15,685	97,03	teachers	362	6,27	0,902																				
Because of distance learning my child / students were more exposed to dangers on the internet.	parents	5283	3,21	1,293	9,307	63,138	96,12																																												
	teachers	212	6,07	1,076				Distance learning was generally of good quality.	parents	6514	3,30	1,063	2,58	15,685	97,03	teachers	362	6,27	0,902																																
Distance learning was generally of good quality.	parents	6514	3,30	1,063	2,58	15,685	97,03																																												
	teachers	362	6,27	0,902																																															

Table 3 shows descriptive data and results of the Welch t-test and Cohen's d for claims relating to assignments and materials used in distance learning. The question that shows the biggest effect size ($d = 1,19$) is *The amount of assignments my students / my child have received during distance learning was larger than during regular classes*. The teachers showed a more positive attitude than the parents toward more than one standard deviation for that claim. The average result of the teachers is close to the value 2, which was indicated with *I mostly disagree* with the claim in the questionnaire, while the parent's value is between 3 and 4, which leans toward agreeing with the claim. Furthermore, claims concerning independent problem solving and mutual division of tasks or problem solving show effect size close to the cut-off value high effect size ($d = 0,77$ id = 0,71), where parents show more agreement than teachers in the claim of student's independent learning, while teachers show more agreement than parents in the claim of task sharing. Teachers also show more

agreement than parents on the claim *Tasks that I assigned to the students were clear* ($d = 0.64$), as well as the statement of compliance of tasks and taught material in distance learning ($d = 0.49$).

Table 3 Overview of descriptive data, results of Welch’s t- test and the effect size of the claims relating to tasks and materials used in distance learning

Question in the questionnaire		N	M	D	t	df
Teachers mostly sent materials they made themselves. /	parents	6452	3,54	1,081		
I mostly sent materials that I made myself to the students.	teachers	368	6,72	0,887	14,357	82,272
						99,18
Tasks that my child received were clear. /	parents	6531	3,85	0,964		
Tasks that I gave to the students were clear.	teachers	370	6,40	0,721	52,75	778,03
						10,64
Tasks that checked student’s knowledge were aligned with what was taught during distance learning.	parents	5357	3,93	0,946	38,927	49,105
	teachers	215	6,36	0,758		99,49
We have regularly received feedback on different communication channels regarding the child’s progress. / My students were able to complete all tasks on time.	parents	5393	3,91	1,025	8,38	14,725
	teachers	217	6,01	0,836		98,11
The students exchanged homework or solutions to the tasks with each	parents	5237	3,40	1,239	53,512	41,302
						91,71

other.	teachers	200	6,23	1,109			
<hr/>							
My child							
fulfilled his/her school	parents	5380	3,66	1,135			
assignments independently. /							
Students were independent in					1,562	213,91	10,77
fulfilling school	teachers	218	6,88	0,881			
assignments.							
<hr/>							
The amount of tasks that							
(my*) students received	parents	6445	3,47	1,254			
during distance learning was							
more than during					3,468	201,385	14,19
regular classes.	teachers	370	6,12	0,721			
<hr/>							

* refers to a statement set for the teachers

Table 4 shows descriptive data, the results of Welch's t- test and effect size of claims relating to communication between teachers, students and parents during distance learning. In this aspect of distance learning, we notice that the most agreement is between parents and teachers. The largest effect size was in the claim *My students / my child have/has received feedback on their/his/her progress regularly* ($d = 0.81$), which belongs to the big-sized effect. Teachers showed 0,81 more standard deviations agreement with this claim than the parents. Furthermore, the effect size of 0,25, which belongs to the small size of the effect, was shown on claims *Notes in e - register were clear to the parents*, where teachers showed greater agreement with that claim from the parents.

Table 4 Overview of descriptive data, results of Welch's t- test and the effect size of the claims relating to communication between teachers with students and parents during distance learning

Question in the questionnaire		N	D	S	t	df																																													
Communication between my child and his teachers Was good. / My communication with students was good.	parents	6546	3,02	1,015	2,095	252,299	10,03																																												
	teachers	369	6,04	0,805				Most of my communications with the teachers* took place via mobile applications (Viber, WhatsApp, SMS...).	parents	6448	3,76	1,368	1,713	13,073	88,16	teachers	357	6,54	1,343	We have regularly received feedback from the teacher on different communication channels regarding the child's progress. / My students receive feedback regarding their progress regularly.	parents	5329	3,78	1,193	75,014	844,72	14,81	teachers	218	6,56	0,650	Notes in e-register (to the parents) ** were clear.	parents	5199	3,23	0,919	20,029	600,17	10,25	teachers	175	6,43	0,678	Notes in e-register (to the parents) ** were useful.	parents	5295	3,01	1,0374	18,645	909,7	10,17
Most of my communications with the teachers* took place via mobile applications (Viber, WhatsApp, SMS...).	parents	6448	3,76	1,368	1,713	13,073	88,16																																												
	teachers	357	6,54	1,343				We have regularly received feedback from the teacher on different communication channels regarding the child's progress. / My students receive feedback regarding their progress regularly.	parents	5329	3,78	1,193	75,014	844,72	14,81	teachers	218	6,56	0,650	Notes in e-register (to the parents) ** were clear.	parents	5199	3,23	0,919	20,029	600,17	10,25	teachers	175	6,43	0,678	Notes in e-register (to the parents) ** were useful.	parents	5295	3,01	1,0374	18,645	909,7	10,17	teachers	173	6,21	0,0741								
We have regularly received feedback from the teacher on different communication channels regarding the child's progress. / My students receive feedback regarding their progress regularly.	parents	5329	3,78	1,193	75,014	844,72	14,81																																												
	teachers	218	6,56	0,650				Notes in e-register (to the parents) ** were clear.	parents	5199	3,23	0,919	20,029	600,17	10,25	teachers	175	6,43	0,678	Notes in e-register (to the parents) ** were useful.	parents	5295	3,01	1,0374	18,645	909,7	10,17	teachers	173	6,21	0,0741																				
Notes in e-register (to the parents) ** were clear.	parents	5199	3,23	0,919	20,029	600,17	10,25																																												
	teachers	175	6,43	0,678				Notes in e-register (to the parents) ** were useful.	parents	5295	3,01	1,0374	18,645	909,7	10,17	teachers	173	6,21	0,0741																																
Notes in e-register (to the parents) ** were useful.	parents	5295	3,01	1,0374	18,645	909,7	10,17																																												
	teachers	173	6,21	0,0741																																															

* the statement for teachers read: *students and parents*; ** in the statement for teachers

Table 5 shows descriptive data and results of Welch's t- test and size performance for claims relating to student progress during distance learning. Parents and teachers are least satisfied with the aspect of distance learning and they show the least agreement with the claims. The largest established effect size was shown on the claim *the student's progress during distance learning are credited to the teachers* ($d = 0.58$), where teachers show greater agreeing with this statement than the parents, while for the statement about family merit for student's progress the effect size was 0,45 and the parents showed greater agreement than the teachers with this statement. Furthermore, the effect size on the claim *Main feedback on achievement and the progress of the students were grades* is 0, 47 and is at the border of the middle-sized effect size. Parents showed greater agreement with this statement than teachers, but

this agreement was lower than the grade 3 which indicated *I neither agree or disagree with that statement*, which in general indicates disagreement with this statement.

Table 5 Overview of descriptive data, results of Welch’s t- test and the effect size claims relating to progress students during distance learning

Question in the questionnaire		N	M	S	t	df
My child has progressed during distance learning. / My students progressed during distance learning.	parents	6451	3,02	1,166	7,376	571,012
	teachers	352	6,12	0,888		
The progress of my child * during distance learning is credited to the teachers.	parents	6411	3,93	1,161	49,110	464,857
	teachers	352	6,51	0,810		
The progress of my child * during distance learning is due to the parents . / guardians and members of the family	parents	6444	3,91	1,003	6,013	243,272
	teachers	369	6,50	0,797		
Main feedback Information about achievement and the child’s progress * were grades.	parents	5297	3,85	1,285	7,364	008,192
	teachers	216	6,31	1,024		

* in the statement for teachers it was written: *students*

Table 6 shows descriptive data and Welch t-test results as well as sizes of the effect of claims relating to student assessment during distance learning. As you can see in the table, generally the biggest disagreement between parent and teacher occurs in this aspect of distance learning. The large size of the effect is shown on the questions *This year’s final grades of my students correspond to their knowledge* ($d = 0.94$) and *Because of the objective circumstances grading was milder* ($d = 0.88$), whereas the parents consider this year’s grades well deserved and match the knowledge of their children, while teachers feel that this year’s grading was milder. Furthermore, middle-sized effect sizes were found on the claims *Grades which I submitted were better than usual* ($d = 0.71$), *I am satisfied with my student’s grades* ($d = 0.57$) and *The grades I submitted were the same as the ones during the regular classes* ($0,52$). Parents show

greater agreement than teachers on statements concerning satisfaction with the final grades and the claim that the final grades are similar to the grades during regular classes. Teachers showed greater agreement with the statement that the final grades were higher than the grades during regular classes. A claim with a small effect size but close to the border value for a medium-sized effect size, is *The students had help with completing the tasks so the evaluation criteria were stricter* ($d = 0.48$), where parents showed greater agreement with this statement, but the average grade is less than 3 which in the questionnaire meant *I neither agree or disagree* with a claim. That may conclude that parents and teachers generally disagree with this statement.

Table 6 Overview of descriptive data, results of Welch’s t- test and the effect size of the claims relating to the assessment of students during distance learning

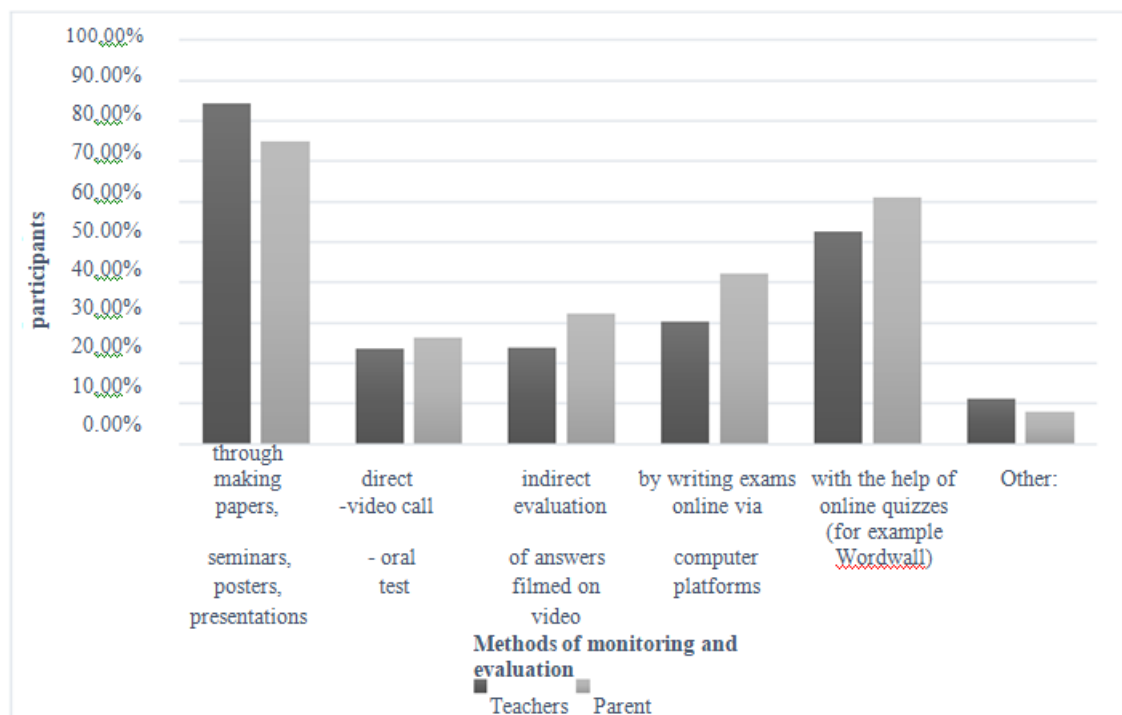
Questions in the questionnaire		N		D	t	df
Because of the objective circumstances some teachers were lenient in grading. / Because of the objective circumstances assessment was lenient.	parents	5254	3,30	1,164	70,865	259,839
	teachers	202	6,91	0,897		
The students had help in completing the tasks so the evaluation criteria were stricter.	parents	5236	3,59	1,148	7,407	53,577
	teachers	221	6,10	0,934		
The final grades were the same as during regular Classes. / Grades that I submitted were the same as during regular classes.	parents	5295	3,01	1,037	9,364	77,707
	teachers	209	6,49	0,940		
The final grades were better than usual. / the final graded I submitted were better than usual.	parents	5216	3,67	1,248	55,003	48,766
	teachers	203	6,49	1,038		
This year’s final grades of my child are fair. / This year’s final grades of my students match their knowledge.	parents	5369	3,12	1,012	8,815	47,052
	teachers	217	6,17	0,992		

I am satisfied with the final grades of my child.	parents	5385	3,26	0,980	2.937	10,627	92,57
	teachers	221	6,73	0,872			

* in the statement for teachers it was written: *their students*

Figure 1 shows the most common methods of monitoring and evaluating students during distance learning and the percentages which indicate the use of a particular evaluation method, what the teachers and parents assessed. As can be seen from picture 1, the most common method used monitoring and assessment of students during distance learning was the making of papers, seminars, posters and presentations as well as the use of e-quizzes. Online exams and oral exams as well as evaluation of responses based on video were used slightly less.

Figure 1 Percentage which indicates the use of a particular method of assessment, and what teachers and parents assessed



Discussion

This research was conducted during the coronavirus pandemic in Croatia in order to examine the attitudes of teachers and parents toward different aspects of

distance learning, which the purpose of obtaining valuable insight into the quality of teaching. Based on this, it can be determined which aspects of distance learning were well thought out and implemented and which aspects need to be improved in order to develop distance learning, but also to improve the perception of distance learning among teachers and parents.

The statements concerning the general attitude toward distance learning show different perception of effort, stress and tension experienced by teachers, i.e. parents and their children during distance learning. In general, there is agreement with claims concerning these conditions, where teachers show greater levels of agitation than parents and their children. The reason for that can be the fact that teachers had to adjust their way of lecturing, teaching, monitoring and evaluation to the online world and make new preparations for classes, that is, they were under pressure because they had to develop and use new ways of teaching they were not familiar with beforehand (Basilaia I Kvavadze, 2020). Therefore, it takes some time to develop and implement efficient ways of conducting teaching in such a manner. Furthermore, increased stress and agitation were observed in the parents and students as well, because this situation was new to them too. Parents are usually at work during working hours and children at school, but during the social isolation and distance learning this completely changed. During distance learning, more responsibility was put on the students and their parents because students are not accustomed to the way of learning in which they regulate their own pace of learning and comprehending the material at higher cognitive levels because the school reform, which aims to shift the paradigm of learning and teaching from the factual knowledge on the development of these competencies, just began (Ministry of Science and Education 2020). On the general question about quality of distance learning, most parents and teachers take a neutral stand, which indicates that although there are no major general objections to continuing distance learning; there is room for improvement.

When we review the expressed attitudes of parents and teachers regarding the assignments and materials which teachers used during distance learning, we can conclude that in this aspect there is disagreement between parents and teachers. Namely, the biggest disagreement is in the perception of the amount of assignments which teachers assigned during distance learning. While teachers consider this amount to be the same as during normal classes, parents believe the contrary. One of the

reasons for such discrepancy in attitudes may be that the overall classes are moved to the home of the students which is why there was no separation of what is taught in school and homework. While teachers believe that the same amount of outcomes and teaching materials has been covered during distance learning as during regular classes. Parents who have helped their children and invested a lot of time and effort consider the amount of assignments was too immense. Furthermore, there is a medium to high disagreement between parents and teachers about the claims concerning independence in solving assignments, ie students helping each other and sharing assignments. Namely, parents believe that their children were independent, while teachers believe that students had helpers and that they shared assignments. Likewise, parents don't agree as much as teachers that the assignments the students were given were clear, but still the average number of the parents tends to agree with this statement. This may be because some parents may not have enough knowledge to understand the assignments and help their child in mastering these assignments (Oreopoulos, Page, & Stevens, 2006).

The biggest agreement between parents and teachers is on claims related to communication as an extremely important aspect of distance learning. Namely, the only claim on which there is a high disagreement between parents and teachers is regular feedback on student's progress (*We received feedback from teachers through various communication channels on own child's progress regularly./ My students received feedback on their progress regularly.*) which teachers rate more positively than parents. But although there is disagreement between parents and teachers, it can be noticed their average grades are quite high and teachers strongly agree with this statement, while parents generally agree with that claim. The reason for such disagreement may be explained by the fact that children withheld information or forgot to convey feedback that they received from teachers and / or through the applications to their parents. One of the advantages of using different applications during distance learning is the ability to obtain direct feedback on score at different e-forms that check knowledge, for example quizzes (Croatia academic and research network - CARNET, 2018).

On the other hand, student's progress and assessment is the aspect of distance learning where the greatest disagreement among parents was observed. Namely, the greatest disagreement was predictably recorded for that aspect because parents usually

overestimate the potential and abilities of their child in comparison to teacher's perception (Kakkainen and Raty, 2010; Racz et al., 2019) In addition, aspects such as monitoring the progress and evaluation are very often insufficiently transparent and therefore agreement among participants decreases (De Los Reyes et al, 2015). The biggest disagreement between parents and teachers was on claim *This year's final grades of my students match their knowledge*, which parents valued in average more positively than teachers. Furthermore, teachers agree more often with the claims *Due to objective circumstances, the assessment was milder* and *Grades that I submitted were better than usual* than parents do because parents think the grades that were submitted were similar to those during regular classes and were generally more satisfied with the final grades than teachers. Such results are consistent with the research on the perception of student's abilities that parents have, i.e. the teachers. It is interesting to note that parents and teachers, on average, evaluate the statement *My students / My child progressed during distance learning* neutral and that they mostly agree with a statement in regards to parental influence for progress during distance learning. The reason for that may be that many teachers are also parents and have themselves noticed how much they are helping their own children learning the material presented online. But disagreement arises in the claim that concerns the teacher's merit for the children's progress, where teachers valued the claim more positive than parents. A possible reason for this is the parental perception that it during distance learning a lot of work fell through to them because they did not expect to have to be so involved in the process of educating their children, thereby downplay the importance of the teacher in the whole process.

Concerning the way of evaluation and according to the statements of parents and teachers in this research, they were in line with the recommendations of the MoSE, i.e. the methods used were mostly methods that examine more cognitive levels, while standard methods of monitoring and evaluating students were used to a lesser extent. In this way, one of the goals of the educational reforms about shifting the paradigm from the acquisition of factual knowledge to the development of key competencies such as critical thinking. Likewise, teachers have found that teaching and assessment can be held at a distance and it is an option that will be considered more in the future and be able to use it for students with special needs or students who miss school a lot, for example during seasonal flu.

Conclusion

The aim of this research was to examine the structure of the attitudes of teachers and parents towards distance learning and to see how much they agree. It is important to detect parts of distance learning in which there are large discrepancies between parent and teacher, react to them and thus reduce them as a conflict could occur in these aspects between parents and teachers, which would disrupt their relationship and have a negative effect on the students. This research has shown that the highest agreement between parents and teachers is in terms of their communication and general attitude towards distance learning. The lowest agreement between parents and teachers was recorded in the aspects of assigning tasks, way of evaluations and grading, where parents are significantly more positive about their children's abilities than teachers and are satisfied with the final grades, while the teachers think that they were milder during the assessment than usual. A situation where the parents and the teachers both agreed is the great parental impact on the child's progress during distance learning and the shift from standard way of grading to ways that examine higher cognitive processes.

The main advantage of this research is sample size. Namely, this research included a large percentage of parents and teachers, which is why conclusions relevant to making decisions about introducing changes in distance learning can be based on these results. Furthermore, this is the first research which examines attitudes on a large sample of parents and teachers on distance learning, whereby the general knowledge about distance learning is significantly deepened which can be generalized to other systems and populations. One of the drawbacks of this research is that its application was online and therefore there is a possibility that a certain percentage of teachers and the parent were unwilling to complete the questionnaire after which they spent all day at the computer, especially if their attitudes toward the computer are not positive. It is therefore possible that the sample is partial and that it was attended by those teachers and parents who were also more active during distance learning.

If a similar scenario is repeated in the future with distance learning, it would be worth repeating this research with greater methodological purity so that the conclusions of this research could be further validated.

3.3. COMMENTARY AND ANALYSIS

For certain phrases I had to find the right translation which is used in everyday life. “Nastava na daljinu” cannot be literally translated as it will not make any sense, so a more appropriate and commonly used phrase be used and that is “distance learning”.

Some sentences had to be reconstructed as they would not make any sense in English in the original form, e.g. “Stavovi su se ispitivali mrežnim upitnikom te se pokazalo kako najviše slaganje postoji u aspektu komunikacije i općenitom stavu o nastavi na daljinu.” “Attitudes were submitted through an online questionnaire and it was shown that parents and teachers agree the most in terms of communication and the general attitude toward distance learning.” In this sentence I added the subject to the sentence to make the sentence clearer. Another example is the following sentence: “Naime, za taj je aspekt očekivano zabilježeno najveće neslaganje jer roditelji uobičajeno precjenjuju potencijal i sposobnosti vlastita djeteta u odnosu na učiteljsku percepciju.” Different parts of speech need to be moved around to make the sentence sound more natural. The end result is as follows: “Namely, the greatest disagreement was predictably recorded for that aspect because parents usually overestimate the potential and abilities of their child in comparison to teacher’s perception”. I had to reconstruct this sentence to make it sound more natural in English. I also debated whether to translate “očekivano” as “predictably” or “expectedly”, but I opted for “predictably”, as it is more frequently used.

While translating, there is always a lot of thinking about finding the right word. I was debating how to translate the verb “prenijeti” into English in the sentence “Isto tako, roditelji su svjesni i mogućeg negativnog utjecaja koji korištenje IKT- a može imati na njihovu djecu (Pregrad, Tomić Latinac, Mikulić i Šeparović, 2011) te mogu takav stav prenijeti na njih.” I was debating between “transfer” and “convey” and decided for the verb “transfer”. The translation is as follows: “Likewise, parents are aware of the possible negative impact that the use of ICT may have on their children (Predgrad, Tomić Latinac, Mikulić and Šeparović, 2011) and can transfer the attitude to them.”

The following sentence presented another issue in terms of syntax: “Važni su dijelovi nastave i procesa obrazovanja praćenje napretka učenika te njihovo

vrednovanje.” As Croatian grammar is not the same as English grammar, the first part of the sentence fits better in the end in English and this is the translated sentence: “Sections of the lesson and the educational process of monitoring the progress of students and their evaluation are important.”

As mentioned before, this text had some terminology which was one of the reoccurring problems I encountered during the translation of this text. “Tvrdnja s malom veličinom učinka, no blizu granične vrijednosti za srednju veličinu učinka, jest *Učenici su imali pomoć u izvršavanju zadataka pa su zato kriteriji za ocjenjivanje bili stroži* ($d = 0,48$), gdje su roditelji pokazivali veće slaganje s tom tvrdnjom, no ono u prosjeku iznosi manje od ocjene 3 koja je u upitniku značila *Niti se slažem niti se ne slažem* s tvrdnjom. “A claim with a small effect size but close to the border value for a medium-sized effect size, is *The students had help with completing the tasks so the evaluation criteria were stricter* ($d = 0.48$), where parents showed greater agreement with this statement, but the average grade is less than 3 which in the questionnaire meant *I neither agree or disagree* with a claim.” This is a good example of a sentence that has both pedagogy and statistical terminology where we have “evaluation” for “ocjenjivanje”, “border value” for “granična vrijednost”, “effect size” for “veličina učinka” and so on. This just shows how translators must adapt to texts which discuss topics they are not familiar with and do a lot of research. I have done my research online, found different scientific papers with the same topic and compared the two texts.

4. TRANSLATION OF THE SOURCE TEXT 3

4.1. INTRODUCTION

This text is a report from the government of the Republic of Croatia, the Office for Gender Equality, and it was written in 2016. The report is written in a very formal style as it was issued by a government body and has terminology mostly from the field of politics. It is 200 pages long and I translated a very small part of it. The report is overall focused on gender equality and how to implement it. Moreover, it gives an overview on the implementation of national policies for gender equality in work, education, society, security and more. This text was the most demanding out of the three because of some terminology I was not familiar with beforehand, the formality of the text and the overall more demanding topic. The part I translated is the manner in which equality will be implemented in labour and the statistics covering the period of 2013, 2014 and 2015.

4.2. TRANSLATION

1. Equal opportunities in the labor market

Reducing unemployment and eliminating all forms of discrimination against women in the labor market remains one of the most important strategic goals for establishing real equality between men and women, including strengthening entrepreneurship by women and promoting measures to align private and professional obligations.

The average unemployment rate based on a survey for 2015 was 16.3%, which is 1 percentage point lower than last year's level, and is a result of a simultaneous decrease in the number of unemployed and an increase in the number of employed and active population. However, the unemployment rate for women based on a survey in the last two years is very high (18.3% in 2014 and 17% in 2015). Also, according to administrative sources, in 2015 the average number of unemployment of both men and women has decreased, but the decrease in the number of unemployed men (14.8%) was slightly larger than the decrease in the number of unemployed women (11.2%), so the share of men in the total number of unemployed decreased and the percentage of unemployed women

increased (by 1.1 percentage points). The percentage of women in the total number of unemployed in 2015 was 54.2%.

The Labor Inspectorate supervised and determined irregularities in the field of employment relations. Although the total number of registered injured parties has decreased due to various illegal actions of employers (no employment contract, no health or pension insurance, illegal overtime work, denied the right to weekly leave) (from 8,350 in 2011, over 6,617 in 2012, 5,290 in 2013, 3,932 in 2014 to 1,837 in 2015) the percentage of women in the number of injured workers increased in general (44.6% in 2011, 45.4% in 2012, 51.25% in 2013, 37.30 in 2014 and 46.37% in 2015).

In the field of occupational safety, and related to the working conditions of women, it is clear that the number of severely injured women has increased (from 225 in 2014 to 818 in 2015), as well as the number of those performing jobs with specific working conditions (2,530 women in 2013 compared to 2,808 women in 2015). Due to the identified negligence in the implementation of occupational safety measures related to women's work, labor inspectors filed a total of 21 orders on employers in 2014 to eliminate deficiencies, 35 writs on prohibitions and 32 indictments for committing violations.

In order to improve the position of women in the labor market, numerous activities have been undertaken, including monitoring and publishing statistically distinguished data by gender, implementation of national plans and policies to promote employment, self-employment and entrepreneurship, organizing educational programs, counseling and workshops for unemployed women, conducting various conferences, discussions and round tables and participation in targeted projects and programs often in 1 CBS (Croatian Bureau of Statistics), Press Releases, Labor Force Survey – Active population in the Republic of Croatia 2015, the average of 9 cooperation with associations is 9. The implemented measures were extensively reported by the Croatian Employment Service (hereinafter: CES), the Labor Inspectorate, the Ministry of Entrepreneurship and Crafts (hereinafter: MEC) and the county commissioner for gender equality.

The CES continued to monitor the impact of the implementation of Active Employment Policy Measures by gender and to publish statistics and various indicators of gender differences in the social security system and the labor market in the Monthly Statistical Bulletin, CES Yearbook and Analytical Bulletin. In addition to publications, the CES also provides its users with a service of public access to data from the Statistics Online service. Data search is enabled by years and months and by various characteristics:

gender, age, level of education, spatial unit, economic activity, occupation group and other.

Through active employment policy measures, the CES also provides financial support for employment, which is granted in the form of wage subsidies and amounts to 50% of the annual gross salary cost, i.e. 75% of the stated cost for people with disabilities, and during education pays financial aid determined by the Mediation Act in employment and rights during unemployment (Narodne Novine/ Official Gazette, No. 153/13). Measures within the competence of the CES are aimed at inspiring motivation for employment, co-financing and financing of education and co-financing the employment of the long-term unemployed and other groups of unemployed at risk of social exclusion as well as groups at risk of long-term unemployment due to job loss. In order to facilitate their participation in the labor market, the program of measures includes a number of activities such as: education programs, encouraging local and regional self-government to prioritize in their social plans the development of those community services that support family and family harmonization as well as professional obligations of women, co-financing the training of employees over 50 years of age who are at risk of losing their jobs due to the transition of employers to new technologies, etc. Interventions in terms of motivation, education and co-financed employment are directed towards: women at prime age (25 to 49 years) with lower or inadequate education, unemployed people (50+) and employed people at risk of losing their jobs, young people who have dropped out of the secondary school system education, young people without work experience, the long-term unemployed, with special emphasis on people with disabilities, victims of domestic violence, single parents, treated addicts, asylum seekers, victims of human trafficking, Croatian war veterans and people belonging to the Roma national minority.

In 2014, employment and training aids covered a total of 10,995 beneficiaries, of which 5,066 (46%) were women, and in 2015, out of 8,948 beneficiaries, there were 3,987 (45%) women. 2 Supports for self-employment were granted in 2014 for 7,077 people, of which 2,876 were women (41%), and in 2015 for 4,173 people, of which 1,793 (43%) were women. A total of 2,149 unemployed people were included in education for the needs of the labor market in 2014, of which 955 were women (44%), and in 2015 424 people, namely 250 (59%) women. In 2014, 28,039 beneficiaries were included in the measure of professional training for work without employment, of which 20,333 (72.5%) were women, and in 2015. 32,494 beneficiaries, of which 22,954 (81.9%) were women.

Within the measures of active employment policy from the program for Roma in 2014, a total of 783 unemployed people were included, of which 308 were women (39.3%).

The CES has implemented a large number of different programs for informing and including the unemployed in the labor market.

Women made up the majority of beneficiaries in individual counseling, thematic job search workshops, discussions and lectures for the unemployed, seminars. 2 Data for 2015 cover the time period up to 1 October with 10 different training programs and training. At the same time, women were underrepresented in workshops and individual counseling for self-employment. Women also made up the majority of beneficiaries in numerous seminars, workshops, lectures and discussions related to lifelong learning and training organized by CES regional and regional offices.

In 2014, CES regional offices participated as partners of associations and units of local and regional self-government in the implementation of 8 projects, and in 2015 9 projects aimed at improving the position of target groups of women in the labor market (young women, victims of family violence, rural women and women from war-torn areas, women over the age of 50, unemployed mothers, members of national minorities).

Certain county commissions for gender equality reported on programs being implemented in their counties to reduce women's unemployment, such as the Public Works Program and the Home Help Program.

In the reporting period, progress in strengthening entrepreneurship by women was evident. At its conference held on 18 June 2014, the Government of the Republic of Croatia adopted the Decision on the adoption of the Strategy for the Development of Women's Entrepreneurship in the Republic of Croatia for the period from 2014 to 2020 (Narodne Novine/Official Gazette, no. 77/14). MEC has printed and presented the Strategy at the national and international level. The Republic of Croatia is one of the few countries that has such a thematic action plan, which has been recognized and highlighted as an example of good practice by several international organizations.

In 2014 and 2015, the implementation of the Entrepreneurial Impulse - a program to encourage entrepreneurship and crafts continued. MEC has retained the application of a special measure according to which women entrepreneurs earn additional points if they own more than 51% of the economic entity.

According to the data from the Register of Aid of the MEC on the participation of women entrepreneurs in the Entrepreneurial Impulse in 2014, out of the total number of 4,306 requested aids, 1,668 (39%) were requested by women entrepreneurs. Out of 1,454

granted aids, 670 were granted to female entrepreneurs (46.08%) in the amount of HRK 18,993,178,13 (21.47%). In 2015, out of a total of 6,798 applicants, 2,205 (32.4%) were female entrepreneurs that sought support. A total of 2,358 people received aid, of which 724 aids (30.7%) were received by female entrepreneurs in the total amount of HRK 10,743,486,94 (28.8%).

MEC also promoted women's entrepreneurship by holding informative workshops in the counties. The review of approved aid to female entrepreneurs by counties in 2014 and 2015 shows that most aid was granted to female entrepreneurs in the City of Zagreb (106), Osijek-Baranja County (68) and Split-Dalmatia County (60), and the least in Dubrovnik-Neretva County (7) and Lika-Senj County (5).

The implementation of the special loan program "Female Entrepreneurs" of the Croatian Bank for Reconstruction and Development (hereinafter: CBRD) adopted in April 2011 continued, with the aim of encouraging the establishment and development of small and medium-sized businesses owned by women. In 2014 and 2015, a total of 150 projects with a total value of HRK 62,850,272,95 were approved.

The Ministry of Veterans (hereinafter: MV) has encouraged employment through several measures, of which we highlight the Self-Employment Measure of people from the target group who intend to be employed by performing independent entrepreneurial activity and aid in the amount of HRK 40,000,00. In 2014, the requests of seven women were approved for this measure, and HRK 280,000,00 was paid for their self-employment. In 2015, two Public Invitations for this self-employment measure were published. Based on the first Public Invitation, applications for two women were approved, and applications received under the second 11 Public Invitations, at the time of writing, were being processed. With the support measure for the expansion of the existing business, MV supports entrepreneurs who intend to expand the existing activity by employing people from the target group with a one-time financial aid in the amount of HRK 45,000.00 per employed person, and for employment of a maximum of three people from the target group. During 2014, three female entrepreneurs received aid in the total amount of HRK 180,000,00.

Important activities on the topic of encouraging women's entrepreneurship were also carried out by the county commissions for gender equality. Thematic sessions, professional conferences, educational workshops and discussions on the topic of women's entrepreneurship were held. In 2014, the "Women's Entrepreneurship Fair in the Osijek-Baranja County" was held in Osijek, and a conference for female entrepreneurs entitled

“Women can, women will” was held in Vukovar. The City of Zagreb has reported extensively on how it is taking action to strengthen women's entrepreneurship. Data on aids awarded to female entrepreneurs within several implemented projects are given, and it was emphasized that in the reporting period the City of Zagreb and MEC continued to subsidize interest rates in the amount of 4% to female entrepreneurs who were granted loans under certain programs. In 2014, the City of Zagreb introduced a special measure in the new Ordinance on the conditions for granting aid to innovators, in which innovators receive additional points for approving aid.

Regarding the implementation of measures aimed at contributing to the harmonization of private and professional obligations, we emphasize that a part of the county commissions for gender equality, often in cooperation with civil society organizations, conducted educational and promotional activities to highlight the importance of equal participation in child care and household. Further development of social services and public policies, public advocacy and awareness-raising on the sharing of parental responsibility in this context are fundamental preconditions for greater participation of women in the labor market and in the political and public life of the local community.

The Ministry of Social Policy and Youth reported that in 2014 and 2015, family centers, i.e., branches of social services centers based in counties, held lectures and workshops related to the parental role and parental care of children. They state that this measure is also implemented through the pursuit of regular counseling activities in which the equality of partner and parental roles is questioned and the use of father's parental leave is promoted.

Out of a total of 14 measures in this priority area dedicated to improving the position of women in the labor market, 9 measures were fully implemented, 2 measures partially, while 3 measures were not implemented at all.

4.3. COMMENTARY AND ANALYSIS

The third text is in general the most challenging and the most formal out of the three I have translated. I encountered many problems while translating this text. The text has many names of organizations, acronyms and items that needed to be looked up to see whether they have already been translated, so that the right translation can be used.

One of the problems I encountered was the phrase “usklađivanje” in the sentence: “Smanjivanje nezaposlenosti i uklanjanje svih oblika diskriminacije žena na tržištu rada ostaje jedan od najvažnijih strateških ciljeva za uspostavljanje stvarne ravnopravnosti muškaraca i žena uključivši osnaživanje poduzetništva žena i promicanja mjera za usklađivanje privatnih i profesionalnih obveza.” I was debating between “match”, “adjust”, “balance” and “align” but ended up going with align. The finished sentence in English is: “Reducing unemployment and eliminating all forms of discrimination against women in the labor market remains one of the most important strategic goals for establishing real equality between men and women, including strengthening women's entrepreneurship and promoting measures to align private and professional obligations.” As the formality is very high, I had to select words in the target text that will match the degree of formality of the source text.

Many sentences needed to be adjusted in English, that is, word order had to be changed so as to create a natural flow of the sentence. One of those sentences was: “Inspektori/ice rada su zbog utvrđenih propusta u provođenju mjera zaštite na radu vezanih uz rad žena podnijeli protiv poslodavaca/ki u 2014. godini ukupno 21 rješenje o otklanjanju nedostataka, 35 rješenja o zabranama te 32 optužna prijedloga zbog počinjenja prekršaja.” The English version is: “Due to the identified negligence in the implementation of occupational safety measures related to women's work, labor inspectors filed a total of 21 writs on employers in 2014 to eliminate deficiencies, 35 orders on prohibitions and 32 indictments for committing violations.” Another problem I encountered in this sentence is the word “propust”, whether to translate it into “omission” or “negligence”. I chose the word “negligence” because it is more frequently used in law.

One of the differences I noticed between the source text and the translation is the male and female versions of occupations like “inspektori/ce” in Croatian translate to “inspector” in English. We mostly use gender-neutral expressions in English, while in Croatian we have to put both female and male expression, especially in a document at this degree of formality.

The text is also abounds in long sentences which are harder to translate because the meaing can be easily lost. Some sentences are better divided into two or more and we have to pay attention to each detail.

5. CONCLUSION

In this B.A. thesis I have translated three texts of different genres. I have also described which problems I have encountered during the translation process. The translating process requires extensive knowledge of the source language as well as the target language. It is very time-consuming and it also requires an immense amount of researching and trying to find the right phrase, expression or just terms the translator is not familiar with. The translator encounters many problems and has to solve them by using every tool available, such as online resources and dictionaries. Some terms are nearly impossible to find, but the translator has to provide a translation which can be understood by the target audience and maintain the main meaning of the text, as well as the level of formality.

This process of translation has taught me that translating can expand one's vocabulary and improve one's skill of researching. It is very important to pay attention to detail and provide the most accurate translation.

6. APENDICES

6.1. APENDIX A

Lu Jakelić mlada je kantautorica i nešto je sasvim novo na našoj sceni. Održala nam je mali koncert

BY KATARINA DRVODELIĆ 21.12.2018.

U redakciju nam je stigla Lu Jakelić, vesela, otvorena i simpatična djevojka čudesnog glasa

Lucija Jakelić, poznatija pod imenom Lu Jakelić mlada je hrvatska kantautorica koja trenutno priprema svoj album prvijenac ‘Sve o čemu sam šutjela’ s kojeg je objavila izabranu stvar ‘Vodiš me’, a možda vam je poznata po pjesmama kao što su Ljudi od dima i Fragilna.

Ako ste uz naše izvođače čuli jedan istovremeno snažan, a nježan glas, vjerojatno se radilo o Lu jer je do sada imala suradnje s Damirom Kedžom, Vlahom Arbulićem, Ivanom Kindl, Filipom Dizdarom, Tonijem Cetinskim i drugima. Osim što ju možete pratiti na društvenim mrežama, trenutno ju možete gledati u trećoj sezoni najgledanije HRT-ove glazbene emisije “A strana” koja traje do veljače.

OBITELJSKI POTENCIJAL I LJUBAV PREMA GLAZBI

Glazbom se bavi od kad zna za sebe, a taj potencijal, kako kaže, vjerojatno je i genetski. “Bavim se glazbom od kad sam je svjesna. Potječem iz glazbene obitelji, u smislu da je djed bio prototip Franka Sinatre, samo u Njemačkoj. Čim me ljudi čuju kažu mi kako sam na djeda i da se to točno čuje u glasu. Niti jedna osoba u mojoj obitelji nije udaljena od glazbe ili nema sluha, tako da je nekako bilo logično da će se to prenijeti na mene.

Tako je valjda prvo što su mi roditelji govorili je da kad sam bila beba za nešto što se smatra dobrom glazbom da se neobično primijetilo da sam reagirala na to.” Sa oko osam godina je postala svjesnija instrumenata i glazbe te počela svirati klavir u glazbenoj školi i najširi dodir joj je u tom periodu bila tatina glazba. Ono što ju je vjerojatno napravilo pjevačicom kakva je danas je to što nikada nije imitirala ono što čuje već je uvijek pjevala nešto svoje.

“U ZAGREBU SAM UPOZNALA NOVU OBITELJ”

Radi fakulteta stigla je u Zagreb pa upisala i glazbenu školu Husar i Tomčić u kojoj se zapravo aktualizirala i naučila svoje najvažnije sposobnosti kroz pjevanje i glumu. “U

Durđevcu možda nisam imala sredinu u kojoj bi se mogla razvijati, ni društveno, glazbeno ni socijalno. Došla sam u novu glazbenu obitelj koja me oblikovala u to što jesam – glumom, plesom i pjevanjem.

Najviše od svega mi je pomogla gluma da izađem iz sebe u svakoj situaciji i ulozi. Ona me natjerala psihički i fizički da izađem pred ljude što je najvažnije u glazbi, pogotovo kad si kantautor. Kad ja nešto napišem, to je moje dijete koje ja tada puštam u svijet i to je najteže napraviti. U početku nisam mogla zamisliti da budem pred toliko ljudi, ali kazalište mi je pomoglo da sve to radim sama.”

Prije nego sam krenula s radom na albumu imala sam velik strah od ljudi, sada znam da je to bilo iracionalno

Lu namjerava početkom ljeta izbaciti i album, premda je do sada već objavila nekoliko svojih pjesama. “Na albumu radim negdje od travnja i nisam su davala nikakve rokove, niti zbog PR-a ni ničega. Prije nego sam krenula s radom na albumu imala sam velik strah od ljudi. Brinula sam se oko toga hoću li pronaći pravu osobu koja me neće gledati matematički.

Važno mi je bilo, da ako ću išta raditi sa sobom, da to bude moj prijatelj koji će osjetiti mene i ono što je iznutra. Da jednostavno zna prije nego me išta pita i prije nego išta zna o meni. To je sada moj producent Reihan Vukanović koji kao da mi čuje misli prije nego ja išta kažem. Ja kažem stalno da je to svemir, ali mislim da je to samo izmjena te energije u kojoj vjeruješ da će sve biti okej. On mi pomaže da sve to stavim na papir i mogu mu opisati kako želim da sve zvuči, to je sve zbog njega i našeg odnosa.”

GLAZBA JE NAJBOLJI LIJEK

Ako malo poslušate riječi pjesama, osjetit ćete koliko je u njih uloženo emocija i energije, a kako i sama kaže, nerijetko je čula da netko na njene pjesme plače. “Ono što mene razlikuje od ostalih izvođača je to što imam taj omjer da će mi glazba moći biti puštana na radiju kao nešto lakše, a opet ako otvoriš drugo uho shvatit ćeš da se zaista radi o umjetnosti. Nadam se da će tako i biti. Inspirirati me može bilo što, ali najčešće to budu osobna, životna iskustva koje onda stavljam u pjesničke slike kako bi sebi objasnila situaciju. I ja, kao i svi drugi, ponekad ne razumijem ili sam tužna i sretna, i ne znam odakle je ta emocija došla.

Da nemam glazbu i proces da taj kapacitet koji mi konstantno rola u mozgu stavim na papir i sama sebi prije svega objasnim, ‘aha, to se sad dogodilo’, ne bi mogla izdržati. Još ljepši dio

svoga toga je što ovime možda i nekome pomognem. Zato je glazba najveći lijek. Mislim da u Hrvatskoj nedostaje našeg jezika kojim si sve generacije mogu nešto ispričati i prihvatiti neki problem. Nema toliko naših tekstova koji su duboki i misaoni, a opet bliži mladima koji se bore s raznim temeljima odrastanja.”

Glazba mi je stvarno dvojako oružje da i sebi zabijem nešto u srce i da poslije toga shvatim da iz toga cvjetam

Često spominje i kako naša generacija možda ima malo iskrivljene emotivne vrijednosti zbog društvenih mreža na kojima se rijetko priznaje činjenica da griješimo, povrijedimo sebe ili druge te da ne možemo sve sami nego nam trebaju drugi.

“Ljudi si ne žele priznati da su ponekad oni pogriješili i da je okej da nas boli i da smo ljudi. Bilo kada kad priznaš da si tužan, tad priznajemo da smo ljudi i zato je lakše biti ljut na sebe i druge. Zato je to najjače u pjesmama jer si priznaješ da te nešto pogodilo. Glazba mi je stvarno dvojako oružje da i sebi zabijem nešto u srce i da poslije toga shvatim da iz toga cvjetam.”

MJESEC JU PRATI KUD GOD KRENULA

Pri samom dolasku na kavu, Lu je zapazila mjesec na mom novčaniku pa je spomenula kako je to element koji ju vječito prati, a čak i njenu obitelj. “Imam stariju braću i sestre i svi smo od malena bili opčinjeni mjesecom. Metaforička strana toga je to što mjesec prolazi konstantno kroz faze, a pritom uvijek sjaji, najjače kako bi druge osvijetlio i pokazao im put. To volim i kod sebe vidjeti i tješiti se, da koju god fazu da prolazim, iz nje ću svojim darom moći pomoći sebi i drugima. Tako iz svega što ti se dogodi, proizlazi nešto vrijedno.

Čak i ako ne pomognem sebi, znam da je iza toga nešto zbog čega ću ja drugima sjajiti i pomoći. Uz to imam i svemirski neobjašnjivu situaciju da me taj element uvijek prati. Prihvatila sam to kao podsjetnik da vjerujem u to što mislim jer ako vjeruješ u dobro privući ćeš dobre ljude.”

Meni je mir, pa tako i sreća, da sam zadovoljna sama sa sobom

Već na prvi pogled, Lu ostavlja dojam vesele, simpatične i otvorene osobe, a čim s njom porazgovarate par rečenica jasno vam je da je prvi dojam bio pravi. Zrači dobrom energijom pa se nisam mogla spriječiti od toga da ju pitam što je zapravo za nju sreća. “Vjerujem da na ovo pitanje mnogi počnu razmišljati o tome što bi me usrećilo kad bi se nešto dogodilo. Ja

mislim da je većini ljudi, a onda se to može različito interpretirati, osobni mir sreća. Što god to kome značilo.

Meni je to trenutno osobni mir, da sam ja zadovoljna sama sa sobom jer kad si netko tko stvara, ono što ide s tim je izrazito izražena samokritičnost. Ako ego dođe na prvo mjesto što se i meni lako može dogoditi, tu sve pada u vodu jer gubiš na svojoj lakoći. Meni je mir, pa tako i sreća, da sam zadovoljna sama sa sobom fizički i psihički i da to što radim prestanem toliko proispitivati trebam li to i vrijedi li to, nego to samo podariti sebi i drugima. To će se kroz moj život mijenjati i jednog dana će mi mir možda biti obitelj ili nešto drugo.”

“MOŽEŠ SE BOJATI SAMO AKO NE VJERUJEŠ U SEBE”

Lu nije osoba koju biste možda na prvu povezali sa scenom i naizgled vam se čini da ne pripada na sceni ili u društvu ostalih popularnih ličnosti u našoj zemlji. Upravo to je ono što ju čini posebnom. “Vjerojatno me čeka puno društvenih situacija u kojima se neću znati snaći jer sam drugačija od drugih ljudi. Ljude koje vidimo je jako lako suditi i to se često događa. Ono što sam proživjela od kako je izašla prva pjesma je konstantna opterećenost oko toga zašto ja nisam kao drugi i kako da se postavim.

Mislim da se možeš bojati jedino ako ne vjeruješ u sebe i ako to ne stoji na dobrim temeljima te ako nemaš dobre ljude oko sebe. Ako si dobra osoba, prirodno ćeš gravitirati prema dobrim ljudima. Malo je vjerojatno da ću naći u okolini koja je egoistična, prenapadna ili je orijentirana samo na novac. Svi ljudi s kojima ja trenutno radim znaju tko sam i što sam. Mislim da je to najvažnije, ti ljudi koji su oko tebe. Uvijek me strah ljudi, ali to je iracionalan strah.”

KONCERT PRED DESET TISUĆA LJUDI

Možda ju do sada niste čuli u samostalnoj izvedbi, ali vam je sigurno poznata po raznim i zanimljivim suradnjama, a jednu od njih posebno je istaknula. “Ono što je meni nekako obilježilo izlet u hrabrost je koncert s Tram 11. Ja sam kao malena to dosta slušala, kao i Lauryn Hill, Elemental. Uz mene se hip-hop veže jer mi je važan story-telling. Moje pjesme imaju više riječi i malo su duže jer mi je važno da ispričam priču što je primjerice najvažnije u hip hopu.

Tako sam nastupala s njima u Domu Sportova pred deset tisuća ljudi. Tada sam ja nju pitala misli li ona da sam ja uopće spremna na to. Na kraju se dogodilo da sam ja tada bila toliko

slobodna i shvatila sam da je to mjesto gdje ja pripadam. Činjenica da se nisam prepala svih tih pojedinačnih kritičara mi je objasnila da ja to mogu. To je bila suradnja koja mi je bila korak dalje.”

Najveći glazbeni utjecaj mi je Gibonni i san mi je jednog dana surađivati s njim

Jedna od zanimljivih stvari koja će se naći na novom albumu je i pjesma *Divna* koja na neki način osnažuje svaku ženu. “Jedna od suradnji kojoj se nadam je sa Targetom iz Tram 11 na jednoj pjesmi. Pjesma se zove *Divna* i ideja je da ja, kao žena u toj pjesmi iz ženske perspektive, odlučujem da ću i ja nešto reći. Inače kad muški izvođači nešto kažu to je empowering i bossy, a kad žena nešto kaže se promatra sa pet strana.”

Najveći san joj je ipak suradnja s Gibbonijem. “On je prije svega čovjek i promiče čovječe vrijednosti kroz svoje pjesme i inače kroz život. On je moj najveći glazbeni utjecaj kod nas jer je spojio poeziju i glazbu koja nije potpuno klasična za naše podneblje. I mooožda sam jednu pjesmu napisala za nas dvoje. On mi je definitivno uzor kao potpuna osoba na sceni.”

“VAŽNO JE NE ODUSTATI I IĆI SAN PO SAN”

Lu sada možete gledati i na televiziji do kraja veljače na HRT-u u emisiji A-strana. Kako kaže, Ove godine sam samu sebe naučila da snova uvijek treba biti i da ih ne smijemo bojati. “Važno je ne odustati od snova i najljepše je ići san po san te korak po korak. Ako gledam realno, nakon što ću snimiti album, jako bi voljela da se ostvari turneja.

Uz sve spotove, fotografiranja i sve ipak mi je najvažnije da uz sve što sam napravila imam priliku to i pokazat pred ljudima uživo. Jako sam zahvalna i lijepo mi je da to nije samo Zagreb nego i Srbija, Bosna i ostatak regije. Svi jako lijepo reaguju i to su poruke s ‘ti si mi pomogla’, ‘dirnula si me’. Uvijek su to neke lijepe životne priče pa mi je san organizirati turneju.”

6.2. APENDIX B

STAVOVI UČITELJA I RODITELJA UČENIKA OSNOVNIH ŠKOLA O NASTAVI NA DALJINU

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Sažetak

Zdravstvena kriza uzrokovana pandemijom koronavirusa uzrokovala je premještanje nastave u mrežno okruženje. Cilj je ovoga istraživanja ispitati i usporediti stavove učitelja i roditelja o različitim aspektima nastave na daljinu. Ispitivani aspekti su: općeniti stav o nastavi na daljinu, stavovi o komunikaciji između roditelja i učitelja, zadacima i materijalima korištenima u nastavi na daljinu te napretku učenika, načinima ocjenjivanja i zaključnim ocjenama. Stavovi su se ispitivali mrežnim upitnikom te se pokazalo kako najviše slaganje postoji u aspektu komunikacije i općenitom stavu o nastavi na daljinu. Najniže slaganje između roditelja i učitelja pokazalo se u aspektima zadavanja zadataka te načinu vrednovanja gdje roditelji naspram učitelja pozitivnije procjenjuju vlastitu djecu. Stavovi roditelja i učitelja o nastavi na daljini se zbog velikog uzorka korištenog u ovom istraživanju produbljuju, a opća saznanja o nastavi na daljinu mogu se generalizirati na druge sustave i populacije.

Ključne riječi: koronavirus; nastava na daljinu; roditelji; stavovi; učitelji

Uvod

Zdravstvena kriza širenjem novog koronavirusa uzrokovala je značajne promjene u različitim aspektima života, pa tako i u obrazovanju. Za vrijeme koronavirusa u ožujku 188 zemalja diljem svijeta u potpunosti je ili lokalizirano zatvorilo škole kako bi se spriječilo širenje virusa (Basilaia i Kvavadze, 2020). Među tim zemljama se od 13. ožujka 2020. godine našla i Hrvatska odlukom Nacionalnoga stožera civilne zaštite Republike Hrvatske o prekidanju održavanja nastave u školama, čime se 16. ožujka 2020. godine nastava počela održavati na daljinu. Razlog takvoj odluci bilo je, s jedne strane onemogućiti širenje virusa (Abdulmir i Hafidh, 2020; Germann, Gao, Gambhir, Plummer, Biggerstaff, Reed i Uzicanin, 2020), dok je s druge strane to značilo održati proces obrazovanja neprekinutim, kao i smanjiti zabrinutost roditelja oko obrazovanja njihove djece (Basilaia i Kvavadze, 2020; Wang, Zhang, Zhao, Zhang i Jiang, 2020).

Nastava na daljinu većinom se odvijala asinkrono, odnosno učenici su imali pristup materijalima koje su učitelji stavljali na mrežne platforme te je za sve obrazovne institucije omogućena tehnička podrška, kao i podrška prilikom izrade materijala za nastavu (Ministarstvo obrazovanja i znanosti, 2020). Nastava se, osim putem mrežnih platformi, održavala i putem televizijskih programa na kojima su učenici mogli pratiti sadržaje specifične za njihov razred. Zbog iznenadnosti pojave novog koronavirusa prijelaz na e-učenje također je morao biti brz. Učitelji, učenici, ali i roditelji su se morali na različite načine prilagoditi novoj situaciji.

Učitelji su morali prilagoditi svoj način rada i predstavljanja nastavnoga sadržaja mrežnim platformama. Zbog toga se iznimno važnim pokazao stupanj obrazovanja, ali i stav učitelja prema informacijsko-komunikacijskim tehnologijama (IKT) te upoznatost i učestalost korištenja IKT-a. Istraživanje koje su Ružić Baf, Radetić-Paić i Zarevski proveli 2012. godine pokazalo je kako gotovo trećina ispitanih studenata Učiteljskog fakulteta smatra da budućim učiteljima nije potrebna edukacija iz područja IKT-a. S obzirom na to da se radi o istraživanju provedenom prije osam godina, može se pretpostaviti da je većina sudionika toga istraživanja sada u ulozi učitelja te da i dalje imaju negativan stav prema IKT-u. S druge pak strane, Ministarstvo obrazovanja i znanosti prepoznalo je važnost tehnologije u obrazovanju te je tijekom 2017./2018. godine pokrenut pilot-projekt „e-Škole: Uspostava sustava razvoja digitalno zrelih škola“. Kao jedan od ciljeva tog projekta navedeno je upoznavanje učitelja s upotrebom digitalne tehnologije prilikom praćenja i

vrednovanja učenika jer se pokazuje kako „upotreba digitalnih tehnologija u bilo kojoj etapi nastavnog procesa pozitivno utječe na motivaciju učenika“ (Hrvatska akademska istraživačka mreža – CARNET, 2018, 15). Što se tiče roditelja, oni su morali ured preseliti u domove te u istome prostoru obavljati sve aktivnosti koje su inače obavljali u različitim okolinama. Uz to što su posao obavljali od kuće, često se događalo da roditelji pomažu djeci prilikom usvajanja nastavnih sadržaja. Bjorklund i Salvanes (2011) navode kako je obiteljsko okruženje iznimno bitno za obrazovanje djece jer obitelj predstavlja veliku i važnu podršku u obrazovnom napretku djece. No, do sada se ta podrška smatrala nadopunom školskom procesu u obliku razgovaranja o tome što se u školi uči ili dodatnog razjašnjavanja pojedinih sadržaja. U situaciji socijalne izolacije i nastave na daljinu roditelji postaju primarni pokretač procesa učenja u svoje djece. Isto tako, roditelji su često bili primorani pomagati u savladavanju nastavnih sadržaja predstavljenih mrežnim putem. Uspješnost takvog procesa učenja ovisi kako o prethodnim navikama učenja djeteta i mogućnostima vlastite samoregulacije učenja tako i o značajkama roditelja i njihove okoline – dostupnom vremenu u kojem se roditelj može posvetiti poučavanju djeteta, dostupnim resursima poput računala ili dovoljno brzog interneta i razini vlastitog znanja jer roditelj teško može pomoći u objašnjavanju pojedinih sadržaja ako ih sam ne razumije (Oreopoulos, Page i Stevens 2006). Isto tako, roditelji su svjesni i mogućeg negativnog utjecaja koji korištenje IKT- a može imati na njihovu djecu (Pregrad, Tomić Latinac, Mikulić i Šeparović, 2011) te mogu takav stav prenijeti na njih. Naime, u istraživanjima se pokazuje kako stavovi roditelja (i učitelja) prema različitim odrednicama procesa poučavanja i školskog okruženja utječu na razvitak stavova učenika prema istim odrednicama (Sušan Gregorović, 2017).

Kako bi se između roditelja i učitelja razvio suradnički odnos koji se temelji na partnerstvu obitelji i škole, čime učenici profitiraju, nužno je razvijati dvosmjernu, otvorenu i pozitivnu komunikaciju (Epstein, 2001; Ljubetić, 2014; Rosić i Zloković, 2003). Kroz takvu komunikaciju razvija se i roditeljska uključenost u proces obrazovanja, koja obuhvaća niz roditeljskih aktivnosti vezanih za obrazovanje djeteta, bilo kod kuće ili u školi (Sušan Gregorović, 2017). U doba kada se nastava održavala na daljinu, roditeljska uključenost kod kuće, koja uključuje nadgledanje i pomoć u izvršavanju zadaća, pomoć u učenju, planiranju učenja te organizaciji vremena (Christenson i Sheridan, 2001; Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, Van Voorhis, Martin, Thomas, Greenfield, Hutchins, i Williams, 2009), bila je istaknutija no ikada prije. No, kako Sušan Gregorović (2017) navodi, učitelji su ti koji ostvaruju primarni kontakt s roditeljima zbog čega su upravo oni ključni za poticanje roditelja na uključivanje i

razvijanje vlastite percepcije i prakse uključivanja (Hoover-Dempsey i Sandler, 1997; Griffith, 1998). Također, redovita komunikacija s učiteljima roditeljima pomaže da ostanu informirani o situaciji u školi i o napretku vlastita djeteta. Redovita se komunikacija pokazala važnom za vrijeme nastave na daljinu jer su teme povezane s koronavirusom bile iznimno zastupljene u medijima zbog čega je moglo doći do kontradiktornih informacija, a time i do zbunjenosti ili ljutnje roditelja.

Važni su dijelovi nastave i procesa obrazovanja praćenje napretka učenika te njihovo vrednovanje. Učitelji često navode kako im je upravo taj dio posla najveći izazov, odnosno pitaju se kako na najprikladniji način procijeniti vještine i znanje učenika (Kolak, 2014). Isti autor navodi kako nedostatak vrednovanja dehumanizira proces poučavanja i može stvoriti nepovjerenje između učitelja, učenika i roditelja. S druge strane, proces vrednovanja, ako je detaljno objašnjen i strukturiran, može učenicima služiti kao motivacija za prilagođavanje svog rada očekivanim standardima. Iz toga proizlazi i važnost davanja učiteljeve konstruktivne i redovite povratne informacije učenicima. Zbog svega toga Ministarstvo obrazovanja i znanosti (2020) objavilo je *Upute za vrednovanje i ocjenjivanje tijekom nastave na daljinu* kako bi usmjerili učitelje i olakšali im proces praćenja i vrednovanja. U tom se dokumentu ističe kako „pored usvajanja ishoda učenja putem bitnih sadržaj, naglasak treba staviti na dobrobit učenika i poticanje učenja na rad, a ne na ocjenjivanje naučenog“ (Ministarstvo obrazovanja i znanosti, 2020, 3). Također, u dokumentu se navodi kako su se standardni načini provjere, poput usmenog ispitivanja, mogli i dalje koristiti u nastavi na daljinu, ali u manjem opsegu te su se preporučivali inovativniji pristupi kojima se ispituju više razine kognitivnog funkcioniranja, poput kritičkih osvrta, debate, istraživanja teme, raspravljačkih eseja ili izrade plakata, ovisno o dobi učenika. Uz to se učitelje poticalo da prate i nagrađuju kontinuiranu aktivnost i samostalan rad učenika.

Iz svega navedenog proizlazi kako je nastava na daljinu predstavljala veliki izazov učiteljima, učenicima i roditeljima. S obzirom na to da postoji mogućnost da će se i nova školska godina održavati na daljinu, ali i zbog sličnih budućih situacija, kao i mogućnosti prebacivanja određenog dijela školovanja u mrežni svijet, važno je provjeriti kakvo je iskustvo nastave na daljinu učitelja i roditelja. Iz njihova iskustva može se saznati koje aspekt nastave na daljinu treba sačuvati u postojećem obliku, a koje treba doraditi.

Cilj je ovog istraživanja ispitati i usporediti stavove roditelja i učitelja o različitim aspektima nastave na daljinu. U ovom istraživanju fokus je na općenitome stavu o nastavi na daljinu, kao i na stavovima o komunikaciji između roditelja i učitelja, zadacima i

materijalima korištenima u nastavi na daljinu te napretku učenika, načinima ocjenjivanja i zaključnim ocjenama.

Prethodna istraživanja pokazuju da postoji manji stupanj slaganja između učitelja i roditelja u procjenjivanju akademskog uspjeha učenika zbog toga što roditelji percipiraju sposobnosti i kompetencije svoje djece višima nego što to čine učitelji (Racz, Putnick, Esposito i Bornstein 2019). Autori navode da je jedan od razloga takvih rezultata taj što učitelji imaju širu sliku učeničkih sposobnosti jer imaju kontakt s više učenika, dok roditelji najčešće imaju uvid samo u sposobnosti svojeg djeteta. Također, općenito postoji manje slaganje između procjenjivača u onim aspektima koji su teže uočljivi nego u onima koji se lakše uočavaju (De Los Reyes, Augenstein, Wang, Thomas, Drabick i Burgers, 2015).

Zato pretpostavljamo da će postojati manje slaganja između roditelja i učitelja s onim aspektima nastave na daljinu čiji su procesi teže uočljivi roditeljima, poput načina ocjenjivanja i napretka učenika te onim aspektima nastave na daljinu koji se tiču sposobnosti i uspjeha učenika poput zaključnih ocjena, dok će veće slaganje postojati u aspektima koji su uočljivi roditeljima, poput komunikacije između njih i učitelja, kao i onih aspekata koji nemaju izravan doticaj sa sposobnostima njihove djece, poput općenitog stava o nastavi na daljinu.

Metodologija

Podaci za ovo istraživanje prikupljeni su mrežnom metodom, koristeći platformu *Survey Monkey* u sklopu većeg istraživanja iskustva nastave na daljinu u travnju 2020. godine. U istraživanju je sudjelovalo 40 263 roditelja te 6 709 učitelja. Pitanja su se odnosila na sociodemografske podatke sudionika, podatke o tehničkim i prostornim uvjetima u domu za održavanje i praćenje nastave na daljinu te tvrdnje o općenitom stavu o nastavi na daljinu, komunikaciji između učitelja, učenika i roditelja, zadacima i materijalima korištenima tijekom nastave na daljinu, praćenju, vrednovanju i ocjenjivanju učenika te zaključnim ocjenama. Na tvrdnje se odgovaralo na skali Likertovog tipa (1 – *izrazito se ne slažem*; 2 – *uglavnom se ne slažem*; 3 – *niti se slažem niti se ne slažem*; 4 – *uglavnom se slažem*; 5 – *izrazito se slažem*).

Rezultati

U *Tablici 1.* prikazani su demografski podaci i tehnički te prostorni uvjeti ispitanih

učitelja i roditelja. Kao što se iz tablice može vidjeti, gotovo četiri petine učitelja ima vlastito računalo na kojem može obavljati zadatke vezane uz posao, nešto manje od jedne petine njih mora dijeliti vlastito računalo i dogovarati se oko njegovog korištenja, dok samo oko 3 % učitelja nema vlastito računalo i mora se snalaziti na različite načine oko njegovog korištenja.

Što se učenika tiče, gotovo jednak je postotak onih učenika koji imaju vlastito računalo koje ne dijele s drugim osobama i onih koji moraju dijeliti računalo s drugim osobama iz kućanstva. Gotovo 12 % učenika nema računalo te se mora snalaziti kako bi izvršio zadatke.

Što se prostornih uvjeta tiče, gotovo polovica učitelja ima vlastiti prostor u kojem može raditi bez uznemiravanja, dok gotovo 40 % njih mora se dogovarati s ostalim ukućanima oko prostora za rad. U učenika je situacija bolja – gotovo tri četvrtine učenika ima vlastiti prostor u kojem može izvršavati školske obveze bez da ih itko ometa, dok nešto manje od jedne četvrtine njih mora se dogovarati s ostalim ukućanima, a 4 % njih nema prostor u kojem može raditi. Gotovo 90 % učitelja izjavljuje kako ima funkcionalnu internetsku vezu, jednako kao i učenici. Manji broj učitelja i učenika ima sporu internetsku vezu koja prekida.

Tablica 1. Prikaz frekvencija demografskih podataka i tehničkih te prostornih uvjeta u domu ispitanih učitelja i roditelja

Spol	Učitelji (%)		Roditelji (%)
	M	Ž	
		813 (12,1)	3 683 (9,1)
		5 897 (87,9)	36 580 (90,9)
Socioekonomski status	Vrlo lako	192 (2,9)	1 967 (4,9)
	Prilično lako	1 675 (25,0)	11 345 (28,2)
	Prilično teško	2 499 (7,1)	12 612 (31,3)
	Vrlo teško	474 (7,1)	2 679 (6,7)
	Ne želim reći	1 870 (27,9)	11 660 (29,0)
Tehnički uvjeti (učitelja / učenika)	Imam svoje računalo / laptop koje ne moram dijeliti s drugim osobama.	5 114 (78,3)	17 211 (44,9)
	Imam računalo / laptop koje dijelim s drugim osobama.	1 208 (18,5)	16 570 (43,2)
	Nemam svoje računalo / laptop i snalazim se posuđivanjem ili na druge načine.	210 (3,2)	4 558 (11,9)

Prostorni uvjeti (učitelja / djeteta)	Imam prostor u kojemu mogu sam/a raditi bez uznemiravanja.	3 255 (49,8)	27 923 (72,8)
	Imam prostor za rad, ali se moram dogovarati s ukućanima.	2 496 (38,2)	8 936 (23,3)
	Nemam prostor u kojemu mogu raditi sam/a.	781 (12,0)	1 480 (3,9)
Brzina i kvaliteta internetske veze	Imamo brzu i sigurnu internetsku vezu.	2 588 (39,6)	16 785 (43,8)
	Veza nije savršena, ali funkcionira.	3 246 (49,7)	16 832 (43,9)
	Veza je razmjerno spora, uz povremene prekide.	557 (8,5)	3 569 (9,3)
	Imamo sporu i nepouzdanu internetsku vezu.	141 (2,2)	1 153 (3,0)

Normalitet distribucija tvrdnji koje se tiču različitih aspekata nastave na daljinu testiran je Kolmogorov-Smirnov testom, kao i omjerom simetričnosti i standardne pogreške simetričnosti, odnosno spljoštenosti i standardne pogreške spoljštenosti distribucije. Oba načina su pokazala kako se distribucije razlikuju od normalne. Unatoč tome što distribucije odstupaju od normalne razlike, vrijednosti odgovora na tvrdnje učitelja i roditelja ispitane su t-testom zato što se t-test temelji na teoremu centralnih granica te se s dovoljno velikim uzorkom, što je u ovom istraživanju postignuto, izbjegava donošenje krivog zaključka (Cassela i Berger, 2002; Lehmann, 1998). Nadalje, prilikom testiranja razlika između aritmetičkih sredina, Levenovim testom su testirane razlike između varijanci. Pokazalo se da se na svim tvrdnjama varijance odgovaranja učitelja statistički značajno razlikuju od varijance odgovaranja roditelja te je zbog toga, umjesto klasičnog t-testa, korišten Welchov t-test (Delacre, Lakens, Leys, 2017; Liu, 2015). S obzirom na veličinu uzorka, a onda i veliku statističku snagu, sve su razlike aritmetičkih sredina statistički značajne. Zato je kao mjera veličine učinka korišten Cohenov d.

U *Tablici 2.* prikazani su deskriptivni podaci i rezultati Welchova t-testa te Cohenov d za tvrdnje koje se odnose na općenit stav oko nastave na daljinu. Kako su sve razlike između aritmetičkih sredina statistički značajne, veličina učinka je određena kao relevantni pokazatelj kako bi se odredilo je li uočena razlika između aritmetičkih sredina vrijedna interpretacije ili je uočena zbog velikog uzorka. U ovoj skupini pitanja najveća veličina učinka uočena je na pitanjima *Nastava na daljinu za*

mene / moje dijete je bila izvor stresa ($d = 0,58$) te pripada srednjoj veličini učinka. Učitelji imaju viši rezultat od roditelja za polovicu standardne devijacije. Dok je prosječni rezultat roditelja bliži vrijednosti 3 koja je u upitniku označavala *Niti se slažem niti se ne slažem* s tvrdnjom, u učitelja je ona bliža vrijednosti 4 koja je u upitniku označavala *Uglavnom se slažem* s tvrdnjom. Nadalje, kod tvrdnji *Nastava na daljinu činila me/ moje dijete napetim/om* ($d = 0,44$) i *Nastava na daljinu iziskivala je od mene / moga djeteta veliki napor i trud* ($0,36$) uočena je mala veličina učinka. I na objema ovim tvrdnjama učitelji pokazuju veće rezultate nego roditelji. Prosječni rezultati roditelja i učitelja na ovim tvrdnjama bliži su vrijednosti 4, što ukazuje na općenito slaganje s tvrdnjama. Na ostalim pitanjima koja se tiču općenitog stava oko nastave na daljinu uočene su veličine učinka koje su premalene da bi bile značajne za interpretaciju.

Tablica 2. Prikaz deskriptivnih podataka, rezultata Welchova t-testa te veličine učinka tvrdnji koje se odnose na općeniti stav oko nastave na daljinu

Pitanje u upitniku		N		D	t	df
Nastava na daljinu						
iziskivala je veliki napor i trud nas roditelja. / Nastava na daljinu iziskivala je od mene veliki napor i trud	Roditelji	6546	,99	,157	-	10
	Učitelji	371	,36	,869		
		6			29,694	736,19
<hr/>						
Moje se dijete osjećalo						
napeto zbog brojnih zadataka tijekom nastave na daljinu / Nastava na daljinu činila me napetim/om.	Roditelji	6521	,48	,211	-	97
	Učitelji	369	,97	,031		
		6			34,312	02,553
<hr/>						
Nastava na daljinu bila						
je izvor stresa za moje dijete. / Nastava na daljinu za mene je bila izvor stresa.	Roditelji	6524	,22	,272	-	97
	Učitelji	361	,89	,067		
		6			45,329	89,966
<hr/>						
Zbog nastave na daljinu						
moje dijete / učenici su bili u većoj mjeri izloženi opasnostima na internetu.	Roditelji	5283	,21	,293	9	96
	Učitelji	212	,07	,076		
		6			,307	63,138
<hr/>						
Nastava na daljinu						
općenito je bila kvalitetna.	Roditelji	6514	,30	,063	2	97
	Učitelji	362	,27	,902		
		6			,58	15,685

U *Tablici 3.* prikazani su deskriptivni podaci i rezultati Welchova t-testa te Cohenov d za tvrdnje koje se odnose na zadatke i materijale korištene u nastavi na

daljinu. Pitanje koje pokazuje najveću veličinu učinka ($d = 1,19$) jest *Količina zadataka koje su moji učenici / moje dijete dobivali tijekom nastave na daljinu bila je veća nego tijekom redovne nastave*. Učitelji su pokazali za više od jedne standardne devijacije pozitivniji stav o toj tvrdnji nego roditelji. Prosječni rezultat učitelja je blizu vrijednosti 2, koja je u upitniku označavala *Uglavnom se ne slažem s tvrdnjom*, dok je u roditelja on na polovici između 3 i 4, što naginje slaganju s tvrdnjom. Nadalje, tvrdnje koje se tiču samostalnog rješavanja zadataka i međusobnog dijeljenja zadaća ili rješenja zadataka pokazuju veličine učinaka bliske graničnoj vrijednosti visoke veličine učinka ($d = 0,77$ i $d = 0,71$), gdje roditelji pokazuju veće slaganje od učitelja u tvrdnji o samostalnosti učenika, dok učitelji pokazuju veće slaganje od roditelja u tvrdnji o dijeljenju zadataka. Učitelji također pokazuju veće slaganje od roditelja na tvrdnji *Zadaci koje sam učenicima zadavao/la bili su jasni* ($d = 0,64$), kao i s tvrdnjom o usklađenosti zadataka i poučavanog gradiva u nastavi na daljinu ($d = 0,49$).

Tablica 3. Prikaz deskriptivnih podataka, rezultata Welchovog t-testa te veličine učinka tvrdnji koje se odnose na zadatke i materijale korištene u nastavi na daljinu

Pitanje u upitniku	N	D		t	df
Učitelji su pretežno slali materijale koje su sami izradili. / Učenicima sam pretežno slao/la materijale koje sam samostalno izradio/la.	3				
Roditelji	6452	,54	,081	-	99
Učitelji	368	,72	,887	14,357	82,272
Zadaci koje je moje dijete dobivalo bili su jasni. / Zadaci koje sam učenicima zadavao/la bili su jasni.	3				
Roditelji	6531	,85	,964	-	10
Učitelji	370	,40	,721	52,75	778,03
Zadaci kojima se provjeravao/la učeničko znanje bili su usklađeni s onim što se radilo tijekom nastave na daljinu.	3				
Roditelji	5357	,93	,946	-	99
Učitelji	215	,36	,758	38,927	49,105
O učitelja smo različitim komunikacijskim kanalima redovito dobivali povratne informacije o napretku djeteta. / Moji su učenici stizali na vrijeme izvršiti sve zadatke.	3				
Roditelji	5393	,91	,025	-	98
Učitelji	217	,01	,836	8,38	14,725

Učenci su međusobno dijelili zadatke ili rješenja za dataka.	Roditelji	5237	,40	,239	-	91
	Učitelji	200	,23	,109	53,512	41,302
Moje je dijete bilo samostalno u ispunjavanju školskih za dataka. / Učenci su bili samostalni u ispunjavanju školskih za dataka.	Roditelji	5380	,66	,135	6	10
	Učitelji	218	,88	,881	1,562	213,91
Količina za dataka koje su (moji)* učenici dobivali tijekom nastave na daljinu bila je veća nego tijekom redovne nastave.	Roditelji	6445	,47	,254	8	14
	Učitelji	370	,12	,721	3,468	201,385

*odnosi se na tvrdnju postavljenu učiteljima

U *Tablici 4.* prikazani su deskriptivni podaci, rezultati Welchova t-testa i veličine učinka tvrdnji koje se odnose na komunikaciju učitelja s učenicima i roditeljima tijekom nastave na daljinu. U ovom aspektu nastave na daljinu primjećujemo najveće slaganje roditelja i učitelja. Najveća veličina učinka ustanovljena je u tvrdnji *Moji su učenici / moje je dijete redovito dobivalo povratne informacije o svojem napretku* ($d = 0,81$), što pripada velikoj veličini učinka. Učitelji su za 0,81 standardne devijacije pokazivali veće slaganje s tom tvrdnjom od roditelja. Nadalje, veličina učinka od 0,25, što pripada maloj veličini učinka, pokazala se na tvrdnji *Bilješke u e-dnevniku roditeljima su bile jasne*, gdje su učitelji pokazivali veće slaganje s tom tvrdnjom od roditelja.

Tablica 4. Prikaz deskriptivnih podataka, rezultata Welchova t-testa te veličine učinka tvrdnji koje se odnose na komunikaciju učitelja s učenicima i roditeljima tijekom nastave na daljinu

Pitanje u upitniku		N	D	t	df	
Komunikacija između mog djeteta i njegovih učitelja bila je dobra. / Moja komunikacija s učenicima bila je dobra.	Roditelji	6546	,02	,015	-	10
	Učitelji	369	,04	,805	2,095	252,299
Većina moje komunikacije s učiteljima* odvijala se putem mobilnih aplikacija (Viber, WhatsApp, SMS...).	Roditelji	6448	,76	,368	1	88
	Učitelji	357	,54	,343	1,713	13,073

Od učitelja smo različitim komunikacijskim kanalima redovito dobivali povratne informacije o napretku djeteta. / Moji su učenici redovito dobivali povratne informacije o svojem unapretku.	R	3				
	roditelji	5329	,78	,193		
	učitelji	218	,56	,650		
	U	6			75,014	844,72
						14
						,81
Bilješke u e-dnevniku (roditeljima)** su bile jasne.	R	3				
	roditelji	5199	,23	,919		10
	učitelji	175	,43	,678		
	U	6			20,029	600,17
						,25
Bilješke u e-dnevniku (roditeljima)** su bile korisne.	R	3				
	roditelji	5295	,01	,0374		10
	učitelji	173	,21	,741		
	U	6			18,645	909,7
						,17

*u tvrdnji za učitelje glasilo je: *učenicima i roditeljima*; ** u tvrdnji za učitelje

U *Tablici 5.* prikazani su deskriptivni podaci i rezultati Welchova t-testa i veličine učinka za tvrdnje koje se odnose na napredak učenika tijekom nastave na daljinu. Ovim su aspektom nastave na daljinu roditelji i učitelji najmanje zadovoljni te pokazuju najmanje slaganje s tvrdnjama. Najveća ustanovljena veličina učinka pokazala se na tvrdnji *Za napredak učenika tijekom nastave na daljinu zaslužni su učitelji* ($d = 0,58$), gdje učitelji pokazuju veće slaganje s ovom tvrdnjom od roditelja, dok je za tvrdnju o obiteljskoj zaslužnosti za napredak učenika veličina učinka iznosila 0,45 te su roditelji pokazivali veće slaganje naspram učitelja s tom tvrdnjom. Nadalje, veličina učinka na tvrdnju *Glavne povratne informacije o postignuću i napretku učenika bile su ocjene iznosi 0,47* te se nalazi na granici srednje veličine učinka. Roditelji su pokazivali veće slaganje s ovom tvrdnjom nego učitelji, no to slaganje je niže od ocjene 3 koja je označavala *Niti se slažem niti se ne slažem s tom tvrdnjom*, što generalno ukazuje na neslaganje s ovom tvrdnjom.

Tablica 5. Prikaz deskriptivnih podataka, rezultata Welchova t-testa te veličine učinka tvrdnje koje se odnose na napredak učenika tijekom nastave na daljinu

Pitanje u upitniku		N	D	t	df	
Moje je dijete		3				
napredovalo tijekom nastave na daljinu. / Moji su učenici napredovali tijekom nastave na daljinu.	Roditelji	6451	,02	,166	-	10
	Učitelji	352	,12	,888	7,376	571,012
		6			,09	
Za napredak mogea djeteta* tijekom nastave na daljinu zaslužni su učitelji.	Roditelji	6411	,93	,161	-	11
	Učitelji	352	,51	,810	49,110	464,857
		6			,58	
Za napredak mogea djeteta* tijekom nastave na daljinu zaslužni su roditelji. / skrbnici i članovi uže i šire obitelji.	Roditelji	6444	,91	,003	3	10
	Učitelji	369	,50	,797	6,013	243,272
		6			,45	
Glavne povratne informacije o postignućui napretku djeteta* bile su ocjene.	Roditelji	5297	,85	,285	3	10
	Učitelji	216	,31	,024	7,364	008,192
		6			,47	

*u tvrdnji za učitelje pisalo je: *učenika*

U Tablici 6. prikazani su deskriptivni podaci i rezultati Welchova t-testa te veličine učinka tvrdnji koje se odnose na ocjenjivanje učenika tijekom nastave na daljinu. Kao što se iz tablice može vidjeti, generalno se najveće neslaganje između roditelja i učitelja javlja u ovom aspektu nastave na daljinu. Velika veličina učinka se pokazuje na pitanjima *Ovogodišnje zaključne ocjene mojih učenika odgovaraju njihovom znanju* ($d = 0,94$) i *Zbog objektivnih okolnosti ocjenjivanje je bilo blaže* ($d = 0,88$), gdje roditelji smatraju da su ovogodišnje ocjene zaslužene i odgovaraju znanju njihove djece, dok učitelji smatraju da je ovogodišnje ocjenjivanje bilo blaže. Nadalje, srednje veličine učinka ustanovljene su na tvrdnjama *Ocjene koja sam zaključio/la bile su bolje nego inače* ($d = 0,71$), *Zadovoljan/a sam ocjenama svojih učenika* ($d = 0,57$) te *Ocjene koja sam zaključio/la bile su podjednake kao tijekom redovne nastave* ($0,52$). Roditelji pokazuju veće slaganje od učitelja na tvrdnjama koje se tiču zadovoljstvom zaključnim ocjenama i tvrdnjom da su zaključne ocjene slične ocjenama tijekom redovne nastave. Učitelji su pokazali veće slaganje s tvrdnjom kako su zaključne ocjene bile više nego ocjene tijekom redovne nastave. Tvrdnja s malom veličinom učinka, no blizu granične vrijednosti za srednju veličinu učinka, jest *Učenici su imali pomoć u izvršavanju zadataka pa su zato kriteriji za ocjenjivanje bili stroži* ($d = 0,48$), gdje su roditelji pokazivali veće slaganje s tom tvrdnjom, no ono u prosjeku iznosi

manje od ocjene 3 koja je u upitniku značila *Niti se slažem niti se ne slažem* s tvrdnjom. Iz toga se može zaključiti kako se roditelji i učitelji generalno ne slažu s tom tvrdnjom.

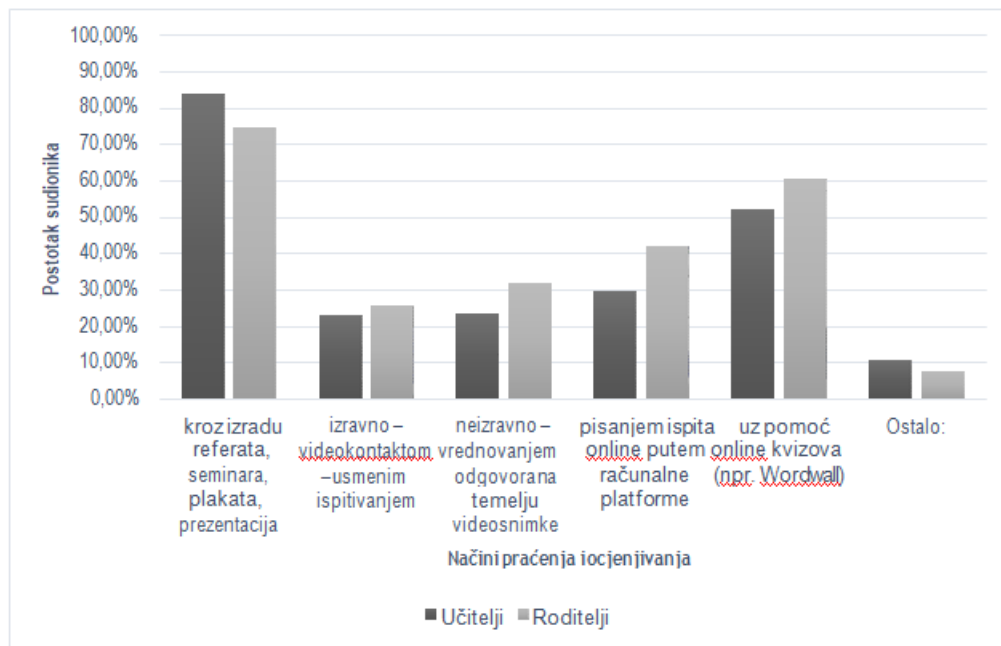
Tablica 6. Prikaz deskriptivnih podataka, rezultata Welchova t-testa te veličine učinka tvrdnji koje se odnose na ocjenjivanje učenika tijekom nastave na daljinu

Pitanje u upitniku		N	D	t	df
Zbog objektivnih okolnosti neki učitelji su bili blaži pri ocjenjivanju. / Zbog objektivnih okolnosti ocjenjivanje je bilo blaže.	Roditelji	5254	,30 ,164	-	10
	Učitelji	202	,91 ,897	70,865	259,839
Učenici su imali pomoć u izvršavanju zadataka pa su stoga kriteriji za ocjenjivanje bili stroži.	Roditelji	5236	,59 ,148	3	98
	Učitelji	221	,10 ,934	7,407	53,577
Zaključne ocjene bile su podjednake kao tijekom redovne nastave. / Ocjene koje sam zaključio/la bile su podjednake kao tijekom redovne nastave.	Roditelji	5295	,01 ,037	3	90
	Učitelji	209	,49 ,940	9,364	77,707
Zaključne ocjene bile su bolje nego inače. / Ocjene koje sam zaključio/la bile su bolje nego inače.	Roditelji	5216	,67 ,248	-	96
	Učitelji	203	,49 ,038	55,003	48,766
Ovogođišnje zaključne ocjene mogea djeteta pravedne su. / Ovogođišnje zaključne ocjene mojih učenika odgovaraju njihovu znanju.	Roditelji	5369	,12 ,012	6	86
	Učitelji	217	,17 ,992	8,815	47,052
Zadovoljan/a sam zaključnim ocjenama svojega djeteta*.	Roditelji	5385	,26 ,980	4	92
	Učitelji	221	,73 ,872	2,937	10,627

*u tvrdnji za učitelje pisalo je: *svojih učenika*

Na *Slici 1.* prikazane su najčešće metode praćenja i ocjenjivanja učenika tijekom nastave na daljinu te postotci koji ukazuju na korištenje pojedinog načina ocjenjivanja, a što su procijenili učitelji i roditelji. Kao što se iz slike 1 može vidjeti, najčešća korištena metoda praćenja i ocjenjivanja učenika tijekom nastave na daljinu bila je izrada referata, seminara, plakata i prezentacija kao i korištenje e-kvizova. Nešto manje se koristilo pisanje ispita mrežnim putem i usmeno ispitivanje te vrednovanje odgovora na temelju videosnimke.

Slike 1. Prikaz postotaka koji ukazuju na korištenje pojedinog načina ocjenjivanja, a što su procijenili učitelji i roditelj.



Rasprava

Ovo istraživanje je provedeno u doba pandemije koronavirusa u Hrvatskoj kako bi se ispitali stavovi učitelja i roditelja o različitim aspektima nastave na daljinu, čime bi se dobio vrijedan uvid u kvalitetu nastave. Na temelju toga bi se moglo utvrditi koji su aspekti nastave na daljinu dobro osmišljeni i provedeni te koje aspekte treba poboljšati kako bi se kvaliteta nastave na daljinu, ali i njezina percepcija poboljšala u učitelja i roditelja.

Tvrdnje koje se tiču općenitog stava o nastavi na daljinu pokazuju različitu percepciju napora, truda, stresa i napetosti koju su doživjeli učitelji, odnosno roditelji i njihova djeca za vrijeme nastave na daljinu. Generalno, postoji slaganje s tvrdnjama koje se tiču tih stanja, gdje učitelji pokazuju veću razine uznemirenosti nego roditelji i njihova djeca. Razlog tomu može biti činjenica da su učitelji morali prilagoditi svoj način predavanja, poučavanja, praćenja i vrednovanja mrežnom svijetu te raditi nove pripreme za nastavu, odnosno bili su pod pritiskom razvijanja i korištenja novih načina predavanja koji im otprilike nisu bili bliski (Basilaia i Kvavadze, 2020). Zbog toga je potrebno neko vrijeme da se razviju i implementiraju efikasni načini provođenja ovakvog oblika nastave. Nadalje, povećani stres i uznemirenost su primijećeni u roditelja i učenika zbog toga što je ova situacija bila nova i za njih. Roditelji su za

vrijeme radnog vremena obično na poslu, a djeca u školi, no to je za vrijeme socijalne izolacije i nastave na daljinu u potpunosti promijenjeno. U nastavi na daljinu puno je veća odgovornost stavljena na učenike i njihove roditelje jer učenici nisu navikli na način rada u kojem sami reguliraju vlastiti tempo učenja te usvajaju gradivo na višim kognitivnim razinama jer je reforma školstva, kojoj je cilj pomaknuti paradigmu učenja i poučavanja s činjeničnog znanja na razvoj tih kompetencija, tek započela (Ministarstvo znanosti i obrazovanja, 2020). Na općenito pitanje o kvaliteti nastave na daljinu većina roditelja i učitelja pokazuje neutralan stav, što ukazuje na to da iako nema nekih velikih generalnih zamjerki nastavi na daljinu, prostor za napredak postoji.

Kada se osvrnemo na iskazane stavove roditelja i učitelja u vezi sa zadacima i materijalima koje su učitelji koristili tijekom nastave na daljinu, možemo zaključiti kako u ovom aspektu postoji neslaganje između roditelja i učitelja. Naime, najveće se neslaganje uočava u percepciji količine zadataka koju su učitelji zadavali tijekom nastave na daljinu. Dok učitelji smatraju da je ta količina jednaka kao i tijekom uobičajene nastave, roditelji smatraju suprotno. Jedan od razloga za takvu diskrepanciju u stavovima može biti taj što je cjelokupna nastava preseljena u dom učenika zbog čega nije bilo odvojenosti onoga što se uči u školi i zadaće koja se rješava kod kuće. Dok učitelji smatraju da se tijekom nastave na daljinu obrađivala jednaka količina ishoda i nastavnih sadržaja kao i tijekom redovne nastave, roditelji koji su pomagali svojoj djeci i ulagali mnogo vremena i truda smatraju da je količina zadataka bila prevelika. Nadalje, srednje do visoko neslaganje između roditelja i učitelja postoji oko tvrdnji koje se tiču samostalnosti u rješavanju zadataka, odnosno međusobnom pomaganju učenika i dijeljenju zadataka. Naime, roditelji smatraju da su njihova djeca bila samostalna, dok učitelji smatraju da su učenici imali pomagače te da su dijelili zadatke. Isto tako, roditelji se manje od učitelja slažu s time da su zadatci koje su učenici dobivali bili jasni, no svedeno prosječna ocjena roditelja naginje slaganju s tom tvrdnjom. Razlog tome može biti taj što pojedini roditelji možda nemaju dovoljno znanja da bi razumjeli zadatke te pomogli svojem djetetu prilikom ovladavanja tim zadacima (Oreopoulos, Page i Stevens, 2006).

Na tvrdnjama koje se odnose na komunikaciju kao iznimno bitan aspekt nastave na daljinu postoji najveće slaganje između roditelja i učitelja. Naime, jedina tvrdnja na kojoj postoji visoko neslaganje između roditelja i učitelja jest redovna povratna informacija o napretku učenika (*Od učitelja smo različitim komunikacijskim*

kanalima redovito dobivali povratne informacije o napretku djeteta. / Moji su učenici redovito dobivali povratne informacije o svojem napretku.) koju učitelji ocjenjuju pozitivnije nego roditelji. No iako postoji neslaganje između roditelja i učitelja, može se primijetiti kako su njihove prosječne ocjene dosta visoke te se učitelji izrazito slažu s tom tvrdnjom, dok se roditelji uglavnom slažu s tom tvrdnjom. Razlog takvom neslaganju može biti u dječjem skrivanju ili zaboravljanju prenošenja povratnih informacija koje dobivaju od učitelja i/ili kroz korištene aplikacije roditeljima. Jedna od prednosti korištenja različitih aplikacija tijekom nastave na daljinu je mogućnost dobivanja izravne povratne informacije o uspjehu na različitim e-oblicima provjera znanja, primjerice kvizova (Hrvatska akademska i istraživačka mreža – CARNET, 2018).

S druge strane, napredak i ocjenjivanje učenika je aspekt nastave na daljinu kod kojeg se primjećuje najveće neslaganje roditelja. Naime, za taj je aspekt očekivano zabilježeno najveće neslaganje jer roditelji uobičajeno precjenjuju potencijal i sposobnosti vlastita djeteta u odnosu na učiteljsku percepciju (Kakkainen i Raty, 2010; Racz i sur., 2019) Uz to, aspekti poput praćenja napretka i ocjenjivanja vrlo su često nedovoljno transparentni pa se time i slaganja ocjenjivača smanjuju (De Los Reyes i sur., 2015). Najveće neslaganje između roditelja i učitelja dobiveno je na tvrdnjama *Ovogodišnje zaključne ocjene mojih učenika odgovaraju njihovom znanju*, koju roditelji u prosjeku ocjenjuju pozitivnije nego učitelji. Nadalje, učitelji se češće slažu s tvrdnjama *Zbog objektivnih okolnosti ocjenjivanje je bilo blaže* i *Ocjene koje sam zaključio bile su bolje nego inače* nego što to čine roditelji jer roditelji smatraju da su ocjene koje su zaključene bile slične onima koje su zaključene tijekom redovne nastave te su općenito zadovoljniji zaključnim ocjenama nego učitelji. Takvi rezultati su u skladu s gore navedenim istraživanjima o percepciji sposobnosti učenika koju imaju roditelji, odnosno učitelji. Zanimljivo je primijetiti kako roditelji i učitelji u prosjeku neutralno ocjenjuju tvrdnju *Moji su učenici / Moje je dijete napredovalo tijekom nastave na daljinu* te da se pretežito slažu s tvrdnjom koja govori o roditeljskom utjecaju za napredak tijekom nastave na daljinu. Razlog tome može biti taj što su mnogi učitelji ujedno i roditelji te su i sami primijetili koliko su pomagali vlastitoj djeci da usvoje gradivo predstavljeno mrežnim putem. No, do neslaganja dolazi u tvrdnji koja se tiče učiteljske zasluge za napredak djece, gdje učitelji pozitivnije ocjenjuju tu tvrdnju nego roditelji. Mogući razlog tome jest roditeljska

percepcija da je tijekom nastave na daljinu mnogo posla palo na njih jer nisu očekivali da će morati biti toliko uključeni u proces obrazovanja svoje djece, čime su umanjili značaj učitelja u cijelom procesu.

Što se načina ocjenjivanja tiče, prema izjavama roditelja i učitelja u ovom istraživanju, bili su u skladu s preporukama MZO-a, odnosno pretežito su se koristile metode koje ispituju više kognitivne razine, dok su se u manjem opsegu koristile standardne metode praćenja i ocjenjivanja učenika. Na taj se način ostvario jedan od ciljeva obrazovne reforme koji govori o pomaku paradigme s usvajanja činjeničnog znanja na razvijanje ključnih kompetencija poput kritičkog mišljenja. Isto tako, učitelji su uvidjeli da nastavu i ocjenjivanje mogu održavati na daljinu te je veća vjerojatnost da će sagledati tu opciju u budućnosti i moći je iskoristiti za učenike s posebnim potrebama ili učenike koji puno izostaju u školi, primjerice u doba sezonske gripe.

Zaključak

Ovim se istraživanjem nastojalo razmotriti strukturu stavova učitelja i roditelja o nastavi na daljinu te vidjeti koliko se oni u svojim stavovima slažu. Važno je detektirati područja nastave na daljinu u kojima postoje velike diskrepancije između roditelja i učitelja, reagirati na njih i tako ih smanjiti jer bi se u protivnom u tim aspektima mogao dogoditi sukob između roditelja i učiteljima, čime bi se narušio njihov odnos i što bi negativno utjecalo na učenike. Ovim se istraživanjem pokazalo kako najviše slaganje između roditelja i učitelja postoji u aspektu njihove komunikacije i općenitom stavu o nastavi na daljinu. Najniže slaganje između roditelja i učitelja zabilježeno je u aspektima zadavanja zadataka, načinu vrednovanja i ocjenjivanju, gdje roditelji naspram učitelja značajno pozitivnije procjenjuju sposobnosti vlastite djece te su zadovoljni zaključenim ocjenama, dok učitelji smatraju da su prilikom ocjenjivanja bili blaži nego inače. Ono gdje su se učitelji i roditelji složili jest velik roditeljski utjecaj na napredak djeteta tijekom nastave na daljinu te pomak sa standardnih načina ocjenjivanja prema načinima koji ispituju više kognitivne procese.

Glavna prednost ovakvog istraživanja jest veličina uzorka. Naime, ovim istraživanjem je obuhvaćen veliki postotak roditelja i učitelja zbog čega se na temelju ovih rezultata može donositi zaključke relevantne za donošenje odluka o uvođenju promjena u nastavi na daljinu. Nadalje, radi se o prvome ovakvom istraživanju koje na

velikome uzorku ispituje stavove roditelja i učitelja o nastavi na daljinu, čime se značajno produbljuju opća saznanja o nastavi na daljinu koja se mogu generalizirati i na druge sustave i populacije. Jedan od nedostataka istraživanja jest njegova primjena na mreži jer postoji mogućnost da određeni postotak učitelja i roditelja nije bio voljan ispunjavati upitnik nakon što su po cijele dane proveli za računalom, pogotovo ako im stavovi prema računalu nisu pozitivni. Stoga je moguće da je uzorak pristran te da su u njemu sudjelovali oni učitelji i roditelji koji su i tijekom nastave na daljinu bili aktivniji.

Ako se u budućnosti ponovi sličan scenarij s održavanjem nastave na daljinu, valjalo bi replicirati ovo istraživanje uz veću metodološku čistoću te bi se tako moglo dodatno validirati zaključke ovoga istraživanja.

6.3. APENDIX C

1. Jednake mogućnosti na tržištu rada

Smanjivanje nezaposlenosti i uklanjanje svih oblika diskriminacije žena na tržištu rada ostaje jedan od najvažnijih strateških ciljeva za uspostavljanje stvarne ravnopravnosti muškaraca i žena uključivši osnaživanje poduzetništva žena i promicanja mjera za usklađivanje privatnih i profesionalnih obveza.

Prosječna stopa anketne nezaposlenosti za 2015. godinu iznosila je 16,3%, te je manja za 1 postotni bod u odnosu na prošlogodišnju razinu, kao rezultat istodobnog smanjenja broja nezaposlenog i povećanja broja zaposlenog odnosno aktivnog stanovništva. Međutim, stopa anketne nezaposlenosti žena zadnje dvije godine vrlo je visoka (18,3% u 2014. i 17% u 2015. godini¹). Također, gledano prema administrativnim izvorima, u 2015. godini smanjio se prosječni broj nezaposlenih i muškaraca i žena, ali smanjenje broja nezaposlenih muškaraca (14,8%) bilo je nešto veće od smanjenja broja nezaposlenih žena (11,2%), tako da se udio muškaraca u ukupnom broju nezaposlenih smanjio, a udio žena povećao (za 1,1 postotni bod). Udio žena u ukupnom broju nezaposlenih 2015. godine iznosio je 54,2%.

Inspektorat rada je obavljao nadzor i utvrđivao nepravilnosti u području radnih odnosa. Iako se ukupni broj registriranih oštećenih osoba zbog različitih nezakonitih postupaka poslodavaca/ki (nema ugovora o radu, nema prijave zdravstvenog ili mirovinskog osiguranja, nezakoniti prekovremeni rad, uskraćeno pravo na tjedni odmor) smanjio (od 8.350 u 2011., preko 6.617 u 2012., 5.290 u 2013., 3.932 u 2014. do 1.837 u 2015. godini) udio žena u broju oštećenih radnika/ca se uglavnom povećavao (44,6% u 2011., 45,4% u 2012., 51,25% u 2013., 37,30 u 2014. i 46,37% 2015. godini).

U području zaštite na radu, a vezano za uvjete rada žena, razvidno je da se povećao broj teško ozlijeđenih žena (sa 225 u 2014. na 818 u 2015. godini), kao i broj onih koje su zatečene na poslovima s posebnim uvjetima rada (2.530 žene u 2013. u odnosu na 2.808 žene u 2015. godini). Inspektori/ice rada su zbog utvrđenih propusta u provođenju mjera zaštite na radu vezanih uz rad žena podnijeli protiv poslodavaca/ki u 2014. godini ukupno 21 rješenje o otklanjanju nedostataka, 35 rješenja o zabranama te 32 optužna prijedloga zbog počinjenja prekršaja.

U svrhu unaprjeđenja položaja žena na tržištu rada poduzete su brojne aktivnosti počevši od nastavka praćenja i objavljivanja statistički razlučenih podataka po spolu, provedbu nacionalnih planova i politika za poticanje zapošljavanja, samozapošljavanja i poduzetništva, organiziranje programa obrazovanja, savjetovanja i radionica za nezaposlene žene, održavanje različitih konferencija, tribina i okruglih stolova te sudjelovanje na ciljanim projektima i programima često u 1 DZS, Priopćenja, Anketa o radnoj snazi - Aktivno stanovništvo u Republici Hrvatskoj 2015., Prosjek godine 9 suradnji s udrugama. O provedenim mjerama opširno su izvijestili Hrvatski zavod za zapošljavanje (dalje: HZZ), Inspektorat rada, Ministarstvo poduzetništva i obrta (dalje: MINPO) i županijska povjerenstva za ravnopravnost spolova.

HZZ je nastavio s praćenjem učinka provedbe Mjera aktivne politike zapošljavanja prema spolu i objavljivanjem statističkih podataka i različitih pokazatelja razlika među spolovima u sustavu socijalne sigurnosti i na tržištu rada u Mjesečnom statističkom biltenu, Godišnjaku HZZ-a i Analitičkom biltenu. HZZ, osim publikacija, svojim korisnicima/cama osigurava i uslugu javnog pristupa podacima podatkovne usluge Statistika on-line. Pretraživanje podataka omogućeno je po godinama i mjesecima te po raznim obilježjima: spol, dob, razina obrazovanja, prostorna jedinica, ekonomska djelatnost, skupina zanimanja i drugo.

HZZ kroz mjere aktivne politike zapošljavanja pruža i financijsku potporu za zapošljavanje koja se dodjeljuje u obliku subvencija za plaće i iznosi 50% godišnjeg troška bruto plaće, odnosno 75% navedenog troška za osobe s invaliditetom, a za vrijeme obrazovanja isplaćuje novčanu pomoć utvrđenu Zakonom o posredovanju pri zapošljavanju i pravima za vrijeme nezaposlenosti („Narodne novine“, br. 153/13). Mjere iz nadležnosti HZZ-a usmjerene su na poticanje motivacije za zapošljavanje, sufinanciranje i financiranje obrazovanja i sufinanciranje zapošljavanja dugotrajno nezaposlenih osoba i drugih skupina nezaposlenih kojima prijeti socijalna isključenost kao i skupinama kojima prijeti dugotrajna nezaposlenost zbog gubitka zaposlenja. Kako bi se olakšalo njihovo sudjelovanje na tržištu rada, program mjera sadrži niz aktivnosti kao što su primjerice: programi obrazovanja, poticanje lokalne i područne (regionalne) samouprave da u svojim socijalnim planovima daju prioritete razvoju onih usluga u zajednici koje su podrška obitelji i usklađivanju obiteljskih i profesionalnih obveza žena, sufinanciranje usavršavanja zaposlenih osoba iznad 50 godina starosti kojima prijeti gubitak radnog mjesta zbog prijelaza poslodavaca na nove tehnologije i dr. Intervencije u

smislu motiviranja, obrazovanja i sufinanciranog zapošljavanja usmjerene su prema: ženama primarne dobi (od 25 do 49 godina) nižeg ili neadekvatnog obrazovanja, nezaposlenim osobama (50+) i zaposlenim osobama kojima prijeti gubitak zaposlenja, mladim osobama koje su ispale iz sustava srednjoškolskog obrazovanja, mladim osobama bez radnog staža, dugotrajno nezaposlenim, uz posebno isticanje osoba s invaliditetom, žrtvama obiteljskog nasilja, samohranim roditeljima, liječenim ovisnicima/cama, azilantima/cama, žrtvama trgovanja ljudima, hrvatskim braniteljima/cama kao i osobama romske nacionalne manjine.

2014. godine potpora za zapošljavanje i usavršavanje bilo je obuhvaćeno ukupno 10.995 korisnika/ca, od toga 5.066 (46%) žena, a 2015. od 8.948 korisnika/ca bilo je 3.987 (45%) žena. 2 Potpora za samozapošljavanje dodijeljena je 2014. za 7.077 osobe, od toga za 2.876 žena (41%), a 2015. za 4.173 osobe, od toga za 1.793 (43%) žena. U obrazovanje za potrebe tržišta rada 2014. bilo je uključeno ukupno 2.149 nezaposlenih osoba, od toga 955 žena (44%), a 2015. 424 osobe odnosno 250 (59%) žena. U 2014. u mjeru stručno osposobljavanje za rad bez zasnivanja radnog odnosa bilo je uključeno 28.039 korisnika/ca, od toga 20.333 (72,5%) žena, a u 2015. 32.494 korisnika/ca, od toga 22.954 (81,9%) žena. U okviru mjera aktivne politike zapošljavanja iz programa za Rome 2014. godine bilo je uključeno ukupno 783 nezaposlenih osoba, od toga 308 žena (39,3%).

HZZ je provodio veliki broj različitih programa za informiranje i uključivanje nezaposlenih osoba na tržište rada.

Žene su činile većinu korisnika u provedenim individualnim savjetovanjima, tematskim radionicama za traženje posla, tribinama i predavanjima za nezaposlene osobe, seminarima, 2 Podaci za 2015. godinu obuhvaćaju razdoblje do 1. listopada. 10 različitim programima osposobljavanja i edukacijama. Istovremeno, žene su bile podzastupljene u radionicama i individualnim savjetovanjima za samozapošljavanje. Žene su također činile većinu korisnika na brojnim seminarima, radionicama, predavanjima i tribinama vezanim uz cjeloživotno učenje i usavršavanje u organizaciji regionalnih i područnih ureda HZZ. U

2014. godini područni uredi HZZ-a sudjelovali su kao partneri udruga i jedinica lokalne i područne (regionalne) samouprave u provedbi 8 projekata, a 2015. godine 9 projekata, usmjerenih prema poboljšanju položaja ciljanih skupina žena na tržištu rada (mladih žena, žrtava obiteljskog nasilja, ruralnih žena i žena iz ratom zahvaćenih

područja, žena starijih od 50 godina, nezaposlenim majkama, pripadnicama nacionalnih manjina).

Pojedina županijska povjerenstva za ravnopravnost spolova izvijestila su o programima koja se u njihovim županijama provode s ciljem smanjivanja nezaposlenosti žena kao što je Program javnih radova i Program pomoći u kući.

U izvještajnom razdoblju razvidan je napredak u području osnaživanja poduzetništva žena. Vlada RH je na sjednici održanoj 18. lipnja 2014. godine donijela Odluku o donošenju Strategije razvoja poduzetništva žena u RH, za razdoblje od 2014. do 2020. godine („Narodne novine“, br. 77/14). MINPO je Strategiju tiskao i predstavio na nacionalnoj i međunarodnoj razini. RH je jedna od rijetkih zemalja koja ima ovakav tematski akcijski plan što je prepoznato i istaknuto kao primjer dobre prakse i od nekoliko međunarodnih organizacija.

U 2014. i 2015. godini nastavljena je provedba Poduzetničkog impulsa - programa poticanja poduzetništva i obrta. MINPO je zadržao primjenu posebne mjere prema kojoj poduzetnice ostvaruju dodatne bodove ukoliko su vlasnice više od 51% gospodarskog subjekta.

Prema podacima iz Registra potpora MINPO-a o sudjelovanju poduzetnica u Poduzetničkom impulsu 2014. godini od ukupnog broja zatraženih 4.306 potpora, 1.668 (39%) zatraženo je od strane poduzetnica. Od 1.454 dodijeljenih potpora, 670 je dodijeljeno poduzetnicama (46,08%) u iznosu od 18.993.178,13 kn (21,47%). U 2015. godini od ukupno 6.798 prijavljenih, 2.205 (32,4%) potpora tražile su poduzetnice. Potpore je dobilo ukupno 2.358 osoba, od toga su 724 potpore (30,7%) dobile poduzetnice u ukupnom iznosu od 10.743.486,94 kn (28,8%).

MINPO je promidžbu poduzetništva žena provodio i putem održavanja informativnih radionica po županijama. Iz pregleda odobrenih potpora poduzetnicama po županijama u 2014. i 2015. godini proizlazi da je najviše potpora dodijeljeno poduzetnicama u Gradu Zagrebu (106), Osječko-baranjskoj županiji (68) i Splitsko-dalmatinskoj (60), a najmanje u Dubrovačko-neretvanskoj (7) i Ličko-senjskoj županiji (5).

Nastavljeno je i s provedbom posebnog kreditnog programa „Žene poduzetnice“ Hrvatske banke za obnovu i razvitak (dalje: HBOR) donesenog u travnju 2011. godine, čiji cilj je poticanje osnivanja i razvoja poslovanja malih i srednjih gospodarskih subjekata

u većinskom vlasništvu žena. U 2014. i 2015. godini odobreno je ukupno 150 projekata ukupne vrijednosti 62.850.272,95 kn.

Ministarstvo branitelja (dalje: MB) je poticalo zapošljavanje kroz nekoliko mjera od kojih izdvajamo Mjeru samozapošljavanja osoba iz ciljane skupine koje se namjeravaju zaposliti obavljanjem samostalne poduzetničke djelatnosti i potporu u iznosu od 40.000,00 kuna. U 2014. godini za ovu mjeru odobreni su zahtjevi sedam žena, a za njihovo samozapošljavanje isplaćeno je 280.000,00 kn. U 2015. godini objavljena su dva Javna poziva za navedenu mjeru samozapošljavanja. Temeljem prvog Javnog poziva odobreni su zahtjevi za dvije žene, a zahtjevi zaprimljeni po drugom 11 Javnom pozivu su, u trenutku izrade ovog izvješća, bili u obradi. Mjerom potpore za proširenje postojeće djelatnosti MB podupire poduzetnike/ce koji namjeravaju proširiti postojeću djelatnost zapošljavanjem osoba iz ciljane skupine jednokratnom novčanom potporom u iznosu od 45.000,00 kn po zaposlenoj osobi, a za zapošljavanje najviše tri osobe iz ciljane skupine. Tijekom 2014. godine, tri poduzetnice su dobile sredstva u ukupnom iznosu od 180.000,00 kn.

Važne aktivnosti na temu poticanja poduzetništva žena provodila su i županijska povjerenstva za ravnopravnost spolova. Održane su tematske sjednice, stručni skupovi, edukativne radionice i tribine na temu poduzetništva žena. 2014. godine u Osijeku je održan „Sajam ženskog poduzetništva Osječko-baranjske županije“, a u Vukovaru konferencija za poduzetnice pod nazivom „Žene mogu, žene hoće“. Grad Zagreb je opširno izvijestio o tome što sve poduzima s ciljem osnaživanja poduzetništva žena. Navedeni su podaci o dodijeljenim potporama poduzetnicama u okviru nekoliko provedenih projekata, a istaknuto je i to da su Grad Zagreb i MINPO u izvještajnom razdoblju nastavili subvencionirati kamate u iznosu od 4% poduzetnicama kojima je odobren kredit prema pojedinim programima. Grad Zagreb je 2014. uveo posebnu mjeru u novi Pravilnik o uvjetima za odobravanje potpora inovatorima u kojem inovatorice dobivaju dodatne bodove za odobravanje potpora.

Vezano uz provedbu mjera koje imaju za cilj doprinijeti usklađivanju privatnih i profesionalnih obveza, ističemo kako je dio županijskih povjerenstava za ravnopravnost spolova, često u suradnji s organizacijama civilnog društva, provodio edukativne i promotivne aktivnosti u cilju ukazivanja na važnost što ravnopravnijeg sudjelovanja u brizi za djecu i kućanstvo. Daljnji razvoj društvenih servisa i javnih politika, javno

zagovaranje i jačanje svijesti o podjeli roditeljske odgovornosti u tom su kontekstu temeljni preduvjeti za veće sudjelovanje žena na tržištu rada i u političkom i javnom životu lokalne zajednice.

MSPM je izvijestio kako su obiteljski centri, odnosno podružnice centara za socijalnu skrb sa sjedištem u županijama, tijekom 2014. i 2015. godine održali predavanja i radionice koje se tematski odnose na roditeljsku ulogu i roditeljsku skrb o djeci. Navode da ovu mjeru provode također putem obavljanja redovne djelatnosti savjetovanja u kojima je propitivana ravnopravnost partnerske i roditeljske uloge te promovirano korištenje roditeljskog dopusta očeva.

Od ukupno 14 mjera u ovom prioritetnom području posvećenom unaprjeđenju položaja žena na tržištu rada u potpunosti je provedeno 9 mjera, djelomično 2 mjere, dok 3 mjere nisu provedene.

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