"When I'm not at school" - fifth graders' perspectives on the advantages and disadvantages of online instruction

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Abstract

Objective: This study is part of the broader research[1] conducted to investigate the experiences of pupils, teachers, parents and students regarding online and blended (online and face-to-face classroom) instruction in the Republic of Serbia during the pandemic, focusing on students' perceptions of the changed form of schooling.

Method: The subject of this study was the descriptions of teaching-related events that left a strong impression on 5th grade students in elementary schools in the Republic of Serbia during the first semester of 2020. Thematic analysis was used to collect data in the form of narratives.

Findings: The 5th grade students value events related to the transition from classroom to subject teaching (getting to know the teacher and new subjects) more positively than events related to the change in teaching model caused by the coronavirus pandemic outside (lack of direct contact, inconsistency of online and face-to-face instruction, abbreviated classes). They also highlight the benefits of this instructional model, such as face-to-face teaching (albeit not on a daily basis) and learning about new educational technologies.

Conclusion: The findings can be regarded as a modest contribution to a better understanding of this problem, which remains relevant in light of the current pandemic conditions.

Keywords: online teaching, pandemic, advantages, disadvantages, students

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1. Introduction

The coronavirus pandemic has altered how people behave in many aspects of daily life (Tarkar, 2020), affecting not only individuals but also families, systems, communities, institutions, and society as a whole. A significant shift in communication channels, particularly in the student-teacher relationship, as well as new forms of collaboration within teaching communities and the educational system are all indications that significant changes have taken place in the educational process (Braslauskien et al., 2022). In addition to the countless reports[2] and statistics[3], research from various countries indicates the pandemic's effects on the educational process (Reimers, 2022). In order to involve the designers of educational policies and implement online learning more appropriately and effectively (Fauzi, & Sastra Khusuma, 2020; Aucejo et al., 2020; Kovács Cerović, 2021), a review of the works reveals a great interest among researchers, particularly in the issue of online teaching, its impact on the relevant parties (students and teachers), as well as on the impact online teaching has on the quality of knowledge (Arsenijević, 2021). In order to prepare for potential disruptions to education in the future (which may be brought on by natural catastrophes and other extraordinary situations), it can be useful to analyze advantages and disadvantages of the shifting educational landscape under pandemic settings (Sternadel, 2021). Literature evaluations based on data collected in 2020 reveal that studies have analyzed the pandemic's effects from a variety of viewpoints. One of the literature reviews (Mseleku, 2020), which discusses works based on the outcomes of e-learning (e-teaching) as well as challenges and opportunities during the pandemic, cites obstacles such as the inability to use online learning tools, adjustment difficulties, particularly among students from rural areas, and low socioeconomic status. The second review of the literature (Cachón-Zagalaz et al., 2020) focuses on psychological and motor aspects of children up to 12 years old. They find a small number of studies that deal with psychological and academic issues in children (Putri et al., 2020).

The advantages and disadvantages of online instruction are shown through research undertaken at various levels of education and with samples of respondents of varied ages. Researchers from all over the world are increasingly examining the benefits and drawbacks of online and blended learning for students, teachers, and parents (Stojanović, 2020), as well as the challenges and opportunities it presents (Adedoyin & Soykan, 2020). The most pervasive effects of the pandemic on the educational process include the inefficiency of teaching social, cultural, and academic values in light of the altered school environment (Arsenijević, 2021), concern and fear for one's health (Komlenić &

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[2] https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19-schools
[3] https://unesdoc.unesco.org/ark:/48223/pf0000373718

Keljanović, 2021), the absence of certain components of the established curriculum, homeschooling, undelivered classes (Scott, McGowan, Visram, 2021), the loss of routine and social interactions with peers (Prodović &Milojković, 2021) ,poorer student discipline, and lack of social interaction with others in the educational process (Hermanto & Srimulyani, 2021), student performance compared to the time of traditional teaching (Gore et al., 2021). Furthermore, experiences with various emotions and states, a lack of decisive action on the part of the educational institution's management, problems with time management, and organizational issues are all drawbacks of online teaching (Braslauskien et al., 2022). Long-term repercussions of the pandemic on education include omission of crucial curriculum components, homeschooling, lecture cancellations, and prolonged periods of isolation (Scott, at. el 2021). Internet issues, difficulties with planning, executing, and evaluating learning, difficulties interacting with parents, and a general dissatisfaction with online learning among teachers (Fauzi & Sastra Khusuma, 2020). Online learning also presents challenges, especially for students with limited electronic resources, additional responsibilities outside of school (Ramos-Morcillo et al., 2020), members of disadvantaged social groups, and those who were not adequately aided during the change in school conditions (Kuzmanović, 2022a). Several studies have also identified problems with assessment in a digital environment (Stepanović, 2020; Kuzmanović, 2022b). Teachers and students frequently cite problems with learning platforms, too many different tools, and dissatisfaction with them during online classes (Baksa & Luić, 2020).

According to findings from a study on the experiences of primary school teachers in the Republic of Serbia during the pandemic (Mićić, Kovács-Cerović, Vračar, 2021) , teachers focused on health, preventative measures, their own family responsibilities, workload, and coping strategies during the first wave of the pandemic. Teachers focused primarily on instructional issues and later on learning outcomes and the learning process during the second and third waves of the Covid 19 virus pandemic (Mićić, Kovács-Cerović, Vračar, 2021). This suggests that certain dynamics and current problems were present depending on the stage of the pandemic and adaptation to the altered ordinary working and living conditions. In several studies, researchers address teacher burnout at work and life satisfaction during the pandemic (Rajović et al., 2021), highlighting the challenges teachers faced in implementing and structuring lessons due to the changed conditions.

In a case study (Putri et al., 2020) that examined the challenges and limitations encountered by students, parents, and teachers, it was determined that limited communication and socialization with peers was the most prevalent challenge for students. Limitations in the selection of teaching methods used in the classroom, less coverage of curriculum and program content, lack of technological skills, more time spent in front of screens preparing lessons, and providing feedback on student work through communication with parents were cited as difficulties by teachers. The results indicated that 57% of pupils were pleased with the organization of online instruction. Traditional modes of instruction were preferred by students over online instruction. Students'

overall satisfaction was related to teachers' interactions with them. It is intriguing that students in grades 3 to 6 preferred online learning. Students tend to favor traditional forms of education, according to a different study (Sathishkumar et al., 2020), but they recognize the benefits of online education.

In summary, the pandemic introduced a number of technological, educational, psychological, physiological, organizational, and ethical obstacles to the educational process (Kuzmanović, 2022a). Given that online education entails drastically changed conditions of classroom instruction and necessitates a distinct conceptualization of the entire educational system, it must be treated under special circumstances. The findings of numerous studies can be used to show the advantages and disadvantages of online education and to create a deeper understanding of this issue, which remains important given the current pandemic conditions. As students actively shape their own lives and experiences, it is important to examine how they perceive instruction (Kovács Cerović, Mićić, Vračar, 2021).

Teaching experiences from the perspectives of pupils, teachers, and parents are presented in qualitative studies based on teaching experiences in elementary schools around the world. A content analysis of elementary school students' and their parents' experiences in Turkey during the pandemic reveals that parents are struggling to adapt and that students' academic performance is declining as they turn to digital entertainment media due to school closures. Students indicated that they need more communication with teachers (Erol & Erol, 2020). However, a greater number of qualitative studies identified teachers as one of the most influential factors in online learning. Experiences with online teaching, experiences and difficulties in teaching different subjects (Fauzi & Khusuma, 2020; Sarı & Saralar Aras, 2022), planning, implementation and assessment of learning, collaboration with parents, use of the Internet (Fauzi & Khusuma, 2020), pressures related to personal and professional roles, and concern for student welfare (Robinson et al., 2023) are just some of the issues that have been explored using a qualitative approach. According to research, collaboration between teachers, parents, and schools affects student achievement (Rasmitadila et al., 2020). Teacher responses indicate that online learning is based on a simplified curriculum that focuses on the competencies that students need to be taught, and that synchronous learning relies on the Zoom platform, while variations of asynchronous learning are conducted using Google Classroom and students receive feedback via apps (Viber, WhatsApp) (Herwin et al., 2021). As this has been an extremely challenging time for all stakeholders in the educational process, the authors of one study emphasize the significance of parental support and involvement, improving the digital literacy of all stakeholders (students, parents, and teachers), and enhancing communication between schools and families (Marchant et al., 2021).

Prior qualitative research addressed the experiences of teachers, parents, and students, the use of modern technologies, and the organization of instruction, but the experiences of elementary school students remained unexplored because they were

primarily viewed from the perspective of teachers or parents. Consequently, the aim of this paper is to comprehend the experiences of students under altering classroom organizational conditions.

How do fifth graders experience instruction during the pandemic that is substantially different from what they are accustomed to? - was the central question of this study.

2. Methodology

Research design

This study is a component of a larger qualitative investigation on the perspectives of parents, instructors, students, and students in relation to online and blended (online and classroom) education in the Republic of Serbia during the pandemic (first half of 2020). The authors that planned and conducted the broader research (Mićić, Vračar & Skočajić, 2020; Mićić, Vračar & Kovács Cerović, 2020; Vračar, Mićić, & Simić, 2020) reported certain findings that were obtained as a result of the aforementioned research in their publications. In order to fully understand how the state of emergency affects the educational process as a whole, qualitative studies are especially important (Mićić, Kovács-Cerović, Vračar, 2021; Kuzmanović, 2022a). It moreover provides relevant viewpoints and interpretations of the research participants (Willig, 2016). The use of narratives in research yields significant insights (Daiute et al., 2020), which is where qualitative research is used in the investigation of complex phenomena related to the experiences and specificities of individuals that have not received enough attention (Popadić, Pavlović, Žeželj, 2019). We have selected this approach because the phenomena we are addressing in this study are recent and call for more in-depth analysis and justifications. The approach is based on a qualitative analysis of children's narratives about how the pandemic altered their experiences in school. We applied dynamic storytelling design (Daiute & Kovač-Cerović, 2017).

Participants

In total, 100 5th graders (60 girls and 40 boys) took part in the study and responded to an online survey regarding their experiences in school during the pandemic. After obtaining parental consent for student participation in the study, school psychologists and teachers distributed the link to the online survey. Additionally, taking part in the study was entirely voluntary. The broad-based study's objective was to compile a sample of participants from different regions and parts of Serbia, as well as individuals of various genders, ages, educational levels, and school types (Kovács Cerović et al., 2022). Students from the fifth grade of elementary school were selected for this study because they are beginning adolescence, a period of developmental crisis that causes changes in various aspects of development, as well as the beginning of a new level of schooling (moving from a lower to a higher grade and a different level of education). Due to the dual demands for

adaptation that fifth grade students must meet—one from the developmental crisis and the other from a new school level—we felt it was crucial to focus on them because doing so can be particularly difficult when combined with the demands of attending school in a pandemic.

Instruments

Responses were collected at the end of the fall 2020/21 semester, when most schools were transitioning to the hybrid model (December 2020). The questionnaire consisted of open-ended instructions to create a narrative following the dynamic storytelling approach (Daiute & Kovács Cerović, 2017) through two questions. First: *School began a few weeks ago, and we know that classes are now a little different than usual: some students attend class in shifts, follow a portion of their lessons from home, and communicate with their teachers using a variety of online platforms... Please describe an event related to teaching that left you with a lasting impression, that you pondered for a long time, or that you found particularly fascinating, and then: reflect on the event you just described. What, if anything, was good or positive about it? What, if anything, was bad or negative?* Grade level, gender, and school name were the demographic variables. The researchers received the anonymous responses without any assistance of the teachers or school psychologists.

Findings of the study were processed in several phases: Phase 1: Familiarization with the data; Phase 2: Generating initial codes; Phase 3: Searching for themes; Phase 4: Discussion of themes; and Phase 5: Defining and labeling themes.

Data analysis

The coding procedure was conducted using MAXQDA 2022 software (VERBI Software, 2021). [4]Coding involved dividing data into meaningful categories (Tuckett, 2005), with codes more finely defined than the theme itself. Codes refer to the characteristic content of data that refers to significant data or information that can be evaluated and meaningfully associated with a phenomenon (Bojacis, 1998, according to Braun and Clarke, 2006).

Considering the change in the instructional model during the pandemic in schools in the Republic of Serbia (Kuzmanović, 2022a), students were given a description of said transition from online to the blended (online and face-to-face) instructional model: *The school has only recently opened, but we already know that the teaching methods are slightly different than usual: some students attend classes in shifts, attend some classes (online) at home, and collaborate with their instructors using a variety of online tools.* Students were then asked to describe a class-related experience that left a lasting impression on them, that they thought about for a long time, or that they found fascinating, and to clarify what was positive/good or negative/bad about that event.

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[4] Serial number: MQPO20-EFtXwK-b6Pjcx-3OWKhM-WkHFjB

3. Results

Students described experiences that occurred during online and face-to-face instruction, i.e., in-class instruction. A significant event that students described was moving up grades, meeting new teachers, and learning new subjects. The following codes were chosen based on responses in which students reported an event that had a profound impact on them: *changing classroom settings, online classes, Google Classroom, subjects, teachers, and I have no impression.* Their evaluations of the positive or good and negative or bad aspects of the event included feedback about *the beauty of fifth grade, Google Classroom, teachers, friends, waking up early, parents, and blended instruction (online and in-person, in the classroom).* The main themes that best reflected students' responses to the first question were chosen, and these were *the combined instruction model (online and face-to-face or classroom instruction) and the transition from classroom to subject instruction.* This choice was made under the guidance of the rule that initial codes create main themes and subthemes, while others can be discarded (Braun and Clarke, 2006). The chosen positive/good or negative/bad impressions of the events were the primary subjects of the second inquiry.

Table 1. Findings

Thematic category	Narrative category
Blended Learning Model	Online
	Face-to-face
Transition from classroom instruction to subject instruction	getting to know teachers
	learning new subjects
Opinions regarding the event	positive/good impressions of the described event
	negative/bad impressions of the described event

Blended learning model

The "Blended Learning Model" theme (online and direct or face-to-face instruction) refers to the different pandemic-related teaching conditions, in particular to the current instructional model of the Republic of Serbia at the time of data collection (first half of 2020). *Online and face-to-face instruction*, two forms of instruction that were interchangeable in schools under the blended learning model, form the subthemes. Indeed, in the 2020-21 school year, the Republic of Serbia structured instruction in several ways, including entirely online (through distance learning) and using the blended model (one day at home and one day at school) (Kuzmanović, 2022a). Students were divided into two groups within the class and received blended instruction. The groups

take turns attending face-to-face classes on different days of the week (one group goes to school three days a week, the other group two days a week). On the days they are not in school, they attend online classes with teachers in addition to face-to-face instruction (i.e., learning materials are usually sent through various platforms). In their responses, students most frequently provided examples of scenarios that demonstrate the advantages and disadvantages of the blended learning model.

Online instruction

The instances cited by students involved participation in class via television and participation in class via video conferencing software (Google Classroom, Zoom, Viber). When attending classes via TV, students are bothered by waking up/getting up early, the inconsistency between TV and the assignments they receive from the teacher, and the inability to see and socialize with other children.

- I don't like having to get up early to watch TV lessons. I'm always tired and it's more difficult to watch them because I'm sleepy.

- One day I followed the lesson on TV. The teacher of TV did a good job of teaching, and I wrote it down in my notebook. My teacher at school covered a different topic in the same subject. I wrote it all down too. I didn't know what to learn and what not to learn since I was confused.

In the online learning environment, students followed lessons through a variety of learning platforms in addition to TV channels. Students reported using the *Google Classroom* platform, which, despite being initially unfamiliar, was assessed as really fascinating and beneficial for exchanging information with teachers. Students also mentioned using Viber groups and the Zoom app together with their teachers.

- Although I found Zoom classes to be interesting, we still weren't able to learn as much as we could have in-person at school.

- Google Classroom has fascinated me, at first I didn't like it so much because I didn't know how to send homework, plus I could only track a few subjects in Google Classroom, but now I find it more interesting!

- The teachers don't have time to explain to us what the other group is doing. And the lessons on TV don't coincide with the lessons in school.

Parents took part in the learning process during the online classes by assisting their children with the material, using the online platforms, and completing online review tasks.

- We were instructed to upload (post) a document to Google Classroom. I did not want to do it and was stressed about whether I would be able to post it on time. When my dad arrived, we sent the document. And it was much easier for me.

- I can only say that my mom works with me a lot and it's funny how she struggles with the German language because no one really knows how to help me.

Face-to-face instruction

Students notably favored face-to-face instruction, or classroom instruction, to online instruction from home, according to their replies about online instruction. This was due, in part, to the fact that, unlike teachers at school, parents could not provide them with appropriate explanations at home. Students were unable to interact with their classmates in person during online classes.

- Now that we attend school every other day, I gave it a lot of thought. But when we started and after the first week, I saw that it was easier to work and that I had enough time to do homework and study.

- The most interesting thing to me was when we all came back together after a month of working in two groups. There aren't that many of us in the class, so it is best when we are all together. School is made up of friends and teachers, and working from home can't replace that.

- Learning at home is not the same as learning at school because the teachers can assist you with everything when you are in school. I receive a better explanation at school than I do at home.

Transition from classroom instruction to subject instruction

This group of children moved from a lower to a higher grade at the same time that the classroom organization model changed. The subthemes *of getting to know teachers and learning new subjects* stood out. Getting to know the teacher, the teacher's personality, and finding the subject interesting were what students most frequently cited as an event involving the teacher.

- Since I started the 5th grade of elementary school this year, the most interesting thing for me was getting to know the teachers. I thought they would be stricter now that we are older, but I was wrong. In their own way, everyone is good. They're very nice and patient with us. This has made a big impression on me, and I'm looking forward to getting to know the teachers in the years to come!

-All of the classes are very interesting to me, but the computer science class made the biggest impression on me because we had never used computers in school before.

- After the history lesson, I thought a lot about who we are, what we are, how we got to be what we are, and what happened in the past.

Opinions regarding the event

Children were asked *to explain what was positive/good and what was negative/bad about the event* they had just described in the second question. The two main themes *are positive/good impressions of the described event and negative/bad impressions of the described event*. According to the responses, students tended to rate events related to the shift from classroom to subject teaching highly, while they gave less favorable ratings to

events related to the changes in the instructional model brought on by the coronavirus pandemic.

The children in this study experienced positive emotions as they progressed from lower to upper grades (students indicated that teachers were interesting, pleasant, and good, both personally and in the delivery of instruction). Students also expressed how enjoyable and fascinating they found classes in novel disciplines like biology, history, and computer science. Returning to the classroom (though not every day) and discovering new and exciting technologies for sharing materials between teachers and students are positive aspects of the blended learning paradigm (e.g., Google Classroom).

- Being able to spend time with my friends and get to know the teachers was pleasant for me.

- We had been apart for a while, so it was fantastic to be back together.

The classes are shorter and students attend in groups so that the group that isn't in class that day can still follow the class online. These are the drawbacks that students see in the blended learning model.

- The bad news is that I occasionally don't know what to study, when to study it, or what to follow. Is it the tv, the classroom, school, or the Viber group?

-Going to school every other day feels weird.

4. Discussion

School is one of the most important systems for the development of children and adolescents, particularly for psychosocial development and optimal functioning. Identity is gradually developed through classroom participation, forming and maintaining relationships with teachers, and interacting with peers (Dahl, Allen, Wilbrecht, Ballonoff Suleiman, 2018). The pandemic experience impacts the developmental trajectories of children and adolescents (Velez, 2021) and has long-term effects on students' acquisition of cognitive and socioeconomic skills (Sternadel, 2021), as well as a variety of negative consequences for the educational process and its outcomes. Various authors from around the world have conducted research that points to a variety of challenges that students experience during the educational process under pandemic conditions at different school levels (Reimers, 2022). The findings of this study highlight some of these. Classroom organization and adherence to safety precautions were two issues cited by students. Participants in this study are at the very beginning of adolescence (Minić, 2019), and as they move from lower grades to higher grades, they experience significant developmental changes in several personality traits in addition to the requirements for adaptation (Vasta, Haith, Miller, 2005). The transition from lower elementary school to upper elementary school represents a significant turning point in the education of fifth graders in the Republic of Serbia, who constitute the sample for this study. In contrast to the lower grades, there is an innovation in that children now have a new subject teacher for each subject as well as a homeroom teacher. Additionally, they study a greater variety of subjects and are introduced to some of them for the first time (e.g., biology, history,

geography, etc.). Due to the changes mentioned above, it can be difficult for students to transition from classroom instruction to subject instruction. Given the new, pandemic conditions in education, students are also expected to report on current practices and discuss the advantages and disadvantages of this structured instruction.

The majority of students in this study preferred face-to-face instruction, i.e., classroom instruction, to online instruction. The findings obtained in this study indicate that students prefer face-to-face teaching methods and want classes to resume as they did before the pandemic outbreak. Students preferred face-to-face instruction because they are used to spending time with their friends and teachers at school, which is confirmed by other research (Putri et al., 2020) that states that while online learning allows students to meet virtually with friends and teachers, it is a form of inconvenient interaction. Despite concerns and anxiety about their health and the possibility of infection, the findings reinforce Komlenić and Keljanović's (2021) research findings that respondents prefer face-to-face (classroom teaching) instruction to online instruction. The conclusions are consistent with those of the study conducted in the Republic of Serbia in the school year 2020/21. In particular, the findings of the above-mentioned study show that students, as well as their parents and teachers, believe that face-to-face instruction or classroom instruction before the pandemic was better organized, of higher quality, and more beneficial than online instruction and blended instruction (online and face-to-face instruction or classroom instruction) (Kuzmanović, 2022a). Students need more time to adjust to distance learning, and teachers must exert greater effort to be comprehended by students, compared to face-to-face instruction. The lack of contact with peers and the experience of switching from face-to-face to online teaching are also mentioned by other researchers in Serbia (Mićić, Vračar, Skojačić, 2021) who additionally note that students are overburdened with assignments and express frustration due to an abundance of learning platforms. The findings are consistent with those of other researchers and can be attributed to a number of issues and shortfalls that plagued the online instructional approach to the pandemic. Moodiness in children, the conditions of learning from home and the lack of a working atmosphere in homes, changing teaching platforms, technical problems, inadequacy of teachers, and high expectations and demands from teachers[5] were identified as the most common problems in online learning, according to data collected during the analysis of the impact of the Covid 19 pandemic on families with children in Serbia in June and July 2020. The majority of parents of children aged 7-17 who participated in the above research believe that attending school during the pandemic will have a detrimental effect on their children's future education, that online learning has reduced children's motivation, and that the quality of learning is poor. The main disadvantages of online teaching are the lack of face-to-face interaction and the inability to conduct practical exercises effectively (Arsenijević, 2021). Online instruction enables teachers to ensure that all students receive the same education (Radha et al., 2020),

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[5] https://www.unicef.org/serbia/publikacije/istra%C5%BEivanje-o-uticaju-pandemije-kovida-19-na-porodice-sa-decom-u-srbiji

although the majority of students still prefer face-to-face instruction despite the advancement of technology and the availability of numerous online courses. Face-to-face instruction is preferred by students because it is more realistic and gives them the opportunity to discuss and debate with instructors and peers. Children spend more time in front of a screen, which is a disadvantage of online education. Students receive learning materials that teachers upload to learning platforms (Google Classroom) and share any additional information via Viber groups.

The findings of this study also suggest that teachers were unprepared for the use of new educational technologies in the classroom and for the changing classroom conditions during the pandemic. The findings indicate that there were difficulties in organizing and delivering instruction during the pandemic. These findings are consistent with other studies that found that there were many problems of a technical nature in the changed conditions of school teaching during the pandemic, characterized by limited electronic resources, but also by insufficient training of teaching staff in the use of technical devices (Ruzafa-Martínez, 2020; Kuzmanović, 2022a; Braslauskienė et. al, 2022). This highlights the need for faculty and student competence development for online teaching and the provision of digital resources for teaching and learning, particularly for those students for whom this is not yet the case (Kovács Cerović, Mićić, & Vračar, 2021). Numerous authors point to the necessity for ongoing professional development for teachers (Baksa, & Luić, 2020; Sternadel, 2021), ongoing training in the use of technology (Paudel, 2021), and the provision of systemic support in the use of digital tools and various educational resources. Baksa & Luić (2020) provide a number of recommendations that could improve instruction, such as creating of more realistic schedules, the reduction of subject matter, the improvement of study skills and the promotion of work habits, and the establishment of clear criteria for students who do not consistently meet the requirements. TV lessons are possible as a temporary solution in extraordinary circumstances. Still, TV lessons cannot be a substitute for classroom teaching or online teaching because it contradicts the basic theoretical principles of learning (one-way "interaction", transmission of knowledge, absence of feedback, passivation of students, and absence of individualization) (Kuzmanović, 2022a). TV lessons are suitable for those students who cannot attend classes in any other way (e.g., children who do not own digital devices and the Internet). In addition, the lessons are recorded, stored, and available online for students who cannot watch them in real time or want to watch them more than once.

Conclusion

The findings obtained can be used as an important guide for further studies on this topic and as the foundation for implementing effective intervention and/or prevention strategies. The findings can contribute to a better understanding of the adjustments made to the educational process during the pandemic by focusing on both the benefits and the drawbacks identified, with the aim of improving the benefits and eliminating or

mitigating the drawbacks. We can take some preventive measures for future emergencies (such as various natural disasters, wars, etc.) by understanding the implications of teaching during a pandemic on the educational process, and then we can continue to implement the parts of online teaching that are critical to students' progress in the educational process. Considering that online education can be a significant alternative to the traditional way of learning (Paudel, 2021), it is important to make online instruction more appropriate and improve its outcomes. Based on the findings of this research, this can be achieved in part by more frequent evaluation of the advantages and disadvantages of online instruction from the students' perspective, and continued training and support for faculty and students in the use of various digital tools. The narratives of the students are a resounding appeal for a better organization of instruction in the future, for innovative use of digital technology, and for a greater emphasis on peer interaction. Considering that the findings of this study were obtained from students facing a variety of adaptation requirements (in addition to the pandemic conditions in school, there are adaptation requirements due to the developmental crisis and the transition to a higher level of education), we believe it is important to consider the given recommendations, as they would assist students in responding as appropriately as possible to the given situation and adapting quickly.

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