

THE DIGITAL SKILLS OF PARENTS IN THE SCHOOL ENVIRONMENT

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Abstract: The purpose of this paper is to collect, process and discuss data, literature review and primary information using questionnaires, regarding the reasons for use by the parents of primary education students in order to make use of digital skills, computers and other technological means in home and the school environments.

The statistical techniques mentioned in this paper are those of descriptive statistical analysis, the display of averages in relevant questions of the questionnaire and the use of inductive methods in order to verify the verification of the research questions or not. The methods of the aforementioned statistical analysis belong to the statistical program of SPSS No.23 and whose results are shown in the results.

The 33.8% of the interviewed parents stated that ICT is used in educational teaching for their children as students, for the production of teaching material to a very large extent, 25.6% to a moderate extent, 18% to a small extent, and the remaining 17.3% to a very large extent, the 36.3% of the interviewed parents stated that ICT is used in educational teaching for their children as students, to search for information via the Internet to a very large extent, 34.8% to a very large extent and 20% to a moderate extent degree and the 29% of the parents interviewed stated that they do not use ICT at all for their children as students, to manage e-mail, 26.7% use it to a small extent for this purpose, 19.8% moderately degree and another the same percentage, to a very large extent.

In conclusion, the present study highlighted important aspects of the views held by parents of toddlers about their children's use of ICTs and their contribution to their learning and development. The period of the pandemic seems to have increased the use of digital technologies by young children, while distance education has helped to bring parents closer to their children and form an image of the educational features that digital technologies embody.

In the above context, any possible future research could be directed more systematically at issues concerning parental mediation and the parent-teacher relationship regarding the educational utilization of PST by children in preschool and first school education, both at home and in the school's environment.

Keywords: Digital, Skills, ICT, Parents, Schools, Students.

1. INTRODUCTION

The diffusion of Digital Technologies (DT) in all areas of activity of modern human results in their penetration into everyday family life and their ever-increasing use by preschool children at home (Biber et al., 2019). Over the past twenty years, a significant body of research internationally has been instrumental in designing programs to use technology in the education of young children with specific learning and developmental benefits (NAEYC, 2009). The new Kindergarten Curriculum places particular emphasis on the learning area entitled Information and Communication Technologies (ICT) with the aim of supporting and enhancing children's learning and contributing to their cognitive, social, emotional and personal development. In this context, digital technologies are organically included in the daily program of the Kindergarten as a means of teaching, as a tool for creation, expression, collaboration and communication for students and as a tool for experimentation, investigation and problem solving (Pedagogical Institute, 2011).

The parents influence the relationship between young children and digital devices, depending on the perceptions and attitudes they develop, as well as the roles they assume and the parenting style they adopt in relation to the use of ICT (Konok, Bunford & Miklosi, 2020). On the other hand, school-family cooperation and the involvement of parents in the educational process is essential so that young children can transfer their digital skills to the informal learning environment created at home and in the family context and reinforce them in creative ways. that enhance their development (Pedagogical Institute, 2011).

The parental mediation includes a set of strategies applied by parents to manage and regulate their children's engagement with digital media, so as to maximize the benefits and reduce the risks involved (Masheroni, Ponte & Jorge, 2018, Palaigeorgiou et al., 2018). Parental involvement in digital device use includes active mediation, restrictive mediation, device sharing, supervision, use of technical restrictions, and monitoring (Livingstone & Helsper, 2008, Nikken & Jansz, 2013, Sonck, Nikken & Haan, 2013, Palaigeorgiou et al., 2018).

The parents' opinions and attitudes influence the way their children use digital devices and the time they spend on them. Nikken & Schols (2015) argue that there are large differences in the mode of parental mediation based on the age group of children, which depend on a) the children's digital skills and preferences in terms of subject matter and digital content and b) on the parents' views on the positive or negative effects that the use of digital technologies has

on their children's development. In general, young children use digital technologies and devices at home mainly for entertainment and as a means of employment, and less for educational purposes. In particular, the choice of parents to allow the use of digital devices is mentioned as a means for quietness at home, for children to sleep, to avoid conflicts in the family and for parents to have personal time (Kabali et al., 2015, Aldhafferri & Palaiologou, 2016, Preradovic et al., 2016, Radesky et al., 2016, Papadakis et al., 2019).

2. MATERIALS AND METHODS

Subsequently, the cases (under examination) were formulated and it was considered whether they should be accepted or rejected. The examination of the cases refers, among other things, to the quantitative research of the views and perceptions of teachers regarding the reasons for use by the Primary. The different education teachers in order to make use of digital skills, computers and other technological means in their workplace. A statistical method used to examine whether the mean of a variable differs between different groups in the population is 'Analysis of Variance'. If the data met the conditions, this method was expected to be used to decide whether or not to accept the hypotheses to be formulated in this research. Finally, correlation analysis was done to examine the correlation between pairs of variables, and for this purpose the Pearson coefficient was used. Finally, the statistical techniques mentioned in this paper are those of descriptive statistical analysis, the display of averages in relevant questions of the questionnaire and the use of inductive methods in order to verify the verification of the research questions or not. The methods of the aforementioned statistical analysis belong to the statistical program of SPSS No.23 and whose results are shown in the results.

3. RESULTS

According to the results of the primary research, the 61.5% of the interviewed parents were women and 38.5% were men. The average of the respondents was 52 years with the 6 years. The youngest teacher was 30 years old and the oldest was 65 years old. The fewest years of parental service were 2 years and the most 36 years. 72.6% of the respondents were University graduates, 23% were master's holders, 3% were Secondary graduates and the remaining 1.5% were PhD holders. Almost all of the interviewed parents stated that they have a PC at home. The 30.1% of the interviewed parents stated that they have enough experience in using a computer, 24.1% have moderate experience, 18.8% have a lot of experience, 18% have great experience, 8.3% have little experience and the remaining 0.8% have very little experience. In advance, the 26.8% of the interviewed parents stated that they use ICT in teaching their children as students, to a moderate extent, 23.6% to a sufficient extent, 20.5% to a small extent, 11% to a large extent degree, 8.7% to a very little degree, 6.3% always use them and the remaining 3.1% never use them.

The 33.8% of the interviewed parents stated that ICT is used in educational teaching for their children as students, for the production of teaching material to a very large extent, 25.6% to a moderate extent, 18% to a small extent, and the remaining 17.3% to a very large extent, the 36.3% of the interviewed parents stated that ICT is used in educational teaching for their children as students, to search for information via the Internet to a very large extent, 34.8% to a very large extent and 20% to a moderate extent degree and the 29% of the parents interviewed stated that they do not use ICT at all for their children as students, to manage e-mail, 26.7% use it to a small extent for this purpose, 19.8% moderately degree and another the same percentage, to a very large extent. Finally, 48.8% of the respondent parents answered that they do not use ICT at all for their children as students, for image processing applications, 30.2% use it to a small extent for this purpose and 10.1% moderately degree and the 59.1% of the interviewed parents stated that they do not use ICT at all for their children as students, for games, entertainment, 27.6% use it to a small extent for this purpose and 10.2% moderately degree.

4. DISCUSSION

By confirming findings of previous research, the present study of parents' views showed that young children use digital devices mainly for entertainment purposes and for employment so that parents have free personal time or do household chores (Fesakis, 2009, Kabali et al., 2015, Radesky et al., 2016, Seo & Lee, 2017). Despite the prevalence of the entertainment side, parents recognize the educational value of digital technologies and their contribution to the development of children in the cognitive, emotional and psychomotor areas, as also reported in the literature (Aldhafferri & Palaiologou, 2016, Preradovic, Lesin & Sagud, 2016). During the pandemic, children's use of digital devices at home increased. It seems that the implementation of distance kindergarten education has given some parents the opportunity to experience the educational value of PSTs and to combine entertainment with the education of young children at home.

On the other hand, the parents who participated in the research are concerned about the negative effects of the use of digital devices on the cognitive, social and physical development of their children, in agreement with earlier

research findings (Palaigeorgiou et al., 2018, Preradovic, Lesin & Sagud, 2016, Radesky et al., 2016). The mediation practices applied by the parents of preschool children in this study are restrictive mediation, setting rules regarding the time, frequency and content of the use of ICT, supervising their children's use and/or choosing to share of PSS for entertainment and educational purpose (McCloskey et al., 2018, Palaigeorgiou et al., 2018, Seo & Lee, 2017). Confirming the findings of previous research (Preradovic, Lesin & Sagud, 2016, Radesky et al., 2016), parents raise Internet safety, the negative consequences of ICT use, appropriate educational applications and the correct ways of using ICTs by young children.

5. CONCLUSIONS

In conclusion, the present study highlighted important aspects of the views held by parents of toddlers about their children's use of ICTs and their contribution to their learning and development. The period of the pandemic seems to have increased the use of digital technologies by young children, while distance education has helped to bring parents closer to their children and form an image of the educational features that digital technologies embody. In the above context, any possible future research could be directed more systematically at issues concerning parental mediation and the parent-teacher relationship regarding the educational utilization of PST by children in preschool and first school education, both at home and in the school's environment.

RECOMMENDATIONS

The study of the role of parents and the importance it has, in the context of the use of digital devices by young children, is an open research problem internationally. The available research findings show that the perceptions and opinions of parents about PE affect preschool children's relationship with PE and the ways in which they support and guide their children (Preradovic, Lesin & Sagud, 2016). On the other hand, appropriate parental guidance and mediation in the family environment can support their involvement in activities and enhance children's learning, especially through high-quality digital educational applications (Chiong & Shuler, 2010).

The question of the role of parents and parental care regarding the use of Digital Devices (DDS) by infants in the family environment is of great research interest internationally (Nikken & Schols, 2015, Radesky et al., 2016). In our country, the factors related to the use of the DT at home, the attitudes that young children develop, and the mediation methods of parents have not been investigated in their entirety. In relation to the use of digital technologies by children, parenting is a broader concept that goes beyond the traditional approach of supervising children and includes the mediation, guidance and involvement of the parent in the use of digital devices with the children, with specific and meaningful ways that enhance children's entertainment, emotional contact and overall development (Konok, Bunford & Miklosi, 2020).

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