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Parental insights into children's use of technology for learning

Abstract

This study is based on parents' insight regarding their children's use of technology. Technology has a lot of benefits for student's intellectual and educational development, despite its disadvantages. The purpose of this study is to investigate how technological improvements impact children's education and learning. In order to gather significant information about the parental insights, this study's method includes parent interviews, a survey, and a questionnaire. The majority of parents concern about the negative effects of technology and the internet, such as the requirement to finish schoolwork. Furthermore, parents believe that technology is preventing their kids from socializing enough. They don't communicate with or share anything with their parents. In conclusion, this study provides useful insights into how education is changing in the digital era, along with how parents and educators can effectively incorporate technology into their lessons. Technology has drastically changed how kids learn thanks to computers, iPads, and the internet. Data gathered in the field was used to compile this report.

Keywords: technology, education, parent's opinion, children, research

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Introduction

Technology gives children access to a multitude of learning opportunities, which improves educational experiences. IT (information technology) has grown beyond issues with only software and hardware. According to Voogt,[1] the impact of IT use on curricular content, student activities, teacher roles, and assessment procedures has only recently become clear. Making information more applicable to all children is just as important as allowing them to access the internet in order to successfully incorporate information technology communication into teaching and learning.

Technology allows children to learn from each other by exchanging ideas and experiences and cooperating to solve challenges. Teachers should choose tools that adhere to teaching principles and create focused lesson plans for their IT-based classes. Instructors need to be aware of the different software programs that are available, as well as when, how, and why to use them. To create and implement effective learning environments that support children in these circumstances, they need to be computer literate.[2]

As teachers become more proficient in using these resources, children will gain more from them. We need to better understand teachers' viewpoints in order to assist our attempts to increase teachers' computer technology abilities and usage, since these skills are unlikely to be embraced unless they align with teachers' past instructional principles. This will enable youngsters to realize their own potential and also enable teachers to make the most use of computers.[3]

Researchers at Lulea University of Technology in Sweden[4] investigate the relationship between Facebook-using undergraduate students' personality traits and their academic performance. Based on the individual characteristics of each child, the suggested study model examines how children's Facebook use impacts their performance. Validating the relationship between academic success and personality traits is another goal of the study. This study found that children who are outgoing have significantly lower academic performance when using Facebook. But when it comes to using social media, children's strong sense of effective self-control greatly reduces this negative effects. As an additional aspect of personality, cognitive absorption—indication of strong involvement—was included during the research process.

Digital media use is another common issue that may have an impact on children's socioemotional development. It can lead to poor or shallow social interactions and relationships, even within the family. Early television exposure has a negative effect on preschoolers' theory of mind.[5] Children benefit greatly from a variety of computer programs that increase their energy levels, sense of independence, and relaxation. Children who use information technology appropriately are able to develop a wide range of skills, including research, communication, arithmetic, critical thinking, problem solving, and teamwork.[6]

A multitude of factors could have contributed to the apparent impact on student learning. First, it takes time to improve student learning, and the curriculum had only been in place for a short time. A one-week intensive training session was not attended by all instructors, which may have decreased the program's overall efficacy at the participating schools, it was found. A increasing workload may have prevented some educators from fully utilizing the digital resources at their disposal.[7]

Contrary to popular assumption, research has demonstrated that parent-child interactions on social media sites like Facebook improve relationships by strengthening the tie between parents and older children and reducing tension.[8] A parent "friending" their child on Facebook, for instance, is not considered a privacy infringement and may even ease tensions between the two parties. This is most likely due to the fact that older children are more likely to discuss issues and even divulge more information online than they are in person.[8]

Empirical research supports the widely held belief that children's use of electronic media causes hyperactivity, impulsivity, and difficulty focusing.[9] Using electronic media as a youngster has been connected to ADHD symptoms as hyperactivity and impulsivity,[9] even though video games have been linked to improved visual attention in adults and adolescents.

Many donor organizations in Nepal provide technologies in support of development projects, particularly in the public sector. The main objective of these programs has been to generate and achieve particular outcomes within predetermined time periods. There has been little to no focus on improving the beneficiary organizations' technological capacities so they can continue to use the new technology when the programs are ended.

In practical terms, Nepal lacks the regulatory tools and strong organizations needed to direct and oversee the country's technology acquisition from both foreign and domestic sources in a way that optimizes the advantages of imported technologies for the advancement of the country's technological capacity.[10] Free imports of foreign technology occur without any real efforts to understand and incorporate it. These technologies are also distributed and marketed on an as-needed basis, according to Shrestha.[10]

Information technologies were established in developed nations, so in order to adapt them to developing nations, efforts should be made to build the capacity to understand the significance of adopting IT in accordance with local development demands. Research can be very beneficial to a country in these circumstances by highlighting important problems that support such strategies. Every country is different. Policymakers view information technology as acceptable when it facilitates or supports actions that are deemed desirable at the national level. The greatest method for a nation to use information technology for overall advancement is to design an information strategy that is both development-friendly and development-supportive.

Objectives

Investigating the in ward 14 of Kathmandu Metropolitan City, Kathmandu, Nepal is the aim of this study.

The purpose of this study is to find out parental insights into children's use of technology for education in ward 14 of Kathmandu Metropolitan City, Kathmandu, Nepal.

Methodology

This study employs a descriptive and explanatory research design. For the inquiry, both primary and secondary data are required. Published books, relevant literature, and earlier research were the main sources of secondary data used in the study to identify the initial target. Schedules for observations and interviews yielded key data that were utilized to determine the second goal.

Sampling procedure

To identify the universe, certain attributes relevant to the study goals are used, such as parents having children under the age of 18. 55 respondents from Kathmandu District's ward 14 of the Kathmandu Metropolitan City were selected for the study using purposive sampling.

Results and discussion

The researcher focuses into how parents see their children's use of technology for education. The age of the respondent, the educational attainment of the respondent and their children, and a number of other education-related topics are covered in this section. The researcher gathered this information for this purpose.

Age of parents

The age distribution of the respondents in ward 14 of Kathmandu Metropolitan City is shown in the table below. The examination, which comprised the researchers visiting multiple locations to determine the respondents' ages, revealed that the majority of the respondents are between the ages of 20 and 30.

The ages of the parents in ward 14 of Kathmandu Metropolitan City are displayed in the Table 1 above. Twenty-three of the parents were between the ages of twenty and thirty. Twelve of them were between the ages of thirty and forty, while eleven were between the ages of forty and fifty. Nine of them were between the ages of fifty and sixty. With 41.81% of the total, parents in the 20–30 age bracket make up the largest group. With 16.36% of the total, the 50–60 age group is the smallest.

Table 1 Age of parents

Age of parents	Number	Percentage
20 – 30	23	41.81
30 – 40	12	21.81
40 – 50	11	20
50 – 60	9	16.36
Total	**55**	**100**

Source: Field survey, 2024

Educational attainment of the parents

People's lives are significantly impacted by their education. Since all of the respondents were educated by the study's design, I have categorized them based on their level of education. The respondents' educational status is displayed in this table.

The distribution of educational attainment among 55 people is displayed in this table. According to Table 2, five of the respondents (less than class 8) have completed formal education. Twenty-four of these parents have finished their +2 level education, twelve have studied all the way to a university degree, and twenty-four have studied up to grade 10 (SLC). Parents who completed less than grade eight made up the lowest percentage (9.09), while the largest percentage (43.63%) had completed +2 (Intermediate/Plus Two).

Table 2 Educational Attainment of the parents

Level of Education	Number	Percentage
Formal (Less than Grade 8)	5	9.09
SLC	14	25.45
2	24	43.63
Bachelor and above	12	21.81
Total	**55**	**100**

Source: Field survey, 2024

Education of children

A person's education affects every aspect of their life. The degree of education of the youngsters has been ascertained by analyzing data related to their academic performance. The table below shows the children's different educational statuses.

According to Table 3, 41.81% of students are in the 5-8 range. A lesser but noteworthy percentage in Pre-school (16.36%) and 1-4 (21.81%) come next. Additionally, just 20% of people have finished their schooling in the 9–12 level.

Table 3 Educational Attainment of Children

Level of Education	Number	Percentage
Pre-school	9	16.36
4-Jan	12	21.81
8-May	23	41.81
12-Sep	11	20
Total	**55**	**100**

Source: Field survey, 2024

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Access to internet

The ability to connect to and use the internet via a network is referred to as internet access. It entails possessing the required hardware, such a computer, smartphone, or other gadget, as well as an internet connection, such as mobile data, Wi-Fi, or broadband. Access enables people to engage in a variety of digital activities, including website browsing, online service use, social media and email communication, and multimedia streaming. The internet connection features that kids use for learning are displayed in the table below.

Table 4 demonstrates that nine out of the 55 respondents' children utilize mobile data for the internet. However, forty-six of them rely on Wi-Fi services to access the internet. Wi-Fi is preferred by a resounding majority of the group (83.63%) for internet access. Merely 16.36% of people utilize mobile data.

Table 4 Access to Internet

Internet facilities	Number	Percentage
Mobile Data	9	16.36
Wi-Fi	46	83.63
Total	**55**	**100**

Source: field survey, 2024

Use of technological devices

The term "technological devices" refers to the usage of various electronic or digital tools and equipment designed to perform specific tasks or activities. Examples of these technologies include computers, smartphones, tablets, wearable technology, and other devices that support productivity, communication, information processing, or entertainment. The term describes the useful ways that individuals or groups interact with and make use of these devices, whether for personal, professional, educational, or recreational purposes. The several gadgets that kids utilize for learning are displayed in the table below.

Table 5 shows that most children use computers for education. Children of 16 respondents use cell phones. Twelve of the respondents' children use iPads for educational purposes, while six of them watch television. The most common gadgets are computers and mobile phones, which together account for 67.27% of the total (38.18% + 29.09%). Despite being used less frequently, tablets and televisions still hold significant market shares of 21.81% and 10.90%, respectively.

Table 5 Technological Devices Usage

Devices	Number	Percentage
Mobile	16	29.09
Computer	21	38.18
Television	6	10.9
Tablets	12	21.81
Total	**55**	**100**

Source: field visit, 2024

Technology enhance child learning

The various tools and applications that students use to improve their learning, time management, study material organization, and overall academic performance are referred to as study software. Students can improve their study habits, engage with course information more effectively, and boost productivity and retention by using these digital resources. The degree to which parents agree and disagree that technology can improve children's learning and experiences is displayed in the table below.

Table 6 shows that twelve respondents disagree, eight are neutral, and thirteen respondents firmly deny that technology enhances children's learning. Thirteen respondents, however, are adamant that technology improves kids' education. Nine parents concur that technology helps kids learn. The equal representation of "Strongly Disagree" and "Strongly Agree" may suggest a significant gap in parents' opinions regarding the use of technology in schooling. Since neutral and agree are in the minority, many parents may be approaching skepticism or lack a firm opinion. The greater proportion of negative perceptions (44.81%) compared to positive perceptions (39.99%) indicates that there is more skepticism than support regarding the usefulness of technology for education.

Table 6 Technology enhance child learning

Technology enhance child learning	Perception of parents	Percentage
Strongly disagree	13	23.63
Disagree	12	21.18
Neutral	8	14.54
Agree	9	16.36
Strongly Agree	13	23.63
Total	**55**	**100**

Source: field survey, 2024

Times spent

"Gadget time" is the term used to describe the amount of time spent using electronic devices, such as computers, tablets, smartphones, and other digital tools. This time can be used for work or study (learning, research), fun (gaming, viewing movies), communication (social media, texting), or other pursuits. The amount of time kids spend using technology for learning is displayed in the table below. Table 7

Table 7 Times Spent in gadgets

Time spent in Gadgets	Number	Percentage
0 – 1 hour	18	32.72
1 – 2 hours	28-Jan	50.9
2 – 4 hours	9-Jan	16.36
Total	**24-Feb**	**100**

Source: field survey, 2024

A maximum of twenty-eight children used gadgets for educational purposes for one to two hours, based on the facts above. While children of nine respondents used devices for learning for two to four hours, children of eighteen respondents used technology throughout their school hours. According to the research, the majority of people (about 83.62%) use gadgets for less than two hours per day. A smaller percentage of people (16.36%) use their devices for two to four hours per day, which would indicate more frequent users.

Insights towards negative effect

The phrase "concerns towards negative effects" refers to people's worries or fears over the undesirable or harmful results of a particular action, behavior, or circumstance. Whether they are physical, mental, social, or environmental, "negative effects" in this context refers to any outcomes that are thought to be undesirable, harmful, or detrimental. People typically express these concerns when they see potential risks or negative effects linked to specific behaviors, customs, or

developments. The table that follows illustrates how parents worry about the harm that technology is causing to their children.

Table 8 above makes it clear that 27 respondents are very concerned about the impact of technology on their education. Fifteen respondents are concerned, and six are neutral. Just two respondents are indifferent about the harmful impacts of technology, while five are somewhat concerned. Concern about adverse effects is expressed by most persons (76.36%), with 49.09% expressing extreme concern. This can suggest that the general population is very aware of or afraid of the subject's possible risks. Just a small percentage of respondents do not think the issue is important, as evidenced by the 9.09% who are just mildly concerned and the 3.63% who are not at all concerned.

Table 8 Insights towards negative effect

Insight towards negative effect	Number	Percentage
Not concerned at all	2	3.63
Slightly Concerned	5-Jan	9.09
Neutral	6-Jan	10.9
Concerned	15-Jan	27.27
Very Concerned	27	49.09
Total	**55**	**100**

Source: field survey, 2024

Conclusion

This study's main focus is on parents' perceptions on their children's use of technology for education in ward-14 of Kathmandu Metropolitan City. Parents are aware of the many advantages that technology offers, such as more tailored and extended learning opportunities, according to an analysis of their opinions about how their children use it. A variety of services and information that were previously unavailable or challenging to obtain are now readily available to children. Parents are particularly concerned about the possible negative effects that excessive screen time may have on their kids' social skills, sleep habits, and physical health. Concerns about the appropriateness and quality of digital information are valid, and there is a chance that the digital divide may grow. But there are also certain things to watch out for. Overuse of screens by kids can make it hard for them to focus. Some students may not have equal access to technology, which could lead to unfair learning. Teachers also need to learn the best practices for using technology.

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Conflicts of interest

The authors declare that there is no conflict of interest.

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