Гледната точка на учители и родители относно киберзависимостта сред учениците – сравнителен анализ

Engl. transl.: Parents’ and teachers’ point of view about cyber аddiction аmong children. Comparative analysis

# Keywords

* cyber dependence
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## Authors

Papancheva R.;Dishkova M.

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## Sample

160 parents and 50 teachers of children of primary school age

## Implications For Parents About

## Implications For Educators About

Other

# Abstract

The problem of cyber-addiction among modern children is extremely relevant and alarming. An authors’
study show that children and adults have different perspectives on this topic, especially when it comes to time spent on the Internet or what major activities are used by digital devices. Students say they do not over-sit and not only have fun, but also look for useful information about school, such as when they are online. Parents and teachers are of the opinion that the time spent on the Internet is very long and is used mainly for games, listening to music, watching videos and very rarely for educational purposes. From here comes the idea of following and comparing the perspectives of teachers and parents as partners in child-upbringing activities, and especially in the fight against cyber-addiction. A survey of 160 parents and 50 primary school teachers was conducted to examine their views on the misuse of digital devices and Internet. Diagrams were used to better visualize the results obtained. A comparative analysis is made between the two perspectives and specific conclusions are drawn. The article also includes a brief literature review that sheds light on the importance of parents and teachers as pedagogical subjects and as creators of the child's overall growth.

# Outcome

Through a comparative analysis, the authors of the article come to the conclusion that in the views of parents and teachers on the problem of cyber-addiction of modern children in early school age there are many similarities, but there are also significant differences on important issues. Data from parallel surveys show that 60.9% of parents are convinced of the contribution of ICT to the overall development of the child; 72.9% of teachers indicate that they are more helpful in the educational process than an obstacle. It is concluded that educational subjects do not deny the positive characteristics of the Internet and digital devices, as long as they are used wisely and purposefully. The percentage of teachers who are convinced that children abuse ICT and the Internet and cannot do without it is higher than that of parents. In general, the reactions of parents and teachers when the child / student plays on their phone overlap: first of all, both groups make a remark; secondly - they prefer the child to do something else or to spend her free time with various activities; thirdly, they expressed concern for the child's health and asked him to leave the device. There are twice as many teachers, according to whom the child loses sight of the time when he is online. "These results show that at home, parents may also not monitor the child's time spent in front of a screen, which does not escape the teacher." Both parents and teachers often have to argue with children about the amount of time they actually spend in front of the screen. (extracted and paraphrased from part 3 - The study)