

# វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER



ការចូលរួមចំណែករបស់ឪពុកម្តាយក្នុងការអប់រំ  
ចរិតលក្ខណៈក្នុង លោក្នុងយុគសម័យឌីជីថល

Parental Engagement Regarding Children's Character  
Education in the Digital Era

A Mini-Thesis  
In Partial Fulfilment of the Requirement for  
Master's Degree of Education in Mentoring

February 2021

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Parental Engagement Regarding Children's  
Character Education in the Digital Era

Supervisee : CHENG Vichheka

Supervisor : Dr. SUN Somara

Examination Committee : 1. H.E. Sieng Sovanna	Chair
2. Dr. Sun Somara	Vice-chair
3. Dr. Nauv Vira	Member
4. Mr. Kong Maneth	Member
5. Mr. Srou Lihol	Secretary

February 2021

**មូលន័យសង្ខេប**

នៅក្នុងកិច្ចការស្រាវជ្រាវតូចមួយនេះ ធ្វើឡើងដើម្បីបំពេញតាមលក្ខខណ្ឌរបស់កម្មវិធីសិក្សា  
របស់មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី ក្នុងការបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់  
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កិច្ចការនេះ ជាប្រភេទការស្រាវជ្រាវបែបការសិក្សាសំយោគមួយ ទាក់ទងនឹងការចូលរួម  
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លក្ខណៈអន្តរជាតិ និងសៀវភៅ ដែលនិយាយទាក់ទងប្រធានបទខាងលើ។

ខ្លឹមសារសំខាន់ៗដែលបានលើកឡើងនៅក្នុងកិច្ចការនេះ បានបង្ហាញពីការបារម្ភរបស់ឪពុក  
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ឆ្លើយតបទៅនឹងការដោះស្រាយបញ្ហានៃឥរិយាបថមិនសមរម្យរបស់កូនៗក្នុងការប្រើប្រាស់  
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លទ្ធផលបានបង្ហាញថា កាលណាឪពុកម្តាយចូលរួមបានល្អ នោះនឹងនាំឱ្យឥរិយាបថកូនៗ  
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## ABSTRACT

This Mini-thesis is to fulfill the academic performance of graduation Master Degree of Mentoring at New Generation Pedagogical Research Center. Moreover, it is the step for a researcher to understand the process of educational research of this topic.

This study is a kind of synthesis research related to the contribution of parents in children's characteristic education. Most of the data in this research are gathering from Journals, Online surveys by international organizations, books which is talking about the above issues.

The main contents mentioned in this research show the concern of parents to their kids in using technology from the age of primary to university level. At these ages, children are adapting to the new world, called the technology world, without understanding the values and impacts of this world. This means that there will be a new issue appeared around the world and in Cambodia.

In response to the misbehavior of the children in using technology, some parents have strictly banned their children. On the other hand, some parents do not ban their use but spend time and careful attention to their use by limit the time of usage, their objectives of usage, and advice about the pros and cons of technology users.

The result shows, when parents involve in children's activities, the children's good and positive behavior are the consequences. However, when parents are too strict in banning children, it is not showing good ways of living in the technology world. Besides, it abandons the children's technology knowledge development.

This research's result also shows that parents' contribution is the main part of children's usage. Furthermore, other's stakeholders such as NGOs, government, educators, and so on also need to take part in order to get the positive process of children's characteristic education in using technology.

## SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program : Master's Degree of Education in Mentoring

Name of candidate : CHENG Vichheka

Title of thesis : Parental Engagement Regarding Children's Character  
Education in the Digital Era

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): Dr. SUN Somara

Supervisor (Sign): .....

Date: February 2021

## CANDIDATE’S STATEMENT

To whom it may concern

This is to certify that I, CHENG Vichheka, hereby present entitled “Parental Engagement Regarding Children’s Character Education in the Digital Era” for the degree of Master’s Education in Mentoring at New Generation, Pedagogical Research Center is entirely my work and that it has not been used to fulfill the requirement of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate) : **CHENG Vichheka**

Date : .....

Countersigned by the Supervisor: **SUN Somara**

Date : .....

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## LIST OF ABBREVIATIONS AND ACRONYMS

These below abbreviation and acronyms are used by the researcher, in the case of this

Mini-Thesis only.

- CCE : Children's Character Education
- DE : Digital Era
- DT : Digital technology
- SM : Social Medias
- PE : Parental Engagement
- MoEYS : Ministry of Education, Youth and Sport

## CHAPTER1: INTRODUCTION

### 1.1 Background of the study

Richardson shows that the biggest challenges to adopting the use of new technologies were hardware incompatibility; complexity; language barriers; the lack of electricity, computers, Internet access, and of practice for trainees; and the inability to understand the advantages of these technologies (2011). The attitude of using digital devices of the students is the other concern for educators. Ohler (2011) raises concerns about digital-age behavior, from cyberbullying to copyright infringement. The digital divide represents a formidable social challenge to computer-based learning (Lucey & Grant, 2009). Badri, Alnuaimi, Al Rashedi, Yang, and Temsah, (2017) state the increasing evidence that the amount of time children is spending on technological devices and social media at home and in school has raised concerns about the impact of these activities on their development. It continues to display that the use of social media among children has increased extensively. According to Huda et al (2017), the technological advancement occurring in the world today has a potency to create positive and negative side effects, especially on children. The positive side may entail increased empathy and acceptance of diversity through modeling the prosocial behaviors, while the negative can be manifest in aggressive behavior, risky sexual behavior, and substance abuse. These challenges pose a need to draw particular attention to children's rights to protection and care about the use of technology. The caring of children from parents' engagement should be done sooner. Badri (2017) shows that children's sensitivity to media influence can vary according to their gender and age, and they conclude with guidelines to help parents enhance the positive effects of the media while reducing the risks linked with certain types of content. Badri et al demonstrated that the necessity of participation of the family in the monitoring of these negative aspects

of social networking for families is what must be aware of to be engaged and help children to be morally right as a user.

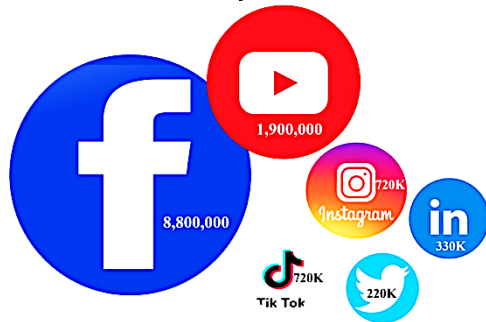
The intentional teaching of good character is particularly important in today's society since the youth are facing many opportunities and dangers unknown to earlier generations. They are attacked with many more negative influences through the media and other external sources prevalent in today's culture. Children spend about 900 hours a year in school, schools must resume a proactive role in assisting families and communities by developing caring, respectful environments where students learn core, ethical values (Adams, 2011). Whether media are conceived regarding opportunities or risks or both, parents are generally held to be best placed to manage their children's media engagement (Livingstone, Mascheroni, Dreier, Chaudron, & Lagae, 2015). It continues to address that parental engagement and the domestic environment they create are very important for children's early development.

Looking back to the social situation in Cambodia about the increasing of digital technology. Cambodia is a country that has just influenced by digital technology (digital technology for the two last decades. A study shows that Cambodia is changed a lot by digital technology within this recent decade. From 2010 to 2013, internet users in Cambodia become greater increasing from 32,000 to 3.4 million users (cited from Chanroeun, 2017, p.7). The number of users has been increasing nonstop, this study also tells in 2017, the internet users become 7.1 million of the Cambodian population 15.9 million. The internet becomes very popular for Cambodians from the ordinary to the higher-ranking people and among the social media; YouTube, Telegram, WhatsApp, Messenger, Facebook. Among these, Facebook is the most popular one for internet users and it becomes the most important digital media for Cambodians. In the years 2017, there are 4.9 million people who used this media and among those users, people aged between 18 to 34 around 70%

become active users with this media (cited from Chanroeun, 2017, pp.7-8). Two years later, there is a research project which is conducted by Geeks in Cambodia. This research was conducted in 2019 on the increasing internet users in Cambodia listed the statistic about the increase of social media users.

**Figure1:** Cambodian Social Media Landscape in 2019 (Cambodia, 2019)

Cambodia's Social Media Landscape in 2019



Among social media, Facebook is the most attractive one for internet users. The number of Facebook users in Cambodia in 2019 there is 8,800,000. The YouTube users, 1,900, 000. Besides, the Instagram users, 720k, or 720,000.

TikTok is a new social media one in Cambodia and it so popular for youth, in a short period the number of users becomes 500k or 500,000. LinkedIn, 330k, or 330,000 while Twitter users, 220k or,220,000. Moreover, Geeks show the age profile of the Facebook user as below

Cambodia (2019), shows the age of Facebook users, there are three main graphs to be notified: age between 18-21 equal 22%, 22-26 equal 33%, and 27-30 equal 18%. Besides these, 13-17 is the adult which will be involved actively with this social media and it can be impacted a lot to their mental development. In short, this statistic shows the number of Facebook users starts increasing from the age of 13 to 26 and these numbers seem to decrease when the users become older. UNICEF conducted a five-week poll involving one million young students from around 160 countries, including Cambodia, the result shows that 85.8 percent of young Cambodians aged between 15 to 25 years is facing the anger of online violence, cyberbullying and, digital harassment (Post, 2019).

For the last statistic of Geeks about Facebook users, the male is more active and the statistic shows 59% which means that it is bigger than the female users, 41%.

## 1.2 Statement of the problem

Base on the study, the number of internet users is increasing from year to year. Many Cambodian young people have been tasting the use of new digital technology (digital technology) even though they seem not to know much about how to use it. Those who able to adapt to digital technology are fine, yet many others may not even know its risks or opportunities. Many Cambodian parents start to use the phone, tablet, and other technology tools for their very young children instead of their direct care. This activity seems to become a common habit for the majority of parents in Cambodia. The lack of attention of parents to advise children yet most of them allow their child to plays or uses the digital tools while they are unable to control and even use them properly.

Livingstone et al. (2015) state every younger child is now going online at home, in the nursery, and from the start of school. Moreover, some of the modern parents in the technology world seemingly have an excessive love for their children in the wrong way, either intentionally or unintentionally they automatically allow the young age of children to engage with smartphones alone without any guidance on how to play it. Nermeen, Nokali, Heather, & Bachman (2010) shows young children and students nowadays are using digital tools for various purposes not only for study, yet the most they are attracted in wasting much time in using those such as Facebook, YouTube, Chatroom, WhatsApp, Tik Tok, Instagram and so forth... while parents seem not so much care about this matter. There is a need to highlight the role of parents in this regard or to bridge the gap between parents and school.

According to some researches show that, in the process of learning of the students in 21st-century parents able to help their children in term of moral behavior education in the

purpose of helping hand their children for learning outcome via their behavior morally right of using digital technology (Nermeen et al, 2010).

### **1.3 Research purposes**

This thesis purposefully to:

- 1) Review the risks and opportunities of children's digital media usage
- 2) Emphasize the need for character education to help children/students develop a good character before holding digital devices.

### **1.4 Research Objectives**

The objectives of this research to:

- 1) Review the risks and opportunities of inappropriate and appropriate behavior of children in using digital devices and media in the digital world.
- 2) Explore the crucial thought for parents to take into consideration to be aware of children individually engaged in digital media.
- 3) Provide ethical guidelines on children's character education for parents.

### **1.5 Research Questions**

The research questions for conducting this study will be requested as below:

- 1) What are the risks and opportunities of inappropriate and appropriate behavior of children in using digital devices and media in the digital world?
- 2) What is the crucial consideration thought for parents to use for children individually engaged in their characteristics in digital media?
- 3) What kind of ethical guidelines on children's character education for parents?

### **1.6 Significance of the study**

After finishing the task, it would be the most significant for parents, guardians, and teachers who have children who live in family or being patronized. It is a part for parents to



consider supporting their children's attitudes in using digital media. And this research will join as a part to support the education sector to keep track of parents to be involved with schools to guarantee the children's attitude of using digital media to support their study for achieving learning outcomes

### **1.7 Operational Definition of Key Terms**

- **The child** is a term which is can be defined in different senses. For the global aspect, children refer to people aged under eighteen years old and living in the family, cared for, and control by parents or guardians. According to the Merriam-Webster Dictionary defines children as a young person; a son or daughter of human parents especially a person between infancy and puberty. Though some meanings are a bit different depends on the country and each context, for the author children in this mini-thesis were defined as people aged under eighteen years old and living with the family. Normally, in the Cambodian context, most of this age people are learning from primary school to high school.
- **Parental engagement:** engagement itself means a mutually beneficial interaction that results in participants feeling valued for their unique contribution. Parental engagement indicates activities that they undertake to support the children's success in the life of using the internet. The way how parents relate to children which focused on their attitudes and behavior is not consistent (Emerson, Fear, Fox, & Sanders, 2012). In the broader sense, parental engagement involves partnerships between families, schools, and communities, raising parental awareness about the benefits of becoming engaged in their children's education either learning result or character of learning, and providing them with the skills to control the material used to support the study (Emerson et al. 2012). So, the engagement of parents plays an important role to support their children since parents will enfold and envelop any children's activity.

In engagement, parents have to be role image for children to show them the positive activity in using digital devices or media or them able to teach children to do it so.

- **Character education:** the cultivating morality, responsible and caring young people by showing the model and teaching good character through highlighting on universal values or it is the kind of important training the core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others (Adams, 2011). Adams continues that, people of good character as individuals who know the good, love the good, and do the good. In other words, this term focuses on moral concepts, manners, and civility, and shapes students' personalities, values, attitudes, and habits in their development (Chowdhury, 2016). For years ago, when society was dominated by the power of religion, such as opposition in teaching morals and character education was not encountered. Families, societies, and religious institutions had the authority to teach character (Chowdhury, 2016). Character education is the way that can support man transform from bad character to be good that the society needs and common values. This education seeks out the principles and rules for positive action of using digital technology. Moreover, this education can be done by learning individually, supporting parents or guardians, educators, communities, NGOs, and governments. In the digital era, man has to develop morality and guide themselves with a positive character in interacting with digital devices to avoid or reduce any risks and get more opportunities instead.
- **Digital Era:** This is a period where a shift process occurs from an industrial-based to an information-based economy using a computer or other technology devices as a medium or communication. Time in which there is a widespread, ready, and easy access to, sharing of, and use of information is electronically accessible (Haris, 2016). So, the digital era is the innovative use of digital devices and technologies for the

learning process, and it is often referred to as technology-enhanced learning or e-learning.

### **1.8 Summary of the Chapter**

In short, this chapter provided the readers a general idea around the topic which led to the conduct of a study about the topic. Moreover, it provided the readers with a clear idea whether how the researcher does to finish it. There were several steps; statement of the problem, purpose, objective, its significance, and key terms used.

For next chapter the reader see that it attempted to provide the appropriate research method for the research synthesis format.

## CHAPTER2: RESEARCH SYNTHESIS PROCEDURE

### 2.1 Research Procedure

In order to achieve the purpose of thesis writing, the researcher conducted this as the research synthesis. The terms *research synthesis*, *research review*, and *systematic review* are often used interchangeably in the social science literature (Cooper & Hedges, 2009). It attempts to integrate empirical research to create generalizations and it also involves seeking the limits of generalizations, it almost always pays greater attention to relevant theories, critically analyzes the research they covered. Beyond this, the study tries to seek out the solution for conflicts in the literature, and attempt to identify central issues for future research (Cooper & Hedges, 2009). Research synthesis is providing a holistic sense of the research available to support the statements and what the researcher has argued. This implies a researcher must refer to various sources, however, should make connections between sources. In short, with this topic, the researcher will use plenty of reliable and valid sources to reflect and see how parents engage with their children for character education which is related to how children use digital device or media properly, rightly, and wisely or what and how parents engage with and guide them through conducting the character education at home and also via cooperating with schools.

### 2.2 Selecting sources

To conduct this research, how to collect valid and reliable sources to support are to be considered of a researcher.

- Sources are collected by downloading from any reliable and trusted websites such as Google Scholar, Academia.edu, Enrich journal website, ResearchGate, Springer, JSTOR (all these are about the unprinted sources). For the printed sources will use

the NGPRC library (the relevant documents about the strategic plan of MoEYS aspires to reach the purpose in the years 2030 and 2050 (Sem & Hem, 2016)) and other sources recommended by Supervisors.

- **Key terms used in searching sources:** parental engagement, character education, and digital era, ethical guideline.

The documents are collected by using the key terms mentioned above. The situation of engaging with the digital devices; the results of research in some countries in Asia and Western region. How to include and exclude into this study is if is relevant to the key terms used and objective besides that will be excluded.

### **2.3 Data Analysis**

This research focuses on the relationship between parents or guardians with children. The several main points that the researcher attempts to discuss and synthesize: the risks and opportunities of children/students in using digital technology and social media. Beyond this, seeing the attention of parents in taking care of their children at home or while they are at schools or while engaging with digital technologies (Richardson, 2008). Discussing the issues that happened between the parents' lack of attention and children's attitude in using digital devices by using proof from numerous sources inside one passage or segment of a paper to help a bigger target contention or decision dependent on an assemblage of research (Cooper & Hedges, 2009). For example, a writer should be clear about which sources completely support the writer's conclusion, which slightly disagrees or deviate from the conclusion, which offers a new angle or approach to the conclusion, and how sources/findings might agree or disagree with one another.

## 2.4 Scope and Limitation

**Scope of this topic:** the researcher takes more attention to issues that happened around the character education of children by engaging parents to strengthen their effectiveness of learning and self-management, self-aware in using digital devices, namely, the relationship between parents and children on character education in digital education era.

**The limitation:** - Parental engagement with children's characteristics (morality) in using technology. The researcher doesn't focus on the knowledge of children means that only the relationship between parents and children will be the frame for this task. The term children here refer only to young people under eight years old which means that the students who study from primary school to upper secondary school.

## 2.5 Summary of the Chapter

This chapter attempted to provide the appropriate research method for the research synthesis format. Moreover, this chapter provided the reader clear with the key terms used, how to collecting sources before synthesizing, and for scope or limitation was trying to provide the crucial thought related to the digital technology for a local family to take into consideration to take care of their children whenever they are with the digital device.

The next chapter would be provided the readers various aspects of the internet users or players and their results. The readers would be seeing the side effects of it. These results were released by various previous studies in different countries. On the other hand, the reader would also be seeing how to prevent the young people from negative impact related to internet usage.

## CHAPTER3: RESULTS

This chapter will provide readers with various pieces of holistic views which was found in any researches related to the use of digital technology and social media. In this literature, the reader will see both sides of digital technology or social media for children to engage with. Moreover, this literature also releases the images of parents' engagement to protect their children in digital usage by showing some crucial thoughts for them.

### **3.1 The Impact of Digital Technology for the Wrong Attitude of Users**

According to a report on the use of social media by children and adolescents in East Asia which is conducted by the Children's Fund (UNICEF) tells that the access to the sites provide children with great opportunities, yet it also led them to the growing risks (Cambodia, 2019). This study showed the risks of child sexual exploitation and abuse online is the chance for UNICEF and its partners with a sign on how to prevent children on time. Moreover, the abuse online came from the three main sectors: a lack of digital literacy among parents and caregivers, restrictive responses by adults to perceived misbehavior in children's social media use, and a lack of evidence-based approached into what works in keeping children safe online (Cambodia, 2019).

UNICEF (2018) shows, one in three children is Internet users and a fifth of children aged between three and four have their tablet PCs. In the same issue, Post (2019) has a survey on social media in ASEAN which is conducted by Totally Awesome on a Kids-safe and compliance digital advertising and content platforms show that 90 percent of children between the age of four to 12 use social media platform; Facebook, YouTube, and Instagram. This study also showed parents were afraid their children might come across inappropriate content, its potential negative influence, fear of cyber-bullying, and children's general well-being. Moreover, Post shows more about the risk for children online

on harmful content such as gambling addiction, misuse of private information. So, the risk facing in the digital world is a real concern for parents. However, there is some benefit for children such as help them with their homework, connect with peers and friends, boost their creativity and help them share content. On the contrary, in beneficial social media, there is a negative impact that can be affected by physical and mental health if they have excessive use. The ASEAN Post continues to show the physical and mental-ill-effect for the government of each country to ensure a healthier state of mind for ASEAN's 630 million population. The most common mental illnesses in the ASEAN region which made by excessive use of digital media are depression, bipolar affective disorder, schizophrenia, dementia, and borderline personality disorder and other illnesses are headaches, stomach aches, or seizures that have no general nor neurological explanation for (Post, 2019).




**Figure 2:** Common mental illnesses found across the ASEAN region (Post, 2019)

## Different types of mental illnesses

### Depression

Depression is a common mental disorder and one of the main causes of disability worldwide. It is characterised by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, tiredness, and poor concentration. Depression can be long-lasting or recurrent but there are prevention programmes that help reduce or cure depression.




### Bipolar Affective Disorder

This disorder affects about 60 million people worldwide. It typically consists of both manic and depressive episodes separated by periods of normal mood. Manic episodes involve elevated or irritable mood, over-activity, pressure of speech, inflated self-esteem and a decreased need for sleep. People who have manic attacks but do not experience depressive episodes are also classified as having bipolar disorder.




### Schizophrenia

Schizophrenia is a severe mental disorder, affecting about 21 million people worldwide. Psychoses, including schizophrenia, are characterized by distortions in thinking, perception, emotions, language, sense of self and behaviour. Common psychotic experiences include hallucinations and delusions. People with psychosis are at high risk of exposure to human rights violations, such as long term confinement in institutions.




### Dementia


Dementia is usually of a chronic or progressive nature in which there is deterioration in cognitive function beyond what might be expected from normal ageing. It affects memory, thinking, orientation, comprehension, calculation, learning capacity, language, and judgement. The impairment in cognitive function is commonly accompanied, and occasionally preceded, by deterioration in emotional control, social behaviour, or motivation. Dementia is caused by a variety of diseases and injuries that affect the brain, such as Alzheimer's disease or stroke.



### Borderline Personality Disorder

Borderline personality disorder (BPD) is a serious mental disorder marked by a pattern of ongoing instability in moods, behavior, self-image, and functioning. A person with BPD may experience intense episodes of anger, depression, and anxiety that may last from only a few hours to days. Some people with BPD also have high rates of co-occurring mental disorders, such as mood disorders, anxiety disorders, and eating disorders, along with substance abuse, self-harm, suicidal thinking and behaviors, and suicide.





### **3.2 The Smart Adjustment of Parents in Technology World**

Post (2020) shows the risks and opportunities of children's social media use, yet it also explains that parents should not stop them directly and it continues to explain that denying children access to social media is not the solution to protecting children from the risks and harms. The solutions are, parents need to understand the risks children face online, the attitude using social media, and how they perceive or become aware of the risks they face so that they able to protect themselves. Another research shows that when a child uses a computer alone, without clear objectives and well-designed tasks, is of little intrinsic value which can lead them to fall into the dissatisfactory mood for life (Lavin, Korte, & Davies, 2011). Link to this matter, parents in the technological world need to learn and turn themselves from traditional to this new world before able to advise children and young people in the same way. To do that, parents should develop their digital knowledge and skills to give perspective when choosing the caregivers, teachers, kindergarten, or school they want for their children (Romero, 2014). Moreover, rules in using digital media are very important to awake the younger members in the house to do the right things by spending the right time. The study confirms that the children and youth in Canada are big users of the Internet. 48% use the Internet at home for at least one hour a day and 12% spend more than 3 hours a day online at home. Moreover, half of the youth have rules at home about how much time they are allowed to spend on the Internet (Swift, Taylor, & D'Arcy, 2003). In connecting to this matter, most Canadian students usually surfing the internet at home that this is should be engaged by parents in guiding them as younger men or adults. However, the parental challenges are some parents don't even know the search engines to help children to know the sites that the children are using, namely, the ability of digital use is still limited. So, this is the issue that has to be solved in Canada.

Going online together with young children is a way to guide them to use properly. This is how to protect a child from any disturbance and distract while they are surfing the internet, parents need to go online with their children, learn what they like to do most and where they like to go often. Moreover, parents need to talk directly to their children about what they confront online and develop, with input from their children, family rules for safe and appropriate Internet use. They need to keep the lines of communication open about what the Internet has to offer, being careful not to blame kids for inappropriate content. Also, parents of young children need to inform themselves of the best that the Internet has to offer for children. To go online with children, parents have more time and experience how children surfing the internet, so it is time to share them a lesson for safe, for example when children playing Facebook parent able to guide them to keep secure account and profile private and for unknown messages and images from a stranger they should block since it will lead children to feel uncomfortable and insecure.

In summary, in the digital world parents are required to develop their knowledge about this digital world rather than just saying worry about children's digital usage. Instead of blaming and denying children use, parents able to set family rules such as time to play sites to access, and so on for them to do online. Besides, parents can also spend the quality of time going online together with young children to secure them from risks and inappropriate content.

### **3.3 Cautious Engagement with Children's Learning and to Promote Child Protection**

In the digital world, parents become more active and so busy with tasks that they hard to spend time with their children at home. Some parents keep their children with the grandparents to taking care of them and they just support from the far. However, most parents may know the impacts of digital technology on their children even less or more. Säljö ( 2010) shows that when parents spend quality to engage with their children such as

play with, advice and ask them for reasons to do the thing it will become a good habit to educate them to cultivate a good culture of living in the family. The non-violence engagement would be the positive one for parents or older to use for guiding or supervising the younger people to act on the right path. Post (2020b) shows that parents should stop or deny their children to use digital devices, yet they should learn and seek out for the reasons of playing those with the appropriate explaining for them.

Parents themselves may not so effective to monitor the children's digital involvement, so they may need support from schools. Teachers in schools will play a crucial role to support parents or guardians when children leave home and present at school, yet this activity will not work well if these two parties have no close relationship and do not get any information from each other (Akçay, 2008). Akçay continues to explain that, since technology is constantly changing, so educators should care much for it. Beyond this, educators should take more responsibility not to stop students use digital technology, on contrary, students should be prepared for these changes or reality or even sometimes teachers spend more time facilitating more individualized instruction for each student.

Spending more time involve with schools to get more information will help parents to have a broader understanding of the value of digital technology. In the discussion between traditional and modern education, Säljö ( 2010) shows that the use of technology will play a crucial role in education since technologies as partners in learning and knowing. It is the new way how humans learn, share ideas of the hybridity, which means that a learner is using their pure ability to remember things and then uses technology support as well. However, Ala-Mutka, Punie, and Redecker ( 2008), show that digital literacy is one of the digital concerns for all since people will use digital tools and sites to access for any purposes for their further learning and so on. Even though there are many people able to use ICT tools, it does not mean that they are knowledgeable, the right attitude, or have a deep

understanding of it. So, in the era of technology, people have to challenge themselves to learn and relearn how to use it wisely. This study leaves the recommendations for children's safety, to prevent themselves from any risks, some principles can be used to help users to improve the ability of digital competence or change from digital illiteracy to the digital literacy of:

- 1) Privacy and security: knowledge and awareness of internet security issues are important with networks and user-created content;
- 2) Ethical and legal use: will help the digital users to avoid any mistakes which can be accrued accidentally and helpful in using it;
- 3) A critical attitude in creating content is important for employability: without criticizing the information before sharing or posting into the blogs or similar tools by employees, leading to disciplinary actions; and
- 4) A critical attitude in using the content online is needed: it affects people's decisions and activities. Furthermore, young people have not shown they have the skills to use it critically and responsibly.

In short, to support children safe online parents should not stop them to involve with the digital world without any appropriate reasons, yet seek for more safe guides that could be used to protect them is more necessary in this changing world (Post, 2020b).

### **3.4 Enhancing Children's Moral Responsibility for Social Media**

Livingstone et al. (2015) state character education for children in the digital world should be done in the family since it is part of the moral responsibility to face social media and digital technology. Nothing to hide from children, so educate children two lives is what parents should aware of and needed. In a turning point, this study continues, no one can stop this changing world, children born in this changing world called digital technology

that they have to learn to live in this world; otherwise, their life will not be adapted properly and get opportunities, yet replaced by risky automatically. In the real world or traditional world or even can be called world before technology come, parents just guide children to do thing directly to involve with community, people, social life, and many more social activities. It is good for them to be a good life in the traditional world that they have to take the responsibility to interact with real people. However, for the digital world, it is like the real world too that people around the world will present there, and it is even open the world for the individual to connect easier. This is what parents should aware of to tell and educate children to get used to this new world. Children should be taught to be responsible people to enter into the new world. Moral responsibility will help children to face intercultural online. Romero and Margarida (2014) say it is commonly known that in the digital world there is a globe of different cultures, languages, races, nationalities, morality, and so on but taking more responsibility as a particular citizen of a nation must be encouraged. The value of an individual reflects the value of a nation and even spread to the digital social members. So, the common sense of knowing what should do and what should not do, parents should be provided to young people.

### **3.5 Cooperating of Parents with Schools to Keep Track with Children's Attitude**

In the Cambodian context, children would be sent to school at age 6 regularly or less than that up to the family situation and the development of children. Cambodian parents started to be busier with tasks outside the house and some parents leave home to work far from their children. Some children are brought with parents while some are kept with grandparents to look after. Besides, guiding children in the house is one thing, beyond this the interaction to schools and teachers who in charge of children is another thing that parents have to make a close relationship with. At schools, it is time for development for

physical, mental, and psychological for children either the real world<sup>1</sup> and the technological world<sup>2</sup>. For this development, educators will play an important role to take care of them in using those digital devices to ensure that children are having a good trait, and right using. Therefore, the corporation between schools and parents is a way to support children better for their development. Link to this matter, a study conducted by Geeks in Cambodia (Cambodia, 2019) shows that in a meeting which is held by *Action Pour Les Enfants* (APLE) joined forces with the *National Committee for Counter Trafficking* (NCCT) and several ministries to promote a safer internet experience for the young, holding a Safer Internet, Social Morality and Family Values event which was attended by 600 children. The organization issued a statement saying that parents, caregivers, and teachers should instruct children on how to use the internet safely.

### **3.6 Advice Children often how to Use Digital Technology**

A study conducted by The Asian Post on children in the digital world shows the beneficial technology and social media for the children, yet for the overuse, it can be damaged their mental health (Post, 2019). This research explains, the overuse of social media that teens today spend around nine hours per day on the screen that is like a full-time job. This can cause them anxiety and unhappiness for life. Chan (2014) found, “the more time people spend on Facebook, the less satisfied they feel about their life.” To support them, parents should have some effective advice for the future of the satisfactory life of children by going online with them while they are still young. A report which is conducted by the UK on parenting for a digital future: survey report<sup>3</sup> shows that parents take serious concern for children’s digital skills, especially among parents of 9-12 years old. Most of

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<sup>1</sup> world without technology or before presence of technology.

<sup>2</sup> world that students will allow to use technology device to support study or world of technology.

<sup>3</sup> This survey is designed for in-dept qualitative fieldworks with parents, carers, educators, children, and young people from 73 families and learning sites across London, 2018.

them think that their children are not old enough to use the internet independently which means that children still need them to check what they do online and some parents think that it is their right as a parent to do that (Livingston, Blum, & Zhang, 2018). Whereas, parents of 13-17 years old think their child is old enough to have privacy from them online. However, they still think that their check will be playing an important engagement to support how children do online, this is their right if they deem it necessary.

In short, as mentioned above the presence of parents for young people or parents is playing a key role to guide, advise, support them to do online properly. This is present that, how parents engage with children to educate their character to be a good one is a sign to help them get opportunities rather than risky in the digital world.

## **2.7 Summary of the Chapter**

According to any findings of various researches related to the possibility of parents engaging with their children. It also remarks that children will be able to benefit a lot from technology if there are parents knowledgeable about digital technology and take more time to care for the development of the children in the digital world. In other words, the above finding also tells that some parents may have strict guides on how children are involved with digital technology and media usage. Research about the parents' guide to social media use for kids shows social digital technology and social media can be beneficial rather than damaging children if parents are able to lead them intentionally. Though many parents always complain and even restrict children to involve digital technology, yet this is not about the effective solution for their development. To solve this, the research provides the thought that parents better change from thinking negatively about children's using a digital device to develop themselves, promoting child protection, provide moral responsibility on social media, and even spend sometimes to keep track with the school to follow up the children's attitude and development.



## CHAPTER4: CONCLUSION AND RECOMMENDATIONS

### 4.1 CONCLUSION

#### 4.1.1 The Behavior of Children in Using Digital Technology and its Results

The occurring of technology in the world today has a potency to create positive and negative side effects, especially on children and those who do not know about it (illiteracy). The positive side may entail increased empathy and acceptance of diversity through modeling the prosocial behaviors, while the negative can be manifest in aggressive behavior, risky sexual behavior, and substance abuse. These challenges pose a need to draw particular attention to children's rights to protection and care related to the use of technology (Huda, 2017). Lavin et al. (2011) show that the potential to transform the environment from passive to active learners. Moreover, it may enable learners to be more actively involved in their learning. However, this study also reminds the impact of wrong technology usage by saying that the effectiveness of usage is depending on how it is used, by whom, and for what purpose actually. On contrary, the awareness of parents to involve children's internet use, the teen will get many benefits and satisfaction for children (cited from Wang, et al, 2005). This study also shows that children usually use social media without guidance or well control, it is a challenge for them which can turn to have negative effects on family stability (Badri, et al, 2016).

In short, using digital technology and media without caring for moral behavior is a negative impact on the users especially students and children. It means that the older people in family and parents will play the main role to guide them in the proper way to get more opportunities and reduce risks. So, increasing the number of young internet users without any supervision from older, adults, and parents is the greater risk for the young users.

#### **4.1.2 The Crucial Thought for Parents to Take for Consideration for Children**

The digital world is like the real world that we are living in. In the digital era, people are required to learn new things to adjust to this new world. The digital world will provide more risks and chances for its members, so the right and line to use it should be known well to reduce and avoid risks. Most of the parents are experienced with the digital world before other young members in a family, through what they have learned are benefited to other family members if they show the model role and spread the positive image for others and vice versa. Moreover, educated parents will be great positive influencers for other members of the family, whereas uneducated parents may not. So, to support these difficulties, parents should learn and spread what they have learned related the digital morality to support children at home. According to research those guidelines that other parents have been applying positively are:

- Spend the quality of time to engage with children to use digital devices and media when they are young.
- Cultivate the culture of care in the family to all members rather than just leave them individually.
- Parents should control the amount of time their children spend on smartphones and monitor their activities while they are using them.
- Children should be educated about responsible smartphone and social media use.
- Parents are the first model need to put down their smartphone and set a good example for their children.
- Providing support by shaping 'suitable' ICT uses by fostering the digital literacy of other members of the learning community (teachers, other children, and parents).

- Increasing a life-long learning approach to the digital literacy needs of children (both their own and of others) and teachers. This strategy would create a community of learning for boosting the digital literacy of all its members.

#### **4.1.3 The Ethical Guidelines on Children's Character Education**

##### **4.1.3.1 Parental Engagement on Children's Improving**

Huda (2017) has researched empowering children with adaptive technology skills: careful engagement in the digital information age reveals that adaptive technology skills are needed in providing considerable guidance to protect the children and young people as such careful engagement towards digital information as part of their rights to natural growth and development. Moreover, the protection of children's digital era is significant and would be difficult to achieve without parental or instructor guidance to promote the positive impact of technology on their lives rather than the negative ones. It elaborated on the current situation on the moral responsibility for the parental engagement on how to protect children from media influences by creating awareness and mediated supervision of media usage by parents and instructors. By promoting ethical consideration of their protection and innocence through parental or instructor guidance to achieve appropriate media content for children. After discussion, Huda suggested that to support the adaptive technology skill any relevant parties should engage with the growth of children such as,

- The need to strengthen adaptive skills with moral engagement
- Take greater attention to children's learning in digital information
- Supportive engagement of children on awareness of digital Information
- Strengthening children adaptability with appropriate information content
- Enhancing moral responsibility on media information for children
- Child protection as the rights to natural growth development

- Provide common awareness of two lives for children in the real world and the digital world.

#### **4.1.3.2 Children's Character is Determined by Parental Engagement as the Ground**

A family is a ground place that makes a culture for its members especially for the young people and among those members, parents are the most influencer to others. The level of moral education from a family is unique to one another. For the higher educated parents may able to transmit and provide moral education for their children easier and effectively while the lower or uneducated parents able to educate morality in the narrow aspect for the children.

Family is the ground place to strengthen the quality of character of children. Parents as the primary chief who plays an important role in the new years of human development. Parents and caregivers enable the critical cognitive, physical, social, and emotional development of children. In acknowledging this role, the Convention on the Rights of the Child obliges parents and guardians to act in the best interest of the child and cautions state parties to support parents and guardians in doing so. The encouragement of parents and caregivers on overall child development will joint part to support them directly. In other words, they have the authority to not only guide children into adulthood but also make a nation of character. They attempt to educate children to do good; to educate children not to do what society prohibits; to support children to develop in their capacity (Alice, M, 2019)

#### **4.1.3.3 Moral Enhancing through Justice, and Social role**

Justice in the family should be happened through rewarding and punishing. Parents able to establish rules for right and wrong behavior for children. Responding to this, two reinforcements are positive or rewarding and negative or punishment. Parents cultivate a

culture for children to act with good behavior or even parents help them to learn that those actions are encouraged, do so parents provide any reward for them in the spirit of satisfaction and support. Whereas, punishment will be done for those who act with bad behavior to deal with digital devices and media. At an early age, especially, children should be guided well to help them understand the consequence of actions since they may not be aware of what is should do and should not do. So, supporting parents and family is an acceptable solution. This culture will create a system to help and support children to make decisions about how to deal with digital devices and media by practicing this culture frequently, children begin to consider the result or outcome of their behavior to deal with the thing. In the family, children may learn the image of justice in acting daily before they enter society. Additionally, the social roles that the family sets for them are another consideration for children. Every activity of children may learn and reflect the level of justice, yet they also require emotional support and need. In this term, they learn the value of social support from family such as kindness, generosity, empathy, to deal with social activity and digital devices or media.

In short, after for long discussion about the engagement of parents to educate the children's character it released that, man cannot live outside the society which means that man has to learn to adjust to the social change. Commonly knowing, people, digital technology always provides the users two aspects; positive and negative. A positive result can happen unless the users are knowledgeable about what they are using. For example, the users should awake themselves about the clear purpose of doing something with the strong intentionally. Moreover, the attitude of the users should have cared more; otherwise, the impacts will happen unexpectedly that can be harmed and hurt. The right attitude of the users will help them from any impact or even reduce risks in using digital technology and vice versa. Relating to this, the character of the users should be educated before engaging

with digital technology, so parents will be the first educator to take responsibility for this matter for the development of children. However, parental engagement is partial to support children which means that besides parents, schools, community, educators, NGOs, the internet companies, governments, and included internet users should have positive engagement with this matter. This is a common issue for all that the societal members have to be aware of and join hands to solve it together.

## **4.2 RECOMMENDATIONS**

The cautious engagement of parents on children's character education is a very crucial part to support them in the ground development, yet this action will more effective if there are the stakeholders (Parents, Youth/Teenagers, Educators, NGOs, Governments, and Internet companies). Parents, educators, Internet service providers, technology companies, and the government need to sit down at the same table to iron out policies and work out solutions.

### **4.2.1 Parents or Guardians**

- Should care for own action to show a role model as the mentor of characteristics to guide and even monitor the children's digital usage.
- Should have a clear purpose to provide any digital device and sites for young people to support their early development (mental support).
- Should aware of the impact of digital technology on children (take greater attention)
- Should have the clear goal to buy a smartphone or tablet for children and what age should they use it (using with clear purpose).
- Should provide ethical support to guide theme use digital device and media (guidance)

- Should limit time for using digital media and schedule for study (support them for self-discipline)

#### **4.2.2 Youth, Teenager, and Young people (under eighteen)**

- It is the opportunity for youth and others users to transform him or her from the Facebook player to the Facebook user which means that the users should know and analyze the contents before click Like or Share (youth should clear with the term user and player).
- Should aware of the right and limitation of own right in the digital world. They must know that whenever they involve with social media it is like the real world that they are living in. Therefore, any post, share, comments should be considered and think carefully and critically. Moreover, youth should learn to see the consequence of any online activity before deciding to do some things on that.
- Should aware that the digital world is like the real world, rethink before doing something online and take responsibility for own action
- Should aware that, do not do thing what you don't want others to return back

#### **4.2.3 Educators or teachers**

- Should provide a good corporation with parents to check up the students' character in school for their development
- Should provide proper digital safety and security training for children
- Should set up clear rules for students in digital usage in the school campus
- School is the best place to teach the student to be digital citizenship. When students know their digital line and right of digital usage, it will foster them to act better in the name of social media users, not players.

#### **4.2.4 Internet companies**

- Should provide with tools and knowledge to have a better choice
- Should help to create a safer internet by strengthening their responsibility to society by creating safer content (Post, 2020b).
- Should try best to reduce or stop the social risks (online) for users or do not allow any inappropriate posts on Facebook, etc.

#### **4.2.5 All parties should join hands**

- Support parents and spread digital education to youth, young people, students in communities.
- There are two main factors to support this matter; inside and outside. The inside factor refers to the user individually, should learn about risk and opportunities of social media and the user should aware of the right attitude whenever interact with it. The relevant parties, outside factors, such as educators, NGOs, government, and families should have a talking to seek out the real problems. Moreover, these parties should have a close corporation to create some education programs or videos and share them with the users as much as possible.
- Should corporately conduct the education program to educate students at schools in Cambodia as much as possible.

#### **4.2.3 Summary of the Chapter**

For this last chapter, the readers would be seeing some crucial thoughts which the research founded and released out. Moreover, the study would also be asking and suggesting for the relevant parties to take more attention to children and young people in engaging with digital technology for the sake of their positive development.



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Email: [ngprc.faculty@gmail.com](mailto:ngprc.faculty@gmail.com)

Website: [www.ngprc.edu.kh](http://www.ngprc.edu.kh)