



ANNA MICHNIUK

The Jacob of Paradies University in Gorzów Wielkopolski

---

## Parents and the new media in contemporary Polish schools (a survey report)

**ABSTRACT:** Anna Michniuk, *Parents and the new media in contemporary Polish schools (a survey report)*, Interdisciplinary Contexts of Special Pedagogy, No. 23, Poznań 2018. Pp. 241-256. Adam Mickiewicz University Press. ISSN 2300-391X. DOI: <https://doi.org/10.14746/ikps.2018.23.15>

This article presents selected conclusions from the survey carried out in 2016 among the junior high schools located in the Lubuskie Voivodeship regarding how the parents assess the new media use in contemporary schools. The text presents parents' opinions on the new media activity of students, the support by the new media in teaching and learning, building contacts between the school and parents as well as the (self-)promotion of the school. The article also contains a short description of the new media activity of parents of contemporary teenagers and the characteristics of the media world in which the parents were brought up.

**KEY WORDS:** school, new media, parents

### Introduction

The parents of contemporary teenagers are people to whom the world of the media is not completely unknown. Their jobs often require that they know some tools, programs or applications so that

they can perform their professional duties. A large group is also active in virtual communities. The present article is an attempt at portraying the parent of a present-day teenager, the media of his/her childhood and, most importantly, his/her opinions and attitudes regarding the new media support in contemporary schools.

## **The new media activity of the parents of today's teenagers**

When describing the present-day parent, it is worth mentioning the results of the survey by TNS ordered by Orange Polska<sup>1</sup> among 500 children and 702 parents (of whom 501 used the Internet, while 201 did not). The parents use the Internet (for purposes outside work) less than their children do. The majority of respondents (65%) say that they spend less than one hour online per day. 31% of the surveyed parents had a Facebook profile, while 10% more had a Nasza Klasa account. The parents were also asked if they spend their time with children on the Internet. 5% of the parents always accompany their children in this type of activity, while 95% do it occasionally. Both the parents (89%) and the children (55%) say that they spend their time online together when looking for materials needed for school. Other types of activities included: watching films (children - 54%, parents - 43%), browsing (children - 52%, parents - 60%), contacting relatives (children - 37%, parents - 56%), playing games (children - 31%, parents - 38%) and searching for information about hobbies (children - 13%, parents - 55%). The last position on this list was: "parents only watching over": children - 6%, parents - 18%. The survey also indicated that as many as 66% of the children helped their parents in finding the content on the Internet. However, this result is contrary to what the parents themselves said. 47% admitted that their computer skills are slightly or definitely worse than their children's skills in this respect.

---

<sup>1</sup> TNS na zlecenie Orange Polska, Bezpieczeństwo dzieci w internecie. Raport z badań jakościowych i ilościowych, [https://panoptykon.org/files/bezpieczenstwo\\_dzieci\\_w\\_internecie\\_2013.pdf](https://panoptykon.org/files/bezpieczenstwo_dzieci_w_internecie_2013.pdf) [access: 10 August 2018].

One can also find some interesting data in the report by Poland's Central Statistical Office (*The information society in Poland in 2012–2016*<sup>2</sup>): nearly 83% of people at the age of 35–44 and 63% at the age of 45–54<sup>3</sup> use the Internet, 84% and 63% do it regularly. Nearly twice as many people use the Internet at home than at work, i.e. 87% of people at the age of 35–44 and nearly 68% at the age of 45–54 use the Internet at home, while 40% and nearly 29%, respectively, use it at home. Regarding the manner of using the Internet, nearly 20% of people at the age of 35–44 use online messaging tools. As for the older group, this result was slightly below 10%. 54% at the age of 35–44 and 33% at the age of 45–54 had ordered or purchased goods or services for private use via the Internet within the 12 months preceding the survey. It must also be added that 34% from the younger survey group use mobile devices to access the Internet, while it is 17% for the older group. As shown by the report, the most popular mobile device for accessing the Internet is the mobile phone. It is used by nearly 33% of people at the age of 35–44 and 16% of people at the age of 45–54.

The same report also speaks about the level of digital skills related to information, communication and problem-solving. Optimistically, nearly every other Pole at the age of 45–54 (49.6%) and nearly 70% of people at the age of 35–44 have more than basic information skills. The information skills above the basic level can be observed in people who had been performing several from the below actions within the 3 months preceding the survey: *copying or moving files or folders; using the disk space on the Internet to save documents, images, music files, video files or other files; using the Internet to contact public administration bodies through searching for information on the websites of such bodies; browsing the Internet for information about*

---

<sup>2</sup> GUS, Społeczeństwo informacyjne w Polsce 2012–2016, [https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5497/1/10/1/spoleczenstwo\\_informacyjne\\_w\\_polsce\\_2012-2016.pdf](https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5497/1/10/1/spoleczenstwo_informacyjne_w_polsce_2012-2016.pdf) [access: 10 August 2018]

<sup>3</sup> Two age groups were chosen for the survey, since the average age of the parents of today's teenagers is between 41 and 45.

goods or services; browsing the Internet for information related to health (e.g. Injuries, illnesses, nutrition, health improvement etc.).

As regards the digital communication skills, it must be noted that the parents of today's teenagers display a slightly lower level. Nearly 33% of adults at the age of 45–54 and 53% of adults at the age of 35–44 have more than basic communication skills. In this report, such skills mean that at least several of the following actions had been performed within the 3 months preceding the survey: *sending and receiving e-mails; using social websites (creating profiles, sending messages to friends or other forms of participation in such portals as Facebook, Twitter, Nasza klasa, Grono etc.); making phone calls over the Internet and/or using the camera for video chats over the Internet (e.g. on Skype or Facetime); posting one's own texts, photos, music, films, software etc. on websites.*

Contemporary parents from the younger and older of the surveyed groups also have a similar level of digital skills related to problem-solving. In this case, the majority (50% of people at the age of 35–44 and 29.7% at the age of 45–54) display more than basic skills, i.e. they had been using the Internet within the preceding 3 months and performed at least one of the actions included on the A list in the survey (that is: *moving files between computers or other devices (e.g. cameras, camcorders, mobile phones or mp3/mp4 players); installing software or applications; changing the settings (options/preferences in the tools menu) of any software, operating programs or security programs (anti-virus programs)*) and the B list (that is: *buying goods or services online for private use within the preceding year; selling goods or services via the Internet, e.g. at online auctions (Allegro, eBay); participation in an online course or using online training materials other than full online courses (e.g. audiovisual materials, software for e-learning, electronic handbooks) or contacting tutors/teachers or other learners via educational websites/portals; the use of online banking*).

Contemporary parents from both age groups show definitely poorer results in the category of digital skills related to software. Skills above the basic level are displayed by nearly 29% of people at the age of 35–44 and slightly below 18% of people at the age of

25–34. However, there are more people who have no skills related to software: 35% at the age of 35–44 and 33.5% at the age of 44–45. It must be added that the report defines the lack of skills related to software as the use of the Internet without performing any actions from the A list within the 3 months preceding the survey (*using text processing programs (e.g. Word, Writer, WordPerfect); using calculations sheets (e.g. Excel); using software for editing photos, videos or audio files*) and from the B list (*creating presentations or documents containing text, images, tables or charts; creating codes in the programming language; using advanced functions of the calculation sheet to organise and analyse data, e.g. sorting, filtering, using formulas, creating charts*). For comparison purposes, people with more than basic skills related to software used the Internet and performed at least one action from the B list within the 3 preceding months.

As it follows from the data presented above, parents of today's junior high school students use the new media, including the mobile media, but their number is lower. The Internet and new technologies are not strange to them – parents often do shopping, read the press and listen to music online. Obviously, the younger group has better results, which is naturally related to the growing availability and popularity of the new media from year to year. The problem is the creative use of the new media connected with making multimedia presentations and widely understood multimedia.

### **The media in the childhood of the parent of the present-day teenager**

The parents of today's teenagers are people at the age of 41–45. While looking at their childhood and experience of the media at school, one has to go back to the second half of the 20th century. These persons were born in the 1970s and they are referred to as the children of the Polish People's Republic. In this period, the most popular media were the radio, television and the press. Some of the

periodicals for young people were *Filipinka* as well as *Razem, Na przelaj, Świat Młodych* and *Jestem*<sup>4</sup>.

<p>15.55 — Program I proponuje</p> <p>16.15 — Redakcja szkolna zapowiada</p> <p>16.30 — Dziennik TV</p> <p>16.40 — Dla młodych widzów — Czy lubisz wiersz?</p> <p>17.30 — Spokojnie z przyrodą</p> <p>17.45 — „Saperzy” — film dokumentalny</p> <p>17.55 — Drogami współczesności</p> <p>18.35 — „Godzina Orleusa” — magazyn muzyczny nr 14</p> <p>19.30 — Dobranoc — Przygody Peti</p> <p>19.30 — Monitor</p> <p>19.35 — „Gwiazdy estrady i ekranu” — czytelnikom „Trybuny Ludu”</p> <p>22.00 — Dziennik TV i wiadomości sportowe</p> <p>22.35 — „Zamierzamy się meżami” — film fab. prod. USA</p> <p>8.50 — Program na niedzielę</p> <p><b>PROGRAM II</b></p> <p>14.00 — Program dnia</p> <p>14.05 — „Koncert z przystani” — program rozrywkowy TV NRD</p> <p>17.40 — „Tematy” — odc. III (Kamera, ludzko, zdarzenia)</p> <p>18.10 — „Michał Bylina”</p> <p>18.35 — „Kodzina Durlotów” odc. IV — film seryjny prod. franc.</p> <p>19.30 — Dobranoc</p> <p>19.30 — Monitor</p> <p>20.15 — „Warszawska Jesień 1972” — transmisja z Filharmonii Narodowej w przerwie ok. 20.50 — 24 godziny</p> <p>21.00 — Magazyn „Sztuka”</p> <p>22.15 — Program II proponuje</p> <p>22.35 — Program na niedzielę</p> <p><b>Niedziela</b></p> <p><b>PROGRAM I</b></p> <p>7.35 — Program dnia</p> <p>7.40 — TV Kurs Rolniczy</p> <p>8.15 — Przypominamy, radzimy</p>	<p>byliński</p> <p>22.05 — Program na wtorek</p> <p><b>Poniedziałek</b></p> <p><b>PROGRAM I</b></p> <p>14.25 — Program dnia</p> <p>14.50 — Dziennik TV</p> <p>16.40 — Dla dzieci — Zwierzyniec</p> <p>17.25 — Echo Stadionu</p> <p>18.00 — „Z życia Eskimów” — film dokumentalny prod. kanad.</p> <p>18.50 — Miasto gotyckiej ciszy — film dok. prod. TVP</p> <p>18.45 — Eureka</p> <p>19.20 — Dobranoc — „Miś z okienka”</p> <p>19.30 — Dziennik TV</p> <p>20.05 — Teatr TV Leon Kruczkowski „Kordian i chams” cz. I. Reż. Jan Bratkowski. Wykonawcy: Kazimierz Dezyński — Jan Englert, Wincenty Czarłowski — Wiesław Hałucha, Feluś Czartkowski — Jerzy Żelnik oraz — Helena Szyrzbanowska, Joanna Kasperska, Wiesława Niemyska, Barbara Rachwałska, Włodzimierz Bednarski, Janusz Sylczyński, Damian Damiński, Maciej Damiński, Marian Friedman, Jan Gabocki, Wiktor Grołowski, Zygmunt Hąbort, Józef Kalita, Jan Kociński, Wacław Kowalski, Zbigniew Kryński, Marek Lewandowski, Stanisław Libner, Olgierd Łukaszewicz, Krzysztof Machowski, Grzegorz Mrówczyński, Wiktor Nawowski, Gabriel Nehrebecki, Józef Nowak, Janusz Paluszkiwicz, Józef Piarecki, Jerosław Skuśki, Stefan Śródka, Karol Strasburger, Wacław Szklarski, Ryszard Szczęśliński, Janusz Ziejewski</p> <p>Po teatrze ok.</p> <p>21.00 — Program publicystyki międzynarodowej</p> <p>21.30 — Program muzyczny</p> <p>21.55 — „Ex libris”</p> <p>22.30 — Dziennik TV</p> <p>22.35 — Program na wtorek</p>	<p><b>Środa</b></p> <p><b>PROGRAM I</b></p> <p>9.45 — „Hans Beimler” — film fab. prod. NRD — cz. I</p> <p>10.55 — Program dla szkół: Historia kl. V „W Egipcie Faraonów”</p> <p>11.25 — Przerwa</p> <p>11.55 — Program dla szkół: Fizyka — kl. VIII. — Zjawiska świetlne</p> <p>12.25 — Przerwa</p> <p>12.45 — Mechanizacja Rolnictwa (cz. I)</p> <p>13.20 — Mechanizacja Rolnictwa (cz. II)</p> <p>13.50 — Wybieramy zwód</p> <p>14.10 — Przerwa</p> <p>14.25 — Program dnia</p> <p>14.30 — Dziennik TV</p> <p>14.40 — Dla młodych widzów: „Kapitan Polonez” — reportaż filmowy o kpt. Krzysztofie Baranowskim</p> <p>17.35 — Perspektywy techniki</p> <p>18.05 — Śpiewa Katerina Olivera — jug. program rozrywkowy</p> <p>18.25 — Telewizyjny Kurier Warszawski</p> <p>18.45 — „Morskie spotkanie”</p> <p>19.30 — Dobranoc</p> <p>19.30 — Dziennik TV</p> <p>20.05 — „Hans Beimler” — film fab. prod. NRD cz. I</p> <p>21.15 — PRF</p> <p>21.25 — Świat i Polska</p> <p>22.00 — „Balet”</p> <p>22.50 — Dziennik TV i wiadomości sportowe</p> <p>22.50 — Program na czwartek</p> <p><b>PROGRAM II</b></p> <p>14.55 — Program dnia</p> <p>17.00 — Dla dzieci: „Zwierzyniec”</p> <p>17.45 — „Portret miasta”</p> <p>18.15 — Poliena — poradnik kosmetyczny</p> <p>18.20 — Z prasy naukowo-technicznej</p> <p>18.30 — „Łalkowe varietete”</p> <p>19.30 — Dobranoc</p> <p>19.30 — Dziennik TV</p> <p>20.05 — „Sztuko” — program popularnonaukowy TV CSRS</p>	<p>22.10 — „Ekspres nr Scenariusz — Krzysztof Próchnicki, Włodek Rej, Włodek Białicki. W nawy: Anita Dymasz, Zofia Czerwikowa, Izabela Działka, Teofila Koronwicz, Jerzy Dobrowol, Piotr Franczewski, Gosia Lutkiewicz, Bohdan Łaż Marian Opania, Wojciech Pokora, Tadeusz Ross, Stanisław Roskowski, Jerzy rek, Marian Żokajka</p> <p>22.30 — Dziennik TV i wiadomości sportowe</p> <p>22.50 — Program na piątek</p> <p><b>PROGRAM II</b></p> <p>17.55 — Program dnia</p> <p>18.30 — Kino Filmów mowanych</p> <p>18.45 — Kolorowe spotkania — program popularnonaukowy</p> <p>19.30 — Dobranoc</p> <p>19.30 — Dziennik TV</p> <p>20.05 — „Łódź życia” — program rozrywkowy Strajstawa</p> <p>20.50 — 24 godziny</p> <p>21.00 — „W Irrecim ście”</p> <p>21.20 — Program filmowy</p> <p>21.40 — „Niezwykła wizja” — film fab. prod. NRD</p> <p>23.00 — Program na piątek</p> <p><b>Piątek</b></p> <p><b>PROGRAM I</b></p> <p>8.30 — „Tyłko umarli odwie” — film fab. prod. I</p> <p>9.55 — Program dla szkół: Wychowanie techniczne kl. I–III lic. „Nowocześnie zakład pracy”</p> <p>10.25 — Z cyklu: „Człowiek i morze” pt. „Wyspa Ciemna” — film dokumentalny prod. amerykańsko-kanadyjski</p> <p>10.55 — Program dla szkół: kl. III „Z biletem w rękę”</p> <p>11.20 — Przerwa</p> <p>11.55 — Program dla szkół: Przysposobienie obronne kl. III lic. „Najtrudniejszy obowiązek”</p> <p>12.25 — Przerwa</p> <p>14.25 — Program dnia</p>
--	--	---	--

Illustration 1. An extract from the 1980s TV broadcast list posted by Sebastian

Source: Retro Pewex: <http://retro.pewex.pl/475523>, access: 6 June 2017.

<sup>4</sup> W. Olejniczak-Szukała, *Obraz polskiej młodzieży lat osiemdziesiątych w świetle prasy młodzieżowej*. Praca doktorska przygotowana pod kierunkiem prof. UAM dr hab. Doroty Skotarczak. Uniwersytet im. Adama Mickiewicza w Poznaniu, Wydział Historyczny, 2012, <https://repozytorium.amu.edu.pl/bitstream/10593/4490/1/doktorat2.pdf> [access: 6 June 2018].

As regards the radio, the youth's favourite channel of the 3rd Program of the Polish Radio (*Trójka*). This channel was mainly about culture. There were no other broadcasters.<sup>5</sup>

The number of available audiovisual content was much larger. The channel 1 of the Polish Television showed a special program for schools from Monday through Friday. The printed TV magazine listed the productions that could be watched. The broadcaster provided the name of the subject, the program's level and the title. A short extract from the TV broadcast list can be seen below (see: Illustration 1). It is a glance into the past: on a Wednesday, at 10:55AM, there was a historical program about the Egyptian Pharaohs for grade 5, while on a Friday, at 9:55AM, high school students could watch a production about modern work facilities.

Following Joanna Sosnowska<sup>6</sup>, the 1980s are the golden age of the Polish programs for kids. It was the time when the number of such programs peaked and some of them have been broadcast until today (e.g. *Ziarno*). It was then that the TV broadcaster discovered that songs and magazines with content for young people could be an interesting way to educate. *5-10-15*, *Pan Tik-Tak* and *Domowe przedszkole* are the top programs for children from that time-period. The adolescents could watch scientific programs such as *Kwant* or the news and music programs such as *LUZ – Ludzie Uwaga Zaczynamy*.

How did young people react and behave? The teacher was not the only source of knowledge for them. Children and adolescents learned a lot from television. It presented various content, often in a more attractive form than teachers did, since it made use of interesting videos, music or inspiring elements. The audiovisual experiences of students outside schools, writes Lechosław Gawrecki<sup>7</sup>,

---

<sup>5</sup> E. Korulska, Stokowska, A. *Historia radia*, [http://www.ceo.org.pl/sites/default/files/news-files/historia\\_radia\\_1.pdf](http://www.ceo.org.pl/sites/default/files/news-files/historia_radia_1.pdf) [access: 7 June 2018].

<sup>6</sup> J. Sosnowska, *Polskie telewizyjne programy edukacyjne dla dzieci i młodzieży – zarys historyczny*, [in:] *Media w edukacji: Wymiar kulturowy i aksjologiczny*, ed. A. Roguska, Fundacja na Rzecz Dzieci i Młodzieży „Szansa”, Siedlce, 2013.

<sup>7</sup> L. Gawrecki, *Nauczyciel a pozaszkolne doświadczenia ucznia*, [in:] *Dokąd zmierza technologia kształcenia*, ed. W. Strykowski, W. Skrzydlewski (ed.). Zakład

were conducive to developing language resources and broadening the knowledge on various phenomena and they also activated the creative and the imitative imagination.

When analysing the role of computers at that time, one must underline that were only starting to appear in schools and households. Their functions were very different from what we know today. There was no access to the Internet. As indicated by the survey dating back to March 1986 – February 1987 in the *Komputer* monthly, the most popular computers in the households were ZX Spectrum (38%) and Atari XL/XE (38%). The next ones on the list were: Comodore (13%) and Amstrad (4%). The surveyed people who did not have a computer stated they wanted to buy the following models: Atari XL/XE (34%), Amstrad CPC (15%), PC (14%), ZX Spectrum (13%), Commodore (12%), Atari ST (7%), Amiga (1%). There were 3,108 respondents.<sup>8</sup>

When computers arrived at schools, there were attempts at starting the IT education, though it was difficult for several reasons. The first was the number of available computers. When analysing the interview published in the *Mikroklan* periodical, it can be gathered that schools had very few computer specimens. One of the schools had a ZX Spectrum 16 Kb, another had three ZX Spectrum Plus, while another had as many as seven devices. The interviewees<sup>9</sup> underline that the computers were mainly donations. The teachers who took part in this interview emphasised unanimously that computers had to be brought to schools and young people had to be prepared for living in the IT civilisation. The second problem indicated by the teachers in the interview was the staffing shortage: there were no teachers who wanted to teach IT, there were no people with the

---

Technologii Kształcenia Instytutu Pedagogiki Uniwersytetu im. Adama Mickiewicza w Poznaniu, Poznań, 1993.

<sup>8</sup> More information: <http://retrokomputer.pl/jakie-komputery-mielismy-w-domach-w-1986-roku-i18547.html>, [access: 6 June 2018].

<sup>9</sup> Teachers: Jerzy Kunicki, Henryk Daniszewski, Tadeusz Kuran and Krzysztof Kontek on behalf of *Mikroklan*.



right education to do it.<sup>10</sup> The IT education curriculum that the authorities were working one was supposed to be ready in October 1985 at the least, but the preparations for this project took longer.<sup>11</sup>

The relevant sources dating back to this period indicated that the computer could have three functions in education: it could be the tutor and assess/control the student's activities, it could be a partner allowing to program specific applications and it could also be a helper in the performance of specific actions. Some of the educational programs of that time were *HyperTalk* and *LogoWriter*. However, the computers were not widely used and they were usually available to people specialising in exact sciences. Students from the humanities classes or disabled people had limited access to computers.<sup>12</sup>

To sum up the media in the childhood of the parents of today's teenagers, they were brought up in a space where the access to the traditional media was more and more open and free. Following the emergence of social movements in the early 1980s, the access to the media was no longer under such a strict control. The media also started developing. Young people could experience their various forms. It was not only the press or the radio, but also television. In the 1980s, computers were being gradually introduced to schools. Though not every present-day parent had access to computers back then, they were not strange devices to them. Each year, the number of available computers grew and they started to be used not only in technology and industry, but also in humanities. The parents had more opportunities to use them. It should also be added that the parents of today's teenagers have witnessed the changes in the access to the media and in their forms. They know how the world, work and life looked like without the Internet. They also see what is

---

<sup>10</sup> K. Kontek, Oczami nauczycieli, „Mikroklan” Zeszyt 2/1986, <http://idn.org.pl/users/lesz/legend/archiw1.html> [6 June 2017].

<sup>11</sup> D. Majewska, W. Majewski, W. Zamiast programu. „Komputer”, April 1986, <http://idn.org.pl/users/lesz/legend/archiw1.html#dwa>, [access: 6 June 2018].

<sup>12</sup> Brelińska, K. Wczoraj, dziś i jutro komputerów w nauczaniu, [in:] Dokaąd zmierza technologia kształcenia, ed. W. Strykowski, W. Skrzydlewski, Poznań: Zakład Technologii Kształcenia Instytutu Pedagogiki Uniwersytetu im. Adama Mickiewicza w Poznaniu, Poznań, 1993.

happening now, when the Internet is pulling the users so strongly into its spaces. This situation definitely impacts the media competences of the parents nowadays.

## **The survey purpose and methods**

The survey purpose was to define the scope in which the new media support the parent in contemporary schools. The survey covered five areas: the new media in the school management, building relations between the school and the parents, the (self-)promotion of the school with the use of the new media, the new media supporting teaching and learning as well as the new media activity of the students. The first area relates to persons responsible for school management, therefore this aspect is not included in the results presented below.

The survey was conducted in 18 junior high schools in the Lubuskie Voivodeship with the participation of students (386 people), teachers (271 people), headmasters (18 people) and parents (357 people). The present article is directly related to the parents. The method was the diagnostic poll for students, parents and teachers, while it was a partially categorised interview for headmasters. The time-period was from April to June 2016.

## **The survey group description**

There were 357 parents of junior high school students among the respondents. The average age was 42 years old. There were 202 women and 64 men. 333 people responded to the question relating to education. 37% of the respondents have secondary education, vocational education - 21,8%, higher education (Master's degree) - 17,4%, higher education (Bachelor's degree) - 7,3%. As regards the professions of the respondents, 20.5% work in the services, 16.6% are unemployed, and 12.7% (49 respondents) work in industry. It should be added that 74 people did not respond to that question,

while 11 people chose the answer *Other*, so the facts relating to the parents' professions may be somewhat different.

The surveyed parents' self-assessment indicates that slightly more than 40% present a high level of knowledge regarding the use of the computer and related devices. Moreover, 51.2% of the respondents stated they could use the Internet very effectively. In reference to computer programs, slightly more than 75% of the surveyed parents indicate at least medium level operating skills.

As viewed by their children, the parents receive a lower assessment in the scope of using the computer, computer programs and the Internet. 34.4% of the surveyed junior high school students stated that their parents' skills related to the Internet use were very good. For computer skills, the result is slightly more than 25% of the students. The closest answers could be seen in the category of computer programs – 28.5% of the students assesses their parents' skills in this scope as average.

As indicated by the survey, 30–40% of the parents need their children's help when using the computer, computer programs or the Internet several times a month. Nearly 50% of the respondents do not need such help when using the Internet.

The students stated they did not help their parents in using the computer or related devices (26.4%) or did it several times a month (36.1%). In the case of computer program, 34.1% of the students said they never helped their parents, while 33.9% stated they did it a few times per month. As regards the help in using the Internet, 41.3% of the respondents said they never helped their parents.

## **Selected results of own surveys**

### **Building relations between the schools and the parents with the use of the new media**

As shown by the survey, the parents were the group that initiated electronic class registers in many schools. Based on the interviews with headmasters, it can be confirmed that parents had been

actively pressing for electronic documentation at the majority of the surveyed schools, since they had been used to this form of communication since the primary school. More than  $\frac{1}{4}$  of the surveyed parents stated that they used electronic registers every day (26.4%). The answers *several times a month* and *several times a week* were given by 22.7% and 22%, respectively. 11.2% of the respondents stated they never used the electronic register, although this tool was available at their children's school. Interestingly, the most popular communication channel is the phone (this answer was given by 40% of the teachers and 31% of the parents). The second in line was meeting in person (22.1% and 30.2%), while the third method was electronic communication via the register and the e-mail (20.7%). In the case of the parents, this answer was the fourth most frequently chosen (9.7% of the respondents). Two persons who selected *Other* specified *Facebook* and *Messenger* (the chat tool made available by Facebook). When justifying the answers, the teachers said that the contact by phone is the quickest way, so of need be, they can call the parent and provide specific information. This method is also effective when parents do not have an account in the electronic register or do not use it. The electronic register is effective in situations where neutral information is conveyed, e.g. about a trip, a money collection or other organisational announcements.

Importantly, though the parents wanted the electronic register, they do not use it for communication purposes. It serves more as the tool for monitoring the progress and attendance of their children. The parents use the electronic register most frequently in order to check their children's grades (290 responses) and attendance (119 responses) as well as to contact the teachers outside the scheduled class meetings (80 responses). 105 people said they did not use the electronic register, while 36 respondents had not access to such a register (since the school did not implement it).

The parents assess the electronic registers highly. 46–60% of the respondents liked the tool's functions listed in the survey. The largest number of the surveyed parents assessed the possibility to contact the teachers via the electronic register.

### **The (self-)promotion of the school with the use of the new media**

12 out of 18 surveyed junior high schools have their profiles on this social website, while 1 runs a regular channel on YouTube. Nearly 60% of the respondents have no opinion on this topic. 22% answered *Yes*, while 18.1% said *No*.

The parents were also asked about their interest in following the school's channel on website enabling the audiovisual material transmission and publication. In this case, the large majority (69%) also had no opinion. Nearly 11% responded affirmatively, while 20% responded negatively.

Unfortunately, the parents did not justify their answers to closed-ended questions, so it is impossible to give any arguments for having/not having a profile in the social media.

The parents tend to have a good opinion on the school websites. More than 60% of the respondents stated they liked the design, the feel, the intuitive navigation, the availability on other devices and the content of the websites.

The survey shows that parents want to follow the information provided by the schools, but they are not sure about posting such content on the social platforms.

### **The new media supporting the process of teaching/learning and the new media activity of the students**

The analysis of the collected data indicated that in this case the parents think similarly to their children. The parents are convinced that when their children prepare for classes, they use virtual encyclopaedias (22.1% out of only 113 responses) and virtual translators (16.8%). Slightly more than 20% of the responses given by the parents suggest that they do not know what tools their children use to prepare for classes. It is quite disturbing, especially that the Internet contains true information alongside false information that can mislead a young person. Another problem is the online violence in its

various forms. If the parents fail to know the sources used by the students and the websites they visit, it can become a direct threat for the young people using the Internet as well as for their closest environment.

As indicated by the survey, young people preparing for classes use mainly *Wikipedia* (70% of the surveyed students), and as many as 40% do it every day. The *Google Translate*, tool is also popular among junior high school students: 70% of the respondents use it at least several times a month. The results differ for other tools: 74% of the surveyed students do not use virtual drives when preparing for classes. Furthermore, 75% of the students do not use virtual documents. The open-ended questions regarding the use of this tools had several responses in the form of: "what is it?", "I never heard of it". The respondents who know the tool say they use it during the IT classes or to prepare specific materials required by the teacher. The students also fail to use free resources available in virtual libraries and video libraries. Only 30% actually do it. The websites with information about the books from the reading list are popular – more than 60% of the respondents use them.

In their free time, 69.3% of the surveyed students use the Internet every day, while only 10.2% do not do it at all. The popular entertainment websites include *YouTube*, *CDA.pl*, *zalukaj.com*. 61.7% of the respondents visit these pages every day. As part of their leisure, the respondents do not use virtual encyclopaedias (42.8%), virtual drives (73.3%), online libraries and video libraries (77.4%) or websites with information about the books from the reading list or with solutions to exercises/tasks (59.5%). The reliable sources of information such as video libraries, online encyclopaedias and e-libraries were not within the youth's area of interest.

## Conclusions

The analysis of the sources and of the conducted survey results indicate that the parents of the present-day adolescents are people who are familiar with the Internet and the new media tools. It must

be admitted that the parents of today's teenagers sometimes need help with some devices, programs or applications, but such basic operations as checking the e-mail, having a social media profile or online shopping do not present any major problems to them. The serious issue is that the parents do not know what their children do online, which websites they visit and what type of activity they engage in. This ignorance may lead to multiple problems in upbringing and development. Teenagers are going through a very sensitive time in their lives and can be vulnerable to various influences. It is easy to convince them that something false is true. Of course, this situation will gradually change, since younger parents will have more knowledge and awareness of the opportunities and the threats of the new media. However, until this awareness of using the new media in our society is still insufficient, it is necessary to educate students and parents in this respect.

## Bibliography

- Brelińska, K. (1993). *Wczoraj, dziś i jutro komputerów w nauczaniu*, [in:] W. Strykowski, W. Skrzydlewski (ed.). *Dokąd zmierza technologia kształcenia*. Poznań: Zakład Technologii Kształcenia Instytutu Pedagogiki Uniwersytetu im. Adama Mickiewicza w Poznaniu.
- Gawrecki, L. (1993). *Nauczyciel a pozaszkolne doświadczenia ucznia*, [in:] W. Strykowski, W. Skrzydlewski (ed.). *Dokąd zmierza technologia kształcenia*. Poznań: Zakład Technologii Kształcenia Instytutu Pedagogiki Uniwersytetu im. Adama Mickiewicza w Poznaniu.
- GUS, Społeczeństwo informacyjne w Polsce 2012-2016, [https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5497/1/10/1/spoleczenstwo\\_informacyjne\\_w\\_polsce\\_2012-2016.pdf](https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5497/1/10/1/spoleczenstwo_informacyjne_w_polsce_2012-2016.pdf) [access: 10 August 2018].
- Kontek, K. (1986). Oczami nauczycieli. *Mikroklan*. Zeszyt 2/1986. Downloaded from: <http://idn.org.pl/users/lesz/legend/archiw1.html>, access: 6 June 2017.
- Korulska, E., Stokowska, A. *Historia radia*. Downloaded from: [http://www.ceo.org.pl/sites/default/files/news-files/historia\\_radia\\_1.pdf](http://www.ceo.org.pl/sites/default/files/news-files/historia_radia_1.pdf), access: 7 June 2017.
- Majewska, D., Majewski, W. (1986). Zamiast programu. *Komputer*, April 1986. Downloaded from: <http://idn.org.pl/users/lesz/legend/archiw1.html#dwa>, access: 6 June 2017.
- Olejniczak-Szukała, W. (2012). *Obraz polskiej młodzieży lat osiemdziesiątych w świetle prasy młodzieżowej*. Praca doktorska przygotowana pod kierunkiem prof. UAM

dr hab. Doroty Skotarczak. Poznań: Wydział Historyczny. Downloaded from: <https://repozytorium.amu.edu.pl/bitstream/10593/4490/1/doktorat2.pdf>, access: 6 June 2017.

Sosnowska, J. (2013). *Polskie telewizyjne programy edukacyjne dla dzieci i młodzieży – zarys historyczny*, [in:] A. Roguska (ed.). *Media w edukacji. Wymiar kulturowy i aksjologiczny*. Siedlce: Fundacja na Rzecz Dzieci i Młodzieży „Szansa”.

TNS na zlecenie Orange Polska, Bezpieczeństwo dzieci w internecie. Raport z badań jakościowych i ilościowych [https://panoptykon.org/files/bezpieczenstwo\\_dzieci\\_w\\_internecie\\_2013.pdf](https://panoptykon.org/files/bezpieczenstwo_dzieci_w_internecie_2013.pdf) [access: 10 August 2018].