

The effect of mother's digital parenting awareness in social competence and pre-academic skills in kindergarten children

The current study aimed to reveal the effect of the mother's digital parenting awareness, the child's gender (male/female), the mother's work (working/non-working), and the interactions between them in the social competence and pre-academic skills of kindergarten children. Participated in the study (150) working and non-working mothers, and their children in kindergarten (66 males and 84 females). The Digital Parenting Awareness Scale (prepared by Manap & Durmuş, 2020) was used to measure mother's awareness of digital parenting through four methods, including two negative methods (digital negative model and digital neglect) and two positive methods (digital efficient use and protection from digital risks). The Child's Social Competence Scale (prepared by Merrell, 2002) was also used. The researcher translated and arabized the two scales and verified their psychometric properties, Pre-Academic Skills Battery for Kindergarten Children as indicators of learning difficulties (prepared by Adel Abdullah Mohammad, 2005) was also used. To verify the study hypotheses, the researcher used (Three-way MANOVA).

The study results showed that:

- 1) Negative digital model and digital neglect (as negative methods to mother's digital parenting awareness) had a statistically significant effect in kindergarten children's social competence and pre-academic skills. The more mothers used

these two methods, the lower their children's social competence and pre-academic skills were.

- 2) Digital efficient use and protection from digital risks (as positive methods to mother's digital parenting awareness) have a statistically significant effect in kindergarten children's social competence and pre-academic skills. The more mothers use these two methods, the greater their children's social competence and pre-academic skills were.
- 3) There is no statistically significant effect of the child's gender (male/ female) or the mother's work (working/non-working) in the social competence and pre-academic skills in the kindergarten child. There is also no statistically significant effect of the two-way and three-way interactions between the study variables in social competence and pre-academic skills in kindergarten children.

Key Words: Digital parenting awareness, social competence, pre-academic skills, and kindergarten children