

The Impact of Parents' ICT Literacy on e-Participation Motivation in the Kindergarten: Deliberative Belief and Leadership Support as Mediators

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This study presents a modified model of the theory of social-technology system by incorporating deliberative belief and leadership support as mediators of parents' ICT literacy and e-participation motivation in elementary schools and kindergartens. The research involved a questionnaire survey conducted to parents in 30 elementary schools and kindergartens; with 949 valid responses received and subjected to a statistical analysis applying structural equation modeling to verify the research model. The results revealed several findings: 1. The scales used in the study has had an acceptable credibility and reliability. 2. The ICT literacy of the parents has had a significantly positive effects on deliberative belief, leadership support, and e-participation motivation. Among them, five out of six hypotheses were supported, in particular, the stronger effects that deliberative belief have had on leadership support and ICT literacy on deliberative belief. 3. The ICT literacy has had a negative impact on leadership support. All these results imply that the modified e-participation model can be recommended for the construction of parents' e-participation in schools to promote their engagement in education, as well as others including the implementation of educational law and policy, reinforcement teacher-parent relationship, and student's learning efficacy.

Keywords: information and communication technologies literacy, e-participation, leadership support, deliberative belief

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