Self-Assessment of Digital Competences in Poland and The Results of Objective Measurements of These Skills in Polish Society*

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Abstract

This study aims to examine the self-assessment of digital skills among residents of the Małopolskie and Podkarpackie regions in Poland. The research investigates perceived deficiencies in digital competencies and compares respondents' self-perceptions with empirical data on digital skills across Poland. The results reveal a significant discrepancy between subjective self-assessments and objective evaluations conducted regularly by the European Union. While respondents rated their skills highly, objective tests highlight a relatively low level of digital competence, indicating a lack of awareness and motivation to improve these skills. This issue is critical in the context of Industry 4.0, where digital proficiency is increasingly essential. The study addresses a gap in the literature by providing evidence of the disparity between self-perception and actual digital competencies, a topic with limited prior research. Methodologically, the study employed an electronic survey distributed to residents of the Małopolskie and Podkarpackie regions. The findings underscore the need for targeted interventions to raise awareness and improve digital skills among the population, particularly in regions where self-assessment may hinder proactive skill development..

Keywords: digital literacy, digital skills, educational systems design.