

**THE RELATIONSHIP BETWEEN PARENTAL AWARENESS, MONITORING
PRACTICES, TOWARDS CHILDREN'S ONLINE SAFETY
BEHAVIOR ON CYBERCRIME RISK**

A RESEARCH PAPER

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of the Requirements for the Degree
BACHELOR OF SCIENCE IN CRIMINOLOGY

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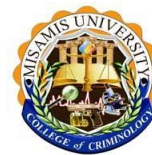
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Misamis University

Ozamiz City

COLLEGE OF CRIMINOLOGY



CERTIFICATE OF PANEL APPROVAL

The research paper attached hereto, entitled “**THE RELATIONSHIP BETWEEN PARENTAL AWARENESS, MONITORING AND PRACTICES, AND CHILDREN'S ONLINE SAFETY BEHAVIOR ON CYBERCRIME RISK**”, prepared and submitted by **JOANNA A. LEUTERIO, ELMER D. MALIG-ON, EDILBERT G. COBONG & MARK ELSON T. BATION**, in partial fulfillment of the requirements for the degree **BACHELOR OF SCIENCE IN CRIMINOLOGY**, is hereby recommended for approval.

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ABSTRACT

The rapid integration of digital technology into children's daily lives has increased their exposure to cybercrime risks, making parental awareness and monitoring essential in promoting online safety. This study aimed to determine the relationship between parental awareness, monitoring practices, and children's online safety behavior in relation to cybercrime risk. A quantitative descriptive–correlational research design was employed and conducted in one of the barangays in Ozamiz City, Misamis Occidental, involving 208 parent-respondents selected through purposive sampling. Data were gathered using a researcher-made structured survey questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation. Findings revealed that parents demonstrated a very high level of awareness of cybercrime risks, particularly cyberbullying, identity theft, and online scams; however, monitoring practices were inconsistently applied and largely relied on verbal reminders rather than technological tools. Results further showed a positive but limited relationship between parental awareness and children's online safety behavior, indicating that higher parental awareness contributes to safer online practices among children. The study concludes that despite high parental awareness, gaps in consistent monitoring remain, emphasizing the need to strengthen parental digital literacy and family-based online safety initiatives. It is recommended that schools, local government units, and community agencies collaborate in conducting digital parenting workshops and community seminars to enhance parental involvement and reduce children's exposure to cybercrime risks.

Keywords: *children, cybercrime, online, safety, parental awareness*

DEDICATION

*This paper is dedicated to our beloved families, whose unwavering support, love,
and encouragement have sustained us through every step of
this academic journey.*

*To our parents and loved ones, your faith in us has never failed.
Your constant guidance and belief in the value of education have
inspired us to pursue this work with
dedication and integrity.*

*You are the reason we continue to strive for a safer and more informed world
for the next generation.*

And also

*To our nieces, nephews, and the young ones in our lives,
you are our greatest motivation.*

*This research is a step toward a safer digital environment for you,
where your innocence and curiosity are protected
from the growing risks of cybercrime.*

*To all parents and guardians, may this study serve as a reminder of the crucial role you
play in guiding and protecting your children in the digital world.*

*Your awareness and involvement matter now
more than ever.*

And

*To all educators, advocates, and cybersecurity champions,
thank you for your tireless efforts in making
the online space safer for children.*

Researchers

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The Researchers

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INTRODUCTION

Background of the Study

Cybercrime was an umbrella term describing illegal acts conducted via the Internet or those affecting computer systems (Phillips et al., 2022). With technological advances, the prevalence of cybercrime had risen manifold, touching not only individuals but also organizations and even society (Adisa, 2023). Some of the typical activities included within this phenomenon were hacking, online fraud, and identity theft, which could lead to severe financial as well as psychological damage to victims (Palassis et al., 2021). At that time, digital interactions were aspects of daily life, and the threat of cybercrime had grown not only toward adults but significantly among children and teenagers (Stoilova et al., 2021). Understanding the landscape of cybercrime had been crucial in designing mechanisms to protect against these threats (Yeboah-Ofori & Opoku-Boateng, 2023).

Young people were typically one of the main targets of cybercrime since they spent most of their time on online platforms and social media (Almadhoor et al., 2021). Statistics already showed a disturbing trend: a substantial number of adolescents had been victims of cyberbullying, harassment, and exposure to unwholesome content (Rao, 2022). The World Health Organization (2023) reported that approximately 15% of adolescents had experienced cyberbullying, with rates increasing from 12% to 15% between 2018 and 2022 (Sorrentino et al., 2023). The different types of cyber threats presented risks of identity theft, online predators, and cyberbullying, which could have long-lasting effects on youth emotionally and psychologically (Clark, 2022). Victims of such cyberbullying therefore faced unique anxiety, depression, and reduced safety in the virtual space, which further emphasized the need to adopt proactive measures to protect them (Cañas et al., 2023).

There had been a need to discuss such issues by improving awareness and protection strategies regarding youth and their internet usage (Throuvala et al., 2021).

As guardians, parents played a critical role in guiding their children through the complexities of the digital world, emphasizing the need for effective online safety practices (Banić & Orehovački, 2024). With the increasing prevalence of cybercrime, it had never been more important for parents to comprehend the cyber landscape and its implications for their children. Parental involvement significantly influenced children's behavior online, shaping their perceptions and practices regarding safety. However, many parents often found themselves overwhelmed by technological advancements, struggling to keep up with new online dangers (Michelson et al., 2021). Therefore, fostering a supportive and informed parental approach had been essential for ensuring children's safety in the digital age.

Research indicated that many parents knew that staying informed about cyber threats was important but did not have all the detailed information regarding the risks their children faced. In that regard, most parents were usually clueless about various types of cybercrime and therefore could not make their children aware of these risks (Turner et al., 2022). Misconceptions about online safety prevented parents from having meaningful conversations about online risks (Finkelhor et al., 2021). This disparity in awareness directly impacted children's online experiences and their ability to navigate potential dangers. Ultimately, the improvement of parental understanding of cyber threats had been crucial for enhancing children's safety and well-being in the digital environment (Livingstone & Blum-Ross, 2020).

Parents, despite the best of their intentions, faced numerous challenges while trying to pass the message about online safety to their children (Naz, 2024). The first barrier was the gap in the generation with regard to the use and understanding of technology, which hampered effective dialogue regarding digital risks (Singun, 2025). Moreover, most parents were not equipped with adequate resources and support systems to enable them to effectively guide their children (World Health Organization, 2022). Variability in educational background, socio-economic status, and cultural attitudes towards technology further complicated parental engagement with children's online activities (Ali & Asif, 2023). Addressing these challenges had been crucial for empowering parents to take proactive measures against cyber threats (Caddle et al., 2023).

The purpose of this study was to explore parental views on cybercrime awareness and their responsibility in protecting their children online. By exploring parents' knowledge, strategies, and experiences in detail, the study revealed the level of awareness that existed about different types of cybercrime. More specific research objectives were to identify some of the challenges parents faced in educating their children regarding online safety and to assess how adequate resources were available to provide support for these efforts. This research was hoped to make it known that fostering effective communication between parents and children on digital safety had been significant. The findings from this research were expected to be exceedingly valuable to families, educators, and policymakers who targeted better cyber safety in the community.

Despite the growing literature on cybercrime and its effects on youth, there remained a significant practical gap in offering parents clear, actionable strategies to protect their children online. While many studies acknowledged that parental involvement was

crucial, few provided concrete, real-world guidelines for parents to effectively educate and safeguard their children against the evolving landscape of digital threats. This lack of practical recommendations left parents without the necessary tools to translate general awareness into effective protective measures, highlighting the need for focused research that bridged this critical gap.

A qualitative research design was followed in this study to gain an in-depth understanding of parents' perspectives on cybercrime awareness. The research selected a representative sample of parents, focusing on their experiences, knowledge gaps, and engagement strategies related to online safety. By following the interviews and questionnaires, the research was able to collect rich, detailed data that mirrored the complexities of parental understanding and behavior regarding cyber threats. This framework was important in identifying key themes and patterns that informed future educational programs and interventions. Findings contributed significantly to the existing literature on cybercrime awareness and parental involvement in children's digital safety.

Theoretical Framework

This study was anchored on the Social Learning Theory developed by Albert Bandura (1977) and the Protection Motivation Theory by Ronald W. Rogers (1975).

Albert Bandura, in 1977, developed a psychological theory called Social Learning Theory, which held that individuals learned new behaviors and acquired new information by observing others, rather than through direct experience alone (Bandura & Walters, 1977). The theory stressed the importance of modeling, imitation, and reinforcement in the learning process, suggesting that people learned not only from their own actions but also from witnessing the behaviors of others and the consequences that followed (Rumjaun &

Narod, 2025). Bandura's framework integrated the concept of reciprocal determinism, which highlighted the interplay between personal factors, behavioral patterns, and the environment, indicating that these elements influenced each other in a dynamic manner (Woodcock & Tournaki, 2022). The theory was particularly relevant in understanding how parental behaviors and discussions regarding online safety influenced children's perceptions and actions toward cybercrime, as children tended to emulate their parents' proactive online safety practices. Parents could create the environment that led to open communications about digital threats and safe practices, thereby greatly enhancing the capacity and awareness among children in navigating the complexities of the online world, thus pointing out the immense role of the parent in leading responsible digital citizens.

Several studies had effectively utilized Social Learning Theory to explore the dynamics of parental influence on children's online behavior and safety awareness (Van Ouytsel et al., 2020). One study by Quayle et al. (2024) examined how parental engagement in discussions about online safety and cyber threats impacted children's understanding and adoption of safe online practices. The findings indicated that children who observed their parents actively discussing and modeling responsible online behaviors were more likely to emulate those behaviors, thereby enhancing their cyber safety awareness. Similarly, Livingstone et al. (2020) conducted research highlighting that when parents modeled positive behaviors and established guidelines for internet use, their children were more likely to navigate online spaces responsibly, reducing their susceptibility to cyber threats. Another relevant study by Stewart, Brodowsky, and Sciglimpaglia (2022) focused on the effectiveness of parental controls and guidance, demonstrating that children who experienced consistent safety reinforcement and proactive engagement from parents were

better equipped to recognize and manage potential online risks. Collectively, these studies underscored the critical role of parental modeling and communication in shaping children's online behaviors through the lens of Social Learning Theory, emphasizing the need for focused strategies to enhance parental involvement in fostering digital literacy and awareness among youth.

However, the PMT was developed by Ronald W. Rogers in 1975 as an approach to explain the way that humans evaluated threats and the motivations that spurred actions to protect themselves against the risks perceived (Sturges, 1994). According to this theory, people estimated the strength of a threat, their susceptibility to the threat, the effectiveness of the recommended protective behaviors, and their own capabilities to carry out such behaviors (Weinstein, 1993). These components led to a cognitive appraisal that motivated individuals to adopt certain behaviors in order to mitigate potential harm (Lahiri et al., 2021). PMT emphasized the importance of perceived severity and vulnerability as key factors influencing the likelihood of adopting protective measures (Mbah, 2021). In the context of cybercrime awareness among parents, this theory explained how parents assessed the dangers their children might face online in terms of bullying or identity theft and the proactive strategies they adopted for the protection of their children. It helped parents understand that their children were exposed to cyber threats and the importance of online safety, thus fostering a sense of urgency and responsibility in children that encouraged them to engage in protective behaviors, enhancing cybersecurity awareness and resilience.

Protection Motivation Theory (PMT) was very relevant in understanding and enhancing parental engagement in cyber safety for children, as it provided a framework for

evaluating how parental perceptions of risk influenced protective behavior (Sulaiman et al., 2023). PMT posited that individuals were motivated to protect themselves based on their assessment of potential threats, the perceived severity of those threats, and their self-efficacy in implementing protective measures (Schneider, 2020). Parents who understood that their children faced the risks of cyberbullying and identity theft online were likely to take steps in educating them about safe online practices (Laczi & Póser, 2024). Moreover, with the increased confidence parents developed in handling their children's digital lives, they built their protective behaviors such as monitoring internet usage and discussing privacy settings (Benedetto & Ingrassia, 2021). Therefore, PMT not only emphasized the role of perceived vulnerability and severity in determining parental actions but also underscored the necessity of education and resources that enhanced parental efficacy to ensure they were adequately prepared to create a safer online environment for their children.

There were a number of studies that had been able to use PMT efficiently in exploring parental behavior regarding children's online safety (Sulaiman et al., 2023). For example, Donnelly et al. (2025) investigated how parents tended to engage in more protective actions, such as installing monitoring applications and discussing online safety rules with their children, under the actual risks of cyberbullying and identity theft. Another study by Mian and Alatawi (2023) pointed out that the perceived severity of potential cyber threats was a major factor in parents' motivation to take preventive actions, such as educating their children about digital privacy and harmful online behaviors. Fang et al. (2021) also examined the relationship between self-efficacy and parenting risk behaviors, finding that parents' confidence in informing their children about online risks was stronger

in promoting more proactive protective behaviors in creating a safe digital environment. Collectively, these studies underscored the critical role of PMT in understanding how parental perceptions of risk and their belief in their ability to act drove effective strategies for safeguarding children in the increasingly complex online landscape.

Conceptual Framework

This study is anchored on the assumption that parental awareness and monitoring practices influence children's online safety behavior in the context of cybercrime risk. The conceptual framework illustrates the relationships among three major variables: parental awareness, monitoring practices, and children's online safety behavior. Parental awareness and monitoring practices serve as the independent variables, while children's online safety behavior serves as the dependent variable.

One key area of defense for children, especially in the digital world, was when parents were highly aware of cybercrime (Buçaj & Haziri, 2024). They were exposed to different cyber dangers, such as cyberbullying, phishing scams, identity theft, and online predators (Laczi & Póser, 2024). Without a full appreciation of these risks and how they worked, parents could not do much to control their children's actions (Cline & Fay, 2020). A lack of awareness led children to unknowingly engage in risky online behavior, making them more vulnerable to cybercrime (Toso et al., 2023). Thus, educating parents about common cyber threats and their impact had been essential in promoting a safer online environment for children (Finkelhor et al., 2021).

One of the challenges was that digital threats were changing fast (Jony & Hamim, 2023). Cybercriminals developed new tactics daily, and parents struggled to stay informed about what the latest risks were (Ravichandran, 2023). Also, most parents lacked the digital

literacy of their children, and that gap put their kids in an even more exposed position (Helsper, 2021). In turn, schools, government agencies, and cybersecurity organizations helped to bridge this gap by providing parents with available resources, training sessions, and awareness campaigns (Gilliard et al., 2024). When parents were well-informed, they were better placed to identify warning signs of cybercrime and take measures to prevent cybercrime against their children (Kavikairiua, 2020).

Increased Parental Awareness. Increased Parental Awareness led to active involvement in children's digital lives (Livingstone & Blum-Ross, 2020). Informed parents who knew the cyber risks were more likely to engage with their children on online safety issues, set boundaries for appropriate digital use, and use monitoring effectively (Tomczyk & Potyrała, 2021). Rather than just using restrictions, informed parents taught their children how to use the internet responsibly to help them identify and avoid potential dangers (Stoilova et al., 2021). It was only through promoting a culture of awareness and communication that parents encouraged their children to navigate the world of the Internet in a risk-free manner (Odudu, 2024).

Parental Monitoring Practices. Parental monitoring practices were essential steps in ensuring children's online safety through supervision and guidance of their digital activities (Stewart et al., 2022). With the increased availability of access to the internet for children on their smartphones, tablets, and computers, parents had to check their behavior on the net so that they were not exposed to cyber threats such as cyberbullying, online predators, and inappropriate content. Parents used several monitoring strategies, such as limiting screen time, parental control software, and reviewing their child's browsing history (Modecki et al., 2022). All these measures allowed parents to stay informed about their

children's online interactions and take necessary actions to protect them from potential risks (Stoilova et al., 2021).

Effective parental monitoring balanced supervision with the need to allow children to develop independent digital habits (Nudin et al., 2024). Overly restrictive monitoring often led to resistance from children, making them more likely to hide their online activities (Feldstein, 2021). A lack of supervision increased the chances of children engaging in risky behaviors, such as sharing personal information with strangers or falling victim to online scams (Odudu, 2024). This was achieved through a combination of open communication and reasonable monitoring tools (Valliappan et al., 2020). Parents who discussed internet safety, set clear expectations, and promoted responsible digital behavior placed children in a safe environment to interact online (Greyson et al., 2023).

Technology offered many tools to improve the monitoring efforts of parents (Bergman & Chan, 2021). Parental control apps, content filters, and activity trackers enabled parents to oversee their child's online engagement without being overly intrusive (Jordan, 2025). However, technology alone was not enough; parental involvement through active discussions and guidance was important (Misirli & Ergulec, 2021). Educating children on the reasons behind monitoring practices and exposing them to the risks of online activities likely made them responsible internet users (Stoilova et al., 2021). Parental monitoring, therefore, was based on educating the child on how to behave responsibly online rather than just restricting their access, giving them a sense of digital responsibility that was beneficial in the long run (Tosun & Mihci, 2020).

Children's Online Safety. Children's Online Safety behavior described how they operated on the internet safely while being shielded from cyber threats, including

cyberbullying, identity theft, and access to dangerous content (Finkelhor et al., 2021). Digital media was a new aspect of life for children; therefore, it was very important that they established safe habits on the internet (Stoilova et al., 2021). This meant using strong passwords, avoiding clicking on suspicious links, not over-sharing personal information, and being aware of the risks of talking to strangers online (Jain et al., 2021). Children who practiced safe online behaviors were less likely to fall victim to cybercrime, making digital literacy an essential skill in that time (Wongmahesak et al., 2025).

Parental guidance and education were the primary factors that determined children's behavior in terms of online safety (Finkelhor et al., 2021). Children who had been properly instructed on internet safety by parents, teachers, or cybersecurity programs were more aware of the risks and avoided them (Rahman et al., 2020). Open discussion about online risks, clear boundaries, and encouragement of critical thinking when interacting with digital content all helped children become responsible (Stoilova et al., 2021). Schools also contributed by integrating cybersecurity education into their curriculum, teaching children how to protect themselves in the digital space (Amankwa, 2021). The earlier children learned these skills, the better prepared they were to make informed decisions online (Kim, 2020). Despite the importance placed on education, peer influence and social media trends also influenced the behavior of children online (Chung et al., 2021). For instance, some children felt they had to post personal information, participate in viral challenges, or mingle with unknown persons to befriend their peers, which heightened their exposure to cyber threats if they lacked knowledge of such consequences. These children could develop proper habits in using the internet safely, be resilient, and interact positively on the web if

educated about responsible usage, fostering resilience, and positively interacting with people online (Throuvala et al., 2021; Rodrigo et al., 2024).

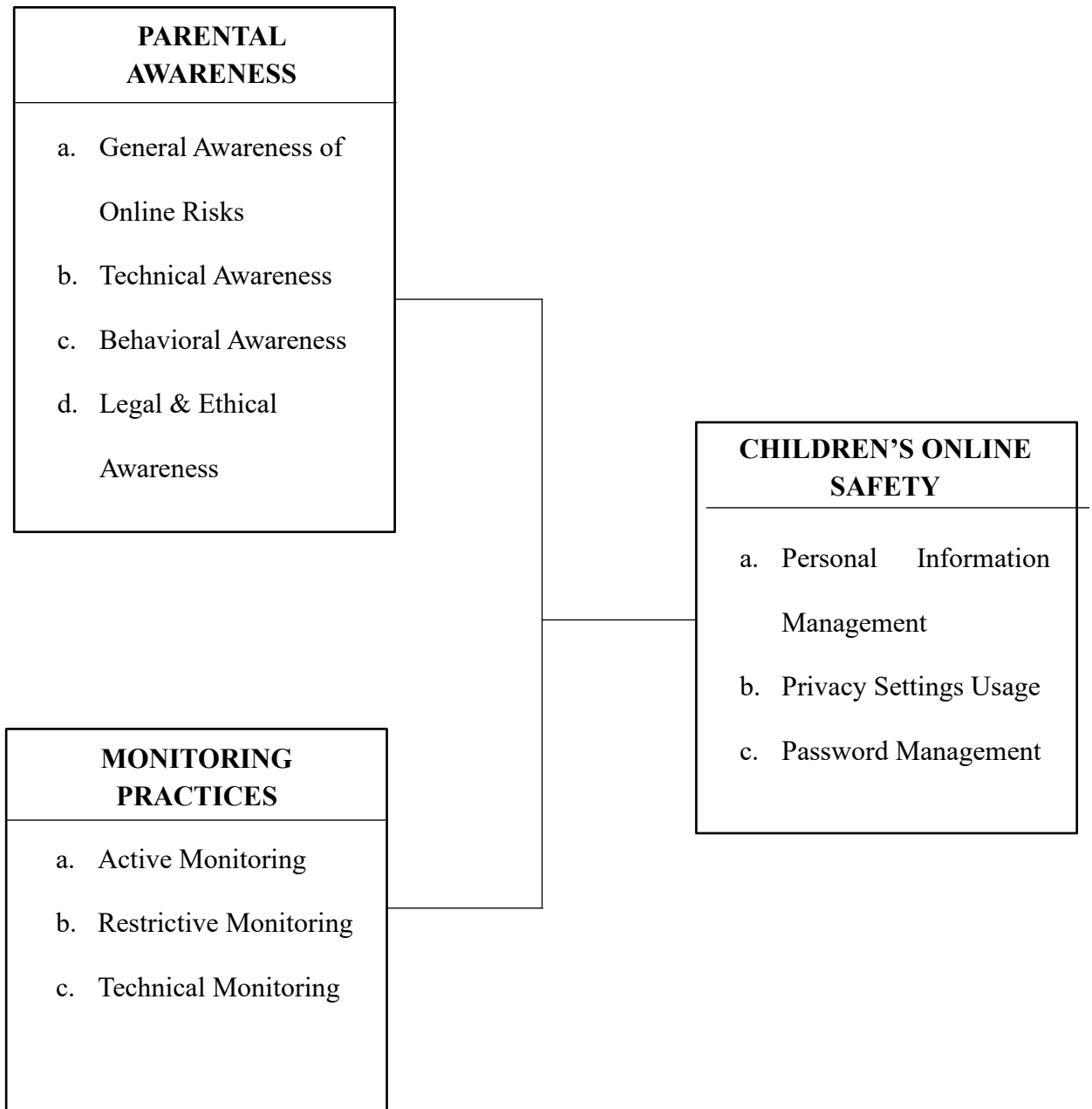


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study determined the impact of the Impact of Parental Awareness, Monitoring Practices, and Children's Online Safety Behavior on Cybercrime Risk among Parents or Guardians.

Specifically, the study delved the following research questions:

1. What is the impact of parental awareness on children's online safety behavior in terms of general awareness of online risks, technical awareness, behavioral awareness, and legal and ethical awareness?
2. What is the impact of parental monitoring practices on children's online safety behavior in terms of active monitoring, restrictive monitoring, and technical monitoring?
3. What is the level of children's online safety behavior in terms of personal information management, privacy settings usage, and password management?
4. Is there a significant relationship between parental awareness and children's online safety behavior?
5. Is there a significant relationship between parental monitoring practices and children's online safety behavior?

Null Hypotheses

Ho₁: There is no significant relationship between the parental awareness and the children's online safety.

Ho₂: There is no significant relationship between the monitoring practices and the children's online safety.

Significance of the Study

This study conducted a comprehensive assessment of parental awareness, monitoring, and children's online safety behavior in relation to cybercrime risks among families in Misamis University and its surrounding communities. Generated data are valuable in enhancing the understanding of how parents influence their children's online safety and in developing effective strategies for digital parenting and cybercrime prevention.

The results of this study served as a valuable basis for designing awareness programs, educational campaigns, and policy interventions that promote responsible internet use and child protection in the digital environment. Parents and guardians may benefit from the findings by gaining insights into effective monitoring practices and strategies to guide their children's safe online behavior. Educators and school administrators may use the results to strengthen digital literacy programs and integrate cyber safety education into school activities. Future researchers may also utilize this study as a reference for further investigations related to parental involvement, online safety, and cybercrime prevention among young internet users.

RESEARCH METHODOLOGY

Design

The study utilized a descriptive-correlational research design. This design was used to discover relationships among variables and predict future events based on present knowledge. Descriptive techniques permitted statements regarding correlations, but correlation did not imply causation. This meant that even though two variables were associated, one did not necessarily cause the other.

This design was appropriate for exploring the impact of parental awareness, monitoring practices, and children's online safety behavior on cybercrime risk. By employing a descriptive-correlational approach, this study aimed to examine the relationships between parents' knowledge of cyber threats, their monitoring strategies, and how these factors influenced children's online safety behavior. Additionally, this design allowed for an analysis of whether higher parental awareness and monitoring efforts correlated with lower cybercrime risk among children. The study provided valuable insights into how parental involvement affected children's digital safety and contributed to efforts to mitigate online threats.

Setting

This study was conducted in one of the barangays in Ozamiz City, Misamis Occidental, focusing on households with children who actively used the internet. The research targeted parents within the community to examine their awareness, monitoring practices, and their children's online safety behaviors in relation to cybercrime risks.

Respondents

The study included 208 parents residing in one of the barangays in Ozamiz City, Misamis Occidental. The number of respondents represented the total population of parents or guardians in the selected barangay who met the inclusion criteria. The criteria for participation included: (1) being a parent or legal guardian of at least one child, (2) residing in the selected barangay during the period of data collection, and (3) having a child who has access to the internet through mobile devices, computers, or other digital platforms. All eligible parents were included in the study through purposive sampling.

Instrument/s

A. Parental Awareness Questionnaire. This questionnaire was a researcher's made to measure how much parents know about online risks and how their awareness influences their children's safety practices. The instrument was composed of fifteen (15) statements that assessed parental awareness and its impact on children's behavior regarding digital safety. The following continuum was used in analyzing the data.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	Very Aware
4	Moderately Agree	3.43 - 4.43	Aware
3	Neither Agree or Disagree	2.62 - 3.42	Somewhat Aware
2	Slightly Disagree	1.81 - 2.61	Not Very Aware
1	Strongly Disagree	1.00 - 1.80	Not Aware

B. Monitoring Practices Questionnaire. This questionnaire was a researchers made that can assess the influence of parental monitoring practices on children's safety behavior

regarding cybercrime risk. It is composed of fifteen (15) statements that measure various aspects of monitoring, including active, restrictive, and technical methods. The following continuum was used in analyzing the data.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	Very Highly Committed
4	Moderately Agree	3.43 - 4.23	Highly Committed
3	Neither Disagree nor Agree	2.62 - 3.42	Somewhat Committed
2	Slightly Disagree	1.81 - 2.61	Not Very Committed
1	Strongly Disagree	1.00 - 1.80	Not Committed

C. Children's Online Safety Behavior. This questionnaire was a researchers made and listed below are a series of statements that represent your online safety behaviors. With respect to your own feelings about your online safety. The following continuum was used in analyzing the data.

Scale	Responses	Range	Interpretation
5	Strongly Agree	4.24 - 5.00	Very Highly Aware
4	Moderately Agree	3.43 - 4.23	Highly Aware
3	Neither Disagree nor Agree	2.62 - 3.42	Fairly Aware
2	Slightly Disagree	1.81 - 2.61	Not Very Aware
1	Strongly Disagree	1.00 - 1.80	Not Aware

Gathering Procedure

Before the distribution of questionnaires, the researcher secured approval from the dean of the College of Criminology to ensure that the study adhered to institutional

standards. Additionally, formal permission was obtained from local authorities and community leaders within the selected barangay in Ozamiz City, Misamis Occidental. A request letter was submitted to explain the purpose of the research, the methods of data collection, and to seek compliance with ethical and community protocols. This step was essential to ensure that the study was conducted responsibly and with the cooperation of the respective authorities.

The researcher then identified the participants, focusing on parents residing in the barangay who have children actively using the internet. A total of 208 parents were purposively selected through community assistance to ensure relevance and accessibility. Prior to participation, detailed information about the study's objectives, procedures, and the voluntary nature of involvement was provided to each parent. Informed consent was obtained to protect participants' rights and ensure that their participation was voluntary. The questionnaires covering parental awareness, monitoring practices, and children's online safety behaviour were then distributed either in person or through community channels. Participants evaluated their own knowledge and practices related to online risks, with some providing additional feedback on community safety efforts. Throughout the data collection, strict adherence to ethical standards was maintained, ensuring confidentiality and data privacy for all respondents.

Ethical Consideration

The researcher sent a formal letter to the barangay captain of the selected barangay in Ozamiz City, Misamis Occidental, requesting permission to conduct the study among parents residing in the area. In the letter, the researcher assured that all data collected would be kept strictly confidential and used solely for academic purposes. Additionally, the

researcher asked for the captain's approval to distribute the questionnaire to 208 randomly selected parents, ensuring that the sampling process followed ethical guidelines and community protocols.

Data Analysis

The following statistical tools are used in the study:

Mean and Standard Deviation were used to determine the respondent's perceived levels of parental awareness about online risks, the extent of their monitoring practices, and the degree of their children's online safety behavior.

The Pearson Product Moment Correlation Coefficient was used to explore the relationships between parental awareness and children's online safety behavior, and between monitoring practices and children's online safety behavior.

RESULTS AND DISCUSSION

This section presents the statistical results and analytical discussions derived from the quantitative descriptive–correlational design of the study. Using data obtained from 208 parent-respondents through a structured survey questionnaire, the study examined the levels of parental awareness, monitoring practices, and children’s online safety behavior, as well as the relationships among these variables. Descriptive statistics—including frequency, percentage, weighted mean, and standard deviation—were utilized to determine the extent of each variable, while Pearson Product-Moment Correlation was employed to identify the relationships between parental awareness, monitoring practices, and children’s online safety behavior. The findings are systematically presented in tables and interpreted in relation to existing literature, providing a clear and empirical basis for understanding how parental factors influence children’s online safety behavior.

Parental Awareness on Children’s Safety Behavior

Parental awareness of children’s safety behavior refers to the degree to which parents recognize, understand, and actively manage the risks that their children may encounter in daily life. This includes monitoring children’s actions, educating them about potential hazards, enforcing safety rules, and modeling responsible behavior. High parental awareness not only reduces the likelihood of accidents and injuries but also promotes the development of safe habits and risk-conscious attitudes in children. By being vigilant and proactive, parents play a critical role in shaping children’s safety behaviors, fostering both physical well-being and long-term responsibility. Table 1 presents the impact of parental awareness on children’s safety behavior.

Table 1 illustrates the effects of parental awareness on children's safety behaviour as measured across the four key dimensions: general awareness of online risks, technical awareness, behavioral awareness, and legal and ethical awareness. It can be observed from this table that in all areas, the parents are very highly aware, with mean scores ranging between 4.91 and 4.97. General awareness of online risks received the highest mean ($M = 4.97$, $SD = 0.032$), indicating how attentive the parents are to possible dangers their children may face on digital platforms. Technical awareness ($M = 4.91$, $SD = 0.062$) refers to the understanding of tools and technological measures that keep children safe. Behavioral awareness ($M = 4.94$, $SD = 0.026$) points to the parents' recognition of the children's actions and habits that may put them at risk. Legal and ethical awareness ($M = 4.91$, $SD = 0.069$) implicates relevant regulations, policies, and ethical considerations that guide safe practices. Very low standard deviations for all variables point to consistency in parental responses, meaning there is uniformity at a high level of awareness across the sampled population. These together show that parents are very conscious of multi-facets of child safety, which probably contributes to the positive development of safe behavior and responsible decision-making in children.

A substantial body of research places great emphasis on the role of parental awareness in shaping children's safety behavior in both online and digital contexts, supporting very high levels of awareness as observed in the current study. Parental awareness is multi-dimensional and encompasses general knowledge of online risks, technical skills in managing digital tools, understanding children's behavior, and knowledge of legal and ethical considerations-all critical for ensuring that children safely navigate online spaces (Terry, 2021). Accordingly, well-informed parents, as well as those who actively engage

in monitoring and guiding their children's activities, tend to create safer environments and reduce their children's likelihood of exposure to cyber threats, inappropriate content, or harmful interactions (Joudaki, 2024). Other studies suggest that the perception of risks by parents does not always match actual exposure; however, proactive engagement in continuous learning and effective communication with children can help bridge this gap to ensure that awareness translates into concrete safety practices. Specifically, behavioral awareness allows parents to recognize early warning signs of risky actions and to intervene constructively, while technical awareness ensures they can use protective tools, settings, and software to minimize potential hazards. Legal and ethical awareness is also important, since through such awareness, parents can better guide children toward responsible and lawful conduct.

Furthermore, the literature suggests that the consistency and quality of parental involvement strongly impact the development of children's self-regulatory skills, decision-making, and risk assessment abilities toward responsible habits that extend beyond digital contexts (Geduld, 2024). The combined findings across these and other studies reinforce the idea that parental awareness is not a unidimensional attribute but a multifaceted construct which, when fully developed, has a positive influence on children's safety behavior, preparedness, and overall resilience (Widowati et al., 2021). These findings support the current study's results and illustrate that parents displaying high levels of general, technical, behavioral, and legal awareness have higher chances of creating an environment that could nurture safe, informed, and responsible behavior among children, pointing to comprehensive awareness on both preventative and educational dimensions of child safety.

The high levels of parental awareness observed in this study imply that parents serve to shape and reinforce safe behaviors among children. Parents who are knowledgeable about general online risks, technical tools, behavioral cues, and legal and ethical considerations are better equipped to monitor, guide, and intervene effectively in their children's activities. This awareness not only reduces exposure to possible dangers for children, but it also encourages the development of responsible decision-making, self-regulation, and critical thinking skills in children. Practically, these findings would support the idea that programs at improving parental knowledge and involvement have much to offer in promoting safety and child protection online. By investing in parental education and providing accessible resources, communities can strengthen protective environments that empower both parents and children to handle risks with confidence and responsibility.

Table 1. Impact of parental awareness on children's safety behavior (N=208)

Variable	Parental Awareness		
	<i>Mean</i>	<i>SD</i>	Remark
General Awareness of Online Risks	4.97	0.032	Very Aware
Technical Awareness	4.91	0.062	Very Aware
Behavioral Awareness	4.94	0.026	Very Aware
Legal and Ethical Awareness	4.91	0.069	Very Aware

Note: Parental Awareness Scale: 4.20-5.00 (Very Aware); 3.40-4.19 (Somewhat Aware); 2.60-3.39 (aware); 1.80-2.59 (Less Aware); 1.00-1.79(Unaware)

Impact of Monitoring Practices on Children's Safety Behavior

Monitoring practices are considered important in molding and reinforcing children's safety behavior since they entail observing children's activities consistently,

guiding them in appropriate conduct online and offline, and supervising them. Through effective monitoring, parents are able to recognize risks that may affect their children, correct unsafe practices, and give feedback in a timely manner to ensure that the kids develop a good understanding of safe behavior. Parents create responsible habits that encourage adherence to safety protocols and reduce the chances of exposure to hazard through awareness of the interaction, environment, and decision-making processes of their children. Again, structured monitoring practices include establishing rules clearly, monitoring activities, and communicating openly, which will enhance trusting relationships between parents and their children, leading to cooperation in matters pertaining to safety. Overall, parental monitoring not only minimizes risks but also reinforces positive behavioral patterns, thereby cultivating a safety and vigilance culture supportive of children's overall well-being. Table 2 presents the impact of monitoring practices on children's safety behavior.

Table 2 presents the impact of parental monitoring practices on children's safety behavior. As it is evident, the level of parental commitment has been consistently high across all dimensions measured. The use of active monitoring-that is, directly supervising and observing children in their day-to-day activities-made a mean of 4.90 with a standard deviation of 0.087, indicating that parents are extremely observant and participatory in monitoring their children's behavior. Restrictive monitoring, on the other hand, implies the setting of rules, limits, or boundaries to control the potential risks. It scored 4.90 (SD = 0.034), showing that parents are correspondingly committed to establishing structured safety parameters for the protection of their children. Technical monitoring includes digital tools and software that track online and offline activities; as with active and restrictive

monitoring, technical monitoring also obtained a mean of 4.90, albeit with a small SD of 0.031, which indicates consistency in the application of technological oversight to augment safety practices. The three constructs fall within the "Very Highly Committed" category, suggesting that parents apply multi-faceted monitoring that incorporates direct observation, rule-setting, and technical tools to safeguard their children. The low standard deviation across all dimensions suggests that such commitment is consistent among the sample, reinforcing the idea that diligent monitoring is one critical factor that fosters safe behaviors and promotes responsible decision-making among children.

A wide and convincing literature base supports the notion that strong parental monitoring practices in active, restrictive, or technical forms positively affect children's safety behaviors (Marciano, 2022). Longitudinal studies in developmental psychology indicate that sustained parental supervision provides a structure of oversight and accountability that diminishes risk-taking behaviors among adolescents, including aggression and antisocial acts (Dou et al., 2022). Health-behavior research also points to monitoring as reducing the incidence of problematic substance use and violence while fostering better psychosocial, academic, and psychological outcomes. The evidence in the digital media domain indicates that the closer the parental monitoring of children's media use-through rules, discussions, or control tools-the lower the odds that children will be involved in and negatively affected by harmful media exposure. Surveys reveal that, in practice, parents often bring multiple approaches together-restriction, but also active mediation and technical tools-in managing their children's online behavior. Research also stresses the importance of incorporating not just the use of parental control software into information-sharing, dialogue, and relational trust; it is the latter, eclectically balanced and

multifaceted approach that yields the strongest protective effects (Banić & Orehovački, 2024). Taken together, these studies complement your table's high levels of commitment to active, restrictive, and technical monitoring and point to such broad-based parenting as an important factor in the creation of safer, more responsible child behavior.

The high levels of parental monitoring suggested within the study indicate that constant and multi-faceted monitoring is important in realizing the safety behaviors among children. Active, restrictive, and technical monitoring, together, provide an environment in which children are guided, monitored, and shielded from potential risks both online and offline. Such commitment not only prevents accidents, unsafe practices, and exposure to digital hazards but also molds responsible decision-making, self-discipline, and awareness about personal boundaries. According to the findings of this study, high-level parent involvement in monitoring is related to the internalization of safety norms, following the rules, and proactive safety behaviors among children. This practically underlines the importance of making parents aware of the necessity of maintaining multi-faceted monitoring strategies in regard to their children that combine direct supervision, the creation of rules, and technological tools.

Table 2. Impact of monitoring practices on children's safety behavior (N=208)

Variable	Monitoring Practices		
	<i>Mean</i>	<i>SD</i>	Remark
Active Monitoring	4.90	0.087	Very Highly Committed
Restrictive Monitoring	4.90	0.034	Very Highly Committed
Technical Monitoring	4.90	0.031	Very Highly Committed

Note: Monitoring Practices Scale: 4.20-5.00 (Very Highly Committed); 3.40-4.19 Highly Committed); 2.60-3.39 (Somewhat Committed); 1.80-2.59 (Less Committed); 1.00-1.79(Not Committed)

Impact of Children Safety Behavior

Children's safety behavior is the collection of actions, habits, and decision-making processes adopted by children to protect themselves from physical, digital, and social hazards. This involves a wide range of practices, such as following rules, recognizing and avoiding dangerous situations, practicing safe online behavior, and adhering to guidelines provided by parents, teachers, and caregivers. The importance of children's safety behavior impact lies in the fact that it influences their physical well-being, emotional security, and ability to navigate risks responsibly (Cavazzoni et al., 2021). Good safety behaviors lower the chances of accidents, exposure to harmful content, and engagement in risky activities, while increasing sense of responsibility, awareness, and self-regulation (Love et al., 2022). Moreover, consistent safety practices reinforce efforts of parental guidance and monitoring and create an enabling environment where children are able to develop into autonomy while keeping protective habits (Steinfeld, 2020). The importance of enhancing and instilling good patterns of safety behavior among children is based on ensuring not only immediate protection but also long-term healthy development.

Table 3 presents the level of children's safety behavior awareness in the sampled population. Children demonstrate very high awareness in the key areas selected for digital safety. In this respect, personal information management achieved a mean score of 4.96 (SD = 0.016), indicating that children are consistent in understanding the need for protecting personal information online, such as names, addresses, and contact information. The usage of privacy settings also yielded a very high mean of 4.92 (SD = 0.046) to show how children regulate and maintain privacy settings on social media platforms and other online applications. Password management is relatively lower than the two other variables

but attained a high score of $M = 4.85$ ($SD = 0.107$) to indicate that children generally tend to make use of good password hygiene practices.

In addition, the low standard deviation across all variables reveals that there is a high degree of consensus among the population queried, suggesting that such behavior is consistently applied and embraced across the population. A "Very Highly Aware" remark for all items attests to the fact that children not only have knowledge regarding online safety practices but also apply such measures. This consistent adoption contributes to reduced vulnerability to threats, cyberbullying, and privacy breaches online. It also reveals the homogeneous awareness by the respondents concerning the recommended safety practices, reflecting strong educational and parental guidance.

These findings are corroborated by existing research that highlights proactive parenting through guidance on safe online behavior, continued educational interventions, and systematic monitoring as significantly enhancing children's understanding and practice of safe online behaviors (Banić & Orehovački, 2024). Evidence reveals that children who are regularly instructed on safety matters in the digital environment and whose parents are engaged in their supervision have better skills in managing personal information, applying privacy settings correctly, and maintaining secure passwords (Akter et al., 2022). Besides simple knowledge, repeated exposure to safety education enhances the abilities to practice critical thinking and problem-solving in online contexts, thus helping children to recognize and respond appropriately to various forms of cyber threats. Of special note are early and continued awareness efforts, which establish durable habits continuing into adolescence and adulthood and prepare children to navigate safely the increasingly complex digital environments (Buchan et. al., 2024). The literature further points out that combining

parental involvement with structured educational programs produces a synergistic effect, ensuring that, in addition to consolidating theoretical knowledge, safety-enhancing strategies are applied in practice (Zhang et al., 2025). Research also underlines the importance of creating an enabling environment where children do not feel shy about sharing with parents and educators any risks they experience online, which further enhances their vigilance and self-protective behavior. Taken together, these findings underscore how structured education, active parental involvement, and comprehensive programs of digital literacy play a pivotal role in building responsible patterns of online behavior, reducing exposure to cyber threats, and enhancing general resilience within the digital environment. This type of intervention, by developing awareness and practical skills, contributes to safer internet experiences while empowering children to act autonomously without compromising their security (Finkelhor et al., 2021).

These findings have one clear implication: high levels of awareness and practiced safety behavior among children reduce exposure to online risks and enhance digital resilience. That is, it requires continued parental involvement and educational initiatives with subsequent monitoring to maintain this state of protection. Reinforcing digital literacy through structured programs, workshops, and active supervision ensures that children will remain vigilant and better equipped to handle online challenges. Overall, the fostering of such awareness contributes to a safer online environment for children, strengthening their capacity to navigate responsibly in the digital world.

Table 3. Awareness of Children Safety Behavior (N=208)

Variable	Children Safety Behavior		
	<i>Mean</i>	<i>SD</i>	Remark
Personal Information Management	4.96	0.016	Very Highly Aware
Privacy Settings Usage	4.92	0.046	Very Highly Aware
Password Management	4.85	0.107	Very Highly Aware

Note: Children safety Behavior Scale: 4.20-5.00 (Very Highly Aware); 3.40-4.19 (Highly Aware); 2.60-3.39 (Fairly Aware); 1.80-2.59 (Less Aware); 1.00-1.79(Not Aware)

Significant Relationship Between the Parental Awareness and the Children's Online Safety

The significant relationship of parental awareness to children's online safety shows how the level of knowledge, understanding, and vigilance of parents about digital risks influences the safety behavior in online environments. Usually, this is tested through statistical methods such as the Pearson Product-Moment Correlation Coefficient, which indicates the strength and direction of association in parents' awareness levels and children's good personal information management, use of privacy settings, and password keeping. This link is important to comprehend because informed and vigilant parents can guide, supervise, and model safe online practices that minimize children's exposure to cyber threats and encourage responsible digital behavior. By analyzing the relationship between parental awareness and children's online safety, researchers and educators can draw upon ways of improving digital literacy, designing appropriate interventions, and encouraging cooperation between parents and children to create a safe online environment. This analysis lends empirical support to program development that emphasizes the

essential role of parental involvement in developing a culture of online safety among young users.

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Existing literature indeed supports the noted positive trend in the relationship between parental awareness and children's online safety behavior, in spite of a failure to reach statistical significance (Banić & Orehovački, 2024). Several studies stress that active parental engagement, education, and monitoring are critical factors that influence the digital practices of children and their management of online risks (Mols et al., 2023). Research has documented that children who are educated on how to manage personal

information, install privacy settings, and use strong passwords are more likely to engage in safer practices, thereby minimizing their exposure to potential cyber threats.

On the other hand, literature also points out that parental monitoring, when combined with regular discussion about online risks and cyber ethics, contributes to greater self-control and accountability in the child's interaction with a digital environment (Steinfeld, 2021). The current studies emphasize the essence of providing early and continuous awareness programs for parents and children on how to identify and respond to prospective online perils (Throuvala et al., 2021). Collectively, these findings reinforce the conceptual understanding that parental awareness forms a key factor that influences the online safety of children, supporting thereby the trend obtained in the current study, notwithstanding the small sample size or variability that could have influenced the statistical significance. This relates to the usefulness of structured parental involvement and continuous digital literacy programs in developing secure and responsible online behavior among children.

The results suggest that improving parental awareness can have significant practical implications for children's online safety, even though the current statistical analysis did not indicate a significant relationship. Parents who are aware of online risks, technical safeguards, behavioral guidance, and legal-ethical considerations can better guide their children towards appropriate digital behavior. Such enhanced awareness promotes active supervision, responsible sharing of personal information, proper use of privacy settings, and the development of good password habits. Hence, increasing parental involvement through education, training programs, and awareness campaigns can enhance family-based digital safety strategies by consolidating protective behaviors and reducing children's

vulnerability to online threats. Overall, the findings emphasize the importance of continuing efforts that enable parents to play a key facilitating role in ensuring that children behave in a safe and responsible manner online.

Table 4. Test of relationship between the parental awareness and the children's online safety

Variables	<i>r</i> value	<i>p</i> value	Remarks
Parental Awareness and Children's online safety	0.671	0.4	Not Significant

*Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)*

Significant Relationship Between Monitoring Practices and Children's Online Safety

The significant relationship between monitoring practices and children's online safety examines how varied strategies parents apply to supervise, guide, and regulate their children's online activities influence the latter's ability to engage safely in digital environments. This analysis evaluates whether active monitoring, restrictive oversight, and technical supervision are related to higher levels of safe behavior among children, including responsible management of personal information, proper usage of privacy settings, and secure password practices. Measuring both strength and significance of the correlation between parental monitoring and children's online safety allows researchers to determine the effectiveness of different approaches to supervision in fostering safety habits online. Gaining an understanding of this relationship will help in formulating targeted interventions, parental education programs, and policy guidelines that facilitate proactive and structured monitoring strategies which assure protection for children in the ever-increasingly complex digital landscape.

Table 5 shows the statistical analysis of the association between parents' monitoring practices and children's online safety behavior. The Pearson Product-Moment Correlation Coefficient produced an r -value of 0.143, which means that there is a very weak positive correlation between the two variables. This implies that in the current sample, higher levels of monitoring practices are slightly associated with better online safety behavior among children. However, the p -value of 0.87 is greater than the generally accepted level of 0.05; thus, the correlation is not statistically significant but occurred by chance. This may be mediated by the small sample size or restricted variation within the data that affects the statistical power to yield a meaningful relationship. Though the correlation was both weak and not significant, the results provide preliminary information on the possible role of parents' monitoring, hence calling for further investigation with an enlarged and more heterogeneous sample to give a more realistic estimate of the influence of monitoring practices on children's online safety behavior.

Existing studies provide substantial evidence regarding the relationship between parental monitoring practices and children's online safety, highlighting that active supervision, guidance, and monitoring are fundamental to effective digital parenting (Banić & Orehovački, 2024). It consistently emerges from the literature that children whose online activities are monitored through various strategies, such as checking device use, reviewing privacy settings, and discussing internet risks show better awareness of online threats, safer browsing behavior, and more responsible information management. Furthermore, research shows that technical monitoring tools, in conjunction with behavioral guidance, can reinforce protective habits and help children navigate social media, gaming platforms, and other digital spaces safely. In addition, the literature on monitoring points out that the

quality and consistency of monitoring are as important as frequency; proactive and supportive engagement works better than mere restrictive monitoring. Altogether, these studies confirm the importance of parental involvement in enhancing children's online safety and point out that direct supervision and education play a crucial role in shaping responsible digital behavior (Martín-Criado et al., 2021).

The results imply that while monitoring practices are an important aspect of safeguarding children online, they alone may not significantly influence children's safety behavior without complementary factors such as active parental engagement, education, and open communication. This suggests that parents should not rely solely on monitoring tools or restrictive measures but should integrate these practices with ongoing guidance, discussions about online risks, and instruction on safe digital habits. By combining consistent monitoring with education and modeling appropriate behavior, parents can more effectively promote responsible online practices and enhance their children's overall digital safety and resilience.

Table 5. Test of significant relationship between the monitoring practices and the children's online safety

Variables	<i>r</i> value	<i>p</i> value	Remark
Monitoring Practices and Children's online safety	0.143	0.87	Not Significant

*Note: * $p < 0.05$ (significant); ** $p < 0.01$ (highly significant)*

CONCLUSION AND RECOMMENDATION

The study concludes that parents exhibit very high levels of awareness regarding children's online safety across general, technical, behavioral, and legal–ethical dimensions, and they also demonstrate very high commitment to active, restrictive, and technical monitoring practices. Likewise, children show very high awareness and practice of online safety behaviors, particularly in personal information management, use of privacy settings, and password management. Although the correlation analyses revealed no statistically significant relationships between parental awareness and children's online safety, and between monitoring practices and children's online safety, the positive trends observed suggest that parental involvement still plays an important supportive role in shaping children's safety behavior. The consistently high levels of awareness and monitoring, coupled with strong safety behaviors among children, imply that a holistic environment of guidance, education, and supervision contributes to fostering responsible and cautious online behavior, even if such influence was not captured as statistically significant in this sample.

In light of these findings, it is recommended that efforts to strengthen children's online safety continue to emphasize comprehensive parental involvement that integrates awareness, monitoring, and open communication. Schools, local government units, and community organizations may implement regular seminars, workshops, and digital literacy programs for parents and children to sustain and further enhance awareness of online risks and protective strategies. Parents are encouraged not only to monitor their children's activities through rules and technical tools but also to engage in consistent dialogue and guidance to reinforce safe decision-making and self-regulation. Future researchers are

advised to conduct studies with larger and more diverse samples, and to explore additional variables such as quality of parent–child communication, children’s age, and digital exposure, to better understand the complex dynamics influencing online safety behavior.

DECLARATION OF THE USE OF AI TOOLS

I acknowledge the use of Grammarly in assisting me to review the spelling, grammar, spacing and sentence construction in my whole paper during the final stage of writing.

I used the following prompt: "Suggest ways to improve the flow of words, clarity and concision. Provide suggestions with examples."

I used the output to correct the grammar and sentences, and revised the writing to improve my whole paper.

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to help create the schematic diagram subconstructs of my study.

I entered the following prompt: "Identify the possible sub-constructs of my variables."

I used the output as a starting point for generating ideas in my schematic diagram.

In addition, ChatPDF was utilized to aid in reviewing and understanding selected academic articles by summarizing key points and clarifying concepts within uploaded research documents.

The QuillBot Citation Generator was used to assist in generating properly formatted citations, which were carefully checked and aligned with the required citation style.

Lastly, TinyURL was used solely to shorten web links for organizational and referencing purposes.

All tools were used as supportive aids only, and the researchers remain fully responsible for the content, analysis, interpretation, and final presentation of this study.

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APPENDIX A

SURVEY QUESTIONNAIRE ON THE IMPACT OF PARENTAL AWARENESS ON CHILDREN'S SAFETY BEHAVIOR

This questionnaire is a researcher's made to measure how much parents know about online risks and how their awareness influences their children's safety practices. The instrument is made up of fifteen (15) statements that assess parental awareness and its impact on children's behavior regarding digital safety. The following continuum is used in analyzing the data.

- 5- Strongly Agree**
4- Moderately Agree
3- Neither disagree nor Agree
2- Slightly Disagree
1- Strongly Disagree

STATEMENT					
A. General Awareness of Online Risks:	5	4	3	2	1
1. I am aware of the risks my child may face when talking to strangers online. (Salmelin, 2021) (Kabalo ko sa panganib kung makig-istorya akong anak og dili kaila online.)					
2. I understand the dangers of my child sharing personal information on social media. (Bezáková et al., 2021). (Kabalo ko nga delikado kung mag-share og personal info ang akong anak sa social media)					
3. I am informed about the signs and consequences of cyberbullying. (Samghabadi et al., 2020). (Kabalo ko sa mga senyales ug unsay resulta sa cyberbullying)					
4. I am aware of scams, phishing attempts, and fake websites that could target my child. (Alwanain 2025). (I am aware of scams, phishing attempts, and fake websites that could target my child)					
B. Technical Awareness:	5	4	3	2	1
5. I know how to use parental control tools or monitoring software to help protect my child online. (Stewart et al., 2022) (Kabalo ko mogamit og parental control o monitoring apps para matabangan ug maprotektahan akong anak online)					
6. I regularly ensure that security software (antivirus, firewall) on our devices is updated. (Gao, X. et al., 2021)					

(Ginapa-update nako pirmi ang antivirus ug firewall sa among devices)					
7. I know how to set and adjust privacy settings on my child's social media accounts. (Yeung et al., 2023). (Kabalo ko mag-set ug adjust sa privacy settings sa social media accounts sa akong anak)					
8. I know how to guide my child in creating strong, secure passwords. (Theofanos et al., 2021). (Kabalo ko magtudlo sa akong anak paghimo og lig-on ug secured nga password)					
C. Behavioral Awareness:	5	4	3	2	1
9. I guide my child on how to respond to inappropriate or harmful online messages. (Harris & Jacobs, 2023). (Ginatabangan nako akong anak unsaon pagtubag sa mga dili angay o daotang mensahe online)					
10. I encourage my child to limit screen time and take regular breaks from online activities. (Rajaa et al., 2022). (Gina-engganyo nako akong anak nga limitahan ang screen time ug mag-break pirmi sa online activities)					
11. I teach my child to verify the credibility of information before sharing it online. (Majerczak & Strzelecki, 2022). (Ginatudloan nako akong anak nga i-verify ang impormasyon una pa i-share online)					
12. I model safe and respectful online behavior for my child to follow. (Pathak, 2021). (Ako mismo nagpakita og luwas ug respetado nga pamatasan online para sundon sa akong anak)					
D. Legal & Ethical Awareness:	5	4	3	2	1
13. I monitor my child's online activities to ensure they are not violating any laws or ethical standard. (Wang et al., 2021). (Gina-monitor nako ang online activities sa akong anak para dili siya makalapas sa balaod ug pamatasan)					
14. I teach my child the importance of asking permission before using or sharing someone else's online content. (Cino et al., 2020) (Ginatudloan nako akong anak nga mangayo permiso una mogamit o mag-share sa content sa uban)					
15. I make sure my child understands that online actions can have real-life legal consequences. (Stoilova et al., 2020) (Ginasiguro nako nga nasabtan sa akong anak nga ang online binuhatan naay legal nga konsekwensya)					

SURVEY QUESTIONNAIRE
ON
MONITORING PRACTICES OF CHILDREN'S SAFETY BEHAVIOR ON
CYBERCRIME RISK

This questionnaire is researchers made that can assess the influence of parental monitoring practices on children's safety behavior regarding cybercrime risk. It is composed of fifteen (15) statements that measure various aspects of monitoring, including active, restrictive, and technical methods. Listed below are a series of statements that represent the influence of monitoring practices of children's safety behaviors on cybercrime risk. With respect to your own feelings about how monitoring practices affect children's safety behavior, please rate the given statements below by marking (✓) using the provided scale.

- 5- Strongly Agree**
4- Moderately Agree
3- Neither disagree nor Agree
2- Slightly Disagree
1- Strongly Disagree

STATEMENT					
A. Active Monitoring:	5	4	3	2	1
1. I regularly talk with my child about their online activities. (Kayumova et al., 2021). (Pirme ko makigstorya sa akong anak bahin sa iyang online activities)					
2. I ask my child to share with me the websites or apps they frequently use. (Brito & Dias, 2020). (Ginakumusta nako akong anak unsang websites o apps iyang pirmi gamit)					
3. I encourage my child to tell me whenever they encounter something unusual or unsafe online. (Greyson et al., 2023). (Ginaingganyo nako akong anak nga mosulti kung makasinati siya og butang nga lain o delikado online)					
4. I guide my child by explaining why certain online behaviors are safe or unsafe. (Finkelhor et al., 2021) (Ginagiya nako akong anak pinaagi sa pagpasabot ngano ang uban online binuhatan safe o delikado)					
5. I review my child's online friends or contancts with them. (Waygood et al., 2020). (Ginalantaw nako uban sa akong anak ang iyang online friends ug contacts)					
B. Restrictive Monitoring:	5	4	3	2	1

6. I set clear rules about which websites or apps my child is allowed to access. (Dias & Brito, 2021). (Nagbutang ko ug klarong rules kung unsang websites o apps pwede ma-access sa akong anak)					
7. I limit the amount of time my child can spend online each day. (Gür & Türel, 2022). (Ginalimitahan nako ang oras nga pwede online ang akong anak matag adlaw)					
8. I restrict my child from using devices during certain hours (e.g., bedtime, school hours). (Smith et al., 2020). (Ginadili nako ang paggamit sa devices sa akong anak sa pila ka oras sama sa bedtime ug school hours)					
9. I do not allow my child to download apps or games without my permission. (Brito & Dias, 2020). (Dili nako tugotan akong anak mag-download og apps o games kung walay akong permiso)					
10. I block access to websites or apps that I consider unsafe. (Mehralian et al., 2022). (Ginablock nako ang websites o apps nga akong giisip delikado)					
C. Technical Monitoring:	5	4	3	2	1
11. I use parental control tools to track my child's online activities. (Kumar et al., 2021). (Gigamit nako ang parental control tools para matrack ang online activities sa akong anak)					
12. I check my child's browsing history to ensure they are visiting safe websites. (Alhossen et al., 2021). (Ginatsek nako ang browsing history sa akong anak aron masiguro nga luwas ang iyang gi-visit nga websites)					
13. I enable privacy settings on my child's devices and accounts. (Jain et al., 2021). (Gina-enable nako ang privacy settings sa devices ug accounts sa akong anak)					
14. I use monitoring software to get alerts about potentially harmful online behavior. (Finkelhor et al., 2021). (Gigamit nako ang monitoring software aron makadawat og alert kung naay peligro online)					
15. I regularly update security settings to protect my child from online risks. (Finkelhor et al., 2021). (Pirme nako gi-update ang security settings para maprotektahan akong anak sa peligro sa online)					

SURVEY QUESTIONNAIRE

ON

CHILDREN'S ONLINE SAFETY BEHAVIOR

This questionnaire is researchers made and listed below are a series of statements that represent your online safety behaviors. With respect to your own feelings about your online safety, please rate the given statements below by marking (✓) using the provided scale:

- 5- Strongly Agree**
- 4- Moderately Agree**
- 3- Neither disagree nor Agree**
- 2- Slightly Disagree**
- 1- Strongly Disagree**

STATEMENT					
A. Personal Information Management:	5	4	3	2	1
1. My child avoids sharing personal details (e.g., address, phone number) online. (Blum-Ross & Livingstone, 2020). (Akong anak naglikay sa pag-share og personal nga detalye sama sa address ug phone number online)					
2. My child asks for my guidance before posting sensitive information on social media. (Ferrara et al., 2023). (Mangayo og giya ang akong anak sa ako una siya mag-post og sensitibo nga impormasyon sa social media)					
3. My child is careful not to share photos or videos that reveal our location. (Ferrara et al., 2023). (Dili mag-share ang akong anak og photos o videos nga makapakita sa among location)					
4. My child understands the risks of giving personal information to strangers online. (Hayes et al., 2022). (Nasabtan sa akong anak ang peligro sa paghatag og personal nga impormasyon sa mga dili kaila online)					
5. My child does not overshare personal experiences on public platforms. (Tkacova et al., 2023). (Ang akong anak dili mag-overshare sa personal nga kasinatian sa public platforms)					
B. Privacy Settings Usage:	5	4	3	2	1
6. My child keeps their social media accounts set to private. (Stoilova et al., 2020). (Ang akong anak nagpabilin nga private ang iyang social media accounts)					

7. My child knows how to block or remove suspicious online contacts. (Jain et al., 2021). (Kabalo ang akong anak mag-block o mag-remove sa mga suspicious online contacts)					
8. My child adjusts their privacy settings regularly to control who can see their posts. (Amon et al., 2022). (Ang akong anak pirmi nag-adjust sa privacy settings aron kontrolado kinsa makakita sa iyang posts)					
9. My child uses privacy settings to limit who can send them messages or friend requests. (Crepax et al., 2022). (Ang akong anak naggamit sa privacy settings aron limitahan kinsa makapadala og messages o friend requests)					
10. My child avoids joining public online groups or forums without any approval. (Bennett et al., 2023). (Ang akong anak naglikay sa pagsulod sa public online groups o forums kung walay akong permiso)					
C. Password Management:	5	4	3	2	1
11. My child uses strong passwords that combine letters, numbers, and symbols. (Jeong & Chiasson, 2020). (Ang akong anak naggamit og lig-on nga passwords nga naay letters, numbers, ug symbols)					
12. My child changes there passwords regularly. (Choong et al., 2023). (Ang akong anak pirmi nag-usab sa iyang passwords)					
13. My child does not share their passwords with anyone, even close friends. (Van Ouytsel, 2021). (Ang akong anak pirmi nag-usab sa iyang passwords)					
14. My child uses different passwords for different online accounts. (Theofanos et al., 2021). (Ang akong anak naggamit og lain-laing passwords para sa lain-laing online accounts)					
15. My child logs out of accounts when using shared or public devices. (Al-Ameen et al., 2021). (Ang akong anak mag log-out sa accounts kung gamiton ang shared o public devices)					

APPENDIX B

SAMPLE OF THE FILLED-OUT QUESTIONNAIRE

Impact of Parental Awareness on Children's Safety Behavior

This questionnaire is a researcher made to measure how much parents know about online risks and how their awareness influences their children's safety practices. The instrument is made up of fifteen (15) statements that assess parental awareness and its impact on children's behavior regarding digital safety. The following continuum is used in analyzing the data, please rate the given statements below by marking (✓) using the provided scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither disagree nor Agree
- 2 – Slightly Disagree
- 1 – Strongly Disagree

Statement	5	4	3	2	1
A. General Awareness of Online Risks:					
1. I am aware of the risks my child may face when talking to strangers online. (Salmelin, 2021) (Kabalo ko sa panganib kung makig-istorya akong anak og dili kaila online.)	/				
2. I understand the dangers of my child sharing personal information on social media. (Bezáková et al., 2021). (Kabalo ko nga delikado kung mag-share og personal info ang akong anak sa social media)		/			
3. I am informed about the signs and consequences of cyberbullying. (Samghabadi et al., 2020). (Kabalo ko sa mga senyales ug unsay resulta sa cyberbullying)		/			
4. I am aware of scams, phishing attempts, and fake websites that could target my child. (Alwanain 2025). (I am aware of scams, phishing attempts, and fake websites that could target my child)	/				
B. Technical Awareness:					
5. I know how to use parental control tools or monitoring software to help protect my child online. (Stewart et al., 2022) (Kabalo ko mogamit og parental control o monitoring apps para matabangan ug maprotektahan akong anak online)	/				
6. I regularly ensure that security software (antivirus, firewall) on our devices is updated. (Gao, X. et al., 2021) (Ginapa-update nako pirmi ang antivirus ug firewall sa among devices)		/			
7. I know how to set and adjust privacy settings on my child's social media accounts. (Yeung et al., 2023). (Kabalo ko mag-set ug adjust sa privacy settings sa social		/			

media accounts sa akong anak)					
8. I know how to guide my child in creating strong, secure passwords. (Theofanos et al., 2021). (Kabalo ko magtudlo sa akong anak paghimo og lig-on ug secured nga password)	/				
C. Behavioral Awareness:					
9. I guide my child on how to respond to inappropriate or harmful online messages. (Harris & Jacobs, 2023). (Ginatabangan nako akong anak unsaon pagtubag sa mga dili angay o daotang mensahe online)	/				
10. I encourage my child to limit screen time and take regular breaks from online activities. (Rajaa et al., 2022). (Gina-engganyo nako akong anak nga limitahan ang screen time ug mag-break pirmi sa online activities)	/				
11. I teach my child to verify the credibility of information before sharing it online. (Majerczak & Strzelecki, 2022). (Ginatudloan nako akong anak nga i-verify ang impormasyon una pa i-share online)	/				
12. I model safe and respectful online behavior for my child to follow. (Pathak, 2021). (Ako mismo nagpakita og luwas ug respetado nga pamatasan online para sundon sa akong anak)	/				
D. Legal & Ethical Awareness:					
13. I monitor my child's online activities to ensure they are not violating any laws or ethical standard. (Wang et al., 2021). (Gina-monitor nako ang online activities sa akong anak para dili siya makalapas sa balaod ug pamatasan)	/				
14. I teach my child the importance of asking permission before using or sharing someone else's online content. (Cino et al., 2020) (Ginatudloan nako akong anak nga mangayo permiso una mogamit o mag-share sa content sa uban)	/				
15. I make sure my child understands that online actions can have real-life legal consequences. (Stoilova et al., 2020) (Ginasiguro nako nga nasabtan sa akong anak nga ang online binuhatan naay legal nga konsekwensya)	/				

Monitoring Practices of Children's Safety Behavior on Cybercrime Risk

This questionnaire is researchers made that can assess the influence of parental monitoring practices on children's safety behavior regarding cybercrime risk. It is composed of fifteen (15) statements that measure various aspects of monitoring, including active, restrictive, and technical methods. Listed below are a series of statements that represent the influence of monitoring practices of children's safety behaviors on cybercrime risk. With respect to your own feelings about how monitoring practices affect children's safety behavior, please rate the given statements below by marking (✓) using the provided scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither disagree nor Agree
- 2 – Slightly Disagree
- 1 - Strongly Disagree

Statement	5	4	3	2	1
A. Active Monitoring:					
1. I regularly talk with my child about their online activities. (Kayumova et al., 2021). (Pirme ko makigstorya sa akong anak bahin sa iyang online activities)	✓				
2. I ask my child to share with me the websites or apps they frequently use. (Brito & Dias, 2020). (Ginakumusta nako akong anak unsang websites o apps iyang pirmi gamit)	✓				
3. I encourage my child to tell me whenever they encounter something unusual or unsafe online. (Greyson et al., 2023). (Ginaingganyo nako akong anak nga mosulti kung makasinati siya og butang nga lain o delikado online)	✓				
4. I guide my child by explaining why certain online behaviors are safe or unsafe. (Finkelhor et al., 2021) (Ginagiya nako akong anak pinaagi sa pagpasabot ngano ang uban online binuhatan safe o delikado)		✓			
5. I review my child's online friends or contactants with them. (Waygood et al., 2020). (Ginalantaw nako uban sa akong anak ang iyang online friends ug contacts)	✓				
B. Restrictive Monitoring:					
6. I set clear rules about which websites or apps my child is allowed to access. (Dias & Brito, 2021). (Nagbutang ko ug klarong rules kung unsang websites o apps pwede ma-access sa akong anak)		✓			
7. I limit the amount of time my child can spend online each day. (Gür & Türel, 2022).	✓				

Children's Online Safety Behavior

This questionnaire is researchers made and Listed below are a series of statements that represent your online safety behaviors. With respect to your own feelings about your online safety, please rate the given statements below by marking (✓) using the provided scale:

- 5 – Strongly Agree
- 4 – Moderately Agree
- 3 – Neither disagree nor Agree
- 2 – Slightly Disagree
- 1 - Strongly Disagree

Statement	5	4	3	2	1
A. Personal Information Management:					
1. My child avoids sharing personal details (e.g., address, phone number) online. (Blum-Ross & Livingstone, 2020). (Akong anak naglikay sa pag-share og personal nga detalye sama sa address ug phone number online)	✓				
2. My child asks for my guidance before posting sensitive information on social media. (Ferrara et al., 2023). (Mangayo og giya ang akong anak sa ako una siya mag-post og sensitibo nga impormasyon sa social media)		✓			
3. My child is careful not to share photos or videos that reveal our location. (Ferrara et al., 2023). (Dili mag-share ang akong anak og photos o videos nga makapakita sa among location)	✓				
4. My child understands the risks of giving personal information to strangers online. (Hayes et al., 2022). (Nasabtan sa akong anak ang peligro sa paghatag og personal nga impormasyon sa mga dili kaila online)	✓				
5. My child does not overshare personal experiences on public platforms. (Tkacova et al., 2023). (Ang akong anak dili mag-overshare sa personal nga kasinatian sa public platforms)		✓			
B. Privacy Settings Usage:					
6. My child keeps their social media accounts set to private. (Stoilova et al., 2020).	✓				

(Ang akong anak nagpabilin nga private ang iyang social media accounts)					
7. My child knows how to block or remove suspicious online contacts. (Jain et al., 2021). (Kabalo ang akong anak mag-block o mag-remove sa mga suspicious online contacts)	✓				
8. My child adjusts their privacy settings regularly to control who can see their posts. (Amon et al., 2022). (Ang akong anak pirmi nag-adjust sa privacy settings aron kontrolado kinsa makakita sa iyang posts)	✓				
9. My child uses privacy settings to limit who can send them messages or friend requests. (Crepax et al., 2022). (Ang akong anak naggamit sa privacy settings aron limitahan kinsa makapadala og messages o friend requests)	✓				
10. My child avoids joining public online groups or forums without any approval. (Bennett et al., 2023). (Ang akong anak naglikay sa pagsulod sa public online groups o forums kung walay akong permiso)	✓				
C. Password Management:					
11. My child uses strong passwords that combine letters, numbers, and symbols. (Jeong & Chiasson, 2020). (Ang akong anak naggamit og lig-on passwords nga naay letters, numbers, ug symbols)	✓				
12. My child changes there passwords regularly. (Choong et al., 2023). (Ang akong anak pirmi nag-usab sa iyang passwords)	✓				
13. My child does not share their passwords with anyone, even close friends. (Van Ouytsel, 2021). (Ang akong anak pirmi nag-usab sa iyang passwords)	✓				
14. My child uses different passwords for different online accounts. (Theofanos et al., 2021). (Ang akong anak naggamit og lain-laing	✓				

passwords para sa lain-laing online accounts)					
15. My child logs out of accounts when using shared or public devices. (Al-Ameen et al., 2021).					
(Ang akong anak mag log-out sa accounts kung gamiton ang shared o public devices)	/				

APPENDIX C

SAMPLING COMPUTATION

THE RELATIONSHIP BETWEEN PARENTAL AWARENESS, MONITORING PRACTICES, AND CHILDREN'S ONLINE SAFETY BEHAVIOR							
						N	208
A. QUESTIONNAIRE ON IMPACT OF PARENTAL AWARENESS ON CHILDREN'S SAFETY BEHAVIOR							
A.	5	4	3	2	1	TOTAL	MEAN
1	206	2	0	0	0	208	5
2	197	11	0	0	0	208	4.95
3	204	3	1	0	0	208	4.98
4	195	13	0	0	0	208	4.93
WEIGHTED MEAN						4.97	
B.	5	4	3	2	1	TOTAL	MEAN
5	197	11	0	0	0	208	4.94
6	196	11	1	0	0	208	4.93
7	175	30	3	0	0	208	4.82
8	199	9	0	0	0	208	4.96
WEIGHTED MEAN:						4.91	
C.	5	4	3	2	1	TOTAL	MEAN
9	197	11	0	0	0	208	4.94
10	191	17	0	0	0	208	4.91
11	194	14	0	0	0	208	4.93
12	200	8	0	0	0	208	4.97
WEIGHTED MEAN:						4.94	
D.	5	4	3	2	1	TOTAL	MEAN
13	181	27	0	0	0	208	4.87
14	181	27	0	0	0	208	4.87
15	205	3	0	0	0	208	4.99
WEIGHTED MEAN:						4.91	
B. A QUESTIONNAIRE ON MONITORING PRACTICES OF CHILDREN'S SAFETY BEHAVIOR							
A.	5	4	3	2	1	TOTAL	MEAN
1	200	8	0	0	0	208	4.96
2	180	27	1	0	0	208	4.86
3	203	3	2	0	0	208	4.97
4	194	14	0	0	0	208	4.93
5	161	44	3	0	0	208	4.76
WEIGHTED MEAN:						4.90	
B.	5	4	3	2	1	TOTAL	MEAN
6	187	16	5	0	0	208	4.88
7	178	29	1	0	0	208	4.85
8	197	7	4	0	0	208	4.93
9	194	14	0	0	0	208	4.93
10	187	21	0	0	0	208	4.9
WEIGHTED MEAN:						4.90	
C.	5	4	3	2	1	TOTAL	MEAN
11	193	14	1	0	0	208	4.92
12	182	22	4	0	0	208	4.86
13	194	13	1	0	0	208	4.93
14	193	9	5	1	0	208	4.89
15	193	15	0	0	0	208	4.93
WEIGHTED MEAN:						4.90	
C. A QUESTIONNAIRE ON CHILDREN'S ONLINE SAFETY BEHAVIOR							
A.	5	4	3	2	1	TOTAL	MEAN
1	201	7	0	0	0	208	4.97
2	196	12	0	0	0	208	4.94
3	203	5	0	0	0	208	4.98
4	196	12	0	0	0	208	4.94
5	200	8	0	0	0	208	4.96
WEIGHTED MEAN:						4.96	
B.	5	4	3	2	1	TOTAL	MEAN
6	199	4	0	0	0	208	4.86
7	202	6	0	0	0	208	4.97
8	199	8	1	0	0	208	4.95
9	197	11	0	0	0	208	4.95
10	185	23	0	0	0	208	4.89
WEIGHTED MEAN:						4.92	
C.	5	4	3	2	1	TOTAL	MEAN
11	186	12	0	0	0	208	4.7
12	178	29	3	0	0	208	4.88
13	201	7	0	0	0	208	4.97
14	175	29	3	0	0	208	4.8
15	190	17	0	0	0	208	4.89
WEIGHTED MEAN:						4.85	

APPENDIX D

TRANSMITTAL LETTER



Misamis University
Ozamiz City
College of Criminology



August 22, 2025

HON. ATTY. SAM NORMAN FUENTES
Mayor's Office
Ozamiz City

Dear **Hon. Atty. Fuentes**,

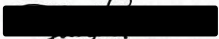
Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, **"The Relationship between Parental Awareness, Monitoring and Practices, and Children's Online Safety Behavior on Cybcrime Risk,"** as a requirement for the course **Criminological Research 1 and 2.**

In connection with our ongoing research study, we respectfully seek your permission to conduct face-to-face surveys with selected residents of Barangay Baybay Santa Cruz. These surveys will serve as a vital component of our data-gathering process. We assure you that informed consent will be secured from all participants prior to the surveys, and all information gathered will be treated with the highest degree of confidentiality. The data collected will be used strictly for academic research purposes and will not be disclosed beyond the scope of this study.

Your approval to this request will contribute to the success of our educational endeavors. God bless and more power. For more details, you may contact this number 09510278631.

Respectfully yours,


JOANNA A. LEUTERIO
Team Leader

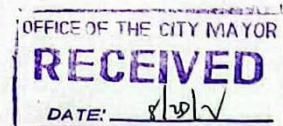
Noted:


MARKDY Y. ORONG, DIT
Instructor


JOSE F. CUEVAS JR., RCrim, PhD
College Dean

Approved by:


HON. ATTY. SAM NORMAN FUENTES
City Mayor





Misamis University
Ozamiz City
College of Criminology



August 22, 2025

HON. ISIDRO E. CAILING
Barangay Captain
Brgy. Baybay Santa Cruz, Ozamiz City
Misamis Occidental

Dear **HON. CAILING**,

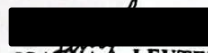
Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, **"The Relationship between Parental Awareness, Monitoring and Practices, and Children's Online Safety Behavior on Cybcrime Risk,"** A Phenomenological Study as a requirement for the course **Criminological Research 1 and 2.**

In this regard, we humbly request your good office to allow us to conduct face-to-face survey with the Parents in your Barangay. Be assured that informed consent will be secured from the participants before the actual survey and the data to be gathered will be used solely for research purposes.

Your approval to this request will contribute to the success of our educational endeavors. God bless and more power. For more details, you may contact this number 09510278631.

Respectfully yours,


JOANNA A. LEUTERIO
Team Leader

Noted:


MARKDY Y. ORONG, DIT
Instructor


JOSE F. CUEVAS JR., RCrim, PhD
College Dean

Approved by:


HON. ISIDRO E. CAILING
Barangay Captain



Republic of the Philippines
Province of Misamis Occidental
OFFICE OF THE SANGGUNIANG BARANGAY
Barangay Baybay Sta. Cruz, Ozamiz City



**ASENSO
OZAMIZ**

ENDORSEMENT

August 28, 2025

HON. SAM NORMAN G. FUENTES
City Mayor
Ozamiz City

Dear Mayor Fuentes,

Respectfully endorsing to your good office, the Fourth-Year Criminology Students of Misamis University will conduct a research titled **"THE RELATIONSHIP BETWEEN 'PARENTAL AWARENESS, MONITORING PRACTICES, AND CHILDREN'S ONLINE SAFETY BEHAVIOR ON CYBERCRIME RISK'"**, of the residents in our Barangay on August 29, 2025.

Hoping for your favorable response.

Given this day 28th day of August, 2025 at Barangay Baybay Sta. Cruz, Ozamiz City, Misamis Occidental, Philippines.

Respectfully yours,


ISIDRO L. CAILING
Punong Barangay



Republic of the Philippines
CITY ADMINISTRATOR'S OFFICE
City of Ozamiz



**ASENZO
OZAMIZ**

8 September 2025

JOSE F. CUEVAS JR. PhD

College Dean
College of Criminology
Misamis University
Ozamiz City

MARKDY Y. ORONG, DIT

Instructor
College of Criminology
Misamis University
Ozamiz City

Through: **JOANNA A. LEUTERIO**
EDILBERT G. COBONG
ELMER D. MALIG-ON
MARK ELSON T. BATION
Researchers
+63 951 027 8631

Dear Sir:

With reference to your letter dated 22 August 2025 for the conduct of data gathering relevant to your thesis study entitled: "The Relationship between Parental Awareness, Monitoring and Practices, and Children's Online Safety Behavior on Cybercrime Risk" we would like to inform you that we are interposing no objection to the conduct of said research, provided the following conditions are complied with:

1. Submission of Questionnaires to the office of the undersigned prior to the conduct of the research study;
2. Submission of List of Interviewees for the selected Barangay prior to the conduct of the research study;
3. Submission of List of Interviewers assigned to the selected Barangay prior to the conduct of the research study; and
4. Submission of the outcome of the research study after its conduct to the Office of the undersigned.

Rest assured that all information submitted will be handled with utmost confidentiality.

Kanunay **Azenzo Ozamiz**

Thank you.

Sincerely yours,

RUTHEZA GRACE A. OUANO
City Administrator

Copies furnished:
Mayor's Office
Liga ng mga Barangay



Scanned with CamScanner



Republic of the Philippines
CITY LEGAL OFFICE
 CITY OF OZAMIZ



MOBILE NO.: 09303634427
 EMAIL ADDRESS: asensoozamizcitylegal@gmail.com

DATA SHARING AGREEMENT

This Data Sharing Agreement is made and entered into by the Local Government Unit of Ozamiz City ("LGU Ozamiz") and the SECOND PARTY for the disclosure to the SECOND PARTY of personal information under the custody of LGU Ozamiz as a personal information controller.

I. PURPOSE

Educational purpose; data gathering for the thesis titled "The Relationship between Parental Awareness, Monitoring and Practices, and Children's Online Safety Behavior on Cybercrime Risk"

II. SECOND PARTY

NAME(s):

Joanna A. Leuterio
 Edilbert G. Cobong
 Elmer D. Mulig-on
 Mark Elson T. Bation

ADDRESS:

Barangay Catadman, Manga Ozamiz City
 Barangay Aguada, Ozamiz City
 Bacolod, Ozamiz City
 Baybay Santa Cruz, Ozamiz City

SCHOOL/COMPANY:

Misamis University

ADDRESS:

H.T. Feliciano St., Aguada, Ozamiz City

III. EFFECTIVITY

MADE ON: _____ MADE AT: _____
 EFFECTIVE ON: _____ EFFECTIVE UNTIL: _____

IV. DATA TO BE SHARED:

Post-activity Report
 List of participants (Barangay Baybay Santa Cruz)

V. ACCESS TO DATA

A. METHOD OF ACCESS AND TRANSFER

Printed copies of the data needed are physically received by the SECOND PARTY

B. PERSONS HAVING ACCESS TO THE DATA

NAME: Joanna A. Leuterio	CONTACT NO.: 0951-027-8631
ADDRESS: Barangay Catadman, Manga Ozamiz City	EMAIL:
NAME:	CONTACT NO.:
ADDRESS:	EMAIL:

C. FREQUENCY OF DATA

Once

VI. DATA SECURITY

The SECOND PARTY shall implement reasonable and appropriate organizational, physical, and technical security measures for the protection of personal data that are subject to data sharing. Further, the SECOND PARTY shall ensure that the said measures will enable them to comply with the principles and guidelines provided in the Data Privacy Act of 2012, and its Implementing Rules and Regulations.

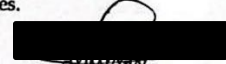
VII. NON-DISCLOSURE AGREEMENT

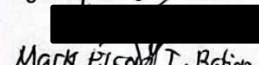
The SECOND PARTY agrees that any confidential, sensitive, or proprietary information, including the affairs, patients, operations, trade secrets, new product developments, special or unique processes or methods, or any other information which is not otherwise public, disclosed by the LGU shall be held in absolute trust and confidence and shall be used solely for the purpose(s) stated in Item I of this Agreement. After the accomplishment of the purposes of this Agreement all confidential information, including written notes, agreements, photographs, memoranda, drawings, specifications, designs, and other documents with confidential information shall be promptly returned to the LGU and/or destroyed and no copies or written documentation relating thereto shall be retained. These informations shall not be disclosed to any employee, consultant or third party unless the LGU agrees to the disclosure of the same in writing.

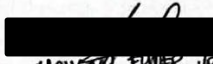
VIII. PRETERMINATION

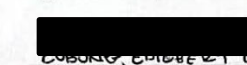
The LGU reserves the right to pre-terminate this Agreement should it find the SECOND PARTY noncompliant with the provisions of this Agreement, the Data Privacy Act and its IRR, or any issuances of the National Privacy Commission.

IN WITNESS WHEREOF, we hereunto set our hands this SEP 10 day 2025 at Ozamiz City, Philippines.


LEONARDO, JOANNA A.
Signature over printed name

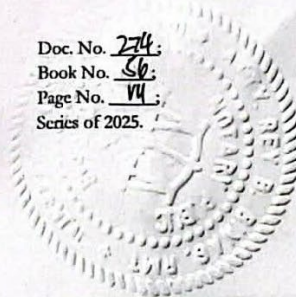

Mark Elson T. Balon
Signature over printed name

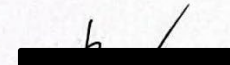

URBANO, EMILIO JR.
Signature over printed name


LOBON, EMILIO JR.
Signature over printed name

SUBSCRIBED AND SWORN TO BEFORE ME THIS SEP 10 day 2025, in Ozamiz City, Philippines, affiant exhibiting to me his competent proof of identity above indicated and known to me to be the same person executing the foregoing Affidavit of Undertaking.

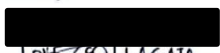
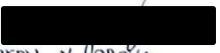
Doc. No. 274;
Book No. 56;
Page No. IV;
Series of 2025.




ATTY. REY BINA, RMT
Notary Public
City Hall Drive, Bernal Subdivision, Aguada, Ozamiz City
PTR No. 5595556; 01/02/2025, Ozamiz City
RP O.R. No. 495432; 01/02/2025; Misamis Occidental
Attorney's Roll No. 70548
JAL Compliance No. VIII-0014127; Valid until April 14, 2028

APPENDIX E

RESEARCH DATA GATHERING APPROVAL FORM

	Misamis University Ozamiz City		
MISAMIS UNIVERSITY RESEARCH CENTER CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)			
MU-RC-042/13 November 2024			
Thesis/Research Data Gathering Approval Form			
Date: <u>September 3, 2025</u>			
Name of Authors: <u>LEITE RIO, JOANNA A. ELHER B. HAUG-DU, MARK ELDON T. BAYAL, EDILBERT C. CORDA</u>			
College/Department: <u>COLLEGE OF COMMUNITY</u>			
Research Title: <u>THE RELATIONSHIP BETWEEN PARENTAL AWARENESS, MONITORING PRACTICES AND CHILDREN'S ONLINE SAFETY BEHAVIOR ON ADVERSE RISK.</u>			
Data Gathering Procedure:			
a. Type of Research: (Kindly check)			
☒ Quantitative	☐ Qualitative	☐ Experimental	
☒ Approved Research Title & Problem/Objectives	☒ Approved Data Gathering Procedure	☒ Approved Data Gathering Instrument/Data Sheets	
b. Respondents/Participants/Subject/Samples to be Collected: <u>Selected parents who have 18 below children in Bray Baybay Santa Cruz Ozamiz City Mis Occ who are willing to participate.</u>			
c. Procedure:			
☒ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
d. Place of Implementation/Study Area: <u>Bray Baybay Santa Cruz Ozamiz City Misamis Occidental</u>			
If to be conducted outside the school campus, indicate the nature of transportation to be used:			
☒ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
e. Date/s of Implementation/Sampling: <u>September - October</u>			
Attachments:			
☒ Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted			
☒ Signed Parents' Consent			
The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.			
Recommended by:			
 <u>LOVELACE L. LAGAIA</u> Thesis/Research Adviser	 <u>DR. MARKED Y. VORDON</u> Thesis/Research Instructor		
Approved by:  <u>DR. JOSE T. CUEVAS JR.</u> College Dean			
CONTROLLED DOCUMENT			

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APPENDIX F

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
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Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researchers/Investigators
(Mga Nagtuon): Mark Elson T. Bation, Edilbert G. Cobong, Joanna A. Leuterio, Elmer D. Malig-on
Course: Bachelor of Science in Criminology
College: College of Criminology – Misamis University
Email / Contact Number: 09510278631
Thesis Title: “The Relationship Between Parental Awareness, Monitoring Practices, Towards Children’s Online Safety Behavior On Cybercrime Risk”

PART I. INFORMATION SHEET

Introduction (Pasiuna)	Good day! I am <u>Joanna A. Leuterio</u>, the principal researcher/investigator of the study entitled <u>“The Relationship Between Parental Awareness, Monitoring Practices, Towards Children’s Online Safety Behavior On Cybercrime Risk.”</u> We are undergraduate students under the program <u>Bachelor of Science in Criminology</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>Lian E. Maghanoy</u> as participant. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si Joanna A. Leuterio, usa sa mga nagpahigayon sa pagtuon kabahin sa “The Relationship Between Parental Awareness, Monitoring Practices, Towards Children’s Online Safety Behavior On Cybercrime Risk”. Kami mga estudyante sa Bachelor of Science in Criminology sa Misamis University, Ozamiz City. Ako nagapili kanimo isip participante nga maoy mutubag sa gikinahaglang impormasyon niining gihimong pagtuon. Ako matinahurong naghango sa inyong bulontaryo nga pag-apil niini nga pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.)</i>
Purpose (Katuyoan)	The purpose of this study is to explore parental views on cybercrime awareness and their responsibility in protecting their children online. By exploring parents' knowledge, strategies, and experiences in detail, the study revealed the level of awareness that existed about different types of cybercrime. More specific research objectives were to identify some of the challenges parents faced in educating their children regarding online safety and to assess how adequate resources were available to provide support for these efforts. This research was hoped to make it known that fostering effective communication between parents and children on digital safety had been significant. The findings from this research were expected to be exceedingly valuable to families, educators, and policymakers who targeted better cyber safety in the community. <i>(Ang tumong sa maong pagtuon mao ang pag-explore sa panan-aw sa mga ginikanan bahin sa kahibalo sa cybercrime ug sa ilang responsibilidad sa pagpanalipod sa ilang mga anak sa online nga kalibutan. Pinaagi sa detalyadong pagsusi sa kahibalo, mga pamaagi, ug mga kasinatian sa mga ginikanan, gipadayag sa pagtuon ang lebel sa ilang kahibalo mahitungod sa nagkalain-laing matang sa cybercrime. Mas espesipikong</i>



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	<i>mga tumong sa pagtuon mao ang pag-ila sa pipila ka mga hagit nga giatubang sa mga ginikanan sa pagtudlo sa ilang mga anak bahin sa online safety ug ang pagsusi kung unsa ka igo ang mga kapanguhaan nga anaa aron suportahan kini nga mga paningkamot. Gilauman sa maong panukiduki nga ipadayag ang kamahinungdanon sa epektibong komunikasyon tali sa ginikanan ug mga anak bahin sa digital safety. Ang mga resulta sa maong pagtuon gilauman nga mahimong mapuslanon kaayo alang sa mga pamilya, mga magtutudlo, ug mga tagahimo og polisiya nga nagtinguha sa pagpalambo sa cyber safety sa komunidad.)</i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through interviews. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants (Pagpili sa mga Partisipant)	The selection of the participants is based on the following inclusion criteria: (1) being a parent or legal guardian of at least one child, (2) residing in the selected barangay during the period of data collection, and (3) having a child who has access to the internet through mobile devices, computers, or other digital platforms. <i>(Ang pagpili sa mga partisipante gibase sa mosunod nga mga pamantayan: (1) usa ka ginikanan o legal nga guardian sa labing menos usa ka anak, (2) nagpuyo sa napiling barangay sa panahon sa pagkuha sa datos, ug (3) adunay anak nga adunay access sa internet pinaagi sa mobile devices, kompyuter, o ubang digital platforms.)</i>
Voluntary Participation (Boluntaryo nga Partisipasyon)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung mo-desisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (Pamaagi)	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration (Gidugayon)	The gathering of data through the interview will last for 30 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto sa 30 minuto ngadto sa isa ka oras)</i>
Risks and Discomforts (Risiko ug Kahasol)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.



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MU-REB-010/03 March 2022

	<i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risiko. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (Kaayohan)	This study aims to provide a deeper understanding of the experiences of rescuers during emergencies, particularly in using available and improvised equipment. Your participation will contribute valuable insights that may help improve training, preparedness, and disaster response efforts. <i>(Ang pagtuon nagtinguha sa paghatag og mas lawom nga pagsabot sa kasinatian sa mga rescuers panahon sa emergencies, labi na sa paggamit sa available ug improvised nga kagamitan. Ang imong pag-apil makatampo og bililhon nga kasayuran nga makatabang sa pagpaayo sa training, preparedness, ug disaster response efforts.)</i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data (Pag-amping sa Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.



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	<i>(Gawason ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): <u>Joanna A. Leuterio</u> Cellphone Number/s: <u>09510278631</u> E-mail address: <u>Joanna.abang123@gmail.com</u>
	STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): <u>MARK ELSON T. BATION, EDILBERT G. COBONG, JOANNA A. LEUTERIO, ELMER D. MALIG-ON</u>



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PART II. CERTIFICATE OF CONSENT

This research entitled “The Relationship Between Parental Awareness, Monitoring Practices, Towards Children’s Online Safety Behavior On Cybercrime Risk” by Mark Elson T. Bation, Edilbert G. Cobong, Joanna A. Leuterio, Elmer D. Malig-on was explained to me clearly. The purpose of the study is to gather information and data pertaining to parental views on cybercrime awareness and their responsibility in protecting their children online. By examining parents’ knowledge, strategies, and experiences in detail, the study aimed to reveal the level of awareness that exists regarding different types of cybercrime. Since the study involves parents or guardians who have firsthand experience in guiding and monitoring their children’s online activities, and are willing to share their perspectives, I have been selected as one of the participants in this research. I have been selected as one of the participants in this research.

(Kini nga pagtuon gitituluhan, “The Relationship Between Parental Awareness, Monitoring Practices, Towards Children’s Online Safety Behavior On Cybercrime Risk” nga gihimo nila Mark Elson T. Bation, Edilbert G. Cobong, Joanna A. Leuterio, Elmer D. Malig-on klaro nga gipasabot sa ako. Ang tumong sa pagtuon mao ang pagkuha og impormasyon ug datos bahin sa panan-aw sa mga ginikanan sa cybercrime ug sa ilang responsibilidad sa pagpanalipod sa ilang mga anak sa online nga kalibutan. Pinaagi sa pagtan-aw sa kahibalo, mga pamaagi, ug kasinatian sa mga ginikanan sa detalyado nga paagi, ang pagtuon nagtumong sa pagpanghimakak sa lebel sa kahibalo kabahin sa lain-laing matang sa cybercrime. Tungod kay ang pagtuon naglakip sa mga ginikanan o mga guardian nga adunay firsthand nga kasinatian sa paggiya ug pagmugos sa husto nga online behavior sa ilang mga anak ug andam moambit sa ilang panan-aw, napili ako nga usa sa mga participant niini nga pagtuon.)

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante):

Signature of Participant (Pirma sa Partisipante):

Date: [MM/DD/YYYY] September 8, 2025

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Firma sa Testigo)

Thumb mark

APPENDIX G

PARENTS' CONSENT

	MISAMIS UNIVERSITY Ozamiz City Department of Student Affairs & Services
MU-DSAS-006/02June2023	
PARENT'S CONSENT	
<u>Sponsoring Group/Organization</u>	
I am allowing my son/daughter/ward, <u>EMER D. MALIGON JR.</u>, to join the <u>RESEARCH PROJECT</u> (activity) to be held on <u>APRIL 04, 2023</u> at <u>BRGY. STA. CRUZ CR. 911</u> under the supervision of <u>MR. LOPE V. LACATIA</u> (Adviser/Faculty). I understand that Misamis University exercises the necessary safety precautions in this activity. In consideration of the benefits to be derived from the above activity, I expressly waive any and all claims against the administration or any member of the faculty and staff of the Misamis University on account of any unforeseen accident or injury that my son/daughter/ward might incur in connection with the aforementioned activity.	
<u>ANITA DAMIAN MALIGON</u> Signature over printed name of Parent/Guardian	 Date
<u>EMER D. MALIGON JR.</u> Signature over printed name of Student	 Date
Important: This form shall be submitted to the DSAS Office at least two (2) days before the conduct of the activity.	
SUBSCRIBED AND SWORN to before me, this <u>13</u> day of <u>MAY</u> 2023 at <u>Ozamiz City</u>, Philippines, that the herein affiant personally came and appeared with his/her <u>[Signature]</u> as evidence of his/her personal identity.	
Doc. No. <u>96</u> Page No. <u>21</u> Book No. <u>X</u> Series of 20 <u>20</u>	ATTY. RE. B. P. [Signature] Notarial Commission No. 2025-18 Notary Public for Ozamiz City City Hall Drive, Bernad C. Building, Aquada, Ozamiz City PTR No. 6 Notary Public Until O.R. No. 5761 PTR No. Attorney's Roll No. IBP No. [Signature] TIN No. [Signature] Roll No. [Signature]

APPENDIX H

DOCUMENTATIONS



We took the picture during the distribution of the questionnaire.



We took the picture during the reading of the consent letter.



We took the picture while assisting a parent who could not clearly read the questionnaire.



We took the picture while explaining the purpose of the questionnaire.

APPENDIX I



ARJHSS

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CERTIFICATE

It is certifying that the paper entitled by **"THE RELATIONSHIP BETWEEN PARENTAL AWARENESS, MONITORING PRACTICES, AND CHILDREN'S ONLINE SAFETY BEHAVIOR ON CYBERCRIME RISK"** has been published in American Research Journal of Humanities & Social Science (ARJHSS).

Your article has published with following details:

Manuscript Id	: AS81228
Author's Name	: Joanna A. Leuterio et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
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ISSN (e)	: 2378-702X
Vol No.	: 09
Issue No.	: 01
Month of Publication	: January 2026



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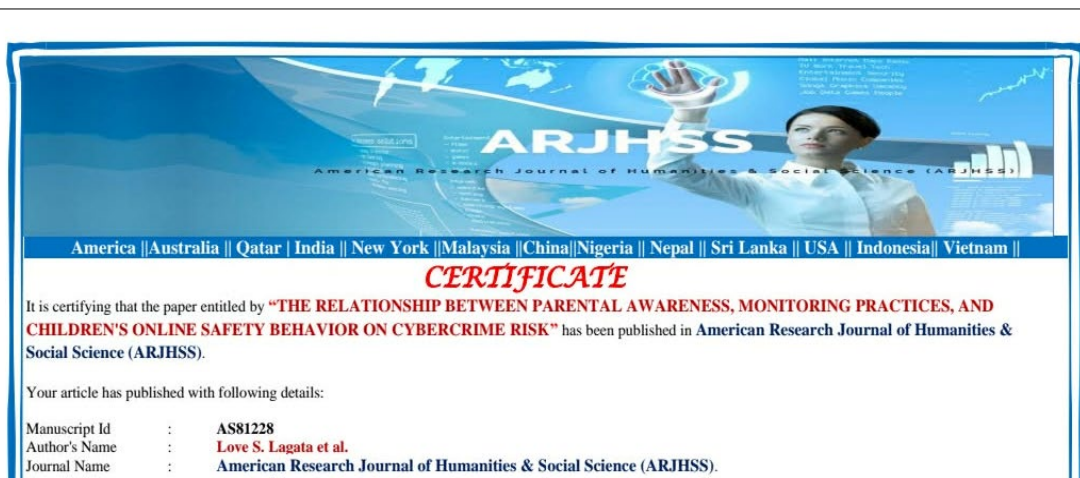
Your article has published with following details:

Manuscript Id	: AS81228
Author's Name	: Elmer D. Malig-on et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
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Your article has published with following details:

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Author's Name	: Edilbert G. Cobong et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
Journal URL	: www.arjhss.com
Review Type	: Peer Reviewed
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ISSN (e)	: 2378-702X
Vol No.	: 09
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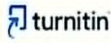
Manuscript Id	: AS81228
Author's Name	: Jose F. Cuevas, Jr et al.
Journal Name	: American Research Journal of Humanities & Social Science (ARJHSS).
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APPENDIX J

Page 2 of 67 - Integrity OverviewSubmission ID: trn:oid::28447:135262424

21% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

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-  **153 Not Cited or Quoted 17%**
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- 11%  Internet sources
- 7%  Publications
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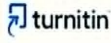
Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

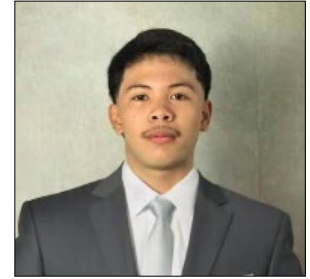
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Page 2 of 67 - Integrity OverviewSubmission ID: trn:oid::28447:135262424

TURNITIN RESULT

CURRICULUM VITAE



PERSONAL BACKGROUND

Name : Mark Elson T. Bation

Date of Birth : August 03, 2001

Parents : Lucy T. Angcon and Elson M. Bation

Religion : Roman Catholic

Residence : Baybay Santa Cruz Ozamiz City, Misamis Occidental

Contact Number : 09683159245

Email Address : Tejadamac132@gmail.com

EDUCATIONAL BACKGROUND

College : Bachelor of Science of Criminology
Misamis University
Ozamiz City
2026

Secondary : Ozamiz City National High School
Technical-Vocational-Livelihood track
Bernad St., Lam-an, Ozamiz City
2021-2022

Ozamiz City National High School
Bernad St., Lam-an, Ozamiz City
2019-2020

Elementary : Elementary Diploma
Ozamiz City Central School
Vicente Ostia Avenue, Tinago
Ozamiz City
2012-2013

TRAINING/SEMINAR ATTENDED

Seminar in Dactyloscopy November 18-19, 2023

CURRICULUM VITAE



PERSONAL BACKGROUND

Name : Elmer D. Malig-on Jr.
Date of Birth : November 13, 1999
Parents : Elmer S. Malig-on Sr. and Anania D. Malig-on
Religion : Roman Catholic
Residence : Bacolod, Ozamiz City, Misamis Occidental
Contact Number : 09456436240
Email Address : elmermaligon654@gmail.com

EDUCATIONAL BACKGROUND

College : Bachelor of Science of Criminology
Misamis University
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2026

Secondary : Medina College
Humanities and Social Sciences
Maningcol, Misamis Occidental
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2021-2022

Ozamiz City School of Arts and Trades
Barangay Maningcol, Misamis Occidental
Ozamiz City
2015-2016

Elementary : Bacolod Elementary School
Bacolod, Misamis Occidental
Ozamiz City
2012-2013

TRAINING/SEMINAR ATTENDED

Seminar in Dactyloscopy November 18-19, 2023

CURRICULUM VITAE



PERSONAL BACKGROUND

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EDUCATIONAL BACKGROUND

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2026

Secondary : San Isidro Academy of Tudela Inc.
Humanities and Social Science
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2021-2022

San Isidro Academy of Tudela Inc.
Upper Centro Tudela
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2019-2020

Elementary : Ozamiz Montessori Center
Aguada Misamis Occidental
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2015-2016

TRAINING/SEMINAR ATTENDED

Seminar in Dactyloscopy November 18-19, 2023

CURRICULUM VITAE

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2026

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Holy Cross High School
Austin Height Kolambugan, Lanao Del Norte
2019-2020

Elementary : Caromatan Elementary School
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TRAINING/SEMINAR ATTENDED

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