

NURTURING AND PROTECTING THE GENERATION Z: CHALLENGES OF PARENTING IN THE DIGITAL ERA

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Nurturing and Protecting the Generation Z: Challenges of Parenting in the Digital Era

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Abstract

In an era dominated by digital technologies, understanding and navigating the complexities of parenting in the digital age has become paramount. This study delved into the multifaceted landscape of children's engagement with digital technologies and the challenges parents face in safeguarding their well-being. The research encompasses 204 parents from Commonwealth NHS using a simple stratified proportionate sampling technique focusing on those whose children actively engage with digital devices such as smartphones, laptops, tablets, and computers. Through a mixed-method approach comprising surveys and interviews, a comprehensive overview of children's digital engagement patterns and parents' strategies for protection emerges. The survey, statistically analyzed using descriptive statistics, reveals a high level of engagement among children in various digital activities, including educational pursuits, social media interactions, and creative endeavors. Conversely, interviews uncover nuanced challenges parents face, such as reduced intimate and open conversations among family members, struggles performing household tasks, disrupted sleeping patterns, taking untimely meals, and displaying defiance when corrected. Moreover, the study identifies key strategies parents employ to mitigate risks associated with digital technologies. These encompass heart-to-heart talks, setting limitations and scheduling, and demonstrating patience and understanding. The research culminates in a set of recommendations for parents, students, teachers, and community leaders to foster responsible digital citizenship and enhance the parent-child digital dynamic. Additionally, the research underscores the significance of community-wide initiatives and policy considerations to ensure the well-being and development of the digital-native generation.

Keywords: *Digital era; Generation Z; Parenting*

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Introduction

The World Bank's data in 2022 showed that the Philippines' population was 111 million. Moreover, 76.01 million were internet users. This fact comprises the Philippines' internet penetration rate of 68% of the total population at the start of 2022 (Kemp 2022). In 2019, for instance, 84% of 33.4 million Filipino kids were engaging online (Valdez 2019, 1). Truly and undeniably, we are now in the digital era where the internet plays a significant role and creates a new environment for all.

In an article by Livingstone et al. published by Stoilova, Livingstone, and Khazbak (2021), Filipinos, especially children's lives, were mediated by digital technology more and more. However, parents' knowledge of how this affects their well-being must be more comprehensive. It was considered an opportunity for children's exposure to the online environment to give them new ideas and acquire rich information. In addition, using digital innovations can expand horizons by reducing inequalities and contributing to children's welfare by utilizing readily available data. However, seeking unlimited engagement online for learning may also put children in danger of exposure with improper or potentially harmful content. These realities challenge everyone to how everyone can be protected, most notably the young citizens.

On the other aspect, digital skills and digital access were thus crucial for every child. Children who have not connected risk marginalization and disadvantage on their part, as demonstrated by the epidemic. Nevertheless, there were also considerable children's risks in the digital world. These included exposure to hazardous content, privacy violations, incitement to suicide or life-threatening actions, sexual exploitation and abuse, cyber violence and harassment, and exploitative digital marketing tactics (Johnson 2022).

According to Royandoyan (2022, 1), Filipino children were the world's second-most susceptible to threats or attacks via the internet. In addition, as released by Surfshark Company on their cybersecurity research worldwide (2022, 1), Filipino children's exposure to online risks such as cyberbullying, hacking, and phishing was the second highest in the world. Moreover, the Philippines has also been bagged as a hotspot for child nudity and pornography in the past few years. Save The Children Philippines disclosed in February 2022 that this was the "silent pandemic" of online sexual abuse and exploitation that targeted young Filipinos during the peak of strict quarantine regulations in early 2020. These problems are tied to what the digital community might bring to everyone worldwide. With this evidence, the researcher wanted to dig deeper by assessing parents in the various barangays as to what extent they guide their children on digital innovation, such as internet connectivity, use of mobile devices and programmable software online, and free-to-access websites.

While the internet was becoming more sophisticated and advancing tremendously, it also concerned parents. Parents worried about their children's safety and protected them from possible threats as their kids were introduced to the internet platform. Today, parents have progressively refined their parenting techniques by gaining knowledge from social media, blogs, community websites, and applications. With this knowledge, they were more prepared to interact with their kids when they were using electronics or browsing the internet. However, parents who don't worry about their kids using the internet run a very high risk of their kids visiting any websites that are inappropriate for their age (Burhan et al. 2022, 52-57).

In this regard, parenting with prior knowledge of what to avoid, like issues that need to be addressed, was relatively more straightforward among parents who needed more ideas about what was happening in the digital era. Hence, through the assessment of which this study aimed, the researcher could further evaluate parents' involvement

with their children and, in return, give possible advice on what was to be done and carried out.

Thus, the researcher, a parent of three children, found out that there was a need to help the parents nurture and protect their children. As observed and as noticed, no existing research or scholarly investigation in the locality further explored concepts related to the said issue of concern. Identifying challenges could aid parents in understanding digital issues and their underlying apprehensions. Knowing the various strategies on parenting could be a helpful way of working hand in hand to bring these young generations towards more fruitful and well-mannered citizens of the land.

This initiative is inspired by the Organization for Economic Cooperation and Development (OECD) 2021 study, which entailed parents' significant role in keeping their children safe online. Furthermore, at the same time, it will make them all aware of the latest trends and issues confronted by children and how to resolve them correctly. Moreover, this initiative is pursuant to the 1987 Constitution, citing that the State shall defend and advance every child's right to an affordable, high-quality basic education. The constitutional policy that the State will safeguard and advance their holistic development by advancing their physical, moral, spiritual, intellectual, and social well-being goes hand in hand with this right.

Furthermore, lastly, this research was anchored with the DepEd Order No. 40, s. 2012 titled Policy Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse, also known as the DepEd Child Protection Policy of which The Department actively works to defend children's rights to special protection and acknowledges their rights in full. Hence, this endeavor was an excellent avenue for sharing parenting ideals that could be more useful in protecting children and raising them into a more responsible Generation Z in our society.

Literature Review

Digital Era. Unquestionably, digital technologies have had a significant impact on how children and teenagers live. Internet access and devices that allow for it, like tablets and smartphones, along with the influence of messaging apps and the evolving trends in social media platforms, have become integral to youth worldwide. They have changed how they study and are educated, how they make and keep friends, how they use their free time, and how they interact with society at large. UNICEF's data reveals that the most connected age group worldwide is 15–24-year-olds, comprising 71%. Of these, one-third are younger than 18 years.

Meanwhile, the profound opportunities the digital age affords come to a broad spectrum of harms and risks. For instance, the free-to-access websites on pornography have expanded the scope of abusing children sexually. The unregularized content of social media platforms portraying nudity and sexual misbehavior has influenced how children behave. Indeed, technological advances have allowed individual criminals to avoid detection by assuming phony identities, using encrypted platforms, and pursuing several victims at once (Lasota 2018).

Notwithstanding these evolving issues, the use and popularity of digital technologies will continue to linger as technology finds its way to influencing people. It could be a mile away to ponder and realize that to instruct children digital skills while maintaining safety online, parents and teachers must have training. People cannot just eliminate the use of digital innovations; this advancement is crucial in helping young people acquire information sources and assess reliable news (England's Children's Commissioner 2022).

Youngsters and teenagers stand to benefit and be most vulnerable from digital technologies. To safeguard them from danger while using the internet and to enable technology to help them reach their full potential, they have to be at the forefront of national and international digital policies (Tan et al. 2016).

The Parents' and the Children's Well-being. The term "home education" refers to how families influence their children's education. It has been demonstrated that children grow up in various family settings, gaining various experiences through different activities and being continuously uncovered to a range of expectations and influences from the people they live with (Ceka and Murati 2016, 61-64).

Unquestionably, parents are the ones who give birth to their offspring. They contribute to the course of human history since they are the ones who propagate humanity inside a certain culture. Overall, parents or family are direct holders of educational work (Russo et al. 2019).

Indeed, parents take a crucial stand regarding their children's development and education. Until the children are self-sufficient and prepared to take on the difficulties of society, it is the parents' responsibility to see to their general physical and intellectual development. While parents are aware of the labor that goes into their children's growth, they also require educational information regarding their children's right to an education (Suparno et al. 2020, 779-784).

Positive and motivating results might arise when parents participate in their children's education. When it comes to the children's talents and total learning ability, they typically operate in accordance with their parental attitudes, which are communicated through their mutual confidentiality. They prioritise success over learning as a result of this involvement. Thus, effective parenting has a significant impact on children's successful growth and family connections (Webster et al. 2019).

Research Questions

This study entitled Nurturing and Protecting the Generation Z: Challenges of Parenting in the Digital Era aimed to explore the level of children's digital engagement and the different challenges of the parents in guiding and raising their children in this digital world of Commonwealth National High School in the School Year 2022-2023.

This research paper sought to answer the following questions:

1. What is the respondents' profile in terms of:
 - 1.1. Age;
 - 1.2. Educational Attainment;
 - 1.3. Barangay Residence Distribution; and
 - 1.4. Economic Status?
2. What is the level of children's engagement with digital technologies in terms of:
 - 2.1. Educational Purposes;
 - 2.2. Social Media Interactions; and
 - 2.3. Creative Endeavors?
3. What are the challenges faced by parents while nurturing their children in this digital age?
4. How do parents protect their children from the risks brought by digital technologies?
5. What action plan can be crafted to nurture and protect Generation Z in this digital era?

Scope and Limitations

This study provided a comprehensive exploration of parenting in the digital age, focusing on 204 out of 416 parents of Commonwealth National High School (CNHS) coming from the different barangays of Aurora where the students were coming from. The research employed a mixed-method approach, incorporating surveys and interviews. Specifically, the study concentrated on children who actively use various digital devices, including smartphones, laptops, tablets, and computers. The survey data was statistically analyzed through descriptive statistics. Additionally, interviews reveal nuanced challenges parents face and their coping strategies to nurture their children in this digital era.

Furthermore, there were certain limitations to be acknowledged. The investigation predominantly relied on self-reported data from parents, which could be subject to prejudices or inaccuracies. Moreover, the study was based on data collected up until September 2023.

Method

This basic research utilized a mixed-methods research design, with chosen participants using a Simple Stratified Proportionate Sampling Technique through Slovin's Formula to identify the sample size. This method was employed to emphasize the natural setting and the points of view of the research participants.

Research Design

In this study, a mixed-method approach was well-suited due to the complexity of the research question. This question involved understanding the challenges of parenting in the digital era. A wide range of information was gathered using both quantitative data (from surveys) and qualitative data (from interviews). A mixed-methods research design combined quantitative and qualitative research approaches in a single study.

Surveys, being quantitative, provided numerical data. This was crucial for getting a broad overview of the situation. On the other hand, qualitative interviews offered in-depth narratives and personal experiences. This was invaluable for understanding the emotions, motivations, and challenges individual parents face.

Research Participants

The respondents were 204 out of 416 parents of Commonwealth NHS. To identify the 204 parent-respondents of the study, they were chosen through a simple Stratified Proportionate Sampling Technique. In this sampling approach, every respondent in the population has an equal and probable chance of being chosen for the sample. For instance, each member in a group is assigned a specific number to facilitate the selection process. This method is called the "Method of chance Selection" because item selection relies entirely on probability. Moreover, the sample size is considerable, and the items are randomly selected. The researcher utilized the said sample size as determined using Slovin's formula. The study's respondents are summarized in Table 1, which is found below.

Table 1: Distribution of Respondents Using Slovin's Formula and Simple Stratified Proportionate Sampling Technique

Grade Level	Total No. of Parents	Sample Size	Percent
Grade 7	93	45	22.06
Grade 8	77	38	18.63
Grade 9	72	35	17.16
Grade 10	79	39	19.12
Grade 11	40	20	9.80
Grade 12	55	27	13.24
Total	416	204	100

Research Instrument

The data collection for this study was facilitated through a methodically crafted researcher-made survey questionnaire tool. This instrument underwent a thorough validation process, including a crucial pilot test phase. During this pilot test, a select group of participants provided invaluable feedback, allowing for the refinement of the questionnaire. This ensured that the questions were clear, relevant, and effectively captured the desired information.

In conjunction with the survey, a semi-structured interview-guide tool was integrated as the second component of the data collection process. This guide was thoughtfully designed to encourage detailed and nuanced responses from the participants.

Data Gathering Procedure

The data collection process for this study adheres to a meticulous and well-structured protocol. The instruments - a researcher-made survey questionnaire and a semi-structured interview guide - were finalized after rigorous validation, including a pivotal pilot testing phase.

The survey questionnaire, along with a cover letter detailing the purpose of the study, confidentiality measures, and a consent form, was distributed to the selected parent-respondents.

Ultimately, an integration of the results from the quantitative and qualitative studies was made to deliver a comprehensive understanding of the challenges and practices of parenting in the digital era. This detailed data-gathering procedure ensures the study's methodology was robust, ethical, and well-structured, allowing for a comprehensive exploration of the research questions.

Data Analysis

The data collected for this study underwent a rigorous analytical process tailored to the nature of the information gathered. The survey data, providing quantitative insights into parents' perspectives, was subjected to comprehensive statistical treatment. Descriptive statistics such as mean and standard deviation were computed to summarize central tendencies and response variations. Frequencies and percentages were calculated to offer a clear overview of the distribution of their profile. This approach quantitatively represented parental attitudes and practices in the digital age.

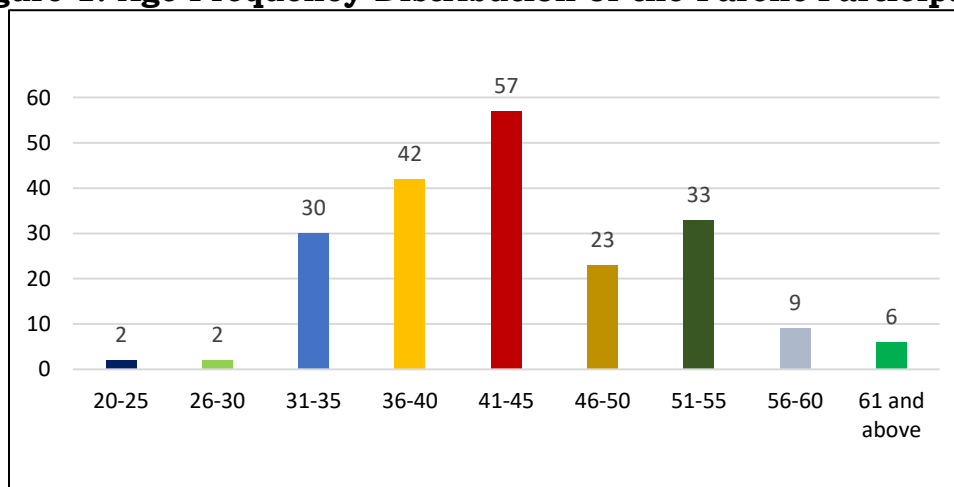
Conversely, the semi-structured interviews, designed to extract in-depth qualitative insights, underwent a thematic analysis, particularly on 2015 Braun and Clarke's thematic analysis model. This involved meticulously identifying recurring themes, patterns, and underlying concepts within the interview transcripts. Through this method, the rich narratives provided by the participants were distilled into

meaningful categories. The thematic analysis model allowed for a deep exploration of the qualitative data. By employing both statistical treatment for survey data and thematic analysis for interviews, this study achieved a comprehensive and well-rounded examination of the challenges and practices of parenting in the digital era.

Results and Discussion

This section reports the key findings derived from the survey questionnaires and semi-structured interviews conducted as part of this study as it sheds light on the challenges parents face in nurturing and safeguarding Generation Z in the digital era.

Figure 1: Age Frequency Distribution of the Parent-Participants



The age frequency distribution of the parent participants in this study as observed in Figure 1 illustrates a diverse demographic representation, spanning a wide range of age groups. Notably, the most prevalent cohort among the participants was in the 41-45 age range, accounting for a substantial 57 individuals. This demographic trend suggests that a significant proportion of the parents actively engaged in the study are in their early to mid-40s, highlighting the vital role this age group plays in parenting within the context of the digital era.

This comprehensive overview of the age frequency distribution provides valuable insights into the diverse demographic makeup of the parent participants, offering a foundation for understanding the varying experiences and approaches to parenting in the digital era.

Figure 2: Frequency Distribution of the Educational Attainment of Participants

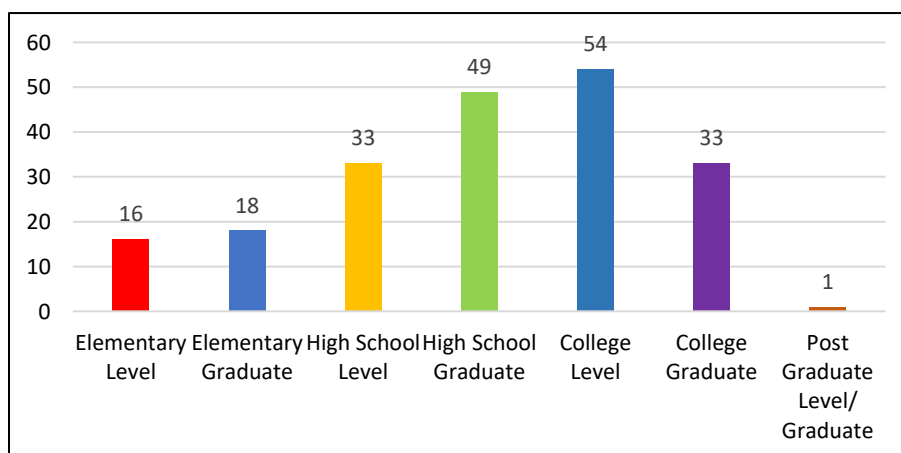


Figure 2 presents a detailed breakdown of the educational attainment of the parent participants in this study, providing valuable insights into the diverse academic backgrounds within the sample. The data reveals a varied spectrum of educational levels, ranging from elementary education to postgraduate and graduate studies. Among the participants, the highest frequency is observed among those with a college-level education, constituting 54 individuals. This signifies a substantial representation of parents who have pursued tertiary education but may not have completed a degree.

In addition, there is a single participant who holds a postgraduate or graduate degree, representing a small but distinct subgroup within the sample. This comprehensive overview of the educational attainment of the parent participants highlights the richness and diversity of their academic backgrounds, providing a solid foundation for understanding how these varied experiences may influence their perspectives on parenting in the digital era.

Figure 3: Frequency Distribution of the Barangay Residence

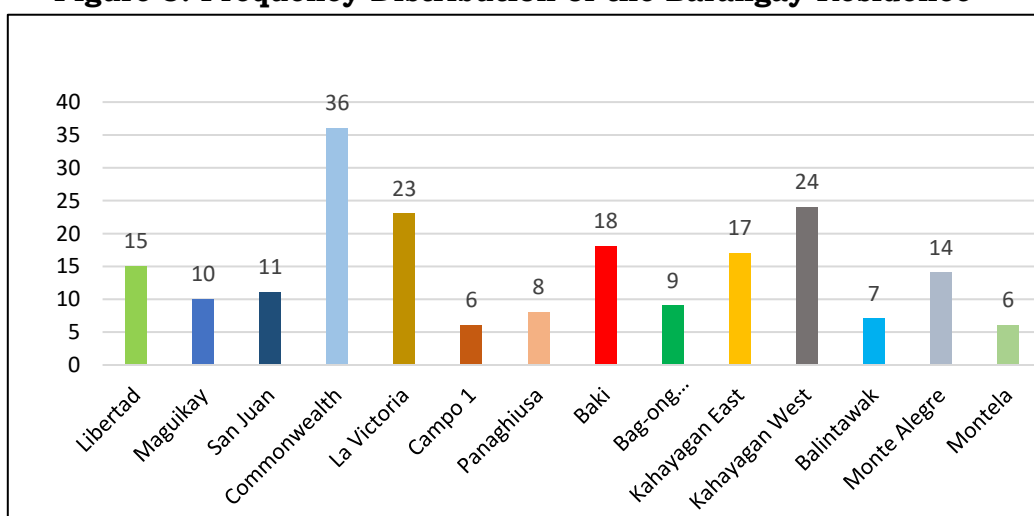


Figure 3 offers a comprehensive overview of the distribution of parent participants across various barangays in the municipality of Aurora, of which students from Commonwealth NHS are coming. These data provide valuable insights into the geographic representation within the study. The data reveals a diverse spread, with the highest frequency observed in the Commonwealth barangay, accounting for 36 individuals. This signifies a substantial presence of parents from this specific locality, indicating its significance as a focal point for the study's participants.

On the other hand, Campo 1, Montela, and Balintawak barangays display a smaller yet still noteworthy representation, each comprising six or fewer participants. This diversity in barangay representation provides a well-rounded perspective on the experiences and perspectives of parents across various localities, enriching the study's overall findings. Altogether, this comprehensive overview of participant distribution by barangay showcases the extensive reach and inclusivity of the study, encompassing parents from a range of communities within the research area.

Figure 4: Frequency Distribution of the Socio-economic Status of the Participants

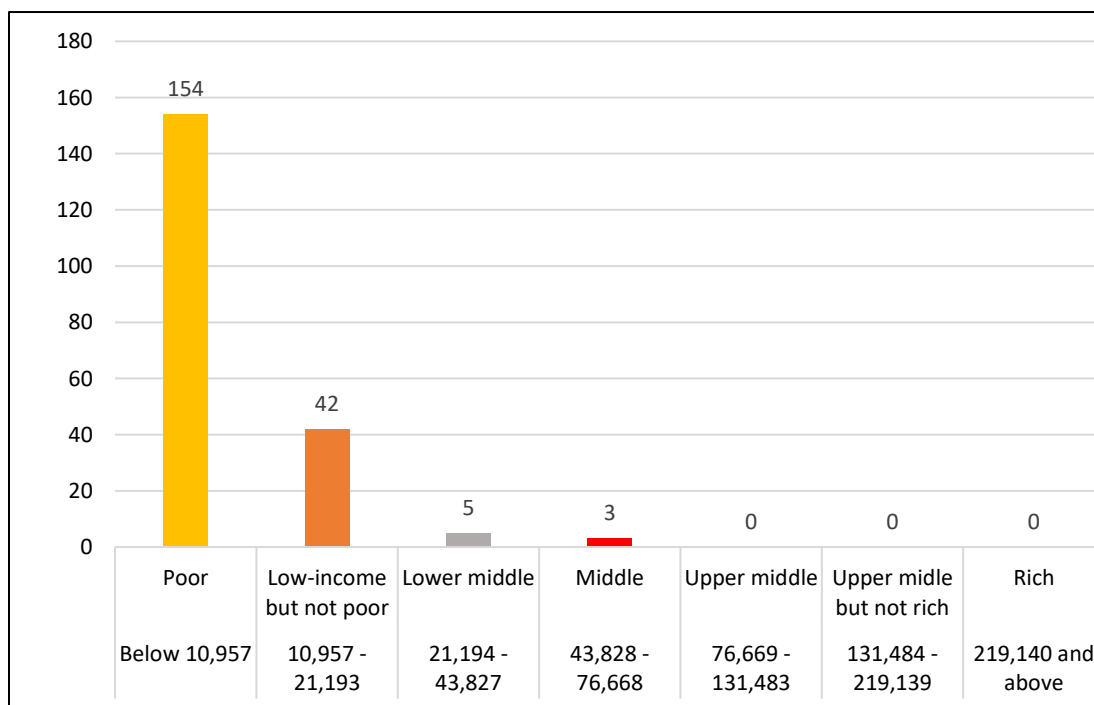


Figure 4 provides a breakdown of the socioeconomic status of the participant households based on their respective income ranges as per the PIDS-2018 classification. The data illuminates a diverse range of economic backgrounds within the sample. Overwhelmingly, a significant majority of participants, 154 individuals, fall within the 'Poor' classification. This high frequency accentuates the prevalence of economic challenges within the participant group, emphasizing the importance of understanding and addressing their unique needs in the context of parenting in the digital era.

In summary, these demographic analyses underscore the imperative of tailoring recommendations and strategies to accommodate the unique needs and challenges faced by parents across varying age groups, educational backgrounds, and economic circumstances. Recognizing the influence of these demographic factors allowed for a more nuanced and effective approach to supporting parents in navigating the digital landscape.

Moreover, the figures presented in this study collectively offer a nuanced portrayal of the multilayered landscape surrounding parenting in the digital era. Understanding these nuances is key in adapting effective strategies that address the unique concerns and challenges faced by parents in ensuring the well-being and development of Generation Z amidst the digital age.

Table 2: Level of Children's Engagement with Digital Technologies in Educational Purposes

Statements	Mean	Standard Deviation	Interpretation
1. My child uses smartphones, tablets, or computers for educational purposes, such as learning apps or online classes.	3.56	0.98	High Level of Engagement
2. My child uses digital devices to access and read online books, articles, or other written content.	3.32	1.11	Medium Level of Engagement
3. My child uses digital technologies to do research or gather information for school projects or personal interests.	4.21	0.90	Advanced Level of Engagement
4. My child uses digital devices for educational purposes beyond school hours, such as exploring new subjects or skills.	3.56	1.05	High Level of Engagement
5. My child has access to the internet and uses it to search for information or answers to questions.	3.85	1.12	High Level of Engagement
6. My child uses digital technologies for virtual interactions with teachers or tutors.	2.84	1.38	Medium Level of Engagement
7. My child uses digital technologies to engage in online forums or discussion groups related to their interests.	3.11	1.20	Medium Level of Engagement
Overall	3.49	0.71	High Level of Engagement

Scale: 1.00 – 1.80 = No Engagement at All;

1.81 – 2.60 = Low Level of Engagement;

2.61 – 3.40 = Medium Level of Engagement;

3.41 – 4.20 = High Level of Engagement;

4.21 – 5.00 = Advanced Level of Engagement

The table above presents the findings on the level of children's engagement with digital technologies in educational purposes.

In summary, the overall mean of 3.49 directs that, on the whole, children have a high level of engagement with digital technologies for educational purposes. This suggests that digital tools are integral to their educational experiences and are used extensively, even beyond traditional school hours. These findings shed light on the extent of children's interaction with digital technologies in the pursuit of knowledge and personal growth in the digital era.

This claim is in consonant with the study Savotina et al. (2020) of the benefits of digital technology in education. First, digital technology enhances the learning experience, for it provides opportunities to go beyond traditional textbooks, offering multimedia components like audio, animation, and video fragments. This makes learning more interactive and dynamic.

Second, for personalized learning. Digital resources allow tailoring education to individual needs and learning styles. This includes adapting to the conceptual complexity of subjects and accommodating the personal features of learners. Another

is, it can access a wide range of information. Through online libraries and educational internet resources, students can access a vast array of information, increasing the mobility of learning.

All other things include the development of key competencies. Digital tools can facilitate the development of 21st-century skills such as creative and critical thinking, digital literacy, and adaptability.

Table 3: Level of Children's Engagement with Digital Technologies in Social Media Interaction

Statements	Mean	Standard Deviation	Interpretation
1. My child uses social media platforms (e.g., Facebook, Instagram, TikTok) to connect with friends and peers.	3.96	1.07	High Level of Engagement
2. My child engages in online communication with family members (e.g., video calls) or friends.	3.78	1.12	High Level of Engagement
3. My child has a social media account(s) that they actively manage and use.	4.21	1.04	Advanced Level of Engagement
4. My child uses digital technologies found in social media to access news and current events.	3.25	1.04	High Level of Engagement
5. My child is comfortable using social media, digital devices and can troubleshoot minor technical issues on their own.	2.81	1.26	Medium Level of Engagement
6. My child spends time watching online tutorials or instructional videos in social media to learn new things.	3.50	1.03	High Level of Engagement
Overall	3.59	0.68	High Level of Engagement

Scale: 1.00 – 1.80 = No Engagement at All;
 1.81 – 2.60 = Low Level of Engagement;
 2.61 – 3.40 = Medium Level of Engagement;
 3.41 – 4.20 = High Level of Engagement;
 4.21 – 5.00 = Advanced Level of Engagement

Table 3 investigates the level of children's engagement with digital technologies in the realm of social media interaction. This analysis is essential since social media is a big part of today's youth's lives.

The overall mean of 3.59 (SD=0.68) reinforces that children, as a whole, exhibit a high level of engagement with digital technologies in the context of social media interactions. These findings supported the claim of Eslit (2023) citing the new role of social media in children's lives, encompassing social connections, content creation, information access, and learning opportunities. However, it is important to note that there are some variabilities in children's technical troubleshooting abilities, emphasizing

the need for support and guidance in this digital landscape. Thus, it implies that not all children are equally adept at solving minor technical problems they encounter when using digital devices or engaging with social media platforms (Fortuna 2023).

Table 4: Level of Children's Engagement with Digital Technologies in Creative Endeavors

Statements	Mean	Standard Deviation	Interpretation
1. My child plays online video games or participates in virtual gaming communities.	2.50	1.31	Medium Level of Engagement
2. My child frequently watches videos or streams content on platforms like YouTube or Netflix.	3.01	1.09	Medium Level of Engagement
3. My child uses digital technologies to participate in creative activities, such as creating art, music, or videos	3.31	1.26	Medium Level of Engagement
4. My child spends time playing interactive educational games on digital devices.	2.91	1.10	Medium Level of Engagement
5. My child uses digital devices for entertainment purposes, such as watching cartoons or movies.	3.18	1.04	Medium Level of Engagement
6. My child uses digital technologies like Youtube tutorials to work together with classmates or peers on group projects.	4.10	0.94	High Level of Engagement
7. My child uses digital devices before bedtime or during mealtimes for creative uses.	3.71	1.06	High Level of Engagement
Overall	3.25	0.66	Medium Level of Engagement

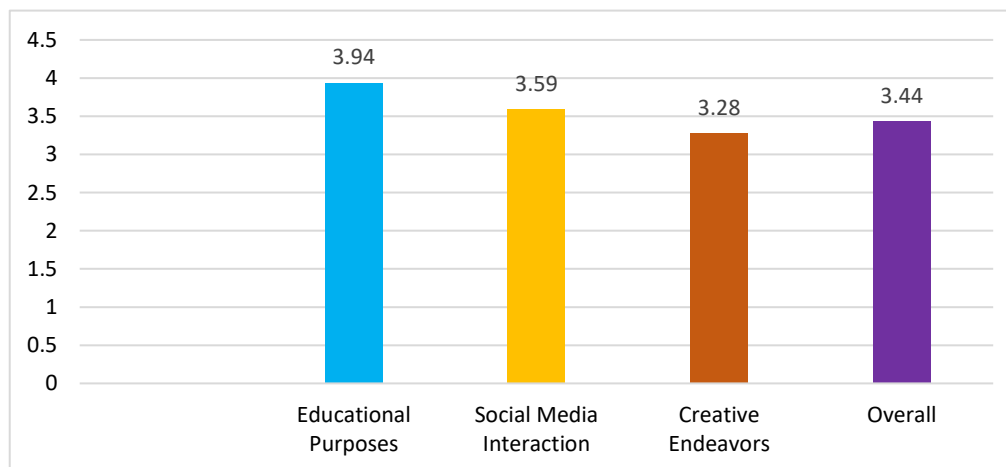
Scale: 1.00 – 1.80 = No Engagement at All;
 1.81 – 2.60 = Low Level of Engagement;
 2.61 – 3.40 = Medium Level of Engagement;
 3.41 – 4.20 = High Level of Engagement;
 4.21 – 5.00 = Advanced Level of Engagement

Table 4 explores the level of children's engagement with digital technologies in the realm of creative endeavors. These activities encompass a wide range of digital experiences, including gaming, content consumption, creative activities, and collaborative endeavors.

Overall, the data reveals a medium level of engagement ($M=3.25$; $SD=0.66$) in children's creative endeavors with digital technologies. This suggests that children frequently engage with digital tools for various creative activities, yet the extent of their involvement can vary. These findings emphasize the diverse ways in which children interrelate with digital technologies in the pursuit of creativity, learning, and entertainment, calling for a better understanding of their digital experiences (Andal, 2023).

The data on children's engagement with digital technologies provides valuable insights into their usage patterns and the implications for their development. The indicators presented show varying levels of engagement across different digital activities.

Figure 5: Mean Comparison of the Three Indicators



Scale: 1.00 – 1.80 = No Engagement at All;
 1.81 – 2.60 = Low Level of Engagement;
 2.61 – 3.40 = Medium Level of Engagement;
 3.41 – 4.20 = High Level of Engagement;
 4.21 – 5.00 = Advanced Level of Engagement

As shown in Figure 5, the overall mean value of 3.44 (SD=0.60) across all indicators suggests a high level of engagement with digital technologies. This indicates that digital technologies show a meaningful role in children's lives, encompassing various purposes. The low standard deviation implies that this engagement is generally consistent among the children.

In conclusion, the data highlights the integral role that digital technologies portray in children's lives, particularly for educational and social purposes. It also suggests the potential for enhancing engagement in creative endeavors to foster creativity. Thus, it is essential for parents and educators to maintain a balanced approach, ensuring that children's engagement with digital technologies remains positive and beneficial to their growth and development while being mindful of potential pitfalls associated with excessive use.

Challenges Faced by Parents While Nurturing Their Children in This Digital Age. The interviews conducted with parents provided valuable insights into the myriad challenges they encounter with their children. Parents voiced concerns about striking a balance between screen time and other activities, setting appropriate boundaries, and safeguarding their children from online. The following themes were hereby stressed out: (1) Reduced Intimate and Open Conversations Among Family Members; (2) Struggles in Performing Household Task; (3) Disrupted Sleeping Patterns; (4) Taking Untimely Meals; and (4) Displays Defiance When Corrected.

Reduced Intimate and Open Conversations Among Family Members

The first theme stresses a significant challenge faced by parents in today's fast-paced and digitally driven world. In an era dominated by technology and increasingly

busy schedules, the opportunities for genuine, heart-to-heart discussions within families have dwindled. This shift can be attributed to a variety of factors.

The ubiquity of digital devices and social media platforms has led to a decrease in face-to-face interactions among family members. The lure of screens often takes precedence over engaging in meaningful conversations. This not only hinders the development of strong interpersonal relationships but also impedes the emotional growth and well-being of children, who require open communication to express their thoughts, concerns, and feelings.

Furthermore, the demands of modern life, including hectic work schedules and extracurricular activities, leave limited time for families to gather and engage in meaningful discussions. As a result, essential topics often go unaddressed, leading to a lack of mutual understanding and support within the family unit.

In addition, societal changes, such as the increasing emphasis on individualism, can contribute to a reluctance to share personal thoughts and feelings.

“Sa sige atubang og cellphone kay sige internet imbes kay magtabi magsige na lang iyahay og dungo.” -P3

“Usahay sa post na lang nila sa FB nato makit-an ang nahitabo sa ila kinabuhi like naabot na diay sila dadto ana.” -P7

“Mas makabalo pa ila barkada sa tinood nga mga panghitabo nila isip usa ka estudyante kay tungod sa chat chat.” -P5

“Manglakaw sa chat na lang pananghid nato, dili na sa personal.” -P12

Struggles in Performing Household Tasks

Struggles in Performing Household Tasks added a significant layer of complexity to the challenge parents face in nurturing their children in the digital age.

One of the primary factors contributing to this challenge was the pervasive nature of digital technology. With the constant accessibility of smartphones, tablets, and computers, parents and children alike can easily become engrossed in screen time, diverting attention away from essential household tasks. This can lead to delays in completing chores, resulting in cluttered living spaces and added stress for parents.

Furthermore, the demands of digital engagement, such as remote work or online learning, can encroach on the time traditionally allocated for household tasks. The blurred boundaries between work, education, and leisure in the digital realm can make it harder for parents to establish structured routines for managing household responsibilities.

“Akong nasugatang hagit isip usa ka ginikanan kay kanang dili na masugo kay sige og cellphone.” -P1

“Dili na maminaw sa kun unsay isugo namong ginikanan og dili na pud mahatagan og oras sa anak ang mga buluhaton sa balay.” -P2

“Sige unya unya sa unsay isogo nga hangtud makalimtan na lang kay mao lage sige atubang sa CP.” -P8

Disrupted Sleeping Patterns

The theme of "Disrupted Sleeping Patterns" was a significant challenge, and it has far-reaching implications for children. With the proliferation of digital devices and the constant connectivity they offer, many children and adolescents are struggling to establish and maintain healthy sleep routines.

The main contributor to disrupted sleeping patterns is the widespread use of screens before bedtime. Any device that emits blue light, including computers, tablets, and cellphones, can inhibit the release of melatonin, a hormone that controls sleep. Difficulties getting to sleep and remaining asleep may result from this.

Moreover, the allure of digital entertainment and social interaction can lead children to extend their screen time into the late hours of the night. This behavior not only displaces valuable sleep hours but can also lead to overstimulation, making it even more challenging for children to wind down and prepare for restful sleep.

“Dugay matulog sa gabie, resulta nga dugay kaayo makamata sa buntag para moskuyla.” -P10

“Maabtan og kadlawon kay sige internet og dula nga maoy hinungdan nga sige ka-late sa school.” -P7

“Maong dugay maka tulog ang bata kay aduna man silay ginahimo nga assignment ug project.” - P3

Taking Untimely Meals

The challenge of "Taking Untimely Meals" was a significant concern for parents in the digital age. The immersive nature of digital engagement, when children become enthralled in screen time, whether through gaming, social media, or educational content, they may lose track of time. This can result in delayed meals or, in some cases, skipping them altogether.

Moreover, the accessibility of digital devices allows children to engage in activities that don't have clear stopping points. This can lead them to postpone meals, prioritizing their digital pursuits over their basic nutritional needs. In some instances, children may even consume snacks or fast food while using devices, which can lead to unhealthy eating habits.

“Sa sige atubang og gadgets dili na modumdum sa panahon nga tingkaon.” -P10

“Agdahon, maminaw og motando pero wala nilihok. Imbes kay modungan og kaon, mauwahi na noon. Alas dos ang paniudto unya usahay dili mamahaw kay makalimtan na lang.” -P16

“Mas unahon mn nila ang dula kuntras sa kaon,kay mao mn ilang ganahan.”

“Gilimitan sa oras sa ilang pagamit niini pero sad to say kay wala gyud kini matuman. Example,ang ilang kaon dili na madom-dom ang oras always late ug magsigeg unya na.” -P10

Displays Defiance When Corrected

The constant exposure to digital stimuli can sometimes lead to behaviors characterized by resistance or defiance when parents attempt to correct or guide their children. When children become deeply engrossed in their digital activities, they may develop a sense of attachment or dependence on their devices. This attachment can sometimes result in resistance when parents interrupt or correct their digital interactions.

Besides, digital environments, especially in online gaming or social media, can sometimes foster a sense of independence or autonomy in children. In these spaces, they may have a degree of control over their experiences and interactions, which can contrast with the more structured guidance provided by parents. This difference in authority can sometimes lead to defiance when parents attempt to intervene.

For parents, this challenge requires a delicate balance between respecting a child's autonomy and providing necessary guidance. Open communication about the boundaries and rules regarding digital engagement is crucial. It's important for parents to explain why certain corrections are necessary, emphasizing safety, responsibility, and healthy usage patterns.

“Badlungon pabungol-bungol lang, unya masuknaan usahay maninghad.” -P14

“Dili motoo sa mando og sa mga angay buhaton, ilabi na nga ma-focus kaayo sa cellphone, dili na gyud maminaw.”

“Maong dili na sila maminaw kay ang ilang utok naka focus man sa ilahang cellphone.”

Parents’ Strategies in Protecting Their Children from The Risk Brought by Digital Technologies. The ubiquity of digital devices and online platforms has opened up a world of opportunities for learning, exploration, and connectivity, but it also brings forth a new set of challenges. As children cross this virtual realm, parents play a critical role in equipping them with the knowledge, skills, and strategies necessitated to stay safe and responsible online. Three themes emerged as the parents’ strategies for protecting their children in this digital era: (1) Heart-to-heart Talks, (2) Scheduling and Setting Limitations, and (3) Extending Patience and Understanding.

Heart-To-Heart Talks

"Heart-to-Heart Talks" served as a foundational strategy for parents in safeguarding their children from the risks associated with digital technologies. These intimate conversations provide a platform for open dialogue, enabling parents to understand their children's digital experiences, concerns, and challenges.

With this, parents can impart crucial knowledge about online safety, privacy, and responsible digital behavior. They can educate their children about the potential risks they may encounter, such as cyberbullying, inappropriate content, or online predators, while emphasizing the importance of setting boundaries and seeking parental guidance when needed.

Furthermore, these conversations allow parents to share their own values and expectations regarding digital engagement. By actively involving children in these discussions, parents empower them to make informed decisions and navigate the digital landscape with confidence. Heart-to-heart talks also serve as a means for parents to address any concerns or red flags that may arise during their child's online activities.

In essence, by engaging in these candid conversations, parents establish a strong foundation for their children to thrive in the digital age while upholding their overall well-being and security.

“As parents, dili nato I focus ang atung mindset sa saunang panahon kon unsa ang atung kasinatian sa pagkabata, dili nato I compare ang atung naagian sa ilang kaghintang karon kay ang kalibutan nato nagpanaw, paspas kayo ang kausaban, but not pasabot nga ato silang itolerate sa kon unsa ilang gusto. Ato gyud always imonitor ang ilang gipamuhat.” -P12

“during family prayer”Hatagan sila ug mga pahimangno. Explain sa ilaha ang maayo ug dili mga mahimong epekto niini.” -P9

Scheduling and Setting Limitations

This theme emerged as instrumental strategies utilized by parents to shield their children from the potential risks posed by digital technologies. By implementing specific time slots for digital activities, parents strike a balance between screen time and other essential aspects of their child's life, such as schoolwork, outdoor play, family interactions, and sleep. This deliberate scheduling curtails the likelihood of excessive and unmonitored digital engagement.

Additionally, setting limitations on the types of content and platforms children can access serves as a protective measure. Parents define clear boundaries, age-appropriate guidelines, and parental controls to filter and regulate the content their children encounter online. This includes restricting access to potentially harmful or inappropriate material, as well as monitoring the interactions and communities in which their children participate.

Through these structured schedules and defined limitations, parents provide a framework that encourages responsible digital behavior. They instill a sense of discipline and self-regulation.

Furthermore, these strategies facilitate important opportunities for family bonding and shared experiences. By engaging in non-digital activities together, such as outdoor play, reading, or creative pursuits, parents foster deeper connections with their children, enriching their overall development.

Ultimately, scheduling and setting limitations are pivotal tools in a parent's arsenal, allowing them to proactively navigate the digital landscape. They create a structured, balanced, and secure environment wherein children can explore the benefits of technology while being shielded from potential risks. Through these deliberate efforts, parents empower their children to cultivate a healthy relationship with digital technologies, ensuring their overall well-being and development.

“Naay oras ug kanus-a sila pwede mo gamit sa mga gadgets. Kanang panahon nga mogamit nga dili pa mahuman ang trabahoon sa balay.” -P9

“Dili lang palab-anan ug gamit sa cellphone. Pag kontrolado sa oras sa pag dula, Naay time sa pagtuon,Naay time sa iya mama,Naay time sa iya mga friends.” -P4

“Time management para healthy sya ug dili mabilar ug makahatag usab ug oras sa pamilya”. -P12

Extending Patience and Understanding

The last theme stood as a crucial strategy employed by parents to safeguard their children in the digital age. In a rapidly evolving technological landscape, parents recognized the need for a compassionate and empathetic approach. This strategy involves acknowledging that children are navigating a complex digital world with its own set of challenges and uncertainties.

Being patient and understanding, parents created a setting that kids feel at ease in discussing their digital experiences, concerns, and questions. They refrained from immediate judgment and instead provided a supportive space for open dialogue. This approach helped build trust and strengthen the parent-child relationship, enabling children to turn to their parents for guidance and support in times of uncertainty or distress.

It also involved acknowledging the positive aspects of digital engagement. Parents recognized that technology can be a valuable educational tool, a means of creative expression, and a platform for building important social connections. By understanding the potential benefits, parents can guide their children towards constructive and enriching digital experiences.

Furthermore, extending patience and understanding served as a buffer against potential conflicts or disagreements surrounding digital use. It allowed parents to address concerns in a calm and measured manner, avoiding unnecessary tension or power struggles. Therefore, embodied a holistic and empathetic approach to parenting in the digital age. It empowered children to explore the digital world with confidence, knowing that their parents are there to provide support and guidance. Through this strategy, parents created a foundation for responsible, safe, and balanced digital engagement, ensuring the well-being and development of their children in the digital era.

“Reminders lang jud sa kanunay bahalag balik balik na jud ang tanan”. -P9

“Estoryahan kung unsay nahitabo sa ubang bata tungod sa teknolohiya.” -P11

“First ask for guidance gikan ni lord ayha pako moistorya aron ilang masabtan, kanunay’ng pahinomdoman nga dili sundon ang mga bati nga mga makita sa cellphone ilabi na gyud ang mga dili angayan nga mga butang.” -P8

Parents are the ones who give birth to and raise children, so they are always associated with them since they will play the most significant part in the child's future. The digital age has made information sources more accessible than ever before, with virtually no limitations on the material that can be obtained - children are not exempt from this. Although the digital age offers many benefits, it also has drawbacks. Parenting, or the responsibility of parents in this digital age, is necessary to mentor and watch over kids who are already dependent on sophisticated digital devices. Everything hinges on how his own parents raise him to maintain a focused mindset toward education. The learning discipline of the child will be impacted by differences in parental parenting.

The present study employs a qualitative descriptive research design, utilizing a literature review methodology that involves examining multiple books and journals pertaining to the research aims and challenges. Parents are crucial to their children's growth. In the digital age, parents need to follow along and exercise greater caution in their parenting techniques by using technological advancements for better-organized parenting, having a plan, continuing to spend time with their families, and respecting the personal space of children (Afandi 2022).

Conclusion and Recommendations

This study explores the intricate dynamics of parenting in the digital age, flaking light on the complex challenges and strategies that parents employ to nurture and protect Generation Z. The research commenced by examining the profile of the respondents, revealing a diverse cross-section of parents from Commonwealth National High School, characterized by varying ages, educational backgrounds, and economic statuses. This diversity is crucial in understanding the nuanced approaches parents adopt in managing their children's digital engagement.

The investigation unveiled a high level of children's engagement with digital technologies, indicating the pervasive influence of the digital landscape on their lives. Furthermore, the research uncovered a range of challenges faced by parents in this digital era. These encompass reduced intimate conversations among family members, struggles in performing household tasks, disrupted sleeping patterns, taking untimely meals, and displays of defiance when corrected. These challenges illuminate the profound impact of digital technologies on family dynamics and routine activities. Addressing these issues calls for a holistic perception of the sophisticated interaction between technology and family life.

In response to these challenges, parents employ a range of strategies to safeguard their children. In essence, this study serves as a vital resource for parents navigating the complexities of raising Generation Z in the digital age. It emphasizes the need for a balanced and informed approach, one that acknowledges the transformative potential of technology while prioritizing the well-being and development of children. By understanding the challenges, employing effective strategies, and fostering open communication, parents can empower their children to thrive in the digital era, equipping them with the skills and knowledge needed to circumnavigate the evolving landscape of the 21st century.

Recommendations from this study encompassed the importance of the following:

(1) To the Parents: parental education and awareness, the need for clear guidelines on screen time, and the cultivation of open communication within families.

(2) To the Teachers: they play a pivotal role in integrating digital literacy into education.

(3) Community Leaders: they can facilitate digital literacy programs and advocate for safe online spaces; and

(4) Future Researchers: they may build upon this knowledge to further enrich our understanding of this critical issue.

Dissemination and Advocacy Plans

The positive impact of the internet on children's development is frequently praised. On the other hand, it is also criticized for lowering children's standard of living and exposing them to hazards that have never been seen before. How parents respond to this evolving phenomenon is crucial to guiding their children. Identifying challenges would give a general conclusion regarding how children of this age range are given enough control and supervision.

Indeed, this is the baseline of this research—going deeper into the understanding of the involvement of parents in this digital era. Through this initiative, the following are the dissemination and advocacy plans:

1. Academic Journals and Conferences. The findings of this study will be submitted to the division of Zamboanga del Sur by presenting at conferences and publishing in peer-reviewed journals.

2. Workshops and Seminars. Organizing workshops and seminars for parents, teachers, and community leaders is crucial in translating research findings into actionable insights. These events will provide a platform for interactive discussions, sharing of experiences, and learning from experts.

3. Community Awareness Campaigns. Collaborating with local educational institutions, community centers, and non-profit organizations, an awareness campaign will be conducted. This could involve distributing informational materials, conducting awareness sessions, and engaging with parents directly. The goal is to reach a wider audience, particularly those who may not have easy access to academic journals or workshops. A possible school-community partnership is to be realized to organize a

program in the selected barangay regarding parenting of Generation Z. It could be a series of information campaign drives that aim to partner barangay local government unit (BLGU) in facilitating parents to recognize their role and function in raising the new generation of children.

4. Parent-Teacher Associations (PTAs). Engaging with PTAs is a direct way to involve parents in the discussion. Presentations at PTA meetings, focused on the challenges and strategies identified in the study, will provide an opportunity for direct interaction with parents.

This comprehensive Dissemination and Advocacy Plan aims to engage various stakeholders and ensure that the study's findings have a meaningful impact on parenting practices in the digital era. Each strategy targets a specific audience or platform, maximizing the reach and effectiveness of the research.

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Financial Report

The table below presents the cost entailed during the conduct of research.

Deliverables	Particulars	Cost Estimate
1. Encoding of Proposal	Encoding Cost	100.00
2. Proposal Reproduction	Printing Cost	200.00
3. Encoding of the Survey Questionnaire	Encoding Cost	100.00
4. Reproduction of the Survey Questionnaire for Validation and Pilot Testing	Photocopy Expenses	500.00
5. Editing of the Researcher-made Questionnaire for Final Revision	Encoding Cost	100.00
6. Printing and Reproduction of the Revised Researcher-made Questionnaire for Data Gathering	Photocopy Expenses	1000.00
7. Travel Expenses during Collection of Data	Travel Expenses	500.00
8. Meals and Snacks during Data Collection	Meals and Snacks	500.00
9. Office Supplies	Ink and bond paper	1000.00
10. Research for Needed Data (Load for Internet Modem)	Load for Internet Modem	1000.00
Total:		5,000.00

Appendix A

Permission Letter to the Principal

February 20, 2023

Principal II
This Institution

Madame:

Greetings of Peace and Good Day!

This is to inform you that the undersigned is now currently writing his approved basic research entitled, “NURTURING AND PROTECTING THE GENERATION Z: CHALLENGES OF PARENTING IN THE DIGITAL ERA”.

In view of the above undertaking, the researcher is requesting permission from your good office to conduct his study about the challenges and the protecting measures of the selected parents of Commonwealth National High School, so that necessary data can be generated. Rest assured that all the data taken will be treated with the utmost confidentiality and used for academic purposes only.

Your valuable support to the educational research shall go a long way in upgrading the quality of education among the schools in the division and even in the country.

I hope for your favourable approval on this matter.

Sincerely yours,

RYAN A. ARABIS
Research

Appendix B
Permission Letter to the Barangay

July 20, 2023

Barangay Captain

Zamboanga del Sur

Subject: **Request for Permission to Conduct Survey and Interviews**

Dear Barangay Captain,

I hope this letter finds you well. I am writing to seek your kind permission and support for conducting a survey and interviews within your barangay. This research entitled **"Nurturing and Protecting the Generation Z: Challenges of Parenting in the Digital Era,"** is supported by the Basic Education Research Fund (BERF) of the Division of Zamboanga del Sur. As a proponent, I aim to gain valuable insights into parents' perspectives on their children's digital engagement and the challenges they face in today's digital age.

The survey and interviews will be conducted with selected residents in your community and the research findings will contribute to understanding the dynamics of parenting in the digital era. The information gathered will be treated with utmost confidentiality, and the data collected will be used solely for research purposes. Any personal information provided will be anonymized and kept strictly confidential.

I understand the significance of community cooperation and the importance of engaging with local stakeholders. Hence, I sincerely request your endorsement and support for this research endeavor. Your permission will significantly contribute to the success of this research project. Please find attached a copy of the survey questionnaire for your reference.

Thank you very much for considering our request. I would be more than happy to provide any additional information or clarification you may require. Your assistance in this matter is highly appreciated.

I look forward to your favorable response.

Sincerely,

RYAN A. ARABIS, MAED
Teacher III
Commonwealth NHS

Appendix C

Consent Letter

August 20, 2023

Dear Participant,

I am writing to seek your consent to participate in my research study titled "NURTURING AND PROTECTING THE GENERATION Z: CHALLENGES OF PARENTING IN THE DIGITAL ERA." I am a teacher at Commonwealth National High School, conducting this study as part of my academic research.

Study Purpose:

The purpose of this study is to gain insights into the challenges faced by parents in the digital era when it comes to nurturing and protecting Generation Z children. I aim to understand the impact of digital technologies on parenting practices, as well as the strategies parents employ to ensure the well-being of their children in the digital age.

Study Procedures:

If you agree to participate, you will be asked to answer the survey questionnaire tool and interview guide questions. The information you provide will be treated confidentially, and your identity will be kept anonymous in the research findings and reports.

Voluntary Participation:

Your participation in this study is entirely voluntary, and you have the right to withdraw at any time without consequences. Your decision to participate or not will not affect your relationship with the said school.

Confidentiality:

All information collected will be kept confidential and will only be used for research purposes. Your personal information will not be disclosed to any third parties.

Contact Information:

If you have any questions or concerns about the study, you may contact me at ryan.arabis@deped.gov.ph. Additionally, if you have any ethical concerns about this study, you may contact me at 09510281114.

Consent:

By signing below, you indicate your voluntary agreement to participate in this study. You understand the study's purpose, procedures, and your rights as a participant. Your consent is valid from the date of signing.

Participant's Signature: _____

Date: _____

Thank you for considering participating in this research study. Your insights will contribute significantly to our understanding of the challenges of parenting in the digital era.

Sincerely,

RYAN A. ARABIS, MAED

Teacher III

Commonwealth NHS

Appendix D

Survey Questionnaire

SURVEY QUESTIONNAIRE

Dear Participants,

The undersigned is currently working on his Division-Approved Basic Research entitled, **“NURTURING AND PROTECTING THE GENERATION Z: CHALLENGES OF PARENTING IN THE DIGITAL ERA”**

In connection with this, he humbly asks for your honest answers to the following questions stated below. Rest assured that all the data taken will be treated with the utmost confidentiality and used for academic purposes only.

RYAN A. ARABIS, MAED

Teacher-Researcher
Commonwealth NHS

Part I. Profile of the Respondents

Name (Optional): _____

Address: _____

Direction: Please indicate your response to the following items by checking the appropriate box.

Age

- ☐ 20 years old to 25 years old
- ☐ 26 years old to 30 years old
- ☐ 31 years old to 35 years old
- ☐ 36 years old to 40 years old
- ☐ 41 years old to 45 years old
- ☐ 46 years old to 50 years old
- ☐ 51 years old to 55 years old
- ☐ 56 years old to 60 years old
- ☐ 61 years old and above

Educational Attainment:

- ☐ No Formal Education
- ☐ Elementary Level
- ☐ Elementary Graduate
- ☐ High School Level
- ☐ High School Graduate
- ☐ College Level
- ☐ College Graduate
- ☐ Post Graduate Level/ Graduate

Socioeconomic Status- Combined Income (*classification based on PIDS, 2018*):

- ☐ Below P10,957 monthly income
- ☐ P10,957 to P21,914 monthly income
- ☐ P21,914 to P43,828 monthly income
- ☐ P43,828 to P76,66 monthly income
- ☐ P76,669 to P131,484 monthly income
- ☐ P131,483 to P219,140 monthly income
- ☐ P219,140 and above monthly income

Demographic Information of the Children:

Age of the child: _____

Gadget/s used

- ☐ Cellular Phone
- ☐ Tablets
- ☐ Laptops
- ☐ PC Personal Computer

Part II. Parent Survey: Children's Engagement with Digital Technologies

Instructions: Please rate each statement based on your perception of your child's engagement with digital technologies. Use the following scale:

Scale	Description	Weight Continuum	Interpretation
5	Always	4.21 – 5.00	Advanced Level of Engagement
4	Often	3.41 – 4.20	High Level of Engagement
3	Sometimes	2.61 – 3.40	Medium Level of Engagement
2	Rarely	1.81 – 2.60	Low Level of Engagement
1	Never	1.00 – 1.80	No Engagement at All

Directions: Please answer completely the items below according to the scale of 1 to 5 by encircling the number beside each statement that represents your appropriate level of agreement.

Statements	Responses				
	(5)	(4)	(3)	(2)	(1)
1. My child uses smartphones, tablets, or computers for educational purposes, such as learning apps or online classes.	5	4	3	2	1
2. My child uses digital devices to access and read online books, articles, or other written content.	5	4	3	2	1
3. My child uses digital technologies to do research or gather information for school projects or personal interests.	5	4	3	2	1
4. My child uses digital devices for educational purposes beyond school hours, such as exploring new subjects or skills.	5	4	3	2	1
5. My child has access to the internet and uses it to search for information or answers to questions.	5	4	3	2	1
6. My child uses digital technologies for virtual interactions with teachers or tutors.	5	4	3	2	1
7. My child uses digital technologies to engage in online forums or discussion groups related to their interests.	5	4	3	2	1

8. My child uses social media platforms (e.g., Facebook, Instagram, TikTok) to connect with friends and peers.	5	4	3	2	1
9. My child engages in online communication with family members (e.g., video calls) or friends.	5	4	3	2	1
10. My child has a social media account(s) that they actively manage and use.	5	4	3	2	1
11. My child uses digital technologies found in social media to access news and current events.	5	4	3	2	1
12. My child is comfortable using social media, digital devices and can troubleshoot minor technical issues on their own.	5	4	3	2	1
13. My child spends time watching online tutorials or instructional videos in social media to learn new things.	5	4	3	2	1
14. My child plays online video games or participates in virtual gaming communities.	5	4	3	2	1
15. My child frequently watches videos or streams content on platforms like YouTube or Netflix.	5	4	3	2	1
16. My child uses digital technologies to participate in creative activities, such as creating art, music, or videos	5	4	3	2	1
17. My child spends time playing interactive educational games on digital devices.	5	4	3	2	1
18. My child uses digital devices for entertainment purposes, such as watching cartoons or movies.	5	4	3	2	1
19. My child plays online video games or participates in virtual gaming communities.	5	4	3	2	1
20. My child frequently watches videos or streams content on platforms like YouTube or Netflix.	5	4	3	2	1

Appendix E

Interview Guide Questionnaire

Prefatory Statement:

A pleasant morning/afternoon to you, participants!

Una, salamat sa imong desisyon sa pag-apil niini nga pagtuon isip usa sa mga participants. Kini nga interview nagtumong sa pagtigom og impormasyon bahin sa pakiglambigit sa imong anak sa mga digital nga teknolohiya. Kon ang pagsulti sa imong lumad nga pinulongan mas convenient alang kanimo, ikaw gawasnon sa pagbuhat niana; kini kanunay nga giapresyar ug pagahatagan og respeto. Walay sayop nga mga tubag sa bisan unsa sa imong mga komento, busa ayaw kabalaka. Makasiguro ka nga ang imong ngalan itago, ang imong mga tubag itago nga pribado sab, ug kini gamiton lamang alang niini nga pagtuon. Ang bisan unsang pangutana mahimong isalikway, ug kanunay kang adunay kapilian sa pagtapos sa interview.

Uban sa imong pagtugot, gusto nako nga irekord sa audio ang panag-istoryahanay tungod kay gusto nako makuha ang tanan nimo nga mga panan-aw. Kini nga interview molungtad og gibana-bana nga 20-30 ka minuto, depende kung pila ka impormasyon ang gusto nimong ipaambit.

Aduna ka bay dugang mga pangutana mahitungod sa akong gisulti? Mahimo ba nako sugdan ang digital recorder karon? Palihug hatagi ako og pipila ka kasayuran sa background bahin sa imong kaugalingon sa dili pa kita magsugod.

Interview Guide Questions

A. Engaging Questions:

Can you tell me about your experience as a parent in today's digital age and how it has impacted your parenting? *Mahimo ba nimo akong sultihan bahin sa imong kasinatian isip usa ka ginikanan sa digital age karon ug kung giunsa kini nakaapekto sa imong pagkaginikanan?*

B. Central Question: **Challenges Faced by Parents**

1. What are some of the challenges you encounter as a parent while nurturing your children in the digital age? *Unsa ang pipila sa mga hagit nga imong nasugatan isip usa ka ginikanan samtang nag-amuma sa imong mga anak sa digital age?*

Sub Questions	Descriptive Questions	Probing Questions
1. How do you manage your child's screen time at home? <i>Giunsa nimo pagdumala ang screen time sa imong anak sa balay?</i>	1. Can you provide specific examples of situations where you found it challenging to regulate your child's digital device usage? <i>Makahatag ka ba ug specific examples sa mga sitwasyon diin imong nakita nga challenging kaayo ang</i>	1. Can you share more about your approach to managing screen time? <i>Mahimo ba nimong ipaambit ang dugang bahin sa imong pamaagi sa pagdumala sa screen time?</i>

<p>2. What difficulties have you faced in establishing boundaries around digital device usage? <i>Unsang mga kalisdanan ang imong giatubang sa pag-establisar og mga utlanan sa paggamit sa digital device?</i></p> <p>3. How do you balance your child's digital activities with other aspects of their life, such as academics and family time? <i>Giunsa nimo pagbalanse ang digital nga mga kalihokan sa imong anak sa ubang mga aspeto sa ilang kinabuhi, sama sa akademiko ug family time?</i></p> <p>4. Have you noticed any changes in family dynamics or communication patterns due to digital technologies?</p>	<p><i>pagkontrolar sa paggamit sa digital device sa imong anak?</i></p> <p>2. How do you feel when your child spends a significant amount of time engaging with digital technologies? <i>Unsay imong bation kon ang imong anak mogugol ug dakong panahon sa pag-apil sa digital nga mga teknolohiya?</i></p>	<p>2. How do you decide how much time is appropriate? <i>Giunsa nimo pagdesisyon kung pila ka oras ang angay?</i></p> <p>3. Have there been any instances where your child's digital device usage has caused conflicts within the family? <i>Aduna bay mga higayon diin ang paggamit sa digital device sa imong anak nakapagubot hinoon o di kaha panagbikili sulod sa pamilya?</i></p> <p>4. How did you address these conflicts? <i>Giunsa nimo</i></p>
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<p><i>Namatikdan ba nimo ang bisan unsang mga pagbag-o sa pamilya o mga sumbanan sa komunikasyon tungod sa digital nga mga teknolohiya?</i></p> <p>5. What concerns or worries do you have about your child's exposure to online content? <i>Unsang mga kabalaka ang naa nimo bahin sa exposure sa imong anak sa online nga kalibutan?</i></p>		<p><i>pagsulbad kini nga mga panagbangi?</i></p>
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Central Question: **Parental Strategies for Protecting Children**

2. How do you protect your children from the risks brought by digital technologies?

Giunsa nimo pagpanalipod ang imong mga anak gikan sa mga risiko nga dala sa digital nga teknolohiya?

Sub Questions	Descriptive Questions	Probing Questions
<p>1. Do you use any parental control tools or software to monitor or limit your child's online activities? <i>Naggamit ka ba ug bisan unsang galamiton sa pagkontrol o di kaha software aron mamonitor o limitahan ang mga kalihokan sa online sa imong anak?</i></p> <p>2. How do you initiate conversations with your child about online safety and responsible digital behavior? <i>Giunsa nimo pagsugod ang mga panag-istoryahanay sa imong anak bahin sa kaluwasan sa online ug responsable nga pamatasan sa digital?</i></p> <p>3. Have you established specific rules or guidelines for your</p>	<p>1. Can you share some examples of how you educate your child about potential online risks and safety measures? <i>Mahimo ba nimong ipaambit ang pipila ka mga examples kung giunsa nimo pag-edukar ang imong anak bahin sa mga potensyal nga peligro sa online ug mga lakang sa kaluwasan?</i></p> <p>2. How do you handle situations where your child encounters inappropriate or harmful content online? <i>Giunsa nimo pagdumala ang mga sitwasyon diin ang imong anak makasugat og dili</i></p>	<p>1. What resources or methods do you use to stay informed about the latest digital trends and apps that your child might be using? <i>Unsa nga mga resources o pamaagi ang imong gigamit aron magpabilin nga aduna kay nahibal-an bahin sa labing bag-ong mga uso sa digital ug mga app nga mahimo'g gigamit sa imong anak?</i></p> <p>2. How do you address situations when your child faces cyberbullying or online harassment? <i>Giunsa nimo pagtubag ang mga sitwasyon kung ang imong anak nag-atubang sa cyberbullying o</i></p>

child's digital device usage at home? <i>Nakahimo ka ba og mga specific rules o mga giya alang sa paggamit sa digital device sa imong anak sa balay?</i>	<i>angay o makadaot nga sulod online?</i>	<i>online nga harasment?</i>
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B. Exit Question

1. Is there anything else you would like to share regarding your experiences as a parent in the digital age and how you nurture and protect your children from digital technology-related challenges? *Aduna pa bay laing butang nga gusto nimong ipaambit mahitungod sa imong mga kasinatian isip usa ka ginikanan sa digital age ug giunsa nimo pag-amuma ug pagpanalipod sa imong mga anak gikan sa digital technology-related nga mga hagit?*
2. Do you have any suggestions or advice for other parents who may be facing similar challenges in the digital era? *Aduna ka bay mga sugyot o tambag alang sa ubang mga ginikanan nga mahimong nag-atubang sa susamang mga hagit sa digital nga panahon?*

Thank you for your participation!

Participant's Signature