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PARENTS' DIGITAL MEDIA SUPERVISION PRACTICES AND THEIR PERCEPTION OF THE LEARNING BEHAVIOR OF THEIR CHILDREN

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ABSTRACT

This study examined the relationship between parents' digital media supervision practices and their perception of children's learning behavior at U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga South District, Bohol Province Division, during School Year 2025–2026. Specifically, it assessed digital media supervision practices in terms of monitoring, regulation, restriction, and guidance, and children's learning behavior in terms of focus, participation, discipline, study habits, and academic responsibility. A descriptive-correlational research design was employed. Purposive sampling was used to select 50 parent-respondents from the two public elementary schools. Data were gathered through a structured survey questionnaire. Frequency, percentage, weighted mean, standard deviation, and Pearson product-moment correlation coefficient (r) were used to analyze the data. Results showed that most respondents were middle-aged females, had high school or college education, and belonged to low- to lower-middle-income households. Digital media supervision practices were generally moderate, with monitoring and basic regulation evident, but restrictions and academic reinforcement were inconsistently applied. Children's learning behavior was also generally moderate, with interest and participation evident but inconsistencies in focus, discipline, and task completion. A significant but weak positive relationship existed between parental digital media supervision and children's learning behavior ($r = 0.490$, $p < 0.001$). The study concluded that parental supervision was meaningfully associated with children's learning behavior, although other factors also influenced learning. It was recommended that parents strengthen consistent monitoring, regulation, restriction, and guidance, while schools provide orientation programs on effective digital parenting to support learner discipline and academic engagement, and that the proposed Action Plan be implemented.

Keywords: *Early Education, Digital Media Supervision Practices, Children's Learning Behavior, Descriptive-Correlational Research, Inabanga South District, Bohol*

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INTRODUCTION

Background of the Study

Digital media has become an integral part of children's daily lives. Mobile phones, tablets, computers, social media platforms, online videos, digital games, and educational applications provide opportunities for communication, entertainment, and learning. However, excessive or poorly supervised digital media use can interfere with children's attention, study routines, discipline, and completion of academic tasks. The effects of digital media use depend not only on the amount of time children spend using digital devices but also on the extent to which parents monitor, regulate, restrict, and guide their children's activities. Thus, parental supervision plays an important role in helping children develop responsible digital habits while maintaining appropriate learning behaviors.

At the national level, the increasing availability of digital devices and internet-based content has made digital media a regular part of Filipino children's home and educational experiences. Digital technology supports learning through access to information, educational materials, and interactive activities. However, when digital media is used primarily for entertainment or without adequate supervision, it competes with time intended for studying, reading, completing assignments, sleeping, and engaging in family activities. Parents therefore play an important role in establishing appropriate boundaries, monitoring the content accessed by their children, regulating screen time, and providing guidance on responsible digital media use. Differences in the consistency and effectiveness of parental supervision have consequently been associated with children's ability to manage their time, maintain attention, practice discipline, and fulfill academic responsibilities.

In the local context, these concerns are relevant to U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga South District, Bohol Province Division. The use of mobile phones and other digital devices among school-aged children is evident in their daily routines at home and in activities surrounding their school experiences. Some learners spend substantial time watching online videos, playing digital games, browsing social media, or using other digital applications after school. When these activities are not appropriately monitored or regulated, they reduce the time available for reading, reviewing lessons, completing assignments, preparing school materials, or obtaining sufficient rest. In the school setting, teachers and parents have encountered learners who experience difficulty sustaining attention during learning activities, completing assigned tasks, following regular study routines, or maintaining consistent discipline. These situations demonstrate the relevance of digital media use and learning behavior as concerns within the research environment and highlight the need to examine how parental supervision is associated with children's learning behavior.

The need to investigate these issues arises from the increasing role of digital media in children's everyday experiences and the responsibility of parents to guide its appropriate use. Understanding the relationship between parental digital media supervision and children's learning behavior provides evidence on whether consistent monitoring, regulation, restriction, and guidance are associated with desirable learning behaviors. Such findings help identify areas in parental supervision practices that need strengthening and provide schools with a basis for developing appropriate initiatives, orientations, and interventions that promote responsible digital media use, learner discipline, study habits, and academic engagement. Examining the issue within the specific school environment is therefore important because local evidence provides a basis for addressing the needs of the learners and their families.

Previous studies on parental digital supervision and children's learning-related behavior drew on contexts such as China (Cao et al., 2022; Dong et al., 2020), Hong Kong (Lau & Lee, 2021), Germany (Festl, 2021), and Iraq (Mohammed & Mohammed, 2025). The literature reviewed for this study offers limited evidence on how parents in rural public elementary schools in Bohol supervise their children's digital media use and how they perceive

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their children's learning behavior. This gap underscores the need for a context-specific investigation that can inform schools and parents in strengthening supervision practices at home.

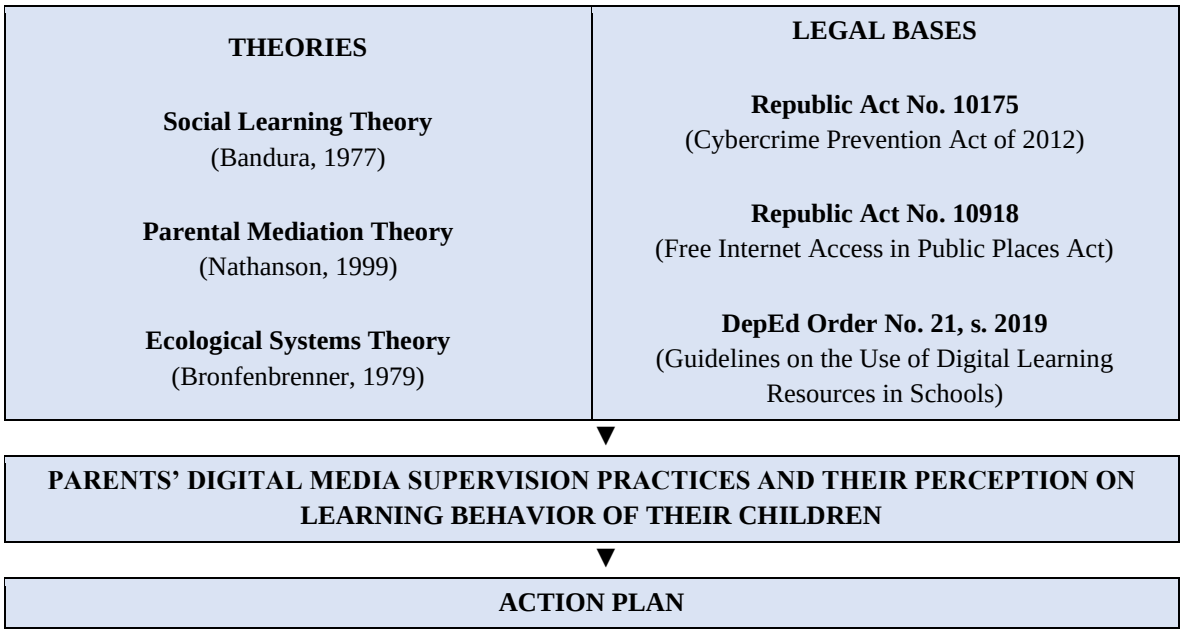
Given these circumstances, this study sought to investigate the relationship between parents' digital media supervision practices and their perception of the learning behavior of children at U-og Ubujan Elementary School and Sto. Rosario Elementary School, Inabanga South District, in Inabanga, Bohol Province Division, during School Year 2025–2026 as a basis for an Action Plan.

Theoretical Framework

This study is anchored on established theories and legal bases that provide a framework for understanding the relationship between parental digital media supervision practices and their perception of children's learning behavior. Theoretical perspectives offer insight into how children acquire behaviors, habits, and skills through observation, interaction, and environmental influences, while legal frameworks provide guidance and standards for responsible digital media use. Together, these foundations support the examination of how parental involvement shapes children's engagement with technology and learning outcomes, highlighting both developmental and normative dimensions of digital behavior.

The study draws on Social Learning Theory, Parental Mediation Theory, and Ecological Systems Theory to explain how children's learning behavior is influenced by parental guidance, modeling, and the broader environmental context. Social Learning Theory emphasizes behavior acquisition through observation, Parental Mediation Theory underscores active guidance and restriction in media use, and Ecological Systems Theory situates these interactions within family, school, and societal systems. Complementing these theories, Republic Act No. 10175 (Cybercrime Prevention Act of 2012), Republic Act No. 10918 (Free Internet Access in Public Places Act), and DepEd Order No. 21, s. 2019 provide legal guidance for safe and responsible digital media use, ensuring that parental supervision is aligned with national standards and educational policies. These frameworks are presented in Figure 1.

Figure 1. Theoretical-Conceptual Framework of the Study



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Social Learning Theory explains that learning occurs not only through direct instruction but also through observation, imitation, and modeling of behaviors within one's environment. In the context of this study, children's interaction with digital media and their resulting learning behavior are largely shaped by what they observe from their parents at home. Parents serve as primary role models, and their attitudes, habits, and rules regarding digital media use are often mirrored by their children. When parents demonstrate disciplined screen use, such as setting limits, prioritizing educational content, and balancing online and offline activities, children are more likely to adopt similar responsible behaviors that support positive learning outcomes. On the other hand, when parents show inconsistent supervision or excessive engagement with digital devices, children may imitate these patterns, leading to distractions, reduced attention span, and poor study habits.

Bandura further emphasized the role of reinforcement and cognitive processes in observational learning. Children do not simply copy behaviors; they evaluate what they see based on perceived rewards or consequences. In terms of digital media supervision, when parents actively guide their children—by explaining appropriate content, encouraging educational applications, and correcting misuse—children begin to internalize these standards. This process strengthens self-regulation, which is a critical component of effective learning behavior. Conversely, the absence of parental mediation may result in children developing uncontrolled media consumption habits, negatively affecting their academic focus and motivation.

Moreover, Social Learning Theory highlights the importance of reciprocal interaction between behavior, personal factors, and the environment. In this study, parental supervision practices, children's digital media use, and their learning behavior continuously influence one another. Parents who perceive changes in their children's learning behavior may adjust their supervision strategies, while children's responses to these strategies can either reinforce or challenge parental practices. This dynamic interaction underscores that learning behavior is not developed in isolation but is a product of ongoing social experiences within the family setting.

Parental Mediation Theory explains how parents actively manage and regulate their children's exposure to media in order to shape their understanding, attitudes, and behaviors. Within the context of this study, the theory is directly relevant in explaining how different parental digital media supervision practices influence children's learning behavior. It emphasizes that children are not merely passive consumers of digital content; rather, their interpretation and use of media are largely guided by the involvement and intervention of their parents. Through various mediation strategies, parents play a crucial role in directing how digital media is used—whether for entertainment, communication, or learning purposes.

The theory identifies key forms of mediation, namely active mediation, restrictive mediation, and co-use or co-viewing. Active mediation involves parents discussing digital content with their children, explaining its relevance, appropriateness, or potential effects. In terms of learning behavior, this approach helps children develop critical thinking skills, better comprehension, and the ability to connect digital content with academic tasks. Restrictive mediation, on the other hand, refers to setting rules and limits, such as screen time restrictions or blocking certain content. This form of supervision is essential in preventing excessive or distracting media use that may interfere with children's concentration, study habits, and overall academic performance. Co-use, where parents and children engage with media together, allows parents to monitor content in real time and model appropriate media behavior, reinforcing positive learning-related practices.

Furthermore, Parental Mediation Theory highlights that the effectiveness of these strategies depends on consistency and the parent's awareness of their child's needs and behavior. Parents who are actively involved and intentional in supervising digital media use are more likely to foster disciplined, focused, and responsible learners. In contrast, a lack of mediation or inconsistent supervision may result in children developing poor media habits, such as overuse of gadgets for non-educational purposes, which can negatively affect attention span, motivation, and academic engagement.

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In relation to the study, the theory supports the idea that parents' digital media supervision practices are directly linked to their perceptions of their children's learning behavior. Parents who employ effective mediation strategies are more likely to observe positive learning behaviors, while those with minimal or ineffective supervision may perceive more academic challenges. Thus, Parental Mediation Theory provides a clear framework for understanding how structured and purposeful parental involvement in digital media use can shape children's learning outcomes.

Ecological Systems Theory explains that a child's development is influenced by multiple layers of environmental systems that interact with one another, with the family serving as one of the most immediate and influential contexts. In this study, parents' digital media supervision practices and their perception of children's learning behavior are best understood within the child's microsystem, where direct interactions between parents and children occur on a daily basis. The home environment, including rules on gadget use, parental involvement, and attitudes toward digital media, plays a critical role in shaping how children behave, think, and learn. Children who grow up in structured households with clear guidance on media use are more likely to develop disciplined learning behaviors compared to those in less regulated environments.

Bronfenbrenner further emphasized that these environmental systems are interconnected. The relationship between parents and children (microsystem) is influenced by other systems such as the mesosystem, which includes the connection between home and school. For instance, parents who align their digital supervision practices with school expectations—such as encouraging the use of technology for academic purposes—help reinforce positive learning behavior. On the other hand, a disconnect between home practices and school demands may create confusion or inconsistency in the child's approach to learning. This highlights that children's learning behavior is not solely a result of individual ability, but also of how different environments support or hinder their development.

Additionally, the exosystem and macrosystem provide a broader context for understanding parental supervision practices. Factors such as parents' work schedules, access to technology, cultural beliefs about media use, and societal trends in digital consumption all influence how parents regulate their children's media exposure. In today's digital age, where gadgets are easily accessible and widely used, parents are challenged to balance convenience with responsibility. Their perceptions of their children's learning behavior are therefore shaped not only by direct observation but also by these broader societal influences.

In relation to this study, Ecological Systems Theory supports the idea that children's learning behavior and media use cannot be examined in isolation. Instead, they are products of continuous interaction between the child and their environment, particularly the family setting. Parents' supervision practices reflect their role within this system, and their perceptions are shaped by the outcomes they observe in their children's academic engagement and behavior. This theory provides a comprehensive framework for understanding how environmental factors, especially parental involvement, contribute to the development of children's learning behavior in the context of digital media use.

Republic Act No. 10175 serves as a significant legal framework that protects individuals, particularly children, from various forms of online threats such as cyberbullying, online harassment, identity theft, fraud, and exposure to inappropriate digital content. In the context of this study, the law emphasizes the important role of parents in supervising and regulating their children's digital media practices. Since children are increasingly exposed to online platforms for communication, entertainment, and academic purposes, parental supervision becomes essential in ensuring that digital media use remains safe, responsible, and beneficial to their development.

The law highlights that parents have the responsibility to monitor the online activities of their children by setting limitations on screen time, checking the websites and applications being used, and teaching proper online conduct.

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Through consistent supervision, parents can protect children from harmful online interactions that may negatively affect their emotional well-being, concentration, and academic performance. This directly relates to the study variable concerning the extent of parents' supervision of their children in terms of digital media practices, as effective supervision helps children develop discipline, digital responsibility, and balanced media consumption.

Moreover, the law also connects to parents' perception of their children's learning behavior. Parents who actively supervise digital media use are more likely to observe changes in their children's academic engagement, attention span, study habits, and motivation to learn. Excessive or unsupervised exposure to digital media may contribute to distractions, reduced focus, and poor learning behavior, while guided and educational use of technology may enhance academic participation and independent learning. In this sense, RA 10175 supports the idea that parental involvement in children's digital activities significantly influences how parents perceive their children's learning behavior and academic development.

In addition, the Cybercrime Prevention Act promotes awareness of responsible digital citizenship. Parents who understand the legal consequences of cyber-related offenses are encouraged to educate their children regarding ethical online behavior, privacy protection, and respectful communication. This guidance helps children use digital platforms more responsibly, which may positively affect their behavior toward school-related tasks and online learning activities. Therefore, the law provides a strong legal basis for the study by reinforcing the importance of parental supervision in shaping safe digital media practices and fostering positive learning behavior among children.

Republic Act No. 10918 guarantees public access to internet connectivity in schools, libraries, parks, transportation terminals, and other government institutions. The law aims to promote digital literacy, equal access to information, and opportunities for educational advancement through technology. In relation to this study, the increased accessibility to digital resources highlights the growing importance of parental supervision in managing children's exposure to online content and digital media platforms.

As children gain easier access to the internet both inside and outside the home, parents are expected to guide them in using digital technologies appropriately and productively. This directly supports the study variable concerning the extent of parents' supervision of their children in terms of digital media practices. Parents play a crucial role in monitoring how much time children spend online, identifying whether digital activities are educational or purely recreational, and ensuring that online access does not interfere with responsibilities such as studying, household tasks, and social interaction. Through supervision, parents can help children maximize the educational benefits of internet access while minimizing exposure to distractions, misinformation, and harmful online influences.

Furthermore, the law is also relevant to parents' perception of their children's learning behavior. Because internet access provides children with opportunities for online learning, research, and academic collaboration, parents may observe improvements in their children's curiosity, participation, and independent learning skills when digital media is used properly. However, parents may also perceive negative learning behaviors when internet access is misused for excessive gaming, social media use, or entertainment that reduces academic focus and productivity. This demonstrates how parental supervision significantly shapes the outcomes of children's digital media practices and influences parents' observations regarding learning behavior.

The law also supports the development of digital literacy among learners. Parents who actively supervise and guide their children's use of digital resources can help them develop critical thinking skills, responsible online behavior, and proper evaluation of information sources. These practices contribute to more effective learning habits and improved academic engagement. Consequently, RA 10918 serves as an important legal basis for the study because it emphasizes that increased internet accessibility must be accompanied by strong parental

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involvement to ensure that digital media use contributes positively to children's learning behavior and overall educational growth.

Department of Education, through **DepEd Order No. 21, s. 2019** provides policies that support the integration of technology and digital learning resources in Philippine basic education. The order recognizes that digital tools and online platforms have become important components of modern teaching and learning processes. In the context of this study, the policy underscores the importance of collaboration between schools and parents in guiding children toward responsible and meaningful use of digital media.

The order supports the study variable regarding the extent of parents' supervision of their children in terms of digital media practices by emphasizing that learning is not limited to the classroom alone. Since students increasingly use gadgets, online platforms, and digital resources at home, parents are expected to monitor and reinforce proper technology use outside school hours. Parents who supervise online learning activities, regulate media exposure, and encourage educational use of technology contribute to a more supportive learning environment for children. Such involvement helps children develop discipline, focus, and accountability in using digital media for academic purposes.

In addition, the policy is strongly connected to parents' perception of their children's learning behavior. Through active supervision and engagement, parents become more aware of their children's study habits, participation in online learning activities, and attitudes toward schoolwork. Parents may perceive positive learning behavior when children use digital media responsibly for research, assignments, and educational enrichment. On the other hand, lack of supervision may lead to excessive screen time, procrastination, reduced attention span, and poor academic engagement, which can negatively influence parents' perceptions of their children's learning behavior.

In general, the study is grounded in the principles of Social Learning Theory, Parental Mediation Theory, and Ecological Systems Theory, which collectively explain that children's digital media practices and learning behavior are strongly influenced by parental guidance, supervision, and environmental interactions. These theories emphasize that parents play a central role in shaping children's responsible use of digital media and in fostering positive learning behaviors through modeling, monitoring, and active involvement. Furthermore, the study is supported by legal bases such as Republic Act No. 10175, Republic Act No. 10918, and DepEd Order No. 21, s. 2019, which reinforce the importance of safe digital practices, digital literacy, and parental participation in children's educational development. Collectively, these theories and legal foundations provide a strong framework supporting the study's investigation of parental supervision and children's learning behavior in the digital age.

Review of Related Literature

This section reviews recent literature on parents' digital media supervision and children's learning behavior, organized around the three theoretical perspectives that anchor the study.

The principles of Social Learning Theory are strongly supported by recent literature, particularly in explaining how parents influence children's digital media use and learning behavior through modeling and guided interaction. Studies consistently show that children develop digital habits and learning-related behaviors by observing their parents' beliefs, attitudes, and practices toward technology. For instance, Hammer et al. (2021) found that parents' beliefs and behaviors toward digital media significantly influence children's digital self-efficacy, suggesting that when parents demonstrate confidence and purposeful use of technology, children are more likely to adopt similar productive behaviors. This aligns with Bandura's assertion that observed behaviors, especially from authority figures like parents, are internalized and replicated by children.

Similarly, Tosun and Mihci (2020) emphasized that digital parenting behaviors, such as guiding and monitoring children's media use, contribute to the development of responsible and lifelong learning habits. The study

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highlights that children exposed to consistent parental supervision tend to develop better control over their media consumption, which directly supports positive learning behavior. In the same vein, Hidayatussoalihah et al. (2025) found that active parental guidance plays a critical role in shaping children's digital literacy, reinforcing the idea that learning occurs through interaction, imitation, and reinforcement within the home environment.

Moreover, variations in parental supervision practices further illustrate the modeling process described in Social Learning Theory. Gil García et al. (2026) identified different parental profiles in terms of online supervision, showing that children's online behavior reflects the level and type of parental involvement they experience. Parents who are more engaged and consistent in supervision tend to raise children who demonstrate more disciplined and academically oriented media use. On the other hand, Manikandan et al. (2024) reported that parents who perceive problematic online behavior in their children often exhibit less structured supervision, indicating a lack of effective modeling and reinforcement.

In addition, the role of parental control and monitoring is further supported by Stewart et al. (2022), who found that active supervision and the use of control strategies help reduce problematic internet use among adolescents. This suggests that when parents consistently model regulation and set clear expectations, children are more likely to adopt disciplined behaviors that support learning. Likewise, Cao et al. (2022) highlighted that during the COVID-19 pandemic, parents who actively mediated their children's digital use were able to guide them toward more educational and meaningful engagement, reinforcing positive learning outcomes.

The assumptions of Parental Mediation Theory are well supported by existing literature, particularly in demonstrating how different parental strategies in supervising digital media use influence children's behavior and learning outcomes. Studies consistently show that the way parents guide, regulate, and engage with their children's media consumption plays a decisive role in shaping both digital habits and learning behavior. For instance, Martin et al. (2021) found that parents' perceptions of digital safety significantly influence how they monitor and mediate their children's media use. Parents who are more aware of online risks tend to implement stricter supervision and active discussions, which in turn promote safer and more focused engagement with digital tools that support learning.

In the same direction, Mohammed and Mohammed (2025) revealed that effective parental supervision is associated with reduced screen time and improved behavioral and health outcomes among children. This supports the concept of restrictive mediation, where setting clear limits helps prevent excessive and non-educational media use that may negatively affect attention span and academic performance. Similarly, Pons-Salvador et al. (2022) emphasized that parents' digital competence is crucial in guiding and supervising children's internet use. Parents who possess higher digital skills are more capable of implementing active mediation strategies, such as explaining content and directing children toward educational resources, thereby enhancing learning behavior.

Furthermore, the role of intentional and balanced mediation is highlighted by Benedetto and Ingrassia (2021), who explained that digital parenting involves both protection and empowerment. Parents are not only expected to restrict harmful content but also to actively engage with their children in meaningful media use. This dual role reflects the core idea of Parental Mediation Theory, where a combination of strategies—rather than a single approach—leads to better developmental and academic outcomes. In relation to learning behavior, children who experience guided and interactive media use are more likely to develop critical thinking, self-regulation, and academic motivation.

Moreover, the findings of Dong et al. (2020) during the COVID-19 pandemic further reinforce the importance of parental mediation. The study showed that parents who actively supported and supervised their children's online learning were able to create more structured and productive learning environments at home. This demonstrates

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that parental involvement in digital media use directly affects how children engage with learning tasks, particularly in technology-driven settings.

Ecological Systems Theory emphasizes that a child's development is shaped by multiple interacting environmental systems, with the family being a central influence in the microsystem. Recent literature underscores how parental supervision and family context affect children's engagement with digital media and their learning behavior. For example, Lau and Lee (2021) highlighted that during the COVID-19 class suspensions in Hong Kong, parents' views and practices regarding screen time and online learning significantly influenced children's learning engagement and adaptation to distance education. This demonstrates that the home environment directly shapes children's learning experiences, supporting Bronfenbrenner's idea that development occurs within nested contexts.

Research also suggests that broader family and social factors, corresponding to the mesosystem and exosystem levels, contribute to children's digital behavior and learning. Festl (2021) found that adolescents' online behavior was strongly influenced by family characteristics, including parental guidance and social media literacy, showing that interactions between home and digital environments are critical for shaping responsible media use. Similarly, Bloemen and De Coninck (2020) reported that family environment, including parenting practices and communication patterns, affected adolescents' fear of missing out and social media engagement, which in turn impacted focus, attention, and learning habits.

At the individual and behavioral level, studies indicate that children's emotional regulation and stress management—shaped by family support—affect how they interact with digital media and handle academic tasks. Wartberg et al. (2021) noted that poor emotion regulation and perceived stress were linked to problematic social media use among children, highlighting the microsystem's role in reinforcing both positive and negative learning behaviors. Moreover, parental attitudes toward health and safety decisions, as shown by Zhang et al. (2020) regarding COVID-19 vaccination acceptability, demonstrate that parental perceptions and decisions within the home environment influence children's attitudes, routines, and overall engagement with structured activities, including learning.

Finally, the integration of media literacy and digital citizenship into family routines further illustrates how the home environment interacts with external systems. Schreurs and Vandenbosch (2021) and Martin et al. (2020) show that parental involvement in teaching responsible media use and modeling digital citizenship strengthens children's ability to navigate online spaces safely, enhancing self-regulation, focus, and learning outcomes.

Statement of the Problem and Hypotheses

This study investigated the relationship between parents' digital media supervision practices and their perception of the learning behavior of children at U-og Ubujan Elementary School and Sto. Rosario Elementary School, Inabanga South District, in Inabanga, Bohol Province Division, during School Year 2025–2026 as a basis for an Action Plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the parents in terms of:
    1.1 age and gender;
    1.2 educational attainment;
    1.3 combined income; and
    1.4 number of children?

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2. What is the extent of parents' supervision of their children in terms of digital media practices?

3. What is the extent of parents' perception of their children's learning behavior?

4. Is there a significant relationship between parents' digital media supervision practices and their perception of the learning behavior of children?

5. Based on the findings, what Action Plan can be proposed to enhance parents' digital media supervision practices and support positive learning behavior among children?

The following null hypothesis was tested at the 0.05 level of significance:

H_0: There is no significant relationship between parents' digital media supervision practices and their perception of the learning behavior of children.

Significance of the Study

The results of this study were significant to multiple stakeholders, including parents, children, teachers, school administrators, the researcher, and future researchers at U-og Ubujan Elementary School and Sto. Rosario Elementary School, Inabanga South District, Inabanga, Bohol Province Division.

Parents. For parents, this study provided an opportunity to reflect on how they supervised their children's use of digital media and how these practices were associated with learning behavior. The findings raised awareness about the importance of consistent guidance, monitoring, and regulation of digital exposure. Through the proposed action plan, parents could gain practical strategies for managing screen time effectively and fostering better study habits, attention, and academic engagement among their children.

Children. For children at U-og Ubujan Elementary School and Sto. Rosario Elementary School, the study contributed to their academic development and overall learning behavior. When parents practiced effective digital media supervision, children were more likely to develop positive learning habits, maintain focus, and actively participate in educational activities. Proper guidance in media use could minimize distractions and support a more balanced and productive learning environment both at home and in school.

Teachers. For teachers, the study provided valuable insights into how parental supervision of digital media was associated with children's learning behavior in the classroom. Understanding these dynamics enabled teachers to strengthen communication with parents, reinforce appropriate media habits, and design learning activities that were responsive to students' behavioral patterns. It also supported teachers in promoting responsible technology use as part of the learning process.

School Administrators. For school administrators, the findings provided evidence-based information that could guide the development of school programs and policies related to digital media use and parental involvement. The study highlighted areas where parent orientation, digital literacy programs, and school-home collaboration could be improved. The proposed action plan could assist administrators in implementing structured initiatives that promoted healthy digital practices and supported learners' academic engagement.

Researcher. For the researcher, this study provided an opportunity to deepen understanding of the relationship between parents' digital media supervision practices and children's learning behavior within the context of U-og Ubujan Elementary School and Sto. Rosario Elementary School. It provided practical insights that could be used in developing interventions and contributed to the growing body of knowledge on digital parenting and education.

Future Researchers. For future researchers, this study served as a reference for further investigations on digital media use, parental supervision, and learning behavior. It provided a foundation for related studies in different

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contexts, variables, or populations and could inspire more in-depth research on the long-term effects of digital media practices on children's academic and behavioral outcomes.

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METHODS

This section presents the research design, the flow of the study, the locale of the study, the respondents and sampling procedure, the research instrument, the scoring procedure, the data-gathering procedure, the operational definition of terms, the statistical treatment of data, and the ethical considerations.

Research Design

The study employed a descriptive–correlational research design to assess parents' digital media supervision practices and their perceptions of children's learning behavior, as well as to examine the relationship between these two variables. This design was considered appropriate for the study because it allowed the researcher to systematically describe the nature and extent of parental supervision practices while exploring how these practices corresponded to parents' perceptions of their children's learning outcomes. By observing these variables in their natural setting without manipulation, the study was able to determine whether significant associations existed between supervision strategies and perceived learning behavior.

According to Clarete et al. (2023), a descriptive–correlational design was effective for identifying relationships between two or more variables in real-life contexts without experimental control. In this study, the approach facilitated the identification of patterns and connections between parental guidance in digital media use and children's learning engagement, providing insights that could inform practical recommendations for enhancing parental involvement and promoting positive learning behaviors.

Flow of the Study

The study followed the Input–Process–Output (IPO) framework, which provided a systematic flow for the collection, processing, and interpretation of essential data, as presented in Figure 2.

Input. The input of the study focused on gathering essential information about the respondents and the key variables under investigation. The demographic profile of the parents served as a foundational input, providing insight into factors such as age, gender, educational attainment, combined income, and number of children. These characteristics were crucial for understanding the context in which parental supervision occurred, as factors such as educational background and family resources could influence how parents engaged with digital media and supported their children's learning.

The study also examined the extent of parents' supervision of their children in terms of digital media practices. This included monitoring screen time, guiding the use of educational versus recreational digital content, setting rules for online activities, and actively participating in children's digital experiences. Closely related to this was the extent of parents' perceptions of their children's learning behavior, which reflected how parents observed, interpreted, and evaluated their children's academic engagement, study habits, and overall responsiveness to learning tasks.

Finally, the study explored the significant relationship between parents' digital media supervision practices and their perceptions of their children's learning behavior. By analyzing the connection between these two variables, the research sought to determine whether more structured, consistent, and informed supervision correlated with parents' perceptions of positive learning outcomes in their children. Together, these inputs provided a comprehensive foundation for understanding how parental supervision and perceptions interacted, thereby informing evidence-based recommendations to enhance children's learning experiences in the digital age.

Process. The study employed a descriptive–correlational research design, which allowed the researcher to systematically describe the extent of parents' digital media supervision practices and their perceptions of children's learning behavior while also examining the relationship between these variables. This design was

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particularly suitable because it enabled the collection of data in a natural setting without manipulating any factors, thereby providing insights into real-life associations between parental supervision and perceived learning outcomes.

To initiate the research process, the researcher prepared a transmittal letter addressed to the appropriate school authorities, requesting permission to conduct the study and assuring compliance with ethical standards. Once approval was granted, the collection of necessary data began, involving the distribution and retrieval of questionnaires from parent respondents. The data gathered included demographic information, parental supervision practices, and perceptions of children's learning behavior.

After data collection, the responses were carefully organized and subjected to data processing to ensure accuracy, completeness, and consistency. This step involved coding responses, tabulating demographic information, and preparing the data for statistical analysis. Following processing, the study applied appropriate statistical treatment, analysis, and interpretation to examine the extent of parental supervision, parents' perceptions of children's learning behavior, and the significant relationships between these variables. This systematic process ensured that the findings were reliable, meaningful, and capable of informing recommendations for enhancing parental involvement and supporting positive learning outcomes.

Output. The output of the study was the proposed Action Plan, which was designed to provide practical strategies and recommendations based on the findings regarding parents' digital media supervision practices and their perceptions of children's learning behavior. The Action Plan aimed to guide parents, educators, and school administrators in fostering responsible and effective digital media use while enhancing children's learning engagement. It translated the insights gained from the analysis into actionable steps that could improve parental involvement, strengthen supervision practices, and address gaps in digital guidance that might affect learning outcomes.

Figure 2. Flow of the Study

INPUT		PROCESS		OUTPUT
Demographic profile of the parents: age, gender, educational attainment, combined income, and number of children Extent of parents' supervision of their children in terms of digital media practices Extent of parents' perception of their children's learning behavior Significant relationship between parents' digital media supervision practices and their perception of the learning behavior of children	→	1. Descriptive-correlational design 2. Transmittal letter 3. Collection of necessary data 4. Data processing 5. Statistical treatment, analysis, and interpretation of data	→	**ACTION PLAN**

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Locale of the Study

This study was conducted at U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga, Bohol, which served as the research environment. Both schools were public elementary schools that provided basic education to learners from their respective rural communities. The school environments reflected the educational and social contexts in which children engaged in both school-related and home-based learning activities, including the use of digital media. These environments were considered appropriate for examining parents' digital media supervision practices and their perceptions of their children's learning behavior.

U-og Ubujan Elementary School, with School ID No. 118410, was a public elementary school located in Barangay Ubujan, Inabanga, Bohol. Established around the 1930s, the school had continuously provided basic education to learners from nearby rural communities and had served as an important institution in promoting literacy and academic development in the locality. The school offered complete elementary education under the K to 12 Basic Education Curriculum of the Department of Education, including core subjects such as English, Filipino, Mathematics, Science, Araling Panlipunan, MAPEH, Edukasyon sa Pagpapakatao, and Technology and Livelihood Education. Aside from academic instruction, the school participated in district and division activities, literacy programs, and learner development initiatives that contributed to the holistic growth of pupils. The school had also gradually integrated digital learning resources and technology-assisted instruction.

The location of the study is shown in Figure 3.

Figure 3. Location Map of the Research Environment



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Respondents and Sampling

The respondents of this study were 50 parents of early childhood learners enrolled in U-og Ubujan Elementary School, Ubujan, Inabanga, Bohol, and Sto. Rosario Elementary School, Sto. Rosario, Inabanga, Bohol. Complete enumeration was employed, wherein all parents who met the established inclusion criteria were included as respondents. This sampling approach was appropriate because the total number of qualified parents was manageable, allowing the researcher to obtain data from the entire identified population rather than selecting only a portion of it. Through complete enumeration, the study was able to capture the perspectives of all qualified parent respondents regarding their digital media supervision practices and perceptions of their children's learning behavior.

The inclusion criteria for selecting respondents were as follows: parents or legal guardians of children currently enrolled in U-og Ubujan Elementary School and Sto. Rosario Elementary School; parents whose children were in the early childhood stage (typically ages 3–6) and participated in foundational learning programs; and parents who were willing to voluntarily participate and provide informed consent. The exclusion criteria included parents or legal guardians whose children were not enrolled in either of the two identified schools; parents whose children were not in the early childhood stage or foundational learning programs; and parents who declined participation or did not provide informed consent.

This approach ensured that the data collected accurately reflected the digital media supervision practices and perceptions of the entire identified population of qualified parents within the two schools. It also provided a more comprehensive representation of parental experiences in the rural school environments of U-og Ubujan Elementary School and Sto. Rosario Elementary School. The distribution of the respondents is shown in Table 1.

Table 1. Distribution of Respondents

Respondents	f	%
U-og Ubujan Elementary School	25	50.00
Sto. Rosario Elementary School	25	50.00
Total	**50**	**100.00**

Note. N = 50.

Research Instrument

The research instrument used in this study was a survey questionnaire designed to gather data on the demographic profile of the respondents, parents' digital media supervision practices, and their perceptions of their children's learning behavior. The questionnaire was divided into three parts to ensure systematic data collection and clear organization of responses.

Part I collected the demographic profile of the respondents, capturing essential background information such as age, educational attainment, monthly household income, and number of children. This section provided context for interpreting parents' supervision practices and perceptions, as demographic factors could influence their engagement and strategies in guiding children's use of digital media. Respondents were instructed to provide accurate and complete answers to ensure the reliability of the data gathered.

Part II focused on the extent of parents' digital media supervision practices. This section contained ten indicators that assessed how parents monitored, guided, and regulated their children's use of digital devices, including mobile phones, tablets, television, and other gadgets. Respondents rated each statement using a four-point Likert scale, ranging from "Not at All" to "To a Great Extent." The items measured specific practices such as setting

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rules, limiting screen time, monitoring content, using parental controls, and discussing online behavior with their children. This part of the questionnaire was adapted from Çalhan and Göksu (2024), ensuring that the items reflected established measures in the field of parental media mediation.

Part III examined the extent of parents' perceptions of their children's learning behavior. It included ten indicators that captured parents' observations of their children's focus, interest, participation, study habits, time management, and responsibility in completing academic tasks. Respondents rated these indicators using the same four-point Likert scale as Part II, allowing for consistent measurement and comparison. This section was adapted from Dong et al. (2020), providing validated items relevant to children's engagement and learning behaviors in home and school settings.

Scoring Procedure

The scoring schemes used to interpret the weighted means are presented in Tables 2 and 3.

Table 2. Scoring Scheme for Parents' Digital Media Supervision Practices

Likert Scale	Mean Score Range	Interpretation	Verbal Description
5	4.21–5.00	Highly Supervised	Parents consistently supervised their children's digital media use and actively guided appropriate behavior.
4	3.41–4.20	Supervised	Parents regularly supervised their children's digital media use and provided appropriate guidance.
3	2.61–3.40	Moderately Supervised	Parents often supervised digital media use and provided guidance, although some gaps existed.
2	1.81–2.60	Less Supervised	Parents supervised digital media use inconsistently and provided limited guidance.
1	1.00–1.80	Not Supervised	Parents rarely supervised or guided their children's use of digital media.

Table 3. Scoring Scheme for Parents' Perception of Children's Learning Behavior

Likert Scale	Mean Score Range	Interpretation	Verbal Description
5	4.21–5.00	Very Well-Behaved	Children consistently demonstrated positive learning behavior.
4	3.41–4.20	Well-Behaved	Children regularly demonstrated positive learning behavior.
3	2.61–3.40	Moderately Behaved	Children often demonstrated positive learning behavior.
2	1.81–2.60	Less Behaved	Children occasionally demonstrated positive learning behavior.

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Likert Scale	Mean Score Range	Interpretation	Verbal Description
1	1.00–1.80	Not Behaved	Children rarely demonstrated positive learning behavior.

Data Gathering Procedure

The research process was carried out in three interconnected stages: pre-data gathering, data gathering, and post-data gathering.

Pre-Data Gathering. Before the data were collected, formal approval was secured from the Inabanga South District Office and the principals of U-og Ubujan Elementary School and Sto. Rosario Elementary School. Coordination was established with the schools' designated representatives to identify the parent-respondents whose children were enrolled in the elementary program. The purpose, objectives, and significance of the study were clearly explained to all respondents, emphasizing that their responses would remain confidential and that participation was entirely voluntary. An informed consent form was secured from each respondent before participation in the study. The respondents were informed of their right to withdraw from the study at any time if they no longer felt comfortable with the research process, without any form of penalty or consequence. This stage ensured that ethical protocols were properly observed and that the respondents fully understood the nature of the study before the actual data collection was conducted.

Data Gathering. Data were collected using a structured survey questionnaire divided into three parts: the demographic profile of the respondents, indicators measuring the extent of parents' digital media supervision practices, and indicators assessing parents' perceptions of their children's learning behavior. The researcher personally administered the questionnaires at a time convenient for the parents to minimize disruption to their routines. Clear instructions were provided to ensure that the respondents completed the survey accurately and independently, allowing the collection of reliable and valid data aligned with the objectives of the study.

Post-Data Gathering. After the questionnaires were retrieved, the responses were reviewed for completeness and consistency. Any incomplete or unclear responses were clarified directly with the respondents whenever necessary. Valid responses were then encoded into a database to facilitate statistical analysis. The data underwent appropriate statistical treatment to determine the extent of parents' supervision practices, their perceptions of children's learning behavior, and the relationship between the variables. Throughout all stages of the study, the researcher adhered to ethical standards by maintaining confidentiality, respecting voluntary participation, and ensuring the integrity and reliability of the research process.

This sequential and systematic procedure ensured that the study was conducted efficiently and ethically at U-og Ubujan Elementary School and Sto. Rosario Elementary School, from preparation to analysis. The procedure resulted in accurate, reliable, and relevant findings that served as the basis for the proposed Action Plan.

Operational Definition of Terms

To provide clarity and consistency in the presentation and interpretation of the study, the following key terms are defined contextually as they are used throughout this research:

Action Plan. A set of proposed strategies or interventions designed to enhance parents' digital media supervision practices and support positive learning behavior among children based on the study's findings.

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Combined Income. The total monthly income of the parents or household, used to determine socioeconomic factors that may influence parental supervision and perception of children's learning behavior.

Demographic Profile. The background characteristics of the parents, including age, gender, educational attainment, combined income, and number of children, which provide context for understanding supervision practices and perceptions.

Digital Media Supervision Practices. The extent to which parents monitor, guide, and regulate their children's use of digital devices such as mobile phones, tablets, television, and other electronic gadgets, measured using a structured Likert-scale questionnaire.

Educational Attainment. The highest level of education completed by the parents, categorized as elementary, high school, college, or postgraduate, which may influence their knowledge and practices in supervising digital media use.

Gender. The sex of the parent respondents (male or female), considered as a demographic variable that may affect supervision styles and perception of learning behavior.

Learning Behavior of Children. Observable actions and attitudes of children related to engagement in academic tasks, focus, responsibility, participation, and study habits, as perceived and reported by their parents.

Number of Children. The total number of children in the household, which may affect the level of attention, supervision, and guidance provided by parents.

Parents. Legal guardians or caregivers of children enrolled in U-og Ubujan Elementary School and Sto. Rosario Elementary School, whose supervision and perception of learning behavior are the focus of the study.

Perception of Learning Behavior. The extent to which parents observe, evaluate, and interpret their children's engagement, attention, and performance in learning activities at home and in school.

School Year 2025-2026. The specific academic period during which the study is conducted, providing a temporal context for the research.

Socioeconomic Status (SES). Determined by the combined income, educational attainment, and household characteristics, used to understand its influence on parental supervision and perception.

U-og Ubujan Elementary School and Sto. Rosario Elementary School. The research setting is located in Inabanga, Bohol Province Division, where the children are enrolled, and parental supervision practices are examined.

Statistical Treatment of Data

The data collected in this study were analyzed using various statistical methods to provide meaningful insights into the extent of parents' digital media supervision practices, their perceptions of their children's learning behavior, and whether a significant relationship existed between these two variables at U-og Ubujan Elementary School and Sto. Rosario Elementary School.

Frequency Count. Frequency count was used to determine the number of responses under each category in the demographic profile of the parent-respondents, such as age, educational attainment, number of children, and

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monthly household income. This statistical tool enabled the researcher to organize and summarize the data systematically by showing how many respondents belonged to a particular category.

Percentage. Percentage was utilized to determine the proportion of respondents in relation to the total sample population. This statistical measure provided a clearer interpretation of the demographic distribution of the respondents by converting the frequency counts into percentage values. It helped describe the characteristics of the parent population and provided a better understanding of background factors that might have influenced parental supervision practices and perceptions of children's learning behavior.

Weighted Mean. The weighted mean was applied to determine the average extent of parents' digital media supervision practices and the level of their perceptions regarding their children's learning behavior. Each survey item was assigned a corresponding weight based on the four-point Likert scale to measure the degree of supervision practices and perceived learning behavior. This statistical tool enabled the researcher to identify the general responses of the parent-respondents regarding the variables of the study.

Standard Deviation. Standard deviation was used to measure the variability or consistency of the responses of the parent-respondents. A low standard deviation indicated that the responses were closely grouped around the mean, while a high standard deviation indicated greater variation among the responses.

Pearson's *r*. To determine the significant relationship between parents' digital media supervision practices and their perceptions of their children's learning behavior, Pearson's *r*, or the Pearson Product-Moment Correlation Coefficient, was employed. This statistical test measured the strength and direction of the relationship between the two variables. Through this analysis, the researcher determined whether more consistent and structured parental supervision practices were significantly associated with positive perceptions of children's learning behavior among the respondents from U-og Ubujan Elementary School and Sto. Rosario Elementary School.

Ethical Considerations

The study observed appropriate ethical principles throughout the research process to protect the rights, dignity, privacy, and welfare of the parent-respondents. Before the conduct of the study, formal permission was obtained from the Inabanga South District Office and the principals of U-og Ubujan Elementary School and Sto. Rosario Elementary School. The researcher also ensured that the conduct of the study complied with the ethical requirements of the concerned educational authorities.

Informed Consent. Before the administration of the survey questionnaire, the purpose, objectives, procedures, and significance of the study were clearly explained to the respondents. An informed consent form was provided to each respondent, and only those who voluntarily agreed to participate were included in the study. The respondents were given sufficient information to make an informed decision regarding their participation.

Voluntary Participation and Right to Withdraw. Participation in the study was entirely voluntary. The respondents were informed that they could refuse to answer any question or withdraw from the study at any point without penalty, disadvantage, or negative consequence. No respondent was forced or unduly influenced to participate.

Privacy and Confidentiality. The privacy of the respondents was respected throughout the study. Personal information and responses obtained through the questionnaire were treated as confidential and were used solely for academic and research purposes. The respondents' names were not disclosed in the presentation or publication of the findings. Codes or other appropriate identifiers were used when necessary to protect their identities.

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Anonymity. The questionnaire did not require respondents to provide information that would unnecessarily identify them. Individual responses were not attributed to specific respondents in the presentation of the results. Findings were reported in aggregate form to prevent the identification of individual respondents.

Data Privacy and Security. All collected data were handled responsibly and securely. The researcher ensured that completed questionnaires and encoded data were accessible only to authorized persons. Electronic files were stored in secure locations, while physical documents were properly safeguarded. The data were retained only for the period necessary to complete the research requirements and were disposed of appropriately thereafter.

Beneficence and Non-Maleficence. The study was conducted with consideration for the well-being of the respondents. The survey questions were designed to avoid unnecessary physical, emotional, psychological, or social harm. The researcher also ensured that participation did not cause undue inconvenience or disruption to the respondents' regular activities. The potential benefits of the study, particularly the development of an Action Plan for improving parental digital media supervision and supporting children's learning behavior, were considered in relation to the minimal risks involved.

Respect for Respondents. The researcher treated all respondents with fairness, courtesy, and respect regardless of their demographic characteristics or personal circumstances. The respondents were given adequate time to complete the questionnaire and were allowed to seek clarification about the research procedures whenever necessary.

Integrity of the Research Process. The researcher maintained honesty and accuracy in the collection, processing, analysis, interpretation, and reporting of the data. No data were fabricated, falsified, altered, or intentionally omitted to influence the results. The findings were reported objectively and were used solely for the purposes stated in the study.

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RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered from the respondents of the study. It includes the demographic profile of the respondents in terms of age, gender, highest educational attainment, and combined family monthly income. Furthermore, it discusses the extent of parents' supervision of their children in digital media practices and the extent of parents' perception of their children's learning behavior. Lastly, it presents the test of the relationship between parents' digital media supervision practices and the learning behavior of children to determine whether a significant relationship existed between the variables under study.

Profile of the Respondents

The demographic profile of the respondents is presented in terms of age, gender, highest educational attainment, and combined family monthly income. These variables provide relevant background information necessary for a clearer understanding and interpretation of the results of the study.

Age

The age distribution of the respondents was presented to describe the variation in the participants' demographic characteristics. This provided a clearer understanding of the respondents' background in relation to their possible parenting roles, responsibilities, and level of engagement in supervising their children's activities.

Table 4. Age of the Respondents

Age (in years)	f	%
60 and above	3	6.00
50–59	9	18.00
40–49	18	36.00
30–39	15	30.00
below 30	5	10.00
Total	**50**	**100.00**

Note. N = 50.

Table 4 presents the age distribution of the respondents. The data revealed that the largest proportion of respondents belonged to the 40–49 years old age group, with 18 respondents or 36%, followed by those aged 30–39 years old, with 15 respondents or 30%. Respondents aged 50–59 years old comprised 9 respondents or 18%, while those below 30 years old accounted for 5 respondents or 10%. The smallest group consisted of respondents aged 60 years old and above, with 3 respondents or 6% of the total respondents.

The distribution showed that the respondents were predominantly concentrated in the 30–49-year-old age range, which accounted for 66% of the total respondents. This pattern suggested that the study primarily represented parents who were in an active stage of family life and were likely to have substantial responsibilities related to childcare, household management, and support for their children's education. The predominance of respondents in this age range was relevant to the study because parental supervision of digital media required regular attention to children's daily routines, technology use, school-related activities, and online experiences. Parents in this age group may have had sufficient experience in parenting while also having regular exposure to the increasing use of digital devices in children's home and educational environments.

The relatively high proportion of respondents aged 40–49 years old further suggested that many of the parents were likely to have already established routines and expectations concerning their children's behavior. This could

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have influenced how they approached digital media supervision, particularly in setting limits, monitoring content, checking applications and platforms, and intervening when children spent excessive time using digital devices. At the same time, their position between traditional parenting practices and increasingly technology-oriented childhood experiences may have required them to adjust established supervisory practices to address digital environments that were substantially different from those they experienced during their own childhood.

The 30–39-year-old group also represented a substantial proportion of the respondents. Their presence indicated that the study included parents who were likely to have encountered digital technology as an increasingly ordinary part of everyday life. This may have provided them with greater familiarity with digital devices and platforms used by children. However, familiarity with technology alone did not necessarily mean that parents consistently applied structured supervision. Effective digital media supervision involved not only knowing how to use technology but also establishing appropriate boundaries, monitoring children's activities, discussing online experiences, and helping children distinguish productive from potentially distracting or inappropriate digital content.

The smaller representation of respondents below 30 years old, accounting for only 10%, suggested that younger parents were less represented in the respondent population. Consequently, their experiences could not be considered as strongly representative of the overall findings as those of the larger 30–49-year-old groups. Although younger parents may have greater familiarity with contemporary digital technologies, this demographic characteristic should not automatically be interpreted as evidence of stronger supervision. Digital competence and parental supervision were related but distinct considerations; knowing how to operate digital platforms did not necessarily translate into consistent parental monitoring or guidance.

Similarly, the relatively small proportion of respondents aged 60 years and above, at 6%, indicated limited representation of older parents or caregivers. Their smaller number may have reflected the demographic composition of the population covered by the study rather than a lack of involvement in children's learning or digital activities. Therefore, conclusions about the digital supervision practices of older parents should be made cautiously because their responses constituted only a small portion of the total respondents.

The age distribution was consistent with findings reported by Gil García et al. (2026), who found that parental profiles in digital environments were associated with differences in the ways parents supervised and mediated children's online activities. Their findings supported the view that parental characteristics, including life stage, could contribute to differences in how digital supervision was practiced.

Gender

The distribution of the respondents in terms of gender was presented to describe the composition of the participants according to male and female representation. This provided relevant background information that helped in understanding the nature of parental involvement reflected in the study.

Table 5. Gender of the Respondents

Gender	f	%
Male	8	16.00
Female	42	84.00
Total	**50**	**100.00**

Note. N = 50.

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Table 5 presents the distribution of respondents according to gender. The data showed that the majority of the respondents were female, with 42 respondents or 84%, while male respondents comprised only 8 respondents or 16% of the total population.

The substantial difference between the number of female and male respondents indicated that mothers or other female caregivers were considerably more represented in the study. The distribution suggested that women were more frequently available or more likely to assume responsibility for responding to matters concerning children's daily routines, learning activities, and digital media use. Since the study focused on parents' supervision practices and perceptions of children's learning behavior, the predominance of female respondents may reflect the greater involvement of women in routine child supervision within the households represented in the study.

The high proportion of female respondents was particularly relevant because digital media supervision often involved activities that occurred as part of children's everyday routines. These included monitoring screen time, checking the digital content accessed by children, reminding them to prioritize schoolwork, discussing their online activities, and intervening when digital device use became excessive. Parents who were more frequently involved in these routine activities would consequently have greater opportunities to observe children's digital media use and learning behavior. The findings therefore provided a perspective that was strongly represented by female caregivers.

However, the gender distribution also required careful consideration when interpreting the findings. Since male respondents accounted for only 16% of the total respondents, the results did not provide an equally balanced representation of mothers' and fathers' experiences. The predominance of female respondents did not necessarily mean that mothers were inherently more effective or more concerned about children's digital media use than fathers. Rather, it indicated that female perspectives were more extensively represented in the particular respondent population covered by the study. Differences in availability, household responsibilities, willingness to participate, and caregiving arrangements may have contributed to the observed distribution.

The limited representation of male respondents also suggested an area that could be considered in future investigations. Fathers may have distinct approaches to establishing rules, monitoring digital activities, discussing online behavior, and supporting children's learning. Their experiences could provide additional perspectives that were not sufficiently captured in the present study. A more balanced gender distribution in future research could therefore provide a broader understanding of how different caregivers participate in children's digital media supervision and learning support.

The finding was consistent with Manikandan et al. (2024), who reported differences in parental awareness and involvement in monitoring children's digital activities, particularly in relation to mothers' perceptions and engagement. Their findings supported the present observation that female caregivers may constitute a substantial source of information concerning children's digital behavior and parental supervision. This previous finding provided support for the prominence of female respondents in the present study without implying that gender alone determined the quality or extent of parental supervision.

In conclusion, the gender distribution indicated that the findings of the study were largely informed by the experiences and perceptions of female parents or caregivers. This demographic characteristic should be considered when interpreting the succeeding findings on digital media supervision and children's learning behavior, particularly because the perspectives of male caregivers were less extensively represented.

Highest Educational Attainment

The distribution of the respondents in terms of highest educational attainment was presented to describe their academic background. This provided an overview of the level of formal education completed by the respondents,

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which was considered relevant in understanding their capacity for comprehension, decision-making, and involvement in guiding their children's learning and developmental needs.

Table 6. Respondents' Highest Educational Attainment

Highest Educational Attainment	f	%
Postgraduate	2	4.00
College	14	28.00
High School	20	40.00
Elementary	14	28.00
Total	**50**	**100.00**

Note. N = 50.

Table 6 presents the distribution of respondents according to their highest educational attainment. The data showed that the largest group of respondents had reached high school level, with 20 respondents or 40%. This was followed by respondents who had attained college level and elementary level, with 14 respondents or 28% each. Meanwhile, only 2 respondents or 4% had attained postgraduate education, making this the smallest group in terms of educational attainment.

The distribution indicated that the respondents came from diverse educational backgrounds, although most were concentrated at the high school and college levels. These two groups accounted for 68% of the respondents, indicating that the majority had attained at least secondary education, with a considerable proportion having pursued tertiary education. The 28% representation of respondents with elementary-level education also showed that a substantial segment of the parent population had limited formal schooling. In contrast, the small proportion of respondents with postgraduate education indicated that advanced academic qualifications were uncommon among the respondents.

The educational background of the respondents was relevant to the study because parents' level of education could influence how they understood information, evaluated digital content, communicated with their children, and supported learning activities at home. Parents with greater educational exposure may have had more opportunities to develop skills in accessing information, evaluating sources, and understanding academic requirements. These abilities could potentially assist them in guiding children when using digital devices for both educational and recreational purposes.

However, educational attainment alone did not determine the quality or consistency of parental supervision. Parents with lower levels of formal education could still demonstrate effective supervision through practical parenting experience, familiarity with their children's routines, communication with teachers, and awareness of appropriate digital practices. Similarly, higher educational attainment did not automatically result in stronger supervision because effective digital guidance also required time, attention, technological familiarity, and consistent parent–child communication. The findings therefore suggested that educational attainment should be considered as one contextual factor rather than a direct measure of parents' ability to supervise their children's digital media use.

The high proportion of respondents with high school-level education suggested that many parents may have relied on practical and experience-based approaches when supervising their children. Such practices could include setting limits on device use, monitoring the content accessed by children, checking applications and platforms, and reminding children to prioritize school-related responsibilities. These forms of supervision could be

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implemented regardless of advanced academic qualifications when parents were actively involved in their children's daily activities.

The 28% representation of college-level respondents likewise indicated that a substantial number of parents had experienced tertiary education. Their educational exposure may have provided additional opportunities to encounter information related to child development, learning strategies, and digital technologies. This could have supported their ability to connect children's use of digital media with educational purposes. Nevertheless, this possibility should not be interpreted as evidence that college-educated parents necessarily practiced more effective supervision, particularly because the present table described educational attainment only and did not establish differences in supervision according to education.

The small representation of postgraduate respondents, comprising only 4% of the sample, also limited the extent to which the experiences of highly educated parents could be represented in the findings. The study therefore primarily reflected the perspectives of parents with elementary, high school, and college-level educational backgrounds. This distribution was important when interpreting subsequent findings because the characteristics of the respondent group provided the context in which their digital media supervision practices and perceptions of children's learning behavior were examined.

These findings were supported by Nudin et al. (2024), who emphasized the important role of parents and families in supporting children's education within the digital era. Their study highlighted that the family environment remained an important source of guidance as children increasingly encountered digital technologies for learning, communication, and recreation. Parents were expected not only to provide access to digital resources but also to guide children in using these resources appropriately and productively. This perspective was particularly relevant to the present findings because the respondents represented different levels of educational attainment, which may have shaped the ways they understood and responded to their children's digital and learning needs.

The findings further suggested that parents' educational backgrounds provided different forms of knowledge and experience that could be applied to children's digital media use. Parents who had attained higher levels of education may have had greater exposure to academic information, digital resources, and formal learning environments, which could assist them in evaluating whether digital activities were beneficial to their children's learning. At the same time, parents with lower educational attainment could draw upon practical parenting experience.

Combined Family Monthly Income

The distribution of respondents in terms of combined family monthly income was presented to describe their economic background. This provided an overview of the financial capacity of the households represented in the study, which was considered relevant in understanding their living conditions and possible influence on parental supervision practices.

Table 7. Respondents' Combined Family Monthly Income

Monthly Income (in pesos)	f	%
above 30,000	3	6.00
20,001–30,000	9	18.00
10,000–20,000	20	40.00
below 10,000	18	36.00
Total	**50**	**100.00**

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Note. N = 50.

Table 7 presents the distribution of respondents according to their combined family monthly income. The data revealed that the largest proportion of respondents belonged to the ₱10,000–₱20,000 income bracket, with 20 respondents or 40%. This was followed by respondents whose combined family monthly income was below ₱10,000, with 18 respondents or 36%. Meanwhile, 9 respondents or 18% reported an income of ₱20,001–₱30,000, while only 3 respondents or 6% belonged to the highest income bracket of above ₱30,000.

The distribution showed that 76% of the respondents had a combined family monthly income of ₱20,000 or below. This indicated that the respondent population was predominantly composed of families operating within relatively limited household financial resources. The concentration in the lower income categories provided an important socioeconomic context for understanding parents' digital media supervision practices and their perceptions of children's learning behavior. In households with limited financial resources, decisions concerning digital devices, internet access, educational materials, and other learning-related expenses may require greater prioritization because available income must be allocated among food, housing, transportation, education, and other essential household needs.

The income distribution also suggested that access to digital technology among the respondents' children may not have been uniform. Although smartphones and other digital devices have become increasingly common, differences in household income may affect the number and type of devices available, the quality and stability of internet connectivity, and the ability to maintain regular access to online educational materials. Families with limited resources may have needed to share devices among household members or rely on less expensive connectivity options. These circumstances could influence not only children's opportunities to use technology for learning but also the ways parents monitored and regulated such use.

The predominance of lower-income households did not necessarily indicate weaker parental supervision. In fact, parents with limited financial resources may have relied more heavily on direct and non-technology-based forms of supervision, such as establishing household rules, monitoring children's activities personally, limiting screen time, and discussing appropriate digital behavior. These approaches do not require expensive applications, subscription-based parental controls, or specialized monitoring devices. Consequently, financial limitations may have affected the technological means available to parents without necessarily preventing them from actively supervising their children's digital media use.

At the same time, limited financial resources could have created additional challenges for parents attempting to support children's learning through digital technology. Parents may have had difficulty purchasing updated devices, maintaining reliable internet connectivity, accessing paid educational applications, or providing individual devices for children. Such limitations could require parents to make greater use of available free educational resources and to provide supervision through personal interaction rather than technological monitoring tools. This distinction was important because the extent of parental supervision could not be interpreted solely from the amount of technology available in the household.

The 18% of respondents with incomes ranging from ₱20,001–₱30,000 represented families with somewhat greater financial capacity, while the 6% with incomes above ₱30,000 represented only a small segment of the respondent population. Families in these higher income categories may have had greater opportunities to acquire multiple digital devices, maintain more stable internet connections, and use technological features designed to support children's safety and learning. However, greater financial capacity did not automatically translate into more effective supervision. Parents with greater access to technology still needed to establish clear expectations, monitor children's activities, and communicate with them regarding responsible digital behavior.

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The very small proportion of respondents earning above ₱30,000 also indicated that the findings were more strongly reflective of families in the lower income categories. Therefore, comparisons between low-income and high-income households should be made cautiously because the highest income group consisted of only three respondents. The income profile was more appropriately interpreted as a description of the socioeconomic context of the respondent population rather than as evidence that income directly determined parents' supervision practices.

The findings also had implications for children's learning behavior. When families had limited financial resources, parents might have experienced challenges in providing supplementary learning materials, stable connectivity, or uninterrupted access to digital educational resources. However, children's learning behavior could still be supported through parental attention, supervision, encouragement, and the establishment of routines. This indicated that economic resources were only one component of the home learning environment. The quality of parental involvement and the manner in which available resources were used could also influence children's educational experiences.

These findings were supported by Batubara et al. (2024), who emphasized that parents' perceptions and actions concerning children's digital safety were influenced by socioeconomic conditions and access to available resources.

Extent of Parents' Supervision of Their Children in Terms of Digital Media Practices

This subsection presents the level of parental supervision applied to children's use of digital media at home, focusing on monitoring, regulation, and guidance practices. The data are shown in Table 8.

Table 8. Extent of Parents' Supervision of Their Children in Terms of Digital Media Practices

S/N	Indicators	WM	SD	VD
1	I set clear rules about how long my child can use digital devices.	3.14	0.35	Moderately Supervised
2	I limit my child's screen time on a daily basis.	3.10	0.30	Moderately Supervised
3	I monitor the type of digital content my child accesses.	3.10	0.30	Moderately Supervised
4	I check the websites, apps, or platforms my child uses.	3.12	0.43	Moderately Supervised
5	I stay nearby or within reach when my child is using digital media.	3.10	0.30	Moderately Supervised
6	I discuss with my child what they watch or do online.	3.12	0.33	Moderately Supervised
7	I guide my child on appropriate and inappropriate online behavior.	3.04	0.60	Moderately Supervised
8	I use restrictions or controls (e.g., passwords, parental controls) on devices.	2.82	0.52	Moderately Supervised
9	I remind my child to prioritize schoolwork over digital media use.	2.37	0.49	Less Supervised

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S/N	Indicators	WM	SD	VD
10	I intervene when I think my child is spending too much time on digital devices.	3.47	0.54	Supervised
Aggregate Mean		**3.04**		**Moderately Supervised**
Aggregate Standard Deviation			**0.42**	**Moderately Supervised**

Note. N = 50. Legend: 4.21–5.00 = Highly Supervised; 3.41–4.20 = Supervised; 2.61–3.40 = Moderately Supervised; 1.81–2.60 = Less Supervised; 1.00–1.80 = Not Supervised. WM = weighted mean; SD = standard deviation; VD = verbal description.

Table 8 presented the extent of parents' supervision of their children in terms of digital media practices. The table reflected the responses of 50 parent-respondents from U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga, Bohol, during School Year 2025–2026. The results showed an aggregate weighted mean of 3.04 with an aggregate standard deviation of 0.42, verbally described as Moderately Supervised. Based on the five-point Likert scale used in the table, the aggregate mean fell within the 2.61–3.40 range for moderately supervised practices. This indicated that parents generally exercised supervision over their children's digital media use, but the practice was not consistently evident at the higher level of supervision across all areas measured. The result suggested that parents were already engaged in regulating children's digital activities, although certain aspects of supervision remained less consistently practiced.

The highest-rated indicator was "I intervene when I think my child is spending too much time on digital devices," which obtained a weighted mean of 3.47, verbally described as Supervised. This result indicated that parents were most likely to take direct action when they observed that their children had already spent excessive time using digital devices. The relatively higher rating of this indicator suggested that parents recognized excessive screen use as a situation requiring immediate parental attention. Intervention may involve reminding children to stop using the device, asking them to take a break, or redirecting them toward other activities. The result was notable because it represented the only indicator that reached the Supervised category, whereas most other practices remained within the moderately supervised range.

The relatively high rating for intervention also suggested that parents were capable of responding when a specific concern became apparent. However, the result should not be interpreted as evidence that parents consistently prevented excessive digital media use before it occurred. The distinction between intervention and preventive supervision was important. A parent may respond when screen use has already become excessive without necessarily establishing and consistently enforcing rules beforehand. Thus, the highest-rated result may indicate that parents were more inclined toward responsive or situational supervision than toward consistently structured preventive monitoring.

The next group of indicators showed relatively close weighted means, indicating a generally consistent pattern of moderate supervision. The indicator "I set clear rules about how long my child can use digital devices" obtained a weighted mean of 3.14, while "I check the websites, apps, or platforms my child uses" and "I discuss with my child what they watch or do online" each obtained 3.12. The indicators "I limit my child's screen time on a daily basis," "I monitor the type of digital content my child accesses," and "I stay nearby or within reach when my child is using digital media" each obtained 3.10. These closely grouped ratings indicated that parents practiced several forms of supervision at relatively similar levels rather than demonstrating extremely high or extremely low supervision in these areas.

The pattern across these indicators suggested that parents were engaging in both restrictive and active forms of supervision. Setting rules and limiting screen time represented efforts to establish boundaries, while monitoring

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content, checking applications and platforms, and staying nearby reflected direct observation of children's digital activities. Discussing what children watched or did online represented a more communicative form of supervision. The fact that all these practices fell within the moderate range suggested that parents had incorporated different supervisory approaches into their children's digital routines, although none, except intervention for excessive use, reached the higher supervised category.

The indicator "I guide my child on appropriate and inappropriate online behavior" obtained a weighted mean of 3.04, also interpreted as Moderately Supervised. This result suggested that parents provided some guidance concerning appropriate online conduct, but such guidance was not practiced at a consistently high level. Similarly, the use of technological restrictions or controls, such as passwords and parental controls, received a weighted mean of 2.82, also categorized as Moderately Supervised. This relatively lower position among the indicators suggested that parents may have relied more on direct personal supervision and verbal guidance than on technological control mechanisms.

The lowest-rated indicator was "I remind my child to prioritize schoolwork over digital media use," which obtained a weighted mean of 2.37 and was verbally described as Less Supervised. This was the only indicator that fell within the less supervised range. The finding indicated that although parents generally monitored digital media use, they were less consistent in explicitly connecting digital media regulation with their children's academic responsibilities. This represented an important distinction in the findings. Parents appeared to recognize the need to control excessive device use, but they were less likely to emphasize the prioritization of schoolwork when managing digital media activities.

The difference between the highest-rated intervention indicator (3.47) and the lowest-rated academic-prioritization indicator (2.37) was 1.10 points, showing a noticeable variation in the specific ways parents supervised digital media use. This difference suggested that parental supervision was not uniform across all purposes. Parents were more likely to intervene when screen time became excessive, whereas integrating digital media supervision with children's academic responsibilities was less consistently practiced. The finding may indicate an opportunity to strengthen supervision strategies that explicitly connect technology use with learning routines, homework completion, study time, and other academic responsibilities.

The aggregate mean of 3.04 demonstrated that parental digital media supervision was generally moderate. The pattern was not characterized by a complete absence of supervision; rather, parents demonstrated supervision across nearly all measured practices. However, the majority of indicators remained below the 3.41 threshold required for the "Supervised" category. This suggested that parental supervision was present but could still be strengthened in terms of consistency, structure, and integration with children's learning responsibilities. The relatively small aggregate standard deviation of 0.42 further indicated that the responses were relatively close to the aggregate mean, suggesting a generally consistent pattern in the respondents' assessments of their supervision practices.

These findings can be understood through the Parental Media Mediation framework, particularly the perspective discussed by Bayar et al. (2026), which emphasizes that parental mediation is influenced by parents' awareness, digital competence, and interactions with their children. The moderate aggregate result indicated that parents had already adopted several mediation practices, including rule-setting, monitoring, discussion, and intervention. However, the differences among the indicators suggested that these practices were not equally developed. The higher rating for intervention and the lower rating for prioritizing schoolwork illustrated how parental mediation could vary depending on the immediate concern being addressed.

The findings were also consistent with Lewis et al. (2023), who emphasized that parental digital practices continue to evolve as children's exposure to digital technologies increases. Their findings highlighted the changing nature

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of parental involvement, in which parents may combine active guidance, monitoring, and intervention according to circumstances. This perspective corresponded with the present findings because the respondents demonstrated several forms of supervision but did not consistently reach the highest level across all practices. The present results therefore supported the view that parental digital supervision is a developing and context-dependent practice rather than a single uniform behavior.

The findings also had implications for the way parents approached children's digital media use in relation to learning. The moderate level of supervision indicated that parents were already performing important supervisory functions, but the 2.37 weighted mean for reminding children to prioritize schoolwork revealed a specific area requiring attention. Since digital devices may serve both educational and recreational purposes, parents may need to distinguish between productive and nonproductive use rather than focusing exclusively on the amount of screen time. Clear routines that establish when digital media may be used for schoolwork and when recreational use is appropriate could help make supervision more purposeful.

The findings may also have practical implications for schools and parents. Schools could provide parents with practical guidance on establishing household digital media routines, monitoring online activities, communicating with children about appropriate digital behavior, and balancing recreational technology use with academic responsibilities. Such guidance would be particularly relevant to the lowest-rated practice concerning prioritizing schoolwork. Parents, in turn, could strengthen supervision by moving beyond intervention after excessive use has occurred and incorporating preventive strategies such as predetermined screen-time limits, scheduled study periods, regular discussions about online activities, and consistent expectations regarding school responsibilities.

From the perspective of Social Learning Theory, the findings may be understood in terms of the role of parents as behavioral models. Bandura (1977) proposed that children acquire behaviors through observation and interaction with significant others. In the context of the present findings, parents who consistently demonstrate appropriate technology use, establish reasonable boundaries, and balance digital activities with responsibilities may provide observable examples of responsible media behavior. However, because the present study measured parental supervision rather than children's actual imitation of parental behavior, the findings did not establish that parental practices directly caused particular learning behaviors.

The findings could also be viewed through Parental Mediation Theory as proposed by Nathanson (1999). The respondents' practices reflected elements of restrictive mediation, active mediation, and monitoring. Setting limits and intervening when screen use became excessive represented restrictive practices, while discussing online activities and guiding appropriate behavior reflected active mediation. The moderate ratings across these practices suggested that parents employed multiple mediation strategies, although the extent of their application varied. The lower rating for prioritizing schoolwork further indicated that academic considerations were not incorporated into digital media supervision as consistently as general screen-time regulation.

Through Bronfenbrenner's Ecological Systems Theory (1979), the findings could likewise be understood within the immediate family environment or microsystem. Children's digital media use and learning activities occurred within a home environment where parents established rules, provided guidance, and responded to children's behavior. The moderate level of supervision suggested that the family environment already provided a degree of regulation and support for digital media use. At the same time, the variation among the indicators showed that different aspects of the home environment may provide different levels of guidance, particularly concerning the integration of digital media use with academic responsibilities.

The results therefore indicated that parents in the study had established a moderate level of digital media supervision, with the strongest practice involving intervention when children spent too much time on digital devices and the weakest involving reminders to prioritize schoolwork. The relatively close ratings of most

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indicators demonstrated that parents generally practiced several forms of supervision, but these practices were not consistently strong enough to reach the supervised category. The findings highlighted the need to strengthen proactive and learning-oriented digital media supervision so that parental guidance addresses not only excessive screen time but also the quality, purpose, timing, and educational implications of children's digital media use. Parents may benefit from establishing clear and consistent routines that balance recreational digital activities with school-related responsibilities. Greater emphasis on communicating expectations before digital media use occurs may also help parents shift from primarily reactive intervention toward more preventive supervision. Schools may support this effort by providing parents with practical strategies for managing children's digital activities and reinforcing learning-oriented technology use at home. Strengthening these practices may provide children with clearer boundaries and more consistent guidance as they navigate digital media in both educational and recreational contexts.

Extent of Parents' Perception of Their Children's Learning Behavior

This subsection presents the extent of parents' perception of their children's learning behavior in terms of focus, academic engagement, discipline, and study habits. The data are shown in Table 9.

Table 9. Extent of Parents' Perception of Their Children's Learning Behavior

S/N	Indicators	WM	SD	VD
1	My child is able to focus on school-related tasks.	2.76	0.62	Moderately Behaved
2	My child completes assigned schoolwork on time.	3.06	0.31	Moderately Behaved
3	My child shows interest in learning activities.	3.18	0.39	Moderately Behaved
4	My child participates actively in class or learning tasks.	3.18	0.39	Moderately Behaved
5	My child demonstrates good study habits at home.	3.12	0.43	Moderately Behaved
6	My child manages time effectively between study and leisure.	3.12	0.33	Moderately Behaved
7	My child avoids distractions while studying.	3.10	0.64	Moderately Behaved
8	My child follows instructions given by teachers.	2.78	0.58	Moderately Behaved
9	My child shows responsibility in completing academic tasks.	2.82	0.48	Moderately Behaved
10	My child remains attentive during learning activities.	2.96	0.53	Moderately Behaved
Aggregate Mean		**3.01**		**Moderately Behaved**
Aggregate Standard Deviation			**0.47**	**Moderately Behaved**

Note. N = 50. Legend: 4.21–5.00 = Very Well-Behaved; 3.41–4.20 = Well-Behaved; 2.61–3.40 = Moderately Behaved; 1.81–2.60 = Less Behaved; 1.00–1.80 = Not Behaved. WM = weighted mean; SD = standard deviation; VD = verbal description.

Table 9 presented the extent of parents' perception of their children's learning behavior in terms of focus, academic engagement, study habits, time management, attentiveness, and responsibility for academic tasks. The table reflected the responses of 50 parent-respondents from U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga, Bohol, during School Year 2025–2026. The results showed an aggregate

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weighted mean of 3.01 and an aggregate standard deviation of 0.47, which was verbally described as Moderately Behaved. Based on the five-point Likert scale reflected in the table, the aggregate mean fell within the 2.61–3.40 range. This indicated that, from the parents' perspective, their children generally demonstrated positive learning behaviors at a moderate level, but these behaviors were not consistently evident at a level that could be considered well-behaved or very well-behaved.

The highest-rated indicators were "My child shows interest in learning activities" and "My child participates actively in class or learning tasks," both of which obtained a weighted mean of 3.18 and were verbally described as Moderately Behaved. These results suggested that parents generally observed their children as showing interest in learning and participating in academic activities. The equal weighted means indicated that interest and participation were perceived at a similar level, suggesting a relatively consistent pattern in children's willingness to engage with learning tasks. These behaviors may indicate that children were generally receptive to learning activities even though their engagement did not consistently reach the higher category of well-behaved.

The next highest indicator was "My child demonstrates good study habits at home," which obtained a weighted mean of 3.12, followed by "My child manages time effectively between study and leisure," also with a weighted mean of 3.12. These results suggested that parents observed a moderate degree of organization in their children's home-based learning routines. Children appeared to demonstrate some ability to establish study habits and divide their time between academic responsibilities and leisure activities. However, the moderate classification indicated that these behaviors were not consistently demonstrated to a degree that would place them in the well-behaved category.

The indicator "My child avoids distractions while studying" obtained a weighted mean of 3.10, also interpreted as Moderately Behaved. This finding was particularly relevant to the study because digital media can constitute one possible source of distraction during study periods. The result suggested that children generally demonstrated some ability to remain focused on academic activities despite possible distractions, but parents did not perceive this behavior as consistently strong. The finding corresponded with the moderate rating for time management, indicating that children may have had some capacity to balance study and leisure but could still experience difficulty maintaining concentration when completing academic tasks.

The indicator "My child completes assigned schoolwork on time" received a weighted mean of 3.06, while "My child remains attentive during learning activities" obtained 2.96. Both indicators were classified as Moderately Behaved. The results suggested that children generally demonstrated acceptable levels of task completion and attentiveness, but these behaviors were not consistently observed at a higher level. The slightly lower rating for attentiveness compared with completing schoolwork may suggest that children could accomplish assigned tasks even when sustained attention during learning activities was not always strongly demonstrated.

The lower-rated indicators included "My child shows responsibility in completing academic tasks," with a weighted mean of 2.82, and "My child is able to focus on school-related tasks," with 2.76. Both were still classified as Moderately Behaved, but their comparatively lower ratings indicated areas where parents perceived greater difficulty. In particular, the lowest rating for focus suggested that maintaining concentration on school-related tasks was less consistently demonstrated than showing interest or participating in learning activities. This distinction was important because being interested in learning did not necessarily guarantee sustained attention or responsibility in completing academic requirements.

The indicator "My child follows instructions given by teachers" also obtained a weighted mean of 2.78, making it the second-lowest-rated indicator. This result suggested that although children generally followed teacher directions to a moderate extent, compliance with instructions was not perceived as consistently strong. When considered together with the ratings for focus and responsibility, the findings indicated that the more demanding

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aspects of learning behavior—such as sustaining attention, following instructions, and independently managing academic responsibilities—were relatively less pronounced than children's interest and participation in learning activities.

The relatively narrow range of weighted means, from 2.76 to 3.18, demonstrated that the indicators were relatively close to one another. Unlike a pattern in which some learning behaviors were rated highly and others were rated poorly, all ten indicators fell within the same Moderately Behaved category. This consistency suggested that parents generally perceived their children's learning behaviors as moderate across different aspects of academic engagement and self-management. The aggregate standard deviation of 0.47 further indicated relatively limited variation around the aggregate mean, supporting the observation that the respondents' assessments followed a generally similar pattern.

The aggregate weighted mean of 3.01 indicated that children's learning behavior was neither perceived as weak nor consistently strong. Rather, the findings showed a moderate condition across all measured areas. Children appeared to demonstrate interest, participation, study habits, time management, task completion, and attentiveness to a reasonable extent, while focus, following instructions, and responsibility received comparatively lower ratings. The results therefore suggested that the children possessed observable positive learning behaviors, but these behaviors could still be strengthened, particularly in areas requiring sustained attention, self-regulation, and responsibility.

These findings could be understood through Bandura's Social Learning Theory (1977), particularly the concept that children develop behaviors through observation, interaction, and modeling within their social environment. The moderate ratings across the indicators suggested that children's learning behaviors may have been influenced by the behaviors and expectations demonstrated by significant adults, including parents and teachers. Parents who established routines, demonstrated responsibility toward learning, and provided appropriate guidance could provide behavioral models that children could observe and adopt. However, because the present study measured parents' perceptions rather than directly observing children's behavior, the findings did not establish that parental practices caused the learning behaviors reported in the table.

The results could also be interpreted through Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the importance of the child's immediate environment in development. The children's learning behaviors reflected in the table occurred within interconnected environments, particularly the home and school. Parents observed children's study habits, time management, focus, and completion of academic tasks at home, while participation and following teachers' instructions were associated more closely with school-related experiences. The moderate ratings across these areas suggested that children's learning behavior was shaped within environments where both parental guidance and school expectations were relevant.

The findings were also relevant to Nathanson's (1999) Parental Mediation Theory, particularly because the study examined children's learning behavior within a context involving digital media supervision. Parental mediation involves the ways parents regulate and guide children's exposure to and use of media. The moderate learning behavior results, particularly the relatively lower ratings for focus and responsibility, indicated the importance of considering how children's digital activities were balanced with academic responsibilities. Although the present findings did not establish a causal relationship between digital media supervision and learning behavior, they provided a basis for examining whether the two variables were associated, particularly in the succeeding analysis of the study.

The pattern of findings also provided an important connection to the study of Nudin et al. (2024), who emphasized the continuing role of parents and families in supporting children's education in a digital environment. Their work highlighted the importance of parental guidance and support as children engage with educational and digital

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resources. The present findings extended this perspective by showing that parents perceived their children as demonstrating moderate levels of learning engagement, including interest in learning activities and participation in academic tasks. At the same time, the lower ratings for focus and responsibility suggested that parental support remained relevant in helping children develop stronger self-management and learning routines.

The results also had practical implications for parents because the findings identified specific aspects of children's learning behavior that could benefit from greater attention. Parents may need to place particular emphasis on helping children maintain focus, follow instructions, and assume greater responsibility for completing academic tasks. Establishing predictable study schedules, reducing distractions during study periods, and setting clear expectations for school-related responsibilities may provide children with greater structure. These practices may be particularly useful in households where children have regular access to digital devices and need to balance educational and recreational activities.

For schools and teachers, the findings suggested the value of maintaining communication with parents concerning children's learning habits. Since the lowest-rated indicators involved focus, following instructions, and responsibility, teachers and parents could coordinate strategies that reinforce consistent expectations across home and school environments. School-based guidance may also help parents understand how to support children's attention and task completion outside the classroom. Such collaboration would be particularly relevant for developing consistent routines rather than addressing learning difficulties only after academic tasks have been left incomplete.

The results therefore indicated that parents perceived their children's learning behavior as Moderately Behaved, with an aggregate weighted mean of 3.01 and an aggregate standard deviation of 0.47. Children were perceived to demonstrate the strongest behaviors in showing interest in learning activities and participating actively in class or learning tasks, both with a weighted mean of 3.18, while the lowest rating was observed for the ability to focus on school-related tasks, with a weighted mean of 2.76. The relatively close ratings across all ten indicators demonstrated a consistent moderate pattern rather than substantial differences among the various dimensions of learning behavior. The findings emphasized that children already demonstrated positive engagement with learning, while continued support may be needed to strengthen sustained attention, responsibility, following instructions, and effective management of academic tasks.

Test of Relationship Between Parents' Digital Media Supervision Practices and Children's Learning Behavior

This subsection presents the test of relationship conducted to determine whether a significant association existed between parents' digital media supervision practices and children's learning behavior. The Pearson *r* correlation coefficient was used to measure the direction and strength of the relationship between the two variables. The data are shown in Table 10.

Table 10. Test of Relationship Between Parents' Digital Media Supervision Practices and Children's Learning Behavior

Variables	*r*-value	Strength of Correlation	*p*-value	Decision	Remarks
Digital Media Supervision Practices and Learning Behavior	0.490*	Weak Positive	0.000	Reject H_0	Significant

Note. N = 50. An asterisk indicates significance at $p < 0.05$ (two-tailed).

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Table 10 presented the test of relationship conducted to determine whether a significant relationship existed between parents' digital media supervision practices and children's learning behavior. Pearson's product-moment correlation coefficient (*r*) was used to determine the direction and strength of the relationship between the two variables. The analysis was based on the responses of the 50 parent-respondents from U-og Ubujan Elementary School and Sto. Rosario Elementary School, Inabanga, Bohol.

The results showed a computed *r*-value of 0.490, which indicated a weak positive correlation between parents' digital media supervision practices and children's learning behavior. The obtained *p*-value was 0.000 ($p < 0.001$), which was compared with the established 0.05 level of significance. Since the *p*-value of 0.000 was less than 0.05, the null hypothesis was rejected. Thus, the result provided sufficient statistical evidence to establish that a significant relationship existed between parents' digital media supervision practices and children's learning behavior.

The significant positive relationship suggested that higher levels of parents' digital media supervision practices tended to be associated with better learning behavior as perceived by the parent-respondents. However, the *r*-value of 0.490 showed that the relationship was weak, indicating that the association between the two variables was present but not sufficiently strong to suggest that parental digital media supervision alone accounted for children's learning behavior. The finding was consistent with the descriptive results presented in Tables 8 and 9, where parents demonstrated a moderate level of digital media supervision with an aggregate mean of 3.04, while children's learning behavior was also described as moderately behaved, with an aggregate mean of 3.01. This pattern suggested that parental supervision formed part of the conditions associated with children's learning behavior, but other factors may also have contributed to how children focused, participated, managed their time, followed instructions, and completed academic tasks.

The significant relationship further indicated that parental digital media supervision had an important connection with children's learning behavior within the context of the study. The positive direction of the correlation suggested that parents who reported more consistent supervision practices also tended to report more favorable learning behaviors among their children. Nevertheless, the weak strength of the association required careful interpretation. The findings did not establish that increased parental supervision directly caused improvements in children's learning behavior because the study employed a descriptive-correlational design. Rather, the result demonstrated that the two variables were statistically associated, while other influences, such as children's individual characteristics, school experiences, parental involvement in academic activities, peer relationships, and the home learning environment, may also have contributed to children's learning behavior.

The finding was supported by Banić and Orehovački (2024), who reported that parenting strategies in digital environments were associated with children's behavior and engagement with technology. Their findings provided support for the present result because both studies recognized parental practices as an important factor in children's experiences with digital media. The present finding, however, further showed that the relationship extended beyond digital media use itself, as parental supervision practices were significantly associated with children's reported learning behavior. This suggested that how parents monitored and guided digital media use may have relevance to children's broader patterns of academic engagement and behavior.

Similarly, Shutzman and Gershy (2023) emphasized the protective role of effective parental involvement in managing excessive digital media use and its potential consequences for children's functioning. This was consistent with the present finding because parental supervision was significantly related to children's learning behavior. The relationship may be understood in terms of parents helping children establish boundaries around digital media use, particularly when such use competes with academic activities. However, the weaker correlation found in the present study also suggested that parental supervision should not be viewed as the only factor associated with children's learning behavior.

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The findings were also comparable with Rudnova et al. (2023), who explained that parental mediation strategies could produce different behavioral outcomes depending on the type, consistency, and level of control applied. This was particularly relevant to the present results because Table 8 showed that parents' supervision was moderate rather than consistently high across the measured practices. For example, parents reported stronger intervention when children spent too much time using digital devices, while reminding children to prioritize schoolwork received a lower rating. This variation in supervision practices may help explain why the relationship with learning behavior was significant but not strong. The result suggested that the presence of supervision mattered, but differences in how and when parents applied supervision may have limited the strength of its association with learning behavior.

The finding also supported the observations of Chong et al. (2023), who highlighted the importance of parental perceptions and involvement in children's regulation of screen time, attention, discipline, and engagement in learning-related activities. The present study similarly demonstrated a positive association between parental digital media supervision and children's learning behavior. The consistency between the findings suggested that parental involvement in managing children's digital experiences may be relevant to maintaining behaviors that support learning. At the same time, the present study's weak correlation indicated that such involvement was only one component of the broader conditions associated with children's learning behavior.

The significant relationship could also be understood through Social Learning Theory (Bandura, 1977), particularly the principle that children develop behaviors through observation and interaction with significant people in their environment. Parents who consistently establish boundaries, monitor digital activities, and intervene when necessary may provide behavioral models that children can observe and gradually adopt. In this context, the positive relationship between supervision and learning behavior may suggest that parental practices provide children with external structure that can support the development of responsible habits. However, because the correlation was weak, the findings also indicated that parental modeling was unlikely to account for children's learning behavior by itself.

The result was likewise relevant to Parental Mediation Theory (Nathanson, 1999), which emphasizes parents' use of restrictive, active, and co-use strategies to guide children's media experiences. The significant positive correlation suggested that parental efforts to regulate and guide digital media use were associated with more favorable learning behavior. The moderate level of supervision found in Table 8 indicated that parents were already engaging in several forms of mediation, although these practices were not consistently at the highest level. Thus, strengthening active and purposeful mediation, particularly practices that connect digital media use with academic responsibilities, may be relevant to supporting children's learning behavior.

Furthermore, Ecological Systems Theory (Bronfenbrenner, 1979) provided a broader explanation of the finding by emphasizing the family as an important microsystem in children's development. The significant relationship between parental supervision and learning behavior demonstrated that conditions within the home environment were associated with how children were perceived to behave in learning situations. At the same time, the weak correlation reinforced the ecological view that children's development is shaped by multiple interconnected environments rather than by a single factor. School experiences, peer relationships, community conditions, and individual characteristics may therefore interact with parental practices in shaping children's learning behavior.

The practical implication of the finding was that parental digital media supervision remained an important area for strengthening home-based support for children's learning. Since the relationship was significant, schools and parents may benefit from promoting supervision strategies that go beyond simply responding to excessive screen time. Particular attention may be given to establishing clear expectations, monitoring content, discussing children's online activities, and reinforcing the priority of school-related responsibilities. However, the weak correlation indicated that interventions should not focus exclusively on digital media supervision. A more

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comprehensive approach that combines parental guidance, academic support, positive study routines, and collaboration between parents and teachers may be more appropriate for promoting favorable learning behavior.

Therefore, the findings showed that parents' digital media supervision practices and children's learning behavior had a significant weak positive relationship, with an *r*-value of 0.490 and a *p*-value of 0.000, leading to the rejection of the null hypothesis at the 0.05 level of significance. The result indicated that stronger parental supervision tended to be associated with more favorable learning behavior, while the weak magnitude of the relationship demonstrated that other factors also contributed to children's learning behavior. The finding reinforced the importance of parental involvement in children's digital experiences while emphasizing that supervision should be consistent, purposeful, and connected to children's academic responsibilities.

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CONCLUSIONS AND RECOMMENDATIONS

This section gives an overview of the study's findings and presents the conclusions and recommendations of the researcher based on the results.

Summary of Findings

This study sought to determine the relationship between parents' digital media supervision practices and their perception of their children's learning behavior at U-og Ubujan Elementary School and Sto. Rosario Elementary School in Inabanga, Bohol Province Division during the School Year 2025–2026. Specifically, it aimed to describe the demographic profile of the 50 parent-respondents in terms of age, gender, highest educational attainment, and combined family monthly income; determine the extent of parents' supervision of their children's digital media practices; determine the extent of parents' perception of their children's learning behavior; and test whether a significant relationship existed between parents' digital media supervision practices and their perception of their children's learning behavior.

The study employed a descriptive-correlational research design to describe the variables and determine the relationship between them without manipulating any conditions. It was conducted within the school environment of U-og Ubujan Elementary School and Sto. Rosario Elementary School, where the parent-respondents had children enrolled in the schools. A complete enumeration sampling technique was used, wherein all 50 qualified parents within the identified population were included as respondents. This approach allowed the study to obtain data from the entire identified population rather than selecting only a portion of it.

The research instrument was a survey questionnaire composed of three parts. Part I gathered the demographic profile of the parent-respondents in terms of age, gender, highest educational attainment, and combined family monthly income. Part II assessed the extent of parents' digital media supervision practices through indicators covering monitoring, rule-setting, screen-time regulation, content supervision, parental controls, and guidance regarding digital media use. Part III assessed parents' perception of their children's learning behavior, particularly in terms of focus, academic engagement, study habits, time management, attentiveness, following instructions, and responsibility in completing academic tasks. The questionnaire used a five-point Likert scale consistent with the scoring procedures reflected in the study tables.

The data were processed systematically after the completed questionnaires had been retrieved. The responses were checked for completeness and consistency, coded, organized, and tabulated before statistical analysis. Frequency counts and percentages were used to summarize the demographic characteristics of the respondents. Weighted mean and standard deviation were used to determine and interpret the extent of parents' digital media supervision practices and their perception of children's learning behavior. Pearson's product-moment correlation coefficient (Pearson's *r*) was employed to determine whether a significant relationship existed between parents' digital media supervision practices and children's learning behavior at the 0.05 level of significance.

The findings showed that the respondents were predominantly middle-aged and female, with most having high school or college education and belonging to relatively low-income households. These characteristics provided an important context for understanding the parents' digital media supervision practices and perceptions of their children's learning behavior.

Parents demonstrated a moderate extent of digital media supervision, indicating that supervision was present but not consistently strong. They were more responsive to excessive device use, while supervision related to prioritizing schoolwork was less evident. This suggested a need for more proactive and learning-oriented digital media guidance at home.

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The parents also perceived their children's learning behavior as moderately developed. Children were generally perceived to show interest and participate in learning activities, although attention, focus, and adherence to learning expectations remained areas that could be strengthened.

Most importantly, the findings revealed a significant positive relationship between parents' digital media supervision practices and children's learning behavior. This indicated that stronger parental supervision was associated with more favorable learning behavior, although the weak strength of the relationship showed that other factors also contributed to children's learning behavior. These findings highlighted the importance of consistent parental guidance while recognizing that children's learning behavior is shaped by multiple influences from the home, school, and individual environment.

Conclusions

The study concluded that parents practiced moderate digital media supervision, while children demonstrated moderate learning behavior. The findings suggested that parental guidance and children's learning practices were present but could still be strengthened through more consistent supervision, academic prioritization, and support at home.

The findings further led to the conclusion that parents' digital media supervision practices were significantly, though weakly, and positively related to children's learning behavior, such that the null hypothesis was rejected. Parental supervision was therefore meaningfully associated with children's learning behavior, although other factors also influenced learning. These findings provided a basis for the proposed Action Plan to improve digital parenting practices and promote better learning behavior among children.

Recommendations

Based on the findings, the following recommendations are offered. Parents should strengthen consistent monitoring, regulation, restriction, and guidance of their children's digital media use, while schools should provide orientation programs on effective digital parenting to support learner discipline and academic engagement.

The proposed Action Plan may be implemented to strengthen parents' digital media supervision practices, particularly in establishing consistent routines that prioritize schoolwork and balanced screen time. It may also provide parents with practical strategies for proactive digital supervision while supporting children's focus, attentiveness, and academic responsibility.

Proposed Output: Action Plan

Rationale

The increasing integration of digital media in children's daily lives has significantly influenced their learning behavior and overall development. In the home setting, parents play a crucial role in regulating and guiding children's use of digital devices to ensure that technology supports rather than hinders learning. However, findings of the study revealed that parental supervision practices were only moderately implemented, indicating the need to strengthen consistent and structured digital media guidance at home.

Results further showed that while parents practice certain forms of supervision such as setting rules and monitoring usage, less emphasis is placed on reinforcing academic priorities and utilizing digital control tools. This suggests that parental supervision is often reactive rather than proactive, particularly in addressing excessive screen time and balancing digital engagement with school-related responsibilities. Such gaps highlight the need for targeted interventions that will enhance parents' capacity to effectively manage their children's digital behavior.

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The study also revealed that children's learning behavior is generally moderate, with strengths in participation and interest but weaknesses in focus, discipline, and adherence to academic instructions. This condition reflects the influence of inconsistent supervision practices at home, where digital distractions may interfere with sustained attention and study habits. Strengthening parental involvement is therefore essential to improve children's academic behavior and learning outcomes.

Moreover, the significant relationship between parental digital media supervision and children's learning behavior emphasizes the importance of parental mediation in shaping children's academic development. This aligns with the idea that effective parental guidance can positively influence how children manage digital exposure and academic responsibilities. Enhancing supervision practices is therefore a necessary step in improving both behavioral and educational outcomes.

In response to these findings, the proposed Action Plan was developed to strengthen parents' digital supervision practices through structured guidance, awareness programs, and practical strategies. The plan aims to equip parents with the necessary skills and knowledge to effectively manage their children's digital media use, thereby fostering improved learning behavior and promoting a more balanced and productive learning environment at home.

Objectives of the Action Plan

The study specifically aimed to:

1. Determine the extent to which parents remind their children to prioritize schoolwork over digital media use.

2. Assess the level of parents' utilization of digital restrictions and parental control tools (e.g., passwords, screen time limits, and content filters) in supervising children's digital media activities.

3. Identify the consistency of parents' establishment of clear boundaries between academic tasks and digital media use at home.

4. Examine parents' guidance practices in promoting balanced use of digital media and academic responsibilities among children.

5. Evaluate children's focus, attentiveness, and academic discipline as influenced by parental digital media supervision practices.

Scheme of Implementation

The Action Plan will be implemented through a coordinated effort involving school administrators, teachers, and parents. It will begin with the approval and orientation phase, where parents will be informed of the objectives, expected outcomes, and their roles in strengthening digital media supervision at home.

Capacity-building activities will follow, including seminars and workshops on effective digital parenting strategies such as setting screen time limits, using parental control tools, and prioritizing schoolwork over digital media use. These activities will provide parents with practical skills for managing children's digital behavior.

Monitoring will be conducted through regular coordination between teachers and parents to track the application of supervision practices at home and observe changes in children's learning behavior. Feedback mechanisms will be established to identify areas needing support.

Finally, the Action Plan will undergo evaluation to assess its effectiveness in improving parental supervision practices and children's learning behavior, serving as a basis for further enhancement and sustainability of the program. The Action Plan is presented in Table 11.

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Table 11. Action Plan on Strengthening Parents' Digital Media Supervision Practices and Improving Children's Learning Behavior at U-og Ubujan Elementary School

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Parents have limited practice in reminding children to prioritize schoolwork over digital media use	Strengthen parents' ability to consistently remind children to prioritize schoolwork over digital media use	Parent orientation, weekly home monitoring checklist, school-home communication logbook	School Head, Teachers, Parents	₱2,000	MOOE	Weekly	Parents consistently remind children to prioritize schoolwork over digital media use		
Parents have limited use of digital restrictions and parental control tools	Enhance parents' use of digital restrictions such as screen time limits, passwords, and content filters	Training workshop on digital parental control tools, hands-on device setup demonstration	School ICT Coordinator, Teachers, Parents	₱2,500	MOOE	Monthly	Parents effectively apply parental control tools on children's devices		
Inconsistent setting of boundaries between study time and digital media use	Improve parents' consistency in establishing clear rules separating academic tasks and screen time	Structured home routine planning, parental agreement forms, monitoring sheets	School Head, Teachers, Parents	₱1,800	MOOE	Bi-weekly	Clear and consistent boundaries between study time and digital media use are established		
Limited guidance in balancing academic responsibilities and digital media use	Strengthen parental guidance in balancing digital media use and academic responsibilities	Parenting seminars, counseling sessions, guided discussions on study habits	Guidance Coordinator, Teachers, Parents	₱2,000	MOOE	Monthly	Parents actively guide children in balancing schoolwork and digital use		

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Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Children show moderate focus, attentiveness, and academic discipline	Improve children's focus, attentiveness, and academic discipline through strengthened parental supervision	Home reading schedule, reward system for task completion, teacher-parent feedback loop	Teachers, Parents, Students	₱2,200	MOOE	Daily/Weekly	Improved focus, attentiveness, and academic discipline among children		

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