

**COMMUNICATION IN THE VIRTUAL WORLD: ONLINE RISKS PERCEPTIONS
OF CHILDREN AND EDUCATORS OF A TECHNICAL COLLEGE
IN THE PHILIPPINES**

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**Communication in the Virtual World: Online Risks Perceptions
of Children and Educators of a Technical College in the Philippines**

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16 December 2018

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ACCEPTANCE

*This dissertation titled **Communication in the Virtual World: Online Risks Perceptions of Children and Educators of a Technical College in the Philippines** is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Doctor of Communication (DCOMM).*

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Dedicated to the young people in the online and offline world.

ABSTRACT

This dissertation focuses on the perceptions of risk kids face online among the school children and educators of a technical college in the Philippines as basis in the development of a school communications strategy on e-safety.

Various literature pertaining to risks kids face online, adolescent development, screen based media use (SBMU) as well as the theories of sense-making, gratification, and the unified theory of acceptance and use of technology (UTAUT) formed the development of this research. Both the school children's and the educators' definition and identification of online risks on the areas of contact, content, conduct (Livingstone and Haddon, 2009a) and consumption (researcher's contribution) were assessed and compared using the triangulation method, combining both the advantages of the qualitative (FGD) and quantitative (survey questionnaires) approach of this paper. The findings put in detail the research samples' similarities and differences in knowledge-perceptions and feelings-perceptions on risky online experiences of kids.

The results revealed that there is a general concurrence about what school children and educators know about the variety of online risks kids face in SBMU. Both define online risk as something generally "dangerous and harmful." In fact, the study shows that school children have higher perceptions of risky online experiences of kids than the educators. However, they differ in the ordering of online risky activities. The final analysis suggests that school children know their information communication technologies and the pluses and minuses that go with them but may not have the necessary experience to control consumption. On the other hand, the educators, largely millennials in this study, know that kids have the capacity to navigate most of the risks. But they also remain concerned about the evolving nature of online risks that present new encounters the educators themselves have never experienced before.

The study provides initial insights for educators in coming up with an e-safety communications strategy to address the growing number and variety of risks kids face in their navigation of the online world.

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Chapter One

INTRODUCTION TO THE STUDY

The Problem and Its Background

In the past 20 years, screen based media use (SBMU) and access to the internet via tablets and smartphones have become phenomenal. According to the Internet World Stats (2017), there are around 4 billion internet users (46.9% of population) around the world, with a majority of them in Asia (50.2% of users) and Europe (17.1% of users). In their internet trends report called Digital (2017), Hootsuite and We Are Social Ltd., a United Kingdom-based consultancy, particularly showed that Filipinos spent an average of 4 hours and 17 minutes per day on social media sites such as Facebook, Snapchat, and Twitter (Camus, 2017) making the Philippines in the lead on time spent on social media.

Schools understand the great benefit of technology and the internet for their students' learning and for information and communication in and outside the campus. They recognize what some studies demonstrate as positive effects of computer and internet usage on children's self-conceptualization and socialization (Patriarca et al., 2009). In supporting digital and learning literacies, schools are now reviewing how technologies are integrated into the curriculum, developing strategies for learning with technology, using assessment and feedback to encourage innovation in learners' approaches to study, reward exploration as a process, empowering students to navigate increasingly complex learning landscapes, and support student self-assessment and review (Barber, 2014).

Schools also update their rules on technology use to safeguard students. This is a challenging task. Not only are technologies changing but also the young minds that use them. In this rapidly evolving landscape of their student audiences, schools must pay particular attention in what message is communicated, who receives the message, how the message is communicated, and what behavioral response is aimed for as a result of their communication.

Like everything new and novel, schools have observed that SBMU and internet access offered many advantages – from a wealth of information to improvement in visual intelligence and hand-eye coordination. But through the years there have been numerous reports in the national and local news suggesting that prolonged exposure is affecting children's physical health and cognitive development, while at the same time promoting depression, isolation, and social maladaptation (Patrick, 2015). More studies come out every year mentioning the risks young people are exposed to when venturing online (Wrench, 2016; Betts, 2016; Schilder, Brusselaers, and Bogaerts, 2016; Diloy, 2013). The risks especially become augmented when the partakers become younger and younger. Studies show that the increase of children's internet use and screen viewing have heightened risky and aggressive behavior of children (Robinson et al., 2001).

As defined by Hansson (2010), risk is the probability of harm. While not all exposure of children to online risk can lead to harm, online risks are nonetheless identifiable uncertainties (Wynne, 1992) and the potential of negative outcomes can be measured and analyzed. Therefore, effects can be anticipated and prevented.

Statement of the Problem

General Problem

The advancement of Information Communication Technology (ICT) in the past decade has brought about radical changes in children's and adolescents' lifestyles particularly in relation to increased SBMU and the internet. The new social reality of easy and widespread connectivity has pushed students to be practically connected to the internet most of the time. Added to this are the enticing activities they find therein. Young people are thus spending more and more time online. This raises not only their chance of encountering risk, but also of falling into the slippery slope of addictive behavior (Wallace, 2014). The causality of increasing exposure to ICT and the internet, risk behaviors and other problems among children has become worrisome (Olson et al., 2007).

A technical college in the Philippines offering basic, secondary, and tertiary education has taken notice of such challenging behaviors. Problematic behaviors have come with the presence of new technologies especially among young people, teenagers and preadolescents, alike. There is the tendency to simply stereotype the current student behavior as "youthful or childish proclivity" to run towards risk and write policies to prevent harmful situations. Reminders and warnings to the student population through conferences, bulletin board posts, advisory talks, and seminars are then undertaken. But helping mitigate negative online experiences of the new generation of students requires a better, though more complex, assessment than simply school policies and filters drawn from reactions to actual school incidents.

The all-pervading SBMU and internet access of school children have led the researcher to ask, “How do educators understand the school children’s perceptions of online risks and improve the school’s communication strategy on e-safety?”

Specific Problems

A crucial antecedent to discovering the answer to this question is the determination of whether or not both school children and educators have similar perceptions of kids’ risky online experiences. How the two subjects perceive the areas of online risks, namely, content, contact, conduct (Livingstone and Haddon, 2009a, and consumption (researcher’s contribution), vis-à-vis the kids’ online exposure, would have to be ascertained. Hence, from the general problem, the researcher asks the following specific questions:

1. How do school children and educators define online risk?
2. What do school children and educators consider as risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?
3. What are the similarities and differences in their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?

General Objective

The study aims to provide a child-centered, data-driven understanding of online risks involving kids as an aid in the development of a school communication strategy that promotes e-safety of school children.

Specific Objectives

To meet the intent of this study, the following specific objectives were answered:

1. find out how school children and educators define online risk;
2. identify what school children and educators consider as risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks; and
3. compare their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks.

Scope and Delimitation of the Study

The online avenues covered by the study focus on online SBMU – social media and networking, internet, games, messaging, and purchases. Tablets and mobile phones have now made screen use more accessible and more attractive because of the variety of activities they present. Given these avenues, the study anchors itself on the work of Livingstone and Haddon (2009a) that specify the areas where risky communicative acts on children and by children occur online:

- a. content risks, where the child is positioned as the recipient of, usually, mass produced images;
- b. contact risks, in which the child participates in some way, albeit possibly unwillingly or unwittingly; and
- c. conduct risks, in which the child is an actor in a peer-to-peer context, intentionally or unintentionally.

The researcher contributes a fourth area of online risk, that is, consumption risks, where the child has easy access and long exposure online. This contribution stems from the inquiry of the International Harm Reduction Association, "What are the specific risks and harms associated with over-use of the internet?" (2009). Ever since mobile devices have been "embraced by young generations more quickly and incorporated more seamlessly into their daily routines, parents, doctors, and educators have expressed heightened concern" (Vandewater, 2009) that these different opportunities for online SBMU bring with them different risks and effects on kids (Mathers et al., 2009).

The study sets itself in a private technical college in the Philippines, owned by the congregation where the researcher belongs. It is delimited to the school children in grade levels 5 to 7, ages 11 to 13 years old, who are all boys. At the elementary and junior high school levels, the school is exclusive to boys. This study is also contained among those school children who have internet access through mobile phones, tablets, and computers. The research group is particularly targeted as they are seemingly just opening up to the ease and benefits of the internet. By definition, these school children are in a precarious stage of growth. They do not have sufficient skills to consider harmful circumstances and consequences. Thus, they do not always make the smartest decisions if left on their own in front of risky situations. The new reality today's adolescents face is that the very place they spend a lot of time playing and interacting, sharing and gathering information is most likely the place where they could get hurt. There is evidence that the internet and mobile technologies which young people use to get online are shaping and even exacerbating the contexts in which they become vulnerable (Young Minds, 2016).

This study compares the perceptions of the school children and the educators of the online risks kids face. From a sociological standpoint, there are differences in beliefs, values, and experiences that color their perceptions in approaching or avoiding risk. The minority of one research group and the seniority of the other clearly establish a generation gap that presupposes disparities in knowledge and feelings (Hume, 1740/1967 and Roeser, Sandin and Peterson, 2013) and, particular to this study, assumes differences in the two subjects' perceptions of online risks kids face.

The study recognizes the case school's existing communication strategy, or at least some form of communication campaign, for their students regarding the risks of online presence and the dangers of the digital world. School children's perceptions of online risks faced by kids are thus juxtaposed with educators' perceptions.

Significance of the Study

There is a wealth of research and theoretical discussion about young people and risks taking place within a range of disciplines under the broad umbrella of youth studies. Despite their heterogeneity, most commentators share a vision of young people as a risky population, either by definition or by virtue of the contemporary world they live in (Sharland, 2006). This research narrows down the discussion of risk and young people by focusing on perceptions of online risks kids face.

The study is a significant contribution to the ever-growing work on e-safety of students. First, the study attempts to raise awareness, awaken caution, and impress

upon the educators, that while the kids' online exposure is largely on a one-on-one basis, it is still incumbent upon the school to provide guidance to its young learners. Educational institutions are in a unique position to guide young people to acquire the social and emotional skills to manage online risks. This begins with the acceptance that schools must continue learning more about young people's habits during and beyond school time. Schools must also revise the paradigm that views young people's online social encounters as an 'out of school problem' (Young Minds, 2016). The behavior of minors exposing themselves to risk in the context of their multi-screen use, whether in school or elsewhere, is something that needs to be confronted by educators who all too well know that the risks kids take at this early stage of their life can cause permanent harm.

Second, while there have been studies about risk perception of kids, there is little comparative study on the perceptions of kids and that of their educators' on risks kids face online, including the analysis of their components. The perception of risk in this paper is taken as a relevant construct in relation to variables of knowledge (cognitive) and feelings (affective) of two subjects – school children and educators. Social scientists like Labrador and Villadangos (2010) believe that age increases the perception of problems posed by the excessive use of internet. Frutos and Vazques (2012) acknowledge Labrador and Villadangos and further prove that minors tend towards their more rational use as they acquire maturity. This study makes its contribution in presenting a description of how the sub-variables of knowing and feeling in both subjects behave and in placing the perception of risk as a fundamental element in constructing school-based messages to mitigate harmful effects of overuse of SBMU by school children.

Third, the researcher, drawing from the alarming increased amounts of time kids are spending on the internet (Wallace, 2014), contributes to the discourse of online risks by adding 'consumption risks' to the work of Livingstone and Haddon (2009a) as another risk area to focus on and measure (please refer to Table 2). Recent studies show the increasing amount of time kids are spending online. Exposure to risk, and eventually harm, is not only directly connected with the availability of technology but also on the number of hours children are immersed in the internet (Webroot, 2015).

Fourth, the research-based output of this paper can be used by schools in their design and delivery of messages on online safety of students, especially the preadolescents and teenagers. It can be a rich source for schools and future researchers delving in the fields of health (relationships between online media consumption and health risks), pedagogy, and internal school communication.

Finally, the study can be a base for future research to look into other issues affecting students – parental involvement in monitoring technology use of children, technology-assisted learning in and out of school, advisory programs for risk management, guidance for online victim students, and personality development to reinforce critical thinking and resiliency (Young Minds, 2016).

Chapter Two

REVIEW OF RELATED LITERATURE

Literature Review

Four related literature help shape this research positing the variables of age and perceptions and its sub-variables of knowledge and feelings vis-à-vis the phenomenon of online risks faced by kids – contact risks, content risks, conduct risks, and consumption risks.

1. EU Kids Online Network

EU Kids Online Network is a collaboration of hundreds of researchers across Europe from diverse disciplines, methodological expertise, and research specialization. To come up with a balanced assessment, the authors got on board experts in child development, family dynamics, online technologies, youth culture, sociology, and media. Livingstone and Haddon (2009a) examined the different arrays of risks and have added the important insight that kids who encounter one risk are more likely to encounter other risks. The output is a framework to study children's online risks and opportunities in Europe. Later, Livingstone, Mascheroni, and Staksrud (2015) broadened the approach by comparing and explaining children's experiences of risk and safety online. They scrutinized the types and contexts of risk and harm, and explored how factors arise and the consequences of these factors. The result is a more comprehensive insight in the domain of children's online safety shown on Table 1.

Table 1. Areas of Online Risk with Examples.

Content Risks	Contact Risks	Conduct Risks
Receiving mass-produced content	Participating in (adult-initiated) online activity	Perpetrator or victim in peer-to-peer exchange
• Violent/ gory content • Pornographic content • Racist/hateful content • Embedded marketing	• Harassment, stalking • 'Grooming', sexual abuse or exploitation • Ideological persuasion • Personal data misuse	• Bullying, hostile peer activity • Sexual harassment, 'sexting' • Potentially harmful user-generated content • Gambling, copyright infringement

SOURCE: Livingstone and Haddon, 2009a.

The research is an answer to the demand for empirical proof to discover not only what risks children face when going online but also whether the various forms of potentially harmful content, contact, and conduct risks they encounter are really worrying or not – and if they are, how can such risks be managed and, indeed, minimized.

The literature further explains how today's online risks are more available and more accessible, anywhere and anytime to children. The first instinct of many adults who show worry about the risks is to turn off the computer or ban the mobile phone. The first instinct of many children, however, is to downplay the warnings and tell the worried adults that they know what they are doing.

Worthy of mention also in this literature is the individual level of analysis that was done to determine how opportunities and risks in content, contact, and conduct

vary depending on children's age, gender, and socioeconomic status, together with findings concerning the mediating role played by parents, teachers, and peers. The starting assumption, based on prior research, was that these factors are likely to influence children's opportunities and risks in a similar manner across Europe. However, contextual factors as media environment, tradition, and values of other countries showed some observable influence on children's opportunities and risks.

2. Screen Based Media Use

The research of Houghton and companions (2015) entitled, "Virtually Impossible: Limiting Australian Children and Adolescents Daily Screen-Based Media Use," sums up the need to pay attention to young people's growing media consumption. It explains that when the Information Communication Technology (ICT) and the internet started to become more accessible to young people in 2001, the American Academy of Pediatrics (2001) recommends that children under two years of age have no screen exposure. It also suggests parents of children older than two years need to limit their children's exposure to less than two hours per day until age ten. Thus the term screen based media use (SBMU) was coined. A few years later, the Australian Department of Health (2010) and the Canadian Pediatric Society (retrieved 2017) likewise came out affirming the recommendations of the American Academy of Pediatrics. And these guidelines were set even before the proliferation of mobile devices.

Yang and companions (2012) in their journal article "Electronic Screen Use and Mental Well-being of 10-12 Year Old Children" cited that the growing concern of young people's online consumption is reflected in the US Department of Health and

Human Service's (2010) promotion and disease prevention objectives. It is a key health improvement priority for 2010 to 2020. It decided to focus its effort in the reduction of the number of hours kids expose themselves in SBMU. The department has observed that the sheer amount of average daily screen time during discretionary hours outside school is a risk factor often exhibiting a dose-response relationship with disease and unfavorable child development outcomes (Sigman, 2013). A study on the frequency and characteristics of internet use by Spanish adolescents concludes that the majority connect daily and that the frequency of connection increases with age so that from the age of fifteen onward, the connection is almost permanent (Reolid et. al., 2016). Hence, in this study, the researcher adds 'consumption' to the areas on online risk identified by Livingstone and Haddon (2009a) as shown on Table 2 below:

Table 2. Consumption Risks as the Researcher's Contribution to the Areas of Online Risk.

<i>Content Risks</i>	<i>Contact Risks</i>	<i>Conduct Risks</i>	<i>Consumption Risks</i>
Receiving mass-produced content	Participating in (adult-initiated) online activity	Perpetrator or victim in peer-to-peer exchange	Hours of SBMU or hours of online use
• Violent/ gory content • Pornographic content • Racist/hateful content • Embedded marketing	• Harassment, stalking • 'Grooming', sexual abuse or exploitation • Ideological persuasion • Personal data misuse	• Bullying, hostile peer activity • Sexual harassment, 'sexting' • Potentially harmful user-generated content • Gambling, copyright infringement	• Easy and direct access to SBMU • Early and extended exposure to SBMU • Hours of SBMU during school/ work days • Hours of SBMU per non-school/non-work days

SOURCE: Adapted from Livingstone and Haddon, 2009a.

3. Perceptions of Risk and Vulnerability

The work of Millstein and Halpern-Felsher's (2002) entitled, "Perceptions of Risk and Vulnerability," considers how individuals' judgments about risk are viewed as essential in decision-making. Perception is a fundamental element. Their work postulates that the individuals' beliefs about the consequences of their actions and perceptions of their vulnerability to those consequences play a key role in behavior. Their work also includes a study on how young people avoid or put themselves at risk. It reviews existing data that attempts to understand risk perception as a vantage point from which to consider adolescent risk and vulnerability. But it also tackles adults' impression of youth's risky behavior. It explains how adolescents are generally viewed as lacking in competence in being unable to judge and identify risk appropriately, and as having wrong assessment of their invulnerability to harm. The general perception is parents of adolescents tend to view adolescents as more vulnerable than do adolescents themselves. It explains how adolescents' perceptions of things that are risks to themselves are significantly lower than the risks their parents perceived for them.

The literature's process of formal comparisons of adults' perceptions of adolescents' risks with adolescent perceptions of their own risks is important to this research. Likewise, its attempt to conceptualize and measure perceptions of risk and vulnerability by examining the subjects' knowledge and feeling in situations deemed as potential risks is very much relevant. The literature further explains that although for many social scientists and psychologists risk identification and judgment may be the most direct ways to probe assessments of risk, individuals' affective responses to specific situations and/or outcomes also can be informative.

While favoring the more cognitive aspects of risk perception, it also sees the importance of feelings – the affective manifestations of the subjects. It discusses content areas and concerns where young subjects express feelings of risks and vulnerability. Other sources of variation in risk perception, identification and assessment, such as age, gender, beliefs and economic status, are also discussed. It tries to answer how perceptions of risk and vulnerability and perceived benefits influence decision making, and eventually long-term behavior.

The work of Millstein and Halpern-Felsher (2002) is important to this paper because the association between risk perceptions and behavior is compelling. Consequently, risk perceptions and identification play a fundamental role in intervention programs, which try to get adolescents to recognize and acknowledge their own vulnerability to risk and therefore make resolutions on preventing hurtful occasions or outcomes.

4. Adolescents and Risk

Elaine Sharland (2006) in her work, "Young People, Risk Taking and Risk Making: Some Thoughts for Social Work," pointed out that there is good evidence from psychological and sociological research that young people's welfare and riskiness are associated with their material, cultural and relational contexts, the resources and role models available, and the extent to which they feel connected, supported, recognized. Risk taking and risk perception differ for those growing up in cultures espousing traditional family and community values from those espousing individualism. Sharland writes that for parents who take a negotiative stance, neither overly restrictive nor unprotective, nor giving mixed messages, their teenagers are

more likely to make socially acceptable and beneficial risk calculations. Sharland's work concludes that family relationships and parenting styles are influential themselves as are peers who are considered powerful mediators of young people's risk choices.

Eric Wargo (2007) in his paper, "Adolescents and Risk: Helping Young People Make Better Choices," highlighted that "adolescents have been bombarded by facts about the risks they face". Yet efforts to scare young decision makers with numbers and percentages have met limited success (Reyna and Farley, 2006). There is even evidence that some risk-awareness-raising programs, such as DARE (Drug Abuse Resistance Education), actually increase the behaviors they are designed to prevent (Lilienfeld, 2007).

To reduce adolescent risk taking, Wargo (2007) argues that a different approach is needed: one that recognizes how adolescents reason. Wargo writes, "bombarding youth with the facts won't help them make better decisions, and may actually encourage a less mature, riskier form of reasoning. Interventions should instead encourage less deliberative, more categorical thinking about risk." He stressed that "the safety of young people is a community concern, not solely a matter of individual choice." However, interventions that help young people learn to make better choices can be an effective component of a larger commitment to youth development and healthy communities.

Review of Related Studies

Three recent related studies conducted in Lithuania, Spain, and Malta provide points of comparison and contrast for the findings of this research.

1. Adolescents' Perception of Risky Behavior on the Internet by Ugne Paluckaite and Kristina Zardeckaite-Matulaitiene of the Vytautas Magnus University in Lithuania (2017). This study sought answers to the questions: (1) How do adolescents perceive different forms of risky behavior on the internet?; and (2) Are there any demographic differences in adolescents' perceptions of risky behavior on the Internet? It sought to determine if there are any differences in adolescents' perception of risky behavior on the internet, regarding their age, gender, and engagement in online risky behavior. The research method used was a cross-sectional survey with a questionnaire, based on a variety of the forms of risky behaviors on the internet e.g. sexting (sending of sexually explicit photographs or messages via mobile phone); sharing personal photos. Adolescents' perceptions of risky behaviors online were measured on the scale from 1 (not risky at all) to 10 (very risky). A total of 152 Lithuanian adolescents (63 boys and 89 girls) aged 12 to 18 participated in the study. The results showed that students perceive various forms of behavior on the internet as risky, however, they still engage in it.

The study showed that the respondents risk perception differed according to their gender (girls perceive behaviors as riskier than boys), age (younger adolescents perceive behaviors as riskier than older ones), and engagement in risky behaviors online (those who engage less rate the behavior as riskier). Thus, older

male students and students who engage in risky behavior online more often are less likely to recognize and perceive behaviors on the internet as risky. The more adolescents engage in risky behaviors online, these behaviors become more appropriate and, probably, are evaluated as normal and casual behavior. In general, males are called as gender of risks offline because of higher levels of sensation-seeking than females. Thus, it is possible to predict that in online settings the gender gap exists.

The study pointed out some possible explanations for the results. As sensation-seeking and self-regulation skills are still developing at the stage of adolescence, high in sensation-seeking and low in self-regulation skills adolescents are more likely to engage in risky behaviors online even if they know that their behavior might be risky. And as adolescents put very high premium on their peers, if they perceive their peers as engaging in risky behaviors online, they may also be likely to do the same.

2. Online Risk Perception in Young People and Its Effects on Digital Behavior

by Irene Ramos-Soler and Carmen Lopez-Sanchez, both of the University of Alicante, Spain, and Teresa Torrecillas-Lacave of the University of Madrid, Spain (2016). This study sought to (a) analyze the different types of underage users from the point of view of risk perception and (b) describe the online behavior of minors and the family mediation in each category of user. The hypotheses verified were the following: (a) The majority of minors have a low perception of risk; (b) Children with greater risk perception have a stronger upbringing by their parents; c) Children with greater risk perception spend less time on the Internet; (d) Children

with higher risk perception have less dependence on the device; (e) Children with higher risk perception exhibit safer behavior and have experienced these situations to a lesser extent. After a factor and classification analysis was conducted, seven different groups were obtained. The predominant profile, in 42% of the cases, was that of a 'prudent person', characterized by a high perception of risk, not spending an excessive amount of time on the Internet, avoiding unsafe behavior, talking with parents about online difficulties, receiving advice, and having clear rules on Internet use. The perception of risk was shown as a relevant construct in relation to other indicators such as child-rearing techniques used by parents, the time children spend on internet, dependency on the device, and the type of digital behavior involved.

The study also confirmed that age is a significant variable, not only for the perception of risk, but also with regard to family and behavioral variables. It has been confirmed that the youngest children are the ones who receive more mediation strategies based on supervision, prohibition, and control of connection time and content. Results showed that 14.68% are in the so-called "controlled" group. These are minors up to the age of 11 whose use is very limited, but who at the same time have a lack of knowledge of the techniques or tools to increase their security because early training in the home is not common, even to the point of not receiving any advice or recommendations. Meanwhile, 26.25% of minors show little perception of risk, and there are four distinct profiles that can be distinguished. A common characteristic among these four groups was that of not perceiving parents and teachers as authority figures, and these children have a negative perception of the help these adults can give to them. They affirmed that their parents were absent from the children's media experience. Two other hypotheses were verified: first, as

the educational intervention by parents increases, the perception of risk by minors also increases, Second, as the risk perception by minors increases, the exposure to problematic behaviors decreases.

3. Children's Internet Use and Parents' Perceptions of Their Children's Online Experience by Mary Anne Lauri, Joseph Borg, and Lorleen Farrugia of the University of Malta (2015). Commissioned by the Malta Communications Authority, this study aimed to (a) investigate children's access, use, and perceptions of the internet, (b) investigate the parents' perceptions of their children's internet use, and (c) compare parents' perceptions with patterns reported by children. The study involved a survey with a representative sample of children between 8 and 15 years of age from all demographic regions of Malta and Gozo, together with a questionnaire to be completed by their respective parent or guardian. Children and parent responses were paired to enable a direct comparison of the children and their parents' responses. The parent and child questionnaires were based on the pan-European research project, EU Kids Online II.

The salient findings of the study were:

- That the internet in general, and social networks in particular, are very present in the lives of Maltese children between the ages of 8 and 15.
- Parents (87.8%) think that their children use the internet for school work much more than their children (69.9%) actually do. Children engage in a number of activities online more than their parents believe they do. These activities include chatting, social networking, emailing, video calling, downloading films or music,

watching videos online, blogging, and online shopping. Parents (84.4%) think that their children play online more than children say they do (80.3%).

- Children put more information online than their parents are aware of, for example, real date of birth, mobile number, and home address.
- Facebook (56.5%), Skype (50.4%), and Google (65.1%) are the sites most popular with children even though such platforms usually require one to be 13 years of age before having an account with them.
- Parents and children also differ in their assessment of risk. Parents (8%) think that the internet is safe for their children much less than children (26.3%) think it is. The public posting of things on the Social Networking Sites provides another divide: 11.4% of children think that it is fine to do so but only 6.2% of parents agree. While 15.7% of children think that it is safe to meet new people on the internet, only 3.3% of parents consider such an activity as safe.
- Hacking is considered by 34.4% of children to be the most dangerous thing that can happen to them on the internet. This is followed by 19.6% who mentioned viruses as the most dangerous online experience. Unpleasant or inappropriate comments (5%) or pictures (4.2%) are considered less dangerous than unpleasant or inappropriate videos (15.2%).
- Over half of the children who were contacted by strangers online say that they did not feel upset about it which is probably why 31.8% said they did nothing about it.
- The children's preferred sources for safety information are mainly their parents (77.9%) and their school (66.9%). This is possibly due to how children perceive their parents and schools as being knowledgeable and in a position where they can help them.

- Around half of the parent-respondents get safety information from family and friends (50.5%) and from the media (49.1%). Parents also seem to be getting such information from their child's school (46%), and over one-fourth of the parents (30.4%) get this information from safety websites.

Theoretical Guideposts

The researcher has selected the following relevant, inter-operable theories since they greatly shed light on the phenomenon of risk interpretation that is being analyzed by this research.

Sense-making Theory	The Framework of Livingstone and Haddon (2009a) with the Researcher's Contribution on Consumption Risks	Gratification Theory	Unified Theory of Acceptance and Use of Technology (UTAUT)
The concept of people working to make meaning of themselves and the world as they go on with specific issues in their lives - seeking, processing, creating, and using information. Sense-making is the process and sense or understanding is the result of that process (Dervin, 2008).	The areas of online risks: - content risk, - contact risk, - conduct risks, - consumption risks (Tables 1 and 2).	The motivation for engaging in various online activities and the reasons for protracted consumptions (Wrench, 2016). The kinds of gratifications recipients obtain when consuming media content is as numerous as the number of users themselves (Katz, Blumler and Gurevitch, 2006).	Performance expectancy, effort expectancy, and social influence predict behavioral intention towards acceptance of information technology. Gender, age, experience, and voluntariness of use are posited to moderate the impact of the four key constructs on usage intention and behavior (Venkatesh et al., 2003).

Figure 1. Theoretical Guideposts.

Four main theories ground the study's examination and comparison of the perceptions of risk kids face online: sense-making theory, the framework of Livingstone and Haddon, Gratification Theory, and the Unified Theory of User Acceptance and Use of Technology (UTAUT). The objective is to have a multidisciplinary approach to theory interpretation and application in order to draw out practical applications for the conclusions.

1. Sense-making theory. Sense-making is revealed as a theory of understanding communication whose major contributors are Brenda Dervin (1983), Gary Klein (2006), Karl Weick (1995), Kurtz and Snowden (2003). All have established different perspectives but maintain one overarching umbrella. The commonality is the concept of people working to make meaning of themselves and the world as they go on with specific issues in their lives (Dervin, 2008). It is a process of dealing with the situations of life, whether those situations are routine or novel, and whether the means of dealing with them are rare or routine (Reinhard and Dervin, 2010). Its central activities are seeking, processing, creating, and using information whereby sense-making is the process, and sense or understanding is the result of that process (Dervin, 1992).

Many researchers have used sense-making in their preliminary stages of research because it underlines the importance of asking people about their individual processes of making sense of particular aspects of their world as they move through life. It includes a set of assumptions that have informed methods of eliciting and analyzing descriptions of those processes, in order to both describe the experiences of people in their own terms, and to find patterns in them (Spurgin, 2007). Dervin

(1998) has called it "a methodology disciplining the cacophony of diversity and complexity without homogenizing it." Because it is a meta theory encompassing general fundamental assumptions about the world, Sense-Making is difficult to test. However, it can be used to orient and inform research that tests theory (Pettigrew, Durrance & Vakkari, 1999; Vakkari, 1997) which this research sought to do.

Sense-making as part of this research seemed appropriate considering that children tend to speak not only of what they do and the logical reasons for them. They also talk about what they feel and what they imagine. The use of sense-making allowed the researcher to explore the personal views of school children and educators, both affective and cognitive, as well as their external, observable behaviors.

Specifically, the first part of the research problem relied on sense-making theory for the interview to ascertain individual definitions and meanings that are given to terms and situations (Andsager and Powers, 2001). Sense-making is a worthwhile theory for contextualizing the answers of the research population.

2. The framework of Livingstone and Haddon. The sense-making theory is melded with the framework of Livingstone and Haddon (2009a) in looking at the particular responses of kids to risks. As earlier presented in Table 1, Livingstone and Haddon distinguished three areas of risks:

- content risks, where the child is positioned as the recipient of, usually, mass produced images;

- contact risks, in which the child participates in some way, albeit possibly unwillingly or unwittingly; and
- conduct risks, in which the child is an actor in a peer-to-peer context, intentionally or unintentionally.

Consumption Risks as the Researcher's Contribution in the Areas of Online Risk. The researcher adds consumption risks as a fourth area in online risk, as presented in Table 2. Recent studies have shown the increasing amount of time kids are spending online. Exposure to risk, and eventually harm, is not only directly connected with the availability of technology but also on the number of hours children are immersed in the internet (Webroot 2015). Young and Abreu (2010) noted that online exposure has significantly penetrated children's lives. The dramatic rise in time children spend on SBMU continues to worry educators and parents. Excessive consumption of the internet by kids have become the main cause for poor academic performance, increased family tension, and school dropouts; wild hobbies, psychological and physical health problems resulting from sleep deficiency and fatigue have also been considered as the after effect of uncontrolled online activities (Dramola, 2015).

The researcher thus finds that there is sufficient evidence, if not controversy, to include consumption, not just as a variable in the work Livingstone and Haddon (2009a), but as an independent and incontrovertible risk area to focus on. The study of Houghton and companions (2015) on SBMU recommends continuous reappraisal of SBMU exposure times of children because technology has become central in the everyday lives of children and adolescents. The journal article of Yang and

companions (2012) on the reality of the growing online consumption of school children with their use of personal mobile phones acknowledged that the intensifying prevalence of SBMU is somehow directly related to a decreasing indication of well-being as self assessed by the kids themselves in Iceland.

The studies mentioned above indicate that excessive internet use has a multifaceted impact on the development of kids who may need psychosocial support in the delicate adolescent period. According to other literature, excessive internet use leads to loneliness, depression, drifting away from family and friends (Bargh and McKenna, 2004). Schools therefore need to be concerned as well, because excessive internet use has adverse effects on mental performance and the working memory and leads to sleep disorders, weight loss, headaches, back pain, loss of concentration, focusing difficulties, and loss of productivity/performance (Ling et al., 2011).

3. Gratification Theory. This theory allows this research to gain insight into the motivation for engaging in various online activities and their reasons for protracted consumptions. Young people who lack emotional support turn to the internet to fill this need. Also those who are overly shy and have problems relating with their peers are also at a higher risk of spending too much time with the computer (Wrench, 2016).

Theorists Katz, Blumler and Gurevitch (1974) pointed out five basic elements of Gratification theory:

1. the audience is active and its media use is goal oriented;

2. the initiative in linking need gratification to a specific medium choice rests with the user;
3. the media compete with other resources for need satisfaction;
4. people have enough self-awareness of their media use, interests, and motives to be able to provide researchers with an accurate picture of that use;
5. value judgments of media content can only be assessed by the audience.

Gratification theory further explains that when it comes to the kinds of gratifications that recipients can obtain when consuming media content, they are as numerous as the number of users themselves.

This study finds this theory useful particularly in its classification of five groups of human needs (Katz, Gurevitch, and Haas, 1973):

1. Cognitive needs – acquiring information, knowledge, understanding our social environment, curiosity, exploration;
2. Affective needs – aesthetic and emotional experiences, pleasure;
3. Personal identity – self-confidence, personal stability, integrity, social status, the need for self-respect;
4. Integration and social interaction – family relations and friendship, connection with the outside world, the need for affiliation; and
5. Escapism – the need to escape, tension release, shifting attention from unpleasant to pleasant.

4. The Unified Theory of Acceptance and Use of Technology (UTAUT). UTAUT is a technology acceptance model formulated by Venkatesh and others (2003) that

aims to explain user intentions to use an information system and subsequent usage behavior. The theory holds four key constructs:

- 1) performance expectancy,
- 2) effort expectancy,
- 3) social influence, and
- 4) facilitating conditions.

The first three are direct determinants of usage on intention and behavior, and the fourth is a direct determinant of user behavior while gender, age, experience, and voluntariness of use are posited to moderate the impact of the four key constructs on usage intention and behavior (Venkatesh et. al., 2003).

UTAUT is considered in this paper as a relevant theoretical base combined with Gratification Theory to effectively explain behavioral intentions and ICT use among children. The pairing can explain the reasons for online consumptions despite perceived risks. The blending of these two theories provides insights to probable variables that lead to increased internet exposure.

Theoretical Framework

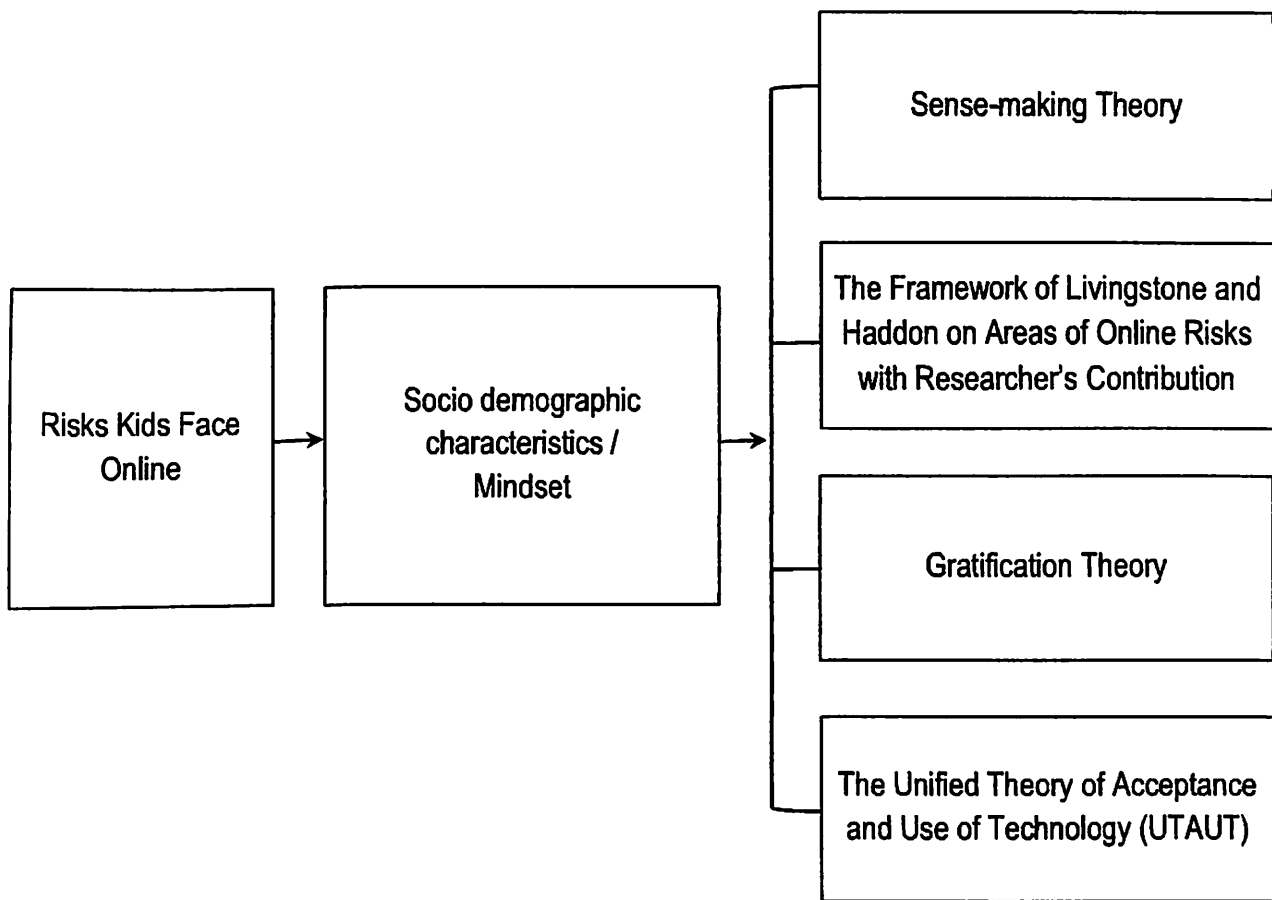


Figure 2. Theoretical Framework.

The study holds the assumption that school children actively use the internet and other screen based media gadgets. It looks at the online engagements of school children as a regular communicative act (Habermas, 1971) where they are both recipients and participants in this technology-mediated communication process. It also assumes that while these engagements present advantages to children-users, they also expose young users to certain risks. While adults might be able to anticipate or cope with the risks because of their age and experience, children might be more susceptible to harm.

Conceptual Framework

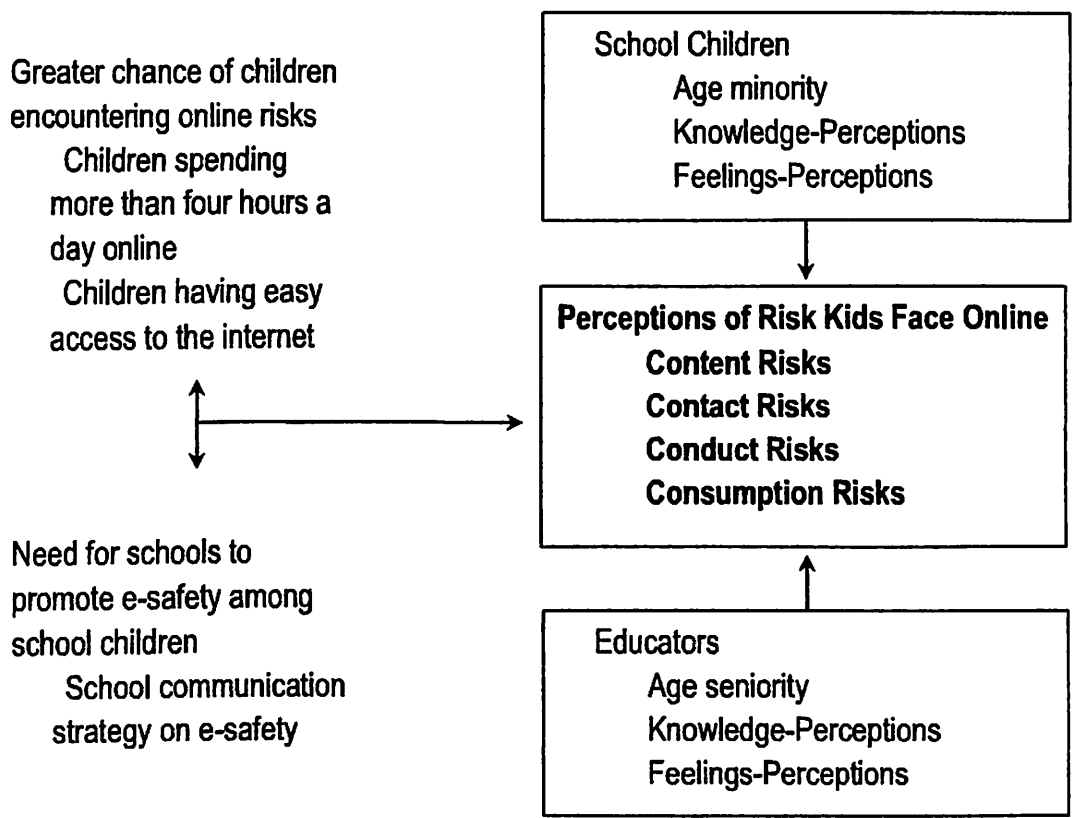


Figure 3. Conceptual Framework.

The study is anchored on the concept that nowadays children spend more and more time online and this situation leads them to a greater chance of encountering online risks. Thus the schools, in their role as educators and mentors of learners, have the responsibility to promote online safety among school children. However, to effectively realize such responsibility, the educators have to get into the mindset of the school children and understand what they perceive as risky online experiences. The school children themselves have to reveal what for them are risky online engagements. Given the school children's minority and the educators' seniority, the study assumes that the perceptions of these two groups have similarities and differences.

Assumptions

This study theorizes that the difference in perceptions is largely because of age. How a person understands and judges certain situations is on account of one's minority or seniority. This implies that a person's age minority presupposes simpler understanding and judgment or a more carefree view of circumstances. On the other hand, a person's age seniority assumes formed opinions and judgments or a more rigid interpretation of events. The school children's and the educators' perceptions according to knowledge and feelings, of risky online experiences of kids, particularly, content risks, contact risks, conduct risks, and consumption risks, need due analysis and reflection. A good grasp of the respective group's mindset can inform the development of a school-based online safety strategy that is sound, effective, and child-centered.

Definition of Terms

The following definitions are used in this research study:

Communicative Act is an utterance, or set of utterances (communicative act set), that we use to perform some sort of linguistic action or function in communication (CARLA, 2018).

Conduct risk is the possibility of harm when the child is the doer or victim of risky communication between peers (adapted from Staksrud and Livingstone, 2009).

Consumption risk refers to the possibility of harm when the child has easy access and early exposure to screen based media and spends too much time online (researcher's definition).

Contact risk refers to the possibility of harm when the child participates in adult-initiated online activity (Staksrud and Livingstone, 2009).

Content risk refers to the possibility of harm when the child is a recipient of unwelcome or inappropriate mass communication (Staksrud and Livingstone, 2009).

E-Safety refers to the safeguarding of young people when online (Hopping, 2018).

Educators refer to the teachers and administrators of the technical college in this research. Working adults with ages ranging from 25 to 61 years.

Feeling refers to a person's reaction or judgment or discernment about a subject or issue.

Knowledge refers to the level of mental awareness and recognition of a concept as demonstrated by the ability to describe or define or explain or give a list about a subject or an issue.

Online risks refer to a heterogeneous set of intended and unintended experiences which increase the likelihood of harm to the internet user. These include encountering pornographic, self-harm, violent, racist, or hateful contents online,

inappropriate or potentially harmful contact via grooming or harassment, and, attracting recent attention, problematic conduct among peers such as bullying, 'happy slapping' or privacy invasions (Staksrud and Livingstone, 2009).

Perception refers to the way one thinks about or understands someone or something (Merriam Webster Dictionary, 2014).

Perception of risks or risk perceptions are beliefs about potential harm or the possibility of a loss. It is a subjective judgment that people make about the characteristics and severity of a risk (Darker, 2013).

Risk refers to the probability of harm (Hansson 2010).

School children refers to the Grades 5-7 pupils of the technical college in this research with ages ranging from 11 to 13 years.

Screen Based Media Use (SBMU) refers to the use of television, computer, and video games (Marshall, Gorely, and Biddle, 2006), the internet, and online activities accessed through mobile phones and tablets. This paper's scope excludes TV and focuses on online SBMU.

Chapter Three

METHODOLOGY

Research Design

Mixed methods approach was used for this research. Sense-making (Sense-making Methodology, 1983) was tapped both as a qualitative and quantitative tool in the focus group discussions (FGD), the surveys, and in the overall analysis of the research data. For the quantitative approach, survey questionnaires were used where results were tabulated and the mean computed. Using mixed methods of data collection and analysis was the researcher's way to cross-reference the results obtained from the FGD and the survey thereby helping explain the results obtained from either (Howe, 2004). Triangulation was also employed as a process of verification to increase validity of findings by incorporating several viewpoints and methods (Yeasmin and Rahman, 2012).

Research Sampling

This research looked into two research samples within the technical college: the school children and the educators. A total of 90 school children from Grades 5 to 7, ages 11 to 13 years, were identified through simple random sampling. The total number of school children was divided into 30 students per grade level.

The researcher chose the age bracket of 11 to 13 years because students of this age are generally perceived to be less involved with online activities, more

receptive to safety reminders. Researchers Ramos-Soler, Lopez-Sanchez and Torecillas-Lacave (2016) pointed out that “the age of 11 is the point of transition to the adult age on the internet, when the kids still have limited use of technology compared to adults and lack knowledge of the techniques or tools to increase their security, when family mediation strategies decrease, and when connection time and use of digital services soars along with greater exposure to risks and opportunities.” Thus, they are a good focus group for applications of message framing and developmentally appropriate learning experiences and environments to mitigate risky online experiences. Of the total number of Grades 5 to 7 school children, the 90 student-participants comprise twenty percent of their grade-level population. The choice of an all-boys school is inconsequential to the main purpose of the study since gender difference is not a variable in the research.

The educators were a multi-disciplinary mix of individuals responsible in designing and conveying messages to the student body. The study purposively identified 25 educators, namely:

- 1 Director of the Institution,
- 1 Spiritual Moderator,
- 1 Principal,
- 1 Guidance Counselor,
- 1 Student Affairs Officer, and
- 20 Teachers.

The educators are all working adults, ages 25 to 61 years of age, who were identified and purposively chosen based on their roles in the school (Glasser and

Strauss, 1967), their involvement in the design, implementation, and evaluation of the case-school's communication strategy. Based on the intent of this study, the researcher balanced both position and engagement of the concerned educators. The 25 educators comprise thirty percent of the population of educators in the school.

Research Instruments

This study used the following research instruments:

1. Focus group discussion (FGD) guides for the school children (Appendix D) and educators (Appendix E). The FGD allowed the researcher to gather information about personal and group feelings, perceptions, and opinions. Besides its time saving value, it was deemed less threatening for both school children and educators, thus allowing the researcher to gain a broader range of information.
2. Survey questionnaires for both the school children (Appendix F) and educators (Appendix G). Weick's (1995) seven sense-making properties – Identity, Retrospect, Enactment, Social, Ongoing, Cues, and Plausibility – were noted keenly in the survey questionnaire to understand and validate the gaps identified in the interviews.
3. Researcher's analysis to integrate all responses generated by the FGD and the survey questionnaires. Sense-making and triangulation were used by the researcher in the consolidation and analysis of the FGD responses, the interpretation of the quantitative survey, as well as in the overall analysis.

Data Collection and Treatment

The researcher undertook the following steps in the collection and treatment of the research data:

1. For research question 1, *“What is the meaning of online risk to you?”* both groups underwent a sense-making process through an FGD. The FGD guide for school children comprised 12 items asked to a total of 30 randomly selected school children of the case school, 10 from each grade level. The researcher tapped a trained facilitator to handle the FGD for school children in order to gather honest opinions. The researcher followed the protocols of involving minors in research and recruited the school children with permission from their parents designated through a consent form (Appendices C-1 and C-2).

The FGD guide for educators comprised a similar 12-item questionnaire that was asked to a total of 10 educators and was directly facilitated by the researcher. FGD participants were recruited by the researcher via formal letter and followed up by face-to-face request.

2. For research question 2, *“As a student, what for you are risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?”* and *“As an educator, what for you are risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?”* Both groups answered a nearly identical 24-point survey questionnaire that were

facilitator-supervised for the school children and self-administered for the educators.

3. For research question 3, *“What are the similarities and differences in their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?”* the researcher used content analysis, comparison of mean results, and triangulation.

Data Analyses

The statistical mean was used to determine the answers of each group. Their responses per area risk – content risks, contact risks, conduct risks, and consumption risks – were ranked according to the mean results as well as according to knowledge-perceptions and feelings-perceptions.

For knowledge-perceptions of risky online experiences of kids, the range of answers for school children were: 1- I don't agree, 2- I slightly disagree, 3- I'm not sure, 4- I agree more or less, 5- I totally agree.

While the range of answers for the educators were: 1- rare, 2- unlikely, 3- possible, 4- likely, 5- almost certain. Hence, responses with mean *closer to 5* denoted that the respondents perceived the likelihood of danger relative to the identified experiences. The researcher highlighted each respondent group's highest responses with mean results closest to 5.

For feelings-perceptions of risky online experiences of kids, the range of answers for both school children and educators were: 1- very uncomfortable, 2- uneasy, 3- nothing unusual, 4- used to, 5- very ordinary. Hence, responses with mean *closer to 1* denoted that the respondent-school children felt very uncomfortable and uneasy about certain online experiences and that respondent-educators gauged that kids felt very uncomfortable and uneasy with the identified online experiences. The highest responses with mean results closest to 1 were once more highlighted for easy identification.

Table 3. Research Matrix.

General Problem	How do educators understand the school children's perception of online risks and improve the school's communication strategy on e-safety?		
Specific Problems	Research Instruments	Data Treatment	Research Participants
1. What is the meaning of online risk to you?	FGD for school children	Content Analysis	30 of 90 school children (33%)
	FGD for educators	Content Analysis	10 of 25 educators (40%)
2. As a student, what for you are risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?	Survey questionnaire for school children	Mean	90 of 90 school children (100%)
As an educator, what for you are risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?	Survey questionnaire for educators	Mean	25 of 25 educators (100%)
3. What are the similarities and differences in their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?	Comparison of the school children and the educators' responses to the FGD and the survey questionnaire	Content Analysis Mean Triangulation	-

Chapter Four
RESULTS AND ANALYSIS

Research Question 1

For research question 1, *What is the meaning of online risk to you?*, the school children and educators' understanding and definition of online risks and their manifestations are shown on Table 4 below.

Table 4. Definition of Online Risks by School Children and Educators of a Technical College in the Philippines.

School Children's Responses (n=30)	Educators' Responses (n=10)
1. On reasons for going online 25 said they go online primarily to enjoy (play games, watch videos, listen to songs) and secondly to keep in touch with friends and study 5 said primarily to keep in touch with friends and secondly to enjoy	1. On what motivates kids to go online 8 said kids go online to enjoy and relieve boredom (chatting and keeping in touch with friends, playing games and having fun) 2 said kids use the internet to satisfy their curiosity - no one thought they use it primarily to study
2. On the gadget used to access the internet 20 said they access the internet primarily through phone, desktop, or laptop 10 said primarily through laptop or desktop	2. On the gadget kids use to access the internet 7 said that kids access the internet via desktop or laptop as they do not have money to pay for data plan in mobile phones 2 said through tablet 1 said that kids use phone
3. On one's definition of risk 25 said it is something dangerous or harmful 5 said they do not clearly know what it is	3. On one's definition of risk 9 said it is a thing or action that can harm kids 1 said it is not knowing how things can affect a person
4. On one's definition of online risk 20 defined it as "learning bad stuff" 10 defined it as "getting bullied"	4. On one's definition of online risk 10 said these are encounters or activities that can harm kids while doing the activity 1 said that the harm might not be evident now, but may manifest itself in the future 1 said that kids may not realize that some messages e.g. advertisements have subliminal messages that later change their behavior in a negative way

Table 4 (continued).

5. On time spent on the internet • 23 said they spend just the right amount of time though realize it's too much already when they get scolded by their parents • 7 said they spend too much time online	5. On whether kids today spend too much time in the internet • 10 said yes and that, as parents themselves, they find it difficult to control their own kids
6. Three risky online activities in the internet • 15 said watching bad video because they can get caught by parents who think they learn bad words • 5 said playing too much video games because they can get addicted they can neglect their studies • 5 said cyber bullying • 5 said learning to use bad words	6. Three risky online activities kids do when online • 10 considered the following – ○ spending too much time in the internet which can lead to addiction ○ bad exposure: indecent materials, inappropriate videos and songs where kids learn bad words, and acquire bad behavior • unknowingly being in touch with predators and stalkers
7. On the need to ask permission from parents/ guardians before using the internet • 18 felt they do not need to ask permission every time they access the internet because that is too tiresome and their parents are not always around • 7 felt they sometimes need to ask permission • 5 felt they need to ask permission	7. On kids needing to ask permission from their elders/guardians before using the internet • 7 felt that kids this age should ask permission from parents when they access the internet because they need to be told what not to open, what not to do, and how long they can stay online • 2 felt that kids need to be trusted and allowed to explore on their own • 1 felt that it depends what online activities kids are on
8. On elders setting online rules / limitations • 12 felt annoyed as some of their friends have no such limits • 10 felt that their parents are simply trying to help them concentrate on their studies and not fail in school • 8 felt that parents are too strict	8. On kids not following set online rules/ limitations given to them • 10 felt disappointed as they see the effects of students who over-indulge online – they cannot concentrate, come unprepared for the lessons, and have incomplete requirements • 7 also felt disappointed over parents who cannot impose internet rules and reminders to their children in their homes
9. On following the online rules and limitations given by your elders • 15 said no while 15 said sometimes as their parents do not always “catch” them especially when they access using their phone • 25 feel they are old enough to access the internet on their own while 5 said they followed because they did not want to get punished	9. On kids following the set rules and limitations given to them for internet use • 10 felt that even if the parents have rules, they do not impose them strictly or kids do not always obey them because there is not enough follow up • 8 felt most homes do not have rules on internet use

Table 4 (continued).

10. On what you feel when going online 30 felt happy and excited because they enjoy being online	10. On what you feel when you see kids go online 7 felt nothing when they see kids go online though they worry when they see the effects – low grades, news about cyber bullying, behavioral change due to over exposure 3 felt worried over long exposure online especially when they are not making any noise as they think kids are doing something bad
11. On feeling any risk/danger when going online 20 felt there is no danger as they are just having fun, playing, watching, and chatting 15 did not feel they will be cyber bullied though they have heard of others who were cyber bullied 10 experienced being cyber bullied but they still go online to play, watch videos, or even continue chatting	11. On feeling that kids are at risk/ danger when they go online or use the internet 10 felt that kids have little self-control and cannot always regulate the time they spend online; that kids are gullible and do not yet know how to filter information or discern what is fake or accurate 10 felt worried that kids absorb bad behavior and lose their values e.g. when they use curse words 1 pointed out there are more good things in the internet than there are bad
12. On taking risks with one's online experiences 19 felt they are not taking risks as they are just having fun, playing, watching, and chatting 10 felt they can take risk when going online otherwise it will be boring if they do not use the internet 1 felt good to take risks sometimes	12. On kids taking risks in their online activities 5 felt that kids are naturally curious and because they just want to have fun, they do not think anything can go wrong; they do not see the internet as a dangerous place 4 felt that kids do not know how certain activities can harm them and others 1 felt that kids take risks as they get bored easily and do not have anything to keep them occupied

The school children’s assessment of themselves and the educators’ assessment of the kids showed an almost identical understanding and meaning of online risk as detailed on Table 4. They recognized risk and online risk as the ‘possibility of danger or harm.’ Such recognition, however, does not deter kids from their engaging in online activities. The FGD debunked the general impression that both groups have different perceptions owing to their age disparity and differences in experiences.

For both groups, school children go online largely for enjoyment and for staying in touch with friends while the study factor was only slightly acknowledged (Table 4, item 1). The school children have easy access to the internet more than the educators believed as they now mostly have mobile phones with wi-fi and data capabilities (Table 4, item 2). With the school children's personal ownership of their mobile phones, majority of the respondents felt they do not need to ask permission from their parents or guardians before accessing the internet, while one-third of the same respondents felt that sometimes they need to ask permission and nearly one-fourth agreed they need their parents' or guardians' approval (Table 4, item 7).

As for the rules and limitations set by the parents or guardians on online use, majority of the kids felt they are old enough to use the internet on their own and the ready access offered by their personal mobile phones make it easy for them to skirt the rules. However, they recognized that their parents or guardians are just trying to help them (Table 4, item 8).

The educators, on the other hand, felt that most homes do not have rules on internet use. If there are, the parents or guardians are not able to impose them. The educators felt that kids have little self-control thus have the tendencies to over-indulge and absorb bad values if they are not regulated (Table 4, item 8).

The school children were open to taking risks online as they felt they are simply having fun. The same was validated by the educators' response that the natural curiosity of kids makes them take risks (Table 4, item 12).

Research Questions 2 and 3

For research question 2, *As a student / As an educator, what for you are risky online experiences kids face in terms of content risks, contact risks, conduct risks, and consumption risks?*. Tables 6 to 13 and Figures 4 to 11 on the succeeding pages showed what the school children and educators consider as risky online experiences of kids according to the risk areas of content, contact, conduct, and consumption. Likewise, for research question 3, *What are the similarities and differences in their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?*. Tables 6 to 13 yielded the answers while Figures 4 to 11 showed in graphical form the similarities and differences of their responses.

The presentation of data, determination of similarities and differences of perceptions among the school children and educators, and the analysis of responses were done by area of online risk to facilitate the integration of all data generated and the thorough analysis per risk area. For easy reference, the Tables and Figures were clustered accordingly:

Table 5. Cluster of Tables and Figures According to Areas of Online Risk.

Areas of Online Risks	Knowledge Perceptions	Feelings Perceptions	Comparison of Knowledge Perceptions	Comparison of Feelings Perceptions
Content	Table 6	Table 7	Figure 4	Figure 5
Contact	Table 8	Table 9	Figure 6	Figure 7
Conduct	Table 10	Table 11	Figure 8	Figure 9
Consumption	Table 12	Table 13	Figure 10	Figure 11

On Content Risks

Table 6 showed the following situations *cognitively perceived* by school children as the most risky online experiences of kids:

- Viewing sexual messages (4.02),
- Viewing messages with contradicting values (3.72), and
- Viewing violent messages (3.68).

The same table showed the following situations *cognitively perceived* by educators as the most risky online experiences of kids:

- Viewing violent messages (3.08),
- Viewing sexual messages (2.92), and
- Having no restrictions on what to read or watch online (2.84).

Table 6. Knowledge-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Content Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Content Viewing violent messages	STUDENTS	90	3.68	1.179	.124
	EDUCATORS	25	3.08	1.320	.264
Content Viewing sexual messages	STUDENTS	90	4.02	1.289	.136
	EDUCATORS	25	2.92	1.320	.264
Content Viewing misleading or wrong information	STUDENTS	90	3.59	1.189	.125
	EDUCATORS	25	2.76	1.012	.202
Content Viewing messages with contradicting values	STUDENTS	90	3.72	1.349	.142
	EDUCATORS	25	2.76	1.165	.233
Content Viewing too much advertisements	STUDENTS	90	3.24	1.318	.139
	EDUCATORS	25	2.72	1.242	.248
Content Having no restrictions on what to read or watch online	STUDENTS	90	2.56	1.415	.149
	EDUCATORS	25	2.84	1.179	.236

At the cognitive level, the school children perceived that “there is danger when...” their online engagements are of such nature and the educators perceived that “kids understand that risk is almost certain/likely to happen when...” their online engagements are also of such nature.

A comparison of the top three cognitive perceptions of the school children and the educators, as shown in Figure 4, noted the following:

- Both educators and school children shared similar risk perception on viewing violent messages and viewing sexual messages, with the school children showing a higher degree of perception.
- The educators particularly perceived not having restrictions on what to read or watch online as a risk.
- The school children particularly perceived viewing messages with contradicting values as a risk.

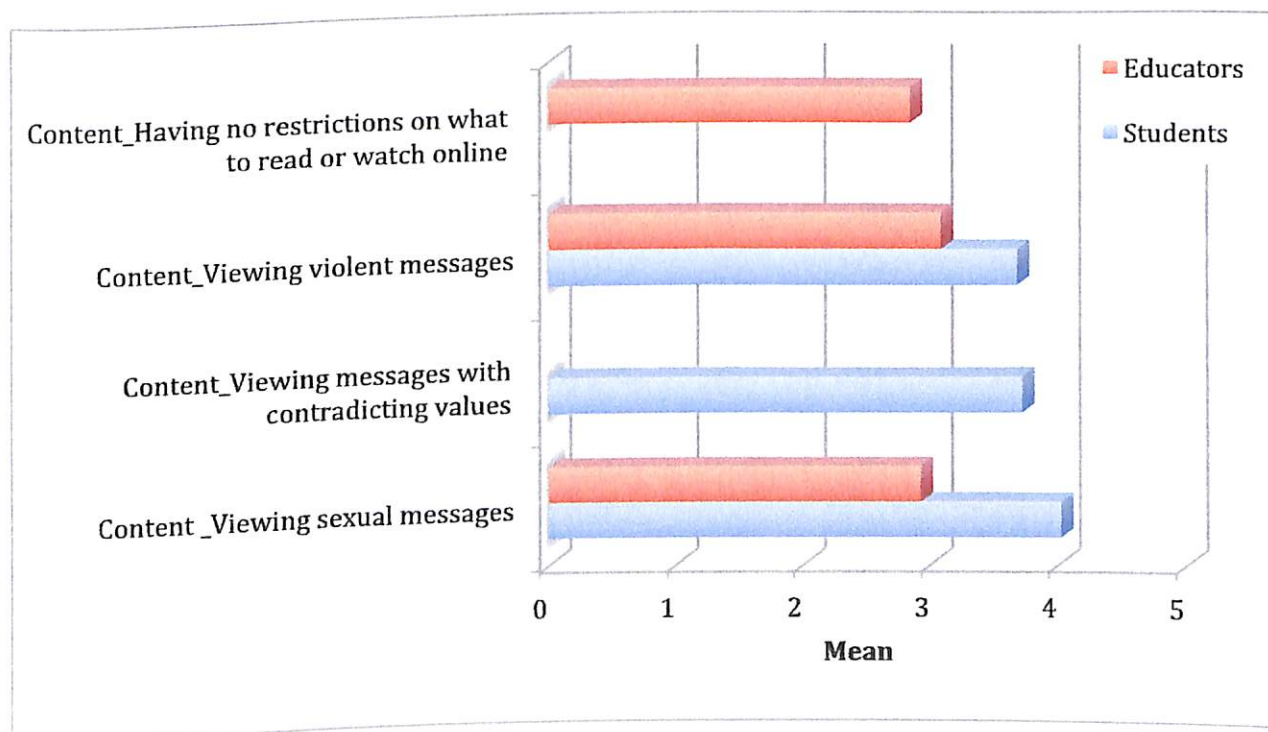


Figure 4. Comparison of Knowledge-Perceptions of School Children and Educators as to Content Risks

Table 7 showed the following situations *affectively perceived* by school children as the most risky online experiences of kids:

- Viewing sexual messages (2.24),
- Viewing messages with contradicting values (2.29), and
- Viewing misleading or wrong information (2.30).

The same table showed the following situations *affectively perceived* by the educators as the most risky online experiences of kids:

- Viewing violent messages (2.68),
- Viewing sexual messages (2.76), and
- Having no restrictions on what to read or watch online (2.80).

Table 7. Feelings-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Content Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Content Viewing violent messages	STUDENTS	90	2.58	1.060	.112
	EDUCATORS	25	2.68	1.345	.269
Content Viewing sexual messages	STUDENTS	90	2.24	1.183	.125
	EDUCATORS	25	2.76	1.363	.273
Content Viewing misleading or wrong information	STUDENTS	90	2.30	.930	.098
	EDUCATORS	25	3.04	1.306	.261
Content Viewing messages with contradicting values	STUDENTS	90	2.29	1.134	.120
	EDUCATORS	25	3.04	1.369	.274
Content Viewing too much advertisements	STUDENTS	90	2.39	1.330	.140
	EDUCATORS	25	3.68	.988	.198
Content Having no restrictions on what to read or watch online	STUDENTS	90	3.54	1.317	.139
	EDUCATORS	25	2.80	1.384	.277

At the affective level, the school children revealed that “they feel very uncomfortable/uneasy when...” they are confronted with such situations. The educators also expressed that “they feel kids would be very uncomfortable/uneasy when...” faced with those situations.

A comparison of the top three affective perceptions of the school children and the educators, as shown in Figure 5, noted the following:

- Though the educators and school children shared a risk perception on viewing sexual messages, the school children’s perception was higher in degree.
- The educators particularly perceived having no restrictions on what to read or watch online and viewing violent messages as risks.
- The school children particularly perceived viewing misleading or wrong information and viewing messages with contradicting values as risks.

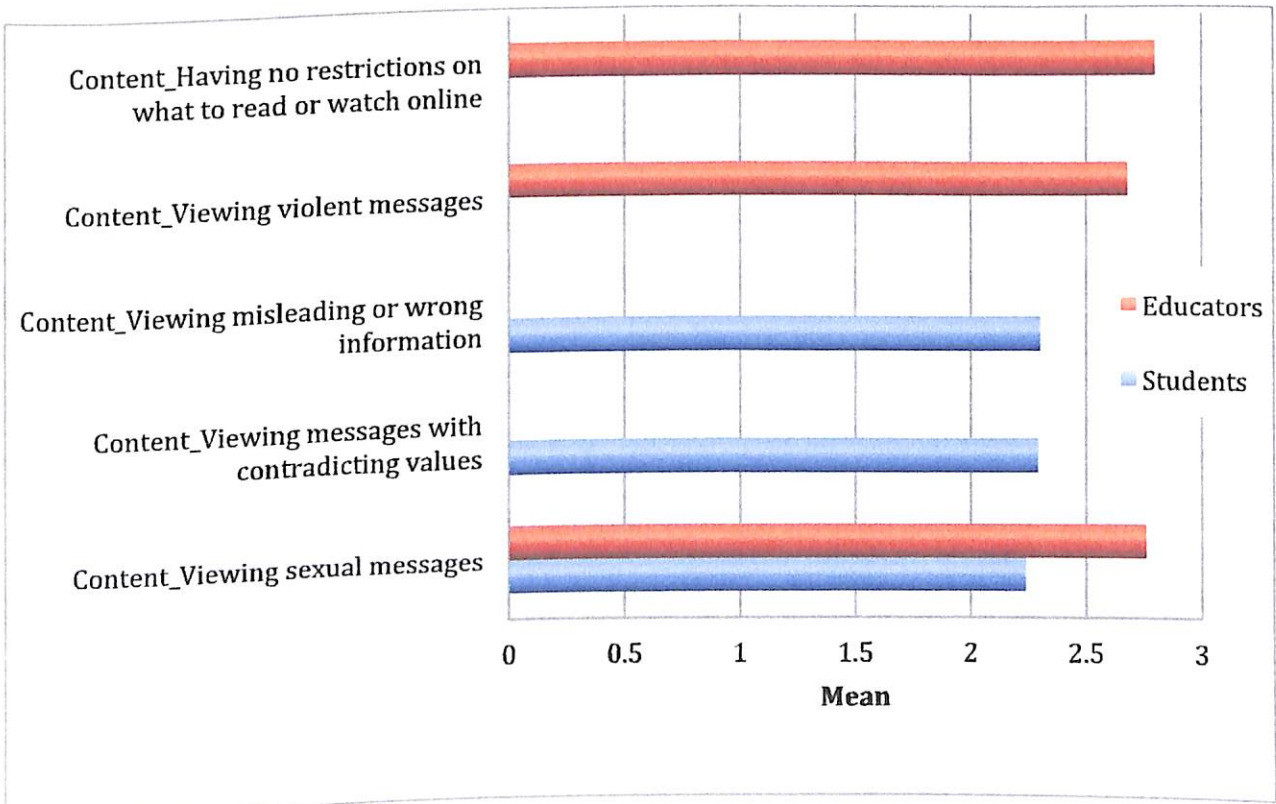


Figure 5. Comparison of Feelings-Perceptions of School Children and Educators as to Content Risks

The school children and the educators' perceptions of content risks (the possibility of kids accessing inappropriate materials) at cognitive and affective levels, as clustered in Tables 6 and 7 and compared in Figures 4 and 5, repeatedly showed that viewing sexual messages, viewing violent messages, viewing messages with contradicting values, and having no restrictions on what to read or watch online were considered risky online experiences of kids by both the school children and the educators.

The results gathered from Tables 6 and 7, Figures 4 and 5, and the FGD, indicated other things as well:

- First, that the school children displayed more sensitivity to content risks in both knowledge-perceptions and feelings-perceptions.
- Second, that the school through its educators or its existing communication strategy seem to be doing fairly well in giving reminders to the school children who demonstrated their content interpretation abilities in recognizing harmful situations.
- Third, that the school children even with age minority, already have discernment skills on what messages were in sync or not.
- Fourth, the researcher deduced that with online content changing very fast, the educators, largely millennials (not intentionally chosen as such by the study), seemed not fully aware of the risks that kids are encountering today. Another interpretation was a bit worrisome. The researcher was inclined to believe that the millennial educators might also have different standards when it comes to labeling which contents are deemed "inappropriate."

- Fifth, the researcher further deduced that the educators were not on the same page when it came to:
 - (a) setting the criteria for content suitability and unsuitability;
 - (b) awareness to new situations that have emerged and those that are still surfacing, especially on mobile platforms and via peer-to-peer content and services; and,
 - (c) kids becoming adept in using online gadgets – producing, sharing, and saving online content and not simply receiving them, harmful or not.
- Sixth, the findings of the study “Children’s Internet Use and Parents’ Perceptions of Their Children’s Online Experience” by Mary Anne Lauri, Joseph Borg, and Lorleen Farrugia of the University of Malta (2015) showed that the parents and children of Malta also differ in their assessment of risk. Parents (8%) think that the internet is safe for their children much less than children (26.3%) think it is. The higher risk perception of the children of Malta is similar to what is seen in this research where the students were more perceptive of risk than their educators. Likewise, the study noted that the children of Malta preferred mainly their parents (77.9%) and their school (66.9%) as their sources for safety information. Such finding validated the researcher’s position that schools are in a very good position to educate and guide children on online safety.

On Contact Risks

Table 8 showed the following situations *cognitively perceived* by school children as the most risky online experiences of kids:

- Giving personal information online to strangers (3.83),
- Encountering strangers online who ask for personal information (3.82), and
- Receiving indecent content from adults (3.68),

The same table showed the following situations *cognitively perceived* by educators as the most risky online experiences of kids:

- Keeping in touch and meeting with strangers (3.12),
- Encountering strangers online who ask for personal information (3.08), and
- Receiving indecent content from adults (3.04).

Table 8. Knowledge-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Contact Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Contact Encountering strangers online who ask for personal info	STUDENTS	90	3.82	1.632	.172
	EDUCATORS	25	3.08	1.038	.208
Contact Receiving indecent content from adults	STUDENTS	90	3.68	1.405	.148
	EDUCATORS	25	3.04	.978	.196
Contact Giving personal information online to strangers	STUDENTS	90	3.83	1.704	.180
	EDUCATORS	25	2.84	1.375	.275
Contact Keeping in touch and meeting with strangers	STUDENTS	90	3.40	1.520	.160
	EDUCATORS	25	3.12	1.453	.291
Contact Purchasing items online	STUDENTS	90	2.56	1.210	.128
	EDUCATORS	25	2.72	1.100	.220
Contact Having no required supervision by adults	STUDENTS	90	2.69	1.504	.159
	EDUCATORS	25	2.80	1.291	.258

At the cognitive level, the school children perceived that “there is danger when...” their online engagements are of such nature and the educators perceived that “kids understand that risk is almost certain/likely to happen when...” their online engagements are also of such nature.

A comparison of the top three cognitive perceptions of the school children and educators, as shown in Figure 6, revealed the following:

- Both school children and educators shared a risk perception on encountering strangers online who ask information and receiving indecent content from adults, with the students showing a higher degree of perception on both.
- The educators perceived keeping in touch and meeting with strangers as a risk.
- The school children perceived giving personal information online as a risk.

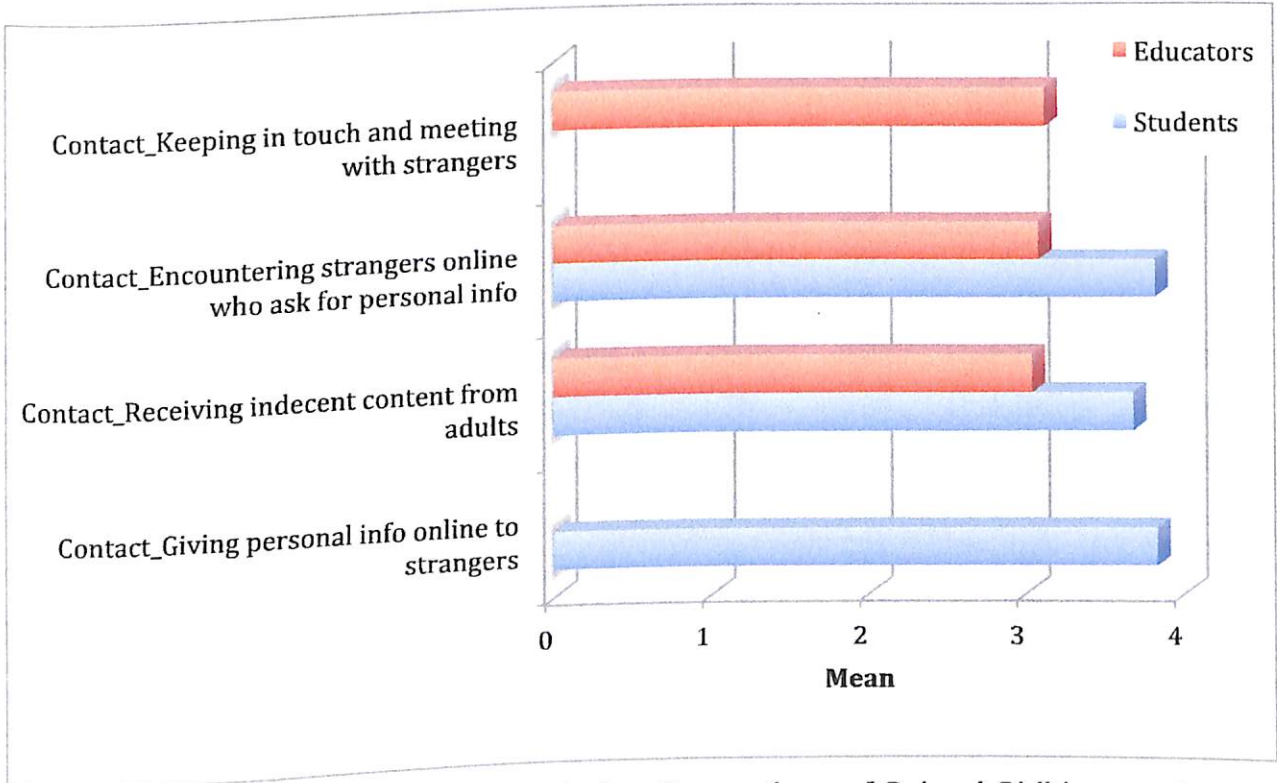


Figure 6. Comparison of Knowledge-Perceptions of School Children and Educators as to Contact Risks

Table 9 showed the following situations *affectively perceived* by school children as the most risky online experiences of kids:

- Receiving indecent content from adults (1.60),
- Encountering strangers online who ask for personal information (1.84), and
- Keeping in touch and meeting with strangers (1.96).

The same table showed the following situations *affectively perceived* by educators as the most risky online experiences of kids:

- Receiving indecent content from adults (2.44),
- Encountering strangers online who ask for personal information (2.88), and
- Keeping in touch and meeting with strangers (2.96).

Table 9. Feelings-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Contact Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Contact_Encountering strangers online who ask for personal info	STUDENTS	90	1.84	1.016	.107
	EDUCATORS	25	2.88	1.130	.226
Contact_Receiving indecent content from adults	STUDENTS	90	1.60	.761	.080
	EDUCATORS	25	2.44	1.003	.201
Contact_Giving personal information online to strangers	STUDENTS	90	2.00	1.161	.122
	EDUCATORS	25	3.00	1.190	.238
Contact_Keeping in touch and meeting with strangers	STUDENTS	90	1.96	1.005	.106
	EDUCATORS	25	2.96	1.136	.227
Contact_Purchasing items online	STUDENTS	90	2.51	1.247	.131
	EDUCATORS	25	3.72	.792	.158
Contact_Having no required supervision by adults	STUDENTS	90	3.17	1.220	.129
	EDUCATORS	25	3.76	1.052	.210

At the affective level, the school children revealed that “they feel very uncomfortable/uneasy when...” they are confronted with such situations. The educators also expressed that “they feel kids would be very uncomfortable/uneasy when...” faced with those situations.

A comparison of the top three affective perceptions of the school children and educators, as shown in Figure 7, revealed they were all identical though differing in intensity:

- Keeping in touch and meeting with strangers.
- Encountering strangers online who ask for personal information.
- Receiving indecent content from adults.

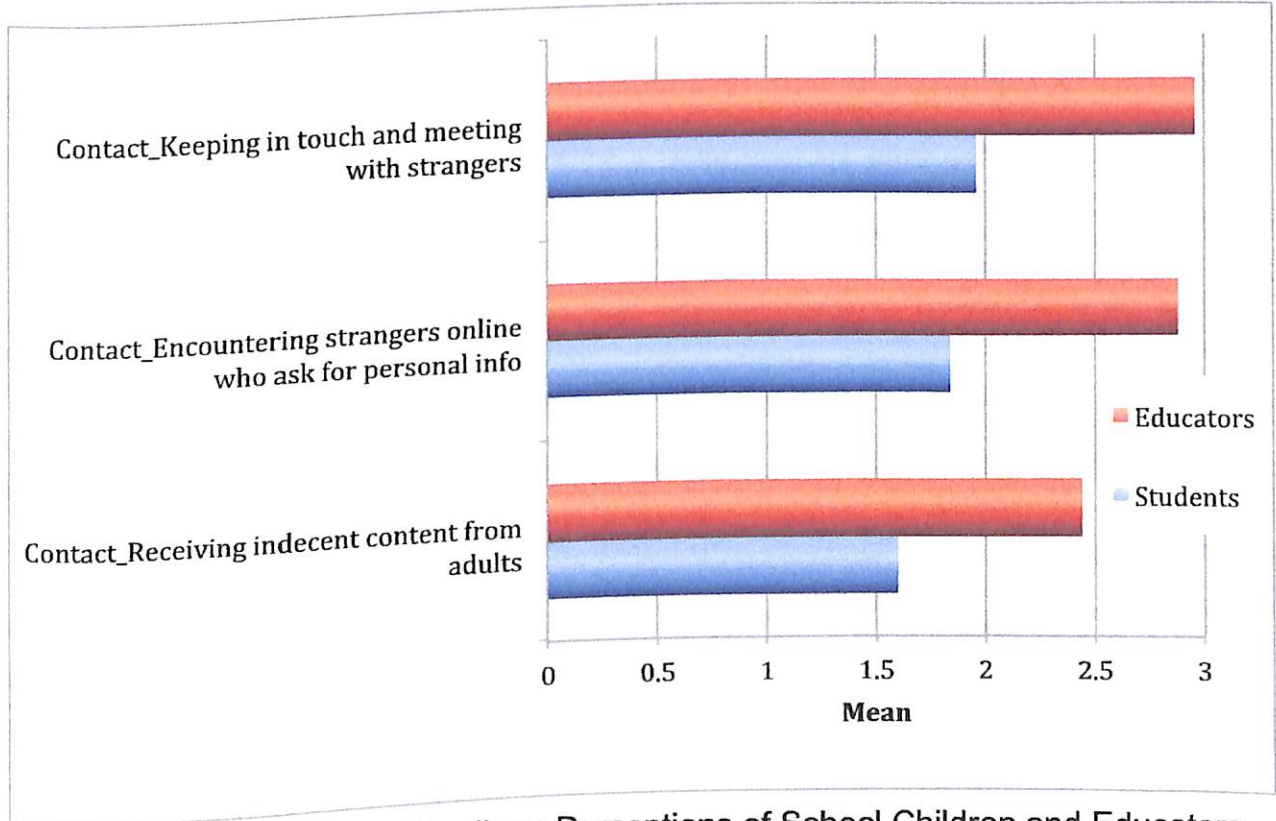


Figure 7. Comparison of Feelings-Perceptions of School Children and Educators as to Contact Risks

In the overall, the school children and the educators' perceptions of contact risks (the possibility of kids participating in harmful online activities) at the cognitive and affective levels, as clustered in Tables 8 and 9 and compared in Figures 6 and 7, repetitively revealed that encountering strangers online who ask for personal information and receiving indecent content from adults were considered risky online experiences of kids by both the school children and the educators. The school children, however, displayed more sensitivity to contact risks in both knowledge-perceptions and feelings-perceptions.

The results gathered from Tables 8 and 9, Figures 6 and 7, and the FGD, also indicated the following:

- For the school children it was both risky to be a receiver of possible harmful activity and to be a participant/doer of one, e.g. giving of personal information online to strangers, which did not manifest with the educators. The school children had the complete picture of a risky contact engagement. This may be because the educators are doing fairly well in giving reminders to the school children. Or the school's existing communication strategy has instilled interpretation abilities that led them to recognize harmful situations. Or perhaps the kids, being residents of Cebu, have heard about numerous cyber crimes being prosecuted. Moreover, they may have been constantly reminded on the danger of divulging personal information that could be used against them or their families by unscrupulous strangers and ill-intentioned adults who may be criminals or pedophiles.
- The result of the survey showed that school children, seemingly nonchalant with adult concerns over their safety, were highly perceptive of their vulnerabilities as

regards online contact with strangers. They knew that it could be dangerous as they felt uncomfortable/uneasy with such engagements. This has been a revelation in this research because the school children were, from observation, easy going, friendly, and easy to relate with. Their survey responses revealed that their natural tendencies towards befriending others are restrained by a sense of danger when dealing with strangers.

The results validated what Millstein and Halpern-Felsher (2002) wrote that “parents of adolescents tend to view adolescents as more vulnerable than do adolescents themselves.” The adults in the work of Millstein and Halpern-Felsher (2002) generally viewed adolescents as lacking in competence in being unable to judge and identify risk appropriately, and as having wrong assessment of their invulnerability to harm. It noted how adolescents' perceptions of things that are risks to themselves are significantly lower than the risks their parents perceived for them.

Similarly, the work of Lauri, Borg, and Farrugia (2015) investigated the parents' perceptions of their children's internet use and compared parents' perceptions with patterns reported by children. Their work noted that while 15.7% of children think that it is safe to meet new people on the internet, only 3.3% of parents consider such an activity as safe. Over half of their children-respondents who were contacted by strangers online say that they did not feel upset about it which is probably why 31.8% said they did nothing about it.

On Conduct Risks

Table 10 showed the following situations *cognitively perceived* by school children as the most risky online experiences of kids:

- Getting bullied or hurt online (3.81),
- Spreading sexy/violent materials (3.69), and
- Using inappropriate words (3.60).

The same table showed the following situations *cognitively perceived* by educators as the most risky online experiences of kids:

- Getting bullied or hurt online (4.00),
- Engaging in cyber bullying (3.12), and
- Spreading sexy/violent materials (3.12).

Table 10. Knowledge-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Conduct Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Conduct Spreading sexy/violent materials	STUDENTS	90	3.69	1.548	.163
	EDUCATORS	25	3.12	1.236	.247
Conduct Using inappropriate words	STUDENTS	90	3.60	1.216	.128
	EDUCATORS	25	2.96	1.098	.220
Conduct Playing online games	STUDENTS	90	3.32	1.373	.145
	EDUCATORS	25	2.96	1.172	.234
Conduct Engaging in gambling	STUDENTS	90	3.54	1.485	.157
	EDUCATORS	25	3.08	1.441	.288
Conduct Getting bullied or hurt online	STUDENTS	90	3.81	1.280	.135
	EDUCATORS	25	4.00	1.118	.224
Conduct Engaging in cyber bullying	STUDENTS	90	3.26	1.496	.158
	EDUCATORS	25	3.12	1.301	.260

At the cognitive level, the school children perceived that “there is danger when...” their online engagements are of such nature and the educators perceived that “kids understand that risk is almost certain/likely to happen when...” their online engagements are also of such nature.

A comparison of the top three cognitive perceptions of the school children and educators, as shown in Figure 8, noted the following:

- Both educators and school children shared similar risk perception on getting bullied or hurt online and spreading sexy/violent materials. The students showed a higher degree of perception on spreading sexy/violent materials while the educators showed a higher degree of perception in getting bullied or hurt online.
- The educators particularly perceived engaging in cyber bullying as a risk.
- The school children particularly perceived using inappropriate words as a risk.

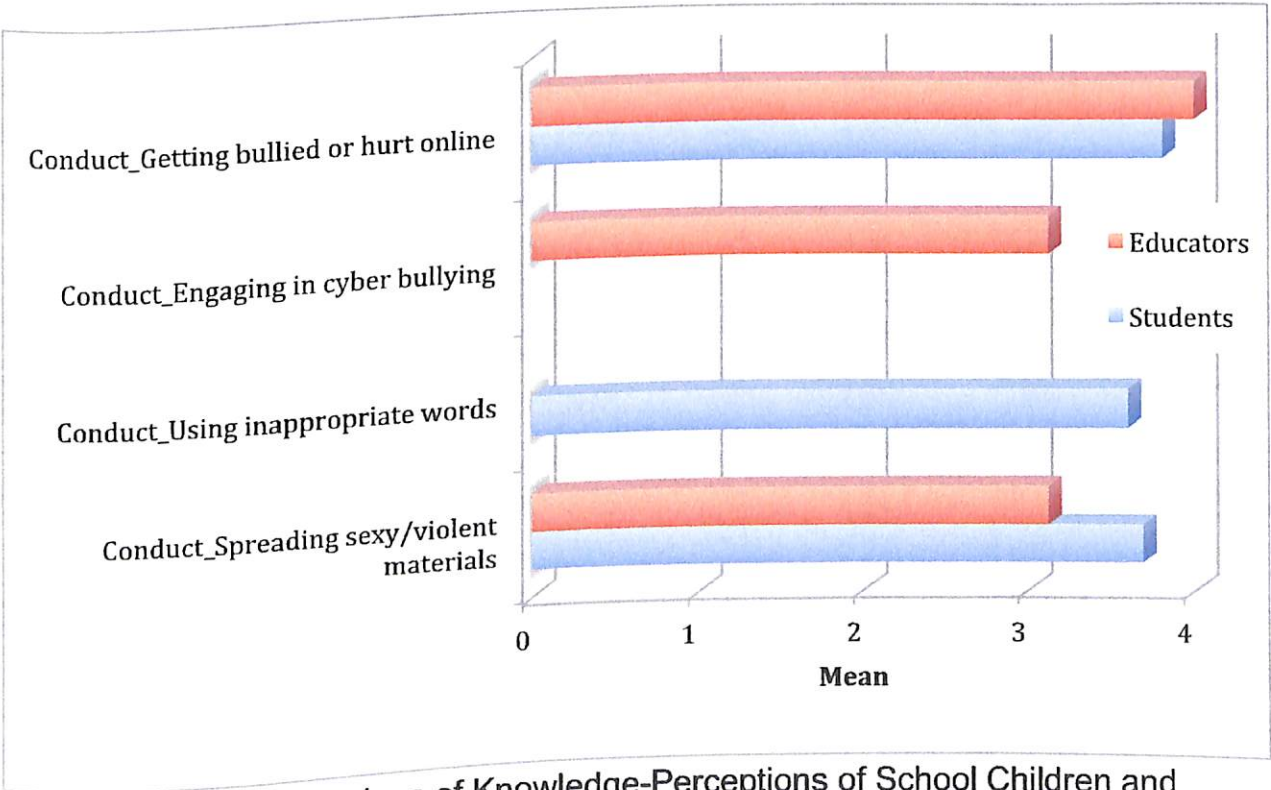


Figure 8. Comparison of Knowledge-Perceptions of School Children and Educators as to Conduct Risks

Table 11 showed the following situations *affectively perceived* by school children as the most risky online experiences of kids:

- Spreading sexy/violent materials (1.64),
- Engaging in cyber bullying (1.99), and
- Engaging in gambling (2.06).

The same table showed the following situations *affectively perceived* by educators as the most risky online experiences of kids:

- Getting bullied or hurt online (2.24),
- Engaging in cyber bullying (2.88), and
- Spreading sexy/violent materials (3.00).

Table 11. Feelings-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Conduct Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Conduct Spreading sexy/violent materials	STUDENTS	90	1.64	.891	.094
	EDUCATORS	25	3.00	1.384	.277
Conduct Using inappropriate words	STUDENTS	90	2.67	1.028	.108
	EDUCATORS	25	3.36	1.221	.244
Conduct Playing online games	STUDENTS	90	4.68	.684	.072
	EDUCATORS	25	4.24	.879	.176
Conduct Engaging in gambling	STUDENTS	90	2.06	1.064	.112
	EDUCATORS	25	3.24	1.300	.260
Conduct Getting bullied or hurt online	STUDENTS	90	2.13	1.201	.127
	EDUCATORS	25	2.24	1.012	.202
Conduct Engaging in cyber bullying	STUDENTS	90	1.99	1.022	.108
	EDUCATORS	25	2.88	1.333	.267

At the affective level, the school children revealed that “they feel very uncomfortable/uneasy when...” they are confronted with such situations. The educators also expressed that “they feel kids would be very uncomfortable/uneasy when...” faced with those situations.

A comparison of the top three affective perceptions of the school children and the educators, as shown in Figure 9, revealed the following:

- Both educators and school children shared similar risk perception on engaging in cyber bullying and spreading sexy/violent materials, with the students showing a higher degree of perception on both.
- The educators particularly perceived getting bullied or hurt online as a risk.
- The school children particularly perceived engaging in gambling as a risk.

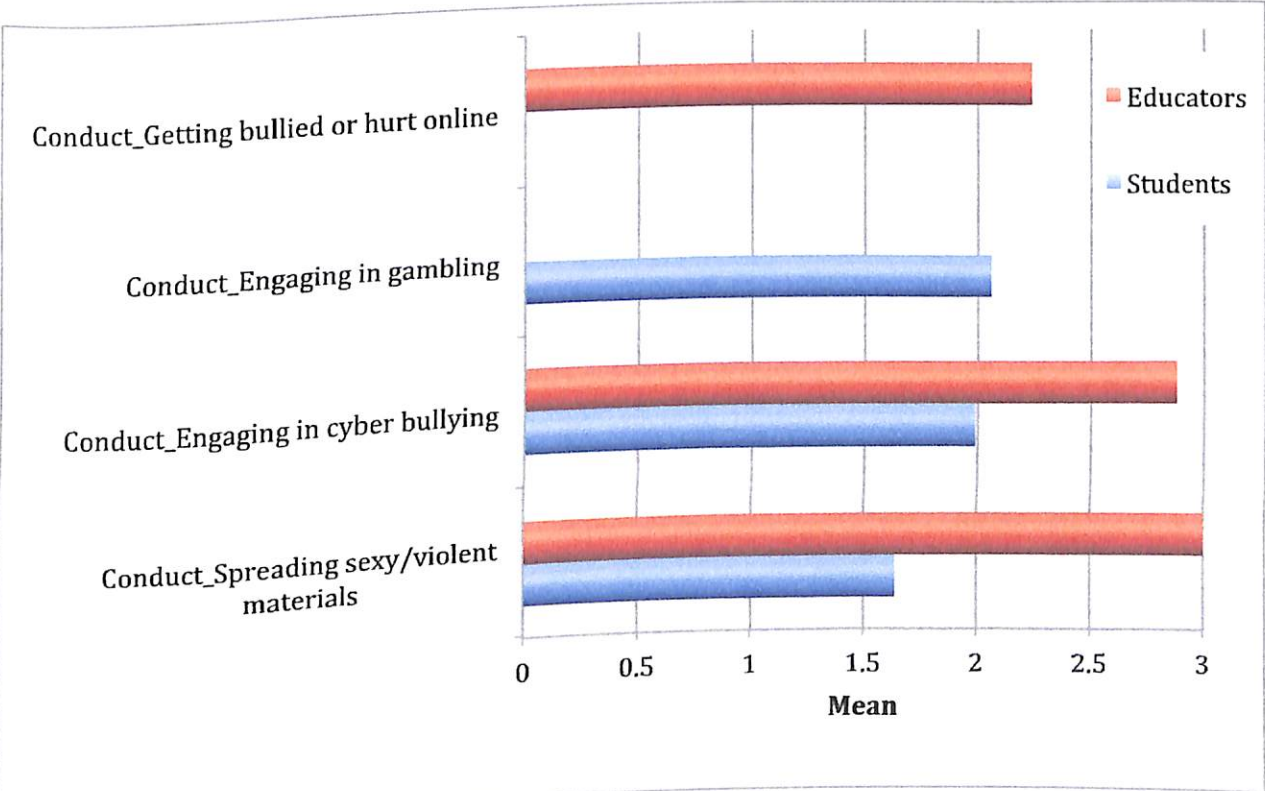


Figure 9. Comparison of Feelings-Perceptions of School Children and Educators as to Conduct Risks

The school children and the educators' perceptions of conduct risks (the possibility of kids being perpetrators or victims in peer-to-peer online exchange), as clustered in Tables 10 and 11 and compared in Figures 8 and 9, indicated recurrent perceptions of conduct risks, at cognitive and affective levels, on getting bullied or hurt online, engaging in cyber bullying, and spreading sexy/violent materials. Similar to the other risks, the school children display more sensitivity to conduct risks in both knowledge-perceptions and feelings-perceptions.

In the overall, the results gathered from Tables 10 and 11, Figures 8 and 9, and the FGD, indicated the following:

- Similar to the results on the content risks and contact risks, the results on conduct risks seemed to show that the school through its educators or its existing communication strategy are doing fairly well in reminding school children against harmful situations e.g. bullying and cyber bullying and spreading of sexy/violent materials. The school children recognized the danger and impropriety of such conduct. Their responses revealed that they have strong values and are good-natured. Perhaps these can be attributed to their parents' guidance and the school's reinforcement through formative practices.
- The results also showed that the school children, though exposed to foul language in the movies, video clips, and video games, were wary of vulgar language as they were also cautious of online gambling.
- The school children's responses validated what Third and companions (2014) stated in their work "Addressing the cyber safety challenge: From risk to resilience," marked as appropriate and responsible online behavior or 'good online citizenship' – ethical and safe usage of the internet.

- The findings of the research on the area of conduct risk also affirmed the study of Ramos-Soler, Lopez-Sanchez, and Torrecillas-Lacave (2016) where they hypothesized that children with greater risk perception have a stronger upbringing by their parents and that they exhibit safer behavior as they have experienced these situations to a lesser extent.
- The school children and the educators' strong concern over the kids' getting bullied or hurt online seemed to point to a need for digital resilience, where kids develop the ability to deal with negative experiences online or offline and respond effectively to potentially harmful experiences (Third, 2014). Cyber safety is, after all, but a part of a broader safety and well-being issue of the kids.

On Consumption Risks

Table 12 showed the following situations *cognitively perceived* by school children as the most risky online experiences of kids:

- Setting own time limit online (3.71),
- Not obeying limits set by parents/guardians on internet use (3.54), and
- Having internet access anytime (3.39).

The situations *cognitively perceived* by educators as the most risky online experiences of kids were:

- Not obeying limits set by parents/guardians on internet use (2.92),
- Having too much time on the internet during school days (2.84), and
- Spending too much time on the internet when there is no school (2.80).

Table 12. Knowledge-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Consumption Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Consumption Setting own time limit online	STUDENTS	90	3.71	1.318	.139
	EDUCATORS	25	2.48	1.327	.265
Consumption Having internet access anytime	STUDENTS	90	3.39	1.177	.124
	EDUCATORS	25	2.64	1.381	.276
Consumption Having no adult supervision when going online	STUDENTS	90	3.09	1.363	.144
	EDUCATORS	25	2.64	1.469	.294
Consumption Having too much time on the internet during school days	STUDENTS	90	3.34	1.359	.143
	EDUCATORS	25	2.84	1.434	.287
Consumption Not obeying limits set by parents/guardians on internet use	STUDENTS	90	3.54	1.291	.136
	EDUCATORS	25	2.92	1.382	.276
Consumption Spending too much time on the internet when there is no school	STUDENTS	90	3.34	1.383	.146
	EDUCATORS	25	2.80	1.384	.277

At the cognitive level, the school children perceived that “there is danger when...” their online engagements are of such nature and the educators perceived that “kids understand that risk is almost certain/likely to happen when...” their online engagements are also of such nature.

A comparison of the top three cognitive perceptions of the school children and the educators, as shown in Figure 10, revealed the following:

- Both educators and school children shared a risk perception on not obeying limits set by parents/guardians on internet use, with the school children showing a higher degree of perception.
- The educators perceived spending too much time on the internet when there is no school and having too much time on the internet during school days as risks.
- The school children perceived having internet access anytime and setting own time limit online as risks.

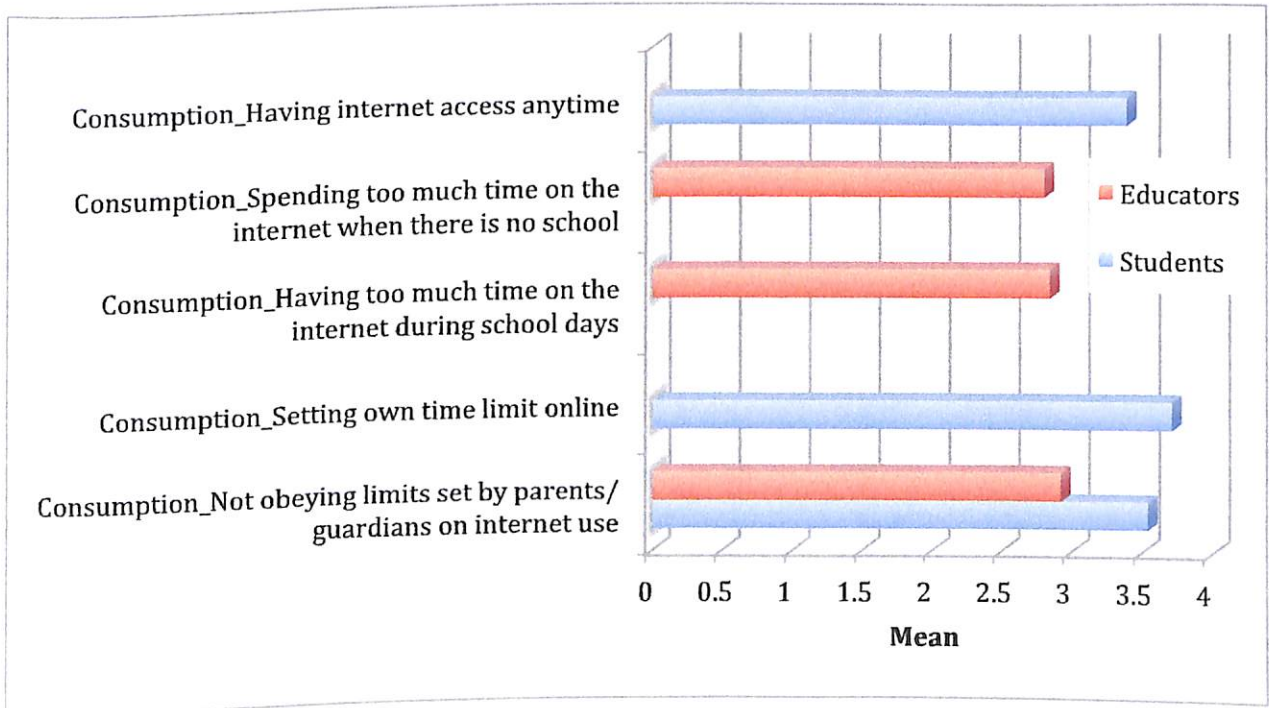


Figure 10. Comparison of Knowledge-Perceptions of School Children and Educators as to Consumption Risks

Table 13 showed the situations *affectively perceived* by school children as the most risky online experiences of kids:

- Not obeying limits set by parents/guardians on internet use (2.84),
- Spending too much time on the internet when there is no school (3.00), and
- Having no adult supervision when going online (3.12).

The same table showed the following situations *affectively perceived* by educators as the top three risky online experiences of kids:

- Setting own time limit online (3.52),
- Having internet access anytime (3.60), and
- Having no adult supervision when going online (3.60).

Table 13. Feelings-Perceptions of School Children and Educators of Risky Online Experiences of Kids as to Consumption Risks.

Areas of Online Risk and Respondents		N	Mean	Std. Deviation	Std. Error Mean
Consumption Setting own time limit online	STUDENTS	90	3.93	1.149	.121
	EDUCATORS	25	3.52	1.229	.246
Consumption Having internet access anytime	STUDENTS	90	3.68	1.253	.132
	EDUCATORS	25	3.60	1.190	.238
Consumption Having no adult supervision when going online	STUDENTS	90	3.12	1.179	.124
	EDUCATORS	25	3.60	1.155	.231
Consumption Having too much time on the internet during school days	STUDENTS	90	3.14	1.434	.151
	EDUCATORS	25	4.00	.816	.163
Consumption Not obeying limits set by parents/guardians on internet use	STUDENTS	90	2.84	1.180	.124
	EDUCATORS	25	3.80	1.000	.200
Consumption Spending too much time on the internet when there is no school	STUDENTS	90	3.00	1.298	.137
	EDUCATORS	25	3.96	.978	.196

At the affective level, the school children revealed that “they feel very uncomfortable/uneasy when...” they are confronted with such situations. The educators also expressed that “they feel kids would be very uncomfortable/uneasy when...” faced with those situations.

A comparison of the top three affective perceptions of the school children and the educators, as shown in Figure 11, noted the following:

- Both educators and school children shared a risk perception on having no adult supervision when going online, with the latter having a higher level of perception.
- The educators particularly perceived having internet access anytime and setting own time limit online as risks.
- The school children particularly perceived spending too much time on the internet during school days and not obeying limits set by parents/guardians on internet use as risks.

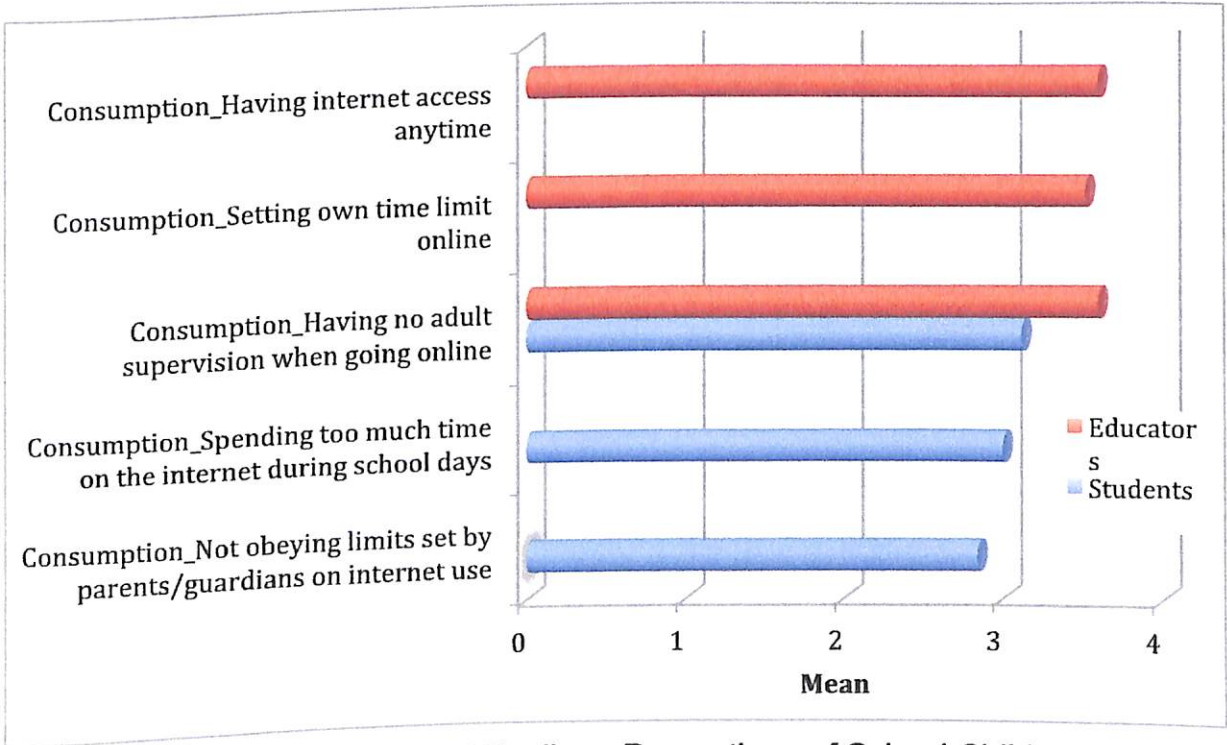


Figure 11. Comparison of Feelings-Perceptions of School Children and Educators as to Consumption Risks

The school children and the educators' perceptions of consumption risks (the possibility harm over long hours of SBMU) at cognitive and affective levels, as clustered in Tables 12 and 13 and compared in Figures 9 and 10, showed a commonality of risk perception over not obeying limits set by parents/guardians on internet use and having no adult supervision when going online. It also indicated that school children displayed more sensitivity to consumption risk in both knowledge-perception and feelings-perception.

The results gathered from the Tables 12 and 13, Figures 10 and 11, and the FGD, can be interpreted thus:

- That the school through its educators or its existing communication strategy are doing fairly well in giving reminders to the school children who demonstrated their consumption interpretation abilities that lead them to recognize harmful situations.
- That the educators are aware that school children are in a period of technological adaptation and that what others, including children, see as digital overload is simply the education kids need to prepare for the future that is going to be always and everywhere connected.
- That there is no proof in this study that the increasing consumption can lead to obsessive dependence. But there are plenty of anecdotal evidence detailing how the internet has ruined children's lives just like drugs, alcohol and gambling, especially those in the most digitally advanced nations in the world. One thing adults and educators are certain – they know that today's children are going to use digital technologies more than the generation before them.

Overall Ranking of Risky Online Experiences

On the succeeding page, Table 14 presented in one view the ranking of the situations according to the perceptions of risk by school children and educators. Situations with the highest perceptions of being risky online engagements of kids were once more color-coded for easy reference: blue for school children and orange for educators.

School Children's Ranking of Risky Online Experiences. The overall survey results on perceptions of school children clearly showed perceivable awareness of content risks, contact risks, conduct risks, and consumption risks. This disputed the impression that school children are nonchalant, carefree, and dispassionate about the issue. In terms of rank, the school children's five highest perceived risky online situations of kids were:

- Content: Viewing of sexual messages (72.2%)
- Conduct: Getting bullied or hurt online (72.2%)
- Consumption: Not obeying set limits on internet use (72.2%)
- Contact: Encountering strangers online who ask for personal info (68.9%)
- Contact: Giving personal info online to strangers (68.9%)

The researcher noted that across the risk types, children were very perceptive about risky online behaviors and had a sense of vulnerability to harm (Millstein and Halpern-Felsher, 2002). Whether they themselves downloaded or opened online materials with sexual messages or these were sent to them, the school children expressed high uneasiness on this matter.

Table 14. Overall Ranking of Risky Online Experiences of Kids by School Children and Educators.

Areas of Online Risk / Risky Online Experiences	School Children (n = 90)		Educators (n = 25)	
	%	Rank	%	Rank
Content				
(a) Viewing violent messages	57.8	14	48.0	2
(b) Viewing sexual messages	72.2	2	40.0	5
(c) Viewing misleading or wrong information	55.6	15	24.0	21
(d) Viewing messages with contradicting values	58.9	13	32.0	12.5
(e) Viewing too much advertisements	48.9	17	32.0	12.5
(f) Having no restrictions on what to read or watch online	28.9	20	20.0	23
Contact				
(a) Encountering strangers online who ask for personal info	68.9	4.5	40.0	5
(b) Receiving indecent content from adults	62.2	9	32.0	12.5
(c) Giving personal info online to strangers	68.9	4.5	28.0	17.5
(d) Keeping in touch and meeting with strangers	54.4	16	36.0	8
(e) Purchasing items online	25.6	22	32.0	12.5
(f) Having no required adult supervision	35.6	19	28.0	17.5
Conduct				
(a) Spreading sexy/violent materials	61.1	11.5	32.0	12.5
(b) Using inappropriate words	64.4	6.5	24.0	21
(c) Playing online games	44.4	18.5	32.0	12.5
(d) Engaging in gambling	62.2	9	36.0	8
(e) Getting bullied or hurt online	72.2	2	72.0	1
(f) Engaging in cyber bullying	26.7	21.5	16.0	24
Consumption				
(a) Setting own time limit online	61.1	11.5	24.0	21
(b) Having internet access anytime	64.4	6.5	28.0	17.5
(c) Having no adult supervision when going online	44.4	18.5	28.0	17.5
(d) Having too much time on the internet during school days	62.2	9	44.4	3
(e) Not obeying set limits on internet use	72.2	2	40.0	5
(f) Spending too much time on the internet when there is no school	26.7	21.5	36.0	8

Similarly, the researcher noted that the school children did not engage in cyber bullying, but were more concerned on getting bullied or hurt online. In both the FGD and the survey questionnaire, it was noted that the school children put premium on their parents/guardians' regulations towards them, distinctly understanding that these are for their safety. They also expressed that having no restrictions from their elders on what to watch or read online could also be dangerous. Moreover, the school children already have a good grasp of the danger of entertaining strangers online and of divulging personal information to strangers.

And, yet, though there were such perceptions on various situations, these did not stop the school children from continuing to engage themselves online. This is very similar to the findings of the study of Paluckaite and Zardeckaite-Matulaitiene (2017) that "students perceive various forms of behavior on the internet as risky, however, they still engage in it."

The redeeming factor for the online engagement of the school children seemed to be the presence of caring, mediating adults in their lives. As noted in the study of Ramos-Soler and Lopez-Sanchez (2016), adults' or parents' mediation strategies based on "supervision, prohibition, and control of connection time and content" developed greater risk perception than those without strong upbringing techniques by parents. Their study went on to validate that "as the educational intervention of parents increases, the perception of risk by minors also increases; and, as the perception of risk by minors increases, the exposure to problematic behaviors decreases."

Educators' Ranking of Risky Online Experiences. In terms of rank, the educators' five highest perceived risky online experiences were:

- Conduct: Getting bullied or hurt online (72.0%)
- Content: Viewing violent messages (48.0%)
- Consumption: Having too much time on the internet during school days (44.4%)
- Consumption: Not obeying set limits on internet use (40.0%), and
- Contact: Encountering strangers online who ask for personal information (40.0%)

Majority of the teacher-respondents were millennials. The researcher recognized that there are differences between Millennial teachers and Generation Z learners regarding how they view the world, use technology, teach and learn, and perceive risks. Digital native teachers bring a wealth of human capital to the school where they work. The results indicated that the educators were familiar with the gadgets kids use today. First, because most of today's technology have been there in the growing up years of the educators; and, second, it can be generalized that the educators have and are using such gadgets personally and professionally. However, the results also suggested to a technology-based generation gap that is being made wider by the accelerating insertions of new technologies. Dorsey (TEDx Talks, 2015) claimed that the influence within generations is now upward — the youngest generation influences the older ones. While this might be a disturbing thought for traditional educators, institutions cannot play rigid in these changing times. Given this reality, it is critical that a flexible approach to connecting with and accompanying young students be adopted.

The Researcher's Contribution of Consumption Risks to the Areas of Online Risk. The researcher's contribution of consumption risks to the areas of online risk (Livingstone and Haddon's, 2009a) gained traction with the ranking of risky situations by the school children and educators. Having too much time on the internet during school days and not obeying set limits on internet use were among the highest risky online experiences identified by both research samples. This validated the literature cited in this study of Yang and companions (2012) which noted that the amount of average daily screen time during discretionary hours outside school is a health risk factor. Houghton and companions (2005) summed up the need to pay attention to young people's growing media consumption.

Validity and Consistency of Results. The researcher employed the triangulation method to increase the validity of the evaluation and the research findings that mainly sought to describe the differences of perceptions between school children and educators. Excluded in the study are the correlations of other variables like culture, sex, and status. As the findings were drawn from 90 all-male school children, ages 11 to 13 years old, the researcher felt that its all-male composition impacted on the school children's results. The researcher wondered if an all-female or a mixed gender research sample would yield a different response set. As for the educators, the researcher noted that 92% of this group are millennials (their ages range from 25 to 36 years) and this particular composition may have as well influenced the educators' results considering that they are from a generation that are already considered 'digital natives'. Perhaps the findings for educators would yield different risk perceptions if this particular research sample is composed of more senior members.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This paper sought an understanding of the school children's perceptions of online risks to improve the school's communication strategy on e-safety. It supported the idea of the school's advantaged position in introducing changes that can guide the maximization of new technology at the same time mitigating the potential harm they can cause to school children users.

This paper delved into the following specific problems:

1. How do school children and educators define online risk?
2. What do school children and educators consider as risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?
3. What are the similarities and differences in their perceptions of risky online experiences of kids in terms of content risks, contact risks, conduct risks, and consumption risks?

The findings of this paper were derived from the mixed method research that used qualitative (FGD) and quantitative (survey questionnaire) tools. The locale of the study was a technical college in the Philippines with a research sample of 90 all-male school children from Grades 5 to 7, aged 11 to 13 years old, and 25 mixed gender educators, aged 25 to 61 years old.

The major findings of this study were:

1. Online risks as 'something dangerous or harmful' were apparent in both research samples. The examination of students' and educators' perceptions of online risks, separately and collectively, have shown that these risk perceptions keenly intersect. This validates the insight of Livingstone and Haddon (2009a) that kids who encounter one risk are more likely to encounter other risks.
2. The school children had higher perceptions of risky online experiences of kids than the educators in the four areas of online risks. Children were very perceptive about risky online behaviors and had a sense of vulnerability to harm (Millstein and Halpern-Felsher, 2002).
3. School children considered the following as risky online experiences of kids:
 - Content: Viewing sexual messages,
 - Contact: Encountering strangers online who ask for personal information,
 - Contact: Giving personal information to strangers online,
 - Conduct: Getting bullied or hurt online, and
 - Consumption: Not obeying limits set by parents/guardians on internet use.
4. Educators considered the following as risky online experiences of kids:
 - Content: Viewing violent messages,
 - Contact: Encountering strangers online who ask for personal information,
 - Conduct: Getting bullied or hurt online,
 - Consumption: Having too much time on the internet during school days, and
 - Consumption: Not obeying limits set by parents/guardians on internet use.

5. The school children and educators were similar in perceiving the following situations as most risky online experiences of kids:

- Contact: Encountering strangers online who ask for personal information,
- Conduct: Getting bullied or hurt online, and
- Consumption: Not obeying limits set by parents/guardians on internet use.

6. The researcher's contribution of consumption risks as an additional area of online risk was validated by the results of the survey. Both students and educators confirmed that they perceived "not obeying limits set by parents/guardians on internet use" as risky on both cognitive and affective levels. These lent credence to the journal article of Yang and companions (2012) that cited that the growing concern over young people's online consumption and the need to raise this issue as a health priority. This research likewise affirmed the study on the frequency and characteristics of internet use by Spanish adolescents that warns of the danger that the frequency of connection increases with age until the connection is permanent and dependence is irreversible (Reolid et. al., 2016).

Conclusions

Today's online risks are more available and more accessible, anywhere, and anytime to children (Livingstone, Mascheroni, and Staksrud, 2015). The mounting allure of social media, internet information, and computer games show proof to the effort of computer-based platform to keep users, especially kids, glued to the screens. The fact is clear: kids cannot escape today's persuasive technology on their own. The fact that other countries have raised the alarm on the amount of average

daily screen time and its direct relationship with disease and unfavorable child development outcomes (Sigman, 2013) should trigger serious reflection and immediate action.

The general concurrence about what online risk is among and between school children and educators can be capitalized for a seamless messaging on online safety between sender-educators and receiver-school children. The role of the school, as part of an overall community effort, to promote the online welfare of children has never been more pronounced as it is now. The digital reality of today's society would be safer for learners if schools can break away from their current perfunctory e-safety messages and design a more creative and data-driven school-based communication strategy that is deferential to the high level of awareness kids have on the digital world. A patronizing attitude on the children's age minority would run counter to an effective mitigation of online risk approach considering that the children even have higher perceptions of their online vulnerability than adults do albeit they still have limited self-regulation skills.

The findings of this research can up the ante for educators as they step into their authentic role as mentors and guides not only in the classrooms but also in the virtual spaces where their learners are. The input on the similarities of cognitive and affective perceptions between the school children and educators provide a rich starting point for educators to strategize interventions that are not only digitally current but also contextually influential among knowledgeable minors who are, after all, digital natives.

Recommendations

The study upholds that school children can get a lot of positive things from their internet experience and that not all risks are harmful. Calculated and guided exposure to activities that have risks can be beneficial when kids are taught how to make critical judgment and apply resiliency skills, especially in encounters where the occurrence of harm is possible. The study therefore presents several recommendations to bring the output of this research further.

For the case school and similar schools to continue a child-centered approach in their design of a school-based communication strategy on e-safety that deliberates on:

- a. the psychological stage and growth needs of school children and adolescents;
- b. the continuously evolving gap between the environment that surrounds the kids inside school and outside, especially the home;
- c. the different incentives that motivate kids and the imperatives that push them to react against e-safety precautions; and
- d. the need for a more systematic parental involvement and partnership.

Moreover, for the case school and similar schools to continue a more positive e-safety messaging that:

- a. motivates students to invest on learning and social experiences other than SBMUs; and
- b. empowers the kids for self-regulation.

For the educators, parents, and adults who have direct responsibility over children and learners to capacitate themselves into knowing that:

- a. E-safety is not all about prevention of cyber bullying. While cyber bullying has taken a good deal of attention these days because of adolescent suicides and a TV series (13 Reasons Why) that portrayed protracted discussions on teen depression, protecting kids goes beyond cyber bullying prevention or shielding them from online predators.
- b. One of the best ways to start e-safety is to become digitally literate. This will enable both educators and parents to know more about the technologies and their content. Knowing how technology puts kids at risk is a step towards that direction.
- c. Technology is rapidly evolving. New developments are accelerating the amount of content-exposure of kids at the same time increasing the levels of frequency of their online engagements. Adult presence and mediation is crucial for the digitally able young learners.
- d. Since parents supply the technology kids use, and give them permission to engage in online activities, they have to take the lead in moderating their kids' digital activity and manage their digital exposure. Parent-teacher associations can organize seminars to capacitate parents into assuming this role.
- e. As the educational intervention by parents increases, the perception of risk by minors also increases and as the risk perception by minors increases, the exposure to problematic behaviors decreases (Ramos-Soler, Lopez-Sanchez, and Torrecillas-Lacave, 2016).
- f. Continuous media literacy is a must for parents and adults for them to be effective mentors and guide to the children.

For the Department of Education to critically take on its role in promoting the reduction of the number of hours kids expose themselves in SBMU inside and outside school.

And, finally, for the academe and the health sector to undertake further studies aimed at:

- a. promoting the advancement of the development, usage and integration of Behavior Science and Communication Theories in designing positive messages to promote e-safety for adolescents;
- b. analyzing the impact on the behavior and learning of students in schools where education via social media has taken over traditional teaching and learning methods;
- c. comparing schools that have actively initiated programs on the enhancement of positive relationships and the development of behavioral skills to mitigate the impact of negative online influences; and
- d. evaluating the influence of Screen Based Media Use (SBMU) in the decision-making process of school children.

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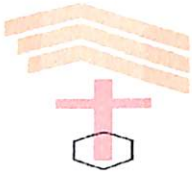
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Don Bosco Formation Center

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 DBClay (032) 272-1981 Social Communications Commission (032) 273-3095
 Don Bosco Retreat House (032) 273-6308, (032) 491-6219 and (032) 491-6221

Letter to the School Director

Dear Rev. Fr. Honesto Geronimo,

I am doing a research for my Doctoral dissertation in the University of the Philippines Open University that involves determining the perceptions of online risks between school children and educators (this is also the title of the research paper).

I am hereby seeking your consent to have your institution as the resource school for my research. This will involve interviews, surveys, and gathering of information from the Rector, the Principal, the Pastoral Animator, the Guidance Counselor, the Student Affairs Officer, twenty teachers, and thirty representatives from each Grade levels 5-7.

I have attached a copy of the background of my dissertation proposal, copies of the consent form to parents and letters addressed to intended resource persons for the research process.

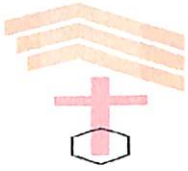
Upon completion of the study, I will provide you with a bound copy of the dissertation which will include some practical suggestions you could use to mitigate online risks of your preadolescent students.

If you require any further information, please do not hesitate to contact me at my email address runwaypapax@yahoo.com or mobile number 0920 9674 044.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Rev. Fr. Fidel Ma. D. Orendain, SDB



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Letter to the Educators

Dear Teacher/ Adviser:

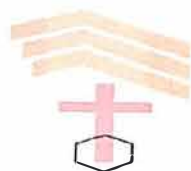
I am doing a research for my Doctoral dissertation in the University of the Philippines Open University that involves determining the perceptions of online risks between school children and educators (this is also the title of the research paper).

In this regard, I would like to interview you in person since your role in this institution plays a vital part in the research process. I have already acquired the consent of the Rector, Rev. Fr. Honesto Geronimo, SDB, to make this research in this school.

I will make arrangements with the administration to make an appointment for the interview. Thank you so much and I am looking forward to meeting with you.

Sincerely,

Rev. Fr. Fidel Ma. D. Orendain, SDB



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 Don Bosco Retreat House (032) 273-6308, (032) 491-6219 and (032) 491-6221

Letter to the Parents

Dear Sir/ Ma'am:

I am a Doctorate student of the University of the Philippines Open University. I am conducting a research for my Doctoral dissertation that involves perceptions of risk in online experiences between school children and educators of Don Bosco Technical College.

In this regard, I would like to have your permission to involve your son in a survey about his age group's online habits. This information and the school's role are vital parts in the research process. I have already acquired the consent of the Rector, Rev. Fr. Honesto Geronimo, SDB, to make this research in this school.

I will brief the Guidance Office about my questions and the process and have their clearance that everything will be child-appropriate. You could get in touch with the Guidance Office or with me for the details.

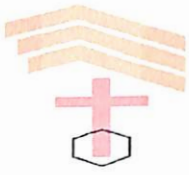
I will make arrangements with the Administration to make the necessary schedule for the said activity and see to it that your son's classes are not unnecessarily affected.

Attached please find the consent form. Kindly sign and return to your child's adviser.

Thank you so and I look forward to having your permission.

Sincerely,

Rev. Fr. Fidel Ma D. Orendain, SDB
 Tel. #03209014044
 Email. runwaypapax@yahoo.com



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Consent to Participate in Research

STUDY TITLE: The Differences in Perceptions of Online Risk Between School Children and Educators

RESEARCHER: Rev. Fr. Fidel Ma. D. Orendain, SDB

I confirm that the researcher has explained the elements of the research and the part/s where my child's involvement is of use.

My signature below indicates that I allow my child's participation in this study, and that I have understood the information provided.

Student-participant's Name: _____

Parent's Name and Signature: _____

Date: _____

FGD Guide for School Children

“What is the meaning of online risk to you?”

1. Why do you go online or use the internet?
2. What do you use to access the internet – desktop, laptop, iPad, cellphone? Why?
3. Do you feel you need to ask permission from your parents/guardians before you open the internet? Why?
4. Do you follow the set rules and limitations given to you by elders in your internet use? Why/why not?
5. What do you feel about elders setting rules and limits when you go online?
6. What is the meaning of risk to you?
7. What is the meaning of online risk to you?
8. Do you think you spend too much time in the internet and the mobile phone?
9. Do you feel any risk/danger when you go online or use the internet?
10. What do you feel when you go online?
11. Name three risky online activities in the internet.
12. Would you take risks with your online experiences? If yes, how so and why? If no, why not?

FGD Guide for Educators

“What is the meaning of online risk to you?”

1. What do you think motivates kids to go online? Why?
2. What do kids use to access the internet – desktop, laptop, iPad/ tablet, cellphone? Why?
3. Do you feel kids need to ask permission from their elders/ guardians before they access the internet? Why?
4. Do you think kids follow the set rules and limitations given to them for internet use? Why/ why not?
5. What do you feel when kids do not follow the set rules and limitations given to them for internet use? Why?
6. What is the meaning of risk to you?
7. What is online risk to you?
8. Do you think kids today spend too much time in the internet and their phone? Why?
9. Do you feel that kids are at risk/ danger when they go online or use the internet?
10. What do you feel when you see kids go online?
11. Name three risky online activities kids do when online.
12. Why do you think kids take risks in their online activities?

Appendix F

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Survey Questionnaire for School Children

This survey is part of a study being done by Fr. Fidel Orendain, SDB. It aims to determine your perception of online risk. Your individual answers will not be shared to the school staff and your parents. Thank you for participating in this survey.

Please mark: · Grade 5 · Grade 6 · Grade 7 Age: _____

Part I

Instruction. Kindly encircle the number that best reflects your answer:

1- I don't agree; 2; I slightly disagree; 3- I'm not sure; 4- I agree more or less; 5- I totally agree

1. There is danger....
 - a) ... in reading or watching online-content that are violent 1 2 3 4 5
 - b) ... in reading or watching online-content that have sex 1 2 3 4 5
 - c) ... in reading or watching online-content that are misleading or give wrong information 1 2 3 4 5
 - d) ... in reading or watching online content that express wrong values 1 2 3 4 5
2. There is danger....
 - a) ... if I spread or forward sexy materials 1 2 3 4 5
 - b) ... if I use inappropriate words 1 2 3 4 5
 - c) ... if I play online games 1 2 3 4 5
 - d) ... if I engage in gambling 1 2 3 4 5
3. There is danger....
 - a) ... if a stranger asks for my personal information online 1 2 3 4 5
 - b) ... if others bully or hurt me online 1 2 3 4 5
 - c) ... if an adult always sends me indecent content 1 2 3 4 5
 - d) ... if there is too much advertisements 1 2 3 4 5
4. There is danger....
 - a) ... if I give to strangers my personal information 1 2 3 4 5
 - b) ... if I engage in cyber bullying 1 2 3 4 5
 - c) ... if I keep in touch and meet up with strangers 1 2 3 4 5
 - d) ... if I purchase or sell items online 1 2 3 4 5
5. There is no danger...
 - a) ... even if there is no time limit given by adults 1 2 3 4 5
 - b) ... even if there are no restrictions to what I read or watch online 1 2 3 4 5
 - c) ... even if there is no adult supervision or presence 1 2 3 4 5
6. There is no danger
 - a) ... when I set my own time limit online 1 2 3 4 5
 - b) ... when I choose on my own what I view, read or play with online 1 2 3 4 5
 - c) ... when I don't have adult supervision when going online..... 1 2 3 4 5
7. I can put myself at risk or in danger
 - a) ... if I spend too much time in the internet or my phone during school days 1 2 3 4 5
 - b) ... if I do not obey the limits set by my parents/ guardians in my use of internet and phone 1 2 3 4 5
 - c) ... if I spend too much time in the internet or my phone when there is no school..... 1 2 3 4 5

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Part II

Instruction. In a scale of 1-5, determine how you feel about certain online experiences by encircling the number that best reflects your answer: 1-very uncomfortable; 2- uneasy; 3- nothing unusual; 4- used to; 5- very ordinary

1.		1	2	3	4	5
When I read or see violent messages, I feel.....		1	2	3	4	5
When I read or see sex, I feel.....		1	2	3	4	5
When I read or see misleading or wrong information, I feel.....		1	2	3	4	5
When I read or see materials of contradicting values, I feel....		1	2	3	4	5
2.		1	2	3	4	5
If I spread/ forward violent materials, I will feel.....		1	2	3	4	5
If I spread/ forward sexy materials, I will feel.....		1	2	3	4	5
If I use inappropriate words, I will feel.....		1	2	3	4	5
If I play online games, I will feel.....		1	2	3	4	5
If I engage in gambling, I will feel.....		1	2	3	4	5
3.		1	2	3	4	5
If strangers ask about my personal information, I will feel.....		1	2	3	4	5
If people bully me or hurt me online, I will feel.....		1	2	3	4	5
If an adult constantly feeds me indecent content, I will feel.....		1	2	3	4	5
If I encounter too much advertisements, I will feel.....		1	2	3	4	5
4.		1	2	3	4	5
If I give my personal information, I will feel.....		1	2	3	4	5
If I engage in online or cyber bullying, I will feel.....		1	2	3	4	5
If I keep in touch online and meet up with strangers, I will feel.....		1	2	3	4	5
If I buy or sell items online, I will feel.....		1	2	3	4	5
5.		1	2	3	4	5
If I'm given time limit in my internet use by adults, I will feel.....		1	2	3	4	5
If I'm given restrictions of what to read or watch online, I will feel.....		1	2	3	4	5
If I'm required to have supervision or adult presence, I will feel.....		1	2	3	4	5
If I'm required to ask permission to go online even when using my own gadget, I will feel.....		1	2	3	4	5
6.		1	2	3	4	5
If I'm allowed to set my own time limit online, I will feel.....		1	2	3	4	5
If I'm allowed to read, play or watch anything online, I will feel.....		1	2	3	4	5
If I'm not required to have adult supervision when going online, I will feel.....		1	2	3	4	5
7.		1	2	3	4	5
If I spend too much time in the internet or my phone during school days		1	2	3	4	5
If I do not obey the limits set by my parents/ guardians in my use of internet and phone		1	2	3	4	5
If I spend too much time in the internet or my phone when there is no school.....		1	2	3	4	5

Thank you very much!

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Survey Questionnaire for Educators

This survey is part of a study being done by Fr. Fidel Orendain, SDB which aims to determine your perception of how school children perceive online risks. Your participation in this survey is highly appreciated. Be assured that your answers will be treated with confidentiality.

Please mark: · Priest/ Brother/ (SDB) · Teacher (Lay) · School Staff

Part I

Instruction. Below are statements related to the *content, contact, conduct, and consumption risks*¹ vis-à-vis the school children's² online exposure. Kindly encircle the number that best reflects your answer.

1- rare; 2- unlikely; 3- possible; 4- likely; 5- almost certain

1. School children* understand the personal risk of reading or seeing online content that:

- | | | | | | |
|---|---|---|---|---|---|
| a) are violent and have hate messages..... | 1 | 2 | 3 | 4 | 5 |
| b) have sexual messages | 1 | 2 | 3 | 4 | 5 |
| c) are misleading or give wrong information | 1 | 2 | 3 | 4 | 5 |
| d) express wrong values | 1 | 2 | 3 | 4 | 5 |

2. School children understand the risks they get others into when:

- | | | | | | |
|--|---|---|---|---|---|
| a) spreading/ forwarding violent materials | 1 | 2 | 3 | 4 | 5 |
| b) spreading/ forwarding sexy materials | 1 | 2 | 3 | 4 | 5 |
| c) using inappropriate words | 1 | 2 | 3 | 4 | 5 |
| d) playing online games | 1 | 2 | 3 | 4 | 5 |
| e) engaging in gambling | 1 | 2 | 3 | 4 | 5 |

3. School children understand the personal risk online when:

- | | | | | | |
|---|---|---|---|---|---|
| a) strangers ask about their personal information | 1 | 2 | 3 | 4 | 5 |
| b) people bully them or hurt them online | 1 | 2 | 3 | 4 | 5 |
| c) adults constantly feed them indecent content | 1 | 2 | 3 | 4 | 5 |
| d) they encounter too much advertisements | 1 | 2 | 3 | 4 | 5 |

4. School children understand the risks they get into when:

- | | | | | | |
|---|---|---|---|---|---|
| a) giving their personal information | 1 | 2 | 3 | 4 | 5 |
| b) engaging in online or cyber bullying | 1 | 2 | 3 | 4 | 5 |
| c) chatting and meeting up with strangers | 1 | 2 | 3 | 4 | 5 |
| d) purchasing or selling items online | 1 | 2 | 3 | 4 | 5 |

5. School children understand:

- | | | | | | |
|--|---|---|---|---|---|
| a) when they are spending too much time online | 1 | 2 | 3 | 4 | 5 |
| b) why there are restrictions of what to read or watch | 1 | 2 | 3 | 4 | 5 |
| c) why there should be supervision or adult presence | 1 | 2 | 3 | 4 | 5 |
| d) why they have to ask permission when going online | 1 | 2 | 3 | 4 | 5 |

¹ For the purpose of this research, the risks associated with online experience/situation are defined as:

1. *Content risk*: potential harm when a child is a recipient of unwelcome or inappropriate mass communication
2. *Contact risk*: potential harm when a child participates in risky adult-initiated online activity
3. *Conduct risk*: potential harm when a child is the doer or victim of risky peer-to-peer exchange
4. *Consumption risk*: potential harm when a child spends too much time online

² School children here are Grades 5-7 students, aged 11 to 13 years old.

6. School children understand the risks they get into when they determine:

- | | | | | | |
|---|---|---|---|---|---|
| a) their own time limit online | 1 | 2 | 3 | 4 | 5 |
| b) their content access online | 1 | 2 | 3 | 4 | 5 |
| c) when they would need adult supervision when going online | 1 | 2 | 3 | 4 | 5 |

7. School children understand that they put themselves at risk or in danger when

- | | | | | | |
|--|---|---|---|---|---|
| a) they spend too much time in the internet or phone during school days | 1 | 2 | 3 | 4 | 5 |
| b) they do not obey the limits set by their elders in their use of internet and phone..... | 1 | 2 | 3 | 4 | 5 |
| c) they spend too much time in the internet or phone when there is no school..... | 1 | 2 | 3 | 4 | 5 |

Part II

Instruction. In a scale of 1-5, gauge how school children feel about certain online experiences. Kindly encircle the number that best reflects your answer: **1-very uncomfortable; 2- uneasy; 3- nothing unusual; 4- used to; 5- very ordinary**

1. What I think school children feel when they read or see:

- | | | | | | |
|---------------------------------|---|---|---|---|---|
| a) violent messages | 1 | 2 | 3 | 4 | 5 |
| b) sexual messages | 1 | 2 | 3 | 4 | 5 |
| c) misleading information | 1 | 2 | 3 | 4 | 5 |
| d) wrong information | 1 | 2 | 3 | 4 | 5 |

2. What I think school children feel when they:

- | | | | | | |
|--|---|---|---|---|---|
| a) spread/ forward violent materials | 1 | 2 | 3 | 4 | 5 |
| b) spread/ forward sexy materials | 1 | 2 | 3 | 4 | 5 |
| c) use inappropriate words | 1 | 2 | 3 | 4 | 5 |
| d) play online games | 1 | 2 | 3 | 4 | 5 |
| e) engage in gambling | 1 | 2 | 3 | 4 | 5 |

3. What I think school children feel when:

- | | | | | | |
|---|---|---|---|---|---|
| a) strangers ask about their personal information | 1 | 2 | 3 | 4 | 5 |
| b) people bully them online | 1 | 2 | 3 | 4 | 5 |
| c) adults constantly feed them indecent content | 1 | 2 | 3 | 4 | 5 |
| d) they encounter too much advertisements | 1 | 2 | 3 | 4 | 5 |

4. What I think school children feel when:

- | | | | | | |
|---|---|---|---|---|---|
| a) giving their personal information | 1 | 2 | 3 | 4 | 5 |
| b) engaging in online or cyber bullying | 1 | 2 | 3 | 4 | 5 |
| c) meeting and keeping contact with strangers | 1 | 2 | 3 | 4 | 5 |
| d) purchasing items online | 1 | 2 | 3 | 4 | 5 |
| e) selling items online..... | 1 | 2 | 3 | 4 | 5 |

5. What I think school children feel when they:

- | | | | | | |
|---|---|---|---|---|---|
| a) have no time limit given by adults | 1 | 2 | 3 | 4 | 5 |
| b) have no restrictions of what to read or watch | 1 | 2 | 3 | 4 | 5 |
| c) have no required supervision or adult presence | 1 | 2 | 3 | 4 | 5 |

6. What I think school children feel when they are allowed to decide on:

- | | | | | | |
|--|---|---|---|---|---|
| a) their own time limit online | 1 | 2 | 3 | 4 | 5 |
| b) their content access online | 1 | 2 | 3 | 4 | 5 |
| c) when to ask adult supervision when going online | 1 | 2 | 3 | 4 | 5 |

7. What I think school children feel when:

- | | | | | | |
|--|---|---|---|---|---|
| a) they spend too much time in the internet or phone during school days | 1 | 2 | 3 | 4 | 5 |
| b) they do not obey the limits set by their elders in their use of internet and phone..... | 1 | 2 | 3 | 4 | 5 |
| c) they spend too much time in the internet or phone when there is no school..... | 1 | 2 | 3 | 4 | 5 |

Thank you very much!

List of Research Respondents

EDUCATORS				
No.	NAME	DESIGNATION	AGE	SEX
1	Fr. Honesto Geronimo, SDB	Rector	61	M
2	Fr. Vernil Lopez, SDB	Spiritual Moderator	45	M
3	Fr. Jerome Dublois, SDB	Principal	50	M
4	Mr. Rhosner Bollozos	High School Guidance Officer	32	M
5	Ms. Trisha Manlapaz	Elementary Guidance Officer	28	F
6	Mrs. Aileen C. Suycano	Student Affairs Officer Elementary	35	F
7	Mr. Jim Akiatan	Student Affairs Officer High School	36	M
8	Ms. Dominique Guen D. Arquilita	G5 - Ricaldone Adviser	25	F
9	Ms. Fatima Tan	G5 - Zaggiotti Adviser	29	F
10	Mrs. Ruella N. Estella	G5 - Ricceri Adviser	34	F
11	Ms. Glenn Marie Joy R. Rivas	G6 - Vigano Adviser	29	F
12	Ms. Kim D. Rosello	G6 - Vecchi Adviser	26	F
13	Mrs. Nancy P. Mabunay	G6 - Chavez Adviser	33	F
14	Ms. Radigonda A. Mariscal	G7 - Beltrami Adviser	29	F
15	Ms. Sheila Marie T. Aripal	G7 - Zatti Adviser	28	F
16	Ms. Flordelyn V. Tomaodos	G7 - Mertens Adviser	27	F
17	Mr. Jeho B. Caballes	G7 - Srugi Adviser	28	M
18	Ms. Wende Franz M. Bulawan	G7 - Cafasso Adviser	29	F
19	Mr. Jade Rule	Christian Living / Values Teacher	27	M
20	Ms. Jennelyn Rullan	Science Teacher	26	F
21	Ms. Katryn Gladys S. Mendoza	Science Teacher	25	F
22	Ms. Jaybriel Cui	English Teacher	28	F
23	Ms. Marie Louise C. Bacus	Filipino Teacher	29	F
24	Mrs. Edna Balbuena	Araling Panlipunan Teacher	29	F
25	Mrs. Mary Jane E. Jumao-as	Araling Panlipunan Teacher	29	F

Grade 5 School Children			
No.	Names	Age	Sex
1	Abatayo, Miles Cedrick, Mercado	11 years old	M
2	Alovera, Lord Daniel, Atillo	11 years old	M
3	Anciano, Danbert, Vidal	11 years old	M
4	Bajarias, Kyle, Sarmiento	11 years old	M
5	Barro, Kurt Justine, Lacang	11 years old	M
6	Bathan, Paulus Ivan, Macuto	11 years old	M
7	Bontuyan, Glendale Jesus, Cerna	11 years old	M
8	Botella, Nile Vincent, Medalle	11 years old	M
9	Cabato, Josh Nikolai, Fernandez	11 years old	M
10	Calo, John Anthony Joaquin, Nicolas	11 years old	M
11	Cavada, Luis Elijah, De Gracia	11 years old	M
12	Comendador, Kurt Zed	11 years old	M
13	Daanoy, Czar Robert, Lador	11 years old	M
14	Dela Cerna, Mark John	11 years old	M
15	Dela Victoria, Jose Vicente, Dango	11 years old	M
16	Echavez, Rynin Chionel Raemond, Rosco	11 years old	M
17	Galanza, Zachary Quade, Cinchez	11 years old	M
18	Gandionco, John Cedrick, Velasco	11 years old	M
19	Hayag, Chris Rocel, Tomada	11 years old	M
20	Israel, Ethan Matthew, Ysmael	11 years old	M
21	Labus, Jim Miroljub, Cubar	11 years old	M
22	Lambating, John Mathew, Vergara	11 years old	M
23	Las Marias, Shaun Jacob, Tamidles	11 years old	M
24	Llanos, Keon Vincent, Sinay	11 years old	M
25	Manabat, Marco Shane, Campos	11 years old	M
26	Miralles, River Jay Benedict, Villacarlos	11 years old	M
27	Monton, Alfonzo Gian, Genson	11 years old	M
28	Nawang-Oy, Lee Chen, Cabriana	11 years old	M
29	Nogra, Daniel Niven	11 years old	M
30	Nurpuri, Karanvir, Singh	11 years old	M

Grade 6 School Children			
No.	Names	Age	Sex
1	Amazona, Franz Matheu, Abalos	12 years old	M
2	Aracan, Daniel Benedict, Gerasmio	12 years old	M
3	Ayuda, Adrian Ray, Sasam	12 years old	M
4	Balbuena, Vladimer Travis, Mirasol	12 years old	M
5	Bayloses, Angelo Miguel, Vidad	12 years old	M
6	Bayutas, Raphael Lawrence, Castro	12 years old	M
7	Talanay, James Abser, Falar	12 years old	M
8	Tampus, Tyrus Titus, Hortizuela	12 years old	M
9	Verano, Ritchie Khris, Cardeño	12 years old	M
10	Villamor, Louis Emmanuel, Lim	12 years old	M
11	Villo, Paulo Demie Ray, Cordova	12 years old	M
12	Wagas, Keandree Krischtan, T	12 years old	M
13	Largo, Laurence, Sismar	12 years old	M
14	Lariba, Kurt Klein, Bautista	12 years old	M
15	Ledesma, Alezandro Domecq, Del Mar	12 years old	M
16	Mallo, Jeul Matthew, Gutierrez	12 years old	M
17	Manos, Ralph Robert, Cabahug	12 years old	M
18	Navaja, Dominic Angelo, Sasam	12 years old	M
19	Inopiquez, Elijah Antoni, Dolina	12 years old	M
20	Leviste, Juan Miguel, Armejo	12 years old	M
21	Manabat, Quint Martin, Paraiso	12 years old	M
22	Mercader, Charles Adrian, Del Pilar	12 years old	M
23	Mondares, John Rod, Amamangpang	12 years old	M
24	Nacion, Joaquin Antonio, Zamora	12 years old	M
25	Bilaos, Daniel Nino, Bano	12 years old	M
26	Cañarias, Jay Ric, Lapitan	12 years old	M
27	Catayoc, Kriel Chean Vir	12 years old	M
28	Ceniza, Jonas Evander	12 years old	M
29	Cerio, Alfie John, Suela	12 years old	M
30	D' Souza, Nathan James, Verzosa	12 years old	M

Grade 7 School Children

No.	Names	Age	Sex
1	Abasolo, Kristoffe Joseph, Acoymo	13 years old	M
2	Alajas, Hanz Daniel, Lim	13 years old	M
3	Arcilla, Phil Lorenz, Aliñabon	13 years old	M
4	Baculi, Jose Lamuell, Guevarra	13 years old	M
5	Butron, Daniel Aimerson	13 years old	M
6	Caballes, Alexander Gabriel, Brigoli	13 years old	M
7	Cavada, Gian Franco, De Gracia	13 years old	M
8	Cosep, Nicoleken, Albuladora	13 years old	M
9	Custado, Gianrenzo Andres, Atillo	13 years old	M
10	De Asis, Norman Harvey, Vallejos	13 years old	M
11	Delos Angeles, Zion, Muaña	13 years old	M
12	Evangelista, Jan Michell, Pacquiao	13 years old	M
13	Daan, Meshael Jeoush, Paculaba	13 years old	M
14	De La Serna, Justin Kyle, Yagon	13 years old	M
15	Delloza, Louis Joshua, Hingco	13 years old	M
16	Delos Reyes, James, Descartin	13 years old	M
17	Estonanto, Albrecht Carsten, Daño	13 years old	M
18	Fernandez, Vince El Cid, Manuel	13 years old	M
19	Mantilla, Zyr Kirby, Orellana	13 years old	M
20	Medina, Karl Emmanuel	13 years old	M
21	Molina, Aaron Rhuel, Panganiban	13 years old	M
22	Ologuin, James Andrew, Sabay	13 years old	M
23	Pangilinan, Andrei Jose, Samper	13 years old	M
24	Paquiabas, Bj Walthrode, Cuesta	13 years old	M
25	Sanchez, Lou Jr., Sabanal	13 years old	M
26	Senador, Louie Victor	13 years old	M
27	Tapispisan, Liam Jacob, Ycong	13 years old	M
28	Teves, Lanz Aragorn, Esma	13 years old	M
29	Tigmo, Mart Julius, Abrica	13 years old	M
30	Villa, Lemuel Daniel, Sariego	13 years old	M

Frequency Table of Research Question 2, Part I
School Children's Perceptions of Risky Online Experiences of Kids

There is danger when I ...	Frequency	Percent
1A: View violent messages		
1 I don't agree	5	5.60
2 I slightly disagree	9	10.00
3 I'm not sure	24	26.70
4 I more or less agree	24	26.70
5 I totally agree	<u>28</u>	<u>31.00</u>
Total	90	100.00
1B: View sexual messages		
1 I don't agree	6	6.70
2 I slightly disagree	9	10.00
3 I'm not sure	10	11.10
4 I more or less agree	17	18.90
5 I totally agree	<u>48</u>	<u>53.30</u>
Total	90	100.00
1C: View misleading or wrong information		
1 I don't agree	7	7.70
2 I slightly disagree	7	7.70
3 I'm not sure	26	28.90
4 I more or less agree	26	28.90
5 I totally agree	<u>24</u>	<u>26.80</u>
Total	90	100.00
1D: View messages with wrong values		
1 I don't agree	8	8.90
2 I slightly disagree	10	11.10
3 I'm not sure	19	21.10
4 I more or less agree	15	16.70
5 I totally agree	<u>38</u>	<u>42.20</u>
Total	90	100.00

There is danger when I ...	Frequency	Percent
2A: Spread sexy/violent materials		
1 I don't agree	16	17.80
2 I slightly disagree	5	5.60
3 I'm not sure	14	15.60
4 I more or less agree	11	12.20
5 I totally agree	<u>44</u>	<u>48.80</u>
Total	90	100.00
2B: Use inappropriate words		
1 I don't agree	9	10.00
2 I slightly disagree	7	7.80
3 I'm not sure	16	17.80
4 I more or less agree	37	41.10
5 I totally agree	<u>21</u>	<u>23.30</u>
Total	90	100.00
2C: Play online games		
1 I don't agree	11	12.20
2 I slightly disagree	15	16.70
3 I'm not sure	24	26.70
4 I more or less agree	14	15.60
5 I totally agree	<u>26</u>	<u>28.80</u>
Total	90	100.00
2D: Engage in gambling		
1 I don't agree	16	17.80
2 I slightly disagree	7	7.80
3 I'm not sure	11	12.10
4 I more or less agree	24	26.70
5 I totally agree	<u>32</u>	<u>35.60</u>
Total	90	100.00

There is danger when I ...	Frequency	Percent
3A: Encounter strangers who ask for personal information online		
1 I don't agree	18	20.00
2 I slightly disagree	5	5.60
3 I'm not sure	5	5.60
4 I more or less agree	9	10.00
5 I totally agree	<u>53</u>	<u>58.80</u>
Total	90	100.00
3B: Get bullied or hurt online		
1 I don't agree	8	8.90
2 I slightly disagree	9	10.00
3 I'm not sure	8	8.90
4 I more or less agree	32	35.60
5 I totally agree	<u>33</u>	<u>36.60</u>
Total	90	100.00
3C: Receive indecent content from adults		
1 I don't agree	11	12.20
2 I slightly disagree	9	10.00
3 I'm not sure	14	15.60
4 I more or less agree	20	22.20
5 I totally agree	<u>36</u>	<u>40.00</u>
Total	90	100.00
3D: View too much advertisements		
1 I don't agree	15	16.70
2 I slightly disagree	8	8.90
3 I'm not sure	23	25.60
4 I more or less agree	28	31.10
5 I totally agree	<u>16</u>	<u>17.70</u>
Total	90	100.00

There is danger when I ...	Frequency	Percent
4A: Give personal information online to strangers		
1 I don't agree	20	22.20
2 I slightly disagree	5	5.60
3 I'm not sure	3	3.40
4 I more or less agree	4	4.40
5 I totally agree	<u>58</u>	<u>64.40</u>
Total	90	100.00
4B: Engage in cyber bullying		
1 I don't agree	17	18.90
2 I slightly disagree	16	17.80
3 I'm not sure	8	8.90
4 I more or less agree	25	27.70
5 I totally agree	<u>24</u>	<u>26.70</u>
Total	90	100.00
4C: Keep in touch and meeting with strangers		
1 I don't agree	17	18.90
2 I slightly disagree	10	11.10
3 I'm not sure	14	15.60
4 I more or less agree	18	20.00
5 I totally agree	<u>31</u>	<u>34.40</u>
Total	90	100.00
4D: Purchase items online		
1 I don't agree	23	25.60
2 I slightly disagree	21	23.30
3 I'm not sure	23	25.60
4 I more or less agree	19	21.10
5 I totally agree	<u>4</u>	<u>4.40</u>
Total	90	100.00

There is danger when I ...	Frequency	Percent
5B: Have no restriction on what to read or watch online		
1 I don't agree	30	33.30
2 I slightly disagree	17	18.90
3 I'm not sure	17	18.90
4 I more or less agree	15	16.70
5 I totally agree	<u>11</u>	<u>12.20</u>
Total	90	100.00
5C: Have no adult supervision		
1 I don't agree	29	32.20
2 I slightly disagree	17	18.90
3 I'm not sure	12	13.30
4 I more or less agree	17	18.90
5 I totally agree	<u>15</u>	<u>16.70</u>
Total	90	100.00
6A: Set my own time limit		
1 I don't agree	8	8.90
2 I slightly disagree	8	8.90
3 I'm not sure	22	24.40
4 I more or less agree	16	17.80
5 I totally agree	<u>36</u>	<u>40.00</u>
Total	90	100.00
6B: Have internet access anytime		
1 I don't agree	2	2.20
2 I slightly disagree	26	28.90
3 I'm not sure	16	17.80
4 I more or less agree	27	30.00
5 I totally agree	<u>19</u>	<u>21.10</u>
Total	90	100.00
6C: Have no adult supervision when going online		
1 I don't agree	15	16.70
2 I slightly disagree	18	20.00
3 I'm not sure	17	18.90
4 I more or less agree	24	26.60
5 I totally agree	<u>16</u>	<u>17.80</u>
Total	90	100.00

There is danger when I ...	Frequency	Percent
7A: Have too much time on the internet during school days		
1 I don't agree	8	8.90
2 I slightly disagree	21	23.30
3 I'm not sure	20	22.20
4 I more or less agree	14	15.60
5 I totally agree	<u>27</u>	<u>30.00</u>
Total	90	100.00
7B: Do not obey set limits on internet use		
1 I don't agree	13	14.40
2 I slightly disagree	4	4.40
3 I'm not sure	14	15.60
4 I more or less agree	39	43.40
5 I totally agree	<u>20</u>	<u>22.20</u>
Total	90	100.00
7C: Spend too much time on the internet when there is no school		
1 I don't agree	12	13.30
2 I slightly disagree	13	14.40
3 I'm not sure	23	25.60
4 I more or less agree	16	17.80
5 I totally agree	<u>26</u>	<u>28.90</u>
Total	90	100.00

Frequency Table of Research Question 2, Part II
School Children's Perceptions of Risky Online Experiences of Kid

This is how I feel when I ...	Frequency	Percent
1A: View violent messages		
1 Very uncomfortable	15	16.80
2 Uneasy	31	34.40
3 Nothing unusual	22	24.40
4 Used to it	21	23.30
5 Very ordinary	<u>1</u>	<u>1.10</u>
Total	90	100.00
1B: View sexual messages		
1 Very uncomfortable	33	36.70
2 Uneasy	20	22.30
3 Nothing unusual	22	24.40
4 Used to it	12	13.30
5 Very ordinary	<u>3</u>	<u>3.30</u>
Total	90	100.00
1C: View misleading or wrong information		
1 Very uncomfortable	18	20.00
2 Uneasy	35	38.90
3 Nothing unusual	32	35.60
4 Used to it	2	2.20
5 Very ordinary	<u>3</u>	<u>3.30</u>
Total	90	100.00
1D: View messages with wrong values		
1 Very uncomfortable	28	31.10
2 Uneasy	23	25.60
3 Nothing unusual	29	32.10
4 Used to it	5	5.60
5 Very ordinary	<u>5</u>	<u>5.60</u>
Total	90	100.00

This is how I feel when I ...	Frequency	Percent
2B: Spread sexy/violent materials		
1 Very uncomfortable	52	57.80
2 Uneasy	22	24.40
3 Nothing unusual	13	14.40
4 Used to it	2	2.30
5 Very ordinary	<u>1</u>	<u>1.10</u>
Total	90	100.00
2C: Use inappropriate words		
1 Very uncomfortable	9	10.00
2 Uneasy	36	40.00
3 Nothing unusual	25	27.80
4 Used to it	16	17.80
5 Very ordinary	<u>4</u>	<u>4.40</u>
Total	90	100.00
2D: Play online games		
1 Very uncomfortable	0	0
2 Uneasy	1	1.10
3 Nothing unusual	8	8.90
4 Used to it	10	11.10
5 Very ordinary	<u>71</u>	<u>78.90</u>
Total	90	100.00
2E: Engage in gambling		
1 Very uncomfortable	34	37.80
2 Uneasy	29	32.20
3 Nothing unusual	17	18.90
4 Used to it	8	8.90
5 Very ordinary	<u>2</u>	<u>2.20</u>
Total	90	100.00

This is how I feel when I ...	Frequency	Percent
3A: Encounter strangers who ask for personal information online		
1 Very uncomfortable	46	51.10
2 Uneasy	20	22.20
3 Nothing unusual	16	17.80
4 Used to it	8	8.90
5 Very ordinary	<u>0</u>	<u>0</u>
Total	90	100.00
3B: Get bullied or hurt online		
1 Very uncomfortable	35	38.80
2 Uneasy	27	30.00
3 Nothing unusual	14	15.60
4 Used to it	9	10.00
5 Very ordinary	<u>5</u>	<u>5.60</u>
Total	90	100.00
3C: Receive indecent content from adults		
1 Very uncomfortable	51	56.60
2 Uneasy	24	26.70
3 Nothing unusual	15	16.70
4 Used to it	0	0
5 Very ordinary	<u>0</u>	<u>0</u>
Total	90	100.00
3D: View too much advertisements		
1 Very uncomfortable	34	37.80
2 Uneasy	13	14.40
3 Nothing unusual	25	27.80
4 Used to it	10	11.10
5 Very ordinary	<u>8</u>	<u>8.90</u>
Total	90	100.00

This is how I feel when I ...	Frequency	Percent
4A: Give personal information online to strangers		
1 Very uncomfortable	40	44.40
2 Uneasy	27	30.00
3 Nothing unusual	9	10.00
4 Used to it	11	12.30
5 Very ordinary	<u>3</u>	<u>3.30</u>
Total	90	100.00
4B: Engage in cyber bullying		
1 Very uncomfortable	33	36.70
2 Uneasy	26	28.90
3 Nothing unusual	21	23.30
4 Used to it	7	7.80
5 Very ordinary	<u>3</u>	<u>3.30</u>
Total	90	100.00
4C: Keep in touch and meeting with strangers		
1 Very uncomfortable	34	37.80
2 Uneasy	35	38.90
3 Nothing unusual	16	17.80
4 Used to it	1	1.10
5 Very ordinary	<u>4</u>	<u>4.40</u>
Total	90	100.00
4D: Purchase items online		
1 Very uncomfortable	29	32.20
2 Uneasy	9	10.00
3 Nothing unusual	35	38.90
4 Used to it	11	12.20
5 Very ordinary	<u>6</u>	<u>6.70</u>
Total	90	100.00

This is how I feel when I ...	Frequency	Percent
5B: Have no restriction on what to read or watch online		
1 Very uncomfortable	12	13.30
2 Uneasy	5	5.60
3 Nothing unusual	20	22.20
4 Used to it	28	31.10
5 Very ordinary	<u>25</u>	<u>27.80</u>
Total	90	100.00
5C: Have no adult supervision		
1 Very uncomfortable	11	12.30
2 Uneasy	13	14.40
3 Nothing unusual	30	33.30
4 Used to it	22	24.40
5 Very ordinary	<u>14</u>	<u>15.60</u>
Total	90	100.00
6A: Set my own time limit		
1 Very uncomfortable	7	7.80
2 Uneasy	1	1.10
3 Nothing unusual	17	18.90
4 Used to it	31	34.40
5 Very ordinary	<u>34</u>	<u>37.80</u>
Total	90	100.00
6B: Have internet access anytime		
1 Very uncomfortable	5	5.60
2 Uneasy	13	14.40
3 Nothing unusual	20	22.20
4 Used to it	20	22.20
5 Very ordinary	<u>32</u>	<u>35.60</u>
Total	90	100.00
6C: Have no adult supervision when going online		
1 Very uncomfortable	9	10.00
2 Uneasy	15	16.70
3 Nothing unusual	37	41.10
4 Used to it	14	15.50
5 Very ordinary	<u>15</u>	<u>16.70</u>
Total	90	100.00

This is how I feel when I ...	Frequency	Percent
7A: Have too much time on the internet during school days		
1 Very uncomfortable	14	15.60
2 Uneasy	21	23.30
3 Nothing unusual	16	17.80
4 Used to it	16	17.80
5 Very ordinary	<u>23</u>	<u>25.50</u>
Total	90	100.00
7B: Do not obey set limits on internet use		
1 Very uncomfortable	13	14.40
2 Uneasy	21	23.30
3 Nothing unusual	33	36.70
4 Used to it	13	14.40
5 Very ordinary	<u>10</u>	<u>11.20</u>
Total	90	100.00
7C: Spend too much time on the internet when there is no school		
1 Very uncomfortable	0	0
2 Uneasy	13	14.40
3 Nothing unusual	22	24.40
4 Used to it	13	14.40
5 Very ordinary	<u>42</u>	<u>46.80</u>
Total	90	100.00