

PARENTAL RESILIENCE AND SAFETY MEASURES FOR ELEMENTARY LEARNERS

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ABSTRACT

Safety measures for elementary learners ensure their protection from potential hazards at home, school, and online environments. They also promote health, well-being, and the development of resilient behaviors. This study determined the parental resilience and safety measures for elementary learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced child protection and support program. The study employed a quantitative-correlational research design. The respondents consisted of 225 elementary parents selected through simple random sampling. A validated researcher-designed questionnaire was used to collect data, with reliability coefficients of $\alpha = 0.91$ and 0.92 . Findings revealed that parents were observed to often practice resilience for elementary learners in the areas of emotional support, problem-solving skills, flexible adjustment, and positive parenting practices. They were also noted to often observe safety measures, particularly in home safety, health and hygiene, emergency preparedness, and online safety. A very high and significant positive relationship was established between parental resilience and safety measures, indicating that higher parental resilience was associated with stronger implementation of child safety practices. Based on these findings, an enhanced child protection and support program was developed to improve parental resilience and the safety measures for elementary learners. The study provides insights that may guide parents in applying effective safety and resilience strategies for children. It also informs teachers and policymakers in designing programs that support child protection and holistic development.

Keywords: Parental Resilience, Safety Measures, Elementary Learners, Child Protection, Support Program.

1. INTRODUCTION

Safety measures for elementary learners are essential in ensuring their well-being and academic success, particularly in contexts vulnerable to natural disasters, accidents, and health risks. In the Philippines, increasing exposure to hazards and shifts in learning modalities have highlighted the importance of structured safety protocols in schools (Libayao et al., 2024; Cresencio & Yabut, 2023). Parents play a vital role in safeguarding children, as their resilience and engagement significantly influence learners' security, adaptability, and educational outcomes (Ablasa, 2024; Ybañez et al., 2024).

This study focused on examining parental resilience and the implementation of safety measures for elementary learners. Previous research emphasized parental involvement in academic

support (Juguilon, 2023; Santiago & Marquez, 2025) and home-school engagement during distance learning (Aquino & Gapasin, 2023; Bejarin & Quezada, 2024). However, limited studies have investigated the combined impact of parental resilience and safety practices in school and home environments. The study considered key variables such as parental resilience, safety measures, and learners' preparedness in emergency and daily situations, with the context centered on San Narciso Elementary School, San Narciso District, Schools Division of Zambales.

The need for this study is underscored by persistent challenges in parental engagement and safety practices. Many parents face barriers such as limited understanding of child development, work constraints, and inconsistent application of safety measures (Santiago & Marquez, 2025; Ablasa, 2024). Likewise, schools implement disaster risk reduction and child protection protocols unevenly, limiting their effectiveness (Cresencio & Yabut, 2023; Acheron, 2025). Understanding and addressing these gaps can enhance learner safety, strengthen family-school collaboration, and inform practical strategies for holistic child protection.

Despite prior research on parental involvement in learning and disaster preparedness (Ybañez et al., 2024; Bejarin & Quezada, 2024; Libayao et al., 2024; Cresencio & Yabut, 2023), the influence of parental resilience on consistent safety practices remains underexplored. Questions remain about how resilient parents navigate challenges to safeguard their children and how school and home safety measures complement each other. This study therefore sought to examine the levels of parental resilience and the effectiveness of safety measures for elementary learners.

Guided by resilience theory and child protection frameworks, the study led to the "Enhanced Child Protection and Support Program" to strengthen parental resilience and safety measures for elementary learners. It promotes emotional support, problem-solving, flexible adjustment, and positive parenting, while reinforcing home safety, hygiene, emergency preparedness, and online safety. Through workshops and practical strategies, parents are equipped to protect and support learners, fostering a safe, resilient, and supportive environment that enhances well-being and learning outcomes.

2. STATEMENT OF THE PROBLEM

This study determined the parental resilience and safety measures for elementary learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced child protection and support program.

Specifically, it sought answers to these questions:

1. How do parents perceive the resilience for elementary learners in terms of:
 - 1.1. emotional support;
 - 1.2. problem-solving skills;
 - 1.3. flexible adjustment; and
 - 1.4. positive parenting practices?
2. How do parents perceive the safety measures for elementary learners in terms of:
 - 2.1. home safety;
 - 2.2. health and hygiene;
 - 2.3. emergency preparedness; and
 - 2.4. online safety?

3. Is there a significant relationship between the parental resilience and safety measures for elementary learners?

4. What enhanced child protection and support program can be proposed to improve the parental resilience and safety measures for elementary learners?

3. METHODS AND MATERIALS

This study determined the parental resilience and safety measures for elementary learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, as a basis for an enhanced child protection and support program. Employing a quantitative-correlational research design, data were collected, classified, summarized, and analyzed using means. The respondents of the study consisted of 225 elementary parents. A researcher-designed questionnaire served as the primary data collection instrument, focusing on parental resilience and safety measures for elementary learners. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the parental resilience ($\alpha = 0.91$) and safety measures ($\alpha = 0.92$) for elementary learners. Hypothesis was tested using Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Parental Resilience for Elementary Learners

4.1.1. Emotional Support

Table 1, titled "Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Emotional Support," presents the general mean rating of 3.44, which is interpreted as "Often Practiced." This implies that parents consistently demonstrate emotional support behaviors that contribute to the resilience of their elementary learners.

Table 1. Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Emotional Support

Item	Indicators	Mean Rating	Interpretation
1	I listen to my child's feelings every day.	3.45	Often Practiced
2	I comfort my child when they feel sad.	3.41	Often Practiced
3	I encourage my child to share worries.	3.43	Often Practiced
4	I praise my child for small achievements.	3.42	Often Practiced
5	I stay calm during my child's tantrums.	3.43	Often Practiced
6	I hug my child to show love.	3.46	Often Practiced
7	I talk kindly when my child is upset.	3.42	Often Practiced
8	I assure my child of my care.	3.44	Often Practiced

9	I respect my child's emotions and thoughts.	3.48	Often Practiced
10	I give time for my child's concerns.	3.43	Often Practiced
General Mean Rating		3.44	Often Practiced

Legend: scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Often Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

The indicator with the highest mean rating is “I respect my child’s emotions and thoughts,” which obtained a mean of 3.48 and is interpreted as “Often Practiced.” This suggests that parents place strong emphasis on acknowledging and validating their children’s emotional experiences. This finding denotes that emotional respect is a vital component of parental resilience in this study. It aligns with Alampay (2024), who emphasized that children develop stronger coping skills when their feelings are recognized and valued by caregivers.

The indicator with the lowest mean rating is “I comfort my child when they feel sad,” which received a mean of 3.41 and is still interpreted as “Often Practiced.” This indicates that although comforting behaviors are present, they are demonstrated slightly less compared to other emotional support practices. This finding denotes that some parents may need additional guidance in providing immediate emotional comfort during difficult moments. This slightly lower rating reflects Lourdes and Atos (2024) observation that certain supportive behaviors may be less consistently applied depending on parental stress and situational factors.

In summary, the results show that all indicators fall within the “Often Practiced” category, with the highest mean focusing on emotional respect and the lowest on comforting behaviors. These results indicate that parents generally maintain positive emotional support, though certain areas may require strengthening. As Lobo (2024) stated, consistent emotional connection and support substantially influence a child’s resilience and overall emotional well-being.

4.1.2. Problem-Solving Skills

Table 2, titled “Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Problem-Solving Skills,” shows a general mean rating of 3.46, interpreted as “Often Practiced.” This indicates that parents consistently demonstrate supportive behaviors that help their children develop effective problem-solving abilities.

Table 2. Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Problem-Solving Skills

Item	Indicators	Mean Rating	Interpretation
1	I guide my child to find simple solutions.	3.41	Often Practiced
2	I discuss problems with my child calmly.	3.45	Often Practiced

3	I help my child think of safe choices.	3.42	Often Practiced
4	I teach my child to plan before acting.	3.43	Often Practiced
5	I explain consequences of every decision made.	3.48	Often Practiced
6	I model positive ways to solve conflicts.	3.48	Often Practiced
7	I ask my child for possible solutions.	3.47	Often Practiced
8	I support my child in hard situations.	3.49	Often Practiced
9	I help my child handle school challenges.	3.48	Often Practiced
10	I teach my child to avoid quick anger.	3.46	Often Practiced
General Mean Rating		3.46	Often Practiced

Legend: scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Often Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

The indicator with the highest mean rating is “I support my child in hard situations,” which obtained a mean of 3.49 and is interpreted as “Often Practiced.” This suggests that parents are highly engaged in assisting their children when faced with challenging circumstances. This finding denotes that parental presence and guidance play a significant role in building learners’ resilience in problem-solving tasks. This result supports Makalingkang and Espacio (2025), who emphasized that children develop stronger adaptive skills when parents provide consistent support during difficult situations.

The indicator with the lowest mean rating is “I guide my child to find simple solutions,” which received a mean of 3.41 and is still interpreted as “Often Practiced.” This shows that while parents do help their children, they may do so less frequently when the problems are basic or routine. This finding denotes that some parents may assume that simple problems require less supervision, resulting in slightly lower engagement. This aligns with Maimad et al.’s (2023) finding that parental involvement tends to lessen when situations appear manageable, which may still impact the child’s consistency in applying problem-solving strategies.

In summary, the findings reveal that all indicators fall within the “Often Practiced” category, with the highest mean reflecting strong parental support during difficult situations. This indicates that parents provide meaningful involvement in developing their children’s resilience and decision-making processes. Salazar and Somera (2025) stated that such consistent parental guidance positively shapes children’s problem-solving skills and emotional stability.

4.1.3. Flexible Adjustment

Table 3, titled “Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Flexible Adjustment,” shows a general mean rating of 3.45, which is interpreted as “Often Practiced.” This indicates that parents consistently demonstrate adaptability to support their children during changing situations.

Table 3. Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Flexible Adjustment

Item	Indicators	Mean Rating	Interpretation
1	I adjust routines when my child needs rest.	3.44	Often Practiced
2	I change plans for my child’s well-being.	3.49	Often Practiced
3	I stay patient during sudden family changes.	3.40	Often Practiced
4	I accept new ways to help my child.	3.47	Often Practiced
5	I adapt when my child feels uncomfortable.	3.42	Often Practiced
6	I find alternatives when plans do not work.	3.44	Often Practiced
7	I allow my child to try new activities.	3.45	Often Practiced
8	I remain calm when unexpected events happen.	3.46	Often Practiced
9	I adjust expectations when my child struggles.	3.43	Often Practiced
10	I support my child during unexpected changes.	3.47	Often Practiced
General Mean Rating		3.45	Often Practiced

Legend: scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Often Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

The indicator with the highest mean rating is “I change plans for my child’s well-being,” which obtained a mean of 3.49 and is interpreted as “Often Practiced.” This suggests that parents willingly modify schedules or activities to prioritize their child’s needs. This finding denotes that parental flexibility plays a significant role in strengthening children’s resilience, especially during unexpected events. This is consistent with Tripon (2024), who stressed that adaptable family practices help children manage transitions more effectively.

The indicator with the lowest mean rating is “I stay patient during sudden family changes,” which received a mean of 3.40 and is still interpreted as “Often Practiced.” This shows that while parents try to remain patient, maintaining composure during abrupt changes can be more

challenging for them. This finding denotes that emotional regulation in unpredictable situations may require further support. This aligns with Dugan et al.'s (2023) observation that parental patience tends to decrease when families face rapid or unexpected adjustments, which may influence children's coping responses.

In summary, the findings show that all indicators are categorized as "Often Practiced," with the highest mean reflecting parents' readiness to adjust plans for their child's well-being. This indicates that parental flexibility positively affects children's ability to adapt to new or unexpected conditions. According to Cruz (2023), such adaptable parental behaviors significantly shape children's resilience by providing them with stable yet flexible support systems.

4.1.4. Positive Parenting Practices

Table 4, titled "Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Positive Parenting Practices," shows a general mean rating of 3.45, interpreted as "Often Practiced." This indicates that parents consistently apply positive parenting strategies that support their children's resilience.

Table 4. Mean Rating and Interpretations of the Parental Resilience for Elementary Learners in terms of Positive Parenting Practices

Item	Indicators	Mean Rating	Interpretation
1	I reward my child for good behavior.	3.44	Often Practiced
2	I set clear and fair house rules.	3.46	Often Practiced
3	I use kind words when correcting mistakes.	3.41	Often Practiced
4	I spend quality time with my child.	3.48	Often Practiced
5	I show respect for my child's ideas.	3.46	Often Practiced
6	I explain rules before giving instructions.	3.45	Often Practiced
7	I encourage my child to do chores.	3.44	Often Practiced
8	I give choices for my child's decisions.	3.45	Often Practiced
9	I celebrate my child's small successes.	3.46	Often Practiced
10	I guide my child with patience and care.	3.47	Often Practiced
General Mean Rating		3.45	Often Practiced

Legend: scores of 3.50 to 4.00 indicate “Always Practiced,” scores of 2.50 to 3.49 indicate “Often Practiced,” score of 1.50 to 2.49 indicate “Rarely Practiced,” and scores of 1.00 to 1.49 indicate “Never Practiced.”

The indicator with the highest mean rating is “I spend quality time with my child,” which obtained a mean of 3.48 and is interpreted as “Often Practiced.” This suggests that parents prioritize meaningful interactions that strengthen their relationship with their children. This finding denotes that quality time is an essential foundation of positive parenting, contributing to children’s emotional security and confidence. This result supports Contreras et al. (2023), who emphasized that close parent–child interactions significantly enhance children’s adaptive and resilient behaviors.

The indicator with the lowest mean rating is “I use kind words when correcting mistakes,” which received a mean of 3.41 and is still interpreted as “Often Practiced.” This indicates that although parents practice positive discipline, they may find it slightly more challenging to maintain gentle communication during corrective situations. This finding denotes that some parents may need additional guidance in applying calm and supportive language when addressing errors. This reflects Hambala et al.’s (2023) finding that parental stress and emotional strain can influence the consistency of positive communication in discipline.

In summary, the findings show that all indicators fall under the “Often Practiced” category, with the highest mean emphasizing the importance of shared quality time between parent and child. This indicates that positive parenting practices are generally well-observed and help promote children’s resilience and well-being. Dragomir (2024) noted that such positive and nurturing parental behaviors greatly influence children’s development of strong coping skills and healthy emotional responses.

4.2. Safety Measures for Elementary Learners

4.2.1. Home Safety

Table 5, titled “Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Home Safety,” presents a general mean rating of 3.45, interpreted as “Often Observed.” This indicates that parents consistently implement home safety practices to protect their children from potential risks.

Table 5. Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Home Safety

Item	Indicators	Mean Rating	Interpretation
1	I keep sharp objects away from my child.	3.49	Often Observed
2	I lock doors when my child is inside.	3.46	Often Observed
3	I cover electrical outlets for child safety.	3.47	Often Observed
4	I check gas stoves after every use.	3.45	Often Observed

5	I store cleaning materials out of reach.	3.44	Often Observed
6	I teach my child to avoid hot surfaces.	3.46	Often Observed
7	I secure furniture to prevent accidents.	3.47	Often Observed
8	I remind my child to avoid slippery areas.	3.46	Often Observed
9	I check windows for proper child locks.	3.43	Often Observed
10	I keep medicines in a safe cabinet.	3.41	Often Observed
General Mean Rating		3.45	Often Observed

Legend: scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Often Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “I keep sharp objects away from my child,” which obtained a mean of 3.49 and is interpreted as “Often Observed.” This suggests that parents are highly mindful of preventing physical injuries by removing hazardous items from children’s reach. This finding denotes that physical safety remains a top priority within households, reflecting strong preventive behaviors among parents. This is consistent with Jocson et al. (2023), who emphasized that active parental monitoring significantly reduces children’s exposure to home-related dangers.

The indicator with the lowest mean rating is “I keep medicines in a safe cabinet,” which received a mean of 3.41 and is still interpreted as “Often Observed.” This indicates that while parents practice safe storage of medicines, it is done less consistently compared to other safety measures. This finding denotes that some households may require stronger awareness regarding the risks posed by accessible medications. This aligns with Perveen et al.’s (2023) observation that safety practices involving chemical or medical items are sometimes overlooked, leading to increased vulnerability among children.

In summary, all indicators fall within the “Often Observed” category, with the highest mean showing strong parental diligence in removing sharp objects to ensure physical safety. This indicates that parents maintain a generally safe environment for their children, although certain areas such as medicine storage may need improvement. Shaban et al. (2023) stated that consistent application of home safety practices greatly influences children’s protection and reduces the likelihood of preventable accidents.

4.2.2. Health and Hygiene

Table 6, titled “Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Health and Hygiene,” presents a general mean rating of 3.46, interpreted as “Often Observed.” This result indicates that parents consistently practice health and hygiene measures to support their children’s well-being.

Table 6. Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Health and Hygiene

Item	Indicators	Mean Rating	Interpretation
1	I remind my child to wash hands often.	3.44	Often Observed
2	I prepare clean drinking water every day.	3.48	Often Observed
3	I ensure my child bathes regularly.	3.42	Often Observed
4	I trim my child's nails weekly.	3.45	Often Observed
5	I teach proper brushing of teeth daily.	3.46	Often Observed
6	I serve healthy meals to my child.	3.45	Often Observed
7	I check my child's cleanliness before school.	3.47	Often Observed
8	I provide clean clothes for my child.	3.45	Often Observed
9	I teach my child to cover when coughing.	3.47	Often Observed
10	I bring my child for regular checkups.	3.48	Often Observed
General Mean Rating		3.46	Often Observed

Legend: scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Often Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicators with the highest mean rating are “I prepare clean drinking water every day” and “I bring my child for regular checkups,” both with a mean of 3.48 and interpreted as “Often Observed.” This suggests that parents prioritize clean water and medical checkups as essential components of maintaining their child's health. This finding denotes that parents recognize the importance of preventive health practices in reducing illness among children. This aligns with Ulep et al. (2024), who emphasized that consistent preventive care significantly strengthens children's overall health and resilience.

The indicator with the lowest mean rating is “I ensure my child bathes regularly,” with a mean of 3.42 and still interpreted as “Often Observed.” This implies that although hygiene practices are generally observed, bathing routines may be slightly less consistent than other practices. This finding denotes that daily hygiene habits may be influenced by time constraints, environmental factors, or household routines. This supports Labana et al.'s (2024) observation that

hygiene-related practices vary across families and may require reinforcement to ensure consistency.

In summary, all indicators fall under the “Often Observed” category, with the highest means emphasizing the importance parents place on safe drinking water and regular health checkups. This indicates that health and hygiene practices are generally well-implemented and contribute positively to children’s safety and well-being. Selman and Dilworth-Bart stated that strong health routines play a vital role in shaping children’s resilience and protection against preventable illnesses.

4.2.3. Emergency Preparedness

Table 7, titled “Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Emergency Preparedness,” presents a general mean rating of 3.45, interpreted as “Often Observed.” This indicates that parents consistently practice emergency preparedness measures to ensure their children’s safety during unexpected situations.

Table 7. Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Emergency Preparedness

Item	Indicators	Mean Rating	Interpretation
1	I teach my child how to call for help.	3.41	Often Observed
2	I prepare a first-aid kit at home.	3.49	Often Observed
3	I practice earthquake drills with my child.	3.44	Often Observed
4	I explain safe exits during a fire.	3.47	Often Observed
5	I teach my child important emergency numbers.	3.46	Often Observed
6	I plan safe meeting spots for emergencies.	3.48	Often Observed
7	I keep emergency supplies always ready.	3.44	Often Observed
8	I train my child to stay calm.	3.47	Often Observed
9	I remind my child to follow rescue rules.	3.42	Often Observed
10	I update emergency contacts for quick help.	3.45	Often Observed
General Mean Rating		3.45	Often Observed

Legend: scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Often Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “I prepare a first-aid kit at home,” which garnered a mean of 3.49 and is interpreted as “Often Observed.” This suggests that parents prioritize readily available medical supplies as an essential precaution during emergencies. This finding denotes that households recognize immediate first aid as a critical component of emergency response and child protection. This supports Atienza’s (2025) conclusion that accessible emergency resources significantly enhance family readiness and children’s resilience.

The indicator with the lowest mean rating is “I teach my child how to call for help,” which scored a mean of 3.41 and remains “Often Observed.” This implies that although parents practice this safety measure, it is implemented less consistently compared to other preparedness behaviors. This finding denotes that some parents may need further emphasis on empowering children to initiate help during emergencies. This aligns with Tenerife et al.’s (2023) finding that communication-based emergency skills are sometimes less developed among children due to limited parental guidance.

In summary, all indicators fall within the “Often Observed” category, with first-aid preparation standing out as the strongest practice among parents. This indicates that families maintain a generally proactive approach toward safety, although certain skills such as teaching help-seeking behaviors may require improvement. De Castro and Aranguren (2023) noted that comprehensive emergency preparedness—including skills, supplies, and routines—plays a key role in strengthening children’s safety during crises.

4.2.4. Online Safety

Table 8, titled “Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Online Safety,” shows a general mean rating of 3.45, interpreted as “Often Observed.” This signifies that parents consistently implement online safety measures to guide and protect their children in digital environments.

Table 8. Mean Rating and Interpretations of the Safety Measures for Elementary Learners in terms of Online Safety

Item	Indicators	Mean Rating	Interpretation
1	I monitor my child’s online activities daily.	3.48	Often Observed
2	I set limits for my child’s screen time.	3.46	Often Observed
3	I teach my child about safe websites.	3.47	Often Observed
4	I explain dangers of sharing personal details.	3.44	Often Observed
5	I check apps before my child downloads them.	3.43	Often Observed
6	I guide my child to use strong passwords.	3.45	Often Observed
7	I talk about avoiding strangers online.	3.46	Often Observed

8	I keep devices in shared family areas.	3.42	Often Observed
9	I teach my child to report cyberbullying.	3.44	Often Observed
10	I encourage my child to ask about online issues.	3.43	Often Observed
General Mean Rating		3.45	Often Observed

Legend: scores of 3.50 to 4.00 indicate “Always Observed,” scores of 2.50 to 3.49 indicate “Often Observed,” score of 1.50 to 2.49 indicate “Rarely Observed,” and scores of 1.00 to 1.49 indicate “Never Observed.”

The indicator with the highest mean rating is “I monitor my child’s online activities daily,” with a mean score of 3.48, interpreted as “Often Observed.” This indicates that parents prioritize active supervision to ensure their children’s safe use of digital platforms. This finding denotes that parents value regular oversight as a primary preventive measure against online risks. This is consistent with Gabutero et al.’s (2025) assertion that continuous parental involvement is crucial in strengthening children’s adaptive and protective behaviors.

The indicator with the lowest mean rating is “I keep devices in shared family areas,” which received a mean of 3.42 and is still interpreted as “Often Observed.” This suggests that although parents practice device placement in common areas, it is done less consistently compared to other online safety actions. This finding denotes that some families may still allow gadget use in private spaces, potentially reducing opportunities for supervision. This aligns with Han-Awon (2025) findings that inconsistent monitoring environments may weaken children’s preparedness and resilience in safety-related situations.

In summary, all indicators fall under the “Often Observed” category, with the most practiced measure being daily monitoring of online activities. This indicates that parents generally maintain an active role in managing their children’s online behaviors, positively affecting their digital safety. As stated by Conol and Pit (2024), consistent parental presence and guidance significantly enhance children’s ability to navigate risks and develop responsible habits.

4.3. Relationship Between Parental Resilience and Safety Measures for Elementary Learners

Table 9, titled “Relationship Between Parental Resilience and Safety Measures for Elementary Learners,” presents the correlation values across four domains of safety. The table shows how parental resilience is statistically associated with various safety measures implemented for elementary learners.

Table 9. Relationship Between Parental Resilience and Safety Measures for Elementary Learners

Dependent Variables	r	p	Interpretation	Decision
Home Safety	.909	.000	Very High Positive Correlation	Reject H_{01} (Significant)
Health and Hygiene	.652	.000	High Positive Correlation	Reject H_{01} (Significant)
Emergency Preparedness	.841	.000	Very High Positive Correlation	Reject H_{01} (Significant)
Online Safety	.590	.000	High Positive Correlation	Reject H_{01} (Significant)
Overall	.892	.000	Very High Positive Correlation	Reject H_{01} (Significant)

Home safety has an r-value of .909 and a p-value of .000, interpreted as a “very high positive correlation” and leading to the decision to reject H_{01} . Health and hygiene shows an r-value of .652 with a p-value of .000, indicating a “high positive correlation” and likewise a decision to reject H_{01} . Emergency preparedness reports an r-value of .841 and p-value of .000, denoting a “very high positive Correlation” and resulting in the rejection of the null hypothesis. Online safety reveals an r-value of .590 and a p-value of .000, interpreted as a “high positive correlation” and leading to the rejection of H_{01} .

The overall finding reveals an r-value of .892 and p-value of .000, indicating a “very high positive correlation” between parental resilience and the overall safety measures for elementary learners. This correlation means that as parental resilience increases, parents tend to implement stronger, more consistent safety practices at home, in health, emergencies, and online environments. The decision to reject the null hypothesis confirms that the relationship between the two variables is statistically significant. This finding indicates that resilient parents are more capable of promoting safe environments that protect learners from risks. These results support the conclusions of Noor et al. (2024), who found that parental resilience consistently enhances protective behaviors and child-focused safeguarding practices.

4.4. An Enhanced Child Protection and Support Program to Improve the Parental Resilience and Safety Measures for Elementary Learners

The “Enhanced Child Protection and Support Program” is designed to strengthen parental resilience in supporting elementary learners through emotional support, problem-solving skills, flexible adjustment, and positive parenting practices. It aims to reinforce the consistent observation of safety measures, including home safety, health and hygiene, emergency preparedness, and online safety. The program recognizes the strong positive relationship between parental resilience and safety practices, emphasizing that improvements in one area may enhance the other. Activities within the program may include parent workshops, practical demonstrations, and monitoring strategies to equip parents with effective tools for child protection. Overall, the program may serve as a comprehensive approach to promote a safe, supportive, and resilient environment for elementary learners.

5. CONCLUSIONS

1. Parents were observed to often practice resilience for elementary learners in the areas of emotional support, problem-solving skills, flexible adjustment, and positive parenting practices.
2. Parents were noted to often observe safety measures for elementary learners, particularly in home safety, health and hygiene, emergency preparedness, and online safety.
3. A very high and significant positive relationship was established between parental resilience and safety measures, indicating that higher parental resilience is associated with stronger implementation of child safety practices.
4. An enhanced child protection and support program was developed to improve parental resilience and the safety measures for elementary learners.

6. RECOMMENDATIONS

1. Parents may participate in regular training sessions or workshops to further enhance resilience skills, focusing on emotional support, problem-solving, flexible adjustment, and positive parenting practices.
2. Parents may join awareness campaigns and practical demonstrations on home safety, health and hygiene, emergency preparedness, and online safety to reinforce the consistent implementation of safety measures.
3. Programs may be developed that integrate parental resilience-building activities with child safety practices, emphasizing the connection between supportive parenting and effective safety management.
4. The enhanced child protection and support program may be implemented and monitored in schools and communities, with periodic evaluations to ensure it strengthens parental resilience and safety practices for elementary learners.
5. Further studies may be conducted on the factors affecting parental resilience and safety measures, including socio-economic status, education level, and cultural practices, which may provide deeper insights and may guide more targeted strategies for enhancing child protection.

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