



**DIGITAL CITIZENSHIP AND ETHICAL AI BEHAVIOR AMONG SENIOR HIGH
SCHOOL STUDENTS IN LIPA CITY: IMPLICATION FOR
CURRICULUM ENHANCEMENT**

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ABSTRACT

This study evaluated the intersection of digital citizenship frameworks and ethical artificial intelligence (AI) behavior among Senior High School (SHS) students within the University of Batangas Lipa Campus. As generative AI tools become deeply embedded in secondary education workflows, establishing the ethical boundaries of AI usage has become a critical pedagogical priority. Utilizing a sequential mixed-methods explanatory design, this research measured the digital citizenship profiles and AI-assisted academic behaviors of a sample population of enrolled SHS students across various academic tracks (STEM, ABM, HUMSS, and TVL).

Quantitative data gathered from a validated digital ethics matrix revealed high student reliance on generative AI for text synthesis, code generation, and research ideation. However,

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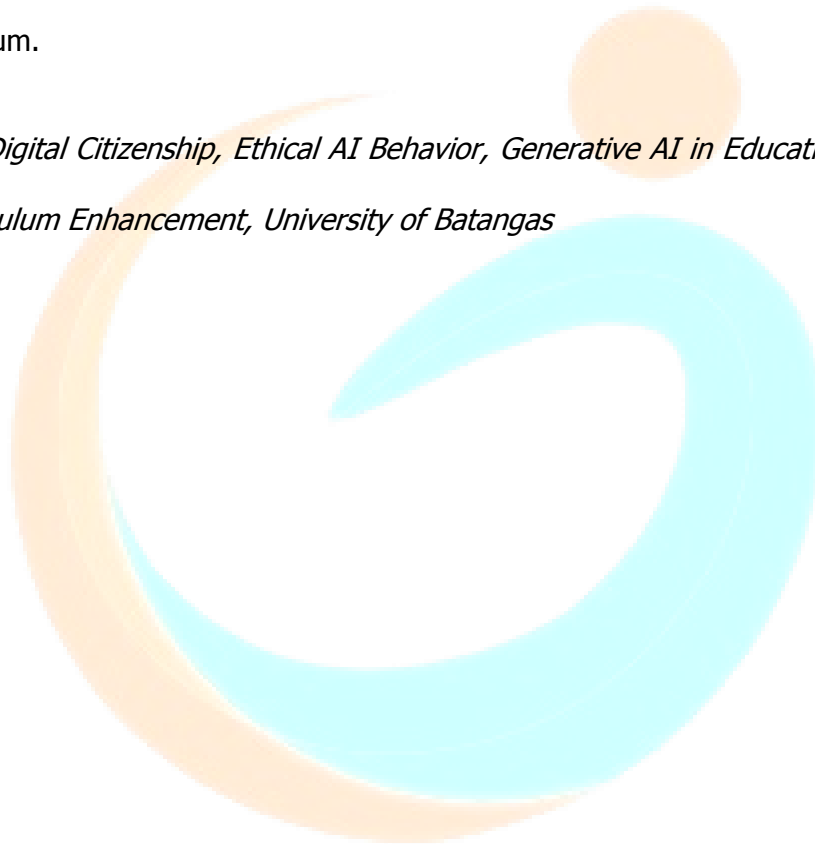
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a significant gap was identified regarding their understanding of AI-related plagiarism, data privacy risks, and algorithmic bias (). Qualitative insights from student focus groups and faculty interviews highlighted that while students do not intend to violate academic integrity, they lack clear institutional guidelines. The study culminates in a localized "Ethical AI Citizenship Framework" designed to enhance the existing Media and Information Literacy (MIL) curriculum.

Keywords: *Digital Citizenship, Ethical AI Behavior, Generative AI in Education, Senior High School, Curriculum Enhancement, University of Batangas*



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