

Unraveling The Effects of Internet Engagement, Its Cyber Influence on Student Behavior among Senior High School: Basis for Project L.I.G.T.A.S (Learning Internet Good Practices Through Awareness and Security)

Hervie Jean B. Rosales¹, Hazel L. Arevalo², Ramon R. Tamayo³

¹Teacher II Researcher's Alegria National High School, Division of Sarangani Department of Education, Region XII

²Teacher III Researcher's Alegria National High School, Division of Sarangani Department of Education, Region XII

³Principal I Researcher's Alegria National High School, Division of Sarangani Department of Education, Region XII

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.100600484>

Received: 29 May 2026; Accepted: 03 June 2026; Published: 27 June 2026

ABSTRACT

This study evaluates the effectiveness of the L.I.G.T.A.S Project, which aims to promote digital wellness and cyber safety among students. It employed a descriptive quantitative research design, with respondents selected through total enumeration of Grade 12 students. Data were gathered using a survey questionnaire and analyzed through frequency and weighted mean. Findings revealed that the majority of respondents were male, mostly within the age range of 17–18 years. They reported spending an average of 2–4 hours per day on the internet, primarily using their personal Wi-Fi connection at home. All respondents owned a smartphone, providing them with easy access to social media. The most common daily internet activities included social media browsing, watching online videos, and playing online games; however, only a small percentage used their smartphones for online learning. The impact of the project on students' internet engagement showed significant improvements. Safe online practices increased from high to very high; responsible digital citizenship improved from low to very high; critical evaluation of online information rose from low to very high; and risky online behaviors were reduced from low to very high. Overall, the project greatly enhanced students' responsible use of social media.

CONTEXT AND RATIONALE

In the contemporary era, the omnipresence of the internet has significantly transformed the landscape of education, communication, and social interaction. Growing internet usage provides thousand reasons to rejoice with but tons of problems to ponder around. One such alarming phenomenon is 'internet addiction' among adults (Rachel et al., 2012). Senior high school students, being digital natives, are immersed in a world where the internet plays a pivotal role in shaping their behavior, perspectives, and interpersonal relationships. The digital age has brought about both opportunities and challenges, and understanding the effects of internet engagement on the behavior of senior high school students has become a critical area of concern. (Anderson&Jiang 2018).

Across the globe, it is not just the power and penetration rate of internet which is growing but the depth and breadth of the purposes for which internet being used is also keep expanding. People use internet for variety of purposes which ranges from establishing new professional, friendly or romantic relationships (Shanthi, 2017). However, Durkee et al. (2011) expressed that vulnerable adolescents' psychological health

is at stake as the freedom enjoyed over cyberspace heightened the probability of positive/negative effect of internet on users. This idea was supported by Daine et al. (2013) found correlation between internet use and cyber bullying and enhanced risk of self harm, depression and suicidal ideation. Hence, policy maker and educators need to recognize the potential risks associated with unmonitored internet engagement; there is a growing need for targeted intervention programs.

The youth of today are the ones who benefit most and at the same time get affected most by this internet. Every parent has bag full of complaints against the advancement of internet and how their wards are negatively influenced by it and how they get to know things much before their age. They are clueless on how to control this advancement or put a restriction on the accessibility of information. (Shanthi, 2017). Alegria National High School, as an educational institution faced the same concern especially among senior high school students. Researchers believe that the internet plays a vital role in shaping the learning styles of today's digital natives, despite its potential harmful effects if left unchecked. In response, the L.I.G.T.A.S. Project was proposed as an initiative to promote digital wellness and cyber safety among students. This project aims to illuminate the complex relationship between internet usage and student behavior, particularly among senior high school students. By uncovering these effects, the study seeks to lay the foundation for evidence-based intervention programs and policies that foster a healthy and constructive online environment for learners.

ACTION RESEARCH QUESTIONS

This study aimed to determine the effectiveness of L.I.G.T.A.S project as an initiative to instill a digital wellness and cyber safety among students.

It sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 gender;
 - 1.2 age;
 - 1.3 average daily internet usage;
 - 1.4 type of access on internet connectivity; and
 - 1.5 types of gadget(s) most frequently used for internet access?
2. What are the common daily internet engagement activities of Senior High School students?
3. What is the influence of Project L.I.G.T.A.S as intervention program before and after the implementation on enhancing the internet engagement activities of Senior High School students in terms of:
 - 3.1 safety online practices;
 - 3.2 responsible digital citizenship;
 - 3.3 critical evaluation of online information; and
 - 3.4 reduced risky online behaviors?
4. What intervention program can be proposed to enhance the internet engagement of the senior high school in Alegria National High School?

INNOVATION, INTERVENTION AND STRATEGY

Proposed Innovations

Project L.I.G.T.A.S (Learning Internet Good Practices Through Awareness and Security)

Rationale

In response to these findings, the **L.I.G.T.A.S. Program** (Learning Internet Good Practices Through Awareness and Security) was developed as an **innovative intervention** aimed at equipping students with the knowledge, skills, and discipline to use the internet responsibly and productively. The program focuses on cultivating cyber-awareness, encouraging mindful technology use, and promoting a healthy balance between digital engagement and academic responsibilities.

Introduction

In today's digital era, the internet has become an integral part of students' academic, social, and personal lives. While it offers significant advantages in terms of access to information, communication, and learning opportunities, its unchecked use has also brought about challenges—particularly among senior high school students. Excessive screen time, exposure to inappropriate content, online distractions, cyberbullying, and reduced academic focus are just some of the emerging concerns linked to unregulated internet engagement. L.I.G.T.A.S. seeks to empower learners to become **digitally literate, self-regulated, and cyber-aware individuals** who can make informed decisions in their online activities. By embedding digital wellness practices into school culture through student-centered activities, peer-led campaigns, and guided self-reflection, the program aims to address internet-related behavioral issues at their root—through education, empowerment, and engagement.

Objectives

The structuring of the **L.I.G.T.A.S. Program** (Learning Internet Good Practices Through Awareness and Security) aims to:

- **To raise awareness** among senior high school students about the positive and negative effects of internet engagement on their behavior and academic performance.
- **To promote responsible digital citizenship** by educating students on safe, ethical, and productive online practices.
- **To develop self-regulation strategies** that help students balance internet use with their academic responsibilities and personal well-being.

Methods

Strategies for implementation

To achieve the **L.I.G.T.A.S. Program** (Learning Internet Good Practices Through Awareness and Security) program, the following strategies are noted:

1. **Conduct the pre-test:** To assess the current practices of the student in social media usage before the project will be implemented.
2. **LIGTAS TALKS: Digital Wellness and Cyber Safety for Students:** To raise awareness among students about responsible online behavior, digital wellness, and strategies to stay safe from cyber risks through interactive talks and seminars.
3. **Digital Citizenship Pledge:** To encourage students to commit to practicing responsible, ethical, and safe digital habits by signing and upholding a pledge of digital citizenship.

4. **Modular Weekly Sessions: “CyberSmart Series”:** To provide structured weekly learning sessions that equip students with practical knowledge and skills in digital literacy, cyber safety, and responsible internet use.
5. **Peer-Led Tech Talks and Campaigns:** To empower student leaders to advocate digital responsibility through peer education, campaigns, and student-led initiatives that influence positive online behavior.
6. **Monitoring and Evaluation:** To assess the effectiveness of the activities, measure behavioral changes in students’ online engagement, and identify areas for improvement for future implementation.

RESEARCH METHODOLOGY

Action Research Methods

Descriptive quantitative research is utilized in this study, involving the collection and analysis of numerical

data to provide a comprehensive overview of characteristics, behaviors, or attitudes within a specific population or phenomenon. It seeks to describe patterns, correlations, or trends without changing variables, and it can help you understand the prevalence, distribution, and levels of agreement or disagreement in a specific environment (Creswell&Creswell, 2017). This study employed a survey questionnaire to gather quantitative data, which was divided into four main sections: (1) demographic profile of the respondents, (2) common daily internet engagement activities, (3) the influence of the L.I.G.T.A.S. Project as a proposed activity to enhance responsible internet use, and (4) students’ perceptions of cybersecurity practices. The questionnaire was designed to provide a comprehensive framework for capturing the impact of the L.I.G.T.A.S. Project on promoting cyber safety awareness and responsible digital behavior among Senior High School students. The findings are expected to generate valuable insights into the effectiveness of the project in shaping positive online practices, as well as its contribution to supporting the goals of the work immersion program by preparing learners to navigate the digital environment more safely and responsibly.

Respondent/ Participants of the Study

In this study, the participants who contributed valuable insights and perspectives were the - Grade 12 Students. These respondents were selected through total enumeration, a method where all individuals from the population of interest are included in the study, ensuring a complete and holistic representation of the group involved. By using total enumeration, the study aimed to capture the full spectrum of experiences and opinions, enhancing the reliability and validity of the findings (Kumar, 2019).

Data Gathering and Analysis Method

The study employed frequency and weighted mean as statistical tools to analyze the data gathered from the survey questionnaire. Frequency is a statistical tool used to count and present how often a response or value occurs, making it useful for summarizing demographic data and categorical variables. Weighted mean, on the other hand, provides an average that considers both the frequency and importance of responses, making it effective for analyzing survey results measured on rating scales (Santos, 2020). Frequency distribution was used to describe and interpret the respondents’ demographic profile and their common daily internet engagement activities. Meanwhile, the weighted mean was utilized to determine the extent of influence of the L.I.G.T.A.S. Project on students’ internet engagement (Santos, 2020). These statistical methods provided a clear and quantitative overview of students’ online activities, ensuring the validity and reliability of the findings. The use of descriptive statistics, particularly frequency and weighted mean, allowed the researchers to effectively interpret the data and draw meaningful conclusions regarding the effectiveness of the L.I.G.T.A.S. Project.

Data Gathering Method

The researchers began by submitting a formal letter of request and a research proposal to the Division Office, seeking approval to conduct the study. After receiving approval, permission was also obtained from the school principal to carry out the research within the institution. To gather quantitative data, a survey questionnaire

was distributed to the identified respondents after the symposium on L.I.G.T.A.S TALKS, wherein speakers are identified digital enthusiasts. A senior high school teacher and personnel coming from the Cybercrime unit of the Alabel Municipal Station. This process ensured that data were collected efficiently and accurately.

RESULTS AND DISCUSSION

Demographic Profile Of The Respondents

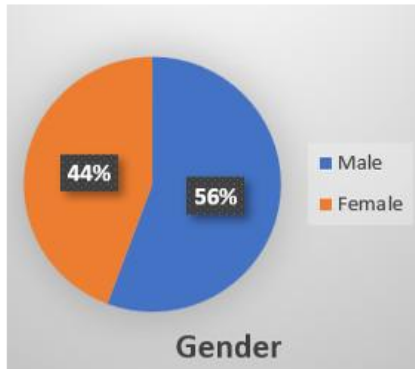


Figure 1: Gender

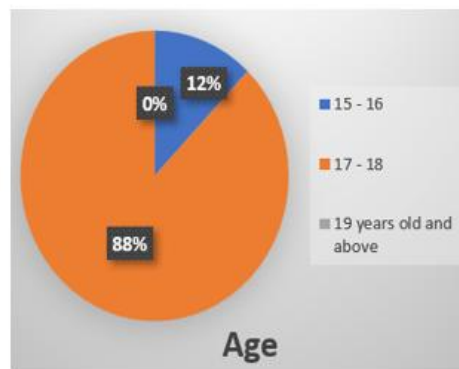


Figure 2: Age

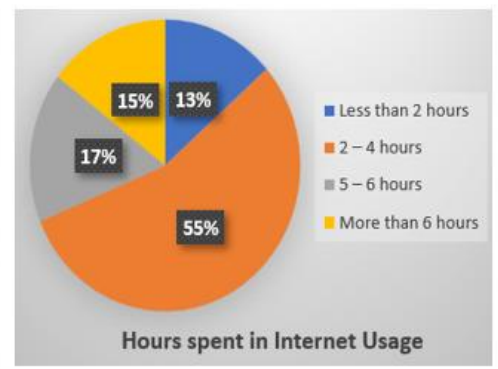
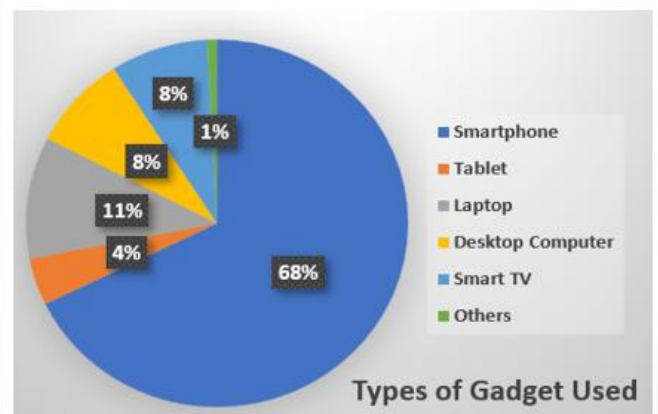
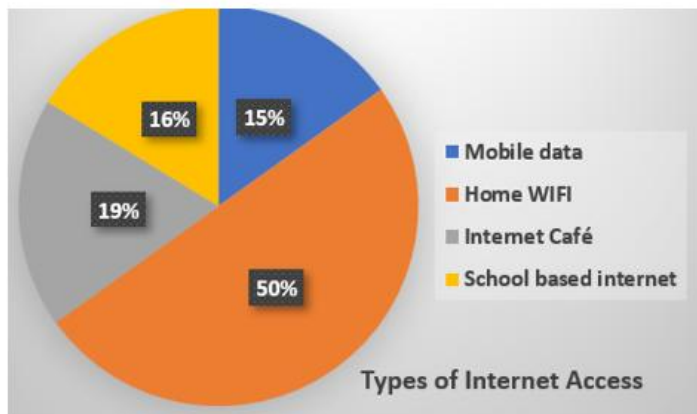


Figure 3: Hours spent in internet Usage



The figures present the profile of the respondents. The majority were female (56%), outnumbering the males (44%), with most respondents aged 17–18 years. They reported spending an average of 2–4 hours per day on the internet, primarily using their personal Wi-Fi connection at home. Furthermore, data show that 68% (82 students) owned a smartphone, indicating that all respondents had access to their own device. These findings suggest that students are highly exposed to the cyber society.

Common Daily Internet Engagement Activities Of Students

Table 1 Common Daily Internet Engagement Activities

Common Daily Internet Engagement Activities	No. of Respondnets
Social Media Browsing	81
Watching Online Videos	39
Playing Online Games	36
Chatting or Messaging online	45
Online Learning or Reading	17
Creating Content	28

Online Business/ Selling	4
Others	1

Table 1 presents the common daily internet engagement activities of the respondents. Results indicate that all students were engaged in social media browsing, with 81 respondents reporting such activity. This was followed by watching online videos (39 students) and playing online games (36 students). In addition, several students also reported engaging in chatting, messaging, and creating online content. Notably, only 17 respondents used their smartphones for online learning.

These findings suggest that students primarily utilize the internet for entertainment and social interaction rather than for academic purposes. This observation is consistent with previous studies, which highlight that adolescents often prioritize social networking and leisure activities over educational use of digital technologies (Rideout&Robb, 2019; Selwyn, 2016). Thus, while internet access offers significant potential for learning, students' engagement patterns reveal a stronger inclination toward recreational online activities.

Table 2 Internet Engagement Activities of Senior High School Students in terms of Safe Online Practices Before and After the Implementation of the LIGTAS Project

Indicators	Before LIGTAS	Interpretation	After LIGTAS	Interpretation
SAFE ONLINE PRACTICES				
1. I use strong and unique passwords for my online accounts.	1.97	Low	3.37	Very High
2. I log out from my accounts after using a shared device.	2.12	High	3.44	Very High
3. I avoid clicking on unknown links or pop-up ads.	1.92	Low	3.26	Very High
4. I keep my personal devices updated with the latest software.	1.67	Low	3.38	Very High
5. I use privacy settings to protect my online accounts.	1.78	Low	3.47	Very High
6. I regularly check the security of my social media accounts.	2.08	High	3.38	Very High
7. I avoid downloading files from untrusted websites.	1.96	Low	3.38	Very High
8. I keep my personal information safe when online.	1.99	Low	3.52	Very High
9. I do not share my passwords with others.	2.04	High	3.60	Very High
10. I use security features like two-factor authentication when available.	2.12	High	3.23	Very High
Over all weighted mean	1.97	Low	3.40	Very High

Legend: 3.1–4.0 Strongly Agree (Very High); 2.1–3.0 Agree (High); 1.1–2.0 Disagree (Low); 0.1–1.0 Strongly Disagree (Very Low)

Table 2 presents the Safe Online Practices of Senior High School students before and after the implementation of the LIGTAS Project. Results show that **before the project**, most indicators were rated **Low**, with scores ranging from **1.67 to 2.12** and an overall weighted mean of **1.97 (Low)**. This indicates that students had limited awareness and inconsistent application of safe online behaviors such as using strong passwords, avoiding suspicious links, and protecting personal information. Only a few indicators, such as logging out from shared devices (2.12), checking security of accounts (2.08), and not sharing passwords (2.04), reached the

High level. After the implementation of the LIGTAS Project, all indicators significantly improved, with means ranging from **3.23 to 3.60**, and the overall weighted mean increased to **3.40 (Very High)**.

This shows that the intervention successfully influenced students to adopt safer and more responsible online practices. The most notable gains were observed in **keeping personal information safe (3.52)**, **not sharing passwords (3.60)**, and **using privacy settings (3.47)**, which highlight the project's impact on strengthening both behavioral and technical aspects of online safety. The findings confirm that the LIGTAS Project had a **positive influence** on students' safe online practices, transforming their internet engagement from a generally **Low** level before the program to a **Very High** level after its implementation.

Table 3 Internet Engagement Activities of Senior High School Students in terms of **Responsible Digital Citizenship** Before and After the Implementation of the LIGTAS Project

Indicators	Before LIGTAS	Interpretation	After LIGTAS	Interpretation
RESPONSIBLE DIGITAL CITIZENSHIP				
1. I post only respectful and appropriate content online.	1.92	Low	3.37	Very High
2. I think carefully before posting on social media.	1.72	Low	3.45	Very High
3. I respect the privacy of others when sharing photos or videos.	1.55	Low	3.52	Very High
4. I ask permission before tagging or posting about others.	2.26	High	3.38	Very High
5. I avoid using harmful or offensive words online.	1.69	Low	3.51	Very High
6. I acknowledge the sources of information I share online.	2.20	High	3.31	Very High
7. I encourage others to be respectful on social media.	2.33	High	3.38	Very High
8. I report harmful or inappropriate content I see online.	1.53	Low	3.16	Very High
9. I use social media to spread positive messages.	1.89	Low	3.31	Very High
10. I show kindness and respect to others in online interactions.	1.86	Low	3.51	Very High
Over all weighted mean	1.89	Low	3.39	Very High

Legend: 3.1–4.0 Strongly Agree (Very High); 2.1–3.0 Agree (High); 1.1–2.0 Disagree (Low); 0.1–1.0 Strongly Disagree (Very Low)

Table 3 presents the Responsible Digital Citizenship of Senior High School students before and after the implementation of the LIGTAS Project. Results show that before the project, most indicators were rated **Low**, with scores ranging from **1.53 to 2.33** and an overall weighted mean of **1.89 (Low)**. This indicates that students practiced responsible online behavior inconsistently, particularly in areas such as respecting others' privacy, avoiding harmful words, and reporting inappropriate content. Only a few indicators, such as asking permission before tagging or posting (2.26), acknowledging sources (2.20), and encouraging others to be respectful (2.33), reached the **High** level. After the implementation of the LIGTAS Project, all indicators significantly improved, with means ranging from **3.16 to 3.52**, and the overall weighted mean increased to **3.39 (Very High)**.

This demonstrates that the intervention effectively influenced students to adopt responsible digital citizenship practices. The most notable gains were observed in respecting the privacy of others (3.52), avoiding harmful or offensive words (3.51), and showing kindness and respect in online interactions (3.51). These results highlight the project's impact on fostering civility, empathy, and accountability in online engagement. The findings

confirm that the LIGTAS Project had a **positive influence on students' responsible digital citizenship**, transforming their internet engagement from a generally **Low** level before the program to a **Very High** level after its implementation.

Table 4 Internet Engagement Activities of Senior High School Students in terms of **Critical Evaluation of Online Information** Before and After the Implementation of the LIGTAS Project

Indicators	Before LIGTAS	Interpretation	After LIGTAS	Interpretation
CRITICAL EVALUATION OF ONLINE INFORMATION				
1. I check the credibility of websites before using them.	1.84	Low	3.38	Very High
2. I verify information before sharing it online.	1.68	Low	3.48	Very High
3. I can identify if news is fake or misleading.	1.97	Low	3.31	Very High
4. I read from multiple sources before believing online content.	2.13	High	3.35	Very High
5. I think critically before trusting information on social media.	1.77	Low	3.59	Very High
6. I follow reliable and trusted sources of information.	2.21	High	3.36	Very High
7. I ask questions when information seems doubtful.	1.83	High	3.26	Very High
8. I can differentiate between facts and opinions online.	1.58	Low	3.31	Very High
9. I use fact-checking websites when I am unsure about information.	1.94	Low	3.28	Very High
10. I believe that not everything on the internet is true.	1.89	Low	3.43	Very High
Over all weighted mean	1.88	Low	3.38	Very High

Legend: 3.1–4.0 Strongly Agree (Very High); 2.1–3.0 Agree (High); 1.1–2.0 Disagree (Low); 0.1–1.0 Strongly Disagree (Very Low)

Table 4 presents the Critical Evaluation of Online Information of Senior High School students before and after the implementation of the LIGTAS Project. Results show that before the project, most indicators were rated **Low**, with scores ranging from **1.58 to 2.21** and an overall weighted mean of **1.88 (Low)**. This indicates that students had limited ability to assess the reliability of online content and often failed to practice fact-checking and critical thinking when engaging with information. Only a few indicators, such as reading from multiple sources before believing content (2.13), following reliable sources (2.21), and asking questions when information seems doubtful (1.83), reached the **High** level. After the implementation of the LIGTAS Project, all indicators significantly improved, with means ranging from **3.26 to 3.59**, and the overall weighted mean increased to **3.38 (Very High)**.

This demonstrates that the intervention successfully enhanced students' ability to think critically about online information. The most notable gains were observed in **thinking critically before trusting information on social media (3.59)**, **verifying information before sharing (3.48)**, and **believing that not everything on the internet is true (3.43)**. These results show that the program effectively promoted awareness of misinformation and improved students' evaluative skills when consuming digital content. The findings confirm that the LIGTAS Project had a **positive influence on students' critical evaluation of online information**, transforming their practices from a generally **Low** level before the program to a **Very High** level after its implementation.

Table 5 Internet Engagement Activities of Senior High School Students in terms of **Reduced Risky Online Behaviors** Before and After the Implementation of the LIGTAS Project

Indicators	Before LIGTAS	Interpretation	After LIGTAS	Interpretation
REDUCED RISKY ONLINE BEHAVIORS				
1. I avoid sharing personal details with strangers online.	1.92	Low	3.36	Very High
2. I do not engage in online arguments or fights.	1.78	Low	3.35	Very High
3. I avoid joining unsafe online challenges.	1.93	Low	3.37	Very High
4. I block or unfriend strangers who make me uncomfortable.	2.02	High	3.47	Very High
5. I do not meet with strangers I only know from the internet.	1.96	Low	3.53	Very High
6. I avoid clicking on suspicious messages from unknown people.	1.71	High	3.31	Very High
7. I protect my accounts from being hacked by staying alert.	2.34	High	3.45	Very High
8. I limit the personal information I post online.	2.12	Low	3.37	Very High
9. I stay away from websites that promote harmful content.	1.98	Low	3.49	Very High
10. I immediately report any suspicious online activity.	2.02	Low	3.29	Very High
Over all weighted mean	1.98	Low	3.40	Very High

Legend: 3.1–4.0 Strongly Agree (Very High); 2.1–3.0 Agree (High); 1.1–2.0 Disagree (Low); 0.1–1.0 Strongly Disagree (Very Low)

Table 5 presents the internet engagement activities of Senior High School students in terms of Reduced Risky Online Behaviors before and after the implementation of the LIGTAS Project. The overall weighted mean before the intervention was **1.98 (Low)**, while after the project, it increased significantly to **3.40 (Very High)**. This indicates that the LIGTAS Project was highly effective in reducing risky online practices among the students and promoting safer digital engagement. Before the project, most indicators fell under the “Low” interpretation, reflecting that students were still vulnerable to unsafe online practices such as sharing personal details, joining unsafe online challenges, and engaging in online arguments. For instance, avoiding sharing personal details scored only **1.92 (Low)**, avoiding online arguments **1.78 (Low)**, and avoiding unsafe challenges **1.93 (Low)**. Similarly, practices such as limiting personal information online (**2.12, Low**) and reporting suspicious activities (**2.02, Low**) were also low before the intervention, suggesting gaps in students’ awareness and discipline in avoiding harmful online behavior.

However, after the implementation of the LIGTAS Project, all indicators significantly improved to the “Very High” level. Notably, avoiding sharing personal details rose from **1.92 to 3.36**, avoiding unsafe challenges from **1.93 to 3.37**, and staying away from harmful websites from **1.98 to 3.49**. Likewise, blocking or unfriending strangers improved from **2.02 (High) to 3.47 (Very High)**, while protecting accounts against hacking increased from **2.34 (High) to 3.45 (Very High)**. These positive changes show that students have become more cautious and proactive in avoiding risky engagements online. The overall improvement suggests that the **LIGTAS Project successfully equipped learners with knowledge and strategies to minimize online risks**, such as being more mindful of privacy, avoiding toxic or unsafe interactions, and reporting suspicious activities. The consistent shift from “Low” to “Very High” across all indicators emphasizes that students internalized the lessons and demonstrated better discipline in managing their online behaviors.

CONCLUSION AND RECOMMENDATION

Conclusion

1. The data revealed that majority of the respondents were male with age ranges from 17-18 yrs old. The hours spent in interment are mostly 2-4 hours a day wherein their own personal WIFI connection at home and all the respondent have their smartphone which led them to easy access to social media.
2. The common daily internet engagement activities of Senior High School students were social media browsing, watching online videos, and playing online games. Some students also engaged in chatting or online messaging; however, only a small percentage used their smartphones for online learning.
3. The LIGTAS Project had a significant impact on students' internet engagement. Online safety practices improved from high to very high; responsible digital citizenship increased from low to very high; critical evaluation of online information rose from low to very high; and risky online behaviors were reduced from low to very high. Overall, the project greatly enhanced students' responsible use of social media.
4. The L.I.G.T.A.S project was crafted as an intervention to promote digital wellness and cyber safety among student that foster a healthy and constructive online environment for learners. Its objectives includes conduct pre-test, initiated the LIGTAS TALKS: Digital Wellness and Cyber Safety for Students, digital citizenship pledge, modular weekly sessions, peer-led tech talks and campaign, monitoring and evaluation.

Recommendation

1. Since the majority of students spend 2–4 hours online daily with easy access to social media, schools and parents should guide them in managing screen time and promote productive use of the internet for academic purposes.
2. As most students engage online primarily for entertainment, integrating online learning tools and digital platforms in classroom instruction is recommended to encourage them to maximize technology for education.
3. Given the significant positive outcomes of the L.I.G.T.A.S Project, it is recommended to sustain and expand its implementation by conducting regular training, workshops, and peer mentoring programs on online safety, responsible digital citizenship, and critical evaluation of online information.
4. To strengthen digital wellness and cyber safety, the L.I.G.T.A.S Project may also be institutionalized as part of the school's digital literacy program and be extended to parents and community stakeholders for greater impact.

Action Plan

Areas of Concern	Objective	Activities	Person Involved	Budget & Source	Time Frame	Remarks
Conduct the pre-test:	To assess the current practices of the student in social media usage before the project will be implemented.	Distributed the questionnaire for pre-test	Researchers Students (respondents)	None	June 2025	Accomplished
LIGTAS TALKS: Digital Wellness and Cyber Safety for Students	To raise awareness among students about responsible online behavior, digital wellness, and strategies to stay	- Organize a symposium to be attended by the student-participants - Invite speakers for the symposium	School Head Researchers Speakers (Tech-advocate teacher and PNP Personnel)	P 6,608.00 (BERF Fund)	August 2025	Accomplished

	safe from cyber risks through interactive talks and seminars.		Students			
Digital Citizenship Pledge	To encourage students to commit to practicing responsible, ethical, and safe digital habits by signing and upholding a pledge of digital citizenship.	- Students sign a voluntary commitment to use the internet responsibly, manage screen time, and promote online respect. - Posters and wall pledges can be displayed around the campus.	School Head Researchers Speakers (Tech advocate teacher and PNP Personnel) Students	P 240.00 BERF Fund	August 2025	Accomplished
Modular Weekly Sessions: "CyberSmart Series"	To provide structured weekly learning sessions that equip students with practical knowledge and skills in digital literacy, cyber safety, and responsible internet use.	Facilitate weekly short lessons (15–30 minutes) during homeroom or advisory periods covering: - Online addiction and distraction - Cyberbullying and online respect - Time management and screen control - Social media pressure and emotional health - Safe browsing and digital footprint	School Head Researchers Teachers Students	None	June-August 2025	On going
Peer-Led Tech Talks and Campaigns	To empower student leaders to advocate digital responsibility through peer education, campaigns, and student-led initiatives that influence positive online behavior.	Train selected "Tech Ambassadors" to lead mini-workshops and digital awareness campaigns.	Researchers Teachers Students	None	June-August 2025	On going
Monitoring and Evaluation	To assess the effectiveness of the activities, measure behavioral changes in students' online engagement, and identify areas for improvement for future implementation.	- Administer the survey and compare pre- and post-program data on behavior and academic performance. - Gather student feedback on the effectiveness of the sessions and strategies applied.	Researchers Teachers Students	P 1,152.00 BERF Fund	August 2025	Accomplished

REFERENCES

- Anderson, C. A., & Jiang, J. (2018). Teens, screens, and well-being. *American Journal of Public Health*, 108(10), 1309-1315. Cyberbullying Research Center. (2023). <https://cyberbullying.org/>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

3. Daine, K., Hawton, K., Singaravelu, V., Stewart, A., Simkin, S. and Montgomery, P. (2013) 'The power of the web: a systematic review of studies of the influence of the internet on self-harm and suicide in young people', PLoS ONE, Vol. 8, No. 10, p.e77555, DOI: 10.1371/journal.pone.0077555.
4. Durkee, T., Hadlaczky, G., Westerlund, M. and Carli, V. (2011) 'Internet pathways in suicidality: a review of the evidence', International Journal for Environmental Research and Public Health, Vol. 8, pp.3938–3952.
5. Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners. SAGE Publications.
6. Rachel, F., Rodgers, T.M., Laconi, S., Bui, E. and Chabrol, H. (2012) 'Internet addiction symptoms disordered eating, and body image avoidance', Cyberpsychology, Behaviour, and Social Networking, Vol. 16, No. 1, pp.56–60, DOI: 10.1089/cyber.2012.1570.
7. Rideout, V., & Robb, M. B. (2019). The Common Sense census: Media use by tweens and teens, 2019. Common Sense Media
8. Santos, R. A. (2020). Practical Research for Senior High School. Rex Book Store.
9. Shanthi, P. (2017). Behavioural impact on internet usage and internet advertisements preference on young individuals. International Journal of Technology Transfer and Commercialisation 15(3):273. DOI:10.1504/IJTTC.2017.10009507
10. Selwyn, N. (2016). Education and technology: Key issues and debates (2nd ed.). Bloomsbury Publishing.