

CYBER ETHICS AWARENESS AND PRACTICES OF SENIOR HIGH SCHOOL TEACHERS

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ABSTRACT

The infusion of cyber technology in education enthused researchers to investigate teachers' digital citizenship. This study assessed and examined relationships between the socio-demographic profile, cyber ethics and cybercrime law awareness of senior high school teachers, and their cyber ethics practices. To determine this, an online survey and self-administered printed questionnaire were answered by 71 teacher respondents. The study revealed that senior high teachers, in general, are fully aware of cyber ethics, yet moderately aware of cybercrime laws. Using the Spearman rho to determine connections between teachers' socio-demographic profile, cyber ethics and cybercrime law awareness, and their cyber ethics practices, the findings showed no significant relationship between the respondents' socio-demographic profile and level of awareness. However, certain teacher-respondents' socio-demographic traits were noted to be statistically associated with their cyber ethics practices. Specifically, age, academic specialization, educational qualifications, and employment status were significantly related to their practices in using the internet and social media, downloading materials from the internet, and invading privacy. The study further observed that teachers' cyber ethics awareness has no relation with cyber ethics practices. Rather, a significant correlation was revealed between teachers' cybercrime law awareness and their behaviors in using the internet and social media, and in downloading materials from the internet. The pandemic environment and restrictions limited the expanse and findings of this study. Hence, further studies on the topic are recommended.

INTRODUCTION

The internet dominates the world of communication. Its speed and expansive reach are distinct attributes that revolutionized interaction among people. Internet prevalence ushered the concomitant popularity of social networking, the upsurge of Facebook, Google,

YouTube, Twitter, and Flickr. The power of immediate and boundless reach to a legion of “friends” and followers gives a user tremendous psychological gratification at being heard and seen by so many.

With internet use becoming more standard in schools, teachers and students have been more exposed to both its beneficial and adverse effects. The positive and favorable benefits of internet use are numerous and wide-ranging. However, the dangerous and damaging effects are cause for alarm. Young students are more susceptible to these negative impacts as their curious and inquisitive nature is gratified by the capacity of the internet to provide information never accessed before. Such attitude of recklessness and daring can cause risk and harm to themselves and to others.

In the real world, a person’s behavior is restricted by laws, rules, and even social norms. Consequently, one’s behavior and use of language are, to some extent, controlled. In the cyber world, however, enormous freedom is exercised, some with reckless audacity. Although there are laws on cybercrimes, rules on cyber ethics are more recommendatory and self-imposed. This phenomenon brings to fore the need to accentuate cyber ethics among the biggest multitude of users – the students in school. Students, though labeled as digital natives, may still rely on their teachers for digital learning. Therefore, teachers must help them develop their skills across the curriculum (Hyndman, 2018). Educators are therefore expected to monitor and reprimand such immoral and harmful behaviors.

Yet, can teachers guide the students when they themselves are neither aware nor knowledgeable on the basic, yet most essential rules in ICT use – the cyber ethics? As cyber technology dominates the 21st century, education has been at pace with the rapid changes of technology has brought to educators and the learners. Learners become more dependent on cyber technology, hence, integrating technology in teaching has become more essential for educators. Nonetheless, these apparently convenient tasks can possibly lead teachers to purposely or inadvertently violate moral and ethical behaviors in the cyber world.

As the education sector utilizes new modes of instructions and learning with the use of cyber technology, teachers’ capabilities, knowledge, and skills on cyber ethics need to be of foremost concern. However, no study has yet been conducted investigating teachers’ level of awareness and practices of cyber ethics in the Philippines, a topic remarkably significant today as the Covid-19 pandemic made teachers more dependent on the internet and digital technology in carrying out their tasks. Therefore, the main purpose for the conduct of this study was to determine the teachers’ level of awareness and practices of cyber ethics.

METHODOLOGY

This quantitative research measured teachers' awareness and practices of cyber ethics. The study likewise employed a correlational research design to find statistical relationships between the variables; namely, teachers' sociodemographic profile, teachers' level of awareness on cyber ethics and cybercrime law, and teachers' cyber ethics practices. A survey method using a questionnaire was utilized. Central tendency (Median) and the R-Commander were used to gather the necessary data. The statistical relations between the variables were analyzed using the Spearman Rank Order Correlation at 0.05 level of significance. This study was conducted in all public schools offering Senior High curriculum in Borongan City, Eastern Samar. The researcher considered all teachers handling senior high school classes in Borongan City Division for the school year 2020-2021 as respondents. 71 teachers employed as regular – permanent, contractual, job-order including detailed teachers from junior high schools have participated in the survey. The researcher used total enumeration scheme and the sample size was attained using 80 percent confidence level with 5 percent margin of error and 65 percent population portion. This study likewise adapted existing instruments used in previous researches which in some way similar to the current investigation. A structured online survey questionnaire was created from Google forms which composed of four sets. The first set was used to assess the socio-demographic profile of the respondents which includes age, sex, religion, educational qualifications, academic specialization, and employment status. The second and third sets used a 5point Likert scale-response which assessed the teachers' level of awareness in cyber ethics teachers' level of awareness on the Philippines Cybercrime Law. Printed selfaccomplished questionnaires were also distributed and gathered personally by the researcher for the respondents who were not able to participate in the online survey.

RESULTS AND DISCUSSIONS

Socio-demographic profile of respondents.

Table 2 shows the sociodemographic profile of 71 senior high teachers who responded to the survey. About 45% of them belong to age 25-34 followed by those who are 35-44 years of age. The table shows 49 female respondents and 22 male respondents. On the same table it can be seen that most of the respondents practice Roman Catholic belief. In terms of educational qualifications, 69.01 percent of the respondents attained bachelor's degree while 30.99 are master's degree holder. Furthermore, a considerable number of teachers with regular-permanent status were noted and more are under general academics specialization.

Level of awareness in terms of cyber ethics. The results shown in Table 3, implies that senior high school teachers of Borongan City division are fully aware of cyber ethics. However, this contradicts the **Table 2. Socio-demographic profile of the respondents'** findings of Govender and Skea in 2015 asserting that educators lack knowledge on risky online activities and electronic and technology safety measures. The study's result furthermore opposes the conclusions that teachers are unaware and incompetent with the knowledge and skills on cyber safety (Kritzinger, 2016) and that teachers only have a medium level of awareness in concepts about netiquette (Türker & Çakmak, (2019).

Characteristics	Freq. (N=71)	%
Age		
Below 25 years old	6	8.45
25 – 34	32	45.07
35 – 44	25	35.21
45 – 54	8	11.26
Sex Male		
	22	30.99
Female	49	60.01
Religion		
Roman Catholic	56	78.87
Others	11	1.41
No religion	4	5.63
Educational Qualification		
Bachelor's Degree	49	69.01
Master's Degree	22	30.99
Employment Status		
Regular Permanent	60	84.51
Contractual	8	11.27
Job Order	3	4.22
Academic Specialization		
	17	23.94
HUMSS		
STEM	12	16.90
ABM	7	9.86
GA	25	35.21
CAREGIVING	1	1.41
ICT	5	7.04
COOKERY	3	4.23
EIM	1	1.41

Level of awareness in terms of cybercrime law. Table 4 shows teachers' level of awareness in terms of cybercrime law. As observed, respondents are fully aware in terms of the items related to the existence and significance of cybercrime **Table 3**. Level of awareness of the senior high school teachers in terms of cyber ethics law. But their knowledge about the salient features of the law, particularly the penalties involved, indicates moderate awareness.

Level of Awareness in terms of Cyber Ethics	Mean	Int.
Never use a computer to harm other people	4.86	Fully Aware
Never interfere with other people's computer work	4.87	Fully Aware
Never intrude other people's computer files	4.87	Fully Aware
Never use a computer to steal	4.94	Fully Aware
Never use a computer to deceive	4.86	Fully Aware
Never copy a software you have not paid for	4.76	Fully Aware
Never use someone's computer without his consent	4.85	Fully Aware
Respect other's intellectual output	4.93	Fully Aware
Think of the consequences of the program you are designing	4.73	Fully Aware
Use a computer to consider and respect others	4.83	Fully Aware
Average	4.85	Fully Aware

This implies that teachers' familiarity with the specific features of the law is somewhat limited which then supports the idea of Shin (2015) to enhance teachers' knowledge on the exact laws and legal means, to show students the secured and decent use of technology. These findings however do not support the conclusion of Sincar in 2011 which states that prospective teachers are not knowledgeable in concepts of digital rights and responsibilities.

Teachers' Cyber Ethics Practices. The following discussions are based on teachers' responses on the different cyber ethics practices. These practices were grouped in terms of copying materials from the internet, using internet and social media, downloading materials from the internet, sharing of files, invading privacy and copying and sharing unexamined materials

Table 4. Level of awareness of the senior high school teachers in terms of cybercrime law

Level of Awareness in terms of Cybercrime Law	Mean	Interpretation
I know about the Cybercrime Law.	4.21	Moderately Aware
Cybercrime Law protects an individual from a person who commits crime using computer and internet.	4.59	Fully Aware
Cybercrime Law protects individual's privacy.	4.55	Fully Aware
Cybercrime Law stops illegal activities using computer and internet.	4.54	Fully Aware
Cybercrime law must be implemented	4.66	Fully Aware
Child Pornography committed through a computer system has a penalty of 1 degree higher than that provided for RA 9775 or the Anti-Pornography Act of 2009.	3.82	Moderately Aware
Penalty for Sec. 4(a) and 4(b) is prison mayor or a fine of at least two hundred thousand (200,000.00 php) up to maximum amount commensurate to the damage incurred or both.	3.69	Moderately Aware
A Cybercrime unit was organized by NBI and PNP to exclusively handle cases involving violation of this act.	4.16	Moderately Aware
Service providers and law enforcement authorities shall immediately and completely destroy the computer data upon expiration of the periods provided in Sec. 13 and Sec. 15 of the cybercrime Law.	3.76	Moderately Aware
The court or tribunal shall not accept any evidence procured from a cybercrime without a valid warrant or beyond the authority of the same.	4.03	Moderately Aware
The Cybercrime Law applies also to foreigners. y	4.14	Moderately Aware
Cybercrime Investigations and Coordinating Center (CICC) was created by the government.	3.83	Moderately Aware
The NBI and PNP coordinate with other countries about cybercrimes.	4.13	Moderately Aware
Average	4.16	Moderately Aware

Copying materials from the internet. Table 5 shows that senior high teachers rarely copy materials from the internet which implies that the sources of most materials they use in teaching are acknowledged. The result however is opposite to the findings of Mata & Boghian (2019) which revealed that teachers have ethical issues like plagiarism and non-citation of sources used as instructional materials which may be due to time constraints, full workload, and the difficulty of tasks given to them (Eret & Ok, 2014).

Using of internet and social media. Table 6 shows that in general and most of the time, teachers do not practice unethical behaviors in using the internet and social media except for occasional surfing of the internet for personal interest and non-related purposes during classes, similarly in backstabbing and gossiping online which they rarely do.

This result supports the conclusion of Raper in 2015 saying that teachers' primary purpose of using social network is to communicate with students and parents on school-related subjects. In addition, teachers' use of social media compels them to act as role models for their students to emulate (Thunman & Persson, 2018). Table 5 also shows that respondents observe the prescribed online activities for teachers set by the Canadian Teachers' Federation (n.d.).

Downloading materials from the internet. As shown in Table 7, teachers generally do not or rarely practice unethical behaviors in terms of downloading materials from the internet. Jamil and Shah (2014) however have an opposite conclusion, when they cited those teachers believe in downloading audio and visual materials from the internet as neither right nor wrong.

Table 5. Senior high school teachers' cyber ethics practices in terms of copying materials from the internet

Issues associated with Computer Ethics	Mean	Interpretation
Purchasing and submitting a research or term paper from the internet	1.63	Rarely Practiced
Plagiarizing other people's work	1.94	Rarely Practiced
Copying materials from the Internet without acknowledging the author	1.93	Rarely Practiced
Making a copy of a software for personal or commercial use	1.71	Rarely Practiced
Making a copy of software for a friend	1.59	Rarely Practiced
Quoting from an online source without acknowledgement	1.71	Rarely Practiced
Copying words and ideas from online sources that make up the majority of one's work, without giving credit to the author	1.70	Rarely Practiced
Average	1.74	Rarely Practiced

Table 6. Senior High School Teachers' cyber ethics practices in terms of using internet and social media

Issues associated with Computer Ethics	Mean	Interpretation
Surfing the internet during classes for personal interest and non-related purposes	2.13	Rarely Practiced
Cyberbullying	1.16	Never Practiced
Phishing (Unauthorized stealing of people's valuable data)	1.10	Never Practiced
Email spoofing (deformation of email for phishing purposes)	1.09	Never Practiced
Viewing pornography	1.23	Never Practiced
Engaging in explicit sexual experiences online	1.06	Never Practiced
Using computer and related technologies to harass others	1.09	Never Practiced
Provoking other people online	1.10	Never Practiced
Taking on different identity online for fun or profit	1.06	Never Practiced
Using rude or offensive language in online posts	1.10	Never Practiced
Using CAPS in posts when angry	1.40	Never Practiced
Playing and betting on online games	1.69	Never Practiced
Backstabbing and gossiping online	1.41	Rarely Practiced
Teasing someone on social network sites	1.31	Never Practiced
Using the internet to lure someone	1.11	Never Practiced
Average	1.34	Never Practiced

The result as well contradicts the findings of Tomczyk in 2019 which mentioned that teachers are challenged most on copyright issues.

Sharing of files. This study revealed that senior high teachers never distribute pirated software nor bought and installed software on multiple users intended only for a single use. Sharing of copyrighted files however is done rarely. The findings shown in table 8 challenged the discovery of Jamil and Shah in 2014 which found out that most teachers believe that there is nothing wrong with sharing of software to others.

Invading privacy. It can be seen in Table 9 that senior high teachers never invade other people's privacy. This result is consistent with the ideas of the Digital Ethics (n.d.) and the Canadian Teachers' Federation (n.d.) on not posting students' images and names without the parents' consent and that personal and private information must be kept confidential. However, in an opposite view, Agamba in 2010 revealed that pre- service teachers do not see illegal access to electronic information as a threat.

Table 7. Senior High School Teachers' Cyber Ethics Practices in terms of downloading materials from the internet

Issues associated with Computer Ethics	Mean	Interpretation
Downloading pirated software	1.57	Rarely Practiced
Installing a pirated copy of a software	1.30	Never Practiced
Downloading or copying copyrighted electronic materials	1.83	Rarely Practiced
Downloading and distributing books for financial gains without the author's permission	1.24	Never Practiced
Downloading tables and figures without giving acknowledgement	1.32	Never Practiced
Downloading test papers and administer it as your own	1.32	<u>Never Practiced</u>
Average	1.42	<u>Rarely Practiced</u>

Table 8. Senior high school teachers' cyber ethics practices in terms of sharing of files

Issues associated with Computer Ethics	Mean	Interpretation
Distributing pirated software	1.18	Never Practiced
Buying software with a single user to install on multiple computers	1.14	Never Practiced
<u>Sharing copyrighted files with others</u>	<u>1.56</u>	<u>Rarely Practiced</u>
Average	1.29	Never Practiced

Table 9. Senior high school teachers' cyber ethics practices in terms of invading privacy

Issues associated with Computer Ethics	Mean	Interpretation
Providing unauthorized access to other people's personal information	1.10	Never Practiced
Providing unauthorized access to an organization's private information	1.07	Never Practiced
Invading people's privacy using internet monitoring devices	1.09	Never Practiced
Using other person's computer /cellphone without his permission	1.17	Never Practiced
Using another person's name or picture for financial gains and other favors	1.01	Never Practiced
Learning secret information online for personal gain	1.07	Never Practiced
Uploading someone's pictures on the internet without his permission	1.24	Never Practiced
Giving out personal information on the social media	1.35	Never Practiced
Hacking a computer system	1.06	Never Practiced
Reading someone's emails without permission	1.08	Never Practiced
Snooping around someone's computer/cellphone to take pictures or files without the owner's permission	1.07	Never Practiced
Average	1.12	Never Practiced

Copying and sharing unexamined materials. It can be observed in table 10 that senior high teachers typically do not copy and share unexamined materials. Though seldom done, they believe and share information from the internet and insert USB to someone's computer without making sure it's free from viruses, which implies that on some occasion teachers do not examine the materials' sources prior to sharing them. This result is somewhat similar to the conclusion of Shutaleva *et al.* (2021) revealing that teachers are not vulnerable to fake news but would rather believe if these are from friends and colleagues.

Table 10. Senior high school teachers' cyber ethics practices in terms of copying and sharing of unexamined materials

Issues associated with Computer Ethics	Mean	Interpretation
Believing all information found in the internet	2.0	Rarely Practiced
Sharing unrenowned information in the internet	1.58	Rarely Practiced
Spreading wrong information about other people online	1.15	Never Practiced
Downloading and sharing files infected with virus	1.21	Never Practiced
Inserting USB to someone's computer without scanning for viruses	1.93	Rarely Practiced
Forwarding chain letters	1.34	Never Practiced
Sharing unexamined links	1.48	Never Practiced
Sending undesired electronic content for commercial purposes	1.10	Never Practiced
Average	1.47	Never Practiced

Table 11. Summary table of senior high school teachers' cyber ethics practices

Issues associated with Computer Ethics	Mean	Interpretation
Copying of Materials from the Internet	1.74	Rarely Practiced
Using Internet and Social Media	1.34	Never Practiced
Downloading Materials from the Internet	1.42	Never Practiced
Sharing of Files	1.29	Never Practiced
Invading Privacy	1.12	Never Practiced
<u>Copying and Sharing Unexamined Materials</u>	<u>1.47</u>	<u>Never Practiced</u>
Average	1.40	Never Practiced

Table 11 summarizes senior high school teachers' cyber ethics practices. The table shows that teachers occasionally copy materials from the internet but in general, the respondents observe cyber ethics and cyber laws. This may be the case with Borongan City division, but in some private and public schools in Central Visayas, teachers still need to practice ICT ethics (Marcial, 2017).

Furthermore, Table 11 supports the idea of The Canadian Teachers Federation (n.d.), recommending prescribed online activities for teachers with emphasis on choosing appropriate websites, avoiding inappropriate posts, using school's ICT equipment properly, observing copyright laws when downloading materials, avoiding online criticisms, having professional relationship when using cyber technology, and keeping personal and private files confidential.

Correlation of socio-demographic profile and level of awareness. After assessing the socio-demographic profile and the level of awareness of the respondents, the researcher tried to correlate the two variables using the Spearman rho as statistical tool. Table 12 went to show that the respondents' demographic characteristics have p-values greater than the level of significance at 0.05. Hence, the correlation analysis accepts the null hypothesis. Therefore, there is no significant relationship between senior high school teachers' socio-demographic profile and level of awareness on cyber ethics and cybercrime law. Nonetheless, several studies found out that specific characteristics of teachers have an impact on their level of awareness on cyber ethics. The findings of Kamil (2014) and Aliyu et al., 2010, as cited in Varlan & Tommozei (2018) emphasized the role of academic specialization in cyber security awareness and ethics. Their studies revealed that those who specialize in Information Technology have higher level of *0.05 level of significance* awareness. Similarly, those who came from a technological university have the tendency to be more aware compared to those who attended a liberal arts university (North et al., 2010, as cited in Varlan & Tommozei, 2018).

Table 12. Statistical association between the senior high school teacher's demographic profile and their level of awareness

Socio-Demographic Profile		Level of Awareness	p-value	Correlation of socio-demographic profile and cyber ethics practices. Table 13 shows the
Age	Cyber Ethics	0.700 ^{ns}		
Sex		0.529 ^{ns}		
Religion		0.487 ^{ns}		
Educational Qualification		0.610 ^{ns}		
Employment Status		0.118 ^{ns}		
Academic Specialization		0.862 ^{ns}		
Age	Cybercrime Law	0.961 ^{ns}		
Sex		0.640 ^{ns}		
Religion		0.102 ^{ns}		
Educational Qualification		0.055 ^{ns}		
Employment Status		0.579 ^{ns}		
Academic Specialization		0.746 ^{ns}		
0.05 level of significance ns - not significant; * - significant				

between teachers' socio-demographic profile and their cyber ethics practices. Spearman rho

was used to determine the correlation of the variables. The results reveal that there is no significant relationship between teachers' sociodemographic profile and their practices of copying materials from the internet, sharing of files, and copying and sharing of unexamined materials. However, certain demographic characteristics of senior high school teachers are statistically related to other cyber ethics practices.

The table evidently shows that in terms of using the internet and social media, age and academic specialization have significant relationships with these practices having a p-value lower than 0.05. The non – directional objective of the study did not indicate as to what specific age has significant relationships with using the internet and social media.

Correlation between academic specialization and the practice in using the internet and social media shows a p-value at 0.049. However, the non – directional objective of the current study did not indicate as to what specific academic specialization has a significant relationship to internet and social media use. The study likewise found a significant association between age and the practices of downloading materials from the internet. With a p-value of .013, the null hypothesis was rejected. Yet, specific age associated to these practices was also not determined.

Furthermore, a significant correlation between teachers' educational qualification and employment status and their practices in invading privacy was also established. The Pearson correlation value of these variables are less than the level of significance.

Correlation of cyber ethics and cybercrime law awareness and cyber ethics practices.

The results presented in Table 14 shows the correlation between the teachers' level of awareness and their cyber ethics practices. Using the Pearson Rank Order Correlation to determine the relationship of the variables, the researcher first tried to find the statistical association between the respondents' cyber ethics awareness and cyber ethics practices. The findings rather revealed no significant relationship between the variables.

Table 13. Test on relationship between socio – demographic profile of respondents and their cyber ethics practices

Socio-Demographic Profile	Cyber Ethics Practices	p-value
Age	Copying Materials from the Internet	0.201 ^{ns}
Sex		0.889 ^{ns}
Religion		0.163 ^{ns}
Educational Qualification		0.096 ^{ns}
Employment Status		0.241 ^{ns}
Academic Specialization		0.253 ^{ns}
Age	Using Internet and Social Media	0.047*
Sex		0.649 ^{ns}
Religion		0.398 ^{ns}
Educational Qualification		0.959 ^{ns}
Employment Status		0.055 ^{ns}
Academic Specialization		0.049*
Age	Downloading Materials from the Internet	0.013*
Sex		0.676 ^{ns}
Religion		0.351 ^{ns}
Educational Qualification		0.235 ^{ns}
Employment Status		0.083 ^{ns}
Academic Specialization		0.642 ^{ns}
Age	Sharing of Files	0.181 ^{ns}
Sex		0.789 ^{ns}
Religion		0.641 ^{ns}
Educational Qualification		0.153 ^{ns}
Employment Status		0.681 ^{ns}
Academic Specialization		0.252 ^{ns}
Age	Invading Privacy	0.883 ^{ns}
Sex		0.069 ^{ns}
Religion		0.716 ^{ns}
Educational Qualification		0.010*
Employment Status		0.025*
Academic Specialization		0.119 ^{ns}
Age	Copying and Sharing of Unexamined Materials	0.063 ^{ns}
Sex		0.341 ^{ns}
Religion		0.994 ^{ns}
Educational Qualification		0.142 ^{ns}
Employment Status		0.615 ^{ns}
Academic Specialization		0.504 ^{ns}

0.05 level of significance ns - not significant; * - significant

Table 14 also illustrates the relationship between the respondents' cybercrime law awareness and their cyber ethics practices. In associating the variables using Pearson Correlation, it was discovered that there is a significant correlation value for cybercrime law awareness and the practices of using internet and social media, likewise in downloading materials from the internet. However, the non – directional objective of the current study did not indicate which among the behaviors in using the internet and social media and in downloading materials has a significant relationship to cybercrime law awareness. This result implies that teachers though aware of cybercrime laws, would occasionally violate some rules.

Table 14. Test on relationship between level of respondents' awareness on cyber ethics and cybercrime law and their cyber ethics practices

Level of Awareness	Cyber Ethics Practices	p-value
Cyber ethics	Copying Materials from the Internet	0.179 ^{ns}
	Using Internet and Social Media	0.861 ^{ns}
	Downloading Materials from the Internet	0.982 ^{ns}
	Sharing of Files	0.896 ^{ns}
	Invading Privacy	0.067 ^{ns}
	Copying and Sharing of Unexamined Materials	0.409 ^{ns}
Cybercrime law	Copying Materials from the Internet	0.774 ^{ns}
	Using Internet and Social Media	0.025 [*]
	Downloading Materials from the Internet	0.026 [*]
	Sharing of Files	0.057 ^{ns}
	Invading Privacy	0.089 ^{ns}
	Copying and Sharing of Unexamined Materials	0.145 ^{ns}

0.05 level of significance ns - not significant; * - significant

CONCLUSION

Based on the findings of the study the following conclusions were drawn. Generally, senior high school teachers observe cyber ethics, but occasionally copy materials from the internet without citing the source, browse through it during classes for personal purposes, gossip and backstab others in social media, download pirated software and copyrighted electronic materials and share them to others. Rarely, they believe the information found in the internet and even share out of date materials. Teachers once in a while also use USBs in other's computer disregarding the harm it can cause to the device.

In associating senior high teachers' demographic profile to their level of awareness on cyber ethics and cybercrime law, we can say that there is no significant relationship existing between the variables.

Certain socio-demographic characteristics of senior high teachers are significantly related to their cyber ethics practices. Age and academic specialization are significantly related to the habit of using the internet and social media. Furthermore, age is likewise significantly linked with the practices of downloading materials from the internet. Educational qualification and employment status on the other hand has a statistical association with behaviors related to invasion of privacy. Having all these relationships considered, future studies should focus on establishing a clearer picture on how demographic profile relates to these behaviors since it was not determined as to which specific age group, academic specialization, educational qualification and employment status was significantly related to the mentioned practices. Further investigations must also be done since the result of the study did not identify the specific practices under the different groups of behaviors that are correlated to the mentioned demographic characteristics.

Cyber ethics awareness has no significant relation with cyber ethics practices. However, cybercrime law awareness is significantly related to teachers' cyber behaviors in using the internet and social media. Likewise, downloading data is associated with awareness on cybercrime law. Yet, these findings call for further investigation to see how the level of awareness is linked to these practices as it was not established as to which details of the cybercrime law is connected with the said practices. Conversely, the specific behaviors in using internet and social media and in downloading materials that are linked to cybercrime law awareness were neither identified by the results of the study. Further researches are required to gain more knowledge and depth analysis on these findings

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