

Appropriating Digital Citizenship in the Context of Basic Education

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1. The Problem And Its Scope - Introduction

The information and communication technology and the world wide web has changed boundaries within the global communities and the world as to our moral and civic responsibilities. The advantages of the world-wide web are that it has enhanced commerce, communication, advanced accessibility of knowledge, and it has brought to the forefront what it means to be digital citizens of the world (Logan, 2016).

Moreover, the ease of using online tools has allowed some people to steal, harass and cause problems for others online. Since technology is considered a 21st century, one of the current issues of being a digital citizen is the negligence of norms and appropriate use of internet and technology elsewhere. On 6 February 2018, the European Union propelled a scope of new activities under the heading of Safer web day. It is intended to guarantee that kids, youngsters, guardians, educators, and other EU nationals wind up enabled and capable computerized clients (Eurostat, 2015).

Responsible citizen is as of now a 'hotly debated issue' in instruction hovers in the United States, set at #3 on the Tech Trends for (2017). At the center of the discussion is the Children's Internet Protection Act (CIPA) dating from 2000. This law requests that all schools that get government subsidizing for Internet get to introduce blocking programming to channel materials that are 'vulgar, youngster erotic entertainment, or unsafe to minors'. Notwithstanding demanding a specific dimension of separating, the CIPA mandates teaching minors about how to be moral, profitable residents. All the more as of late some state innovation norms have additionally required computerized citizenship instruction for understudies (Noakes, 2017).

In addition, many young children are learning socially unacceptable behavior online from other children, teenagers, or socially inappropriate adults and with the widespread use of social media in students' personal lives is of concern as improper use of social media may pose certain risks to students' online identities and privacy. Students' personal use of technology outside of classroom settings has the potential to influence their future, in relation to public safety, online privacy and social acceptable behavior. (Levy, 2017).

In the Philippines, educating the public about online privacy and security is only beginning. The newly-initiated Department of Information and Communication Technology (DICT) has started putting up computer centers with ICT literacy programs and activities in selected barangays with the help of local government units (DICT,n.d.). The DICT conducts Cybersecurity Awareness Seminars on how to safeguard one's identities online (DICT, 2015).

Prior this year on eighth of February Globe Telecom, Facebook and the Department of Education (DepEd) again held hands to keep advancing dependable computerized citizenship among instructors and understudies. Philippine instruction specialists have since quite a while ago understood that state-funded schools would prefer only not to show understudies how to utilize mechanical apparatuses, yet additionally the moral conduct in utilizing these innovations. Furthermore, advancement of innovation is soaring and it requires suitable activity or better approaches to create mindful nationals (Globe, Facebook and Dep-Ed ,2018).

Infusion of digital learning tools in Harvest Christian School International has never been new to the students and teachers, however, I am firmly believed that the former and the latter are not fully aware of the

norms of appropriate, responsible behavior with regard to technology use and the consequence with regards to technology utilization. This is the research problem address.

1.1. Theoretical Background

This research is anchored by Ribble and Bailey's model of Digital Citizenship in the schools. This model of digital citizenship uses a framework of nine interrelated elements as a way for digital technology users to better understand the issues concerning DC digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights, and responsibilities, digital health, and wellness, and digital security. These elements provide a framework for understanding the technology issues that are important to educators. These elements should be used to identify current areas of need in a school or district technology program, as well as emerging issues that may become increasingly important in coming years.

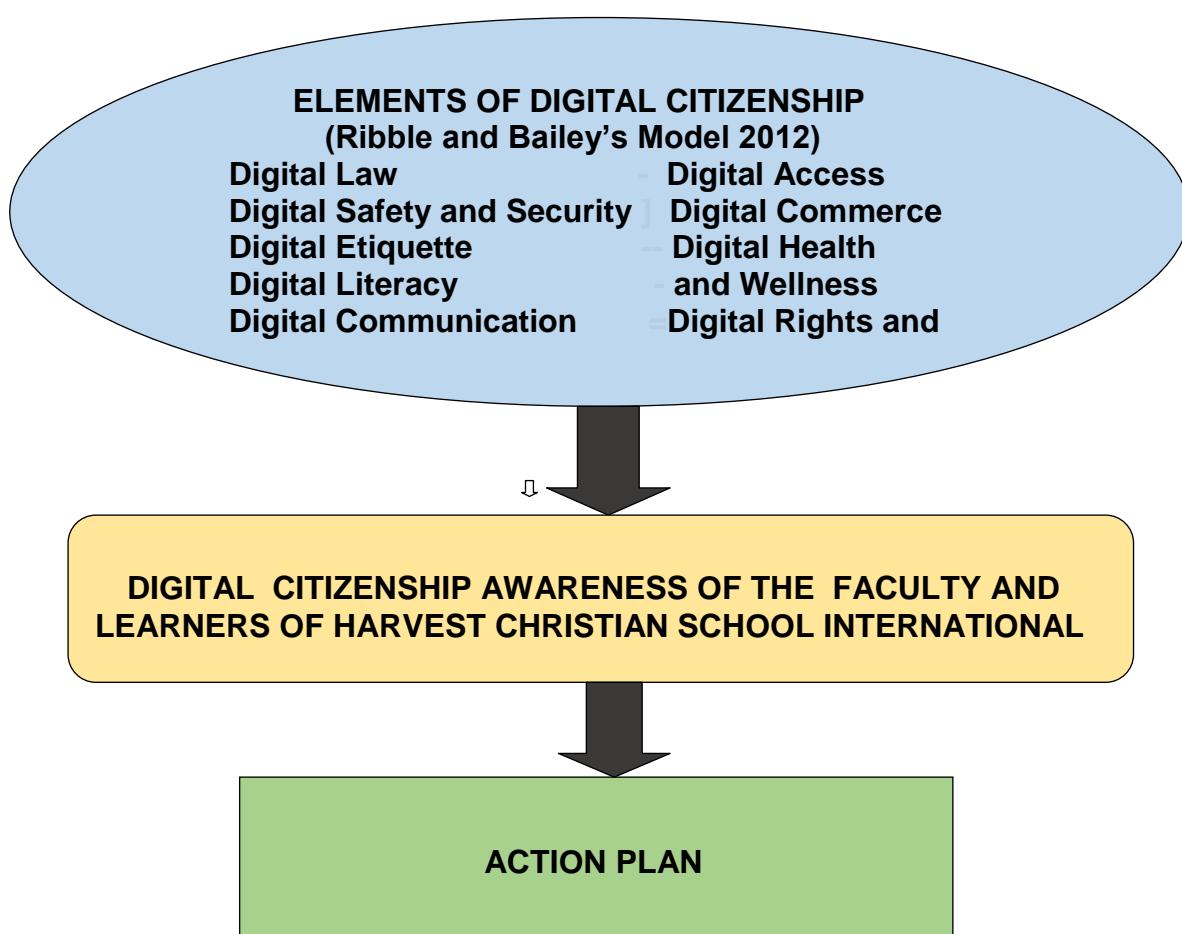


Fig.1 Theoretical Framework

As indicated by crafted by Mike Ribble and Gerald Bailey, being a decent advanced native inside the online network incorporates anything from learning email manners to how to avoid and report digital wrongdoing. Below are the model of nine elements of Digital Citizenship.

Digital Law. With new tendencies come new laws and restrictions. As science has advanced, regulation has raced to keep up, ensuing in ever-evolving rules and regulations. Teachers and students want to be knowledgeable and up to date about what is legal and acceptable. Further, the net has made it handy to post, hit upon and download a massive array of materials. Indeed, this capability to share data without problems is one of

the strengths of the internet. However, customers regularly do now not consider what is appropriate, inappropriate or even unlawful when posting or gaining access to data on the net.

Digital Security. We train kids to look before they cross the road, not to converse with outsiders, and who to bring in a crisis. Comparable safety measures are fundamental inside the advanced network, including how to set strong passwords, infection assurance, and how to decide site security. Furthermore, as a general rule, security shortcomings happens not on account of blemishes in the gear but rather in light of the manners in which individuals utilize it. Protecting one's equipment is not just a personal responsibility - it also helps protect the community.

Digital Etiquette. Just like it is essential that students learn how to correctly behavior themselves in the classroom, on the playground, and in the course of the school, they need to research how to be fabulous while online. More than just setting up insurance policies about what is suited behaviour, students must be taught the importance of being respectful to their online peers and how to behavior themselves responsibly. Sensible digital citizens communicate and have interaction with courtesy to the extent that they are probably to nation their reasons when disagreeing with something online, do now not encourage on-line fights when they encounter one, and obey mobile smartphone bans. When online, cultured digital residents show suitable etiquette. They observe the regularly occurring rules, norms and expectations of the digital world appropriately, most of which are unwritten (Hollandsworth, Dowdy, & Donovan, 2011; Lenhart & Madden, 2007).

Digital Literacy. Being an informed citizen is a large part of being a responsible citizen, now not to point out that the greater digitally literate students are, the higher prepared they will be for the place of work or higher education. How to habits on line research, determine dependable sources, and use phrase processing software program are all important skills. Moreover, one of the most vital components of technology is appreciation how that science works so that it can be used in the most gorgeous manner.

Digital Communication. With email, text-messaging, video chat and more, conversation is less complicated than ever before. With the push of a button or the click of a mouse, touchy statistics can be shared unsafely. Warning college students about what is suitable to share via digital channels can forestall embarrassing, pricey and risky situations.

Digital Access: As swiftly as net access and technology have grown, socio-economic popularity and geographical area nonetheless play a phase in retaining some from having digital access. It is vital to have in mind that some nevertheless face these challenges and to help take steps to make sure that digital technologies continue to turn out to be extra accessible. Further, digital get entry to offers grasp of equal probability to science with regards to desirable use of technology.

Digital Commerce. Everything from groceries and toys to cars and electronics are handy for buy online. Consumers, such as students, need to be informed and conscious of the dangers related with online purchasing. Secure payments and sites that guard consumer information are necessary ideas to teach. According to (Mossberger, Tolbert, & Hamilton, 2012) careful buyers are cognizant of the correct tactics for on line buying and selling. Students are handy preys in on-line commerce unless they understand how to defend themselves from scams and unwarranted debts. Simultaneously, Reflective digital citizens are conscious of, and protect themselves in opposition to the e-predators (Nuccetelli, 2011).

Digital Health and Wellness. Out of the world's estimated seven billion people, six billion have get admission to to mobile telephones (Source: TIME Newsfeed). Statistics like this make it clear that many of us spend hours a day searching at screens, typing on keyboards and talking on mobile phones. Safe ergonomic practices and eye safety are bodily issues that need to be addressed.

Furthermore, caring customers of digital technological know-how are probably to care about their bodily well-being (Ohler, 2011) when the usage of computers and digital gadgets. For example, when working on a PC, they are likely to "use an adjustable chair," "make sure [their] eyes are parallel to the pc display and maintain the computer at a suitable distance," and "make sure [their] forearms are horizontal and wrists are straight." These

are safe ergonomic behaviors (Hollandsworth et al., 2011) that decrease the risks of developing lasting eyestrains, bad postures, pain, numbness and different nerve-related problems ensuing from computer use.

Digital Rights and Responsibilities. Just as the residents of many international locations are afforded fundamental rights, those who take part in on-line undertaking are also given freedoms in their digital environment. Privacy rights and freedom of speech are often mentioned and seen as paramount. Moreover, law-abiding customers of digital science take accountability for their on line moves and deeds. They know what is proper and what is wrong, and what the excellent and inappropriate behaviors are when engaging in on-line activities

(Curran, 2012; Oxley, 2010).

Tending to these components of digital citizenship is unfathomably imperative; to assist understudies with learning, convey and work together securely and responsibly. Being a best advanced national in the network these incorporates having email decorum, detailing and forestalling digital tormenting, figuring out how to ensure private data and well being insurances in utilizing innovation and web. Henceforth, due to rapid change of technology, billions of people across the world, use technology-based to communicate. This communication has made an advanced society that manages its individuals open doors for instruction, business, diversion, and social association. As in any general public, it is normal that advanced residents act positively as indicated by acknowledged standards, tenets, and laws. Hence, this fundamental model is about the right for teachers, parents, students, administrators and society in general to really understand the importance of Digital welfare of all mankind.

Digital Citizenship in Schools is a fundamental prologue to advanced citizenship. Beginning with a fundamental meaning of the idea and a clarification of its pertinence and significance, the creators proceed to investigate the nine components of advanced citizenship. They give a valuable review and expert improvement exercises to enable instructors to decide how to approach incorporating computerized citizenship ideas into the classroom. Action thoughts and exercise designs round out this opportune book.

Moreover, as technology become more accessible and affordable, this can mean that youngster are prone to or imminent to cyber crime, cyberbullying, online shaming and mobbing (negative web contributions), online identity, the digital footprint and online sharing (positive web contributions). Further, the Framework for 21st Century Learning also incorporated technology into Learning and Innovation Skills, which focus on creativity, critical thinking, communication, and collaboration. These skills are also important for citizenship. The Framework emphasizes information literacy, media literacy, and information, communications, and technology literacy (Visser, M. (2012,).

Furthermore, while technology integration and technical innovation in education are starting to emerge across the Philippines education ,hence, teachers and students should be equipped and be aware of the emerging trends of educational technology,technical innovation and digital citizenship.

Additionally, with the advent of educational technology (ed-tech) many educational institution now utilizing BYOD (bring your own device) at school, combined with an idea of integrating more technology in the classroom, it's fundamental that both teachers and learners need to examine the consequences of their online activity—both good and bad. Succeedingly, since educational technology is part of the progression from basic education to the higher institution it is vital to include the norms of behavior with regard to technology in the classroom or school in general.

Therefore as an educator by a profession, a parent to my daughter, and a husband to my wife. It is needless to say that millennial now a days need to be guided with what are the norms of appropriate, responsible behavior with regard to technology use. Hence, as a member of the faculty in Harvest Christian School International, it would be a good start for me to conduct this study, since Harvest Christian School international is using multi-media technology in delivering instruction.

2. The Problem

2.1. Statement of the Problem

This research assessed the respondent groups awareness on digital citizenship at Harvest Christian School International, Mabolo, Cebu City during the Academic Year 2018-2019 as basis for an Action Plan.

Specifically, this answered the following questions;

1. What is the level of awareness of the respondent groups on digital citizenship as to the following elements:

- 1.1 digital law,
- 1.2 safety and security,
- 1.3 etiquette,
- 1.4 literacy,
- 1.5 communication,
- 1.6 access,
- 1.7 commerce,
- 1.8 health and wellness, and
- 1.9 rights and responsibilities?

2. Is there significant mean difference between the respondent groups' awareness as to the above mentioned elements of digital citizenship?

3. What are the issues and concern related to digital citizenship?

4. Based on the findings what Action Plan can be formulated?

2.2. Null Hypothesis

The given null hypothesis of this study was tested at the 0.5 level of significance, two tailed test.

H₀. There is no significant mean difference between respondent groups' awareness as to the elements of Digital Citizenship.

2.3. Significance of the Study

The results of the study would help and benefit the following:

School Administrators. This study will provide the aforementioned with a solid foundation of information that can be used to understand the themes of digital citizenship and how they could be integrated in the schools.

Teachers. This study will help the teachers to become more effective in dealing with digital citizen and a deeper understanding of the potentials and pitfalls associated with digital citizenship.

Students. This study will increase the students' awareness in becoming a responsible digital citizen.

Harvest Christian School International. This will help the school create a community that promotes a responsible digital citizen.

Future Researchers. This would serve as a springboard in attaining another quality research work

3. Research Methodology

3.1. Research Design

The researchers used the descriptive survey method to gather information about the group respondents' awareness on every elements of digital citizenship at Harvest Christian School International together with sets of questionnaire as data gathering instruments. The data gathered were treated by the aid of statistical software utilizing 0.05 level of significance. The results served as basis for action plan.

3.2. Flow of the Study

This research used the INPUT-PROCESS-OUTPUT approach. The INPUT Included the level of awareness of the respondents groups on nine elements of digital citizenship: digital law, safety and security, etiquette, literacy, communication, access, commerce, health and wellness, and rights and responsibilities, the significant mean difference and the issues and concern relating to digital citizenship. The PROCESS considered the administration of questionnaire, data consolidation, presentation, analysis and interpretation using statistical software. The OUTPUT of the study is the action plan. The flow of the study is shown in figure 2 on next page.

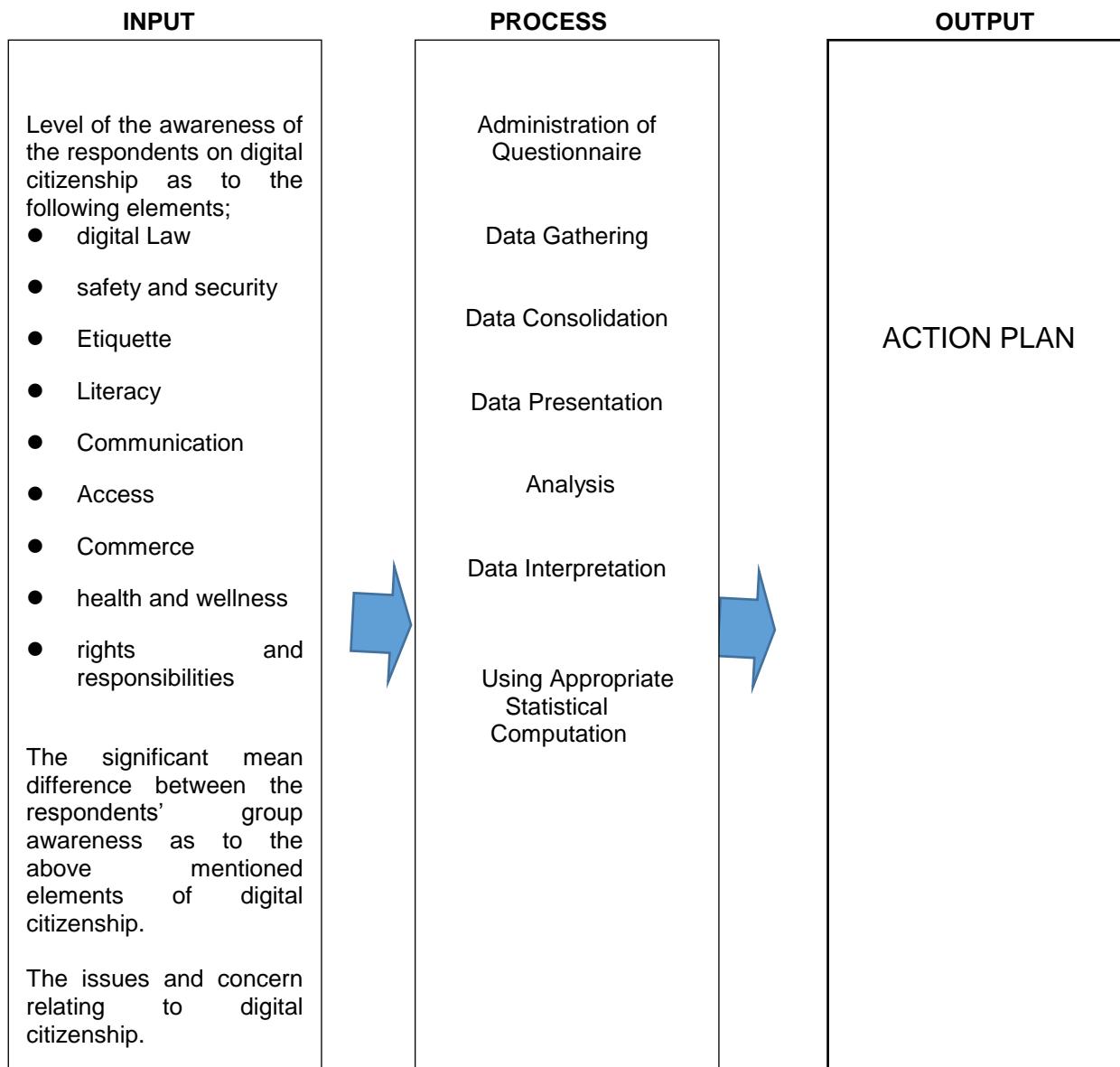


Fig. 2 - Flow of the Study

3.3. Environment

The research was conducted at Harvest Christian School International located in 24-B TresBorces St. Mabolo, Cebu City. The school is headed by a director and a principal, manned by a dedicated staff and 9 teachers, 1 registrar, 1 cashier, 1 school driver and 2 utility workers and the school has 7 classrooms, 1 computer laboratory, 1 school clinic, 1 Home Economic laboratory, and a school library. Further, the school is also offering Teaching English as Second Language (TESOL), and Distance Learning Education.

Harvest Christian School International (HCSI) is a non-stock, non-profit mission school founded by God's humble servants, Bro. Art Tangal and Sis. Aida, last June 1997. With our current academic coordinator Sir Adrian Wilson S.Tangal.

It operates with a vision: "A transformed Christian community deeply committed to a life of integrity, loyalty, social responsibility, quality service and academic excellence" and Missions

"We, members of Harvest Christian Family, commit ourselves to respond to the Great Commission by training and equipping students holistically toward a God-fearing community"



Fig. 3 - Locale of the Study

3.4. Respondents

The respondents of this study comprise two groups: Teachers group and Learners group. No sampling was employed in this study since the population is so small and all the teachers and the learners at Harvest Christian School International were considered as respondents. Total number of respondents were 62 and distributed as shown in table 1.

Table I: Distribution of Respondents Group of the study

Level	Teacher Group		Learners Group		Total	
	f	%	f	%	f	%
Elementary	3	4.84	18	29.03	21	33.87
High School	3	4.84	38	61.29	41	66.13
Total	6	4.84	56	90.32	62	100.00

3.5. Instruments

The questionnaire used in this study was adapted from the website SurveyMonkey.com. Survey Monkey provides tools for researchers and allowed to configure their surveys on how and what data they wanted to gather. Indicators in the instrument were fitted into the Philippine setting according to the existing laws in the country. Aside from the questionnaire that was used to gather and collect the data from the respondents, informal Interview were also conducted to collect additional information.

These data was analyzed, and interpreted in order to arrive at a more conclusive statements and implications of the results. The findings of the study will serve as basis in formulating an Action Plan.

3.6. Data Gathering Procedure

A transmittal letter was prepared and address to the office of the principal of Harvest Christian School International, requesting permission to conduct the study as the request was approved, the researcher started to distribute questionnaires to the learners and to the teachers of Harvest Christian School International. Questionnaires were retrieved and data were collated. Data and information with regards to the study were treated with utmost confidence.

3.7. Statistical Treatment

The data gathered using the instrument of this study were treated by the aid of statistical software as to the following statistical tools used.

Percentage.

1. **Weighted Mean.** The weighted was used to determine the level of awareness of the two groups of respondents as to elements of digital citizenship

2. **Two independent sample T-test.** Was used to test the significant mean difference between the level of awareness of respondent groups

3.8. Scoring Procedure

This study used the 3-point Likert scale to determine the level of the awareness of the respondents group as to the elements of digital citizenship.

Level of Awareness on the elements of Digital Citizenship

Weighted Mean	Awareness	VERBAL DESCRIPTION
2.34 - 3.00	Fully Aware	The respondents have a high awareness on the given statement with regards to the elements of Digital Citizenship.
1.67 - 2.33	Moderately Aware	The respondents have little awareness on the given statement with regards to the elements of Digital Citizenship
1.00 - 1.66	Unaware	The respondents are not aware on the given statement with regards to the elements of Digital Citizenship

4. DEFINITION OF TERMS

The following terms were defined accordingly based on how they were used in the study.

Basic education. Is a developing system of guidance that is expected to furnish learners with the chance to wind up dependable and conscious worldwide residents.

Concerns - It is something that you find particularly important and need an immediate action.

Digital Citizen - Refers to a individual utilizing digital technology in order to interact in society.

Digital Citizenship. is the status or condition of being a citizen in the digital world or online communities.

Digital Education - Process of teaching and learning about technology and the use of technology.

Digital - Electronic innovation that produces, stores, and procedures information as far as two states: positive and non-positive. Positive is communicated or spoken to by the number 1 and non-positive by the number 0. .

Digital Communication - This refers to the use of electronic devices in exchanging information.

Digital Law - The legal rights and restrictions governing technology use.

Digital Access - It refers to the full electronic participation in society

Digital Commerce - It addresses to the person purchasing or electronic buying and selling of goods.

Digital Security - The precautions that all science customers must take to warranty their private security and the protection of their network.

Digital Health and Wellness - The components of physical and mental prosperity identified with innovation utilize..

Digital Etiquette - The standards of conduct expected by other digital technology users. Electronic standards of conduct or protocol.

Digital Responsibility — Electronic responsibility for actions and deeds which is either ethical or unethical.

Digital Rights — Those freedoms extended to every student, administrator, teacher, parent or community member.

Issues - An important topic or problem for debate or discussion or An issue is an important topic that people are arguing about or discussing .

Responsible - To have control and authority over something or someone and the duty of taking care of it.

4.1. Awareness on Digital Law

As technological know-how has advanced, law has raced to maintain up, resulting in ever-evolving guidelines and regulations. Teachers and students want to be knowledgeable and updated about what is legal and desirable in this digital age. Digital regulation approves technology users understand the legal rights and restrictions governing technology use. Thus digital law requires understanding and awareness (Ribble, 2015).

.Table 2 presents the respondents' group awareness as to digital law.

Based on the results gathered, teachers group got a grand weighted mean of 2.28 which verbally described as moderately aware. While learners on the other hand got a grand mean of 1.63 which verbally described as unaware. This entails that teachers group were moderately aware on what is legal and acceptable in digital age. Further, though teachers were fully aware that individuals can be held accountable of misuse of digital tools, still they were not fully aware on the laws related to technology use and its consequence. Thus, there is a need to upgrade and refresh the teachers' awareness on the consequence and the legal rights governing technology use.

According to Mike Ribble (2015) in his digital citizenship in the school he emphasized that there will constantly be people who do no longer follow the regulations of society and who have interaction in activities that run counter to the beliefs of society as a whole. In this regard, digital society is no different. As

such, consequences are being set up for these who act as inappropriate digital citizens—users who steal others' information, hack into servers, create and release viruses, and so on. As new laws are being drafted, it is important that digital citizens assist to decide how to tackle these activities as they occur. If individuals of the digital society do no longer grant facts to assist decide these good-citizenship policies, the laws exceeded by way of politicians will now not reflect a correct grasp of digital society.

.....Further, even though problems might also manifest outdoor the faculty partitions or not on school computers, the results may also still want to be addressed for the duration of the college day. Administrators want to furnish teachers and college students with resources and education on what is criminal and illegal. Nevertheless, the learners' awareness indicates that there is a need for them to engage on what are legal and acceptable in digital age because ignorance of the law exempts no one. Hence, it is important for them to be aware on what is legal and how to be a responsible digital citizen. Moreover, the learners' data suggests that school as the heart of learning has not provide them on how to be a responsible digital citizen.

Stark (2017) suggested that schools ought to consider making seminars on computerized citizenship. Center school understudies ought to be required to take this course. It will be an establishment for whatever is left of the school vocation that they can use for whatever remains of their life. Practically, however, I trust schools still don't comprehend the significance of this subject. So before educators start a semester, they ought to dependably ensure understudies comprehend their rights as computerized residents. Instructors can even go above and beyond and show particular substance of advanced citizenship, for example, computerized law.

Thus digital law activities and lesson integration of legal rights to technology use must be addressed by the school administration. Considering the results, the data denotes that there is a need for the school administration to make immediate action in promoting responsible digital citizen. Further, teachers as the primary role model and learners as the hope of the next generation should be equipped on what is right and wrong in this digital age. Thus, appropriate training and activities for digital law awareness should be integrated in the schools to promote responsible digital citizen.

Table II: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Law

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Electronic responsibility for actions and deeds	2.33	MA	1.79	MA
Danger of using online material w/o properly citing the source.	2.33	MA	1.82	MA
Use technology and online resources appropriately, ethically and within the law.	2.33	MA	1.73	MA
Individuals can be held accountable for misuse of digital tools.	2.67	FA	1.86	MA
Consequences of illegal online and digital activity	2.20	MA	1.40	UA
Consequences of stealing someone's identity	2.14	MA	1.49	UA
Consequences of illegal downloads –music, games, movies etc.	2.17	MA	1.53	UA
Consequences of Plagiarism.	2.17	MA	1.53	UA
Consequences of sexting and sharing explicit photos.	2.33	MA	1.57	UA
Computer-related forgery	2.17	MA	1.45	UA
Grand Mean	2.28	MA	1.63	UA

Legend: (FA)Fully aware:2.34-3.00,(MA)Moderately aware:1.67-2.33,(UA)Unaware:1.00 - 1.66

4.2. Awareness on Digital Safety and Security

In any society, there are people who steal, deface, or disrupt other people. The equal is true for the digital community. It is not enough to have confidence other members in the neighborhood for our personal security

and security. As responsible citizens, we ought to defend ourselves from outside forces that may reason disruption or harm. Digital safety and security gives awareness of the technology users to be safe and secure in this digital age. (Ribble, 2015).

Table III: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Safety and Security

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Citing sources and obtaining necessary permissions.	2.17	MA	1.66	UA
Basic steps to protect digital devices (e.g. using anti-viruses and passwords.)	2.33	MA	1.66	UA
Maintain current software updates or patches that protect computers from viruses and exploitation.	2.50	FA	1.95	MA
Internet Scams and fraudulent sources (e.g. credentials, username, credit account).	2.33	MA	1.71	MA
Identify the websites or e-mail messages which might be used to scam.	2.17	MA	1.63	UA
Online profile risks and digital security resources.	2.33	MA	1.68	MA
Fake news	2.33	MA	1.79	MA
Danger of providing information to anyone over the internet.	2.33	MA	1.77	MA
Safe sites for learning and research.	2.50	FA	1.96	MA
Safety configuration of firewall and security settings of digital devices.	2.33	MA	1.71	MA
Grand Mean	2.33	MA	1.75	MA

Table 3 presents the respondents' group awareness as to digital safety and security. Based on the data gathered, teachers group got a grand weighted mean of 2.33 while learners got a grand mean of 1.75 which both verbally described as moderately aware. It entails that respondents' groups were accountable on the precautions that technology users must take to guarantee their personal safety and security. Further, the data implies that teachers group were FULLW AWARE on maintaining current software updates to protect from viruses, however, they are still moderately aware on internet scams and fraudulent sources and citing sources and necessary permissions, hence, they are still vulnerable with regards to safety and security in using digital tools.

Reaves (2013) stated in his article exemplifies that at school PC or tablet gives the understudy a passageway to an immensely limitless measure of substance over the web, some suitable and some not. This incorporates interpersonal interaction instruments that are effortlessly open. Understudies require direction and training to guarantee they practice this power properly, including the safe and appropriate lead on these destinations. You ought to create basic rules to help set up limits for points, for example, security, harassing, dialect, and what to post. This sort of discourse can go far to forming their comprehension of how their computerized exercises will stay online in interminability. Actually most school regions are under tremendous strain to make efficiencies, build up responsible oversight, and give a protected learning and instructing condition. With the end goal to accomplish this equalization, you should actualize a blend of innovation and best practices.

Though learners are moderately aware as to digital safety and security is concerned. Still this is not an assurance that they can guarantee safety and security with regards to technology use. This is that, learners were unaware on how to identify websites or e-mail messages which might be used to scam.

Ribble (2015) emphasized that protecting one's equipment is not just a personal responsibility—it also helps protect the community. By keeping virus software up-to-date, for example, viruses will not get passed along to infect others as easily. As more delicate data is put away electronically, a correspondingly hearty methodology ought to be produced to secure that data. In any event, understudies need to figure out how to

secure electronic information (e.g., utilizing infection insurance programming, raising firewalls, and making reinforcements). However, digital security goes beyond protecting equipment. It includes protecting ourselves and others from outside influences that might cause harm. This entails that learners were vulnerable in online fraudulent, fake news and data privacy as reflected on the data.

Thus, immediate action must be addressed by the schools and stakeholders with regards in this matter. The overall data implies that respondents' group were moderately aware on how to protect their digital tools, however, as users they were unsafe to personal safety and security on their online activity. Therefore, respondents' group must be vigilant and fully aware on how to be safe and responsible digital citizen. They must be responsible on their action and deeds when using digital tools.

4.3. Awareness of Digital Etiquette

Technology users often see this region as one of the most urgent issues when dealing with Digital Citizenship. We recognize inappropriate conduct when we see it, however earlier than human beings use science they do no longer learn digital etiquette (i.e., terrific conduct). Often policies and guidelines are created or the technological know-how is absolutely banned to cease inappropriate use. It is not ample to create regulations and policy, we have to teach everybody to grow to be responsible digital citizens in this new society (Ribble, 2015).

Table IV: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Etiquette

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Electronic standards of conduct or procedure.	2.33	MA	1.88	MA
Respecting others online: not engaging in cyberbullying, inflammatory language, and so forth.	3.00	FA	2.14	MA
Standards of using digital devices.	2.33	MA	1.91	MA
When communicating in a chat room, users need to learn the rules of the group.	2.50	FA	1.88	MA
Acceptable Use Policies (AUP)	2.33	MA	1.86	MA
Rules and procedures in using technological tool online.	2.33	MA	1.80	MA
Check your facts before sharing	2.50	FA	1.98	MA
Use appropriate language & emoticons (emotion icons).	2.50	FA	2.09	MA
How to be respectful to others online.	3.00	FA	2.25	MA
Being aware of appropriate content and context with the use of technology.	2.50	FA	1.96	MA
Grand Mean	2.53	FA	1.98	MA

Table 4 presents the respondents' group awareness as to digital etiquette. Based on the results gathered, teachers group got a grand weighted mean of 2.53 which verbally described as fully aware. While learners on the other hand got a grand mean of 1.98 which verbally described as moderately aware. Looking deeply on the data, the teacher groups were fully aware on how to be respectful to others online. This implies that teachers group responsibly does responsible online behavior, either face to face or digital interaction. However, teachers group were moderately aware on the electronic standards, acceptable use policies, rules and procedures in using technological tool online.

Gordon (2018) noted that nearly everybody knows about the "brilliant guideline." But once in a while we should be helped to remember the significance of good behavior, even on the web. Advise them that it is in every case best to talk about delicate or conceivably unstable issues with the individual specifically instead of posting something on the web or sending a harmful email. Likewise, talk about what a healthy friendship looks like and make sure they realize this applies to online correspondence also. The vast majority of us invest a great deal of energy on the web. Accordingly, it is essential that guardians need to instruct their children is the way to act and treat others while on the web. Neglecting to do as such, can prompt mishandling innovation,

badgering others or even put them in danger for cyberbullying. Encouraging how to connect online is a continuous procedure and not only a one-time discussion. It additionally includes more than just listing an arrangement of guidelines. Encouraging advanced manners expects guardians to draw in with their children all the time and utilize genuine circumstances as learning encounters. This entails the needs of technical development of the teachers. This is that, improvement never stops, hence, teacher groups need also to upgrade and developed their technical skills in order to be a responsible digital citizen. On the other side, learners groups were moderately aware on how to be respectful to others online.

Ribble (2015) noted that when students see adults using technologies inappropriately, they assume that this is how they should act. This leads to more inappropriate technology behavior. This cycle must be broken soon, as more technologies are coming along and making this process even more difficult. As individuals from a computerized society, we are approached to do what is best for the bigger gathering. To do this, we should consider how our innovation utilize influences others. Great computerized nationals regard others and learn approaches to utilize innovation obligingly and adequately. This entails that learners were not prepared to engaged ethically in this digital age and this lead to the conclusion that ethical behavior in online community does not address by the school, community and at home. Thought the learner groups were moderately aware, still they need to fully understand what are the responsible and ethical behaviors when engage in online activities.

Overall, the respondents' groups were moderately aware on the capability to use digital technology and knowing when and how to use it. Thus, training and activities must deliver to promote responsible digital citizen. To be a responsible digital citizen, one must be aware on the norms and appropriate behavior with regards to utilizing digital tools inside and outside the school.

4.4. Awareness on Digital Literacy

While schools have gained incredible ground in the region of innovation imbuement, much stays to be finished. A reestablished spotlight must be made on what advancements must be educated and how it ought to be utilized. Furthermore, laborers in a wide range of occupations require quick data (without a moment to spare data). Students must be instructed how to learn in an advanced society. As new innovations develop, students need to figure out how to utilize that innovation rapidly and fittingly (Ribble, 2015).

Table V: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Literacy

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Process of teaching and learning, and using technology	2.83	FA	1.83	MA
Functions of digital basics: browsers, search engines, download engines, and email.	2.50	FA	2.07	MA
Evaluating online resources (determining the accuracy of content on websites and wikis.)	2.17	MA	1.75	MA
Acceptable form for a filename.	2.33	MA	1.51	UA
Computer practices put you at risk for virus infection.	2.17	MA	1.64	MA
Programme and data differ and how they are organized, stored and accessed	2.17	MA	1.52	UA
Locating and Consuming digital content.	2.17	MA	1.55	UA
Academic Plagiarism	2.33	MA	1.61	MA
Process of Installing or upgrading an application	2.33	MA	1.89	MA
Effectively engage with a range of digital technologies to create, navigate, manipulate and evaluate information.	2.17	MA	1.71	MA
Grand Mean	2.31	MA	1.71	MA

Table 5 presents the respondents' group awareness as to digital literacy. Based on the data gathered,

teachers group got a grand weighted mean of 2.31 while learners got a grand mean of 1.71 which both verbally described as moderately aware. This entails that the respondents group were moderately aware of the capability to use digital technology independently with others appropriately. Though teachers group were fully aware on the process of teaching and learning using technology, still, they are not equipped with the ways to determine the accuracy of content on websites, acceptable file name, and navigating and evaluating online information.

Lynch (2017) noted that to completely grasp computerized education, people should likewise learn advanced citizenship. The inhabitants of this thought are considerably more refined than those of proficiency. Notwithstanding, they direct conduct on the web, security practices, and research rules. Understanding the nine components of computerized citizenship will make innovation more secure and more supportive for youngsters and grown-ups, alike. With the expanded significance of innovation in the public arena, advanced proficiency is picking up acknowledgment as the most profitable instrument for deep-rooted learning. Basically, as nationals of a worldwide society, the impact of web-based life, innovation, and online assets is monstrous.

Society has changed throughout the most recent 15 years. It has turned out to be progressively essential to proceed with instruction subsequent to entering the workforce. The impact of innovation on business is the fundamental explanation behind this new command. In early learning through adulthood, advanced education is demonstrating the most guarantee for progress. The edtech business has since quite a while ago centered around the estimation of computerized competency for kids. It's time computerized proficiency was consolidated into grown-up instruction similarly, yet with a couple of alterations. This implies that teachers group were not prepared on dealing and evaluating online information. Hence, teachers group are vulnerable in dealing online information. Thus, there is a need for the to engage teachers in training and activities that will give awareness to teachers group about the importance of evaluating online information.

Learner group on the other hand were moderately aware of the capability to use digital technology independently with others appropriately. Even though they are moderately aware on the functions of digital basic: browsers, search engines, downloads engines and email, still they are unaware on what is an acceptable form of a file name with regards to social account.

Ribble (2015) stated on his digital citizenship in the school that one of the most important aspects of technology is understanding how that technology works so that it can be used in the most appropriate manner. Although many agree this is important, it is often overlooked. Schools have more technology than ever before. As these technologies move away from the tools we have known, it will become even more important for users to understand how laptops, smartphones, and tablets can be part of their school's curriculum. This implies that learners group were not fully guided of the risk on not evaluating online information. Thus, it is in need to guide and introduce what are positive and negative effects of digital citizenship to the respondents group when utilizing digital tools.

4.5. Awareness on Digital Communication

One of the large changes within the digital revolution is a person's capacity to speak with different people. The increasing digital conversation choices have changed the whole lot because humans are able to maintain in consistent conversation with all people else. Unfortunately, many customers have not been taught how to make suitable decisions when faced with so many one of a kind digital conversation choices (Ribble, 2015).

Table 6 presents the respondents' group awareness as to digital communication. Based on the results gathered, teachers group got a grand weighted mean of 2.62 which verbally described as fully aware. While learners on the other hand got a grand mean of 1.98 which verbally described as moderately aware. Further, the data revealed that the teachers group were fully aware of digital communication technologies such as social networking sites and digital communication tools.

Sheninger (2015) emphasized on her articles that when the usage of social media effectively, you want to see yourself as a learner, now not just a leader. Making the shift from standard to digital management demanded that I query my own assumptions, well known how plenty I do not know, take risks, and learn from failure. This

transition from a constant to a growth mind-set was probable the most necessary issue of the transformation at my school. Just as teachers differentiate education for a range of gaining knowledge of patterns in the classroom, college leaders must differentiate our communication efforts if we want actual partnerships between home and school.

As leaders, we have the strength to form the way of life of our schools. Using social media and digital equipment as a lever, we can open the door to new ways of learning, thinking, and speaking for all participants of our community. This entails that teachers group were used to engage on this digital activities. However, they are moderately aware on the advance features of several communication tools. Though teachers were using digital tools extensively, still they were not fully guided on the extra features of these digital tools.

Moreover, the learners groups were moderately aware on the electronic exchange of information and the programs that are used to process and communicate information. Even though, learners group were moderately aware that digital tools allow people to communicate and exchange information. Yet, this awareness does not mean that they are already equipped with the norms and appropriate behavior with regards to technology use. This implies that learners group were engage and used to exchange information using digital tools for communication. However, the norms and the laws that allow smooth and ethical communication do not elaborate when using digital tools.

Ribble (2015) stated that Educators face difficult decisions concerning the use of these digital communication technologies in their schools. Cell phones, texting, and social networking can be seen as inappropriate in schools. This means users need to think about what they say when using email. This is the same for many other communication methods like texting and social networking sites: even after the information is deleted it continues to “live on” in cyberspace. Any of these technologies can be used inappropriately. Too often, people send emails, texts, or posts without considering who might see them or how they might be interpreted.

Thus, there is a need to engaged and guide the teachers and learners on what and how to be a responsible digital communicator in this digital age. Moreover, to promote a responsible digital citizen, school must provide activities and exercises that promotes responsible digital communication within and utside school premises and how to engage in an ethical way. This way, teachers and learners will be guided and molded on what is the biggest transition in this digital era and the advent of digital technology.

Table VI: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Communication

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Process of exchange of information	2.67	FA	1.88	MA
Digital communication technologies such as social networking sites use to support activities in school.	3.00	FA	2.14	MA
Communicate with others using mobile phone, Voice over IP (e.g. Skype) e-mail or chat.	3.00	FA	1.91	MA
Digital devices use for communication includes virus damages end user systems, data and reputation.	2.50	FA	1.88	MA
Social networking sites and online collaboration tools.	2.50	FA	1.86	MA
Advanced features of several communication tools (e.g. Voice over IP and sharing files).	2.17	MA	1.80	MA
DCT's are digital tools that allow two or more people to communicate with one another.	3.00	FA	1.98	MA
Digital collaboration tools and contribute to e.g. shared documents/files.	2.50	FA	2.09	MA
Features of online services (e.g. public services, e-banking, online shopping).	2.50	FA	2.25	MA
Rules of online communication ("netiquette").	2.33	MA	1.96	MA
Grand Mean	2.62	FA	1.98	MA

4.6. Awareness of Digital Access

Technology customers must be aware of that not every individual has similar open doors with regards to technology. Helping to give and grow access to innovation ought to be objective of all superior citizens. Users want to understand that there are some that may have confined access, so different belongings may additionally

should be provided (Ribble, 2015).

Table VII: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Access

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Full electronic participation in society.	2.33	MA	1.95	MA
Different search engines to find information when searching (e.g. searching only images, videos, maps).	2.50	FA	2.02	MA
Advanced searching strategies (e.g. using search operators) to find reliable information on the internet.	2.50	FA	1.89	MA
Assessing the validity and credibility of information using a range of criteria.	1.67	MA	1.52	MA
Save information found on the internet in different formats.	2.00	MA	1.89	MA
Classify the information in a methodical way using files and folders to locate these easier.	1.83	MA	1.95	MA
Importance of backup folder of information or files stored in computer.	2.33	MA	1.86	MA
Not all online information is reliable.	2.33	MA	1.96	MA
Community resources such as libraries offer Internet access.	2.50	FA	2.02	MA
Different sources to assess the reliability of the information.	2.50	FA	1.98	MA
Grand Mean	2.25	MA	1.90	MA

Table 7 presents the respondents' group awareness as to digital access. Based on the data, the teachers group got a grand weighted mean of 2.25 while learners got a grand mean of 1.90 which both verbally described as moderately aware. This entails that the respondents group were moderately aware of the tools and methods gaining access to a computer system or network that allow full participation. Moreover, the teacher are fully aware of different search engines and information through online are not always reliable, however, the teachers group were moderately aware on assessing the validity and credibility of information using a range of criteria.

According to Behrens (2017) on her survey that it creates the impression that there is an extensive variety of comprehension of computerized access and innovation use inside the classroom. However, it is clear that instructors trust 100% of their understudies have risen in some type of innovation use for the duration of their lives. while the most useful reactions came when the responders shared their worries. Preparing, an absence of working innovation or accessible innovation and the combination of innovation utilize day by day were the primary worries about the teachers. It is clear that understudies utilize innovation and most instructors need to utilize innovation with their understudies, however without the preparation and legitimately working innovation, issues as far as equivalent access and innovation utilize will keep on affecting the classroom.

This implies that, teacher groups, they are fully aware that not all information online are reliable, still they cannot identify which one is reliable and accurate. Thus, they are vulnerable in dealing with information online. Hence, teachers group need to be vigilant and be aware on fraud information online.

Learner respondents on the other hand, were moderately aware on different search engines and community resources in finding information through internet access. However, the learners group were unaware on how to asses the validity and credibility of information using a range of criteria.

Ribble (2015) stated that ..Schools have been purchasing technology for years, but many schools still have inadequate resources. Even students who enjoy high-quality access at school may not be technologically literate enough to prepare for a future work world filled with technology.Teachers and administrators need to understand that science will be necessary to the future of all students, not simply a chosen few. By being extra conscious of these get admission to issues, colleges can discover and recommend for significant initiatives such as one-to-one

computing (in which all students are given get right of entry to a computer) or BYOD—“bring your very own device” (where college students can convey their devices from domestic to use in the classroom).

Moreover, some communities have even gone so some distance as to supply wireless connections for all participants of the neighborhood. This entails that the learners group are vulnerable and at risk in when they surf online. This implies that, the more they are using online information, the more they are at risk on the danger of fraud information. Thus, there is a need for them to be educated on what are reliable and credible information found in the internet. School must provide awareness and prevention on fraud information that led the teachers and learners at risk. School management must be vigilant on the risk that technology might bring in the school environment.

4.7. Awareness on Digital Commerce

Technology customers need to understand that an substantial provide of market economy is being finished electronically. Real and lawful trades are happening, yet the purchaser or vendor ought to be aware of about the troubles related with it. Clients need to locate out about on how to be effective consumers in every other superior economy. Digital citizen must be able to comprehend the reliability on the information found on e-commerce website (Ribble, 2015).

Table VIII: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Commerce

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Electronic buying and selling of goods.	2.50	FA	2.05	MA
Avoid personal information on unsecured websites.	2.50	FA	1.89	MA
Online selling through auction sites and other Internet locations.	2.17	MA	1.70	MA
Buying and selling “virtual merchandise” for online games.	2.33	MA	1.89	MA
Media subscriptions and purchases made through media software such as iTunes.	2.00	MA	1.79	MA
Buying online without protecting personal identity is dangerous.	2.67	FA	1.83	MA
Always use your own personal information dealing online transaction with the guidance of your parents.	2.50	FA	1.91	MA
Abiding by agreement from company you purchase from.	2.50	FA	2.00	MA
Identifying indicators (padlock or key symbol) on a website that guarantees it to be a secure website.	2.33	MA	1.88	MA
Fail to read the terms and condition will lead to danger.	2.67	FA	2.00	MA
Grand Mean	2.42	FA	1.79	MA

Table 8 presents the respondents' group awareness as to digital commerce. Based on the results gathered, teachers group got a grand weighted mean of 2.42 which verbally described as fully aware. While learners on the other hand got a grand mean of 1.79 which verbally described as moderately aware. Further, the data revealed that the teachers group were fully aware of the danger of buying online without protecting personal identity is dangerous and the danger of not reading the terms and condition. This entails that the teachers groups were at risk when engage in online commerce. Thus, this implies that there is a need for them to review the validity of the information found in online selling websites. Further, before buying online products, purchaser should check the websites if its legal and with DTI permit to have safe online commerce.

Moreover, the learners group were moderately aware on the process of electronic buying and selling goods, while the rest are moderately aware. This implies that learners group were not fully aware of the opportunities as

well as the problems associated with purchasing item online. Though they are engaged in e-commerce due to accessibility of digital tools and advertisement shown on social media, however, they are still at risk on protecting their identity and identifying safe and secure websites. This entails that learners are at risk when engaged to e-commerce. Therefore, before purchasing online products, they must review and ask guidance from their guardians to ensure safe e-commerce.

According to Mike Ribble, Digital commerce is regularly the most difficult element of digital citizenship for educators to address in the classroom. Teachers may additionally accept as true with it is not their duty to educate college students to be informed, careful buyers (except in certain enterprise courses). However, online purchasing has emerge as an vital component in students' lives. Digital commerce performs a large position in students' lives, so they need to apprehend all factors of these on-line transactions. Learning to end up an intelligent consumer is an important aspect of precise citizenship. Unfortunately, it is no longer unique for students to go on line and buy objects except thinking about the consequences. Often, the consequences extend past accumulation of debt. For example, no longer knowing how and where to purchase gadgets on-line can leave children prone to Internet scams and identity theft.

Moreover, If teachers hope to prepare students for the rest of their lives, digital commerce is an important issue that needs to be addressed. Digital commerce may not seem to be a particularly important issue for teachers and technology leaders, but it is keenly important for their students. One of the dreams of education is to create educated individuals of a society, as a consequence this is an necessary skill. Anyone who is actively working, playing, or purchasing objects online is a member not solely of a digital community however of an economic neighborhood as well.

Furthermore, students need to apprehend that their moves online can comply with them all through their life (e.g., ruining their credit score through going for walks up massive credit card debt). If instructors are to assist prepare their students to be top citizens, they want to put together them for interacting in a digital economy (Ribble, 2015). Thus, awareness on e-commerce must be emphasize and modeled on the learners to promote responsible digital citizen.

4.8. Awareness on Digital Health and Wellness

Eye safety, repetitive stress syndrome, and sound ergonomic practices two are problems that want to be address in a new technological world. Users want to be taught that there are inherent risks of technology. Digital Citizenship includes a tradition to where science users are taught how to shield themselves thru training and training with the help of school management and by giving awareness (Ribble, 2015).

Table 9 presents the respondents' group awareness as to digital health and wellness. Based on the data, teachers group got a grand weighted mean of 2.40 which verbally described as fully aware. While learners on the other hand got a grand mean of 1.84 which verbally described as moderately aware. Looking deeply on the data it entails that the teachers groups were fully aware that internet and video games are addicted and using technology extensively can affect your health while the rest are moderately aware.

According to Marilyn Price, digital health and its related technologies empowers users to better track and manage their healthcare, gain access to health related information, and live more productive lives. However, as technology begins to transform healthcard delivery, the overuse of technology by children and adults produces new health concerns, both physical and psychological (Price, 2018). This implies, that the teachers group were guided on the consequence of technology addiction and danger on one's health.

Learner groups on the other hand, were moderately aware that technology such as (internet and video games would lead to addiction, while the rest are moderately aware. This entails that learner groups were vulnerable on the danger of technology . Moreover, the learners group were not prepared on the risk of beyond physical issues addressed to extensive use of technology. This implies that they have used technology without knowing its physical and mental consequence. And based on the study of Mike Ribble, Too often, technology protection issues relate solely to the safety of tools and not the physical well-being and safety of students. Sometimes

computer systems are set on tables that are too high or too low for youthful users. In addition to the physical dangers, another aspect of digital safety that is receiving more attention is the topic of “Internet addiction.” It’s a double-edged problem: Not only do users become dependent on the online experience, but they may also irreparably harm themselves physically. Taken to its extreme, Internet addiction can cause both psychological as well as physical problems. This is an issue that is being recognized around the world. Some addiction experts are discovering that the withdrawal signs and symptoms associated with Internet addiction are comparable to those of alcoholics.

To prevent a variety of technology-related bodily injuries, educators want to encourage students to use technological know-how in a accountable way. Making sure that all computer workstations are ergonomically sound is one way to defend college students from long-lasting problems related to technology use (Ribble, 2015).

Thus, learners group take advantage on these digital tools, however, they do not know the drawback and effects that is not present today that will occur in the future. Further, the utilization of digital tools will always lead to digital users at risk because of radiation and the side effect on it to our health beyond physical matter. Hence, they are at risk when digital tools are on their hands. Therefore, learner and teachers must be taught through education that there are inherent issues and dangers of technology beyond physical and it must be addressed immediately to avoid digital health issues.

Table IX: Level of Awareness of the Respondents' group on Digital Citizenship as to Digital Health and Wellness

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Physical and Psychological well-being in a digital technology world.	2.33	MA	1.91	MA
Technology such as the Internet and video games can be addictive	2.67	FA	2.00	MA
Using digital technology too extensively can affect your health.	2.67	FA	1.91	MA MA
Using proper ergonomics when using digital technologies.	2.17	MA	1.75	MA
Health risks associated with the use of digital technology (e.g. ergonomy, risk of addiction).	2.33	MA	1.77	MA
Physical effects of technology on teachers and students	2.17	MA	1.73	MA
Positive and negative impact of technology on the environment.	2.33	MA	1.71	MA
Model digital safety inside the schools and expect everyone to do the same.	2.33	MA	1.86	MA
Impact of digital technologies on everyday life, and online consumption.	2.50	FA	1.86	MA
User's should use computers on hard surfaces, have elbows level with keyboard, and bend neck slightly.	2.50	FA	1.88	MA
Grand Mean	2.40	FA	1.84	MA

4.9. Awareness on Digital Rights and Responsibilities

Digital citizens have the proper to privacy, free speech, etc. Basic digital rights have to be addressed, discussed, and understood in the digital world. With these rights also come obligations as well. Users ought to help define how the technology is to be used in an appropriate manner. In a digital society these two areas have to work together for anyone to be productive (Ribble, 2015).

Table X: Level of Awareness of the Respondents' group on Digital Citizenship as to Rights and Responsibilities

Indicator	Level of Awareness			
	Teachers Group		Learners Group	
	WM	Description	WM	Description
Freedoms extended in the digital world.	2.33	MA	1.91	MA
The privileges and freedoms extended to all digital technology users.	2.17	MA	2.00	MA
Acceptable use policies and using technology responsibly both inside and outside school.	2.33	MA	1.91	MA MA
Using online material ethically, including citing sources and requesting permission.	2.50	FA	1.75	MA
Avoid texting while talking to other people.	3.00	FA	1.77	MA
Responsibility to Report cyberbullies, threats, and other inappropriate use of technology.	2.33	MA	1.73	MA
Programs on e-waste recycling and making more sustainable electronic products.	2.17	MA	1.71	MA
Rights and responsibilities as technology user	2.17	MA	1.86	MA
Effective, and responsible Digital users.	2.33	MA	1.86	MA
Using online resources appropriately, siting sources and obtaining necessary permissions.	2.17	MA	1.88	MA
Grand Mean	2.35	MA	1.84	MA

Table 10 presents the respondents' group awareness as to digital commerce. Based on the results gathered, teachers group got a grand weighted mean of 2.35 which verbally described as fully aware. While learners on the other hand got a grand mean of 1.89 which verbally described as moderately aware. Further, the data revealed that the teachers group were fully aware of the right and responsibilities of every users need to follow in the digital age. Further, the data revealed that the teachers group were fully aware that technology and online material must be used ethically, including citing sources and requesting information and avoiding texting while walking while the rest are moderately aware. This entails that teacher group were responsible digital citizen with regards to their rights and responsibilities in digital world.

According to Behrens, One crucial step in supporting your student's digital rights and responsibilities is to become familiar with the Acceptable Use Policy from your child's school. An adequate utilize arrangement is a policy written to illuminate guardians, staff and understudies about their rights and obligations in utilizing innovation inside the school setting. Schools regularly require a parent's signature and additionally a kid's mark before the youngster getting to any innovation inside the school building (Behrens, 2017). This entails the awareness of the teachers group on the etiquette when talking to other people and the responsibilities as a digital users.

Furthermore, the learners group on the other hand were not fully aware on the rights and responsibilities of every users need to follow in the digital age. Looking deeply on the data, learners group were moderately aware on the etiquette when talking to other people. Moreover, the data implies that the learners group were not fully aware on how to be effective, thoughtful and becoming a responsible citizen. Thus, it entails that learners group are still novice in terms of their rights as a digital citizen. Therefore, school must addressed this concerns and help the school community define on how to be a responsible digital citizen.

Ribble (2015) on his Digital Citizenship in the schools, emphasize Being a full part in a digital society implies that every client is managed sure rights, and these rights ought to be given similarly to all individuals. Advanced subjects additionally have certain duties to this general public; they should consent to live as per the parameters that are commonly settled upon by individuals. These limits may come as legitimate principles or directions, or as adequate utilize strategies. Ideally, the individuals who share in the advanced society would cooperate to decide a suitable utilize system worthy to all.

Moreover, this is the ideal opportunity to give a structure to innovation use for a computerized society.

Advanced citizenship can help make the system, however school innovation groups should meet up to decide how their associations will deal with unsociable computerized conduct. Understudies should be given an unmistakable comprehension of the conduct that is expected of them to be individuals from the computerized society (Ribble, 2015).

Further, digital rights and responsibilities will be everyone's responsibilities, however, without awareness on what are do's and don't in this digital world would lame our responsibility. Awareness of nothing would lead to danger and risk, hence, it is vital to guide and promote digital citizenship at school.

5. Summary Of The Level Of Awareness Of The Group Respondents As To The Nine - Elements Of The Digital Citizenship

Table XI:Summary of the level of Awareness

Elements of Digital Citizenship	LEVEL OF AWARENESS			
	Teacher Group		Learner Group	
	WM	Description	WM	Description
Digital Law	2.28	MA	1.62	UA
Digital Safety and Security	2.33	MA	1.75	MA
Digital Etiquette	2.53	MA	1.98	MA
Digital Literacy	2.31	MA	1.71	MA
Digital Communication	2.62	FA	2.11	MA
Digital Access	2.25	MA	1.90	MA
Digital Commerce	2.42	FA	1.79	MA
Digital Health and Wellness	2.40	FA	1.84	MA
Digital Rights and responsibilities	2.30	MA	1.89	MA
Grand Mean	2.38	MA	1.85	MA

As shown in Table 11, the data revealed that both teachers and Learners group respondents are moderately aware as to the elements of digital citizenship. Moreover, the teachers group were fully aware of digital communication with the highest weighted mean of 2.62 while the rest are moderately aware as to digital law is concerned with the lowest weighted mean of 2.28. Learners group on the other hand, are moderately aware of digital communication with the highest weighted mean of 2.11. While the rest are unaware as to digital law is concerned with a weighted mean of 1.62. The overall data revealed that, awareness of the respondents group as to the elements of digital citizenship are moderately aware. Along with the findings, it shows that the group respondents are not fully aware on the elements of digital citizenship. This implied that both the teachers and learner respondents have the accessed on digital tools, however, they are not fully aware on the norms of appropriate, responsible behavior with regard to technology use. Moreover, the group respondents are not fully guided on how to be a responsible digital citizen within and outside the school environment. The results show further, that educators and learners cannot foresee the risk and danger of digital tools. As stated by Mike Ribble (2012), he emphasized that digital citizenship provide a framework for understanding the technical issues that are important to educators and technology leader to be a responsible digital citizen.

Logan (2016) on his study of digital citizenship in 21st century education revealed that out of 88 participants 90% could identify online responsibilities, however none (0%) could identify what their responsibilities were to the larger community. Fifteen percent (15%) knew what being a responsible digital citizen means. Forty percent (40%) knew what information is private and what information is personal. Twenty two percent (22%) knew what information an identity thief could steal. Eighteen percent (18%) knew what personal information is okay to share online. Ninety three percent (93%) of the participants knew about cyberbullying. Eighty eight percent (88%) of the participants could identify the best way to respond to a mean message online. Seventy five percent (75%) of the participants could identify hurtful messages online. Seventy three percent (73%) of the participants could identify what a keyword in a search engine is. Fifty nine percent (59%) of the participants were able to do

a search online, given certain topics. Less than one percent (0.25%) of the participants indicated that they could do a search for information using key words. One percent (1%) of the participants knew when it was okay to use someone's work. Less than one percent (0.07%) of the participants knew what information was needed to provide a proper citation for an online article. Forty four percent (44%) of the participants knew what the first step was when using another person's work online.

As reported by Al-Zahrani (2015), education can be the most effective way to protect students from risks associated with online participation. In the 21st century, educators should be obligated to teach current learners about cyber safety in order to identify and prevent technology misuse. An issue with educators is that they often perceive digital citizenship as a "technology problem rather than a societal issue that affects everyone" (Ribble, 2012, p. 149). Educators may feel insufficient in enacting technology policies if they are unfamiliar with the technology itself. Crichton, Pegler, and White (2012) recommend that educators need to be introduced to new technologies as learners first. According to Kennedy, Russom, and Kevorkian (2012), teachers stated that educators play an instrumental role in bullying prevention and felt a need for direct training on this issue.

As reported by the International Society for Technology in Education(2016), there is a need to educate and students on digital citizenship, which can be defined as applying and advocating behaviors necessary for legal, ethical, safe and responsible use of information communication technologies online. According to Richardson, Bathon, Flora, and Lewis (2012), educational administrators should model digital citizenship by: ensuring equitable access to digital tools/resources; promote, model, and establish policies for safe, legal and ethical use of technology; promote and model responsible social interactions via technology use; and lastly, model and facilitate the development of a shared cultural understanding of global communication/collaboration tools. It is imperative that school-wide policies are in place to ensure that technology is being used in a safe and appropriate way to promote good digital citizenship behaviour such as the "Computer and Internet Access Responsible Use Agreement". This is a policy which all students, staff, and support staff must adhere to. This agreement reminds users to conduct themselves in a responsible, decent, ethical, and polite manner while using the computer and Internet access system. As teachers gain more confidence with their technology skills, they will be able to help their students. Technology will continue to evolve, but we want to ensure that we are keeping our students and ourselves safe as we navigate through this digital era.

6. Significant Mean Difference

The significant mean difference between the respondent groups' level of awareness as to the nine elements of digital citizenship is shown in Table 12.

As shown in Table 12, the level of awareness between the nine elements of digital citizenship are significantly different. This implies that the awareness of group respondents' as to the nine elements of digital citizenship were not comparable. This is that experience and age gap of the teachers and learners group were a big factor on the results. This elaborate further that each group respondents have different level of awareness as to the elements of digital citizenship. Moreover,from digital law to digital right and responsibilities, their probability value (Pvalue) are very small compared to the level of significance. Thus, the null hypothesis are rejected. Hence their is significant difference.

7. Issues And Concerns

The elements of digital citizenship, provides framework for understanding the technology issues and concerns within the schools,community and society with regards to technology use. Issues and concerns with regards to utilizing digital tools is not new to everyone, during the research process, I found out that respondents groups have encountered different issues with regards to technology use. Table 13 shows the issues and concerns on the group respondents relating to digital citizenship.

Table XII : Significant Mean Difference

Elements Of Digital Citizenship	Teachers Group		Learners Group		Two Independent Samples T- Test		Decisions	Remarks
	\bar{X}	S	\bar{X}	S	P value (Two-tailed)	Level of Significance $\alpha = 0.05$		
Digital Law	2.28	0.16	1.62	0.17	0.000000033 < 0.05		Reject Ho	Significant
Digital Safety & Security	2.33	0.11	1.75	0.12	0.000000012 < 0.05		Reject Ho	Significant
Digital Etiquette	2.53	0.26	1.96	0.14	0.000012 < 0.05		Reject Ho	Significant
Digital Literacy	2.32	0.21	1.71	0.18	0.00000 < 0.05		Reject Ho	Significant
Digital Communication	2.62	0.29	2.11	0.19	0.00024 < 0.05		Reject Ho	Significant
Digital Access	2.25	0.31	1.90	0.11	0.000071 < 0.05		Reject Ho	Significant
Digital Commerce	2.42	0.21	1.89	0.11	0.0000016 < 0.05		Reject Ho	Significant
Digital Health and Wellness	2.4	0.18	1.84	0.09	0.0000000 < 0.05		Reject Ho	Significant
Digital Rights and Responsibilities	2.35	0.25	1.90	0.11	0.000071 < 0.05		Reject Ho	Significant

Table XIII: Issues and Concerns relating to Digital Citizenship

Issues and Concerns	Frequency, f	Rank
Privacy setting awareness	55	1st
Protecting personal security	52	2nd
Appropriate behaviour regarding social networking platforms.	48	3rd
Reporting procedures with regards to negative online issues to designated school personnel (i.e. teachers, counselors)	46	4th
Fake news	43	5th
Safety online (i.e. viruses, hoaxes)	42	6th
Plagiarism	39	7th
Privacy using cellular phone/ smart phone	37	8th
Internet scams	35	9th
SMS/MMS texting etiquette and privacy information.	30	10th

The Table 13 shows the list of issues and concerns relating to digital citizenship in the schools. Privacy setting awareness as being the most concerns of the teachers and learners with 89 percent overall of the respondents. This addressed to the awareness of the group respondents with regards to technology use. After privacy setting awareness, the following concerns of the group respondents that had highest percentage were: protecting personal security, appropriate behavior regarding social networking platforms, and I was surprised to see that reporting procedures with regards to negative online issues to designated school personnel (I.e. teachers, counselors, administrators) is also one of the primary issues and concerns of the group respondents with a percentage of 74%, which totally high compare to other issues and concerns. This implies that the group respondents' weren't guided with their integration of technology at school. SMS/MMS texting etiquette and privacy information was ranked lower among all issues and concerns at 48% of the overall respondents.

The British Columbia Ministry of Education is calling for implementing responsible technology use protocols (digital citizenship) into curriculum to coincide with the new BC Education Plan. Schools need to set up preventative measures and enforce a straight forward reporting policy (Campbell, 2005). Further, more professional guidance in this area and more evidence-based intervention programs that would be appealing to students are needed (Vandebosch, Poels, & Deboutte, 2014).

8. Output Of The Study

8.1. Rationale

The results of the study found out that the teachers group and learners group at Harvest Christian School International were moderately aware as to the elements of digital citizenship. Although, majority of the respondents group awareness as to the elements of digital citizenship were moderately aware, still there are considerable areas which highly considered at risk especially to digital law and digital safety and security awareness of the respondents group.

With these end results, school management as the starting point of this action plan will be expected to elevate the respondents group or in general to its clientele (the teachers, staff and learners) awareness as to the elements of digital citizenship through training, seminars, conferences, workshops, posting of tarpaulins and making of school digital citizenship handbook is very essential in providing responsible digital cit In addition, the stakeholders involved in the educational system must be fully aware on the norms of responsible behavior with regards to technology use and how to become a responsible digital citizen or known as digital citizenship.

The basis for the action plan was the findings of the study and the needs of the school.

8.2. Objectives

- To promote responsible digital citizen.
- To create an environment that promotes digital citizenship.
- To assist educators in delivering digital citizenship awareness.
- To apply legal practices that support safe, ethical and respectful digital citizen in the society.
- To share and communicate ideas about digital citizenship to a wider community.
- To offer digital awareness programs, and activities, which provide equitable opportunities for all learners in the community.
- To build school-community relationship in digital world.

8.3. Scheme of Implementation

The output of the study is addressed to the administrators, teachers, learners and all school personnel in general, all the stakeholders. School management will upgrade teachers through sending them in seminars, workshops and conferences. Moreover, the aforementioned professional development practices should be focus in technology integration and digital citizenship. Making of school digital citizenship handbook ,Posting of tarpaulin provides clearer guidance on the safe use of Internet and technology as to the elements of digital citizenship.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcomes	Actual Accomplishments	Remarks
1. Teachers Trainings and Development 1.1 Teachers development 1.2 Allocating Resources	1.1 To promote responsible digital citizen. 1.2 To create an environment that promotes digital citizenship. 1.3 To assist educators in delivering digital citizenship awareness.	1.1 Continuing Education 1.2 Professional Advancement 1.3 Appropriate trainings or seminar workshops	1.1 Teaching Staff 1.2 School Heads	70 K	1.1. School resources	ALL – year round	Teachers and academic heads are expected to apply and role model, integrate and internalize the learning on how to be a responsible citizen.		GOING ON EVERY ACADEMIC YEAR
2. Teacher and learner's handbook / Tarpaulin posting	2.1 To promote responsible digital citizen. 2.2 To guide teachers and students on the legal practices that support safe ethical and respectful digital in the society	2.1 Activities in the school with the learners and all the stakeholders if possible.	2.2 Teachers , learners and school personnel.	50k	2.1 School resources	All – year round For the new student	Teachers, students and all school personnel are expected to integrate and apply what is the norms of appropriate behavior with regards to technology use.		GOING ON EVERY ACADEMIC YEAR

9. Summary Of Findings, Conclusion, And Recommendations

This part of the study presents the summary of the findings, conclusion, and recommendations. The purpose of this study was to determine the teachers and learners awareness as to the elements of digital citizenship.

The first part deals on the awareness of the group respondents' as to the elements of digital citizenship namely: digital law, safety and security, etiquette, literacy, communication, access, commerce, health and wellness, rights and responsibilities.

The second part was concerned on the significant mean difference between the awareness of the group respondents' as to the elements of digital citizenship.

The third part was addressed to the issues and concerns of the group respondents' relating to digital citizenship.

9.1. FINDINGS

Findings have shown that both teachers and Learners group respondents are moderately aware as to the elements of digital citizenship is concerned. The teachers group respondents are fully aware as to digital communication as being the highest weighted mean of 2.62. While the rest are moderately aware. However, as to digital law is concerned it was ranked lower among with all elements with a weighted mean of 2.28. The results for this lower ranking implies that teacher group respondents were not refresh on the laws related to technology use, consequence and legally accepted behavior. Learner group respondents on the other hand, are moderately aware of digital communication with the highest weighted mean of 2.11 except for the element of digital law. The data shows learners are unaware as to digital law is concerned with a weighted mean of 1.62. Along with the findings, it implies that group respondents' have the accessed on digital tools, however, they are not fully aware on the norms of appropriate, responsible behavior with regard to technology use. Moreover, the group respondents are not fully guided on how to be a responsible digital citizen within and outside the school environment.

Nevertheless, the results also show that all the nine elements on digital citizenship were significantly correlated. The statistical analysis for the t-test of two sample means is very small compared to the level of significance, hence, the null hypothesis was rejected. This means that there is a significant mean difference on the awareness between the two respondent groups as to the elements of digital citizenship namely: digital safety and security, etiquette, literacy, communication, access, commerce, health and wellness and rights and responsibilities, except for the element of digital law, were the learners are unaware while the teachers are moderately aware as to digital law is concerned. Moreover, issues and concerns relating to digital citizenship of the group respondents' was addressed to the privacy setting awareness as being the most concerns.

9.2. CONCLUSION

The results of this current study have shown that both the group respondents' are not fully aware on the norms of appropriate, responsible behavior with regard to technology use. This lead to the conclusion that teachers and learners are still remain at risk whilst using technology. Moreover, issues and concerns relating to digital citizenship in the digital age were not given priority by the school. As stated by Mike Ribble, he emphasized that digital citizenship provide a framework for understanding the technical issues that are important to educators and technology leader to be a responsible digital citizen.

9.3. RECOMMENDATIONS

The researcher would like to recommend the following:

There should be a proposed training's and seminars for the teachers relating to digital citizenship and how to be a responsible digital citizen . A handbook for the teachers and learners on how to be a responsible citizen in this digital age. Moreover, there should be an activities and simulation for the norms of appropriate, responsible behavior with regards to technology use. Elements of digital citizenship by Mike Ribble should be printed and hang it on every corner of the school for the awareness of all the faculty, management, students, staffs and parents.

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