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INTRODUCTION

RATIONALE

“If you think technology can solve your security problems, then you don’t understand the problems and you don’t understand the technology.” — Bruce Schneier. It clarified how foolish it is to depend on just technology to address security issues because doing so ignores the complexity of security problems and technological limitations. They are also multi-dimensional and complex in nature. No single technology can fix all security flaws or address all scenarios. Hence, comprehensive policy and procedure processes, technology tools, and in-depth knowledge of the risks and weaknesses play a big role in implementing effective security solutions. In view of the above, security issues call for holistic solutions beyond mere technical fixes. It simply clarified puts one in mind that security is not about a fix; instead, it's a strategy balancing technology fixes with other key components like training, policy, and threat assessment continuously. Organizations can make themselves more resilient to both complex and dynamic security threats by understanding the limitations of technology and integrating it into a broader security strategy. The other two organizational and human aspects that need to be dealt with are a culture of security awareness and strong processes along with protocols.

Cybersecurity is the field of protection against spammer, hacker, and cybercriminal attacks through electronic means. Though some of its aspects are designed to make a hinder attack, the bulk of professionals at work today are more concerned with finding out how effectively to safeguard every possible asset, whether it is a computer, a cell phone, a network, or a database from such attacks. That’s why every individual should be aware on the word or issue like cybersecurity, so that every individual had knowledge if ever they encountered this kind of issue. Based on the study of Andronache (2021) in the study "Increasing Security Awareness Through Lenses of Cyber Security Culture" highlights that in the recent events have shown that increasing digitalization is associated with an area that needs protection. Though companies invest in technology to counter cyber-attacks, one of the biggest weaknesses remains people. It questions the need for the human element relevant to cybersecurity awareness, policy, and training. It, therefore, becomes very important to identify if such measures remain adequate to protect an organization's data, resources, and people.



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As students prepare to go into the workforce or pursue further education, they will probably come across a variety of digital settings where safeguarding private and sensitive data are Students getting ready to enter the industry or continue their education will undoubtedly encounter a range of digital environments where protecting sensitive and private information is essential. As stated by Kelley (2024), in the study "What is Cybersecurity and Why It is Important?" highlights that cybersecurity awareness is necessary because of the protection given to each form of data from loss and theft, such as sensitive data, personally identifiable information, protected health information, intellectual property, personal data, and information systems used in business and the government. Indeed, denial-of-service attacks would have nearly made it impossible for the use of many websites if not for the relentless effort cyber security experts put in. Media Descriptions have used cyber security as a catch-all term to describe the process of protection against every form of cybercrime, from identity theft to international digital weapons. These labels are valid but fail to articulate the full extent of what cyber security represents to those without a computer science degree or experience in the digital industry. For a better understanding and practical expertise, consider online courses in cybersecurity, particularly developed to make the complex issues of cyber security approachable for all.

Cyberattacks can cause serious negative economic impacts, such as extreme financial losses, disruption to business, and reputational damage. Strong defenses are also needed because cyber espionage and attacks are much more dangerous to national security as governments and vital infrastructure become increasingly digitized. Today, the requirement for investment in cybersecurity no longer remains in compliance alone but much in the security of intellectual property, innovation, and customer trust. The growing sophistication of threats and stringent regulatory requirements mandate effective cybersecurity to ensure privacy, security, and stability in every walk of life in the pervasively digital-interaction age. Cybersecurity, in the contemporary world, assumes immense importance. This is because digital technology has deeply infiltrated our lives, and these digital technologies have weaknesses inherent within them. As personal, financial, and corporate information moves online, there are real dangers of theft and breaches of security if appropriate care is not taken.

According to Chaudhary et al. (2022) in the study "Developing metrics to assess the effectiveness of cybersecurity awareness programs" Cybersecurity awareness (CSA) is not just about knowing, but also transforming things learned into practice. It is a continuous



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process that needs to be adjusted in subsequent iterations to improve its usability as well as sustainability. It demonstrates that effective cybersecurity awareness involves not only learning about security but also consistently applying that knowledge and adapting it over time to stay current with evolving threats and practices.

The significance of cybersecurity in today's increasingly digital environment cannot be emphasized. Understanding and using cybersecurity is not simply a matter of academic interest for Meycauayan National High School's Grade 12 Information and Communication Technology (ICT) students, but it's also an essential life skill. The purpose of this study is to investigate how Grade 12 ICT students' safe online practices may be impacted by their adaption of cybersecurity knowledge and compliance. The goal of the research is to demonstrate the significance of incorporating cybersecurity education into the curriculum by looking at how cybersecurity practices affect students' digital behavior. It will shed light on how good cybersecurity education may improve students' capacity to safeguard their data, support their general online safety, and get them ready for obstacles in the Information Technology sector down the road. Also, to educate the audience and provide awareness to the issue.

STATEMENT OF THE PROBLEM

GENERAL PROBLEM

The general problem of this study is to evaluate and examine the Adaption of cybersecurity awareness and compliance among grade 12 Information and Communication Technology students of Meycauayan National High School for the academic year 2024-2025.

SPECIFIC PROBLEM

This study sought to answer the following questions:

1. How does Cyber Security awareness and compliance vary across different demographics of Grade 12 ICT Students of MNHS by means of:

- a) Section
- b) Age
- c) Gender
- d) Religion



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- 2.What are the most common barriers faced by Grade 12 ICT students of MNHS in adpting cyber security awareness and compliance
- a) Lack of Proper Education
 - b) Lack of Practical Experience
 - c) Perception of Cybersecurity as Time-Consuming
 - d) Overconfidence in Technology
- 3.What is the current level of Cyber Security awareness among Grade 12 ICT students of MNHS in terms of?
- a) Cybersecurity Threats
 - b) Cybersecurity Practices
 - c) Cybersecurity Ethics
 - d) Cybersecurity Principle
- 4.What factors influence the level of Cybersecurity awareness among Grade 12 ICT Students of MNHS?
- 5.What factors affect the compliance behavior of Grade 12 ICT Students of MNHS answering Cybersecurity practices?
- 6.Is there a significant relationship between the level of Cybersecurity awareness and the level of compliance among Grade 12 ICT Students?

RESEARCH HYPOTHESIS

Null Hypothesis (H_0) - Perceived importance of cybersecurity does not significantly influence the compliance behavior of ICT Students.

Alternative Hypothesis (H_1) - ICT students who perceived Cybersecurity as highly important are more likely to comply with Cybersecurity best practices than those who do not.

SIGNIFICANCE OF THE STUDY

The result of the study will benefit the following people:

ICT Students-By improving their cybersecurity knowledge and compliance abilities, they can better their digital literacy and online safety.



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Teachers-They may incorporate pertinent material into their curricula and have a deeper understanding of the cybersecurity needs of their pupils.

Parents-They will receive information on the value of cybersecurity and how to help their kids adopt excellent practices.

Technology Providers-Companies that offer educational technology solutions to schools might make use of the results to improve the cybersecurity education-related goods and services they offer.

Social Media Platforms-Based on the research, these platforms may create resources or tools to raise younger users' understanding of cybersecurity.

To the Department of Information and Communications Technology (DICT) - Such varied efforts greatly help the DICT build a robust, secured digital environment for the Philippines and safeguard the public and private sector information systems against changing cyber threats.

Higher Education Institutions-By using the study, universities and colleges can give prospective students a basic understanding of cybersecurity.

Future Researchers-This work will lay a strong basis for additional research on the adoption of cybersecurity compliance and awareness. It could provide deeper insights and lead to conclusions not included in the original study, especially with relation to students' awareness and compliance in this area.

SCOPE AND DELIMITATION

This study covers the importance of the Adaption of Cybersecurity Awareness and Compliance Among Grade 12 Information and Communication Technology (ICT) students of Meycauayan National High School (MNHS) for the academic year 2024-2025. This study will give insights on how cybersecurity awareness influences or affects the overall performance and reliability of cybersecurity structures used by students in the Information and Communication or ICT field. Factors including the network, programs and devices and data from a cyberattack can be analyzed. Students getting ready to enter the industry or



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continue their education will undoubtedly encounter a range of digital environments where protecting sensitive and private information is essential.

It is important to recognize the limitations of this study. The particular Grade level comes first, then the students stand. This study only focused on Grade 12 Information and Communication Technology (ICT). The place where the study was carried out comes in second, this study was conducted at Meycauayan National High School (MNHS). And lastly, the duration of this study, which only looked at the academic year 2024–2025. Furthermore, this research only addresses the Adaption of Cybersecurity Awareness and Compliance.

METHODOLOGY

RESEARCH DESIGN

The researchers used an approach of employing quantitative approach in the Introduction, Methodology, Results and Discussion format to methodically present the entire process involved in the study along with findings with the justification that such information has relevance in this highly digitized risk level to take up the issue of cyber-security awareness with Grade 12 students in Information and Communication Technology at Meycauayan National High School. A descriptive research design approach was adopted by the researchers to focus on the unique experience of Grade 12 students in understanding and putting into practice cybersecurity practices. This systematic approach can contribute to further insights in how individuals implement cybersecurity procedures and comply with relevant laws, pointing out areas of strength and opportunities for improvement.

The core objective of the researchers would be the collection of data on the extent to which Grade 12 students embrace cybersecurity awareness and practices. For this purpose, a standardized questionnaire will be administered to a sample of students so that quantitative information is collected from them about their cybersecurity knowledge levels, their ability to afford frequent safe online habits, and the challenges they face while implementing effective cybersecurity measures. With the help of this descriptive quantitative research design, students can instill a complete understanding of the factors that influence the cybersecurity practices of students accurately and methodically.

POPULATION AND SAMPLE

The respondents of this research study consisted of Grade 12 Senior High School at Meycauayan National High School who were enrolled in the Information and Communication Technology strand. A total of 28 Senior High School students from this



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survey are respondents of this study. The researchers aimed to analyze the results from face-to-face interviews and a questionnaire they designed for their research.

A single questionnaire was given to up to 28 students, and this is how respondents were chosen for simple random sampling. This method ensures that every student in the group has an equal opportunity to be selected. The study covered all 139 students in the ICT strand. To come up with 28 respondents, the researchers divided the participants evenly, allocating 20% to four sections of ICT. There were 7 students in each section. This method helps maintain the sample as representative and reliable.

The questionnaires were gathered by the researchers from the respondents. These respondents are the students taken from the four sections of Grade 12 ICT, namely Hollerith, Pascal, Babbage, and Thompson. Understandably, such demographics like age, section, and gender would be useful to know in terms of the factors affecting Grade 12 ICT students' cybersecurity awareness.

Questionnaires were taken up by the researchers from the accomplished copies of the students. Respondents are chosen from a section of the students which consists of Hollerith, Pascal, Babbage, and Thompson, composing the four areas that comprise Grade 12 ICT. This analysis is important since demographics such as age, section, and gender need to be understood for the factors affecting Grade 12 ICT students' perception of their awareness of cybersecurity. Age influences familiarity with digital environments, section identifies curriculum variations, and gender influences attitudes towards cybersecurity practices; all of this information will help design inclusive and effective education strategies towards cybersecurity. The researchers made sure that all information provided by respondents remained confidential, keeping their identities safe. The data gathered will only be used for research purposes.

DATA COLLECTION

The researchers created a questionnaire for the respondents, consisting of six questions related to the study. This was designed to gather valuable data. A practical research teacher reviewed the questions to make sure they met high standards and were formatted correctly. The questionnaire focused on identifying barriers and factors that affect Cybersecurity awareness among Grade 12 Senior High School Information and Communication Technology (ICT) students, particularly the key variables for analysis. Before giving the respondents the questionnaires, they were informed on what the research was about and were consented to by the researchers.



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Once put in place and set, the researchers carried out face-to-face interviews and handed out questionnaires to collect data. They made sure that respondents received clear explanations about the surveys, supported by documentation. The survey was given to selected ICT students from Hollerith, Pascal, Babbage, and Thompson. Once completed, the researchers collected the questionnaires and expressed gratitude to all the respondents. This approach aimed to engage students who could provide relevant insights for the study.

The researchers then analyzed the data collected from the questionnaire to assess the adaption of Cybersecurity awareness and compliance among Grade 12 ICT students at Meycauayan National High School for the academic year 2024-2025. The questionnaire included a single component based on a 4 Likert scale. The researchers ensured they used a consistent rating system to indicate the level of importance, along with a consent form to protect participants' privacy and confidentiality.

DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile

Male	18	64%
Female	1	04%
LGBTQIA+	9	32%
Total	28	100%

Table 1: Demographic Profile (Age)

15-17	24	86%
18-20	3	11%
21-Above	1	3%
Total	28	100%

Table 1: Demographic Profile (Section)

Hollerith	7	25%
Thompson	7	25%
Babbage	7	25%
Pascal	7	25%
Total	28	100%

Table 2: Arbitrary Table

1.00 - 1.74	Not Important at All
1.75 - 2.49	Slightly Important
2.50 - 3.24	Important
3.25 - 4.00	Extremely Important



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- 1.) Barriers faced by students of ICT in Adopting Cybersecurity awareness and compliance.

Table 3A: Lack of Proper Education

Tally of Respondents

Q	4	3	2	1
1	13	14	0	1
2	3	10	8	7
3	3	14	7	4
4	4	11	7	6
5	6	10	5	7

Summary of Proper Education

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	52	42	0	1	95	3.39	Extremely Important
2	12	30	16	7	65	2.32	Slightly Important
3	12	42	14	4	72	2.57	Important
4	16	33	14	6	69	2.46	Slightly Important
5	24	30	10	7	71	2.53	Important

Question #3A the weighted average mean is 2.65 which is important because, some of our respondents think that addressing these issue is essential to be an educated cybersecurity user. According to Amankwa, E. (2021) to the study "Relevance of Cybersecurity Education at Pedagogy Levels in Schools." the evaluation of various cybersecurity awareness training programs, which indicate high effectiveness in improvement of knowledge, risky behavior decreased, and compliance within an organization. The literature review brought the available sources together within categories: the assimilation of cybersecurity training into organizational culture and employee engagement, concluding with the notion that proper training and application can be a factor in achieving lasting security improvement.



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Table 3B: Lack Of Practical Experience.

Tally of Respondents

Q	4	3	2	1
1	8	13	2	5
2	8	8	8	4
3	3	8	12	5
4	7	10	5	6
5	7	8	8	5

Summary of Practical Experience

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	32	39	4	1	95	2.85	Important
2	32	24	16	7	65	2.71	Important
3	12	24	24	4	72	2.32	Slightly Important
4	28	30	10	6	69	2.64	Important
5	28	24	16	7	71	2.60	Important

On Question #3B the weighted average mean is 2.63 which is important because, the absence of cyber security has broad implications for ICT students.

Table 3C: Perception Of Cybersecurity as time consuming.

Tally of Respondents

Q	4	3	2	1
1	5	11	8	4
2	3	13	10	2
3	6	13	9	0
4	7	13	8	0
5	4	11	12	1



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Summary of : Perception Of Cybersecurity as time consuming.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	20	33	16	4	73	2.60	Important
2	12	39	20	2	73	2.60	Important
3	24	39	18	0	81	2.89	Important
4	28	39	16	0	83	2.96	Important
5	16	33	24	1	74	2.64	Important

On Question #3C the weighted average mean is 2.73 which is important because, some of our respondents think that addressing this issue is essential for their overall development.

Table 3D: Overconfidence in Technology.

Tally of Respondents

Q	4	3	2	1
1	6	12	10	0
2	4	14	6	3
3	8	10	6	4
4	4	10	10	4
5	3	11	11	3

Summary of Overconfidence in Technology.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	24	36	20	0	80	2.85	Important
2	16	42	12	5	75	2.67	Important
3	32	30	12	4	78	2.78	Important
4	16	30	20	4	80	2.50	Important
5	12	33	22	3	80	2.50	Important

On Question #3D the weighted average mean is 2.66 which is important because, some of our respondents think that it is essential to develop a practical understanding of cybersecurity.



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2). How important do you consider the following areas:

Table 4A:

Tally of Respondents

Q	4	3	2	1
1	12	8	4	4
2	18	6	5	3
3	15	8	4	1
4	15	8	2	3
5	18	8	4	1

Summary of following areas.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	48	24	8	4	84	3.00	Important
2	72	18	10	3	103	3.67	Extremely Important
3	60	24	8	1	93	3.32	Extremely Important
4	60	24	4	3	91	3.25	Extremely Important
5	72	24	8	1	105	3.75	Extremely Important

On Question #4A the weighted average mean is 3.39 because, some of our respondents thinks that this issue is essential or extremely important for them in order to develop their practical understanding of cybersecurity.

3.) Factors influenced the importance of Cybersecurity awareness among Grade 12 ICT students.

Table 5A: Personal Risk Perception

Tally of Respondents

Q	4	3	2	1
1	18	9	0	1
2	18	8	7	1
3	14	9	2	3
4	13	9	4	2
5	7	7	8	6



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Summary of Personal Risk Perception

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	72	27	0	1	100	3.57	Extremely Important
2	72	24	2	1	99	3.53	Extremely Important
3	56	27	4	3	90	3.21	Important
4	52	27	8	2	89	3.17	Important
5	28	21	16	6	71	3.53	Important

Question #5A the weighted average mean is 3.23 which is important because, some of our respondents thinks that it helps them to understand how their actions could lead to serious threats.

Table 5B: Access to Technology resources.

Tally of Respondents

Q	4	3	2	1
1	2	12	6	8
2	10	8	10	0
3	4	13	9	2
4	5	17	5	1
5	6	11	9	2

Summary of Access to Technology resources.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	8	36	12	8	64	2.28	Slightly Important
2	40	24	20	0	84	3.00	Important
3	16	39	18	2	75	2.67	Important
4	20	51	10	1	82	2.92	Important
5	24	33	18	2	77	2.72	Important

On Question #5B the weighted average mean is 2.75 which is important because, some of our respondents thinks that it empowers them to navigate the digital landscape safely.



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Table 5C: Ease of Understanding Cybersecurity Practices.

Tally of Respondents

Q	4	3	2	1
1	26	1	0	1
2	17	9	1	1
3	20	7	0	1
4	20	7	0	1
5	19	7	3	1

Summary of Ease of Understanding Cybersecurity Practices

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	104	3	0	1	108	3.85	Extremely Important
2	68	27	2	1	98	3.50	Extremely Important
3	80	21	0	1	102	3.64	Extremely Important
4	80	21	0	1	102	3.64	Extremely Important
5	76	15	6	1	98	3.50	Extremely Important

On Question #5C the weighted average mean is 3.62 which is extremely important because, it helps them to quickly and effectively incorporate essential safety habits in this technologically advanced world. According to Sturdee, M., et al. (2021) the study "A Visual Exploration of Cybersecurity Concepts" portrays ways of showing complicated cybersecurity concepts in palatable ways through graphic means and representations. Visualizations are ways of breaking up complicated subjects so that they are easier for a learner to understand or so a professional can remember what threats, defenses, and protocols surround cybersecurity. The approach has been much appreciated through the use of vivid, interesting visuals as a teaching tool and to memorize the basics of cybersecurity both by novices and experts.



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Table 5D: Motivation and Interest In Technology.

Tally of Respondents

Q	4	3	2	1
1	10	13	4	1
2	11	13	3	1
3	4	12	9	3
4	1	13	9	0
5	9	13	5	2

Summary of Motivation and Interest In Technology.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	40	39	8	1	88	3.14	Important
2	44	39	6	1	90	3.21	Important
3	16	36	18	3	73	2.60	Important
4	4	39	18	0	61	2.17	Slightly Important
5	36	39	10	2	87	3.10	Important

On Question #5D the weighted average mean is 2.84 which is important because addressing this issue contributes to their personal, professional, and individual growth.

4. Factors affect students in terms of compliance with Cybersecurity awareness.

Table 6A: Perceived risk and consequences.

Tally of Respondents

Q	4	3	2	1
1	13	9	6	1
2	10	10	6	2
3	7	11	9	1
4	13	9	5	2
5	9	8	7	4



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Summary of Perceived risk and consequences.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	52	27	12	1	92	3.28	Extremely Important
2	40	30	12	2	84	3.00	Important
3	28	33	18	1	80	2.85	Important
4	52	27	10	2	91	3.27	Extremely Important
5	36	24	14	4	78	2.78	Important

On Question #6A the weighted average mean is 3.03 which is important because understanding relative risks of threats is essential to protect ourselves from potential harms.

Table 6B: Peer influence and social norms.

Tally of Respondents

Q	4	3	2	1
1	7	10	6	5
2	8	9	9	2
3	5	12	7	4
4	7	7	9	5
5	3	6	11	8

Summary of Peer influence and social norms

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	28	30	12	5	75	2.67	Important
2	32	27	18	2	79	2.82	Important
3	20	36	14	4	74	2.64	Important
4	28	21	18	5	72	2.57	Important
5	12	18	22	8	60	2.14	Slightly Important

On Question #6B the weighted average mean is 2.56 which is important because, recognizing these threats is essential in order for them to protect themselves from a common cyber threats.



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Table 6C. Awareness and knowledge of Cybersecurity.

Tally of Respondents

Q	4	3	2	1
1	9	13	3	3
2	19	6	2	1
3	12	13	2	1
4	10	9	2	1
5	15	10	2	1

Summary of Awareness and knowledge of Cybersecurity.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	36	39	6	3	84	3.00	Important
2	76	18	4	1	99	3.53	Extremely Important
3	48	39	4	1	92	3.28	Extremely Important
4	64	27	4	1	96	3.42	Extremely Important
5	60	30	4	1	95	3.39	Extremely Important

On Question #6C the weighted average mean is 3.32 which is extremely important because promoting awareness should be address to empower individuals.

Table 6D: Education and Training.

Tally of Respondents

Q	4	3	2	1
1	15	15	4	2
2	12	12	2	1
3	6	6	5	1
4	10	10	6	2
5	13	13	3	1



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Summary of Education and Training.

Q	f(4)	f(3)	f(2)	f(1)	Efx	WAM	Interpretation
1	28	45	8	2	83	2.96	Important
2	32	36	14	1	83	2.96	Important
3	64	18	10	1	93	3.32	Extremely Important
4	40	30	12	2	84	3.00	Important
5	46	39	6	1	90	3.21	Important

On Question #6D the weighted average mean is 3.09 which is important because some of our respondents thinks that promoting knowledge or awareness about cybersecurity is essential in order for them to protect their privacy

Overall, 2.96 is the weighted average mean which is important.

RESULTS

1. What are the most common barriers faced by Grade 12 ICT students of MNHS in adopting cyber security awareness and compliance in terms of Lack of Proper Education, Lack of Practical Experience, Perception of Cybersecurity as Time-Consuming, and Overconfidence in Technology?

Based on the gathered data, Several problems arise while learning cybersecurity at the MNHS for grade 12 ICT students. The biggest issue is that they are not educated enough about it or lack of proper education, meaning they do not know as much of important ideas about cybersecurity as they ought to. The other is that students lack practical experience-that makes it hard for them to apply what they have learned into reality. So many students feel that good cybersecurity practices take too much time from their lives, and hence cannot keep up with the habit. Others are students relying way too much on technology because they believe tools alone keep them safe, and hence, about good cybersecurity practices.

2. What is the current level of Cyber Security awareness among Grade 12 ICT students of MNHS in terms of Cybersecurity Threats, Cybersecurity Practices, Cybersecurity Ethics, Cybersecurity Principle?



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It shows that, awareness of cybersecurity varies across the Grade 12 ICT students. Some students know about the threats but lack of key information about details of these threats. Many students recognize the importance of good practices while applying them in difference ways. Although students are aware of cybersecurity ethics, not everyone understands it, and thus, there is a need for proper education regarding the targeted area. Finally, although they know the basic principles of cybersecurity, their perception is weak, which seems to suggest that teaching methods require improvement.

3. What factors influence the level of Cybersecurity awareness among Grade 12 ICT Students of MNHS?

Survey results show several different things that influence cybersecurity awareness of Grade 12 ICT students at MNHS. The ability of enhancing the awareness of students is through seeing threats such as identity theft, data breach, and malware as problems. Additionally, the access to tools such as two-factor authentication and screen readers will help improve the understanding of the students. Some students will learn basic cybersecurity behaviors to include password protection, phishing e-mails, and keeping software current. Students with interests in technology, especially those actively participating in a club or becoming self-instructional, are likely to be more aware of cybersecurity.

4. What factors affect the compliance behavior of Grade 12 ICT Students of MNHS answering Cybersecurity practices?

The data shows several factors that influence compliance behavior among Grade 12 ICT students. Those students who believe that some cyber security incidents like identity theft or data breach would trigger some bad outcomes are more likely to adopt cyber security behaviors. Peer influence also plays a paramount role because the students will use the web with much safety if their friends do the same. In addition, students who are more knowledgeable about the issue of security will observe higher compliance with the indicated security practices. Lastly, the students, who are relatively well-educated and trained in cybersecurity—lesson, simulations, and peer training—are most likely to implement security practice.



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5. Is there a significant relationship between the level of Cybersecurity awareness and the level of compliance among Grade 12 ICT Students?

Awareness among students of cybersecurity has a direct relationship with compliance with security practices. Findings from research show that the greater a student's awareness of problems related to cybersecurity, the higher the likelihood that they follow safe Internet practices. Greater awareness is linked to better compliance behavior; whereas, students who are aware of the necessity of cybersecurity practice are more likely to practice.

DISCUSSION

CONCLUSION

To sum up everything, the study highlights a critical need to promote cybersecurity awareness and compliance among Grade 12 ICT students of Meycauayan National High School for the academic year 2024-2025. As technology continues to change digital landscapes, it is not just an abstract idea that can be understood; rather, it is a crucial competency greatly influencing personal and work life. The results of the research indicate that students are becoming more knowledgeable about cybersecurity basics, but obstacles like lack of practical experience and excessive dependence on technology hinder them from completely following cybersecurity protocols. These results highlight the importance of hands-on learning experiences to connect theoretical understanding with practical use.

Additionally, the research reveals that elements like age, department, and previous technology experience greatly impact students' levels of cybersecurity awareness and behavior compliance. These differences indicate that personalized methods of cybersecurity education could be more successful in meeting the specific requirements and backgrounds of students. Moreover, the study demonstrates a significant connection between students' willingness to embrace secure online behaviors and their understanding of the significance of cybersecurity. This indicates that improving students' knowledge of cybersecurity can promote positive attitudes and behaviors towards secure online practices.

Meycauayan National High School can develop digitally literate and safety-conscious students by addressing gaps in cybersecurity education, allowing them to better navigate the complex ICT landscape. Enhancing this part of the curriculum will not just enhance students'



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technical abilities but also prepare them to be strong digital citizens who can protect personal and professional data.

Future studies should be conducted on finding ways in which the level of cybersecurity awareness and compliance at different educational levels should be improved. Such research will help explore a variety of teaching methods, including immersing students into simulated conditions and real-world scenario learning to increase students' confidence levels in their cybersecurity knowledge and skills. e alternative hypothesis (H_1), which states that "ICT students who perceive cybersecurity as highly important are more likely to comply with Cybersecurity best practices than those who do not." This represents a success for both the researchers and the specific study.

RECOMMENDATION

The researchers would like to make a recommendation when it comes to the Adaption of Cybersecurity Awareness and Compliance among Grade 12 Information and Communication Technology students. The researchers also have recommendations in order to improve future research. Based on findings, the researchers came up with the following recommendations:

- To enhance and improve the study, the researchers are encouraging future researchers to utilize better tools for data collection and analysis. Also, as soon as possible the future researchers should explore and be open to new experiences to fully determined the factors influenced the level of Cybersecurity awareness.
- Information and Communication Technology (ICT) students should adopt cybersecurity practices to enhanced and aware individuals regarding to virus, hacking and protecting accounts to unknown links.
- To protect their accounts, the students must use the Strong Password.
- The students must actively participate in cybersecurity practices to better adopt cybersecurity awareness and compliance.
- Future researchers should focus on investing in cybersecurity awareness and compliance. Ensure that you have the necessary tools and keep your mind open to continuous learning.
- Technology Providers should regularly update and patch software to prevent malicious activities.



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- Teachers should educate students about cybersecurity to improve students knowledge about cybersecurity awareness.
- Social media platform should be cautious with personal information to avoid the cybercriminals for identity theft.

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APPENDICES

Indicate the following documents:



Address: Camalig, City of Meycauayan, Bulacan

Telephone No. (044)913-0664

Email Address: meycauayannhs@gmail.com/300757.meyc@deped.gov.ph



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- a. Consent form
- b. All Survey forms collected to your respondents
- c. Curriculum Vitae (Resume) of the researchers