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Awareness in Data Privacy Law among BPA students its relation to Online Class Modality

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Abstract

In the current generation, it is crucial for everyone to be aware of the significance of data privacy awareness. It is essential for everyone to be aware of what information is being collected and how it will be beneficial to other people. In today's modern society, practically everyone, including the younger generation, has their own electronic devices. It is likely that this has not taken into account the impact of the epidemic, which has caused us to become reliant on utilizing various technologies that are currently available. This study raises awareness among all individuals about the importance of protecting their privacy and preventing the disclosure of personal information. Within the scope of this investigation, the descriptive research method that was employed and utilized was the probability sampling approach, specifically the simple random sample method, which was employed to characterize the interrelationships between the various variables. The outcomes of the research indicate that there is a high level of awareness in data privacy legislation on the online class modality, and that there is a high level of understanding in data privacy law among BPA students and faculty members. The findings of this study highlight the significance of educating BPA students and faculty members about the value of protecting their personal information as we continue to explore the possibility of earning through online means.

Keywords: *Data Privacy Act 2012, Privacy Awareness, Online Modality, Personal Data, Surfing Internet Safely, Video Conference, Removing Data Traces*

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INTRODUCTION

The researcher conducted a study to examine the implications and advantages of awareness of the Data Privacy Act of 2012 (Republic Act No. 10173) among students in the Bachelor of Public Administration program. The researcher emphasized the significance of this deed to highlight its importance for both the respondent and future readers. In today's world of digital technology, it's easier to create and manage information because data is so easy to get and technology is changing so quickly. This is a very important part of keeping an eye on programs, making new rules, and improving how different industries work together when it comes to making connections better. But while as information gives people and groups more power, it also makes people worry about how to acquire, use, and store information about people's and groups' privacy. People have the right to know when their personal information is being collected, and they should also be able to regulate how it is used. Everyone who has equal rights has the right to keep their personal information safe.

To deal with these issues, the Philippines government passed the Data Privacy Act of 2012, also known as Republic Act No. 10173. It was in 2012 when this law was passed. The actual name of this law is "An Act Protecting Individual Personal Information in Information and Communications Systems in the Government and the Private Sector, Creating for This Purpose a National Privacy Commission, and for Other Purposes." The objective of this regulation is to safeguard people, who are called "data subjects," by making sure that their personal information is safe from being used inappropriately or stolen. The goal of this law is to protect people.

This investigation is grounded in the positivist philosophical paradigm, asserting that awareness of the Data Privacy Law constitutes an objective fact that can be observed, quantified, and evaluated. This method is what led to this study. This belief is what this study is based on. The researcher employed a quantitative methodology to assess the students' level of awareness and to examine the correlation between that awareness and their selected online class modality. This viewpoint guided the researcher during their examination. This philosophical framework guarantees that the conclusions are based on empirical data while simultaneously tackling the previously mentioned challenges. It does this by talking about important issues in education and digital governance.

Significance of the Study

In particular, the findings of this study have substantial repercussions for students, teachers, institutions, government agencies, and future researchers. This is especially true in the context of online education, where the protection of personal information is particularly important.

Students. As results revealed that the majority of BPA students have a strong understanding of the Data Privacy Act, particularly with regard to the responsible handling of personal information and the safe use of the internet. The significance of this lies in the fact that it demonstrates that children are not only aware of their rights, but also capable of developing safer digital habits. There is a possibility that these findings will encourage students to improve their responsible data management and to take the effort to protect their privacy when they are engaged in online learning.

Teachers and Administrators This survey provides teachers and administrators with information about the areas in which students currently possess a high level of knowledge and the areas in which they may still have room for improvement (for instance, by removing digital traces from learning platforms). They are able to develop digital

literacy programs that are more targeted as a result of this. It is because of this that teachers are able to fill in the gaps in their pupils' knowledge, which contributes to the promotion of safe and ethical behavior in schools when it comes to using the internet.

Various educational institutions, including schools. In order to establish policies regarding data protection and to incorporate training modules into student orientations or classes linked to information technology, schools might utilize these results as evidence. By ensuring that their respective programs are in accordance with the findings, educational institutions have the potential to make the online learning environment more secure and to make it simpler to comply with the Data Privacy Act.

Government Agencies and Policymakers. NPC, CHED, and DepEd are examples of government agencies and individuals who are responsible for formulating policy. It is true that the National Privacy Commission and other educational authorities will utilize the data as evidence to assist them in determining whether or not the laws that are currently in place are effective. The findings indicate that there is a significant level of awareness, albeit not a comprehensive level; hence, policymakers may make use of this study to establish or enhance activities that reconcile the advancement of technology with the security of data in higher education.

Future Researchers. This research contributes to the growing body of work that has been done in the Philippines around the topics of data privacy and online education. These findings may be expanded upon by subsequent researchers by the execution of comparison analyses across a variety of schools, programs, or areas, or through the investigation of complete behavioral patterns related with data protection methods.

Furthermore, the survey highlighted areas that need to be improved, which will help lead practical improvements in teaching, governance, and research. In conclusion, the significance of the study lies not only in the fact that it demonstrated that students are aware of the Data Privacy Law, but also in the fact that it discovered areas that require improvement. In conclusion, it emphasizes how essential it is to be aware of the need of data privacy in order to have online learning experiences that are safe, ethical, and productive.

Objectives

This study determines the awareness of BPA students and faculty members on data privacy law to online class modality.

Specifically, this study aimed to answer the following questions:

1. Assess the data privacy law in an online class practice as to:
2. Is there a significant difference on the awareness of data privacy law on online class practices as assessed by BPA students and faculty members?
3. What are the problems encountered in the awareness of data privacy on online class practices?

METHODS

Research Method Used, Research Location, Respondents of the Study, Sampling Procedure, Instrumentation and Data Analysis

This study employed a descriptive research methodology to assess the awareness level of BPA students regarding the Data Privacy Act of 2012. The descriptive design was appropriate as it facilitated the researcher in

systematically delineating and comprehending the students' awareness in its unaltered condition, free from any variable manipulation.

The study's participants were students from the College of Business and Public Administration at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), who were enrolled in the Bachelor of Public Administration program. These respondents were chosen because they represent future public administrators who are expected to understand and follow rules and policies, especially those about protecting data.

A purposive sampling strategy was employed to select the respondents. The researcher intentionally selected participants from the BPA program, believing they would provide relevant information for the study, making this non-probability method suitable. A total of [insert number] students participated, ensuring that the sample size adequately represented the program's student body.

The researcher used a structured survey questionnaire to gather information. The survey had two parts. The first part asked for information about the person's age, gender, and year level. The second section used signs of knowledge, attitudes, and actions to find out how much students knew about the Data Privacy Law. The questionnaire employed a Likert scale to turn answers into numbers that could be used in statistics. To make sure the instrument was valid, experts in the field examined it over, and a pilot test was done with [insert number] students to make sure it was reliable.

The researcher sent out the questionnaire [online through Google Forms] to get information. The respondents gave their informed consent before taking part, and their replies were kept private in line with ethical standards and the Data Privacy Act of 2012.

The data that were gathered were encoded, numbered, and put into tables so that they could be analyzed. The following statistical tools were used:

You can see how the answers were split out by looking at the frequency and percentage. Weighted Mean—used to find out how much the people who answered the question knew. Likert Scale—To find out how aware someone is.

The study employed this method to make sure the results were real, trustworthy, and demonstrated how much BPA students knew about the Data Privacy Law in the context of online education.

RESULTS and DISCUSSION

Findings

1. On the BPA Students and Faculty assess the data privacy law in an online class modality. The overall assessment of the awareness of data privacy law on online class practices rated as Practiced with the grand mean of 4.14. Two (2) items rated as Highly Practiced, these are: using video conference tools with caution with a composite weighted mean of 4.26 as rank 1; and surfing the internet safety with a composite weighted mean of 4.24 as rank 2. Two (2) items rated as Practiced, namely: posting in forums responsibility with a composite weighted mean of 4.13 as rank 3; and removing data traces in online learning with a composite weighted mean of 3.92 as rank 4.

Generally, the assessments of the groups of respondents on the awareness of data privacy law on online class practices are as follows: faculty members rated as Highly Practiced with the grand mean of 4.32, and students rated as Practiced with the grand mean of 4.05.

2. On the significant difference on the awareness of data privacy law on online class modality as assessed by BPA students and faculty members. The computed t-values are as follows: using Video-conference tools with caution with 0.22813; posting in forums responsibility with 0.24915; surfing internet safety with 0.12044; and removing date traces in learning with 0.09863 were all lower than the critical value of 1.664 with 70 degree of freedom and 0.05 level of significance. Hence, there is no significant difference on the awareness of data privacy law on online class practices as assessed by faculty members and students. Therefore, the hypothesis is accepted.

3. On the problems encountered on the awareness of the data privacy law on online class modality. The assessment of the problems encountered on the awareness of data privacy law on online class practices rated as Not Encountered with an overall weighted mean of 1.50. All items rated as Not Encountered, such as: sharing data and information with a composite weighted mean of 1.44 as rank 1; sensitive data misuse and thief with a composite weighted mean of 1.49 as rank 2; and environment security with a composite weighted mean of 1.57 as rank 3.

RECOMMENDATION

1. The Administrators can provide public forum that will invite expertise on Data Privacy and guidance consent with lawyers together with Faculty and Students that will show their experience and for proper dissemination and awareness among BPA Students.
2. Collaboration and proper coordination between Faculty members and Students to proper monitor and periodic feedbacks on data privacy.
3. School should provide emails for students that will use for class meeting to maintain security in every online class and to avoid hackers or other people to join in every class subjects.
4. Each class must provide group chat to access and have collaboration among students and class teachers.

Table 1 Awareness of Data Privacy Law on Online Class Modality as to Using Video Conference Tools with Caution

Indicators	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
. Access to the collaboration solutions that leads let them meet via audio conferencing, video conferencing, screen sharing and instant messaging.	4.42	HP	4.08	P	4.19	P	4
. Providing file sharing and instant communication and used for internal check-ins, conference calls, external meetings, and presentations.	4.50	HP	4.06	P	4.21	HP	3
. Allows two or more people to emulate a person-to-person meeting over the internet using real-time, multidirectional video and audio streaming.	4.42	HP	4.13	P	4.22	HP	2
. Online communication for audio meetings, video meetings, and seminars, with built-in features such as chat, screen sharing, and recording.	4.58	HP	4.31	HP	4.40	HP	1
Overall Weighted Mean	**4.48**	**HP**	**4.15**	**P**	**4.26**	**HP**	

The data in Table 1 indicate that both faculty members (WM = 4.48, VI = Highly Practiced) and pupils (WM = 4.15, VI = Practiced) are aware of and employ online collaboration technologies. The composite mean of 4.26 indicates that they are "Highly Practiced." The indicator that received the highest rating was "online communication for audio

meetings, video meetings, and seminars, with built-in features such as chat, screen sharing, and recording" (Composite WM = 4.40, Rank 1). This implies that individuals believe that video conferencing with interactive tools is the most significant and beneficial activity they engage in during their academic career.

Conversely, the indicator that received the lowest rating was "access to collaboration solutions that enable you to convene through screen sharing, audio/video conferencing, and instant messaging" (Composite WM = 4.19, Rank 4). Although these tools continue to receive favorable ratings, this indicates that there may be certain limitations or issues that hinder their effectiveness.

These findings are consistent with Bao (2020), who emphasized the significance of effective use of online collaboration platforms in preserving productivity and communication in digital learning environments. Rapanta et al. (2020) posited that synchronous and asynchronous collaboration tools enhance student engagement and enable interactive learning opportunities. Nevertheless, Coman et al. (2020) observed that the use of these tools remains challenging due to obstacles such as technological issues, limitations in digital literacy, and varying levels of internet stability. This could be the reason why certain locations received lower evaluations.

Table 2. Awareness of Data Privacy Law on Online Class Modality as to Posting in Forums Responsibility

Indicators	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
. Solution for a specific problem and posting a question to a forum.	4.33	HP	3.83	P	4.00	P	3
. Generating inbound links by participating in online discussion forums.	4.38	HP	4.00	P	4.13	P	2
. Allowing students and teachers to exchange ideas by posting comments.	4.50	HP	4.13	P	4.25	HP	1
Overall Weighted Mean	**4.40**	**HP**	**3.99**	**P**	**4.13**	**P**	

As shown in Table 2, the assessment of the awareness of data privacy law on online class modality as to posting in forums responsibility rated as Practiced, with an overall weighted mean of 4.13. The most important sign was the exchange of ideas through comments, which shows a desire to learn together while also being aware of privacy concerns. The results of Al Mahmud and Ramzan (2019), who emphasized that supervised online participation fosters both learning and digital responsibility, support the previously mentioned conclusion. This finding is consistent with the National Privacy Commission (NPC, 2021), which reported that while awareness of the law is growing, many students and even professionals remain unaware of its detailed provisions. Studies by Kang et al. (2015) also show that users often have "mental models" of privacy protection that are incomplete, leading to misconceptions about how their data is collected and used. The results emphasize the importance of data privacy integration in academic programs, particularly in the digital learning environment.

Table 3. Awareness of Data Privacy Law on Online Class Modality as to Surfing the Internet Safely

Indicators	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
. The practice of using security measures to protect one's computer while surfing the internet.	4.29	HP	4.06	P	4.14	P	3
. Staying safe online or to take steps to avoid fraudulent sites that ask for personal information.	4.38	HP	4.21	HP	4.26	HP	2
. Observing the following safety rules whenever they are online.	4.46	HP	4.25	HP	4.32	HP	1
Overall Weighted Mean	**4.38**	**HP**	**4.17**	**P**	**4.24**	**HP**	

As revealed in Table 3, the assessment of the awareness of data privacy law on online class modality as to surfing the internet safely rated as Highly Practiced with an overall weighted mean of 4.24. The strongest practice was observing safety rules while online. The result suggests that respondents recognize the importance of security measures against cyber risks. Similar results were reported by Tandon et al. (2021), noting that young learners are more cautious about phishing and fraudulent sites when trained in digital literacy. Safe internet practices are crucial in online learning, where students frequently access digital resources. A study by Trepte et al. (2014) revealed that individuals with higher privacy awareness are more likely to engage in protective behaviors online, such as verifying site authenticity and managing passwords. Similarly, Floridi (2016) emphasized that information literacy is a prerequisite for digital empowerment, highlighting that safe surfing is not only a technical skill but also a form of ethical digital behavior.

Table 4. Awareness of Data Privacy Law on Online Class Modality as to Removing Data Traces in Online Learning Platforms

Indicators	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
. Deactivating primary accounts (e.g., Facebook, Google etc.).	3.79	P	3.79	P	3.79	P	3
. Manage your application permission to limit and track what data is safe to go online.	4.21	HP	3.98	P	4.06	P	1
. Use website/s that can help you remove your digital footprint.	4.08	P	3.83	P	3.92	P	2
Overall Weighted Mean	**4.03**	**P**	**3.87**	**P**	**3.92**	**P**	

As displayed in Table 4, the assessment of the awareness of data privacy law on online class modality as to removing data traces in online learning rated as Practiced with an overall weighted mean of 3.92. The highest indicators were "Managing application permissions to limit data" (4.21) and "Using websites/apps that can help remove digital footprints" (4.08). However, the lowest score was "Deactivating primary accounts" (3.79), suggesting that students and faculty members rarely deactivate accounts after use.

This is consistent with the findings of Chen & Zhao (2019), who noted that while individuals are aware of deleting browser history and permissions, they are reluctant to delete or deactivate accounts due to convenience and social connectivity. Pangrazio & Selwyn (2020) also observed that young people are aware of digital footprints but often underestimate the permanence of data traces.

The results highlight a partial gap in deep-level privacy practices. While BPA students and faculty manage surface-level digital traces, they may not fully understand the long-term risks of permanent online accounts.

Table 5. Summary on the Awareness of Data Privacy Law on Online Class Modality

Criteria	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
. Using Video Conference Tools with Caution	4.48	HP	4.15	P	4.26	HP	1
2. Posting in Forums Responsibility	4.40	HP	3.99	P	4.13	P	3
3. Surfing the Internet Safety	4.38	HP	4.17	P	4.24	HP	2
. Removing Data Traces in Online Learning	4.03	P	3.87	P	3.92	P	4
Grand Mean	**4.32**	**HP**	**4.05**	**P**	**4.14**	**P**	

As indicated in Table 5, the overall assessment of the awareness of data privacy law on online class modality rated as Practiced with an overall grand mean of 4.14 is generally high among both students and faculty. Faculty members rated slightly higher (4.32) compared to students (4.05), implying that experience and professional responsibility contribute to stronger awareness. The highest-rated item was "Using video conference tools with caution", while the lowest was "Removing data traces in online learning", confirming earlier results from Table 4.

This finding supports Almefleh (2021), who concluded that educators tend to be more conscious of digital risks because they are responsible for protecting not only their data but also their students'. On the other hand, students' lower awareness in certain areas may reflect gaps in formal digital literacy training (Park, 2015).

The implication is that while both groups are aware of data privacy laws, students require more structured interventions to improve awareness on advanced privacy practices such as footprint management and critical appraisal of data risks.

Table 6. Problems Encountered on the Awareness of Data Privacy Law on Online Class Modality

Indicators	Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Environment security	1.42	NE	1.65	NE	1.57	NE	3
2. Sensitive data misuse and thief	1.46	NE	1.50	NE	1.49	NE	2
3. Sharing data and information	1.42	NE	1.46	NE	1.44	NE	1
Overall Weighted Mean	**1.43**	**NE**	**1.54**	**NE**	**1.50**	**NE**	

As established in Table 6, the assessment of the problems encountered on the awareness of data privacy law on online class modality rated as Not Encountered with an overall weighted mean of 1.50. The top concerns were "Sensitive data misuse and theft" and "Environment security", but both were still rated as not evident. This suggests that while awareness exists, students and faculty have not directly experienced major privacy breaches, possibly due to the preventive measures they already practice.

This aligns with Paine et al. (2017), who suggested that individuals often perceive privacy problems as distant threats rather than immediate realities, especially when they have not yet experienced direct harm. Baruh, Secinti, & Cemalcilar (2017) further argue that perception of risk influences awareness—users who feel less vulnerable are less likely to adopt advanced privacy measures.

The implication here is twofold: (1) students and faculty are relatively safe in their online learning platforms due to existing protections, but (2) the absence of direct problems may lead to complacency in practicing stricter data privacy measures.

CONCLUSION

1. Among the BPA Students and Faculty assess the data privacy law in online class modality these are: using video conference tools, and surfing the internet safety, posting in forums responsibility, and removing data traces in online learning.

2. Among the significant difference on the awareness of data privacy law on online class modality as assessed by BPA students and faculty members, there is no significant difference on the awareness of data privacy law on online class modality as assessed by faculty members and students.

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