

AI and the Paulinian Core Values: Navigating Ethical Student Leadership in the Digital Age

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Abstract

This study explores the integration of Paulinian Core Values—Christ-centeredness, Charity, Charism, Commission, and Community—into ethical student leadership in the digital age, with a specific focus on the use of Artificial Intelligence (AI) at St. Paul University Philippines (SPUP). Using a descriptive-survey design, data were collected from 200 student leaders to assess the extent to which these values are integrated into their ethical engagement with AI technologies. Findings reveal a very great extent of value integration across all five Paulinian Core Values, underscoring that student leaders anchor their digital decisions in spiritual reflection, social responsibility, and community-building. The study proposes the AI-Paulinian Leadership Core Values (AI-PLCV) Model, which positions AI not only as a tool for innovation but also as a moral space for servant-leadership. This model serves as a guide for institutions seeking to harmonize faith, ethics, and technology in leadership development. The results affirm the crucial role of values-based formation in cultivating ethical digital leadership.

Keywords

Paulinian Core Values, AI Integration, AI-PLCV Model, Ethical Student Leadership, St. Paul University Philippines (SPUP)

1. Introduction

In an era characterized by rapid technological transformation, Artificial Intelligence (AI) has emerged as a defining force in reshaping education, leadership, and societal interactions. From data analytics to automated decision-making and generative language models, AI tools are increasingly embedded in the everyday practices of learners and leaders. For student leaders, this digital revolution presents

both opportunities and ethical dilemmas, enabling enhanced communication, analysis, and engagement, while also posing risks of misinformation, depersonalization, and moral ambiguity (Tang et al., 2021). As AI technologies continue to influence how leadership is exercised, it becomes vital for educational institutions to anchor leadership formation in ethical and value-driven frameworks that ensure responsible digital engagement (Bakir & McStay, 2021).

In Catholic higher education, particularly within St. Paul University Philippines (SPUP), the formation of ethical student leaders has long been grounded in the Paulinian Core Values—Christ-centeredness, Charity, Charism, Commission, and Community. These values guide students in becoming servant-leaders who are spiritually grounded, socially responsible, and mission-oriented (SPUP, 2022). The widespread integration of AI tools calls for a reexamination of these core values in light of new ethical challenges. Questions about integrity in the use of AI-generated content, dignity in automated decision-making, and justice in algorithmic bias must be addressed through a moral lens. These questions lie at the heart of ethical leadership in the digital age.

The integration of Paulinian Core Values into AI engagement is essential for developing what Boddington (as cited in Kumar et al., 2023) describes as “morally competent AI users,” individuals who go beyond technical proficiency and make decisions guided by ethical principles. While the benefits of AI in leadership are well recognized, ranging from project management and campaign analytics to crisis communication and collaboration, it is the responsible, reflective use of these tools that defines their positive impact. Without strong moral frameworks, student leaders risk enabling AI tools that may inadvertently propagate exclusion, injustice, or depersonalization (Smuha & Ahmed-Rengers, 2021). Hence, Paulinian values serve not only as identity markers but also as ethical anchors that promote discernment, compassion, and accountability in technology use.

AI ethics highlights universal principles such as beneficence, non-maleficence, justice, autonomy, and explicability (UNESCO, 2021). Yet these need to be contextualized in the lived realities, spiritual traditions, and institutional values of those engaging with technology. For SPUP, the Paulinian Core Values provide a deeply rooted ethical foundation. *Christ-centeredness*, for instance, teaches that AI must serve human dignity and reflect divine purpose, not commodify or dehumanize users. *Charity* emphasizes the need for inclusive and empathetic decision-making, particularly in leadership tasks that involve vulnerable populations (Pontifical Academy for Life, 2020). These values help ensure that AI-enabled leadership remains grounded in love, truth, and human solidarity.

Furthermore, AI usage in leadership demands a deliberate balance between innovation and introspection. Suganthi's (2023) concept of “technospirituality” affirms the potential for digital tools to be integrated with moral and spiritual growth. At SPUP, student formation imbibes *Charism*, the responsible use of one's gifts and tools, including AI, for the good of others. This view nurtures student leaders who do not merely embrace technology for utility's sake but engage

with it critically and compassionately. In a world where AI can generate answers in seconds, Paulinian leaders are trained to ask deeper questions: Is this action just? Whom does it serve? What values does it reflect? Such introspection positions them to become ethical stewards of innovation.

Another cornerstone of the Paulinian Core Values, which remains pivotal in the digital era, is *Community*. AI increasingly plays a role in shaping public opinion, organizing collective action, and managing social networks. This technological influence must be counterbalanced by a commitment to communal values, such as participation, accountability, empathy, and transparency (de Souza et al., 2021). SPUP emphasizes that AI should not fragment relationships or create echo chambers but should instead be used to strengthen community dialogue and mutual understanding. *Commission*, likewise, underscores the responsibility of Paulinian student leaders to use AI as a tool for prophetic truth-telling and social transformation. As Jobin, Ienca, and Vayena (2021) emphasize, ethical leadership must include a commitment to justice, transparency, and civic accountability. In the AI age, the moral call is to elevate digital dialogue and advocate for change aligned with Gospel values. As Paulinian student leaders engage with AI-driven platforms, they are called to promote the common good, bridge digital divides, and uphold ethical inclusivity across physical and virtual spaces.

Given these emerging dynamics, this study investigates the extent to which the Paulinian Core Values are integrated into ethical AI-related leadership practices among student leaders at SPUP. By exploring how these values shape student engagement with AI, the study aims to contribute a contextualized model of digital leadership that is both ethically grounded and spiritually responsive. The research proposes an AI-Paulinian Leadership Core Values (AI-PLCV) model that aligns technological competence with Paulinian moral formation, thereby equipping student leaders to navigate an increasingly digitized world with wisdom, faith, and a commitment to human dignity.

2. Conceptual Framework

This research is guided by the convergence of the Paulinian Core Values and ethical frameworks in AI leadership. As outlined in the SPUP Student Handbook (2022), the Paulinian Core Values provide a spiritual and moral foundation for navigating technological engagement. Christ-centeredness emphasizes using AI as a tool to uphold human dignity and reflect divine purpose. *Commission* encourages the use of AI for evangelization, truth-telling, and societal transformation. *Charity* invites student leaders to express compassion and love through AI-supported decisions that benefit others. *Charism* calls for the recognition of AI as a gift to be used creatively in the service of the community. *Community*, in turn, promotes the use of AI to build inclusive, empowering, and connected spaces for collective growth. These values strongly align with global AI ethics principles such as beneficence, non-maleficence, justice, autonomy, and explicability (UNESCO, 2021). For Paulinian student leaders, ethical leadership in the

digital age is not merely about digital competence but about ensuring that AI usage reflects moral responsibility, promotes the common good, and fosters inclusive and just decision-making. Anchored in this alignment, the proposed SPUP AI-Paulinian Leadership Core Values (AI-PLCV) Model serves as a basis for ethical discernment that harmonizes AI tools with Paulinian identity and mission.

3. Objectives of the Study

This research aimed to assess the role of the Paulinian Core Values in shaping ethical student leadership in the context of AI. Specifically, it sought to determine the extent to which the Paulinian Core Values—Christ-centeredness, Charity, Charism, Commission, and Community—are integrated into student leaders' ethical engagement with AI technologies. It also aimed to develop a model that illustrates the relationship between Paulinian Core Values and responsible, ethical leadership practices in the digital age.

4. Methodology

In pursuit of its objectives, this study employed a descriptive-survey research design to assess the integration of the Paulinian Core Values into ethical student leadership practices involving Artificial Intelligence. A researcher-constructed questionnaire, validated by field experts, was utilized to capture both the extent of values integration and the ethical challenges faced by student leaders in AI-mediated contexts. A total of 200 student leaders were purposively selected from various departments, student organizations, and councils at SPUP. This number represented approximately 70% of the active student-leader population, ensuring representation across academic disciplines and leadership roles. The sample size was deemed sufficient for descriptive statistical analysis, and participants were selected using proportionate stratified sampling to reflect the diversity of the population. While the main approach was quantitative, open-ended survey questions provided preliminary qualitative perspectives, and future studies are recommended to integrate structured qualitative methods such as interviews and focus groups to explore more deeply the lived experiences of student leaders and their actual AI usage patterns.

Quantitative data were analyzed using descriptive statistics, with mean scores interpreted through a 4-point Likert scale: 1.00 - 1.74 (Low Extent), 1.75 - 2.49 (Moderate Extent), 2.50 - 3.24 (Great Extent), and 3.25 - 4.00 (Very Great Extent), ensuring interpretive consistency across all tables. Open-ended responses were examined through thematic analysis to capture additional nuances. The analytical process from raw survey data to model development involved: (1) categorizing responses under the five Paulinian Core Values; (2) identifying recurring themes from both quantitative and qualitative inputs; (3) matching themes to global AI ethics principles; and (4) visualizing the relationships among values and ethical leadership practices. This transparent, step-by-step approach ensured that the synthesis of the AI-Paulinian Leadership Core Values (AI-PLCV) Model was both

replicable and clearly grounded in the data.

5. Results and Discussion

The results of this study highlight the extent to which Paulinian Core Values are embedded in student leaders' ethical engagement with AI technologies at SPUP. The findings reveal the alignment between AI practices and the Paulinian Core Values and substantiate the relevance of the proposed SPUP AI-Paulinian Leadership Core Values (AI-PLCV) Model. This model serves as a guiding framework for understanding how moral discernment and spiritual identity shape ethical leadership in digitally mediated environments.

5.1. The Extent of Integration of the Paulinian Core Values in Student-Leaders' Ethical Engagement with AI Technologies

Table 1 shows that student leaders at SPUP integrate the Paulinian Core Value of Christ-centeredness into their engagement with AI to a very great extent. Among the indicators, students placed the highest value on reflecting their relationship with God when using AI, ensuring that their actions uphold faith and moral integrity. This indicates that student leaders do not separate their spiritual formation from their digital practices but rather see their relationship with Christ as a moral compass in the online and AI-integrated environment. One student explained, *“Even when using ChatGPT or social media, I pause to ask myself whether my actions would please God or reflect His teachings.”* This kind of spiritual reflection is crucial, particularly in the age of algorithm-driven decisions and digital ambiguity. *The Pontifical Academy for Life (2020)* emphasized the need for an “algor-ethics,” where decisions involving AI are deeply rooted in human dignity and divine purpose, a principle that these student responses clearly reflect.

Table 1. Integration of Christ-centeredness in student-leaders' ethical engagement with AI technologies.

Indicators	Mean	Descriptive Interpretation
1. I use AI technologies in ways that reflect Christian values, such as compassion, integrity, and respect for others.	3.22	Very Great Extent
2. I allow Christ's teachings to guide my decisions when using AI in leadership roles.	3.48	Very Great Extent
3. I ensure that the information I share or use from AI aligns with Gospel values.	3.39	Very Great Extent
4. I strive to follow Christ's example by using AI to serve others with love, humility, and responsibility.	3.37	Very Great Extent
5. I use AI tools to promote truth, justice, and care for those in need, inspired by Christ's mission.	3.36	Very Great Extent
6. I demonstrate and encourage ethical AI practices that are rooted in Christ-centered leadership.	3.22	Very Great Extent
7. I reflect on my relationship with God when engaging with AI, ensuring that my actions uphold faith and moral integrity.	3.50	Very Great Extent
Category Mean	3.36	Very Great Extent

The integration of Gospel values in students' AI engagement further demonstrates a spiritual consciousness that goes beyond superficial moral compliance. Students shared that they strive to ensure AI-generated outputs reflect truth, love, and service. This was evident in their responses about using AI to serve others with humility, to communicate with compassion, and to avoid misusing information for personal gain. One student shared, *"I try to think: Would Jesus approve of how I'm using this tool? It's about helping others and not spreading things that mislead or divide."* These personal accounts exemplify the formation of what [Jiang et al. \(2022\)](#) refer to as "digital moral agency," the capacity to make values-based decisions in digitally mediated spaces. For Paulinian student leaders, AI becomes more than a tool; it becomes an ethical arena where spiritual values are actively applied to leadership practices.

At SPUP, student leaders exemplify Christ-centered leadership by using AI not merely as a tool for productivity, but as a means to promote justice, uphold human dignity, and serve others with compassion, humility, and integrity. Their responses reveal a deep intentionality in aligning technological practices with Christian values, echoing [Canca's \(2020\)](#) view that AI ethics must be contextualized within the moral framework of the Paulinian tradition. This integration is nurtured through SPUP's formative approach, which cultivates both critical thinking and spiritual discernment, enabling students to navigate complex digital spaces with ethical clarity. [Floridi \(2021\)](#) stresses that ethical conduct in the digital age must be shaped by internal virtues rather than rigid rules, and this is evident in how SPUP students question not just the function of AI tools but their moral impact. They reflect on whether their use of AI fosters truth, transparency, and respect for others, consistent with [Boddington's \(2021\)](#) argument that responsible AI engagement requires continuous ethical reflection. This commitment to discerning the deeper implications of digital actions aligns with the Vatican's call for "spiritual vigilance in the digital space" ([Pontifical Academy for Life, 2020](#)), as student leaders thoughtfully examine whether their technological choices amplify their Christian mission or conflict with it.

The integration of Christ-centeredness in AI leadership among Paulinian students is not merely declarative but performative. It is expressed through actual leadership decisions, digital behavior, and service-driven action. Students reported that their prayer life and spiritual formation influence how they interact with technology, especially in roles where they communicate to groups or create digital content. This supports the work of [Suganthi \(2023\)](#), who describes "technospirituality" as a framework where technology is not only an innovation tool but a medium for living out one's faith. In the Paulinian context, AI becomes a venue where student leaders live out their mission to embody Christ's love and lead with conscience. Christ-centeredness in AI leadership is not a passive belief but an active and intentional practice, shaping how future leaders use emerging technologies with integrity, wisdom, and grace.

Table 2 illustrates that Paulinian student leaders practice the Core Value of

Table 2. Integration of charity in student-leaders' ethical engagement with AI technologies.

Indicators	Mean	Descriptive Interpretation
1. I use AI technologies to serve others with kindness, especially those who are disadvantaged or marginalized.	3.21	Great Extent
2. I promote the ethical use of AI by encouraging compassion and empathy in digital environments.	3.35	Very Great Extent
3. I share AI tools and resources to help others learn, grow, or solve problems.	3.34	Very Great Extent
4. I choose to use AI in ways that reflect generosity, rather than selfishness or competition.	3.14	Great Extent
5. I engage with AI-driven platforms in a manner that builds others up and promotes human dignity.	3.25	Very Great Extent
6. I support the use of AI in initiatives that uplift communities and advance social good.	3.24	Great Extent
7. I reflect the value of charity by being mindful of how my AI-related actions affect others.	3.53	Very Great Extent
Category Mean	3.29	Very Great Extent

Charity in their ethical use of AI to a very great extent. The most meaningful expression of this value was evident in students' emphasis on being mindful of how their AI-related actions affect others. A student shared, "*Whenever I generate content or data using AI, I think about how it might help, hurt, or mislead someone—it's a responsibility, not just a convenience.*" This highlights an ethical awareness shaped by compassion and accountability. These findings align with [Smuha and Ahmed-Rengers \(2021\)](#), who argued that AI usage must be human-centered, emphasizing empathy, inclusion, and social good over individual convenience or technological determinism. SPUP's leadership formation seems to instill this charitable mindset by urging students to view AI as a platform not only for information dissemination but for intentional service to others.

Student leaders also demonstrated a commitment to using AI in ways that foster solidarity and growth, particularly by promoting ethical AI practices and sharing tools with peers who may lack access or familiarity. One participant related, "*When classmates struggle with AI tools, I try to help them, especially those who don't have much experience or access.*" This approach reflects a spirit of digital generosity and community-based leadership. [Kumar et al. \(2023\)](#) emphasize that cultivating AI literacy should include an ethical component that fosters mutual empowerment and collective learning. Likewise, [Syed and Ali \(2020\)](#) describe digital empathy as a crucial competency in modern leadership, where technological knowledge is matched with compassion and inclusivity. These student responses suggest that SPUP has fostered a learning environment where charity is expressed not only through words but through tangible support in AI-integrated spaces.

While indicators related to serving marginalized groups or rejecting AI for selfish gain were rated to a great extent, they still reflect a solid ethical orientation. Students are aware of the potential for AI tools to reinforce inequality or self-promotion and are consciously choosing practices that elevate others. This aligns with

UNESCO's (2021) guidelines on ethical AI, which call for technologies to be used in service of human dignity, equality, and sustainable development. Moreover, Gonzalez et al. (2022) stress that ethical digital engagement must include the intention to uplift and include disadvantaged communities. Paulinian student leaders' integration of charity shows that, for them, AI is not just a technical resource but a channel for extending love, kindness, and solidarity, values that lie at the heart of the Gospel and the Paulinian mission.

This integration of charity among SPUP student leaders also demonstrates the importance of reflective digital citizenship as part of their Paulinian formation. Their behavior aligns with the broader concept of "compassionate computing," which prioritizes kindness, fairness, and respect in technology design and use (Syed & Ali, 2020). The findings affirm that when students are grounded in moral traditions, their digital choices become opportunities for relational ethics, spiritual expression, and community transformation. This perspective is also supported by Narayan and Akram (2021), who argue that educational institutions must help students navigate technology not only as users, but as ethically responsible leaders who recognize the spiritual and societal consequences of their digital actions. In this light, the value of charity becomes a guiding force for student leaders seeking to humanize their use of AI and uphold dignity and compassion in their leadership roles.

Table 3 reveals that student leaders integrate the Paulinian Core Value of Charism into their AI-related leadership to a very great extent. Charism, understood as the manifestation of one's God-given gifts for the good of others, is evident in students' commitment to leading with creativity, purpose, and ethical responsibility in the digital space. Several student leaders indicated that they see AI as a platform for expressing their leadership style rooted in service, innovation,

Table 3. Integration of charism in student-leaders' ethical engagement with AI technologies.

Indicators	Mean	Descriptive Interpretation
1. I recognize and use my God-given gifts to lead ethically in digital and AI-integrated environments.	3.36	Very Great Extent
2. I use AI technologies creatively and responsibly to serve the needs of others.	3.21	Great Extent
3. I allow my passion and calling as a student leader to guide how I engage with AI tools.	3.27	Very Great Extent
4. I embrace innovation in AI while remaining faithful to my values and mission as a Paulinian.	3.16	Great Extent
5. I inspire others to use their unique talents in integrating ethics and AI into leadership.	3.39	Very Great Extent
6. I apply my skills and knowledge of AI to uplift others and contribute meaningfully to the community.	3.06	Great Extent
7. I see AI as a platform where I can express my charisma in service, leadership, and ethical decision-making.	3.39	Very Great Extent
Category Mean	3.26	Very Great Extent

and spiritual mission. One student said, *“I see AI not just as a tool but as a means to inspire and help others through responsible content creation and digital evangelization.”* Another added, *“Using AI allows me to combine my skills in design and writing to support causes that reflect our mission as Paulinian leaders; it’s where my creativity meets my calling.”* This viewpoint resonates with [de Souza et al. \(2021\)](#), who considered that effective AI leadership involves not only competence but also a moral and social commitment that reflects one’s calling.

Moreover, students affirmed that their passion and sense of calling guide their engagement with AI, suggesting that their technological practices are not incidental but vocation-driven. They reported using AI not just for academic or administrative convenience, but as a means of inspiring others, mentoring peers, and advancing collective goals with intentionality. [Kumar et al. \(2023\)](#) assert that value-driven digital engagement fosters ethical maturity, especially when grounded in one’s personal mission and talents. In this regard, Paulinian leaders demonstrate “purposeful innovation,” the ethical application of AI guided by inner conviction and a desire to serve the common good. This aligns with [Suganthi’s \(2023\)](#) framework of technospirituality, wherein technology becomes a space to exercise one’s calling, embody integrity, and promote shared leadership.

Although some indicators, such as applying AI skills to benefit the community and embracing innovation while remaining faithful to Paulinian values, were gauged to a great extent, they still reveal a strong ethical orientation. These results point to opportunities for greater reflection on how digital innovation can consistently align with spiritual identity and community-focused goals. [Narayan and Akram \(2021\)](#) argue that many students use AI reactively rather than intentionally, and that faith-based education can transform this by helping them use AI proactively and reflectively. At SPUP, the emphasis on charism supports transformative use and encourages students to treat AI as a field of service rather than just a system of automation.

The integration of charism into AI engagement underscores a vision of student leadership that is rooted in uniqueness, collaboration, and moral agency. Students see their distinct talents as tools for ethical digital influence, using AI to express their creativity while honoring their faith commitments. This reflects what [Floridi \(2021\)](#) describes as “the ethics of self-design,” where digital tools help individuals shape their ethical footprint through intentional action. By nurturing a digital culture where AI is used to lead, inspire, and serve, Paulinian leaders are forging a model of charism-centered leadership that blends technical fluency with spiritual depth.

Table 4 highlights that Paulinian student leaders integrate the Core Value of Community into their ethical AI practices to a very great extent. Students indicated that their digital decisions are often made with the welfare of their peers in mind. A particularly strong indicator was their commitment to making AI-related decisions that consider the common good. One student remarked, *“Before using AI tools in group projects or org planning, I always ask how it would affect team*

Table 4. Integration of community in student-leaders' ethical engagement with AI technologies.

Indicators	Mean	Descriptive Interpretation
1. I use AI technologies to promote unity, collaboration, and inclusivity within my leadership community.	3.47	Great Extent
2. I engage with AI tools in ways that strengthen relationships and foster a spirit of belonging.	3.37	Very Great Extent
3. I encourage open and respectful dialogue about ethical AI use within my school or organization.	3.18	Great Extent
4. I use AI resources to support team goals and shared missions, not just individual success.	3.26	Very Great Extent
5. I make ethical decisions involving AI that consider the common good of the community.	3.96	Very Great Extent
6. I promote digital citizenship and responsible AI use to build a safe and respectful online community.	3.14	Great Extent
7. I value each member's voice and contribution when discussing AI-related concerns in our group.	3.25	Very Great Extent
Category Mean	3.38	Very Great Extent

dynamics, if it would simplify work for everyone, or create gaps." This mindset reflects the values of communal discernment and shared accountability, as emphasized in UNESCO's (2021) guidelines on ethical AI, which stress that technology should promote inclusivity, collaboration, and equitable participation.

Moreover, students reported that they use AI tools to enhance group cohesion and promote a culture of empathy and openness. Responses revealed their efforts to employ digital platforms in a way that fosters belonging, encourages team contribution, and avoids exclusion. This aligns with the concept of participatory ethics as discussed by Kumar et al. (2023), who explained that AI in education can only be truly ethical if it promotes inclusion and mutual respect. One student shared, "We try to use AI to manage tasks fairly, so that no one feels left behind or unheard in our group." Such reflections indicate that for Paulinian leaders, AI is not only about efficiency but also about building and sustaining healthy, just communities.

Students also showed intentionality in creating space for respectful dialogue around AI ethics, promoting digital citizenship, and supporting team goals. Although these indicators scored only to a great extent, they nonetheless primarily demonstrate that students are engaging with AI in ways that are socially responsible. Their approach is consistent with what de Souza et al. (2021) describe as digital transformation rooted in equity and human connection. These findings suggest that SPUP students view ethical leadership as a communal process that benefits from openness, mutual listening, and a shared sense of purpose.

The value of community stands out as a moral compass in how Paulinian student leaders navigate the digital age. Rather than using AI for personal gain, they leverage it to create inclusive, respectful, and purpose-driven environments. This

embodies what Bakir and McStay (2021) call “relational digital ethics,” where decisions are evaluated based on their effect on others and their contribution to the common good. Through AI-supported collaboration, Paulinian student leaders cultivate a culture of unity, belonging, and shared growth, ensuring that technology is not just a tool but a space for living out the values of solidarity and service.

Table 5 shows that Paulinian student leaders integrate the Core Value of Commission into their AI-related engagement to a very great extent. Commission, rooted in mission and action, is reflected in students’ intentional use of AI to advocate for truth, promote social justice, and inspire transformation. Students expressed that their interaction with AI technologies is an extension of their Christian mission to serve others, promote integrity, and build a better society. One student emphasized, “*I make sure that what I post or share—especially when AI is involved—is truthful and helpful, because misinformation spreads fast.*” This kind of ethical responsibility aligns closely with Smuha and Ahmed-Rengers (2021), who stressed that digital leadership must safeguard truth and human dignity in an age of algorithmic influence.

Table 5. Integration of commission in student-leaders’ ethical engagement with AI technologies.

Indicators	Mean	Descriptive Interpretation
1. I use AI technologies as tools to fulfill my mission of serving others and building a better society.	3.53	Very Great Extent
2. I embrace my role as a Paulinian leader by using AI ethically to influence positive change.	3.59	Very Great Extent
3. I apply AI solutions in ways that reflect my commitment to justice, peace, and moral leadership.	3.06	Great Extent
4. I take responsibility for using AI platforms to advocate for truth and integrity.	3.88	Very Great Extent
5. I view my engagement with AI as part of my calling to transform communities through ethical leadership.	3.13	Great Extent
6. I actively use AI tools to raise awareness of social issues and contribute to nation-building.	3.44	Very Great Extent
7. I lead by example in showing that AI can be used to carry out our Christian mission with purpose and accountability.	3.23	Great Extent
Category Mean	3.41	Very Great Extent

Students also demonstrated strong agreement with indicators reflecting leadership, transformation, and advocacy. Their use of AI is clearly intertwined with a desire to raise awareness of pressing issues such as justice, human rights, and national development. This behavior resonates with UNESCO’s (2021) framework for ethical AI, which emphasizes human flourishing and societal good. One student shared, “*AI is not just about automation or trends. It’s how I can make a difference, bring information to light, and help others see what really matters.*” This reflects the spirit of mission-driven engagement and aligns with the findings of Kumar et al. (2023), who highlight that ethical digital leadership is most effective

tive when it is purpose-driven and grounded in communal values.

Other indicators revealed that students see their AI practices as part of their lifelong vocation and leadership identity. Although some scored to a great extent, such as viewing AI use as part of a broader commitment to peace and justice or leading by example in the digital space, the responses still demonstrate a strong ethical intent. These students understand their roles as not just digital users but ethical stewards and community influencers. Narayan and Akram (2021) related that young leaders must be equipped to use technology critically and with foresight, especially in contexts where misinformation and digital manipulation can thrive. Paulinian formation instills forward-thinking and reflective actions.

The Core Value of Commission in AI engagement reflects a powerful convergence of spiritual mission and technological ethics. SPUP student leaders do not merely use AI as a tool; they see it as a stage for living out their values and fulfilling their responsibilities as transformative leaders. This aligns with Floridi's (2021) call for "ethical infrastructure," wherein digital systems and users co-create spaces of transparency, justice, and moral action. Through AI, Paulinian student leaders embody their mission to lead with faith, advocate with courage, and innovate with conscience.

5.2. The SPUP AI-Paulinian Leadership Core Values (AI-PLCV) Model

Emerging from the data, the AI-PLCV Model illustrates the synergy of technological capability and moral discernment. Each Paulinian Core Value serves as a moral filter guiding AI-enabled leadership actions: Christ-Centeredness, Commission, Charity, Charism, and Community. To further strengthen the practical applicability of this model, future work should develop detailed case studies and scenarios that illustrate its implementation in real institutional contexts. These case studies could document actual decision-making processes of student leaders when faced with AI-related ethical dilemmas, highlight examples of best practices, and present challenges encountered during application. They should also show how institutions can systematically assess the ethical dimensions of student leaders' AI usage and provide structured feedback for continuous improvement, ensuring that ethical principles are not only taught but are actively applied and monitored in practice.

The analytical process that transformed survey results into the AI-PLCV Model followed a transparent, step-by-step methodology to ensure replicability. First, quantitative responses were grouped according to the five Paulinian Core Values. Second, thematic analysis of open-ended responses identified recurring ethical considerations, leadership behaviors, and AI usage patterns. Third, these themes were cross-referenced with established global AI ethics principles to ensure conceptual alignment. Finally, the mapped relationships between values, behaviors, and ethics principles were synthesized into a visual and narrative framework. Clearly documenting these analytical steps allows other institutions to replicate the model-building process, adapt it to their contexts, and evaluate its relevance

to their own leadership and AI integration initiatives.

Figure 1 is the AI-Paulinian Leadership Core Values (AI-PLCV) model, emphasizing the importance of ethical student leadership grounded in the Paulinian Core Values. At the center of the model is Ethical Student Leadership, which is encompassed by five guiding principles: Christ-Centeredness, Commission, Charity, Charism, and Community. Each principle highlights distinct aspects such as dignity, discernment, social transformation, inclusion, empathy, and creative service, all of which contribute to nurturing responsible leaders. This model also promotes responsible digital leadership by rooting technological innovation in spiritual purpose and ethical intention. The circular layout symbolizes the interconnectedness of these values in fostering holistic leadership development.

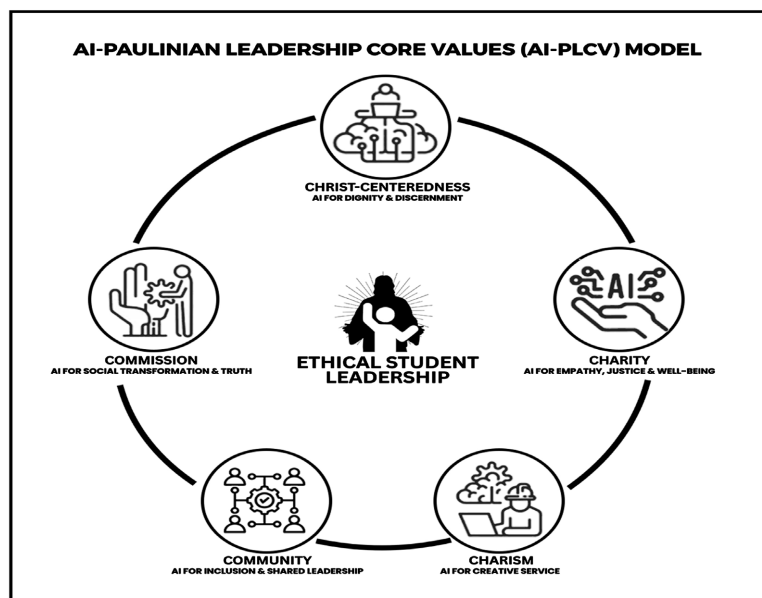


Figure 1. The SPUP AI-Paulinian leadership core values (AI-PLCV) model.

Christ-Centeredness (AI for Dignity and Discernment)

Christ-centeredness in the AI-PLCV Model highlights the transformative role of AI as a tool to uphold the dignity of the human person and support spiritually grounded discernment. AI applications should not detach leaders from their moral compass but rather enhance their ability to reflect Christian values such as integrity, humility, and truth. *The Pontifical Academy for Life (2020)* encourages an “algor-ethics” approach that prioritizes moral judgment over automated logic, ensuring decisions align with the sanctity of life and the Gospel. Student leaders guided by this value view AI not as a replacement for conscience, but as a companion in faith-driven leadership.

Furthermore, spiritual discernment is a key mechanism that allows leaders to pause and consider the ethical implications of AI usage. *Floridi (2021)* proposes that in the age of information, moral virtue must complement technological proficiency to make wise decisions. SPUP’s Christ-centered formation fosters such an

environment by anchoring discernment in the person of Christ. This allows students to evaluate AI content, engagement, and applications against the backdrop of compassion and divine mission (Jiang et al., 2022).

In practice, Christ-centeredness inspires leaders to avoid the misuse of AI for manipulation, dishonesty, or depersonalized leadership. Instead, it motivates them to use digital tools to promote truth, protect human rights, and amplify the voices of the marginalized (Suganthi, 2023). Whether designing a chatbot for mental health support or evaluating AI-generated data, these leaders maintain an ethical lens of service and sacrifice, mirroring the life of Christ in contemporary settings. Christ-centered AI usage embodies a theology of action grounded in human dignity and divine wisdom (Syed & Ali, 2020).

Commission (AI for Social Transformation and Truth)

The value of Commission in the AI-PLCV Model positions AI as an instrument for truth-telling, advocacy, and societal transformation. Leaders formed in this value are mission-driven. They employ AI to empower others, challenge systemic injustices, and support digital evangelization. As Jobin, Ienca, and Vayena (2021) argue, AI must be guided by transparent and justice-centered frameworks to avoid manipulation and marginalization. Paulinian leaders embrace this by using technology not just for influence, but for transformational change grounded in their Christian and Paulinian mission.

AI-enabled platforms such as data visualization tools or sentiment analysis software can amplify and initiating projects that serve both faith awareness campaigns, justice-driven policies, and ethical discourse. According to Gonzalez et al. (2022), faith-based digital leadership can harness AI to address poverty, promote peace, and advocate for truth in an era plagued by disinformation. Paulinian leaders act on this by selecting content that reflects Gospel values and nation-building goals.

Additionally, this value integrates civic engagement with technological fluency. Students take on the role of ethical disruptors, challenging digital norms that perpetuate harm and offering alternative narratives grounded in compassion and faith. Floridi (2021) describes this as building “ethical infrastructure,” where the moral actions of users co-shape the ethical capacity of the system. Commission, therefore, infuses AI with prophetic leadership, calling society to justice, equity, and divine truth (Kumar et al., 2023).

Charity (AI for Empathy, Justice, and Well-Being)

Charity in the AI-PLCV Model infuses an ethics of care. It positions technology as a medium through which student leaders express love, inclusion, and solidarity, particularly toward the vulnerable and digitally excluded. According to Smuha and Ahmed-Rengers (2021), ethical AI must consider the social context, prioritizing empathy over profit. Paulinian leaders apply this by promoting content that supports mental health, equity, and human dignity through AI platforms.

Moreover, AI becomes a tool for humanitarian outreach when guided by charity. As Syed and Ali (2020) emphasize, “compassionate computing” involves de-

signing and using technologies that reflect kindness and emotional intelligence. SPUP students embody this by teaching AI literacy to their peers, engaging in value-based digital mentorship, and ensuring that AI-driven actions protect rather than exploit. These practices align with [Narayan and Akram's \(2021\)](#) call for digital compassion as a core component of ethical education.

By integrating charity, student leaders move beyond compliance into digital moral agency, freely choosing to act with justice and mercy even in automated spaces. According to [Suganthi \(2023\)](#), ethical leadership flourishes when grounded in relational ethics, not transactional logic. Charity ensures that AI is not just efficient but ethical, empowering leaders to be stewards of compassion in a data-driven world. As [UNESCO \(2021\)](#) underscores, the future of AI depends on leaders who prioritize well-being, inclusion, and social good.

Charism (AI for Creative Service)

As for Charism in the AI-PLCV Model, it recognizes that technology, when rooted in vocation and ethical intent, becomes a medium for authentic service and innovation. Paulinian student leaders view AI not as an impersonal system but as a space for expressing one's divine gifts in the digital landscape. According to [Suganthi \(2023\)](#), technospirituality involves using digital tools in alignment with spiritual purpose and ethical intention. This allows student leaders to creatively address community needs, support others' learning, and embody their mission through responsible AI engagement. Their use of AI becomes an outward expression of faith in action, enabling unique leadership that integrates technical skill with a higher moral calling.

Charism also fosters what [Kumar et al. \(2023\)](#) refer to as "purpose-driven innovation," where ethical digital leadership emerges from self-awareness and communal intent. Students apply their AI knowledge not for personal acclaim, but to empower peers, build inclusive digital resources, and lead initiatives that reflect their commitment to service. [Narayan and Akram \(2021\)](#) support this by emphasizing the need for identity-centered digital literacy, where one's talents are cultivated in the service of the common good. At SPUP, student leaders are taught to discern how their gifts intersect with technological advances, ensuring that AI becomes a channel for meaningful and creative moral leadership.

This value also encourages students to become innovators of ethical AI culture by inspiring others to lead with integrity and faith. As [Floridi \(2021\)](#) argues, digital tools should enable "ethical self-construction," where individuals shape and share their values through technology. Paulinian student leaders see AI as an extension of their charism, a platform where they can influence, teach, and support while remaining anchored in their identity and mission. In turn, their leadership models become testimonies of faith, creativity, and service in the digital world ([de Souza et al., 2021](#)).

Community (AI for Inclusion and Shared Leadership)

In the AI-PLCV Model, Community emphasizes the role of artificial intelligence in nurturing inclusive, collaborative, and relationship-centered environ-

ments. This value guides student leaders to use AI not for isolation or individual gain, but as a means to promote unity and participation. According to [Bakir and McStay \(2021\)](#), relational digital ethics are essential in fostering a respectful and cooperative digital culture. SPUP students model this by employing AI to support group objectives, encourage respectful discourse, and ensure equal opportunities for all members of their community.

The integration of community-centered ethics in AI usage promotes what [de Souza et al. \(2021\)](#) call digital transformation rooted in social connection and participatory design. Student leaders who embody this value actively create safe digital spaces, facilitate inclusive dialogues about AI policies, and consider the collective impact of their decisions. [Kumar et al. \(2023\)](#) emphasize that digital leadership must be inclusive and team-oriented, ensuring that AI tools do not marginalize but uplift communities. In this way, SPUP leaders exemplify how AI is used to build belonging and foster shared decision-making. Furthermore, [Narayan and Akram \(2021\)](#) highlight that ethical engagement in digital spaces requires a foundation of trust and shared responsibility. Through this model, Paulinian leaders are called to transform AI into a communal resource, a space for co-creation, equity, and servant leadership where technology becomes an ally in building spiritually grounded and inclusive communities.

Community as a Core Value also encourages students to become innovators of ethical AI culture by inspiring others to lead with integrity and faith. As [Floridi \(2021\)](#) argues, digital tools should enable “ethical self-construction,” where individuals shape and share their values through technology. Paulinian student leaders see AI as a platform where they can influence, teach, and support while remaining anchored in their identity and mission. In turn, their leadership models become testimonies of faith, creativity, and service in the digital world ([de Souza et al., 2021](#)).

6. Conclusion

The integration of the Paulinian Core Values into student leaders’ engagement with AI technologies affirms that ethical digital leadership is achievable when moral formation is intentionally embedded in academic and leadership contexts. Student leaders demonstrated a strong commitment to Christ-centeredness, using AI to promote dignity, truth, and compassion in their digital practices. Charity and community were reflected in their efforts to ensure inclusivity, ethical collaboration, and support for marginalized peers. Charism enabled them to creatively and responsibly use their digital gifts in service to others, while Commission inspired them to harness AI for advocacy, evangelization, and transformational leadership. The findings clearly reveal that SPUP’s value-based formation equips student leaders to navigate the complexities of the digital age with moral clarity and servant leadership.

As AI technologies continue to shape educational and leadership landscapes, the AI-Paulinian Leadership Core Values (AI-PLCV) Model provides a frame-

work that aligns technological fluency with spiritual integrity. It highlights that ethical leadership is about responsible tool usage and intentional reflection on the values and mission guiding such usage. This model encourages institutions to adopt AI not merely as an academic innovation but as a means to strengthen holistic formation, mission-driven leadership, and social impact. This underscores ethical education, digital literacy training, and values-based dialogue in preparing student leaders to be ethical stewards of AI and champions of human dignity.

7. Recommendations

To sustain ethical student leadership in the digital age, the following recommendations are proposed for key stakeholders involved in student formation and technological integration: (1) For the Student Affairs Office to integrate the AI-Paulinian Leadership Core Values (AI-PLCV) Model into all student leadership formation programs to ensure ethical and mission-driven digital engagement; (2) For Advisers of student-leaders to facilitate reflective sessions that connect AI practices with spiritual and moral discernment rooted in the Paulinian tradition; (3) For the ICT Unit to provide training on responsible AI use contextualized within SPUP's values to ensure both technical and ethical competence among students; and (4) For Student-Leaders to continue to practice intentional, inclusive, and faith-driven digital leadership by aligning AI usage with compassion, service, and justice.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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