

**Artificial Intelligence Utilization and Its Ethical Implications: A Branding Perspective of
Philippine Christian University**

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Abstract

As artificial intelligence (AI) continues to transform the education sector, its ethical implications remain a critical area of discourse, particularly from a branding perspective. This study examines the ethical dimensions of AI utilization at Philippine Christian University, focusing on faculty perceptions regarding moral duty assessment, moral reasoning, consequential analysis, and moral commitment. By employing a census method, the research gathers comprehensive insights from faculty members to explore how AI integration aligns with ethical standards and institutional branding strategies. The findings highlight key challenges and opportunities associated with AI adoption in higher education. While AI has the potential to enhance teaching methodologies and personalize student learning experiences, ethical concerns persist regarding equitable access, data privacy, algorithmic bias, and accountability. To address these challenges, the study recommends targeted interventions, including AI literacy programs tailored to faculty members' diverse technological proficiencies and strategic investments in infrastructure to bridge the digital divide. To reinforce moral duty and ethical leadership, the university should establish a robust AI ethics framework, incorporating a well-defined code of conduct and professional development programs focused on responsible AI use. Strengthening moral reasoning requires embedding AI ethics into institutional policies and curricula, ensuring that faculty members are equipped to navigate ethical dilemmas in AI-driven education. Furthermore, leveraging AI-powered tools to support adaptive learning and curriculum innovation can enhance the university's global reputation by positioning it as a leader in ethical AI adoption. To foster moral commitment, the study advocates for the development of an inclusive AI code of ethics applicable to all stakeholders, promoting transparency, accountability, and trust. Additionally, fostering international collaborations through academic conferences, industry partnerships, and policy dialogues will further solidify the university's role in shaping responsible AI practices in higher education. By providing actionable insights, this study contributes to the ongoing global discourse on AI ethics in education, offering a model for higher education institutions seeking to integrate AI while upholding ethical integrity. The findings serve as a foundation for future research and policy development, ensuring that AI adoption aligns with the core values of education and institutional identity in an increasingly digital world.

Keywords: Artificial Intelligence, AI Ethics, Higher Education, Moral Reasoning, Institutional Branding, Ethical Leadership, Digital Transformation, Algorithmic Bias, AI in Education, Responsible AI