

Embracing Digital Technology: Researchers' Experiences On The Use of AI Software Application

Angel P. Abueme, April Jhon A. Del Socorro, Noreen Joy M. Labrador

College of Education, Eastern Samar State University-Guiuan Campus, Salug, Guiuan, Eastern Samar

Email: abuemeangel6@gmail.com

College of Education, Eastern Samar State University-Guiuan Campus, Salug, Guiuan, Eastern Samar

Email: apriljhondelsocorro58@gmail.com

College of Education, Eastern Samar State University-Guiuan Campus, Salug, Guiuan, Eastern Samar

Email: noreenjoylabrador24@gmail.com

Abstract:

This qualitative study explored the experiences of students who utilized AI software applications in their academic journey within the educational landscape of Eastern Samar State University in Guiuan, Eastern Samar. Using narrative inquiry and semi-structured interviews with nine (9) purposively selected students, the research generated primary themes related to student engagement with AI tools in learning, the difficulties students encountered with AI tools, and students' strategies for adapting to digital learning tools. The results showed a range of skills, insights, and ethical concerns as students engaged with AI in educational landscape.

Keywords — *Skills, Approaches, Perceptions, Hardships*

I. INTRODUCTION

Nowadays, AI technologies such as ChatGPT, Grammarly, Quillbot are widely adopted by learners across the world. These AI tools help them with summarizing, research assistance and article writing. Among other things, new technologies provide them with customized responses using prompt and rapidly outcomes and can also manage their study habits".

In the Philippines, the use of AI is rapidly becoming increasingly relied upon by Filipino resources that assists with writing and producing broader digital transformation taking place in international standards associated with education. among learnings as they have raised concerns about the overall potential for students to become overly

dependent on AI, eventually affecting their critical thinking skills.

AI tools are students making them more lazy as learning examples for academic use. The trend is part of a Philippine education to assist learners in meeting the various educational needs like grammar, research assistance and article writing.

In addition, the benefits of these tools are very evident the academic integrity, proper use of these tools and reliant on AI (Escorial & Pajo, 2025; Valerio, 2024).

At Eastern Samar State University, Guiuan Campus, students in College of Education. Students are more activities including, essays, lesson plan, drafting, (2025), which explores how AI is radically changing learning processes. The study highlights that both personalized learning can help the students a integrity issues.

In study of Garcia-Lopez (2025) who examines the focuses on how AI tools can help learners enhance capabilities with their specific academic tasks. It also and excessive dependency towards AI.

However, the dependency of the learners in AI tools significantly increase the critical ethical questions and thinking skills (Faisal, 2025).

The growing convergence of both technological and Filipino students experience being socialized into an the learning experiences of students could provide us with existing forms of hierarchical learning, (2) the new academic originality is understood within cultural context The research adopts a critical posthumous view to examine knowledge production resource constrained higher

Mendoza and De Vera (2025) stated that AI tools are summarization and research assistance. It also presented sector to improve their language skills and creativity provides students better access towards education through

However, the significant challenges has started to include the risks in ethical rules, over reliance on This rapid change is due to how AI is changing the academic

AI tools have been introduced in other universities countries. It has led to a lack of regulation of these tools, the development of institutional policies. Global studies support and personalized learning (Luckin, 2022; government is not in the place to ensure that it is used assessment process (Holmes et al., 2022; Abante et al., 2025).

The global research emerge the highlights of both native English speakers (Xu, 2025), (2) high risks of about over-reliance on predictive text landscape it remains understudied, regarding how academic development (Vacalares et al., 2023). in writing (Zhang et al., 2024) while introducing multilingual AI tools.

Another study emphasizes the need for the context Philippines specific models remain scarce. The key includes: (1) intersection of AI literacy and existing implications of AI assisted students in terms of research (3) the impact of AI on indigenous knowledge transfer research on these dimensions, the Philippines could be disadvantage students or uncontrolled adoption that marginalized student populations need to have a outside Metro Manila.

the use of AI tools has been noticeable among likely employ AI for a variety of academic research and editing. According to Merino-Campos higher education by enhancing their teaching and opportunities such as research capabilities and challenges including ethical concerns and data

changes of AI tools in terms of education. The study their academic performance by aligning technology addressed ethical dilemmas, such as academic integrity

related to their ethical concerns and awareness can can negatively impact students' creativity and critical

socio-cultural changes explores how AI tools impact the way academic community. A phenomenological study focuses on insights into: (1) the way writing with AI is changing the appearance of authorship between human and AI and; (3) how of educational within regional areas (Ceely & Carabott, 2025) how technology emerges to mediate the moral economies of education systems (Hayles, 2017; UNESCO, 2023)

often used in higher education specifically, academic writing that AI tools are becoming their learning aid in the education (Zawacki-Richter et al., 2019; Holmes et al., 2022) Additionally, it self-paced learning, and insights into the writing process arise from the universal adoption of AI in academics. These automated system, and low critical thinking skills behavior of students (Faisal, 2026; Luckin, 2022).

in the Philippines in a much more accelerated way than in other with the increasing number of Hu students using it outstripping show that AI has the capacity to democratise access to writing show that AI has the capacity to democratise access to writing UNESCO, 2023). Thus, while the tool is available, the fairly, providing the level of honesty of the

opportunities and risks: (1) it can enhance accessibility of non-automated plagiarism (Pegoraro et al., 2023) and; (3) concern (Zhai, Wibowo, & Li, 2024). However, in the Philippines students in provincial universities perceive AI role in their This mirrors global findings about "AI dependency syndrome" culturally specific dimensions like code-switching challenges in

specific AI framework. (UNESCO, 2023; OECD, 2024), but areas requiring investigation

digital divides (Abante et al., 2025; Xu, 2025); (2) he ethical writing in collectivist academic ultures (Vacalares et al., 2023), and; systems n regional universities (Alampay et al., 2023). Without in high institutional risk either reactionary AI prohibitions that undermines the academic rigor. The empirical data from balanced approach, particularly in underfunded state universities

This study aims to address the research by Education at Eastern Samar State University, Guiuan academic works. The researchers employed a challenges and possible enhancements that can also future teaching strategies to ensure the

Domains of Inquiry

This study aimed to explore students' perceptions academic activities within the educational Campus, specifically in the College of Education Specifically, this study sought answers to the

1. How do researchers at ESSU Guiuan with users, and those hesitant to use AI) perceive research activities?
2. What are the most significant obstacles, experiences impact the overall acceptance of
3. What are the perceptions of experienced concerning the degree to which software influence their research output, quality and

Significance of the Study

This research part is particularly about beneficial (AI) becomes more integrated into educational field.

Students.

This study can provide a platform where student for using AI tools in academic settings. Their technology impact learning behaviour, decisions in higher educations.

Educators and Academic Leaders.

It will leverage the gathered valuable insights to literacy and to inform institutional policy help educators in better incorporating AI as achievement and overall academic integrity

Education policymakers and authorities.

The study will serve as it responding to the need towards a digital society. The reform must ethical guidelines, especially in institutions like

Technology developers.

It will help them from the information they receive of artificial intelligence tools for educational with teacher goals and ethical guidelines.

Researchers.

They will use this study as a starting point to intelligence within the Philippine context of education. this topic across different disciplines or institutions.

examining the perspective of the students of College of Campus about their extensive use of AI in terms of qualitative approach to deeply understand the insights, inform the institutional policy, digital literacy initiatives and responsible integration of AI tools in field of education.

regarding usage of Artificial Intelligence (AI) in their landscape of Eastern Samar State University-Guiuan situated in Guiuan, Eastern Samar. following questions:

different levels of experience (experienced users, seldom and utilize AI software applications in their academic and

fears or barriers that they encounter? How do these digital technologies?

users of Artificial Intelligence technology at ESSU Guiuan applications employing Artificial Intelligence technology innovation compared to less-experienced and /or wary users

for a variety of stakeholders as artificial intelligence

can express their life experiences, concerns and hopea feedback can also offers some evidence on how the motivation and help students to make ethical

inform curriculum, that initiate focused on digital regarding the appropriate use of AI. The findings will a means to assist rather than detracting from learning

for changes to the education system due to the shift include how new technologies are used alongside Eastern Samar State University, Guiuan Campus.

from this study through usability tests and development purposes and improvement of those tools in alignment

examine what students' perceptions are of artificial This study will provide a basis for further research on

Scope and Delimitations

This qualitative research study is centered at all colleges, University that have differing perceptions and experiences academic work such as writing, conducting research, perceptions and experiences that these undergraduates resource platforms, like ChatGPT, Grammarly, and

Also, the participants had been previously exposed to resource and planned to fully explore and develop the study will not assess the technical ability or the accuracy this study do not serve as representative samples of nor do they represent all students attending the Eastern

Furthermore, the results collected from all only be considered as results collected between the as the basis for making broader decisions regarding was conducted in this study and only qualitative perceptions and experiences but do not provide an

These results provide an abundance of depth and more ethical, practical, and educational-based Lastly, the results from this study can also assist the technology into their attempt to provide an academic interact with AI, it will provide educational institutions environments.

Definition of Terms

For ensure clarity and consistency throughout this context of this research:

Academic Studies. Academic studies are formalized develop intellectually. Academic studies depend on avoiding plagiarism (Bretag, 2016). This research students using AI tools to support improved improved overall academic performance.

Artificial Intelligence (AI). Artificial Intelligence that traditionally require human cognitive functions understanding language (Russell & Norvig, 2021). , use of grammar checking, content generation, the context of education (Zawacki-Richter et al., 2019) digital resources such as ChatGPT, Grammarly, grammar, generate ideas, summarize content and

Digital Literacy. Digital literacy is the ability to use evaluating digital content and applying digital ethical implications that come with online behaviour ability to appropriately and ethically use AI-related

Ethical Concerns. Ethical concerns in education implications of integrating the use of AI into an data privacy, who is the intellectual authority for such content. In this study, the term “ ethical surrounding how students will use AI in their

Perception. Student perception encapsulates the regarding a specific phenomenon; in this study, methodologies are used to study this perception feelings and opinions regarding AI in their

undergraduate college students at the Eastern Samar State when it comes to using and having access to AI resources in their summarizing, preparing assignments. This study examined the have had while using AI resources, specifically while using AI QuillBot, before conducting their research.

AI resource platforms, so they were aware of them as an academic use of AI platforms in their academic experience. However, this of the AI tool sets, and therefore the participants who participated in colleagues in other college departments on the education campus, Samar State University (Guiuan Campus) or other countries.

undergraduate students at the Eastern Samar State University can colleges located at the Guiuan Campus, and therefore do not serve student use of AI within higher education. Only qualitative research research methods assist with providing depth of insight into opportunity to evaluate results for broad-based statistical analysis. breadth of information that colleges and universities can use to make decisions regarding the use of AI technology in higher education. higher education sector in how they can best integrate the use of experience to their students. By better capturing how students with better methods of integrating technology into student learning

study, the following key terms are defined as they are used in the

processes by which students learn how to think critically and students' commitment to academic integrity, originality, and consists of learning assignments and outputs produced by BEED understanding of course material, improved writing quality and

refers to computer systems or programs used to perform tasks for instance, reasoning, learning, problem-solving and AI supports numerous types of academic-related activities such as content summaries and the ability to retrieve information within In this study, artificial intelligence (AI) specifically refers to and QuillBot that the study's participants used to improve support completion of academic assignments.

digital tools effectively and ethically through both the skills of knowledge appropriately, as well as the understandings of the (Ng, 2012). In this study, digital literacy relates to students' tools in an academic setting.

that is driven by AI include the ethical, legal and social educational setting. These ethical concerns focus on issues such as: AI-generated content, fairness, transparency and the creation/use of concerns” is being used to address the difficulties and decisions academic courses (Jobin, Lenca and Vayena, 2019).

various thoughts, emotions, opinions and feelings of learners this phenomenon is AI in relation to academic settings. Qualitative of students with the aim of helping to understand their thoughts, academic work (Creswell & Poth, 2018).

Chapter II**REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents the related literature and studies that served as the basis of the study.

Artificial intelligence (AI) is rapidly transforming the educ. Educational institutions are increasingly efficiently, increase participation, and tailor learning Global Applications of AI in Education

Artificial Intelligence (AI) is rapidly making the solve on-going problems with ongoing student For example:

AI will support students' academic writing by grammar, summarize content, and generate ideas for development of students through instant, will utilize AI to complete their education via instructional materials adjusted for their individual challenges in its implementation remain. Theory, with limited resources. Hatmanto and Rahmawati (2023) found in their study of learn more English language teachers that responsive to their views about and learning profiles. Her difficulties highlights that differentiated using continuous assessment and purposeful such as Google Classroom and Edmodo - students' progress toward completing create instructional content for all of their

In various studies that have taken students from the Philippines utilize and currently available. Garcia et al. (2025) while doing their academic work. QuillBot—were often utilized because regard to drafting essays, organizing expressed concern regarding accuracy, (plagiarism, privacy).

Ordonez et al. (2024) studied whether confidence in their learning as high found that high school students who effectively learn difficult subjects and abilities. However, they cautioned academic learning and recommended active critical thinking.

Cuyugan et al. (2024) explored Eastern University-Manila. It was correct grammar, and create new content, students were still hesitant to fully trust biased output and privacy issues. The should only be used in conjunction process. Integrating AI into educational academic experience of students. AI can checking and summarizing content, al., 2025; Garzón, Patiño, & Marulanda, 2025).

global educational landscape, changing how teaching and learning adopting AI tools to help student' s complete academic tasks more experiences to individual needs.

process of improving student success globally an automatic tool to success, like automating the delivery of students' success globally.

supplying them with Grammarly, ChatGPT, QuillBot to correct writing to improve their academic performance. AI will support the individualized feedback on their academic-writing skills. Students adaptive-learning platforms that provide on-demand learning preferences.

Carol Ann Tomlinson (1999,2005) in settings developed an example of differentiated instruction Filipino well- founded in the idea that students despite having good efficiently when teaching is differentiation, educators face readiness, interests, such as lack of resources and the different framework includes needs of students. Teachers described adjustment. AI is already being used in LMS systems - where the AI uses automation to grade and track multiple assignments, allowing by teachers to dedicate more time to students (Tucker et al., 2023).

place recently, multiple researchers have focused on how understand AI (Artificial Intelligence) Writing tools noted one common use of AI writing tools is by students Students stated that these tools — such as ChatGPT and they were easy, productive, and useful to the students in their thoughts, and improving grammar. Students also reliance on the tools, and ethical issues related to the tools

using AI language tools improved critical thinking skills and school students. Through their research, these researchers utilized AI tools on a regular basis were able to more develop a greater sense of confidence in their learning against an overwhelming reliance on AI explanations for that teachers use structured teaching practices that encouraged

the use of AI tools among communication students at Far reported that students utilized AI tools in order to paraphrase, thus improving their writing skills and productivity; however, the output of AI tools due to the possibility of inaccurate, researchers concluded that although AI tools are helpful, they with critical thinking and active participation in the learning settings can provide many benefits that improve the automate repetitive time-consuming tasks like grammar allowing students to conserve their mental energy for using level thinking, such as critical thinking and research (Iqbal et 2025).

AI tools for summarizing text and creating organize the content, and write drafts more one of the biggest advantages of AI is its experiences through adaptive learning how content is delivered to ensure each

AI in Education: The Rise of Intelligent Systems (ITS) use AI to individualize immediate feedback, promote engagement scaled to provide personalized learning

AI enables learners to collaborate using OneNote by allowing multiple people to them with instant feedback on their creativity and innovation through the generate new ideas and solve problems

While there are many benefits of utilizing drawbacks and ethical dilemmas related major area of concern relates to academic content leads to concerns around students their own effort. Because many AI tools for educators to determine whether a piece of the input from an artificial intelligence-definition of academic integrity (Elkhatat,

There is also concern regarding the simple tasks will have on the development problem-solving, and the ability to learn artificial intelligence-based tool does not an argument or theme.

A further significant issue with artificial tools frequently reflect the established biases providing systemic biases that perpetuate 2021).

There are many ethical issues concerning applications are designed to capture students' function which raises many questions information will be (Crawford & Paglen, decision-making process for how AI uses trust we have in AI. Therefore, it is guidelines for the use of AI in the education

As evidenced by this review of literature, integration of AI in education. AI will personalized learning experiences and however, there are also many concerns development, bias and privacy.

Another area identified in the literature seeks to explore in detail, students' due to the lack of these studies currently specific learning environments. Further students perceive, integrate and navigate

content help students shorten large amounts of text, easily. According to Singh, Saxena, & Saxena (2024), ability to provide students with personalized learning technology that tracks students' progress and adjusts student is challenged appropriately.

Tutoring Systems describes how Intelligent Tutoring instruction based on the needs of the student, provide and improve learning outcomes. ITS can be effectively experiences in large classrooms (Létourneau et al., 2025)

online applications like Google Docs and Microsoft collaborate on a document in real-time and providing contributions. In addition, students are able to induce capabilities of artificial intelligence in helping students (Ruiz-Rojas, Salvador-Ullauri, & Acosta-Vargas, 2024).

artificial intelligence in education, there are several to artificial intelligence integration within education. One integrity. The ability of artificial intelligence to create plagiarizing or providing work that does not represent create very sophisticated outputs, it may be challenging of work was created by an original author or is the result based tool; this issues undermines the traditional Elsaid, & Almeer, 2023).

impact that students' excessive use of AI to complete of higher-level cognitive skills such as critical thinking, independently (Zhai, Wibowo, & Li, 2024). As an possess the same creativity, judgment, and true does, it will not be able to deliver a nuanced analysis of intelligence-based tools is the issue of bias. AI-based that are present within their underlying training data, thus systemic discrimination or inaccuracy (Bender et al.,

privacy in relation to data collection. The majority of AI private information and process it as part of their regarding how that data can be used and how safe that 2021). The inability to provide clarity around the collected data adds to the overall lack of accountability or imperative to establish clear and enforceable ethical sector.

there are many advantages and challenges facing the enable us to increase productivity, create more improve the collaboration among educators and students; related to ethics and academic integrity, cognitive skill

review is the need for additional qualitative research that experiences integrating AI into their academic pursuits available relative to both individual academic pursuits and studies are needed to develop an understanding of how the new opportunities and challenges created by AI.

Recent studies focusing on the use of Philippines have yielded a wide range utilize AI technology within academic of different factors can influence student , and individual attitudes toward

Villarino (2024) conducted an the Philippines, finding students students adopt AI at high levels, they content and using AI for academic develop clear guidelines pertaining to and promote the responsible use of the

Obenza et al. (2024) examined the Bulacan State University through Technology. Results of this research development) will be instrumental toward AI. In the absence of such continue.

Zhang et al. (2025) studied tertiary generative AI tools correlated study noted the need for responsible successful exploitation of generative ethics to utilize generative AI tools

Zhai et al. (2024) researched the health-allied (nursing and other level. They concluded that when influenced, their critical thinking However, the authors warned that students' ability to think compromised by excessive

Lee et al. (2024) evaluated the students. Their analysis confirmed on students' writing performance, students' academic success

The study performed by AI in higher education institutions stem from using it. The researchers found significant ethical concerns, privacy issues. Dela Cruz and integrate AI into their programs,

Fabro et al. (2024) researched Their results suggested that there allow all students to use AI that come with using it, therefore

Sarmiento et al. (2025) studied Science education. Their research have higher academic performance thoughtfully integrated into of students. Local studies education in the Philippines. be realised, ethical frameworks consistently, and comprehensive emerging challenges and to AI.

artificial intelligence (AI) in education in the of findings regarding how students think about and contexts. Collectively, these studies suggest that a number experience with AI, including discipline, educational level technology.

in-depth study of AI usage among rural college students in have high rates of use for academic purposes. While express concern about the reliability of AI-generated dishonesty. There is an urgent need for universities to the use of AI, specifically to maintain academic integrity technology.

current state of acceptance regarding generative AI at application of the Unified Theory of Acceptance and Use of indicate institutional support (such as training and policy in the development of positive student and educator attitudes support, skepticism regarding the use of AI will likely

level students in Metro Manila and found that the use of positively with improved academic results. Furthermore, the integration into the educational process and that the AI was only possible if students had the proper skills and for their education.

effects of using large language models like ChatGPT on various health professions) students at the senior high school students' attitudes towards using AI were positively and ability to believe in themselves had also improved. there was a potential danger with an over-reliance on AI, as independently and develop creative solutions may be dependence on AI.

impact of AI on writing among junior and senior high school that improved AI literacy and confidence had a positive impact suggesting that targeted AI literacy programs are needed to aid and develop responsible use of technology in their education.

Dela Cruz & Santos (2024) looked at student awareness about (HEIs) in Zamboanga City, as well as ethical concerns that found high levels of awareness about what AI is, but also such as the way AI could affect job displacement and data Santos called for more transparency in how universities as well as establishing clearer ethical guidelines for the use of AI how students in Region I perceive and use generative AI tools: is a need for programs that promote AI literacy, which would technology responsibly while addressing the ethical challenges allowing students to leverage AI best in their academic pursuits. how 11th grade students perceive the integration of AI into Life found that students who have positive attitudes about AI will when compared to those who do not, indicating that when AI is certain curriculum areas, it can enhance the concept acquisition demonstrate the extraordinary capacity of AI to transform

The studies also illustrate that in order for AI's full potential to need to be established, institutional support must be provided initiatives to educate about AI should be developed to mitigate ensure equitable distribution of the benefits that to come from

Globally, there have been extensive studies in education. The studies document both the and the many challenges that GenAI use in the majority of students view using tools such learning support, improved accessibility, reliance on AI and ethical challenges

López-González & Trujillo-Liñán explore the perceptions of AI among shape the varying perspectives of including: the type of academic and their personal attitudes toward integration of AI should not be based approach specific to each education

that while students are highly aware related to plagiarising work, protecting regarding the acceptability of generative need for providing comprehensive

Similarly, the work by Kuswanto are impacted by demographic and inclusive policies and procedures to

In the International Journal of (2023) examined the significance of influencing students' intent to learn motivating students with AI education. Sydney university students use ChatGPT improved learning outcomes. However, information, so it is important students

Students report having significant achieving academic success through the QuillBot. Generative AI tools are allowed students to perform better in personalized feedback. For some those conducting complex research, substantially easier; they have assistance outside traditional

Nevertheless, many concerns related to academics in relation to which refers to plagiarizing content authorship and accountability more completing academic tasks may creative, and problem-solving skills. misinformation draw attention once used and require careful evaluation

Digitally literate students of AI, as well as clearly defined plagiarism, privacy, and dependency The differences between regional and particularly in Southeast Asia and adoption of AI and will require of maintaining academic rigor and in studies, with some students content may negatively impact The implementation of AI in the academic integrity and ethical for issues such as a catatonic According to the authors, there methods in place to assist in material in higher education.

examining the use of generative AI (GenAI) in higher impact of GenAI in transforming how students learn introduces. Baidoo-Anu et al. (2024) found that the as ChatGPT positively because they provide improved and improved efficiency. Yet concerns about excessive related to AI continually arise.

(2025) utilised a phenomenographic methodology to students in tertiary education, revealing many factors students studying in higher education institutions discipline they study; the culture from which they come; technology. This diversity of responses indicates that the on a meta-framework approach, but rather a tailored system.

of and use generative AI tools, there are still concerns student privacy, and a lack of institutional clarity AI tools. The lack of clarity demonstrates an ongoing guidelines for the ethical use of AI tools in education. and Tan (2024) identified that attitudes towards AI tools disciplinary differences, reinforcing the need for accommodate all students' unique needs.

Educational Technology in Higher Education, Chiu et al. supportive environments and expectancy-value beliefs in AI. Institutions have a key role to play in supporting and In its article, Cotton & Shipway (2023) examined how and how use of ChatGPT has increased productivity and ChatGPT has limitations, such as providing incorrect critically engage with AI-generated content.

advantages in completing academic assignments and use of generative AI tools like ChatGPT, Grammarly, and reported to have improved the quality of written work, their academic assignments, and provided students with students, particularly those with language barriers or generative AI tools have made academic work provided independent learners with real-time access to classroom environments

persist with regard to the ethical challenges and integrity artificial intelligence. The concept of "AI-giarism", that has been produced with the assistance of AI, makes problematic than ever before. Reliance on AI tools for threaten students' ability to develop critical thinking. In addition, bias exists in AI systems and the potential for again to the limitations of the technology that is being and responsible use.

consistently identify a need for training in the ethical use institutional policies regarding issues including on AI tools, across both local and international contexts. the Philippines, indicate varying degrees of readiness and different approaches to its implementation. The importance critical thinking among students is consistently mentioned indicating their concerns that the use of AI-generated traditional learning methods, which frequently require and invest their own time and effort into thinking critically. higher education field has raised serious concerns regarding behaviour. Perkins, Roe, and MacVaugh (2024) make a with misconduct perpetrated by means of AI technology . needs to be clear institutional policies and advanced detection mitigating the risks created by the use of AI in producing

Foltynek, Meuschke, and Gipp (2023) discuss the fact tools such as plagiarism checkers can serve as a transparency in the educational process, using too negatively impact originality and ethical standards. advocate for a clear set of institutional policies that education.

Kasneci et al, (2023) investigate what strategies while maintaining ethical integrity and behaviour. that are globally aligned to higher education research, while continuing to uphold the highest ethical and

According to Holmes, Bialik, and Fadel (2019), responsibly using AI tools by creating guidelines to research indicates that educators and policymakers learners, as there are both advantages and also identified numerous challenges related to ethical Meeting these challenges requires a multifaceted guidelines, and targeted literacy programs. To take consider both AI's benefits and its impacts on academic environments, consequently, we need

This synthesis highlights the ever-changing nature and academic integrity.

Theoretical Framework

This study is anchored in three interrelated theoretical of artificial intelligence (AI) tools in education: the Innovations Theory, and Principled Ethics Theory Technological Acceptance Model (TAM)

The original Technology Acceptance Model framework for understanding how individuals adopt perceived (PU) and (PEOU) will influence a user's intention to use it. Regarding AI used in education, outcomes and academic achievements, whereas

Currently researchers are modifying the original environment. These new factors include intrinsic (AIIM, AIRD, AICF, AIAX). In addition to these understanding of how students will accept and interactivity. Studies have shown that students Rogers' Diffusion of Innovations Theory

Rogers' Diffusion of Innovations Theory (2003) diffusion of AI tools as new technologies within a into five categories: innovators, early adopters, the classifications have different characteristics and contextualizing how all students will adopt and others are more hesitant.

In the educational environment, Rogers' Theory support from their institutional environment as well strategies to adopt AI as a method of improving have the opportunity to develop interventions that different categories of adoption to adopt AI.

that AI will both uphold and challenge academic integrity. While AI means of identifying unethical behaviour as well as increasing much material created by AI as a basis for educational purposes may In order to address these concerns, Foltynek, Meuschke, and Gipp guide the ethical and appropriate use of AI tools in the realm of higher

universities and publishers are using to incorporate AI into academia The authors advocate for the use of flexible and transparent policies which will allow the potential for using AI in a transformative manner rigorous standards of research related to higher education

it is important to implement proactive measures to ensure ethically and promote ethical behavior and preventing academic dishonesty. Their must work to create a safe and enriching knowledge environment for disadvantages associated with using AI. However, researchers have issues, academic integrity, and critical thinking skills when using AI. approach that includes adequate institutional support, effective ethical full advantage of AI, we must develop comprehensive strategies that academics as well as the ethical risks associated with using AI in strategies to promote critical engagement and mitigate ethical risks

of AI's role in education and its implications for student development

perspectives to comprehensively examine the adoption and ethical use Technology Acceptance Model (TAM), Rogers' Diffusion of

(TAM) by Davis (1989) continues to be used as an important and use new technologies. Two primary factors and how they are attitude to an adopting a technology and therefore influence their PU reflects the belief that AI tools can improve student learning PEOU indicates how students interact with the AI tools easily. TAM model by adding factors that are related to AI in an educational constructs, there are also aspects of HCI that contribute to our continue using AI technologies, such as design of the interface and who believe AI tools are useful and easy to use have more positive learning outcomes and overall satisfaction

provides a different approach to understanding the adoption and social system, by focusing less on users than on how users are classified early majority, the late majority, and laggards. Each of these different adoption rates, which can provide a framework for use AI, so that some will be early adopters or champions of AI, while

demonstrates the various social influences, such as peer influence or as their perceptions to existing methods used to develop their own their learning. By identifying the five adoption categories, educators may respond to the needs of each of the categories and enable students from

Principled Ethics Theory

The use of Principles Based Ethics Theory the use of artificial intelligence (AI) in the for examination of key concepts in Ethics: three principles can guide the decision-issues associated with academic dishonesty; and, using AI in an academically

In addition to using the Principles Based need for institutions to develop and educational institutions, as failing to do fairness, choice, and accountability. context for evaluating individuals' practices regarding the effective

This research project aims to Innovations Theory and The Principled understanding of the motivations for confronting them as they utilize AI.

will be utilized in order to discuss ethical issues related to field of education. Using this ethical framework will allow respect for autonomy; responsibility; and fairness. These making process when discussing ways to ethically address the protection of student confidentiality and security of data; responsible manner.

Ethics Theory as a guide, the recent literature supports the implement ethical guidelines for the use of AI within so ultimately undermines the fundamental ethical principles of The use of Principled Ethics Theory will provide a normative responses towards AI and for assessing institutional best implementation of AI in educational settings.

integrate the Technology Acceptance Model, The Diffusion of Ethics Theory in order to develop a comprehensive students' acceptance of AI, and the social and ethical issues

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V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion, and recommendations based on the results of the study.

Conclusion

This study delved into the multifaceted lived experiences of students as they utilized AI software applications within the educational landscape of Eastern Samar State University-Guian Campus, situated in Guian, Eastern Samar. This study shed light into the nuanced dynamics of using AI within this specific institution. The findings of the study reveal that students place often choosing to use AI tools cautiously to -developed. Their engagement with AI is influenced by confidence in using digital tools, and the clarity of the most significant barriers to AI use are emotional misinformation, and worries about data privacy. safe and supportive learning environments where The study also highlighted the critical role of greatly when teachers model responsible AI use demystify AI tools. Overall, the findings demonstrate they engage with AI thoughtfully, strategically, Their selective and intentional use underscores a as they navigate emerging tools and digital

strong value on integrity and autonomy in their learning, ensure that their understanding remains authentic and self heavily by the context in which they are learning, their guidelines set by educators. While technical issues exist, and ethical, including fear of judgment, concerns about These challenges emphasize the importance of cultivating students can explore AI openly. guidance and peer support, showing that students benefit and when peers provide informal mentoring that helps that students are not passive users of technology; rather, and in a manner consistent with their personal values. desire to maintain the human dimension of learning even innovations.

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