

## The Write Way Forward: Learners' Experiences on the Utilisation of Artificial Intelligence Tools In Research Writing

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<b>Received:</b> 28/2/2025	<b>Abstract</b>
<b>Accepted:</b> 27/04/2025	<i>This phenomenological study investigates the experiences of Senior High School learners at Glan School of Arts and Trades in utilizing Artificial Intelligence (AI) tools for research writing. Since there are limited studies on AI in K-12 research writing in the Philippines, I conducted in-depth interviews with eight purposively selected learners that delve into their perceptions, challenges, and benefits associated with AI tool usage. The findings reveal a complex interplay of advantages and concerns. While learners appreciate AI's capacity to enhance grammar, generate ideas, and manage citations, they also express concerns regarding overreliance and potential ethical implications, such as plagiarism and lack of original thought. The study highlights the need for a balanced approach to AI integration in academic research, emphasizing the importance of human oversight and critical evaluation. This study contributes to the growing body of research on AI in education, providing valuable insights into the experiences and perspectives of young learners. By understanding the benefits and limitations of AI tools, educators can develop strategies to support students in using these technologies responsibly and effectively. Furthermore, the findings of this study can inform the development of guidelines and policies for the ethical and appropriate use of AI in educational settings.</i>
<b>Keywords:</b> Artificial intelligence, senior high school, research writing, ethical considerations, Philippines.	

### 1. INTRODUCTION

Students often find the entire research process daunting, from conceptualizing a research topic to finalizing a thesis document. The sheer volume of tasks, from literature review to data analysis, can be overwhelming, leading to feelings of stress and anxiety. As a research teacher, I have witnessed firsthand the struggles that students face in completing their thesis papers. Writing a research paper has been one of the most challenging endeavors for senior high school learners. Learners find it difficult to write the different parts of the paper due to several reasons such as language competence and technical information necessary to achieve the target outcome. Despite their intellectual capacity and academic potential, students find themselves overwhelmed by the complexities of research writing.

Admittedly, I lean toward the view that technology can further accelerate learning and production; hence, I have tasked students with exploring ways through which AI tools could support their research writing. Especially for students who may have particular difficulties with

one aspect of the research process or another literature review, data analysis, or writing—students have reported the utility of the tools. AI writing assistants provide immediate feedback to the students on their writing, pinpoint areas where improvement is desired, and even inspire ideas for further research. This now means that judicious use of such AI tools will help students organize better research, higher quality of work, and ultimately improve academic performance. While limitations in AI and the need for oversight by human minds exist, embedding AI tools in processes of research writing can be a strong tool not only for students but also for educators in general.

In today's educational setting, it can be recalled that the Department of Education incorporated research subjects into the junior high school curriculum by the enactment of Republic Act (RA) No. 10533, often known as the Enhanced Basic Education Act of 2013, or simply the K–12 Law. The extra two years (Grades 11 and 12), which are referred to as the senior high school years, are required by the aforementioned statute and have introduced research subjects such as qualitative research (Practical Research 1), quantitative research (Practical Research 2), inquiries, investigations, and immersion (3I's), and the research capstone project to Filipino learners. A review of RA 10533 is essential to comprehend the goals of teaching the aforementioned disciplines at the senior high school level, as both the research subjects and the SHS itself are products of this law.

Furthermore, RA 10533's emphasis on research writing in the SHS curriculum encourages students to learn independently and to pursue rigorous academic standards. Students who participate in research projects gain vital skills that are useful in both their academic and professional endeavors, such as effective communication, information literacy, and problem-solving.

It is in this context that I was encouraged to conduct a study to explore the experiences of Senior High School learners on the use of AI in their research writing endeavors at Glan School of Arts and Trades. This study was anchored on the Activity theory of Leontiev, a socio-cultural framework grounded in the work of Lev Vygotsky, which asserts that activities are mediated by tools and artifacts, both physical and symbolic, and are influenced by the social, cultural, and historical factors that surround them. In my study, students were viewed in this framework as active agents who are taking deliberate steps toward the goal of producing research papers.

## **2. LITERATURE REVIEW**

### **2.1. Artificial Intelligence (AI) in Education**

Intelligence has long been recognized as a strength, enabling human leadership across disciplines, from early civilizations to the present era of unprecedented technological advancements (Estrellado & Miranda, 2023). Among these advancements is Artificial Intelligence (AI), often described as a metaphorical intelligence that, in some aspects, surpasses human cognition. AI's role in education is multifaceted, presenting both opportunities and risks. The total amount of venture capital invested globally in AI-based education between 2008 and 2017 was \$1047 billion (Mou, 2019). Research on AIEd began to appear as early as the 1970s, despite the fact that AI-based education has grown significantly over the past ten years. Weizenbaum (1996) created Eliza, an early natural language processing (NLP) program, between 1964 and 1966. An early example of AI in education was SCHOLAR (Carbonell, 1970), a program that used natural language to quiz students on South American geography and provide instant feedback. Later identified as an Intelligent Tutoring System (ITS) (Sleeman & Brown, 1979), it helped shape the field alongside MYCIN (Shortliffe et al., 1975), a medical expert system that influenced ITS design through its use of rule-based reasoning. This seminal work integrated tutoring domain expertise, making knowledge more accessible. AIEd evolved from ITS into a broad field with diverse themes, rapidly expanding alongside advances

in AI technology in education. As AI applications grow in complexity and processing power every six months (Pichai, 2023), its integration into education has been likened to a "double-edged sword," offering benefits while also posing threats to the system (Hagendorff, 2020).

The past decade has seen increasing concerns about AI-generated content in academia, particularly regarding academic integrity. The sophistication of Large Language Models (LLMs), such as OpenAI's GPT-3.5 and GPT-4, makes it challenging to distinguish between AI-generated and human-authored content (Kobis & Mossink, 2021). Moreover, AI-driven tools, including machine translation and auto-completion features, have significantly improved in accuracy and usability (Dale, 2021; Jolley & Maimone, 2022). However, the unauthorized use of Generative AI (GenAI) tools by students raises issues of academic misconduct and misrepresentation (Perkins et al., 2023). Consequently, institutions must establish clear regulations regarding AI-generated content, including citation requirements and usage constraints (Crawford et al., 2023).

With AI expected to play a crucial role in students' future careers, educational institutions must familiarize learners with its applications (Foltynek et al., 2023). Efforts to ensure the responsible use of AI-powered writing tools are increasingly necessary (Burkhard, 2023). Providing students with access to tools like ChatGPT for idea exchange and feedback can enhance their writing processes (Atlas, 2023). Despite all these, teachers can increase engagement, better meet the needs of individual students, and improve teaching strategies by utilizing AI. To make sure that AI in education continues to be a helper and not a substitute for human instructors, it is crucial to manage ethical issues. AI has the enormous potential to transform education and empower students in a variety of settings as technology develops, pointing to a time when more people will have equal and inclusive access to high-quality education than ever before.

## **2.2.Perceptions and Satisfaction on AI Tools in Writing Processes**

The successful integration and use of Artificial Intelligence (AI) tools in academia depend on user experience and satisfaction. As AI technologies become more integrated into daily life—from virtual assistants to recommendation engines and automated writing tools—understanding and improving user experiences is crucial. Studies have shown that AI writing tools improve writing abilities in EFL students, enhancing substance, organization, and engagement (Marzuki et al., 2023; Utami et al., 2023; Abdalkader, 2023). AI-based tools assist students in conducting academic research, refining topics, and drafting papers, making learning more interactive and accessible. Furthermore, AI applications foster creativity by promoting autonomous thought and offering novel approaches to problem-solving (Marrone et al., 2022; Vinchon et al., 2023; Anantrasirichai & Bull, 2022).

ChatGPT has been used to help graduate students develop research ideas, aiding in structuring proposals but still requiring refinement by the students themselves (Imran & Almusharraf, 2023; Ali et al., 2023). AI has also been shown to enhance writing structure and foster positive learning environments, performing comparably to human proofreaders (Lin & Chang, 2020; Singh et al., 2023; Črček & Patekar, 2023).

From an educational perspective, AI should be utilized purposefully. Some learners require teacher encouragement to use AI tools effectively (Burkhard, 2022). AI literacy is becoming essential in both academic and professional settings (Carvalho et al., 2022). However, studies suggest that AI is more widely accepted when used as a supportive tool for idea development rather than as an automatic writing generator (Barrett & Pack, 2023).

In summary, attitudes toward and contentment with AI tools as research processes enable an increasing dependence on technology in higher education. AI tools have shown promise in revolutionizing research through work simplification, unique discoveries, and efficiency enhancement. Even if there may have been some initial mistrust and anxiety, the

increasing acceptance and encouraging comments highlight how revolutionary AI is for research.

### 2.3. AI as a Tool for Immediate Feedback in the Writing Process

Historically, obtaining writing feedback was a slow and labor-intensive process, often limited by the availability and expertise of human reviewers. AI programs, however, provide immediate and ongoing feedback, correcting stylistic flaws, grammatical mistakes, and structural components of writing using sophisticated algorithms and natural language processing, thereby improving the quality of written work.

In academic research, learners face challenges balancing novel insights with academic writing standards. One major obstacle is providing timely, useful feedback to enhance academic writing skills, especially in large student cohorts where reviewing written work is time-consuming (Bernius et al., 2021; Woods et al., 2017). Instructors often spend more time addressing lower-order writing issues, such as grammar and syntax, at the expense of higher-order concerns like argumentation and reasoning, which reduces the quality of feedback and increases teacher workload (Huang & Winkel, 2022).

AI-generated feedback has the potential to automate the review process. It can be particularly beneficial during the early stages of writing when students seek quick feedback before receiving more customized formative or summative assessments from teachers (Steiss et al., 2024). AI tools serve various roles in education, including learner-facing AI for adaptive learning, teacher-facing AI for automating evaluation and plagiarism detection, and system-facing AI for institutional-level analytics (Baker & Smith, 2019).

Studies highlight the benefits of AI tools such as Grammarly and QuillBot in improving students' grammar, punctuation, text organization, and conceptual understanding (Yan, 2023; Adams & Chuah, 2022; Tambunan et al., 2022). Grammarly provides real-time recommendations on grammar, clarity, and engagement, while QuillBot aids in paraphrasing and avoiding plagiarism. Similarly, AI-generated feedback supports student autonomy by encouraging critical thinking and self-monitoring of academic progress (Yu & Canton, 2023; Tran, 2024). Moreover, AI enhances research processes by optimizing methods, analyzing emotional tones, ensuring data integrity, and facilitating ethical compliance (Khalifa & Albadawy, 2024; Carlson et al., 2023).

Enabling writers to make constant, little modifications without having to wait for outside critiques, this quick feedback loop speeds up the learning process. AI thus increases writing productivity and quality while also enabling people to write with greater confidence and competence. An environment that is more dynamic and responsive is created when artificial intelligence (AI) is included in the writing process, which represents a significant leap in educational technology.

### 2.4. Ethical and Social Implications of AI Adoption in Research Writing

The use of artificial intelligence (AI) in research writing presents various social and ethical challenges that require careful consideration. Ethical concerns such as decision-making transparency, potential unforeseen consequences, and responsible AI use have been widely discussed. Misrepresentation of authorship and academic integrity issues further highlight the need for stringent ethical standards and transparent communication with stakeholders (Khalifa & Ibrahim, 2023; Berendt et al., 2020; Cotton et al., 2023).

While AI tools like ChatGPT offer advantages, they also pose challenges for educators and learners, as students may use AI-generated content without fully engaging in the learning process, reducing interest in lectures and making educators responsible for grading AI-generated assignments (AlAfnan et al., 2023; Kooli, 2023). These issues emphasize the need



for responsible AI applications in education, ensuring students do not rely entirely on it for academic tasks.

AI-generated work raises questions regarding unethical behavior in academic writing, including authorship, plagiarism, and copyright concerns (Chan, 2023; Kumar, 2023; Lubowitz, 2023). AI-generated content, while often unique and relevant, lacks subjective perspectives and proper citations, necessitating human oversight to assess content authenticity and prevent misinformation. The phenomenon of AI hallucination further limits ChatGPT's application in scientific writing and analysis, requiring researchers to verify its outputs (Athaluri et al., 2023).

While AI can enhance research efficiency, excessive dependence on it may lower research quality, as AI cannot replace human researchers' analytical depth (Rane et al., 2023). Some educators worry that AI tools may limit students' originality and critical thinking (Johinke et al., 2023; Iskender, 2023). However, AI can serve as a valuable research assistant, accelerating writing while requiring careful human oversight (Salvagno et al., 2023; Carvalho et al., 2022).

There are significant ethical issues raised by the use of artificial intelligence (AI) in education, particularly in writing tasks, which call for close examination and preventative action. Although AI technologies present unseen chances for efficiency and innovation in research procedures, they also give rise to worries about plagiarism, authorship attribution, bias amplification, and the degradation of authenticity and creativity. To ensure that the benefits of AI are balanced with respect for intellectual integrity, diversity, and human values, safeguarding ethical norms in AI-driven research requires clear guidelines, strong supervision systems, and continuing stakeholder discussion.

### **3. METHODOLOGY**

This study employed a qualitative research design, using a phenomenological research approach to explore the experiences of learners in using AI tools in research writing. According to Cresswell (2017), qualitative research is defined as an investigative process to understand a social or human problem based on constructing a complex, holistic, worded picture, reporting detailed views of the informant, and conducted in a natural setting. This qualitative approach is particularly suitable for this research as it allows for an in-depth exploration of the subjective experiences, perceptions, and interpretations of the participants. By focusing on the lived experiences of learners, this study aimed to understand the differences in how AI tools have influenced their research journey.

The phenomenological inquiry, as part of uncovering meaning, articulated the “essences” of meaning in learners' perceptions and lived experiences in using AI tools in writing their research papers. Using the lens of the Activity Theory of Leontiev, the focus was on senior high school learners' experiences in using AI tools in writing their research manuscripts. Furthermore, this study has shed light on the perceived ethical implications that they have in applying it to their outputs.

The study was conducted in a school located in the province of Sarangani. Glan School of Arts and Trades (GSAT), situated in E. Barcelona, Poblacion, Glan, Sarangani. I conducted participant interviews in my study utilizing a purposive sampling of the learner participants so that they can elaborate on their perceptions and experiences in using AI tools in writing research. In order to choose cases with the most information possible and make the most use of the limited resources available, the qualitative research method known as "purposeful sampling" is frequently used. This entailed locating and choosing individuals or groups of individuals who have particular expertise in or experience with a topic of interest (Creswell & Plano, 2011). In my study, each participant met four (4) inclusion criteria: (a) a Grade 12 learner officially enrolled in GSAT in the School Year 2023-2024; (b) has Practical Research II as one of his/her subjects; (c) has used AI tools during the crafting of his/her research and

(d) was able to participate in a research defense. I have selected these participants for my study in order to collect data from a variety of viewpoints.

Participants who were not enrolled in a senior high school in the school year 2023-2024 were excluded. Further, those without informed consent or who lack experience using AI tools in their research writing were not eligible. Participants with significant language barriers, special education needs requiring substantial curriculum modifications, or limited access to necessary technology were excluded. The participants were eight (8) Grade 12 learners from Glan School of Arts and Trades who have experienced engaging in using AI tools in their Practical Research II subject. Based on the data saturation principle, the researcher selected eight individuals for their study in an effort to provide a sufficiently deep and varied qualitative analysis. The researcher can perform in-depth interviews or observations with up to eight people, providing for a rich examination of the participants' viewpoints and experiences while also guaranteeing that data saturation is attained within realistic restrictions (Creswell & Poth, 2017).

Semi-structured interview data were used to correctly respond to my study questions. To comprehend the content and message, the comments were carefully read several times and accurately copied. They were then divided up into several topics and sub-themes. I strictly abided by the applicable ethical standards while collecting the required data to prevent participants from being misled.

## 4. RESULTS AND DISCUSSION

This qualitative phenomenological study aimed to learn more about the experiences of learners in using artificial intelligence tools in research writing and their perceived ethical implications in Glan School of Arts and Trades. Each participant's identity was hidden under a pseudonym to protect their privacy.

### 4.1. The Experiences of Learners on the Use of AI-powered Tools in their Research Writing Process

Table 1 presents essential themes on the experiences of learners in their utilization of AI-powered tools in research writing. This study found two emergent themes. Moreover, the core ideas and frequency of responses were presented based on the participants' responses.

Table 1. *The Experiences of Learners on the Use of AI-powered Tools in Research*

Major Themes	Core Ideas	Frequency of Responses
AI as a Research and Writing Assistant	Enhances Grammatical Precision and Spelling	General
	Optimizes Content Structure and Organization	General
	Facilitates Effective Paraphrasing	Typical
	Improves Text Readability and Comprehension	Typical
Limitations of AI Writing Tools	Provides Irrelevant or Incorrect Responses	Typical
	Generates Inaccurate Citations	Typical

### 4.2. AI as a Research and Writing Assistant

In every interview, learners shared that artificial intelligence (AI) applications like Grammarly, Quillbot, and ChatGPT are helpful when writing at different stages, from coming up with ideas to editing and organizing information. Many learners use these tools to improve

their writing by making grammatical corrections, offering different ways to phrase ideas, and increasing overall clarity. Most students view these AI applications as helpful tools that enhance their academic productivity and writing skills. The degree to which students rely on AI, however, differs; some only use it for wording and grammar, while others use it extensively for content production. This theme has four core ideas, which are discussed comprehensively below.

#### **4.2.1. Enhances Grammatical Precision and Spelling**

The findings show that learners frequently use AI tools, especially Grammarly and ChatGPT, to fix spelling and grammar in their research writing. Learners value the instant feedback these tools offer, which enables them to generate work that is more polished and grammatically correct quickly. Students who struggle with English competence will particularly benefit from this feature, as AI technologies assist them in avoiding common mistakes and improving sentence structure. From the perceptions of the participants, the use of AI-powered tools has been helpful in assisting them in their research writing.

This is supported by the study of Tambunan et al. (2022) which demonstrated that AI such as Grammarly improved grammar and punctuation for students. Grammarly AI analyzes the user's text; it makes real-time suggestions for improvement in grammar, spelling, punctuation, clarity, engagement, and delivery.

#### **4.2.2. Optimizes Content Structure and Organization**

Participants mentioned that artificial intelligence (AI) technologies, such as ChatGPT, are very useful for giving paragraphs a structure and guaranteeing a logical flow from the introduction to the conclusion. With the help of these tools, learners were able to write more coherently and clearly and express their ideas more clearly.

The responses demonstrated that students, especially in cases when their initial ideas are ambiguous, depend on AI to assist them in aligning and explaining their primary ideas. As instance, a participant brought up how AI helps them construct a whole paragraph, from the introduction to the conclusion, improving the writing's flow and organization. Apart from that, they value how AI polishes and clarifies their statements. With the tools, learners can concentrate more on developing and clarifying their ideas rather than just presenting them in an improved way. Hence, AI supports guidance that can positively impact writing quality, such as rewriting text to enhance lexical diversity and stylistic variation, identifying errors (Fitria, 2021), and adopting a preferred writing style (Marzuki et al., 2023).

#### **4.2.3. Facilitates Effective Paraphrasing**

With advances in AI, students can now use automated paraphrasing tools to aid them in academic writing. These tools are software or online applications that use algorithms to or alter the structure of the original text while retaining the same meaning. AI technologies—Quillbot in particular – are utilized by students to reword material and make their writing easier to read. The tools provide participants with alternate word choices and sentence structures, which helps them avoid repetition and improve the quality of their language.

Yan (2023) and Adams and Chuah (2022) found that automated paraphrasing tools helped students organize their text, simplify information, and broaden their conceptual understanding. Roe and Perkins (2022) highlighted that APTs could generate sentences like the original text but with different syntax. Hence, those students who used paraphrasing interventions showed improvements in various aspects of writing. A study by Amyatun and Kholis (2023) further strengthened these findings, noting that students view QuillBot AI as a valuable tool for improving their writing skills. Its advanced word suggestions and sentence restructuring features help students enhance their sentence structure and write more effectively.

#### **4.2.4. Improves Text Readability and Comprehension**

Complex concepts are made simpler and easier to comprehend and discuss with the aid of tools like Quillbot and ChatGPT. With the help of these tools, students can produce work that is more readable and cohesive by using clearer language and improved sentence structure. AI tools contribute to making research more accessible to a wider audience by improving unclear or unduly complex content.

AI technologies are especially useful in converting abstract or technical concepts into more readable and understandable content, which facilitates students' ability to express themselves. Students value this feature because it makes their writing more readable and coherent and helps them explain complex concepts in simpler terms.

These findings are consistent with those of Chui (2022), Fitria (2021), Nurmayanti, and Suryadi (2023), who investigated students' use of APTs in writing. The study by Kurniati and Fithriani (2022) pinpointed that paraphrasing helps students overcome cohesion problems and coherence. The findings from those studies and the present study suggest that paraphrasing tools such as Quillbot can improve the quality of students' writing.

### **4.3.Limitations of AI Writing Tools**

Although AI is frequently beneficial, students identified a number of drawbacks, such as the technology's tendency to provide inaccurate or irrelevant information, particularly in situations when requests are ambiguous. Numerous participants also mentioned that academic work can lack consistency and precision due to artificial intelligence-generated text that is either too generic or unnecessarily flowery in language. Participants also voiced frustration with AI-generated citations' inaccuracy, which frequently needs human verification and correction.

#### **4.3.1. Provides Irrelevant or Incorrect Responses**

Participants noted that AI-powered tools like ChatGPT sometimes generate responses that are either too broad, irrelevant, or factually incorrect, especially when the prompts are unclear or poorly formulated. This can hinder the research writing process, as students must spend additional time verifying the accuracy of the information or rephrasing overly generic content. Such responses can also disrupt the coherence of academic work, requiring users to critically engage with the output to ensure it aligns with their research needs. The participants emphasized situations in which the AI-generated responses were erroneous or irrelevant, decreasing the tool's dependability for particular tasks. These findings imply that although AI has its uses, its results are not always accurate, and users should assess the data critically. This aligns with the report that GenAI like ChatGPT tends to hallucinate content or provide incorrect guidance, which refers to when a GenAI tool generates inaccurate responses that seem realistic (Alkaissi & McFarlane, 2023).

#### **4.3.2. Generates Inaccurate Citations**

Another typical problem that students run into while utilizing AI technologies for research writing is inaccurate citations. Although ChatGPT and other AI systems can offer citation suggestions, participants noted that these are frequently inaccurate, lacking, or unconfirmed. Learners must manually check and correct AI-generated citations because they frequently are not formatted correctly or do not match credible sources. This error can damage academic reputation, necessitating additional time from students to make sure citations adhere to academic requirements like APA. Though AI can generate quick references, learners understand that it is not a completely dependable tool for citation accuracy and that, in order to retain the integrity of their study, they must cross-check all references.

This is similar to the results of the study of Majovsky et al. (2023), which discovered that the AI language model is capable of generating a highly convincing fraudulent article that mimics a real scientific paper in terms of word choice, sentence structure and overall



composition. Walter and Wilder (2023) also confirmed that misinformation can still be present throughout the generated texts with the latest version of ChatGPT, not just in reference lists.

#### **4.4.The Perceptions of Learners on the Ethical Implications of Relying on AI Tools for Writing**

Table 2 presents essential themes on how students perceived the ethical implications of using AI tools in research writing. This study found three emergent themes. Moreover, the core ideas and frequency of responses were presented based on the participants' responses.

*Table 2. Learners' Perception on the Ethical Implications of Reliance on AI Tools for Writing*

<b>Major Themes</b>	<b>Core Ideas</b>	<b>Frequency of Responses</b>
Potential Threat to Originality	Plagiarism Concerns Balance Between AI-generated Content and Personal input	<b>General</b> <b>General</b>
Long-Term Impact on Independent Writing	Excessive Reliance on AI Tools Potential Decline in Creativity	<b>Typical</b> <b>Variant</b>
Limited Awareness on Institutional AI Policies	Unclear Policy Guidelines on the Use of AI	<b>General</b>

##### **4.4.1. Potential Threat to Originality**

The possible danger that artificial intelligence (AI) poses to creativity was acknowledged by many participants, especially when AI is overused. They pointed out that the borders between human labor and AI can become vague when employing AI for content creation, which raises moral questions regarding plagiarism and the veracity of their work. Below are the core ideas that support this major theme.

##### **4.4.2. Plagiarism Concerns**

Academic plagiarism is a pressing concern in educational institutions. With the emergence of artificial intelligence (AI) chatbots, like ChatGPT, potential risks related to cheating and plagiarism have increased. The first core idea draws attention to the moral concerns that students have about using AI technologies in their academic writing. Many interviewees raised concerns regarding the possibility of unintended plagiarism resulting from an over-reliance on AI for content generation. This is because students may replicate text produced by AI without sufficiently altering it to reflect their own thoughts. This danger is amplified in cases where students primarily rely on AI to compose essays or generate responses.

Furthermore, since most plagiarism checkers cannot detect AI-generated output, it is difficult to determine whether a given piece of writing is the author's original work (Peres et al., 2023). According to Chan (2023), it raises the question of what constitutes unethical behavior in academic writing, including plagiarism, attribution, copyrights, and authorship in the context of AI-generated content – AI plagiarism. Hence, the widespread use of GenAI can pose a serious threat to academic integrity in the education landscape.

##### **4.4.3. Balance Between AI-generated Content and Personal Input**

Participants emphasized the significance of utilizing artificial intelligence (AI) tools as supplementary resources instead of replacing their own labor. Numerous students stated that they had used AI to simplify language, organize content, or provide ideas. However, they stressed that these results need to be carefully edited to ensure that their own input is reflected in the finished product. In order to avoid relying too much on AI, they also employ translation

procedures, which involve translating text from English to Tagalog and back again. This view is similar to a study conducted by Imran and Almusharraf (2023) and Ali et al. (2023), where ChatGPT was used to help graduate students develop research ideas. The results showed that although AI-generated content helped provide initial ideas and structure the proposal, students still needed to improve and expand on the material they had produced.

#### **4.4.4. Long-Term Impact on Independent Writing**

Some students pointed out that depending too much on AI to provide grammar, structure, and ideas can make them less confident in their ability to write on their own, which will eventually impede their ability to become independent authors. However, the majority of participants also acknowledged that, when applied sparingly, AI has the potential to be an excellent learning aid because it may help with writing and introducing new language.

#### **4.4.5. Excessive Reliance on AI Tools**

Participants worry over the possible drawbacks of using artificial intelligence (AI) tools excessively when writing. They conveyed that although artificial intelligence (AI) applications such as ChatGPT, Quillbot, and Grammarly are beneficial for improving grammar, organizing information, and sparking ideas, an over-reliance on these tools may compromise their capacity to write on their own. Some students pointed out that constantly relying on AI to help them can restrict their ability to think critically and lower their confidence in their ability to create original work. Their ability to write well may be hampered in the long run by this dependence, as they may grow less competent at creating content without AI assistance. Although there is a growing body of scholarly evidence in consensus that AI-driven assistants have demonstrated promise in enhancing students' writing abilities and boosting their confidence and productivity during the writing process, there are still apprehensions regarding their ability to foster reliance or to be utilized suitably giving rise to significant problems (Perkins, 2023).

#### **4.4.6. Potential Decline in Creativity**

Interviewees observed that although artificial intelligence (AI) can help with information organization, language simplification, and idea generation, it frequently generates generic or predictable solutions, which can restrict their own creative input. Some students expressed concern that using AI for inspiration or language on a regular basis would eventually impair their capacity for autonomous and creative thought.

A relevant study of Johinke et al. (2023) posited that some educators are concerned that students may use these tools not only to improve their language but also to generate ideas, which could limit their creative thinking and originality. Moreover, Iskender (2023) offered a critical viewpoint, suggesting that the use of AI writing tools could weaken critical thinking skills if students become too reliant on them.

#### **4.5. Limited Awareness of Institutional Policies**

Many students expressed confusion about how much they can rely on these tools without compromising their academic integrity due to their schools' unclear communications about authorised AI use. While some students knew that the teachers had given them informal advice, such as to use AI for grammatical checks but not for content generation, others received no instruction at all. Due to a lack of knowledge, there are differences in the practices of the students; while some are careful, others use AI without fully appreciating its possible ethical ramifications.

##### **4.5.1. Unclear Policy Guidelines on the Use of AI**

Even though they employ AI technologies like ChatGPT and Quillbot, a number of participants stated that they are frequently unsure of the regulations surrounding their use. Some students weren't sure how much AI support is appropriate or if anything created by AI

may be deemed plagiarized. Because of this ambiguity, different students use AI in different ways. While some use it warily, others depend more heavily on it without clear instruction. Participants stated a need for clearer and uniform instructions to make sure they utilize AI technologies ethically and in accordance with academic standards, even if several lecturers offered informal help.

Because of this lack of policies on the use of AI in the classroom, there have been ongoing calls for strong ethical standards and open communication with stakeholders such as parents, educators, students, AI developers, and legislators (Berendt et al., 2020). In addition, Cope and Kalantzis (2019) stressed the importance of ethical principles for both educators and students, as data visualisation reveals learner behaviour and underscores the need for greater support from educators.

## **5. CONCLUSION**

### **5.1. Implications for Educational Practice**

AI tools can streamline technical writing tasks, allowing students to concentrate more on content rather than language mechanics, according to this study. These tools are especially helpful for non-native English speakers because they give students instant feedback, allowing them to identify grammatical faults and improve their writing style, both of which lead to output that is clearer and more structured. In a learning environment, this improvement in structure and clarity fits in nicely with the objectives of good communication, indicating that AI can be a useful tool for raising students' writing skills.

AI technologies do improve educational opportunities, but they also raise issues with dependency and the possibility of academic dishonesty. According to the study, some students voiced concerns about depending too much on AI to help them with their writing since they would lose their ability to think creatively and independently. When AI tools are used excessively, it might result in shallow engagement, where students accept recommendations without questioning them or modifying them to fit their own voices. While AI can help with skill development, if students become passive users, it may unintentionally damage critical skills. This problem highlights a larger educational challenge.

The findings, particularly with relation to the incorporation of AI tools to improve learning and productivity, have important implications for professional and educational activities. In order to maintain academic integrity, uniqueness, and independent thought, it is imperative that educational institutions create structured AI literacy programs that instruct learners on both the efficient use of AI tools and the critical evaluation of content generated by AI. It is important for educators to stress that students should use AI responsibly, utilizing it to supplement critical thinking and creativity rather than to replace it. These realizations emphasize the need for precise ethical standards to be set for AI use in professional settings in order to preserve the legitimacy and originality of work. It is imperative that professionals receive training on utilizing AI as a supplementary tool, keeping human expertise, creativity, and critical judgment at the forefront of their outputs. In the end, adjusting professional and educational practices to the changing AI environment will necessitate a balanced strategy that protects the fundamental principles of autonomous thought, morality, and innovative problem-solving while optimizing the advantages of AI.

### **5.2. Implications for Future Research**

The participants of this study have expressed that there is an urgent need for comprehensive institutional guidelines that clearly define the ethical boundaries of AI usage in academic environments. Future studies should focus on finding practical methods for creating and implementing these rules because of the possibility of abuse and the dangers to academic integrity. Such initiatives ought to concentrate on developing frameworks that strike a

compromise between utilizing AI technologies to their full potential and protecting the uniqueness and authenticity of learners' work. In order to promote a responsible and ethical culture surrounding the use of AI, it would be imperative to establish uniform rules across all organizations.

Furthermore, the study shows that there is an urgent need to investigate the effects of AI integration on autonomous learning and cognitive growth. Future studies ought to investigate the long-term cognitive impacts of AI-assisted learning and create instructional plans that encourage students to think critically on their own. To guarantee that learners continue to actively participate in the construction and articulation of their ideas, this may entail researching the harmony between AI assistance and self-driven concept development.

A major area of concern that emerged was skill acquisition in addition to cognitive development. While AI tools make writing and editing easier, there's a chance that an extended reliance on them could impede the development of core research and writing skills. Other researchers could look into interventions that let students use AI while still practicing new skills. This area of study should concentrate on developing AI-assisted teaching strategies without undermining the significance of fostering each person's unique capacity for creativity, analysis, and communication.

Additionally, the paper emphasizes how AI affects academic integrity. There is a serious risk that content produced by AI will encourage plagiarism or erode uniqueness. Another goal of future research should be to find creative ways to incorporate AI tools into the classroom while adhering to moral principles. Creating tools to identify AI-generated work and running educational initiatives to teach students about responsible AI use, proper attribution, and originality are two examples of how to do this.

Finally, future research could focus on enhancing the contextual accuracy and dependability of AI-generated information. The results show that content produced by AI technologies can occasionally be erroneous, irrelevant, or too generic. Researchers may work to improve AI systems' contextual understanding and accuracy in order to address this. Furthermore, it is imperative to investigate pedagogical approaches that provide learners with the aptitude to compose AI inquiries proficiently, consequently furnishing them with more pertinent and customized answers. Future research can greatly optimize the educational benefits of AI while limiting any hazards by addressing these consequences.

### **5.3.Recommendations**

Based on the findings of the study, the following recommendations have been made:

First, the Department of Education may establish clear and consistent guidelines on the use of AI in educational institutions. In order to uphold academic integrity and guarantee that AI is utilized to augment learning rather than replace essential skill development, these guidelines ought to delineate appropriate procedures and ethical standards.

Second, Holy Trinity College may put in place institutional guidelines that specify the boundaries of what constitutes appropriate usage of AI by educators and graduate studies learners. This may help create an environment where AI tools can support educational activities without leading to dependency or unethical practices.

Third, the school administrators may focus on educating teachers and students about the possible advantages and drawbacks of artificial intelligence through awareness campaigns and training sessions. By taking the initiative, we can make sure that AI is used appropriately and that students understand the dangers of becoming overly dependent on it.

Teachers may appropriately incorporate AI into their lesson plans by utilizing it as an additional tool rather than as a replacement for creativity and critical thinking. Instead of using AI tools to create content, educators should stress the value of learners producing unique work and using them to improve comprehension.

Next, AI technologies may be taught to students in an ethical and responsible manner, with an emphasis on utilizing them for tasks like idea development, grammatical checks, and

language simplification rather than content creation. While AI can help learners refine their output, educators may support students in maintaining their individual voices and creative expression in academic assignments.

Parents play a crucial role in monitoring and supporting their children's use of AI tools. Parents may be instructed on how to help their children utilize AI responsibly to enhance rather than replace their learning, as well as the possible pitfalls associated with an over-reliance on the technology.

It is recommended that the researcher carry out quantitative research on the changing effects of AI in education, paying particular attention to areas such as student reliance, creativity, and long-term skill development. Research of this kind can offer insightful information about striking a balance between academic integrity and technology integration.

Lastly, future research may look into the effects of AI integration on various learning outcomes, academic disciplines, and age groups. Studies that compare institutions with and without AI policies may also shed light on how successful these regulations are. Moreover, it ought to focus on creating AI regulations that complement existing technological and educational trends. Finding the best ways to combine the use of AI with the development of students' autonomous critical thinking abilities should be a top priority.

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