

NAVIGATING THE AI FRONTIER: A QUALITATIVE STUDY OF TEACHERS & STUDENTS' PERSPECTIVES ON AI-ASSISTED ACADEMIC WRITING

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Abstract

The use of AI tools has opened exciting features such as grammar checkers, personalized learning platforms, and content generation applications, helping to address gaps in English proficiency, particularly in writing and independent learning, which can enhance educational outcomes through immediate feedback. This qualitative study examines the views of teachers and students on the use of AI-assisted tools in academic writing, focusing on both the challenges and opportunities they present. Through semi-structured interviews and focus group discussions, the research collected a range of insights from seven teachers and five students who regularly use AI tools in their writing. The findings indicate that while AI tools improve writing efficiency and offer useful feedback, they also raise concerns about academic integrity, creativity, and the cultivation of critical thinking skills. The study highlights the need to balance AI support with individual writing style and voice, as well as the necessity for ethical guidelines to regulate AI use in educational contexts. Overall, this research enhances our understanding of AI's impact on academic writing and provides recommendations for educators and institutions to effectively address the challenges and opportunities posed by AI technologies in education, while developing policies that tackle issues of academic dishonesty and the improper use of AI, fostering productive engagement with learners and supporting the achievement of learning goals.

Keywords: *Artificial Intelligence, Academic Writing, AI tools*

Rationale

Academic writing is an essential part of research and education which demands an organized method to express ideas. Researchers and educators frequently utilize it in academic works to convey logical reasoning and arguments supported by evidence (Khalifa, 2024). Such writing provides readers with an in-depth insight into a subject. It enables writers to elaborate on ideas extensively and leads to an outcome or conclusion. Academic writing is adopted in many fields to serve various purposes. For instance, literary analysts use the paper to deliver fact-based criticism, and scientists use it while describing their study and findings. However, academic writing can be very rigorous with different writers and fields facing different challenges. For example, writing for academic purposes entails large amounts of information, rich ideas, theories, and empirical evidence with comprehension and clarity. Consequently, it demands a high amount of knowledge in the subject matter and skill to elaborate on how the complex concept should be understood by the reader. (Albadawy, 2024). In addition, revisions are done in the process of writing in response to advisors' and peers' input. Also, multidisciplinary research calls for the integration of ideas, terminologies, and methods with cutting across other fields, which is a challenge for writers. With these challenges, AI has developed into a very useful tool for academic writing. Writing tools with AI assist in citations, grammar structure, and following code of conduct. These resources are essential for raising the caliber and productivity of academic writing in addition to being beneficial. They allow authors to concentrate on the analytical and creative facets of their study.

Artificial Intelligence is revolutionizing vast areas and transforming changes in many sectors, including education. It has emerged with incredible speed and power, changing several fields and drastically altering the way people interact with technology and work which includes academic writing. AI-based writing tools are integrated into learning environments, ranging from grammar checkers to content generators and citation managers, within the academic sphere. But jobs like developing ideas and interpreting complex data require more critical thinking, creativity, and contextual awareness than what AI is currently capable of. According to Narayanaswamy, NLPs [(Natural Language Processors)] may not be able to fully understand the distinctions and intricacies of a research topic because they are still machines and not humans. Artificial intelligence (AI)-based models have the potential to fabricate research using fictitious study subjects and statistics, or they might completely distort a piece of a paper and ignore its context (Young, 2023).

One significant gap on the use of AI in academic writing is how such tools affect critical thinking and the creativity of students as well as writers. Although AI instruments may increase efficiency and render the language more precise, many scholars do not provide evidence that such instruments may reduce the motivation to interact with primary skills such as writing and analyzing content. Furthermore, the challenges posed by the range of AI-devised output and possible over-reliance, affecting the power of one's scholarly work, undermines one's quest for knowledge. This concerns the role of such technology in upbringing creativity and the skills or techniques that it seeks to replace. This gap elucidates the importance of the frameworks that outline the advantages of AI in the nurture of learning and creative processes and its limitations. In the case of Philippine education, the integration of AI tools has given rise to promising avenues as well as challenges for teachers and students. Such AI-assisted tools, like grammar checkers, personalized learning platforms, and content generation applications, could improve educational outcomes by immediate feedback, for personalized learning experience, or relieving the burden of administrative work like grading students and lesson planning. For students, these tools provide support in bridging gaps in English proficiency including writing and learning independently. But recent studies show concerns over the use of AI especially in education.

Thus, this paper involves a view of understanding perceptions, challenges, and opportunities presented by AI technologies to both teachers and students as AI-assisted tools take center stage. Therefore, it is essential to understand how such tools change the face of academic writing, teaching methods, and how this in turn affects students' thinking and compositional skills. It looks at the attitudes and experiences of both the educators and the learners as part of its attempt to contribute to insights about this constantly changing relationship of AI with academic writing.

Given the mixed reactions that AI tools have received especially concerning the issue of student over-reliance on technology, the study attempts to navigate the potential benefits and limitations of AI in academic writing. Teachers may consider it as a way to make learning efficient while for the students, such tools may perceive as either supportive or inhibiting to their intellectual growth. This study addresses not only the educational opportunities presented by AI in terms of creativity and quality of writing but also touches on the ethical issues regarding originality, plagiarism, and academic integrity. In this way, it might contribute to the very heated debate about the role of AI in education but, most of all, about how AI can be responsibly used in academic writing.

Research Objectives

This study aims to provide a comprehensive understanding of the role AI in shaping academic writing and its implications for both teachers and learners. It specifically answers the following questions:

1. How do teachers perceive the impact of AI-assisted writing tools on student learning outcomes and writing proficiency?
2. What are the experiences and attitudes of students toward using AI in their academic writing, and how do they perceive its influence on their learning process?
3. What opportunities and challenges do both teachers and students identify with the integration of AI-assisted writing tools in educational environments?

Review of Related Literature

Academic writing now incorporates technology-assisted learning thanks to the development of generative AI in particular (Malik et al., 2023; Zulfa et al., 2023). Large language models (LLMs), machine translators (MTs), automated paraphrasing tools (APTs), digital writing assistants (DWAs), Chat Generative Pre-Trained Transformers (ChatGPT), and other generative AI tools are becoming more and more popular, having an impact on academia, and causing people to worry about academic misconduct (Naidu & Sevnarayan, 2023; Roe et al., 2023). Automated essay scoring (AES), automated writing feedback (AWCF), and automated writing evaluation (AWE) are a few examples of applications that work to improve writing curricula (Koltovskaia, 2020; Nazari et al., 2021). These applications support advanced teaching and learning experiences by helping with content creation, assessment, tutoring, and feedback for instructors and students (Malik, 2023). Students' written performance has greatly benefited by the use of artificial intelligence (AI) in educational contexts, especially in the development of writing abilities. It has been discovered that AI-powered tools, like Wordtune, boost student writing outcomes, engagement, and feedback literacy, which improves writing proficiency (Storey, 2023). Furthermore, it has been demonstrated that AI-powered pedagogy improves students' writing abilities by fostering engagement and giving prompt feedback. The application of AI writing in education has been the subject of numerous investigations. Brinkman et al. (2020), for instance, created an artificial intelligence (AI) writing instructor that offered students in a beginning writing course customized feedback. The algorithm was able to offer focused comments on matters including writing clarity, reference usage, and thesis growth. According to the authors, the approach improved student writing and was well-liked by teachers and students alike.

The best example of an AI tool that is widely used by students nowadays is ChatGPT. With its capacity to handle enormous volumes of textual data and automate manual operations, ChatGPT is an effective tool for academic research. It can be used to design research questions, create impartial and unbiased summaries,

and scan academic texts to extract important facts. However, researchers should use caution when utilizing ChatGPT, though, as it has the ability to include biased or misleading information into articles, which could result in unintentional plagiarism and concept misattribution. Biases and mistakes may also result from underlying model and training set transparency issues (Dergaa, 2023). Researchers should be vigilant, incorporate expert-driven mechanisms for fact-checking and verification, and support the creation and application of open-source AI technology in order to allay these worries.

According to Frye (2023), lack of originality in academic writing can have a number of detrimental effects. First off, it might not add any fresh viewpoints or insights to the topic of study, which would make it of little use or importance. Second, it can be called out for being copycat or unoriginal, which could harm the author's credibility and reputation. Thirdly, plagiarism is a serious infraction that can lead to penalties like poor marks, loss of credibility, and expulsion from educational institutions if the lack of originality is the result of it. Thus, in order to prevent these unfavorable outcomes, academic writing needs to be as original as possible.

The Philippine education system faces significant challenges when incorporating AI tools in academic writing. One of the primary issues is the digital divide, as many students and educators lack access to the necessary technology and reliable internet connectivity. This gap exacerbates existing inequalities, with students from rural or economically disadvantaged areas falling further behind their urban and affluent counterparts. Moreover, there is a concern about over-reliance on AI tools, which can hinder the development of critical thinking and writing skills among students. AI-generated content, while useful for certain tasks, often lacks depth and originality, potentially leading students to rely too heavily on these tools rather than honing their own analytical abilities (Uppal, 2022). Also, the use of AI in academic writing raises questions about academic integrity, as students might misuse these tools to produce work that is not entirely their own. The integration of AI in education requires careful consideration of these challenges to ensure it complements rather than undermines the learning process.

Research Methodology

The qualitative research approach was employed as the research method of this study. This method will entail gathering and evaluating qualitative data from a varied group of participants, consisting of both students and educators, who have integrated AI tools into their writing practices. Since the paper had reached data saturation, seven (7) teachers and five (5) students who have frequently used AI tools in academic writing were purposively selected to provide a deeper insight of their perspectives. Surveys and interviews will be used to collect in-depth insights into the experiences and outcomes of AI-assisted academic writing. To guarantee the tool's validity and reliability, it was subjected to a thorough validation process by a group of experts in educational technology and academic writing. These experts assessed the tool for clarity, relevance, and completeness, offering feedback to improve its ability to effectively measure the desired outcomes.

The qualitative data from the interviews were transcribed and analyzed using the constant comparison method. Respondents' vignettes were also included to offer deeper qualitative insights into their experiences and viewpoints. These vignettes acted as illustrative examples, showcasing advantages and challenges of using AI in academic writing. By incorporating these personal stories, the study seeks to capture the nuanced, context-specific aspects of AI tool use, thereby enhancing the overall understanding of its limitations and effects in the academic setting.

Ethical Considerations

All participants received detailed information about the objectives, procedures, and nature of the study. Informed consent was obtained before participation. This ensured that respondents fully understood their role in the research and the potential benefits or risks involved. Participation was entirely voluntary, and respondents were informed that they can withdraw from the study at any time without penalty. To protect participants' confidentiality, name, contact details and other personally identifiable information or personal information were not collected or associated with responses. Data were anonymized during analysis to ensure that individual responses cannot be traced back to participants. All data were stored securely. Access was limited to the research team only. The research team guaranteed that participation in the study would not result in physical, mental, or emotional harm. Issues related to AI in academic writing were presented in an objective manner. With no intention of creating stress or discomfort for participants, any concerns raised by participants during the study were promptly addressed.

Rigor of the Study

To ensure the rigor of this qualitative study, there involved multifaceted data collection methods through semi-structured interviews with teachers and students and involving focus group discussions to make sure diverse views were addressed. Prolonged engagement with participants and peer debriefing will help ensure that the data collected accurately represent the views of the participants themselves. Member checking was used, whereby participants were asked to go over the validity and correctness of

the data and interpretation. Rich descriptions of the context in which the research took place, including details of the academic settings, the demographic information of the respondents, and the specific AI tools under discussion, were provided. An effort was made to be able to consider that the study is dependable and replicable through keeping an audit trail of the research process. It means keeping detailed records of data collection, analysis procedures, and decisions at each stage. Regular peer reviews were performed to confirm the consistency of the coding and thematic analysis.

Results and Discussion

PEDAGOGICAL IMPLICATIONS

AI-Based Materials vs. Traditional Resources

Digital and artificial intelligence-based tools are innovative elements built on technologies that help in learning through activity, personalization, and accessibility. Key participants agreed that these tools are used to enhance learning. When asked to describe AI materials,

"Digital and AI-based materials are the new modern educational tools for technology-enhanced learning. By digital materials, it means online resources or apps, videos, and multimedia content that can be accessed anywhere and be interactive. AI materials, on the other hand, make education personalized, give immediate feedback, and track performance measurements according to the needs of each student through the use of artificial intelligence" (P4).

Other participants added,

"Digital and AI-based materials are very amazing" (P7).

"Digital Artificial Intelligence is a source of information that aids the needs of both students and teachers" (P5).

This form of technology is growing and spreading very rapidly into a variety of areas in the life of individuals. It is therefore not possible to overlook its impact on the already established paradigms of education (Ashour 2020; Buhl-Wiggers, Kjærgaard, and Munk 2023).

This paper also reveals the difference between AI-based materials and traditional resources. Traditional educational resources such as textbooks and printed handouts are static and standardized. According to (P1),

"AI-based materials dramatically differ from traditional materials: fixed and rigid for books and printed modules. Digital and AI-based resources are modified and added to by learners to address their specific needs without adding to what has already been widely defined in printed form. In addition, digital and AI-based tools allow for far greater interactivity, such as simulation and gaming, than can't be offered in more "traditional" methods".

AI-based resources evolve into individualized learning environments that allow the experience to change. While traditional materials mostly relied on teacher-driven instruction and passive consumption, digital and AI-based materials encourage active engagement, self-directed learning, and immediate support. Digital and AI-embedded materials change the dimensions introduced by education delivery and experiences in it.

Given the evolution of technology and the use of AI, academic writing has also advanced. This transformation in writing has been pulling not only students but even instructors to use the various existing tools among them all (Strobl et al. 2019). Academic writing did take by so many of those tools that have emerged to help scholars in the processes of research writing and composition (Schcolnik 2018; Strobl et al. 2019). These tools that span from online collaboration and virtual libraries to writing software have modified the way in which academic writing is produced and disseminated (Strobl et al. 2019).

AI-Assisted Writing

With the support of AI, the entire process of academic writing has evolved. Students and researchers alike now benefit from the use of an automated system, grammar checks, plagiarism detection, and assistance in citation management. The use of these tools which enhanced grammar and style checkers is well-established (Nguyen et.al., 2024). Key participants agreed with this statement saying,

"It helps me check their grammar and outputs using AI and with that, they can learn from it if they just use AI effectively. They are more creative as well by seeing several in AI" (P3).

"AI- Writing tools can be helpful with spelling, grammar, and even ideas that could assist in writing, thus making it easier and faster. It can really help the students who are lacking in writing basics gain confidence about what they are doing. Still, other students may over-rely on such tools, slowing them down because they don't have the proper time to master some of the writing skills" (P6).

Artificial intelligence tools such as Grammarly, Turnitin, ChatGPT, etc., become some of the most vital tools that can add refinement to writing and increase clarity to it, along with generating ideas that make academic writing so much easier and accessible. Just like any other tool, it is customized according to individual users, delivering tailored feedback on tone, style, and structure as it progresses in enhancing writing skills. AI makes it possible to perform very complex tasks such as formatting and referencing without the writers having to bother about these technicalities, thus allowing them to concentrate on their content.

However, AI-assisted tools have enormous advantages but at the same time, they pose challenges that require careful thinking. AI dependency may also risk the reduction of original thought and critique if the people using the tools excessively rely on the suggestions provided by the tools. This is concurred by the key participants saying,

"AI tools can hinder critical thinking and originality if overused, as students may rely on suggestions rather than developing their own ideas" (P2).

"Excessive dependence on AI tools may hinder students from developing independent learning. They become passive learners" (P7).

While content created by artificial intelligence can be beneficial in many contexts, it is often repetitive and could encourage students to overuse the tools rather than develop their critical thinking skills (Uppal et al., 2022). Additionally, this tool for academic writing poses a challenge to students' integrity, encouraging them to produce work that belongs to a different person. These and other issues that are likely to arise from the educational use of AI have to be taken into account to avoid interference with the educational process. But when used correctly, these instruments can help authors at every stage of the writing process including the generation of ideas, the planning of the work, and the composing and polishing of academic papers (Enriquez et al. 2023).

Balancing AI tools and Personal Writing Style and Voice

AI tools provide a wide range of responses based on how we input our keywords and what information we expected from its responses. Though it is empowering due to its ability to assist the users of the information they wanted, mindful use of AI is also observed among users to retain individuality of their academic work. A key participant declared,

"I balance using AI tools with developing my own writing style through using AI tools when I'm running out of ideas in my mind and doing my own writing style when I have lots of ideas" S1.

Furthermore, a participant supported,

"I balance AI tools usage with my own writing style and voice by applying the learnings from AI tools in writing articles and not completely relying on it. I use the ideas I have learned to make something better out of it" S4.

The participants highlight the significance of actively incorporating insights from AI-generated texts into their work while ensuring they maintain ownership of the creative process. Although AI can boost productivity and creativity, users gain the most when they critically engage with its outputs, making sure their academic work showcases their unique viewpoints and intellectual contributions. This balance—viewing AI as a collaborator rather than a substitute—offers a way to effectively integrate technology into academia.

ENGAGEMENT ON AI TOOLS

Positive Experience in Using AI

Chat GPT, Cici, and Question AI are among the few AI tools used by students in accomplishing their academic tasks especially for students who are struggling to understand complex topics either in computation, assistance in writing, or accomplishing assignments.

These AI tools are promising to the students due to its ability to streamline academic tasks, improve writing quality, and simplify complex concepts making it more efficient, stress free, and an ideal aid for learning. A participant commented,

"AI makes my academic writing tasks easy because it serves as my guide in doing my academic tasks. AI helps me understand lesson easily especially if there are some difficult lessons" S2.

Additionally, few respondents also find AI efficient as they confirmed,

"It feels great because I can easily do my assignments without being stressed in thinking. My positive experience in using AI is it easily gives me the answer I want" S5, and

"It saves my time, and it can also suggest improvements in my grammar and style" S3.

AI tools are used in most academic endeavors especially in writing and research. These tools target various writing needs: idea creation, outlining, improvement in content, organization of ideas, editing, and searching for mistakes in your writing. It also helps you to reflect on your work upon completion (Barrot 2023; Su et al. 2023). These abilities of the AI tools have gained the attention of the students and harnessed their potential to provide aid in their academic endeavors. Participants stated,

"It enhances my writing and research skills in a way that it provides me suggestions to improve my writing" S4 and

"It enhances my understanding by helping me to learn techniques in writing" S3.

Moreover, another participant confirmed,

"Somehow it enhances my writing and research skills to the point that sometimes I use some of their way on constructing essays" S5.

AI writing tools extend helpful knowledge, give useful suggestions that are very helpful, and show a better understanding of how to write. They can make complicated ideas easier, enhance clarity, and allow for the development of research skills. AI can enhance self-efficacy among learners, especially in second language contexts, and improve writing outcomes (Nazari et al., 2021).

The transformative potential of AI in academic settings is underlined by the fact that it can support a wide variety of writing tasks, from generating outlines to summarizing complex texts (Sarkar, 2024; Conde, 2024). These abilities have improved the confidence of the students on the product of their quest. Participants confirmed,

"AI tools increase my confidence or independence in writing due to its ideas shared to me. It widens my vocabulary enabling me to have plenty of ideas" S4.

In addition, participants supported,

"It affects my confidence in submitting my assignments or schoolworks because I'm sure that the grammars and the structure is correct" S5, and

"I feel a little bit confident because I know that my assignments are correct when using AI tools" S1.

Negative Impact of AI

Over-reliance on the AI risks superficial engagement with writing tasks, discouraging deeper, reflective thought processes essential to original creative expression. What is more, when the AI suggests similar vocabulary, structures, and styles for different learners, it risks imposing uniformity in expression that is unethical to the educational value of cultivating each person's unique and creative voice (Wang, 2024). A participant claimed,

"AI tools lost my personal voice because academic writing should be my voice and reasoning. Instead of answering it with my own understanding, I'll just search it in AI tools" S3.

He added,

"However, it also hinders my understanding because it doesn't teach to deepen my skills in writing and it limits my creativity and personal voice in writing" S3.

Similarly, other participants have encountered the same and supported,

"Yes, AI tools affect my confidence and my independence in writing assignments because it doesn't help me grow as a writer and it leads my critical thinking low" S2.

A commonly shared concern is over-reliance on the tool. Respondents feel that the tools can limit creativity, suppress personal voice, and impede deeper skill development by encouraging copying rather than fostering original thought. Concerns regarding authorship and the authenticity of academic work are becoming a problem, because the use of AI text generated texts questions the ownership of students' submissions in class (Amirjalili, 2024; Rabbianty, 2023). The possibility of academic misconduct is very high, though the tools are sometimes put to negative use in writing work that a student has no idea about or has exerted no effort in producing (Sullivan et al., 2023; Miao, 2023)

OPPORTUNITIES AND CHALLENGES

AI helps both students and educators speed up their work and make activities easier to operate with helpful guidelines on writing. AI tools save them this time from other routine tasks like summarization of texts, formatting of references, and organizing the data they researched. These tools enhance not only the quality of writing but also the revision process, which means allowing students to finish their assignments with much more efficiency (William, 2024; Shopovski, 2024). Student respondent claimed that,

"It provides more accurate and useful context as guidelines in writing. Therefore, the product is good, and it saves time" S1.

Aside from that, another respondent supported,

"It can lessen the flooded activities of the students. They can easily find an answer using AI tools. It can also help by giving an idea of what word they are confused" S2.

On the other hand, teachers also experienced how beneficial AI tools for students and for their work. A teacher respondent said,

"AI-assisted writing tools can save time, improve grammar and structure, and personalize feedback for students. For teachers, they simplify grading and provide insights into student progress, enhancing the teaching process" P2.

Adding to the notion, another teacher noted,

"AI writing tools can be highly useful both for students and their teachers. For the student, these tools will correct mistakes in no time; suggest better words if available; organize ideas within moments, thereby making a document easier and clearer in which to write; also, the instant feedback helps faster understanding. For the teachers, AI tools save loads of time in grading. Such tools also help a lot in tracking students by exhibiting common errors. This will allow for more time spent on the teaching and guidance of pupils rather than minor correction on errors. AI tools have the potential to make both writing and learning easier for each member in the classroom" P6.

AI can lighten the administrative load from educators and be able to spend more time in instructional activities. In other words, AI-driven grading systems, for instance, can do the assessment of student work automatically and give quick and consistent feedback, freeing teachers from what is considered a very consuming activity-manual grading (Owan, 2023; Gupta, 2024). However, the widespread use of AI pose a significant challenge to both students and teachers alike. One of the many challenges where students are at risk is plagiarism. A student respondent said,

"Sometimes I'm hesitant in using AI generated answers especially in writing because I'm afraid that I might plagiarize other's work" S1.

Aside from plagiarism, reliability of the source and the information presented in AI tools is also a problem especially if students do not know the means of verifying information.

"The challenges that I have encountered with the integration of AI tools is that the source is not reliable and not all answers are correct" S2.

AI tools often produce information that seemed to appear authoritative but lacks factual accuracy and with students' inability to verify, they may accept inaccuracies and might amplify the errors.

Teachers as well observed almost the same challenges as the students. Among them are unreliable information and dependence on the tool. A teacher respondent said,

"There are challenges that come with using AI tools in academic writing. First, the tool may make the students depend on it too much to an extent that they are unable to think for themselves and therefore end up not developing their writing skills. The

other challenge associated with AI tools is when they suggest wrong or unclear ideas that can easily confuse the student. Finally, teachers require additional training and knowledge of how to fully utilize such tools in classes. Such challenges have to be taken care of and addressed in order to have AI tools assist students instead of becoming a source of problems" P6

While these AI tools can improve grammar and style, the danger of turning students over reliance to the services AI can provide may result to a more serious problem which involves compromising critical thinking (Kasneci et al., 2023; Gayed et al., 2022). The problem of unreliable information underscores the need for students to critically evaluate AI-generated suggestions instead of accepting them blindly.

Effective integration of AI tools in education also requires training for teachers to understand how to use these tools efficiently. Without appropriate guidance, teachers may wrestle with the integration of AI tools into their teaching strategies, hence failing to harness this opportunity to improve learning outcomes (Chen et al., 2022; Arab World English Journal, 2024).

Ethical and Academic Integrity Issues

Artificial intelligence's (AI) rapid growth impacts the world of education noticeably. Technological innovations driven by artificial intelligence have much potential to develop social good. However, very recent studies indicate the following concerns regarding the employment of AI, especially in education. According to Chan (2023), lately, a growing concern over the use of text-generating artificial intelligence (AI)--such as ChatGPT, Bing, and the latest tools, Co-Pilot-in academic settings. Based on the results, most of the participants have issues with these tools regarding students use, one participant stated,

"Based on my observation, they are very dependent on AI tools in making their assignments and it affects them so much by not answering it on their own. They depend on and they have less effort in answering activities" (P3).

This is also supported by the statement of (P5),

"Yes, they take for granted every task that they can apply the AI tool and become dense of what may the writings all about, they don't read what they submit they just copy and paste the answers from the AI tool".

One of the primary concerns regarding the students is that the generative AI techniques make it easier for them to cheat or plagiarize on assignments and tests through their written exams. The most recent university student survey report shows that over one-third admitted to using essay-generating software or other versions of artificial intelligence (AI) to complete their school work (Intelligent.com, 2023). Yet, with a growing dependency on automation to complete assignments, there will be another concern related to a decreased reliance on students to develop writing and thinking skills using generative AI applications (Civil, 2023; Warschauer et al., 2023). Arguably, this lowers the standard of education and ultimately negatively affects the quality of what a student will learn (Chan & Lee, 2023; Korn & Kelly, 2023; Oliver, 2023; Zhai, 2022).

Policymakers and educators have ventured into fundamental issues regarding how AI will interact with learning. The bottom line is that inclusion and equity must be the guiding principles for the use and application of AI in education. For such to happen, policies supportive of the application of AI to the public should be present. The better use of innovative AI technologies for education is best for humanity if these technologies respect ethical norms and standards as well as enhance human-centered pedagogy. AI should be used to enhance instruction for all students, support learning management systems, and provide teachers more authority (UNESCO, 2021). It requires system-wide policy changes, strict ethical oversight, and a vast collaborative engagement with researchers and practitioners. Participants suggested,

"Students should use AI tools as assistants, not substitutes—focusing on brainstorming, drafting, and refining their own ideas first. Clear guidelines on ethical use and emphasizing critical thinking in assignments can help balance learning and tool reliance" (P2).

Some of the countries have already adopted policies for responsible and proper use of AI. In their summary of the Nordic nations' AI strategy documents, Dexe and Franke (2020) identified a number of ethical precepts that serve as the implicit basis for future policy development. The "explainable, transparent, and fair usage of AI in decision-making process" and "human-centric AI solutions" were identified as the underlying principles for ethical use of AI under Singapore's official AI governance framework (IMDA & PDPC, 2020). Apart from countries, regional and international bodies' AI policies have significantly emphasized ethics. Human rights and values outlined in the Universal Declaration of Human Rights (UDHR) are therefore advised to be adopted as the necessary foundation to further promote beneficial and appropriate use of AI technologies. UNESCO developed its guidelines on the ethical use of AI technologies by emphasizing the key idea of human-centeredness (UNESCO, 2023).

Conclusion and Recommendations

The adoption of AI-assisted writing tools in education has its merits and demerits from both teachers' and the students' lenses. In most cases, teachers appreciate the advantage which these tools have on the students' writing by feedback provision hence improving their writing mechanics and self-activity on the part of the learner. Some of the teachers however raise fears that heavy reliance on artificial intelligence for content generation may result in the loss of students' creativity and even critical evaluation. Students' attitudes are divided in quite the same manner: the great majority prefer AI to work at some place for them, while students have to collocate their learning and the use of AI tools within the academic context while others struggle to balance its use with maintaining academic integrity and genuine learning.

AI integration into an academic writing practice comes with challenges and opportunities according to both groups. Opportunities associated with the AI adoption includes, self-paced learning, increased productivity, greater efficiency and democratized access to high-quality writing support. Still challenges persist, including issues of AI ethics, acceptable AI-generated writing plagiarism, and the availability of appropriate staff development programs and policy papers. These findings highlight the need for AI tools to be properly designed to ensure that all the concerns raised by students and teachers are addressed.

To effectively utilize AI-writing tools in education, an institution should engage both teachers and learners in training opportunities that clearly explain AI and its capabilities, limitations, and ethical considerations. Therefore, teachers should be prepared with strategies in incorporating AI into the curricula while keeping the focal point on foundational writing. Students must be taught to use AI technologies responsibly and only as an enhancement to their thought processes and originality.

Moreover, the institutions should develop policies and structures that address the concerns of academic dishonesty and the unethical use of AI. Feedbacking sessions between instructors and learners will assist in determining difficulties during integration and try to improve the integration. In the future, studies and test cases in practice should be directed towards evaluating the effectiveness of AI-assisted tools in writing and learning processes. This should be done in a way that promotes productive engagement with the learner and encourages the achievement of learning outcomes.

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