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Guidelines on the Use of Educational Artificial Intelligence Tools for High School Learners

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ABSTRACT

This study examined the integration of artificial intelligence (AI) tools in education and their implications for academic integrity among high school students at St. Agnes Academy. Using a sequential explanatory mixed-methods design, quantitative data were collected from 451 students across Grades 7 to 12 through online surveys, while qualitative insights were gathered from focus group discussions with 12 students, 12 teacher-advisers, and 12 school administrators. Statistical analysis and thematic coding revealed that AI writing and content generation tools were the most frequently used, with ChatGPT, Grammarly, and QuillBot cited as the top platforms. Students reported employing these tools to enhance grammar and clarity, generate ideas, create visual presentations, and improve research efficiency. Thematic analysis highlighted nuanced concerns about academic integrity, including challenges in detecting AI-generated content, blurred boundaries between support and substitution, and evolving notions of originality. In formative assessments, participants emphasized the importance of controlled testing environments, technical safeguards, and assessment-specific strategies. For research activities, themes underscored the need for source verification, positioning AI as a supplementary tool, and its influence on time management. Findings underscore the urgent need for comprehensive, context-sensitive guidelines that balance innovation with traditional academic values. The study advocates for a multi-faceted approach combining technological verification tools, ethical awareness-building, redesigned assessments emphasizing human insight, and regular policy review. Ultimately, institutions are encouraged to educate students on responsible AI use, establish transparent policies, and foster practices that safeguard academic integrity while embracing technological advancement.

Keywords: *artificial intelligence, AI tools, academic integrity, high school students, ChatGPT, Grammarly, QuillBot, student engagement, formative assessment, research practices, ethical guidelines, education technology*

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INTRODUCTION

Artificial intelligence, commonly known as AI, contains advanced computational systems and technologies designed to replicate human cognitive abilities - from logical analysis and choice-making to tackling intricate challenges. Unlike traditional programmed systems, AI can adapt and respond to complex scenarios in ways previously thought exclusive to human intelligence (Coursera, 2024). It has also emerged as transformative technology reshaping industries, societies, education, and human interactions across the globe. According to Fortune Business Insights (2023), the global AI market, valued at USD 387.45 billion in 2022, is projected to reach USD 1,394.30 billion by 2029, reflecting the technology's expanding influence across sectors.

In the professional context, different organizations worldwide are already integrating AI tools to enhance productivity and innovation. ChatGPT is one of the most prominent AI tools across the globe. It was launched by OpenAI in late 2022 and attracted over 100 million users within its first two months. It AI tool has become one of the fastest- growing consumer applications in history (Hu, 2023). Companies are utilizing AI for diverse purposes: customer service chatbots, market analysis, product development, and operational efficiency. Similarly, healthcare institutions employ AI for disease detection, drug discovery, and patient care optimization, while legal firms use AI tools for document analysis and case research.

The education sector has also witnessed a particularly significant transformation through AI integration in the teaching-learning process. Globally, educational institutions are incorporating AI tools such as intelligent tutoring systems, automated grading platforms, and personalized learning applications. According to UNESCO (2024), artificial intelligence in education represents a transformative force that could revolutionize teaching methods and learning experiences while helping achieve global educational goals like universal access to quality education. However, it was also highlighted to incorporate a human-centered approach to AI in education to reduce technological inequalities and ensure equitable access to educational innovations.

In the Philippine education system, the influence of utilizing educational AI tools has been accelerated, particularly during the pandemic and class suspensions due to calamities. The paradigm shift from face-to-face classes to modular and online distance learning has heightened the need for technological innovations in delivering instruction. It also paves the way for teachers and students to explore new ways to adapt to this changing educational landscape. The Department of Education (DepEd) has also acknowledged the role of emerging technologies, including AI tools, in enhancing educational delivery and student engagement. Moreover, major universities across the country have begun implementing AI-powered learning management systems and digital assessment tools. With this, it can be gleaned that AI tools bring significant potential to revolutionize education, particularly in the use of educational AI tools for learning.

Amidst the immense contribution of educational AI tools for learning and simplifying classroom tasks, it has been observed that its integration into education presents both opportunities and challenges, particularly concerning academic integrity. It has also been reported across social media that there were concerns about maintaining academic honesty on the use of educational AI tools. In the study of Estrellado

& Miranda (2023), they highlighted the importance of developing guidelines concerning these issues, specifically on the responsible utilization of educational AI tools in education. These concerns are particularly relevant among learners regardless of their year level because they must learn to develop critical thinking skills and academic values that will shape their future academic and professional endeavors.

In the case of St. Agnes Academy—a leading secondary school in Legazpi City with a Level III PAASCU accreditation, it is one of the many schools that is challenged with the utilization of artificial intelligence (AI) tools among its learners, mirroring the global and national trend in AI in education. Learners of this institution are also among the many students worldwide who have been exposed to using various educational AI tools for different purposes. These learners are often exposed to AI Writing and Content Generation tools that assist with composition, grammar correction, and content structuring. They also utilize AI-powered Study and Research Tools featuring intelligent search engines that help students discover and verify academic information. AI-powered Learning and Tutoring Tools were also present in their AI utilization, as they provide them with personalized instruction and step-by-step explanations across subjects. Furthermore, AI-powered Presentation and Creativity Tools enable them to create visually compelling educational materials. Lastly, AI-powered Video and Multimedia Tools assist them with video creation and editing.

These broad categories of their utilization of educational AI tools show that they prioritize tools enhancing writing, design, and personalized learning while engaging less with specialized research and multimedia applications. Their educational AI tools are utilized for everything from writing assistance to mathematical problem-solving and even content generation across educational areas. Amidst the immense contribution of these AI tools for learning, teachers of this institution have also raised concerns about their effects, especially in producing original outputs across subjects. These educators believe that even though these tools offer potential benefits for learning and skill development, they also raise important questions about academic integrity, original thinking, and the authentic assessment of student capabilities.

From these ideas presented, supported by research-based knowledge, the researcher aims to identify and analyze the commonly used AI tools among high school learners at St. Agnes Academy. This research also seeks to understand their purposes for using AI tools and examine their implications for academic integrity. Moreover, it seeks to bridge the gap between technological advancement and educational ethics by proposing a responsible AI policy that addresses the unique needs and challenges of the institution's academic community. The researcher hopes that by focusing on these aspects, this study will contribute to the broader discourse on integrating AI tools in secondary education while maintaining academic standards and promoting responsible technology use.

Furthermore, these guidelines on the use of educational AI tools for St. Agnes Academy, Inc., fundamentally align with several United Nations Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals). (United Nations, 2025). For SDG 4 (Quality Education), these guidelines ensure that AI integration enhances educational accessibility while maintaining academic integrity in the submission of outputs, taking formative assessments, and conducting research. It could also

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establish protocols that transform AI from a potential threat to educational quality into a catalyst for more personalized, responsive learning experiences.

Meanwhile, SDG 9 (Industry, Innovation and Infrastructure) is also present in the developed guidelines because it provides a structured approach for responsible technological adoption that balances innovation with ethical considerations. These guidelines also prepare students to navigate an increasingly AI-driven workforce. It could also develop the critical discernment needed for responsible innovation in this digital era. Lastly, the human-centered approach present in these guidelines advances to SDG 10 (Reduced Inequalities; it establishes safeguards against technological disparities that could exacerbate existing educational gaps, especially in access to technology among students. These guidelines were developed for St. Agnes Academy Inc. to give equitable access protocols and support systems that ensure AI tools enhance opportunities for all learners rather than privileging those with greater technological resources or prior exposure.

Additionally, these guidelines indirectly support SDG 17 (Partnerships for the Goals) by establishing a collaborative framework among administrators, teachers, and students that demonstrate how educational institutions can develop participatory approaches to technological governance. It could also create models that can be shared with other institutions facing similar challenges. By embedding these sustainability principles within educational AI protocols, St. Agnes Academy is not merely addressing immediate academic integrity concerns but is preparing students to become ethical digital citizens capable of leveraging technological innovations for sustainable development across economic, social, and environmental dimensions.

Statement of the Problem

The study aimed to identify the commonly used AI tools by high school learners at St. Agnes Academy. It also explored why learners utilize these educational AI tools and examined the implications for academic integrity. Specifically, it sought answers to the following questions:

1. What are the commonly used educational AI tools among high school learners at St. Agnes Academy, Inc.?

2. What are the reasons of the high school learners in using educational AI tools?

3. What are the implications of learners' use of AI tools on upholding academic integrity in terms of:

   a. submission of outputs;

   b. taking formative assessments; and

   c. conducting research?

4. What guidelines can be proposed to ensure the responsible use of educational AI tools at St. Agnes Academy?

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Scope and Delimitations

The study focused on determining the educational AI tools utilized by high school learners at St. Agnes Academy during the Academic Year 2024-2025. It also analyzed the various AI platforms and applications that students used for academic purposes, including, but not limited to, writing assistants, mathematical problem solvers, research aids, and language learning tools. It explored learners' purposes for using these tools in their learning processes and academic tasks across subject areas. Furthermore, the study studied the implications of AI tool usage on academic integrity. The results of the analysis were utilized to develop comprehensive guidelines for responsible AI utilization within the academic setting.

The study is specifically confined to currently enrolled secondary-level students at St. Agnes Academy and does not include elementary learners, its faculty members in the elementary level, or students from other educational institutions. While the research acknowledged the existence of various AI applications across different domains, it focused solely on educational AI tools used for academic purposes and excluded AI applications used for entertainment, social media, or personal purposes outside the academic context. The study did not evaluate the technical aspects or algorithms of AI tools, nor did it assess the academic performance outcomes of students using these tools. Additionally, the research was limited to developing AI usage guidelines for St. Agnes Academy and did not extend to creating guidelines for other educational institutions.

Significance of the Study

The study's findings and the proposed guidelines for the responsible utilization of educational AI tools would benefit the following:

Learners. This study could help students understand how to use AI tools ethically and responsibly in their academic work. The proposed policy could also help them prevent potential academic integrity violations, such as plagiarism while maximizing learning opportunities.

Teachers. The research outcomes could provide teachers with insights into their students' AI tool usage patterns that could help them design more effective teaching strategies and assessments that will promote responsible AI utilization.

Educational Leaders. They would benefit from evidence-based insights that inform the development and implementation of school policies regarding AI tool usage, specifically at St. Agnes Academy. The findings could assist educational leaders in creating a balanced approach that embraces technological innovation while preserving educational quality and academic integrity.

Master of Arts in Educational Leadership and Management (MAELM) Program. The study would contribute to the program's body of knowledge regarding the integration of AI technology in secondary education and its implications for school leadership. It could also serve as a reference for current and future educational leadership learners who study the intersection of technology, policy development, and academic integrity.

Policymakers. The study's findings would provide policymakers with crucial data and recommendations for developing comprehensive guidelines on educational AI tool usage in secondary schools. The research could also help inform evidence-based decisions about regulating and standardizing AI tool usage in academic environments while promoting educational excellence.

Parents. This research could help parents better understand how their children use AI tools for learning. This could also enable them to provide appropriate guidance and support at home. Parents will gain insights into the benefits and risks of educational AI tools, as it would allow them to partner more effectively with the school in supporting their children's academic development.

Community. The broader community would benefit from having well-informed students who understand how to use AI technology responsibly and ethically in their academic pursuits. The study's outcomes could contribute to developing digitally literate citizens who can navigate the increasing integration of AI in education and society.

Future Researchers. This study could provide a foundation for future research on educational AI tools and academic integrity in secondary education settings. The methodology, findings, and recommendations could serve as valuable reference points for researchers conducting similar studies or exploring related aspects of AI in education.

LITERATURE REVIEW

The following paragraphs highlight the significant information contributing to a better understanding of the present research endeavor. It also provides the implications of the cited authors' ideas to the main research variables. A thorough discussion of AI integration in education is also presented for a better understanding of this research study. Mehta, R. (2024) presented a comprehensive overview of the top forty generative

AI tools for education. They are categorized by their primary functions, such as assessment, learning/tutoring, content creation, student engagement, research, accessibility, and professional development. His article highlights how these AI tools are transforming education in this digital era because they could offer: personalized learning experiences, automated administrative tasks, enhanced accessibility, and improved educational content. It also acknowledges the important ethical considerations, including data privacy, algorithmic bias, and academic integrity.

This categorization of AI tools presented above is highly relevant to the present study because it provides context about the wide range of AI tools available to high school students and addresses key concerns that align with the study's focus on academic integrity. It also helps the present study to identify which types are most used by their students. The discussion about ethical concerns also directly connects to the analysis of implications for academic integrity in submissions, assessments, and research.

Additionally, the ideas presented also provide a balanced perspective on both the benefits and challenges of AI in education, which could inform the development of responsible use guidelines.

Jonas, C. (2024) also presented a comprehensive discussion of various AI tools that could change the future of education. He discussed how these technologies enhance learning through personalized platforms, intelligent tutoring systems, automated administrative tasks, language learning aids, data-driven insights for educators, and immersive virtual reality and augmented reality experiences. It was also emphasized that the sudden shift of education toward more adaptive, personalized learning environments has now been observed in present educational systems. It was also recognized that even though AI tools have so many things to offer, their users must also be knowledgeable about ethical considerations.

This article is important to the present study, as it identifies many of the same categories of AI tools that high school students might be using. Its discussions of AI's role in personalized learning, tutoring, and administrative tasks provide context for understanding the reasons students might use these tools. The ethical considerations section particularly aligns with the study's focus on academic integrity implications. This concern in ethical considerations also highlights other concerns that the present study would like to address in the developed guidelines for AI utilization in the research locale.

In addition, the article from the Digital Education Council (2024) further explains a practical framework for categorizing AI applications in higher education, organizing them into five core objectives: Automate (streamlining administrative processes and saving costs), Discover (revealing patterns and relationships in data), Personalize (creating customized learning experiences), Predict (identifying future patterns and potential outcomes), and Include (making education more accessible to diverse learners). Even though they believe that AI tools are still and continuously improving, the Digital Education Council calls this framework a valuable lens through which universities can make implementation decisions as these technologies continue to evolve. They believe that this could help institutions leverage AI's capabilities while navigating its challenges in today's educational systems.

This framework helped the present study because it provided a structured approach to categorizing and understanding the AI tools used by students at St. Agnes Academy, Inc. The five categories—Automate, Discover, Personalize, Predict, and Include—offer a taxonomy that can help the academy identify not only which tools students are using but also their fundamental purposes. This classification system also increases students' motivations for using these tools, whether for efficiency (Automate), gaining insights (Discover), personalized learning (Personalize), planning (Predict), or addressing specific learning needs (Include). These categories could also inform the academy's analysis of academic integrity implications by highlighting how different types of AI tools might impact assignment submission, assessments, and research in distinct ways.

Stryker & Kavlakoglu (2024) explained that artificial intelligence (AI) represents a technological advancement that enables computers and machines to simulate human cognitive functions, including learning, comprehension, problem-solving, and creativity. They also mentioned that AI has various subsets, including machine learning (ML), deep learning, and generative AI. These unique features of AI also serve specific purposes in data processing and content generation. Furthermore, they also stated that AI tools offer

several benefits across industries, including task automation, enhanced decision-making, error reduction, and 24/7 availability for their users. However, it also presents challenges about data risks, model integrity, operational concerns, and ethical considerations. They also highlighted the need for proper governance and guidance on the proper utilization of these AI tools.

These basic explanations about AI are relevant to the present study because they provide the conceptual foundation for investigating students' use of AI tools in their academic work. The authors' detailed exploration of AI capabilities, benefits, and risks directly helps the present study's examination of how secondary students interact with these tools and the potential implications for academic integrity, specifically at St. Agnes Academy. Moreover, the authors' technical knowledge of AI tools helps the present study to determine and categorize the tools students are using.

According to the press release of Market Research Future (2024), the artificial intelligence market is already heightened by its remarkable growth. Its projections indicate that it will reach USD 204.3 billion by 2032, growing at a compound annual growth rate of 21.41% from 2024 to 2032. It was also indicated that these expansions are driven by the integration of AI capabilities that help to promote smarter operations across various sectors, including healthcare, manufacturing, smart homes, and logistics. They also listed the major companies that lead the market development through strategic partnerships and continuous innovation, such as Oracle, Samsung Electronics, GE, and Microsoft. The growth is further supported by advancements in cloud computing, edge computing, and data analytics, with particular strength in regions like North America and Europe, while the Asia Pacific region shows significant potential for expansion due to rapid industrialization and smart city initiatives.

This market analysis plays an important role in the present study, as it demonstrates the increasing ubiquity and accessibility of AI technologies in various aspects of society. The projected growth and widespread adoption of artificial intelligence technologies indicate that students will increasingly encounter and need to understand AI tools in their academic and future professional lives. The significant market growth also implies that educational institutions must proactively address the integration of AI tools in learning environments. It also helps the present study to delve into the important aspects of AI that can be utilized to enhance learning while upholding academic integrity.

Forbes (2023) also explained that AI applications span multiple sectors, including chatbots for customer service, precision agriculture for farming optimization, e-commerce for personalized shopping experiences, education for automating administrative tasks and enhancing learning, finance for risk assessment and fraud detection, healthcare for medical diagnostics and procedures, marketing for campaign optimization, and social media for content moderation and user engagement. In addition, in-home applications include smart devices, automated driving systems, domestic robots, and virtual assistants like Siri and Alexa. These applications demonstrate AI's capability to simulate human intelligence through problem-solving, visual interpretation, and language processing. It can also be gleaned that AI can make it an increasingly essential tool in modern society.

This widespread utilization and integration of AI tools across various sectors has direct implications for the present study’s goal of identifying the commonly used education AI tools by learners. As secondary

students are growing up in an environment where AI is pervasive, it is important to understand how they interact with these tools. It also helps in developing effective educational policies, specifically at ST. Agnes Academy. The extensive use of AI in education, particularly for tasks like grading homework, managing courses, and creating study guides, implies that students are likely already exposed to and using these tools in their academic work. The cited ideas also reinforce the present study to focus on identifying commonly used AI tools and their purposes among students. Furthermore, the growing prevalence of AI across industries indicates that today's students will need to develop competencies in responsible AI usage for their future careers.

In terms of AI in education, the World Economic Forum's perspective on AI in education (Education 4.0) highlights four key transformative promises: supporting teachers through automation of administrative tasks, enhancing assessment and analytics capabilities, promoting AI and digital literacy, and enabling personalized learning experiences (Milberg, 2024). It was also mentioned that the successful implementation of AI in education requires five crucial considerations: designing for equity to address educational disparities, enhancing rather than replacing human-led pedagogy, involving stakeholders in co-design and implementation, teaching about AI alongside teaching with AI, and ensuring economic viability and access. It also emphasizes that AI should augment rather than replace traditional teaching methods. Moreover, it focuses on creating more inclusive, efficient, and personalized learning environments.

This information is highly relevant to the present study because it provides a comprehensive framework for understanding and evaluating the role of AI tools in education. The emphasis on equity, human-led pedagogy, and stakeholder involvement aligns with the study's goal of examining implications for academic integrity. It also helps ensure the beneficial integration of AI tools while upholding academic integrity. Furthermore, the World Economic Forum's perspective on teaching about AI alongside teaching with AI particularly resonates with the study's aim to develop guidelines that aim to prepare responsible learners in this digital era.

Meanwhile, Hamilton (2023) explained the results of the Forbes Advisor survey for educators, in which she highlighted teachers' opinions about AI in the classroom. It was said that teachers hold predominantly positive views about AI's impact on education. The most common AI applications include educational games, adaptive learning platforms, and automated grading systems. However, teachers express concerns about academic dishonesty, reduced human interaction, and the need for ethical AI usage guidance. From these concerns, educators remain optimistic about AI's future in education. They still believe that this innovation in learning would help and support teaching and learning. Moreover, it was also reported that younger teachers are more likely to adopt AI tools; however, they still need comprehensive education on ethical AI usage. Teachers emphasize the importance of maintaining a human-centered approach where AI enhances rather than replaces traditional teaching methods.

The teachers' perspectives concerning AI usage play an important role in this study, especially in understanding the broader educational community's experiences with and attitudes toward AI tools. Their concerns about academic dishonesty and the need for ethical AI usage directly align with the study's focus on examining implications for academic integrity. Moreover, the emphasis on comprehensive AI education

and ethical guidelines supports the study's goal of developing responsible AI guidelines. The listed commonly used AI tools can also serve as a comparative reference point for identifying and analyzing the AI tools used by St. Agnes Academy's secondary learners.

Furthermore, Jimenez & Boser (2021) explained that AI technology can enhance the teaching and learning process through various mechanisms such as intelligent tutoring systems (ITS). It can also perform automated essay scoring, stealth assessments, and predictive analytics. Furthermore, AI can provide real-time diagnostic and formative assessments, personalize learning experiences, and help teachers identify students who may need additional support. They also stressed that even though AI provides various benefits, it must be implemented alongside high-quality learning materials and instruction. These materials must also undergo careful consideration of privacy concerns, social- emotional aspects of education, and potential biases in AI systems. Using this information, the study can help shape guidelines and recommendations that balance the innovative potential of AI tools with necessary safeguards for privacy, equity, and academic honesty.

The webpage of Charles Sturt University (2024) guides the appropriate use of artificial intelligence tools in academic settings, particularly for presentations and written outputs. It outlines specific AI tools for creating presentations (like Tome and Beautiful.AI). It also suggests ways to use AI ethically when delivering presentations and explains how AI can assist with written work through grammar checking, image creation, data analysis, and code validation. These ideas presented are aligned with the objective of the present study about the implications of AI use on academic integrity across the submission of outputs, assessments, and research. Its emphasis on proper acknowledgment of AI assistance, critical evaluation of AI-generated content, and responsible use to prevent over-reliance directly informs how St. Agnes Academy might develop policies that allow students to benefit from AI tools while still developing essential skills and maintaining academic honesty.

Furthermore, Coleman (2025) discusses how AI can enhance research output in academic settings, focusing on four key strategies: using AI for data analysis to uncover patterns and insights, leveraging AI for efficient literature reviews to save time in processing research papers, enhancing writing and editing with AI-powered tools for drafting and proofreading, and automating routine tasks to free up researchers' time for more complex work. From these ideas, the present researcher gained a more advanced perspective on AI tools that complement the high school context by showing the progression of AI use from educational settings to professional research environments. Its emphasis on maintaining human oversight and critical thinking aligns with the academic integrity concerns raised in the guidelines developed by the present study. IT also helped in understanding the ethics regarding research and submission of outputs. It reinforces the idea that while AI tools can increase efficiency and support learning, they should supplement rather than replace student skills development.

The University Library of Mexico (n.d) provided AI citation guidelines for learners. It was stated in the guidelines that AI should be used as a supplementary tool rather than a substitute for original work and critical thinking. Each student is required to explicitly acknowledge their use of AI tools by citing them as external sources and including a detailed paragraph explaining how they used AI for learning. The

guidelines also stressed the importance of taking responsibility for verifying the accuracy of the information gathered from AI tools. Moreover, they must also ensure that their work is free from plagiarism to uphold the integrity of their school. Overall, their guidelines highlight the importance of producing original work, and AI must be utilized as an aid in the learning process. Finally, any violations of these guidelines constitute academic misconduct and may result in serious consequences.

These AI citation guidelines have significant contributions to the present study because they provide a foundational framework when developing similar guidelines concerning the AI Utilization of learners. These guidelines are used as references and can be used to enhance academic integrity among students. The emphasis on transparency, accountability, and proper attribution aligns with the study's goal of maintaining academic integrity. Furthermore, these areas can also reflect the guidelines that will be proposed by the researcher for St. Agnes Academy. The clear distinction between using AI as a supplementary tool versus a substitute for original work can also help shape guidelines recommendations that promote responsible AI integration while preserving educational standards.

McAdoo (2023) presented the American Psychological Association (APA) citation guidelines when using AI tools, such as ChatGPT. They emphasized the relevance of transparency and proper attribution when generating content from these tools. The APA Style team explained that when using AI-generated content, authors must describe their use of the tool in the methodology or introduction section. It is also a requirement to include specific prompts used and relevant generated text. The basic citation format follows the software reference template, with OpenAI as the author, the year and version date, ChatGPT as the italicized title, and the model type in brackets. For example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat. Additionally, the APA Style team cautions about the need to verify any sources cited by AI tools, as they may provide inaccurate or nonexistent references (APA, 2020).

These APA citation guidelines are highly relevant to the research study at St. Agnes Academy as they provide a standardized framework for documenting AI tool usage in academic work. It also helped the present researcher to understand the factors to consider when addressing the effects of AI tools on academic integrity. The guidelines can be incorporated into the proposed responsible AI guidelines, offering students and teachers clear protocols for acknowledging and documenting AI assistance in their work. Furthermore, the emphasis on verifying AI-generated sources and documenting specific prompts aligns with the study's objective of maintaining academic integrity.

Chami (2023) emphasized that striking a balance between AI usage and academic integrity requires viewing AI as a complement to students' learning rather than a substitute. She also stressed that while AI offers potential benefits for personalizing learning experiences and enhancing educational accessibility, it must be implemented thoughtfully to maintain academic standards. The key lies in defining "appropriate use" of AI tools and educating students about both their capabilities and limitations. She also encouraged universities and educational institutions to take a constructive rather than punitive approach. These institutions must focus on modeling responsible technology use and demonstrating how AI can support

learning through activities like critical analysis of AI- generated responses, improving writing skills, and applying theoretical concepts to real- world situations.

This perspective on balancing AI and academic integrity has significant implications for the present study because it emphasizes the definition and understanding of the "appropriate use" of AI, which is one of the goals of this study. The article's insights can inform how the study responds to the analysis of the implications of AI on academic integrity, especially in the context of St. Agnes Academy. The article's ideas influence the present study to include guidelines for using AI as a learning enhancement tool while maintaining academic standards. Moreover, the article's recommendation for educating students about AI's capabilities and limitations could be incorporated into the guidelines' recommendations for St. Agnes Academy.

The Center for Teaching Innovation (CTI) explains that detecting AI-generated content presents significant challenges, and relying solely on technology-based detection solutions is not recommended due to their unreliability. Even though some instructors may notice differences in tone and style between AI-generated and student-produced work, in many cases, the distinction is nearly imperceptible. Detection tools, despite their claims, often produce significant margins of error and cannot provide concrete evidence to support their determinations of AI usage. This creates a substantial risk of wrongly accusing students of improper AI use (AI & Academic Integrity | Center for Teaching Innovation, n.d.). Based on these ideas, the researcher realized that instead of focusing on detection technologies, schools must establish a trusting relationship with students and design authentic assessments as more effective approaches to maintaining academic integrity. The guidelines must also be developed for appropriate AI use, proper citation methods, and authentic assessment design.

Cardona et al. (2023) explained the report of the U.S. Department of Education. They stated that effective AI policies in education should be built on four key foundations: centering people (keeping humans in the loop while maintaining agency in decision- making), advancing equity (addressing algorithmic bias and ensuring fair access), ensuring safety, ethics, and effectiveness (protecting data privacy and requiring evidence of effectiveness), and promoting transparency (understanding AI models' limitations and implications). The guidelines must emphasize that AI implementation must respect data privacy, align with quality learning visions, be inspectable and explainable, minimize bias, work effectively in educational practice, and provide recourse to human oversight when problems arise.

These guidelines guide the research study at St. Agnes Academy, particularly in developing a responsible AI guideline for the institution's secondary learners. The emphasis on human-centered approaches and transparency directly relates to how the school should structure its AI guidelines. It also reminds teachers and students to maintain relevant actions while using AI tools. The proper utilization of AI in the classroom will ensure academic integrity for both teachers and students. Finally, these foundations can also serve as a comprehensive framework for developing guidelines and recommendations that balance innovation with protection.

Elgersma (2024) also provided a comprehensive overview of how schools should handle AI, addressing both challenges and opportunities. She outlined major concerns, including potential abuses,

biases, and misinformation, environmental impacts, ethical considerations, and plagiarism risks. Furthermore, her ideas also indicate feasible approaches to address these issues, such as teaching AI literacy, demonstrating AI's limitations, discussing consent and data privacy, and implementing thoughtful assessment strategies. The present study also realized from these ideas that, rather than merely focusing on prevention and detection, it is also important to advocate for constructive engagement with educational tools. The present study can also integrate these AI tools meaningfully into education through activities like comparing AI-generated content with student work, using AI for creative projects, and exploring algorithmic concepts.

According to Poth (2023), educators must understand AI tools because their roles continue to evolve with advancing technology. The understanding is crucial as educators need to provide opportunities for students to learn about changing technology that will impact their future. She also mentioned that I tools can enhance creativity and productivity while providing valuable insights into student learning and assisting with time-consuming tasks. It was also highlighted in her article that educators serve not only as content teachers but also as mentors, facilitators of learning, and co-learners with their students, especially when dealing with emerging technologies.

This perspective on educators' need to understand AI tools has significant implications for the present study. It supports the idea of this study to identify the commonly used educational AI tools of secondary learners. The article’s emphasis on educators' roles as mentors and facilitators in teaching proper AI usage supports the study's focus on academic integrity implications. Every teacher can also serve as a model on how to properly utilize educational tools without compromising academic integrity.

They can also present key AI benefits in education, such as personalization, productivity, and content creation. With these, the proposed guidelines can also provide a framework for structuring the guidelines recommendations, where both teachers and learners can benefit.

From this reviewed literature, it can be gleaned that while AI offers transformative potential in education through personalized learning, automated tasks, and enhanced analytics, its utilization must be carefully balanced with academic integrity concerns. The ideas from the cited literature highlight the importance of viewing AI as a complement to learning rather than a substitute. It is indeed relevant to establish clear citation guidelines and develop comprehensive policies that prioritize human-centered approaches. Overall, these collections of related literature provide a strong theoretical and practical foundation for investigating AI tool usage among secondary learners at St. Agnes Academy.

This portion presents published and unpublished studies that provide relevant ideas on the utilization of educational AI tools in education. It also contains different concepts and ideas related to responsible use and ethical considerations in using AI for learning.

Fitria (2021) examined the various applications of Artificial Intelligence (AI) in education. He identified eight key AI tools used in teaching and learning: Virtual Mentors (like Blackboard), Voice Assistants (such as Google Assistant and Siri), Smart Content (Cram101 and Netex Learning), Presentation Translators, Global Courses (MOOCs, Udemy, etc.), Automatic Assessment tools, Personalized Learning

platforms (Khan Academy, Duolingo, Ruangguru), and Intelligent Tutoring Systems. The research highlights how these AI tools enhance education by automating administrative tasks, providing personalized learning experiences, and making education more accessible. Interestingly, the author of this study acknowledged that AI cannot replace teachers' crucial roles in developing character, providing motivation, and delivering emotional support to students.

This study directly connects to the present study because it provided a comprehensive categorization of AI educational tools that likely overlap with those used by their high school students. The detailed examination of each AI application's functionality gives context to understand why students might choose these tools. On the other hand, the author's discussion of potential drawbacks—including concerns about plagiarism, diminished human interaction, and over-dependence on technology—offers relevant ideas into the academic integrity implications that the present study delved into.

Kwid et al. (2024) categorized the AI tools in education based on their types (Machine Learning, Intelligent Tutoring Systems, Automated Essay Scoring, Natural Language Processing), functions (improving teaching and learning, providing personalized instruction, assessment and evaluation, early warning systems), and classifications (instructional, administrative, analytical). The abovementioned authors also review popular educational AI tools such as ChatGPT, Chat for Schools, Class Companion, Microsoft Copilot, Diffit, DreamBox Learning, Eduaide.AI, Khanmigo, Magic Design, MagicSchool, PowerBuddy, and SchoolAI. They highlight these AI tools' applications, data privacy considerations, and potential ethical concerns. Finally, this study aimed to serve as a practical reference for teachers to effectively implement AI tools while being mindful of issues like plagiarism, misinformation, and student data privacy.

The cited study has significant implications for the present study because it addresses the present research objectives, such as the identification of the commonly used education AI tools of learners. The previous study also explained why students are utilizing these tools through detailed descriptions of their functions and benefits, and it discussed the academic integrity implications, including plagiarism concerns, data privacy issues, and potential algorithmic biases. The detailed classifications of these AI tools (instructional, administrative, analytical) and the careful consideration of data privacy issues for each tool offer the present study a novel idea on how these tools could be utilized in the classroom setting.

According to Chen et al. (2020), AI has significantly transformed education across three key areas: administration, instruction, and learning. In terms of administration, AI has improved efficiency in tasks like grading and feedback provision. For instruction, AI has enhanced teaching quality through intelligent tutoring systems, personalized content delivery, and adaptive learning platforms. In learning, AI has enabled customized learning experiences, improved student engagement, and provided better access to educational resources. Their research concluded that while AI initially manifested as basic computer systems, it has evolved to include sophisticated web-based platforms, intelligent tutoring systems, and even humanoid robots. It was also recommended that future researchers develop AI systems that enhance rather than replace traditional human instruction. They also emphasized the importance of having a balance between technological innovation and human-led pedagogy.

The three-pronged analysis frameworks (administration, instruction, and learning) of the aforementioned study offer the present study a structured approach for examining AI tool usage among secondary learners and their implications for academic integrity. It also enabled the present study to highlight the importance of considering both administrative and pedagogical implications when developing AI policies, especially at St. Agnes Academy. Furthermore, the findings about AI's evolution from basic computer systems to sophisticated learning platforms help contextualize the current landscape of AI tools that students might be using, especially in the context of St. Agnes Academy.

Concepcion et al. (2019) highlighted AI's transformative impact across multiple sectors, including education, medicine, business, engineering, and the arts. They concluded that while AI may displace some repetitive, non-digital jobs, it also helps address labor shortages by realigning workforce competencies with technological demands. Moreover, their study emphasizes the importance of technology diffusion and mental shift among government and industry leaders for successful AI adoption. Their study's emphasis on the need for mental shifts and proper governance supports the present study's investigation into responsible AI use, specifically in the context of St. Agnes Academy. The discussion of workforce realignment also adds relevance to the present study's objective about academic integrity.

In the phenomenological study conducted by Gocen & Aydemir (2021), they revealed stakeholders' perspectives on AI in education across four groups: academicians, legal experts, technical experts, and teachers. They also identified four main themes: Products (including AI tools, software, and systems for personalized learning); Drawbacks (concerns about mechanical thinking, reduced human interaction, and data security); Benefits (improved efficiency, personalized learning, and better decision-making); and Suggestions (need for proper testing, infrastructure, and legal frameworks). Furthermore, their study found that while technical experts were highly optimistic about AI (95% positive), academicians were more cautious (56% positive), with teachers and legal experts falling in between. The research concluded that while AI offers exciting developments for schools, it requires careful management considering legal, ethical, pedagogical, psychological, and sociological implications.

The cited study provides significant implications for the present study, as it aims to deepen one's understanding of the diverse stakeholder perspectives on AI in education. The identified themes provide a comprehensive framework for analyzing the commonly used AI tools among secondary learners and their purposes for utilizing these AI tools. The identified drawbacks and benefits also relate to the present through the examination of academic integrity when utilizing educational AI tools for learning among secondary learners. Most significantly, the research's recommendations about proper testing, infrastructure, and legal frameworks provide valuable guidance for developing responsible AI guidelines.

In addition, Pedro et al. (2019) also identified three key areas regarding the role of AI in education: improving learning outcomes through AI-enabled personalization and data analytics in Education Management Information Systems (EMIS), preparing learners for an AI-saturated future through curriculum reform and strengthening AI capacities, and addressing six critical challenges in AI implementation. These challenges include developing comprehensive public policies, ensuring inclusion and equity, and preparing teachers. It also included the adaptation of AI to educational needs, the

development of quality data systems, the conduct of significant research, and addressing ethical concerns in data management. They also concluded that even though AI offers significant opportunities for improving education, particularly in developing countries, its implementation requires careful consideration of infrastructure needs, equity issues, and ethical implications.

These identified challenges also relate to the present study because they provide valuable insights for developing comprehensive AI guidelines that consider both technological and ethical dimensions. The cited study's emphasis on teacher preparation and data management also connects how the school should identify the commonly used educational tools of learners, together with their purposes for utilizing these tools. Their focus on ethical considerations and equity issues strengthens the present study's framework for examining academic integrity. The present researcher also realized that the guidelines should address not only academic honesty but also data privacy, accessibility, and fairness.

Ouyang & Jiao (2021) explain the three paradigms in the evolution of Artificial Intelligence in Education (AIEd): AI-directed (learner-as-recipient), AI-supported (learner- as-collaborator), and AI-empowered (learner-as-leader). In the first paradigm, AI directs learning while students passively receive information, grounded in behaviorism. The second paradigm, based on cognitive and social constructivism, promotes collaboration between AI and learners. The third paradigm, emerging from connectivism and complex adaptive systems theory, emphasizes learner agency and human-centered AI. They also recommended that future AIEd development should focus on the iterative aspect of learner-centered, data-driven, personalized learning while considering pedagogical, social, cultural, and economic dimensions beyond mere technological implementation.

This paradigmatic framework provides crucial insights for the research at St. Agnes Academy, particularly in understanding how AI tools should be integrated into education. The present researcher also learned that it is highly important to consider which paradigm these AI tools represent and whether they promote passive reception, collaboration, or learner empowerment among learners. Moreover, these paradigms also serve as a theoretical foundation for developing responsible AI guidelines where students are leaders of their learning rather than passive recipients. Finally, the present researcher hopes to incorporate considerations for multimodal data collection, real-time feedback, and multidimensional attributes to ensure its alignment with pedagogical goals and ethical considerations.

Xie et al. (2020) recommended increasing focus on deep learning applications, incorporating educational theories with AI technologies, expanding research into physical classroom settings, and developing more sophisticated intelligent tutoring systems while addressing ethical and privacy concerns. From this recommendation, the present study also realized the importance of addressing ethical concerns and focusing on practical classroom applications of AI tools in the classroom. The guidelines that will be developed must also adhere to ethical standards of education to ensure quality learning and instruction for all learners. Finally, the present researcher also realized that there is indeed a need to consider both technological capabilities and pedagogical foundations.

Meanwhile, Currie (2023) discussed how ChatGPT and other AI tools have significantly impacted academic integrity in higher education and scientific writing. He highlighted that while ChatGPT offers

potential benefits in education and research, it poses significant risks including fabrication of information, academic dishonesty, and scientific fraud. Furthermore, his findings revealed that many universities have responded with blanket bans. It was also concluded that rather than outright prohibition, institutions need to redefine norms and re-engineer learning expectations to accommodate AI tools responsibly. Based on these ideas, the present researcher would like to emphasize equity issues and the need to redefine educational norms rather than simply prohibit AI use for learning.

In addition, Mijwil et al. (2023) examined ChatGPT's impact on academic integrity and scientific research, particularly focusing on its capabilities in generating academic content. They found that ChatGPT can quickly produce text with excellent grammar and language, however, it falls short of meeting proper academic writing standards. Their key findings also indicate that ChatGPT's output lacks proper literature survey organization which produces confusing conclusions. Moreover, this AI tool does not fully adhere to academic conventions, despite its impressively low plagiarism rates. Based on these ideas, the researcher realized that clear guidelines are needed to ensure these tools enhance rather than compromise academic integrity. Learning will be impactful if schools emphasize using AI as a supplementary tool rather than a replacement for conventional learning settings in the classroom.

In addition, Agbong-Coates (2024) investigated ChatGPT's impact on personalized learning among 785 Filipino college students. Her study revealed that AI integration explains approximately 88.54% of the variability in personalized learning outcomes. Her research found a significant positive correlation between ChatGPT usage and personalized learning experiences, with each unit increase in ChatGPT integration corresponding to a 0.13373 unit increase in personalized learning outcomes. Notably, demographic variables such as age, sex, and educational level showed minimal effects, though private universities showed slightly higher scores than state universities.

This research complements with the present study by providing quantitative evidence of AI's positive impact on learning outcomes in a Philippine context. The recommendations about professional development, assessment frameworks, and accountability channels offer valuable guidance for developing the present study's proposed responsible AI guidelines, especially in the context of St. Agnes Academy. Furthermore, her emphasis on ethical guidelines and continuous evaluation aligns with the present study's goal of creating comprehensive AI guidelines that promotes both academic integrity and effective learning outcomes.

Furthermore, Milloria, et. al (2024) investigated how AI-integrated instruction improves the academic performance of senior high school learners in the Philippines. Their study utilized the ChatGPT 3.5 version in the interactive Socratic sessions during formative assessment. It was found in their study that ChatGPT 3.5 improves learners' performances, and it effectively organizes concepts and information during lessons. Based on these findings, the present researcher also considered utilizing these AI tools. However, the utilization of these AI tools must be accompanied by proper guidance and monitoring to ensure academic integrity in preparing outputs.

Abdelaal et al. (n.d.) also examined how AI-powered Automatic Article Generators (AAGs) pose significant challenges to academic integrity. They found that AAGs can quickly generate content that

appears legitimate and can bypass plagiarism detection software. However, these tools lack a true understanding of the content they produce and can result in logically inconsistent or meaningless text despite proper grammar and structure. Furthermore, they recommended several solutions including: raising awareness among educators about AAG detection, conducting training workshops, understanding underlying reasons for academic misconduct, restructuring assessments to reduce cheating opportunities, implementing appropriate penalties, and developing better detection tools.

From these ideas and recommendations, the present researcher has widened his understanding of AI tools and their impact on academic integrity. The cited study also provided critical insights for addressing the present study's objectives about the implications of AI on academic integrity and the development of AI guidelines that will promote the responsible use of AI tools for learning. Moreover, the cited study's emphasis on understanding the underlying reasons for academic misconduct enabled the present study to implement not just corrective measures but guidelines that focus on creating supportive frameworks that encourage responsible AI.

Estrellado & Miranda (2023) analyzed AI integration in Philippine education, highlighting both opportunities and challenges. Their research revealed that AI offers significant benefits like enhanced learning experiences, improved efficiency, and data- driven decision-making. However, it still faces substantial challenges including infrastructure limitations, data privacy concerns, and digital divide issues. They also believed that amidst the immense impact of AI tools in education, its success depends on establishing proper ethical guidelines, addressing digital inequalities, and maintaining the human aspect of teaching and learning. The cited study's identification of both benefits and challenges can also help the present study's investigation of students' AI tool usage patterns. Furthermore, the study's discussion of academic integrity implications in the Philippine context offers valuable perspectives for understanding the context of the present study which is St. Agnes Academy.

Asirit & Hua (2023) revealed that AI readiness and utilization in Philippine higher education are at moderate levels, with variations based on age, academic year, and field of study. They also stated that students generally have positive perceptions of AI's potential benefits in education and future careers. Subsequently, they also express concerns about job displacement, data privacy, and over-reliance on technology. Their key findings also indicate that AI integration in curricula remains modest, with higher usage for personal rather than academic purposes. These ideas connect to and complement the present study by providing valuable context about AI integration in Philippine education. The identified concerns about academic integrity and ethical issues on the utilization of AI tools for learning also relate to the present study's goal of analyzing the implications of AI on academic integrity.

Prestoza & Banatao (2024) examined the effectiveness of AI passion-driven pedagogy in Philippine education. It focused on 71 high school STEM students at Quirino National High School where they revealed that only 16.90% of students had prior experience with AI tools. In addition, their research found overwhelmingly positive perceptions toward AI integration in education, with 83.09% finding it "very interesting." Their study also revealed significant improvements in academic performance between pre-test and post-test scores, with female students showing notably better results than male students. These insights

contribute to a better understanding of the present study's objectives, as they highlight the commonly used AI tools by learners. The cited study's findings about academic improvement and student engagement speak to the present study's objective about the implications of AI utilization on academic integrity. It can be gleaned from these results that AI can also be an aid in promoting enhanced academic performances of learners.

Zhao, et.al (2024) provide a comprehensive analysis of ethical considerations in implementing AI within Philippine education. Based on their in-depth interviews, they identified three key ethical challenges: informed consent (especially in low-literacy contexts), equity concerns (particularly regarding technology access), and cultural sensitivity in AI model development. They also mentioned that even though AI holds transformative potential for education, its implementation in underprivileged settings faces significant hurdles including resource constraints, infrastructure limitations, and the digital divide. They encouraged educators to localize learning materials even with the presence of AI tools in the classroom.

The cited study's ideas about informed consent and ethical implementation relate to the present study's pursuit of developing responsible AI policies. Their emphasis on the importance of cultural sensitivity and localized approaches enabled the present researcher to consider the specific context and needs of the present study's population. More importantly, the ethical framework presented in this research - emphasizing transparency, stakeholder engagement, and cultural sensitivity - offers a structured approach to developing the AI guidelines recommendations that this study seeks to propose.

Based on the extensive related studies reviewed, it can be gleaned that AI integration in Philippine education presents both significant opportunities and complex challenges. The literature particularly emphasizes the need to move beyond simple prohibition toward creating supportive frameworks that encourage responsible AI use while maintaining the human aspect of teaching and learning.

Synthesis of the State-of-the-Art

The related studies reveal a progressive evolution in understanding AI's role in education, particularly in the Philippine context. Early studies like Fitria (2021), Kwid et al. (2024), and Chen et al. (2020) established a fundamental framework categorizing AI's impact across administration, instruction, and learning, while more recent research like Agbong-Coates (2024) and Milloria et al. (2024) provided quantitative evidence of AI's positive impact on learning outcomes. This progression shows how AI discourse has moved from theoretical frameworks to empirical validation of AI's educational benefits. These studies consistently show positive correlations between AI integration and improved learning outcomes especially in personalized learning experiences.

However, there are notable contrasts in how researchers approach AI implementation concerns. While Prestoza & Banatao (2024) and Agbong-Coates (2024) emphasize AI's positive potential with statistical evidence of improved academic performance, researchers like Currie (2023) and Mijwil et al. (2023) express significant concerns about academic integrity and the quality of AI-generated content. This dichotomy is further highlighted by Gocen & Aydemir's (2021) finding that technical experts are highly

optimistic about AI (95% positive) while academicians remain more cautious (56% positive), suggesting a divide between technological capability and educational implementation.

A convergence appears in the cited studies regarding the need for balanced implementation approaches. Studies consistently argue against blanket bans on AI tools, with researchers like Estrellado & Miranda (2023) and Asirit & Hua (2023) advocating for frameworks that encourage responsible use while maintaining human aspects of teaching and learning. Their ideas also align with Ouyang & Jiao's (2021) paradigmatic framework, implying the evolution from AI-directed to AI-empowered learning. They also highlighted the importance of maintaining student agency in AI-integrated education. Furthermore, the aforementioned studies show strong agreement on the need for comprehensive policies that address both technological and ethical dimensions.

The Philippine context adds unique considerations to the discourse, as highlighted by multiple studies. While Agbong-Coates (2024) demonstrates AI's potential for enhancing learning outcomes in Philippine higher education, Zhao et al. (2024) identify specific challenges related to informed consent, equity, and cultural sensitivity in the Philippine setting. These studies, along with Estrellado & Miranda's (2023) and Asirit & Hua's (2023) research, emphasize the importance of considering local context, infrastructure limitations, and digital divide issues when implementing AI in Philippine education. Their ideas imply that while AI integration shows promise, its implementation must be carefully tailored to address specific challenges in the Philippine educational system.

Gap Bridged by the Study

The aforementioned studies have extensively explored AI integration in education and its impact on learning outcomes in Philippine higher education and secondary learners. However, the present researcher has identified a significant research gap in identifying the commonly used educational AI tools and their implications on academic integrity, specifically in the context of St. Agnes Academy. Most research papers have primarily focused on broad ethical considerations, general implementation challenges in Philippine education, and AI's impact on learning outcomes at higher educational levels. However, there is limited research that comprehensively examines both the practical usage of AI tools by secondary students and the development of contextualized, responsible AI guidelines at the secondary school level. Finally, this study bridged this gap by proposing practical guidelines and context-specific recommendations for balancing technological innovation with educational standards in secondary schools.

Theoretical Framework

This study aimed to propose an institutional policy that would promote the responsible utilization of the commonly used educational AI tools by learners, specifically at St. Agnes Academy. Thus, the processes of understanding this research endeavor were supported by the following theories: (a.) Technology Acceptance Model (TAM), (b.)

Theory of Planned Behavior (TPB), (c.) Institutional Theory, and (d.) Diffusion of Innovation Theory.

The Technology Acceptance Model (TAM), introduced by Fred Davis in 1986, explains how users come to accept and use technology through two primary factors, namely, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). TAM posits that users' actual use of technology is directly influenced by their behavioral intention. It is also shaped by their perception of how useful the technology will be in enhancing their performance (PU) and how effortless it will be to use (PEOU). According to Marikyan & Papagiannidis (2023), this model has evolved through several iterations, namely, Technology Acceptance Model 2 (TAM2) and Technology Acceptance Model 3 (TAM3).

TAM2 introduced two major sets of processes-- social influence processes and cognitive instrumental processes. The social influence processes include subjective norms (how others' opinions influence technology use), image (status enhancement through technology use), and voluntariness (whether use is mandatory or optional). The cognitive instrumental processes encompass job relevance (applicability to tasks), output quality (performance effectiveness), and result demonstrability (tangibility of results). TAM3 further enriched the model by adding anchoring and adjustment factors. The anchoring factors, which shape initial judgments, include computer self-efficacy (belief in the ability to use technology), computer anxiety (fear of technology use), computer playfulness (spontaneity in technology interaction), and perception of external control (belief in support systems). The adjustment factors, which develop through experience, comprise perceived enjoyment (pleasure in using technology) and objective usability (actual effort required).

This theory is highly relevant to the present study, particularly in identifying commonly used AI tools and understanding students' purposes for using them. This model can help explain why students choose to adopt or reject certain AI tools based on their perceived usefulness in academic tasks and perceived ease of use. The model's constructs also enabled the present study to understand the factors influencing students' decisions to use AI tools, which is crucial for developing effective academic integrity policies. Furthermore, TAM's focus on user acceptance and behavioral intention can provide ideas about how and why students integrate AI tools into their academic work.

The Theory of Planned Behavior (TPB), developed by Icek Ajzen, "posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention (Asare, 2015)." Additionally, LaMorte (2022) also explained this theory as a psychological framework that predicts and explains human behavior through the lens of behavioral intention and actual behavioral control. This theory posits that a person's behavior is determined by six interconnected constructs: attitudes (evaluation of the behavior), behavioral intention (motivation to perform), subjective norms (beliefs about others' approval), social norms (cultural behavioral codes), perceived power (factors that help or hinder), and perceived behavioral control (perceived ease or difficulty of performing the behavior). It also emphasizes that people's actions are largely determined by their rational evaluation of consequences, social pressures, and their perceived ability to execute the behavior successfully.

TBP also helped the present study, as it provides a structured framework for understanding students' decision-making process in using AI tools. The theory's constructs can help explain students' attitudes toward AI tools for learning. Their learners' peers' and teachers' opinions (subjective norms), institutional

policies (social norms), and their perceived ability to use AI tools effectively (perceived behavioral control) all influence their intention to use these educational AI tools. The present researcher's understanding of these constructs is also highly relevant in addressing the study's objectives, particularly in understanding why students use AI tools and their implications for academic integrity. This theory also helps the present study to deepen understanding of the factors that drive students' decisions to use AI tools appropriately or inappropriately, especially in the context of preparing their classroom tasks. Additionally, the theory's consideration of social and normative influences aligns well with the academic context where peer influence and institutional expectations play significant roles in student behavior.

The Institutional Theory of Scott (2008) explains how rules, norms, and cultural beliefs shape organizational behavior through regulative pillars, normative pillars, and cultural-cognitive pillars. According to Anyebe (2018), this theory emphasizes the study of government institutions and their role in shaping public policy. Initially focused on formal and legal aspects of institutions. However, it evolved to include analysis of behavioral patterns, operational dynamics, and how institutional structures influence policy decisions. The theory also postulates that institutions are characterized by regularized patterns of human behavior that persist over time and serve significant social functions. It acknowledges that institutional rules and structures are not neutral but tend to favor certain interests and policy outcomes over others. Although the theory offers important perspectives on how institutional frameworks influence policy adoption and formulation, it also acknowledges that solely relying on institutional analysis provides only a limited understanding of policy evolution, Thus, it should be viewed in conjunction with other dynamic political factors.

Based on this theory, the researcher gained a valuable framework for understanding how school policies regarding AI use should be developed and implemented. The theory can help explain how St. Agnes Academy's existing institutional structures, rules, and behavioral patterns might influence the development and success of responsible AI policies. It proposes that effective policy development must consider not just formal rules but also the established patterns of behavior within the school, the interests of various stakeholders (students, teachers, administrators), and how institutional arrangements might favor certain policy outcomes.

The Diffusion of Innovations Theory, developed by E.M. Rogers in 1962, explains how new ideas, technologies, practices, or products spread through a population over time. As explained by Halton (2023), this theory identifies five key categories of adopters: innovators (risk-takers who first try new ideas), early adopters (influential people who recognize the value of innovations early), early majority (those who adopt after seeing proven benefits), late majority (skeptical individuals who adopt due to increasing social pressure), and laggards (traditionalists who are the last to change). The diffusion process follows five steps: knowledge/awareness, persuasion/ interest, decision/ evaluation, implementation/ trial, and confirmation/ adoption. The different factors affecting adoption rates include the innovation's perceived advantages, compatibility with existing values, complexity, trialability, and observability. It also considers societal characteristics like education levels and industrialization.

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Volume 2 Issue 3 (March 2026)

By viewing students through the lens of Rogers' adopter categories, the present study can better understand why certain AI tools gain popularity while others don't, and why students have varying comfort levels with these technologies. The theory helps explain the reasons students use AI tools mentioned in the study—efficiency, personalized learning, and accessibility to information—as perceived advantages driving adoption. Additionally, it illuminates the academic integrity challenges identified in the study by suggesting that as AI tools diffuse through the student population, guidelines must evolve to address potential misuse at each adoption stage, from innovators experimenting with.

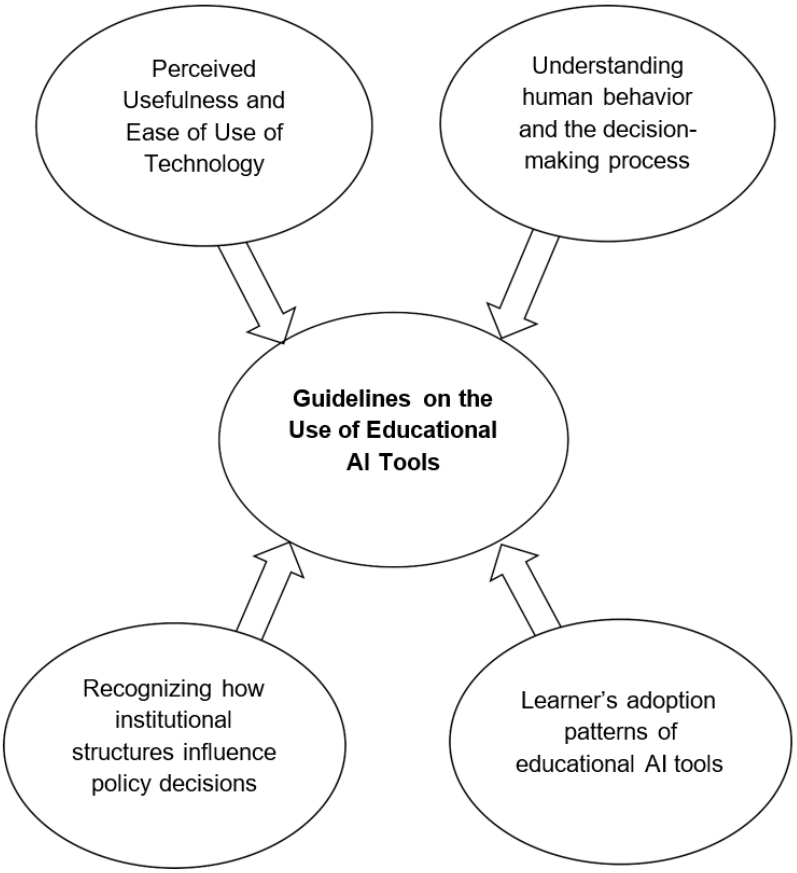

Figure 1. **Theoretical Paradigm of the Study**

Cutting-edge applications to laggards, reluctantly incorporating established tools into their work. This theoretical framework could help St. Agnes Academy develop more specific guidelines that address the needs of students at different stages of technology adoption.

These four theories, the Technology Acceptance Model (TAM), Theory of Planned Behavior (TPB), Institutional Theory, and Diffusion of Innovations Theory, collectively provide a comprehensive foundation for understanding the complex dynamics of AI utilization of learners for learning and policy development in educational settings. The TAM and TPB offer complementary insights into student behavior and decision-making regarding AI tool use, while the Institutional Theory provides the necessary framework for translating these insights into effective school policies. Furthermore, Diffusion of Innovations Theory

believes that new ideas, technologies, or practices spread through a population in a predictable pattern over time. From these theories, the researcher believed that the objectives of this study would be answered comprehensively. Thus, institutional guidelines would be developed to promote responsible and fair use of educational AI tools for learning.

Conceptual Framework

This study aimed to propose institutional guidelines for St. Agnes Academy about the responsible use of educational AI tools for secondary learners. The research is represented by three primary components that converge to create comprehensive guidelines for responsible AI use.

The first component involved the identification of the commonly used educational AI tools among learners at St. Agnes Academy. It involves recording and categorizing the various educational AI tools that learners regularly use in their academic activities. The second component includes the examination of the purposes of learners for using educational AI tools. This aspect investigates the motivations, objectives, and specific academic tasks for which secondary learners employ AI tools for learning various subject areas.

The third component studies the implications of AI tool usage on academic integrity. This analytical examination considers how the use of AI tools affects traditional concepts of academic honesty, original work, and authentic learning. The analysis of this component of the study explores both positive and negative impacts on learning. Moreover, it covers potential risks to academic integrity and how AI tool usage might require redefining certain aspects of academic assessment and evaluation.

All three research components directly connect to the proposal of guidelines for the responsible use of educational AI tools at St. Agnes Academy, which represents the culmination of the study. These guidelines aim to strike a balance between the benefits of AI technology and academic integrity requirements. It also provides St. Agnes Academy with research-based knowledge and a framework that could establish clear protocols for appropriate AI usage, set expectations for acknowledging AI assistance, and create strategies for maintaining authentic learning while leveraging AI capabilities.

Finally, these guidelines on the use of educational AI tools would benefit not just the institution of St. Agnes Academy, Inc., but also other institutions that are facing similar issues in promoting and sustaining academic integrity amidst this digital era. It is believed that by adhering to these guidelines, different institutions, learners, teachers, and administrators would have a wider understanding of how these newly invented educational AI tools would promote a balanced approach to learning and teaching.

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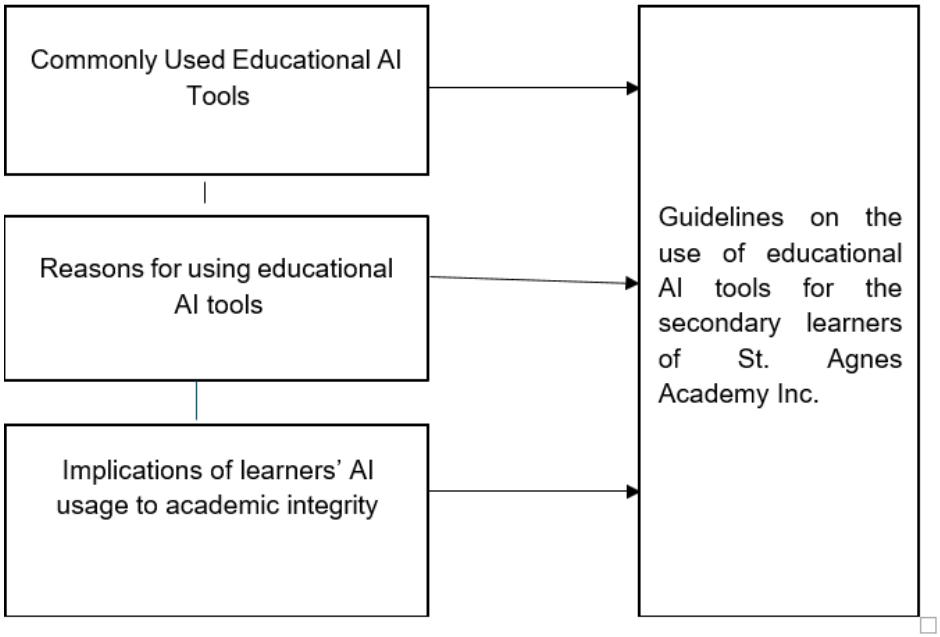

Figure 1. **Conceptual Paradigm of the Study**

Definition of Terms

To fully understand this study, the following terms are conceptually and operationally defined.

Academic Integrity. It refers to "the expectation that teachers, students, researchers, and all members of the academic community act with honesty, trust, fairness, respect, and responsibility (Tertiary Education Quality and Standards Agency, 2022)." In this study, it refers to the adherence of St. Agnes Academy's secondary learners to ethical principles, such as honesty, trust, fairness, respect, and responsibility, when using AI tools for academic work.

Commonly Used Educational AI Tools. According to Cambridge Dictionary (2023), "commonly used is found in large numbers, or it happens often; frequently utilized or regularly employed by many individuals." On the other hand, educational AI tools refer to "AI-powered technologies specifically designed or utilized for learning and teaching purposes (AI in Education Definition and Meaning, n.d.)." In this study, commonly used educational AI tools refer to the specific artificial intelligence applications and platforms that high school learners at St. Agnes Academy regularly utilize across different subject areas to assist with their academic tasks, including writing assistants, mathematics problem solvers, research tools, language learning applications, study aids, and creative tools.

Guidelines. "These are pieces of information intended to advise people on how something should be done or what something should be (Cambridge Dictionary, 2024)." In this study, these are comprehensive protocols and standards developed to govern the ethical and practical use of educational

AI tools at St. Agnes Academy. It also balances technological benefits with academic integrity requirements while providing clear expectations for appropriate AI usage in academic settings.

Conducting Research. It is the systematic process through which students gather, evaluate, analyze, and synthesize academic information to produce scholarly work, particularly research papers with literature reviews, methodologies, and findings. Specifically, it involves secondary students of St. Agnes Academy Inc. engaging in scholarly investigation characterized by the use of educational AI tools.

Guideline on the Use of Educational AI Tools. These are comprehensive rules and standards developed to govern the ethical and practical use of AI tools in educational settings; they also balance technological benefits with academic integrity requirements. Specifically, it refers to the specific set of protocols and standards being developed for St. Agnes Academy that will establish clear expectations for appropriate AI usage by high school learners across different academic tasks, including proper citation, ethical use limitations, and transparency requirements.

Implications. It refers to "the conclusion that can be drawn from something although it is not explicitly stated (Oxford Dictionary, 2024)." This study examines the identified experiences and practices of administrators, teachers, and students, as well as the submission of outputs, formative assessments, and research that impact academic integrity at St. Agnes Academy, particularly among secondary learners of this institution.

Implications of the use of Educational AI. It refers to the consequential effects, both intended and unintended, that arise from implementing AI technologies in teaching and learning processes. In this study, it refers explicitly to the specific impacts on academic integrity at St. Agnes Academy when high school learners use AI tools for submitting outputs, taking formative assessments, and conducting research.

Reasons for the Use of Educational AI Tools. It refers to the motivational factors and perceived benefits that drive individuals to adopt and utilize AI technologies for educational purposes. In this study, it refers to the specific motivations, objectives, and purposes identified among St. Agnes Academy high school learners that explain why they choose to incorporate various AI tools into their academic work across different subject areas.

Submission of Outputs. It refers to the academic process through which students present their completed academic work, including essays, research papers, projects, and other assignments, for evaluation and assessment. Specifically, it involves the secondary students of St. Agnes Academy, Inc. submitting their academic work products to their subject teachers across subject areas.

Taking Formative Assessments. It refers to the ongoing evaluation processes conducted during the learning period that gauge students' understanding, progress, and skill development before final or summative assessments. These evaluations, which include quizzes, practice tests, homework assignments, and in-class activities, serve primarily to provide feedback for improvement rather than for final grading. Specifically, it involves the secondary students of St. Agnes Academy Inc. participating in evaluation activities that measure ongoing learning progress across subject areas.

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METHODOLOGY

Research Design

This study employed a sequential explanatory research design under the umbrella of mixed-methods research design. It combined quantitative and qualitative approaches to provide a comprehensive understanding of AI tool usage among secondary learners. According to Damyanov (2023), this approach is essential for thoroughly investigating research questions that cannot be effectively addressed by either qualitative or quantitative research alone. The quantitative phase--the initial phase-- of this study involved administering an online survey to secondary students at St. Agnes Academy to gather data about commonly used AI tools and their reasons.

Research Method

It was followed by a qualitative phase consisting of a focus group discussion with a purposively selected sample of students and teachers to gain deeper insights into AI usage and its implications for academic integrity. Data collection materials would include online survey instruments developed using Google Forms and interview guide protocols. The study also utilized statistical software for quantitative data analysis and thematic analysis for qualitative data.

Sources of Data

The primary sources of data for this study were gathered directly from the secondary-level learners of St. Agnes Academy through online survey questionnaires and focus group discussions with purposively selected learners, teachers, and administrators. It explored their AI tool usage patterns, purposes, and experiences. The secondary sources included scholarly articles from different websites, as listed in the review of related literature and studies of the study. Both primary and secondary sources were carefully evaluated for reliability, relevance, and currency to ensure the quality and validity of the research findings.

Respondents

The respondents in this study were selected through two distinct sampling methods. For the quantitative component, this study employed convenience sampling from the enrolled secondary student population (Grades 7-12) at St. Agnes Academy, Inc., during the Academic Year 2024-2025. A total of four hundred fifty-one (451) students across year levels voluntarily participated in this study at their convenience. These students represent digital natives with consistent technological access, possess sufficient cognitive development to meaningfully engage with AI tools, and are at a critical stage in forming their academic and ethical foundations.

To gather deeper insights on the implications of AI usage on academic integrity, the study also included 30 strategically selected respondents for focus group discussions. These respondents were selected through purposive sampling, as the present study considered their unique characteristics, such as their exposure to educational AI tools. This qualitative component featured balanced representation from key

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

stakeholders: 12 learner-participants (two from each year level) providing the student perspective, 12 teacher-advisers (two from each year level) offering pedagogical insights, and 12 administrators contributing institutional and guidelines perspectives. This triangulated approach ensured a comprehensive examination of AI tool usage and its implications from multiple viewpoints within the educational community.

Data Gathering Procedure

The initial phase of this study commenced with a comprehensive literature review focusing on educational AI tools and academic integrity policies. This study also collected relevant information from the related literature and studies worldwide, particularly emphasizing the Philippine educational context. These foundational research reviews were complemented by consultations with educational technology specialists and academic integrity experts to gather preliminary insights and guidance. The researcher then developed a detailed concept note to be submitted to the Master of Arts in Educational Leadership and Management program. This process also included the approval of the thesis adviser and preparation for the proposal defense.

After this preliminary research, the researcher started the crucial data collection phase by securing the necessary approvals and permissions. It included obtaining formal consent from St. Agnes Academy's administration and securing parental permission for student participation. The researcher then proceeded with developing and piloting the survey instrument with a small group of students outside the research locale to assess its effectiveness and clarity. Based on the pilot test feedback, necessary revisions were made before administering the final online survey to all secondary-level students at St. Agnes Academy.

Before the administration of the online survey, the present researcher implemented ethical precautions to protect all the participants of the study. An informed consent process was distributed wherein all target respondents were thoroughly briefed about the study's purpose, their specific roles, and their rights as research participants. The researcher explicitly communicated that all collected data would be used exclusively for research purposes and that participant identities would remain strictly confidential throughout all phases of the research process and subsequent reporting. For minor participants, parental consent forms were distributed and collected before administering any online surveys at school. This step enables the present study to adhere to full compliance with ethical research standards involving underage respondents. These consent forms covered the objectives of the study, methodology, potential benefits, data collection procedures, and confidentiality measures. This systematic approach to informed consent not only fulfilled institutional ethical requirements but also established a foundation of trust and transparency between the researcher and participants.

Concurrent with the survey implementation, the researcher conducted a series of focus group discussions with each group of purposively selected learners, teachers, and administrators to gather deeper insights into their AI tool usage patterns, experiences, and motivations. They were also briefed about the necessary ethics in researching to ensure that they were all aware of this research study. They were scheduled separately based on their convenience to ensure the quality of their responses during the conduct of the focus group discussions. This qualitative data collection aimed to gain institutional perspectives on

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

AI tool integration and academic integrity concerns. The conduct of focus group discussions was thoroughly documented through audio recordings and written notes to ensure accurate data capture.

The data processing phase also involved carefully transcribing all the responses during the focus group discussions and systematically encoding survey responses. The study utilized statistical software for quantitative data analysis and thematic analysis for qualitative data. The quantitative data results of the survey were also consulted with a school statistician to check the results further. On the other hand, thematic analyses were also done with the guidance of colleagues and professors who have expertise in qualitative research.

The final phase focused on validating and refining the findings and proposed guidelines. The developed guidelines on the use of educational AI tools were validated by experts to ensure their responsiveness to the needs of St. Agnes Academy Inc. Their comments and suggestions were carefully reviewed and embedded in the guidelines developed. The preliminary results were presented to school administrators for feedback. In addition, educational technology experts were consulted to ensure the practicality and effectiveness of the proposed recommendations.

In these entire processes, the researcher maintained rigorous quality assurance measures, including detailed documentation of all data-gathering activities, strict adherence to confidentiality and data privacy regulations, and implementation of triangulation methods to validate findings. Furthermore, regular consultations with the research adviser ensured adherence to academic standards and research protocols. The culmination of this systematic approach was the preparation of a final research paper that comprehensively presents the findings and recommended AI usage policies.

Instruments

To gather relevant information for this study, the following instruments were utilized:

Survey Questionnaire. This study utilized a validated self-made survey questionnaire that contains a checklist of the learners commonly used educational AI tools. It also contains a checklist of their predetermined responses about their reasons for utilizing AI tools for learning.

Focus Group Discussions (FGD) Guide. The unstructured interview guide was utilized during the focus group discussions to encourage spontaneous, in-depth responses from students, teachers, and administrators about their experiences with AI tools. It also covered issues and concerns related to academic integrity in the use of AI tools.

Validation Tools. Experts validated the tool for the proposed guidelines to ensure their quality and alignment with the institutional standards of St. Agnes Academy. This tool contains quantitative metrics and qualitative indicators that focus on both academic integrity and the development of essential skills.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Treatment of the Data

To analyze the data gathered from the survey questionnaire, the study utilized percentages as its statistical tool. The formula is: P=n/N x 100

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Where:

P percentage of response n= frequency of response

N total number of responses 100= constant

Thematic Analysis

Thematic analysis would be a valuable methodological approach for analyzing the qualitative data of the present study. According to Caulfield (2023), is a technique used for examining qualitative data. It is typically applied to collections of texts, like interviews or transcripts. The researcher thoroughly reviews the data to pinpoint recurring themes – topics, ideas, and patterns of significance that appear multiple times.

In this study, the present researcher systematically employed the coding of transcripts from the focus group discussions with students, teachers, and administrators. The present researcher then developed meaningful themes regarding how AI tools are being used and perceived by the participants. This approach helped the present study uncover the reasons why students turn to these technologies, beyond simply cataloging which tools they use.

RESULTS AND DISCUSSIONS

Commonly Used Educational AI Tools Among High School Learners at St. Agnes Academy, Inc.

Educational AI tools have dramatically transformed the learning landscape for high school students, particularly in institutions like St. Agnes Academy, Inc. These tools offer innovative solutions for various academic tasks, including content creation, research assistance, personalized learning, and multimedia development, thereby making learning more accessible and efficient. In today's digital age, where information is readily available at the click of a button, educators also increasingly integrate AI into the teaching-learning process to enhance instructional methods and student engagement. This study aims to identify the most commonly used educational AI tools among high school learners and explore their reasons for utilizing them. Drawing on data collected from 451 students, the researcher seeks to develop guidelines for the responsible and ethical use of AI tools in educational settings, with a particular focus on promoting effective learning practices among students.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Table 1. ***Commonly Used Educational AI Tools Among High School Learners at St. Agnes Academy, Inc.***

Commonly Used Educational AI Tools (n=451)		**f**	**r**
AI Writing and Content Generation			
	ChatGPT	360	1
	Grammarly	293	2
	QuillBot	237	3
	Notion AI	38	4
	Writesonic	8	5
AI-powered Study and Research Tools			
	Google Bard	100	1
	Perplexity AI	52	2
	Research Rabbit	46	3
	Scite	37	4
	Elicit	26	5
AI-powered Learning and Tutoring Tools			
	Duolingo	197	1
	Quizlet AI	160	2
	Photomath	133	3
	Khan Academy AI	51	4
	TutorMe AI	30	5
AI-powered Presentation and Creativity Tools			
	Canva AI	310	1
	Microsoft Designer	74	2
	Adobe Firefly	39	3
	Tome AI	10	4
	Prezi AI	7	5.5
	DeepBrain AI	7	5.5
AI-powered Video and Multimedia Tools			
	Synthesia AI	34	1
	Pictory AI	30	2
	Runway AI	25	3
	Murf AI	10	4
	Lumen5	8	5.5
	HeyGen AI	8	5.5

N=451

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Table 1 presented a comprehensive data on commonly used educational AI tools among high school learners at St. Agnes Academy, Inc., categorized into five distinct functional areas: AI Writing and Content Generation, AI-powered Study and Research

Tools, AI-powered Learning and Tutoring Tools, AI-powered Presentation and Creativity Tools, and AI-powered Video and Multimedia Tools. For each category, the top five commonly used educational AI tools were ranked based on the frequency of students' responses (n = 451).

The first category is AI Writing and Content Generation tools that comprise different AI platforms designed to assist users in producing, refining, and enhancing written content across various formats and purposes. This category focuses primarily on supporting the writing process through grammar and style correction, content generation, paraphrasing, summarization, and idea development. The AI tools in this category influence natural language processing capabilities to understand context, analyze linguistic patterns, and generate human-like text based on user inputs. They serve diverse writing needs, from academic essays and research papers to creative content and professional communications. The functionality ranges from mechanical correction (fixing grammar, spelling, and punctuation) to more advanced assistance (suggesting stylistic improvements, generating complete paragraphs based on prompts, and rephrasing content while maintaining original meaning).

In this category, ChatGPT dominates usage with 360 students, which ranks first, reporting its use. According to Hetler (2023), ChatGPT is an artificial intelligence chatbot developed by OpenAI that uses Generative Pre-Training Transformer technology to analyze patterns within data sequences. It can also create humanlike conversational dialogue, respond to questions, and generate various written content, including articles, essays, code, and emails, through natural language processing reinforced by human feedback.

ChatGPT's popularity among students can be attributed to several key factors that differentiate it from other AI writing tools, since it offers a comprehensive solution for virtually any writing challenge. Its ability to understand context, generate coherent long- form content, and engage in conversational interactions makes it an all-in-one academic assistant. Students can simply type natural language prompts—whether they need an essay outline, an explanation of a complex concept, or feedback on their writing—and receive instant, detailed responses. This conversational approach mirrors how students might interact with a helpful tutor or classmate, creating a comfortable learning environment that encourages exploration and inquiry.

It was followed by Grammarly, which was second in the rank, with 293 students reporting its use for writing their academic tasks. Grammarly is an AI writing assistant that corrects spelling, grammar, and punctuation errors (Froment, 2024). Its capabilities also extend to more sophisticated aspects of writing, including style and clarity improvements. The tool identifies and corrects issues like wordiness, passive voice constructions, and unclear phrasing. It also prompts alternatives that make writing more concise and engaging. One of Grammarly's more advanced features is its tone detection and adjustment functionality, which analyzes the emotional tone of writing—whether it comes across as formal, friendly, or confident. It also offers suggestions that could align with the intended audience and purpose.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

QuillBot ranked third with 237 students reporting its utilization for learning. This educational AI tool is an AI-powered paraphrasing tool designed to help users rewrite and refine their content while maintaining the original meaning. It also offers multiple paraphrasing modes, including Standard, Fluency, Formal, Simple, Creative, Expand, and Shorten (Singh, 2023). Each of these AI tools is designed for different writing situations within the user's context. These options allow users to transform text to match specific tones, complexity levels, or length requirements without altering the essential meaning of their texts. This variety gives students flexibility to adapt their writing to different academic contexts, from formal research papers to more creative assignments.

The fourth rank is Notion AI, with 38 students representing its use for learning. According to Lau (2024), this educational AI tool is a versatile productivity and knowledge management platform that combines notes, documents, databases, and project management tools in one customizable workspace. Notion AI can also reference and utilize information across a student's entire knowledge base, including class notes, research materials, project plans, and reading summaries. This feature allows for more personalized and relevant writing assistance that draws upon the student's existing work. It can also draft content in various formats, including essays, outlines, meeting notes, social media posts, etc.

The fifth rank is Writesonic, with eight (8) students utilizing it among secondary students. Writesonic is an advanced AI-powered content generation platform designed to assist with various writing tasks across multiple formats and purposes (Pawlan, 2024). This educational AI tool is best for students who are working on creative projects, as it includes functionalities for generating stories, poems, and imaginative content across different genres. It also provides tools for creating more practical content like email sequences, product descriptions, and social media posts, which can be valuable for students involved in school clubs, events, or entrepreneurship projects.

Beyond the top five AI Writing and Content Generation tools identified at St. Agnes Academy (ChatGPT, Grammarly, QuillBot, Notion AI, and Writesonic), students reported using several other platforms with lower adoption rates. These include Jasper AI, which offers specialized marketing copy generation, and DeepSeek AI, which assists students with content creation, coding, and document reading. Additionally, some students mentioned using subject-specific writing tools such as Rewrite.ai, Copilot AI, etc., for academic paper summarization. Even though these tools gained minimal responses compared to the top five presented, they still represent the evolving innovations of educational AI tools.

The significant preference for AI Writing and Content Generation tools among St. Agnes Academy students aligns with several key findings in the existing studies. This dominant usage pattern corresponds with Fitria's (2021) identification of Virtual Mentors and Smart Content as central educational AI applications, while supporting Kwid et al.'s (2024) classification of instructional AI tools designed to enhance teaching and learning processes. The overwhelming popularity of ChatGPT reflects Currie's (2023) research on its transformative impact on academic writing, where both benefits and integrity concerns were noted. Furthermore, this pattern supports Ouyang & Jiao's (2021) paradigmatic framework suggesting many students may be operating in an "AI-directed" rather than "AI-empowered" approach, highlighting the

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

importance of guidelines that promote critical thinking alongside AI assistance, as emphasized in the Digital Education Council's (2024) framework for responsible AI integration in education.

The second category is AI-powered Study and Research Tools. This category is composed of specialized platforms designed to enhance the academic research process and skills of learners. It also helps users discover, evaluate, synthesize, and organize scholarly information more efficiently. This category focuses on transforming how students and researchers explore the wide sources of academic literature and information. This also provides intelligent search capabilities, source verification, citation analysis, and literature mapping. Educational AI tools in this category typically employ varied algorithms to understand research questions in context and retrieve relevant academic sources. They also evaluate the credibility and impact of scholarly works and visualize relationships between publications and ideas.

In this second category, Google Bard emerges as the first in the rank of AI research tools, with 100 students using this educational AI tool. Google Bard, now rebranded as Gemini, is also a chatbot tool that utilizes its artificial intelligence capabilities to respond to queries from its users (Kehr,2025). Unlike some AI writing assistants that function as closed systems, it distinguishes itself through its ability to access and process current information from the internet in real-time. This educational tool can also cite its sources with links to the original content. Google Bard's users can also request information from Google Maps, YouTube, Gmail, Google Drive, and other Google applications directly through its interface.

Perplexity AI ranks second with 52 responses from high school learners. Perplexity is an AI-powered search engine that combines the conversational interface of AI chatbots with the information retrieval capabilities of search engines (Guinness, 2024). Its core functionality revolves around its ability to generate comprehensive, citation- backed responses to user queries. It also provides detailed answers with integrated citations that link directly to the sources. It's built-in attribution system enables users to verify information and explore topics more deeply by accessing primary sources, a crucial feature for academic research where source credibility is essential.

Research Rabbit follows closely in third place, with 46 students acknowledging its use for learning. This educational AI tool is a specialized academic literature discovery tool designed to transform how researchers explore scholarly connections and discover relevant academic publications (Cole & Boutet, 2023). When a user inputs a paper or author of interest, this educational AI tool generates interactive visualizations showing citation relationships—both works cited by the original paper and subsequent publications that reference it. This bidirectional mapping enables researchers to trace the evolution of ideas through academic literature. This educational AI tool also helps them understand how concepts developed over time and identify seminal works that influenced entire fields of study. For students conducting literature reviews, this visualization provides an intuitive way to understand the scholarly conversation surrounding their topic.

Scite ranks fourth with 37 responses from high school learners. Scite is an innovative AI-powered research tool that focuses on evaluating the credibility and context of scientific literature through citation analysis (Research Guides: AI: Artificial Intelligence Resources: Scite, 2025). The platform's defining feature is its "Smart Citations" system, which classifies citations as supporting, contrasting, or mentioning

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

based on the linguistic context in which references appear. It also provides citation reports that visually represent how a paper has been cited over time and across different journals or fields. It also offers insights into its broader influence and longevity within scientific discourse. These visualization tools make complex citation patterns accessible even to those new to academic research.

Elicit ranks last, with just 26 responses from the secondary students adopting it for learning and preparing academic work. Elicit AI represents a specialized research assistant designed specifically for academic literature review and exploration (Kung, 2023). It also highlights its features of rigorous methodology and evidence-based approaches in research writing. Its functionality also centers on its ability to transform research questions into structured investigations of scholarly literature. When given a research question, it searches academic databases to identify relevant papers, extracts key information including methodologies and findings, and presents these insights in organized formats that facilitate comparison and synthesis.

Aside from these educational AI tools in this category, the secondary students of St. Agnes Academy Inc. also mentioned other platforms with lower adoption rates. These include Consensus, which aggregates scientific findings across studies to provide evidence-based answers; SciSpace, which provides simplified explanations of complex scientific concepts and papers; and Scribrr, which makes citing scholarly works easier. Some students also mentioned using specialized academic tools like Genspark AI, Phind, LinearAI, etc., to do academic tasks.

The relatively modest adoption rates of AI-powered Study and Research Tools among St. Agnes Academy students (with Google Bard leading at just 100 responses) connect with several insights from the existing studies. These results of the present study support Estrellado & Miranda's (2023) findings regarding infrastructure limitations and accessibility challenges in Philippine education. Students often prefer general-purpose AI tools because they are easier to use than specialized research platforms. This preference shows a gap between the popularity of content generation tools and research tools. Abdelaal et al. (n.d.) have raised concerns that AI-powered content generators might skip the traditional research process.

It can also be gleaned that students may be more focused on output production than on learning the systematic process of information gathering and evaluation. This observation matches the three-part analysis framework by Chen et al. (2020), which looks at how AI affects learning. It suggests that St. Agnes students might not be using tools that could improve their research skills. The Digital Education Council's (2024) framework includes these kinds of tools under the "Discover" objective, which aims to reveal patterns and relationships in data. This shows their potential value in education, even though they are currently not widely used in schools. Furthermore, Xie et al.'s (2020) recommendation to incorporate educational theories with AI technologies and expand research into physical classroom settings suggests an opportunity to strengthen students' engagement with these underutilized research tools through more deliberate pedagogical integration that addresses what Ouyang & Jiao (2021) identified as the need to move from an "AI-directed" to an "AI-empowered" learning paradigm.

The third category, AI-Powered Learning and Tutoring Tools, represents educational platforms that provide personalized instruction, interactive practice, and targeted feedback across various subject areas to

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

support individualized learning. This category focuses on adapting educational content and pedagogical approaches to meet each student's specific needs, pace, and learning style. The educational AI tools in this category also utilize intelligent algorithms that analyze performance patterns and adjust difficulty levels accordingly.

In this category, Duolingo takes the lead, as the first in rank, with 197 students reporting its use among high school learners. Duolingo is a language learning platform that has integrated artificial intelligence capabilities to create personalized, adaptive learning experiences (Earle, 2024). It combines gamification elements with sophisticated AI algorithms to make language acquisition more engaging and effective for learners at various proficiency levels. This educational AI tool also features a comprehensive suite of language learning activities spanning listening, speaking, reading, and writing skills. For listening comprehension, Duolingo's AI voice recognition technology evaluates pronunciation accuracy and provides immediate feedback. The writing exercises incorporate natural language processing to assess grammatical accuracy, word choice, and sentence structure beyond simple pattern matching.

Quizlet AI ranks second with 160 responses from students utilizing this flashcard- based study platform. According to Quizlet David (2023), it combines traditional study methods with advanced AI capabilities to support diverse learning needs across multiple subjects. It also reflects the growing integration of artificial intelligence into educational technologies designed to supplement classroom instruction. The platform's Magic Notes feature can transform unstructured text, class notes, or reading materials into organized study sets, automatically identifying key concepts and creating appropriate flashcards, practice questions, and study materials.

The third rank is Photomath, with 133 learners using technological assistance for mathematics. This educational AI tool for learning mathematics allows students to simply scan handwritten or printed mathematical problems with their smartphone cameras to receive instant step-by-step solutions (ClearML Customer Case Study - Photomath, 2024). Its main feature highlights the sophisticated optical character recognition (OCR) system that can accurately interpret mathematical notation, including complex equations, fractions, exponents, and various mathematical symbols. It also recognizes handwritten math problems, which are particularly valuable in educational settings where students work primarily with handwritten notes and worksheets.

Khan Academy AI ranks fourth, with 51 students engaged in this educational platform, which integrates advanced machine learning capabilities to create more personalized and adaptive learning experiences. Khan Academy AI builds upon the organization's extensive library of educational content while incorporating sophisticated AI systems to provide tailored guidance, feedback, and instructional pathways (How Does Khan Academy Use AI in Our Content Development Process, 2023). The cornerstone of this educational AI tool is its adaptive learning system called Khanmigo, which functions as a personalized AI tutor available across various subject areas. Khanmigo engages students in Socratic dialogues about concepts and asks probing questions that encourage critical thinking rather than simply providing answers.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

TutorMe AI shows the lowest adoption, which ranks fifth with 30 students using this AI tool for personalized tutoring services across multiple subjects. This educational AI tool is also a Chatbot that provides personalized tutoring for students across multiple levels (Tutor-Me-AI-Poe, 2025). It also combines traditional human tutoring with AI- enhanced features to create a comprehensive learning assistance system. Its core function relies on its intelligent tutoring matchmaking system. It also uses AI to pair students with appropriate tutors based on subject expertise, learning style compatibility, and previous session feedback. When students submit questions or request assistance with particular topics, the AI analyzes the content to identify relevant subject areas, difficulty levels, and specific concepts involved.

In addition, other students of St. Agnes Academy Inc. also utilized other educational AI tools that could somehow help them learn. Some of the educational AI tools that were not often used include, Socratic by Google which provides AI-powered homework help across multiple subjects; Gizmo and its variants including Gizmo AI, and Educure, which offer interactive science simulations and virtual labs; Turbolearn AI, an adaptive learning platform that adjusts content difficulty based on student performance; Meta AI, which provides conversational learning assistance; Gauthmath, which offers step-by-step math problem solving similar to Photomath but with slightly different functionality; and Mathway, which provides solutions across various mathematics disciplines from algebra to calculus.

The moderate responses of AI-powered Learning and Tutoring Tools among St. Agnes Academy students also mirror the key findings from the existing related studies presented in the present study. This category directly corresponds with Jimenez & Boser's (2021) discussion of intelligent tutoring systems that provide real-time diagnostic assessments and personalized learning experiences, particularly evident in the popularity of Duolingo and Quizlet AI. The preference for language learning and study assistance tools supports Agbong-Coates' (2024) research showing positive correlations between AI tool integration and personalized learning outcomes among Filipino students, where her study revealed that AI integration explains approximately 88.54% of the variability in personalized learning outcomes.

Similarly, Milloria et al.'s (2024) investigation demonstrated improved academic performance through AI-integrated instruction, supporting the educational value of these tools. The relatively strong adoption of these platforms connects with the Digital Education Council's (2024) "Personalize" objective in their framework for AI in education, emphasizing customized learning experiences that adapt to individual student needs amid this digital era. Furthermore, the World Economic Forum's perspective cited by Milberg (2024) emphasizes that successful AI implementation should enhance rather than replace human-led pedagogy, which is reflected in students' selective adoption of these tools as supplements to traditional instruction rather than replacements.

The fourth category, AI-powered Presentation and Creativity Tools, comprises digital platforms that utilize artificial intelligence to help users create visually compelling and professionally designed content for presentations, reports, infographics, and other visual communications. The users in this category are given freedom to exercise their skills in design. It also enables its users without specialized graphic design skills to produce high-quality visual assets through AI-assisted interfaces, templates, and generative capabilities. Most of the educational AI tools in this category are using advanced algorithms that can

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

transform text prompts or basic content inputs into polished designs with appropriate visual hierarchy, typography, color schemes, and imagery.

In this fourth category, Canva AI stands as the overwhelming favorite, ranking first in this category. It obtained 310 responses from students who use this popular design platform. Canva is a digital design platform that helps its users create professional-quality visual content for presentations, reports, social media, and various academic projects (Edwards, 2021). It has Magic Design features that can transform basic content inputs into polished designs with appropriate visual hierarchy, typography, and color schemes. Its users can simply provide text content, a basic concept, or even a rough sketch, and the AI will generate multiple design variations that maintain visual cohesion while adhering to design best practices.

Microsoft Designer ranks a distant second with 74 students utilizing this tool. Microsoft Designer is an AI-powered design tool integrated within the Microsoft 365 ecosystem that enables users to create visual content through a combination of text prompts and AI-generated designs (Microsoft Designer | Microsoft 365, 2024). It also contains design algorithms to simplify the creation of social media graphics, presentations, digital postcards, and various visual assets. Its defining feature is its text-to-image generation capability. This feature allows users to describe desired visuals in natural language and receive AI-generated design options that match their descriptions. For example, students can simply input prompts like "a vibrant infographic about renewable energy at St. Agnes Academy, Inc.," or "a minimalist presentation background for a history project about St. Agnes Academy, Inc.," and the AI will generate multiple design variations based on these specifications.

Adobe Firefly holds the third position, with 39 students embracing this educational AI tool for their learning. Adobe Firefly is a specialized creative tool that focuses on image generation, text effects, and vector graphic creation (Adobe Firefly Overview, 2024). It only focuses on creating and manipulating visual elements rather than comprehensive document or presentation design. One of its core functionalities is its text-to-image generation capabilities, which allow users to create original visuals by describing them in natural language. For example, users can simply input detailed descriptions of concepts, scenes, or illustrations they envision about their school, and Firefly will generate multiple visual interpretations that align with these specifications. This tool is often utilized for visualizing abstract concepts, historical scenarios, or specialized subject matter that might not be available through ordinary photography.

Tome AI, Prezi AI, and DeepBrain AI show minimal utilization rates. Tome AI gained 10 responses, making it to the fourth rank, and Prezi AI and DeepBrain AI, with seven responses each, tied at the fifth rank. These results indicate that these specialized presentation tools have yet to gain significant traction in the high school environment. Tome AI's narrative-focused approach and Prezi's non-linear presentation style are indeed innovative. However, it appears that these tools do not align with most students' presentation needs or preferences. DeepBrain's AI avatar technology, focused on creating virtual presenters, similarly remains a niche application with limited educational applications for most students.

Aside from these educational AI tools, these students also use several other specialized platforms with lower adoption rates. These include traditional presentation software with new AI capabilities, such as PowerPoint and its variant "PowerPoint, Microsoft Word, “ which now incorporate AI-driven design

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

suggestions and content generation; Meta AI, which offers creative content generation beyond text; Hindi AI and PicSart, representing regional or specialized image editing tools with AI features; Capcut, a video editing application with AI-powered transitions and effects; and IbisPaint and Procreate, digital art platforms with AI-assisted drawing tools.

The adoption of AI-powered Presentation and Creativity Tools among St. Agnes Academy students, particularly Canva AI, aligns with the reviewed related literature and studies for the present study. This category connects directly with Jonas' (2024) discussion of how AI technologies enhance learning through immersive experiences and visual engagement, which is precisely what these presentation tools facilitate. The overwhelming preference for intuitive, user-friendly platforms like Canva AI supportsEstrellado and Miranda's (2023) findings on AI integration in Philippine education, which highlighted the importance of accessibility and ease of use in technology adoption. The significant disparity between Canva AI's popularity and the minimal usage of more specialized tools like Tome AI and Prezi AI corroborates Gocen & Aydemir's (2021) identification of key AI benefits, notably improved efficiency and better decision-making in educational contexts.

Furthermore, the consistently low responses of the students in this category connect with Asirit & Hua's (2023) findings that AI utilization in Philippine education remains at moderate levels with variations across fields of study. This implies that there could be more opportunities for the development of educational interventions regarding the potential benefits of these educational AI tools for learning. This pattern also reflects what the Digital Education Council (2024) would categorize under their "Automate" and "Create" objectives, where AI streamlines design processes that traditionally required specialized skills.

The last category, AI-powered Video and Multimedia Tools, provides the emerging platforms that utilize artificial intelligence to simplify and enhance the creation, editing, and distribution of dynamic audiovisual content. These AI tools do not require their users to have extensive technical expertise or equipment to perform the tasks being asked to perform. This category focuses on transforming traditionally complex multimedia production processes into accessible workflows through features like automated video generation from text, AI avatar creation, speech synthesis, motion tracking, and intelligent editing capabilities.

The data on AI-powered Video and Multimedia Tools among high school students at St. Agnes Academy, Inc. reveals notably low utilization rates across all platforms in this category. Synthesia AI emerges as the category leader, ranking first, with only 34 students reporting using it. This tool is an AI video generator platform that enables users to create professional-looking video content featuring virtual presenters without traditional filming or complex editing requirements. (Kane, 2024). It also allows its users to transform text scripts into video presentations featuring realistic AI avatars that deliver content with natural-seeming speech patterns and facial expressions.

Pictory AI ranks second with 30 responses among students. This result is slightly lower than Synthesia's despite its specialized capability to transform text-based content into video presentations. According to Schultz (2023), it is an automated video creation platform designed to transform written content into engaging visual presentations without requiring video editing expertise. It also specializes in

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

converting text-based content such as articles, blog posts, or research papers into video presentations with synchronized visuals, text highlights, and optional voice narration. This educational AI tool is best for students who struggle with visual design decisions, as it uses AI to understand the context and meaning of the tasks given to this tool.

Runway AI holds the third position with 25 responses from students. Runway AI is an advanced creative platform that leverages artificial intelligence to provide modern video generation and editing capabilities without requiring extensive technical expertise (Jungco, 2024). This can be used by just giving descriptive prompts like, "Aerial view of St. Agnes Academy, Inc. and transform it into a modern building," and this AI tool will generate video sequences that visualize these concepts. It also contains video editing tools enhanced by AI, including inpainting (removing and replacing elements within video), motion tracking, background removal, and style transfer effects.

Murf AI ranks fourth with minimal utilization at just 10 responses, reflecting its specialized focus on AI voice generation rather than comprehensive video creation. Even though its voice synthesis could potentially benefit presentations and multimedia projects, the low usage suggests students either lack awareness of this technology or do not perceive sufficient value in AI-generated narration for their current educational needs. Finally, Lumen5 and HeyGen AI tie for last place with just eight responses each. These very limited results among the student population are a testament that these AI tools failed to capture significant student interest. It could also be attributed to limited awareness, perceived complexity, or insufficient alignment with current assignment requirements.

Other educational AI tools utilized by these students in this category include, Capcut, a popular video editing application with AI-powered transitions, effects, and automated editing features; Riverside AI, which offers AI-enhanced podcast and video interview recording with automatic transcription and editing capabilities; Meta AI, which provides video generation and editing features; and Descript, an all-in-one audio and video editing platform that uses AI for transcription-based editing and voice cloning.

This pattern of utilization connects directly with Zhao et al.'s (2024) identification of implementation challenges in Philippine education, including resource constraints, infrastructure limitations, and digital divide issues that may particularly impact the adoption of resource-intensive multimedia tools. The minimal engagement with these advanced tools also supports Estrellado and Miranda's (2023) findings on the practical challenges of AI integration in Philippine schools, where accessibility and technological barriers remain significant considerations. This category's exceptionally low utilization also reflects what Asirit & Hua (2023) identified as moderate AI readiness in Philippine education, with variations based on complexity and perceived utility. The World Economic Forum's perspective, cited by Milberg (2024), emphasizes designing for equity when implementing AI in education, which becomes particularly relevant when considering the pronounced disparity in adoption between simpler tools like writing assistants and more complex multimedia applications. Furthermore, Xie et al.'s (2020) recommendation to incorporate educational theories with AI technologies takes on added significance in the effective integration of these AI tools for learning.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Based on the comprehensive data on commonly used educational AI tools among high school learners at St. Agnes Academy, Inc., the category of AI Writing and Content Generation dominates learners' patterns and usage of educational AI tools. Moreover, ChatGPT is the overwhelmingly preferred AI writing tool (360 responses), followed by Grammarly (293 responses) and QuillBot (237 responses). These results indicate that students prioritize tools that assist with academic writing, which also reflects their problems in writing academic tasks. These results also align with Currie's (2023) and Mijwil et al.'s (2023) findings regarding ChatGPT's significant impact on academic writing. These studies, together with the present study's findings, noted concerns about academic integrity while acknowledging its benefits for educational purposes.

The second most widely adopted category is AI-powered presentation tools, with Canva AI (310 responses) significantly outpacing other design tools. This high utilization rate for both writing and design tools implies that learners at St. Agnes Academy, Inc. place considerable value on creating polished, professional-looking outputs for their academic work. This observation also connects with Pedro et al.'s (2019) emphasis on preparing students for an AI-saturated future through curriculum integration and strengthening AI capacities. The data also reveals that students are inclined toward tools with intuitive interfaces rather than more specialized tools with steeper learning curves.

The category of Research and Study Tools shows notably lower utilization rates compared to content creation tools, with Google Bard leading at just 100 responses. This disparity implies that learners at St. Agnes Academy, Inc. are more adept at AI for output generation than in the research and learning process itself. This also raises important concerns and considerations for academic integrity, as highlighted by Abdelaal et al. (n.d.), regarding AI-powered automatic article generators and their potential to bypass plagiarism detection. These key findings can also be attributed to Ouyang & Jiao's (2021) paradigmatic framework. They mentioned that many students may be operating within the "AI-directed" paradigm rather than the more educationally valuable "AI-empowered" approach, where learners lead their learning process.

The learning and tutoring category shows moderate utilization, with Duolingo (197 responses) and Quizlet AI (160 responses) at the top for learners' preferences in this category. Meanwhile, video and multimedia tools show minimal usage across all platforms (all below 35 responses). It can be gleaned from these results that while students readily embrace AI for text and static visual content, they have not yet integrated more complex multimedia creation into their academic workflows. These findings connect with Agbong- Coates' (2024) research showing positive correlations between AI tool integration and personalized learning outcomes, as well as Milloria et al.'s (2024) findings on improved academic performance through AI-integrated instruction.

After a thorough analysis of all these categories, the present researcher identified clear preference patterns in the utilization of AI tools among learners. High school learners at St. Agnes Academy, Inc. overwhelmingly favor tools that offer immediate utility, require minimal technical expertise, and directly support high-frequency academic tasks like writing and basic design. These preferences of learners for accessible, versatile platforms over specialized tools align with Estrellado and Miranda's (2023) research on AI integration in Philippine education. This research highlighted both the opportunities and challenges,

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

including infrastructure limitations and accessibility concerns. The significantly lower adoption rates for more specialized research, tutoring, and multimedia tools suggest areas where targeted educational interventions might be beneficial, especially in the context of St. Agnes Academy, Inc.

The present study's overall findings connect strongly with Chen et al.'s (2020) three-pronged analysis framework examining AI's impact on administration, instruction, and learning. St. Agnes Academy, Inc. students appear to be primarily using AI tools to enhance their learning experience and efficiency, while possibly underutilizing tools that might more deeply enhance their instructional experience. This observation, combined with Gocen & Aydemir's (2021) findings on stakeholder perspectives regarding AI benefits and drawbacks. It also underscores the importance of developing comprehensive AI guidelines that address both the technological opportunities and ethical considerations of AI integration in education. The proposed guidelines of the present study should focus not just on preventing academic dishonesty but on cultivating an "AI-empowered" learning environment that encourages critical thinking, proper attribution, and responsible technology use. Finally, the proposed guidelines must also acknowledge the reality that AI tools have become firmly embedded in students' academic workflows.

Reasons for High School Learners to Use Educational AI Tools

The proliferation of educational artificial intelligence (AI) tools has transformed how high school students prepare their academic tasks. As learners navigate these educational AI tools, academic institutions must develop and implement guidelines for the responsible use of these newly invented platforms for learning. The data on the reasons why students use these educational AI tools across academic contexts would provide relevant insights to promote academic integrity when using these AI tools for learning.

Table 2. **Reasons for High School Learners to Use Educational AI Tools**

Reasons for Using Educational AI Tools		**f**	**r**
AI Writing and Content Generation			
	To enhance grammar, spelling, and clarity	360	1
	To generate and organize ideas for writing	278	2
	To summarize or paraphrase text efficiently	222	3
	To create blog posts, essays, or academic papers faster	167	4
	To improve overall writing productivity	56	5
AI-powered Study and Research Tools			
	To make studying and research more efficient	232	1
	To discover reliable academic sources quickly	211	2
	To fact-check and verify information with sources	169	3
	To summarize research papers and extract key insights	142	4
	To generate research questions and hypotheses	79	5
AI-powered Learning and Tutoring Tools			

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

	To get step-by-step explanations for homework	215	1
	To enhance independent learning and self-paced study	199	2
	To improve language learning through AI-powered exercises	195	3
	To create interactive and engaging study materials	129	4
	To receive personalized tutoring or coaching	78	5
AI-powered Presentation and Creativity Tools			
	To create visually appealing slide presentations faster	255	1
	To make learning materials more visually engaging	195	2
	To generate creative ideas and concepts for projects	173	3
	To design educational graphics, posters, and infographics	129	4
	To automate design tasks and improve efficiency	61	5
AI-powered Video and Multimedia Tools			
	To make learning more interactive and multimedia-rich	268	1
	To generate AI-powered video lectures and tutorials	93	2
	To automate video editing and enhance production	88	3
	To transform text into engaging videos	54	4
	To create AI-powered voiceovers for educational content	52	5

Total Respondents (n=451)

Table 2 presents the reasons high school learners at St. Agnes Academy, Inc., Inc. cite for using various educational AI tools, categorized into five major domains: AI Writing and Content Generation, AI-powered Study and Research Tools, AI-powered Learning and Tutoring Tools, AI-powered Presentation and Creativity Tools, and AI- powered Video and Multimedia Tools. For each category, five specific usage reasons were ranked based on the frequency and percentage of student responses (n = 451).

In the category of AI Writing and Content Generation, the data reveals that high school learners at St. Agnes Academy primarily utilize AI writing and content generation tools to enhance the technical aspects of their writing rather than to replace the writing process entirely. With 360 responses from the students, which ranks first, stating that grammar, spelling, and clarity improvement were their main reasons for using educational AI tools under the category of writing and content generation. Based on this result, it can be gleaned that high school learners of St. Agnes Academy, Inc. are using these AI tools as their support rather than a substitute for organizing and writing their academic works. This finding aligns with the data in Table 1, where Grammarly ranks as the second most popular AI tool. This result directly supports this grammar-focused use case among high school learners.

The second most common reason for using AI tools in the category of writing and content generation is generating and organizing ideas for writing, with 278 responses from students citing this reason. This result also implies that high school learners at St. Agnes Academy, Inc. utilize AI as a brainstorming partner when performing their academic- related tasks across subject areas. In practical

scenarios, high school learners might prompt ChatGPT, “Help me organize my thoughts for a debate on climate change policy." The AI then serves as a thought partner because it automatically provides structural frameworks and potential angles rather than producing finished work. This represents an "AI-empowered" approach where students maintain leadership of their learning process, as referenced in Ouyang & Jiao's (2021) paradigmatic framework.

The third-ranked reason is summarizing or paraphrasing text efficiently. This reason was cited by 222 high school learners, which also corresponds directly with QuillBot's significant utilization rate among students. Based on observations of the present researcher, high school learners sometimes utilize these AI tools to process complex academic sources into more digestible formats or to rephrase concepts in their own words while maintaining the original meaning. For example, a student researching quantum physics might use QuillBot to simplify dense academic text while preserving key concepts. This usage represents an efficiency enhancement rather than academic shortcutting, particularly when proper attribution practices are maintained.

Notably, only 167 responses from students, which ranks fourth, reported using AI blog posts, essays, or academic papers faster, and even fewer (56 responses) cited overall writing productivity improvement as their motivation. These lower rankings contradict concerns that students primarily use AI to bypass the learning process entirely. Instead, the data suggests that high school learners are employing AI tools strategically to enhance specific aspects of their writing while maintaining ownership of the core intellectual work.

Meanwhile, other students utilize these educational AI tools to review and prepare for specific examinations. This reason also implies that some students use writing tools to synthesize and organize study materials in their subjects. Some students use these tools just for fun; they just want to try out how these AI tools work. Furthermore, some students utilize AI tools due to their overlapping tasks at school, as they enable them to save time, especially in writing academic tasks.

The predominant reason—enhancing grammar, spelling, and clarity — corresponds with Chami's (2023) emphasis on viewing AI as a complement to students' learning rather than a substitute, where students use these tools to refine rather than replace their intellectual work. This approach supports what Ouyang & Jiao (2021) termed an "AI-empowered" learning paradigm where students maintain agency. The second most common reason—generating and organizing ideas—aligns with Coleman's (2025) discussion of how AI can enhance writing processes while maintaining human oversight and critical thinking. The focus on summarization and paraphrasing also connects with Abdelaal et al.'s findings regarding the need to understand underlying reasons for AI use rather than merely implementing prohibitions.

Notably, the lower ranking for creating complete papers contradicts fears that students primarily use AI to bypass learning processes, supporting Currie's (2023) recommendation against blanket prohibitions in favor of "redefining norms and re- engineering learning expectations to responsibly accommodate AI tools." The overall pattern of selective, purpose-driven AI use aligns with the University Library of Mexico's (n.d.) guidelines, proposing that AI should be used as a supplementary tool rather than a substitute for original work and critical thinking. Furthermore, these findings support Mehta's (2024)

balanced perspective on both the benefits and challenges of AI in education. Finally, these findings imply that guidelines developed should focus on cultivating responsible usage patterns that already exist among many students rather than imposing entirely new frameworks.

In the category of AI-powered Study and Research Tools, the data reveals that efficiency is a primary reason for high school learners for using these educational AI tools, with 232 students citing "to make studying and research more efficient." This finding is also a reflection of most high school learners' educational pressures, such as meeting deadlines across subject areas. These educational pressures often lead them to seek educational AI tools that optimize their study time. Furthermore, the data presented in Table 1 also connects this efficiency motivation with the observed preference for Google Bard (now Gemini), which ranks as the most popular research tool for learning. In this case, students likely use Bard to quickly process large volumes of information across multiple subjects to save more time preparing for their academic tasks.

The second highest-ranked reason is discovering reliable academic sources quickly, with 211 students citing this reason for utilizing educational AI tools under the category of AI-powered Study and Research Tools. This finding implies that high school learners also recognize the importance of quality information in their research process, since most of them are exposed to writing research because of their science and technology curriculum. Furthermore, it also reflects a somewhat sophisticated understanding of information literacy principles. It also suggests that students value AI not just for convenience but for improving their research quality. In the context of senior high school learners, some of them might utilize Perplexity, based on Table 1, to find credible sources for their research work, especially in finding related literature and studies. This represents students using AI as a gateway to legitimate academic resources rather than as a replacement for engaging with scholarly material.

The relatively high ranking for fact-checking and verifying information (169 responses) is particularly noteworthy in today's information landscape, where misinformation proliferates. This reason ranks third, and it suggests that students are developing critical thinking skills regarding source reliability. It was also observed that high school learners utilize educational AI tools as a verification tool rather than passively accepting information from AI tools. For instance, high school learners use Scite to analyze how scientific claims have been supported or contested in subsequent research. This AI utilization among high school learners reflects an advanced research approach where AI augments rather than replaces critical evaluation skills.

Summarizing research papers and extracting key insights ranks fourth with 142 responses from students citing this reason. This finding indicates that students value AI's ability to condense complex academic content into more accessible formats. This usage connects to tools like Research Rabbit and Elicit, which help students navigate scholarly literature. In practical scenarios, a student conducting a literature review might use these tools to process multiple academic papers efficiently, identifying key findings and methodological approaches without having to read each paper in its entirety. This easy access to navigation using AI tools represents how AI tools can simplify the collection of further readings for their research while still engaging with legitimate scholarly sources.

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

The fifth and last ranked reason for the high school learners is generating research questions and hypotheses, with 79 students citing this reason. This means that high school learners still take charge of the fundamental direction of their academic tasks, like in research, while using educational AI tools to enhance the presentation of their ideas. It was also noted that most high school learners at St. Agnes Academy Inc. are monitored by their subject teachers to make novel, creative, and intellectual framing of their research. They can only utilize AI once they have established their research direction independently. However, their teachers are still closely monitoring their writings.

These students also use AI tools under this category to make the citation of their research papers easier to prepare, especially since they are required to present the bibliography for their written works at school. Interestingly, other students revealed that they only use the Google search bar instead of AI tools. This reason indicates reliance on basic search functionality rather than advanced AI research tools.

These reasons, under the category of AI-powered Study and Research Tools, also connect with the related studies of the present study. The predominant motivation— making studying and research more efficient—correlates with the Digital Education Council's (2024) "Discover" objective in their framework for categorizing AI applications, which focuses on revealing patterns and relationships in data more effectively. The emphasis on discovering reliable academic sources and fact-checking information supports Abdelaal et al. (n.d)'s recommendation to understand the underlying reasons for AI use to help these students enhance their knowledge about its proper utilization.

These research-focused motivations also connect with Coleman's (2025) discussion of how AI can enhance research output through efficient literature reviews while maintaining intellectual engagement. Furthermore, the pattern of using AI tools as verification mechanisms rather than passive information sources reflects the University Library of Mexico's (n.d.) guidelines proposing that students should take responsibility for verifying information from AI tools. These reasons support Xie et al.'s (2020) recommendation to incorporate educational theories with AI technologies in classroom settings because it could help the development of guidelines that acknowledge and further cultivate these responsible usage patterns.

In using AI-powered Learning and Tutoring Tools, the data reveals that high school learners at St. Agnes Academy primarily value these educational AI tools to provide step- by-step explanations for homework, with 215 responses from students citing this as their top reason. This finding means that high school learners often seek detailed assistance with complex academic problems rather than simply searching for answers. This finding also connects directly with tools like Photomath, which is used by students because it specializes in providing detailed step-by-step solutions to mathematics problems.

The second highest-ranked reason is enhancing independent learning and self- paced study, with 199 students citing this reason for utilizing AI tools for AI-powered Learning and Tutoring Tools. This finding demonstrates students' appreciation for the autonomy that AI tutoring provides. This finding also connects with the description of Khan Academy AI, as reflected in Table 1, which was used by students, that it employs Khanmigo to engage students in "Socratic dialogues about concepts and ask probing questions that encourage critical thinking rather than simply providing answers." Some teachers also

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

suggest this AI tool for students to prepare and advance their learning across subjects. This educational AI tool enables students to learn new things at their own pace. It also provides personalized feedback based on their responses and identifies knowledge gaps for further review.

Improving language learning through AI-powered exercises ranks closely third with 195 responses. This finding highlights the features of AI in language acquisition. This reason connects with Duolingo's position as the category leader (197 responses based on Table 1), which employs sophisticated AI algorithms to create personalized, adaptive language learning experiences. Based on observations, some high school learners practice English pronunciation through Duolingo's voice recognition technology. They also receive immediate feedback on their accent and intonation—a level of personalized practice that would be difficult to achieve in a traditional classroom setting with limited teacher attention per student. From these observations, it can be deduced that educational AI tools could augment traditional language instruction by providing additional practice opportunities and immediate feedback.

Creating interactive and engaging study materials ranks fourth with 129 responses, and receiving personalized tutoring ranks fifth with 78 responses. These lower ranks of their reasons imply that high school learners may be less interested in or aware of the full range of interactive learning possibilities these educational AI tools offer. However, it was also observed that these high school learners value the supportive aspects of AI tutorials for learning. In particular, the low ranking for personalized tutoring despite tools like TutorMe AI being available (30 responses based on Table 1) suggests that students may still prefer human interaction for more comprehensive tutoring needs, or they may not fully trust AI for highly personalized learning guidance.

Aside from the cited reasons, the students explicitly indicated "none" as their response in an online survey, while other students selected "Not Applicable" or unspecified alternative reasons. It can be gleaned from these responses that the respondents deliberately avoid using AI for learning and tutoring purposes or use these tools without clearly articulated intentions. The relatively small proportion of these supplementary responses, compared to the strong consensus around the top five reasons, indicates that most St. Agnes Academy students who use AI learning tools do so with specific, well- defined educational objectives rather than general or unfocused exploration.

The cited reasons of students, specifically about obtaining step-by-step explanations for homework, directly correspond with Jimenez & Boser's (2021) description of intelligent tutoring systems that provide real-time diagnostic assessments and personalized learning experiences. The strong emphasis on enhancing independent learning and improving language acquisition supports Agbong-Coates' (2024) research showing positive correlations between AI tool integration and personalized learning outcomes among Filipino students. The relatively lower ranking for creating interactive study materials and receiving personalized tutoring connects with Estrellado & Miranda's (2023) findings regarding challenges in Philippine AI education integration, including accessibility concerns that may limit engagement with more advanced features.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Furthermore, the pattern of using AI tutoring tools to supplement rather than replace traditional learning reflects Milloria et al.'s (2024) findings on improved academic performance through AI-integrated instruction. This also supports the World Economic Forum's perspective cited by Milberg (2024) that successful AI implementation should enhance rather than replace human-led pedagogy. It can be gleaned from these findings that St. Agnes Academy should recognize and support students who already use AI tutoring tools independently. The school can also help students make better use of the interactive and personalized features of these tools, which are currently not being used to their full potential.

In terms of AI-powered Presentation and Creativity Tools, the data reveals that high school students utilize these educational AI tools to create visually appealing slide presentations faster, with 255 students citing this as their leading reason. This finding directly corresponds with Canva AI's overwhelming popularity among learners, as reflected in Table 1. It also reflects the significant emphasis placed on presentation skills in the high school curriculum. The Canva AI's "Magic Design" feature, which transforms basic content inputs into professionally designed slides with appropriate visual hierarchies, typography, and color schemes, is sometimes evident in learners' outputs across multiple subjects.

The second highest-ranked reason is making learning materials more visually engaging, with 195 responses. This result implies that high school learners still value the relevance of producing visually appealing outputs across multiple subjects. It was also stated that when visuals in the classroom are engaging, it also increases learners' knowledge retention of the subject matter. This reason aligns with Microsoft Designer's position as the second most popular tool in this category among students, as reflected in Table 1. This reason was complemented with the use of this AI tool, where learners can create visual content through text prompts and AI-generated designs. Moreover, their skills in creating engaging infographics and design were often supported by these educational AI tools, since most of them acknowledged the contributions of these AI tools in enhancing their creativity.

There were also 173 responses from students who cited that they utilize AI- powered Presentation and Creativity Tools to generate creative ideas and concepts for projects. This reason for high school learners ranks third, which also indicates that students value AI as a creative collaborator rather than simply as a design execution tool. Furthermore, this finding also aligns with Adobe Firefly's utilization of high school learners to create original visuals through natural language descriptions. This educational app also strengthens their reason for using it because they can simply prompt Adobe Firefly to generate visual interpretations of abstract concepts or fictional scenes they are describing. Then, this educational AI tool will generate multiple illustrations for its users to select from.

Furthermore, the fourth-ranked reason, with 129 responses, is about designing educational graphics, posters, and infographics. This result denotes that while students appreciate the value of specialized visual formats, they may use them less frequently than standard presentations. This also reflects the typical visual presentations in high school education, where slide presentations remain the dominant visual communication format. Lastly, the fifth rank is for automating design tasks and improving efficiency, with 61 students citing this reason. While students value speed in producing high-quality visual presentations, they seem less focused on automation as an end in itself. This aligns with the data in Table 1

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

that students are "more inclined toward tools with intuitive interfaces rather than more specialized tools with steeper learning curves." The low usage rates for more specialized tools like Tome AI, Prezi AI, and DeepBrain AI further support this interpretation.

Despite the presence of AI tools for creative presentations and designs, some students still do not use these tools. Some students would combine traditional digital drawing tools with AI enhancement rather than using fully automated design platforms. Interestingly, some students have not specified their reasons for using these AI tools. These unspecified reasons complement the varying levels of technological adoption, with some students maintaining traditional design while others enjoy the benefits of these AI tools.

The strong emphasis on making learning materials more visually engaging and generating creative ideas supports Gocen & Aydemir's (2021) identification of key AI benefits, particularly improved efficiency and better decision-making in educational contexts. The Digital Education Council's (2024) framework would categorize these motivations under their "Automate" and "Create" objectives, where AI streamlines design processes that traditionally required specialized skills.

Furthermore, the pattern of prioritizing visual communication quality over pure automation reflects the World Economic Forum's perspective, cited by Milberg (2024), that successful AI implementation should enhance rather than replace human creative input. The strong preference for accessible, intuitive tools like Canva AI over specialized platforms supports Estrellado and Miranda's (2023) findings on AI integration in Philippine education, which highlighted accessibility as a key factor in technology adoption. The varying reasons for using these AI tools also connect with Charles Sturt University's (2024) emphasis on balancing ease of use with creative exploration on the use of AI tools.

The last category focused on AI-powered Video and Multimedia Tools; the data reveals a striking contrast in how high school students approach educational AI tools in this category. Despite generally low utilization rates across all tools in this category, as reflected in Table 1, an impressive 268 responses from students cite that these educational AI tools make learning more interactive and multimedia-rich as their top reason. This significant preference for enhancing the interactive quality of learning experiences implies that students recognize the pedagogical value of multimedia engagement, even if they are not yet regularly creating such content themselves. This disconnect may reflect that students are more frequent consumers rather than producers of multimedia educational content. For instance, a student might value interactive simulations or video demonstrations for understanding complex concepts across subject areas but may not yet have incorporated multimedia creation into their academic workflow.

The second-ranked reason—generating AI-powered video lectures and tutorials with 93 responses—shows a considerable drop from the top reason and aligns with Synthesia AI's position as the category leader, as reflected in Table 1. This limited adoption, despite recognized value points, is attributed to either accessibility barriers or inadequate awareness of these tools' educational potential. It can also be gleaned from this result that the small percentage of students using these tools might employ Synthesia AI to create virtual presenters that deliver content with natural-seeming speech patterns for group projects or peer teaching activities.

88 students cited that their reason for using AI-powered Video and Multimedia Tools is to automate video editing and enhancing production. This is the reason for using these educational AI tools under the category of AI-powered video and multimedia tools, which ranks third; it also corresponds with tools like Runway AI that provide AI-enhanced video editing capabilities. Finally, the reasons “to transform text into engaging videos” and “to create AI-powered voiceovers for educational content” rank fourth and fifth, respectively. These low ranks also align with the minimal adoption of tools like Pictory AI, Lumen5, and Murf AI. These results also indicate that most students have not yet integrated text-to-video workflows or AI voice synthesis into their regular academic practices. Other students also indicate non-usage or minimal engagement in these educational AI tools, and some students do not specify other specific reasons for using them.

The considerable gap between recognizing multimedia's educational value and producing such content aligns with Asirit & Hua's (2023) research, showing that AI integration in Philippine curricula remains modest, with higher conceptual appreciation than practical application. The World Economic Forum's perspective, cited by Milberg (2024), emphasizes designing for equity when implementing AI in education, which becomes particularly relevant for these educational AI tools that may require substantial technological resources and expertise. These findings provide crucial guidance for developing responsible AI guidelines that acknowledge current technological limitations while potentially introducing scaffolded pathways toward greater multimedia engagement when resources permit.

After the thorough analysis of the findings about the reasons of high school learners at St. Agnes Academy, Inc. for utilizing educational AI tools across all five categories, it can be deduced that these learners predominantly adopt an "AI-empowered" approach to learning. They utilize educational AI tools as supplements rather than substitutes for their intellectual work at school. This is evident across all five categories of AI tools, where the highest-ranked reasons consistently reflect enhancement of existing skills rather than replacement of cognitive effort. This finding also directly connects with Ouyang & Jiao's (2021) paradigmatic framework, which distinguishes between AI-directed (learner-as-recipient), AI-supported (learner-as-collaborator), and AI-empowered (learner-as-leader) approaches. The high school learners appear to be grounded within the empowered paradigm, where they maintain control over their learning process while acknowledging AI to enhance specific aspects of their work.

The predominance of writing and grammar enhancement as the top reason for educational AI tool utilization among high school learners aligns with Currie's (2023) research on ChatGPT's impact on education. While Currie highlighted concerns about academic integrity, the present study indicates that high school learners are using these tools responsibly, because they focus on improving technical aspects of writing rather than generating entire academic work. This AI tool's utilization of learners supports Currie's recommendation against blanket prohibitions in favor of "redefining norms and re-engineering learning expectations to accommodate AI tools responsibly."

Efficiency emerges as a significant reason across multiple categories, particularly in research and studying. This finding connects with Chen et al.'s (2020) three-pronged analysis framework examining AI's impact on administration, instruction, and learning. The students' focus on efficiency reflects AI's

transformative potential in the learning domain, where tools help optimize study time and research processes. However, the relatively lower adoption rates for research tools compared to writing tools (Google Bard at 100 users versus ChatGPT at 360 users) imply that students may be underutilizing AI's potential to enhance deeper learning processes, as Chen et al. cautioned about maintaining a balance between technological innovation and human-led pedagogy.

The significant preference for tools that enhance independent learning and self- paced study also relates to Agbong-Coates' (2024) research on ChatGPT's impact on personalized learning. Her finding that AI integration explains approximately 88.54% of the variability in personalized learning outcomes aligns with St. Agnes High School learners' appreciation for AI's ability to provide step-by-step explanations and support self-directed learning. Similarly, Milloria et al.'s (2024) research on AI-integrated instruction improving academic performance through Socratic methods corresponds with students' valuing of tools like Khan Academy AI that emphasize critical thinking rather than simply providing answers.

The striking contrast between students' high valuation of interactive, multimedia- rich learning and their low adoption of video creation tools reflects Estrellado & Miranda's (2023) analysis of AI integration challenges in Philippine education. Their exposure to technological advancements, its limitations in their locality, and digital divide issues may explain why students appreciate multimedia learning but haven't yet become producers of such content. This disconnect also aligns with Pedro et al.'s (2019) emphasis on the need to prepare learners for an AI-saturated future through curriculum reform and strengthening AI capacities.

Students' appreciation for AI's fact-checking capabilities and source discovery functions connects with Abdelaal et al.'s research on AI-powered content generators. While Abdelaal highlighted concerns about these tools bypassing plagiarism detection, St. Agnes students appear to be using AI to enhance information literacy rather than circumvent academic integrity. This suggests that students have developed what Gocen & Aydemir (2021) identified as a balanced perspective on AI's benefits and drawbacks in education.

The overwhelming preference for intuitive, user-friendly tools over specialized applications across all categories also aligns with Asirit & Hua's (2023) findings about moderate AI readiness in Philippine education. Their observation that AI integration in curricula remains modest, with higher usage for personal rather than academic purposes, explains why students gravitate toward accessible platforms like Canva AI and ChatGPT rather than more specialized tools with steeper learning curves.

In summary, these findings indicate that high school learners of St. Agnes Academy, Inc. are gearing towards advanced and balanced approaches to using educational AI tools for learning. These ideas support Zhao et al.'s (2024) recommendation for localized, culturally sensitive approaches to AI implementation that prioritize educational outcomes while addressing ethical considerations. Finally, the reasons provided by high school students for their selective and purpose-driven use of AI imply that they are demonstrating the balance highlighted by Chen et al. (2020) between technological advancement and impactful human-led education.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Implications of Learners' Use of AI Tools on Upholding Academic Integrity

The use of educational artificial intelligence (AI) tools in educational settings has transformed the way the teaching and learning process manifests in the classroom. The exposure of learners, teachers, and even administrators to these educational AI tools raises important questions and concerns about academic integrity. Based on the thorough analysis of data collected from St. Agnes Academy, Inc., three distinct themes were identified for each category of AI use in academic settings: submission of outputs, taking formative assessments, and conducting research. These thematic patterns emerged from focus group discussions that involved a diverse representation of the school community, with 12 administrators, 12 teachers, and 12 learners participating in the study.

In terms of the Submission of Outputs, three themes were identified after the thorough analysis of the responses of the participants during the focus group discussions. The themes are the following: (a.) Detection Challenges and Authentication Methods; (b.) Setting Boundaries Between Assistance and Replacement; and (c.) Evolving Understanding of Originality in an AI Era. In the context of this study, submission of outputs refers to the academic process through which students present their completed academic work, including essays, research papers, projects, and other assignments, for evaluation and assessment.

Detection Challenges and Authentication Methods. This theme encompasses the technological and ethical difficulties in identifying AI-generated content within student submissions and verifying authorial authenticity. It addresses the limitations and reliability issues of current AI detection tools, which often produce false positives (flagging original student work as AI-generated) or false negatives (failing to identify AI-assisted content).

It highlights the infrastructure vulnerabilities and technological gaps that complicate the verification efforts of students' outputs.

This theme reveals a complex technological and ethical dilemma faced by the St. Agnes Academy community. This challenge affects all stakeholder groups and highlights the uncertainty surrounding the reliability of AI detection tools. It often results in poor judgment of academic outputs when not properly assessed and often relies on AI tools for detection. The administrators of St. Agnes Academy, Inc., expressed significant concern about the fairness of AI detection processes.

> *"We cannot say they used AI because we don't have any instrument to check. Because it would be bad if we reprimand our students for the use of AI if they didn't use AI."*

> *"If I am not mistaken, Sir, M***, there is already an A.I. checker. So, you place there the files or the outputs of the students, and it checks whether it is being created by A.I. or not."*

> *"The challenge I've faced is that I've caught some students who can access SAA WiFi using teachers' accounts... they know that from our IDs, they can figure out the password."*

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Volume 2 Issue 3 (March 2026)

Based on these responses, it is evident that one administrator acknowledged a fundamental gap in the availability of AI detection tools for teachers. Moreover, it was also a main concern for teachers who have access to AI detection tools, as they often question its reliability, given that some outputs are initially created by students but labeled as AI products. Beyond the reliability concerns of detection tools themselves, administrators also face security challenges in their technological infrastructure. These concerns reveal not just a technical limitation but an ethical concern about wrongful accusations. As a result, administrators face a challenge in verifying the originality of students' submitted outputs.

The responses from teachers at St. Agnes Academy also provide valuable insights into the practical challenges of detecting and authenticating AI-generated content in student submissions. Their experiences reveal both technological limitations and pedagogical adaptations in response to the growing presence of AI tools in education. One teacher highlighted a common detection method to identify patterns of AI usage among learners. However, it was also acknowledged that these AI tools have their limitations in detecting AI products.

> *"Usually, the students would have the same references if ever... I subscribe to at least two A.I. checking tools... But sometimes it's not accurate cause some students are good at writing, and sometimes it is flagged as A.I."*

> *"In my class, we teach them to use AI... I would still encourage them to incorporate their respective ideas so that more or less, it's not solely the work of the software, but they can also generate their own."*

> *"When I write my paragraphs and essays for research, when I check them, it also says one hundred percent robot-made. So, it's annoying. And another thing is, I think the line between whether a human or a robot made it is very blurred."*

The observation is that students who are skilled at writing are sometimes incorrectly flagged by these AI tools. It also highlighted a critical flaw in current detection technologies, which can fail to distinguish between original human-written content and AI- generated content. This raises concerns about potential bias against high-performing students whose natural abilities might trigger false positives in AI detection systems. On the other hand, some teachers see the opportunities of using AI tools for learning. It was mentioned that it could be better if students could be oriented on how to properly use these AI tools. This approach that teachers uphold could shift from pure detection to establishing clear boundaries for appropriate AI use.

These perspectives reveal that teachers are grappling with both technological and conceptual challenges in maintaining academic integrity. While some teachers rely on imperfect detection tools, others focus on promoting the appropriate use of these tools. Their experiences imply that purely technological approaches to detection may be insufficient and that educational institutions may need to develop more nuanced frameworks that acknowledge AI's role while preserving the core values of academic integrity and original thought.

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

The responses of learners also provide insight into how they navigate the complex terrain of AI detection and authentication. Their perspectives demonstrate their engagement with AI technologies, concerns about fairness in detection systems, and emerging perspectives on academic integrity in an AI-integrated educational landscape. These learners also demonstrated distinct approaches to AI authentication challenges. One student employed prompt engineering as quality control. He focused on crafting detailed prompts to ensure reliable AI output while viewing AI as a legitimate tool that requires critical evaluation. There is also one learner who takes a philosophical stance centered on personal integrity. He believes that an internal conscience, rather than technological verification, should be the foundation of academic honesty. Lastly, one learner also expresses frustration with AI detection inaccuracies. This learner mentioned how false positives can undermine student confidence and create a sense of injustice.

> *"For me, I verify the credibility of what A.I. gives me... from the start, the prompt I give is very detailed because I don't want to repeat it."*
>
> *"I believe that if you're confident that you wrote it, I don't think you should even worry about if people think it's A.I. or not, as long as you're confident that you wrote it."*
>
> *"When I check my part of the research that took me hours to finish, it says sixty percent A.I.? I said, 'What?? Are you serious right now?' So, like I don't think A.I. checkers are reliable."*

These perspectives of learners reveal how they are truly engaged in these educational AI tools for learning. However, their concerns about fairness in detection systems and their evolving views on academic integrity are still challenged when their original work is mislabeled as AI-generated. With this, it can be gleaned that unreliable detection methods may inadvertently punish students who invest significant effort in their work. Indeed, policy guidelines about the responsible use of educational AI tools are needed to ensure fairness among learners, teachers, and administrators.

Setting Boundaries Between Assistance and Replacement. This theme focuses on distinguishing between ethical uses of AI as an educational tool and inappropriate reliance on AI for completing academic tasks. It looks at the balance between banning AI completely and using it without restrictions. The theme recognizes AI's potential benefits while also aiming to maintain academic integrity. It highlights the importance of protecting not just academic standards but also real learning experiences that help build confidence in students' intellectual abilities.

This theme reveals a nuanced approach to establishing boundaries between legitimate AI assistance and inappropriate AI replacement of student work. It also promotes an understanding that St. Agnes Academy Inc. neither wholly nor entirely rejects AI tools but rather seeks to establish clear parameters for appropriate use. The teacher- administrators' point of view reflects a pragmatic engagement with AI tools, where they acknowledge the potential benefits of educational AI tools for enhancing learning outcomes. However, they still believe that its utilization must follow strategic implementation to preserve educational integrity.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"In my class, we teach them [to use AI]. We give them activities to try. I even asked them to consult AI... I would still encourage them to incorporate their respective ideas."

"I have nothing against A.I., but really for my class for grade eight English... we decided to always give the write-up assessment activities---the writing activities inside the classroom."

"I encourage everyone to use AI since English is not our first language. So, I ask them to use the A.I. to improve the sentence structure, but they have to analyze whether what the A.I. is suggesting is aligned with their thoughts."

The responses of administrators, who also serve as teaching staff, reveal their practices for establishing boundaries in the utilization of AI in education. Some administrators employ active integration through deliberate scaffolding, where they also teach students to use AI responsibly. They require their students to incorporate original ideas to maintain their original roles as the primary authors of their academic works. Furthermore, some administrators implement environmental control by conducting writing activities exclusively in supervised classroom settings. This practice involves creating spaces for traditional learning without directly prohibiting AI elsewhere. Interestingly, some teacher-administrators recognize the value of AI tools for improving learners' writing language proficiency. They believe that AI tools are beneficial for learners, as most students at St. Agnes Academy Inc. are non-native English speakers.

These perspectives of administrators imply an evolving educational philosophy that recognizes AI as a potentially valuable tool when bounded by appropriate critical thinking requirements, supervision, and alignment with students' original ideas. With the goal of the present study to develop educational guidelines that govern the proper utilization of educational AI tools, the identified problems by administrators will be addressed accordingly to ensure academic integrity.

Meanwhile, the responses of teachers reveal educated approaches on how to establish boundaries between appropriate AI assistance and problematic AI replacement in academic work. Their perspectives uphold both personal engagement with AI tools and thoughtful frameworks for guiding students in responsible AI use. One of the teachers employed a democratic approach where students were actively engaged in setting the guidelines for utilizing educational AI tools. These students are taught to create a collaborative ethical framework rather than imposing top-down restrictions. They are also aware that using AI tools has its limitations and considerations.

"You set the rules in guidelines within terms of writing; I allowed them to use A.I. tools. Kasi, even I use A.I. I ask the question with my student if okay lang ba pag gumamit nang A.I., and their answer is, 'Yes, okay lang.' Pero with consideration."

(You set the rules and guidelines for writing; I allowed them to use AI tools. Because, even I use AI... I ask my students if it's okay to use AI, and their answer is, 'Yes, it's okay.' But with consideration.)

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I only use it as a guide for brainstorming, actually in creating my articles... I only limit it to that use because if I make the A.I. do the work for me, that's violating my integrity as a journalist and as a writer."

"For me, po, it's the same that I will use it as my guide, but I will still be the one to craft the content of the paper. Because for me, I'm more confident if I know that I made what I'm submitting."

Some teachers establish boundaries based on professional identity and ethics. These teachers often allowed students to use AI tools for brainstorming but not for content generation, as it would violate their journalistic integrity. Furthermore, one teacher also emphasized the psychological dimensions of authorship. He focused on the personal confidence that comes from crafting one's content. This personal encounter on the use of AI tools implies that boundaries should protect not just abstract academic integrity but also the authentic learning experiences that build intellectual self-assurance and competence. Together, these perspectives demonstrate that effective boundary-setting involves collaborative processes, principled ethical frameworks, and attention to the psychological benefits of genuine authorship.

From students' perspectives, they believe that there must be appropriate boundaries between AI assistance and replacement in academic work. Their perspectives show thoughtful engagement with the ethical dimensions of AI use and personal frameworks for maintaining academic integrity. One student mentioned the contextual understanding of AI use. He was able to distinguish between complete reliance on AI- generated content and using AI as a guide while personally crafting the final output. This student also evaluated academic integrity based on the degree of personal intellectual engagement rather than viewing AI use as a binary ethical issue.

"With AI-generated content, it depends on how you use it. Like, if you rely on AI to generate your entire output, of course, it's not 100% yours. But if you only use it as a basis or guide, you still craft the content of your assignment yourself... You can still claim it as your original work."

"I believe A.I. can keep the integrity of a submission because when things like you don't-- you're not able to ask anyone for a deeper explanation for a certain topic, you can ask A.I. to immerse yourself more in a topic."

"I can maintain academic integrity while still using A.I. by using A.I. as a tool rather than a weapon... like as a basis for research for looking up resources because it's easy to summarize, but I'll only use it up to that point."

In addition, another student also understands AI boundaries through the lens of learning enhancement. He viewed the use of AI tools for learning as a legitimate resource when human guidance is not available. By focusing on AI's capacity to deepen topic understanding, this student judges appropriate use based on whether it enhances genuine learning rather than avoids intellectual effort. Furthermore, one student employed a powerful metaphorical distinction between AI as a "tool" versus a "weapon". This student identified specific legitimate functions like research and summarization while establishing clear usage limits. This metaphor acknowledges AI's dual potential for both constructive assistance and academic

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on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

harm, depending on user intent. In summary, the perspectives of students on the use of AI tools for learning display mature ethical reasoning that focuses on usage patterns, learning enhancement, and ethical intention rather than simplistic prohibitions. With these ideas, the present study would utilize them as valuable partners in developing institutional AI guidelines.

Evolving Understanding of Originality in an AI Era. This theme refers to the fundamental reconceptualization of what constitutes "original work" in educational contexts that are increasingly influenced by artificial intelligence. It explores how traditional binary notions of originality versus plagiarism are being replaced by more nuanced frameworks that acknowledge the spectrum of human-AI collaboration. It encompasses diverse emerging perspectives that could help resolve these problems in determining the originality of every learner's academic work.

In this theme, the responses of the participants focus on a complex reevaluation of what constitutes original work in the AI era. These evolving understandings represent significant conceptual innovation in how educational institutions define and evaluate originality. From the administrators' point of view, they articulated diverse approaches to reconceptualizing academic originality in an AI-integrated educational landscape. One administrator proposed a quantitative framework where originality exists on a spectrum rather than as an absolute. He suggested that there must be an acceptable percentage of AI-generated content that could coexist with meaningful human intellectual contributions.

> *"I think really ah us teachers shall have a tool that can at least help us to distinguish if their output is A.I. generated and with that also we can have a range of percentage that is acceptable for us because we encourage students to use A.I."*

> *"The world is moving forward, so we should move forward na din. We need to maximize the use of A.I."*

> *"Instead of me adjusting to A.I., it's A.I. adjusting to me. That's what I've done with Chat [GPT]. I'm using Chat GPT---I adjust AI to me... We do not adjust to AI, it should be AI adjusting to us."*

On the other hand, another administrator adopted a pragmatic stance that frames AI adoption as an educational imperative rather than an option. He also mentioned positioning educational institutions not as defenders of traditional originality but as guides that help students navigate emerging knowledge creation paradigms that necessarily include AI assistance. Moreover, another administrator highlighted one of the most sophisticated perspectives, where he emphasized human agency in the human-AI relationship. This administrator asserted that "AI should adjust to us" rather than the reverse, thereby preserving human direction and intent as the core of intellectual originality.

Together, these administrators demonstrate an evolving institutional understanding that moves beyond binary distinctions toward more nuanced frameworks that reflect the reality of human-AI collaboration. From these ideas, it can be gleaned that educational institutions could still maintain meaningful academic standards even amidst the existence of these educational AI tools. Indeed, educational

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on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

guidelines for the proper utilization of these technological innovations could better engage learners without compromising academic integrity.

The responses of the teachers also reveal uncertainties with fundamental questions about authenticity, authorship, and educational evaluation in an era where AI increasingly blurs traditional boundaries of originality. Their perspectives highlight both the philosophical and practical dimensions of this evolution in academic thought. One teacher calls originality a psychological relationship with one's intellectual development rather than merely an academic requirement. She emphasized to students that using AI tools excessively is “fooling yourself,” as it represents learners’ authentic learning engagement beyond procedural compliance.

> *"I think one of the biggest challenges that a person can face during the process of creating research is actually if it's theirs... you're not just fooling every single one of your teachers... but you're also fooling yourself."*

> *"I think there's a need for them to cite the prompts they used in their output... there's also creativity in their prompts, right? It's not just something randomly done by the student."*

> *"I think one challenge actually that I encountered in evaluating work is, teachers start to doubt whether their rating is fair... knowing it's not personal insight, not original insight, not personal experience, not a deep reflection from the student."*

Another teacher also highlighted that there could be creativity and originality in AI- assisted work through the prompt creation process itself. This teacher also suggested to request learners present their prompts in their completed academic work. He also believed that it could expand originality to include how students direct AI rather than just what they produce directly. In this training, there could be new citation practices that acknowledge both AI's role and students' intellectual contribution in effective AI guidance.

Furthermore, another teacher also highlighted fundamental assessment challenges when traditional markers of quality become ambiguous where he questions about rating fairness "knowing it is not personal insight, not original insight" from the student. From these responses, it can be deduced that teachers experienced a pedagogical dilemma of how to evaluate work when qualities traditionally valued in education may be partially AI-generated rather than wholly student-created. These experiences also challenged them to reconsider how assessment practices must evolve in an era of human-AI collaboration.

Interestingly, students’ responses also reveal confusion with fundamental questions about the nature of originality, authenticity, and human expression in an era increasingly influenced by artificial intelligence. Their responses about the implications of using AI tools for learning demonstrate deep reflection on what distinguishes human creativity from AI-generated content and how traditional conceptions of originality are being challenged. These students offer philosophically rich perspectives on originality in the AI era, where they expressed their dismay about authenticity and human expression.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I believe that A.I. generated content does plague our works, especially human works, because it really-- when A.I. generated works are introduced or blended with human works, it loses its humanity. It loses its creative touch."

"A.I. affects the original work because even though A.I. gets most of it right, it also makes mistakes as A.I. is not perfect... it lacks emotion in writing the text."

"The line between whether a human or a robot made it is very blurred because you can now prompt ChatGPT to humanize it. So that's the challenge."

One student expressed an essentialist view of creativity, arguing that AI "plagues" human works because when AI-generated content is blended with human work, "it loses its humanity. It loses its creative touch." These words of expression reveal that human creativity possesses intrinsic qualities that cannot be algorithmically replicated. There are also instances where the original thoughts of learners changed when AI intervenes. Moreover, another student also focused on emotional authenticity as the defining characteristic of human originality. This student believed that although educational AI tools can provide well-written content, they still fundamentally lack emotional depth. It is believed by most of the students that imperfection is a marker of human authenticity because it encompasses emotional resonance beyond technical correctness.

In addition, a pragmatic point of view was identified when one student acknowledged “blurred” boundaries of emotional resonance beyond technical correctness. It was mentioned that an AI user can simply prompt “humanize it” to pass other AI detection tools. This recognition of AI's growing complexity in mimicking human- like qualities raises profound questions about how originality must be reconceptualized as technological capabilities evolve. The collection of ideas from these learners enabled the present study to understand how these learners are actively engaged with complex philosophical questions about what constitutes meaningful human expression in an increasingly AI-integrated educational landscape.

In terms of Taking Formative Assessments, three themes were identified after a thorough analysis of the participants' responses during the focus group discussions. The themes are the following: (a.) Controlled Assessment Environments; (b.) Technical Solutions for Assessment Security; and (c.) Designing Assessment-Specific Integrity Approaches. In this study, formative assessment refers to the ongoing evaluation processes conducted during the learning period that gauge students' understanding, progress, and skill development before final or summative assessments. These evaluations, which include quizzes, practice tests, homework assignments, and in-class activities, serve primarily to provide feedback for improvement rather than for final grading.

This study explains that the integration of AI tools into formative assessment practices exposes different concerns about academic integrity because these assessments are designed to measure genuine learning progress and understanding. Formative assessments are particularly vulnerable to AI intervention because they often occur in less controlled environments than summative assessments, yet they are critical for developing authentic learning pathways and providing teachers with accurate insights into students'

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

ongoing comprehension. The study's investigation through focus group discussions with administrators, teachers, and students revealed that AI's impact on formative assessment integrity manifests through three distinct thematic patterns.

Controlled Assessment Environments. This theme refers to the deliberate creation of physical and technological boundaries that restrict access to AI tools during formative assessments. This theme also encompasses strategies such as conducting assessments in supervised classroom settings, using offline exam modes, implementing paper-based testing formats, prohibiting electronic devices, and establishing proctored assessment spaces.

This theme reveals a strategic approach to preserving assessment integrity through environmental controls that limit access to AI tools during evaluative activities. The perspectives of the participants highlighted the importance of practical and technology-focused solutions to maintain traditional assessment boundaries in an increasingly AI-integrated educational setting. One administrator employed a strict implementation of controlled assessment environments that prevented AI access during evaluations. This administrator implemented a technical infrastructure solution by configuring the school's Learning Management System to operate "locally, meaning there is no internet." Based on his observations, this practice effectively creates a technological- access barrier that prevents AI access without requiring constant monitoring. For him, this system-level approach builds security into the assessment environment itself rather than relying solely on behavioral policies.

> *"If we have summative assessments placed in Parades [the LMS], we also make sure that it's just locally based, meaning there is no internet. This means they can't use Chat GPT or any AI tool."*

> *"I remember one time when I asked the ICT to help me in preparing my class for a certain assessment... So, the student would stop accessing the internet. You need to ask permission to open a web search."*

> *"During quizzes, our students are not allowed to use phones, so they won't be able to consult AI."*

Another administrator employed a more flexible approach during formative assessments. He called it a permission-based protocol where students must ask permission whenever they need to browse the web. He also believed that by doing this, he would be able to establish a gatekeeping mechanism that acknowledges that some assessments might legitimately require online resources. This involvement of the ICT department of St. Agnes Academy Inc. reflects coordinated institutional efforts rather than individual teacher enforcement. Another response from the administrator outlines a more traditional physical restriction, where students are prohibited from utilizing their cell phones during quizzes. This practice creates a straightforward hardware barrier to AI assistance that adapts long-standing assessment security practices to the specific challenge of mobile-accessible AI tools. In summary, these responses from the administrators reveal a pragmatic understanding that preserving assessment integrity in an AI era requires deliberate environmental design at multiple levels—technical, procedural, and physical.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Remarkably, the responses of the teachers reveal a deliberate return to traditional assessment methods as a strategy for maintaining academic integrity amidst the proliferation of educational AI tools. Their perspectives also demonstrate a pragmatic approach, similar to that of administrators, which leverages physical classroom settings and traditional assessment formats to create AI-free evaluation spaces. One teacher would utilize this traditional paper-and-pen assessment so that students would not be able to consult AI tools while answering the test questions. This teacher's preference for physical formats rather than digital formats creates environments where AI access becomes structurally impossible rather than simply prohibited. It can be gleaned from this practice that traditional assessment methods have gained renewed relevance precisely because they create natural barriers to technological assistance.

> *"For me, during quizzes and exams, like other teachers, I administer exams here at school. I don't use aralinks - our exams are always pen and paper, so students don't have a chance to use gadgets or the internet."*

> *"For formative assessments, since they're usually done in my classroom, there haven't been cases where students could use AI."*

> *"One of my strategies to ensure assessments measure student understanding is simply giving them assessments during our class without technology-based mediums such as gadgets."*

In addition, another teacher also recognized the importance of supervised classrooms as controlled environments for learners. This teacher highlighted that the teacher's physical presence and monitoring capacity could naturally limit opportunities for unauthorized AI use. She also believes that traditional classroom-based assessment administration remains effective despite broader technological changes. Another teacher also draws attention to the connection between technology-free environments and assessment validity. This teacher also stated that assessments conducted during classes without technology-based mediums could better assess the understanding of students about the lesson. Based on these ideas from the teachers, it can be inferred that limiting access to technology among learners may still be beneficial for their learning. This practice could still be beneficial, provided that teachers effectively facilitate the class.

On the other hand, the responses of students reveal inspiring self-regulation and ethical frameworks regarding the utilization of AI tools during assessments. Their perspectives demonstrate reflective engagement with both practical and philosophical dimensions of assessment integrity in the AI era. One student offered a reasonable educational point of view about the use of AI tools during assessment. This student mentioned that he avoids using AI tools during quizzes because these AI tools often provide different ideas from what he originally thinks about the question. This practical mismatch of information often leads to poor quality of learning that they acquired from their respective curriculum.

> *"I don't use A.I. for quizzes or tests because the information A.I. provides is different from what we're taught."*

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I don't use AI to answer my quizzes since it isn't allowed, and I will feel guilty if I do so. Because I want to be honest in taking my quiz."

"When you use A.I. for exams, I don't think you're learning. So that's why I don't use it. I only use it completely for summarizing or for inspiration."

Another response from a student was recorded, in which he reveals a conscience- driven approach that integrates rule-awareness, internal ethics, and personal values. He mentioned that he does not use AI to answer his quizzes, as it is not allowed, and he would feel guilty if he did. This progression from external rules to emotional responses to personal identity reveals a multilayered ethical framework that transcends simple compliance. These values of students also reflect that promoting integrity values, not just rules, may provide stronger protection than environmental controls alone. Lastly, one student also refrained from using AI, as he promotes a learning centered perspective. He believed that one cannot truly learn if one relies solely on AI tools. It was also implied from his response that AI tools can only assist learners, but they cannot replace humans.

Technical Solutions for Assessment Security. This theme encompasses specialized technological measures specifically designed to maintain assessment integrity in digital environments. This theme also focuses on software-based protections, network controls, and digital monitoring systems that create secure assessment spaces while still allowing appropriate technological access. It includes strategies such as browser isolation extensions, network filtering, application control systems, multi-camera monitoring for remote assessments, and specialized secure assessment platforms.

This theme represents a systematic approach to assessment security that influences technological infrastructure and policy frameworks within St. Agnes Academy Inc. This theme also highlights an institutional recognition that digital boundaries are increasingly necessary companions to physical ones in maintaining assessment integrity. Meanwhile, the administrators' point of view about this theme demonstrates how educational institutions are developing technical solutions that create controlled digital environments for maintaining academic integrity. One administrator described a procedural system for managing application access, where students must obtain permission before installing apps on their school-provided tablets. This practice reflects an institutional control mechanism that governs the deployment of software on school devices. This preventative approach creates an authorized application ecosystem rather than merely responding to unauthorized software use after it has been detected.

"The policies are still the same—if you want an app to be installed in each tablet, you have to inform them ahead of time."

"The SAA WiFi has a feature that prohibits users from going to other websites on Google unless they're in Aralinks."

The administrator's reference to policies remaining "still the same" also implies an adaptation of longstanding technology management practices rather than a new protocol specifically created for AI concerns. Another administrator also outlines a more infrastructure-based network security solution, where

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International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

the school's WiFi has a feature that prohibits users from accessing other websites on Google unless they are in Aralinks—an educational link for students of St. Agnes Academy Inc. This technical feature could create a controlled digital environment by restricting Internet access exclusively to the school's learning management system during assessments. It also establishes boundaries that prevent AI access without requiring constant monitoring of individual devices. Together, these practices of administrators reveal how they innovate technical infrastructure to create bounded digital spaces where assessment integrity can be maintained despite the proliferation of AI tools.

The responses of teachers also reveal diverse technical approaches to assessment security. Their ideas range from surveillance technologies to deliberate technological avoidance to specialized software solutions. Their perspectives on this theme show innovative adaptations and strategic retreats in response to the challenges that AI poses to assessment integrity. For instance, one teacher with online classes would require students to set up two cameras: one showing the device they are using and one showing everything around them. She believes that this digital approximation supervised classroom extends her observational capacity beyond physical limitations. For this teacher, it also helps in addressing the unique challenges of maintaining assessment integrity in distance learning environments.

"I have online students, so usually my strategy is to have them set up two cameras

- one showing the device they're using and one showing everything around them."

"For me, the best way is to avoid resources like aralinks for assessments if possible... It's better to use pencil and paper, the traditional way, to make sure they can't use AI."

"My suggestion is that almost all students should be required to download that certain [browser blocker] extension."

Another teacher also employed a non-technical approach by requesting the learners to avoid accessing other links aside from the suggested link of St. Agnes Academy, which is Aralinks. This teacher also advocates traditional paper-and-pen assessment because in this assessment, learners would not be able to use AI tools. The approach of this teacher recognizes that sometimes the absence of technology provides the most effective security by creating contexts where AI use is structurally impossible rather than merely difficult. Furthermore, another teacher proposes a software-based solution in which students must install an extension blocker that disables any unauthorized access to the school's website. These approaches---from high-tech surveillance to traditional methods to specialized software—signify that teachers are actively experimenting with context-specific solutions rather than applying uniform strategies

Meanwhile, the students' perspectives on this theme center on their awareness of technical measures for maintaining assessment integrity. Their responses also reflect their practical engagement with how these solutions shape their educational experiences. One student shared his experiences with advanced browser security when his proctor for the college entrance test asked him to download and install a certain Google Chrome extension. This Google Chrome extension blocks all browsers during the duration of the test so that the only tab open is the exact test for him. This description of browser isolation technology

during a university entrance exam shows technical literacy and awareness that security measures intensify with assessment stakes.

> *"I recently took an online entrance exam at Mapua. And they required me to download a certain Google Chrome extension, which blocks all browsers during the duration of the test so that the only tab open is your exact test."*

> *"I agree that AI sites should be banned in certain areas here in school, particularly in senior high school Aralinks and junior high school Aralinks because most of the time we have quizzes there."*

> *"I don't use it in quizzes or tests because the information from A.I. is different from the information given by the teacher."*

Another student also suggested banning AI websites where learners typically take their online examinations, meaning the websites of St. Academy Inc., which is the Aralink, should block other websites. This suggestion of the student explains his understanding that technical solutions should be calibrated to particular educational purposes. Additional information was also given by one student, who mentioned that AI-generated content is mostly different from what their teachers taught the class. This identification of practical limitations of AI tools serves as an inherent security feature when gathering information from these AI tools. This is where learners recognize that AI-generated content might conflict with curriculum-specific material. In conclusion, the perspectives of students on this theme reveal that they are informed AI users who understand both the technical security measures and the educational justifications behind the use of AI for learning.

Designing Assessment-Specific Integrity Approaches. This theme represents a fundamental pedagogical shift from securing existing assessment types against AI use to reconceptualizing assessment design itself in response to AI capabilities. This theme focuses on creating assessment formats that inherently resist AI substitution by targeting uniquely human capabilities, contextualized knowledge, and personal experience. It also includes strategies such as experience-based questioning, multimodal assessment combining various expression forms, assessments embedded with institution-specific context, evaluation of process alongside product, and tasks requiring authentic reflection or personal application.

This theme reveals the participants' understanding that preserving assessment integrity in an AI era requires not only securing existing assessments against AI use but also ensuring that new assessments are developed with integrity. It also requires the need to fundamental rethink of what constitutes a valid assessment design in a world where AI capabilities are continually evolving. In the context of school administrators, they reveal educational strategies for reimagining assessment design to preserve academic integrity in the era of AI. Their responses demonstrated a shift from generic assessment security to integrity approaches molded to specific educational contexts.

> *"We shouldn't limit our assessments to written outputs. Don't just limit our Assessment in terms of what can be generated by AI."*

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I integrate our values to follow hallmarks and other ethical principles... the teachers are encouraged to use or to make questions which cannot be answered by AI to integrate our brand in our set of questions so it's more personalized."

"For the students, there's a need for them to be honest when it comes to-- but honesty in writing is hard to check."

One of the administrators advocates for the diversification of assessments beyond written outputs. This administrator also encouraged teachers to transform their assessment designs by avoiding assessments that could be easily generated by these AI tools. Moreover, another administrator describes a context-specific strategy that embeds the school's values, hallmarks, and brand into assessment questions. This administrator also calls for the innovative creation of evaluations that require institutional knowledge, which is unlikely to be accessible to general-purpose AI tools. These approaches localize assessment content within the shared context of a specific educational community. Furthermore, it could also maintain validity even as AI becomes more advanced at handling generic academic content.

Additionally, another administrator acknowledged the inherent limitations of technical verification. He noted that honesty in writing is hard to check. He also recognized that assessment integrity ultimately depends on students' ethical choices, which technology alone cannot ensure. From these ideas of administrators, it can be concluded that their perspectives about the utilization of AI tools demonstrated a comprehensive approach that combines assessment redesign, institutional contextualization, and ethical culture-building. These perspectives also help maintain meaningful educational evaluation despite the challenges posed by AI.

Meanwhile, the teachers' responses related to this theme also reveal innovative assessment design strategies that maintain academic integrity while fostering authentic learning in the era of AI. These teachers believe that their approaches to upholding academic integrity must move beyond generic security measures to create evaluation experiences specifically designed to elicit genuine student engagement. For instance, teachers would emphasize personalized, experience-based assessment that encourages students to answer based on their own experiences and express themselves freely. This approach creates evaluation contexts where AI assistance becomes less relevant or helpful by anchoring questions in personal lived experiences. This practice is also believed to effectively shift from standardized evaluation to individualized assessment.

"I ask or encourage them to answer questions based on their experiences, especially for situational questions. I allow them to freely express themselves."

"Ako ginagawa kong combination ang isang activity ng iba't ibang aspect. Not just the answer. Somehow it includes creativity, execution, and sometimes the activity I assign requires a presentation." (I make an activity a combination of different aspects. Not just the answer. Somehow, it includes creativity, execution, and sometimes the activity I assign requires a presentation.)

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"My strategy here is that... since research is a group activity. To ensure each student will have a full understanding of the research or the topic that they have... I incorporate it into exams in the form of situations and questions."

Interestingly, another teacher employed multidimensional assessment designs that combined various aspects beyond just answers. This teacher stated that she incorporated creativity, quality of execution, and presentation requirements into her classroom activities. She believed that this comprehensive approach enabled her to evaluate multiple competencies. It also makes complete AI substitution impractical, as AI can assist with content generation but cannot replicate the performance aspects that require genuine student engagement across various learning modalities.

There is also a teacher who bridges collaborative and individual assessment by incorporating group research topics into individual exams through situational questions. In this practice, this teacher ensures that each student demonstrates a genuine understanding of material developed collaboratively. This strategy addresses the specific integrity challenge of verifying individual accountability within group work contexts. In summary, these approaches highlight their assessment designs that move beyond basic anti-cheating measures to create evaluation experiences where integrity naturally emerges from authentic engagement with meaningful tasks for learners.

Based on students' responses related to this theme, they mentioned their understanding of assessment integrity that combines rule awareness, pedagogical preferences, and philosophical perspectives on human versus artificial intelligence. There is one student who shows clear recognition of distinct educational contexts with specific ethical requirements, where he acknowledges that assessment integrity serves the educational purpose of accurately measuring individual knowledge rather than merely enforcing arbitrary rules. This understanding of one student is a manifestation that they can also be agents for maintaining academic integrity as long as they truly understand the value of education.

"Of course, during quizzes, it's prohibited... for academic purposes, academic honesty purposes. We cannot use any type of reviewer because that's against academic integrity."

"I think teachers are more suitable [than AI as a guide]."

"AI is not a human, we are humans. AI doesn't have the intelligence that a human brain does. And humans, we are the only species that know the difference between good and evil, but AI does not."

On the other hand, another student also expressed his preference for human instructional guidance over technological assistance. He values teacher-student educational interactions and implies that effective education involves qualities that are not fully replicable through artificial intelligence. This perspective of the student indicates that assessments measuring what students have learned from human teachers may naturally evaluate dimensions of understanding that AI-assisted preparation cannot fully address. He also mentioned a philosophical distinction between human and artificial intelligence. He emphasized that humans have a unique moral reasoning capacity to discern good from evil, while AI tools do not.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

From these students' perspectives, it can be inferred that assessments focusing on ethical reasoning, moral reflection, or value-based analysis may naturally promote integrity. This could be done by evaluating distinctively human capacities that AI does not possess. Together, these perspectives indicate that students understand the educational purposes of assessment integrity and recognize the value of evaluations that target uniquely human dimensions of learning and understanding.

Finally, in terms of Conducting Research, three themes were identified after a thorough analysis of the participants' responses during the focus group discussions. The themes are the following: (a.) Source Credibility and Verification; (b.) AI as a Research Assistant, Not a Replacement; and (c.) Time-Management and Research Efficiency. In this study, conducting research refers to the systematic process through which students gather, evaluate, analyze, and synthesize academic information to produce scholarly work, particularly research papers with literature reviews, methodologies, and findings. In the context of St. Agnes Academy Inc., research represents a critical academic activity where students develop essential skills, including information literacy, critical evaluation, and knowledge synthesis.

Source Credibility and Verification. This theme discusses how students, teachers, and administrators check the reliability and authenticity of information sources, especially when using AI tools in research. It addresses the challenge of keeping information trustworthy in a time when AI can improve or possibly damage the quality of sources. The theme includes several verification methods, like comparing AI-generated sources with reliable scholarly databases, using both technology and human judgment to verify information, and teaching students how to evaluate sources effectively. It also points out that relying too much on AI could weaken students' basic skills in evaluating sources and their ability to think critically about information. Instead of offering simple fixes, this theme shows that every school needs a complex system of verification that combines technology with human insight.

This theme also reveals the participants' perspectives on ensuring source credibility and verification in research contexts at ST. Agnes Academy Inc. The administrators of this institution demonstrate a range of strategies from technical verification tools to critical thinking, where they also emphasize the presence of environmental control. One administrator employed a practical solution through the use of a two-pronged verification strategy combining technological tools with human judgment. This administrator would utilize Citefast for initial verification while supplementing with manual source checking of the research outputs of learners. This balanced methodology acknowledges that while citation tools efficiently process formatting, human evaluation remains essential for assessing the authenticity and relevance of content. The emphasis on double-checking reflects a healthy skepticism toward automated verification, as it models the critical practices administrators hope to instill in students.

> *"For credibility, I use Citefast to verify sources. And I also do double-check it as well, manually checking the sources.*

> *"The primary concern regarding the use of AI in research is that students lack critical thinking, and ethical concerns may arise. For instance, sometimes AI reproduces or produces content that resembles copyrighted materials."*

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I think the best way for this is trying to avoid resources such as aralinks, if you can in having your assessments... better use pencil and paper traditional para make sure that they can't use A.I."

Furthermore, another administrator identified an important concern about AI's impact on research integrity. This administrator highlighted both critical thinking deficits and potential copyright violations as interrelated issues. By noting how AI might reproduce copyrighted materials, this administrator pinpoints a specific challenge where students might unwittingly submit plagiarized content, while expressing deeper concern that AI dependency could erode essential research skills related to source evaluation. Meanwhile, another administrator also proposed an environmental solution through controlled assessment contexts. He advocated for traditional pencil-and-paper formats that make AI-assisted source generation structurally impossible rather than simply discouraged. This approach recognizes that creating appropriate boundaries for certain high-stakes research activities may be more effective than attempting to verify AI involvement after submission. It also suggests that prevention through environmental design can sometimes eliminate the need for complex verification processes.

Based on the teachers' responses, they ensure research credibility by putting a strong emphasis on reference verification. One teacher employed a systematic cross- verification methodology by manually searching both Google and Google Scholar to validate information provided by ChatGPT. This teacher believes that by doing this, students become aware of the credibility hierarchies among information sources and acknowledge that AI may fabricate content.

"When I verify the information ChatGPT gives me, I search manually more on Google and Google Scholar as well, so that I can verify that it's true and not just made up by ChatGPT."

"The only way for me to test the authenticity of the work of the students is with the use of the references, so I make sure that for every submission, there will be references attached to it, which I can also click and see and test."

"If the sources are valid, you check all the sources, then it can be used. I believe the credibility, it's okay, and it's enough."

Furthermore, another teacher also focused exclusively on reference verification as the definitive measure of authenticity in research outputs. In this practice, he requires students to include clickable, testable references with every submission. This practical strategy shifts the emphasis from how content is produced to create an integrity framework that can accommodate AI assistance while ensuring research is based on credible information. Another teacher also adopted a streamlined verification standard that considers content acceptable when the underlying sources are proven valid. This teacher believed that once source credibility is established, derived content can be considered authentic regardless of whether AI tools assisted in its synthesis.

These practices of teachers in ensuring the credibility of the submitted research outputs imply their difficulties in detecting AI involvement in the content creation of the learners. They opted to make source verification a more reliable integrity measure than attempting to determine content production methods.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Together, these approaches represent a practical shift toward verifiable references as the primary mechanism for ensuring research credibility in the era of AI tools for learning.

Subsequently, the students' awareness of these educational AI tools also enabled them to learn how to verify AI-generated information. They demonstrated advanced information literacy skills and a critical awareness of AI limitations, as they are often instructed on the responsible use of AI tools for research construction. Interestingly, one student employed a two-way verification strategy that begins with a deliberate prompt when using ChatGPT. When this student utilizes ChatGPT, he ensures that he provides detailed prompts designed to elicit source-backed information. This proactive approach addresses verification challenges at the input stage, followed by manually clicking links and double-checking information. This practice reveals a healthy skepticism toward AI- generated sources and an awareness that a thoughtful prompt alone cannot guarantee credibility.

> I verify the credibility of what AI gives me. From the start, the prompt I give is very detailed. So, what ChatGPT gives me already includes sources. And I also click the link and double-check the information."

> *"ChatGPT tends to make up its references. That's why it's best to double-check if the paper or the research exists on any site like Google Scholar, Research Gate.*

> *"To verify ChatGPT's accuracy, I search for what they say on Google, and I find factual resources."*

Another student displays specific knowledge of AI limitations. She was able to identify the tendency of ChatGPT to fabricate nonexistent references as a particular vulnerability in academic research. This student's specific mention of scholarly databases, such as Google Scholar and ResearchGate, demonstrates familiarity with academic verification platforms. It also reveals a nuanced understanding of both AI capabilities and appropriate verification methodologies. On the other hand, another student also employed a straightforward but effective cross-verification approach. He would often use general search engines to validate AI-provided information and find factual resources.

These practices among students demonstrate how they learn to think critically by not accepting AI outputs at face value. Though less specific about verification platforms, this accessible approach can be implemented without specialized research tools. In summary, these perspectives of students exhibit complex verification practices that incorporate detailed prompts, scholarly database verification, and general search cross- checking. These practices also imply their active engagement with verification practices that maintain research integrity.

AI as a Research Assistant, not a Replacement. This theme refers to the setting of clear boundaries for using AI as a helpful tool in research, while keeping one's intellectual independence and ownership over their research works. It presents the difference between using AI for tasks, like finding sources or formatting, and relying on it as the final authority. It also includes practices for maintaining boundaries, such as keeping AI-assisted tasks separate from those that require human input. Furthermore, it shows a clear understanding of how humans and AI can work together in research. Instead of strict rules, this theme

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

illustrates how different groups are building effective models where AI acts as a supportive partner, helping, but never taking over the student's role and responsibility in research.

In this theme, the participants demonstrate attempts to establish a balanced framework where AI serves as a valuable research tool without replacing essential student intellectual engagement. One administrator explained a fundamental distinction between AI as a source versus a tool. This administrator explicitly discouraged students from treating AI-generated content as a direct source while encouraging its use as a procedural tool. This boundary upholds traditional academic standards that require attribution to human-authored sources while acknowledging the utility of AI in the research process.

> *"I do not encourage them to generate or get anything from AI as a source for anything... I encourage them to treat AI as a tool."*

> *"I encourage them to use AI tools in writing their research paper... We need to maximize the use of AI, so we need to uphold it. But of course, there are limitations with using the AI."*

> *"I think you need to explain to students how to use AI, not just for copy-pasting but as a reference to get ideas, to make that point clear that they don't need everything from it."*

Another administrator also takes a progressive yet bounded stance, advocating for the maximization of AI use while recognizing its necessary limitations. This administrator also believed that effective AI integration requires both encouragement of beneficial uses and clear articulation of appropriate limitations. Meanwhile, another administrator focused on AI's cognitive purpose, where he emphasized its role in idea generation rather than content production. For instance, he distinguished between inappropriate direct transfer (copy-pasting) and appropriate conceptual inspiration (getting ideas). This administrator promotes a selective approach where students must exercise judgment about which AI-generated ideas to incorporate. Concurrently, these administrators articulate an intricate approach that treats AI as a research assistant through tool-source distinction, bounded maximization, and emphasis on idea generation over content production.

The teachers' responses about how they utilize AI tools also highlight both personal engagement with AI tools and thoughtful frameworks for guiding students in responsible research practices. One teacher mentioned that since writing Chapter 2 of the research paper is hard, she would use ChatGPT to find relevant sources. These AI tools are also used by this teacher for her study's theoretical framework. This strategic approach identifies particular research tasks where technological assistance provides maximum benefit relative to traditional methods. It could also model how AI can enhance specific aspects of research without replacing the researcher's fundamental role in knowledge creation.

> "I use ChatGPT in my research mainly for chapter two. Since manually finding sources for chapter two is hard... Another one is I use ChatGPT for my theoretical frameworks."

> *"I don't encourage them to generate or get anything from A.I. as a source for anything... I encourage them to treat A.I. as a tool."*

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

"I use A.I. in research... I just use A.I. as a guide because I'm the one who constructs the sentences, but I also use A.I. as Grammarly to fix the technical issues of my work."

Another teacher also established a clear conceptual boundary between AI as a process tool versus an information source. It was also mentioned that she discourages students from treating AI-generated content as authoritative, but rather as a tool to guide them during the process of completing their research papers. This distinction maintains traditional academic standards, where students are required to attribute to peer-reviewed sources while acknowledging the utility of AI in research methodology. On the other hand, another teacher also implemented a multifunctional but bounded approach that preserves intellectual ownership while enhancing technical quality. It was explicitly mentioned that she only used AI tools as a guide, but she maintains a personal agency in sentence construction and delegates only technical refinement to AI tools.

Their practices create a division of labor that maintains human authorship of core content while using AI tools to enhance their work. These teachers were also able to distinguish between substantive creation (human domain) and technical refinement (appropriate for AI assistance). From these responses, it can be concluded that these teachers recognize AI tools as their assistants without compromising essential human elements in research writing.

Based on students' perspectives, they demonstrate an understanding of AI as a collaborative tool rather than a replacement for human intellectual effort. The specific response of one student regarding the use of ChatGPT for source discovery in "Chapter Two" of their research paper highlights a directed and intentional approach to research methodology. This statement also reflects their recognition of the computational power of AI to quickly aggregate and suggest relevant academic sources. They also view the use of AI tools as a strategic tool to streamline the often-challenging process of literature review. The reference to meeting a specific requirement of a minimum of twenty underscores is a practical dimension of AI assistance, where technology supports the structural demands of academic writing.

"I use ChatGPT to give me sources, especially since we're now in chapter two, which is related literature and studies."

"I can maintain academic integrity while still using A.I. by using A.I. as a tool rather than a weapon. I use AI as a basis for research for looking up resources."

"I only use ChatGPT. I mostly use ChatGPT just for our sources, especially for chapter two, since the minimum is twenty."

Interestingly, there was one student who explicitly mentioned his commitment to academic integrity. The metaphorical language of using AI as a "tool rather than a weapon" reveals a deep ethical consideration when using AI tools in research writing. This student's approach implies a mature understanding of technological assistance, where AI is viewed as a supportive mechanism that can augment human intellectual capabilities without compromising scholarly standards. From these responses, it can be deduced that these learners of St. Agnes Academy Inc. are effectively positioning themselves as active

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

agents in the research process. They utilize AI tools as a resource to enhance their research capabilities, rather than as a shortcut to academic achievement.

Time-Management and Research Efficiency. This theme looks at how AI tools work within the limits of academic settings, especially how time pressures affect the use of AI in research. It recognizes that tight research schedules, institutional timelines, and course speeds create pressure for efficiency, which makes AI more appealing to both students and teachers. The theme explains both planned and reactive uses of AI, such as using it for tasks like gathering literature or handling last-minute deadlines. It also examines the balance between efficiency and educational goals among teachers and students.

In this theme, the participants conveyed an understanding of the roles of AI in conducting research. They believe that the role of AI in enhancing research efficiency extends beyond the speed-versus-quality dichotomy. During the conduct of focus group discussions, one administrator views AI interaction as a dialogic thinking process that stimulates cognitive engagement through conversation rather than passive information retrieval. This administrator also emphasized that whenever someone uses AI tools, the thinking process is still present, and she refers to it as productive AI engagement rather than a mere "copy-paste" behavior. He also highlighted that properly structured AI use can intensify intellectual engagement while improving efficiency.

> *"With the existence of AI, there's a conversation happening. So, the thinking process is there, but not to copy and paste whatever AI is giving her."*

> *"It becomes more creative because there are more suggestions. And I noticed this with the teachers I'm handling—they started using AI, and their treatment of topics became deeper."*

> *"I'm going to use ChatGPT to practice for the defense. The teacher instructed her to practice so she would know how to answer in case these questions were raised during the presentation.*

Another administrator also views the use of AI as a tool that could help them engage in more in-depth intellectual work among teachers. This experience also enabled this administrator to reflect on the importance of the technological efficiency that these AI tools provide. Furthermore, another administrator also highlighted a specific time- management application when using these AI tools. For instance, this administrator uses ChatGPT to simulate defense questions for preparing presentations. This practice enhances AI's ability to generate diverse perspectives for research presentations. For her, it also helps in creating an efficient simulation environment for practicing an inherently human activity without requiring multiple participants. In summary, the administrators' perspectives demonstrate how AI can enhance preparation efficiency while preserving the fundamental human evaluation component.

The responses of the teachers reveal both the pressures and strategic adaptations related to research time management in an AI-integrated educational environment. Their perspectives demonstrate how compressed research timelines influence AI adoption while simultaneously creating new detection challenges. One teacher mentioned that there were instances where a student would utilize words that had not been discussed yet, so this teacher would form a concept in mind that it could be a telltale sign of AI-

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

generated content. This observation highlights a fundamental tension between AI's efficiency benefits and appropriate curriculum alignment, where AI tools may provide advanced concepts that bypass important sequential learning processes.

> *"We use specific terminology, and students sometimes include terminology we haven't discussed yet, so that's one way for me to check if it's AI-generated."*

> *"For grade twelve, what we focus on is experimentation, so crafting the research has very little time. For example, next week, we need to finish chapters four and five. I also use ChatGPT because it's more efficient.*

> *In senior high, Chapter One is only one week. Chapter two is only one week. Chapter three is also only one week."*

Another teacher explicitly acknowledged personal AI adoption driven by institutional time pressures. She explained that with experimentation as the focus in grade twelve and minimal time for documentation, ChatGPT becomes necessary because, for her, it is more efficient. This candid admission reveals how competing educational priorities create time management challenges that push even teachers toward technological solutions. Another teacher also provided crucial context about the extreme compression of the research curriculum. She stated that due to the limited time for writing the research paper, it also created an intense efficiency pressure that made traditional research methods nearly unfeasible within the allotted periods. Together, these perspectives reveal how institutional scheduling decisions and curriculum pacing may inadvertently encourage the adoption of AI.

Furthermore, the students demonstrate thoughtful decision-making about where and when to deploy AI assistance within their research processes. One student focused on source discovery efficiency, where he compared traditional search methods with AI- assisted discovery. His comparison revealed that searching on Google is harder and more time-consuming than asking ChatGPT, which provides him instant information with sources. This comparative assessment shows awareness of each tool's relative advantages and reveals a targeted application that optimizes efficiency in literature gathering among learners.

> *"I asked ChatGPT to give me sources about my study so that I don't need to find more on Google because that's harder and it will take up too much time."*

> *"If there are parts of our research that are a bit unclear to us, we use ChatGPT to explain what possible action plan we can do or experimentation, or alternatives so we can more efficiently complete our research."*

> *"I asked ChatGPT to help me do some of those parts in chapter three because they couldn't do it, and the due date, especially back then, was like the next day. So, I asked ChatGPT, but that is rare when the deadline is near."*

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Another student also identified methodological problem-solving as a specific context where AI enhances efficiency. He mentioned that ChatGPT helped him generate possible action plans and alternatives when facing unclear research components. Their conditional framing, when they have unclear thoughts, implies a selective rather than wholesale reliance on AI tools. This also demonstrates how they use it as a targeted problem-solving tool that maintains their agency while reducing time spent on working roadblocks.

Furthermore, there was one student who also acknowledged using AI in deadline emergencies while emphasizing this as an exceptional practice. He described a specific instance where group member non-performance combined with an imminent deadline created a time management crisis. In summary, their thoughts demonstrate how they make informed time-efficiency calculations about specific research tasks rather than taking an all-or-nothing approach to AI assistance.

After a thorough analysis of the data gathered on the implications of AI use in upholding academic integrity, it can be inferred that the present study highlights significant challenges in detecting and authenticating AI-generated content. With administrators, teachers, and students all expressing concerns about the reliability of current detection tools. This detection uncertainty creates what administrators described as an ethical dilemma where students might be wrongfully accused of AI use, echoing Abdelaal et al.'s warning about the limitations of technological approaches to academic integrity. The study also demonstrates that purely technical solutions to detection may be insufficient, supporting Gocen & Aydemir's (2021) recommendation that AI integration requires comprehensive management across legal, ethical, pedagogical, psychological, and sociological dimensions rather than merely technological enforcement.

The study also revealed an evolving understanding of originality that transcends binary distinctions between human and AI-generated work. Administrators proposed viewing originality on a spectrum with "acceptable percentages" of AI assistance, while teachers suggested that originality might reside in students' prompt creation rather than solely in content production. These perspectives align with Currie's (2023) assertion that institutions need to redefine norms and re-evaluate learning expectations to accommodate AI tools responsibly rather than implementing blanket prohibitions. The study shows that stakeholders are actively reconceptualizing academic integrity for an AI era. This idea aligns with frameworks that acknowledge the reality of human-AI collaboration while upholding meaningful educational standards—a shift that supports Ouyang and Jiao's (2021) paradigmatic progression toward "AI-empowered" education.

A significant implication arises from the need for assessment practices to evolve to maintain academic integrity. Administrators and teachers have developed and cultivated strategies, including controlled assessment environments, diverse assessment formats that extend beyond written outputs, and assessment designs that incorporate both institutional context and personal experience. These approaches align with Xie et al.'s (2020) recommendation to incorporate educational theories with AI technologies and expand research into physical classroom settings. The findings suggest that effective assessment in an AI era requires not just securing traditional formats against technological intrusion but fundamentally reimagining evaluation design to focus on uniquely human capabilities—an approach that addresses Mijwil et al.'s (2023) concern that AI-generated content often lacks proper academic standards despite appearing superficially competent.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

The research demonstrated that setting appropriate boundaries between AI assistance and replacement is crucial for maintaining academic integrity. All stakeholder groups emphasized treating AI as a tool rather than a source, using it for idea generation and technical assistance while preserving human authorship of core content. This boundary-setting aligns with Chen et al.'s (2020) emphasis on striking a balance between technological innovation and human-led pedagogy. Notably, students themselves articulated sophisticated ethical frameworks for AI use, distinguishing between AI as a "tool" versus a "weapon" and emphasizing the importance of personal intellectual engagement—perspectives that support Estrellado & Miranda's (2023) conclusion that successful AI integration depends on maintaining the human aspect of teaching and learning alongside technological advancement.

Time management pressures emerge as a significant factor influencing academic integrity decisions. Both teachers and students acknowledged that compressed research timelines create pragmatic motivations for the adoption of AI. This finding also aligns with Pedro et al.'s (2019) identification of critical challenges in AI implementation. These challenges also include the need to make AI meet educational needs and address ethical concerns that extend beyond purely technical considerations. The extreme compression of research timelines described by teachers (one week per chapter) creates conditions where even conscientious educators and students feel compelled to adopt efficiency- enhancing technologies. This finding implies that effective approaches to maintain educational integrity must address institutional structures and realistic timeframes for meaningful research skill development. This finding also supported Zhao et al.'s (2024) emphasis on considering resource constraints and infrastructure limitations when implementing AI in educational settings.

The study found that maintaining academic integrity in the AI era requires a multifaceted approach—combining technical tools, clear policies, ethical guidance, and institutional reforms. When students understand AI's benefits and educational role, they can actively support its integration, echoing Milloria et al.'s (2024) view that guided AI use can enhance learning. This supports Asirit & Hua's (2023) claim that effective AI use must balance technological reliance with educational value, urging institutions to create adaptive guidelines that embrace AI while preserving essential human elements in learning.

Guidelines on the Use of Educational Artificial Intelligence Tools for High School Learners

The proposed guidelines on the use of educational Artificial Intelligence (AI) Tools for High School Learners. St. Agnes Academy, as a PAASCU Level III-accredited school, created these guidelines to promote responsible AI usage aligned with its Catholic, Filipino, and Benedictine values. These guidelines also emphasize that AI integration should strictly follow a human-centered approach to prevent inequalities and uphold academic integrity.

The guidelines begin with a rationale explaining how AI has become transformative in education. It acknowledges the benefits and challenges of using these AI tools for learning. Furthermore, it outlines specific objectives, including promoting ethical AI use, upholding academic integrity, providing frameworks for AI integration, safeguarding data privacy, and fostering digital literacy. It also includes detailed definitions of terms like AI, GenAI, ChatGPT, academic integrity, and plagiarism to ensure clarity.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

For students, the guidelines mandate proper disclosure and citation of AI- generated content, prohibit submitting AI work as one's own, require permission for AI use in assessments, and specify protocols for AI use in creative and technical projects. Students must complete an AI Declaration Form and a Certification of Authorship for their submissions. For teachers, the guidelines provide direction on clarifying acceptable AI use in assignments, designing tasks that encourage critical thinking, ensuring fair AI integration, upholding academic integrity, conducting assessments in controlled environments, and developing clear rubrics for originality.

In addition, the proposed guidelines also address data privacy, confidentiality, and intellectual property concerns. It emphasizes the importance of compliance with the Data Privacy Act of 2012. It establishes accountability measures and grievance procedures for violations, outlines school support through training and awareness programs, and includes provisions for monitoring, enforcement, and continuous review of the guidelines. Finally, it also includes forms for AI tool declaration and certification of authorship that students must complete. These guidelines are designed and proposed within the school's Benedictine values, which emphasize honesty, integrity, and respect for intellectual property.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Guidelines on the Use of Educational Artificial Intelligence Tools for High School Learners

Rationale

Artificial Intelligence (AI) has emerged as a transformative force in various industries, including education. AI tools, such as ChatGPT, intelligent tutoring systems, and automated assessment platforms, have been widely adopted to enhance learning experiences. According to UNESCO (2024), AI in education has the potential to revolutionize teaching methods while ensuring universal access to quality education. However, AI integration must follow a human-centered approach to prevent technological inequalities and uphold academic integrity.

In the Philippine education system, AI utilization accelerated during the COVID-19 pandemic, when online and modular learning became necessary. The Department of Education (DepEd) acknowledges

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

the role of AI in improving educational delivery and student engagement (DepEd, 2023). As a PAASCU Level III-accredited school, St. Agnes Academy, Inc. recognizes both the benefits and challenges posed by AI tools. While these tools assist in writing, problem-solving, and research, they also raise concerns about originality, academic honesty, and critical thinking.

To maximize the benefits of AI while ensuring ethical usage, St. Agnes Academy has established the following guidelines to promote responsible and integrity-driven AI utilization among high school learners. These guidelines align with the institution's commitment to academic excellence and the Holistic Education for ProACTIVE Response to Transformation (#iHEARTSAA) framework. This document aims to regulate AI usage among high school learners at St. Agnes Academy by aligning AI integration with academic integrity policies, technological ethics, and responsible learning practices.

Incorporating the principles of St. Agnes Academy's Catholic, Filipino, and Benedictine identity, the institution's pedagogy emphasizes holistic education grounded in Christ- centered values. Guided by the teachings of St. Benedict and the motto Ora et Labora (Pray and Work), SAA fosters the development of the whole person—intellectually, emotionally, socially, spiritually, and creatively. This approach aims not only for academic excellence but also for social responsibility, emphasizing justice, peace, and care for creation. The mission of the Institution is to cultivate learners who are critical thinkers, ethical users of technology, and active agents of social transformation, aligning with the school's vision to nurture responsible and compassionate individuals who contribute to the greater good of society, by the Christian faith and Filipino culture. As such, the integration of AI tools within the school's educational framework is guided by these core values, ensuring that technology enhances rather than diminishes the formation of ethical, holistic, and Christ-centered learners.

Objectives

1. To promote ethical, responsible, and transparent use of AI tools among high school learners, aligned with the Benedictine values of honesty, integrity, and respect for intellectual property.

2. To uphold academic integrity by establishing clear policies that discourage overreliance on AI and ensure students engage in original, critical, and creative thinking in all academic outputs.

3. To provide clear frameworks for the integration of AI in teaching, learning, and assessment processes, supporting both learners and teachers in using AI tools to enhance, not replace, human-centered educational experiences.

4. To safeguard data privacy and intellectual property by implementing strict data governance protocols in AI usage, in compliance with the Data Privacy Act of 2012 and institutional ethical standards.

5. To foster digital literacy and AI awareness through structured training programs, workshops, and professional development for both learners and educators, ensuring readiness for ethical engagement in 21st-century learning environments.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Definition of Terms

1. *Artificial Intelligence (AI*) – A branch of computer science that simulates human intelligence processes such as learning, reasoning, and self- correction in machines (Russell & Norvig, 2021).

2. *Generative Artificial Intelligence (GenAI)* – A type of AI system capable of generating text, images, audio, video, and code by learning from vast datasets. It enables the creation of new content from patterns derived from existing data (Dwivedi et al., 2023).

3. *ChatGPT* – A generative AI model developed by OpenAI that uses deep learning and natural language processing to understand queries and produce coherent and contextually appropriate text-based responses (OpenAI, 2023).

4. *Academic Integrity* – The commitment to ethical academic practices that uphold honesty, fairness, trust, respect, and responsibility. It includes giving credit where it is due, particularly in AI-assisted work (International Center for Academic Integrity, 2014).

5.*Plagiarism* – The unethical act of using someone else's work, including AI- generated output, as one's own without proper acknowledgment or citation (Turnitin, 2023).

6. *AI-Assisted Work* – Any academic output that is developed with the support of AI tools or systems. Disclosure of AI assistance is essential to ensure transparency and uphold academic integrity (OECD, 2023).

7. *Certification of Authorship / Declaration of Originality* – A formal statement by the student confirming that their submitted academic work is original and includes disclosure of any AI tools used in its completion (CHED, 2023).

8. *AI Declaration Form* – A document required by educational institutions where students declare whether they have used AI tools in their academic work and specify the tools used and their purpose (CHED, 2023).

9. *Human-Centered Learning* – An educational approach that places the learner at the core, emphasizing autonomy, critical thinking, creativity, and ethical use of tools like AI (UNESCO, 2021).

10. *AI Detection Tools* – Software systems designed to detect AI-generated content in academic submissions to promote academic honesty and transparency (Turnitin, 2023).

11. *AI Literacy* – The knowledge and skills needed to understand, evaluate, and use AI technologies responsibly, including understanding their ethical, technical, and societal implications (Long & Magerko, 2020).

12. *Responsible AI Usage* – The ethical and transparent application of AI technologies aligned with legal, academic, and social standards, promoting fairness, safety, and privacy (Floridi et al., 2018).

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

13. *Data Privacy Act of 2012* – A Philippine law (R.A. 10173) enacted to protect the privacy and integrity of personal data collected and processed by organizations, including data handled through AI tools (National Privacy Commission, 2012).

14. *Intellectual Property (IP*) – Legal rights granted to individuals for their original creations, including those aided by AI, which must be respected and cited properly in academic contexts (WIPO, 2023).

Scope and Coverage

These guidelines apply to all high school learners from Grades 7 to 12, as well as faculty members, school administrators, and staff engaged in teaching, learning, assessment, and research activities within the school. Additionally, the provisions outlined herein extend to any outsourced service providers and external collaborators involved in academic processes, as well as the use of artificial intelligence (AI) tools and platforms in these contexts.

General Principles

1. Ethical and Responsible Use

AI tools should be used responsibly, promoting ethical engagement in alignment with Benedictine values, Christian integrity, and academic honesty. Agnesians are called to uphold honesty, simplicity, and social responsibility in all aspects of learning and research.

2. Academic Integrity

Learners must ensure that AI does not replace independent thinking and original work. Transparency in AI-assisted tasks is required, reflecting the school's commitment to truth, justice, and respect for intellectual property. This principle supports the development of critical and analytical thinking and fosters a love for learning that leads to meaningful academic excellence and social transformation.

3. Human-Centered Learning

AI should serve as a supplementary learning aid rather than a substitute for learner creativity, problem-solving, and reasoning. Agnesians are expected to develop their own intellectual and 21st-century skills while upholding Filipino values, love for Christian culture, and social responsibility.

4. Alignment with the School Policies

The use of AI must comply with the school’s guidelines on plagiarism, fair learning practices, and authentic student assessment. This ensures that AI is used to enhance learning experiences rather than compromise academic integrity. In alignment with the school’s mission, AI-assisted learning should promote:

- Respect for the dignity of persons
- Concern for the poor and marginalized
- Sustainable and responsible innovation
- A commitment to truth, peace, and justice

5. Protection of Data and Security

All AI interactions must prioritize data privacy and security, especially when handling personal, sensitive, or confidential information. Agnesians must observe responsible data handling and comply with the Data Privacy Act of 2012, ensuring protection from data breaches and misuse.

6. Access and Equity

The use of AI in education must promote inclusivity and bridge, not widen, the digital divide. All learners, regardless of socioeconomic background, must be provided with equitable opportunities to engage with AI tools and benefit from digital innovation.

7. Digital Citizenship and AI Literacy

Learners and teachers must practice digital responsibility by developing AI literacy, understanding the ethical implications of AI, and using it in a way that supports respectful, informed, and lawful online behavior. AI literacy includes the ability to critically evaluate AI outputs and their sources.

8. Legal and Policy Framework in the Philippines

The implementation and use of AI tools in education must be grounded in existing national legal frameworks such as the Data Privacy Act of 2012, the Cybercrime Prevention Act of 2012, and DepEd policies on responsible digital learning. This ensures that AI integration aligns with legal standards and educational mandates in the Philippines.

Guidelines for Learners

1.Proper Disclosure and Citation

1.1 Any AI-generated content used in assignments, research, or projects must be cited appropriately using the APA format. McAdoo (2023) highlighted the importance of transparency and proper attribution when generating content through AI tools, such as ChatGPT. The citation should follow the software reference template, where OpenAI is the author, the year and version date are included, with ChatGPT in italics and the model type in brackets.

For example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat.

1.2 Learners must clearly state if AI tools were used for writing, summarizing, coding, or research, and describe the specific prompts used along with the generated content in their methodology or introduction sections.

For example: "To generate content for this assignment, I used the following prompt in ChatGPT: 'Write an essay on the impact of AI in education.' The AI-generated text was then refined and incorporated into my research."

1.3. Additionally, learners should provide screenshots of the AI tool being used, showing the specific prompts and the generated text to ensure transparency.

For example: Include a screenshot of the ChatGPT interface with the prompt and the output text in your methodology section.

1.4. AI-assisted work must include a statement of AI usage in both the References and acknowledgment sections.

For example, this work was assisted by OpenAI's ChatGPT for writing and summarization purposes.

1.5. Learners are required to complete the AI Declaration Form in Annex A, confirming the appropriate use of AI tools in their work.

1.6. In cases where a final paper or research project is required, learners must Submit a Certification of Authorship or Declaration of Originality in Annex B to affirm that the work is their own and to verify that all AI tools used have been disclosed appropriately.

2. Prohibition of AI-Generated Work as Sole Submission

2.1 AI-generated content must not serve as a replacement for a learner's own Intellectual effort. Learners are expected to engage with their assignments personally, using AI tools as a supplement to, not a substitute for, their original thinking and work.

2.2 While AI may assist in specific tasks (e.g., drafting ideas, providing research summaries), it should not be used to complete entire assignments or projects. Personal input, critical thinking, and creativity must remain integral parts of the submission.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

3. Use of AI in Research and Assessments

3.1 AI-generated content should only be included in research papers, projects, or Any academic submission when explicitly permitted by the teacher. Learners must clarify and cite the use of AI when it contributes to their work.

3.2 During formative (ongoing) and summative (final) assessments, AI should not be used to generate direct answers unless prior authorization has been granted by the teacher. Assessments are designed to measure a student's independent understanding and learning.

4. Avoidance of Plagiarism and Misrepresentation

4.1 Using AI to paraphrase, summarize, or reproduce content without proper acknowledgment constitutes plagiarism. Proper citation must be given to AI tools that have assisted in generating any content.

4.2 Misrepresenting AI-generated work as personal original output is a direct violation of academic honesty and integrity. Learners are expected to accurately reflect the contributions of AI and distinguish them from their own work.

5. AI in Creative and Technical Work

5.1 AI tools may be utilized for creative projects such as art, music, and design, provided that proper acknowledgment is made for AI's role in the creation process. Learners must be transparent about how AI has contributed to their work.

5.2 In coding and technical tasks, learners must differentiate between their original programming and any code or solutions assisted by AI. This distinction ensures transparency and maintains the integrity of the work.

Guidelines for Teachers

1. Clarifying AI Use in Assignments

1.1 Teachers must clearly define the acceptable extent of AI usage in the curriculum map, course outline, and lesson plans. Learners must understand how and when they may use AI tools in their coursework.

1.2 The course outline should explicitly include AI policies and academic integrity expectations to ensure transparency and consistency in the use of AI across all assignments and assessments.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

2. Encouraging Critical Thinking

2.1 Teachers should design tasks that encourage independent critical thinking and problem-solving, while minimizing excessive dependence on AI tools. Tasks should be structured in a way that AI is used as a supplement, not as a substitute for personal thought and intellectual engagement.

2.2 Assignments should promote creativity and originality, ensuring learners understand the importance of synthesizing information themselves rather than relying solely on AI-generated content.

3. Ensuring Fair AI Integration in Learning

3.1 AI tools should complement, not replace, teacher-led instruction. Teachers should incorporate AI in a way that enhances learning while preserving the pedagogical integrity of the course.

3.2 Teachers must familiarize themselves with AI detection tools to assess student Submissions are effective, ensuring that the content is appropriately attributed and that learners adhere to academic integrity standards.

4. Upholding Academic Integrity

4.1 Teachers are responsible for reinforcing the school's policies on plagiarism, misrepresentation, and cheating. Classroom discussions should cover the ethical use of AI, and learners should be encouraged to reflect on how AI impacts academic honesty and integrity.

4.2 Teachers must reiterate to learners the proper way of citing AI-generated content in both research papers and assignments, ensuring that AI is used ethically within the academic context. Additionally, teachers should emphasize the importance of using the AI Declaration Form and the Certification of Authorship or Declaration of Originality to confirm that learners have adhered to the guidelines for AI usage and have submitted original work.

5. Conducting Summative Assessments

5.1 To maintain fairness and accuracy in evaluation, teachers should conduct Summative assessments (e.g., exams, final projects) in a controlled environment, such as on-site exams or through secure online proctoring systems. These assessments should minimize the potential for AI misuse.

6. Clear Rubrics for Assessing Originality

6.1 Teachers should develop clear and transparent rubrics for assessing originality In learner work, including the appropriate use of AI tools. This will ensure that learners are aware of the expectations for submitting authentic, original work and how AI should be incorporated into their submissions.

7. Clear and Unambiguous Instructions on AI Tool Use

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

7.1 Teachers must provide clear, detailed instructions regarding the use of AI tools in assignments and projects. This includes specifying which AI technologies are permissible, the level of assistance allowed, and the proper citation practices. These instructions should be communicated clearly at the beginning of each subject and reiterated throughout the quarter as necessary.

8. Proper Attribution of AI-Generated Content

8.1 When using Educational Artificial Intelligence (AI) tools for lesson plans, preparation of class activities and assessments, teachers are required to Properly attribute the use of AI tools. This ensures transparency and upholds academic integrity when AI is incorporated into subject material.

8.2 Verbatim use of AI-generated text in assignments, without proper acknowledgment, constitutes plagiarism. Teachers must model ethical AI use by attributing any AI-generated content to its source in class materials and student assignments.

9. AI-Assisted Proctoring and Assessment Tools

9.1 Teachers may use AI technologies such as lockdown browsers and AI-assisted proctoring software to monitor assessments, but this should be done with caution and in collaboration with the School of Information Technology Technician. These tools should be discussed with learners at the beginning of the quarter to ensure that all learners are informed about their use and any associated expectations.

9.2 Teachers should ensure that any AI-assisted assessments do not infringe upon learners' privacy or academic rights, and these technologies should be used only when they are appropriate and necessary for maintaining academic integrity.

10. Permission for Uploading Learner Work into GenAI Tools

10.1 Teachers must obtain documented permission from learners before uploading their work into Generative AI tools for any reason, including to generatefeedback. This ensures that learners are informed and consent to how their work is being used and that their intellectual property is protected.

Data Privacy, Confidentiality, and Intellectual Property

1. Data Collection

1.1 The collection and use of data must be consistent with national laws, including the Data Privacy Act of 2012, especially if the data are classified as personal or sensitive. The integrity of school workers must reflect the Benedictine values of honesty and responsibility, ensuring that ethical considerations guide all data-related decisions.

1.2 Any study involving human participants and AI-assisted technologies must obtain ethics clearance from the School Data Privacy Officer and Prefect of Discipline before proceeding. Informed consent

must be secured, with participants made fully aware of the role of AI in data collection. This aligns with the school's commitment to respect for human dignity, social justice, and intellectual honesty.

2. Data Analysis

2.1 Learners must be mindful that any data entered into AI models—whether text, images, or prompts—may be used for unintended purposes, including AI training. This necessitates responsible data handling, respect for intellectual property, and confidentiality, reflecting the Agnesian values of respect for others' work and personal responsibility.

2.2 Except for publicly available data, learners must not enter research data into externally sourced AI tools without appropriate security measures, such as encryption and anonymization. This ensures that data privacy and intellectual property rights are upheld by ethical standards and school policies.

2.3 AI-generated outputs must be rigorously verified for accuracy and integrity. Agnesians are expected to exercise self-discipline and critical thinking in validating AI-generated data, ensuring that their work maintains academic integrity and adherence to ethical research practices.

3. Manuscript Preparation

All manuscripts must adhere to the highest standards of academic integrity, Ethical authorship and intellectual honesty, reflecting St. Agnes Academy's commitment to academic excellence and Christian formation.

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Learners must follow the school's guidelines on authorship and co-authorship, ensuring that AI is used as a tool for enhancement rather than as a substitute for original intellectual effort. This reinforces self-discipline, responsibility, and ethical engagement in research and writing.

3.2 Disclosure of AI Utilization

In keeping with academic honesty and transparency, all learners must declare the extent of AI-assisted technologies used in their research. Proper citation must be observed by the school's Policy and Guidelines on Authorship and Co-authorship, ensuring that AI-generated contributions do not compromise academic integrity. (Please refer to Guideline number IV 1.5 – 1.6)

3.3 Review for Biases or Inaccuracies

Learners must critically evaluate AI-generated content for biases or misinformation, ensuring that the final manuscript upholds truth, fairness, and intellectual rigor. This is in line with the school's mission of forming ethical, well-rounded individuals who seek truth and uphold justice in all their endeavors.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

Accountability and Grievance

1. Learner Accountability

Any violation of the guidelines outlined in this document will be addressed in By the school's existing policies on academic integrity, responsible technology use, and learner conduct. Misconduct related to AI misuse, academic dishonesty or ethical violations will be subject to disciplinary measures as specified in the school's code of conduct and disciplinary procedures.

2. Faculty, Administrators, and Staff Accountability

Faculty, administrators, and staff members must adhere to the institution's ethical standards, professional responsibilities, and data privacy regulations when engaging with AI technologies. Any concerns or violations will be handled following the school's formal procedures for grievances, complaints, and misconduct, ensuring fairness, due process, and accountability.

3. Human-Centered Decision-Making

While AI detection tools may assist in identifying potential violations, the academic community should not rely solely on these systems when making high-stakes decisions regarding accountability. AI tools must be used as supplementary aids, with final judgments grounded in human discernment, ethical reasoning, and due process.

School Provisions and Support

1. Training and Awareness

1.1 The school will implement AI literacy programs to equip learners and teachers with the knowledge and skills needed for responsible and ethical AI usage in academic and professional settings.

1.2 Regular workshops and seminars will be conducted on AI ethics, best practices, and the impact of AI on learning and creativity.

1.3 Administrators, faculty, and staff will receive ongoing professional development on integrating AI responsibly into pedagogy while upholding academic integrity and Benedictine values.

2. Monitoring and Enforcement

To ensure compliance with the ethical and responsible use of Artificial Intelligence (AI) in educational settings, the school shall establish a robust monitoring and enforcement mechanism. This includes, but is not limited to, the following provisions:

2.1 Periodic evaluations and reviews of AI-assisted outputs in learner work and research to uphold academic integrity and school policies.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

2.2 Administrators, faculty, and staff training on identifying AI-generated content and enforcing academic honesty guidelines.

2.3 The school shall allocate funding for the purchase and subscription of reliable AI detection tools such as Turnitin, Grammarly, or other similar tools platforms. These tools shall be integrated into the academic workflow to Assist in the detection of AI- AI-generated or plagiarized content in submissions.

2.4 A designated ethics or academic integrity committee shall oversee the evaluation of suspected misuse of AI technologies and recommend appropriate disciplinary actions.

2.5 Learners and faculty shall be made aware of these monitoring measures through orientations, handbook policies, and research guidelines.

3. Continuous Guidelines Review

3.1. AI guidelines will undergo regular evaluation and updates based on technological advancements, emerging ethical concerns, and feedback from the school community.

3.2. Revisions will align with St. Agnes Academy's educational philosophy, school objectives, and national regulatory frameworks on AI and data privacy.

3.3 Stakeholders, including students, faculty, administrators, parents and experts, will be involved in the ongoing refinement of AI guidelines to ensure relevance and effectiveness.

SUMMARY

The study examined the utilization of educational AI tools among high school students at St. Agnes Academy, Inc., a PAASCU Level III-accredited secondary school in Legazpi City. The research aimed to identify the AI tools most commonly used by students, explore the reasons behind their usage, examine the implications of AI use on academic integrity, and propose guidelines for its responsible use. Specifically, the study sought to determine which educational AI tools are most frequently utilized by high school learners at St. Agnes Academy, Inc., and to understand the motivations behind their use. It also analyzed how the use of AI tools affects students' adherence to academic integrity, particularly in the areas of submitting outputs, taking formative assessments, and conducting research. Finally, the study aimed to develop guidelines that would help ensure the responsible and ethical use of educational AI tools within the school setting.

The study employed a sequential explanatory research design under the mixed- methods approach. Quantitative data were collected through online surveys administered to 451 secondary students (Grades 7-12). These students represent digital natives with consistent access to technology and possess sufficient cognitive development to engage meaningfully with AI tools. They are also at a critical stage in forming their academic and ethical foundations. Meanwhile, qualitative data were gathered through focus group

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

discussions with 12 purposively selected learners, 12 teacher-advisers, and 12 administrators. The study utilized statistical analysis for quantitative data and thematic analysis for qualitative responses.

The study employed three primary instruments to collect comprehensive data: a validated self-made survey questionnaire containing checklists of commonly used educational AI tools and reasons for their use among high school learners; an unstructured interview guide for focus group discussions that facilitated in-depth responses from students, teachers, and administrators about their AI tool experiences and academic integrity concerns; and validation tools featuring quantitative metrics and qualitative indicators that experts used to evaluate the proposed guidelines, ensuring their alignment with St. Agnes Academy's institutional standards while emphasizing both academic integrity and essential skill development.

FINDINGS

Based on the thorough analysis of the data from the study, the following are the results and findings:

1. The study reveals that AI Writing and Content Generation tools are the most widely utilized by high school learners, with ChatGPT being the most preferred tool (ranked first with 360 responses), followed by Grammarly (ranked second with 293 responses) and QuillBot (ranked third with 237 responses). AI-powered presentation and creativity tools, particularly Canva AI (ranked first in this category with 310 responses), emerged as the second most adopted category. The learning and tutoring category shows moderate utilization, with Duolingo (ranked first in this category with 197 responses) and Quizlet AI (ranked second in this category with 160 responses). Research and study of AI tools showed significantly lower utilization rates, with Google Bard obtaining 100 responses of utilization from students. Meanwhile, video and multimedia AI tools are used minimally across all platforms, with usage rates below 35% of utilization from students on all platforms.

2. The study reveals that high school learners at St. Agnes Academy Inc. primarily use AI tools across five categories to enhance their academic work. Their top reasons include improving grammar, spelling, and clarity (360 responses); generating and organizing ideas for writing (278 responses); creating visually appealing presentations faster (255 responses); and making studying and research more efficient (232 responses). These learners also predominantly adopt an AI-empowered approach, as they utilize these tools as supplements rather than substitutes for their intellectual work.

3. Three themes were identified for each category of AI use in academic settings: submission of outputs, taking formative assessments, and conducting research.

For the submission of outputs, the following themes were identified:

(a) Detection Challenges and Authentication Methods;

(b) Setting Boundaries Between Assistance and Replacement; and

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

(c) Evolving Understanding of Originality in an AI Era.

In formative assessments, the following themes are identified:

(a) Controlled Assessment Environments;

(b) Technical Solutions for Assessment Security; and

(c) Designing Assessment-Specific Integrity Approaches.

Lastly, in terms of Conducting Research, three themes were identified:

(a) Source Credibility and Verification,

(b) AI as a Research Assistant, not a Replacement, and

(c) time management and Research Efficiency.

4. The proposed guidelines for responsible use of educational AI tools at St. Agnes Academy include comprehensive provisions that require proper disclosure and citation of AI-generated content, prohibition against submitting AI work as one's work, clear frameworks for AI integration in teaching and learning, and mandatory completion of AI Declaration Forms and Certification of Authorship. These guidelines are grounded in the school's Benedictine values of honesty and integrity. It also emphasizes human-centered learning where AI serves as a supplementary aid rather than a replacement for students' original thinking.

CONCLUSIONS

The following conclusions were drawn based on the preceding findings of the present study:

1. The high school learners of St. Agnes Academy Inc. overwhelmingly favor tools that offer immediate utility, require minimal technical expertise, and directly support high-frequency academic tasks, such as writing and basic design. Simultaneously, they also reveal potential gaps in their deeper engagement with research-oriented and multimedia AI technologies.

2. The high school learners of St. Agnes Academy, Inc. are adopting advanced and balanced approaches to utilizing educational AI tools for learning. Their selective and purpose-driven use of AI implies a balance between technological advancement and impactful human-led education.

3. Users of AI at St. Agnes Academy Inc., including administrators, teachers, and students, face the complex challenge of steering the intersection of technological innovation and academic integrity. Their main challenge is about creating effective bases that can distinguish between AI-assisted learning and academic dishonesty.

ISSN: 3116-3475
International Journal
on Education, Research, and Innovation Perspectives
Volume 2 Issue 3 (March 2026)

4. The proposed guidelines emerged as a timely response to the speedy integration of artificial intelligence in educational settings. These guidelines also represent an important educational innovation that balances technological advancement with ethical considerations and traditional academic values.

RECOMMENDATIONS

The following recommendations were derived from the present study's findings and conclusions:

1. St. Agnes Academy Inc. may develop a comprehensive AI literacy program to improve students' technological skills and promote the ethical use of AI.

2. St. Agnes Academy Inc. may implement school-based hands-on workshops to showcase practical applications and potential pitfalls of educational AI tools in their academic work.

3. St. Agnes Academy Inc. may establish an AI Ethics Committee within the school, comprising representatives from students, faculty, parents, and administration, to identify and address the acceptable and unacceptable uses of AI in academic work.

4. St. Agnes Academy Inc. may organize an orientation for parents, teachers, students, and administrators about the proposed guidelines on the use of educational AI tools at St. Agnes Academy, Inc.

5. St. Agnes Academy Inc. may invest in developing educational AI tools specifically designed for the curriculum of St. Agnes Academy Inc.

6. Future researchers may delve into the experiences of teachers and students on the use of educational AI tools for teaching and learning.

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