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A QUALITATIVE EXPLORATION OF HIGH SCHOOL STUDENTS' VIEWS ON THE USE OF ARTIFICIAL INTELLIGENCE IN LEARNING

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ABSTRACT
The misuse of artificial intelligence is a problem. This study explores the views of Junior High School students on using Artificial Intelligence in their academic pursuits. I applied a phenomenological design to analyze the information from 10 participants I selected through purposive sampling. The results revealed that students' experiences in using Artificial Intelligence were shaped by their viewpoints, shaped by their Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which influenced their motivations and perceived benefits in education. Workshops and training to enhance the proper use of Artificial Intelligence towards academic success, digital literacy, and continuous professional development. Research to investigate the disadvantages of Artificial Intelligence is recommended.
KEYWORDS: *Qualitative Exploration, High School Students, Use of Artificial Intelligence in Learning, Phenomenology*

INTRODUCTION

The misuse of artificial intelligence is a problem (Ateeq et al., 2024). The emergence of sophisticated technologies, such as cloud computing and machine learning, has propelled the development of machines capable of simulating human intelligence. This technological evolution has far-reaching implications, poised to revolutionize future workplaces and educational methodologies (Zhai et al., 2021). Artificial intelligence is impacting numerous facets of contemporary existence, increasingly permeating the education sector to refine both learning and teaching paradigms (Allam et al., 2023).

In China, growing concerns have prompted the implementation of the Development Plan for a New Generation of Artificial Intelligence, which advocates for its use to accelerate reforms in teaching methods (An et al., 2022). In Malaysia, the integration of artificial intelligence into STEM education remains in its nascent phase, as reflected by the misuse and limited empirical research validating its effectiveness (Amdan et al., 2024). In Brazil, artificial intelligence tools are being tested in educational settings to expand learning opportunities for individuals with disabilities (Avurakoghene & Oredein, 2023).

In the Philippines, I find that the integration of Artificial Intelligence (AI) in education faces several significant challenges. A major issue is the lack of infrastructure and the misuse of artificial intelligence, especially in rural areas, where schools often lack reliable internet access and digital devices, making it difficult to adopt artificial intelligence-driven learning tools. Furthermore, students' reliance on artificial intelligence-generated content leads to issues like plagiarism and a decline in critical thinking skills. These challenges make the widespread integration of artificial intelligence in Philippine education difficult (CISCO, 2025).

If the challenges of Artificial Intelligence integration in education in the Philippines remain unresolved, I believe that students, particularly in rural areas, may continue to lack access to advanced learning tools, widening the education gap. Additionally, the absence of skilled professionals and unresolved ethical issues could hinder the development and fair application of Artificial Intelligence, limiting its potential to improve education outcomes (Villarino, 2025). Although there is a rich literature on the integration of artificial intelligence in the academic world, I still question the ethics of artificial intelligence in academic writing and the quality of the output. This problem persists among Junior High School students who are increasingly exposed to artificial intelligence tools without clear guidance on ethical and effective use. Due to the insufficient studies addressing this concern, I undertook this research.

My study aligns closely with the institution's vision, mission, and goals, which are designed to promote excellence in the academic community. Rooted in fundamental values and aligned with global benchmarks, these institutional aims reinforce the significance and

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trajectory of the research. This study is deemed fundamental to social studies teachers, particularly in public schools, as it emphasizes their role in guiding junior high school students to use artificial intelligence responsibly to understand social and historical events and foster a deeper appreciation of the subject. For students who are already technologically savvy, the study encourages responsible use of Artificial Intelligence in learning Social Studies concepts, empowering them to become agents of change and making the subject a more engaging experience. Additionally, it serves as a foundational resource for future researchers exploring the intersection of Artificial Intelligence and education, contributing valuable insights and theoretical frameworks to the academic discourse on technology in learning environments.

In this study, I explored the viewpoints or perceptions of junior high school students regarding the use of artificial intelligence in their academic journey. Specifically, I answered the following questions:

1. What are the perceived benefits of high school students using artificial intelligence in their education?
2. What is the perceived convenience of high school students in using artificial intelligence in their education?
3. What is the perceived motivation of high school students to use artificial intelligence in their education?
4. What are the views of high school students on the use of artificial intelligence in their education?

My study is anchored to the Technology **Acceptance Model (TAM)**, developed by Davis (1989). The technology acceptance model (TAM) explains individuals' acceptance of information systems. TAM postulates that the acceptance of technology is predicted by the users' behavioral intention, which is, in turn, determined by the perception of technology usefulness in performing the task and perceived ease of its use (Davis, 1989).

Perceived Usefulness (PU)—which refers to the degree to which a person believes that using a technology will improve their performance, and **Perceived Ease of Use (PEOU)**—which pertains to how easy an individual perceives the technology to be. These factors significantly shape users' attitudes toward the technology, which then influence their behavioral intentions to use it, ultimately affecting their actual usage.

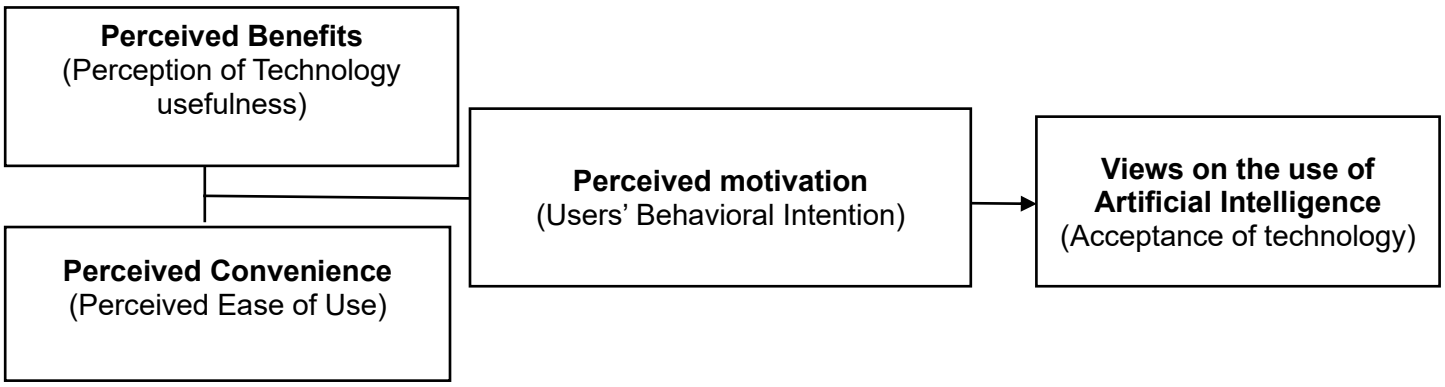


Figure 1. Paradigm of the Study through the Technology** Acceptance Model (TAM)**, developed by Davis (1989)

In the context of Artificial Intelligence in education, TAM provides insight into how high school students perceive Artificial Intelligence tools in their learning environment, where technology acceptance is determined by users' behavioral intention, referred to here as the perceived motivation. This behavioral intention is shaped by two primary factors: perceived benefits (or Perception of Technology usefulness), which reflect the extent to which users believe Artificial Intelligence enhances their academic performance, and perceived convenience (or perceived ease of use), which pertains to how effortless and accessible they find Artificial Intelligence tools. When students view Artificial Intelligence as both beneficial and easy to use, they are more likely to develop a strong intention to use it, ultimately leading to their acceptance and integration of Artificial Intelligence in their academic practices.

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METHODOLOGY

Presented in this chapter are the methodologies of my study. The key aspects I include here are the research design, locale of the study, sample and sampling technique, research instruments, ethical considerations, data gathering procedure, data analysis, and trustworthiness.

I employed a descriptive-qualitative approach in my study. Qualitative research focuses on understanding views, behaviors, and the meanings behind events (Tracy, 2024). I did not use numerical analysis in interpreting the data, as the information was gathered from interviews, focus groups, observations, and open-ended questions, as noted by Lim (2025). This approach is generally exploratory, as it allows for a deeper understanding of attitudes, requiring me as the researcher to immerse myself in the perspectives of the participants (Pregoner, 2024).

Meanwhile, the descriptive design within qualitative research provided a clear and comprehensive account of the situation. My goal was to explore the richness of the subject matter without manipulating the conditions. One of its key features is the provision of a deep understanding of the participants' accounts (Stanley, 2023). In the same way, this approach emphasized the context of the experiences, with data collected in a natural setting. I remained flexible, adapting my approach based on emerging insights (Dodgson, 2017).

With this in mind, I used this methodology to further explore the perceptions or viewpoints of Junior High School students regarding the utilization of Artificial Intelligence. This required a rigorous process, especially in data collection, where I ensured that data saturation was achieved. Through thematic analysis, I sought to understand how these students experienced and appreciated Social Studies concepts more deeply.

This study was conducted in the Province of Cotabato, one of the largest provinces in the country, situated in the heart of Mindanao. The province had three congressional districts, each composed of six towns and a city. In particular, the study involved public Junior High Schools. Since the researcher was a resident of the province, she chose it as the location for the study. This selection provided the researcher with easy access to the participants. In addition, the researcher was a Social Studies teacher in one of the secondary schools in the Province of Cotabato, where many students had been engaged in using Artificial Intelligence for learning.

The sampling technique was essential in my qualitative research. I used the purposive sampling technique, specifically criterion-based sampling, in selecting the informants (Campbell et al., 2020). It was a non-probability sampling method where I selected participants based on specific criteria (Douglas, 2022). Hence, the following criteria were set: the participant had to be a Junior High School student; currently enrolled in one of the public secondary schools in the Province of Cotabato; utilizing Artificial Intelligence in studying or researching topics on Social Studies; regardless of section and grade level.

In gathering the data, I was mindful of the following process. I prepared a letter of intent for submission to the Office of the Schools' Division Superintendent. The same was sent to the respective District Supervisor and the School Principal, where the informants and participants were selected.

Moreover, I identified the informants and participants based on the criteria set. Initial communication was made regarding their participation in the study. To strengthen a good rapport with them, I had an initial conversation, explaining the purpose of the study.

Prior to this, I prepared the interview guide questions. These were validated by a pool of experts from the institution. The paper also went through rigorous checking by the Ethics and Review Committee.

Before the date and time of the interview, I provided the participants with the consent-to-participate form, which indicated their rights as participants. I explained the contents and allowed them to ask questions and seek clarification. The interview was conducted at their most convenient time and place. A recorder was used to capture all the necessary information. Afterward, I gave them a token as a symbol of gratitude for the time and effort they spent.

Furthermore, it was my responsibility to transcribe the gathered data. I applied coding to conceal their identities. Similarly, I translated the original responses into English for easier analysis and identification of themes. Peer debriefers and member checks were observed for verification. Finally, I returned to the participants for confirmation of the analysis and the corresponding discussions.

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The analysis of the data was carried out using Thematic Analysis. It was defined as a qualitative data analysis method that involved reading through the dataset. Patterns in meaning across the data were identified to derive themes (Naeem et al., 2024). Using Clarke and Braun's (2013) framework for data analysis; the analysis began with familiarization with the data. This was followed by the generation of codes, where I read the transcripts of the responses.

Thereafter, these codes were combined into themes. More importantly, I reviewed the generated themes to ensure that no replication of themes occurred. Similar themes were grouped accordingly. The significance of the themes was determined, and lastly, the findings were reported.

A semi-structured interview guide was essential in my qualitative research. Its elements consisted of specific questions that were crucial for providing a comprehensive answer. The research could also deviate by asking follow-up or probing questions to go deeper into the topic (Kallio et al., 2016). As such, I used the interview guide questions. It was made up of questions that were used to cull out the relevant information, especially the probing questions, to ensure that saturation of the data would be at hand. This underwent validation by a pool of experts to warrant that the questions adhered to the ethical standards and to ensure the credibility and reliability of the tool.

RESULTS AND DISCUSSIONS

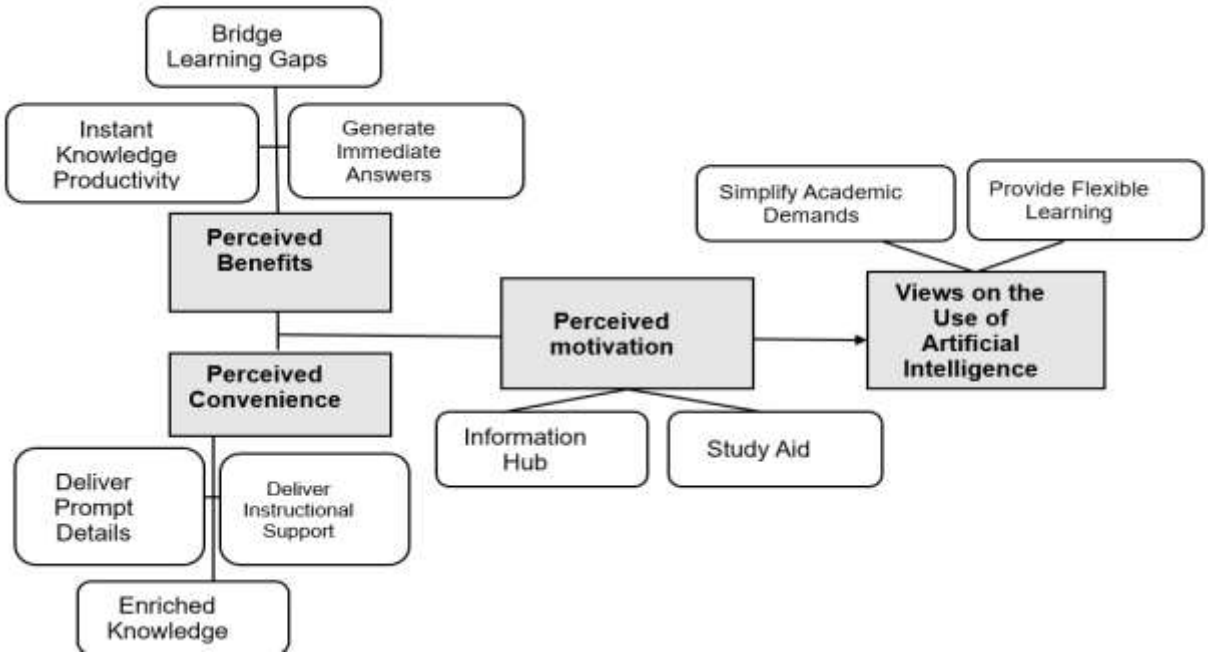


Figure 2: Modified paradigm based on the Technology Acceptance Model (TAM) by Davis (1989)

The Perceived Benefits of High School Students Using Artificial Intelligence in Their Education

On Instant Knowledge and Productivity. One of the strongest perceived benefits of Artificial intelligence is its ability to promote efficiency and productivity in learning. Students experience artificial intelligence as a tool that saves time and simplifies effort by providing rapid access to information and structuring difficult concepts. In academic contexts where tasks are often time-bound and content-heavy, Artificial intelligence supports learners in working smarter, not harder.

Additionally, artificial intelligence's multitasking abilities, such as summarizing texts and checking grammar, further contribute to students' productivity and organizational skills, as highlighted by a participant in an interview (IDI-P2). From summarizing events to generating scripts and checking grammar, Artificial intelligence is viewed as a multitasking assistant that helps learners stay productive

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and organized. One of the participants of IDI states that; "*AI help me in understanding social studies because AI summarizing historical events, and explaining political or economic theories."*

During our scheduled interview in the quiet, sunlit school library, where the soft rustling of papers and low murmurs filled the air, I noticed a spark of excitement in one of my students. They leaned forward, hands moving animatedly as they spoke, occasionally tapping the table for emphasis. Their eyes lit up, and a smile formed as they shared how they had been using Artificial Intelligence (AI) to summarize historical events in *Araling Panlipunan*. *"It really helps me understand the lessons better,"* they said confidently, explaining how AI made complex topics easier to grasp and helped them connect history to current political issues they see on social media. At one point, the student paused, placed a hand on their chest, and said, "I feel like I understand more now, like the past and present are meeting in my mind." In that still and reflective moment, I realized how deeply AI was impacting their learning journey, not just simplifying content but unlocking true understanding. For students who often feel overwhelmed by large volumes of text, AI offered a clearer path to the essential ideas. Then suddenly, we both burst into laughter when the student, still smiling, asked, "Is that question from ChatGPT, sir?" laughing so hard that a bit of saliva flew out, catching us both off guard. That mix of sincerity and humor reminded me, as a teacher and researcher, that when technology is used with care and intention, it does not just support learning—it makes it come alive. That is what participant one of the IDI mentioned, "*AI brings 'shortcuts' to my education because it is less hassle and less work, simply because it automatically gives me answers for my assignments, layouts and scripts for my reports, and even simplifies concepts".*

During our scheduled interview in the quiet, sunlit school library, where the soft rustling of papers and low murmurs filled the air, I noticed a spark of excitement in one of my students. They leaned forward, hands moving animatedly as they spoke, occasionally tapping the table for emphasis. Their eyes lit up, and a smile formed as they shared how they had been using Artificial Intelligence (AI) to summarize historical events in *Araling Panlipunan*. "It really helps me understand the lessons better," they said confidently, explaining how AI made complex topics easier to grasp and helped them connect history to current political issues they see on social media. At one point, the student paused, placed a hand on their chest, and said, *"I feel like I understand more now—like the past and present are meeting in my mind."* In that still and reflective moment, I realized how deeply AI was impacting their learning journey—not just simplifying content, but unlocking true understanding. For students who often feel overwhelmed by large volumes of text, AI offered a clearer path to the essential ideas. Then suddenly, we both burst into laughter when the student, still smiling, asked, "Is that question from ChatGPT, sir?" laughing so hard that a bit of saliva flew out, catching us both off guard. That mix of sincerity and humor reminded me, as a teacher and researcher, that when technology is used with care and intention, it does not just support learning, it makes it come alive. Based on the statement of one of the participants of the FGD, "*AI makes our learning easier, it provides information in a fast way. Also, AI can check my grammar and help me with my research. I think that was the benefit of AI in my life as a student".*

As I sat across from my participants during the interview, I could see the genuine relief and gratitude in their eyes. Their faces softened, and their voices carried a sense of ease as they spoke about the role of Artificial Intelligence in their studies. One student, with a slight smile and eyes bright with appreciation, explained how they used it primarily for grammar checking and for assistance in their research work. Their hands rested on the table, and every now and then, they would gesture with a small wave as if to underline how much simpler their tasks had become. "It is like a weight has been lifted off my shoulders," they said, their voice filled with sincerity. I could feel their sense of freedom in the air, as if Artificial Intelligence had given them a much-needed break from the stress they once faced.

As I listened, I was moved by their honesty. It was not just their words but the way they expressed themselves, calm and relieved, that struck me deeply. I could sense their appreciation for this tool, but there was also a clear recognition in their tone: "It is just a tool," one of them added with a thoughtful look, as if to remind me that while Artificial Intelligence made tasks easier, it was still their effort that mattered. "We still have to do the work," they said with a slight nod, their hands clasped together as if emphasizing their point.

In that moment, I felt a deep sense of fulfillment. It was humbling to hear their reflections, honest, grounded, and hopeful. I felt grateful for the opportunity to learn from their experiences, but at the same time, I could not help but reflect on the bigger picture. As much as Artificial Intelligence offers convenience and assistance, the responsibility to learn still rests firmly with the student. This realization weighed on me as a researcher. I understood that technology is changing the way we approach education, but it is still the learner who holds the key to their own success. The conversation left me with a sense of clarity about the delicate balance between using technology to aid learning and the need for students to remain engaged in the process themselves.

On Bridge Learning Gaps from Insufficient Topics. Another perceived benefit of Artificial Intelligence is its ability to address knowledge gaps, especially in difficult subjects like Social Studies. Students who struggle with complex concepts or who lack

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background knowledge rely on AI to simplify, explain, and illustrate ideas in a more accessible way. This function makes Artificial intelligence particularly helpful for students with varying learning speeds and comprehension levels. An expressed by one participant of IDI-states that, "*AI helps me understand the concepts of Social Studies by simplifying it, when it is hard to understand".*

During the interview, I saw a genuine glow in the eyes of my participant, a reflection of joy and gratitude for how artificial intelligence has become a guide in their academic journey. With heartfelt sincerity, the participant shared how artificial intelligence is like a light in the dark, making even the most confusing topics easier to understand. Hearing these words made me reflect deeply as a researcher. I felt a mix of inspiration and awe witnessing how technology, when used with purpose, can truly touch lives. It was more than just an interview; it was a moment where the voice of a learner revealed how artificial intelligence is not just a tool, but a companion in the pursuit of knowledge. According to one participant of IDI states that, *"It can help me because I don't have enough knowledge about social studies so you can ask AI about that".*

As a researcher, this moment struck me deeply. It made me realize that the true value of AI in education is not just in giving answers, but in restoring confidence and fostering independence among students. For learners who once felt hesitant or left behind, artificial intelligence opens a door that invites them to ask, explore, and learn without fear. In that conversation, I saw how technology could not only change how students learn but also how they feel about learning itself. A participant asserts that "*AI helps me in understanding social studies concept because it explains difficult topics in simple way and it also give examples".*

The participants' words reflected a sense of lightness and empowerment as they shared how artificial intelligence helped simplify complex concepts in Araling Panlipunan, transforming their learning experience. What once felt like an overwhelming mountain became a clear and manageable path, with AI acting as a guide, not just providing answers but offering tools for understanding. The participant's shift from uncertainty to confidence revealed how AI goes beyond easing academic tasks; it redefines how students engage with learning, turning it into an interactive, meaningful process. This experience highlighted how technology can empower students, opening doors not just to knowledge, but to their own potential for deeper understanding, "*AI helps me in understanding social studies concepts by providing me a concept in terms of the definition and examples enable for me to understand it easily".*

It was clear that artificial intelligence did not just teach them, it encouraged them. It made learning feel lighter and more fun, not like a chore. In their voice, I heard not just learning, but hope. This made me realize that sometimes, students do not need grand explanations; they just need the right support, shown in simple, clear ways. And for this participant, artificial intelligence became that helpful friend who made learning possible and even enjoyable.

On Generates Immediate Answers. The final benefit widely perceived by students is Artificial intelligence's ability to deliver immediate answers, which saves time and boosts productivity. In moments of academic stress or confusion, students turn to artificial intelligence for quick resolutions, whether it is paraphrasing, breaking down complex topics, or locating specific sources. This feature supports fast-paced study habits and contributes to efficient task completion. One of the participants claimed that, *"The benefits of AI to my learning experience is AI help me to provide instant answers and it save my time".* IDI2-Q5R14

During the interview, I observed a spark of gratitude and ease in the participant's words as they shared how artificial intelligence became like a smart companion, always ready to give quick answers and save time. It was clear that artificial intelligence turned their long, tiring study hours into something more manageable. I realized through their experience that learning does not always have to feel heavy; with the help of artificial intelligence, students can feel more supported, focused, and motivated in their academic journey. Based on the statement of one participant of IDI, *" ask AI to paraphrase the concepts and even break it down one by one". IDI3-Q7R9*

I felt a quiet sense of amazement as I noticed how students were turning to artificial intelligence not merely for instant answers, but as a tool for thoughtful exploration. Their faces often reflected intense focus, furrowed brows during moments of challenge, followed by subtle nods or satisfied expressions as understanding gradually unfolded. There was a calm determination in the way they interacted with the technology, showing a growing confidence in their ability to make sense of complex ideas. This shift revealed how much they appreciated AI's ability to break down and rephrase content, allowing them to absorb information more effectively and personally. It was in these moments that I realized AI was not just a digital assistant, and it was becoming a bridge toward deeper learning and academic self-assurance. According to one participant of the FGD, "*The benefits of AI to my learning experience are: it can help me to answer assignments easily; I can easily find the sources that I want." FGD8-Q10R12*

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As I sat with the participant during the interview, I sensed a moment of revelation. Their words revealed how artificial intelligence had transformed their learning. With a mix of excitement and relief, they described how artificial intelligence became more than just a tool, but a personal guide, simplifying complex tasks and providing instant answers. Their confidence and empowerment were clear as they shared how it helped them tackle assignments with ease. I realized that artificial intelligence is not just about quick solutions; it equips students with the tools to navigate their learning more efficiently, helping them achieve their goals with more confidence. One participant in the FGD stated that, "*The benefits I think that Artificial Intelligence brings to learning, based on my experience, are that it helps learning faster and easier by providing quick answers and explanations". (FGD9-Q9R15)*

As a teacher, this realization struck me deeply. I came to see AI not as a threat to traditional learning, but as a meaningful support system, one that responds to students' needs for both efficiency and clarity. It became clear that when used purposefully, artificial intelligence can enhance the learning experience by empowering students to learn independently and confidently. This insight challenged me to rethink how I integrate technology in the classroom and how I can guide students to use it not just smartly, but meaningfully.

Perceived Convenience of Using Artificial Intelligence

In analyzing the data, I also found that the perceived ease of use of artificial intelligence in education is strongly recognized by the participants. Artificial intelligence is viewed as an accessible and user-friendly tool that simplifies the learning process and reduces the effort required to complete academic tasks. Participants shared that artificial intelligence platforms and applications are intuitive, easy to navigate, and require minimal technical knowledge to operate effectively. Several themes emerged from the data, highlighting the specific ways in which the ease of use of artificial intelligence contributes to its acceptance and integration into students' educational routines. These are delivering instructional support, enriched knowledge, and delivering prompt details.

On Delivering Prompt Details. Artificial Intelligence (AI) has significantly improved students' learning experiences by demystifying complex information and making it more accessible. In traditional learning environments, the intricate nature of various bodies of knowledge, particularly in subjects like Social Studies, often serves as a barrier to students' deeper understanding. Complex terminologies, detailed historical events, and philosophical frameworks may overwhelm students, restricting their ability to broaden their intellectual horizons. This sentiment was strongly echoed during an in-depth interview, where one participant expressed, *" I use AI because AI helps me to provide instant explanations and make my studies easier". IDI2-Q2R7*

As the participants shared their experiences, I could not help but notice the way their faces lit up, eyes wide with excitement, hands moving as they talked, and genuine smiles that spoke volumes. There was a warmth in their voices, a sense of relief and pride, like they had finally found something that made learning feel less like a struggle and more like a journey they could actually enjoy. It was clear they were not just talking about a tool, and they were sharing how something had genuinely made a difference in how they understood their lessons.

Sitting there as a teacher-researcher, listening and observing, I felt something shift in me. I realized that Artificial Intelligence is not just about speeding things up or helping students get things done faster—it is about helping them breathe easier in their learning process. It gives them room to really understand, not just finish. Moreover, in that space, they are finding clarity, building confidence, and even enjoying the process more. That realization made me pause and think about my own role, not just in how I teach, but in how I guide students to use artificial intelligence in a way that truly supports their growth. It is not a shortcut—it is a companion—one that, when used right, can make learning feel lighter and a lot more meaningful. As confirmed by another informant, "*AI can help me understand social studies because I'm lack of prior knowledge of what social studies entails and its content". IDI4-Q2R12*

As a teacher-researcher, I felt both concern and optimism. While artificial intelligence helps students catch up on missing information, it also highlights a challenge: students may lack foundational knowledge in core subjects like social studies. This made me realize that artificial intelligence must complement solid teaching methods, ensuring that students not only fill in the gaps but also build a deeper understanding of key concepts. It is about using AI to support, not replace, the process of learning. One participant detailed this advantage, *"When I ask AI to simplify those concepts, its answer is quick, fast, and efficient, making me grasp challenging concepts of social studies faster". IDI3-Q2R9*

The students shared their experiences. I could sense a shift in their emotions at first; there was a trace of hesitation and uncertainty in their voices, but as they talked about how artificial intelligence helped clarify complex Social Studies concepts, I saw their faces brighten with relief and excitement. They seemed more confident, their earlier frustration replaced by a strong sense of accomplishment and

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pride. It was clear that they felt genuinely grateful for how artificial intelligence made learning more manageable, boosting their belief in their ability to grasp challenging material.

I felt a deep sense of admiration and fulfillment. I realized that artificial intelligence was not just providing quick answers, it was empowering my students to overcome obstacles and master difficult topics with greater ease. This made me reflect on how artificial intelligence is transforming the learning experience, offering real-time feedback and support. It enhances not only their academic skills but also their emotional confidence in their learning. It was a powerful reminder for me of how, when used effectively, technology can play a vital role in nurturing both intellectual growth and emotional resilience in students. A participant discussed further explaining that, "*AI provides real-time feedback that helps me adhere to the concepts of social sciences in various ways, such as giving me important points and information regarding a concept". FGD6-Q5R11*

I felt a strong recognition of how artificial intelligence's real-time feedback is providing essential support for students, helping them better understand social science concepts and reinforcing their learning with valuable insights. By providing prompt explanations, simplifying complex ideas, and delivering real-time feedback, artificial intelligence not only aids students in overcoming academic challenges but also promotes independent learning, critical thinking, and deeper engagement with the material. Thus, artificial intelligence emerges as an indispensable educational partner in today's rapidly evolving academic landscape.

However, with the integration of artificial intelligence as a learning tool, these challenges are substantially mitigated. Artificial intelligence simplifies abstract concepts by breaking them down into more digestible parts, enabling students to comprehend information more effectively and efficiently. As a result, students can better relate to the context of their lessons, facilitating a more meaningful and enriched learning experience. Hence, artificial intelligence enhances student learning by simplifying abstract concepts into more digestible components, thereby improving comprehension and engagement. Artificial intelligence-powered tools offer instant explanations and personalized learning experiences, making complex topics more accessible and enriching.

On Delivering Instructional Support Using Artificial Intelligence. Artificial Intelligence (AI) tools such as ChatGPT, Cici, Grammarly, and Perplexity have significantly contributed to the learning progress of students. Each tool serves a distinct purpose in assisting and enhancing students' academic performance, particularly in developing their writing, comprehension, and research skills. For example, Informants frequently cited ChatGPT and Grammarly for their positive impact. Their personalized features have notably improved students' academic outputs and overall learning experiences. One participant remarked: " I *have used AI tools like ChatGPT, Grammarly, and some educational apps, and they have really helped me with my learning".* IDI1-Q5R9

As the students spoke about their experiences, I could see a genuine appreciation in their eyes, and their faces lit up with enthusiasm. Some smiled as they described how AI tools helped improve their writing and comprehension, while others nodded with a sense of confidence, clearly feeling more capable and empowered in their learning. The atmosphere in the room felt warm and positive, as if the students were excited to share how these tools were making a difference in their academic journeys. It was evident that they saw artificial intelligence not just as a helpful tool but as a crucial resource that enhanced their learning in a way that felt personalized and supportive.

As a teacher-researcher, I felt a deep sense of realization. I recognized that AI is more than just a set of tools; it is a bridge that connects students to the kind of tailored support they need to succeed. It adjusts to their individual learning styles and needs, giving them a sense of agency over their own educational experience. This realization made me reflect on how important it is for me, as an educator, to embrace these tools in ways that can empower my students, enabling them to build their skills in writing and comprehension at their own pace and with greater confidence. It was a reminder that when used thoughtfully, AI can create a more personalized, supportive, and enriching learning environment for all students. As another informant shared, "*I use AI-powered tools like ChatGPT, Grammarly, and other educational apps because they benefit me as a student in making my assignment and project". IDI6-Q5R10*

The students shared their experiences; I could sense a feeling of deep appreciation in their voices. Their faces brightened, some even leaning forward in their seats, eager to talk about how AI-powered tools had become an essential part of their learning process. There was a mix of excitement and gratitude as they described how these tools not only helped them with understanding complex concepts but also made learning feel more manageable. Some students smiled with a sense of relief, while others spoke with a newfound confidence, clearly feeling that AI had empowered them to work more efficiently and effectively.

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As a researcher, I felt a profound sense of realization. I understood that AI tools were not merely supplementary aids but essential assets that allowed students to thrive in their academic journeys. These tools gave them the resources and support they needed to navigate their studies with greater ease, and in turn, helped them approach their learning with more confidence and clarity. This insight made me reflect on how crucial it is for educators to recognize and embrace AI's role in creating a more efficient and personalized learning experience for every student. It was a moment of true understanding about how technology can enhance learning, not by replacing traditional methods, but by making them more effective and accessible. One participant emphasized, "*Yes, quite often actually, especially ChatGPT and Perplexity AI. They have impacted my learning almost at a whole extent." IDI3-Q10R15*

As the researcher, I was struck by the significant impact these AI tools, like ChatGPT and Perplexity artificial intelligence, have had on the participants' learning, indicating a deep reliance on these technologies to shape and transform their educational experience. One informant noted, *"I use educational apps just like Cici. When I have a difficult question that I can't answer, I ask Cici to save me". IDI4-Q9R16*

The integration of artificial intelligence tools in education provides students with significant advantages, enhancing their learning experience. These tools offer immediate access to reliable learning support, ensuring that students can receive assistance anytime they encounter academic challenges. This availability allows students to resolve questions and understand complex concepts at their own pace without having to wait for human intervention. Moreover, artificial intelligence tools help students overcome academic difficulties by breaking down intricate ideas into simpler, more digestible pieces. By analyzing a student's strengths and weaknesses, artificial intelligence can provide personalized learning plans, offering targeted exercises that address specific areas of struggle. This personalized approach not only improves comprehension but also deepens the understanding of challenging subjects by presenting information through various formats, such as videos and interactive simulations, catering to different learning styles.

On Enriched Knowledge Using Artificial Intelligence. Another significant theme that emerged from the analysis is that artificial intelligence tools have enriched students' knowledge across various academic areas. The notable improvement in students' writing skills demonstrates that artificial intelligence tools have opened new opportunities for them to better comprehend complex concepts and ideas. One informant specifically shared: *"ChatGPT is great for explaining difficult concepts in a way that's easy to understand, and Grammarly has improved my writing by catching mistakes I might have missed". IDI1-Q1R1*

I was impressed by the participants' recognition of how ChatGPT simplifies complex ideas and how Grammarly enhances their writing, illustrating the powerful role artificial intelligence tools play in both understanding and refining academic work. Some students were encouraged by their peers to explore AI-powered applications to further improve their work. As one participant expressed, "*I was influenced by my peers. Using Grammarly helped me enhance my grammar". FGD7-Q9R17*

I noted the influence of peer recommendations, recognizing how the use of Grammarly not only helped improve the participants' grammar but also reflected a shared learning culture among students that promotes growth and improvement through technology. This suggests that peer networks play a crucial role in fostering a learning environment where technology is utilized collaboratively to enhance academic performance. In addition to improving writing skills, students also use artificial intelligence tools to validate the accuracy and credibility of information they encounter during their learning process. One participant noted, *"It provides answers and corrections that need to be change". FGD8-Q9R17*

I observed how the participant values artificial intelligence for its role in providing instant answers and corrections, highlighting its utility in guiding students toward improvements and helping them refine their understanding. As shared by one participant, *AI can provide instant quizzes, suggest additional resources, and highlight areas where I need improvement.*

I recognized how AI's ability to generate instant quizzes, recommend extra resources, and pinpoint areas for improvement is empowering students by offering personalized learning experiences that target their individual needs. This finding underscores that artificial intelligence tools not only facilitate immediate learning support but also nurture a proactive attitude among students toward academic exploration and lifelong learning. Overall, the integration of artificial intelligence in students' academic routines has significantly enriched their knowledge, promoted independent learning habits, and elevated their confidence in navigating complex academic demands.

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Perceived Motivation of Using Artificial Intelligence

In this study, I explored the perceived role of artificial intelligence in the context of education. Based on the responses gathered, artificial intelligence is predominantly seen as an essential tool that enhances and supports the learning experience. Participants described artificial intelligence as a means of facilitating access to information, improving academic performance, and offering timely assistance in various educational tasks. These are an Information hub and a study aid.

The findings suggest that artificial intelligence is not merely viewed as an external aid, but rather as an integrated component of modern academic life. It is perceived to streamline learning processes, reduce barriers to information, and personalize educational experiences according to individual needs. Through this research, it became evident that the role of artificial intelligence is increasingly central in shaping how students engage with, process, and apply knowledge in academic settings.

On Information Hub. Artificial Intelligence is an important tool since it aids learners in understanding the lesson. As a matter of fact, it provides information and explains the bodies of knowledge. This articulates that when students use artificial intelligence, its purpose is to enable them to grasp the lessons. Thus, it would be easy for them to digest the lesson shared with them by their teachers. As a matter of fact, this has been shared by one participant expressed that, "*I can directly ask AI for explanations and information".* FGD1-Q6R5

I noticed how the participant appreciates artificial intelligence for its direct and accessible nature, enabling them to quickly obtain explanations and information whenever needed, making learning more efficient and responsive. This participant articulates a strong sense of dependency and trust in artificial intelligence as a comprehensive resource. It also reflects the learner's cognitive shift from relying on static repositories of knowledge to dynamic, responsive platforms that accommodate their curiosity and academic needs in real time. As one of the participants emphasized, *" It also provides multiple perspective by giving information from diverse source". FGD3-Q6R9*

I recognized how the participant values artificial intelligence for its ability to present multiple perspectives, enriching their understanding by drawing from a variety of sources and offering a broader, more nuanced view of the topics they study. An intriguing point that emerged was artificial intelligence's role in fostering cross-cultural understanding. Particularly for students in the social sciences, the ability to easily access information about various cultures and belief systems broadens their worldview. As one of participant shared, "*AI helps me in understanding social concepts by giving an idea and information about cultures and beliefs of others" IDI5-Q8R16*

I appreciated how the participant highlighted artificial intelligence's role in broadening their understanding of social concepts by offering insights into diverse cultures and beliefs, fostering a more inclusive and global perspective. This insight suggests that, beyond academic support, students value artificial intelligence as a tool for promoting cultural literacy—an essential 21st-century competency in an increasingly interconnected and globalized world. This sentiment was clearly articulated by one participant of FGD, " *AI helps me in my social studies especially in gathering information. AI provides information that is very useful in my study". FGD4-Q9R17*

As the researcher, I recognized how the participant values artificial intelligence as an essential tool for gathering useful information, underscoring its effectiveness in supporting their social studies by streamlining the research process. Here, AI is portrayed not merely as a repository of facts but as a *"buddy,"* a supportive partner in students' efforts to construct meaningful understandings of social realities, both past and present. This relational framing implies that students are beginning to view artificial intelligence as an active participant in their educational journeys, enhancing both their academic growth and their sense of agency as learners.

On Study Aid Using Artificial Intelligence. Artificial Intelligence (AI) has emerged as a powerful and innovative study aid, significantly alleviating the academic burden experienced by students. In an era where students are required to perform an overwhelming number of tasks, ranging from academic essays and journal writing to various school activities, the integration of artificial intelligence into the learning process provides much-needed support. As students often find themselves bombarded with deadlines and complex requirements, artificial intelligence offers a mechanism to streamline their workload, enabling them to manage their academic responsibilities more efficiently. One of the participants underscored this sentiment stating, " *AI brings to my learning experience is to give me an information or to help me with my activities, essay and journal". IDI1-Q2R18*

I recognized how the participant appreciates artificial intelligence for its practical role in supporting their learning, particularly in providing information and assisting with activities like essays and journals, making academic tasks more manageable. This was

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articulated by one of the participants, "*AI can help me understand social studies because I'm lack of prior knowledge of what is social studies entails and its content.* IDI4-Q4R16

Through this mechanism, artificial intelligence not only bridges knowledge gaps but also fosters the internalization of concepts, ultimately contributing to the development of deeper and more comprehensive understandings of academic material. As another informant shared, *"AI assisted me in understanding social sciences in various ways such as understanding and cohesively critically evaluating terms and concepts".* FGD6-Q8R15

I appreciated how the participant highlighted artificial intelligence's role in not only helping them understand social sciences but also in fostering critical thinking, enabling them to cohesively evaluate and connect terms and concepts more effectively. Here, it becomes clear that artificial intelligence not only enables students to absorb information but also fosters their ability to engage in higher-order thinking processes, such as analysis, evaluation, and critical synthesis. As noted by another participant, "*It helps me to become creative, especially in research; this helps me a lot in paraphrasing the content and many more".* FGD8-Q7R17

I was struck by how the participant values artificial intelligence for fostering creativity in their research, particularly through tasks like paraphrasing, showing how artificial intelligence supports students in producing original work while enhancing their academic skills. As a result, artificial intelligence serves as an invaluable resource, helping students not only grasp concepts but also express their understanding in a clear, coherent, and academically rigorous manner. The immediacy and convenience offered by artificial intelligence applications resonate strongly with the demands of modern education, where adaptability and resourcefulness are increasingly crucial. Thus, it is evident that artificial intelligence's function as a study aid transcends mere information provision; it plays a transformative role in students' academic journeys, enhancing not only their cognitive abilities but also their confidence, creativity, and critical engagement with academic content.

Views on the Use of Artificial Intelligence

The views on the use of Artificial Intelligence (AI) in education are varied, encompassing both optimistic and critical perspectives. On the positive side, artificial intelligence is seen as a tool that can significantly enhance learning by offering personalized experiences tailored to individual students' needs and learning styles. Artificial intelligence-driven platforms can adapt content to suit students' pace, providing immediate feedback and helping them grasp complex concepts more efficiently. Furthermore, artificial intelligence can automate administrative tasks, allowing educators to focus more on teaching and interacting with students. These are simplifying academic demands and provide flexible learning.

On Simplifying Academic Demands Using Artificial Intelligence. Interactive learning has reshaped how students participate in classroom activities, promoting deeper engagement and independent learning. When students are given opportunities to engage with different tasks, they learn to become more responsible for their own education. Artificial intelligence has provided a platform where students can personally explore various bodies of knowledge and attempt to understand concepts without solely relying on their teachers. One participant reflected on this experience by stating, "*Educational apps also make studying more interactive, fun, and learn something that can make me understand the concept, and also keep me engaged" IDI1-Q2R10*

I recognized the value of educational apps in transforming studying into an interactive and enjoyable experience, making it easier for students to grasp concepts while keeping them actively engaged in their learning journey. This is supported by a participant's statement, *" I use AI because AI can help me to answer give an instant explanation and make my project, studies easier". IDI4-Q7R19*

I noted how the participant values artificial intelligence for its ability to provide immediate explanations and simplify tasks, making their academic projects and studies more manageable and less overwhelming. Here, it becomes clear that artificial intelligence serves as both a guide and a support system, ensuring that students are not left struggling with difficult assignments. One participant noted, "*Every time I scroll on these social media platforms, I can see or encounter a lot of different AI that helps students make their lives easier. As a student, I also use this AI, but in an improper way". IDI8-Q5R9*

I observed how the participant is aware of the widespread use of artificial intelligence tools across social media platforms and appreciates their potential to make student life easier, while also emphasizing the importance of using these tools responsibly. This statement highlights the role of social media in raising awareness about artificial intelligence tools. It also underlines the responsible attitude of students who recognize the importance of using artificial intelligence ethically and appropriately in their academic activities. One

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participant emphasized the benefits of using these technologies by stating, "*I use AI tools like ChatGPT, Grammarly, and other educational apps. They have really helped me, especially in understanding difficult topics and improving my writing. They make my schoolwork easier". FGD5-Q7R20*

As the participant shared their experience, I could sense a quiet confidence and appreciation in their tone. There was a calm enthusiasm as they spoke about how tools like ChatGPT, Grammarly, and educational apps had made their schoolwork less overwhelming. Their words carried a feeling of relief, like they had finally found something that helped them navigate academic challenges more easily. They seemed proud of how they could now express their ideas more clearly and understand lessons that once felt too complex.

As a teacher-researcher, I felt a deep sense of acknowledgment. I realized that artificial intelligence is doing more than supporting academic tasks; it is reshaping the learning process. It empowers students to take control, to think critically, and to build their skills with confidence. This moment helped me see that when used meaningfully, artificial intelligence does not replace learning, it enriches it, creating a bridge to deeper understanding and more engaged learners.

On Provide Flexible Learning. Artificial intelligence enables flexible learning by adapting educational experiences to individual needs, empowering students to study at their own pace and tailor their learning process. This flexibility allows students to pace their learning in a way that suits their abilities and learning styles, making it possible to cover material more effectively, whether at an accelerated or slower pace. artificial intelligence's ability to offer a customizable approach enhances the student experience by removing the rigid structure found in traditional learning environments, **"***Additionally, AI makes studying more engaging and allows me to learn at my own pace". IDI1-Q3R15*

I appreciated how the participant emphasized artificial intelligence's role in making studying more engaging and personalized, highlighting its potential to support self-paced learning that aligns with individual needs and preferences. This quote underscores the empowering role artificial intelligence plays in giving learners control over their educational journey. " *AI can customize study plans based on my progress. It also provides free and easily accessible resources that I can use for reports, research, and assignments. This makes my learning process more flexible and effective". FGD10-Q5R19*

I was impressed by how the participant recognized artificial intelligence's ability to personalize study plans and offer accessible resources, revealing its strong potential to enhance flexibility and effectiveness in the learning process. Here, the flexibility of artificial intelligence is highlighted as it tailors the study plan to the student's progress, ensuring that no one is left behind. As expressed by one of the participants states that, " *AI can adapt social studies content to suit learning speed and style by adjusting its explanations". IDI9-Q8R6*

As I sat across from one of the participants during our scheduled interview in a quiet corner of the school library, a calm sunlit space with tall shelves and the soft sounds of pages turning and footsteps echoing in the distance, I felt a sense of peace that made me reflect. On the table between us was a small recorder and my notebook, already filled with notes. The student sat across from me, calm yet clearly excited. They leaned forward, adjusted their glasses, and gently tapped their fingers on the table as they spoke. Every now and then, they paused, looked up as if thinking deeply, then smiled and continued. Their eyes lit up as they talked about Artificial Intelligence. *"It is like it knows how I learn,"* they said with a smile, their voice full of quiet excitement. They explained how artificial intelligence helps them understand lessons better by using simpler words when they are confused or giving more details when they want to learn more. They told me how they once asked artificial intelligence to explain a hard topic in Philippine history, and it broke it down in a way that made sense, even connecting it to what they see on social media.

As they spoke, their hands moved with their words, showing how engaged and confident they felt. I nodded, listened closely, and felt a genuine smile form on my face. In that moment, I realized the student did not see artificial intelligence as just a shortcut, but as a helpful guide that truly supports their learning. As a teacher and researcher, I was deeply moved. That simple conversation in the quiet library showed me how powerful technology can be when used the right way, not just to teach, but to support, include, and inspire learners who may struggle to keep up. It reminded me that with care and intention, artificial intelligence can truly bring learning to life.

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Perceived Benefits of Using Artificial Intelligence

The perceived benefits of using Artificial Intelligence (AI) in education are extensive, offering improvements in both teaching and learning processes. One of the most recognized advantages is personalized learning, where Artificial Intelligence adapts to individual students' learning styles, pace, and needs. From the responses of the high school students, three (3) significant sub-themes emerged, namely: (1) Instant knowledge productivity; (2) Bridge learning gaps; and (3) Generate immediate answers.

On Instant Productivity of Academic Writings. From my interviews, I learned that students are able to produce their academic assignments and projects right away with the use of artificial intelligence. This finding asserts that the study of Borge et al. (2024) stated that artificial intelligence tools significantly reduce the time required to complete academic tasks, enabling users to accomplish in minutes what previously took hours, such as summarizing articles, organizing notes, and generating practice quizzes. By automating routine processes, artificial intelligence frees time for deeper, more meaningful academic work.

On Bridge Learning Gaps from Insufficient Topics. Throughout my exploration of artificial intelligence in education, I have come to deeply appreciate how artificial intelligence acts as a powerful bridge for learning gaps. This finding supports the study of Chand (2021), which stated that many students often face challenges in mastering complex subjects due to differences in prior knowledge, learning speed, or even language barriers. Artificial intelligence technologies, such as adaptive learning platforms and intelligent tutoring systems, offer personalized support that adjusts to these individual needs in real-time. I can affirm that artificial intelligence technologies, such as adaptive learning platforms and intelligent tutoring systems, provide personalized support that tailors instruction to individual student needs in real-time, enhancing the learning experience.

From my perspective as a researcher, Artificial Intelligence does not simply fill gaps passively; it actively detects, responds to, and nurtures areas of weakness before they widen into academic obstacles. In the accounts shared by my respondents, it became clear that artificial intelligence's ability to provide instant feedback, targeted remediation, and alternative explanations made difficult topics more accessible. Tools like Duolingo for language learning or platforms like Carnegie Learning for mathematics were repeatedly cited as examples where artificial intelligence noticed mistakes and immediately offered corrective pathways (Holmes et al., 2019). It supports that tools like Duolingo for language learning and platforms like Carnegie Learning for mathematics are prime examples of artificial intelligence systems that identify mistakes and provide immediate corrective pathways, thereby enhancing the learning process. Reflecting on these insights, I interpret artificial intelligence's function as a highly responsive tutor who is always present, always patient, and highly customized. Instead of forcing students to fit a rigid curriculum pace, artificial intelligence flexes around the learner, smoothing over the gaps that traditional classroom instruction might leave behind.

Personally, I believe that the most transformative aspect of artificial intelligence in bridging learning gaps is its potential to democratize education. No longer do learning opportunities depend solely on the availability of human teachers or expensive resources; with artificial intelligence, tailored assistance is accessible to anyone with a device and an internet connection. As a researcher and a learner, I see this shift as not just technological, but deeply ethical, ensuring that more students can rise above educational barriers that once seemed immovable. In this light, artificial intelligence is not just a tool, but a bridge toward greater equity and empowerment in learning.

On Generating Immediate Answers to my Assignments. Artificial intelligence tools are widely valued by students for delivering immediate answers, which enhances productivity and supports fast-paced study habits. Artificial Intelligence can reduce study time significantly and improve academic efficiency, though some findings warn of potential over-reliance leading to reduced performance (Wecks et al., 2024). The findings affirm that Artificial Intelligence can significantly reduce study time and improve academic efficiency; however, some studies also warn that excessive reliance on AI tools may lead to diminished performance due to reduced critical thinking and independent problem-solving skills.

By reducing waiting time for feedback or explanations, Artificial Intelligence becomes a powerful academic ally. Studies show that automated, personalized responses improve learning efficiency and reduce the time spent waiting for clarification (Kochmar et al., 2020). It affirms that by reducing waiting time for feedback or explanations, Artificial Intelligence becomes a powerful academic ally. The findings show that automated, personalized responses enhance learning efficiency and minimize the time students spend waiting for clarification.

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Perceived Convenience of Using Artificial Intelligence

In examining the perceived ease of use of Artificial Intelligence tools in education, I identified several emerging themes based on participant responses. These include fast and flexible access to information, easy task completion, personalized and adaptive use, and the simplification of academic demands. These themes reflect the various ways participants experienced Artificial Intelligence as an accessible and supportive aid in their academic work. From the responses of the high school students, three (3) significant sub-themes emerged, namely: (1) Deliver prompt details; (2) Deliver Instructional Support; and (3) Enriched knowledge.

On delivering prompt details. Artificial Intelligence enhances student learning by simplifying abstract concepts into more digestible components, thereby improving comprehension and engagement (Poth, 2023). It asserts that Artificial Intelligence enhances student learning by breaking down abstract concepts into more digestible components, thereby improving both comprehension and engagement. By simplifying complex topics, Artificial Intelligence encourages students to engage more confidently with their studies, enriching their learning experience (Khan Academy, 2025). It affirms that by simplifying complex topics, Artificial Intelligence encourages students to engage more confidently with their studies, thereby enriching their overall learning experience.

By making abstract topics more approachable, Artificial Intelligence has made my studies feel less overwhelming, enriching my overall learning experience and encouraging me to stay curious and motivated in my academic journey. I now feel more equipped to tackle difficult subjects and have gained a deeper sense of control over my learning process, making Artificial Intelligence a valuable tool in my educational growth. Moreover, Artificial Intelligence has fostered a sense of independence in my learning, allowing me to explore topics at my own pace while providing instant support whenever needed. This has empowered me to take ownership of my studies and continuously improve my skills and knowledge.

On Delivering Instructional Support. Artificial Intelligence models such as ChatGPT can act as virtual tutors, offering real-time assistance and fostering personalized learning experiences (Popenici & Kerr, 2017). Based on the findings, I affirm that Artificial Intelligence models like ChatGPT can function as virtual tutors, providing real-time assistance and creating personalized learning experiences. By offering immediate responses to my questions, Artificial Intelligence helps clarify concepts and guides me through challenging topics. This personalized support adapts to my needs, making learning more tailored and effective. With tools like ChatGPT, I can receive continuous, on-demand help, which enhances my overall learning experience. Artificial Intelligence-powered educational apps can adapt to students' learning styles and progress, facilitating personalized learning paths (Holmes et al., 2019). Based on the findings, I affirm that Artificial Intelligence-powered educational apps can adapt to my learning style and progress, offering a personalized learning path. These apps track my performance and adjust the difficulty level, ensuring that I am constantly challenged but not overwhelmed. By tailoring the content to my individual needs, AI makes learning more efficient and relevant, helping me master concepts at my own pace.

On Enriched Knowledge in Learning. I have found that ChatGPT serves as an effective formative feedback tool, especially for undergraduate ESL students like myself. It provides clear explanations that help me better understand complex academic writing concepts. This finding affirms the study of Mahapatra (2024). ChatGPT has been shown to serve as an effective formative feedback tool, aiding undergraduate ESL students in improving their academic writing skills by providing clear explanations and facilitating a better understanding of intricate ideas. Based on the findings, I affirm that ChatGPT is an effective formative feedback tool that helps me improve my academic writing skills. It provides clear explanations and helps me better understand complex ideas, making it easier to refine my writing. By offering detailed feedback and guidance, ChatGPT supports me in developing stronger writing techniques and enhances my ability to express ideas more clearly. This tool not only helps me identify mistakes but also encourages me to think critically about my writing, ultimately improving my academic performance.

It provides clear explanations that help me better understand complex academic writing concepts. This instant feedback allows me to identify areas where I need improvement and offers suggestions on how to address them. As a result, I gain a clearer understanding of my mistakes and learn how to correct them. Overall, ChatGPT has been instrumental in improving my academic writing by guiding me toward clearer and more effective communication.

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Perceived Motivation of Using Artificial Intelligence

Understanding students' perceived motivation is crucial because it helps educators tailor their teaching strategies to better support and engage students, whether by aligning lessons with students' interests, providing positive reinforcement, or creating a more motivating and supportive learning environment. From the responses of the high school students, two (2) significant sub-themes emerged, namely: (1) Information hub, and (2) Study aid.

On Information Hub. Artificial Intelligence helps learners navigate complex topics more effectively (Zawacki-Richter et al., 2019). Based on the findings, I affirm that AI helps me navigate complex topics more effectively by breaking down difficult ideas into simpler explanations. It provides clear summaries, relevant examples, and step-by-step guidance that make it easier for me to understand challenging subjects. With Artificial Intelligence, I can study at my own pace and revisit concepts as needed, which strengthens my comprehension and confidence in learning.

Artificial Intelligence systems outperform traditional resources in immediacy and personalization, promoting greater student reliance for exploration and comprehension (Holmes et al., 2019). Based on the findings, I attest that Artificial Intelligence systems outperform traditional resources by providing immediate, personalized assistance, which helps me explore and understand concepts more effectively. Unlike traditional resources, Artificial Intelligence responds instantly to my questions, tailoring explanations to my learning style and progress. This level of immediacy and personalization promotes greater engagement, as I can easily access the support I need when I need it, making my learning experience more efficient and focused.

On Study Aid. When I reflect on the role of Artificial Intelligence as a study aid, I recognize its profound ability to personalize and enhance the learning experience. This finding affirms the study of Roll & Wylie (2016). Artificial Intelligence-powered tools, such as intelligent tutoring systems, dynamically adjust to my learning needs, offering targeted practice and immediate feedback. Based on the findings, I affirm that Artificial Intelligence-powered tools, such as intelligent tutoring systems, dynamically adjust to my learning needs, offering targeted practice and immediate feedback. This means that Artificial Intelligence tools like intelligent tutoring systems can adapt to how I learn. They give me practice exercises suited to my level and provide quick feedback, helping me improve more efficiently and understand better.

Instead of following a static study path, this approach guides through adaptive exercises that strengthen my weak areas before they become persistent gaps (Chen et al., 2024). Based on the findings, I affirm that instead of following a static study path, I am guided through adaptive exercises that strengthen my weak areas before they become persistent gaps. This statement highlights how Artificial Intelligence-driven learning systems use adaptive exercises to personalize the study process. Instead of following a fixed sequence, the system identifies a learner's weak areas in real time and provides targeted practice to address them early. This approach prevents gaps in understanding from becoming long-term issues and supports more effective, individualized learning.

Views on the Use of Artificial Intelligence

Students particularly value how Artificial Intelligence simplifies complex topics and provides real-time feedback, which helps them study more efficiently and independently. Many also find that Artificial Intelligence fosters engagement, boosts motivation, and supports personalized learning by allowing them to control the pace and depth of their study sessions. This aligns with the demands of 21st-century learning, where flexibility, autonomy, and digital literacy are increasingly important. From the responses of the high school students, two (2) significant sub-themes emerged, namely: (1) Simplify academic demands; and (2) provide flexible learning.

On Simplifying Academic Demands. Artificial Intelligence tools and educational apps are not just passive aids; they are active components of the learning process, making lessons more accessible and enjoyable (Chawla, 2023). Based on the findings, I affirm that Artificial Intelligence tools and educational apps are not just passive aids; they are active components of the learning process, making lessons more accessible and enjoyable. The integration of technology in education not only makes studying more enjoyable but also promotes active participation and motivation among learners (Das, 2024). Based on the findings, I affirm that the integration of technology in education makes studying more enjoyable and also promotes active participation and motivation. With the use of tools like Artificial Intelligence, learning becomes more interactive and engaging, making it easier to stay focused and interested in the material. Technology allows me to approach topics in different ways, which keeps me motivated and encourages me to take a more active role in my learning process. This engagement enhances my overall learning experience and drives me to be more involved in my studies.

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I have noticed that these technological tools help maintain my focus and enthusiasm, making learning feel more dynamic. Additionally, they allow me to learn at my own pace, offering personalized support that addresses my individual learning needs. I appreciate how these tools provide instant feedback, which allows me to adjust my understanding right away and improve on areas where I am struggling. This real-time assistance helps me feel more in control of my learning, reducing stress and increasing my confidence. Overall, Artificial Intelligence and educational apps have become key elements in my education, fostering both enjoyment and motivation as I learn. They have not only made learning more accessible but also more tailored to my personal goals and academic growth.

***On Provide Flexible Learning*.** This flexibility promotes a sense of autonomy in my academic journey. Instead of feeling bound to rigid schedules or traditional classroom pacing, I can now manage my time more effectively and focus on areas that need improvement. This finding affirms Das's (2024) findings that one of the most valuable benefits of AI in education is the flexibility it offers in adjusting the pace of study sessions. Someone like me, who sometimes needs more time to grasp certain topics and less for others, finds this adaptability incredibly helpful. It allows me to slow down when I am struggling or speed up when I feel confident, making my learning more efficient and less stressful. Based on the findings, I affirm that Artificial Intelligence supports a learning environment that respects different learning speeds and empowers students to take control of how they learn.

In addition, this flexibility promotes a sense of autonomy in my academic journey. Instead of feeling bound to rigid schedules or traditional classroom pacing, I can now manage my time more effectively and focus on areas that need improvement. This personalized approach not only boosts my academic performance but also builds my confidence as a learner. It encourages me to take responsibility for my learning process and become more self-directed. Ultimately, AI does not just make learning more efficient; it makes it more empowering.

The findings of this study have significant implications for educational practices, particularly in how schools and educators approach the integration of Artificial Intelligence (AI) into teaching and learning. One of the most crucial implications is the need for structured opportunities that allow both students and educators to deepen their understanding of Artificial Intelligence tools. Webinars, workshops, and training sessions can be instrumental in providing learners with the knowledge and skills to effectively use Artificial Intelligence in their studies. These initiatives can also address gaps in digital literacy by introducing students to the various Artificial Intelligence technologies that can enhance their learning experiences. For students, such platforms not only foster engagement with Artificial Intelligence tools but also empower them to apply these technologies to achieve academic success, gain greater autonomy in their learning, and strengthen their problem-solving skills. Moreover, these opportunities can also help ensure that AI is used ethically and responsibly within the educational context.

For educators, webinars and training sessions offer vital spaces to stay updated on the latest advancements in Artificial Intelligence and explore how these tools can be incorporated into the curriculum. These programs provide opportunities for teachers to enhance their digital competencies, share best practices, and collaborate on innovative teaching strategies. Furthermore, by participating in these educational practices, educators can develop a deeper understanding of how Artificial Intelligence can support individualized learning, improve student engagement, and foster more interactive learning environments. Such professional development opportunities also contribute to creating a culture of continuous learning and adaptability, where both educators and students are equipped to navigate the evolving landscape of technology in education. Ultimately, these initiatives can ensure that Artificial Intelligence's role in education is fully realized, benefiting students and teachers alike.

Future researchers may conduct quantitative research using a regression analysis. The following themes are perceived benefits on the use of artificial intelligence, perceived convenience on the use of artificial intelligence, perceived motivation on the use of artificial intelligence, and views of the use of artificial intelligence as variables, and use the emerging sub-themes as indicators. Specifically, a regression analysis may be conducted to test the significance of the influence of perceived benefits on the use of artificial intelligence and perceived convenience on the use of artificial intelligence on the perceived motivation to use artificial intelligence. The purpose of the regression is to examine the significance of the influence of the predictor variables on the criterion variable. Researchers may use mediation analysis to determine the significance of the mediating effect of perceived motivation to use artificial intelligence on the relationship between perceived benefits of using artificial intelligence and perceived convenience of using artificial intelligence, as well as the perceptions toward the use of artificial intelligence.

Future researchers are encouraged to utilize Exploratory Factor Analysis (EFA) as a tool to help develop and validate survey questionnaires that can be extracted from the results and discussions of the study. This process would involve creating three separate but

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closely related instruments: one focused on measuring perceived benefits, another on perceived convenience, and a third on perceived motivation. The insights and discussions found in Chapters 3 and 4 can serve as a strong starting point for this task, as they offer specific ideas and patterns that can guide the creation of meaningful and relevant survey items. By building on these findings, future researchers can help deepen our understanding of how artificial intelligence is being integrated into education, and in doing so, provide practical insights that can support schools, educators, and learners in adapting to the changing educational landscape shaped by technology.

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