



# The Effect of Artificial Intelligence Tools Usage to the Perceived Learning of 2nd Year Communication Students at Far Eastern University-Manila, Academic Year 2023-2024

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## Abstract

This study investigates how the second-year communication students from Far Eastern University- Manila in the academic year 2023-2024 perceives artificial intelligence (AI) tools and its effects to their learning, specifically their dependency on it, how it benefits them, and what potential risks they are facing. This study looks into the way AI is integrated in education and the influence of AI tools like ChatGPT, Grammarly, Quillbot, Brainly, and Scribbr. The research question was answered using a descriptive design and quantitative approach. Additionally, collected data are from purposive samples of thirty-five (35) communication students who are surveyed to determine their usage of reliance on and perception towards artificial intelligence tools. The results showed that mostly, AI tools are employed for writing help such as paraphrasing and grammar checking with most of them finding these tools useful in dealing with complex problems and enhancing their productivity. Additionally, it shows that students are using AI tools without being too much dependent on it. Thus, this can be related to their perception that AI tools makes errors/mistakes and violates their privacy.

**Keywords:** artificial intelligence, academic-related work, communication students

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## 1. Introduction

Artificial intelligence (AI) is the power of a digital computer or computer-based bots to assist on tasks that are associated with intelligent beings (Copeland, 2024). It can be applied to activities that require reasoning ability, discovery of meaning, and generalization. Nowadays, there are a lot of AI tools available on the web that assists humans in doing their tasks much convenient and easier. Thus, it is utilized mostly by students and corporate workers. According to Jo (2023), a positive experience of a person shared with others can act as a fuel, drawing new users to discover and explore the AI tool.

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This could be the reason for AI being largely utilized by students and corporate workers. For instance, in the academe, AI tools usage was beneficial in checking for mistakes in academic writing, generating better ideas, and doing tasks much faster.

In the past years, AI or Artificial Intelligence have been increasingly pervading every aspect of our lives. Artificial Intelligence has impacted almost every sector of our world, from technological advancements to business administration, security agencies, navigation, research, and more; resulting in massive improvement and growth (Chatterjee et al., 2021). With the advancement of AI technology, its applications in education have grown, with significant potentials for personalized learning, dynamic evaluations, and facilitating meaningful interactions in online, mobile, or hybrid learning environments (Zhang, 2021). Some of the AI tools that are available on the web are ChatGPT, Grammarly, QuillBot, Brainly, and Bing Chat. These AI tools can be a source of fresh knowledge that can be used in academic endeavors and professional works.

This new technology can modify an individual's preferred style of learning making it easy and convenient for students to use when doing academic works. Students find convenience when using AI tools as they are easily accessible and can be used anytime and anywhere making it perfect for them to access the study materials and resources on their devices when needed. (Riaz, 2023). Additionally, with AI- Powered Automated grading systems, students can receive timely feedback on their work, enabling them to understand their mistakes, make corrections and improve their learning outcomes. An example for this is Grammarly, this AI tool assesses the user's writing and its structure and grades it. By that, the user will be able to revise the parts that should be improved. Therefore, this real-time feedback fosters a sense of self-reflection and empowers students to take an active role in their own learning process.

On the other hand, there is the risk of over-on AI, potentially leading to a passive learning experience for students. The learning experiences for the students could be improved by the use of AI in education. However, careful consideration of privacy and maintaining balance between AI and Students is required (Tuomi, 2018). With AI tools being able to produce various learning materials and being able to cater to a personal level depending on the individual's learning preferences, students might no longer approach their professors for help (Adlawan, 2024). Moreover, one of the most notable challenges on the usage of AI tools is the potential for students to become overly reliant on them. Some students use AI to complete their assignments or, in some cases, even let AI answer their quizzes. Ultimately, AI-generated essays undermine learning, as students rely on AI to do their work for them and may not develop the critical thinking skills necessary for their education (Bailey, 2023). This is the reason why proper usage of AI tools is important, there should be a balance on how people use information and knowledge from these tools.

In this study, the researchers will solely focus on the perceived effect of AI tools in the learning of students, specifically, level 2 communication students of Far Eastern University- Manila for the academic year 2023-2024. The reason for this is that they tend to do more academic writings since they focus on communication. This is to assess the perception of students on their usage of AI tools, if it benefits or harms their learning. Additionally, this study is done to look at the perception of students on how reliance to AI tools will affect them.

**Research Questions:**

1. What AI tools are mostly utilized by students?
2. What specific purpose of AI tools are students utilizing in their academic-related works?
3. What are the potential benefits of using AI tools for academic purposes?
4. What are the risks involved in the usage of AI tools for academic purposes?
5. What is the level of dependency of students in using AI tools?

**2. Method**

This study utilized a descriptive research design and quantitative methods in gathering data, wherein they are identified, measured, and observed. The descriptive research design is used to systematically obtain information to describe a phenomenon, situation, or population (Voxco, 2021). A descriptive research design is suitable for this study since the aim is to understand how AI affects the perceived learning of 2nd-year communication students. This is the most suitable research design for the study as the researchers aim to define respondent characteristics, measure data trends, and conduct comparisons. Additionally, the researchers will use quantitative method to collect quantifiable information. This allows the researchers to have an accurate response to each of the questions answering each objective.

The study will focus on communication students in their second year at Far Eastern University during the academic year 2023-2024. The researchers will select participants from those enrolled in the Communication program, which is recognized for having several specialization areas such as convergent media track and digital cinema. The students in this program come from different background and life experiences. They have been selected because of the types of academic work they engage in, such as essays, script writing, and copywriting. This can be relevant to the research as they present a context where the use of AI tools may be particularly advantageous.

The researchers will select the participants using a method referred to as purposive sampling. These will be drawn from second-year communication students at Far Eastern

University. Thirty-five (35) participants will be selected by the researchers according to some specific criteria of research to get a sample that is focused and represents the target group well. The researchers need to have responses that will be able to answer the objectives, thus it will be possible when the respondents are screened. The first characteristic that the researchers considered is if the student uses AI tools for academic work. This is the most important characteristic because it will allow the researcher to investigate on the topic. In addition, the researchers want to have a respondent who knows various AI tools and has been using it for a while already. Their familiarity to the AI tools is essential to answer the questions of the researchers. The technique ensures that only those students with characteristics necessary for the revealing of important data about changes in learning perceptions among second year communication students after using artificial intelligence tools are included.

Moreover, the sampling technique employed is intended to enhance internal validity of this study. Through this method, it is guaranteed that there is good alignment between those chosen sample population and the unique goals related to the research at hand. In addition, communication students' views are examined closely through purposive sampling method by the researchers, with an aim to know what these students value when they come face-to-face with AI tools in their learning journey.

The research instrument that was utilized in this study is a survey/questionnaire. This is done with a design to ensure the accuracy of the data that will be collected. In this study, the use of survey/questionnaire has been efficient for much faster data gathering. Thus, it has become suitable with the aim of getting the effect of AI tool usage on the perceived learning of students because of the easier data analysis done. The survey/questionnaire consists of twenty questions which are adopted and modified on the study of Gerlich in 2023, entitled "Perceptions and Acceptance of Artificial Intelligence: A Multi-Dimensional Study". The little modification done is for the benefit of the research to accurately answer each objective. Moreover, by answering the survey/questionnaire, the respondents are guided by a 5-point scale of agreement or the likert scale that will provide the researchers with a holistic view of the respondents' level of agreement on the questions.

The data was collected from the thirty-five (35) second-year communication students, regardless of their specialization track. At first, the researchers did an initial groundwork searching for possible respondents. The researchers went around all over the Far Eastern University-Manila Campus to gather respondents. After that, they were given a link to answer a consent form. Along with that is the requirement of their contacts so that if there is another situation where they need to participate, the researchers will be able to get in touch with them. Following that, the survey was given to them via link as well which will redirect them to a google form with the questionnaires. Each of the respondents answered the questions with their own devices and they were free to go once the researchers received

a notification of their response from google. All of the data are gathered and stored digitally. This makes the work of researchers' paperless and at the same time much faster.

The analysis of data started after the researcher completed the responses needed. The Google Forms made it easy for the researchers to visualize the trend of responses as it provides percentage graphs of the results. This allows the researchers to predict the possible outcome. Furthermore, the researchers used weighted mean to analyze the data. Through that, a more accurate discussion of the results was made possible. It becomes easier to relate each result to the research questions of the study. Lastly, the data visualization was done to present how the researchers came up with the results.

Table 1. Weighted Mean Values

Weighted Mean	Verbal Interpretation	Scale
4.20-5.00	Strongly Agree/Always	5
3.40-4.19	Agree/Often	4
2.60-3.39	Neutral/Sometimes	3
1.80-2.59	Disagree/Rarely	2
1.00-1.79	Strongly Disagree/Never	1

### 3. Results

Table 2.1. AI tools mostly utilized by students.

AI Tools	Frequency	Percentage
Quillbot	25	71.4
ChatGPT	16	45.7
Grammarly	26	74.3
Scribbr	13	37.1
Brainly	3	8.6

Table 2.1 shows different AI tools mostly utilized by the respondents. This reflects that Grammarly and Quillbot are the most used AI tool while Brainly is the least used of all.

Table 2.2. Specific purpose of AI tools utilized by students.

Purpose	Frequency	Percentage
Writing (including paraphrasing and grammar-checking)	33	94.3

Idea generation	15	42.9
Science-related activity	2	5.7
Solving mathematical problem	1	2.9

Table 2.2 shows different uses of AI tools that the respondents are utilizing. This reveals that majority of the respondents use AI tools for writing. Additionally, some uses AI tools for idea generation and a few for science and mathematical-related activities.

Table 2.3. Potential Benefits

	Weighted Mean	Verbal Interpretation
1. Do you find it easy navigating AI tools?	3.94	Agree
2. Do you save time when you are using AI tools?	3.86	Often
3. Does using AI tools help you solve complex problems?	3.60	Agree
4. Does using AI tools help in your decision-making process?	3.06	Sometimes
5. Do you think the use of AI tools make you productive?	3.49	Agree
6. Do you see yourself excelling with the help of AI tools?	3.43	Agree
7. Do you take time to read information you get from AI tools?	4.20	Always
8. Do you find it necessary to paraphrase or reconstruct the information you get from AI tools?	4.34	Strongly Agree
9. Do you discover new things with the use of AI tools?	4.02	Agree
10. Do you see yourself more knowledgeable after using AI tools?	3.43	Agree
11. Does using AI tools improved your thinking ability to another level?	3.37	Neutral

Table 2.3 shows questions related to the potential benefits of AI tools. Respondents strongly agree to the question no. 8. Additionally, they also agree to questions no. 1, 3, 5, 6, 9, 10. In question no. 2, it shows that students often save time when using AI tools, while in question no. 9, it shows that student still read information they acquire from AI tools. Lastly, students are neutral for question no. 11.

Table 2.4. Dependency

	Weighted Mean	Verbal Interpretation
1. Do you find doing academic works difficult without AI tools usage?	2.83	Neutral
2. Do you use AI tool on majority of your courses?	2.63	Neutral
3. Would you be able to generate ideas without the assistance of AI tools?	4.37	Strongly Agree
4. Would you be able to check errors in your writing without the assistance of AI tools?	3.74	Agree

Table 2.4 shows questions assessing the dependency of the respondents on using AI tools. This reveals they are neutral on questions no. 1 and 2. Additionally, interpretation for question no. 3 reveals strong agreement and agreement on question no. 4.

Table 2.5. Potential Risks

	Weighted Mean	Verbal Interpretation
Do you think AI tools usage causes errors and mistakes?	3.86	Agree
Do you think some AI tools violates your privacy?	3.63	Agree
Do you think AI tools gives bias and discrimination?	2.80	Neutral
Have you experienced getting a low score because of AI tools usage?	2.14	Rarely

Table 2.5 shows questions assessing respondents' perception on the potential risk of using AI tools. Interpretation reveals agreement on question no. 1 and 2 while neutrality prevails on question no. 3. Lastly, question no. 4 was interpreted as rarely.

#### 4. Discussion

The use of AI tools has become prevalent in the 21st century. Tools like Quillbot, ChatGPT, Grammarly, Scribbr, and Brainly are now accessible to people, especially students, and have changed the way they work. The AI tools most utilized by students (Table 2.1) is Grammarly. Out of 35 respondents, 26 (74.3%) answered that they mostly

use Grammarly for academic purposes. Following Grammarly, the next most used AI tools by the respondents are Quillbot (71.4%), ChatGPT (45.7%), Scribbr (37.1%), and finally Brainly (8.6%). These results shows that the respondents primarily use Grammarly for academic purposes since it is free and user-friendly. It also checks for grammatical errors, which helps improve grammar and punctuation in their academic writing. In relation to this is when it comes to the specific purpose of AI tools utilized by the respondents (Table 2.2), it is revealed that 33 (94.3%) of them uses AI tools for the purpose of writing which includes paraphrasing and grammar-checking. This indicates that the respondents value producing high-quality written work for academic endeavors. Furthermore, idea generation is one of the reasons of respondents in using AI tools, which can be reflected to their utilization of ChatGPT. On the other hand, the least utilized AI tool is Brainly. The most probable reason for this is because this application requires subscription to be used.

Moving forward to the perceived benefits of students (Table 2.3), it was revealed that AI tools are easy to navigate and often saves time. Furthermore, this data establishes that AI tools are significantly helpful in solving complex problems hence improve productivity, as indicated by agreement scores. Results also shows that AI tools assist students in their learning as they tend to discover new things with it. Thus, they feel that they are getting more knowledgeable with the assistance of AI. On the other hand, students make sure that their decision-making will not be solely based on the assistance of AI but also with their own capability to decide.

The need to make use of AI tools is supported by a big recommendation, in which students appear to have always read AI-generated stuff and unanimously concur on the importance of paraphrasing, indicating that they are actively involved with it. In addition, agreement on finding out new things and feeling more educated following use of AI tools indicates perceived intellectual enrichment. However, the neutral score over AI tools' capacity to improve thinking level beyond limits portrays recognition of how far AI can influence high-level cognitive processes. This shows the acumen of students in appreciating benefits brought about by AI while also asserting the necessity for critically engaging with content provided through artificial intelligence.

Focusing on the dependency of students in using AI tools, it was revealed that excessive dependence on these tools was not exhibited. The students are neutral on the question about the the difficulty of doing work without AI and if they are using these tools on majority of their courses. Indeed, there will be an adjustment to their working capability if there is no assistance from AI tools, but that does not mean that students cannot do a quality work without it as they still trust their capability to think creatively. This is because they strongly agree that they can generate ideas on their own without the help of AI. Thus, students also believe that they can check errors in their writing without the



assistance of AI. Overall, this is a good indication that students are still valuing their learning and that they are only using AI tools for assistance on certain aspects.

Regarding the potential risks AI tools poses to the users, the results revealed that students agree that artificial intelligence may cause mistakes in academic work, so it calls for careful assessment of AI outcomes. In addition, students also agree that these tools can violate privacy, which shows concerns about data safety. Nevertheless, regarding the issue whether or not AI tools can result to prejudice and discrimination, the interpreted result shows neutrality conveying an understanding of the subject without giving clues on how often these phenomena happen or what consequences they have had.

Notably, students report that they rarely experience a lower score due to the use of AI tools, which suggests that despite perceived risks, AI tool usage does not directly translate to negative academic outcomes. This reflects a complex understanding among students: they recognize AI's limitations and potential hazards yet seem to effectively mitigate these in their academic practices. These findings point to the importance of education on the responsible use of AI, ensuring students are equipped to navigate and counteract these risks.

## **5. Conclusions**

In the end, artificial intelligence (AI) tools have been proven to be a great assistance to the learning of second-year communication students at Far Eastern University-Manila in academic year 2023-2024. Results show that these tools help the students in saving time, solving complex problems, being productive, discovering new things, and adding up knowledge. Additionally, students' responses shows that they are using AI tools mostly in writing which includes paraphrasing and grammar-checking. It can also be noted that these tools were perceived as user-friendly because it is easy to use and accessible online. Thus, it was also revealed that students have learned to use these tools in a way that they are not being excessively dependent on it. The students are still confident that they can generate creative ideas and check for mistakes even without these tools. Lastly, students perceived AI tools to be posing risks to them like causing errors/mistakes and violation of privacy. This could be the reason why they are not solely relying on the usage of these tools and they are still making a way to check, read, and understand the information they got from AI.

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