

Assessing Patrians' Attitudes toward Using ChatGPT AI for Academic Integrity

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ChatGPT, artificial intelligence, academic integrity, students' attitudes, ethical risks, ethical benefits, higher education, generative AI

Abstract. This study examined the attitudes of Patrian students toward the use of ChatGPT Artificial Intelligence (AI) in relation to academic integrity. Specifically, it investigated students' perceptions of the ethical risks and benefits of ChatGPT, their views regarding its functionality, accessibility, and ethical implications, and the differences in perceptions when grouped according to sex and year level. A mixed-methods explanatory sequential research design was employed, integrating quantitative and qualitative approaches to provide a comprehensive understanding of students' attitudes toward ChatGPT in academic settings. Data were collected from 150 first-year and second-year students through an adapted questionnaire and an open-ended question regarding their reasons for using ChatGPT. Quantitative data were analyzed using frequency counts, percentages, weighted means, and analysis of variance, while qualitative responses were examined through thematic analysis. The findings revealed that respondents generally agreed that ChatGPT poses ethical risks related to plagiarism, particularly when used without proper citation and when relied upon excessively. However, students also recognized its benefits in supporting critical thinking, generating ideas, enhancing academic performance, and promoting independent learning. Respondents perceived ChatGPT as functional, accessible, and useful in simplifying complex concepts, providing immediate academic assistance, and supporting learning beyond the classroom. They also demonstrated awareness of ethical responsibilities, including proper attribution, information verification, and compliance with academic integrity policies. Statistical analysis showed no significant differences in perceptions when respondents were grouped according to sex and year level. Thematic analysis identified four primary reasons for using ChatGPT: learning support, assistance in academic tasks, improvement of writing and language skills, and accessibility of information. The study concludes that ChatGPT can serve as a valuable educational support tool when used responsibly and in accordance with academic integrity principles.

Introduction

Academic integrity, student involvement, and the essence of educational methods have all shifted as an outcome of the emergence of AI tools, especially ChatGPT. A detailed and contextual overview of the study on the assessment of teacher education students' views toward the utilization of ChatGPT AI in upholding academic integrity at La Patria College is presented in this chapter.

As artificial intelligence systems develop in the academic field, implications for academic integrity become quite necessary. Artificial intelligence provides several advantages, such as enhanced academic achievements, effective learning for

individuals, and obtaining information methods (Luckin et al., 2016; Woolf, 2010). Nevertheless, alongside these advantages are potential risks, including academic dishonesty, plagiarism, and overreliance on AI-generated content.

This new generation of advanced AI linguistic systems, ChatGPT, has raised multiple debates in higher education about academic integrity. When presented with their work for assignments, the generation of human-sounding words presents a variety of struggles. Many students express concerns that the inappropriate use of AI tools may result in academic dishonesty and compromise academic integrity. (Zhang et al., 2022; Hwang, 2023). For instance, teacher educators should include considerations of how students think about and use ChatGPT when designing best practice guidelines for its proper use.

As artificial intelligence technology increases, there is still the need to maintain a culture of academic integrity, whereby it is shown by means of AI technologies such as ChatGPT in learning institutions. Unlike other pieces of research, most students remain oblivious to the ethical problems relating to the use of AI, which may lead students to commit wrong academic integrity (StuberMcEwen et al., 2009; Helm, 2023). However, other research indicated that when used appropriately, AI can enhance critical thinking and creativity, allowing students (Baker, 2020; Heffernan et al., 2021).

Although it has become common for ChatGPT and other AI tools to dominate educational settings, relatively few thorough studies were conducted to establish how teacher education students felt about their influence on academic integrity. This deficiency poses a challenge for educational institutions that are looking to develop strategies to integrate AI in a way that is efficient while maintaining academic standards. Despite the growing body of literature on ChatGPT and higher education, limited studies have examined students' perceptions of ChatGPT in relation to academic integrity within Philippine higher education institutions. Furthermore, little is known about how students from diverse academic programs perceive the ethical risks, benefits, and implications of ChatGPT use. This study seeks to address this gap by examining the attitudes of Patrian students toward ChatGPT and its relationship to academic integrity. This paper aimed to measure the attitudes of students, determine what affects their attitudes, and give recommendations to educators on how to use ChatGPT in a classroom setting in an ethical manner (Cortellessa et al., 2023; Kahn et al., 2021).

Research Questions

What is the demographic profile of Patrian students in terms of: a. Sex; and b. Year Level? 2. What are the perceived ethical risks of using ChatGPT AI in academic tasks in terms of Plagiarism? 3. What are the perceived benefits of using ChatGPT AI in academic tasks in terms of: a. Critical thinking; and b. Academic performance? 4. What are the perspectives of Patrians students on the use of ChatGPT AI in academic settings in terms of: a. Functionality; b. Accessibility; and c. Ethical implications? 5. Are there significant differences in Patrian students' perceptions of the use of ChatGPT AI in academic contexts based on their demographic characteristics, specifically sex, and year level?

Assumptions of the Study

H₀: There are no significant differences in Patrian students' perceptions of the use of ChatGPT AI in academic contexts when analyzed based on their demographic characteristics in terms of sex, and year level. H₁: Patrian students' demographic characteristics, such as sex, and year level, significantly influence their perceptions and attitudes toward the use of ChatGPT AI in academic contexts, particularly about its impact on academic honesty.

Methodology

A mixed-methods explanatory sequential research design was employed. Data were gathered from 150 students through an adopted questionnaire and open-ended responses. Quantitative data were analyzed using frequency counts, percentages, weighted means, and ANOVA, while qualitative data were analyzed through thematic analysis.

Research Design

This study employed a mixed-methods explanatory sequential research design, integrating quantitative and qualitative approaches to provide a comprehensive understanding of students' attitudes toward ChatGPT AI in relation to academic integrity. The quantitative phase utilized a descriptive-comparative design to examine respondents' perceptions regarding the ethical risks, ethical benefits, functionality, accessibility, and ethical implications of ChatGPT. Subsequently, qualitative data gathered through open-ended responses were analyzed using thematic analysis to further explain and enrich the quantitative findings.

The mixed-methods approach was deemed appropriate because it allowed the researchers not only to measure students' attitudes statistically but also to explore the underlying reasons behind their perceptions and experiences in using ChatGPT for academic purposes.

The questionnaire used in this study was adapted and modified from the instrument developed by Das and J.V. (2024) entitled *Perceptions of Higher Education Students Towards ChatGPT Usage*. Prior to administration, the instrument underwent content validation by three experts in educational research and educational technology to ensure the relevance, clarity, and appropriateness of the items.

A pilot test was conducted among 30 students who were not included in the actual study. The instrument obtained a Cronbach's Alpha coefficient of 0.89, indicating high internal consistency and reliability. Minor revisions were incorporated based on the recommendations of the validators and pilot respondents.

Research Locale

The present study was conducted at La Patria College located at Guzman St., Calao West, Santiago City.

Participants

The respondents of the study consisted of 150 first-year and second-year students enrolled at La Patria College during the Second Semester of Academic Year 2025–2026. The sample size was determined using the Krejcie and Morgan (1970) sample size determination formula at a 95% confidence level and 5% margin of error.

A purposive sampling technique was employed to select students who had prior experience using ChatGPT for academic purposes. To ensure representation across academic programs, the researchers employed purposive sampling and selected an equal number of respondents from each program who had prior experience using ChatGPT for academic purposes. The final sample consisted of students from Business Administration, Hospitality Management, Teacher Education, Criminology, Engineering, Information Technology, and Accountancy programs.

Program	Population	Sample Size	Percentage
First Year			
BSBA	30	10	5.01%
BSHM	56	10	9.36%
BSER	21	10	3.51%
BEED	14	10	2.34%
BSCRIM	24	10	4.01%
BSEE	54	10	9.03%
BSIT-AT	115	10	19.23%
Second Year			
BSA	29	10	4.84%
BSBA	16	10	2.67%
BSHM	32	10	5.35%
BSER	20	10	3.34%
BEED	18	10	3.01%
BSCRIM	36	10	6.02%
BSEE	51	10	8.52%
BSIT-AT	82	10	13.71%
Total	598	150	100%

Table 1. Distribution of Respondents

Data Gathering Procedure

In this study, all data were collected by the researchers. The researchers extended an invitation to the respondents based on their understanding of the study population to all the first year and second year GEC students, so that everyone who

qualified to be in the study sample were included. Before data collection, the researchers briefly described the purpose of the study and the procedure that the participants need to follow to complete the devised questionnaire.

After securing the necessary approvals from the college administration and ethics committee, the researchers administered the survey questionnaire to the selected respondents. Prior to data collection, the purpose of the study, confidentiality measures, and participants' rights were explained. Written informed consent was obtained from all respondents.

The questionnaires were distributed during scheduled class periods and collected immediately after completion. Respondents were given sufficient time to answer all items and were allowed to seek clarification whenever necessary. Upon completion of the quantitative phase, fourteen respondents were randomly selected from the participant pool for inclusion in the qualitative component. Their responses to the open-ended question were subjected to thematic analysis to further explain and support the quantitative findings.

Data Analysis

To ensure accurate data analysis and interpretation, the following statistical tools were used:

Frequency count - describes a single variable for organizing data.

Percentage count- determine the profile of respondents by their age and year.

$$P=f/n \times 100$$

where: F= frequency

N= total # of respondents

P= %

Computation of Mean- summation of the observed values multiplied by weights divided by the summation of values.

$$WM= \sum Wf / N$$

Where: WM= weighted mean

Rank Order- This technique was used to analyze some data. Ranking describes the positional importance of an item discussed.

Scoring the Questionnaire - using a 4-point Likert scale to give depth and clear meaning to the data gathered from the questionnaire. The items were scored through a 4-point Likert Scale. The points, range, description, and interpretation were shown in the table.

Analysis of Variance (ANOVA) - This statistical tool was used to determine whether significant differences existed in respondents' perceptions of ChatGPT AI when grouped according to demographic variables such as sex and year level. A significance level of 0.05 was used as the basis for decision-making.

Calculations and Ethical Considerations

Prior to data collection, ethical clearance was secured from the Institutional Research Ethics Committee of La Patria College. Participation was entirely voluntary, and respondents were informed about the objectives, procedures, potential benefits, and risks of the study.

Written informed consent was obtained from all participants before the administration of the survey instrument. Respondents were informed of their right to withdraw from the study at any time without penalty. To ensure confidentiality and anonymity, no personally identifiable information was collected, and all responses were stored securely and used solely for academic purposes.

The researchers adhered to the ethical principles of respect for persons, beneficence, non-maleficence, and justice throughout the conduct of the study.

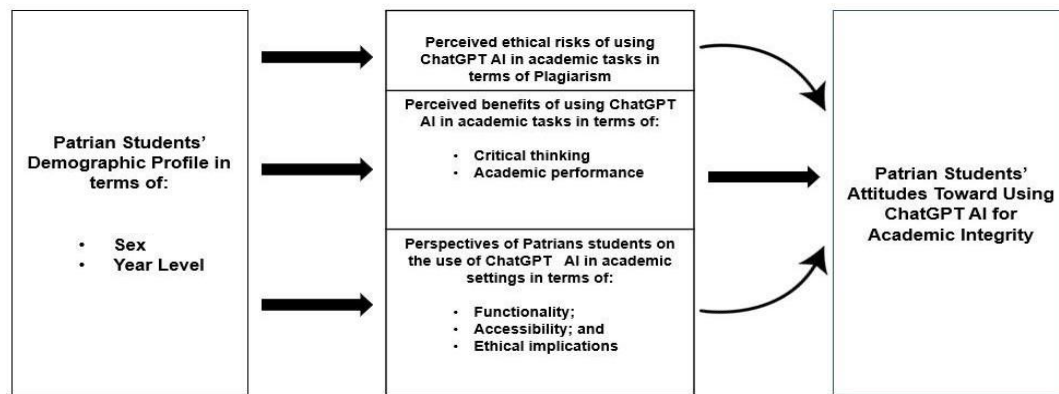


Figure 1. Paradigm of the Study

This framework illustrates the demographic characteristics of teacher education students, specifically sex, and year level related to their ethical perceptions and attitudes toward using ChatGPT AI in academic settings. In addition, the framework proposes that these demographic variables influence two key areas: (1) the students' perceived ethical risks and benefits of using ChatGPT for academic tasks, particularly in relation to plagiarism, critical thinking, and academic performance, and (2) their perspectives on the tool's functionality, accessibility, and ethical implications in academic work. These perceptions collectively shape the students' attitudes toward using ChatGPT AI in maintaining academic integrity. Furthermore, the model suggests that differences in demographic characteristics contribute to variations in how students view and evaluate ChatGPT, which in turn affects whether they adopt or reject the tool responsibly in academic contexts

Results and Discussion

	Profile	Frequency	Percentage
Sex	Male	66	44.00
	Female	84	56.00
Year Level	First Year	70	46.70
	Second Year	80	53.30

Table 2. Profile of the Respondents

This table shows that among the 150 respondents, 84 (56.00%) were female and 66 (44.00%) were male. In terms of year level, 80 (53.30%) were second-year students while 70 (46.70%) were first-year students. The data indicate a relatively balanced distribution of respondents, with slightly higher representation from female and second-year students.

Ethical Risks of Using ChatGPT AI in Academic Tasks in terms on Plagiarism	Mean	Desc.
1. Using ChatGPT increases the risk of submitting unoriginal works.	3.21	Agree
2. I may unintentionally plagiarize when using AI-generated content.	2.94	Agree
3. Using ChatGPT without proper citation can be considered plagiarism.	3.28	Strongly Agree
4. I may misuse ChatGPT to complete my tasks without understanding the content.	2.72	Agree
5. I may generate incorrect or fabricated references when using ChatGPT.	2.90	Agree
6. I may reduce my original thinking when I'm heavily relying on ChatGPT.	2.99	Agree
7. I can trust AI-generated content without verifying sources.	2.38	Disagree
8. AI-generated tasks make plagiarism detection more difficult.	2.89	Agree
9. ChatGPT can sometimes paraphrase texts that still resemble original sources.	3.10	Agree
10. Overdependence on ChatGPT may negatively affect my learning development.	3.31	Strongly Agree
Grand Mean	2.97	Agree

Table 3. Ethical Risks of Using ChatGPT in Academic Tasks in terms of Plagiarism

The overall mean of 2.97 (Agree) indicates that the respondents generally recognized the ethical risks associated with the use of ChatGPT in academic work. The highest-rated indicators were "Overdependence on ChatGPT may negatively affect my learning development" (M = 3.31, Strongly Agree) and "Using ChatGPT without proper citation can be considered plagiarism" (M = 3.28, Strongly Agree). These findings suggest that students are aware that improper and excessive reliance on AI may compromise academic integrity and intellectual growth. Conversely, the statement *"I can trust AI-generated content without verifying sources"* obtained a mean of 2.38 (Disagree), indicating that students recognize the need to validate AI-generated information before using it academically.

The qualitative responses further support this finding. Although students primarily described ChatGPT as a learning aid and academic support tool, some responses reflected an awareness of the importance of maintaining originality in academic work. One respondent stated, *"I use ChatGPT when I feel my grammar is incorrect and I want to make my papers more formal, but I get some ideas from it, not totally copying it."* This response suggests that students recognize the distinction between using ChatGPT as a source of assistance and presenting AI-generated content as their own work. Such awareness may explain why respondents generally agreed that improper use of ChatGPT can lead to plagiarism and other academic integrity concerns.

The findings support the study of Gonsalves (2024) in Addressing Student Non-Compliance in AI Use Declarations: Implications for Academic Integrity and Assessment in Higher Education, which reported that students recognize the risks of academic dishonesty associated with the misuse of AI tools. Similarly, Milinkovic' and Vuleta (2024), in Student Perception of Using Generative AI Tools in Relation to Academic Integrity and Their Advantages and Disadvantages, found that students acknowledge both the benefits of generative AI and the ethical concerns related to plagiarism, authenticity, and academic misconduct.

Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Critical Thinking	Mean	Desc.
1. ChatGPT helps me explore different perspectives on academic topics.	3.07	Agree
2. ChatGPT encourages me to analyze and evaluate information more carefully.	3.06	Agree
3. Using ChatGPT helps me generate ideas for academic discussions.	3.07	Agree
4. ChatGPT supports me in clarifying difficult concepts.	3.01	Agree
5. ChatGPT encourages me to compare AI-generated answers with other sources.	2.83	Agree
6. ChatGPT helps me improve my questioning and inquiry skills.	2.92	Agree
7. ChatGPT helps me organize my thoughts when solving academic problems.	2.99	Agree
8. ChatGPT supports deeper reflection of academic topics.	2.92	Agree
9. ChatGPT assists me in evaluating the accuracy of information.	2.92	Agree
10. Ethical use of ChatGPT promotes independent learning and reasoning skills.	2.90	Agree
Grand Mean	2.97	Agree

Table 4. Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Critical Thinking

The overall mean of 2.97 (Agree) indicates that respondents generally perceived ChatGPT as beneficial in enhancing critical thinking. The highest-rated indicators were *"ChatGPT helps me explore different perspectives on academic topics"* (M = 3.07) and *"Using ChatGPT helps me generate ideas for academic discussions"* (M = 3.07). These findings suggest that students view ChatGPT as a tool that stimulates idea generation and supports deeper engagement with academic content.

This quantitative finding is supported by the respondents' open-ended responses, wherein many students described ChatGPT as a learning aid that helps them better understand lessons and complex concepts. One respondent stated, *"It helps me understand lessons if I'm doing self-study,"* while another shared, *"It makes me understand the topic easily."*

Similarly, a respondent explained that ChatGPT helps them understand lessons better, especially when topics are "confusing or too technical." These responses suggest that students use ChatGPT not only to obtain information but also to explore concepts and develop a deeper understanding of academic content, which are essential components of critical thinking.

The result also corresponds to the findings of Hendriks (2024) in Digital Horizons: Faculty and Student Perspectives on ChatGPT and the Future of English Studies, which revealed that students perceive ChatGPT as a useful tool for exploring concepts and facilitating academic inquiry. Likewise, van Bohemen and Haag (2024), in Students' Perceptions and Digital Education with ChatGPT: From Challenges to Opportunities, reported that ChatGPT helps learners understand complex ideas and encourages reflective learning when used appropriately.

Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Academic Performance	Mean	Desc.
1. ChatGPT helps me understand lessons more easily.	3.00	Agree
2. ChatGPT supports me in improving my academic writing skills.	2.83	Agree
3. ChatGPT helps me complete academic tasks more efficiently.	2.92	Agree
4. ChatGPT provides additional learning support outside the classroom.	3.06	Agree
5. ChatGPT helps me review and summarize academic materials.	3.05	Agree
6. ChatGPT assists me in preparing for examinations and quizzes.	2.69	Agree
7. ChatGPT helps me improve grammar and language proficiency.	3.07	Agree
8. ChatGPT supports me in developing research ideas.	2.88	Agree
9. Ethical use of ChatGPT helps me become more confident in my academic work.	2.77	Agree
10. ChatGPT supports personalized learning based on my needs.	2.91	Agree
Grand Mean	2.92	Agree

Table 5. Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Academic Performance

The table shows a grand mean of 2.92 (Agree) that demonstrates the respondents perceived ChatGPT as beneficial to academic performance. The highest-rated indicator was "ChatGPT helps me improve grammar and language proficiency" (M = 3.07), followed by "ChatGPT provides additional learning support outside the classroom" (M = 3.06). Students therefore view ChatGPT as a valuable supplementary learning resource.

The qualitative responses reinforce this finding. Several respondents indicated that they use ChatGPT to improve the quality of their academic work and support their learning needs. One respondent stated, "Because I want to improve my grammar," while another shared, "I use ChatGPT when I feel my grammar is incorrect and I want to make my papers more formal." Likewise, some respondents emphasized that ChatGPT assists them in completing academic requirements, as reflected in statements such as "To help me with my assignment" and "To help me for my activity." These responses demonstrate that students perceive ChatGPT as a tool that contributes to their academic performance by enhancing their writing skills and supporting task completion.

This finding is consistent with Wibowo et al. (2023) in The Impact of ChatGPT Use on the Quality of Academic Support for Students, which emphasized the positive contribution of ChatGPT in providing academic assistance and learning support. Similarly, Batista et al. (2024), in Generative AI and Higher Education: Trends, Challenges, and Future Directions from a Systematic Literature Review, found that generative AI technologies enhance personalized learning, improve academic productivity, and support student performance.

Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Functionality	Mean	Desc.
1. Using ChatGPT saves time in completing my assignments.	2.90	Agree
2. ChatGPT helps simplify complex academic contexts.	2.98	Agree
3. ChatGPT provides quick responses to academic questions.	2.90	Agree
4. ChatGPT helps me in personalized learning.	2.86	Agree
5. ChatGPT helps increase my confidence in academic abilities	2.76	Agree
6. ChatGPT provides more creative solutions to academic problems.	2.93	Agree
7. ChatGPT improves my writing skills.	2.66	Agree
8. ChatGPT may raise uncertainty about the reliability of the information provided.	2.85	Agree
9. Using ChatGPT makes me feel less dependent on my peers and instructors.	2.67	Agree
10. ChatGPT enhances my productivity in completing academic tasks.	2.80	Agree
Grand Mean	2.83	Agree

Table 6. Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Functionality

The grand mean of 2.83 (Agree) indicates that respondents generally viewed ChatGPT as functional and useful in academic settings. The highest mean was recorded for "ChatGPT helps simplify complex academic concepts" (M = 2.98), followed by "ChatGPT provides more creative solutions to academic problems" (M = 2.93).

The respondents' qualitative responses further support these findings. Several students highlighted ChatGPT's usefulness in helping them accomplish academic tasks and understand lessons more efficiently. One respondent shared, *"It helps me understand easily and it helps me make things easier,"* while another stated that ChatGPT becomes useful when there are "bulk activities and pendings." These responses suggest that students value ChatGPT because of its practical functionality and ability to support academic productivity.

The findings align with Das and J.V. (2024) in Perceptions of Higher Education Students Towards ChatGPT Usage, which reported that students generally perceive ChatGPT as an effective educational tool that improves efficiency, creativity, and learning support in academic tasks.

Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Accessibility	Mean	Desc.
1. ChatGPT is easy to access for academic use.	2.99	Agree
2. ChatGPT provides learning assistance anytime and anywhere.	2.99	Agree
3. ChatGPT helps me for additional academic support.	2.91	Agree
4. ChatGPT provides immediate responses compared to traditional learning resources.	2.93	Agree
5. ChatGPT supports self-paced learning.	2.87	Agree
6. ChatGPT is user-friendly for students with different technological skills.	2.98	Agree
7. ChatGPT helps me access academic information more efficiently.	2.94	Agree
8. ChatGPT reduces difficulty in understanding academic materials.	3.01	Agree
9. ChatGPT helps students with limited access to tutors or academic assistance.	2.97	Agree
10. ChatGPT supports inclusive learning opportunities for diverse learners.	2.95	Agree
Grand Mean	2.95	Agree

Table 7. Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Accessibility

The overall mean of 2.95 (Agree) reveals that respondents perceived ChatGPT as highly accessible. The highest-rated item was "ChatGPT reduces difficulty in understanding academic materials" (M = 3.01), while indicators related to ease of access and anytime-anywhere learning assistance also received high ratings.

The qualitative findings provide additional evidence for this result. Many respondents explicitly mentioned accessibility as one of the primary reasons for using ChatGPT. For instance, one respondent stated, *"It is accessible and can provide my needs easily,"* while another remarked, *"It helps me provide easy access and clear explanations for my advance reading."* These responses demonstrate that students appreciate ChatGPT's availability and its ability to provide immediate academic assistance whenever needed.

This result supports the study of Xia et al. (2024), A Scoping Review on How Generative Artificial Intelligence Transforms Assessment in Higher Education, which highlighted the ability of AI tools to provide immediate feedback and flexible access to learning resources. Likewise, Ogunleye et al. (2024), in A Systematic Review of Generative AI for Teaching and Learning Practice, concluded that AI-powered tools expand learning opportunities by providing accessible educational support beyond traditional classroom settings.

Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Ethical Implication	Mean	Desc
1. ChatGPT should be used responsibly in academic tasks.	3.03	Agree
2. I should properly acknowledge AI assistance in academic work.	2.93	Agree
3. ChatGPT promotes responsible learning when used as a support tool.	2.99	Agree
4. I should verify information generated by ChatGPT before using it academically.	3.05	Agree
5. ChatGPT use should follow institutional academic integrity policies.	2.99	Agree
6. Ethical use of ChatGPT encourages independent learning.	2.93	Agree

7. I should avoid submitting AI-generated content as my original work without proper citation.	3.06	Agree
8. I should become aware of clear guidelines for ChatGPT use in academic works.	3.10	Agree
9. Responsible ChatGPT use promotes honesty in academic work.	3.03	Agree
10. Awareness of ethical AI use reduces academic misconduct.	3.04	Agree
Grand Mean	3.01	Agree

Table 8. Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Ethical

The grand mean of 3.01 (Agree) indicates that respondents possess a positive awareness of ethical AI use. They recognize the importance of proper citation, information verification, and adherence to institutional guidelines. Interestingly, the qualitative responses also revealed that students view ChatGPT primarily as a support tool rather than a substitute for their own work. One respondent noted, *"I get some ideas from it, not totally copying it,"* suggesting an awareness of the need to maintain originality and independent thinking. Such responses imply that students understand the importance of using AI responsibly and ethically within academic contexts. The result confirms the recommendations of Adams et al. (2023) in Ethical Principles for Artificial Intelligence in K-12 Education, Nguyen et al. (2023) in Ethical Principles for Artificial Intelligence in Education, and Karataş and Yüce (2024) in AI and the Future of Teaching: Preservice Teachers' Reflections on the Use of Artificial Intelligence in Open and Distributed Learning, all of which emphasize responsible AI use, ethical awareness, and academic integrity.

Variables	Male		Female		F	Sig.
	Mean	Desc.	Mean	Desc.		
Ethical Risk of Using ChatGPT AI in Academic Tasks in terms on Plagiarism	2.92	Agree	3.01	Agree	1.01 ns	0.32
Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Critical Thinking	2.82	Agree	3.09	Agree	0.75 ns	0.39
Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Academic Performance	2.86	Agree	2.97	Agree	0.00 ns	0.99
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Functionality	2.73	Agree	2.91	Agree	0.08 ns	0.78
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Accessibility	2.85	Agree	3.03	Agree	0.71 ns	0.40
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Ethical Implication	2.90	Agree	3.11	Agree	1.51 ns	0.22s

ns=not significant

Table 9. Differences in Perceptions According to Sex

This table reveals no significant differences in respondents' perceptions when grouped according to sex. All computed significance values exceeded the 0.05 level of significance. Therefore, the null hypothesis was accepted. This implies that male and female students share comparable perceptions regarding the ethical risks, benefits, functionality, accessibility, and ethical implications of ChatGPT.

Variables	First Year		Second Year		F	Sig.
	Mean	Desc.	Mean	Desc.		
Ethical Risk of Using ChatGPT AI in Academic Tasks in terms on Plagiarism	3.04	Agree	2.91	Agree	1.30 ns	0.26
Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Critical Thinking	3.05	Agree	2.90	Agree	0.03 ns	0.86
Ethical Benefits of Using ChatGPT AI in Academic Tasks in terms of Academic Performance	3.00	Agree	2.85	Agree	0.08 ns	0.78
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Functionality	2.95	Agree	2.72	Agree	2.74 ns	0.10
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Accessibility	3.03	Agree	2.89	Agree	0.25 ns	0.62
Perspectives on the Use of ChatGPT AI in Academic Setting in terms of Ethical Implication	3.06	Agree	2.97	Agree	0.95 ns	0.33

ns=not significant

Table 10. Differences in Perceptions According to Year Level

Similarly, no significant differences were found when respondents were grouped according to year level. All significance values were greater than 0.05, leading to the acceptance of the null hypothesis. This suggests that both first year and second-year students hold similar attitudes toward the use of ChatGPT in academic settings.

The absence of significant differences across demographic groups such as sex and year level is consistent with Das and J.V. (2024) in *"Perceptions of Higher Education Students Towards ChatGPT Usage,"* which found that students generally share similar perceptions regarding the usefulness and ethical implications of ChatGPT. This suggests that attitudes toward AI tools may be influenced more by experiences with technology and educational contexts than by demographic characteristics alone.

Thematic Analysis of Students' Reasons for Using ChatGPT

To gain a deeper understanding of students' attitudes toward the use of ChatGPT in academic settings, respondents were asked the open-ended question, *"I use ChatGPT because..."* Their responses were analyzed using thematic analysis. Four major themes emerged from the data: (1) Learning Support and Enhanced Understanding, (2) Assistance in Academic Tasks, (3) Improvement of Writing and Language Skills, and (4) Accessibility and Convenience of Information.

Theme 1: Learning Support and Enhanced Understanding

The most prominent theme that emerged from the responses was the use of ChatGPT as a learning support tool that helps students better understand lessons and academic concepts. Many respondents viewed ChatGPT as an accessible educational resource that provides explanations and clarifications, particularly when encountering difficult topics.

Respondent 6 stated, *"It helps me understand lessons if I'm doing self-study,"* while respondent 22 shared, *"It makes me understand the topic easily."* Similarly, respondent 14 explained that ChatGPT helps them understand lessons better, especially when topics are *"confusing or too technical."* Another participant (respondent 107) admitted, *"I have a hard time understanding the lesson sometimes,"* highlighting the role of ChatGPT in addressing learning difficulties.

This finding suggests that students use ChatGPT not merely as an information source but as a supplementary learning tool that facilitates comprehension and independent learning. The result supports the findings of Hendriks (2024) in *Digital Horizons: Faculty and Student Perspectives on ChatGPT and the Future of English Studies*, which reported that students perceive ChatGPT as a valuable educational resource for clarifying concepts and enhancing understanding. Likewise, van Bohemen and Haag (2024) found that students appreciate ChatGPT's ability to explain complex ideas and support reflective learning processes.

Theme 2: Assistance in Academic Tasks and School Requirements

The second theme identified from the responses was the use of ChatGPT as an aid in completing academic requirements. Students reported utilizing the platform to assist them in assignments, activities, research tasks, and other school-related responsibilities.

Several respondents expressed this view through statements such as, *"To help me with my assignment,"* (respondent 41) and *"To help me for my activity"* (respondent 88). Respondent 23 explained that they use ChatGPT during research-related tasks when permitted by their teacher, while respondent 136 remarked, *"In times there are bulk activities and pendings, AI comes in handy making tasks easier."*

These responses indicate that students regard ChatGPT as a practical academic support tool that helps manage workloads and improve task completion efficiency. This finding corroborates the study of Wibowo et al. (2023), *The Impact of ChatGPT Use on the Quality of Academic Support for Students*, which found that ChatGPT provides substantial assistance in completing academic tasks and organizing learning activities. Similarly, Batista et al. (2024), in their systematic review of generative AI in higher education, concluded that AI technologies can enhance academic productivity by offering timely and personalized learning support.

Theme 3: Improvement of Writing and Language Skills

Another recurring theme involved the use of ChatGPT to improve writing quality, grammar, and language proficiency. Students reported relying on the platform to refine their written outputs and develop more formal academic writing.

One respondent shared, *"Because I want to improve my grammar,"* (respondent 3) while another explained, *"I use ChatGPT when I feel my grammar is incorrect and I want to make my papers more formal, but I get some ideas from it, not totally copying it"* (respondent 51). Likewise, respondent 14 simply stated that they use ChatGPT *"to correct my grammar."*

These responses demonstrate that students perceive ChatGPT as a tool for language enhancement rather than merely a source of ready-made answers.

The finding aligns with Das and J.V. (2024), who reported that students view ChatGPT as beneficial in improving writing quality, language proficiency, and communication skills. Furthermore, Meylani (2024) emphasized that AI technologies can support the development of essential academic competencies, including writing and language-related skills.

Theme 4: Accessibility and Convenience of Information

The final theme that emerged from the analysis was accessibility and convenience. Respondents appreciated ChatGPT's ability to provide immediate answers, explanations, and information whenever needed.

This sentiment is reflected in responses such as, *"It is accessible and can provide my needs easily,"* (respondent 129) and *"It helps me provide easy access and clear explanations for my advance reading"* (respondent 74). Another respondent stated, *"Because it helps me understand easily and it helps me make things easier"* (respondent 91).

The findings indicate that students value ChatGPT because of its availability, user-friendliness, and capacity to provide immediate academic support. This result is consistent with the study of Ogunleye et al. (2024), which identified accessibility and flexibility as key advantages of generative AI technologies in education. Likewise, Xia et al. (2024) noted that AI-powered learning tools expand educational access by providing on-demand assistance and immediate feedback beyond traditional classroom environments.

Overall Analysis

The thematic analysis revealed that students primarily use ChatGPT as a supplementary educational resource that supports learning, facilitates academic task completion, improves writing skills, and provides convenient access to information. While the responses highlighted the practical benefits of ChatGPT, they also reflected students' tendency to use the technology as a support mechanism rather than as a replacement for learning. These findings reinforce the quantitative results of the study, which showed that respondents generally perceived ChatGPT positively in terms of critical thinking, academic performance, functionality, and accessibility. Overall, the findings suggest that students view ChatGPT as a valuable educational tool when utilized responsibly and ethically within the academic environment.

Overall Discussion

The findings of the study reveal that students generally maintain favorable yet cautious attitudes toward the use of ChatGPT in academic settings. Quantitative results showed that respondents agreed that ChatGPT contributes positively to critical thinking, academic performance, functionality, accessibility, and ethical awareness. At the same time, they recognized the ethical risks associated with plagiarism, overdependence, and the misuse of AI-generated content. These findings suggest that students perceive ChatGPT as a beneficial educational technology when utilized responsibly and in accordance with academic integrity standards. The qualitative findings further reinforced these results. Through thematic analysis, four major reasons for using ChatGPT emerged: learning support and enhanced understanding, assistance in academic tasks and school requirements, improvement of writing and language skills, and accessibility and convenience of information. Students frequently described ChatGPT as a tool that helps them understand difficult lessons, complete academic requirements more efficiently, improve grammar and writing quality, and gain immediate access to information. These responses indicate that students primarily use ChatGPT as a supplementary learning resource rather than a replacement for independent learning.

The integration of the quantitative and qualitative findings demonstrates that students recognize both the opportunities and responsibilities associated with AI use in education. While they appreciate the educational benefits of ChatGPT, they also acknowledge the need for ethical use through proper citation, information verification, and adherence to institutional policies. This finding is consistent with the studies of Batista et al. (2024), Hendriks (2024), Ogunleye et al. (2024), and Nguyen et al. (2023), which emphasize that the educational value of generative AI depends largely on responsible utilization and adequate AI literacy among learners. Overall, the findings affirm that ChatGPT has become an important academic support tool among students. Its ability to facilitate learning, improve academic productivity, and provide accessible educational assistance highlights its potential contribution to modern education. However, its benefits can only be fully

realized when students maintain academic honesty, exercise critical judgment, and use AI technologies in a manner that complements rather than replaces meaningful learning experiences.

Conclusion and Recommendations

The study concluded that Patrian students generally possess positive yet cautious attitudes toward the use of ChatGPT in academic settings. Respondents recognized the educational benefits of ChatGPT in enhancing learning, supporting academic performance, improving writing skills, and providing accessible learning assistance. Simultaneously, they acknowledged the ethical risks associated with plagiarism, overdependence, and improper use of AI-generated content.

The findings further revealed that students understand the importance of responsible AI utilization, including proper attribution, information verification, and adherence to institutional academic integrity policies. No significant differences were observed in students' perceptions when grouped according to sex and year level, indicating a relatively consistent understanding of ChatGPT across demographic groups. Overall, ChatGPT demonstrates considerable potential as an educational support tool when used responsibly and ethically. Its successful integration into higher education requires the combined efforts of students, educators, and institutions in fostering digital literacy, academic honesty, and responsible artificial intelligence practices. Based on the findings of the study, it is recommended that higher education institutions develop and implement clear policies and guidelines regarding the ethical use of ChatGPT and other generative artificial intelligence tools in academic settings. These policies should provide explicit standards on appropriate AI use, proper citation practices, and academic integrity to ensure that students utilize AI responsibly. Furthermore, faculty members should integrate AI literacy and responsible AI usage into classroom instruction to help students understand both the opportunities and limitations of AI technologies in learning. Educational institutions may also conduct seminars, workshops, and training programs focused on academic honesty, digital citizenship, and ethical AI practices to strengthen students' awareness and decision-making skills when using AI tools.

Additionally, students should be encouraged to use ChatGPT as a supplementary learning resource rather than a substitute for independent thinking, critical analysis, and original work. Emphasis should be placed on verifying AI-generated information, acknowledging AI assistance when appropriate, and maintaining academic integrity in all academic tasks. Since the findings revealed positive perceptions of ChatGPT's contribution to learning, writing, and academic productivity, educators may explore structured and guided ways of integrating AI tools into teaching and learning activities while ensuring that learning outcomes are still achieved. Finally, future researchers are encouraged to conduct similar studies involving larger and more diverse populations, different educational levels, and additional variables to further examine the long-term effects of ChatGPT on academic performance, critical thinking, digital literacy, and academic integrity.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request. To protect the privacy and confidentiality of the participants, raw data are not publicly available.

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Appendices

No appendices are attached to this study.