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Use of Generative Artificial Intelligence (AI) Tools Among Senior High School Students in Apayao State College -Main Campus

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Abstract

This study determined the extent of use of generative AI tools among Grade 12 students at ASC-Conner Campus. The study employed a descriptive research method. The respondents of the survey are 39 Grade 12 students of ASC-Conner Campus who have used AI tools for academic purposes. Results revealed that SHS students used various generative AI tools, and their extent of use also varied. Moreover, the students used AI tools to answer assignments, complete quizzes faster, conduct research, check Grammar, analyze data, recognize patterns, and make predictions. The ICT gadgets used included smartphones, laptops, tablets, and desktops. The majority of students are confident and agree that AI tools benefit their academic performance; however, issues and concerns about their use have been raised. It is recommended that a follow-up study be conducted to examine the effects of generative AI tools on students' academic performance.

Keywords: *Generative AI tools, use, ICT*

Introduction

Artificial Intelligence (AI) encompasses technologies that create algorithms and systems capable of performing tasks typically requiring human intelligence (Amrollahi & Abedin, 2024), such as perception, reasoning, learning, and decision-making (Božić, 2023). It includes advanced computing technologies that handle complex tasks such as speech and visual recognition, natural language processing, and decision-making (Boubker, 2024).

Over the past twenty years, there has been substantial progress in promoting AI literacy education. Educational tools and applications have been developed not only to provide innovative ways of learning but also to integrate these tools into core AI literacy activities and programs (Yim et al., 2024). AI is now seen as a transformative force in education, offering the potential to enhance teaching methods, improve student outcomes, and streamline administrative processes (Boubker, 2024).

AI-based tools are reshaping the educational landscape, sparking discussions about their impact on future teaching and assessment methods. The growing interest in AI, particularly in the context of

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the evolving fifth era of the Internet, is driving enthusiasm for AI-assisted teaching and learning (Essel et al., 2024).

One of the most intriguing areas of AI is generative AI, a technology capable of autonomously creating content such as artwork, code, and written material. It can make multimodal contents, from text, audio, image, video, and even three-dimensional models (Fui-Hoon Nah , et al, 2023) and involves developing models and algorithms to produce novel outputs (Kothari, 2024).

The advent of generative AI has brought about notable shifts in educational paradigms. Teachers are leveraging AI tools to efficiently create lesson plans and assessments, while students benefit from tools like ChatGPT that help answer questions, reinforce concepts, and improve writing skills (Boubker, 2024).

Recently, generative AI has significantly impacted various aspects of education, leading to increased scholarly discussion about its transformative potential, yet the gaps in the literature on its impact. The Apayao State College is not exempted; observations from classes indicate that students, particularly in SHS, are also using generative AI tools. This paper examines the extent to which Senior High School (SHS) Grade 12 students use generative AI tools and develops targeted interventions, including guidance and awareness campaigns, to enhance their use of these tools while supporting their personal learning needs.

Statement of the Problem

1. What are the AI tools used by the Grade 12 students of ASC -Conner campus?
2. To what extent are the student respondents using AI tools?
3. What are the purposes of using generative AI tools among SHS students?
4. What are the ICT gadgets used by the respondents to access AI tools?
5. What is the level of confidence in using AI tools among the respondents?
6. What is the students' agreement on the benefit of AI tools towards their academic performance?
7. What are the concerns of students about the use of AI tools?

Methodology

The study employed a descriptive research method. The study was conducted in ASC Conner, Malama, Conner, Apayao. The respondents of the survey are 39 Grade 12 students of ASC-Conner Campus who have used AI tools for academic purposes. Purposive sampling was employed in the study. The main instrument used in the study was a questionnaire. Part 1 consisted of the AI tools used by the Grade 12 students of ASC -Conner campus and their extent of use, part 2 elicited the purposes of using generative AI tools among SHS students, part 3 solicited the ICT gadgets used by the respondents to access generative AI tools, part 4 covered level of confidence in using AI among the respondents, part 5 collected their agreement on the benefit of AI tools to their academic performance and part 6 on concerns faced by students when using generative AI tools. The researchers administered the questionnaires to the respondents. The weighted mean was used to determine the extent of use of AI tools among Grade 12 students using 5 5-point Likert scale as follows:

Mean Range	Scale Description
4.21-5.00	-always
3.41-4.20	-often
2.61-3.40	-sometimes
1.81-2.60	-rare
1.00-1.80	-never

Thematic analysis was employed to examine the use of generative AI tools among SHS students. Meanwhile, frequency and percentage were employed on the ICT gadgets used by the respondents to access AI tools, confidence in using AI among the respondents, agreement on the benefit of AI tools to their academic performance, and concerns faced by students when using AI tools.

Results and Discussion

Generative Artificial Intelligence (AI) Tools and Extent of Use Among the SHS Grade 12 students

As shown in the table, the student-respondents often use Grammarly, as indicated by a mean score of 3.51. In addition, 11 of the 39 students always used Grammarly, while 13 often used it. It could be attributed to Grammarly's features as a widely known editing tool for written content, which can be used for everything from ideation to content creation. It provides AI-powered assistance for all writing needs. In addition, free and paid versions are available (https:// Grammarly.com)

Secondly, the respondents used ChatGPT, sometimes with a mean of 3.36. Moreover, as shown in Table 1, 6 respondents always used ChatGPT, 10 respondents often used ChatGPT, and nearly half of the respondents sometimes used ChatGPT. It implies the popularity of this AI tool. According to Kothari (2024), the most commonly used OpenAI tool to date is ChatGPT, which offers free access to basic AI content creation for general users. It has also announced its experimental premium subscription, ChatGPT Plus, for users who need additional processing power and early access to new features. The chatbots can simulate human conversation and provide entertainment (Iku-Silan et al., 2023). But they are utilized in various fields such as education, information retrieval, business, and e-commerce, offering valuable services (Shawar & Atwell, 2007). ChatGPT is trained on vast text datasets and can produce highly sophisticated, intelligent writing. This groundbreaking technology has significant implications for both science and society. Researchers and other professionals have already leveraged ChatGPT and other LLMs to compose essays and speeches, condense literature, refine papers, detect research gaps, and even write computer code, including statistical analyses (van Dis et al., 2023). It was launched on November 30, 2022, and has since garnered significant attention, attracting over 1 million subscribers in its first week. It offers more natural interactions and accurate responses, and it is a free tool for the general public after September 2021.

Thirdly, there is Quillbot, which is sometimes used with the meaning 3.13. As shown in the table, seven respondents always used Quillbot, and seven respondents often used it. A large number of people sometimes use this AI tool. These findings imply that the respondents have used this for paraphrasing. But Nurmayanti and Suryadi (2023) noted that some students still haven't learned the

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best paraphrasing method. These skills can be honed through regular reading or by using various online tools, both free and paid. Using Quillbot would help students commit less plagiarism; however, students need to reread the tool to ensure that the meaning of the cited articles remains consistent. According to Fitria (2021), QuillBot is an online application that paraphrases writing, avoids plagiarism, summarizes long sentences, and improves Grammar to be more precise and look professional Connected papers and chat PDF are rarely used, with means of 1.85 and 2.22, the other AI tools are not being used by the respondents.

Table 1. AI tools used and extent of usage among Grade 12 students

Generative AI Tools	X	DI
1. Grammarly	3.51	Often
2. ChatGPt	3.36	Sometimes
3. QuillBot	3.13	Sometimes
4. Connected papers	1.85	Rare
5. ChatPDF	2.21	Rare
6. Bit AI	1.33	Never
7. Scite	1.64	Never
8. Consensus	1.46	Never
9. Litmaps	1.58	Never
10. Paperpal	1.46	Never
11. Scribe	1.79	Never
12. DALL-E	1.31	Never
13. Mid Journey	1.28	Never
Overall Mean	1.99	Rare

Purposes Of Using Generative AI Tools Among SHS Students

There are five categories of purposes why the SHS students use Generative AI Tools, such as 1) to answer assignments; 2) to answer my quizzes faster; 3) to use during research; 4) to check Grammar, and 5) to analyze data.

The student respondents claimed that AI tools were used to answer their assignment. The students mentioned that "I used AI to help me in my academic assignments", "for my assignment and activities", "to answer my activities sometimes", "my purpose in using AI tools is to make my academics easier", "for answering my assignments", and "the purpose in using AI is to search my answers for class activities". In addition, some students responded that generative AI tools help them "answer my quizzes faster," like. Thirdly is on their research work. Students mentioned that "AI tools can help you summarize your research", "used it for guide and basis for checking some research parts in avoiding mistakes in research", "Research and to search for an answer and information about my related subject". Another purpose is to check Grammar. Students claimed that "I used Grammarly checker", "I have used AI tools for grammar check". Others also responded that "I used to get some information for my school work. AI tools were also used to

ICT gadgets used to access AI tools

The students have used smartphones to access AI tools. It can be attributed to the nature of smartphones, which are very handy and portable, and their popularity nowadays. The finding is supported by Ugwu et al. (2022), who note that a smartphone is a mobile phone that functions similarly to a computer, with features such as a touchscreen interface, Internet access, and an operating system that enables it to run downloaded apps. Communication devices are digital tools, such as smartphones and computers, used to generate, store, process, retrieve, and transmit data. These smartphones are portable and personal, as they can be owned and used by only one person. People have become so glued to their smartphones that it seems impossible to go out without one. It means that smartphones have become part and parcel of our daily lives, as many people find it challenging to complete their daily tasks without them.

Other ICT gadgets used include laptops, tablets, and desktops, although few students have used them.

Table 2. Frequency and Percentage of ICT gadgets used to access AI tools

ICT gadgets	f	%
1. Smartphone	39	100.00
2. Laptop	7	17.95
3. Tablet	1	2.56
4. Desktop	1	2.56

SHS Students Level of Confidence in Using AI Tools

As shown in the table, a relatively high number of SHS student respondents demonstrate confidence in using generative AI tools. Meanwhile, three students still report not being very confident, as they need some of their classmates to guide them in using generative AI tools.

Table 3. Frequency and Percentage of students' Level of Confidence in using AI Tools

Level of Confidence	f	%
Very confident	4	10.26
Confident	32	82.05
Not confident	3	7.69

Students' Agreement that AI tools benefit Academic performance.

A very high percentage of students (79.49%) agreed that AI tools improve their academic performance, while eight respondents (20.51%) disagreed. These students claimed that "some students do not use properly AI tools", "student abusively, addicted using AI tools", "distracting for the students", "being lazy as student because we use AI, I do not to think anymore…", "They only depend on AI, not on their own thinking.. "," "some students do not study well and they depend on AI to answer", "lazy to do activities and think wisely", and "sometimes lazy to read books".

Table 4. Frequency and Percentage of students' agreement that AI

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tools benefit academic performance.

Agreement of AI tools benefit Academic performance	f	%
Yes	31	79.49
No	8	20.51

Issues and Concerns faced by students regarding the use of Generative AI tools

The top three (3) issues and concerns of the students when using generative AI tools included data privacy, knowledge and skills, and dependence on technology. According to Kenthapadi et al. (2023), generative AI models and applications are being rapidly developed and deployed across a broad spectrum of industries, ranging from writing and email assistants to graphic design and art generation to educational assistants to coding to drug discovery. However, there are several ethical and social considerations associated with generative AI models and applications. These concerns include a lack of interpretability, bias and discrimination, privacy, model robustness, fake and misleading content, copyright implications, plagiarism, and environmental impact associated with the training and inference of generative AI models.

Table 5. Frequency and Percentage of Issues and Concerns faced by students on AI tools

Issues and Concerns faced by students regarding AI tools*	f	%
1. Data privacy	24	61.54
2. Knowledge or skills	23	58.97
3. Dependence on technology	22	56.41
2. Access to technology	16	41.03
3. Accuracy of information	17	43.59
4. High cost	10	25.64
5. Time constraints	9	23.08
6. Ethical considerations	7	17.95

*Multiple responses

Conclusion and Recommendation:

The SHS students used various generative AI tools, and their use varied. Moreover, the students used AI tools to answer assignments, complete quizzes faster, conduct research, check Grammar, analyze data, recognize patterns, and make predictions. The ICT gadgets used included smartphones, laptops, tablets, and desktops. The majority of students are confident and agree that AI tools benefit their academic performance; however, concerns about their use have been raised. It is recommended that a follow-up study be conducted to examine the effects of AI tools on students' academic performance.

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