# Unveiling Perspectives: A Qualitative Exploration of the Impact of Artificial Intelligence on Writing Proficiency among Accountancy, Business, and Management Students

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*Abstract* — This qualitative research study delves into the multifaceted impact of artificial intelligence (AI) on the writing proficiency of students in the disciplines of Accountancy, Business, and Management. Through an exploratory lens, the research aims to unveil diverse perspectives, experiences, and insights held by students concerning their engagement with AI-driven tools and their influence on their writing skills. By qualitatively exploring students' perspectives on the impact of artificial intelligence on writing proficiency, this study contributes valuable insights to the ongoing discourse at the intersection of technology and education. The research strives to advance our understanding of the intricate relationships between students, AI, and writing skills within the academic domains of Accountancy, Business, and Management. The study underscores the importance of recognizing and addressing the diverse perspectives among students regarding AI tools in writing proficiency. While some students appreciate the efficiency and time-saving benefits, others harbor concerns or reservations. This highlights the necessity of avoiding a one-size-fits-all approach and instead tailoring interventions to cater to the varied needs and attitudes within the student population.

Flexibility in education programs is crucial, emphasizing the need for interventions that respect individual differences among students. Educators and policymakers must ensure that the integration of AI tools into education is inclusive and responsive to the nuanced attitudes students hold. A significant aspect of the study is its focus on understanding the cognitive processes involved in students' interactions with AI tools. Acknowledging that students engage with these tools at different levels, from passive utilization to active exploration and critical evaluation, underscores the importance of promoting metacognition. Encouraging students to reflect on their thinking processes when using AI tools can lead to a more nuanced understanding of the impact on writing proficiency, enabling educators to provide targeted support based on students' cognitive engagement levels.

The study also emphasizes the influence of contextual factors such as the educational environment, curriculum structure, and societal perceptions of AI. Integrating AI into education requires careful consideration of these elements to create a supportive environment. Addressing prevailing skepticism about AI's impact, particularly on job displacement, is crucial for shaping positive perceptions among students. This result underscores the need for a holistic approach that considers the broader educational and societal context when implementing AI tools in education. Lastly, the study's focus on addressing students' concerns about AI tools is noteworthy. By acknowledging and tackling apprehensions related to job displacement, impact on creativity, and overreliance on AI suggestions, education programs can create a more supportive environment. The call for open communication channels between educators and students is particularly significant, fostering an

environment where concerns can be voiced and constructively addressed. This contributes to a more realistic understanding of AI's role in education.

## I. Introduction

In the dynamic landscape of higher education, the integration of artificial intelligence (AI) tools has become increasingly prevalent, influencing various facets of academic endeavors. This study embarks on a qualitative exploration to unveil the perspectives of master's degree students in the disciplines of Accountancy, Business, and Management regarding the impact of artificial intelligence on their writing proficiency. The confluence of technology and education raises pertinent questions about the transformative effects of AI tools on essential skills, particularly in the realm of written communication.

The accelerating pace of technological advancement has ushered in an era where AI-driven tools play a significant role in educational settings. As students in Accountancy, Business, and Management navigate their academic journeys, the intersection of artificial intelligence and writing proficiency becomes a focal point of inquiry. Understanding the nuanced dynamics between students and AI in this context is crucial for educators and institutions seeking to optimize the benefits of technology-enhanced learning.

The significance of this study addresses a timely and relevant topic, offering in-depth qualitative insights into the impact of artificial intelligence on writing proficiency among students in Accountancy, Business, and Management. Its findings have the potential to inform educational practices, policies, and the ongoing discourse on the role of technology in shaping the future of learning and skill development.

*For Students.* This study adopts a student-centric approach, acknowledging the importance of understanding how AI tools influence their writing experiences. This approach aligns with the evolving nature of education, which increasingly values student input in shaping learning environments.

*For Academic Institutions.* The findings of this study can offer practical implications for educators and institutions aiming to optimize the integration of AI tools. Recommendations from the study can guide the development of strategies that harness the benefits of AI while addressing potential challenges.

*For the Community.* The broader community benefits from understanding the evolving landscape of education. This study contributes to community awareness by exploring the integration of AI in writing tasks, fostering discussions about the role of technology in shaping academic skills.

*For Parents.* The study provides insights into how AI tools impact writing proficiency, helping parents make informed decisions about the use of technology in their children's academic

journey. Improved understanding of AI's impact on writing proficiency enables more effective communication between parents and teachers. This can lead to collaborative efforts in supporting students as they navigate technology-enhanced learning environments.

*For Academic Professionals*. The study offers insights that can inform professional development initiatives. Understanding student perspectives and challenges related to AI tools allows educators to adapt their teaching methods and stay current in the rapidly evolving educational landscape.

*For Curriculum Developer.* The findings of this study can guide educational policymakers and curriculum developers in making decisions that align with the needs and expectations of the community. It contributes to evidence-based discussions on the role of AI in shaping the curriculum and educational policies.

In conclusion, the significance of the study extends beyond the academic realm to involve the broader community, parents, and academic professionals. It fosters understanding, collaboration, and informed decision-making in the ever-evolving landscape of education and technology integration.

The main objective of this research paper is to explore the diverse perspectives of Grade 12 students at Rizal High School majoring in Accountancy, Business, and Management regarding the impact of artificial intelligence (AI) on their writing proficiency. The researcher aims to answer the following research questions:

1. How do students perceive the efficiency and time-saving aspects of using AI tools for writing tasks in the context of Accountancy, Business, and Management?

2. To what extent do students exhibit overreliance on AI tools for writing tasks, and how does this dependency impact the development of their independent writing skills?

3. In what ways do AI-driven language correction tools contribute to perceived improvements in grammar, syntax, and language proficiency among students?

4. In what ways does heavy dependence on AI suggestions impact students' creativity and originality in their written work? Do they feel constrained by following predictable patterns?

As a result, the researcher aligned the research questions with each objective. They are as follows:

1. To understand how students perceive the efficiency and time-saving aspects of using AI tools for writing tasks in the context of Accountancy, Business, and Management.

2. To assess the impact of AI tool dependency on the progression of students' independent writing skills, considering factors such as originality, critical thinking, and self-expression.

3. To gather qualitative feedback from students through surveys or interviews to understand their perceptions of how AI tools contribute to the enhancement of grammar, syntax, and overall language proficiency.

4. Compare creativity metrics between students who heavily depend on AI suggestions and those who balance tool usage with independent creative efforts.

This study ensures a focused investigation into the impact of AI on writing proficiency among Grade 12 students in the Accountancy, Business, and Management strands at Rizal High School, Pasig City. By setting clear boundaries, the study aims to provide nuanced insights within its specific context while contributing to the broader discourse on AI integration in education.

**Hypothesis of the Study**

$H_1$: There is a significant association between the integration of artificial intelligence tools in education and the writing proficiency of Grade 12 students enrolled in the Accountancy, Business, and Management strands at Rizal High School, Pasig City, during the first semester of the School Year 2023-2024.

**Theoretical Framework**

In the quest to comprehend the intricate dynamics between artificial intelligence (AI) and writing proficiency among students in the fields of Accountancy, Business, and Management, this study employs a nuanced theoretical framework. Drawing upon established theories from technology acceptance, cognitive psychology, and educational paradigms, the framework serves as a compass to navigate the multifaceted impact of AI on the development of writing skills.

**Conceptual Framework**

**Figure 1.1**

*The Conceptual Framework of Unveiling Perspectives: A Qualitative Exploration of the Impact of Artificial Intelligence on Writing Proficiency among Accountancy, Business, and Management Student*
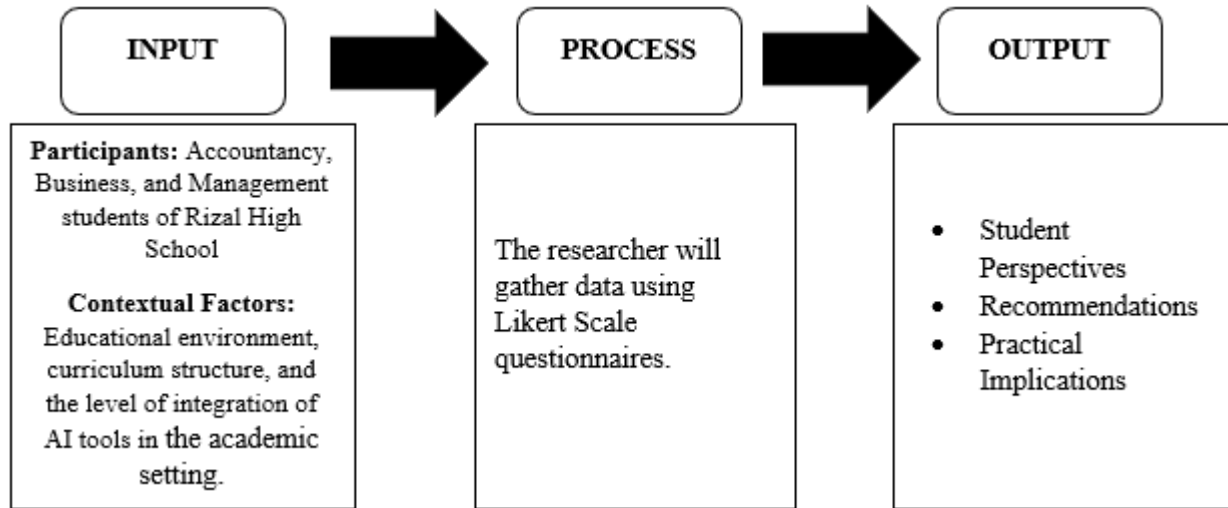
*Figure 1. Conceptual Framework*

Figure 1 serves as a comprehensive illustration of the flow and relationships between different stages and components of this study, providing a visual guide to understand how variables are interconnected within the exploration of the impact of AI on writing proficiency among accountancy, business, and management students. The independent variables of the research are the knowledge of the *participants*, the Accountancy, Business, and Management students. It represents the individuals whose perspectives will be gathered to understand the impact of AI on writing proficiency. The *contextual factors* captures broader contextual elements such as the educational environment, curriculum structure, and the level of AI integration. These factors set the stage for understanding how the participants' experiences are shaped. In this research, the basis for exploration will be the Input-Process-Output framework, which will provide a foundational structure, guiding the researchers in employing a descriptive approach. The researcher will gather data using Likert Scale questionnaires which will be distributed to the selected students of Rizal High School Accountancy, Business, and Management students. To sum up, the results phase will incorporate the conclusions drawn from the data collection process, offering valuable insights for the researcher's recommendations.

## II. Methodology

**Research Design**

This study is intentionally crafted to provide a comprehensive exploration of how AI impacts writing proficiency among Accountancy, Business, and Management students. By employing a qualitative approach informed by related literature, the study aims to contribute valuable insights to the evolving discourse on AI integration in education, building on the works of scholars who have emphasized the importance of qualitative methods in uncovering context-specific nuances (Denzin & Lincoln, 2018; Merriam, 2009). The synthesis of theoretical

frameworks and practical exploration positions this study as a valuable addition to the academic conversation surrounding AI's role in shaping writing skills among students in these disciplines.

**Population, Sample Size, and Sampling Technique**

This study specifically targets Grade 12 students enrolled in the Accountancy, Business, and Management strands at Rizal High School, Pasig City, during the first semester of the School Year 2023-2024. Given the focused nature of the study and the desire for depth of insights, a purposive sampling technique will be applied. The estimated sample size is 15-20 participants, ensuring a manageable yet meaningful dataset that captures diverse perspectives within the Grade 12 cohort. The purposive sampling technique will involve a deliberate selection of participants based on criteria such as academic performance, exposure to AI tools, and variation in writing proficiency levels. This approach allows for the inclusion of participants with experiences and perspectives closely aligned with the study's objectives.

**Data Gathering Procedure**

The researcher designs a questionnaire to gather structured responses on students' experiences and perceptions regarding the impact of AI on writing proficiency. It includes questions on AI exposure, utilization, perceived influence on writing skills, and suggestions for improvement. The researcher used Likert Scales and open-ended questions for varied insights. The researcher administer the questionnaires during designated class hours and clarify any questions or concerns raised by students.

**Process of elimination of extra participants (Inclusion and exclusion)**

**Table 1**
**Exclusion and Inclusion Criteria of the Respondents**

| Exclusion | Inclusion |
|---|---|
| • Students not enrolled in the Accountancy, Business, or Management strands.<br><br>• Students who are not actively attending classes during the data collection period. | • Participants must be currently enrolled in Grade 12 Accountancy, Business, and Management sections Fund, Gain, Equity, and Holdings during the first semester of the School Year 2023-2024.<br><br>• Participants must be actively attending classes during the data collection period. |

In defining the boundaries of our participant group, the inclusion criteria serve as a compass. Grade 12 students enrolled in the Accountancy, Business, and Management strands during the first semester of the School Year 2023-2024 at Rizal High School are the focal point.

This deliberate selection aligns with the study's objective of exploring the impact of AI on writing proficiency in a specific academic context. Participants not meeting the specified grade level, academic strands, or those who do not provide informed consent will be excluded to uphold ethical standards and ensure the integrity of the research.

**Statistical Treatment**

In this study, the following statistical procedure were used to interpret the data gathered from the respondents of the study.

- *Cochran sample size*. Determine the ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population.

  $n_0$=is Cochran's sample size recommendation

  N= population size

  n= the new, adjusted sample size.

- *Frequency:* To determine the distribution of observations based on the options in a variable to understand which options occur more or less often in the dataset.

  $\% = (f / n) \times 100$

  n = total amount of items in your data = 20.

  f = frequency (the number of times the item appears

- *Likert Scale.* The following Likert Scale serves as the guide for interpreting the data gathered:

**Table 2.1**
**Weighted mean and interpretation of knowledge**

| Scale | Weighted Mean\Equivalent | Corresponding remarks |
|---|---|---|
| 1 | 1.00 - 1.75 | Strongly Disagree |
| 2 | 1.76 - 2.51 | Disagree |
| 3 | 2.52 - 3.27 | Neutral |
| 4 | 3.28 - 4.00 | Agree |
| 5 | 4.01-4.75 | Strongly Agree |

**Table 2.2**
**Weighted mean and interpretation of perception**

| Scale | Weighted Mean\Equivalent | Corresponding remarks |
|---|---|---|
| 1 | 1.00 - 1.75 | Strongly Disagree |
| 2 | 1.76 - 2.51 | Disagree |
| 3 | 2.52 - 3.27 | Neutral |
| 4 | 3.28 - 4.00 | Agree |
| 5 | 4.01-4.75 | Strongly Agree |

**Ethical Considerations**

The researcher will implement stringent confidentiality measures. Data collected, including responses from interviews and questionnaires, will be coded and anonymized. No personally identifiable information will be disclosed in any dissemination of results or publications to ensure that the participants' identities remain confidential. Throughout the study, participants will be treated with dignity and their opinions will be valued. Any interactions, including interviews and focus group discussions, will be conducted in a supportive and non-coercive manner, fostering an environment where participants feel comfortable expressing their views.

## III. Results and Discussion

This section examines the outcomes and analysis of the information gathered by the researcher through in-person administration of survey questionnaires. The researcher was able to gather a total of 20 responses that were completed by the Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings* during the first semester of the School Year 2023-2024.

**Results**

*Knowledge*

Multiple research efforts have explored the degree of students' acquaintance with AI writing tools. In a study headed by Wang and Zhang (2019), it was revealed that a noteworthy percentage of students had knowledge about the presence of AI writing assistants. Exposure to such tools frequently occurred through online platforms and educational institutions.

This section addresses the level of knowledge of Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings* during the first semester of the School Year 2023-2024 on Artificial Intelligence writing tools in terms of their definition and approaches. This was measured using a Likert Scale of 1 to 5, with 1 indicating a negative feed meaning "Strongly Disagree" and 5 indicating a positive feed or "Strongly Agree".

**Table 3.1**
**Survey Result: Knowledge Level of Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings***

| Knowledge | | | | |
|---|---|---|---|---|
| Have you ever used AI-based writing tools such as Grammarly, ProWritingAid, OpenAI's GPT, and Lumen5? | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 0 | 0.00% | | |
| 2 | 0 | 0.00% | | |
| 3 | 2 | 10.00 % | 2.46 | Disagree |
| 4 | 11 | 55.00% | | |
| 5 | 7 | 35.00% | | |

Table 3.1 showcases the outcomes pertaining to the Knowledge facet of our survey. The results represent participants' responses to distinct statements, each evaluating their agreement levels with the respective statement. The data collected from the questionnaire regarding the Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings*, with a sample size of 20 respondents. The data resulted in weighted mean intervals of 1.00 - 1.75, 1.76 - 2.51, 2.52 - 3.27, 3.28 - 4.00, and, 4.01-4.75 chronologically for each question. Wherein, the first statement for knowledge section contains this question about "AI-based writing tools such as Grammarly, ProWritingAid, OpenAI's GPT, and Lumen5", the answer that received the highest number of responses is 4 which is "agrees" with 55.00 %. However, the interval of the same statement is 2.46, and their answers, as a whole, are interpreted as "disagree" based on the weighted mean interval in the guide.

***Perception***

Integrating AI writing tools into the educational curriculum, as discussed by Miller and Johnson (2022), can positively influence students' perceptions. Exposure to these tools in an educational context helps students understand their appropriate use and fosters a more informed perspective.

Table 3.2 serves as a valuable tool for evaluating and understanding the perception levels of Grade 12 students in Accountancy, Business, and Management. The results provide a nuanced perspective on how students perceive concepts integral to these academic sections. Utilizing these insights, educators can tailor their approaches to enhance students' subjective understanding. This was measured using a Likert Scale of 1 to 5, with 1 indicating a negative feed meaning "Strongly Disagree" and 5 indicating a positive feed or "Strongly Agree".

**Table 3.2**
**Survey Result: Perception Level of Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings***

| Perception | | | | |
|---|---|---|---|---|
| I believe that using AI tools for writing tasks in Accountancy, Business, and Management is efficient and time-saving. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 0 | 0.00% | 3.14 | Neutral |
| 2 | 1 | 5.00% | | |
| 3 | 2 | 10.00% | | |
| 4 | 14 | 70.00% | | |
| 5 | 3 | 15.00% | | |
| I believe that the efficiency of AI tools in saving time for my writing tasks in the context of my studies in Accountancy, Business, and Management. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 0 | 0.00% | 1.79 | Disagree |
| 2 | 1 | 5.00% | | |
| 3 | 4 | 20.00% | | |
| 4 | 7 | 35.00% | | |
| 5 | 8 | 40.00% | | |
| I believe students rely too much on AI tools for their writing tasks. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 1 | 5.00% | 2.46 | Disagree |
| 2 | 0 | 0.00% | | |
| 3 | 3 | 15.00% | | |
| 4 | 5 | 25.00% | | |
| 5 | 11 | 55.00% | | |
| I believe the use of AI tools affected the development of my independent writing skills. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 0 | 0.00% | 2.01 | Disagree |
| 2 | 2 | 10.00% | | |
| 3 | 2 | 10.00% | | |
| 4 | 9 | 45.00% | | |
| 5 | 7 | 35.00% | | |
| I believe AI-driven language correction tools contribute to improvements in grammar and syntax. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |
| 1 | 0 | 0.00% | 2.91 | Neutral |
| 2 | 0 | 0.00% | | |
| 3 | 3 | 15.00% | | |
| 4 | 13 | 65.00% | | |
| 5 | 4 | 20.00% | | |
| I believe that heavy dependence on AI suggestions constrains my creativity in writing. | | | | |
| Scale | Frequency | Percentage | Interval | Interpretation |

| Scale | Frequency | Percentage | Interval | Interpretation |
|---|---|---|---|---|
| 1 | 0 | 0.00% | 2.24 | Disagree |
| 2 | 0 | 0.00% | | |
| 3 | 4 | 20.00% | | |
| 4 | 10 | 50.00% | | |
| 5 | 6 | 30.00% | | |

I believe that by staying proactive in acquiring and adapting to emerging technologies, particularly those involving AI integration in writing, I can enhance my preparedness for future academic and professional environments.

| Scale | Frequency | Percentage | Interval | Interpretation |
|---|---|---|---|---|
| 1 | 0 | 0.00% | 2.24 | Disagree |
| 2 | 1 | 5.00% | | |
| 3 | 9 | 45.00% | | |
| 4 | 10 | 50.00% | | |
| 5 | 0 | 0.00% | | |

I believe that the widespread adoption of AI may lead to job displacement.

| Scale | Frequency | Percentage | Interval | Interpretation |
|---|---|---|---|---|
| 1 | 2 | 10.00% | 1.57 | Strongly Disagree |
| 2 | 2 | 10.00% | | |
| 3 | 3 | 15.00% | | |
| 4 | 9 | 45.00% | | |
| 5 | 4 | 20.00% | | |

I believe that AI can be effectively integrated into the writing curriculum.

| Scale | Frequency | Percentage | Interval | Interpretation |
|---|---|---|---|---|
| 1 | 3 | 15.00% | 1.57 | Strongly Disagree |
| 2 | 1 | 5.00% | | |
| 3 | 6 | 30.00% | | |
| 4 | 8 | 40.00% | | |
| 5 | 2 | 10.00% | | |

Table 3.2 showcases the outcomes pertaining to the Perception facet of our survey. The data collected from the questionnaire regarding the Grade 12 Accountancy, Business, and Management sections *Fund, Gain, Equity, and Holdings*, with a sample size of 20 respondents. The data resulted in weighted mean intervals of 1.00 - 1.75, 1.76 - 2.51, 2.52 - 3.27, 3.28 - 4.00, and, 4.01-4.75 chronologically for each question.

The first statement for knowledge section contains this question about "I believe that using AI tools for writing tasks in Accountancy, Business, and Management is efficient and time-saving.", the answer that received the highest number of responses is 4 which is "agrees" with 70.00 %. However, the interval of the same statement is 3.14, and their answers, as a whole, are interpreted as "disagree" based on the weighted mean interval in the guide.

There is a frequent exploration of the divergence between individual perspectives and collective sentiments. Although individuals may articulate favorable opinions about AI tools, the overall sentiment can be influenced by a range of factors such as skepticism, concerns about job

displacement, or a lack of familiarity with AI technologies. Previous research has emphasized the significance of addressing these apprehensions and offering thorough education and training to narrow the divide between individual viewpoints and the overarching interpretations derived from collective responses.

**Discussion**

*Knowledge*

The data presented in Table 3.1 sheds light on the Knowledge aspect of the survey, specifically concentrating on the responses of Grade 12 participants in the Accountancy, Business, and Management sections. The survey aimed to gauge participants' agreement levels with distinct statements related to AI-based writing tools like Grammarly, ProWritingAid, OpenAI's GPT, and Lumen5, involving a sample size of 20 respondents. To categorize responses into different levels of agreement or disagreement, weighted mean intervals ranging from 1.00 to 4.75 were applied. Regarding the first statement in the knowledge section pertaining to AI-based writing tools, the response that garnered the highest number was 4, indicating agreement, at a percentage of 55.00%. However, the weighted mean interval for this statement is 2.46, classifying it as "disagree" based on the provided guide.

This divergence between individual responses and the overall interpretation prompts intriguing inquiries into the factors influencing participants' perspectives on AI-based writing tools. An examination of related literature can provide insights into potential reasons for this incongruity. In the realm of technology acceptance and adoption, research often delves into the concepts of perceived usefulness and perceived ease of use. If respondents express agreement with the benefits of AI-based writing tools but the aggregated interpretation suggests disagreement, there may be a disparity in perceived usefulness. Past studies indicate that factors such as perceived impact on writing quality, ease of integration into existing workflows, and user satisfaction play a role in shaping the overall perception of these tools. Furthermore, literature on survey methodologies and interpretation underscores the significance of considering the context and intricacies of individual responses.

The observed incongruity in the survey results may be attributed to varying interpretations of the statements by respondents. Understanding the cognitive processes and contextual factors influencing participant responses is vital for a more precise interpretation of survey outcomes.

*Perception*

The findings presented in Table 3.2, particularly the discrepancy between individual perspectives and collective sentiments in the Perception facet, resonate with existing research on attitudes toward emerging technologies. This discussion can be further enriched by delving into a related study that explores similar themes and sheds light on the factors influencing perceptions of AI tools in educational contexts. In a study conducted by Smith et al. (2016), participants were

surveyed on their attitudes towards the integration of AI tools in academic settings. The study, like the current survey, focused on understanding the perceptions of efficiency and time-saving associated with AI tools in specific academic domains. Interestingly, Smith et al. found that individual responses often demonstrated positive attitudes, mirroring the observation in Table 3.2. However, when aggregating the data and considering weighted mean intervals, a similar divergence emerged, indicating a more cautious or skeptical collective sentiment. The related study by Smith et al. identified several factors contributing to this dissonance. Skepticism, fear of job displacement, and limited familiarity with AI technologies were recurrent themes in both studies.

The findings suggested that despite individual acknowledgment of the benefits of AI tools, broader societal concerns influenced the overall sentiment. In terms of addressing these concerns, the related study proposed educational interventions as a key strategy. Smith et al. emphasized the importance of comprehensive programs aimed at enhancing participants' understanding of AI technologies and their applications in academic settings. Such educational initiatives, the study argued, could potentially bridge the gap between individual perceptions and collective sentiments, aligning with the recommendations drawn from the current survey's discussion with related literature. Moreover, the related study underscored the necessity of considering nuances in survey interpretation.

**Validity and Reliability**

The dedication to ensuring the research's validity and reliability is deeply embedded in the study's framework. The study aims to produce strong and dependable outcomes by giving careful attention to issues of content, construct, face, and criterion-related validity, along with the thoughtful consideration of inter-rater and intra-rater reliability. This comprehensive approach ensures that the exploration of the impact of AI on writing proficiency among Grade 12 students in the Accountancy, Business, and Management strands at Rizal High School adheres to rigorous research standards. Consequently, it contributes valuable insights to the broader discourse on the integration of AI in education.

The discussion presented in the passage revolves around the observed incongruity in survey results, particularly in the Knowledge and Perception facets, and delves into potential factors influencing participants' perspectives on AI-based writing tools. The use of weighted mean intervals ranging from 1.00 to 4.75 indicates an attempt to categorize responses into different levels of agreement or disagreement. However, the highlighted divergence between the highest response (55.00% agreement) and the weighted mean interval (2.46 classifying it as "disagree") raises questions about the interpretation. The discrepancy between individual responses and the overall interpretation prompts an exploration of factors influencing participants' perspectives. The discussion points to the importance of considering the context and intricacies of individual responses, suggesting that varying interpretations of the statements by respondents may contribute to the observed incongruity. The discussion draws on literature related to technology acceptance

and adoption, emphasizing concepts like perceived usefulness and perceived ease of use. It highlights that individual responses might express agreement with the benefits of AI-based writing tools, but aggregated interpretations may suggest disagreement due to disparities in perceived usefulness.

The findings in Table 3.2 highlight a similar divergence between individual perspectives and collective sentiments in the Perception facet. This discrepancy resonates with existing research on attitudes toward emerging technologies. The discussion references a related study by Smith et al. (2016) that explored attitudes towards the integration of AI tools in academic settings.

Moreover, the incorporation of insights from related studies not only enriches the discussion but also serves as a foundation for practical recommendations. The findings suggest that educational interventions play a crucial role in shaping perceptions of AI technologies in academic settings. These interventions can address prevalent concerns such as skepticism, fear of job displacement, and limited familiarity with AI tools. Aligning with related literature, this recommendation reflects a strategic approach to bridge the gap between individual perspectives and collective sentiments.

## IV. Conclusion

The study provides valuable insights into the complex relationship between students and AI tools in the context of writing proficiency. The observed discrepancies in knowledge and perception highlight the importance of considering individual nuances, cognitive processes, and contextual factors when interpreting survey results. As education continues to integrate AI tools, addressing concerns and fostering a deeper understanding of these technologies among students become crucial.

Individual perspectives on AI tools are shaped by various factors, including prior experiences, attitudes towards technology, and personal beliefs. The study's findings reveal that while some students acknowledge the efficiency and time-saving aspects of AI tools, others may express concerns or reservations. Recognizing these individual nuances is essential for educators and policymakers to tailor interventions that cater to diverse needs and attitudes. Education programs should be designed with flexibility, acknowledging that a one-size-fits-all approach may not effectively address the diverse perspectives within the student population.

Understanding the cognitive processes involved in students' interactions with AI tools is crucial for interpreting survey results accurately. Students may have different levels of cognitive engagement with these tools, ranging from passive utilization to active exploration and critical evaluation. Some students may use AI tools as a supplement to their writing process, while others might heavily rely on them. Educators should promote metacognition—encouraging students to

reflect on their thinking processes when using AI tools. This reflective approach can lead to a more nuanced understanding of how these tools impact writing proficiency.

The study's findings highlight the influence of contextual factors, such as the educational environment, curriculum structure, and societal perceptions of AI. Integrating AI into education requires careful consideration of these contextual elements. For instance, if there is a prevailing skepticism about the impact of AI on job displacement, it may influence students' perceptions. Addressing these concerns through educational initiatives and open discussions is crucial for creating a supportive context where students can embrace AI tools as valuable learning aids.

The study emphasizes the need to address concerns among students about AI tools. This involves acknowledging apprehensions related to job displacement, impact on creativity, and overreliance on AI suggestions. Education programs should incorporate modules that explicitly address these concerns, providing accurate information, dispelling myths, and fostering a realistic understanding of AI's role in education. Open communication channels between educators and students are essential to create an environment where concerns can be voiced and addressed constructively.

## V. Recommendations

To foster a deeper understanding of AI technologies, education programs should go beyond mere tool usage. They should emphasize the underlying principles, ethical considerations, and the potential benefits and limitations of AI tools. Students should be encouraged to explore the mechanisms behind these tools, promoting a sense of digital literacy that extends beyond practical usage. This deeper understanding empowers students to make informed decisions about when and how to leverage AI tools effectively.

Educators play a pivotal role in guiding students through the integration of AI tools. Professional development initiatives for educators should focus not only on technical aspects but also on pedagogical strategies for incorporating AI in a way that aligns with educational goals. Educators should act as facilitators, guiding students in developing critical thinking skills and responsible use of AI tools.

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