

Educators' Perspectives on the Impact of Artificial Intelligence on Writing Competence

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Abstract— In the contemporary era dominated by the pervasive influence of artificial intelligence (AI) on daily tasks, its integration into various aspects of life, including education, has become increasingly significant. This research investigates the impact of AI, particularly tools such as ChatGPT, Quillbot, and Grammarly, on writing competence within the context of National University Baliwag in the Philippines. This study delves into the complex dynamics surrounding the use of AI in education, exploring the balance between its benefits and the risks of over-reliance. Methodologically, the research adopts a qualitative approach, utilizing thematic analysis to examine the perspectives of 11 educators focused on writing proficiency. The study employs purposive sampling to ensure participants possess expertise in the subject matter. The data gathering procedure involves an online structured questionnaire, emphasizing informed consent, data privacy compliance, and collaboration with participants. Thematic analysis is chosen as the data analysis procedure, allowing for the extraction of valuable insights from the educators' responses. The results encompass four themes: concerns and challenges in AI integration, influence of AI on writing competence, ethical challenges, and the implementation of AI in education. Discussions elaborate on these themes, providing nuanced insights into educators' perspectives. The research concludes with a reflection on limitations, recommendations, and a call for collaborative efforts to strike a balance between the benefits and potential drawbacks of AI integration in education.

Keywords— Artificial Intelligence, ChatGPT, Language Classroom, Writing Competence.

I. INTRODUCTION

In an era dominated by the omnipresence of artificial intelligence (AI), its pervasive influence on daily tasks such as online searches, email interactions, medical appointments, navigation, and entertainment recommendations is undeniable (Akgun & Greenhow, 2021). As AI applications become integral to our lives, their impact on education emerges as a topic of paramount significance. Tools like ChatGPT, Quillbot, and Grammarly have revolutionized the educational landscape, offering substantial support to both students and educators, particularly in alleviating their workloads. The Digital Learning Institute (2023) emphasizes that ChatGPT, for instance, enables students to effortlessly generate and expand upon topic ideas.

While AI undoubtedly enhances the academic experience, concerns arise regarding its potential to stifle students' individual perspectives and creative ideation. The convenience provided by AI writing tools may inadvertently foster dependency, with students relying excessively on these tools

for corrections without a comprehensive understanding of their errors (Marzuki et al., 2023). Despite the perceived value of AI in reducing academic burdens, studies suggest that its impact on students' contributions may be inherently limited (Johinke et al., 2023). Educators express apprehension that students might not only use these tools for language refinement but also for idea generation, potentially curtailing creative thinking and originality. Moreover, ethical considerations loom over the use of AI tools, as they render users susceptible to various forms of misconduct, including plagiarism and appropriation. A survey highlighted in Tech Business News (2023) revealed that 43% of college students have utilized AI tools like ChatGPT, with half of them confessing to employing these tools for assignments or exams. In response to such challenges, educational institutions worldwide grapple with the regulation of AI use. In Australia, for instance, several states have banned the use of tools like ChatGPT in public schools to mitigate the risks of cheating and plagiarism (Anyfantis & Kaur, 2023).

Against this backdrop, this research aims to address a critical question: How do professors perceive the influence of AI applications in enhancing students' writing competency? Focusing on the Philippines, specifically within the National University Baliwag, the study seeks to explore diverse perspectives among educators. Employing qualitative research methods and thematic analysis, the research delves into the impact of chatbots and generators on the writing competence of students. By examining the challenges and complexities through the lens of educators within this specific context, the researchers aim to provide valuable insights, recommendations, and conclusions that contribute to the broader discourse on this vital educational issue.

Integration of AI in Language Education

The integration of AI tools in language education has witnessed a surge in recent years, offering innovative solutions for enhancing writing skills. As Nanquil (2019) mentioned, even though technology provides the needs of language teachers in the classroom, there are still considerable impediments that they face. For instance, automated writing evaluation systems, such as Turnitin and Grammarly, have gained popularity in tertiary education settings (Ryan, 2020). These tools provide real-time feedback, grammar correction, and plagiarism detection, potentially influencing the way educators approach writing instruction. Educators

acknowledge several advantages of incorporating AI in writing instruction. AI-driven tools offer personalized feedback, enabling students to identify and rectify their writing errors independently (Alotaibi, 2023; Ningrum, 2023). Furthermore, these tools can handle large volumes of written assignments efficiently, allowing educators to focus on higher-order aspects of writing, such as critical thinking and argumentation (Haleem et al., 2023; Baidoo-Anu & Ansah, 2023).

While the benefits are evident, educators express concerns regarding overreliance on AI for writing competence development. Salah et al. (2023) even used the term “AIholic” phenomenon, “a burgeoning discourse surrounds students' psychological and behavioral patterns in their interactions with chatbots.” Additionally, the potential bias embedded in AI algorithms raises questions about fairness and equity in writing assessment (Roselli et al., 2019; Ntousi et al., 2023). The integration of AI necessitates a shift in pedagogical approaches and teacher roles. Educators must adapt to new instructional methods that incorporate AI tools seamlessly into the writing curriculum. The role of educators extends beyond traditional assessment to guiding students in leveraging AI tools effectively and ethically in their writing endeavors.

Understanding students' perspectives on AI-driven writing tools is crucial for successful integration. Some studies suggest that there is a general “trust” on AI’s capability of providing immediate feedback (Glikson & Woolley, 2020), leading to increased engagement and confidence in their writing abilities. However, there are varying opinions among students regarding the authenticity and depth of feedback generated by AI tools.

In conclusion, the perspectives of tertiary level educators on the impact of AI on writing competence reveal a dynamic landscape with both opportunities and challenges. As AI continues to reshape language education, educators play a pivotal role in navigating the integration of these technologies to maximize benefits while mitigating potential drawbacks. This literature review sets the stage for further research on the evolving relationship between AI and writing competence in tertiary education.

II. METHODOLOGY

A. Research Methods

In exploring the different viewpoints of certain instructors within the National University Baliwag, the researchers utilized qualitative research framework to make this study possible. As Bhandari (2023) stated, qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. With that, the researchers believe that this approach would be appropriate to accomplish the goals of this evaluation. In context, this study focused on garnering a spectrum of various insights and experiences of certain educators under National University Baliwag regarding the influence of artificial intelligence affecting the writing competence of the students of the said university.

B. Participants of the Study

To gather sufficient information for the sake of this research study, all 11 informants who are language instructors from the Institution, were identified, guaranteeing their capabilities to provide enough and exact response into the research matter.

With that, purposive sampling procedure was utilized in this research study for the efficiency to the progress of the endeavors of the researchers. This sampling method relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives (Nikolopoulou, 2023). As its description suggests, the researchers agreed that this type of sampling would be appropriate to nurture their research endeavors to fruition.

C. Instrument and Data Gathering Procedure

An online, structured questionnaire served as the primary method of data collection of this research study. The questions in the said surveys were meticulously crafted to cover all preferred themes and codes extracted from the perspectives of the informants regarding the influence of artificial intelligence on the writing competence of the studentry in the English language. Provision of detailed instructions was also prioritized; in this way, the informants may respond in a comprehensive manner. The researchers presumed that this approach would be appropriate considering a myriad of situations which may happen during their research endeavors.

D. Data Analysis

In the rigorous discussion between the researchers, thematic analysis as the data analysis procedure of this research study was agreed upon. The advantage of utilizing this approach is its allowance to the researchers to extract invaluable observations and ideologies from the responses and ascertain their similarities and differences between the insights of the informants.

The analytical process comprised multiple stages, including becoming familiar with the data, generating initial codes, searching for overarching themes, reviewing and refining these themes, assigning them clear definitions and names, and ultimately documenting the findings (Braun & Clarke, 2006). As per its account, its purpose was to maintain the accuracy and credibility of the observation within the study.

E. Ethical Considerations

To convince the target participants of this research study, the researchers upheld some significant ethical values throughout their research undertaking by adhering to some measures:

Informed Consent: Before responding to the surveys, the informants will be provided with a letter -- containing crucial details regarding the purpose of the study, confidentiality of the informants, and their voluntary participation. Letters will be signed by the researchers and their course adviser for the sake of credibility.

Data Privacy Compliance: To assure the informants with concerning their information and stances being used for research purposes, the researchers adhered to the Data Privacy

Act of 2012. With this, the researchers must protect all databases and avoid leakage at all costs.

Constancy to APA Formatting: The researchers were strictly instructed to follow the APA 7th Edition for citation and referencing. This is to maintain proper accreditation to all authors and the etiquette of upholding academic integrity.

Permission and Collaboration: The researchers initially sought permission from each informant through various means such as mails, formal letters, oral invitations, and recommendations. This approach will first nurture firm collaboration and transparency in the rapport between the researchers and informants.

III. RESULTS

In the rigorous data gathering processes, the researchers have garnered vital information from the participants with the utilized data gathering instrument. As for the data analysis procedure, the tables below present the keen observation of the researchers regarding the said topic. The data analysis consists of four (4) themes, resembling the questions presented in the data gathering instrument. Below are the responses grouped and presented as meaning units of their respective themes.

TABLE I. Thematic Analysis of Data Gathered.

Meaning Units	Condensed Units	Codes	Themes
When students use AI tools to complete tasks on their behalf, instead of to augment and nurture their own ability to accomplish tasks, then it becomes problematic.	Students tend to be overly reliant on the capabilities of AI hence making them prone as they do not acknowledge its consequences.	Overreliance	Concerns and Challenges Encountered in the Integration of AI to Philippine Education
Students tend to overly rely on grammar and spelling checkers without truly understanding the rules. They often miss the opportunity to learn from their mistakes and improve their writing skills.			
Students might overly rely on AI tools, leading to a lack of engagement in the writing process.	Students tend to be lacking in exerting effort in instilling their creativity in their works.	Originality	
Some students tend to rely on AI-generated content to compose essays, which hinders their ability to think critically and express their unique ideas.			
Some students have used AI-generated content that lacks personal thought.	AI usage will only hinder the students from developing their writing proficiency.	Decline	Influence of AI on Writing Competence of the Students
While these tools may aid in technical aspects, they often lead to a decline in creativity and personal engagement.			
If they're outsourcing their proofreading to bots, then how will they become familiarized with the rules of grammar and spelling themselves?	Students must be aware of the risks of integrating AI into their education, such as dependency.	Dependency	Influence of AI on Writing Competence of the Students
It makes learning efficient and innovative. However, I think some students became overreliance on using AI which hinders the true value of learning.			
While these tools can help catch grammar errors, they can also make students complacent about improving their language proficiency.			
These tools can help students identify and correct grammatical errors and enhance their vocabulary. However, there's a risk that students may become dependent on these tools.	Balance is necessary for its effective integration.	Balance	Ethical Challenges Encountered in Integration of AI to Philippine Education
It's important to strike a balance between using AI tools as aids and developing one's writing skills organically.			
It may cause plagiarism if students rely totally on AI and are reluctant to counter-check and enhance the data they get from AI.	Using AI within scholastic circles could be a ground for plagiarism to flourish.	Plagiarism	
It can be used as a means to plagiarize, though I do not believe that that is always the intention of students when they use AI tools.			
To ensure the originality of students' work, I teach them the importance of proper citation and referencing.	Appropriate referencing must be of utmost importance to avoid plagiarism.	Proper Accreditation	
The use of AI tools can potentially lead to unintentional plagiarism if students do not properly attribute the sources or ideas they use.			
I encourage them to take ownership of their writing and provide guidelines on proper citation and referencing.	Students must prioritize instilling originality and humanistic nature in their works.	Humanistic Nature	
I would be cautious but not opposed to the idea. I believe in preserving the human aspect of education and the profound connection between teacher and student.			
I believe that AI can enhance the learning experience and help students access resources more efficiently.	Integration of AI to education may be feasible.	Feasibility	Implementation of AI Integration to Philippine Education
A balanced approach that combines AI's benefits with traditional teaching methods.			
At this point in time, it is not feasible to implement the use of AI on a widespread scale.	As the Philippines struggle regarding education, AI integration must have condition to work properly.	Conditional	
Since the Philippines is still experiencing an education crisis, I don't believe the moment is suitable to integrate artificial intelligence into the educational system.			
I would cautiously support the idea, but with certain conditions.			

IV. DISCUSSION

This research study revolves around the progressing or regressing influence of artificial intelligence in the writing

competence of the studentry of National University Baliwag. The findings of this study shed light on the perspectives of educators of the same university which were analyzed utilizing thematic approach. With that, this section will discuss

the different subsections that encapsulate the roster of factors that revolve around the integration of artificial intelligence into education, most specifically the writing proficiency of the students.

A. Concerns and Challenges Encountered in the Integration of Artificial Intelligence

One of the prime themes surfaced from the responses of the informants was the acknowledgement and emphasis concerning the potential disadvantages of integrating artificial intelligence tools into the education of the students. Educators addressed their insights and concerns regarding the overreliance of the students to artificial intelligence and caution to the idea of such tool are ought to be used as supplementary aid for learning, and not as alternatives to the learning process of the students.

If these were to be summarized, it is vital to maintain the balance between the benefits that the students acquire from relying on artificial intelligence and the assurance of student engagement within the academe. This concern can be referred to the findings of Marzuki and others (2023), who emphasized the need of balance in the implementation of artificial intelligence in educational settings to avoid repercussions and consequences.

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C. Influence of AI on Writing Competence of the Students

The potential impact of artificial intelligence on students' writing competence was also a theme that emerged from the data analysis procedure. Informants expressed their concerns regarding its probable hindrance to the understanding of the studentry to the fundamental language rules and different writing structures. This observation strongly addresses that the idea of integration of artificial intelligence should be a supplementary aid and not an alternative for foundational learning, particularly to writing proficiency.

While artificial intelligence is inclined to the probability of abuse and exploitation, the educators emphasized the motivation of the students with the use of artificial intelligence tools, such as generators and chatbots, for their development

in terms of writing competence. These findings resonate with the study by Akgun and Greenhow (2021) which focuses on the surfacing and common benefits of artificial intelligence to the education across the world, and Marzuki and others (2021) which highlights the appropriate engagement of the students with artificial intelligence tools to maximize their learning outcomes.

D. Ethical Challenges Encountered in Integration of Artificial Intelligence

As references supposed that artificial intelligence tools may induce unintentional criminal consequences to their users, ethical considerations surrounding this topic were considered as a significant theme in the analysis conducted. Instructors addressed apprehensions concerning the potential for plagiarism and copyright infringement, and the maintenance of academic integrity among students.

As it is their responsibility to educate the studentry to be upright in terms of ethical standards and accountable to their actions in using artificial intelligence in their learning processes, they highlighted the importance of proper accreditation to the authors and instilling originality in the outputs of the students. With that, this theme aligns with numerous studies on academic integrity in the digital age where the progression of technology may impose both opportunities and concerns, particularly in the higher education institutions.

E. Implementation of Artificial Integration to Education

Implementation of integration of artificial intelligence to the educational system across the Philippines induced the educators to address substantial consideration by the educators. Informants believe that incorporation of human touch in education must be instilled despite the influential benefits artificial intelligence could provide to the studentry.

If the preservation of humanity in the academe would not be preserved, the probability of technological advancement will certainly increase hence compromising their critical thinking, creativity, and originality of the students hindering their competence in terms of writing. Their stance aligns with the approach advocated by the researchers in other regions ruminating with the common considerations as propelled by the findings of Anyfantis and Kaur (2023). In this theme, complexities and nuances were focused for the sake of successful implementation of artificial intelligence to national education.

V. LIMITATIONS AND RECOMMENDATIONS

Throughout the strenuous research endeavors of the researchers regarding acquiring the insights and experiences of the informants about the integration of artificial intelligence to education, limitations were inevitably encountered. Such are small sample size, poor collaboration with the informants, self-reporting approach, and the narrow scope of the references. As the faculty members of the university with potential for being the informants of this research study is considerably small, the researchers agreed to adhere to a small sample size. This may induce inaccuracies in the research

study due to lacking coverage to variety of insights that other potential informants may provide. Moreover, poor collaboration with the informants drastically distressed the progress of the data gathering procedure. The research only asked eight participants and fortunately achieved the agreed quota. Concerning the approach of the data gathering procedure of this research study, subjectivity of the informants became the substantial content of the information gathered in the data gathering procedure. While the researchers referred to the published articles, journals, research studies, and interviews for the sake of veracity, the arsenal of references was limited due to its recency in the present time. Despite the limitations encountered in the progress of this research study, the researchers yearn that this paper creates substance and will eventually assist future researchers of the common ground.

As the results were presented and its observations were stated, suggestions of strategies may be plausible as further reinforced by supporting manuscripts referred for the sake of this research study. Based on the findings extracted from the data analysis, this section will present a few recommendations from the researchers which may induce action to the individuals involved in this research study.

Extensive Research: Considering that this research study only covers a university as a scope, extensive research endeavors must be highly encouraged. Given that this research study has concluded that artificial intelligence still imposes outweighing disadvantages despite having advantages for the studentry in their learning experiences.

Maintaining Humanity in Academe: Educators must be consistent in instilling academic integrity within the educational institutions despite implementing artificial intelligence in their discussions, observations, and ways of teaching. All engagements must incorporate strategies where human touch in the outputs of the students are mandatory. This will require students to incline more to their creativity, originality, and critical thinking.

Raising Awareness: Students must be conscious of the dangers of abusing artificial intelligence in their learning experiences. Still, it is their responsibility to ensure their own safety in terms of using artificial intelligence. In this way, they will not be sanctioned due to repercussions due to their neglecting actions and be upright with their approaches.

VI. CONCLUSION

In the emergence of artificial intelligence within the academe, the studentry tends to be reliant on utilizing technological tools to alleviate the difficulty of the workload they must comply with. On the contrary, their development as students, including their writing competence, are being compromised as their creativity, critical thinking, and senses of originality are being neglected by this matter. With that, the evidence is clear: despite having influential benefits in terms of efficiency and idea generation, artificial intelligence may still inflict hindrances in the learning processes of the students.

With the acquisition of valuable insights and experiences of certain educators at National University Baliwag conducive

for this research study, the researchers were able to accentuate the complexities concerning to the integration of artificial intelligence to education. This fruition was fortified by the thematic analysis, revealing significant concerns regarding the students' overreliance to artificial intelligence, its potential impacts on writing competence, ethical considerations, and approaches towards the implementation of artificial intelligence to the education across the Philippines.

These findings encapsulate the significance of scrupulous balance between the influence of usage of artificial intelligence tools such as generators and chatbots, and the instilling of academic integrity within the scholastic circles. While the students are responsible of being educated regarding the negative consequences of artificial intelligence as a part of their learning, educators also play a crucial role in ensuring that technology should not be a direct alternative for foundational learning. Moreover, it is also imperative for the programmers and developers of such tools to consider the nuanced perspectives of educators, who are the prime catalysts of the progression of educational curricula.

With these conditions being laid out, collaboration between educators, students, programmers, and policymakers will drastically transform a myriad of perspectives regarding the implementation of artificial intelligence to education across the globe. In this way, the utilization of artificial intelligence was set with limitations for the sake of preservation of academic integrity within the academe. Considering that these advancements are getting exponentially progressive, meticulous maintenance of its influence must start as soon as possible.

ACKNOWLEDGMENT

The Authors would like to acknowledge their institution, National University Bulacan Inc., for their support in writing this paper.

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