

# AI Writing Tools of English Pre-Service Teachers to Their Writing Ethics and Motivation

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**Abstract**— This study examined the influence of AI writing tools on the writing ethics and motivation of 3rd and 4th year pre-service English teachers from Laguna State Polytechnic University and Laguna University. With a quantitative research design, the levels of AI writing tool usage, writing ethics, and writing motivation were assessed to determine if AI tools significantly influence the ethical and motivational dimensions of writing. It was revealed that AI writing tools were utilized at a high level (Grand Mean = 4.05). The Language Assistant feature of such tools were also rated very high; grammar correction and vocabulary enhancement in particular. Personalized Learning, Creative Support, Data Insights, Simulated Teaching, and Smart Decision-Making also rated high. Furthermore, Writing Ethics was rated very high (Grand Mean = 4.53), strong indicators of this were accuracy and avoidance of plagiarism, which demonstrated a strong commitment to originality and responsible use. Writing Motivation was rated high (Grand Mean = 4.17) which indicated enhanced critical thinking skills. With the use of Regression Analysis, it was revealed that AI writing tools have a significant influence on Writing Ethics ( $R^2 = .46$ ) and writing motivation ( $R^2 = .68$ ). Among the predictors of ethics and motivation, Language Assistant and Smart Decision-Making were the strongest. On the other hand, Simulated Teaching demonstrated a negative effect towards ethics. These findings show that AI writing tools may positively help shape ethical awareness and motivational engagement among pre-service English teachers, when used responsibly. The null hypothesis was rejected, confirming that AI writing tools have a significant influence on both writing ethics and motivation.

**Keywords**— AI Writing tools, Pre-service Teachers, Writing Ethics, Writing Motivation.

## I. INTRODUCTION

Writing is widely recognized as a fundamental skill for both academic and professional success. Beyond serving as a tool for communication, it functions as a means of organizing, articulating, and refining thought. As Bradford (2024) emphasized, good writing reflects good thinking: ideas that follow a logical path and are clearly communicated to an intended audience. Through writing, learners engage critically with information, construct meaning, and actively participate in academic discourse. Consequently, the development of writing competence has long been regarded as a central goal of education across disciplines.

In academic and professional contexts, however, effective writing extends beyond technical correctness. It also covers intellectual honesty, ethical responsibility, and continuous motivation to engage in the writing process. Students' ability to generate grammatically correct texts that are not only original and accurate but at the same time demonstrate fair use of tools

and resources are imperative competencies. Ethical practices are all the more important should students decide to pursue careers in fields like journalism, education, and even entrepreneurship. In the mentioned fields such as the ones mentioned, there is a premium placed on responsible and ethical writing because public trust should be fostered and sustained.

Additionally, proficiency in academic writing in the English language is closely linked with educational and professional opportunities. This reflects the language's central role in research, diplomacy, and global communication (Morehouse, 2025).

Artificial intelligence, especially the generative kind, and its wide application and invasive integration in many aspects of education and even daily life has inevitably started to reshape how students write. English pre-service teachers are all the more vulnerable to the probable influence as they are just starting to develop competence in teaching. Generative AI tools like ChatGPT, Grammarly, and QuillBot turned out to be powerhouse tools that are capable of assisting students with aspects of writing like brainstorming, content improvement and organization, and attribution.

At the center of the current inquiry is the search for a more nuanced understanding of the hypothesized connection between AI innovation and ethical and responsible writing practices specially in the perspectives of pre-service English teachers. In exploring this theorized connection.

### 1.1 Statement of the Problem

*Problem/s which were addressed by the research*

This study is aimed at determining the extent to which AI writing tools may influence the writing ethics and motivation of pre-service English teachers.

The study addresses the following specific problems:

1. What is the level of AI writing tool usage of pre-service English teachers in terms of:
  - 1.1 Personalized Learning;
  - 1.2 Creative Support;
  - 1.3 Data Insights;
  - 1.4 Simulated Teaching;
  - 1.5 Language Assistant; and
  - 1.6 Smart Decision-Making?
2. What is the level of writing ethics of pre-service English teachers in terms of:
  - 2.1 Honesty;
  - 2.2 Avoidance of Plagiarism;
  - 2.3 Fairness;
  - 2.4 Accuracy?

3. What is the level of motivation of pre-service English teachers in terms of:
  - 3.1 Cognitive
  - 3.2 Behavioral;
  - 3.3 Emotional; and
  - 3.4 Social?
4. Is there any significant relationship between AI writing tools of pre-service English teachers and their writing ethics?
5. Is there any significant relationship between AI writing tools of pre-service English teachers and their motivation?

II. METHODOLOGY

The researcher employed a quantitative descriptive research design, using a survey questionnaire to collect data from the respondents in this study. The participants of this study consisted of 150 pre-service English teachers from Laguna University and Laguna State University Santa Cruz Campus in the academic year 2025-2026. The research instrument used was a structured questionnaire and ethical-motivational rubric validated by experts. To analyze the data, frequency, percentage, weighted mean, standard deviation, and Pearson’s correlation coefficient were used as statistical treatments.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the questions.

Level of AI Writing Tools of Pre-Service English Teachers

In this research, the levels of AI writing tools of pre-service English teachers are personalized learning, Creative Support, Data Insights, Simulated Teaching, Language Assistant, and Smart Decision-Making.

The following tables show the statement, mean, and standard deviation. remarks and verbal interpretation from the perspectives of respondents

Table 1 below shows the level of AI writing tools of Pre-Service English teachers in terms of personalized learning. Respondents strongly agree that AI writing tools analyze suggestions to identify recurring errors in their work. They also agree that these tools provide feedback to improve writing structure, evaluate the effectiveness of feedback in addressing their weaknesses, adapt feedback to suit their personal writing style, and plan writing tasks based on personalized recommendations.

The level of AI writing tools in terms of personalized learning attained a weighted mean of 4.06 with a standard deviation of 0.86, verbally interpreted as "high." This indicates that AI writing tools significantly support the personalized learning needs of pre-service English teachers, particularly in enhancing their awareness of writing errors and improving overall writing quality. This further implies that respondents benefit from AI-assisted feedback that promotes self-improvement and guided learning based on their individual needs.

In summary, the findings suggest that AI writing tools serve as effective instruments in fostering personalized learning.

Through consistent feedback, error analysis, and adaptive support, these tools help improve writing competence and encourage independent learning among pre-service English teachers.

**Table 1.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Personalized Learning

Statements	Mean	SD	Remarks
<b>The AI writing tools...</b>			
...provide feedback to improve my writing structure.	4.20	0.79	Agree
...analyze suggestions to identify recurring errors in my work.	4.28	0.76	Strongly Agree
...adapt feedback to suit my personal writing style.	3.94	0.92	Agree
...plan writing tasks based on personalized recommendations.	3.93	0.97	Agree
...evaluate the effectiveness of feedback in addressing my weaknesses.	3.98	0.89	Agree
Weighted Mean	4.06		
SD	0.86		
Verbal Interpretation	High		

Table 2 shows the level of AI writing tools of pre-service English teachers in terms of creative support. Respondents agree that AI writing tools generate new ideas for their writing assignments, integrate suggestions to produce original sentences and paragraphs, apply prompts to develop unique arguments or content, and evaluate ideas to select the most appropriate ones for their writing. They also agree that these tools experiment with stylistic variations to enhance creativity, although this obtained the lowest mean among the indicators.

The level of AI writing tools in terms of creative support attained a weighted mean of 4.08 with a standard deviation of 0.87, verbally interpreted as "high."

This indicates that AI writing tools effectively support the creative aspects of writing among pre-service English teachers by helping them generate ideas, refine content, and explore different writing styles. This further implies that respondents are able to enhance their creativity and originality in writing through the assistance of AI tools.

**Table 2.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Creative Support

Statements	Mean	SD	Remarks
<b>The AI writing tools...</b>			
...generate new ideas for my writing assignments.	4.19	0.88	Agree
...integrate suggestions to produce original sentences and paragraphs.	4.08	0.93	Agree
...experiment with stylistic variations to enhance creativity.	3.96	0.88	Agree
...apply prompts to develop unique arguments or content.	4.05	0.89	Agree
...evaluate ideas and select the most appropriate ones for my writing.	4.10	0.88	Agree
Weighted Mean	4.08		
SD	0.87		
Verbal Interpretation	High		

In summary, the findings suggest that AI writing tools play a significant role in promoting creative support. Through idea generation, content development, and stylistic experimentation, these tools help pre-service English teachers produce more engaging, original, and well-developed written outputs.

**Table 3.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Data Insights

Statements The AI writing tools...	Mean	SD	Remarks
...examine analytics to identify patterns in my writing performance.	3.92	0.81	Agree
...use data insights to track improvements in grammar, vocabulary, and coherence.	4.03	0.85	Agree
...interpret reports to make informed decisions about my writing strategies.	3.94	0.79	Agree
...compare my performance over time using feedback and progress metrics.	3.66	0.92	Agree
...evaluate which metrics are most relevant for my writing development.	3.78	0.91	Agree
Weighted Mean	3.87		
SD	0.84		
Verbal Interpretation	High		

Table 3 shows the level of AI writing tools of preservice English teachers in terms of data insights. Respondents agree that AI writing tools examine analytics to identify patterns in their writing performance, use data insights to track improvements in grammar, vocabulary, and coherence, and interpret reports to make informed decisions about their writing strategies. They also agree that these tools evaluate which metrics are most relevant for their writing development and compare their performance over time using feedback and progress metrics, although this obtained the lowest mean among the indicators.

The level of AI writing tools in terms of data insights attained a weighted mean of 3.87 with a standard deviation of 0.84, verbally interpreted as "high." This indicates that AI writing tools provide meaningful data-driven support that helps pre-service English teachers monitor and improve their writing performance. This further implies that respondents are able to utilize analytics and feedback to guide their writing development, although some aspects such as performance comparison over time may be less emphasized.

In summary, the findings suggest that AI writing tools contribute to the development of data-informed writing practices. Through analytics, progress tracking, and evaluation of relevant metrics, these tools enable preservice English teachers to make informed decisions and continuously enhance their writing skills.

**Table 4.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Simulated Teaching

Statements The AI writing tools...	Mean	SD	Remarks
...follow step-by-step guidance to draft my writing.	3.95	0.97	Agree
...apply instructional scaffolding to structure my essays or reports.	4.00	0.95	Agree
...simulate peer-teaching by following the explanations to correct my errors.	3.94	0.86	Agree
...reflect on how guided exercises improve my writing skills.	3.94	0.85	Agree
...assess how instructions compare with classroom lessons for effectiveness.	3.90	0.99	Agree
Weighted Mean	3.95		
SD	0.90		
Verbal Interpretation	High		

Table 4 shows the level of AI writing tools of pre-service English teachers in terms of simulated teaching. Respondents agree that AI writing tools follow step-by-step guidance to draft their writing, apply instructional scaffolding to structure their essays or reports, and simulate peer teaching by providing explanations to correct errors. They also agree that these tools help them reflect on how guided exercises improve their writing skills and assess how instructions compare with classroom lessons for effectiveness, although this obtained the lowest mean among the indicators.

The level of AI writing tools in terms of simulated teaching attained a weighted mean of 3.95 with a standard deviation of 0.90, verbally interpreted as "high." This indicates that AI writing tools effectively provide guided and structured support similar to teaching practices, helping pre-service English teachers improve their writing skills.

This further implies that respondents benefit from instructional features such as scaffolding, step-by-step guidance, and simulated feedback, which enhance their understanding and application of writing concepts.

In summary, the findings suggest that AI writing tools serve as supportive instructional aids in simulated teaching. Through guided instruction, feedback, and reflective practices, these tools help pre-service English teachers develop their writing skills in a manner comparable to classroom-based learning.

**Table 5.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Language Assistant

Statements The AI writing tools...	Mean	SD	Remarks
...correct grammar, punctuation, and sentence structure in my writing.	4.41	0.79	Strongly Agree
...select appropriate vocabulary to enhance clarity.	4.34	0.79	Strongly Agree
...apply recommendations to improve sentence flow and readability.	4.32	0.80	Strongly Agree
...evaluate whether corrections align with my intended meaning.	4.12	0.85	Agree
...revise drafts based on language support to produce polished text.	4.19	0.81	Agree
Weighted Mean	4.28		
SD	0.79		
Verbal Interpretation	Very High		

Table 5 shows the level of AI writing tools of pre-service English teachers in terms of language assistance. Respondents strongly agree that AI writing tools correct grammar, punctuation, and sentence structure in their writing, select appropriate vocabulary to enhance clarity, and apply recommendations to improve sentence flow and readability.

They also agree that these tools revise drafts based on language support to produce polished text and evaluate whether corrections align with their intended meaning, although these obtained slightly lower mean scores.

The level of AI writing tools in terms of language assistance attained a weighted mean of 4.28 with a standard deviation of 0.79, verbally interpreted as "very high." This indicates that AI writing tools are highly effective in providing language support, particularly in improving grammatical accuracy, vocabulary,

use, and overall readability. This further implies that respondents greatly benefit from AI-assisted corrections and suggestions that enhance the quality and clarity of their written outputs.

In summary, the findings suggest that AI writing tools play a crucial role as language assistants. Through grammar correction, vocabulary enhancement, and sentence refinement, these tools enable pre-service English teachers to produce more accurate, coherent, and polished pieces of writing.

**Table 6.** Level of AI Writing Tools of Pre-Service English Teachers in terms of Smart Decision Making

Statements The AI writing tools...	Mean	SD	Remarks
...evaluate suggestions before integrating them into my writing.	4.10	0.89	Agree
...decide on appropriate tone and style for different writing tasks.	4.05	0.86	Agree
...make strategic improvements in my text based on recommendations.	4.08	0.82	Agree
...create coherent, high-quality drafts using feedback as a decision-making aid.	4.08	0.85	Agree
...reflect on how feedback helps me make better writing choices in content and structure.	4.08	0.92	Agree
Weighted Mean	4.08		
SD	0.88		
Verbal Interpretation			Very high

Table 6 shows the level of AI writing tools of pre-service English teachers in terms of smart decision-making. Respondents agree that AI writing tools evaluate suggestions before integrating them into their writing, decide on appropriate tone and style for different writing tasks, and make strategic improvements in their text based on recommendations. They also agree that these tools create coherent, high-quality drafts using feedback as a decision-making aid and reflect on how feedback helps them make better writing choices in terms of content and structure.

The level of AI writing tools in terms of smart decision-making attained a weighted mean of 4.08 with a standard deviation of 0.88, verbally interpreted as "very high." This indicates that AI writing tools effectively support the decision-making processes of pre-service English teachers in writing, particularly in selecting appropriate strategies, tone, and structure. This further implies that respondents are able to use AI-generated feedback critically and strategically to enhance the overall quality of their written outputs.

In summary, the findings suggest that AI writing tools play an important role in fostering smart decision-making in writing. These resources aid pre-service English teachers in improving their judgment and creating more logical and higher-quality writing by evaluating recommendations, polishing methods, and thinking on input.

The level of AI writing tools of pre-service English teachers in terms of Personalized Learning, Creative Support, Data Insights, Simulated Teaching, Language Assistant, and Smart Decision-Making. arrived at a grand mean score of 4.05 and a standard deviation of 0.85 and was verbally interpreted as high among the respondents. Overall, AI tools were rated high

(Grand Mean = 4.05), with Language Assistant standing out as "Very High."

**Table 7.** Composite of AI Writing Tools of Pre-Service English Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Personalized Learning	4.06	0.86	High
Creative Support	4.08	0.87	High
Data Insights	3.87	0.84	High
Simulated Teaching	3.95	0.90	High
Language Assistant	4.28	0.79	Very High
Smart Decision Making	4.08	0.85	High
Grand Mean	4.05		
SD	0.85		
Verbal Interpretation			High

*Level of Pre-Service English Teachers Writing Ethics*

In this study, the level of pre-service English teachers' Writing Ethics refers to Honesty, Avoidance of Plagiarism, Fairness, and Accuracy. The statement, mean, and standard deviation are shown in the following tables. verbal interpretations and remarks made by respondents from their viewpoints.

Table 8 shows the level of pre-service English teachers' writing ethics in terms of honesty. Respondents strongly agree that they ensure ethical and responsible use of AI writing tools by checking that their writing reflects their own ideas, acknowledging AI-generated suggestions without claiming them as entirely their own, reflecting on their writing to ensure authenticity and originality, and revising AI suggestions to maintain their personal voice. They also agree that they resist the temptation to submit AI-written content verbatim, although this obtained the lowest mean among the indicators.

**Table 8.** Level of Pre-Service English Teachers Writing Ethics in terms of Honesty

Statements	Mean	SD	Remarks
Ensure ethical and responsible use of AI writing tools by...			
...checking that my writing reflects my own ideas even when using AI tools.	4.39	0.80	Strongly Agree
...acknowledging AI-generated suggestions without claiming them as entirely my own.	4.31	0.82	Strongly Agree
...resisting the temptation to submit AI-written content verbatim.	4.20	0.94	Agree
...reflecting on my writing to ensure authenticity and originality.	4.50	0.77	Strongly Agree
...revising AI suggestions to make sure my personal voice remains in the work.	4.53	0.78	Strongly Agree
Weighted Mean	4.39		
SD	0.81		
Verbal Interpretation			Very High

The level of writing ethics in terms of honesty attained a weighted mean of 4.39 with a standard deviation of 0.81, verbally interpreted as "very high." This shows that pre-service English teachers demonstrate a strong sense of honesty when using AI writing tools, ensuring that their work remains authentic and ethically produced. This further implies that respondents are highly aware of the importance of academic integrity and take active steps to preserve originality and personal accountability in their writing.

In summary, the findings suggest that honesty is a highly

observed ethical practice among pre-service English teachers. Through maintaining originality, acknowledging AI assistance, and ensuring personal voice in their work, they uphold ethical standards in the use of AI writing tools.

Table 9 shows the level of Pre-Service English teachers' writing ethics in terms of avoidance of plagiarism. Respondents strongly agree that they ensure ethical and responsible use of AI writing tools by using them to paraphrase responsibly without copying directly, cross-checking AI-generated content to prevent unintentional plagiarism, ensuring that citations and references are correctly applied, recognizing and avoiding AI shortcuts that may lead to academic dishonesty, and maintaining originality by integrating AI suggestions into their own sentences and ideas.

The level of writing ethics in terms of avoidance of plagiarism attained a weighted mean of 4.51 with a standard deviation of 0.74, verbally interpreted as "very high." This indicates that pre-service English teachers demonstrate a strong commitment to avoiding plagiarism when using AI writing tools. This further implies that respondents are highly conscious of academic integrity and consistently practice proper paraphrasing, citation, and originality in their writing.

**Table 9.** Level of Pre-Service English Teachers' Writing Ethics in terms of Avoidance of Plagiarism

Statements	Mean	SD	Remarks
Ensure ethical and responsible use of AI writing tools by...			
...using AI tools responsibly to paraphrase without copying directly.	4.53	0.72	Strongly Agree
...cross-checking AI-generated content to prevent unintentional plagiarism.	4.48	0.75	Strongly Agree
...ensuring that citations and references are correctly applied even when assisted by AI.	4.52	0.78	Strongly Agree
...recognizing and avoiding AI shortcuts that could result in academic dishonesty.	4.47	0.78	Strongly Agree
...maintaining originality by integrating AI suggestions into my own sentences and ideas.	4.55	0.77	Strongly Agree
Weighted Mean	4.51		
SD	0.74		
Verbal Interpretation	Very High		

In summary, the findings suggest that avoidance of plagiarism is highly observed among pre-service English teachers. Through responsible paraphrasing, proper citation, and critical use of AI-generated content, they uphold ethical standards and ensure the authenticity of their academic work.

Table 10 shows the level of pre-service English teachers' writing ethics in terms of fairness. Respondents strongly agree that they ensure ethical and responsible use of AI writing tools by ensuring equitable use without unfairly advantaging themselves over peers, respecting classroom policies, using AI assistance without manipulating results to misrepresent their abilities, considering the ethical implications before applying AI-generated suggestions, and encouraging peers to use AI responsibly.

The level of writing ethics in terms of fairness attained a weighted mean of 4.41 with a standard deviation of 0.82, verbally interpreted as "very high." This indicates that pre-service English teachers highly value fairness in using AI

writing tools, ensuring that their actions do not give them undue advantage and that they adhere to ethical standards. This further implies that respondents are conscious of ethical responsibility, both individually and within the classroom community.

In summary, the findings suggest that fairness is a strongly upheld ethical practice among pre-service English teachers. Through equitable use, adherence to rules, ethical reflection, and peer encouragement, they maintain integrity and promote responsible behavior in the use of AI writing tools.

**Table 10.** Level of Pre-Service English Teachers' Writing Ethics in terms of Fairness

Statements	Mean	SD	Remarks
Ensure ethical and responsible use of AI writing tools by...			
...ensuring equitable use of AI tools without unfairly advantaging myself over peers.	4.35	0.82	Strongly Agree
...respecting classroom policies when using AI writing tools.	4.48	0.82	Strongly Agree
...using AI assistance without manipulating results to misrepresent my abilities.	4.36	0.87	Strongly Agree
...considering the ethical implications before applying AI-generated suggestions	4.43	0.79	Strongly Agree
...encouraging peers to use AI responsibly.	4.42	0.88	Strongly Agree
Weighted Mean	4.41		
SD	0.82		
Verbal Interpretation	Very High		

Table 11 shows the level of pre-service English teachers' writing ethics in terms of accuracy. Respondents strongly agree that they ensure ethical and responsible use of AI writing tools by checking that AI-suggested corrections accurately reflect standard grammar rules, verifying that content suggested by AI is factually correct, validating AI-generated words and structure to ensure alignment with their ideas, evaluating AI suggestions to maintain clarity and meaning, and revising AI-assisted writing to prevent errors or misinterpretations.

**Table 11.** Level of Pre-Service English Teachers' Writing Ethics in terms of Accuracy

Statements	Mean	SD	Remarks
Ensure ethical and responsible use of AI writing tools by...			
...checking that AI-suggested corrections accurately reflect standard grammar rules.	4.48	0.80	Strongly Agree
...checking that content suggested by AI is factually correct before including it.	4.53	0.72	Strongly Agree
...validating AI-generated words and structure to ensure alignment with my ideas.	4.55	0.74	Strongly Agree
...evaluating AI suggestions to maintain clarity and meaning.	4.51	0.75	Strongly Agree
...revising AI-assisted writing to prevent errors or misinterpretations.	4.58	0.67	Strongly Agree
Weighted Mean	4.53		
SD	0.72		
Verbal Interpretation	Very High		

The level of writing ethics in terms of accuracy attained a weighted mean of 4.53 with a standard deviation of 0.72, verbally interpreted as "very high." This indicates that preservice English teachers demonstrate a strong commitment

to accuracy when using AI writing tools, ensuring that their outputs are both grammatically correct and factually reliable.

This further implies that respondents consistently apply critical evaluation and careful revision to uphold precision and clarity in their writing.

In summary, the findings suggest that accuracy is highly prioritized among pre-service English teachers. Through verification of grammar, factual correctness, alignment with ideas, and careful revision, they maintain high standards of ethical and responsible writing when using AI tools.

#### Level of Pre-Service English Teachers' Motivation

In this study, the level of pre-service English Teachers Motivation refers to Cognitive, Behavioral, Emotional, and Social. The following tables show the statement, mean, and standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 12 shows the level of pre-service English teachers' motivation in terms of cognitive development. Respondents strongly agree that AI writing tools enhance their writing motivation by improving critical thinking when planning and drafting, analyzing and evaluating AI feedback to improve their work, encouraging experimentation with new ideas and approaches, synthesizing AI suggestions with their own knowledge to strengthen arguments, and reflecting on AI feedback to make informed decisions for their writing.

The level of motivation in terms of cognitive development attained a weighted mean of 4.29 with a standard deviation of 0.78, verbally interpreted as "very high." This indicates that AI writing tools significantly foster cognitive motivation among pre-service English teachers, particularly in promoting critical thinking, analytical skills, and informed decision-making in writing. This further implies that respondents are encouraged to actively engage with AI feedback to enhance the quality and depth of their written work.

**Table 12.** Level of Pre-Service English Teachers Motivation in terms of Cognitive

Statements	Mean	SD	Remarks
Enhance my writing motivation and development through AI tools by...			
...improving my critical thinking when planning and drafting my writing.	4.29	0.79	Strongly Agree
...analyzing and evaluating AI feedback to improve my work.	4.33	0.79	Strongly Agree
...encouraging me to experiment with new ideas and approaches.	4.28	0.80	Strongly Agree
...synthesizing AI suggestions with my own knowledge to strengthen arguments.	4.26	0.80	Strongly Agree
...reflecting on AI feedback to make informed decisions for my writing.	4.27	0.81	Strongly Agree
Weighted Mean	4.29		
SD	0.78		
Verbal Interpretation			Very High

In summary, the findings suggest that AI writing tools play a crucial role in strengthening cognitive motivation. Through reflection, analysis, synthesis, and experimentation, pre-service English teachers are able to develop higher-order thinking skills that support effective and meaningful writing.

Table 13 shows the level of pre-service English teachers' motivation in terms of behavioral development. Respondents

strongly agree that AI writing tools enhance their writing motivation by helping them manage time effectively when completing assignments and track and correct their own errors with AI guidance before submission. They also agree that these tools support responsible revision of drafts, completion of writing tasks using AI support, and systematic application of AI suggestions throughout all stages of writing.

The level of motivation in terms of behavioral development attained a weighted mean of 4.18 with a standard deviation of 0.88, verbally interpreted as "high." This is indicative of the fact that AI writing tools positively influence the writing behaviors of pre-service English teachers, promoting responsibility, self-monitoring, and effective use of AI assistance in the writing process. This further implies that respondents are encouraged to engage in disciplined writing practices while leveraging AI tools to improve efficiency and accuracy.

**Table 13.** Level of Pre-Service English Teachers' Motivation in terms of Behavioral

Statements	Mean	SD	Remarks
Enhance my writing motivation and development through AI tools by...			
...revising my drafts responsibly based on AI suggestions.	4.15	0.90	Agree
...completing writing tasks using AI support to guide my process.	4.12	0.87	Agree
...managing my time effectively when using AI tools to complete assignments.	4.22	0.91	Strongly Agree
...tracking and correcting my own errors with AI guidance before submission.	4.32	0.82	Strongly Agree
...applying AI suggestions systematically in all stages of writing.	4.06	0.98	Agree
Weighted Mean	4.18		
SD	0.88		
Verbal Interpretation			High

In summary, the findings suggest that AI writing tools significantly contribute to behavioral motivation. Through time management, self-correction, systematic application, and responsible revision, pre-service English teachers are able to develop effective writing habits that enhance overall performance.

Table 14 shows the level of pre-service English teachers' motivation in terms of emotional development. Respondents agree that AI writing tools enhance their writing motivation by reducing anxiety during difficult writing tasks. helping them feel confident in their writing, sustaining motivation to persist despite challenges, maintaining a positive attitude toward writing, and enjoying learning and improving their writing with AI support. The level of motivation in terms of emotional development attained a weighted mean of 4.01 with a standard deviation of 0.90, verbally interpreted as "high." This indicates that AI writing tools positively influence the emotional aspects of writing motivation among pre-service English teachers, helping them manage stress, build confidence, and maintain a positive mindset while engaging in writing activities.

This further implies that respondents are able to approach writing tasks with greater emotional resilience and sustained interest when guided by AI tools.

In summary, the findings suggest that AI writing tools

contribute to the emotional motivation of pre-service English teachers. Through anxiety reduction, confidence building, persistence, positive attitude, and enjoyment, these tools support learners in developing a healthy and motivated approach to writing.

**Table 14.** Level of Pre-Service English Teachers' Motivation in terms of Emotional

Statements	Mean	SD	Remarks
Enhance my writing motivation and development through AI tools by...			
...reducing my anxiety when writing tasks seem difficult.	4.02	0.87	Agree
...feeling confident in my writing when using AI assistance.	3.95	0.95	Agree
...staying motivated by AI feedback to persist despite challenges.	3.91	0.92	Agree
...maintaining a positive attitude toward writing when guided by AI tools.	4.10	0.91	Agree
...enjoying learning and improving my writing with AI support.	4.08	0.95	Agree
Weighted Mean	4.01		
SD	0.90		
Verbal Interpretation	High		

Table 15 shows the level of pre-service English teachers' motivation in terms of social development. Respondents strongly agree that AI writing tools enhance their motivation by supporting participation in discussions about AI suggestions to improve group writing outcomes, respecting peers' contributions when collaborating, and encouraging ethical sharing of AI resources among classmates. They also agree that these tools help them collaborate effectively with peers on writing tasks and share AI-assisted writing strategies responsibly.

**Table 15.** Level of Pre-Service English Teachers' Motivation in terms of Social

Statements	Mean	SD	Remarks
Enhance my writing motivation and development through AI tools by...			
...collaborating effectively with peers on writing tasks through AI tools.	4.08	0.86	Agree
...sharing AI-assisted writing strategies with classmates responsibly.	4.15	0.86	Agree
...participating in discussions about AI suggestions to improve group writing outcomes.	4.23	0.80	Strongly Agree
...respecting peers' contributions when using AI tools collaboratively.	4.24	0.81	Strongly Agree
...encouraging ethical sharing of AI resources among classmates.	4.30	0.77	Strongly Agree
Weighted Mean	4.20		
SD	0.81		
Verbal Interpretation	High		

The level of motivation in terms of social development attained a weighted mean of 4.20 with a standard deviation of 0.81, verbally interpreted as "high." This indicates that AI writing tools positively influence the social aspects of writing motivation among pre-service English teachers, promoting

collaboration, responsible sharing, ethical behavior, and active engagement with peers. This further implies that respondents are able to enhance group learning experiences and develop cooperative skills while using AI tools.

In summary, the findings suggest that AI writing tools contribute to social motivation by fostering collaborative practices, ethical interactions, and mutual support among pre-service English teachers, thereby enhancing both individual and group writing development.

*Test of prediction between the AI writing tools and the writing ethics of Pre-Service English teachers*

To test if there's any significant influence between the AI writing tools and the writing ethics of pre-service English teachers in terms of Honesty, Avoidance of Plagiarism, Fairness, and Accuracy they were treated statistically using Real Statistics Data Analysis Tools using Regression Analysis.

Table 16 presents the analysis on the relationship between AI writing tools and the writing ethics of pre-service English teachers in terms of honesty, avoidance of plagiarism, fairness, and accuracy. Using correlation analysis with 130 respondents, the study determined whether the different dimensions of AI writing tools are significantly related to ethical writing practices.

The results reveal that all dimensions of AI writing tools, including personalized learning, creative support, data insights, simulated teaching, language assistant, and smart decision-making, show significant positive relationships with writing ethics.

This suggests that higher use or stronger effectiveness of AI writing tools is associated with better ethical writing behavior among pre-service English teachers.

**Table 16.** Significant Relationship between the AI writing tools and the Pre-Service English teachers' writing ethics

AI writing tools		Avoidance of Plagiarism			
		Honesty	Fairness	Accuracy	
Personalized Learning	Pearson Correlation	.561**	.358*	.443**	.548**
	Sig. (2-tailed)	.000	.021	.000	.000
	N	130	130	130	130
Creative Support	Pearson Correlation	.436**	.390**	.431**	.464**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	130	130	130	130
Data Insights	Pearson Correlation	.428**	.305*	.369**	.458**
	Sig. (2-tailed)	.000	.022	.000	.000
	N	130	130	130	130
Simulated Teaching	Pearson Correlation	.400**	.299**	.366**	.425**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130
Language Assistant	Pearson Correlation	.590**	.465**	.542**	.698**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130
Smart Decision Making	Pearson Correlation	.573**	.439**	.537**	.674**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130

Among these, language assistant and smart decision-making show the strongest correlations, particularly with accuracy and honesty, indicating that tools that directly support language correction, refinement, and decision support have the greatest influence on ethical writing practices.

Personalized learning, creative support, data insights, and simulated teaching also show moderate but consistent positive relationships, suggesting that these features collectively contribute to strengthening ethical writing behavior.

In summary, the findings demonstrate that AI writing tools play an important role in enhancing the writing ethics of pre-service English teachers.

Features that provide language support, improve decision-making, and offer structured guidance contribute to greater honesty, reduced plagiarism tendencies, improved fairness, and higher accuracy in writing. This indicates that AI writing tools function as supportive mechanisms that promote responsible and ethical academic writing when used effectively and appropriately.

*Test of prediction between the AI writing tools and the motivation of Pre-Service English teachers*

To test if there is any significant influence between the AI writing tools and the motivation of pre-service English teachers in terms of Cognitive, Behavioral, Emotional, and Social they were treated statistically using Real Statistics Data Analysis Tools using Regression Analysis.

**Table 17.** Significant Relationship between the AI writing tools and the Pre-Service English teacher’s motivation

AI writing tools		Cognitive	Behavioral	Emotional	Social
Personalized Learning	Pearson Correlation	.687**	.652*	.608**	.667**
	Sig. (2-tailed)	.000	.021	.000	.000
	N	130	130	130	130
Creative Support	Pearson Correlation	.595**	.619**	.641**	.552**
	Sig. (2-tailed)	.000	.001	.000	.000
	N	130	130	130	130
Data Insights	Pearson Correlation	.553**	.545*	.608**	.616**
	Sig. (2-tailed)	.000	.022	.000	.000
	N	130	130	130	130
Simulated Teaching	Pearson Correlation	.634**	.628**	.655**	.681**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130
Language Assistant	Pearson Correlation	.714**	.696**	.626**	.668**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130
Smart Decision Making	Pearson Correlation	.678**	.719**	.714**	.694**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	130	130	130	130

Table 17 presents the analysis on the significant relationship between AI writing tools and the pre-service English teachers’ motivation in terms of cognitive, behavioral, emotional, and social aspects. Using correlation analysis with 130 respondents, the study determined whether the different dimensions of AI writing tools are significantly associated with

learners’ motivation.

The results reveal that all AI writing tool dimensions, personalized learning, creative support, data insights, simulated teaching, language assistance, and smart decision-making show significant positive relationships with all dimensions of motivation. This indicates that increased use and effectiveness of AI writing tools are associated with higher levels of cognitive engagement, stronger behavioral involvement, more positive emotional responses, and better social interaction among pre-service English teachers.

Among the indicators, smart decision-making and language assistant show the strongest correlations across all motivational domains, particularly in behavioral and emotional aspects, suggesting that tools that guide decision-making and language use have a strong influence on sustaining motivation. Simulated teaching and personalized learning also show consistently high relationships, indicating their importance in enhancing engagement and interest in learning activities.

In summary, the findings demonstrate that AI writing tools play a significant role in enhancing the motivation of pre-service English teachers. These tools contribute to improved cognitive involvement, active participation, positive emotional experiences, and stronger social engagement in learning. This suggests that when effectively integrated, AI writing tools can strengthen learners’ motivation by making writing tasks more engaging, supportive, and interactive.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results, pre-service English teachers’ writing ethics show significant association with the language assistance and smart-decision-making features of AI writing tools. In this case, the null hypothesis stipulating that there is no significant relationship between the use of AI writing tools and writing ethics is rejected. This reveals that, within the context of the study, AI writing tools may truly promote clarity, accuracy, and even informed choice.

Likewise, the language assistant and smart decision-making components of the AI writing tools demonstrate significant connection with the motivation of pre-service English teachers. Thus, the null hypothesis that there is no significant relationship between AI writing tool utilization and motivation is also hereby rejected. This points out that the AI writing tools’ features that are concerned with guiding language use and decision-making are able to foster improved engagement and self-regulated motivation that spans across all of the dimensions (cognitive, behavioral, emotional, and social). Informed with the findings and conclusions of this study, recommendations are offered with the aim of helping improve the ethical and motivational aspects of the use of AI writing tools particularly by teachers in training who are about to be deployed in the real world of work. In acknowledgement of the limitations of the study, these recommendations are not meant to come off as prescriptive; these suggestions are merely offering possible guides that may be considered by stakeholders in making AI writing tools a net positive.

In light of this, pre-service English teachers may utilize AI writing tools that have features like language assistance and smart decision-making to boost their writing ethics and

motivation, but while they follow the suggestions given, human agency is still important in ensuring that they remain original and critical.

Teacher education programs should incorporate training on the ethical and responsible use of AI tools, including proper citation, plagiarism avoidance, and integrating AI-generated feedback while retaining one's personal voice.

Educators are encouraged to design AI-assisted writing tasks that promote critical thinking, decision-making, and reflection and require students to independently evaluate and revise AI feedback.

It is recommended that pre-service teachers engage in collaborative AI-supported writing tasks, such as peer review and group revisions, to increase motivation, social interaction,

and ethical practices.

Future researchers are suggested to further examine the long-term impact of AI writing tools on teachers' writing competence, ethics, and motivation to inform future instructional strategies and AI integration.

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