

**Teachers' and students' perceptions, attitudes, and utilization
of artificial intelligence in English writing**

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ABSTRACT

Artificial intelligence (AI) is increasingly integrated into education and has begun to influence how students develop their English writing skills. However, limited empirical evidence exists regarding how both teachers and students perceive and utilize AI tools for English writing in the secondary education context. This study examined the perceptions, attitudes, and extent of utilization of AI as a tool for students' English writing. Using a descriptive survey design, data were collected from 14 teachers and 330 senior high school students at Isabela National High School through a questionnaire adapted from Fabro et al. (2024). Results showed that Grammarly (71.43%) was the most preferred AI tool among teachers, while ChatGPT (87.58%) was the most widely used by students. Both groups favored grammar and spelling check features (teachers: 85.71%; students: 82.21%). Teachers reported low AI utilization ($WM = 1.98$), whereas students demonstrated moderate utilization ($WM = 2.86$). Significant differences were found between teachers and students in perceptions ($p = .03$) and utilization ($p = .00$). The study recommends strengthening teacher training and responsible AI integration in English writing instruction.

Keywords: Artificial intelligence, English writing, perceptions, attitudes, AI utilization, education

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INTRODUCTION

Technology has greatly influenced modern life, transforming how people work, learn, and communicate. It has improved efficiency in daily tasks, expanded access to information, and enhanced communication across distances. In both work and education, digital tools have made processes more flexible and accessible. As technological innovations continue to develop, they significantly shape society by making life more convenient while also requiring thoughtful and responsible use.

In the field of education, technology has made it easier for educators to address the diverse learning preferences of students and support those who may struggle in traditional classroom environments. Furthermore, the integration of technology and online learning

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platforms has strengthened teacher–student communication, enabling clearer collaboration and understanding of students' academic needs.

As technology continues to evolve, its influence on everyday life becomes increasingly evident. Consequently, educational systems must also adapt to keep pace with these changes. The modernization of education aims to bridge the gap between traditional educational practices and the competencies required by modern industries. Through this alignment, students can acquire the knowledge and skills necessary to perform tasks more effectively and efficiently in contemporary society.

Recent years have witnessed numerous technological innovations that were once considered science fiction but have gradually become reality. One of the most significant developments is the emergence of Artificial Intelligence (AI). Many experts consider AI a new factor of production capable of generating economic growth and transforming how work is performed across different industries.

Artificial Intelligence (AI), as defined by Duggal (2024), refers to the simulation of human intelligence in machines that are programmed to think and act similarly to humans. These capabilities include learning, reasoning, problem-solving, perception, and language understanding. AI systems are designed by studying patterns in human cognition and analyzing cognitive processes, which then inform the development of intelligent software and systems capable of performing complex tasks.

The rapid rise of Artificial Intelligence has also influenced the educational landscape, transforming learners into digital learners. This shift requires teachers to integrate technology into their pedagogical practices. In this context, teachers' attitudes, technological knowledge, and digital competencies play an essential role in the successful integration of AI in teaching and learning.

Recognizing the growing role of AI in education, UNESCO (2021) developed the policy guide *AI and Education: Guidance for Policy-Makers* within the framework of the Beijing Consensus. This initiative aims to support policymakers in preparing educational systems for the AI era. The document contributes to UNESCO's body of work on educational innovation and promotes a shared understanding of the opportunities and implications of AI in education. It also highlights the competencies required for learners and educators in an AI-driven world.

Moreover, the guide presents a benefit–risk assessment designed to encourage critical reflection on how AI can be used to support the achievement of Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It also emphasizes the need to identify potential risks associated with AI integration and develop strategies to mitigate them.

Despite the potential benefits of AI in education, debates continue regarding how it should be effectively integrated into teaching and learning processes. Educational Technology (EdTech) discussions increasingly focus on strategies for incorporating AI tools into classrooms in ways that enhance learning while maintaining academic integrity and critical thinking.

Based on the researcher's observations, the use of AI—particularly in students' English writing—has become increasingly common in the learning process. Many students now utilize AI-powered tools such as grammar checkers, paraphrasing tools, and AI-based writing assistants to improve their written outputs. These tools allow students to quickly identify grammatical errors, enhance sentence structure, and improve vocabulary usage. Some learners use them to gain confidence before submitting written assignments, while others rely on them to improve clarity and coherence in their essays.

While these tools offer several advantages, the researcher also observed that excessive reliance on AI may reduce opportunities for students to develop critical thinking and

independent writing skills. Some students become overly dependent on AI tools, which may limit their ability to analyze and construct ideas independently. However, there are also students who use AI tools responsibly as learning aids rather than substitutes for their own thinking. In such cases, AI tools support skill development and contribute to improved writing performance. This shift demonstrates the growing influence of AI in shaping the future of student writing.

Despite the increasing integration of AI in education, the researcher recognizes having limited knowledge and access to the wide range of AI tools available for teaching and learning, particularly in English writing. Therefore, to better understand the role of Artificial Intelligence in students' writing development, this study aims to examine the perceptions, attitudes, and extent of AI utilization among teachers and students. Through this investigation, the study seeks to address concerns regarding AI usage while acknowledging its emerging role in educational practice.

This study is anchored on the concept of Artificial Intelligence in Education (AIED) proposed by Hwang et al. (2020) in their work titled "Vision, Challenges, Roles, and Research Issues of Artificial Intelligence in Education."

According to Hwang et al. (2020), Artificial Intelligence in Education refers to the application of AI technologies in educational environments to support teaching, learning, and decision-making processes. Through the simulation of human intelligence, AI systems can analyze data, make predictions, and provide recommendations that enhance the learning experience. These systems are capable of offering personalized learning guidance, feedback, and instructional support to students while assisting teachers and educational administrators in making informed decisions.

A key objective of AI in education is the provision of personalized learning support tailored to the needs, preferences, and learning characteristics of individual students. From the perspective of precision education, intelligent learning systems can function as virtual tutors by incorporating the expertise and instructional strategies of experienced educators into automated decision-making processes. This allows technology to support teachers in addressing individual learning differences and improving instructional outcomes.

Guided by this concept, the researcher recognized that while AI is increasingly present in educational environments, its role in the actual teaching–learning process must be carefully examined. Teachers remain central to the responsible integration of AI in classrooms and play an important role in guiding students on how to use these technologies effectively. Thus, this study focuses on examining teachers' and students' perceptions, attitudes, and extent of utilization of Artificial Intelligence as a tool for students' English writing.

Statement of the problem

This study aimed to determine the teachers' and students' perceptions, attitudes, and extent of utilization of Artificial Intelligence as a tool for students' English writing.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of sex, age, and highest educational attainment?
2. What is the demographic profile of the student respondents in terms of sex, age, and grade level?
3. What types of Artificial Intelligence tools for English writing are preferred by the respondents?
4. What features of Artificial Intelligence tools for English writing are preferred by the respondents?

5. What are the perceptions of teachers and students regarding the utilization of Artificial Intelligence as a tool for students' English writing?
6. What are the attitudes of teachers and students toward the utilization of Artificial Intelligence as a tool for students' English writing?
7. What is the extent of teachers' and students' utilization of Artificial Intelligence as a tool for students' English writing?
8. Is there a significant relationship between the respondents' demographic profile and their perceptions, attitudes, and extent of Artificial Intelligence utilization in students' English writing?
9. Is there a significant difference between the teachers' and students' perceptions, attitudes, and extent of Artificial Intelligence utilization in students' English writing?

METHODOLOGY

The study utilized a descriptive survey research design to investigate teachers' and students' perceptions, attitudes, and extent of utilization of Artificial Intelligence (AI) as a tool for students' English writing. Descriptive survey design focuses on collecting data to describe and interpret existing conditions, practices, beliefs, and attitudes (Nworgu, 2006). This design was appropriate because the study aimed to systematically gather information about respondents' views and experiences regarding AI in writing tasks.

The research was conducted at Isabela National High School (INHS) in the City of Ilagan, Isabela, involving English and Research teachers as well as Senior High School students. The respondents consisted of 14 teachers and 330 students, selected through random sampling to ensure that each member of the population had an equal chance of participation.

Data were collected through survey questionnaires adapted from the study of Fabro et al. (2024) on the perceptions and utilization of generative AI among Filipino students. The questionnaire gathered information on respondents' demographic profile, preferred types and features of AI tools, perceptions and attitudes toward AI, and the extent of AI utilization in English writing.

For data analysis, the researcher employed descriptive and inferential statistical techniques, including frequency and percentage counts, weighted mean, standard deviation, Chi-square test, and Analysis of Variance (ANOVA). Responses were measured using a 4-point Likert scale to assess respondents' perceptions, attitudes, and level of AI utilization.

RESULTS AND DISCUSSION

Respondents' demographic profile

The teacher respondents were predominantly female, with 85.71% female and 14.29% male, reflecting the widely observed feminization of the teaching profession. This pattern aligns with global and local trends showing a strong representation of women in the teaching workforce (Tarrayo et al., 2021; UNESCO, 2023). Most teachers were 25–30 years old (35.71%), suggesting that many respondents were in the early stages of their teaching careers, which is consistent with findings reported by Salvan and Hambre (2020). In terms of educational attainment, 42.86% had completed a master's degree, indicating a relatively high level of professional qualification among teachers.

Among the student respondents, 59.10% were female and 40.90% were male, confirming that female students slightly outnumbered male students in the sample, similar to the findings of Fabro et al. (2024). Most students were 17–18 years old (61.51%), which corresponds to the typical age range of senior high school learners. The respondents were

almost evenly distributed between Grade 11 and Grade 12, ensuring balanced representation across grade levels.

Preferred AI tools for English writing

Among teachers, Grammarly (71.43%) was the most preferred AI tool for English writing, followed by ChatGPT and Quillbot (57.14%). These tools are commonly used for grammar checking, paraphrasing, and writing support. The preference for these platforms is consistent with the findings of Kamarullah et al. (2024), who identified Grammarly, ChatGPT, and Quillbot as the most frequently used AI tools among English teachers.

For students, ChatGPT was the most widely used AI tool (87.58%), indicating its strong acceptance as a writing support platform. Other commonly used tools included Messenger AI (39.39%), Quillbot (33.94%), and Grammarly (32.42%). The dominance of ChatGPT reflects students' preference for AI tools that provide interactive explanations and writing assistance (Kohnke, 2024; Herda et al., 2024).

Preferred AI features in English writing

Both teachers and students identified grammar and spelling checks as the most preferred AI feature. Among teachers, 85.71% prioritized this feature, while 82.21% of students also selected it as the most useful tool for improving writing accuracy. Other important features included research assistance, citation and referencing support, vocabulary suggestions, and text summarization. These findings support Fabro et al. (2024), who also reported that grammar and spelling correction is the most favored AI feature among students.

Perceptions and attitudes toward AI in English writing

Teachers generally viewed AI as a helpful but limited tool for improving students' writing, with an overall weighted mean of 2.68 (Agree). While teachers acknowledged the usefulness of AI for grammar correction and writing organization, they remained cautious about its ability to fully enhance writing quality or reduce research time. Similar findings were reported by Kamarullah et al. (2024), who noted that teachers value AI's feedback features but remain cautious about its broader instructional implications.

Students demonstrated slightly stronger positive perceptions of AI, with an overall weighted mean of 2.81 (Agree). They particularly recognized AI's effectiveness in improving writing organization and grammatical accuracy. These findings support Fabro et al. (2024), who reported that students perceive AI tools as beneficial for grammar improvement and writing structure.

Regarding attitudes, both teachers and students expressed generally positive views toward AI integration in English writing. Teachers obtained an overall weighted mean of 2.74 (Agree), while students recorded 2.69 (Agree). These findings indicate openness to AI integration in academic writing while still acknowledging potential limitations (Otermans et al., 2024; Sibug et al., 2024).

Extent of AI utilization

Teachers reported low utilization of AI tools, with an overall weighted mean of 1.98 (Seldom). AI was primarily used for citation assistance and grammar checking but was rarely used for generating structured reports or providing automated writing feedback.

In contrast, students demonstrated moderate utilization of AI, with an overall weighted mean of 2.86 (Sometimes). Students primarily used AI for grammar checking, proofreading, summarization, and research assistance. This pattern aligns with Fabro et al. (2024), which reported moderate use of AI tools among students.

Relationship between demographic profile and AI utilization

The statistical analysis revealed no significant relationship between teachers' sex or educational attainment and their perceptions, attitudes, or utilization of AI. However, age showed a significant relationship with the extent of AI utilization, indicating that younger teachers tend to use AI tools more frequently.

Among students, sex was significantly related to perceptions of AI, suggesting that male students demonstrated more positive perceptions toward AI usage. However, age and grade level did not significantly influence students' AI utilization.

Differences between teachers and students

The analysis revealed significant differences between teachers and students in terms of perceptions ($p = .03$) and extent of AI utilization ($p = .00$). Students reported higher levels of AI usage and stronger perceptions of its usefulness compared with teachers. However, no significant difference was found in attitudes toward AI ($p = .72$).

These findings suggest that students are more actively integrating AI tools into their writing processes, while teachers tend to adopt a more cautious and limited approach to AI use in academic writing.

CONCLUSION

The study concludes that both teachers and students recognize artificial intelligence (AI) as a useful tool in English writing, although they differ in their perceptions and level of use. Teachers perceive AI as helpful for organizing ideas and proofreading, yet they remain cautious about its effectiveness in improving overall writing quality and reducing research time. In contrast, students view AI as effective for structuring their writing and enhancing accuracy, and they believe that it helps save time in research and writing tasks. Both groups acknowledge the benefits of AI for simplifying content and supporting research, but they still express reservations regarding its ability to fully improve grammar, writing style, and overall writing quality.

The findings also show differences in the extent of AI utilization. Teachers only occasionally use AI tools, mainly for citation assistance and grammar checking, while avoiding more complex tasks due to concerns about accuracy and reliability. Students, however, use AI more frequently for grammar checking, summarization, and research assistance, although they also tend to avoid relying on AI for generating full-length compositions. These results suggest the need for stronger support systems to maximize the benefits of AI in English writing instruction. Training programs for teachers, curriculum integration of AI tools, and school-based monitoring of AI use are necessary to ensure that AI is applied effectively and responsibly in the teaching–learning process. Teachers should guide students in using AI as a supportive aid rather than a replacement for independent writing, while learners and parents must ensure responsible and ethical use of AI tools. Future researchers are also encouraged to conduct related studies with different groups of respondents to further examine the role of AI in improving English writing skills.

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