



CHATGPT UTILIZATION AMONG COLLEGE OF ARTS AND SCIENCES STUDENTS OF TRINIDAD MUNICIPAL COLLEGE

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ABSTRACT

This research determined the students of the College of Arts and Sciences' reasons for using ChatGPT, its academic and non-academic uses, the advantages of using the AI tool that could support continued use, and the disadvantages or weaknesses that might limit or stop them from using it. This study employed a phenomenological qualitative research method through face-to-face interviews with the participants using a semi-structured interview guide. This research was completed at TMC Expansion Building in January 2026 in the academic year 2025-2026. The participants of this study were four BA Communication students and 12 BA Political Science students who had studied for at least two semesters in Trinidad Municipal College chosen through the snowball sampling technique. Through descriptive analysis of data, it was found that ChatGPT was used to boost lesson comprehension, enhance academic writing, increase efficiency, and give information. It was frequently used for academic writing, lesson understanding, research assignments, classroom needs, language assistance, and a variety of personal and productivity-related activities. ChatGPT enhanced productivity, comprehension, learning, academic achievement, communication abilities, critical thinking, and digital literacy while providing flexible assistance for various tasks. However, it was noticed that the AI tool provided restricted or erroneous responses, promoted over-reliance, and diminished critical thinking, which could have a detrimental impact on academic integrity, autonomous learning habits, creativity, motivation, and research practices.

Keywords: *ChatGPT, ChatGPT Utilization, Digital Literacy, AI tools*

INTRODUCTION

OpenAI's Chat Generative Pre-Trained Transformer, or most commonly known as ChatGPT, is a conversational AI model that can generate text that resembles that of a human and react to prompts by answering questions and offering explanations or summaries of scholarly subjects. ChatGPT is currently one of the most widely used digital tools in the world because of its versatile capabilities, which range from summarizing readings to producing explanations, offering writing support, and even assisting with the creation of ideas.

The extent to which ChatGPT is influencing human behavior can be seen in the scope of its use. With about 800 million weekly active users by 2025, ChatGPT is by far the most successful generative AI tool adoption globally (NerdyNav, 2025). According to data analytics sources, the system processes more than 2.5 billion requests every day and logs more than 5.8 billion visits each month, indicating consistent and large volume utilization (DemandSage, 2025). According to a national study conducted by the Pew Research Center in 2025, 34% of American adults have utilized ChatGPT, which is over twice as many as in 2023. Global utilization is also growing; according to industry estimates, 10% of adults worldwide currently frequently utilize generative AI technologies (Index.dev, 2025). These figures demonstrate that AI is a common tool affecting how people work and learn rather than a specialized invention.

Adoption rates are significantly higher among students. 92% of undergraduate students utilize generative AI technologies, such as ChatGPT, for academic work, according to a 2025 UK higher education study (HEPI, 2025). 88% of these users said they explicitly used AI for assessments, a sharp rise from 53% the year before (HEPI, 2025). According to global assessments, 25% of pupils use AI every day for schoolwork, and over 86% of students globally utilize it for learning (MDPI, 2024). These numbers show how generative AI tools are now a typical component of students' academic schedules. Educational institutions today face pressing opportunities and problems as a result of this quick and widespread adoption. ChatGPT presents questions around academic integrity, responsible use, and students' development of critical thinking abilities, even while it has potential advantages, including increasing productivity, facilitating learning, and improving information availability. Locally anchored research becomes crucial as institutions negotiate these challenges.

In light of this, it is both pertinent and essential to investigate the reasons and purposes that College of Arts and Sciences students at Trinidad Municipal College have in using ChatGPT. Although local patterns of access, perception, and usage frequency are still unknown, global statistics show broad use. Identifying and understanding what Trinidad Municipal College students use ChatGPT for and the experienced advantages and disadvantages of using this AI tool can help the school create or amend existing policies that promote responsible use, guard against abuse, and promote moral, efficient, and significant learning.

Research Questions

This study determined the extent of use of ChatGPT by students of the College of Arts and Sciences at Trinidad Municipal College and identify the reasons for utilizing the AI tool. Moreover, it also determined the experienced advantages and disadvantages of using the tool in students' learning experience.

Specifically, it answered the following questions:

1. What do the participants use ChatGPT for?
2. What are the participants' reasons for using ChatGPT?
3. What are the advantages and disadvantages of using ChatGPT as experienced by the participants?
4. What institutional policies relating to AI utilization could be made or amended to improve students' learning experience?

METHODOLOGY

The study employed a qualitative phenomenological research design in understanding the participants' utilization of ChatGPT. This approach was appropriate because it focused on understanding the lived experiences of students regarding their utilization of ChatGPT. Through this design, the researchers were able to gather detailed insights about the participants' reasons for using, the uses of, and the experienced advantages and disadvantages in using the AI tool.

The research was conducted at the Expansion Building of Trinidad Municipal College located in Tagum Norte, Trinidad, Bohol. The study focused on students under the College of Arts and Sciences, particularly those enrolled in the Bachelor of Arts in Communication and Bachelor of Arts in Political Science programs.

The participants of the study were selected using a snowball sampling method. A total of 16 students participated in the research. Four students came from the Bachelor of Arts in Communication program, while twelve students were from the Bachelor of Arts in Political Science program. The participants were chosen from different year levels to ensure representation and richer data collection.

To gather data, the researchers used a researcher-made semi-structured interview guide composed of twelve validated questions. The instrument was designed to determine the participants' extent of ChatGPT use, reasons for utilization, and the advantages and disadvantages they experienced while using the tool.

Before conducting the study, the researchers secured formal permission from the school administration. Face-to-face interviews were then conducted with the participants. Prior to the interviews, the participants were informed about the objectives of the study, the confidentiality of their responses, and their right to voluntarily participate. Written informed consent was obtained to ensure ethical compliance.

The gathered data were analyzed using descriptive analysis. The researchers carefully reviewed and interpreted the participants' responses to identify important patterns and insights related to ChatGPT utilization. Direct quotations from participants were also used to support and strengthen the discussion of findings.

RESULTS and DISCUSSION

Reasons for using ChatGPT

The participants learned about ChatGPT from a variety of sources, but classmates were the most common. They frequently exchanged information on how casual communication can aid in the dissemination of information about digital tools. Participants found it easier to learn about ChatGPT through advertisements and other content on social media platforms, including Facebook, Instagram, and TikTok. Additionally, in certain instances, the platform was introduced by instructors and research advisers, demonstrating the influence of academic contexts. Awareness was also associated with periods when asynchronous learning was emphasized, such as during the pandemic or when students started college. The participant's awareness of ChatGPT was influenced by social media exposure, peer pressure, and instructional advice.

Participant 1 stated that he learned about ChatGPT from a classmate, saying, "Sa ahong classmate... pwede ka mangutana adto, mangayo ug answer." Participant 2 also mentioned classmates as a source of information, sharing, "recommendations sa ahong mga classmates...", while also pointing out a comparison with another platform, "pero Cici to, di sa ChatGPT..." Additionally, Participant 7 reported learning about it via peers, saying, "Nadunggan nako sa akong mga classmates," while Participant 11 briefly remarked, "my fellow classmate."

According to other participants, ChatGPT was encountered through social media channels. Participant 10 said, "I first heard ChatGPT through social media like Tiktok, Facebook, and friends." Similarly, Participant 3 also said, "Na encounter naho ang ChatGPT through social media platforms, specifically Facebook and tiktok." Participant 9 gave a more thorough description of online exposure, saying, "through social media platforms, example Facebook... adto jud ko nakabantay ana sa instagram, na-scrollan naku... naa naman siyay kaugalingong app ba, gi-advertise na ang app".

Additionally, some responses attributed awareness to high school teachers or instructors. Participant 12 also said, "I know chatGPT from my grade 12 research adviser." Participant 4 recalled, "Pag senior high, among IT instructor nag introduced ana nga AI," and added, "...adtos ahong gi workingan teacher man pud siya tas siya pud nag ingon nahu nga naa lahi, ChatGPT."

A few individuals discussed their awareness in connection with specific periods or situations. Participant 5 said, "Way back pandemic naay nag introduce namo about sa ChatGPT since katong pag pandemic is modular pa." Participant 6 gave a longer

explanation, saying, "Pag senior is nakadungog nako anang ChatGPT nga mga artificial intelligence but pagtungtong nako ug college... mag self-study so through ChatGPT mangita kog explanation adto nga mas makasabot ko about sa certain topic." "I know ChatGPT through the internet and got the recommendations from my friends," said participant 8, describing a mix of sources.

Participants' employment of ChatGPT was motivated by a number of academic goals. The application was utilized to provide simpler explanations and elaboration on issues that were difficult to understand in class, which was one of the main reasons for supporting comprehension of teachings and clarifying complex concepts. Additionally, it was used for language support and academic writing, especially for enhancing sentence structure, syntax, and overall written output clarity. ChatGPT was utilized to increase productivity and reduce time spent on academic assignments, enabling participants to come up with ideas and complete requirements faster. The site also functioned as a source of information, allowing users to learn new things and consider differing viewpoints on a range of subjects. Its application extended to academic preparation, as it was used to enhance comprehension of classes and help with tasks like reporting and finishing assignments. These findings were supported by Strzelecki's (2023) study on the use of ChatGPT in higher education, arguing that users utilized AI technologies when they believed they are useful in enhancing learning outcomes.

The use of ChatGPT to comprehend teachings and explain complex ideas is one obvious explanation. Participants talked about using the tool when they come across difficult-to-understand material in class. Participant 1 said, for example, "Inig naa koy mga wa nasabtan, akong i-chatGPT." Ipa-elaborate naho ug taman niya," Participant 6 said, "through ChatGPT mangita ko ug explanation nga mas dali ra ko makasabot." Similarly, Participant 10 said, "I utilized ChatGPT to clarify a difficult context or phrase that I do not understand." These answers demonstrate how the tool is utilized to enhance comprehension.

Participants also mentioned using ChatGPT for language support and academic writing. Numerous answers emphasized how it helps with sentence building and grammar improvement. "Convenient man gud siya kay dili na kaayo mahago ug construct ug sentence, nya ma sure nimo nga sakto ang grammar," as explained by Participant 4, and "to correct my grammar, sentence structure, and parallelism of the sentence," as stated by Participant 8, are examples of how ChatGPT is used in academic writing.

Furthermore, participants praised ChatGPT as a time-saving and efficient tool for finishing academic assignments. Responses that highlighted less work and quicker requirement completion are clear examples of this. Participant 7 said, "...less time consuming siya..." so dali na ang formulation sa essays," and Participant 4 said that it cuts down on the amount of time spent considering what to write for assignments like essays. These reports showed how convenient the tool is thought to be.

The use of ChatGPT for information collection and knowledge expansion is another factor mentioned. Participant 9 said, "...to gain information jud, especially about

things nga wa jud naku na hibaw-an," while Participant 3 highlighted the availability of varied insights, noting, "...daghan siyag ihatag nga multiple perspectives that help me understand the topic." These answers emphasized how participants use ChatGPT as an information source.

A few individuals talked about how utilizing ChatGPT affected their academic performance and preparation. While Participant 12 stated, "I use ChatGPT...I look for explanations sometimes and a deeper understanding of the topic given", Participant 11 clarified, "when I'm the reporter, I want to fully understand the lesson... in order for me to clearly explain it to my classmates." These claims suggested that the tool is also utilized to get ready for academic obligations.

Participants said that ChatGPT was a faster and easier way to get information than textbooks and other online resources since it could provide them with answers right away without them having to read a lot or look for them. It was also said that it was beneficial since it made explanations clearer and more general, which made hard issues simpler to understand. This result is in line with the findings of Ravšelj et al. (2025), who stated that students thought ChatGPT was helpful for streamlining complicated information and enhancing knowledge access and study effectiveness. Textbooks and other published works, on the other hand, were seen as more authoritative and trustworthy because of their authorship, review processes, and evidence-based content. To make sure the information was accurate, many validation methods were used, such as checking it against textbooks and online sources, looking over the links that were given, asking teachers or other knowledgeable people, and asking ChatGPT for references. These answers revealed a difference between ChatGPT's effectiveness and the perceived reliability of conventional scholarly sources, as well as participants' proactive attempts to verify their knowledge.

The speed and ease of use of ChatGPT in comparison to textbooks and other online resources is a crucial point raised by participants. Participants frequently reported that ChatGPT offered quick solutions without requiring a lot of reading or searching. Participant 4 similarly stated, "maka ask ko sa mga questions then maka provide dayun ug answers." Similarly, Participant 7 highlighted, "ChatGPT is more convenient jud siya – mo gawas dayon ang imohang gusto unlike ug mag kuan kag book, mag sige paka'g scan." These responses highlighted the perceived efficiency of ChatGPT in obtaining information.

The usage of ChatGPT as a tool that offers condensed or more comprehensive explanations of subjects was another common description. Participant 10 stated, "...ChatGPT makes difficult topics easier to understand," while Participant 3 observed, "...ChatGPT is mas broaden nga sources ang iyang mahatag..." direct dayun nga answer imo makuha instead of scanning a lot of pages." These comments showed how participants perceive the tool as useful in simplifying complex topics.

On the other hand, a number of participants stated that they believed published materials and textbooks to be more trustworthy and legitimate than ChatGPT. "Mas

reliable baya na kaysa sa ChatGPT... so para nako mas mo angat jud ang textbook kaysa Artificial Intelligence or ChatGPT," said participant 6. In a similar vein, Participant 8 said, "It's quite confusing kay di siya kaayo reliable, unlike textbooks nga naka-publish na siya, naa siyay author, nya ning-agi pud siya ug process para ma-publish na siya." Participant 11 also stressed the importance of using traditional sources, pointing out that research-based materials and textbooks are more reliable because they are supported by evidence.

Participants discussed a number of verification techniques for ChatGPT data. Cross-referencing with textbooks and other online resources is a popular method. Participant 1 clarified, "Sa pag validate mangita kog lain nga resources like textbook or lain nga online resources like Google kung mo tugma ba gyud siya." Similarly, Participant 4 said, "...ahong i-open pud tong mga links unya ahong tan-awon if sakto ba jud or credible ba to nga source pud." Participant 7 also explained how to verify links by looking at reliable websites like Britannica.

As part of validation, some participants also indicated asking ChatGPT for recommendations. "Butangan pud naho ug note nga 'please provide credible sources,' ahong i-click tong mga link nga iyang ipanghatag," said participant number two. In the same vein, Participant 12 observed, "...validate it by asking ChatGPT to provide references, then double check the link given..." while also admitting anomalies in the dependability of those links. "Unya mag research pud ko about ana then ahong i compare-compare."

Expert and instructor consultation was another method of validation. Participant 10 said, "to validate the information I got from ChatGPT, I checked the notes from my instructor." In contrast, Participant 9 mentioned combining multiple approaches, such as consulting experts and comparing different sources, "by asking people, especially those who have expertise about certain topics, and then searching and gathering other sources of information on the internet."

While conventional materials are typically seen as more dependable, participants said ChatGPT was a quicker and more practical tool than textbooks and online resources. Cross-referencing with textbooks, examining internet sources, speaking with professors, and asking ChatGPT for references were the main methods of validation.

Uses of ChatGPT

Participants used ChatGPT for a variety of academic assignments, especially those involving writing. The tool's main application was in essay writing and other written outputs, where it helped with composition, grammar checking, and idea generation. Similar results were noticed by Tlili et al. (2023), Cotton et al. (2023), and Dwivedi et al. (2023) that AI tools could be useful learning tools, especially for students who have trouble with conceptual comprehension or linguistic ability. It was also used to produce reflections, critique papers, and other structured writing that needed to be analyzed and assessed. Additionally, ChatGPT was used to simplify, clarify, and summarize lessons,

assisting in the conversion of difficult material into forms that are easier to comprehend. Moreover, the tool served as a resource for ideas and content creation, helping users broaden their comments and brainstorm. Its wide application across academic tasks was demonstrated by the fact that it was used in reports, discussions, quizzes, and other class obligations in addition to writing. It also facilitated the structuring and organizing of ideas, enabling users to express their ideas in writing with greater clarity and coherence.

Writing essays and other written academic outputs was one of ChatGPT's most common uses. Participants frequently mentioned using the tool to finish lengthy or difficult writing assignments. Participant 1 said, "mga essay guro... Mangayo rako niyag mga idea." Similarly, Participant 4 said, "Mga essays gyud, mostly... mao ahu nalng e-Chatgpt tas para pd ma ensure nahu nga check ang grammar." Similarly, Participant 7 said, "maghimo ug essays, samot na ug tag-as kaayo." These comments revealed that ChatGPT was often used as assistance when writing essays and similar written assignments.

Critique papers, reflections, and structured written reflections were additional frequent uses. ChatGPT was also used for activities requiring reflective or evaluative writing, as seen by Participant 1's comment, "...mga essay gyud....mga critique papers," and Participant 5's comment, "pag gama sa critique paper ug reflection." Lancaster et al. (2024) revealed similar findings stating that college students used AI tools for academic reasons, especially for essay writing activities.

Additionally, participants talked about using ChatGPT to clarify, simplify, and summarize classes or materials. Participant 7 explained, "e-summarize ang imohang part sa reporting para mas masabtan sa mga students." Participant 10 said, "I use for summarizing, checking grammar and explained complex topic or words that I don't understand." Similarly, Participant 6 said, "mangita kog mga explanation nga mas dali ko maka sabot." These statements stressed how it was used to simplify complex content.

The creation of ideas and content for academic assignments was another recognized usage. While Participant 1 also noted using it for ideas when writing essays, Participant 3 said, "...mangayo of kog ideas niya when it comes to making essays, and it also includes information." This suggests that academic writing used ChatGPT as a brainstorming tool.

A number of participants also emphasized its importance in class requirements, debates, quizzes, and reports. Participant 9 said, "sa mga reportings, mga debates, quizzes nga ipanghatag sa mga teachers..." and Participant 12 said, "Report and activities supplied by instructors." These comments indicated that ChatGPT was utilized for a variety of academic duties assigned by instructors.

A few participants highlighted how it might be used to arrange and structure thoughts for writing. Participant 11 clarified, "sometimes I'm having a hard time articulating the ideas in my mind in terms of writing so I asked ChatGPT in a structure of how I must

write the ideas.” This illustrates ChatGPT's role as an assistive tool for enhancing academic writing's coherence and structure.

Participants in a variety of academic activities have recently utilized ChatGPT. It is frequently used to promote structure, translation, and concept development in essays, critique papers, and other written outputs. The AI tool was used to make complex readings easier to understand, especially in subjects that require challenging materials. ChatGPT was also utilized for tasks relating to research, such as interpreting technical words used in studies and investigating various viewpoints. The application was also used by participants to fulfill academic obligations, including answering questions and getting ready for written and oral assignments. Beyond its application in the classroom, it provided linguistic support by aiding with vocabulary and accuracy in outputs like work connected to internships. It was also used for idea formation and content elaboration, particularly when participants have trouble comprehending or refining their answers.

The use of ChatGPT for composing essays, critique papers, and other written academic outputs was a commonly noted recent activity. Participant 1 said, “essay ug critique papers... pero nagpa translate rako.” Similarly, Participant 11 said, “writing an essay... I asked ChatGPT in a proper structural way.” Similarly, Participant 6 said, “katong time nga naay nagpa gama ug critique paper kanang reflection... through ChatGPT is nangita kog idea.” These comments indicated that ChatGPT has recently been utilized in a variety of academic writing. Using ChatGPT to comprehend and simplify academic readings and challenging texts was another popular pastime, especially in disciplines with complicated materials. Participant 7 clarified, saying, “...thesis nga gihatagan man ming sir ug reading materials... akoang gipa simplify sa ChatGPT para mas understandable,” while Participant 2 said, “...ahung giingon ni ChatGPT nga e-simplify ba.” Similarly, Participant 12 said, “I recently used ChatGPT to ask for a clearer explanation given by one of the instructors.” All of these statements point to its use as a tool for comprehension support.

Participants talked about using ChatGPT for tasks relating to study and for exploring concepts or viewpoints. Participant 3 said, “ahung gigamit ang ChatGPT sa pag search ug different views or perspective atong isa ka political issue.” Participant 8 merely said, “during our research.” Participant 9 went on to explain, “sa research, kay naa man mi baby thesis... in order for us to understand... sa mga words or terms nga gipanggamit.” These comments emphasized its support for academic inquiry and research.

Using ChatGPT to complete academic assignments and get help with class requirements was another behavior that has been found. Participant 4 said, “answering sa mga activities,” and Participant 5 said, “kami na mo oral unya nagpa tabang mi sa ChatGPT... naa siya e hatag nga pointers ug mga specific nga topic.” These responses showed that it is used as assistance in meeting classroom requirements.

Furthermore, ChatGPT was utilized for vocabulary clarification and linguistic support, especially in practical or professional settings. According to participant 10, “I use ChatGPT to check my news draft if the terms used are correct and (vocabulary meaning).”

This illustrated how the tool was applied outside of the classroom to internship-related outputs.

Some participants emphasized how they utilized it to generate ideas and elaborate on content, particularly when they had trouble understanding a subject. Participant 1 also emphasized its utility for translation and assistance in written chores, and Participant 6 said, "...nangita kog idea nga pwede pod mabutang didto."

Participants also utilized ChatGPT for a variety of non-academic uses. The tool was frequently used as a rapid source of information and advice for individual questions about health, wellness, and daily issues. In keeping with its function as a conversational and exploratory platform, it was also used for entertainment, informal interaction, and queries motivated by curiosity. Participants also utilized ChatGPT for useful tasks that enhance individual productivity, like making timetables, reviewing grammar, producing material, and asking for guidance. According to some comments, it could also be used for basic digital support, such as editing and enhancing personal media outputs. However, not every participant reported using ChatGPT for objectives other than academic ones, indicating that its use varies based on personal preferences and needs.

The use of ChatGPT for private questions about health, well-being, and daily issues was a noteworthy response pattern. Participant 4 said, "naa koy ma feel sa ahuang lawas, like labad sa ahung ulo, mangutana kos ChatGPT if normal raba ahu gibati." Similarly, Participant 5 said, "about sa health then naa koy curiosity, I asked ChatGPT." Participant 9 also mentioned about using ChatGPT for fitness-related issues, "example ana is healthcare... how to efficiently work out in the gym."

Curiosity-driven questions, informal conversation, and amusement were further frequently mentioned uses. According to Participant 2, "Out of boredom ra bitaw, mangutana ko niyag mga joke or mga trivia," and Participant 11, "sometimes having a conversation with the AI I'm asking questions like scenario 'what could happen if he's in my position,'" ChatGPT was used as an exploratory and conversational tool outside of academic contexts.

Participants also talked about using ChatGPT for personal productivity activities and useful daily help. Participant 3 said, "...pag create ug personal schedules... ako siyang gamiton as grammar corrector when I'm making literature," Participant 10 said, "for example asking advice, check for my Instagram posting," and Participant 12 said, "Yes, in my hosting spiels." These comments demonstrate its use in content preparation and personal organization outside of academic requirements. Furthermore, several participants reported using ChatGPT for tasks related to media improvement and basic digital help. Participant 7 clarified, saying, "...nag edit mi ug photo para sa among passport ID..." gipa edit sa ChatGPT para mas presentable siya unya ma white pud ang backdrop." This suggests that it is used to enhance or alter individual digital outputs.

Advantages of Using ChatGPT

Participants noted time efficiency and the ability to do academic assignments more quickly, citing ChatGPT's ability to produce outputs more quickly than traditional techniques. By using simpler explanations, examples, and step-by-step breakdowns that promote clearer comprehension, it has also been reported to improve understanding of lessons and difficult ideas. The tool was also regarded as being straightforward to use and convenient, with information available at any time and requiring little effort to provide responses. Participants also mentioned that by offering more comprehensive and up-to-date information on a variety of subjects, ChatGPT facilitated the acquisition of more knowledge. Additionally, it was shown that the tool helped with studies, training-related tasks, problem-solving, and satisfying personal curiosity, all of which promote both academic and personal development.

A number of participants highlighted that, in comparison to conventional techniques, ChatGPT enabled them to complete academic requirements more rapidly. Participant 1 said, "muhatag dayun ug answer, mas mapadali imohang pag gama." Participant 7 said, "dili time consuming ang akong mga pang buhaton sa academic." Similarly, Participant 10 said, "It has saved me a lot of time and easy to use, available anytime." These comments showed the perceived efficiency gained through its use.

Improved comprehension of lessons and concepts, especially when tackling challenging or unfamiliar subjects, was another often cited advantage. Participant 2 explained, "like ug naa koy pangutana unya maglibog ko, mo ingon ko nga please provide examples, samot na real life situations para mas relatable." Similarly, Participant 6 said, "mas mo deepen pa akong understanding sa mga butang nga wala ko kahibawo... naa koy ma encounter nga unfamiliar words." Participant 11 also emphasized that it helps break down lessons, saying, "it helps me clearly understand the topic...it breaks the lesson step-by-step."

Participants also emphasized the advantages of convenience and ease of use while obtaining information. Participant 4 said, "dili na ko mahago ug gama... igo na lang ko mag prompt sa ChatGPT." Participant 9 said, "anytime, anywhere makuha ra nimo ang information nga gusto nimo makuha." Similarly, Participant 8 said, "Di kapoy, unya paspas siya." These comments highlighted the tool's accessibility and ease of use.

Expanded and improved information acquisition was another advantage noted. Participant 3 said, "makakuha kog broader knowledge sa usa ka topic and most importantly is updated ang knowledge nga akong makuha." Similarly, Participant 11 said, "I was able to acquire some knowledge and enhance the capacity of my learning." These comments showed that ChatGPT helps students gain a deeper understanding of the subject.

Some participants also highlighted the advantages of assistance with both academic and extracurricular activities as well as personal growth. Participant 5 clarified that it facilitated the management of training activities as well as studies, "through

ChatGPT mas mapadali nako," while Participant 9 highlighted its value in addressing curiosity and problem-solving.

One frequently mentioned contribution is that ChatGPT made it easier for students to organize their schoolwork and finish academic assignments. Participant 1 said, "mapadali ang mga buluhaton sa mga activities sa school." Participant 3 said, "it helps me a lot to conserve time... mas ma bahin-bahin nahu ahong time para mabuhay nahanang activities." Similarly, Participant 7 said, "made my academic life easier, and dili na siya mas maka stress para nako." These comments show that ChatGPT is viewed as a tool that makes academic tasks easier.

Improved comprehension of academic topics and lessons, especially through more learning aids and simplified explanations, was another important contribution. "Dako siyang tabang," explained participant 2. Example naa mi essay, ahua siyang e enhance kay di man gyud perfect akong grammar..." Participant 5 said, "adto ko mangayo ug learning sa chatGPT then masabtan na nako." Similarly, Participant 9 said, "I gained understanding of the concepts nga gipang share sa atong mga instructors..." These comments were manifestations of how ChatGPT facilitated understanding of academic content.

Participants emphasized the improvement of language-related and communication abilities, especially in speaking and writing. "Speaking skills or writing skills," said Participant 6, and "I can give understandable and clearer explanations for my classmates in school," said Participant 12. Expand vocabulary for skills. Participant 3 also discussed the growth of creative writing skills, saying, "...makahibawo ko ug unsay ahuang sayop when it comes to crafting my own literature." These remarks demonstrated that students linked ChatGPT to advances in language use and expression.

The development of critical thinking and evaluative abilities was another crucial component, since participants understand the importance of confirming information produced by artificial intelligence. Participant 4 said, "magamit gihapon ang critical thinking... huna-hunaon pa man namo kung sakto ba ni nga answer." Participant 7 emphasized, "critical thinking kay di man pud ingon nga ug unsay e hatag sa chatGPT is mao na gyud nay sakto kay dili man siya accurate all the time." These comments revealed that students actively evaluated and verified AI outputs rather than passively accepting them.

Some participants reported improved academic confidence and learning skills, especially in written and oral assignments. While Participant 2 observed that more exposure to answers prompted more inquiry and learning, "the more siya muhatag ug answer, the more pud ko mangutana niya," Participant 6 said, "mas confident naka mo tubag... naa koy mga knowledge nga na gained..." This illustrated how ChatGPT may promote active engagement in learning.

In order to properly connect with AI systems, one participant highlighted the importance of developing digital literacy and fast formulation abilities. According to

participant 10, "I developed prompt engineering skills by asking better questions for my concerns." This implied that students were also learning how to interact with AI tools in an efficient manner.

Participants frequently noted that ChatGPT's quickness and effectiveness in producing answers and finishing academic assignments were superior to those of other resources. It was also praised for being easily accessible and convenient because it can be utilized anywhere, at any time, and to meet the needs of students. ChatGPT was acknowledged for offering comprehensive, clear, and easy-to-understand explanations that aid in the understanding of difficult ideas and promote learning. Its adaptability was also highlighted because it was thought to be able to handle a variety of academic questions and assignments. Additionally, the addition of references or links was seen as a strength that increases users' trust in the information offered. The speed with which ChatGPT delivered information in comparison to other resources was often highlighted by participants. The tool's perceived effectiveness in providing information is highlighted by Participant 4's statement, "Ang fast nga pag generate sa answer ug sources," Participant 7's description of its convenience, "...convenient pud sya gamiton," and Participant 10's observation of its "ability to explain difficult things to be concise and easy to understand."

Easy accessibility and ease of use at any time and location were two more often cited strengths. "Iyahang pagka easy access to students nga anytime, anywhere, pwede ka maka access ug information in just one click," said Participant 3, and "ang chatGPT magamit jud siya as a student, everyday encounter nimo sa mga topics," said Participant 6. These statements illustrated how accessibility helps students continue to use it. Additionally, participants emphasized ChatGPT's capacity to offer comprehensive, clear, and concise explanations. Participant 11 said, "it helps the student understand clearly... it has a lot of ideas, a lot of examples." Participant 12 said, "ChatGPT provides simpler words for me to fully understand the context." Similarly, Participant 3 mentioned gaining "broader sources and instant answers." These comments showed that the tool's main advantages were its clarity and simplicity.

Adaptability in addressing various academic requirements and question styles was another recognized asset. According to Participant 2, "Mahimo niya tanan, whatever you ask," and Participant 7, "vast pud iyahang usage," students viewed ChatGPT as a versatile academic tool.

The availability of references and the information's perceived dependability were also mentioned by some participants as strengths that promote continuous use. Participant 5 clarified, saying, "[naa nay i-provide nga link..." di na ka mag duha-duha ug sakto ba ni or gama-gama ra." This suggested that adding sources boosts consumers' trust in the information offered.

Disadvantages of Using ChatGPT

The inaccuracy or irrelevance of responses was an often-mentioned issue; ChatGPT had occasionally been observed to produce answers that were unreliable or did not entirely match the question. Additionally, it was noted that when more exact information is required, responses could be overly general or vague. Over-reliance on the technology, which has been linked to users' diminished critical thinking and academic effort, was another persistent issue. Students' learning experiences are closely linked to the difficulties they encounter when utilising AI, such as privacy and security concerns, ethical dilemmas, an excessive dependence on AI, and a lack of knowledge and comprehension (Chan & Hu 2023). Academic integrity was also a source of concern, especially with regard to the detectability of AI-generated content in written outputs. Furthermore, prompting challenges were noticed since the structure of questions was found to have a significant impact on the quality of responses, with ambiguous prompts frequently producing subpar results. There were reports of difficulties comprehending context and managing complicated queries, raising questions about the reliability and authenticity of some information. Technical and access-related limitations were also identified, especially those connected to usage limits in the platform's free editions. While most students acknowledged ChatGPT as a helpful academic tool for structuring ideas, improving conceptual understanding, and creating cohesive essay structures, some voiced concerns that an excessive reliance on the technology could impair critical and creative thinking and raised questions about the reliability, accuracy, and calibre of information produced by artificial intelligence (Lee et al., 2025).

Participant 1 said, "Muhatag siya usahay ug simang nga answer... sometimes dili siya reliable." Similarly, Participant 10 said, "There are times that ChatGPT don't fully understand what I mean... so chatGPT gave answer that is not accurate." Similarly, Participant 3 clarified, "it gave a broader perspective when akoang need is something specific." Participant 7 added, "usahay... dili siya kasabot sa akong gustong makuha nga answer." These comments raised concerns regarding inconsistent and imprecise outputs.

Over-reliance that resulted in less critical thinking or academic effort was another persistent problem. Participant 2 said, "usahay magpakaon ko sa sistema, dili nalang pud nahu gamiton ahuang thinking skills tungod naa si ChatGPT." Similarly, Participant 5 acknowledged, "[mao nay naka disadvantage pud..." tapulan ko." These statements suggested that reliance on the tool may have a detrimental effect on independent thought and effort.

Concerns about academic integrity and detection, especially in academic writing, were also brought up by participants. Participant 4 said, "Sa mga essays, mahalata jud ang AI generated." Similarly, Participant 8 said, "[masakpan ka nga nag gamit ka ug ChatGPT sa imohang instructor..." These comments raised concerns about being recognized for work that uses artificial intelligence.

Miscommunication or prompting limits, where the results are mostly dependent on the structure of the questions, were another highlighted challenge. In the same manner,

Participant 12 said, “Sometimes, ChatGPT won't give what you need and doesn't follow instructions.” Participant 9 clarified, “di nimo siya matarong ug prompt, di nimo makuha ang information nga imong kinahanglan kay nag base man siya sa construction sa imong pangutana.” These responses underscored the significance of effective prompting in attaining desired results.

Limitations in comprehending context and managing intricate or general inquiries were also raised by the participants. Concerns regarding contextual accuracy and trustworthiness were seen in Participant 6's statement that, even after comparing with instructor conversations, “murag ma question nako nga ang ChatGPT tinood ba jud iyahang mga information nga gihatag.”

Some participants also mentioned access or technical issues, especially with relation to usage limitations. “Limited nga reach when it comes to the current version or the unpaid version... naa siyay duha ra ka limit,” said participant 9, highlighting limitations on full capability.

Over-reliance on ChatGPT was a frequently mentioned negative consequence, which participants linked to a tendency to rely on the tool rather than using conventional study techniques and a decreased effort in finishing academic assignments. This was closely tied to the rise in habitual laziness and diminished academic initiative, wherein the availability of solutions was associated with a decline in the drive to do assignments on one's own. Stojanov et al. (2024) also found that students relied on ChatGPT in making their assignments instead of doing them on their own. Because instant access to information was perceived to reduce the requirement for introspection and analytical effort, participants also reported a reduction in critical thinking and problem-solving abilities. Additionally, participants reported a decline in their capacity to come up with ideas and provide authentic results, indicating a weakening of creativity and originality in academic work. Instant access to solutions diminished the motivation to acquire skills on one's own, which also led to a decline in interest in self-improvement and active learning. Additionally, there was a decrease in reading habits and independent research practices due to the decreased usage of conventional techniques like manual research and library use. However, a different perspective was also voiced, arguing that when ChatGPT is utilized properly and as a learning aid, its effects might not be detrimental.

Participant 2 said, “naay time nga mag rely nalang ko ni ChatGPT.” Similarly, Participant 6 said, “murag magsalig na lang pd kog ChatGPT... kanang wana juy time mag basa.” Similarly, Participant 12 said, “Too much reliant on AI... I won't visit library anymore because I search right away.” These comments suggested that reliance on the tool may replace conventional study habits. Laziness and a lack of intellectual initiative were closely related issues. Participant 1 highlighted, “Kana jung laziness... wa na gyud kay own nimo nga paghimo... because you keep in relying using ChatGPT.” Participant 8 said, “ChatGPT will make you lazy, unya it doesn't make your brain function very well.” Participant 11 also talked about becoming complacent, saying, “I get too complacent in doing the activities because...” if there's ChatGPT then I can do it in a very easy way.” These remarks implied that ease of use may reduce students' drive to study.

A decrease in critical thinking and autonomous problem-solving abilities was also noted by the participants. According to Participant 9, “ang problem-solving skills naku kay dependent naman lagi... kada problema, mag search na ditso, di na maghuna-huna sa kaugalingon.” Similarly, Participant 10 said, “instead of thinking things critically at first... my ability to brainstorm original ideas has weakened slightly.” These comments suggested that depending too much on AI may decrease participation in autonomous thought processes.

The decline in originality and innovation in academic work is another cause for concern. Participant 7 said, “na tapulan nako, kay sauna kay creative kaayo ko mag himo.” Participant 4 reported a decrease in writing skills, saying, “Akung ability nga nag create ug ideas... sauna dali ra kaayo ko maka form... karon kay mag lisod nako.” Participant 1 also emphasized the loss of authenticity, saying, “nawala na imohang pagka authentic because of ChatGPT.

A decline in interest in active learning and self-improvement was also mentioned by some participants. Participant 3's statement, “...murag dina kaayo ko interested tungod kay I know nga I can make it instantly using ChatGPT... nawa ang interest sa self-improvement...” illustrates a change in motivation when prompt responses lessen the desire to advance one's own abilities.

A decrease in reading habits and the ability to conduct independent research were also highlighted by the participants. Responses such as “wana juy time mag basa” from Participant 6 and “I won't be able to research on my own... I won't visit library anymore” from Participant 12 suggest that using ChatGPT may take the place of more conventional approaches to education and information collection.

One participant, however, voiced a different opinion, stressing that, when used properly, ChatGPT does not always have a bad impact. “I can't say nga negative gyud siya... I use ChatGPT for my learnings gyud,” said participant 5, implying that the tool's effect can vary depending on how it is used.

Participants voiced concerns about the accuracy and dependability of ChatGPT's responses, which was one often noted shortcoming. Additionally, outputs were thought to reflect generalized information that might not adequately address context-specific demands, raising concerns about bias and lack of specificity. The incapacity of ChatGPT to maintain memory or conversation continuity was also noted as a drawback, which was thought to limit its utility in lengthy exchanges. Tasks requiring complex comprehension were found to be limited by the absence of human-like traits, especially emotional depth and personal insight. System and access limitations, especially those pertaining to subscription requirements, were identified as obstacles to the tool's complete use. Moreover, participants indicated that user expectations were not consistently met, especially when outcomes did not correspond with the intended questions or directions. Concerns about trust and security were also raised, especially with regard to identity protection and privacy. Despite these restrictions, some participants reported having little to no problems with ChatGPT.

Participant 1 said, “dili siya kaayo reliable gyud nga source kay dili man gyud siya sometimes muhatag ug exact gyud nga answer.” Similarly, Participant 8 said, “di siya reliable always.” Similarly, Participant 4 emphasized, “di jud ingon nga credible ang answers kay lahi naman ang human mind sa artificial mind.” These comments show concerns about relying on the information provided by the tool.

The existence of prejudice and a lack of specificity in the answers is another drawback. The idea that ChatGPT might not always meet specific or context-based requirements is shown in participant 3's explanation, “naa jud siyay bias...” ang mga specific replies nga imong need unta makuha is di nila ma consider kay ilang gi base sa global narratives.

Participants also mentioned memory and conversation continuity issues, especially when it came to remembering past exchanges. Participant 5 said, “...ang e-tubag sa ChatGPT is I'm sorry kay dili niya ma access ang katong previous namo nga conversation.” This implied that its utility in lengthy academic work may be impacted by its incapacity to remember earlier conversations.

The absence of human-like traits like emotion and introspection was another noted drawback. According to Participant 7, “hinay iyahang sa emotional aspects... lacking jud, hollow ug basahon nimo...” and Participant 10, “...lacks emotions, human touch...” These comments suggested that ChatGPT could be viewed as inadequate for activities needing emotional or personal depth.

Additionally, a few individuals brought out access and system limits, especially with regard to paid features. “Ang iyahang method to subscription...” di siya... there are other sources of knowledge aside from AI,” explained participant 9, implying that subscription requirements would deter future use.

Furthermore, certain responses showed that the user's expectations or instructions were not consistently met. The statement made by participant 11, “...ChatGPT can't give me the answer that I want or need,” illustrated the limitations of matching outputs to user intent. Security and trust-related issues were also brought up. “Sometimes, it would steal your identity,” said participant 12, expressing concerns about the tool's security and privacy.

Some participants reported little to no problems in spite of these restrictions. “So far Kay wala,” said Participant 2, and “...wa man ni abot sa point nga naa koy gusto ipa buhat unya di siya kahimo,” said Participant 6. These comments implied that not all users encounter serious restrictions when using ChatGPT.

Peers, social media, and academic education were just a few of the many ways that participants were aware of and use ChatGPT. Its application was mostly focused on academic goals, such as comprehending lessons, making difficult topics easier to understand, boosting essay writing and other written outputs, helping with research assignments, and increasing productivity in fulfilling requirements. Beyond the classroom,

it was used for everyday help, personal questions, and productivity-related tasks. In terms of speed, ease of use, accessibility, and its capacity to improve understanding and increase knowledge, participants usually viewed ChatGPT as advantageous. These benefits come with drawbacks, too, including challenges with prompting, memory, and system restrictions, as well as worries about response accuracy, dependability, and contextual limitations. Notably, detrimental outcomes were also noted, including over-reliance, lost creativity, diminished critical thinking, and decreased participation in conventional learning methods. Despite these difficulties, several participants insisted that ChatGPT's effect relies on how it is used, implying that it can serve as a helpful learning aid when combined with independent study and critical thinking. To this effect, higher education institutions must promote responsible and ethical AI use in order to address the ethical issues raised by the increasing reliance on ChatGPT (Acosta-Enriquez et al., 2024).

Conclusions

ChatGPT is a very useful academic support tool that improves students' learning experiences by boosting comprehension of lessons, increasing efficiency in academic tasks, and strengthening skills in writing, communication, and digital literacy. However, its advantages are accompanied by significant limitations, such as the possibility of inaccurate or contextually inadequate responses, over-reliance that may weaken critical thinking and independent learning, and concerns regarding academic integrity, prompting accuracy, and information reliability. While the tool greatly contributes to academic and personal development, its efficacy ultimately depends on its responsible, balanced, and critically guided use in conjunction with traditional learning resources.

Recommendations

Based on the aforementioned findings, the researchers proposed the following recommendations:

1. Teachers should incorporate ChatGPT into assignments that call for information verification and critical analysis in order to help students use it responsibly.
2. Teachers should promote balanced use of ChatGPT in students' academic tasks like writing, comprehension, research, and language support, emphasizing its significance as an additional tool.
3. Teachers should inform students about ChatGPT's limitations, especially with relation to contextual comprehension, correctness, dependability, and prompting quality.
4. Teachers should encourage a well-rounded approach to education by making sure that ChatGPT is used in conjunction with independent study, critical thinking, and conventional academic methods rather than in place of them.
5. Higher education institutions should integrate digital literacy in their curriculum to improve students' productivity, comprehension, communication abilities, and digital competence.

6. Academic integrity policies that address the ethical use of ChatGPT and limit risks associated with over-reliance, diminished inventiveness, and privacy concerns should be created and duly implemented by the institution.

Compliance with Ethical Standards

Formal approval to conduct the study at the College was obtained from the School Administration before data collection. Once permission was obtained, the participants were interviewed in person by the researcher. Participants were thoroughly informed about the study's objectives, the confidentiality of the data they submitted, and their right to voluntarily participate in the study before the interviews were conducted. To guarantee voluntary involvement and ethical compliance, written informed consent was acquired. The participants were informed that withdrawal from the study at any stage was possible.

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