ARTIFICIAL INTELLIGENCE IN WRITING ASSIGNMENTS: NAVIGATING ITS BENEFITS AND DRAWBACKS

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ABSTRACT

This study examines the use of Artificial Intelligence (AI) in students' writing assignments, focusing on its benefits such as, Improve Language Skills and Efficiency in Writing while the drawbacks are, Lack of Information Integrity and Over-reliance. The research uses a descriptive qualitative design and involves eight (*8*) students from the College of Teacher Education. The study aims to identify the main benefits of AI in writing assignments, such as improved information gathering, clearer writing, and more creativity. Students reported that AI helps make assignments more manageable by providing quick access to relevant information. However, it also highlights the potential for students to become too dependent on AI. The study emphasizes the need for educators to understand the benefits and drawbacks of AI in writing assignments. The research also considers Digital Plagiarism is the act of presenting someone else's digital work or ideas as your own, without proper attribution. This encompasses a wide range of actions, all involving the unauthorized use of digital content. It is not limited to simply copying and pasting; it includes paraphrasing without citation, submitting AI-generated content without disclosure, and even subtly altering existing work to disguise its origin. This research recommends Holy Trinity College to implement AI ethics training and integrates AI ethics lessons into teacher education courses to promote responsible AI use among students; furthermore, students should use AI as a supportive tool, emphasizing critical thinking and verifying AI-generated content to maintain academic integrity.

Keywords: *Artificial Intelligence, Benefits, Drawbacks*

INTRODUCTION

In today's generation, students tend to rely on using artificial intelligence when generating assignments and other tasks. Artificial Intelligence, or popularly known as AI, is an application with the ability to perform tasks that usually require human intelligence like understanding language, analyzing data, solving problems, and even generating written content of the machines from computer systems like laptops, desktops, software's like the most used AI these days in the academe which are ChatGPT and Grammarly, or devices like smartphones and tablets. In simple terms, Artificial Intelligence (AI) enables technological devices from computers to smartphones to think and write like a human. In academic settings, students increasingly rely on AI writing tools not just for grammar checks and rephrasing, but also for generating ideas, answering questions, and completing essay-based assignments (Potter et al., 2024).

Students often turn to AI tools due to academic pressure, low confidence in writing, and the convenience of quick results. With AI now widely accessible, many students consider it a regular part of their academic toolkit. While these tools offer clear benefits, concerns arise about their impact on learning, critical thinking, originality, and ethical use. This study examines both the advantages of AI in essay writing and the potential drawbacks of its misuse on academic growth (Lepik, 2024).

Although AI tools provide convenience and academic support for students in writing assignments that are essay based, they also raise serious concerns. Students benefit from quicker completion times, improved grammar, better organization, and help overcoming language barriers. On the other hand, these AI tools have drawbacks that includes overdependence, lack of deep engagement, and reduced critical thinking in writing their assignments that are essay based. This study aims to answer and solve the problem on how does the use of Artificial Intelligence in writing assignments benefit the students and the drawbacks that can result in using AI in writing their essay – based assignments (Gocen & Aydemir, 2020).

This study is relevant in today's academic setting, where essay assignments are used to measure students' understanding, reasoning, and written expression—skills essential for academic and professional growth. It helps educators address learning gaps and guide responsible AI use. For students, it promotes awareness that AI should support, not replace, their own thinking. The findings will help both students and institutions adapt to an education system shaped by AI.

This study is made legal by the Digital Plagiarism. It is a form of presenting someone else's digital work or ideas as your own, without proper attribution. This encompasses a wide range of actions, all involving the unauthorized use of digital content. It is not limited to simply copying and pasting, it includes paraphrasing without citation, submitting AI-generated content without disclosure, and even

Subtly altering existing work to disguise its origin. The ease of copying and sharing digital information makes digital plagiarism a significant concern in academia, publishing, and other fields. The consequences can range from failing grades to legal action, depending on the context and severity of the infringement.

Digital Plagiarism is highly relevant to this study of AI in writing assignments because AI tools introduce new forms and challenges to plagiarism. The ease with which AI can generate text creates opportunities for both intentional and unintentional plagiarism. Students might use AI to produce entire assignments, potentially without proper attribution, leading to direct plagiarism. Even with intent to be original, AI-generated text may inadvertently reproduce existing phrases or sentence structures from various sources, resulting in unintentional plagiarism. Furthermore, the ability to subtly modify AI-generated text to mask its origin presents a novel form of plagiarism difficult to detect using traditional methods. Therefore, the study must address the unique challenges AI poses to academic integrity, exploring detection methods, prevention strategies, and ethical guidelines for responsible AI use in academic writing. Findings highlight individual-environment interactions, including a writer's adopted goals for writing as set by writing prompt instructions like the learning goals vs. performance goals and the affordances of the writing environment or including the ease of copy-paste or precautions taken to protect text, such as using jpegs of text. Rather than being principally directed by students' beliefs prior to, or when they begin a writing task, the on-the-fly interactions they have during the

Writing task may best explain their tendency toward plagiarism (Kauffman & Young, 2015). The aim of this study is to provide a clear definition and explanation of what Artificial Intelligence is and how it plays a role in academic writing, particularly in essay assignments. Next, it seeks to identify the common motivations that pushes students to use AI tools, such as academic pressure, or challenges in expressing

ideas. Furthermore, the research intends to determine the specific benefits the major drawbacks of AI in writing assignments that are essay based.

Research Questions

This study explored the benefits and drawbacks of AI in writing assignments. Specifically, it answers the following questions:

1. What are the benefits of using AI tools (ChatGpt, Cicibot, and Quillbot) in writing assignments?
2. What are the drawbacks of using AI (ChatGpt, Cicibot, and Quillbot) in writing assignments?
3. What insights can be gleaned from this experience in using AI tools (ChatGpt, Cicibot, and Quillbot)?

LITERATURE REVIEW

Artificial Intelligence

Artificial Intelligence (AI), traditionally associated with computer hardware and software, has evolved beyond its conventional boundaries. According to Chassignol et al. (2023), AI now encompasses embedded systems, sensors, and technologies integrated into machines, buildings, and robots, illustrating its transformation into a multidisciplinary and practical domain.

This evolution highlights increasing adaptability of ai and its potential applications beyond computer science, particularly in education and learning environments. The use of these platforms and tools have enabled or improved teacher effectiveness and efficiency, resulting in richer or improved instructional quality. Similarly, AI has provided students with improved learning experiences because AI has enabled the customization and personalization of learning materials to the needs and capabilities of students (Chen et al., 2020).

AI in Education

AI in education is transforming the learning experience by providing personalized, efficient, and scalable solutions for both students and educators. It enables tailored learning paths, where AI adapts lessons to meet individual student needs, offering real- time feedback and additional support through virtual tutors. Furthermore, AI streamlines administrative tasks such as grading and scheduling, allowing educators to focus more on teaching. It also enhances accessibility for students with disabilities by offering tools like speech recognition and adaptive technologies. However, challenges such as data privacy, potential equity gaps, and the need for teacher training remain, requiring careful implementation to ensure AI benefits all learners and educators equitably.

AI's application in education is redefining how learning and classroom management are approached. Dhara et al. (2022) noted that advancements in AI enable personalized assessments of students' performances, predicting success or failure with remarkable accuracy. For educators, AI tools enhance

classroom management efficiency by facilitating better organization, real-time analytics, and data-driven decisions (Wang, 2020).

RESEARCH METHODOLOGY

This chapter explains the methods used in the study. It includes the research design, the role of the researchers, the location of the study, the participants, the data collection process, data analysis and the ethical considerations followed.

Instruments of the Study

In this study, we utilized an interview guide as a data-gathering tool to collect data. We strictly safeguard the information that we collected from them and in addition, we conducted a thorough examination of it, as we analysed and interpreted it for our study entitled Artificial Intelligence in Writing Assignments: Navigating its Benefits and Drawbacks. We asked questions about the different what are their main benefits and drawbacks encountering when using artificial intelligence. We exercised carefulness by employing open-ended questions.

Data Collection

Following the established structure of this study, we carefully followed a structured process to address all the necessary steps involved. Initially, we crafted a pre-survey questions for us to identify who among the students from the College of Teacher Education are using Artificial Intelligence.Prior to that we secured a formal letter to the Dean of College of Teacher Education, to ensure proper authorization where we ask permission to allow us to conduct a pre-survey.

On December 02, 2024 in the first semester of the School Year 2024-2025, we initiated a pre-survey after receiving the pre-survey letter signed by the Dean of the College of Teacher Education. We went to every classroom where there are students under the participating department to formally conduct our pre-survey. The pre–survey highlighted four specific AI tools such as: Grammarly, Quillbot, ChatGpt, and CICI.

After identifying our participants in the second semester of S.Y. 2024-2025, we secured an approval letter to conduct from the Dean of the College of Teacher Education for us to formally start our study. After securing the letter from the dean, we have secured the validated letter signed by the College Registrar indicating that the students on our list as participants are officially enrolled in the second semester S.Y. 2024-2025 and qualified to participate in our study.

After ensuring that the selected eight (*8*) participants from the College of Teacher Education are officially enrolled, we asked them to sign the inform consent if they are willing to allow themselves to participate in the study. As our participants signed the inform consent, this signaled their permission to proceed with data collection and to gather qualitative insights. We have conducted one-on-one interview with our participants on the fourth week of January to the first week of February. These interviews were audio- recorded to ensure the accuracy and reliability of the data during transcription and analysis. After completing the interviews, we transcribed the audio recordings and systematically analyzed the data using thematic analysis to derive meaningful insights and conclusions.

Ethical Consideration

We, the researchers, made certain that all ethical considerations were followed as mandated by the Holy Trinity College to avoid engaging in practices that may implicitly or explicitly abuse or exploit those with whom he/she sought to conduct research with.

This study was strictly complied with the **Data Privacy** to ensure the responsible and lawful processing of all personal and sensitive information collected. We the researchers have taken all necessary precautions to safeguard the data of the participants, including secure storage and controlled access to information. Any data shared publicly were anonymized to maintain confidentiality and protect the identities of the participants. Data retention was also limited to the duration necessary for the study, after which all records were securely disposed of. The safety, privacy, and well-being of participants were prioritized, with all collected data treated confidentially and anonymously. To protect the identities of the participants, code names were used throughout the study.

We the researchers clearly communicated the benefits of the study to the participants, including the advantages of their involvement. An **informed consent** has been given to the participants to let them be aware what the purpose of the study are. Inform Consent from the researchers and signed by the adviser were provided, detailing the study's risks of the study and benefits and emphasizing the right of the participants to withdraw at any time if they feel uncomfortable or perceive the study as harmful. Transparency was also ensured by the findings of this study with the participants.

All participants have been treated equitably, with strict adherence to principles of **gender sensitivity** and non-discrimination. This study is open to all genders inside the campus.

The interview questions underwent validation to ensure they elicit appropriate and relevant responses while respecting the participants' rights and perspectives. **Cultural sensitivity** we have maintained, recognizing how participants' cultural backgrounds, tribes and ethnicity may not be influenced their engagement and responses. All interactions and responses were translated accurately and precisely, ensuring that language barriers do not affect the authenticity of the data collected. This approach underscores the commitment of the study to respecting and honoring the diversity and dignity of its participants.

RESULTS AND DISCUSSION

This chapter presented and elaborately discussed the result, analysis and interpretations of the gathered data from the eight (*8*) students of the College of Teacher Education of Holy Trinity College of General Santos City for the 2nd semester of the academic year 2024- 2025.

Key Participants

The primary focus of this study is to determine the benefits and drawbacks in writing assignments of the selected students from the College of Teacher Education. We selected eight (*8*) students from the College of Teacher Education using a pre- survey. Our selection criteria included factors such; they must have an experience using artificial intelligence in writing assignments. They must have at least used one (1) or two (2) AI applications in making their assignments. To safeguard the privacy of these participants, we opted to assign codes using P (Participants) instead of their real names.

P1 is a 21-year-old female living in Doña Soledad Subdivision Brgy. Labangal, General Santos City and a 1st year student from the College of Teacher Education taking a course of Bachelor in Elementary Education. She used Cici in making her assignment and searching unfamiliar words and get the ideas of that certain activity.

P2 is a 19-year-old female living in Barangay Batomelong, General Santos City and a 1st year student from the College of Teacher Education taking a course of Bachelor in Secondary Education Major in Science. According to her she is using artificial intelligence in writing her assignments using ChatGPT.

P3 is a 19-year-old male living in Purok 10, Sto. Niño, Poblacion Alabel Sarangani Province and a 2nd year student of College of Teachers Education taking a course of Bachelor of Secondary Education Major in Science. According to him, he used ChatGPT to be able to reduce his workload and address his problems specifically in his assignments.

P4 is a 19-year-old female and a 2nd year student from College of Teachers Education taking a course of Bachelor in Secondary Education Major in Math. Strongly believes that using CICI is alright but emphasize the limit of using it.

P5 is a 21-year-old female living in spring, Alabel, Sarangani Province and a 3rd year student from the College of Teacher Education taking course of Bachelor in Secondary Education Major in English. She thinks that using ChatGPT can gather information fastly specifically in making assigments. Since she used AI, it is not just one idea that it presents but a lot. And then there are also sources that it provides, and from those sources, she can access those sites where the AI answer come from.

P6 is 21-year-old female living in Tokawal, Alabel, Sarangani Province and a 3rd year student from the College of Teachers Education taking a course of Bachelor of Secondary Education Major in English. According to her, she used Chatgpt to access the information she needs and for her to easily answer the activity given by the teacher.

P7 is 22-year-old- female living in Purok 1 Upper Alabel Sarangani Province and a 4th year student from the College of Teachers Education taking a course of Bachelor in Secondary Education Major in Filipino. She used ChatGPT to find another word that describes the topic that she had and sentences that fit her answers as well.

P8 is 21-year-old- female living in Barangay Buayan, General Santos City and a 4th year student from the College of Teacher Education taking a course of Bachelor in Secondary Education Major in Mathematics. According to her, she used Chatgpt by searching ideas to get the possible answer to that certain question.

Benefits of using AI in Writing Assignments

Artificial intelligence (AI) is rapidly transforming various aspects of our lives, and its impact on academic writing is becoming increasingly significant. While concerns exist about plagiarism and over-reliance, AI writing tools offer several potential benefits when used responsibly. The advantages of integrating AI into the writing process for students and, focusing on how these tools can enhance efficiency, improve writing quality, and foster a more dynamic learning environment is shown below

Table 1 shows the various benefits of using Artificial Intelligence in writing assignments. From the College of Teacher Education of Holy Trinity College of General Santos City.

Table 1

Benefits of using Artificial Intelligence in Writing Assignments

Major Themes	Core Ideas	Frequency
	Grammatical Accuracy	Typical
Improve Language Skills	Vocabulary Enrichment	Typical

Efficiency in Writing	Writing Process Optimization	General
	Information Acquisitions	Typical

As shown in Table 1, Improve Language Skills is one of the major benefits in using artificial intelligence in writing assignments with two core ideas such as grammatical accuracy and vocabulary enrichment. This is followed by Efficiency in writing as the second major theme with writing process optimization and information acquisitions as its core ideas.

Table 2
Drawbacks in Writing Assignments Using Artificial Intelligence

Major Themes	Core Ideas	Frequency
	Inaccurate Data	General
Lack of Information Integrity	Information Misinterpretation	Typical
Over-reliance	Reduced Ability to formulate own ideas and think critically	Typical
	Dependency on AI in Generating Ideas	Typical

As shown in Table 2, Lack of Information Integrity is the major drawback in using Artificial Intelligence in writing assignments with an accurate data and information misinterpretation as its core ideas followed by over-reliance with two core ideas such as reduced ability to formulate own ideas and think critically and dependency on AI in generating ideas.

General – if most of the participants had the same answers to the given questions.
Typical – if only a few had the same response.
Variant – if they had dissimilar responses.

DISCUSSION

This chapter explores the themes extracted from the analyzed data on the benefits and drawbacks in writing assignments of the students of Holy Trinity College of General Santos City and its impact on the students learning. The five (*8)* participants in the study discussed their experiences when using AI when making their assignments. The narratives were then analyzed and organized into themes and core ideas. Based on the findings, other research or future studies may use this as a reference point the benefits and drawbacks of using AI in academic or educational systems. Furthermore, this may also be a helpful reference for the other researchers who plan to make any related study regarding Artificial Intelligence in Writing Assignments: Navigating its Benefits and Drawbacks.

CONCLUSION

Our study explored the integration of artificial intelligence (AI) in writing assignments, revealing significant opportunities for improvement in pedagogical approaches. Our findings highlight the potential benefits of AI tools in enhancing student writing skills and fostering a more efficient learning environment. AI can provide personalized feedback, identify areas for improvement, and offer suggestions for enhancing clarity and style. However, the research also underscores the critical need to address the drawbacks of over-reliance on AI, including potential issues with plagiarism, the development of critical thinking skills, and the ethical implications of AI-generated content.

Specifically, the study found that while AI can be a valuable tool for grammar and style checks, its effectiveness hinges on thoughtful integration into the learning process. Students must be taught to critically evaluate AI-generated suggestions and use them as a means to improve their own writing, rather than as a replacement for independent thought and creative expression. The responsible use of AI in writing assignments requires careful consideration of ethical guidelines and pedagogical strategies that emphasize critical thinking, originality, and the development of authentic writing skills. This research not only contributes to academic discussions on AI in education but also offers practical recommendations for educators seeking to leverage AI's potential while mitigating its risks. Ultimately, the successful integration of AI in writing assignments depends on a balanced approach that prioritizes the development of critical thinking and authentic learning experiences.

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