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Performativity: Impact of Generative Artificial Intelligence on the Writing Skills

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Abstract

Generative AI, referred to as gen AI, is a branch of artificial intelligence capable of producing original content including text, images, videos, audio, or software code based on user inputs. This technology utilizes advanced machine learning models known as deep learning models, which imitate the cognitive processes of the human brain in both learning and decision-making. These models detect and encode patterns and relationships within extensive datasets, allowing them to comprehend natural language requests and generate pertinent new content.

Writing skills are a collection of capacities that allow people to communicate in writing in an understandable and efficient way.

In contemporary word where everyone trying to ride on fad so much investigation and invention that will fill the wants and needs of human. This study focuses on people who are belong in field of academics which simply students that are literally submerge on writing papers and how do GenAI mixed on performance tasks. The result of this study recognized that to have proper answer from queries is to type correct prompt that will guide and provide relevant outputs that espouse students enables them enhance their writing endeavors, and remain at the forefront of utilizing cutting-edge technologies in their academic pursuits. Giray, L. (2023).

This research further explores how GenAI affects the writing skills of selected college students at Immaculada Conception College. Findings reveal that GenAI helps improve grammar, vocabulary, and overall writing support; however, too much dependence on these tools can weaken creativity, originality, and critical thinking. The study concludes that GenAI can be an effective aid in improving writing skills when used responsibly, encouraging students to balance technology with their own effort and understanding.

It is true that GenAI can be incredibly helpful for writing and learning new things, but as a student it is still important to continue to develop your own skill. When students rely too much on AI to let them think and write, students might miss the opportunity to strengthen the student's creativity and remember that critical thinking skills and writing abilities start when a person is able to organize the ideas and knowledge they find independently through exploring by reading books and articles that can help them to look for more strategy when writing rather than waiting for AI to do the writing.

Keywords: Generative Artificial Intelligence, ChatGPT, Philippines

1. Introduction

In an era defined by rapid technological advancements, generative artificial intelligence (AI) is emerging as a transformative force across various sectors, including education. This study delves into the impact of GenAI on the writing skills of college students at Immaculada Conception College. Technological tools become increasingly integrated into academic environments, it is crucial to understand how these technologies influence students' abilities to articulate ideas, construct arguments, and express themselves effectively in writing. This research aims to explore both the potential benefits and challenges that GenAI presents to the development of essential writing competencies among college students. By examining the experiences and outcomes of students at Immaculada Conception College, this study seeks to provide insights into the evolving landscape of writing education in the age of GenAI.

According to Gasaymeh, Beirat, and Abu Qbeita's 2024 study, university students in Jordan are somewhat familiar with AI writing tools, especially in terms of using them, but they don't really understand how they work. They're also moderately

worried about things like fake information and data security. However, they do see the benefits of these tools, like how they can help with creativity and coming up with new ideas. The study suggests that universities should give students more training on how to use AI tools properly and ethically, address their concerns about security and misinformation, and show them how these tools can be used to learn in a more personalized and creative way. Additionally, Alzubi (2024) said that while AI has the potential to improve EFL writing skills, it's important to make sure students are actually knowledgeable about how to use these tools effectively. The study found that language learners have a moderate level of GenAI literacy in the context of EFL writing. Interestingly, their responses were more influenced by their GPA and how well they knew how to use GenAI tools than by their specific field of study. The study also identified challenges, affordances, and suggestions related to using AI in EFL writing, leading to specific recommendations.

Likewise, a study by Santos (2024) especially after the release of ChatGPT, is reshaping how we think about writing in education. The study explores how AI-text generators are changing writing practices and raises ethical concerns. By analyzing various online documents, the research identifies key themes like "revolution," "integrity," and "transformation" related to AI's impact on writing. It also highlights concepts like "enhancement," "support," and "equity" in terms of how AI can be used in education. The study suggests that AI is expanding writing as a social technology and emphasizes the need for strategies that allow AI to enhance, rather than replace, human skills. Ultimately, the research proposes the idea of writing as an "ecosystem" where technology and human elements work together to create a more collaborative and adaptive approach to writing.

Also, a study by Chen *et al*. (2025) the researchers are investigating how using AI affects college students' cognitive effort and writing performance. They're conducting a randomized controlled experiment where some students use AI to help with analytical writing, while others don't. They'll use eye-tracking and brain imaging (fNIRS) to measure cognitive effort, and they'll also assess the quality of the students' writing. The goal is to understand whether AI helps or hinders human cognition by either reducing effort through automation or leading to over-reliance. The findings will inform policymakers and help guide the responsible development and use of AI tools. Lastly, Tiandem-Adamou (2024) integrating cooperative learning with Generative AI (GenAI) significantly improves ESL/EFL academic writing skills among Chinese university students. The quasi-experimental design, using pre- and post-intervention assessments, demonstrated substantial improvements in overall writing quality, particularly in coherence, grammar, vocabulary, and argumentation. The study suggests that language educators can effectively use GenAI to enhance various writing skills in ESL contexts.

1.1 Context and Rationale

Over the past few years, more and more students have started using GenAI tools like ChatGPT, Grammarly, and other digital writing assistants to help with their academic work. These technologies offer support by checking grammar, suggesting improvements, and helping students organize their ideas more clearly. As a result, AI has quickly become embedded in the way writing is taught and practiced in many classrooms today.

While these tools can be incredibly useful, their growing presence also raises important questions. One concern is that students may become too dependent on GenAI, potentially missing out on key aspects of the writing process. When students rely too heavily on technology, they might not take the time to develop their own voice, reflect on their ideas, or learn how to structure arguments independently. Over time, this could weaken their ability to think critically and express themselves in a meaningful way.

This brings us to the idea of performativity in writing—a concept that emphasizes how a student's work should reflect their own effort, understanding, and unique voice. When AI tools are used extensively, it can become difficult to determine whether the writing truly represents the student's abilities or simply mirrors the suggestions generated by a machine. This blurring of authorship poses challenges not only for educators assessing student work, but also for the students themselves as they develop as writers.

This research explores whether AI writing tools are genuinely helping students grow as writers, or whether they're fostering a kind of overreliance that hinders deeper learning. The goal is to better understand how these tools are being used in practice—and what impact they are having on students' development of both technical writing skills and creative expression. Ideally, the findings will help educators, students, and institutions strike a healthy balance: using AI as a learning aid, not a replacement for human thought and effort.

1.2 Literature Review

Foreign Literature

The emergence of Chat GPT has once again sparked a wave of information revolution in generative artificial intelligence. This article provides a detailed overview of the development and technical support of generative artificial intelligence. It conducts an in-depth analysis of the current application of generative artificial intelligence in the field of education, and identifies problems in four aspects: opacity and explainability, data privacy and security, personalization and fairness, and effectiveness and reliability. Corresponding solutions are proposed, such as developing explainable and fair algorithms, upgrading encryption technology, and formulating relevant laws and regulations to protect data, as well as improving the quality and quantity of datasets. The article also looks ahead to the future development trends of generative artificial intelligence in education from four perspectives: personalized education, intelligent teaching, collaborative education, and virtual teaching. The aim of the study is to provide important reference value for research and practice in this field. Yu, H., & Guo, Y. (2023, June) [10]. Generative artificial intelligence empowers educational reform: current status, issues, and prospects. In *Frontiers in Education* (Vol. 8, p. 1183162). Frontiers Media SA.

The abrupt emergence and rapid advancement of generative artificial intelligence (AI) technologies, transitioning from research labs to potentially all aspects of social life, has brought a profound impact on education, science, arts, journalism, and every facet of human life and communication. The purpose of this paper is to recapitulate the use of AI in education and examine potential opportunities and challenges of employing generative AI for

educational assessment, with systems thinking in mind. Following a review of the opportunities and challenges, we discuss key issues and dilemmas associated with using generative AI for assessment and for education in general. We hope that the opportunities, challenges, and issues discussed in this paper could serve as a foundation for educators to harness the power of AI within the digital learning ecosystem. Mao, J., Chen, B., & Liu, J. C. (2024) [9]. Generative artificial intelligence in education and its implications for assessment. *TechTrends*, *68*(1), 58-66.

Generative Artificial Intelligence (GenAI) has emerged as a promising technology that can create original content, such as text, images, and sound. The use of GenAI in educational settings is becoming increasingly popular and offers a range of opportunities and challenges. This special issue explores the management and integration of GenAI in educational settings, including the ethical considerations, best practices, and opportunities. The potential of GenAI in education is vast. By using algorithms and data, GenAI can create original content that can be used to augment traditional teaching methods, creating a more interactive and personalized learning experience. In addition, GenAI can be utilized as an assessment tool and for providing feedback to students using generated content. For instance, it can be used to create custom quizzes, generate essay prompts, or even grade essays. The use of GenAI as an assessment tool can reduce the workload of teachers and help students receive prompt feedback on their work. Incorporating GenAI in educational settings also poses challenges related to academic integrity. With availability of GenAI models, students can use them to study or complete their homework assignments, which can raise concerns about the authenticity and authorship of the delivered work. Therefore, it is important to ensure that academic standards are maintained, and the originality of the student's work is preserved. This issue highlights the need for implementing ethical practices in the use of GenAI models and ensuring that the technology is used to support and not replace the student's learning experience. Alier, M., Peñalvo, F. J. G., & Camba, J. D. (2024) [2]. Generative Artificial Intelligence in Education: From Deceptive to Disruptive. *International Journal of Interactive Multimedia and Artificial Intelligence*, *8*(5), 5-14.

Generative artificial intelligence (GenAI), such as ChatGPT, has taken the world by storm. ChatGPT attracted 1 million users in 5 days and 100 million users in 2 months since its launch in November 2022. In this first article of a two-part series, we discuss the overall dynamic frontier of GenAI, its potential uses and benefits in education, essential abilities in the age of GenAI, and the corresponding issues and concerns of this new technology. In the next article of this series, we will expand upon the discussion of the dynamic frontier of GenAI to examine various aspects related to GenAI in education in international contexts. Hsu, Y. C., & Ching, Y. H. (2023) [7]. Generative artificial intelligence in education, part one: The dynamic frontier. *TechTrends*, *67*(4), 603-607.

Since its maiden release into the public domain on November 30, 2022, ChatGPT garnered more than one million subscribers within a week. The generative AI tool –ChatGPT took the world by surprise with it sophisticated capacity to carry out remarkably complex tasks. The extraordinary abilities of ChatGPT to perform complex tasks within the field of education has caused mixed feelings among educators, as this advancement in AI seems to revolutionize existing educational praxis. This is an exploratory study that synthesizes recent extant literature to offer some potential benefits and drawbacks of ChatGPT in promoting teaching and learning. Benefits of ChatGPT include but are not limited to promotion of personalized and interactive learning, generating prompts for formative assessment activities that provide ongoing feedback to inform teaching and learning etc. The paper also highlights some inherent limitations in the ChatGPT such as generating wrong information, biases in data training, which may augment existing biases, privacy issues etc. The study offers recommendations on how ChatGPT could be leveraged to maximize teaching and learning. Policy makers, researchers, educators and technology experts could work together and start conversations on how these evolving generative AI tools could be used safely and constructively to improve education and support students' learning. Baidoo-Anu, D., & Ansah, L. O. (2023) [3]. Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, *7*(1), 52-62.

Foreign Studies

In the ever-evolving era of technological advancements, generative artificial intelligence (GAI) emerges as a transformative force, revolutionizing education. This review paper, guided by the PRISMA framework, presents a comprehensive analysis of GAI in education, synthesizing key insights from a selection of 207 research papers to identify research gaps and future directions in the field. This study begins with a content analysis that explores GAI's transformative impact in specific educational domains, including medical education and engineering education. The versatile applications of GAI encompass assessment, personalized learning support, and intelligent tutoring systems. Ethical considerations, interdisciplinary collaboration, and responsible technology use are highlighted, emphasizing the need for transparent GAI models and addressing biases. Subsequently, a bibliometric analysis of GAI in education is conducted, examining prominent AI tools, research focus, geographic distribution, and interdisciplinary collaboration. ChatGPT emerges as a dominant GAI tool, and the analysis reveals significant and exponential growth in GAI research in 2023. Moreover, this paper identifies promising future research directions, such as GAI-enhanced curriculum design and longitudinal studies tracking its long-term impact on learning outcomes. These findings provide a comprehensive understanding of GAI's potential in reshaping education and offer valuable insights to researchers, educators, and policymakers interested in the intersection of GAI and education. Bahroun, Z., Anane, C., Ahmed, V., & Zacca, A. (2023) [4]. Transforming education: A comprehensive review of generative artificial intelligence in educational settings through bibliometric and content analysis. *Sustainability*, *15*(17), 12983.

This paper thoroughly examines both the opportunities and obstacles associated with integrating Generative Artificial Intelligence (AI) into educational settings. It explores how Generative AI has the potential to enrich learning experiences, customize education for individuals, and foster creativity. However, it also confronts several challenges including ethical dilemmas, safeguarding data privacy, mitigating algorithmic biases, and reshaping the role of

educators. Through a synthesis of theoretical frameworks and empirical research, the paper offers valuable insights into effective strategies for navigating these challenges. It emphasizes the importance of establishing ethical guidelines, ensuring transparency in algorithms, and adopting inclusive design principles during AI integration. Furthermore, the paper underscores the importance of providing educators with adequate training and professional development opportunities to effectively utilize AI tools. Additionally, it advocates for ongoing dialogue among stakeholders-such as educators, policymakers, technologists, and students-to steer responsible AI integration in education. Ultimately, the paper advocates for a collaborative approach that prioritizes human-centric values, equity, and diversity. While Generative AI holds promise for revolutionizing educational practices, its integration requires thoughtful consideration of ethical, social, and pedagogical implications. Through proactive collaboration and partnership, educators can leverage AI's potential to create more immersive, tailored, and equitable learning environments. AlAli, R., & Wardat, Y. (2024) [1].

It is increasingly common to interact with products that seem "intelligent", although the label "artificial intelligence" may have been replaced by other euphemisms. Since November 2022, with the emergence of the ChatGPT tool, there has been an exponential increase in the use of artificial intelligence in all areas. Although ChatGPT is just one of many generative artificial intelligence technologies, its impact on teaching and learning processes has been significant. This article reflects on the advantages, disadvantages, potentials, limits, and challenges of generative artificial intelligence technologies in education to avoid the biases inherent in extremist positions. To this end, we conducted a systematic review of both the tools and the scientific production that have emerged in the six months since the appearance of ChatGPT. Generative artificial intelligence is extremely powerful and improving at an accelerated pace, but it is based on large language models with a probabilistic basis, which means that they have no capacity for reasoning or comprehension and are therefore susceptible to containing errors that need to be contrasted. On the other hand, many of the problems associated with these technologies in educational contexts already existed before their appearance, but now, due to their power, we cannot ignore them, and we must assume what our speed of response will be to analyse and incorporate these tools into our teaching practice. García-Peñalvo, F. J., Llorens Largo, F., & Vidal, J. (2023) [5].

Generative artificial intelligence has all the potential for solving long-term tasks of developing education. However, rapid technological development is inevitably associated with numerous risks, which require the creation of a methodology for using generative artificial intelligence in education, improvement of regulatory framework and solution of ethical problems. A new qualitative level of integration of a human being and artificial intelligence in the educational sphere is the thing of the future. Such integration will contribute to improving the quality of human capital in line with rapidly developing technologies of 5.0 Industrial Revolution. Konstantinova, L. V., Vorozhikhin, V. V., Petrov, A. M., Titova, E. S., & Shtykhno, D. A. (2023) [8].

This study focuses on the potential of generative artificial intelligence tools in education, particularly through the practical application of the 4PADAFE instructional design matrix. The objective was to evaluate how these tools, in combination with the matrix, can enhance education and improve the teaching–learning process. Through surveys conducted with teachers from the University of ESPE Armed Forces who participated in the MOOC course "Generative Artificial Intelligence Tools for Education: GPT Chat Techniques", the study explores the impact of these tools on education. The findings reveal that generative artificial intelligence tools are crucial in developing massive MOOC virtual classrooms when integrated with an instructional design matrix. The results demonstrate the potential of generative artificial intelligence tools in university education. By utilizing these tools in conjunction with an instructional design matrix, educators can design and deliver personalized and enriching educational experiences. The devices offer opportunities to enhance the teaching–learning process and tailor educational materials to individual needs, ultimately preparing students for the demands of the 21st century. The study concludes that generative artificial intelligence tools have significant potential in education. They provide innovative ways to engage students, adapt content, and promote personalized learning. Implementing the 4PADAFE instructional design matrix further enhances the effectiveness and coherence of educational activities. By embracing these technological advancements, education can stay relevant and effectively meet the digital world's challenges. Ruiz-Rojas, L. I., Acosta-Vargas, P., De-Moreta-Llovet, J., & Gonzalez-Rodriguez, M. (2023).

Local Literature

The integration of Generative Artificial Intelligence (AI) in education has emerged as a transformative force in instructional methodologies, particularly in English language teaching. This study examined the impact of generative AI tools on the productivity of English language teachers in selected private higher education institutions in Laguna, Philippines. With the rapid advancement of educational technologies, especially AI-driven platforms, the research aimed to assess the extent of AI utilization, frequency of use, training received by educators, and how these factors influenced instructional efficiency, time management, student engagement, and learning outcomes. A quantitative research design was utilized, and data were collected through a survey questionnaire administered to 30 English teachers from various private institutions. The data were analyzed using descriptive and inferential statistical methods. Grounded in the theory of Technological Determinism, the research employed a quantitative correlational design to determine the relationship between AI usage and teacher productivity. The findings revealed a moderate positive correlation ($r = 0.409$, $p = 0.025$) between AI utilization and productivity, indicating that teachers who actively integrated AI tools experienced improved lesson planning efficiency, greater student interaction, and better academic outcomes. The study further emphasized the critical role of adequate training in maximizing the potential of generative AI, as well-trained teachers were found to implement AI more effectively and confidently. Moreover, the results were consistent with global research that highlights AI's capacity to support personalized learning, reduce administrative workload, and enhance adaptive instruction. Despite these benefits, challenges such as

insufficient institutional support, lack of clear policy frameworks, and limited digital literacy were identified. Therefore, the study recommended implementing comprehensive training programs, developing ethical guidelines and policies, and investing in digital infrastructure to support AI integration. Finally, this research contributed valuable insights to the evolving discourse on educational technology and serves as a guide for institutions and policymakers aiming to enhance teaching practices through AI. Myreen Rose Delos Reyes, M. R. D. R., & Juanita Corre, J. C. (2025). Generative artificial intelligence (AI) tools such as ChatGPT are rapidly transforming educational practices, offering new possibilities for teaching and learning. This study from a state university in the Philippines on the use of generative AI in education, findings indicate that pre-service teachers are generally knowledgeable about generative AI and express a willingness to incorporate it into future teaching practices. Reported advantages include timesaving in lesson planning, grammar and writing assistance, idea generation, and enhanced creativity. However, concerns were raised regarding over-reliance on AI, the accuracy of generated content, academic integrity, and unequal access due to the digital divide. These findings emphasize the compelling need to equip teacher education graduates with the critical skills and ethical frameworks for responsible use of AI. This study contributes to the growing discussion on the use of AI in education. Espino, C. (2025).

A narrative review analyzes the current status of artificial intelligence (AI) implementation in Philippine educational settings through a comprehensive synthesis of scholarly literature from 2018 to 2025, aims to identify current AI applications across different educational levels, analyze stakeholder perceptions and readiness, and determine implementation challenges in Philippine educational settings. A systematic literature search was conducted across Google Scholar, EBSCO Host, and ScienceDirect databases using search terms combining "Artificial Intelligence," "Philippines," and "Education". Following the selection criteria, 43 published studies underwent examination through Braun and Clarke's thematic analytical approach. Results indicate significant implementation disparities, with higher education institutions-particularly private universities in urban centers demonstrating substantially more advanced AI integration than K-12 schools. Key challenges include the urban-rural digital divide, insufficient professional development opportunities, ethical concerns around academic integrity, and the absence of comprehensive institutional policies. The study concludes that realizing AI's potential in Philippine education requires coordinated efforts to enhance technological infrastructure, develop educator capacity, establish appropriate policies, and ensure equitable access.

Generative artificial intelligence (AI) has the potential to revolutionize teaching and learning in the field of IT and business education. The opportunities and challenges faced by IT and business educators in the utilization of generative AI in teaching and provide insights for educators seeking to harness the power of these tools while mitigating potential risks. Generative Artificial Intelligence allows educators to create interactive and personalized learning content, streamline administrative tasks, prepare students for AI-driven careers, and cater to individual learning needs. However, there are several challenges that educators must navigate to utilize generative AI effectively. Ethical considerations, including data privacy, bias, and the impact of AI-driven decision-making, must be addressed to ensure ethical use of AI technology. Information technology and business educators must also develop the necessary skills and knowledge in AI to effectively integrate it into the curriculum. Gumabay, C. A. N., & Gumabay, M. V. N. (2024).

Local Studies

One of the studies that had been conducted which examined how university students perceive and use GenAI technology, specifically ChatGPT, in higher education, the findings revealed that university students demonstrated high levels of understanding, knowledge, perception of the advantages and disadvantages, positive attitude, and strong intention to use generative AI technologies in the context of higher education. Moreover, the respondents showed a moderate level of concern about generative AI. Obenza, B. N., Salvahan, A., Rios, A. N., Solo, A., Alburo, R. A., & Gabila, R. J. (2024). GenAI is gaining attention in educational settings to enhance teaching and learning activities. However, to date, an account of students' perceptions and preferences in generative artificial intelligence, from the Philippines, a higher education institution. Results show that students prefer ChatGPT generated feedback based on specificity, clarity, objectivity, and corrective guidance to enhance the codes. Further, students suggest that best practices.

One of the studies investigated the challenges encountered by tertiary teachers and the strategies they implemented to uphold academic integrity in the face of generative artificial intelligence (GAI) at a private university in Davao City, Philippines. Key challenges identified included technological dependency, cognitive offloading, misinformation, concerns over academic integrity, and teachers' readiness to tackle AI-related issues. The study also highlighted strategies such as designing authentic tasks, clearly elaborating assessment criteria, fostering teacher collaboration, promoting academic integrity, and enforcing penalties to maintain academic standards. The findings underscore the critical need to address these challenges and propose solutions to uphold academic integrity in the GenAI era. As technology evolves rapidly, it is crucial to adapt to these advancements while taking proactive measures to mitigate its potential risks and pitfalls. Lisao, B. C. G., Pal, R. C. M., Tejero, C. B., & Bacasmot, J. B. (2025).

On the other hand, Senior High School teachers on the use of GenAI tools, particularly Microsoft Bing Chat. revealed that all factors were statistically significant on the acceptability of GenAI tool by senior high school teachers. This implies that senior high teachers in Manila are much willing to abreast the idea of including generative AI tools in promoting their productivity in the workplace. Arguson, A., Mabborang, M., & Paculanan, R. (2023).

The emergence of artificial intelligence (AI) in education, such as students' use of generative artificial intelligence (GAI) tools in academic work, has profoundly transformed the learning ecosystem, offering both promising opportunities and potential challenges. Considering that such tools are still a developing area of study in education implicates that schools should use structured way of assessing how students engage with GAI tools in academic settings and rethink ways to support students' learning

through the responsible use of AI tools. Barcelona, A., & Cruz, S. R. D.

1.3 Theoretical Framework

This study anchored to Cognitive Offloading Theory merely explains that because the arising of convenient tools like Generative Artificial Intelligence to have instantly gained the intended result in just a snap subsequently users are convinced to utilize it freely to the extent over reliance that leading to a loss of unaided abilities. Excessive reliance decreases the human effort to dive deep creating their own ideas using cognitive involvement and if users, especially students, fail to draw limitations in subscribing to advanced intelligent technologies tools it will weaken the independent thinking. According to the study of Rinta-Kahila, T., Penttinen, E., Salovaara, A., Soliman, W., & Ruissalo, J. (2023). Cognitive automation powered by advanced intelligent technologies is increasingly enabling organizations to automate more of their knowledge work tasks. Although this often offers higher efficiency and lower costs, cognitive automation exacerbates the erosion of human skill and expertise in automated tasks. Accepting the erosion of obsolete skills is necessary to reap the benefits of technology—however, the erosion of essential human expertise is problematic if workers remain accountable for tasks for which they lack sufficient understanding, rendering them incapable of responding if the automation fails. This shows that users, particularly students, must be aware that there is no greater than human effort; reliance on instant results would not always be sufficient to make it successful. Thus, complacency at both individual and organizational levels, weakening workers' mindfulness across three work task facets (activity awareness, competence maintenance, and output assessment), resulting in skill erosion. Such skill erosion may remain obscure, acknowledged by neither workers nor managers.

1.4 Research Questions

Generative artificial intelligence (AI) is becoming an important tool in education, especially in developing students' writing skills. These tools can provide grammar correction, vocabulary suggestions, and feedback on structure and coherence, which may help improve students' overall writing performance. However, concerns remain about students' possible over-reliance on AI, issues of academic integrity, misinformation, and the lack of proper knowledge in using these tools effectively. Furthermore, questions remain about the extent to which students are equipped with the knowledge and skills necessary to engage with AI tools ethically and effectively in academic contexts.

This study seeks to fill that gap by examining the benefits and challenges of using GenAI in writing instruction. The findings will help provide guidance for both students and instructors in using AI to enhance writing skills while maintaining academic integrity and responsible use of technology.

RQ1. What is the level of knowledge among students utilizing GenAI in their written works?

IGQ1: As a student what is your personal experience/s in using GenAI helps you to increase your level of knowledge?

IGQ2: How does GenAI influence knowledge that you may possibly use for a long term performativity?

IGQ3: Academically, How does it suffice the answer you expect from GenAI generating tasks?

IGQ4: Can you share an effort using GenAI leads to skills erosion?

IGQ5: Are there some limitations that you may possibly apply that barred you in the overuse of GenAI?

RQ2. How does GenAI in college students' effort expectancy affect their writing skills performativity?

IQG1: How does using Generative Artificial Intelligence shape your expectations for your written activities?

IGQ2: How does Convinency brought by using GenAI influence your written performativity?

IGQ3: How does GenAI affect your work performance?

IGQ4: How does the use of GenAI influence your thinking skills?

IGQ5: What are disadvantages/advantages of GenAI in your written performance? How can you improve it more?

RQ3. How do GenAI tools influence the writing process in terms of creativity and originality?

IGQ1:. Emotionally, how does GenAI differ from human effort in expressing one's thoughts or ideas ?

IGQ2: How GenAI guaranteed your confidence towards your written works as a student?

IGQ3: How does GenAI contribute to the creativity and originality of your written works?

IGQ4: As a student, How can you vouch that your written works are a product of your Effort or not GenAI?

IGQ5:.How does GenAI make your work improve or make your work worse?

1.5 Scope and Delimitation

This research aims to evaluate the influence of generative artificial intelligence (GenAI) on the writing capabilities of college students at Immaculada Conception College. The investigation will focus on the students' proficiency in using GenAI for their writing tasks and how it impacts their writing performance. It will explore the advantages and disadvantages of incorporating GenAI in academic writing, particularly its effects on grammar, vocabulary, coherence, and composition. The study will also assess students' experiences, perceptions, and practices related to GenAI tools, as well as the ethical considerations and limitations involved in their use. This approach aligns with calls for empirical research on the impact of AI in education, as highlighted by Holmes *et al*. (2022), who emphasize the need to understand how AI tools are actually influencing student learning outcomes.

The study is specifically limited to three (3) college students currently enrolled at Immaculada Conception College in Caloocan City. These three students will be selected based on their willingness to participate, prior experience using GenAI tools, and representation from different academic disciplines. The assessment of writing skills will be confined to grammar, vocabulary, coherence, and overall composition quality, as demonstrated in academic assignments. The research will conduct interviews, to collect data within school. Factors such as prior writing experience, learning disabilities, or language proficiency will not be considered unless directly related to GenAI use, and the findings may not be applicable to other populations or educational settings. Holmes, W., Bialik, M., & Fadel, C. (2022).

2. Research Methodology

2.1 Sampling

Purposive sampling was used to select three (3) college students. The participants were chosen according to their experience, availability, and willingness to participate. To maintain confidentiality, each participant was assigned code (P1-P3).

2.2 Data Collection

The researcher will use Purposive sampling, this non-probability sampling technique, to identify the respondents. It is the appropriate method use since the research focuses specifically on the students of Immaculada Concepcion College; they can provide accurate and relevant data regarding the impact of GenAI to performance, particularly written works of participants. Purposive samplings known to be used in qualitative research, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. This context, purposive sampling ensures that the data gathered reflects the perspectives of the most knowledgeable and relevant respondents, which strengthens the validity.

This research adopted pure Qualitative Research Design, specifically narrative analysis; the design was utilized because the study seeks to assess the performativity of the students who are now commonly using GenAi. Moreover, the researcher prepared validated interview guided questions that are asked with selected respondents which explain and elaborate experiences which numbers alone could not capture, and leads to provide a deeper and more comprehensive understanding.

This study employs self-structure questionnaires in the form of open-ended question use as guides for follow-up interviews with permission to be recorded on the part of participants. Thus, before the questions being asked to avoid misconduct the instruments that will use and administer to participants the validity of the first draft of interview guide questionnaire will be presented to the thesis adviser for necessary correction and other modification that align and will answer the aim of this study, also to avoid misleading information as it may be used as future reference. Afterwards, considering all necessary modifications, the final draft will be presented again to thesis adviser for finalization and approval before dissemination and being used.

2.3 Ethical Consideration

Participants were required to sign an informed consent form. Their identities and personal information were kept strictly confidential. The study adhered to ethical guidelines in accordance with the Department of Education's research policy.

2.4 Data Analysis

The researcher will use Thematic analysis Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly.

There are various approaches to conducting thematic analysis, but the most common form follows a six-step process: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. Following this process can also help you avoid confirmation bias when formulating your analysis. Jack Caulfield (2019).

3. Results and Discussion

Theme 1: Knowing Prompt

Right input creates good out-put according to participants their level of knowledge increases depending to their entered cue or directives as they absorb information from GenAI. (*L1-10) "nakakaimprove po siya by using GenAI example po Gemini, ChatGpt pag nagagamit po ng tama like for example po pinaka mahalaga sa GenAI Tamang paglalagay po ng prompt nabibigyan po tayo ng magandang resulta"*. Also, it is acknowledged by participants that although behind GenAI is a product of the human brain, we cannot deny that by those GenAI "Pagdating sa level of knowledge masasabi ko na mas Higher siya kumpara sa knowledge meron ako". (L1-L6). It indicates that because GenAI is a powerful tool that can quickly provide information or answer more so numerous users depend on it just by simply typing inquiries in the correct manner your wish is its command. Based on the table above, knowing your prompt is from the category mastering the craft which compose of Coding, Technique, Enhancement, Right Use, Accurate, Fixated. Clearly seen that being aware influences the knowledge a person has as stated in one study artificial intelligence continues to advance and penetrate the arena of academic writing, prompt engineering equips writers and researchers with the essential skills to effectively harness the power of language models. This enables them to confidently explore new opportunities, enhance their writing endeavors, and remain at the forefront of utilizing cutting-edge technologies in their academic pursuits. Giray, L. (2023).

Category 1: Mastering the Craft

The category "Mastering" craft were categorized based on the codes that were taken from the statements of the respondents. (L1-L3) "Nakakaimprove po siya by using GenAI, example po Gemini, ChatGPT, pag nagagamit po ng tama." "Mahalaga sa GenAI tamang paglalagay po ng prompt nabibigyan po tayo ng magandang resulta." and emphasized the importance of crafting the right prompt to get result from GenAI, this shows, code for right use and technique can enhancement (L70) "nanakuha ng precise nasagot" respondent states that GenAI can provide precise answers. This Shows a for code accurate. However, respondents also mention that students also might be dependent on GenAI (L24) "umaasa sa GenAi" which is code as fixated.

Category 2: Empowered Minds

The category "Empowered Mind" is formed based on codes such as knowledge, information, and resourcefulness, which emerge from participants' interviews (L5-L7) "Nakaka increases siya ng knowledge", "marami siyang nabibigay ng knowledge", "nagiinput siya ng thoughts Talaga as student sa akin" and also for code insightful (L14) "maraming way na input na knowledge sa'kin." which make the participants feel that GenAI helps students to reflect. (L91) "originality 'yun po sinasabi ko na bilang isang estudyante dapat alam mo sa sarili mo" which students emphasizes awareness of one's own thinking or to have self-knowledge.

Theme 2: Usage Of GenAI

Category 2: Empowered Minds

The category “Empowered Mind” is formed based on codes such as knowledge, information, and resourcefulness, which emerge from participants' interviews (L5-L7) "Nakaka increases siya ng knowledge", "marami siyang nabibigay ng knowledge", “nagiinput siya ng thoughts Talaga as student sa akin” and also for code insightful (L14) "maraming way na input na knowledge sa’kin." which make the participants feel that GenAI helps students to reflect. (L91) "originality 'yun po sinasabi ko na bilang isang estudyante dapat alam mo sa sarili mo" which students emphasizes awareness of one’s own thinking or to have self-knowledge.

Category 3: The Power of Effort

The category “ The Power of effort" was developed from participant responses that emphasized the value of human input and active engagement when using GenAI. (L33) Hindi ko lahat kinokopya para magbigay effort din sa mga ginagawa ko. The code effort (L33) reflects students’ intentional decision not to copy everything, but to contribute their own work. Endeavor and human effort (L36,L102) dapat more on human effort po mangingibabaw. Kagandahan ng may human effort, highlighting the belief that personal effort should still prevail over full reliance on AI. Contribution (L87-88). So, contribution sa originality isang prompt nanilalagay natin sa GenAI, Malaking contributes Talaga maraming, while self-work (94) Masasabi ko po na human effort if kahit gumamit po ako ng GenAi, shows that students see GenAI as a support tool.

Category 10: Mind in Motion

The category "Mind in Motion" was developed from responses that reflect the cognitive engagement and intellectual activity sparked by the use of GenAI. The code originality (L86) Yun po pinaka point ng GenAi, which is about sa originality, points to the importance of producing unique work, while thoughts (L77) namakikita mo kaagad kung gawa siya ni GenAI or tao Talaga. And thinking skills (L63) thinking skills, once po na nag divulge or submerge mo suggest that students are becoming more aware of the difference between AI-generated content and their own ideas. Construct (L79) makikita ung construction, phrasing, wording, shows attention to how students build and shape their writing, and intellectual (L85) siya product ng sariling brain product emphasizes the value of using one’s own thinking. Together, these codes reveal that GenAI, when used mindfully, stimulates deeper thought, self-expression, and the development of students' cognitive and creative abilities.

Theme 3: Legitimacy of GenAI

GenAI often gives helpful and well-structured answers for written tasks, but to truly meet expectations, it's important to not rely on it blindly (L28). Sometimes the information may sound right but isn’t fully accurate or complete (L30). That’s why you need to be self-sufficient (C6) able to think independently and check if the answer makes sense (L34-L35). You also need to verify the truth (C4) by cross-checking facts from reliable sources to make sure the content is credible and authentic (L29, L30, L37). This helps you avoid spreading false or unclear information (L4). By doing this, you keep clarity and integrity (C11) in your work, ensuring that what you write is not only correct, but also honest and trustworthy (L31,L39,L42). So, GenAI can be very useful, but the quality of your final work depends on how well you use your judgment to confirm the answers it gives (L5, L7,L9, L14, L20).

Category 4: Truth Matters

The category “Truth Matters” emerged from participants' responses that stressed the importance of verifying the accuracy and authenticity of information generated by GenAI. L18) kailangan po talaga double check. code: verifying (L50) kailangan may counter checking, (L95) tinitignan ko po siya counter checking if valid and factual yung mga nakukuha kong sagot. (L43) counter check yung gawa. Code such as *verify*, *verifying*, and *inspect* (L18, L50, L95, L43) show that students are aware of the need to double-check AI outputs to ensure they are valid and factual. (L67) Validity and then if kung legit. Authentic (L31) factual po yung pinapakita niya or legit po talaga. Genuine (L40) maraming silang binibigay na sobrang ganda then nakakatulong sila saakin. Mentions of *validity*, *authentic*, and *genuine* (L67, L31, L40) reflect their concern with receiving reliable and trustworthy content. (L42) as long as na tama yung nakukuha natin. Code: credibility (L93) paguran magkakatalo po tayo sa originality macredit mo ba lahatLahat na sariling gawa mo yan. Furthermore, the emphasis on *credible* and *credibility* (L42, L93) illustrates the value of students' academic integrity. Altogether, these codes show that students recognize GenAI’s usefulness, but they also understand that the reliability of their work depends on their ability to assess the information from GenAI.

Category 6: Self-Sufficiency

The category "Self-Sufficiency" was drawn from student responses that reflect a growing sense of independence and confidence when using GenAI. The code *self-sufficient* (L35) “saakin na po magagaling hindi na po kay GenAi halimbawa.” indicates that students aim to rely more on their own ideas rather than depending entirely on GenAI. The code *confident* (L81) confident if tama yung sagot ko.” shows that students feel more assured when they can verify their own answers, while *self-esteem* (L84) confident po talaga ako mas nagiging low self-esteem reveals how GenAI use can either boost or lower their self-perception, depending on how much they rely on it. Together, these codes illustrate that students value becoming independent thinkers and using GenAI as a support tool, not a crutch, in order to build their confidence and academic self-worth.

Category 11: Clarity and Integrity

The category "Clarity and Integrity" was formed from student responses that emphasize producing clear, accurate, and honest work when using GenAI. The code honesty (L92) honest ka na masasabi mo na akin yan alam mo naman po sa sarili mo pag pinagpaguran reflects the value students place on taking ownership of their work and recognizing personal effort. Coherent (L65)coherent and articulate, appropriate (L37) maganda yung pinanapakita na sagot, specific (L75) lumalabas po yung sagot niy specific, accurate (L70) nanakuha ng precise nasagot, and precise (L82) “nabininigay ni GenAI is precise”, all point to the importance of clarity and correctness in written outputs. These codes collectively show that students appreciate when GenAI helps them express ideas more clearly, but they also

stress the need to maintain integrity and ensure that the final work reflects both accuracy and personal authenticity.

Theme 4: Advantage

Category 5: "Smart Solutions

GenAI makes the written works easily and helps them improve the quality of work by using the right prompt so that the answers got from GenAI will be generated properly. The use of GenAI can make the work easier. “napadali ko yung gawa and then napapaganda yung gawa” (L66). GenAI became the backbone of our contemporary society, era of digital transformation. In generative AI can be used to generate text that conforms to language rules, for example, by letting machines automatically learn the contextual relationships of language and then generate new text that conforms to language rules. technology that simulates human language abilities using computers, and can be used to generate various forms of textual content such as articles and conversations. can provide students with convenient learning methods, help them better understand and master knowledge. At the same time, some applications can use generative AI technology to provide real-time intelligent assessment and feedback to students during the learning process, helping them better discover and correct errors and improve learning efficiency. Yu, H., & Guo, Y. (2023, June) [10]. The work is efficient “kasi mas mabilis siya magbigay ng sagot” (L26). Its very convenient “convenient siya mabilis molang matatapos” (L48). The work is sufficient in various ways “pag nakuha ko na ung thought na gusto ko” (L32). The answers got from GenAI are appropriate “maganda yung pinanapakita na sagot” (L37). Always available “ pag once na nag click yun na po un lahat isa sacite” (L34). Its usage rate needs to be lessened to make self improvements “hindi ko lang po basta ginamit si GenAI” (L96).

Category 15: Framing Uncertainty

The person using GenAI needs to make simple adjustments to format “Siguro pagdating sa format ng gawa mo malalaman mo nagawa mo Talaga yun at hindi gawa ng GenAI.” (L99-100). Focus sa mga specific details hindi na masaydo pinapalawak ang mga sagot” (L98). The answers got from GenAI are always exact” (L68). Thus, AI accelerates drafting and revision through brainstorming, stylistic editing, and even simulated peer review. Haber, E., Jemielniak, D., Kurasiński, A., & Przegalińska, A. (2025) [6].

Theme 5: Disadvantages

Category 7: Hidden Cost

The category "Hidden Cost" emerged from participant insights revealing the potential downsides of using GenAI. The code ignorant (L12) hindi po tayo masyado marunong sa GenAI reflects a lack of full understanding or proper use of the tool. Inaccuracy, inaccurate, and wrong answer (L4, L17, L97), (L4) maling prompt madalas pong lumalabas kay GenAI out of the word. Code: Inaccurate (L17) sometimes yung mga sagot nayun is hinde rin tama. Code: Wrong answer (L97) GenAi pagka nilagay natin ung mga sagot is out of this world pointing to the risk of receiving incorrect or misleading responses. Meanwhile, laziness (L72) magkakaroon ka ng laziness maproduce mo sa sarili mo, skill erosion (L23) mawawala po ung sa writing and work regression (L104) pumapangit mga gawa express concerns that overreliance on GenAI may weaken students’ motivation, writing skills, and the overall quality of their work. These codes suggest that while GenAI offers benefits, it also carries hidden costs that can negatively impact learning, productivity, and academic growth if not used wisely.

Category 8: Trap of Comfort

The category "Trap of Comfort" was developed from participant responses highlighting the risks of over-relying on GenAI. The code complacency (L8) nasa ngayon ang dami nating paghuhugutan ng sagot suggests that easy access to answers can reduce motivation to think critically. Procrastinate (L47) “lazy or procrastinate po tayo and overused (L107). Worse lang is masyado mo siyang ginagamit na halos wala ka na ginagawa.” Show that constant use of GenAI may lead to laziness and a lack of personal effort. Dependent (L22) masyado po tayong dependent and spoon-feeding (L28) without exceeding our effort reflect concerns that students may become too reliant on AI, putting in minimal effort to learn or solve problems on their own. These codes collectively reveal how the convenience of GenAI can create a false sense of productivity, where comfort replaces active learning and personal growth.

Theme 6: Individual Initiative

Category 9: "Driving Impact

The category "Driving Impact" emerged from student responses describing how GenAI significantly influences their academic output. The code performance (L45) kumbaga na enhance pa lalo ung performance, shows that students feel their work has improved, while performativity (L46) performativity po mas malapit po siya sa 100%. Reflects their belief that GenAI helps them reach higher standards. Impact (L51) ayun so malaking bagay din si GenAi lalo sa mga student. And influence (L60) actually Malaki impluwensiya niya. Indicates that students recognize GenAI as a powerful tool that plays a major role in their academic experience. Lastly, improvement (L49) napapaganda and then napapange highlight how GenAI helps refine and elevate the quality of their work. Together, these codes show that GenAI is not just a support tool but a driving force in enhancing students’ academic performance and outcomes.

Category 13: Growth Journey

The category "Growth Journey" captures students' experiences of intellectual and academic development through the use of GenAI. The code expand (L62, L57) - “thinking skills ko lumalawak siya” and “napapalawak 'yung mga naiisip” reflects the broadening of their cognitive abilities. Obtain (L16) shows how students acquire new knowledge, while developing and gathering (L21) highlights the idea of collecting insights and building upon them, as GenAI compiles helpful information for learning. Improvement (L49) underscores how students see both the potential for progress and areas needing growth. Together, these codes illustrate that students perceive their engagement with GenAI as a continuous journey of learning, reflection, and personal development.

Category 14: Inner Landscape

The category "Inner Landscape" explores the emotional and psychological responses of students when engaging with GenAI. The code emotion (L76) “wala talaga siyang emotion unlike sa human” highlights the emotional gap between AI-generated and human-created content. Thoughts (L77) points to students' awareness of the difference in expression between their own work and AI's output. Meanwhile, self-esteem and confidence (L84) reveal how GenAI can influence students' internal states, sometimes boosting confidence, but also leading to self-doubt or reduced self-worth. Together, these codes illustrate that beyond academic impact, GenAI also interacts with students' inner experiences, shaping how they view themselves and their capabilities.

Theme 7 Uncertainty

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Category 12: Breaking Barriers

The category "Breaking Barriers" was derived from student insights that reflect the challenges and limitations they encounter when using GenAI. The code uncertain (L52) “bagay pa ako na hindi alam” indicates a lack of full understanding or confidence in using the tool. Dissatisfied (L54) “hindi siya 'yung product na gugustuhin ko” reveals that some outputs do not meet their expectations or learning needs. Limited (L56) “may limitation na i-set once nag-use ng GenAI po” points to restrictions on what GenAI can do or how it can be applied. These responses highlight that while GenAI is a powerful resource, students must actively work through uncertainties and limitations, thus “breaking barriers” to fully benefit from its potential and integrate it effectively into their academic work.

4. Conclusion and Recommendations

4.1 Conclusion

This study concludes that GenAI has a significant impact on the writing skills of college students at Immaculada Conception College. The findings revealed that AI tools, such as ChatGPT and Grammarly, can greatly assist students in improving their grammar, vocabulary, organization, and overall coherence in writing. Through instant feedback and language support, these tools help students enhance their confidence and efficiency in academic writing. However, the study also found that excessive dependence on GenAI may lead to the erosion of essential cognitive and creative skills. When students rely too heavily on AI-generated outputs, their ability to think critically, construct original ideas, and express authentic perspectives may weaken.

4.2 Recommendations

Encourage students to use GenAI tools as learning aids rather than as substitutes for their own effort. They should take advantage of these technologies to improve writing skills while ensuring that their outputs reflect their own understanding and creativity. It is important for students to think critically about the suggestions provided by AI and avoid relying on them entirely. They must also practice ethical use by maintaining academic integrity and avoiding

plagiarism. Moreover, students should balance the convenience of technology with genuine human effort by continuing to write, analyze, and revise their work independently. Lastly, developing AI literacy and awareness of its limitations will help students use these tools responsibly, ensuring that GenAI enhances rather than replaces their learning experience.

The teachers should integrate GenAI into their teaching strategy as a supportive tool only to enhance students' writing development while maintaining an emphasis on human creativity and critical thinking. They should guide students on how to use AI responsibly, ensuring that it serves as an aid for learning rather than a means of dependency. Providing clear discussions about academic integrity, originality, and ethical use of technology will help students become more aware of the boundaries in using AI tools.

Teachers are also advised to design activities that combine traditional writing practices with AI-assisted learning to foster balance and creativity. By continuously updating their knowledge of educational technology, teachers can create an engaging, responsible, and forward-thinking learning environment that prepares students for the demands of modern academic and professional writing.

To institution Immaculada Conception College to establish clear policies and guidelines on the ethical and responsible use of GenAI in academic settings. The institution should provide training and seminars for both students and teachers to enhance their digital literacy and understanding of AI's benefits and limitations. Integrating AI awareness programs into the curriculum can promote responsible usage and prevent issues such as plagiarism and overreliance. The college should also invest in reliable technological resources and support systems to ensure equitable access to AI tools while maintaining academic integrity. By fostering a balanced and informed approach, the institution can create a learning environment where technology complements human creativity, critical thinking, and authentic learning.

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