
| RESEARCH ARTICLE

Chatgpt, Grammarly, and Quillbot: Perceptions of Students and Teachers towards the Use of AI Tools in Writing

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| ABSTRACT

This study aims to examine the perceptions of students and teachers regarding the use of artificial intelligence writing tools such as ChatGPT, Grammarly, and Quillbot in academic writing. Conducted at Mindanao State University in Lanao del Norte Agricultural College in the Philippines, the research employed descriptive with qualitative support. Quantitative data were gathered through surveys administered to Bachelor of Secondary Education major in English students, and qualitative data were collected through interviews with four English instructors from the College of Education. The data were analyzed using statistical methods for the survey responses and thematic analysis for the interview transcripts. Results show that students frequently use ChatGPT for its convenience and grammar assistance, but concerns were raised about overdependence affecting their critical thinking and originality. Teachers acknowledged the benefits of artificial intelligence tools in improving writing mechanics but expressed concerns about their long-term effects on student learning habits and writing development. The study concludes that while artificial intelligence tools can enhance writing support, their use should be guided by institutional policies, ethical standards, and the integration of artificial intelligence literacy into academic programs.

| KEYWORDS

Artificial Intelligence, Writing tools, Reliance, Perceptions

| ARTICLE INFORMATION

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1. Introduction

AI writing tools like Quillbot, Grammarly, and ChatGPT are widely used to improve grammar, style, and content generation. Their growing use in education reflects a global and local trend toward AI-assisted writing.

However, this trend raises concerns. Students may become overly dependent, affecting their critical thinking and writing development. Garg (2024) and Rusdin (2023) note that while these tools are helpful, excessive reliance can weaken original content creation. Zhai et al. (2024) also warn of psychological effects like reduced confidence and anxiety when students rely heavily on AI suggestions. Proposed solutions include guided AI use and improved writing instruction, but gaps remain particularly regarding how teachers view and respond to AI in the classroom. Some tools have solutions, but others remain unaddressed.

This study investigates students' reasons for using AI tools and teachers' readiness to integrate them. It aims to identify perceptions, benefits, and concerns, offering a balanced view of their educational impact. Findings will guide students, teachers, and institutions in using AI responsibly while supporting writing skill development.

Specifically, this study aims to answer the following questions:

1. How frequently do students use AI tools?

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2. Among ChatGPT, Grammarly, and Quillbot, which do the students use more often?
3. What are the perceptions of students in the use of AI in writing in terms of:
 - 3.1 reasons;
 - 3.2 effectiveness; and
 - 3.3 concerns
4. What are the perceptions of teachers in the students' use of AI in writing in terms of:
 - 4.1 frequency of use;
 - 4.2 reasons;
 - 4.3 effectiveness;
 - 4.4 concerns;
 - 4.5 integration; and
 - 4.6 overall acceptance.

2. Methodology

2.1 Research Design

This study used a descriptive with qualitative support, combining quantitative and qualitative approaches. Quantitative data were collected through structured surveys to identify patterns in students' use of AI tools. Qualitative data were gathered through interviews to explore reasons, effectiveness, concerns, and acceptance. This design allowed for a more comprehensive understanding of both student and teacher perspectives (Creswell & Plano Clark, 2018).

2.2 Research Environment

The research was conducted at Mindanao State University - Lanao del Norte Agricultural College (MSU-LNAC), located in Ramain, Sultan Naga Dimaporo, Lanao del Norte. The institution's diverse English major population made it a suitable setting for gathering both student and teacher perceptions on AI writing tools.

2.3 Respondents of the Study

Participants included BSED-English students from first to fourth year (A.Y. 2024–2025), selected purposively. Surveys were administered to students, while interviews were conducted with four instructors from the College of Education to provide deeper insights.

2.4 Research Instruments

The survey questionnaire was adapted from Phan Thi Ngoc Le (2023) and divided into three parts: informed consent, demographic profile, and AI tool perceptions (usage, reasons, effectiveness, and concerns). A 5-point Likert scale was used. Semi-structured interviews with instructors provided qualitative data on AI tool use in writing instruction.

2.5 Data Gathering Procedure

After obtaining approval, the survey was distributed during the first three weeks of the semester. Interviews were conducted in weeks 4–6, recorded with consent, and transcribed. Quantitative data were analyzed statistically, while qualitative data were examined thematically. This process ensured detailed and reliable findings.

2.6 Data Analysis

- **Frequency Distribution:** Used to summarize response rates per item.
$$f_i = n_i N \times 100\% \quad f_i = \frac{n_i}{N} \times 100\% \quad f_i = \frac{n_i}{N} \times 100\%$$
- **Mean:**
$$\bar{X} = \frac{\sum X_i}{n} \quad \bar{X} = \frac{\sum X_i}{n} \quad \bar{X} = \frac{\sum X_i}{n}$$

Thematic Analysis: Used for coding and identifying patterns in interview responses (Braun & Clarke, 2018).

3. Results and Discussions

This chapter presents the findings and a thorough discussion based on the responses of the participants via survey questionnaires and gathers insights from instructors through semi-structured interviews.

The demographic data reflect input from all 113 respondents, with each variable showing its highest frequency within this total, as presented in the table.

Table 1. Sociodemographic Profile of the Respondents (n=113)

Demographic Variable	Category	Frequency	Percentage
Age	18–19 years old	30	26.5%
	20–21 years old	67	59.3%
	22–23 years old	13	11.5%
	24–25 years old	3	2.7%
Year	First Year	21	18.6%
	Second Year	24	21.2%
	Third Year	29	25.7%
	Fourth Year	39	34.5%
Hometown	Urban Areas	0	0.0%
	Rural Areas	113	100.0%
Gender	Female	89	78.8%
	Male	24	21.2%
Professional Aspirations	English Teachers	108	95.6%
	Content Writer or Editor	5	4.4%
	Educational Consultant	0	0.0%

The highest mean scores and overall average ratings from the survey on students' frequency of usage, reasons for using, perceived effectiveness, and concerns related to AI-powered writing tools.

The data reveal that ChatGPT is the most frequently used tool, students primarily use AI to save time, perceive AI tools as effective in improving grammar, and express significant concerns about overdependence affecting critical thinking skills.

Table 2. Summary of Key Survey Results on Students' Frequency of Usage, Reasons, Perceived Effectiveness, and Concerns Related to AI Writing Tools.

Survey Aspect	Item/Statement	Mean	Interpretation
Frequency of Usage	ChatGPT	4.26	Always
	Grammarly	2.89	Sometimes
	Quillbot	2.70	Sometimes
	Overall Frequency	3.40	Often
Reasons for Use	To save time on writing tasks	4.21	Strongly Agree
	To assist with research and information gathering	3.77	Agree
	To maintain consistency in tone and style	3.52	Agree
	To receive tailored suggestions for writing style	3.91	Agree
	To create polished and professional-looking documents	4.04	Agree
	Overall Reasons Score	3.85	Agree
Perceived Effectiveness	Improve grammar and punctuation	4.17	Agree
	Enhance vocabulary and style	3.88	Agree
	Paraphrasing and rephrasing content	4.01	Agree
	Generating new ideas and creative suggestions	3.68	Agree
	Editing and proofreading for clarity and coherence	3.98	Agree
	Overall Effectiveness Score	3.98	Agree
Concerns Related to Use	Reliability and accuracy of information	4.36	Strongly Agree
	Over-reliance in English learning and writing	4.15	Agree
	Risk of reduced emotional intelligence	3.81	Agree
	Using AI for quick answers without full understanding	4.20	Strongly Agree
	Negative effect on critical thinking skills	4.37	Strongly Agree
	Overall Concerns Score	4.13	Agree

To better understand the perspectives of educators on students' use of AI-powered writing tools, qualitative data were gathered through interviews. Thematic analysis revealed patterns in teacher observations, particularly around how and why students engage with these technologies.

3.1 Frequency of AI Tool Use

Students are increasingly using AI writing tools, especially for academic tasks like essays and assignments. While some hesitate to admit it, teachers recognize the growing dependence on these tools for both subjective and objective tasks.

"I am pretty sure most of them are already using these technologies, especially in writing their essays... even objective questions." — Teacher 1

This supports Bailey et al. (2021), who found that frequent AI use in second language writing classes can lead to increased student confidence and efficiency.

3.2 ChatGPT as Most Frequently used tool

Teachers noted the growing use of ChatGPT over other tools like Grammarly and QuillBot, citing its combined features and widespread promotion.

"I know they are familiar already with the ChatGPT. I know they are already using it. Especially, it has been advertised frequently in Facebook." — Teacher 1

This is consistent with Younis et al. (2021), who found ChatGPT to be a viable alternative for improving writing quality.

3.3 Efficiency and Convenience

Students often prioritize speed and ease in completing assignments. Teachers note this as a challenge, as it may come at the expense of deeper learning.

"The first reason is that they would like to finish their tasks... That's the concept of technology. Things can be done easily... and then it can be quick." — Teacher 1

3.4 Quality Improvement

AI tools help improve grammar, vocabulary, and idea organization. Teachers see this as a benefit but worry about skill development.

"I think for convenience and for easy construction of their sentences... they're also expecting to get good results... believing that AI will help them." — Teacher 2

"I particularly observe that their grammar improved and the vocabulary... which is, I believe, not normal since I know these students and their academic performance." — Teacher 3

3.5 External Pressures

Teachers also point to academic stress and distractions like social media as reasons students turn to AI tools.

"I believe na it's because masyado nang distracted yung mga bata ngayon... they would prefer instant gratification..." — Teacher 4

"Again, the pressure of doing something hard or difficult... can be very overwhelming so I'd rather switch to something that's easy." — Teacher 4

3.6 Effectiveness of AI on Students' Writing Activities

AI-powered writing tools improve writing quality and efficiency by offering suggestions and personalized feedback (Dong, 2023). While teachers acknowledge these benefits, they also express concern that over-reliance may hinder the development of critical thinking, creativity, and independent writing skills.

3.6.1 Positive Impacts

Teachers recognize that AI tools enhance students' grammar, vocabulary, and clarity, contributing to improved writing and greater confidence.

"The ChatGPT can improve and enhance already the work... students can also make it as a sample or can make an analysis on their own work." — Teacher 1

"This will serve as a reference for them to check their grammar and vocabulary... this is a helpful reference." — Teacher 2

3.6.2 Negative Impacts

Despite the benefits, teachers are concerned that students rely too much on AI, potentially weakening their critical thinking and creativity.

"...students nowadays are just relying on what is being shown or provided by... AI tools." — Teacher 3

"Hindi na sila nag-reread. That would actually enhance their creativity kasi meron na silang AI." — Teacher 4

3.6.3 Long-Term Skill Development

Teachers stress the importance of balance using AI as a learning aid without replacing essential skill-building. AI can model writing, but students must still learn to write and think independently.

"In AI you can generate quickly the samples for them... for them to have a model of this writing." — Teacher 1

"...this might result to overuse of technology... and not everything AI gives us is reliable." — Teacher 2

Teachers agree that AI writing tools can be helpful as support systems for writing improvement. However, the long-term goal remains to foster independent learning, creativity, and problem-solving. A balanced approach is essential to ensure AI tools enhance rather than replace skill development.

Some educators have raised concerns about AI writing tools like ChatGPT, Grammarly, and Quillbot, particularly regarding their impact on student learning, critical thinking, and writing skills. There are also questions about academic honesty and unequal access. Bensalem et al. (2024) found that one-third of respondents worry that over-reliance on AI might hinder critical thinking, creativity, and mastery of language conventions.

3.7 Over-reliance on AI

Teachers see dependency on AI as an obstacle to skill-building. Overuse may cause students to bypass critical steps like brainstorming and problem-solving, hindering foundational skills.

"It will make life easy; it will not really develop the students, they tend to become reliant, dependent in a way that their skills won't develop anymore." — Teacher 1

"This changes the study habit of the students recently because they heavily rely on these tools and this alters their attitudes from working hard to just relying on AI." – Teacher 2

"They become very dependent to the use of these AI tools." – Teacher 3

"...varied yung perspective d'yan (perspectives vary). But I would stand firm sa na hindi siya useful when it comes to the growth and development of the students." – Teacher 4

The teachers' views reveal concerns that AI tools may simplify tasks but cause over-reliance, reducing effort, independent thinking, and writing skill development. Some students treat AI as all-knowing, risking neglect of critical thinking and creativity. Despite mixed opinions, teachers generally agree that AI does not foster meaningful growth.

3.7.1 Integration on Teaching Methods

Teachers are open to integrating AI tools but emphasize balancing technology with traditional teaching.

"Yes, I am very much open to AI-generated tools in teaching as well as using this in the classroom because I can see the advantage in using AI... this could be a good reference for both students and teachers." – Teacher 2

Adapting teaching methods requires technical preparation, collaboration, and addressing challenges (Suleman & Abbas, 2024).

3.8 The Importance of Embracing Technology in Education

Teachers see embracing technology as crucial to avoid falling behind and to keep education relevant.

"... We need to integrate technology. If not, then our students and education system will be left behind." – Teacher 1

"Yes, I am very much open to AI-generated tools... this could be a good reference for both students and teachers." – Teacher 2

3.8.1 AI Tools and Independent Thinking

Teachers encourage AI use for ideas but stress students must develop their own reasoning and creativity.

"... Sometimes, I allow them just to give them an idea on what to write...but I want them to have their own justification on the topic." – Teacher 3

3.9 Managing AI's Potential in Education

Teachers see AI's potential to help with unfamiliar topics but call for clear rules, training, and boundaries.

"... I wish the DepEd or CHED would give us clear rules and enough skills so we know how to integrate AI properly... But I don't think we are ready for that yet." – Teacher 4

3.10 Overall Acceptance of Teachers in AI-Powered Writing Tools

Teachers generally accept AI tools but stress responsible use and clear guidance.

"Change is inevitable... AI writing tools give us new ideas and speed up writing and teaching. However, we need some kind of guide for this." – Teacher 2

3.11 Cautious Acceptance and Consideration

Teachers are cautiously optimistic, recognizing benefits but emphasizing limits and ethics.

"... It is just 50-50. But we can use AI responsibly. Yes. But there is a limit. It should have a limit always." – Teacher 3

3.12 Suggestions or Recommendations on Improving AI-Powered Writing Tools in Educational Context

Teachers suggest clear policies, more research, and teacher-led action research to monitor AI's impact.

"... There should be a clear policy as to when and how these technologies should be used." – Teacher 1

"More research should be done in this particular area." – Teacher 2

"... Teachers must do action research to assess the impact of educational interventions." – Teacher 4

Some universities in the Philippines already have AI ethics policies; similar implementation is recommended across campuses.

"... magbigay na sila ng clear policies when it comes to the use of AI-powered writing tools."

"... Dapat magkaroon na rin ng initiatives na pag-usapan how to handle AI." – Teacher 4

“... Need to develop a tool that will guide both students and teachers not to overuse AI.” – Teacher 2

Teachers agree on the need for clear guidelines, research, and collaboration to ensure responsible AI use in education.

4. Conclusion

Findings from both the survey and interviews show that AI-powered writing tools, especially ChatGPT, support academic writing by helping with grammar, content, and idea development. Survey results were consistent with teacher interviews, confirming student reliance on these tools for efficiency and quality. However, both groups expressed concern about over-reliance. Teachers emphasized the need for clear policies and proper use to support learning outcomes.

4.1 Recommendations

Teachers should receive training on ethical and effective use of AI tools, encouraging critical engagement rather than passive reliance. Institutions need clear policies to ensure AI supports learning without replacing it. AI literacy should be integrated into curricula to inform students of these tools' capabilities and limits. Regular evaluations should monitor AI's impact on learning and address issues.

Further research is recommended on AI tools' long-term effects on critical thinking and writing skills, as well as their use across different disciplines and demographics. These steps will help maximize benefits while minimizing risks to academic integrity.

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