

Original Article

Attitudes on AI Adoptions: Input to Policy Formulation

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Abstract - The increasing influence of generative Artificial Intelligence (AI), especially in all aspects related to language in higher education, has developed at an increasingly rapid pace. There are no national policies that support the use of AI in higher education in the Philippines; therefore, there is little to no consistency in how different Higher Education Institutions (HEIs) will employ AI within their respective systems. This study evaluates the extent to which AI technology was used by four HEIs in Bulacan, Philippines, for both oral and written tasks among students, teachers, and administrators. Utilizing both the qualitative grounded theory methodology as well as the Delphi method, this study found out that many AI technologies have been utilized by the student, teacher, and administrators for brainstorming ideas, editing documents, developing lessons, preparing materials, and documentation. However, the study also reveals numerous issues associated with the use of AI, including plagiarism, excessive reliance on AI, loss of original thought and creativity. Ultimately, the findings from this study demonstrate a significant need for comprehensive national policies governing the use of AI, consistent and fair enforcement of these policies, as well as significantly increased awareness among educators, students, and administrators regarding the appropriate use of AI. Based on the findings of this study, it is recommended to develop a context-specific national policy framework that provides reasonable and balanced governance and regulation over the development, implementation and use of AI technologies within the Philippines' system of higher education.

Keywords - Artificial Intelligence, Delphi Method, Higher Education, Language Production, Policy Framework.

1. Introduction

There has been a major transformation from Artificial Intelligence (AI) being considered a mere possibility to a game-changer in how Higher Education Institutions (HEIs) operate around the globe. The Philippines' academic community exemplifies this trend with AI, which transforms both educational or academic processes and the manner in which many administrative functions operate (Alotaibi, 2024; Zawacki-Richter et al., 2019).

It is still quite apparent that there will be an improvement in operational efficiency, but the speed at which technology continues to advance far outpaces the rate of development of country-specific regulations. This lack of alignment may result in several barriers to the operation of academic ethics, policy continuity, and long-term institutional viability, primarily during the transition into digital-based institutions (Mariam et al., 2023; Costa et al., 2024).

There is a vast body of literature detailing the positive effects of using AI in the classroom, with a large portion of those efforts focused upon developing and implementing intelligent tutoring systems along with automation tools used to grade assignments to enhance student performance (Goksel & Bozkurt, 2019; Igbokwe, 2023). In line with the overall

national innovation plan, the Commission on Higher Education (CHED) has noted the ability of AI to expand access to quality education within the Philippines (CHED, 2023). Nevertheless, there is a substantial void of research related to the practical administration of these technologies via formative assessments at the institution level. Although some institutions have started creating their own temporary policies (Asio & Soriano, 2025; Funa & Gabay, 2025), collectively, there is relatively little empirical data available documenting how institutions as a whole manage AI-assisted language creation among administrators, teachers and students.

The unique element of this research is its localized, multi-stakeholder perspective within the province of Bulacan. The distinction here, compared to other studies, is that while prior research commonly evaluated either student use or teacher perception of AI, this study evaluates the interaction between institutional policy and instructional delivery and ultimately student output. Additionally, comparing current ad hoc practices to well-established theories such as the TPACK framework and Cognitive Load Theory demonstrates a very specific disconnection (Paas et al., 2010; Mishra & Koehler, 2006). Utilization of generative AI, examples include platforms like ChatGPT and Gemini, is rapidly advancing further than the instructional strategies developed to measure



them, creating an issue concerning the validity of language education and original human authorship (Hu et al., 2025). This disparity produces a “policy-practice vacuum” that leaves HEIs without standardized ethical protocols for regulating AI usage, potentially increasing the gap between AI usage and institutional oversight.

This study utilizes a qualitative methodology incorporating grounded theory with the Delphi method to assess the formative evaluation of AI utilization in HEIs located in Bulacan. The analysis of communication and learning practices demonstrates areas of deficiency in ethical literacy and pedagogical oversight identified in prior research that this study addresses.

As a direct result, these findings provide a basis for proactive stewardship rather than merely reactive compliance to enable technological advancement and to reinforce standards of academic integrity in the Philippine academic environment. Multiple stakeholders, such as academic leaders and policymakers, can utilize these findings to transition from disparate internal protocols to an integrated and evidence-based model for governing that emphasizes human linguistic agency in the era of machine-generated texts.

2. Literature Review

2.1. Theoretical Foundations of AI Integration

AI within HEIs indicates a significant shift in both pedagogic approaches, institutional governance, and forms of communication between academics. However, due to the accelerated adoption of AI within HEIs, it is imperative to ensure that there exists an adequate theoretical foundation that enables informed and ethically appropriate decision-making when integrating AI into their teaching practices.

As a result, this study uses three interrelated frameworks, i.e. learning sciences, educational technology and policy formulation, to offer a multi-dimensional perspective that can be employed to assess the use of generative AI within HEIs for language production purposes.

In terms of policy development, the research employs the Multiple Stream Framework (MSF) (Angervil, 2021). The MSF demonstrates how the convergence of problems, policy options, and political will ultimately facilitates the process of institutional reform. In addition to the MSF, the Stages Heuristic Model (Lasswell, 1956) offers a heuristic for illustrating the progression of issues related to AI towards the establishment of an institutional agenda, development of policy and subsequent implementation.

Within the realm of pedagogy, the research employs constructivist learning theory that suggests that knowledge is constructed socially through the interaction of learners and cognitively engaged with the world around them.

Constructivist learning theory cautions against relying too heavily on generative AI. If used without critical consideration of how students develop their own ideas through synthesis, argumentation and reflection, then the potential benefits of generative AI may be lost (Obiwuru, 2024; de Silva & Alahakoon, 2022; Wang & Tian, 2025). Additionally, employing the Technological Pedagogical Content Knowledge, known as the TPACK framework, provides a way to understand how teachers incorporate and utilize different AI-based tools in their teaching instructions (Mishra & Koehler, 2006; Gatete, 2026).

Generative AI tools, e.g. ChatGPT or Grammarly, do not represent pedagogical solutions by themselves and need to be thoughtfully integrated with other instructional strategies to preserve academic integrity while increasing student motivation and engagement (Mishra & Koehler, 2006; Gatete, 2026). Cognitive Load Theory and more contemporary research regarding AI-assisted learning address how students utilize AI tools to assist them in completing tasks such as writing and rehearsing orally (Paas et al., 2010; Nazari et al., 2021).

AI tools reduce surface-level cognitive load; however potentially diminishes deeper learning by reducing students' ability to monitor their cognition during the learning process. The four main principles of ethical AI governance include fairness, accountability, transparency and explainability (Fjeld et al., 2020), all of which are highly relevant in educational settings where generative AI may unintentionally incorporate or perpetuate linguistic, cultural and/or ideological biases.

2.2. Sector-Specific Dynamics and Longitudinal Perspectives

There has been a notable longitudinal shift in attitudes towards AI as the technology has evolved from being primarily viewed as specialized automation to more generalized AI utility. On the one hand, early applications, tools, and platforms focused on developing recommendation systems and basic learning analytics; on the other hand, current ones focus on creating complex content using generative capabilities that simulate human-like interactions (Dwivedi et al., 2024). The changes in applications have caused a shift in the nature of discourse surrounding AI from discussions about technical feasibility to debates concerning fundamental ethical and epistemological questions.

Differences exist in AI governance in different sectors that offer and provide potential benchmarks to use by higher education. Governance structures have been put into place by the financial and business communities that focus on accountability and managing risks.

As part of said structure, it is required that audits be performed on an ongoing basis relative to AI-based decision-making processes (Hasan & Jahan, 2024); a similar

requirement could be made to ensure that both grading systems using AI and admission tools will be assessed periodically for bias. The health care industry also requires that data privacy be protected through stringent regulations that are modeled after international law regarding protecting students' sensitive academic performance information (Salah et al., 2026).

2.3. Stakeholder Diversity and Global Governance Standards

The creation of the AI system can be attributed to a broad array of stakeholders who have their own interests and concerns. Industry leaders and technologists typically promote integrating AI into education because it will enable continued growth and innovation.

For example, the National Innovation Agenda and Strategy Document (NIASD) 2023-2032 (National Innovation Council, 2023) calls for increased investment in innovation by industry leaders. On the other hand, policymakers and regulators in higher education are working to strike a balance between innovation and safeguards to protect academic integrity and the variety of languages used at institutions of higher education.

The issues facing individuals considered vulnerable, including those with limited to no access to digital technologies, raise serious concerns about equity. The use of generative AI will likely exacerbate existing digital divide issues that disproportionately affect students at under-resourced schools or who speak non-Western languages.

In addition, with primary training for most AI systems being conducted in Western English (whether it be in a Basilectal form, Standard form), this can marginalize local forms of expression and potentially cause loss of identity regarding their linguistic practices (Casal & Kessler, 2023). Because of these concerns, researchers emphasize the need for institutions of higher education to implement formal, contextualized, and inclusive AI policies that reflect the needs of disciplines and cultures (Holmes, 2023).

There have been efforts globally to establish common standards across diverse perspectives on AI. UNESCO has emphasized that the development of human-centric, ethical AI is critical. In addition, the principle that all technology should be inclusive and transparent is also one that UNESCO continues to stress (UNESCO, 2021, 2023, 2024) about AI.

Although several other international HEIs accept generative AI as an appropriate tool in teaching/learning when utilized properly, there are many institutions which are much more restrictive on their policy concerning the utilization of Generative AI. Some specifics are the restrictions related to authorship as well as the potential bias (Peters et al., 2024) associated with utilizing such tools.

2.4. The Philippine Context and Institutional Challenges

Although there is a growing interest from CHED to promote responsible AI integration within higher education institutions (CHED, 2022), there is also no uniform or central national policy that exists that addresses the use of generative AI or AI platforms in general in Philippine HEIs.

This lack of a national policy has resulted in the responsibility for regulating the use of generative AI falling to individual institutions. The result is a highly segmented policy landscape in which leading universities issue internal policies advising students not to submit assignments generated without proper credit (Jala et al., 2025).

Many institutions in the Philippines have a wide variety of approaches toward the development of policy regarding the use of generative AI by their students. While many faculty report increased use of generative AI tools by their students in completing assignments, institutions respond in various ways.

Some institutions make formal advisory statements regarding the use of generative AI, while others develop classroom-specific policies (Punar Özçelik, 2025). As such, ethical concerns surrounding decisions made by institutions using generative AI create complexities that affect how decisions will be made. For example, concerns about protecting students' data privacy and the potential for algorithms used in generative AI tools to produce prejudice results raise issues regarding who should receive credit for written work that these tools have generated.

Such concerns can negatively affect both the academic integrity of the institution and its overall reputation (Costa et al., 2024). Furthermore, many institutions face barriers related to compliance with the Data Privacy Act of 2012 due to a lack of technical infrastructure and faculty competencies (Xue et al., 2025; Goodman & Trehu, 2022).

A significant challenge to implementing generative AI technologies remains the capacity of institutions to support them. There is no commonality among faculty members when it comes to AI Literacy. Many faculty members have little understanding about how AI works, nor do they know how to use it in specific academic settings (Espartinez, 2024; Pokrivcaková, 2019). In addition, Abbasi et al., (2025) suggest that collaborative forms of delivery, such as public-private partnerships, may help address capacity issues through the sharing of resources and professional development.

2.5. Strategic Directions for Policy Formulation

Responsible incorporation of generative AI requires that policy interventions focus on three key areas: linguistics/semantics; ethics; and pedagogy. A first priority area is for institutions to develop programs focused on developing faculty and student familiarity with the affordances and limitations of generative AI through training

programs that move beyond simply teaching users how to use tools and instead teach users how to think critically about generative AI (Cheong, 2024; Nwozor, 2025).

Additionally, there is a need for adaptive policy responses to reflect changing technological capabilities. Policies outlining acceptable uses of generative AI technology in areas where language use is intensive would be necessary, and it would also be essential to establish clear boundaries distinguishing when AI is being utilized as a teaching tool versus an unauthorized replacement for student-authorship (Khalil & Er, 2023).

Leadership from CHED is critical in establishing a unified governing structure at the national level that reflects global best practices in ethics and incorporates domestic laws and regulations (CHED, 2023).

Philippine HEIs can look towards international models as alternatives. Two examples of state governance models are frameworks such as the EU's Ethics Guidelines for Trustworthy AI and the UK's focus on fairness within AI assisted-admissions serve as (Smuha, 2019; Cannarsa, 2021).

As well, institutions including Stanford University and MIT have established an ethics curriculum which combines students' understanding of the technical aspects of AI use with their ability to critically evaluate the impact of AI upon academic writing (Reich et al., 2020).

3. Methodology

This section describes the study's methodology, including the study setting and the way participants were identified. It also covers how the research questions will be examined. The purpose of this investigation is to create an innovative, evidence-based policy framework for the use of Generative AI at a local level, especially to fill the "policy practice void" existing in regional higher education.

3.1. Research Design

A qualitative research methodology has been used to combine a grounded theory approach with the Delphi method. The main advantage of a qualitative design is that it can provide deeper interpretations than quantitative designs. Also, because of its ability to develop theory that emerges directly from the lived experiences of participants (McCall & Edwards, 2021), grounded theory is well-suited to explore unexplored issues and generate new theories based on participants' direct experience.

The inductive generation of conceptual ideas from raw data through systematic coding and categorizing are the basis for the development of empirically-based institutional policies that would be developed from this study. The Delphi Method supplements this inductive process by providing a mechanism

to validate and refine the emergent findings through a structured consensus-building process. As a means of communicating back and forth between experts and other stakeholders, this iterative communication process provides an opportunity for feedback among experts and ensures that the recommended strategies derived from this study represent professional judgments and practical feasibility in addition to bridging the gap between grounded theory (which provides the understanding of what the various stakeholders' views are) and the Delphi Process (which provides the analytic rigor needed to translate those perceptions into a cohesive governance model).

3.2. Participants and Sampling Procedures

Purposive sampling and convenient sampling techniques were employed in order to select the participants with appropriate experience within the academic environment (Creswell & Creswell, 2017). The focus was placed upon four institutions located in Bulacan, Philippines. They include HEI A, a private university; HEI B, a public university; HEI C, a sectarian school run by a religion; and HEI D, a private college.

These four institutions provided strategic locations for the researchers to study due to their attempts to integrate technology into their curriculum without a formalized regulatory structure. Three types of personnel were sampled at each of the four participating institutions: three administrators, three faculty members, and three students.

This triad was chosen to help reduce potential biases in perception as the experiences of those who administer, teach, and learn vary greatly. Personnel were selected based on their active involvement with digital learning tools and/or their administrative oversight of academic integrity. More information about these criteria may be found in the Appendices under Participant Selection Criteria.

3.3. Research Instruments and Validation

Semi-structured, open-ended questionnaire items provide the primary means of collecting data. Each stakeholder group is surveyed using unique items to gather in-depth responses regarding their views of governance issues related to generative AI, the ethical implications of its use, and how generative AI will influence institutions, primarily through language-intensive tasks. Questionnaire items were developed from the research questions and a review of relevant research on AI-assisted academic production.

A rigorous validation process (see Appendix 2. Research Instrument Validation) followed established qualitative standards to ensure that the clarity of the instrument(s) and the content relevance of the item(s), relative to the constructs being measured, would meet or exceed standards (Creswell & Creswell, 2017). Peer debriefing occurred among three experts: an educational technologist, a specialist in language

and literacy, and one educational policy and research methodology specialist. In addition, a second validation phase via Delphi rounds allowed participants to evaluate emergent themes to further enhance the accuracy and efficiency of the researchers' final findings.

3.4. Data Gathering and Ethical Considerations

Institutional Research Office approval, as well as formal Ethics Review Board approval, was received prior to commencing data collection. Written informed consent was obtained from all participants. Consent forms stated that participation was entirely voluntary and that participants could withdraw from the study at any time without penalty.

In order to protect the professional status of participants, all identifiable information - both individual and institutional - was removed prior to conducting data analysis. Data collected from each participant were encrypted and available only to the principal investigator. The questionnaire and subsequent semi-structured interviews provided the data collection method. The determination of data saturation served as an indicator that the first round of data had been collected.

Subsequently, the Delphi process commenced, wherein previously generated themes/policy directions were shared with participants for iteration refinement over two to three iterations. Through this process, the researcher ensured that the proposed policy direction/s would be representative of those who would be affected by them rather than simply representational of the researcher's own views.

3.5. Data Processing and Analysis

Thematic analysis was used as the basis for analyzing data. All semi-structured interview responses and written questionnaire responses were systematically coded according to thematic analysis guidelines (Saldaña, 2021). Thematic codes were then grouped together into categories, including generative AI, language-based academic application(s), and ethics. The abstracted categories represented in a conceptual model of AI governance were produced using a grounded theory approach. The inclusion of results from the Delphi rounds enhanced the theoretical framework's validity and usefulness as a practical guide for improving the field of Philippine higher education.

4. Results and Discussion

4.1. Presentation of the Results

The processed data were collected via the Delphi Method. Through multiple rounds of data collection and participant feedback, members of the different stakeholder groups are provided an opportunity to consider the collective insights of others, to refine their personal positions, and to attempt to develop shared views. For this research project, there were three unique stakeholder groups - Students, Educators,

Administrators - which made up each of the Delphi Panels. These various stakeholder groups participated in a multi-stage process with varying levels of focus and scope based upon the types of issues they reported in their responses.

Specifically, the Student Panel participated in only two stages; the Educator Panel participated in three stages; and both the Administrator Panel completed three stages. The range of participation rounds by each of the groups included anywhere from 2-3 rounds. According to Hallowell & Gambatese (2010), "the accuracy of Delphi Results will increase in the second round and decrease with every subsequent round.

"Additionally, as soon as all of the participants indicate that they have nothing else to contribute or when the participants reach consensus on the summarized findings presented during successive rounds, or if fewer than half of the active participants continue to participate during successive rounds, then data collection can cease. All three stakeholder groups met these conditions; therefore, data collection ceased at that time. Also, because qualitative responses were obtained from the participants, statistical methods that could be used to describe the respondents' opinions, such as measures of central tendency, are unable to be utilized.

The researcher used thematic coding to categorize the responses. Finally, the instrument developed for obtaining information about existing AI Policies within the participating institutions has been previously validated. The purpose of the instrument was to obtain current practices, perceptions, and governance related to the use of AI technology for language-based applications. The research was able to track and document how the perspectives of the students, teachers, and administrators evolved over time from developing first impressions about AI use to more detailed and informed assessments. The iterative nature of the research process resulted in identifying not only what students, teachers, and administrators are doing now with regard to AI use in education, but also what they envision for future policy development and strategies for building capacity to responsibly integrate AI in postsecondary education.

4.2. Students' Use of Generative AI in Language-based Tasks

Stage 1 produced a clear and compact set of consensus items (see Appendix 1, Table 2. Stage 1 of Delphi Method Based on Students' Response). Every student in the panel acknowledged that AI is being used primarily as a supportive learning tool: respondents consistently reported using ChatGPT for brainstorming and outlines and tools such as Grammarly and QuillBot for polishing grammar and paraphrasing, and the Stage 1 summary therefore records unanimous endorsement of this use (12 of 12).

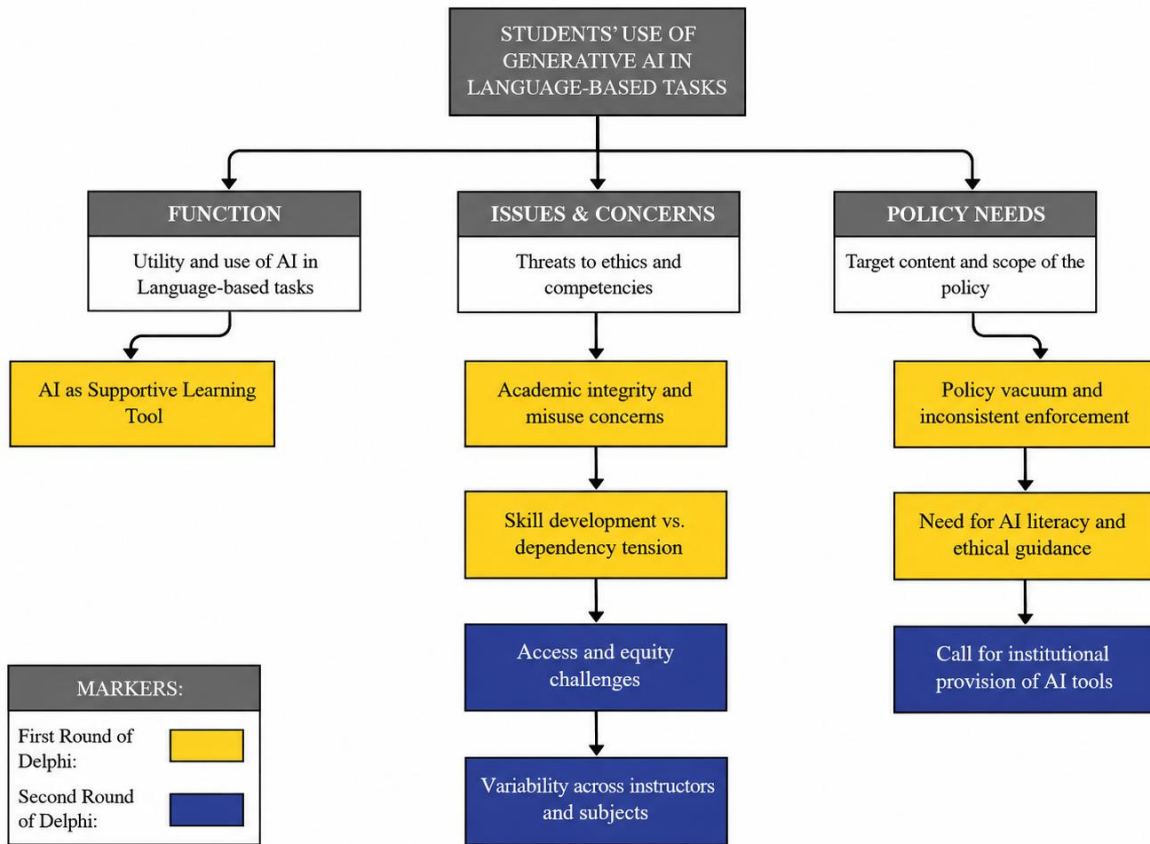


Fig. 1 Summary of students' use of generative AI in language-based tasks

This unanimous pattern shows that the student panel converged immediately on the pragmatic, task-oriented role of AI in language production (for example, “I usually use ChatGPT to brainstorm for reports and Grammarly to polish my grammar”), and it formed the foundation for subsequent rounds of the Delphi exercise. Immediately below that unanimous finding, two other high-consensus themes emerged.

Ten of the twelve panelists explicitly reported the absence of formal institutional guidance and the predominance of informal, ad-hoc rules (policy vacuum), and ten panelists also identified academic integrity issues—most notably concerns about plagiarism, hallucinated or fabricated citations, and confusion over what counts as acceptable AI use.

These two items (policy vacuum and integrity concerns) therefore stood out as high-priority issues in the first round because they were both frequently cited and logically linked: students’ uncertainty about acceptable practice tracks with fears that AI outputs can be misused or misattributed. The Stage 1 analysis also revealed two further themes with

substantial, though not unanimous, agreement: nine panelists warned that over-reliance on AI may weaken writing skills and lessen originality (skill-development versus dependency tension), and nine panelists asked for formal training, workshops, or teacher modelling so that students could learn to use AI ethically and effectively (need for AI literacy).

Taken together, Stage 1 delivered a short list of stable, high-consensus priorities—AI as a supportive tool (unanimous), lack of clear institutional policy, integrity risks, skill-erosion concerns, and the demand for capacity building—which framed the issues the panel considered most pressing in relation to language-production activities.

Stage 2 (see Appendix A Table 3. Stage 2 of Delphi Method based on students’ responses) built directly on Stage 1 by presenting the initial themes back to the students and by integrating additional themes that surfaced during the closer, second-pass analysis of their responses. The result preserved the core consensus from Stage 1 while adding new priorities. The unanimous recognition of AI’s supportive role remained unchanged in Stage 2 (12 of 12), which demonstrates strong

stability of agreement on that point. The policy vacuum and academic-integrity concerns likewise remained highly endorsed (each 10 of 12), showing that re-exposure to the distilled findings did not materially change students' judgments about the central governance and ethical challenges.

The skill-dependency tension and the call for AI literacy continued to rank highly (each with 9 of 12), confirming that students not only notice the pedagogical trade-offs but also want actionable training and classroom-level modelling to mitigate those risks.

Where Stage 2 added new insight was in surfacing two moderately frequent but important practical concerns that were less visible in the initial round: access and equity challenges (7 of 12) and institutional provisioning of tools (5 of 12).

These new or amplified items emerged during the Stage 2 consolidation because, when students read the synthesized themes and reflected on them, several articulated the structural barriers that shape whether AI can be used effectively—unstable Wi-Fi, lack of devices, and the cost of premium tools—and a smaller group specifically proposed institutional licensing or school-provided access as a practical remedy.

The Stage 2, therefore, shows that while the top governance and ethical issues remain the same, the panel's secondary priorities shifted to include resource and access considerations once the primary thematic frame was clarified for them.

The core items (supportive pedagogical use, policy vacuum, integrity concerns, skill erosion, and the need for AI literacy) were stable across rounds, which indicates that the student panel reached early and durable consensus on the most salient dimensions of AI use in language production.

The emergence in Stage 2 of access/equity and institutional provisioning as distinct themes reflects the expected dynamics of Delphi feedback: once respondents digest an initial synthesis, they often notice structural or implementation problems that are less obvious in first-pass, usage-focused answers.

In practical terms, the Stage 2 results mean that any institutional response must be two-pronged: first, create governance and pedagogical interventions that address the integrity and skill-development issues identified in Stage 1, and second, add pragmatic, equity-oriented measures (reliable campus access, device support, or negotiated institutional licenses) that will determine whether those governance measures are implementable for all students. The Stage 2 file shows the frequency distribution that supports this layered interpretation.

4.3. Educators' Use of Generative AI in Language-based Tasks

These results show that there is an evolution in the ways educators view AI in education. In stage one of the Delphi process (refer to appendix A, Table 4), the participants developed a strong commonality among all 12 educators as they discussed how educators would actively utilize AI to aid in creating lesson prompts, reducing the complexity of technical language, and assist in providing quality feedback.

The panel agreed completely (100%) that educators had complete discretion in using AI in the classroom; however, this discretion was due to the lack of clear institutional policies and therefore created what the panel referred to as a "policy vacuum." In addition, the panel also agreed (100%, 12/12) that disclosing the extent to which students were assisted through AI use was important in order to maintain the authenticity of student-created work.

A large majority (83%, 10/12) of educators who participated in the study felt that the greatest risks associated with utilizing AI in educational settings included a potential for student dependence upon technology for assistance and a reduction in critical-thinking skills. Therefore, educators established a triad of concerns as follows: pedagogical usefulness, developing institutional policies to guide AI usage, and maintaining academic integrity.

The second stage of the Delphi process (refer to appendix A, Table 5) showed a continued emphasis on those areas previously emphasized during stage one. However, there was a shift by educators towards scrutinizing the content generated by AI tools. Nine (75%, 9/12) of the educators participating in the second stage felt that educators should scrutinize the content generated by AI tools based on its factual accuracy and cultural relevance.

According to several educators, if an educator used the output generated by an AI tool without verifying it first, then inaccurate information could potentially be disseminated to students. In addition, several educators mentioned that many outputs generated by AI tools may have been written in a way that was ambiguous to certain cultures.

Eight (67%, 8/12) of the educators participating in the second stage of the Delphi process felt that educators needed institutionalized policies that provided standardized methods for citing authors whose ideas are used in AI-generated materials and holding educators accountable for how they use such tools. As a result, research indicated that governance needs to address two issues related to AI usage.

First, "permission" - defining allowable uses of AI tools - and secondly, "process" - ensuring that output is reviewed and made relevant to local contexts to avoid pedagogical hazards.

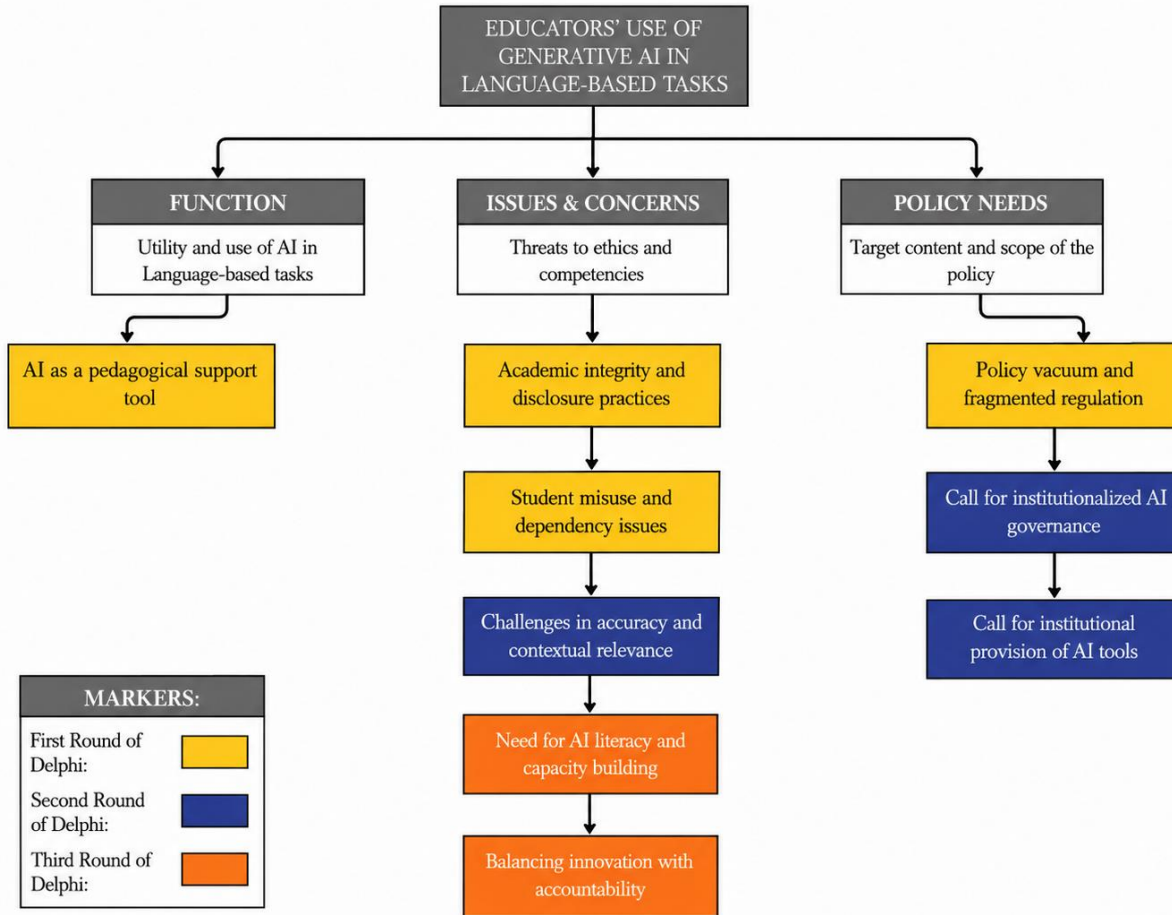


Fig. 2 Summary of educators' use of generative AI in language-based tasks

During the third stage of the Delphi process (refer to appendix A, Table 6), educators began discussing concrete actions that they could take to implement AI into educational settings. Several of the previous themes discussed at stages one and two persisted throughout stage three. Two new themes emerged and became visible during stage three. Eight (67%, 8/12) educators felt that they needed systematic professional development and literacy training concerning how to effectively use AI tools to enhance teaching and learning processes.

Specifically, educators stated that this professional development would include workshop-based instruction in effective ethical prompting techniques and preserving students' original voices when students submit assignments. Six (50%, 6/12) educators articulated a balanced approach that addressed teachers' autonomy while simultaneously establishing a system for monitoring accountability. Teachers felt that they needed the flexibility to develop innovative approaches to using AI tools while being held accountable for how they implemented those innovations. Collectively, the three stages demonstrate a logical progression. From

identifying the existence of policy gaps and the need for accuracy checks to calling for training programs aimed at preparing teachers to utilize AI tools effectively. These results indicate that institutions responding to these demands will need to establish multi-layered structures. In these structures, to ensure student learning outcomes are properly monitored, evaluated, and protected, clearly defined disclosure policies with specified professional development opportunities and adaptable accountability mechanisms should be combined.

4.4. Administrators' Use of Generative AI in Language-based Tasks

Stage 1 of the Delphi process (see Table 7) produced an extensive map of how organic Artificial Intelligence (AI) has been adopted at various institutional levels. It was found that students were utilizing tools like Grammarly and Quillbot to refine their writing; faculty members were using ChatGPT to create instructionally designed materials, and administrators were using AI to assist in clerical tasks such as creating memos and reports. Although there appears to be a general acceptance of using AI throughout the university community, a significant problem was noted in regards to a "vacuum of

policies and lack of consistency in governance". The administration expressed frustration with the fact that although many different units within the department have developed policies and procedures to regulate the use of AI on campus, they were all being enforced in a very fragmented manner. The administration indicated that they would accept AI as a means of assisting students with grammar issues and other technical aspects of producing essays but could not allow it to replace full essays written by students. Additionally, a large number of concerns related to the "risk of plagiarism, dependence on technology and loss of authenticity" were identified, along with the need for "faculty training in AI literacy" to provide institutions with the ability to responsibly govern the use of AI.

In Stage 2 of the Delphi process (see appendix A, table 8), the observations made during the first stage of the study were further refined and became specific institutional priorities. The primary concern at this point in time had shifted to the preservation of "institutional identity and accountability", where the administration felt that generic machine output was not suitable for official policy documents or formal communication from leaders. At this stage, it was determined that there needed to be "institutionalized governance", which moved away from simply acknowledging the gap created by AI and began to develop explicit policy frameworks. In addition, it was agreed upon that AI should remain a support system for HEIs rather than replacing human oversight, thus establishing formalized guidelines for citation and integrity to protect the reputations of HEIs.

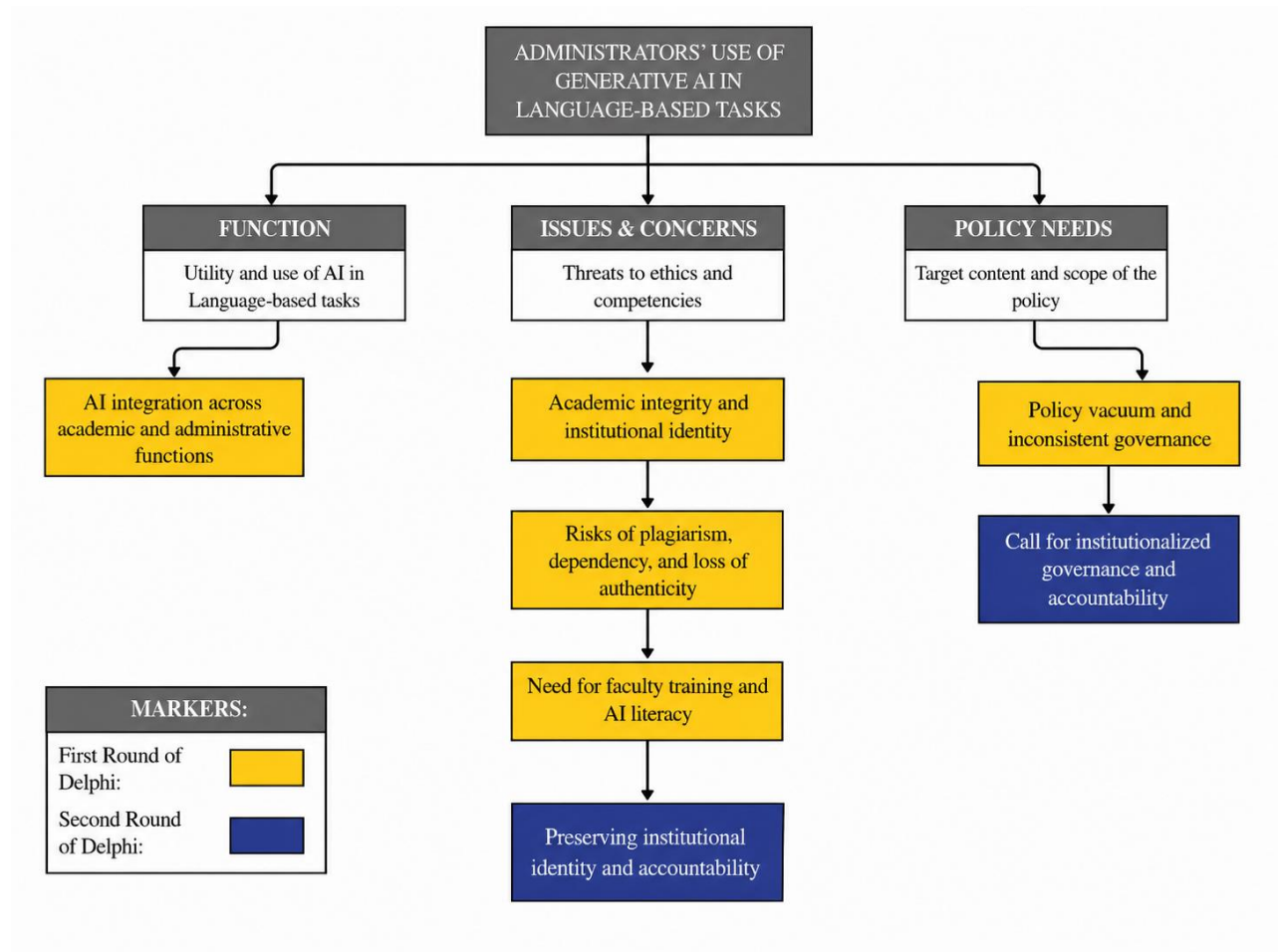


Fig. 3 Summary of administrators' use of generative AI in language-based tasks

Collectively, the results from Stages one and two reflect the evolution from recognizing problems associated with AI use, to developing solutions for addressing those problems.

Stage one highlighted some of the immediate challenges that result from unregulated AI use and the resultant risk to originality and institutional voice. Stage two provides a

directionally oriented framework that is focused on developing formal governance systems and explicit guidelines. Overall, these findings suggest that Higher Education Institutions are now treating AI as a major issue for institutional policy-making, which requires finding a balance between maximizing technological efficiencies and maintaining authentic academic and administrative standards.

4.5. Comparative Analysis of Generative AI in Language-Based Tasks Policies

4.5.1. Policy Gaps and Fragmentation Across Institutions

There is no specific regulation regarding language-based AI output from three of four institutions, as they do not have an institutional-level policy. The lack of specifics in the few that do have an institutional-level policy may lead to confusion as to what is expected of students academically. The two institutions that do provide guidance allow teachers to decide on a case-by-case basis. This allows for different treatment by the teacher based upon their interpretation which creates inconsistent treatment for students. It also creates inconsistencies across disciplines and programs. As a result, it diminishes fairness and accountability among students. In addition, because there is a lack of consistent application, the credibility of the work produced is diminished.

4.5.2. Risk of Misuse and Academic Integrity Issues

Additionally, the lack of policy provides little direction for how to identify and prevent misuse of generative AI tools (i.e. plagiarizing using AI; using AI for unauthorized translation support) and makes it difficult for educators to effectively address the issue.

A potential first step for one of these institutions was to assess the need and competency to build the necessary infrastructure prior to developing and implementing broad-based regulations.

To avoid this, institutions must educate both students and staff about best practices for the use of AI technology and develop ethical, critically thinking, and discipline-specific uses of AI.

Table 1. Criteria selection for participants

School	Existing Institutional Policy	Specificity to Language-Based Tasks	Scope of Policies	Current Practice/ Approach	Observed Gaps/Needs
HEI A	None	None	None	Considering needs assessment and competency gaps assessment to guide future policy-making	Lack of formal guidance may cause inconsistent AI use; baseline data gathering is still needed.
HEI B	Yes, but general AI policy	Not specific to language-based tasks	Covers capstone projects, theses, and other academic outputs	Students and faculty are guided by a general AI framework, but lack discipline-specific directives	Risk of misuse or underutilization in language-based tasks due to the absence of tailored provisions
HEI C	None at the institutional level	Varies per program (not uniform)	Program-specific policies in some disciplines	Fragmented approach; faculty and students follow program rules where applicable	Inconsistency across programs; lack of central oversight may cause uneven standards
HEI C	None	None	None at the institutional level; policies depend on individual faculty	Teachers create and implement their own class-level rules	Over-reliance on teacher discretion, high variability, and possible confusion among students

With the increasing emphasis from QS, CHED, and international quality assurance organizations to promote responsible digital inclusion/assurance of digital education, institutions that fail to develop an AI-focused policy related to language tasks will be placed at risk due to lower ranking in digital metrics or loss of accreditation.

4.5.3. Challenges in Managing the Use of Generative AI in Language-based Tasks

The HEIs in Bulacan experience an array of challenges regarding the administration of generative AI for language based tasks. These include, amongst other factors, governance, pedagogy, ethics, and resources. As indicated by the results of the Delphi method, one of the biggest problems encountered is the total lack of institutional policies. All parties involved (students, instructors, and administrators)

agree that AI has become a ubiquitous presence in their respective daily activities. In fact, it appears to be utilized across all disciplines, including brainstorming, editing, creating lesson plans, and drafting administrative documents. However, despite its widespread use, there exists no unified structure (policy) which provides guidelines for the use of AI.

The resulting ambiguity leads to inconsistency within institutions. Some departments, or individual faculty members, develop their own rules governing AI usage, whereas other faculty members develop their own standards for usage (informal advisory, outdated handbook). The lack of clearly defined parameters of permissible AI usage leaves students unsure as to what types of permitted uses exist. Furthermore, the uncertainty surrounding the use of AI in regard to paraphrasing, citations, or full text generation

increases the risk associated with plagiarism and false citations. Additionally, the ambiguity also causes concern for administrators who fear that, unless institutions establish standardized governance frameworks, then institutionally produced documentation may lose legitimacy as authentic representations of an institution's voice if they were created using AI-generated wording.

Furthermore, the conflict between developing skills and dependency on AI is another area of challenge. Students acknowledge that AI is a useful tool in support of learning, however many students also believe that reliance on AI may diminish their originality and reduce their ability to think critically and independently. Similarly, educators express the same concern and cite examples where students submit AI-generated content verbatim or utilize paraphasers so frequently that they do not adequately exercise critical thinking. The resultant educational dilemma occurs because while AI can improve efficiency and promote engagement in learning environments, it can also impede the acquisition of key competencies: analysis, creativity and communication that are essential to higher education. Lastly, administrators echo similar concerns related to institutional reputation. The use of AI either excessively or without sufficient scrutiny may adversely affect both student learning outcomes and the perceived validity of academic and formal communications emanating from an institution.

In addition to the aforementioned layers of complexity are capacity deficiencies existing in both faculty and student populations. Many educators and administrators indicate that they lack the necessary training relative to responsible integration of AI into instructional settings, identifying potential misuses of AI and modelling appropriate behaviors in the classroom. Students repeatedly request workshops to demonstrate proper utilization of AI, examples provided in handbooks demonstrating best practice for utilizing AI and specific guidelines indicating when/under what circumstances AI can be appropriately employed in conducting research/writing/communicating. Absent such literacy, the misuse of AI is less likely to occur due to mal-intention rather than mal-preparation; thus, placing both learners and educators at risk.

Lastly, structural/resource constraints add additional layers of complexity to the issue of managing the use of generative AI. Students identify very limited access to technology, mentioning concerns that not all have: consistent internet access; possess personal electronic devices, or the financial resources to purchase premium AI subscription services. Therefore, even if policies/training programs are established to govern the use of AI, not all students are able to engage with the same level of accessibility afforded to those with greater technological capabilities. Consequently, institutions must now attempt to balance innovation and responsibility by establishing policies that protect their

integrity, providing faculty/students with the necessary training to understand ethics concerning AI literacy and addressing resource/access inequalities.

Therefore, until systemic and integrated efforts are undertaken to address these issues, the use of generative AI will continue to present opportunities as well as vulnerabilities for HEIs located in Bulacan.

4.5.4. Basis for Policy Framework

The proposed institutional guidelines for the use of Generative Artificial Intelligence in Language-Based Tasks are developed based on Grounded Theory to ensure that the results of this study will be developed through inductive theory-building from the raw data collected from stakeholders instead of applying pre-existing theoretical models (Glaser & Strauss, 1967). The crafted policy framework is can be requested from the author of the study. Both inductive coding and thematic analysis were used to develop core themes which evolved organically: AI as a Support Tool, Persistent Policy Fragmentation, Plagiarism Concerns, Skill Dependency Concerns, and Ethical Guidance and Equitable Access Demands. The use of Grounded Theory ensures that the resultant framework is grounded in the lived reality of Philippine HEIs in the province of Bulacan and not simply a mirror image of globally derived policy guidelines.

The Delphi Findings indicate that generative AI has been integrated into everyday teaching practices; however, the implementation of these technologies remains unregulated and continues to produce significant amounts of ethical anxiety among stakeholders. All panels indicated agreement that platforms such as ChatGPT and Grammarly function as powerful pedagogical affordances for idea generation and draft creation. This corroborates existing research indicating that AI-facilitated feedback can enhance students' ability to excel in terms of writing (Nazari et al., 2021) and free teachers from repetitive tasks so they may concentrate their time and energy on providing students with higher-order coaching (Luckin et al., 2016; Holmes, 2023). Additionally, the use of AI for goal management also mirrors research related to self-regulated learning, as expressed by Chang and Sun (2024) and Chang et al., (2023). However, a common paradox was apparent. AI carries the risk of encouraging "patchwork substitution" and shallow paraphrasing. These changes can lead to a transition of genuine efficiency to a problematic state of dependency, also mentioned in some studies like of Baidoo-Anu and Ansah's (2023) and Raheem et al., (2023), where the tool replaces rather than supports the writer's critical engagement.

The specific harms mentioned in the panels such as "copy-paste," fabricated citations, hallucinations of facts, represent the epistemological dangers referenced by Bender et al. (2021), Floridi & Chiriatti (2020); and reflect similar structural integrity risks which arise when human systems fail

to keep pace with the persuasive fluency exhibited by large language models (McGuire, 2023; Khalil & Er, 2023). The lack of regulation and policy fragmentation in Bulacan HEIs reproduces findings related to institutional unreadiness in the Philippines (Sulasula, 2023; Asio & Soriano, 2025).

International bodies like the European Union and UNESCO develop broad, internationally applicable guidelines. However, these must be adapted to a specific country's context to translate into an appropriate grading rubric, course syllabi, language or other practical applications (Angervil, 2021; Funa & Gabay, 2025).

Educator capacity development is urgent and has been shown in research to benefit greatly from alignment with the TPACK model. TPACK models content knowledge with the ability of digital technologies to support learning (Mishra & Koehler, 2006; Gatete, 2026).

In order for teachers to have the authority needed to create their own curriculum using generative AI, they need to be given the autonomy to evaluate different frameworks that can help them establish authorship and encourage students' critical thinking (Nwozor, 2025; Pokrivčáková, 2019).

Administrators will also have to identify and take care of the non-negotiable issues related to data protection and algorithmic transparency. Retention agreements and audit rights should be developed to establish compliance with Data Protection Laws while creating trust for the educational relationship (Xue et al., 2025; Gebru et al., 2021; Goodman & Trehu, 2022).

Overall, it seems that HEIs need to move away from debating whether to use generative AI and start to debate how to incorporate it. The proposed policies aim to turn stakeholders' vague concerns about generative AI into concrete changes that allow institutional implementation of generative AI to strengthen, instead of weaken, academic standards.

5. Conclusion

The application of grounded theory methodology, as the primary analytical technique used in this study, resulted in the development of a policy framework that is empirically based, contextually applicable, and addresses the complexities associated with the integration of AI in higher education. The use of grounded theory methodology in this study produced a draft policy on generative AI in language-based tasks, which was not an abstract or prescriptive document, but rather an empirically-supported and responsive framework to support the responsible use of generative AI across all constituencies in post-secondary education (students, educators and administrators). As stated earlier, the research demonstrated a deep understanding of the existing practices and procedural

gaps, policy conditions, and institutional barriers that are influencing how post-secondary institutions provide for the responsible use of Generative AI.

As noted previously, the study indicated that there have been increasing uses of Generative AI across both educational and administrative contexts. For example, students have employed tools such as chatbots (ChatGPT), writing tools (Grammarly and QuillBot) to assist with brainstorming; re-writing/paraphrasing sentences/paragraphs; and improving written products, while educators/administrators employ similar tools for developing instructional materials/drafting official documents. However, most students and educators/administrators do so in environments where they are subject to no formal institutional policy regarding the use of Generative AI, resulting in variability in student/educator/administrator practices and ambiguity in what constitutes acceptable academic use of these technologies.

The study's results further indicated that there exists no formally developed institutional procedure(s) that direct/govern the use of Generative AI. Most post-secondary institutions currently allow for individual discretion among their employees/agents regarding whether to issue warnings/advisories about using technology in ways that might be considered ethically questionable. Therefore, as a result of the lack of standardization of institutional mechanisms governing the use of AI technology, there exists a significant governance gap limiting institutional accountability and consistency in integrating AI technology.

The results of the study further indicate that there exist few formal institutional policies directly addressing the use of Generative AI in producing written products. Some institutions reference general provisions related to academic integrity in their codes of conduct/student handbook; however, these provisions are inadequate in addressing the unique issues presented when content generated by AI is used. In addition, the lack of formalized institutional policy/guidance provides little clarity regarding how to interpret/enforce prohibitions against certain types of student/educator/administrator behavior with respect to AI technology, thereby creating ambiguities regarding ethical standards for student/educator/administrator actions involving generative AI technology.

There are several factors that contribute to managing the use of generative AI within institutions of higher education. Ethical issues arise due to plagiarism; mis-attribution of original work; fabrication of sources; etc., as well as structural issues such as unequal access to digital tools; unreliable/interruptible internet connectivity; limited opportunities for faculty/students to develop literacy skills necessary to effectively evaluate/assess the accuracy/relevance of AI-generated information.

Additionally, two stakeholders, the educators and administrators, expressed concern about the dependence on generative AI technology hindering critical thinking and diminishing authentic learning experiences, which interprets to the need for institutional frameworks to address both the ethical and infrastructure-related aspects of adopting generative AI technology.

Based upon empirical data collected from the participants and through the validation processes conducted via the Delphi Methodology, the study proposed a number of draft institutional policies. Through utilizing grounded theory methodology, these proposed policies were designed to be contextually responsive and aligned with stakeholder expectations.

Recommendations

The purpose of these recommendations is to guide HEIs in Bulacan, Philippines and possibly other areas, in their management of the incorporation of generative AI into language-related educational and administrative functions.

The recommendations that follow are specifically directed at institutional leaders, faculty members, and policymakers involved in the development of responsible technology use in education.

Formalized policies governing the use of generative AI must be developed. Institutional policies regarding generative AI should outline what uses of generative AI are permitted/acceptable and what are prohibited/unacceptable. Disclosure of assistance from AI in all academic submissions is mandatory. Standards for institutional identity in all official communication should be set. Policies need to be dynamic, continually updated and reviewed to account for the rapidly evolving nature of generative AI technology while remaining compliant with national guidelines as stated by CHED (2023, 2025) and UNESCO (2021, 2023).

Both students and educators must receive training/capacity building to work effectively with generative AI. Faculty professional development workshops should focus on developing ethical prompts for AI, determining the accuracy of AI-generated content, and creating assessments that demonstrate authenticity in the learning process. Student training/orientation programs and embedded AI literacy modules should be designed to teach students how to responsibly, critically, and creatively utilize AI. This will aid in reducing misuses, plagiarism, and reliance on AI while maximizing its pedagogical potential.

Assessment methods must be adjusted to reflect the reality of integrating generative AI into the classroom. Educators must create tasks that assess process over product. Tasks that require students to submit drafts, annotated

bibliographies, reflective statements, and defend orally will assure that, regardless of whether an educator utilizes AI-generated content in their teaching, student learning remains paramount. Relying solely on AI detection software should be avoided. Instead, assessing originality requires a holistic approach utilizing both human judgment and documentation of the learning process.

Proactive consideration must be given to addressing issues associated with equity/access. To ensure equitable access to generative AI resources, institutions should make significant investments in reliable digital infrastructures (campus-wide internet connectivity; availability of devices). Consideration should also be given to procuring institutional licenses/subscriptions for commonly utilized generative AI tools. The utilization of generative AI should not advantage resource-rich students while disadvantage less fortunate students.

Institutional leadership must prioritize establishing mechanisms for governance/accountability relative to the utilization of generative AI in education. A committee/task force focused exclusively on generative AI in education should be formed. The primary responsibilities of this committee would include monitoring the utilization of generative AI, reviewing new issues arising from generative AI, and recommending updates to existing policies/practices related to generative AI. Agreements with generative AI vendors should include provisions for strong data protection/data security that comply with the National Privacy Commission's guidelines.

Institutional leadership is also urged to encourage future research studies that expand the scope of study. Future research studies should investigate generative AI practices among a diverse sample of higher education institutions, public/private, and urban/rural.

Utilization of multiple methodologies and longitudinal research study designs would allow future researchers to better understand the degree to which generative AI has been adopted, how educators perceive ethics regarding generative AI, and how generative AI policies affect teaching and learning practices in the long term. Future research studies could also focus on identifying differences between generative AI utilization/pedagogy and disciplines.

Research studies evaluating the efficacy of generative AI literacy programs will contribute significantly to developing best practices for encouraging responsible utilization among educators/students. Finally, future research studies comparing local/international policy frameworks related to generative AI will assist researchers in situating Philippine HEIs within a larger global context regarding ethical and inclusive generative AI adoption.

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Conflict of Interest Statement

The author declares that there are no conflicts of interest regarding the publication of this article. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. The author affirms that the data and findings presented are objective, unbiased, and solely based on the outcomes of this research.

Informed Consent

The authors have obtained and recorded informed consent from all individuals included in this study. As mentioned, this paper adhere with the provisions of both the Data Privacy Act of 2012 (R.A. 10173) and the researcher's institutional policies.

Ethical Approval

This study has been cleared by the Institutional Ethics Review Committee to be implemented. The study number is NUB-IERC-GSDW-2025-A0001, used as a reference point for all correspondence with the Institutional Ethics Review Committee (and those involved in the study).

Data Availability

The data supporting the conclusions drawn in this study can be obtained through the corresponding author, Santos, R. or from the Institutional Ethics Review Committee under the protocol number NUB-IERC-GSDW-2025-A0001. However, since some of the data may include personally identifiable information regarding study participants, it is only available for a limited duration and can only be viewed by the author and the concerned committee.

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Appendix 1. List of Tables

Table 2. Stage 1 of the delphi method based on students' responses

Frequency n/12	Significant Statements (across students)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
12/12	"I usually use ChatGPT to brainstorm for reports and Grammarly to polish my grammar." / "QuillBot is useful when I need to reword definitions from textbooks." / "ChatGPT helps me practice speech outlines."	Students use AI mainly for brainstorming, outlining, paraphrasing, editing, and practice exercises to support learning tasks.	Brainstorming; Outlining; Editing; Paraphrasing; Practice support	AI as a supportive learning tool
10/12	"We haven't received formal training, just reminders from professors." / "Student handbooks don't have updated guidelines on AI use." / "Rules are usually explained during class discussions, not in formal memos."	There is a lack of consistent institutional policies; most guidance comes from professors, syllabi, or peer discussions rather than formal documents.	Policy gaps; Informal enforcement; Outdated guidelines; Peer-shared rules	Policy vacuum and inconsistent enforcement
10/12	"Teachers warn us that AI-generated essays may be treated as plagiarism." / "We are told not to rely on AI for research papers since it may invent citations." / "There's also confusion on whether AI use counts as plagiarism."	Students are concerned about plagiarism, fabricated citations, and confusion over acceptable use.	Plagiarism risk; Fake citations; Policy ambiguity; Misuse concerns	Academic integrity and misuse concerns
9/12	"Some of us worry that using AI too much might weaken our writing skills." / "Some students become too dependent and stop improving their writing."	Students fear that over-reliance on AI may reduce originality and weaken skill development.	Over-dependence; Loss of originality; Weakening skills	Skill development vs. dependency tension
9/12	"It would help if the school gave workshops on using AI for research properly." / "Maybe we can have guidelines written in the student handbook with real examples." / "Teachers could show us how to integrate AI without over-relying on it."	Students want training, workshops, and concrete guidelines on how to use AI ethically and effectively.	Workshops; Student handbook guidelines; Teacher modelling	Need for AI literacy and ethical guidance

Table 3. Stage 2 of the delphi method based on students' responses.

Frequency n/12	Significant Statements (across students)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
7/12	"There are times when the Wi-Fi is too slow." / "Some classmates cannot afford laptops or consistent internet." / "Not all AI tools are free, so affordability is an issue."	Access barriers like poor internet, lack of devices, and paid subscriptions limit equitable AI use.	Connectivity issues; Device access; Tool affordability	Access and equity challenges
5/12	"Some instructors include warnings in the syllabus." / "Enforcement is mostly through teachers' discretion, not strict policies." / "Some classes require disclosure if AI was used."	Enforcement varies by teacher or subject, causing confusion about expectations.	Instructor discretion; Syllabus warnings; Disclosure rules; Uneven enforcement	Variability across instructors and subjects

5/12	"It would be helpful to have access to premium versions of AI tools provided by the school." / "Providing institutional access to at least one reliable AI tool would be a big help."	Students request institutional support through access to reliable or premium AI tools.	Institutional licenses; School-provided access; Equity support	Call for institutional provision of AI tools
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Table 4. Stage 1 of the delphi method based on educators responses.

Frequency n/12	Significant Statements (across educators)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
12/12	"I use ChatGPT for generating lesson prompts and Grammarly to check the clarity of feedback." / "I use AI quiz generators to create practice tests." / "AI helps me simplify technical terms for students."	Educators integrate AI mainly for lesson preparation, editing, simplifying materials, and creating exercises, which enhances student engagement.	Lesson preparation; Editing/proofing; Quiz generation; Simplifying content; Student engagement	AI as a pedagogical support tool
12/12	"There are no strict rules, but I disclose when I use AI." / "Our department encourages innovation, but there's no uniform policy." / "We loosely follow guidelines from the main system, but nothing specific."	Schools lack clear, uniform institutional policies; rules vary across departments, leaving educators to rely on personal judgment.	Policy gaps; Informal rules; Inconsistent enforcement; Teacher autonomy	Policy vacuum and fragmented regulation
12/12	"Students must acknowledge AI if they use it." / "Students are discouraged from submitting AI-generated essays without citations." / "Teachers can use AI for preparation, but not as sole content."	Both students and teachers are expected to maintain academic honesty, with disclosure and limits on AI use emphasized.	Disclosure requirements; Citation expectations; Boundaries for acceptable use	Academic integrity and disclosure practices
10/12	"A challenge is students copy-pasting ChatGPT outputs and claiming them as original work." / "Students sometimes misuse AI to avoid critical thinking." / "Some assume AI is infallible and argue when corrected."	Educators observe misuse of AI among students, including plagiarism, uncritical copying, dependency, and over-reliance.	Student misuse; Plagiarism risk; Dependency; Over-reliance	Student misuse and dependency issues

Table 5. Stage 2 of the delphi method based on educators responses.

Frequency n/12	Significant Statements (across educators)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
9/12	"Sometimes AI gives culturally irrelevant examples." / "AI outputs occasionally misrepresent facts or sources." / "The ethical dilemma is balancing innovation with honesty."	AI tools present quality and contextual limitations, such as factual errors, cultural irrelevance, and ethical dilemmas for teachers.	Inaccuracy; Culturally irrelevant examples; Ethical dilemmas	Challenges in accuracy and contextual relevance
8/12	"Clearer guidelines on citing AI should be institutionalized." / "Policies should include accountability measures for plagiarism." / "A clear institutional policy on AI citations should be created."	Respondents call for institutionalized, detailed AI guidelines to reduce ambiguity and ensure fair practice.	Need for clear policy; Citing AI; Accountability measures	Call for institutionalized AI governance

Table 6. Stage 3 of the delphi method based from educators' responses.

Frequency n/12	Significant Statements (across educators)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
8/12	"I recommend workshops on ethical AI use for faculty." / "Faculty should be trained on balancing AI with human instruction." / "Students should undergo orientation on ethical AI use."	Both teachers and students need training and orientations for ethical and effective AI use.	Faculty workshops; Student orientations; Teacher modelling; Digital literacy	Need for AI literacy and capacity building
6/12	"Policies should emphasize teacher autonomy but enforce accountability." / "Practices vary by department." / "Teachers are advised to blend AI with traditional methods."	Educators highlight the need to balance innovation with accountability, allowing teacher freedom while maintaining standards.	Teacher autonomy; Balancing innovation & honesty; Hybrid pedagogy	Balancing innovation with accountability

Table 7. Stage 1 of delphi method based on administrators' responses.

Frequency	Significant Statements (across administrators)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
12/12	"Students mostly use Grammarly and QuillBot for editing... teachers explore ChatGPT for lesson prompts... administrators rely on AI for memos and reports." / "AI is applied in thesis writing, abstracts, and introductions." / "AI is used for administrative tasks like drafting MOUs."	AI is applied across levels: students use it for grammar/paraphrasing, teachers for teaching aids, and administrators for clerical and documentation tasks.	Multi-level application; Academic tasks; Administrative drafts; Teacher prep	AI integration across academic and administrative functions
11/12	"Guidelines are informal; each department handles AI differently." / "There's no unified policy." / "Monitoring is not systematic." / "Departments pilot-test guidelines but lack formal implementation."	Institutions lack formal, uniform AI policies; enforcement is fragmented and ad hoc.	Policy gaps; Informal rules; Departmental variation; Pilot guidelines	Policy vacuum and inconsistent governance
10/12	"Students may use AI for grammar checking but not full essay submission." / "AI citations should be standardized." / "Policies must safeguard the college's image in official writing."	Administrators highlight the need for boundaries on acceptable AI use and standard citation practices to uphold academic and institutional integrity.	Citation standards; Usage boundaries; Integrity safeguards	Academic integrity and institutional identity
10/12	"The main challenge is plagiarism from over-reliance on AI." / "Students misuse AI to avoid critical thinking." / "Documents risk losing institutional voice when too dependent on AI phrasing."	Concerns focus on plagiarism, authenticity, loss of originality, and dependency when AI is overused.	Plagiarism; Dependency; Authenticity loss; Institutional voice	Risks of plagiarism, dependency, and loss of authenticity
9/12	"Teachers lack training in detecting AI-assisted work." / "Faculty training is needed on AI use in instruction." / "Teacher training and AI literacy should be mandatory."	There is a strong need for capacity building among faculty and administrators in AI use, ethics, and detection methods.	Training gaps, AI literacy needs; Detection skills	Need for faculty training and AI literacy

Table 8. Stage 2 of the delphi method is based on administrators' responses.

Frequency	Significant Statements (across administrators)	Formulated Meanings (synthesized)	Theme Clusters (codes)	Emergent Themes
8/12	"Administrators use AI only for clerical tasks, not for official policy statements." / "Administrators fear loss of originality in communication." / "AI outputs sometimes too generic for institutional standards."	Administrators stress the importance of preserving authenticity, accountability, and institutional voice in official documents.	Accountability; Institutional identity; Authenticity; Output quality	Preserving institutional identity and accountability
6/12	"Policies must prioritize academic integrity." / "Protocols should protect institutional identity in documents." / "Clear rules on AI citation should be added."	Calls for institutionalized, explicit AI governance to protect both academic honesty and institutional reputation.	Integrity policies; Identity protection; Explicit governance	Call for institutionalized governance and accountability

Appendix 2. Research Instrument

RESEARCH INSTRUMENT

ATTITUDES ON AI ADOPTIONS: INPUT TO POLICY FORMULATION

Structured Essay Questionnaire for HEI Administrators

Instructions: This questionnaire seeks to gather your insights on the utilization of AI in your institution, existing policies and procedures, challenges faced, and possible future policy recommendations. Please provide detailed, reflective responses to each question. *Below each item are questions that will help you be guided in answering.* Feel free to include any insights that you think will be beneficial for this study.

You are encouraged to provide examples, anecdotes, or reflections from your institutional experience. Your responses will be treated with the utmost confidentiality and will significantly contribute to the study's goal of informing better AI integration in Philippine HEI.

1. How is generative AI applied in language-based tasks across your institution's operations?
• What specific generative AI tools are used by students, teachers, and administrators? • In what language-related academic or administrative tasks are these tools commonly integrated? • How do different stakeholders (students, teachers, administrators) perceive the use of these tools?
2. What are your institution's existing procedures or guidelines regarding the use of generative AI in academic and operational tasks?
• Are there formal protocols for reviewing, approving, or monitoring AI-assisted outputs? • How are these procedures implemented in practice across departments?
3. What policies govern the use of generative AI for each stakeholder group in your institution?
• Students: What are students allowed or restricted from doing in academic writing, research, and communication using AI? • Teachers: What are the policy provisions for AI use in lesson planning, assessment creation, and feedback delivery? • Administrators: How are AI tools used for institutional communication, documentation, or performance evaluation?
4. What challenges does your institution encounter in managing the use of generative AI?
5. Based on your experience, what policies or policy improvements are needed to regulate generative AI in language-related tasks?
• What aspects should be prioritized (e.g., ethics, data privacy, academic integrity, operational accuracy)? • How can future policies ensure responsible and equitable use of AI among all stakeholders?

ATTITUDES ON AI ADOPTIONS: INPUT TO POLICY FORMULATION

Structured Essay Questionnaire for HEI Educators

Instructions: This questionnaire aims to gather your experiences and perspectives as a teacher regarding the use of Artificial Intelligence (AI) tools in teaching and learning, as well as the policies and challenges you encounter. Please provide detailed and reflective responses to each question. *Below each item are questions that will help you be guided in answering.* Feel free to include any insights that you think will be beneficial for this study.

You are encouraged to share specific examples or experiences to enrich your responses. Your participation and insights are highly valued and will help shape better AI practices in higher education.

1. How do you use generative AI tools in language-based teaching tasks? • What platforms (e.g., ChatGPT, Grammarly, AI quiz generators) do you use for content creation, language instruction, or feedback? • How have these tools influenced student engagement, learning outcomes, and your teaching strategies?
2. What institutional procedures are in place regarding your use of generative AI? • Are there internal rules or steps you follow when integrating AI in your instruction or communication? • How consistent are these procedures across the department or institution?
3. What policies guide AI use in your academic work and your students' learning? • For students: Are there clear dos and don'ts when using AI for assignments, reports, or presentations? • For teachers: Are there limits or expectations in using AI for academic content delivery, evaluations, or advisement?
4. What challenges do you observe in the institutional use of generative AI for language-based tasks? • Do you face technical, ethical, or pedagogical issues when using AI tools? • Are students misusing AI in a way that compromises learning outcomes?
5. What policy recommendations would you suggest to enhance the responsible use of generative AI? • What improvements would support ethical use, teacher autonomy, student accountability, and digital literacy? • What kind of faculty development or support should accompany these policies?

ATTITUDES ON AI ADOPTIONS: INPUT TO POLICY FORMULATION

Structured Essay Questionnaire for HEI Students

Instructions: This questionnaire aims to understand your experiences in using Artificial Intelligence (AI) tools in your academic activities, your awareness of your institution's AI policies, the challenges you face, and your suggestions for future policies. Please answer the questions thoughtfully and in detail. *Below each item are questions that will help you be guided in answering.* Feel free to include any insights that you think will be beneficial for this study.

Feel free to share examples, stories, or reflections. Your honest answers are important and will help improve AI policies and practices in higher education.

1. How do you personally use generative AI tools in your language-related academic activities? • Which AI tools do you often use (e.g., ChatGPT for essay drafting, Grammarly for editing, QuillBot for paraphrasing)? • How do these tools help you with studying, writing, or completing language-based requirements?
2. Are there school procedures that guide how you use AI in your academic work? • Have you received any instructions or protocols on responsible AI use? • How are these procedures shared with students (e.g., orientation, syllabi, student handbooks)?
3. What school rules or policies affect your use of generative AI? • What are you allowed or not allowed to do when using AI in writing papers, preparing speeches, or language-based research? • How are these rules enforced or explained to students?
4. What challenges have you or your peers experienced when using AI for school-related tasks?

- Have there been instances of misunderstanding policies, misuse, or over-reliance on AI?
 - Are there technological or access-related difficulties?
5. What AI-related policies or support would you recommend for your institution?
- What kind of training, rules, or workshops would help you and your peers use AI tools responsibly?
 - How can the school ensure that students benefit from AI without compromising academic honesty or skill development

Appendix 3. Research Instrument Validation


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Validation Rubric for Expert Panel – Interview Guide
 Adopted from Simon and White (2014)

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page and question number) and need to be revised. Please use the comments and suggestions section to recommend revisions.
		1=Not Acceptable (major modifications needed)	2=Below Expectations (some modifications needed)	3=Meets Expectations (no modifications needed but could be improved with minor changes)	4=Exceeds Expectations (no modifications needed)	
Clarity	- The questions are direct and specific. - The participants can understand what is being asked. - There are no double-barreled questions (two questions in one).			✓		Some questions are long & can be simplified.
Wordiness	- Questions are concise. - There are no unnecessary words.		✓			Several questions combine multiple ideas in one sentence.
Balance	The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.				✓	Very good; no leading questions.
Use of Jargon	- The terms used are understandable by the target population. - All acronyms are defined.			✓		"Generative AI" might need a brief definition for students.
Application to Praxis	The questions asked relate to the daily practices or expertise of the potential participants.				✓	All questions were connected to actual school & classroom experience.
Relationship to Problem	- The questions are sufficient to resolve the problem in the study. - The questions are sufficient to answer the research questions. - The questions are sufficient to obtain the purpose of the study.				✓	All questions were aligned to SOP.

Comments and Suggestions

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1. Add a short, friendly introduction stating the purpose of the interview to assure the respondents that there are no wrong answers. This will make them more comfortable sharing both positive and critical views about AI.

2. The questions are generally clear but I suggest to reword or use simple language to ensure consistent interpretation, esp. to those who are less familiar with AI terms.

3. Consider revising certain questions for different respondents to capture perspectives more accurately. For example, school administrators could be asked more about institutional strategies, while the students could focus more on learning experiences.

4. On policy recommendation part, this is very good but then I also suggest to get richer answers by asking the respondents to give both short-term and long-term suggestions for AI use in school.

Name of the Validator	Dr. Brenda B. Banao
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Validation Rubric for Expert Panel – Interview Guide *Adopted from Simon and White (2014)*

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page and question number) and need to be revised. Please use the comments and suggestions section to recommend revisions.
		1=Not Acceptable (major modifications needed)	2=Below Expectations (some modifications needed)	3=Meets Expectations (no modifications needed but could be improved with minor changes)	4=Exceeds Expectations (no modifications needed)	
Clarity	- The questions are direct and specific. - The participants can understand what is being asked. - There are no <i>double-barreled</i> questions (two questions in one).				✓	
Wordiness	- Questions are concise. - There are no unnecessary words.			✓		
Balance	The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.				✓	
Use of Jargon	- The terms used are understandable by the target population. - All acronyms are defined.				✓	
Application to Praxis	The questions asked relate to the daily practices or expertise of the potential participants.				✓	
Relationship to Problem	- The questions are sufficient to resolve the problem in the study. - The questions are sufficient to answer the research questions. - The questions are sufficient to obtain the purpose of the study.				✓	

Comments and Suggestions



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Validation Rubric for Expert Panel – Interview Guide *Adopted from Simon and White (2014)*

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page and question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>
		1=Not Acceptable (major modifications needed)	2=Below Expectations (some modifications needed)	3=Meets Expectations (no modifications needed but could be improved with minor changes)	4=Exceeds Expectations (no modifications needed)	
Clarity	- The questions are direct and specific. - The participants can understand what is being asked. - There are no <i>double-barreled</i> questions (two questions in one).			/		
Wordiness	- Questions are concise. - There are no unnecessary words			/		
Balance	The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.			/		
Use of Jargon	- The terms used are understandable by the target population. - All acronyms are defined.			/		
Application to Praxis	The questions asked relate to the daily practices or expertise of the potential participants.			/		
Relationship to Problem	- The questions are sufficient to resolve the problem in the study - The questions are sufficient to answer the research questions. - The questions are sufficient to obtain the purpose of the study.			/		

Comments and Suggestions



NU BALIWAG Graduate Studies

Kindly align your probing questions with the SOP. Use the SOP as the primary basis to ensure relevance and coherence.

Name of the Validator	Ryan Jay C. Dayao, PhD
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