



Smart Help or Shortcut? The Use of AI Chatbots by Filipino Students for Homework and Learning

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Technology is reshaping education in the Philippines. With the rise of AI-chatbots like ChatGPT and other tools, Filipino students now have new ways to tackle homework, research, and writing. These tools can speed up learning and help generate ideas. Yet their growing use also raises concerns around critical thinking, dependency, and academic integrity.

Filipino students and teachers are increasingly experimenting with AI chatbots in learning. A study in Nueva Vizcaya found that the Chai Bot, integrated into an ESL flipped classroom, significantly improved learners' grammar usage and test scores (Rosero et al., 2025). Students described the tool as easy to use and helpful for writing tasks, even if some reported technical glitches. This suggests that AI bots can support grammar and academic skills in Philippine classrooms.

Similarly, research from Panabo City examined the views of teachers using ChatGPT. Educators reported that it made their planning and content generation more efficient, effectively serving as a “silver lining” in their day-to-day instructional work (Pecasion et al., 2023). They emphasized that ethical use and professional guidelines must accompany its application.

In a broader survey across Eastern Visayas State University and other schools, Filipino students reported using ChatGPT moderately for academic research. Benefits included idea generation, writing assistance, and information summarization. However, many noted concerns about inaccuracies, plagiarism risk, and overreliance on the tool (Cabuquin et al., 2024). This reflects a mixed picture: AI tools offer convenience but also introduce new challenges for student learning.

Additional research from Divine Word College of San Jose found senior high students engaged more actively when using AI chatbots, citing increased efficiency in handling research and writing tasks. Yet limitations included unreliable responses and occasional confusion when the chatbot produced incorrect information (Pimentel et al., 2024).

These advances come with trade-offs. Students sometimes use AI to bypass learning processes instead of as an aid. Some students commented on forums that peers rely on ChatGPT even when it produces errors, failing to critically verify output (StudentsPH Reddit, 2025). This reflects a broader pattern: technology becomes a shortcut rather than a reflective aid in learning.

These studies present both promise and concern. AI chatbots offer helpful support for grammar, brainstorming, and self-study, especially when teacher feedback is limited. However, without guidance, students may develop dependencies and trust content without questioning its accuracy. This weakens critical thinking—skills that remain essential even in an AI-assisted environment.

To strike a balance, schools in the Philippines can integrate AI into learning with clear rules. Teachers may guide students on when to use chatbots for idea generation but require independent work for final outputs. Curricula may include AI literacy lessons—teaching students to verify and cross-check AI information. Institutions should adopt AI usage policies aligned with academic integrity.



AI chatbots are emerging as a useful learning companion for Filipino students—offering speed, creativity, and guided help. But these benefits must be balanced with awareness, regulation, and teaching students to use AI wisely. With thoughtful integration, AI can support student growth, not replace student thinking, and complement, not compromise, education in the digital age.

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