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Assessing AI awareness, legal-ethical issues, and utilization practices of stakeholders at Divine Word College of Laoag: Towards implementing rules and regulations for responsible use

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ABSTRACT

The increasing integration of artificial intelligence (AI) in education has transformed how students and educators complete academic tasks and engage in classroom activities. While AI offers opportunities to enhance learning efficiency, improve access to information, and support academic productivity, its growing use also raises concerns regarding academic integrity, data privacy, and the absence of clear institutional guidelines. This study, entitled "From Tool to Rule: Regulating AI Use in the Modern Classroom," examined the awareness, utilization, legal and ethical considerations, and challenges associated with the use of artificial intelligence among students, faculty members, and administrators of the School of Arts, Sciences, and Education (SASE) of Divine Word College of Laoag. Using a descriptive-quantitative research design, data were gathered from 180 respondents, consisting of 150 students, 21 faculty members, and 9 administrators, through a structured survey questionnaire. The findings revealed a high level of awareness and utilization of artificial intelligence in academic tasks, particularly in writing, research, summarization, and classroom learning activities. Respondents likewise demonstrated awareness of academic integrity concerns, although awareness of institutional policies and data privacy issues remained relatively limited. Major challenges identified included concerns regarding the accuracy and reliability of AI-generated outputs, data privacy risks, and overreliance on AI technologies. Based on the findings, the study proposed implementing rules and regulations governing the responsible use of artificial intelligence in academic tasks and classroom activities. The study concludes that while AI has become an important educational tool, clear institutional policies are essential to ensure its ethical, responsible, and effective integration in academic settings.

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Introduction

Artificial intelligence (AI) has emerged as one of the most transformative technologies of the twenty-first century, reshaping the way individuals learn, communicate, work, and access information. In education, AI-powered technologies such as intelligent tutoring systems, automated writing assistants, machine learning applications, and generative AI platforms have increasingly become part of teaching

and learning processes. These technologies offer significant opportunities to enhance learning experiences, improve access to information, support personalized instruction, and increase academic productivity. As educational institutions continue to embrace digital transformation, artificial intelligence is becoming an increasingly influential component of contemporary educational practice.

The growing accessibility of generative artificial intelligence tools such as ChatGPT, Gemini, and Microsoft Copilot has further accelerated the integration of AI into educational settings. Students frequently utilize these technologies for writing assignments, generating ideas, conducting research, organizing information, and summarizing learning materials. Similarly, educators employ AI-assisted tools to develop instructional materials, design assessments, and support classroom activities. The increasing utilization of artificial intelligence reflects its potential to improve efficiency and support educational innovation. However, its rapid adoption has also raised concerns about academic integrity, information reliability, ethical responsibility, and excessive reliance on technology.

Globally, educational institutions face the challenge of balancing technological innovation with responsible use. While artificial intelligence can facilitate learning and improve academic performance, concerns remain regarding plagiarism, authorship, misinformation, algorithmic bias, and the protection of personal information. UNESCO (2023) emphasized that the successful integration of artificial intelligence in education requires appropriate policies and governance mechanisms that promote transparency, accountability, and ethical use. Likewise, the Organization for Economic Co-operation and Development (OECD, 2023) underscored the importance of developing institutional safeguards to ensure the responsible use of AI technologies while protecting users' rights and interests.

In the Philippines, digital transformation has become a major educational priority. The Second Congressional Commission on Education (EDCOM II) identified artificial intelligence and emerging educational technologies as important instruments for improving educational quality and addressing long-standing challenges in the educational system. Through its policy recommendations, EDCOM II encouraged higher education institutions to develop institutional policies to guide the responsible use of generative AI and to strengthen digital literacy and technological competence among students and educators. Similarly, the Department of Education and the Commission on Higher Education have recognized the growing role of digital technologies in supporting innovation, accessibility, and educational effectiveness.

The increasing utilization of artificial intelligence has also attracted the attention of policymakers and legislators. Legislative initiatives such as House Bill No. 7913 and related proposals demonstrate the Philippine government's recognition of the need to establish regulatory frameworks for the development and use of artificial intelligence. Existing laws such as the Data Privacy Act of 2012, the Cybercrime Prevention Act of 2012, and the Intellectual Property Code likewise provide important legal foundations for addressing issues related to information security, responsible technology use, and intellectual property rights in the digital environment.

Despite these developments, many educational institutions continue to face challenges in regulating the use of artificial intelligence in academic settings. While students and educators increasingly utilize AI-powered technologies, institutional guidelines regarding acceptable use, ethical boundaries, disclosure practices, and data protection often remain unclear or underdeveloped. As a result, concerns regarding academic dishonesty, overreliance on AI-generated content, and misuse of information continue to emerge. These challenges highlight the need for educational institutions to establish clear policies that maximize the benefits of artificial intelligence while minimizing its potential risks.

While numerous studies have examined the applications and benefits of artificial intelligence in education, fewer have focused on developing and implementing rules and regulations governing AI use in specific academic contexts. Existing research often emphasizes technology adoption and educational outcomes, but less attention has been given to the policy mechanisms necessary to ensure ethical, responsible, and accountable use. This gap underscores the importance of examining stakeholder experiences and perceptions as a basis for policy formulation.

Anchored on the Technology Acceptance Model of Davis (1989) and Constructivist Learning Theory associated with Piaget (1972) and Vygotsky (1978), this study recognizes that learners are more likely to adopt technologies they perceive as useful and beneficial while simultaneously acknowledging that meaningful learning requires active engagement, critical thinking, and responsible participation. Guided by these theoretical perspectives, the study entitled “From Tool to Rule: Regulating AI Use in the Modern Classroom” seeks to examine the awareness, utilization, challenges, and perceptions of students, faculty members, and administrators regarding the use of artificial intelligence in academic settings and to propose implementing rules and regulations that may guide its responsible, ethical, and effective integration within the School of Arts, Sciences, and Education of Divine Word College of Laoag.

Review of related literature and studies

Artificial intelligence (AI) has rapidly emerged as one of the most influential technological innovations affecting education today. The increasing availability of generative AI tools such as ChatGPT, Gemini, and other AI-powered platforms has transformed how students access information, complete academic tasks, and engage with learning materials. Educational institutions worldwide have begun exploring the potential of AI to improve learning outcomes, support personalized instruction, and enhance academic productivity. According to Holmes, Bialik, and Fadel (2019), AI technologies can assist educators in providing adaptive learning experiences and immediate feedback while supporting students in developing a deeper understanding of academic content. Similarly, UNESCO (2023) recognized the significant potential of generative artificial intelligence to improve access to information and expand educational opportunities, particularly in rapidly evolving digital environments.

Recent scholarship further highlights the growing role of artificial intelligence in transforming educational practices. Holmes and Tuomi (2022) observed that AI technologies have evolved beyond simple automation and now support a wide range of educational functions, including personalized learning, learner analytics, intelligent tutoring, and instructional decision-making. The authors emphasized that while AI offers significant opportunities to enhance teaching and learning, its successful

implementation requires appropriate governance mechanisms, ethical safeguards, and continuous stakeholder engagement. Their findings suggest that educational institutions must develop policies that ensure the responsible and equitable use of AI while maximizing its educational benefits.

Despite these advantages, the increasing use of artificial intelligence in education has raised important concerns regarding academic integrity and responsible use. Recent studies have shown that students frequently use AI-powered applications to write essays, generate summaries, complete assignments, and conduct research. While these technologies can improve efficiency and accessibility, they also create opportunities for academic dishonesty and excessive dependence on automated systems. Cotton, Cotton, and Shipway (2023) observed that the emergence of generative AI has challenged traditional understandings of authorship and originality, requiring educational institutions to revisit existing academic integrity policies. Likewise, Perkins (2023) emphasized that institutions must establish clear guidelines governing AI-assisted academic work to ensure that technological innovation does not compromise educational standards.

Another concern associated with artificial intelligence is the protection of personal and institutional data. Many AI platforms require users to provide prompts, upload documents, and interact with cloud-based systems that collect and process information. UNESCO (2021) emphasized that privacy, transparency, and accountability should remain central considerations in the development and use of AI technologies. In the Philippine context, these concerns are reinforced by Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, which seeks to protect personal information and promote responsible data management practices. As students and educators increasingly rely on AI-powered applications, awareness of privacy risks becomes essential in ensuring that information is handled responsibly and ethically.

The growing influence of artificial intelligence has also prompted governments and institutions to consider the need for regulatory frameworks that balance innovation with accountability. The Organization for Economic Co-operation and Development (OECD, 2023) stressed that effective AI governance should promote transparency, fairness, and responsible utilization while protecting individual rights. In the Philippines, ongoing discussions on artificial intelligence governance are reflected in legislative proposals and policy initiatives aimed at establishing standards for the development and use of AI technologies. At the educational level, the Second Congressional Commission on Education (EDCOM II) highlighted the importance of digital transformation. It is recommended that educational institutions formulate policies that guide the ethical and responsible use of artificial intelligence in academic settings.

The increasing integration of artificial intelligence into educational environments has likewise attracted attention from higher education institutions. Research suggests that while students generally perceive AI as useful and accessible, many remain uncertain about the ethical, legal, and academic implications of its use. Kasneci et al. (2023) noted that although AI technologies offer significant opportunities to enhance learning and productivity, their successful implementation requires clear institutional guidance and continuous development of digital literacy skills. Without appropriate safeguards, the benefits of

artificial intelligence may be undermined by concerns about misinformation, academic misconduct, and technology misuse.

The reviewed literature demonstrates that artificial intelligence offers considerable opportunities to improve educational experiences while also presenting challenges that require careful regulation. Existing studies consistently emphasize the importance of academic integrity, data privacy, ethical responsibility, and institutional accountability in the utilization of AI technologies. Although numerous studies have examined the educational applications of artificial intelligence, limited attention has been paid to the development of rules and regulations governing its use in classroom learning in local educational contexts. This gap underscores the need for studies that examine stakeholder awareness, utilization patterns, and challenges associated with artificial intelligence to inform the development of practical policies that support its responsible integration into academic environments.

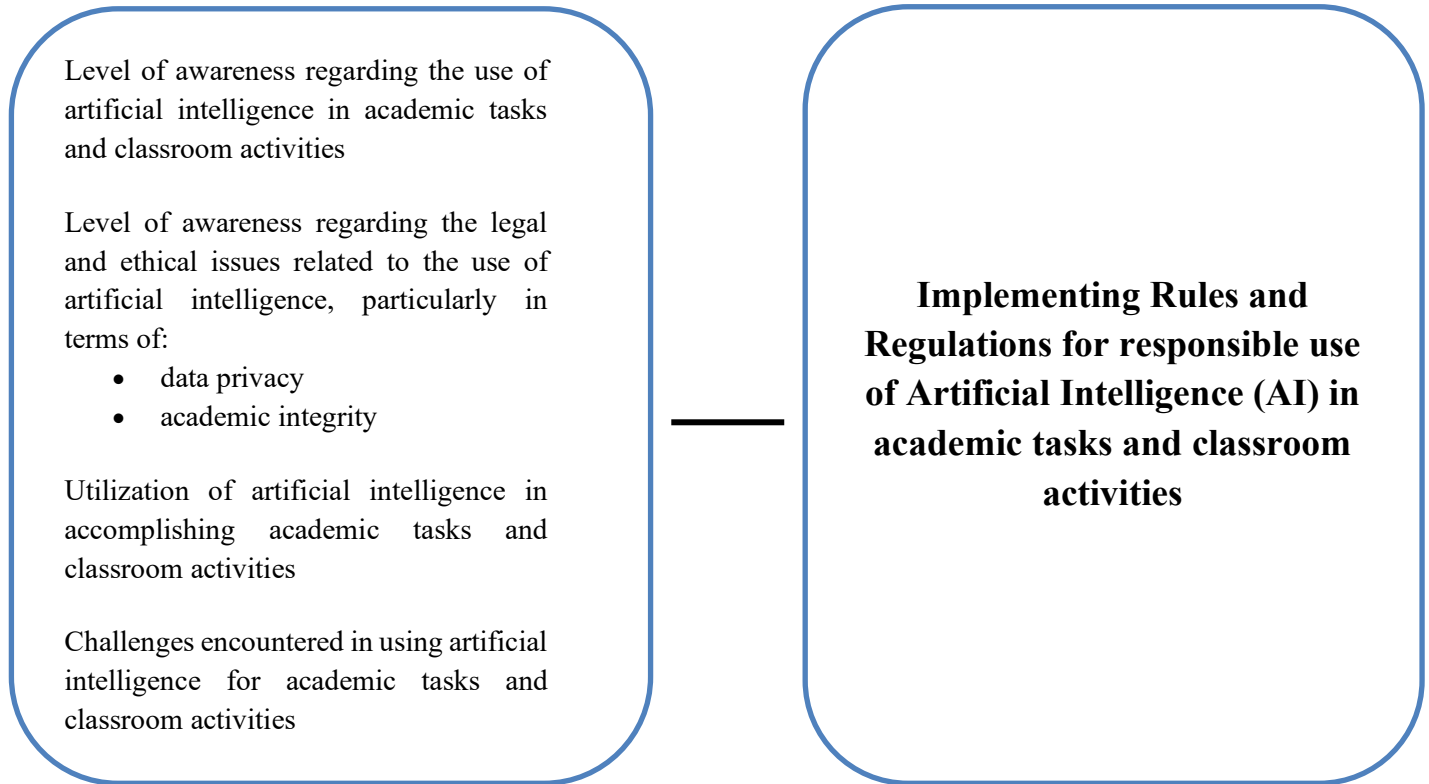
Statement of the problem

This study will promote the ethical, responsible, and effective use of artificial intelligence in academic tasks and classroom activities.

Specifically, the study answered the following questions:

1. What is the level of awareness of SASE students, faculty members, and administrators regarding the use of artificial intelligence in academic tasks and classroom activities?
2. What is the level of awareness of SASE students, faculty members, and administrators regarding the legal and ethical issues related to the use of artificial intelligence, particularly in terms of:
 - a. data privacy; and
 - b. academic integrity?
3. How do SASE students, faculty members, and administrators utilize artificial intelligence in accomplishing academic tasks and classroom activities?
4. What challenges do SASE students, faculty members, and administrators encounter in using artificial intelligence for academic tasks and classroom activities?
5. Based on the findings of the study, what implementing rules and regulations may be proposed to govern the responsible use of artificial intelligence in academic tasks and classroom activities?

Conceptual framework



Research methodology

This chapter presents the research design and data sources, including the study locale, population, and sampling; the data-gathering instrument; the data-gathering procedure; and data analysis, along with the ethical standards.

Research design

This study employed a descriptive-quantitative research design to examine the awareness, utilization, challenges, and perceptions of students, faculty members, and administrators regarding the use of artificial intelligence in academic tasks and classroom activities. The descriptive approach was deemed appropriate because it enabled the researchers to systematically describe existing conditions, practices, and experiences related to the use of artificial intelligence within the academic environment without manipulating any variables.

Locale of the study

The study was conducted at the School of Arts, Sciences, and Education (SASE) of Divine Word College of Laoag. The school was selected because of its diverse student population and increasing exposure to artificial intelligence technologies in academic and classroom activities. The study focused on gathering data from stakeholders directly involved in teaching, learning, and academic administration.

Population and sampling

The study involved 180 respondents from the School of Arts, Sciences, and Education (SASE) at Divine Word College of Laoag. These consisted of 150 students, 21 faculty members, and 9 administrators. The respondents were selected from various academic programs within SASE to obtain diverse perspectives regarding the use of artificial intelligence in academic tasks and classroom activities.

A stratified random sampling approach was employed to ensure representation from the different stakeholder groups included in the study. The respondents were grouped according to their roles as students, faculty members, and administrators, thereby allowing the researchers to gather insights from the primary sectors directly involved in teaching, learning, and academic governance.

The inclusion of these stakeholder groups was deemed appropriate because they are the individuals most likely to encounter and utilize artificial intelligence technologies within the educational environment. Their experiences and perceptions provided valuable insights into awareness, utilization, challenges, and policy considerations regarding the use of artificial intelligence in academic settings.

Data gathering instrument

Data were gathered using a researcher-developed survey questionnaire administered in paper format. The questionnaire consisted primarily of structured and closed-ended questions designed to obtain information regarding respondents' awareness of artificial intelligence, awareness of legal and ethical concerns, utilization of AI in academic tasks and classroom activities, challenges encountered in its use, and recommendations for the development of implementing rules and regulations governing AI utilization in educational settings.

Data gathering procedure

Before data collection, permission was secured from the appropriate academic authorities. The survey questionnaires were personally distributed to the selected respondents. The purpose of the study was explained to the participants, and their participation was entirely voluntary. Respondents were given sufficient time to complete the questionnaire, after which the completed forms were collected, organized, and prepared for analysis.

Data analysis tool

Data were analyzed using descriptive statistics, specifically mean, frequency counts, and percentages. Mean scores were used to assess respondents' levels of awareness, utilization patterns, and perceived challenges regarding artificial intelligence. At the same time, frequency counts and percentages were used to describe the distribution of responses across categories. Results were interpreted using a standardized Likert-type scale and presented in tables with corresponding verbal descriptions.

Ethical considerations

The study observed the principles of voluntary participation, confidentiality, and respect for respondents. Participants were informed of the purpose of the study and assured that the information they provided

would be kept confidential and used solely for academic purposes. No personally identifiable information was disclosed in the presentation and discussion of the findings.

Data presentation and analysis

Artificial intelligence has become increasingly integrated into academic tasks and classroom activities among students, faculty members, and administrators of the School of Arts, Sciences, and Education (SASE). The findings provide insights into respondents' awareness, utilization patterns, challenges encountered, and the need for institutional guidelines governing AI use.

Problem 1: What is the level of awareness of SASE students, faculty members, and administrators regarding the use of artificial intelligence in academic tasks and classroom activities?

Table 1: Level of awareness of Artificial Intelligence in academic tasks and classroom activities (n=180)

Indicator	Percentage	Interpretation
Very Much Aware	57.1%	High Awareness
Aware	32.7%	Moderate Awareness
Others	10.2%	Low Awareness

Source: Agtang et al. 2026

The findings indicate that respondents generally demonstrate a high level of awareness regarding artificial intelligence and its applications in academic settings. The widespread availability of generative AI platforms and their integration into everyday academic activities have likely contributed to respondents' familiarity with these technologies. This finding suggests that artificial intelligence is no longer viewed as an emerging innovation but has become an essential component of teaching, learning, and academic productivity. The result is consistent with the study by Baba et al. (2025), which found that students exhibited high awareness of AI due to its increasing accessibility and frequent educational use. Similarly, Vieriu and Petrea (2025) reported that AI has become an important educational resource that supports learning, academic development, and digital competence among students. Holmes and Tuomi (2022) likewise emphasized that AI has evolved beyond simple automation and is now widely utilized to facilitate personalized learning, instructional support, and academic decision-making. These studies collectively reinforce the present finding that awareness of AI among educational stakeholders reflects its growing integration into contemporary higher education.

Problem 2: What is the level of awareness of SASE students, faculty members, and administrators regarding the legal and ethical issues related to the use of artificial intelligence, particularly in terms of data privacy and academic integrity?

Table 2: Level of awareness of legal and ethical issues related to Artificial Intelligence

Indicator	Percentage	Interpretation
Policies and guidelines	44.6%	Aware
Data privacy	38.5%	Aware

Academic integrity	43.9%	Very Much Aware
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Source: Agtang et al. 2026

The findings reveal that respondents have varying levels of awareness of the legal and ethical implications of using artificial intelligence. Awareness of academic integrity is highest, suggesting that respondents recognize the importance of originality, proper attribution, and the responsible use of AI-generated content in academic work. However, awareness of institutional policies and data privacy concerns remains relatively lower, indicating the need for greater information dissemination, policy orientation, and educational initiatives that promote responsible AI utilization. This finding is consistent with Bhavsar et al. (2025), who reported that although awareness of academic integrity issues associated with generative AI has increased, institutional policies governing its ethical use remain inconsistent and insufficiently communicated across educational institutions. Similarly, Agrawal et al. (2026) emphasized that legal and ethical concerns, particularly those related to data privacy, intellectual property, and academic honesty, require stronger institutional frameworks and continuous awareness programs to ensure responsible AI adoption. UNESCO (2021) likewise stressed that transparency, accountability, privacy protection, and ethical responsibility should serve as guiding principles in the development and use of artificial intelligence. These studies support the present finding that, while stakeholders generally recognize the ethical implications of AI, greater institutional efforts are necessary to strengthen awareness of the policies and data privacy safeguards governing its responsible use.

Problem 3. How do SASE students, faculty members, and administrators use artificial intelligence to accomplish academic tasks and classroom activities?

Table 3: Utilization of Artificial Intelligence in academic tasks and classroom activities

Utilization Area	Most Common Use	Percentage
Academic tasks	Writing essays, reports, and summaries	35.7%
Classroom activities	Lecture note summarization	41.4%

Source: Agtang et al. 2026

The findings demonstrate that artificial intelligence is primarily utilized as a support tool for academic writing and information management. Respondents frequently rely on AI applications to organize ideas, summarize content, generate drafts, and simplify academic materials, reflecting the growing integration of AI into everyday learning activities. These findings suggest that AI has become an important educational resource that enhances efficiency, improves access to information, and supports academic productivity. This result is consistent with Smerdon (2024), who found that students increasingly adopt generative AI to assist with essay writing, content organization, and academic tasks because of its ability to improve learning efficiency. Similarly, Haber et al. (2025) noted that AI has become an important tool in academic writing and research by facilitating information retrieval, idea generation, and the drafting and refinement of written outputs. Holmes and Tuomi (2022) likewise emphasized that artificial intelligence supports personalized learning, instructional assistance, and knowledge management, making it an increasingly valuable component of contemporary educational practice. These studies

reinforce the present finding that AI is widely utilized not as a replacement for learning but as a support tool that enhances students' academic performance and learning experiences.

Problem 4: What challenges do SASE students, faculty members, and administrators encounter in using artificial intelligence for academic tasks and classroom activities?

Table 4: Challenges encountered in the use of Artificial Intelligence

Challenge	Percentage
Uncertainty regarding the accuracy and reliability of AI-generated outputs	32.2%

Source: Agtang, et al. 2026

The most commonly reported challenge concerns the accuracy and reliability of AI-generated information. This finding indicates that respondents remain cautious about relying entirely on AI technologies and recognize the importance of verifying information obtained from AI platforms before incorporating it into academic work. The result highlights the continuing importance of critical thinking, information evaluation, and independent judgment in academic environments. This finding is consistent with Vieriu and Petrea (2025), who emphasized that although artificial intelligence enhances learning and academic productivity, students must critically assess AI-generated outputs because these may contain inaccuracies, biases, or incomplete information. Similarly, Tian and Zhang (2025) found that excessive dependence on AI can weaken learners' critical thinking and analytical skills, underscoring the need for AI literacy and reflective evaluation of AI-generated content. Kasneci et al. (2023) likewise argued that while generative AI offers substantial educational benefits, its outputs should always be verified against reliable, authoritative sources to minimize misinformation and preserve academic integrity. Collectively, these studies support the present finding that responsible AI utilization requires users to exercise critical thinking and verify the accuracy of AI-generated information rather than accepting it uncritically.

Problem 5: Based on the study's findings, what implementing rules and regulations could be proposed to govern the responsible use of artificial intelligence in academic tasks and classroom activities?

Table 5: Proposed implementing rules and regulations for responsible use of artificial intelligence in academic tasks and classroom activities

Area	Proposed Provision
Academic integrity	AI-generated content shall not be submitted as entirely original work without proper acknowledgment.
Responsible utilization	Artificial intelligence shall be used as a learning support tool and not as a substitute for critical thinking and independent work.
Data privacy and protection	Users shall avoid uploading confidential, sensitive, or personally identifiable information to public AI platforms.
Information verification	AI-generated information must be verified against reliable, authoritative sources before academic use.

Faculty responsibilities	Faculty members shall establish classroom guidelines regarding acceptable AI utilization.
Student responsibilities	Students shall observe honesty, accountability, and ethical conduct when utilizing AI technologies.
Institutional oversight	The institution shall periodically review and update policies governing AI utilization in response to technological developments.

Source: Agtang et al. 2026

The findings indicate that while artificial intelligence offers substantial benefits in supporting academic activities, concerns regarding ethics, privacy, and information reliability necessitate the establishment of institutional guidelines. The proposed implementing rules and regulations seek to promote responsible, ethical, and accountable AI utilization while preserving academic integrity and educational quality.

Results and discussion

The study examined the level of awareness, legal and ethical understanding, utilization practices, challenges, and the proposed implementing rules and regulations governing the use of artificial intelligence (AI) in academic tasks and classroom activities among students, faculty members, and administrators of the School of Arts, Sciences, and Education (SASE) of Divine Word College of Laoag.

The findings revealed that respondents generally possess a high level of awareness regarding artificial intelligence and its educational applications. Most respondents reported being highly familiar with AI technologies and their use in academic settings, indicating that AI has become an increasingly integrated component of teaching, learning, and academic support activities. This widespread familiarity reflects the growing accessibility, usability, and relevance of AI-powered tools in higher education. The findings are consistent with Baba et al. (2025), who reported that university students demonstrate high levels of AI awareness due to the increasing availability of generative AI technologies. Likewise, Vieriu and Petrea (2025) observed that AI has become deeply embedded in higher education, significantly influencing students' learning experiences, academic performance, and digital competencies. Collectively, these studies suggest that AI is no longer viewed merely as an emerging technology but as an essential educational resource that supports academic productivity and innovation.

With respect to legal and ethical considerations, respondents demonstrated varying levels of awareness regarding academic integrity, data privacy, and institutional policies governing AI utilization. Academic integrity emerged as the area with the highest level of awareness, indicating that respondents recognize the importance of originality, proper attribution, and the responsible use of AI-generated content. However, awareness of institutional policies and data privacy issues was comparatively lower, suggesting that many stakeholders remain unfamiliar with the legal and institutional frameworks that should guide responsible AI use. This finding aligns with Bhavsar et al. (2025), who noted that although awareness of AI-related ethical concerns is increasing, institutional policies remain inconsistent and are often inadequately communicated. Similarly, Agrawal et al. (2026) emphasized that educational institutions should strengthen policy implementation and awareness programs addressing data privacy,

intellectual property rights, and academic honesty to ensure the ethical integration of AI in educational settings.

The findings further demonstrate that artificial intelligence has become a practical tool for supporting both academic and classroom activities. Respondents commonly use AI to write essays, prepare reports, summarize learning materials, and organize information, while lecture note summarization emerged as one of the most frequent classroom applications. These utilization practices highlight AI's capacity to improve efficiency, facilitate access to information, and enhance learning productivity. The findings corroborate those of Smerdon (2024), who reported that students increasingly use generative AI to support academic writing and information organization because of its ability to improve learning efficiency. Likewise, Haber et al. (2025) explained that AI has become an indispensable resource for academic writing and research by assisting users in generating ideas, retrieving relevant information, and refining written outputs. These findings indicate that AI has evolved into a valuable learning support tool that complements, rather than replaces, traditional educational processes.

Despite these educational benefits, respondents identified concerns regarding the accuracy and reliability of AI-generated information as the most significant challenge associated with AI utilization. This finding indicates that while respondents appreciate AI's efficiency, they remain cautious about relying solely on AI-generated outputs without independent verification. The results underscore the continuing importance of critical thinking, information literacy, and responsible technology use in academic environments. Vieriu and Petrea (2025) similarly emphasized that AI-generated outputs should be critically evaluated because they may contain inaccuracies, bias, or incomplete information. Tian and Zhang (2025) further argued that excessive reliance on AI technologies may weaken learners' critical-thinking abilities, making AI literacy and information verification essential competencies for contemporary learners. Consequently, AI should be viewed as a decision-support tool whose outputs require careful evaluation rather than unquestioned acceptance.

Taken together, the findings underscore the expanding role of artificial intelligence in higher education and the corresponding need for comprehensive institutional governance. As AI becomes increasingly integrated into teaching, learning, and academic assessment, educational institutions must establish clear policies that promote academic integrity, ethical responsibility, transparency, and data privacy. The proposed implementing rules and regulations developed through this study provide a practical framework for defining acceptable AI practices, protecting stakeholders, and ensuring accountability in the academic use of AI technologies. These findings support the recommendations of Peterson (2025), who emphasized that institutions should develop explicit academic integrity policies that address generative AI while preserving educational standards and learner accountability.

The findings likewise highlight the important role of faculty members and administrators in fostering responsible AI utilization within educational institutions. Beyond policy development, educational leaders must implement awareness programs, faculty development initiatives, and classroom guidelines that encourage ethical AI use while preserving critical thinking, independent inquiry, and intellectual honesty. Baig and Yadegaridehkordi (2025) observed that continuous institutional support significantly influences the sustainable adoption of generative AI among academic staff, while Ng et al. (2025)

emphasized that institutional strategies, digital literacy initiatives, and capacity-building programs are essential for maximizing AI's educational benefits while mitigating its associated risks. Therefore, successful AI integration requires not only technological readiness but also strong institutional leadership and continuous stakeholder education.

Overall, the findings support the formulation of institutional implementing rules and regulations governing the responsible use of artificial intelligence in academic tasks and classroom activities. Such policies are essential for balancing technological innovation with ethical responsibility, protecting academic standards, promoting responsible digital citizenship, and ensuring that artificial intelligence contributes positively to teaching, learning, and research within higher education institutions.

Theoretical contribution

The present study contributes to the growing body of literature on the responsible integration of artificial intelligence in higher education by extending the Technology Acceptance Model (TAM) and Constructivist Learning Theory to AI-assisted learning. While the Technology Acceptance Model explains that individuals are more likely to adopt technologies they perceive as useful and easy to use (Davis, 1989), the findings of this study suggest that responsible AI utilization extends beyond technology acceptance. The results demonstrate that although stakeholders exhibit high levels of AI awareness and utilization, awareness of institutional policies and data privacy considerations remains comparatively lower. This indicates that ethical awareness, institutional governance, and policy guidance are important factors influencing the responsible adoption of AI in academic settings. In this regard, the study expands the Technology Acceptance Model by emphasizing that the successful integration of AI in education requires not only perceived usefulness but also ethical responsibility and institutional support (Schmidt et al., 2025; Fu & Weng, 2024; Qadhi et al., 2025).

Furthermore, the study reinforces Constructivist Learning Theory by demonstrating that artificial intelligence functions most effectively as a learning support tool rather than a replacement for human learning. The findings indicate that respondents primarily utilize AI for writing, research, information organization, and content summarization, suggesting that AI facilitates knowledge construction when used critically and responsibly. However, the concerns raised about the accuracy and reliability of AI-generated outputs underscore the enduring importance of active learner engagement, critical thinking, and independent evaluation, which are central principles of constructivist learning (Llerena-Izquierdo & Ayala-Carabajo, 2025).

The study also contributes to the emerging concept of **localized digital ethics** by demonstrating that responsible AI utilization should be guided by institutional policies that reflect the specific needs and context of higher education institutions. Moreover, by examining students, faculty members, and administrators simultaneously, the study provides a comparative theoretical perspective on AI awareness and utilization among key educational stakeholders, thereby enriching existing discussions on responsible AI governance in higher education (Ramos, 2025).

Empirical contribution

The study provides empirical evidence on the current state of awareness of artificial intelligence, legal and ethical understanding, utilization practices, and challenges among students, faculty members, and administrators in higher education. One of its most significant empirical contributions is the identification of a gap between the widespread use of AI technologies and comparatively low awareness of institutional policies and data privacy issues governing their responsible use. This finding suggests that technological adoption is progressing more rapidly than institutional governance, creating a need for educational institutions to strengthen policy development and awareness initiatives.

Furthermore, the study provides an evidence-based foundation for developing and implementing rules and regulations governing the responsible use of artificial intelligence in academic tasks and classroom activities. The proposed policy framework translates the study's findings into practical institutional guidelines that promote academic integrity, protect data privacy, encourage responsible AI use, and strengthen accountability among students, faculty, and administrators. In doing so, the study provides a practical model that other higher education institutions may adapt in developing their own AI governance policies, thereby aligning technological innovation with academic standards, ethical responsibility, and values formation (Ramos, 2025).

Conclusion

The study revealed that students, faculty members, and administrators at the School of Arts, Sciences, and Education (SASE) generally demonstrate a high level of awareness of and use of artificial intelligence in academic tasks and classroom activities. Artificial intelligence is widely used to support writing, research, information organization, and other learning-related activities, highlighting its growing role in contemporary educational practice. The findings further indicate that respondents are generally aware of the legal and ethical issues associated with AI use, particularly those related to academic integrity. However, awareness of institutional policies and data privacy concerns remains comparatively lower, emphasizing the need for stronger policy orientation, guidance, and information dissemination to promote the responsible use of AI.

Despite the recognized benefits of artificial intelligence, respondents identified several challenges associated with its utilization, including concerns regarding the accuracy and reliability of AI-generated outputs, misinterpretation of prompts, outdated information, and potential risks to data privacy. These findings suggest that while AI serves as a valuable academic support tool, its effective use requires critical thinking, responsible decision-making, information verification, and appropriate safeguards to preserve the quality and integrity of academic work.

The findings likewise underscore the increasing importance of institutional policies that guide the ethical and responsible use of artificial intelligence in educational settings. As AI technologies become more integrated into academic activities, educational institutions must establish clear implementing rules and regulations that promote academic integrity, protect personal information, and encourage responsible AI utilization. Such measures can help ensure that artificial intelligence enhances teaching and learning while upholding the values of accountability, honesty, transparency, and intellectual responsibility.

The study also supports the Technology Acceptance Model, which suggests that individuals are more likely to adopt technologies they perceive as beneficial. The high levels of awareness and utilization of artificial intelligence among respondents reflect its perceived value in improving academic efficiency and productivity. Likewise, the findings are consistent with Constructivist Learning Theory, which emphasizes learners' active role in constructing knowledge through meaningful engagement with learning resources and technologies. When used responsibly and within appropriate ethical and institutional boundaries, artificial intelligence can serve as a supplementary learning tool that facilitates exploration, access to information, and knowledge construction.

Overall, the study highlights the need to balance technological innovation with ethical responsibility. While artificial intelligence offers significant opportunities to enhance teaching, learning, and academic productivity, its successful integration depends on informed users, effective institutional governance, and clear policies that promote responsible, ethical, and accountable AI utilization. By establishing comprehensive implementing rules and regulations, educational institutions can maximize the benefits of artificial intelligence while safeguarding academic integrity, protecting stakeholder interests, and ensuring that AI contributes positively to the achievement of educational goals.

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