

Chatbot as Academic Companion: Exploring Education Students' Narratives in Using Artificial Intelligence in Learning

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Date received: February 9, 2025

Date revised: April 22, 2025

Date accepted: May 18, 2025

Originality: 96%

Grammarly Score: 99%

Similarity: 4%

Recommended citation:

Masula, G. S., Barrios, R., & Hilario, E. (2025). Chatbot as academic companion: Exploring education students' narratives in using artificial intelligence in learning. *Journal of Interdisciplinary Perspectives*, 3(6), 224-234.
<https://doi.org/10.69569/jip.2025.076>

Abstract. This qualitative narrative study aims to explore education students' experiences, challenges, and opportunities using artificial intelligence (AI) chatbots at a college of education in Kalibo, Aklan. This study applied a narrative inquiry as the research design to delineate the experiences, challenges, and opportunities of six participants with experience of at least three years of AI chatbots. The researchers used semi-structured interviews to elicit detailed and in-depth narratives. The data analysis to generate themes in this study was the Collaizi method. The study revealed that education students' experiences in using chatbots revolve around their being established digital natives, exploring chatbots' question-and-answer interface, and utilizing it when the deadline is near. The challenges encountered by the students using chatbots were the stress from hallucinations and fact-checking, their inexperience with the technology, and the internet connectivity problem. The opportunities for students to use chatbots were efficiency in academic work, awareness of technology dependency, a guide for language improvement, and a chatbot as a savior in times of procrastination. These findings suggested that digitally literate education students utilized chatbots when dealing with short-term necessities and convenience. Challenges resonated with the call to expand students' ethical awareness of using chatbots. Thus, chatbots revealed the budding potential as an academic companion but also a call for dialogue among academes, which should and should not be allowed.

Keywords: Artificial intelligence; Challenges; Chatbot; Opportunities; Students' narratives.

1.0 Introduction

Chatbots, artificial intelligence on the internet that is designed for textual or spoken conversations, have increasingly gained popularity over time and are being utilized for all purposes. However, chatbots in educational environments are quite limited. (Yang & Evans, 2019). Eventually, chatbots have been used in education increasingly rapidly (Fauzi et al., 2023; US Department of Education, 2023). Along the educational level, tertiary education mainly uses chatbot applications (AIPRM, 2024). The adoption of AI chatbots in the tertiary or higher education institutions (HEIs) is changing the nature of education by providing chances for improved student engagement and effectiveness in administration (Chukwuere, 2024). Chatbots powered by artificial intelligence (AI) can fundamentally alter how students interact with and absorb knowledge.

Recent studies on artificial intelligence have explored the opportunities of chatbots in education, specifically for student learning. One significant benefit for students is AI chatbots' capacity to provide an interactive interface for personalized learning (Baha et al., 2023; Ventura, 2017; Labadze et al., 2023; Oranga, 2023). Students applied

chatbots, which provide instructions for their learning, resulting in quick access to learning materials, immediate feedback, and a rising level of engagement and interest (AIRPRM, 2024; Celik et al., 2022; Cheong-Trillo, 2023). Moreover, feedback in the context of education allows students and teachers to interact with the teaching-learning process in the classroom environment, whether physical or distant (Cavalcanti et al., 2021; Dwivedi et al., 2023). Other benefits of chatbots in education are communication and artificial intelligence. The gradual conversation with the chatbot shows the effectiveness of its use and language correction (Kaharuddin, 2021; Sedblauer et al., 2024). Finally, chatbots fostered learning free of anxiety and facilitated communication (Baha et al., 2023; Antony & Ramnath, 2023). Artificial Intelligence, particularly chatbots, significantly enhances educational learning experiences for students and teachers alike.

On the contrary, several challenges were found, including inaccurate responses, plagiarism, academic dishonesty, and cheating. Students encountered questionable replies from the chatbot when asked ineffective questions. In return, the chatbot responds with AI hallucinations or provides incomplete or inaccurate answers (Farrokhnia et al., 2023; Jurado et al., 2023; Shoufan, 2023; Weise, K., & Metz, C., 2023). Ethical implications were discussed in the studies, which showed that there is a need for guidelines in the use of artificial intelligence, let alone chatbots (Kooli, 2023). When sent to the chatbot, students' original works were claimed by AI as its own (Shidiq, 2023). The danger in sending original content to a chatbot is when it is seen as similar to AI-generated content, as detected by the plagiarism checker. Furthermore, there are concerns about the student use of AI chatbots in a most convenient way leading to plagiarism, academic dishonesty, and cheating (Farazouli et al., 2023; Gökçearslan et al., 2024; King, 2023).

AI chatbots have evolved to reach education with their benefits and drawbacks. The previous studies emphasized the opportunities for using AI chatbots in their academic pursuit, particularly in personalized learning. The feedback system was also highlighted as it allowed student engagement, interaction between student and teacher, and flexibility in learning modality. The frequent use of chatbots most likely relates to the students' language learning. Challenges were focused on the flaws of the chatbots and the students. Chatbots supplied inaccurate responses while students were tempted to cheat. With this matter, researchers must take action to elucidate how education students in higher education experience using AI chatbots, as they may similarly traverse as the studies reveal.

This study explores the narratives of education students on using chatbots in the College of Education Department of the Northwestern Visayan Colleges in Kalibo, Aklan, Philippines. Particularly, it delves into their experiences, challenges, and opportunities using artificial intelligence. The research applies a qualitative approach to delineate how chatbots accompany education students and the interactions among education students and other groups in common. The results contribute mainly to the academic institutions' upholding legal, social, and ethical responsibilities in using technology, specifically artificial intelligence. Given the discussions above, the study's findings aid in the development of ethical policies on artificial intelligence to avoid plagiarism and strengthen academic integrity.

2.0 Methodology

2.1 Research Design

The research design used by the researcher in this study is a narrative inquiry. This approach studies the participant's experience of a particular occurrence. Narratives are as much a technique as a phenomenon (Connelly & Clandinin, 1990). This study investigates the lived experiences of education students using AI chatbots, learns more about their thought processes, and broadens a researcher's understanding of AI chatbots. The nature of this study design is descriptive; the researcher narrates education students' experiences. The education students explained how the AI chatbot was introduced to them, and how it was used in their recent applications. They also sought through their challenges and opportunities the use of AI chatbots as an academic companion. The researcher carefully examined the education students' experiences through observation and conducting interviews to gather data. Observation notes and interview transcripts are examples of the data utilized in narrative inquiry, which Clandinin and Connelly (2000) refer to as field texts. These narratives interconnect other constructs, revealing a wider vantage point of how AI chatbots are established as a pathway to the future of education.

2.2 Research Locale

The study was conducted at Northwestern Visayan Colleges (NVC), specifically the College of Education Department in Rustico Salazar Quimpo (RSQ) Building, Capitol Site, Estancia, Kalibo, Aklan. The College of Education Department is a PACUCOA-accredited higher educational institution, a three-story facility that houses highly qualified and globally competitive students through fully equipped professors and faculty. The Education Department offers four programs: Bachelor of Secondary Education (BSED) with four majors: Social Studies, English, Mathematics, and Filipino. Bachelor of Physical Education (BPED), Bachelor of Culture and Arts Education (BCAED), and Bachelor of Elementary Education (BEED).

2.3 Research Participants

The study participants were two (2) third-year college students and four (4) fourth-year students from Northwestern Visayan Colleges with BSED degrees. The participants of the study were chosen using the following inclusion criteria: (1) The participant must have at least three years of experience using chatbots in their learning, (2) age and sex will be considered in choosing the participants, (3) place where they use chatbots in learning will be considered in selecting the participants, (4) type of chatbots is considered in choosing the participants, and (5) year level of the participants and program. The names of the six participants were not disclosed and their identities were hidden for the privacy of the participants.

Table 1. *Inclusion Criteria in the Selection of Participants*

Participant	Age	Sex	No. of Years Using AI	Program	A place where a Chatbot is Used	Type of Chatbot
P1	22	Male	4	BSEd	School	CiCi Ai
P2	20	Female	3	BSEd	School	Chatgpt, Chai
P3	22	Male	3	BSEd	School	Chatgpt and Perplexity AI, Cici Ai
P4	22	Female	3	BSEd	Home	Chatgpt, CiCi Ai
P5	21	Female	4	BSEd	Home	Chatgpt and Quilbot, Chatbot
P6	23	Male	3	BSEd	Home and School	ChatGPT, Clova

The researcher used purposeful sampling, which is employed in qualitative research, to choose a specific population or unit of study. Participants were chosen "on purpose," as opposed to at random. This method is frequently called judgmental sampling or selective sampling.

2.4 Research Instrument

The researcher used an interview guide as a research instrument to collect data after identifying the qualified participants. The objective of interviews was to get more detailed information on a person's attributes, experiences, behavior, preferences, attitudes, and knowledge from a limited number of respondents. Interview questions are typically open-ended to allow for the collection of detailed information. Interviews are most useful for qualitative research, such as narrative inquiry studies, because they aid in explaining, understanding, and exploring research subjects' opinions, behavior, experiences, phenomena, etc. For them to clearly express their experiences using chatbots in learning, the prepared questions were asked through printed questionnaires that have been translated into both English and Akeanon. They also answered the questions in the language they were most comfortable with. The researcher distributed printed questionnaires with interview questions to collect data. Additionally, upon the completion of data collection, participant responses were compiled, handled, and analyzed.

2.5 Data Gathering Procedure

The researcher provided a permission letter to the dean of the College of Education at Northwestern Visayan Colleges. After approval, copies of the interview questions were distributed to the respondent to gather the relevant data. The interview questions were given face-to-face. To offer participants an environment where he or she can respond to questions on their experiences and difficulties incorporating chatbots into their learning process, while keeping in mind student convenience, the researcher used individual discussion, which is economical and convenient for the participants and researcher. After they had completed responding within the allotted time, the instrument was collected by gathering the questions from the participants.

2.6 Data Analysis Procedure

Participants' data were organized, analyzed, and interpreted to collect, process, and assess. After being read and broken down into parts, the data was classified and labeled, the extraneous material was eliminated, and the data was organized into themes that accurately and fully captured the participants' lived experiences. The data analysis employed the Colaizzi technique. One examines the early informants' statements of their experiences to gain a general understanding of the situation. After that, important assertions are found. The important claims serve as the basis for meaning formulation. Meanings are constructed to establish themes. A thorough explanation takes topics into account. The basic structure of the phenomenon is developed. Finally, the informants evaluated the analysis results to check whether it aligned with their initial experiences and validated their results. A population of the participants' experiences is utilized to inform the conceptualization of reasonable care by adapting the Colaizzi method.

2.7 Ethical Considerations

In this study, the researcher ensured that the target participants were well informed about the relevant information to acquire their consent to participate. The researcher also allows the participants to withdraw, stop, or leave at any point in the study, ensuring that the participants are not forced to participate in the study. Moreover, the personal details of the participants should be kept anonymous and private throughout and after the study is conducted. In addition, the researcher assured that the participants would not be harmed physically and psychologically during and after conducting the study, and thus does not and will not require the participants to participate in any physical or psychological activities. Lastly, the researcher conducted counseling and follow-up meetings with the participants after the study was conducted to ensure no lasting effects of participating on the participants.

3.0 Results and Discussion

3.1 The Experiences of Students in Using Artificial Intelligence Chatbots in Learning

The participants of this study were asked to tell their overall experience of using artificial intelligence chatbots in learning.

Established Digital Natives

Most participants learned about AI chatbots through online platforms and advertisements. It popped into their timeline on Facebook and the For You Page (FYP) in TikTok, which opened the door for them to utilize an AI chatbot. Becca and Con shared that they saw it online. On the other hand, most participants got information and were introduced to AI chatbots from friends who are familiar with technology and utilize chatbots. These students presented the chatbot to them as a resource that can ease tasks or offer support, particularly for academic assignments, as stated in the study of Labadze et al. (2023), which reveals the assistance given by AI chatbots, specifically in the areas of homework and studies. This indicates that AI chatbots were brought to these participants' attention through online exposure and personal ties with friends who are pioneers in using the technology.

"I became aware of it because it is very famous not only on Facebook or other digital platforms but even among my classmates who also use it, which is why I got motivated to use it as well." (P2)

Con: I learned about AI chatbots from social media, school discussions, and online platforms where they usually pop up on my timeline. They became popular tools, and I wondered how they could simplify tasks or provide assistance, especially to me as a student. (P3)

Other participants stated that their friend, who is a digital native and a user of chatbots, introduced them to artificial intelligence chatbots.

"I learned it from my cousin who uses chatbot-like change when doing her school work. She introduced it to me, knowing that I am struggling with my school work also." (P5)

"My friend introduced me to this when we had a task in our online class. She said it would be easy to conceptualize an answer using a chatbot that can generate an answer quickly within a short period." (P1)

"I just learned about this chatbot from a friend of mine who is an IT professional who also uses something like this in their field, so I am also curious to try it out." (P6)

Question and Answer Interface

As chatbots create human-like conversations (George, 2023), most participants highlight their experiences using AI chatbots. They reflect on how these chatbots work. The participants' stories demonstrate AI chatbots' notable development and capabilities as a tool that operates through a question-and-answer interface. This finding is related to a study by Šedlbauer et al. (2024) that demonstrates how chatbots alter the process of creating questions, making them more effective and time-saving than a Google search. Their responses demonstrate the effectiveness, conversational potential, and potential of advanced AI chatbot algorithms that make this instrument efficient and accessible to everyone. They also acknowledge the limitations in response quality and stress the significance of user commands and input, which influence the chatbot's efficacy and accuracy. It highlights the significant role of precise prompts for AI to have an accurate "understanding" of the question's objective (Šedlbauer et al., 2024).

Two of the participants showed how they input the question, and then the AI generates a response to the user's command.

In CiCi, an application on a mobile phone, you just input a question into the AI, and after a minute, it will generate an answer. You can also ask for the image, as long as you have a strong internet connection, it will generate what you ask." (P1)

"Based on my learning, ChatGPT is a chatbot where you can ask any question and it will provide an immediate and specific answer. You just have to type your question and it will generate the answers." (P2)

Another participant described their engagement with chatbots as similar to directing a robot that exhibits an understanding of the advanced algorithms that power chatbots and a database that analyses the question given; the same with other participants, it works as where the user submits a question or information and swiftly receives a response that resembles human conversational patterns.

"From what I have learned from using AI for quite some time, chatbots use advanced algorithms and databases to analyze questions, which is very promising, predict answers, and provide helpful responses, almost like acting or mimicking human conversation patterns. Based on my learning, a chatbot works like commanding a robot. You input the question or data, and then in just a split second, it generates the answer I need." (P3)

In addition to its role in producing information in response to the participant's questions. Some also admit that AI's use of language might occasionally be over-the-top.

"You just have to type and it will automatically generate an answer quickly. However, sometimes they can be over-the-top in providing definitions or responses, so it also needs to be refined." (P2)

Another participant pointed out that an AI chatbot works best if you are using specific information to be able to answer the question you input on the site online.

"By inputting specific information into the site, it generates the answer that you are looking for." (P6)

When the Deadline is Near

As a result of the collective responses of the participants, the approaching deadlines and academic workloads motivated the participants to use AI chatbots as a learning tool and support in making their work fast and easy, and meeting the deadlines of the academic activities. Baha et al. (2023) stated that integrating AI technologies enables students to meet academic goals, save time, and lessen anxiety caused by heavy academic responsibilities. It also reveals the convenience and efficiency of these chatbots that provide crucial support, particularly during heightened stress.

Participants shared their difficulties completing their school work on time and sought help from chatbots, which they used as learning support. It reveals the ability of chatbots to help students in their academic work.

"Sometimes because of the struggles I encountered in academics especially if the task they gave to us was quite difficult I searched on Google for some explanation and examples but because of the too much data and information that Google gave, I tend to use chatbots who work as a human that gave specific answers to my queries. Because it is fast and accessible, I accomplished my school work early." (P4)

I have many workloads, which is my motivation, and using AI helps me make my work easier. When I use chatbots, they correct my English grammar and make my work clearer and more creative. That is why I became a user of chatbot AI. (P5)

"Due to a lack of time to work on projects and meet deadlines, I am using a chatbot to make my work more efficient so I will not be overwhelmed and can also finish other schoolwork." (P6)

3.2 Challenges of Students in Using Artificial Intelligence Chatbots in Learning

Stress from Suspected Hallucination and Fact-Checking

The responses obtained from the participants showed the prevalent concerns about the accuracy and correctness of the AI-generated data and responses, which cause them stress and anxiety, particularly in circumstances where they need to meet the deadline, critics explain the instances of hallucination of AI chatbots as it generates incorrect response (Weise, K., & Metz, C. (2023). While showing the excellent help and potential of the AI chatbot as learning support, the concern about the accuracy of the answers of this tool cannot be ignored, so the user is still required to double-check and find other sources that will support the answers generated by the AI.

"Yes, sometimes you are doubting the accuracy of the information generated by AI chatbots like ChatGPT, and if you do not have time to double-check the credibility of the answers, you might be overthinking and stressing out about it." (P1)

"Using chatbots isn't difficult because they're user-friendly, but sometimes they misunderstand my question or give general answers to my question that require me to rephrase my question again for clarity." (P3)

Two of the participants added that there were conflicts that they encountered, specifically in the mental aspect and emotional aspects, because it required them to double-check the generated answers of the chatbot, which made it mentally draining. After all, they had more things to do and felt frustrated when he rushed to meet the deadline, but the chatbot did not provide the exact information he needed.

"Sometimes, I overthink whether the chatbot's answers are accurate, making me doubt and double-check ideas over and over again, which can be mentally draining, especially if I am doing a load of work that adds to my stress in dealing with my academic task. Con: In the emotional aspect, I think it is when the chatbot does not provide the answer I need, I feel frustrated, especially when I am in a rush or overwhelmed by deadlines." (P3)

"It made me anxious at times because I am still worrying if the generated answer that was provided to me is correct, so I needed to check on the other website just to be sure." (P4)

Inexperience of the User

Participants narrated their experiences while using the AI chatbot for the first time they used it when they were not yet familiar with the AI chatbot. They revealed their struggles to use and command the chatbot to generate information, fueling frustration when they first used it. The participant's answers highlighted the vulnerability of user input on online platforms and the potential consequences of unfamiliarity with the interaction in an Artificial intelligence chatbot. It revealed the need for the user to have proper knowledge and direction to fully utilize the AI chatbot's capabilities and close the gap caused by the user's lack of knowledge (Shoufan, 2023).

"At first, it was difficult for me to use it, but as time passed, I became more familiar with it, and it became easier to work, especially when there was a good internet connection. The only difficulty I have with AI chatbots is that they require a strong internet connection. Because if your internet is not strong, for example, if you are using mobile data, it becomes a struggle to use it quickly since it requires a good internet connection." (P1)

Another participant explained that their inexperience in using an AI chatbot makes it hard for her to utilize it, as she sometimes reloads the website unintentionally, which erases all her input commands. They also added that there is no space between paragraphs to separate them.

"At first, I had a hard time using ChatGPT because sometimes I reload the website without knowing, and my previous chats disappear, so I have to start over again. Also, when I want to add a space between two pieces of content, I cannot do it, so maybe that is why the AI sometimes misinterprets my command." (P4)

Threat to Academic Integrity

Participants concluded that there was a common theme about the threat to academic integrity. It shows the challenges the participants face regarding the integrity of their academic work. They feared their professors might think they had just extracted the information from an AI chatbot and become dependent on it. In the study of Farazouli et al. (2023) in AI chatbots, due to the ability of AI to mimic human capacity to create papers and answer queries quickly and easily, concern in academic honesty, irresponsible use, and plagiarism arises as a common concern with the use of AI that leads to a negative view on AI in education. These responses from the participants and the study show that utilizing AI chatbots in the education sector is not widely accepted and is categorized as a form of cheating, which pushes the idea of becoming digitally literate and ethically aware while utilizing the tool.

"Of course, I am feeling overwhelmed because of it, but at the same time, I feel guilty because AI is helping to generate ideas that I took. I worry that my teacher might think I relied entirely on the AI chatbot, even though I still check everything and ensure the information is correct. I did not copy word for word; I just used it to develop my ideas for the content." (P2)

"I feel happy because my work is already done ahead of time, and I can work on other academic tasks, but deep inside, I feel guilty because I feel I am cheating, due to the negative view of AI chatbots both as a source of information and as a tool. I will probably use it mentally for my school work or an academic paper. We all know that using an AI chatbot in your paper is not widely accepted in education. They will think that you only rely on AI to do your work, but honestly, it helps me make my work creative. So sometimes I overthink and stress a lot about whether they will accept my paper." (P5)

Another participant expressed his concern about the task he finished while using an AI chatbot that enhances and provides broader perspectives and ideas on his topic. They were concerned that the professor might think they had no originality and were AI-dependent. He said in the interview that:

"It is fine... but it is a 50/50 situation because it can be overdone with the words used. Moreover, you are overthinking since using an AI chatbot to answer your school tasks. Of course, we are forbidden from using AI for our papers because they say it might lead to a lack of originality, but I have not copied everything word for word. It is just nice that it gives me a lot of ideas and perspectives." (P6)

Internet Connectivity Problem

Participants also revealed that they encountered internet connectivity problems that affect the full potential of AI chatbots, as they require enough internet connectivity to work effectively. They struggled before using the AI chatbot, but later became familiar with the tool. However, they also shared the problem with internet connectivity that hindered the tool's utmost ability and help.

"At first, it was difficult for me to use it, but as time passed, I became more familiar with it, and it became easier to work, especially with a good internet connection. The only difficulty I have with AI chatbots is that they require a strong internet connection. Because if your internet is not strong, for example, if you are using mobile data, it becomes a struggle to use it quickly since it requires a good internet connection." (P1)

"Sometimes I feel angry when the internet connection is low, which affects how the chatbot works, especially when I am in a rush to meet the deadline of my assignment in Google Classroom. Compared, for example, to Google in my experience as a search engine, a chatbot works faster but requires a good internet connection to load and generate the information you need." (P4)

Another participant said they found using an AI chatbot difficult when the internet connection was unstable.

"Sometimes it's frustrating when the internet speed is slow, but when it comes to how it works, it is not that difficult; you just type in your question or what you want to know. Maybe when you are caught with a weak internet connection, you get stressed out because you are in a hurry." (P6)

3.3 Opportunities Experienced by Students in Using Artificial Intelligence Chatbots in Learning Efficiency in Academic Works

Fast and easy are the repeated words uttered in the participants' mouths. The majority of them believed that artificial intelligence chatbots revealed had beneficial features to the participants that act as learning support in their individualized learning which is proved in the study of Labadze et al. (2023) where they point out the role of AI as support in learning, providing real-time answer which saves them in manual searching of information and provides direction for further sources. It is evident in the responses of the participants how this tool positively affects their academic life, allowing them to do their tasks in their phase and making it easy and efficient to guide them in generating ideas and answering their queries. The study of Oranga (2023) found that AI chatbots play a significant role in offering individualized learning experiences by providing personalized content and explanations to the needs of the students.

"Of course, you would feel more satisfied if you completed your school work more easily. It is easier to use. Searching for specific information and words you do not understand is easier because you can easily find their meanings. It is accessible to students because it is open to everyone. It becomes easier for you to work on your school assignments and improve your papers because you are given much information... There are many options to choose from that can help with what I am working on in school." (P1)

One of the participants expressed the same sentiments toward AI chatbots, believing that one of their advantages is their accessibility.

"I can say that the advantage of using technology, based on my experience, is that it provides better and quicker access to information compared to traditional technology. I can specifically say that it is efficient and helps me when I am doing solo reviews." (P2)

"It is more convenient and more accessible to users like me. It also saves much more time. And it helps me in doing my activities in school, especially when I need to study the topic; I use an AI chatbot to generate information to explain it further, which I believe is the advantage of these modern technologies." (P4)

"Every time I have rushed work like schoolwork and it is already due, I use ChatGPT or Quillbot to make my work easy and creative simultaneously, and I can finish it on time. AI helps me through my academic life by making schoolwork easy and relevant. Sometimes due to a lack of time management, I forget to do my school work early, but with the help of an AI chatbot, in a short period, I can easily finish my workload on time." (P5)

"Ah... As a student with a part-time job, I can say that it helps me manage my projects. Of course, in my years of experience, I can say that it positively affects my academic life. It is easily accessible because I can use it anytime. I usually go home late, and I feel shy about messaging my classmates, so the help of the AI chatbot explains my questions to me. It is faster and more convenient for my schedule." (P6)

Awareness of Technology Dependency

Three out of six participants established awareness of technology dependency while using AI chatbots in learning. It demonstrates the importance of consciousness about its merits and demerits while integrating these tools in education, urging a focus on learning with the right tools and using contemporary technologies. Additionally, this corroborated the study where college students think that it is cheating to use AI tools to finish papers or tests (Jurado et al., 2023)

"Using different chatbots can be very helpful, especially in schools, but it's important to use them responsibly. Not everything they provide is correct; their answers are just a guide. You shouldn't depend solely on AI because, of course, creativity comes from you. You shouldn't rely on AI alone, but should instead find a balance in using it as a complementary tool." (P2)

"I gain information in no time and it helps me to express myself more through writing. We just have to be responsible and mindful in using ChatGPT or any AI." (P5)

Fox also believed that it is really helpful for him the assistance given by the AI chatbot but also aware about the possible dependency on the tool if not used responsibly.

"I think when it comes to behavior, it's negative. It's easy to rely on the chatbot for everything. You become lazy right away. We know it helps a lot, especially when you're working on something and you don't have anyone to assist you. However, we should also be aware of how we use the chatbot. For me, yes, as long as you're using it for projects or assignments in school. As long as you understand the correct way to use an AI chatbot like ChatGPT." (P6)

The three participants' cumulative responses show that they are becoming more conscious of the dual nature of technology reliance -- the benefits that make it an efficient tool for students' self-learning and possible dependency.

Guide for Language Improvement

The majority of the participants' answers indicate the significant role of the AI chatbot in improving and enhancing their use of words, grammar, and writing skills which are a few of the various features that the tools provided for them. It is visible that the majority of the participants experienced difficulties in writing their written activities and sought help with an AI chatbot that enabled them to upgrade their writing skills and enhance their vocabulary. Kaharuddin (2021) stated that AI chatbots offer skills development by providing enhancement skills in writing and providing grammatical correction.

"I use chatbots for research when I need to look for other information, improving my writing, especially some common words to be advanced, studying, and even casual conversations when I need ideas or quick solutions to problems. So, I used it or anything not just in academics. When I accomplish something with a chatbot, I feel satisfied and grateful of course because I know that my work is refined by an AI and easily corrects my grammar. It's satisfying to see technology helping me accomplish tasks in just a bit of time." (P3)

One participant recognized the significant help of an AI chatbot that enhanced her vocabulary and enabled them to explore advanced language constructs.

"I think so because we cannot avoid seeking help, especially in writing papers in the future or even complex questions that need to be explained. Also, I will use this to further enhance my vocabulary and choice of words. I think one of its advantages for using some advanced words is for me to explore new words." (P4)

On the other hand, another participant pointed out the role of the AI chatbot in increasing her ability to recognize languages and allowing her to view things from various perspectives.

"It increased my ability to recognize languages and the potential to use a wider perspective in writing. And with the help of chatbot by providing more precise answers I can maximize my time in doing my school work." (P5)

Savior in Times of Procrastination

Based on the collective responses of the participants it highlights the significant role of AI chatbot in navigating academic challenges in procrastination among students. Pending deadlines and pressure lead the students to rely on the extra support given by the said tools. Artificial intelligence chatbot saved participants in times of procrastination making it easy and fast for them to accomplish tasks and meet deadlines as it offered learning support which is included in the study of Baha et al. (2023) which reveals the significant improvement in the learning experiences of the student where the AI chatbot helps students learn at their own pace and saves time in accomplishing their academic tasks. Conversely, a study on AI and procrastination posits that the more artificial intelligence is used and developed, the more procrastination individuals get because of the infrastructure that the independent variable offers (Belleza-Torrejón et al., 2024)

"I usually use it when I have assignments or when I have essays, especially when I'm cramming due to deadlines. Because of chatbots, it's easier for me to complete my assignments. Of course, as I said, it's very useful in terms of academic aspects. It helps me, especially during 'cramming time.' I use it as a guide, of course, not everything is known to me right away, so I rely on AI for assistance when I want to clarify a concept." (P2)

The feeling of being overwhelmed with academic responsibilities and managing deadlines that influence the reliance on AI chatbot support was explained by two of the participants. They also pointed out that when the deadline is near and they need to finish all their pending activities on time, an AI chatbot not only helps them pass through the deadlines but helps them produce better work. Participants said:

"I have a lot of workloads that's my motivation, and the use of AI, helps me make my work easier. When I use chatbots, they correct my English grammar and make my work clearer and more creative. That is why I became a user of chatbot AI." (P5)

"I lacked time to work on projects and meet deadlines, which is why I used a chatbot to make my work more efficient." (P6)

4.0 Conclusion

The Education students' narratives in using Artificial Intelligence chatbots in learning arose a common encounter of challenging and beneficial circumstances. Education students have to establish themselves as a digital citizen to engage themselves with conversational AI chatbots for individualized academic learning efficiency. The study pointed out that education students understand technology integration in education as most students of the generation are digital natives. Ethical concerns like plagiarism and academic dishonesty were agreed as a need for immediate attention. Notably, education students found AI chatbots as a means of work efficiency, however, they saw AI chatbots as a solution for procrastination. The study revealed that there were emerging problems created by technology needing an ICT policy for AI use in higher education. The utilization of artificial intelligence chatbots demonstrates their multifaceted role in learning support. These chatbots not only enhance the efficiency of completing academic tasks but also serve their function of amplifying language recognition and improving writing skills. These AI chatbots enable students to better manage their academic obligations by expediting the process of obtaining information and offering help, especially during stressful and procrastinating periods. The narratives of the students highlighted not only the budding potential of chatbots as academic companions but also a call for dialogue among academes in aid of the use of AI chatbots.

5.0 Contributions of Authors

Grover Stephen T. Masula led the idea generation, conceptualization, and development of the study design, wrote the review of related literature, conducted interviews, data analysis, manuscript preparation, and editing. Rebecca T. Barrios as the thesis adviser provided consultations and advice to the primary author regarding the research processes and its completion, suggested the methodology: research design of the study, the research participants, and reviewed and approved finalizing the paper. Elmer D. Hilario transcribed and analyzed the interview, generated the themes, and revised the paper to a publishable format.

6.0 Funding

This study did not receive funding from any agency.

7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

Acknowledge those who contributed to the success of the research.

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