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Assessing AI Awareness, Utilization, and Perceived Benefits Among College Students at Wesleyan University Philippines

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Abstract: Artificial intelligence (AI) has become increasingly integrated into higher education, influencing how students access information, complete academic tasks, and support their learning. This study assessed the awareness, utilization, and perceived benefits of AI among undergraduate students at Wesleyan University Philippines. Specifically, it described respondents' demographic profiles, identified AI tools used for studying and their purposes, and determined students' levels of AI awareness, utilization, and perceived benefits. A quantitative research design was employed using a researcher-made, expert-validated, and pilot-tested survey questionnaire. Purposive sampling was used to select 129 undergraduate students from different departments who were familiar with AI tools. Data were analyzed using frequency, percentage, and weighted mean.Findings revealed that most respondents were female and fourth-year students. ChatGPT was the most commonly used AI tool, while writing assistance and research and information gathering were the leading purposes for AI use. Respondents demonstrated a high level of AI awareness, with an overall weighted mean of 3.57, indicating that they were fully aware of AI concepts, applications, limitations, and related concerns. AI utilization obtained an overall weighted mean of 3.19, indicating that students sometimes used AI, particularly for accessing AI tools and searching complex topics. Perceived benefits obtained an overall weighted mean of 3.23, interpreted as moderately agree, with reduced educational expenses, time savings, and improved productivity among the notable benefits. The study concludes that AI serves as a valuable academic support tool, although responsible utilization, critical evaluation of AI-generated information, and strengthened AI literacy remain important for students in higher education.

Keywords: Artificial Intelligence, AI Awareness, AI Utilization, Perceived Benefits, Higher Education, College Students, Academic Support

INTRODUCTION

In recent years, Artificial Intelligence (AI) has transformed various sectors, including education. According to Kelly (2024), the integration of AI into higher education is changing teaching, learning, and student engagement. A global survey by the Digital Education Council found that 86% of students utilize AI in their studies, with 24% using it on a daily basis. Despite this widespread adoption, many students feel unprepared for an AI-enabled workforce. About 58% report having insufficient AI knowledge and skills. Thus, it is essential to assess the understanding of students in the concept, use, and benefit of AI in their academic pursuits.

At Wesleyan University Philippines (WUP), the level of AI awareness and use among students is still not fully explored. It's important to understand how students view AI's benefits and challenges. A study by Delello et al. (2023) pointed out that even though students know about AI tools like ChatGPT, they often don't use them enough because of a lack of support and guidance from their institutions.

Moreover, there are serious ethical concerns about AI use in academia. A report by The Guardian showed that thousands of students at UK universities were caught cheating using AI tools like ChatGPT. This indicates a need for clear policies and ethical guidelines (Goodier, 2025).

This study aimed to fill the gap in understanding how AI affects the academic lives of WUP students. By looking at their awareness, use, and perceived benefits of AI. Specifically, it described the socio-demographic profile of the respondents in terms of sex, department, and year level, the AI they used as a tool for studying, and their purpose of using AI. Also determined in this study are the awareness and utilization of AI among students, and the perceived benefits of AI to them.

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METHODOLOGY

To achieve this objective, the researchers employed a quantitative research approach by distributing survey questionnaires to currently enrolled undergraduate students at Wesleyan University Philippines. The eligibility criteria for participant selection include being an undergraduate student currently enrolled at Wesleyan University-Philippines. The participants of this study were undergraduate students enrolled at Wesleyan University Philippines. The study utilized purposive sampling in which the selection criteria were the following:

- Currently enrolled undergraduate students
- From different departments/programs of Wesleyan University-Philippines
- Familiar with AI tools and knowledgeable about their functionality.

A researcher-made survey questionnaire was used to collect data for this study. Expert validation & pilot testing using Cronbach's alpha were used to validate and establish the questionnaire created by the researchers. The questionnaire is a 4-point Likert and consists of closed-ended questions. It comprises four parts: Profile of the Respondents, Level of Awareness, Utilization of AI, and Perceived Benefits. The survey questionnaire was administered through both traditional and online forms. The data gathering lasted for two monthThe data gathered were treated using appropriate statistical tools such as frequency, percentage, and weighted mean.

RESULTS AND DISCUSSION

1. Demographic Profile of the Respondents

Table 1. Profile of the Respondents in terms of Sex, Department & Year Level

SEX	**FREQUENCY**	**Percent**
Male	55	42.6
Female	74	57.4
TOTAL	129	100.0
DEPARTMENT	**FREQUENCY**	**Percent**
1. CAMS	8	6.2
2. CAS	23	17.8
3. CBA	32	24.8
4.CCJE	15	11.6
5. CECT	7	5.4
6.CHTM	14	10.9
7. COED	5	3.9
8.CON	25	19.4
TOTAL	129	100.0
YEAR LEVEL	**FREQUENCY**	**Percent**
3RD YEAR	23	17.8
4TH YEAR	106	82.2
TOTAL	129	100.0

Table 1 shows the respondents' demographic profile by sex, department, and year level. More than half of the respondents were females (74 or 57.4%), from CBA (32 or 24.8%), CON (25 or 19.4%), and CAS (23 or 17.8%). In terms of year level, most respondents were 4th-year students (106 or 82.2%) and 23 or 17.8 percent from the 3rd year students. This indicates that the study results primarily represent the perspectives of female 4th-year students from CBA, CON, and CAS.

The result indicated a higher proportion of female respondents than male respondents and a significant number from CBA, CON, and CAS. Also, the majority of the respondents were from the 4th year. These provide a relevant context for understanding their level of awareness and use of AI tools. Demographic factors such as age, gender, and educational level appear to have a significant role in determining awareness of AI tools among individuals (Sebetci, 2024), it

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influences how they perceive and utilize such emerging technologies. Gender differences may also affect levels of awareness as they have various preferences and different values (Matobobo, 2026). These characteristics can help explain why awareness and use of AI tools may be more prominent among the respondents. Typically, higher-level students face more academic obligations that require advanced or in-depth reasoning, and they are more likely to engage and use AI tools to help them to accomplish their tasks and create a quality output. Furthermore, students have their own specific needs and course requirements that influence their use of AI, as different programs demand different types of outputs. This also suggests that students might have used this tool to the extent of what they need.

2. Artificial Intelligence Tools Used by Students for Studying

Table 2. AI Tools Used for Studying

AI Tools Used by Students to Support Their Studies (n=129)	FREQUENCY	Rank
CHATGPT	100	1
GEMINI	17	2
QUILLBOT	5	4
GRAMMARLY	6	3
CICI	1	5

Table 2 presents the Artificial Intelligence tools used by the respondents for studying. 100 respondents use ChatGPT, and it is ranked 1 among the five choices. The lowest-ranked is the CICI AI, with only one respondent using it. The results indicate a significant preference among students for using ChatGPT to support their studies.

It is evident that ChatGPT emerged as one of the most commonly used AI-powered tools among college students. Most students rely on it due to its user-friendly features, free accessibility, and can assist a range of academic tasks. Its popularity is also driven by its strong media presence and students' belief in its capacity to offer useful and relevant solutions (Cardoso & Sousa, 2025). In comparison, the use of other AI tools is substantially lower despite awareness of their capabilities, suggesting that they prefer to remain with tools that are easier and more familiar, contributing to their widespread adoption in higher education.

3. Purpose of Respondents for Using Artificial Intelligence

Table 3. Purpose of Using AI

PURPOSE OF USING AI TOOLS (n=129)	FREQUENCY	Rank
Writing assistance (essays, reports)	68	1
Research and information gathering	64	2
Homework help	39	3
Language learning	35	4
Coding or technical assignments	4	5

Table 3 exhibits the purposes of the respondents for using Artificial Intelligence. Among the 5 choices, rank 1 is for writing assistance such as essays and reports (n=68), followed by research and information gathering (n=64). The least in rank is for coding or technical assignments utilization with only 4 respondents using the AI for that purpose. The common purpose of the students for using AI tools is for general academic support (writing assistance, research and information gathering, and homework help).

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Students primarily use AI to enhance their quality of writing and help them generate ideas, helping them create an outline for an essay, and use it as a searching technique to easily gain appropriate resources for their research or essay topics (Johnston et al., 2025). This reflects that students may use AI as a helpful starting guide for their academic work to easily organize ideas and make writing feel less overwhelming. The findings aligned with past studies showed AI tools have become a source of academic resources and assist students with their various academic workload, such as writing activities, research papers, completing assignments, and comprehending academic materials to produce quality output (Cardoso & Sousa, 2025b). This also suggests that students used AI mainly as a starting guide for their school work.

4. Artificial Intelligence Level of Awareness of the Respondents

Table 4. Level of Awareness of the Respondents in AI

	LEVEL OF AWARENESS	Wm	Verbal Description
1.	I am aware that AI uses sensors such as cameras & microphones to gather data.	3.53	Agree/Fully Aware
2.	I feel comfortable using products or services that utilize artificial intelligence.	3.59	Agree/Fully Aware
3.	I perceive the use of AI in educational settings as smooth and beneficial.	3.48	Agree/Fully Aware
4.	I am aware of the limitations and challenges of current artificial intelligence systems.	3.55	Agree/Fully Aware
5.	I am aware of the potential risks associated with the widespread adoption of artificial intelligence.	3.36	Agree/Fully Aware
6.	I am aware of the definition of Artificial Intelligence.	3.63	Agree/Fully Aware
7.	I am aware of the different available AI tools online.	3.55	Agree/Fully Aware
8.	I am aware of the ethical concerns surrounding artificial intelligence technology.	3.56	Agree/Fully Aware
9.	I am aware of the limitations in using AI for my academic needs.	3.56	Agree/Fully Aware
10.	I understand that AI-generated content must be properly reviewed.	3.50	Agree/Fully Aware
	Overall Weighted Mean	3.57	Agree/Fully Aware

Table 4 shows the awareness level of the respondents in AI. The overall weighted mean (OWM = 3.57) shows that the respondents are fully aware of Artificial Intelligence in the academe.

The highest in rank is the item number “6. I am aware of the definition of Artificial Intelligence, (Wm=3.63)”, then by item number “2. I feel comfortable using products or services that utilize artificial intelligence, (Wm=3.59)”, while the lowest is item number “5. I am aware of the potential risks associated with the widespread adoption of artificial intelligence, (Wm=3.59).”

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The findings suggest that students are not only familiar with AI but are also comfortable integrating it into their academic life. This reflects how AI has become a common part of students' learning environment, which makes it easier for them to access information, comprehend difficult topics, and efficiently complete their tasks. The student's strong understanding of AI's definition indicates that the concept is no longer unfamiliar but something they recognize and encounter regularly. Students also show confidence in using AI tools as they are comfortable using the products or services that utilize AI. However, the result highlights the gap that there is a lower awareness of its potential risks, though students were aware of its ethical concerns; students may focus more on the benefits of AI rather than its risks and ethical concerns. Despite the awareness of how it works, issues such as overreliance, academic integrity, and ethical concern should be deeply assessed, emphasizing the need for institutions to promote AI literacy to students (Tripathi, 2024).

5. Utilization

Table 5. Utilization of the Respondents in AI

	UTILIZATION OF AI	Wm	Verbal Description
1.	I used AI tools such as ChatGPT, Grammarly, Google Assistant, etc.	3.48	Always
2.	I used AI tools as a grammar checker for my academic writing.	3.19	Sometimes
3.	I used AI tools for personal and non-academic tasks (generating images, editing videos, etc.)	3.15	Sometimes
4.	I rely on AI for advice and suggestions for my projects.	3.26	Always
5.	I used AI for generating ideas or outlines before starting an assignment.	3.11	Sometimes
6.	I used AI in writing academic essays, research, or reports.	3.15	Sometimes
7.	I used AI to answer questions during online classes.	3.00	Sometimes
8.	I used AI to organize and schedule my academic tasks.	3.07	Sometimes
9.	I used AI to search complex topics.	3.37	Always
10.	I used AI out of curiosity.	3.11	Sometimes
	Overall Weighted Mean	3.19	Sometimes

Table 5 illustrates the utilization of AI among the respondents. The overall weighted mean (OWM = 3.19) indicates that the respondents sometimes utilize Artificial Intelligence tools.

The highest in rank is the item number "1. I used AI tools such as Chat GPT, Grammarly, Google Assistant, etc., (Wm=3.48)", then by item number "9. I used AI to search complex topics. (Wm=3.37)", while the lowest is item number "7. I used AI to answer questions during online classes (Wm=3.00)."

The findings show that the student engaged with AI tools, including ChatGPT, Grammarly, and Google Assistant, in their academic activities. They depend on these tools for opinions and suggestions regarding their task. AI writing tools are being used by students more frequently, particularly for assignments and essays. Teachers are aware of the increasing reliance on these tools for both objective and subjective tasks, even though some are reluctant to acknowledge it (Denise

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et al., 2025). This supports Bailey et al. (2021), who found that frequent AI use in second language writing classes can lead to increased student confidence and efficiency.

Perceived Benefits

Table 6. Perceived Benefits of the Respondents in AI

	PERCEIVED BENEFITS	Wm	Verbal Description
1.	I believe that AI tools reduce educational expenses.	3.30	Agree
2.	AI Tools, or low-cost AI tools, to accomplish academic tasks.	3.18	Moderately Agree
3.	I feel that AI enhances one's ability to express oneself creatively.	3.20	Moderately Agree
4.	AI helps come up with new ideas for homework and projects.	3.23	Moderately Agree
5.	I trust artificial intelligence systems to make decisions that impact my academic decisions.	3.23	Moderately Agree
6.	I believe AI provides the reliable information needed for my assignments.	3.13	Moderately Agree
7.	I think artificial intelligence can enhance personal productivity and efficiency.	3.25	Agree
8.	AI Tools provide support for students with diverse learning styles and abilities	3.22	Moderately Agree
9.	AI helps me save time when completing tasks.	3.28	Agree
10.	AI helps me produce quality writing.	3.22	Moderately Agree
	Overall Weighted Mean	3.23	Moderately Agree

Table 6 illustrates the perceived benefits of AI among the respondents. The overall weighted mean(OWM = 3.23) shows that respondents are moderately in agreement about the perceived benefits of Artificial Intelligence in their academic activities.

The highest in rank is the item number "1. I believe that AI tools reduce educational expenses (Wm=3.30), then by item number "9. AI helps me save time when completing tasks. (Wm=3.28)", while the lowest is item number "6. I believe AI provides the reliable information needed for my assignments. (Wm=3.13)."

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The findings reflect the growing role of AI in higher education as an academic support tool. Student perceived benefits of AI include cost reduction with their academic expenses, time efficiency, and enhanced personnel productivity. This reflects that students save academic expenses, save time, and are more productive, which increases efficiency. It is easier for them to complete tasks in less time, organize their work, and generate ideas (Pitts, 2025).

CONCLUSION

The following conclusions are derived based on the findings of this study:

1. The profile of respondents primarily consists of female fourth-year students in the College of Business Administration (CBA), College of Nursing (CON), and College of Arts and Sciences (CAS). This demographic provides insights that better represent the academic experiences and viewpoints of higher-level students.
2. The common tools used by the college students at Wesleyan University—Philippines are ChatGPT, and the students have a strong reliance on this AI tool for academic-related tasks or completing coursework.
3. The students usually utilize AI for writing assistance in their studies and gathering research information, which means the AI tool helps the respondent in enhancing their academic productivity and efficiency.
4. The WUP students are fully aware of using artificial intelligence in the academe; therefore, they have a high level of awareness of its concept, application, and relevance in learning.
5. The students sometimes utilize artificial intelligence tools like ChatGPT, Grammarly, Google Assistant, and other AI tools to search for complex topics to easily understand their difficult lessons.
6. The WUP students perceive the benefits of AI by reducing the educational expenses and saving time for completing academic tasks, which means these tools are valued for their convenience and efficiency.

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