



Influence of Students' Perceptions and Use of Artificial Intelligence on Academic Learning: A Study of BSBA Marketing Students at Gordon College

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ABSTRACT

This study explores how students' perceptions and utilization of Artificial Intelligence (AI) influence academic learning, focusing on Bachelor of Science in Business Administration (BSBA) Marketing students at Gordon College. Understanding how students perceive and engage with AI tools is vital for enhancing learning outcomes. Using a quantitative descriptive survey design, data were gathered from 200 respondents across all academic levels. The study examined personal beliefs, attitudes, AI-assisted learning, and the actual utilization of AI tools in academic contexts. Results revealed that students strongly believe in the value of AI and demonstrate positive attitudes toward its use. Attitude emerged as a significant predictor of both AI-assisted learning and AI utilization, while personal belief had a weaker influence.

INTRODUCTION

In recent years, Artificial Intelligence (AI) has emerged as a transformative force in education, fundamentally reshaping teaching practices and learning outcomes worldwide (Luckin et al., 2016; UNESCO, 2021). Globally, AI is revolutionizing education systems by personalizing learning experiences, automating administrative tasks, and fostering critical thinking and creativity among students (Holmes et al., 2019). Countries such as South Korea and the United Arab Emirates are at the forefront of leveraging AI to create equitable and adaptive learning environments, demonstrating how AI can bridge educational gaps, improve accessibility, and prepare students for future workforce demands (UNESCO, 2021; World Economic Forum, 2023). Within higher education, AI-driven learning systems have enhanced teaching methods, enabled data-driven decision-making, and provided academic learning opportunities to address diverse student needs (Zawacki-Richter et al., 2019). Universities in developed countries utilize AI to enrich academic curricula and align student preparation with international standards (Holmes et al., 2019). Despite these advancements, disparities in technological infrastructure and digital literacy persist across regions, affecting the pace and effectiveness of AI adoption (Estrellado & Miranda, 2023). In the Philippines, higher education institutions are gradually integrating AI to modernize teaching and learning methodologies.

The Commission on Higher Education (CHED) actively encourages digital transformation; however, challenges related to technological access and institutional readiness remain (CHED, 2023; Soliman, 2024). For Bachelor of Science in Business Administration (BSBA) programs nationwide, AI competencies are increasingly vital for developing data-driven marketing strategies and the analytical skills required in contemporary business environments (Bancoro, 2024). The successful integration of AI in these programs depends on students' technological acceptance, self-efficacy, and ability to apply AI tools in practical contexts (Estrellado and Miranda, 2023).

Understanding college students' attitudes, adoption levels, and the challenges they face is essential to optimizing AI's role in enhancing marketing education (Soliman, 2024). The adoption of AI tools has already facilitated quality assurance processes and academic learning in higher education, but the effectiveness of these innovations relies on addressing persistent gaps in access, skills, and institutional support (CHED, 2023; Bancoro, 2024). This study aims to understand the Influence of Students' Perceptions and Use of AI in Academic Learning: A Study of BSBA Marketing Students at Gordon College. And in this study, we will be integrating the quality of education which is number 4 on SDG 2030 by UNESCO. It will be one of the main focuses of this paper because AI helps improve learning outcomes through AI utilization. It can also enable more effective and efficient educational experiences, help address individual learning needs, and close known gaps (UNESCO, 2021).

LITERATURE REVIEW

Theory Resource Based View (RBV)

AI's integration in education enhances personalized learning and student engagement (Holmes et al., 2019). Globally, institutions leverage AI for adaptive curricula (Kim & Park, 2022), though disparities exist between developed and developing nations (OECD, 2023). In marketing education, AI tools like Salesforce Einstein and IBM Watson improve analytical skills but raise concerns about ethical deployment (Brown et al., 2021; Dubois et al., 2023). Locally, Philippine students exhibit moderate AI literacy but express concerns about reduced human interaction (IDP Education, 2024). Gordon College's "Smart Campus" initiative introduces AI-enhanced platforms, yet student engagement remains understudied (Gordon College Annual Report, 2023).

Artificial Intelligence (AI) has become increasingly relevant in education, particularly after the COVID-19 pandemic, when limited physical interaction pushed the need for digital solutions. AI has since played a major role in helping students summarize complex lessons, generate ideas, and improve academic processes. Jeilani et al. (2025) found that perceived institutional support significantly influences students' perceptions of AI-supported learning, partially mediated by perceived learning outcomes. AI has become a transformative tool in higher education, enhancing teaching and learning experiences (Chen et al., 2020), especially in advanced economies where AI supports personalized instruction and improved effectiveness (Tahiru, 2021).

The shift to AI has also led to personalized, data-driven education models (Cota-Rivera et al., 2024) and has reshaped teaching methods, administration, and inclusion (Lee et al., 2024), benefiting both educators and students (Al Dhaen, 2022). The rise of generative AI tools like ChatGPT and DALL-E was initially met with bans from some institutions (Douglas, 2023), but these tools were later adopted to improve academic learning (Hashmi & Bal, 2024). Mark Teve (2024) reported that integrating AI into classrooms significantly boosted student engagement, GPA, and creative thinking. Educators—65–75% of those surveyed—also reported benefits in teaching outcomes.

Globally, AI in education is growing due to advancements in machine learning and data analysis. Smith and Johnson (2021) noted that universities across the U.S., Europe, and Asia are using AI platforms such as chatbots and adaptive systems, though digital infrastructure remains a barrier in developing regions. In South Korea, AI-enhanced curricula helped business students improve in data analysis (Kim & Park, 2022), but OECD (2023) cautioned that too much reliance on AI may weaken foundational skills like critical thinking.

In marketing education, AI is aligned with industry practices. Brown et al. (2021) showed that U.S. schools use platforms like IBM Watson to teach marketing analytics, improving student performance in simulations. In India, similar platforms are used, though implementation faces faculty-related limitations (Patel & Rao, 2022). European schools focus on ethics and sustainability, using AI to explore responsible marketing trends (Dubois et al., 2023), while Singapore Management University uses AI case studies to simulate dynamic marketing strategies (Tan, 2023).

This study examines the relationship between Independent Variable (IV) and Dependent Variable (DV) to identify the Output needed and to determine its Outcome.

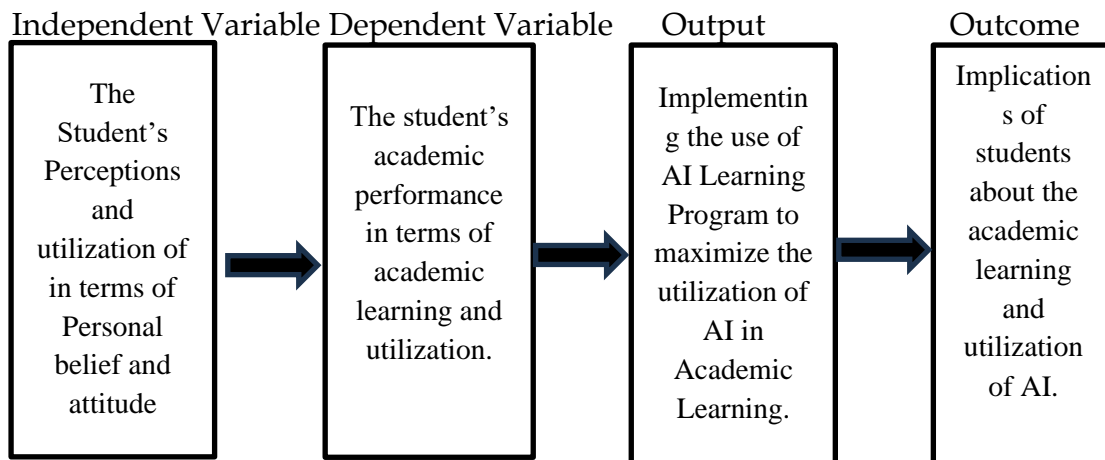


Figure 1. Conceptual Framework

METHODOLOGY

This study will use a Quantitative Descriptive research design to describe the perception and utilization of Artificial Intelligence (AI) in academic learning among BSBA Marketing students at Gordon College. A descriptive survey approach will be utilized to gather data on students' attitudes, beliefs, expectations, and experiences regarding AI tools in academic learning.

This study would primarily utilize a quantitative research approach, specifically employing a descriptive survey design. This choice is predicated on its suitability for systematically gathering numerical data from a large sample, which is essential for describing characteristics of a population and identifying patterns and trends related to the situation under investigation. The quantitative nature ensures that the collected data can be subjected to statistical analysis, allowing for objective measurement and generalization of findings.

The descriptive survey design is particularly appropriate for this study because its main purpose is to precisely present the current perceptions, utilization patterns, and challenges that BSBA-MM students at Gordon College encounter concerning Artificial Intelligence in their academic learning. Unlike experimental designs that seek to establish cause-and-effect relationships or exploratory designs that delve into new or poorly understood areas, a descriptive design aims to provide a comprehensive exposure of the existing situation. It answers questions such as "what is," "how much," "what are the characteristics of," and "what are the relationships between" variables, without manipulating them.

After retrieving the questionnaires from the respondents, the researcher tabulated and tallied the responses for interpretation. The researcher gathered and tabulated the responses for interpretation. To effectively interpret the data, the researcher utilized the following analysis:

- a. Frequency was used to determine the frequency of responses for each item, indicating how many respondents selected each option and the demographic profile of respondents.
- b. Percentage Distribution was used to determine the number of respondents and their demographic profile.
- c. Mean was used to assess customer's framework that utilized as a methodological tool to measure and evaluate customer's awareness and understanding that Influence of student's perception and use of AI on Academic analyzing key dimensions such as their personal beliefs about AI, their attitudes towards its integration in education, the extents of AI-assisted learning in their studies, and their actual utilization of AI tools and applications.
- d. Shapiro Wilk Test was used for the. Test of Normality is presented in Appendices, The statistical procedure used for analysis is a non-parametric test since all of the groups are not normally distributed ($p < .05$). Kim (2023) also notes that when the Shapiro-Wilk test yields a p-value less than 0.05, it indicates that the data are not normally distributed, which justifies the use of non-parametric statistical methods for further analysis.
- e. Regression Analysis with Bootstrapping was used in examining the influence of students' perceptions and use of AI, specifically their personal beliefs and attitudes, on academic learning regarding AI-assisted learning. According to Al-Luhaybi et al. (2025) it became an important statistical method in educational research, especially when examining complex relationships such as the influence of students' perceptions and attitudes toward artificial intelligence (AI) on their academic learning outcomes. Bootstrapping enhances the reliability of regression estimates by repeatedly resampling the data, which is particularly useful when dealing with small samples, non-normal data distributions, or complex models.

The descriptive interpretation of the students' perception and use of AI and academic learning using a 4-point Likert scale is as follows:

Table 1. Likert Scale

Scale	Range	Response	Descriptive Interpretation
4	3.25 - 4.00	Strongly Agree	To a Very Great Extent
3	2.50 - 3.24	Agree	To a Great Extent
2	1.75 - 2.49	Disagree	To a Small Extent

RESEARCH RESULTS

This part provides a comprehensive overview of the data collected from the respondents. The result is presented in the order of the specific questions outlined in the statement of the problem.

Table 2. Students' Perceptions and Use of AI in Terms of Personal Belief

	Indicators	Mean	Descriptive Interpretation
1.	I find AI as an important learning tool for students.	3.39	To a Very Great Extent
2.	I think that AI delivers enhanced academic learning experiences.	3.44	To a Very Great Extent
3.	I am confident that AI can offer broad information for studying.	3.47	To a Very Great Extent
4.	I think AI helps in enhancing critical thinking of students in academics.	3.46	To a Very Great Extent
5.	I believe it plays a huge role in shaping the future of business and marketing.	3.43	To a Very Great Extent
Composite Mean		3.44	To a Very Great Extent

Note. Legend: 3.25 - 4.00 = To a Very Great Extent, 2.50 - 3.24 = To a Great Extent, 1.75 - 2.49 = To a Small Extent, 1.00 - 1.74 = To a Very Small Extent.

BSBA Marketing students at Gordon College hold strong positive beliefs about AI's role in academic learning, with a composite mean of **3.44** ("To a Very Great Extent"). The highest mean rating ($M = 3.47$) was for the statement "*I am confident that AI can offer broad information for studying*", indicating trust in AI's ability to provide comprehensive and accessible information, consistent with Nguyen et al. (2023) and Alharbi & Drew (2022), who note that such confidence fosters motivation, critical thinking, and deeper engagement with AI-assisted technologies. The lowest mean rating ($M = 3.39$) was for "*I find AI as an important learning tool for students*", which, while still high, suggests cautious optimism and aligns with Park & Lee (2023) and Martinez et al. (2022), who found that students often regard AI as a supplementary resource rather than a primary instructional method due to concerns about reliability and the need for human guidance. Overall, the high composite score suggests strong receptiveness to AI, particularly for information retrieval, critical thinking, and professional relevance, supported by Lee & Kim (2023) and Johnson et al. (2022), who emphasize AI's role in developing advanced analytical skills and preparing students for future industry demands.

Table 3. Students' Perceptions and Use of AI in Terms of Attitude

	Indicators	Mean	Descriptive Interpretation
1.	I embrace the use AI tools on my academic activities.	3.32	To a Very Great Extent
2.	I am comfortable in exploring new AI technologies for academic learning.	3.32	To a Very Great Extent
3.	It interests me on learning how to use AI properly.	3.38	To a Very Great Extent

4.	I am confident on my ability to use AI tools for my studies.	3.30	To a Very Great Extent
5.	I am confident that AI in education is ethical and acceptable	3.38	To a Very Great Extent
Composite Mean		3.34	To a Very Great Extent

Note. Legend: 3.25 - 4.00 = To a Very Great Extent, 2.50 - 3.24 = To a Great Extent, 1.75 - 2.49 = To a Small Extent, 1.00 - 1.74 = To a Very Small Extent.

Table 3 shows that BSBA Marketing students at Gordon College exhibit a highly positive attitude toward using AI in academic learning, with a composite mean of **3.34** (“To a Very Great Extent”). The highest mean rating (**M = 3.38**) was shared by “*It interests me to learn how to use AI properly*” and “*I am confident that AI in education is ethical and acceptable*”, reflecting both strong curiosity and positive moral acceptance of AI’s role, consistent with Hernandez & Park (2023) and Smith & Johnson (2024), who emphasize that interest, comfort, and ethical confidence in AI foster deeper engagement, higher motivation, and improved learning outcomes. The lowest mean rating (**M = 3.30**) was for “*I am confident in my ability to use AI tools for my studies*”, suggesting some uncertainty in students’ self-assessed competence, which aligns with Zhang et al. (2022) and Johnson & Patel (2024), who note that prior experience, user-friendly access, and skill development are crucial for building self-efficacy in AI use. Overall, the results indicate strong readiness to adopt AI, supported by Park et al. (2022) and Chen & Huang (2023), who highlight that positive attitudes and openness to new technologies enhance integration, digital literacy, and mastery of AI applications relevant to students’ academic and professional fields.

Table 4. Students’ Academic Learning in Terms of AI-Assisted Learning

	Indicators	Mean	Descriptive Interpretation
1.	AI helps me to better understand the learning topics in school.	3.41	To a Very Great Extent
2.	AI helped me to improve my academic performance.	3.29	To a Very Great Extent
3.	Completing assigned task has become easier by using AI.	3.35	To a Very Great Extent
4.	AI contributes to expand my learning capabilities.	3.36	To a Very Great Extent
5.	AI helps me in enhancing my problem-solving skills.	3.36	To a Very Great Extent
Composite Mean		3.35	To a Very Great Extent

Note. Legend: 3.25 - 4.00 = To a Very Great Extent, 2.50 - 3.24 = To a Great Extent, 1.75 - 2.49 = To a Small Extent, 1.00 - 1.74 = To a Very Small Extent.

Table 4 shows that BSBA Marketing students at Gordon College place high value on AI-assisted learning, with a composite mean of 3.35 (“To a Very Great Extent”). The highest mean rating ($M = 3.41$) was for “AI helps me to understand better the learning topics in school”, reflecting students’ belief that AI effectively clarifies complex concepts and enhances comprehension, consistent with Nguyen & Tran (2022) and Williams & Patel (2024), who found that AI promotes efficient task completion, problem-solving confidence, active engagement, and critical thinking. The lowest mean rating ($M = 3.29$) was for “AI helped me to improve my academic performance”, suggesting that while AI supports learning, students remain cautious about attributing direct grade improvements to its use. This aligns with Garcia & Thompson (2023) and Lee et al. (2022), who reported that AI’s measurable academic benefits vary depending on study habits, teaching quality, and other factors. Overall, the results indicate that AI is becoming an integral academic support tool that fosters efficiency, cognitive growth, and deeper engagement, supporting Zhang & Li (2023) and Nguyen et al. (2022), who emphasize AI’s strongest impact occurs when it enables personalized learning paths and higher-order thinking skills.

Table 5. Students’ Academic Learning in Terms of Utilization of AI

	Indicators	Mean	Descriptive Interpretation
1.	AI helps me to better understand the learning topics in school.	3.38	To a Very Great Extent
2.	AI helped me to improve my academic performance.	3.35	To a Very Great Extent
3.	Completing assigned task has become easier by using AI.	3.33	To a Very Great Extent
4.	AI contributes to expand my learning capabilities.	3.40	To a Very Great Extent
5.	AI helps me in enhancing my problem-solving skills.	3.34	To a Very Great Extent
	Composite Mean	3.36	To a Very Great Extent

Note. Legend: 3.25 - 4.00 = To a Very Great Extent, 2.50 - 3.24 = To a Great Extent, 1.75 - 2.49 = To a Small Extent, 1.00 - 1.74 = To a Very Small Extent.

Table 5 indicate a strong level of AI utilization among BSBA Marketing students at Gordon College, with a composite mean of 3.36 (“To a Very Great Extent”). The highest mean rating ($M = 3.40$) was for “AI contributes to expanding my learning capabilities”, showing that students view AI as a tool that broadens academic potential through deeper subject exploration and access to wider knowledge resources, consistent with Rivera & Chen (2023) and Kumar et al. (2022), who highlight AI’s role in enabling personalized learning, flexible pathways, and cognitive development. The lowest mean rating ($M = 3.33$) was for “Completing assigned tasks has become easier by using AI”, suggesting that while AI streamlines tasks such as writing and research, students remain cautious

about complete reliance due to potential limitations. This aligns with Martinez & Lopez (2023) and Chen et al. (2022), who note that despite AI's efficiency in content generation and information retrieval, concerns over accuracy, contextual understanding, and ethical considerations necessitate human oversight. Overall, the results suggest AI is a reliable academic companion that enhances efficiency, exploration, and skill development, supported by Lee & Kim (2023) and Johnson et al. (2024), who emphasize AI's ability to provide diverse resources, immediate feedback, and metacognitive support aligned with academic goals.

Table 6. Influence of Students' Perceptions and Use of AI on Academic Learning in Terms of AI-Assisted Learning

Variable	B Coefficients	SE	Sig.	95% Confidence Interval		Conclusion
				Lower	Upper	
				(Constant)	1.105	
Personal Belief	.132	.056	.020	.023	.245	Significant
Attitude	.538	.062	<.001	.421	.661	Significant

Note. Adjusted R² = .411 (n = 200, df = 2, F = 68.664, p = <.001); 5000 sample bootstrapped.

Table 6 results show that BSBA Marketing students' personal beliefs and attitudes toward AI significantly influence AI-assisted learning, with the model explaining 41.1% of the variance (Adjusted R² = .411, F = 68.664, p < .001), indicating strong explanatory power (Cohen, 1988; Hair et al., 2010). Attitude emerged as the strongest predictor (B = 0.538, SE = 0.062, p < .001, 95% CI [0.421, 0.661]), suggesting that openness to AI, willingness to explore its tools, and confidence in its ethical use most strongly drive effective AI-supported learning. This aligns with Alharbi & Drew (2022) and Nguyen et al. (2023), who found that positive attitudes foster deeper engagement, higher motivation, adaptability, and better academic performance. Personal belief also showed a significant but smaller effect (B = 0.132, SE = 0.056, p = .020, 95% CI [0.023, 0.245]), indicating that recognizing AI's value and future relevance encourages openness to AI tools but contributes less to actual learning outcomes than attitude. As education.ai_integration (2025) and Alharbi & Drew (2022) highlight, belief forms the cognitive foundation for acceptance, while attitude—shaped by confidence, ethical acceptance, and proactive engagement—ultimately translates into improved comprehension, skill development, and academic performance.

Table 7. Influence of Students' Perceptions and Use of AI on Academic Learning in Terms of Utilization of AI

Variable	B Coefficients	SE	Sig.	95% Confidence Interval		Conclusion
				Lower	Upper	
				(Constant)	1.096	
Personal Belief	.070	.065	.281	-.058	.195	Not Significant
Attitude	.606	.064	<.001	.482	.733	Significant

Note. Adjusted $R^2 = .420$ ($n = 200$, $df = 2$, $F = 73.037$, $p = <.001$); 5000 sample bootstrapped.

Table 7 results show that BSBA Marketing students' personal beliefs and attitudes toward AI significantly influence AI-assisted learning, with the model explaining 41.1% of the variance (Adjusted $R^2 = .411$, $F = 68.664$, $p < .001$), indicating strong explanatory power (Cohen, 1988; Hair et al., 2010). Attitude emerged as the strongest predictor ($B = 0.538$, $SE = 0.062$, $p < .001$, 95% CI [0.421, 0.661]), suggesting that openness to AI, willingness to explore its tools, and confidence in its ethical use most strongly drive effective AI-supported learning. This aligns with Alharbi & Drew (2022) and Nguyen et al. (2023), who found that positive attitudes foster deeper engagement, higher motivation, adaptability, and better academic performance. Personal belief also showed a significant but smaller effect ($B = 0.132$, $SE = 0.056$, $p = .020$, 95% CI [0.023, 0.245]), indicating that recognizing AI's value and future relevance encourages openness to AI tools but contributes less to actual learning outcomes than attitude. As education.ai_integration (2025) and Alharbi & Drew (2022) highlight, belief forms the cognitive foundation for acceptance, while attitude—shaped by confidence, ethical acceptance, and proactive engagement—ultimately translates into improved comprehension, skill development, and academic performance.

DISCUSSION

Perception of AI

The results indicate that BSBA Marketing students at Gordon College hold strong and positive views toward AI as part of their academic experience. They see it as a credible and accessible source of information, and many express genuine curiosity and motivation to learn how to use it effectively. This reflects findings from earlier studies that emphasize how openness, confidence, and ethical acceptance encourage students to integrate AI meaningfully into their studies. Students generally believe that AI can enhance their academic learning by supporting critical thinking, expanding access to knowledge, and providing innovative ways to approach tasks. However, there is still a degree of caution among some learners, often due to limited technical proficiency, concerns over reliability, or the need for human guidance.

Utilization of AI in Academic Learning

Students actively incorporate AI into their learning routines, using it to clarify difficult topics, broaden their understanding of lessons, and explore subjects more deeply. AI is also valued for making academic tasks more efficient, such as in research, writing, and content creation. These applications align with literature that highlights AI's ability to promote deeper engagement, critical thinking, and personalized learning experiences. Nevertheless, some students remain hesitant to credit AI as the primary reason for academic improvement, viewing it more as a supplementary resource rather than a complete replacement for traditional learning methods. This cautious stance reflects awareness of AI's limitation. The findings reinforce that students' attitudes and characterized by openness, confidence, and ethical awareness and are the strongest influence on whether they use AI effectively.

CONCLUSION AND RECOMMENDATION

The study concludes that BSBA Marketing students at Gordon College generally hold positive beliefs and attitudes toward Artificial Intelligence (AI), recognizing its value in enhancing academic learning, improving engagement, and facilitating tasks such as data analysis and market research. While frequent use of AI-assisted tools has been linked to better academic performance, challenges remain in terms of technical proficiency, equitable access to advanced resources, and concerns over over-reliance and ethical implications. Students' perceptions and attitudes significantly shape their willingness to adopt AI, underscoring the need for institutional support through improved digital infrastructure, targeted training, and curriculum-integrated AI literacy modules. Addressing these gaps, while fostering discussions on the ethical and human aspects of AI, can ensure that its adoption complements essential soft skills, ultimately empowering students to leverage AI as a transformative tool for academic and professional success in line with global educational trends.

ADVANCED RESEARCH

To enhance attitudes toward AI, the institution should provide motivational, skills-based, and peer-assisted training sessions that build confidence, curiosity, and ethical awareness. Faculty are encouraged to integrate AI-supported tools, such as quizzes, simulations, and automated feedback systems, to make learning more interactive and personalized. The college should also ensure equitable access to reliable AI platforms within the LMS and campus-wide internet, with assignments designed for responsible AI use. Given the significant influence of attitudes on AI adoption and utilization, continuous digital literacy programs focusing on both technical competence and ethical engagement are essential to foster balanced, purposeful integration of AI into academic learning.

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