

**SENIOR HIGH SCHOOL STUDENT'S TRUST AND PERCEIVED ACCURACY OF
CHATGPT CONTENT AND ITS LINK TO THEIR ETHICAL AWARENESS OF AI
USAGE IN EDUCATION: A DESCRIPTIVE CORRELATIONAL STUDY IN
MEYCAUAYAN NATIONAL HIGH SCHOOL**

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By

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ABSTRACT

As AI tools like ChatGPT become more common in education, it is important to understand how students perceive and use them. This study aimed to focus on the trust Grade 12 students have in ChatGPT, how accurate they perceive its content to be, and their ethical awareness regarding its use in education. While ChatGPT is widely used and praised for improving learning efficiency, concerns about over-reliance, misinformation, and ethical implications still remain less studied, especially among senior high school students. To address this gap, the research aims to evaluate these factors and their relationships.

Using a descriptive-correlational design, the study collected data from 201 Grade 12 students at Meycauayan National High School through validated survey. The results showed that students generally have a somewhat moderate level of trust in ChatGPT ($M = 3.14$, $SD = 0.74$) and perceive its content as fairly accurate ($M = 3.19$, $SD = 0.89$). Students also displayed a relatively high level of ethical awareness ($M = 7.51$, $SD = 2$; 75.10% mean score), though some gaps in understanding were noted. Spearman's Rank Correlation analysis found a moderate positive relationship between trust and perceived accuracy ($r = 0.32764$), while ethical awareness had weaker correlations with trust ($r = 0.15983$) and perceived accuracy ($r = 0.12266$).

These findings suggest that trust in ChatGPT is more strongly influenced by perceived accuracy than by ethical awareness. The study highlights the importance of integrating AI literacy programs into education to address ethical gaps and promote responsible use of AI tools.



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“Senior High School Student's Trust and Perceived Accuracy of ChatGPT Content and Its Link to Their Ethical Awareness of AI Usage in Education: A Descriptive Correlational Study in Meycauayan National High School.”

Introduction

As the world continuously advances, human needs and desire for convenience and efficiency continues to evolve. The shift from traditional methods of information gathering, such as libraries, to digital platforms like Google exemplifies this. Now, Chat Generative pre-trained transformer (ChatGPT) is a widely known Artificial Intelligence that is very popular among the students’ nowadays, this Chatbot has been further popularized by the COVID-19 pandemic. According to Huh (2023) in the study “Emergence of the metaverse and ChatGPT in journal publishing after the COVID-19 pandemic”, the shift from traditional methods of finding information to ChatGPT represents a huge evolution in processing and accessing information. The pandemic forced the education system of the Philippines to switch through online learning as an alternative form of learning. The isolation caused by the COVID-19 pandemic has played a huge role in the decrease in the students’ motivation to participate in traditional methods of finding information. The universal use of chatGPT has raised concerns about its potential influence on student learning and academic performance. While it gives a more efficient alternative, users must remain alerted about fact checking the accuracy of the information provided by AI tools like ChatGPT. This new approach has the possibility to reshape research, writing and gathering information in many field.

Several studies have explored the use of ChatGPT in education. Zhai (2022) states in "ChatGPT User Experience: Implications for Education" that ChatGPT can influence learning, activities, and assessments. Kwan Lo (2023) acknowledges ChatGPT as a valuable educational tool but emphasizes the importance of recognizing its limitations. While it can support students in various ways, caution is needed regarding its potential to generate inaccurate information and bypass plagiarism detection. Huh (2023) stated that while ChatGPT can positively impact the academic performance of the students by offering writing, editing, and research support, still it requires a cautious approach that emphasizes fact-checking and the development of individual academic skills.

Furthermore, Ayman et al. (2023) in “The Impact of ChatGPT on Student Learning/Performance” emphasize the fast advancement of AI like ChatGPT, warning that over reliance on these technologies can hinder critical thinking skills and affect students from the learning process.

In Meycauayan National High School, a concern is that students over rely on ChatGPT. Zhai C et al., (2024) examined the correlation between students' over-reliance on AI dialogue systems, especially those who have access to generative chatbots, within educational and research contexts. Zhai C’s findings emphasizes the effect of overdependence on AI chatbots on the essential of cognitive abilities.. Despite the advantages of AI chatbot



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in research processes and enhancing academic efficiency, Their study analysis reveals a concerning trend: the potential erosion of critical cognitive skills due to ethical challenges such as misinformation, algorithmic biases, plagiarism, privacy breaches, and transparency issues.

Zaman (2024), in the study “*Transforming Education Through AI Benefits Risks and Ethical Considerations*” stresses on the importance of carefully considering the ethical implications of AI in education. While AI offers assuring potential for students learning efficiency, and increased accessibility, it's important to approach these advancements carefully. By prioritizing ethical considerations, we can ensure that ChatGPT benefits students' learning without losing the students academic integrity.

The study aimed to shed light on the extent to which senior high school students at Meycauayan National High School trusted and perceived the accuracy of the content produced by ChatGPT, and how this trust and perception affected their ethical awareness of the usage of AI in education. By studying these factors, this research aimed to understand the possible benefits and risks of AI tools like ChatGPT and to give recommendations for their responsible and effective use in education. Specifically, the research aimed to achieve the following:

1. Identify the extent of AI-usage of SHS students in academic-related tasks.
2. To measure the level of trust of SHS students to AI-generated content from ChatGPT.
3. To identify SHS students' perceived accuracy of AI-generated content from ChatGPT.
4. Identify students' awareness to ethical use of AI in education.
5. Correlate students' trust and perceived accuracy in AI to their awareness to ethical use of AI in education.

Statement of the Problem

The study "MNHS Senior High School Student's Trust and Perceived Accuracy of ChatGPT Content and Its Link to Their Ethical Awareness of AI Usage in Education: Basis in Planning School-Wide AI Information Drive" is likely to answer the following:

1. To what extent do SHS students use ChatGPT for academic-related tasks?
2. How much do SHS Students trust the information provided by AI-generated content from ChatGPT?
3. How do SHS Students perceive the accuracy of AI-generated content from ChatGPT?
4. How aware are the SHS students to the ethical use of AI in education?
5. Is there a relationship between SHS students' trust and perceived accuracy in AI and their awareness to ethical use of AI in education?

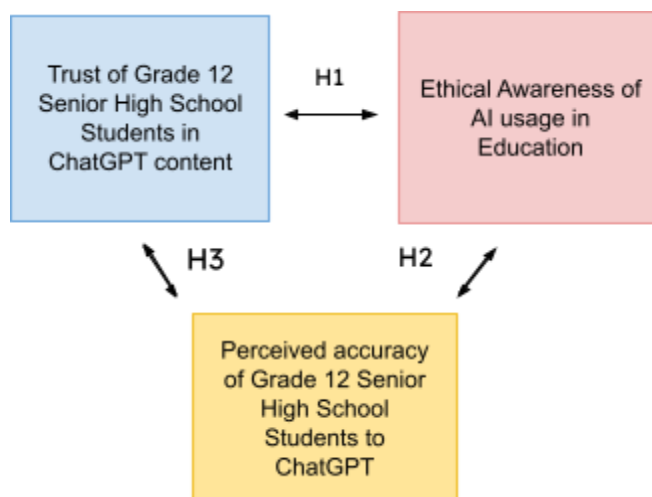
By answering these questions, this study gave insights into the factors that influenced students' trust in AI-generated (ChatGPT) feedback and the student's perceptions of its accuracy at Meycauayan National High



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School. The findings also shed light on the extent of students' awareness of ethical considerations related to AI usage.

Conceptual Framework



Null Hypothesis

Based on the objective of the study, the following hypothesis are tested:

H₁: There is no significant relationship between trust of grade 12 senior high school students and ethical awareness of AI usage in education.

H₂: There is no significant relationship between ethical awareness of AI usage in education and perceived accuracy of ChatGPT.

H₃: There is no significant relationship between perceived accuracy of ChatGPT and trust of grade 12 senior high school students.

Significance of the Study

Observations and Learners' assumption survey results indicated that there are several factors that contribute to students' trust and perceived accuracy of AI ChatGPT, factors such as previous interactions with AI or Experiences, Accuracy of past feedback, Student's literacy and many more. Educators and Students can perform a collaboration to develop strategies to promote the ethical and effective use of AI tools like ChatGPT in the classroom. Addressing this Issue will be beneficial to the following:



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To Senior High School Students. This Study will Beneficial to Senior High School Students of Meycauayan National HighSchool Students by providing them with insights into the possible benefits and risks of AI-generated feedback.

To Teachers. This Study will be beneficial to the teachers or educators for it can provide them knowledge on how they can guide students to use AI responsibly and to address this issue on hand.

To School Administrators. The study will be beneficial to administrators in implementing policies that encourage the proper use of AI in schools. By understanding this School administrators can create guidelines that can support both technological innovation and academic integrity.

To Parents. This study can be beneficial to parents and guardians for it can provide them information about the potential benefits and risks of AI tools and help them support their children's use of these technologies.

To the General Public. This study can be beneficial to the General Public for it can raise awareness about the potential benefits and risks of AI and help individuals be literate.

To Technology Developers. The study's findings can be beneficial to Technology Developers for it can inform the development of AI tools that are more user-friendly, accurate, and ethical.

To Non-Government Organization. The study can benefit NGOs working in education. The findings of the study to advocate for policies and practices that promote the ethical and effective use of AI in education.

To Future Researchers. This study can be beneficial to Future Researchers for it will serve as reference and will contribute to the body of knowledge existing now. Additionally, this research can provide insights that can guide for further exploration into how AI affects behaviour, Student outcomes and Ethical considerations.

Scope and Delimitation

This research aims to investigate and measure senior high school students at Meycauayan National High School's trust in AI, particularly ChatGPT's feedback and their perceived accuracy of the content provided and it's link to their ethical use. The study focuses on this specific demographic and excludes junior high school students and students from other schools.

There are certain limitations on this study. First is this is solely limited to ChatGPT and does not consider other AI-powered platforms. Second, is the specific Grade Level, Third is the location where this study will be conducted, lastly, the research relies solely on students' self-reported perceptions and experiences rather than an in-depth analysis of ChatGPT's technical performance or accuracy in academic tasks. Nothing else is included.



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METHODOLOGY

Research Design

This study used the **Descriptive Correlational** research design, which is used in studies that seek to establish relationship between different variables (McBurney & White, 2009). This research design is appropriate for this study, for this study will investigate the relationship between trust and perceived accuracy of ChatGPT content and the ethical awareness of AI usage in education among senior high school students.

Population and Sample

This study entitled “*Senior High School Student's Trust and Perceived Accuracy of ChatGPT Content and Its Link to their Ethical Awareness of AI Usage in Education: A Descriptive Correlational Study in Meycauayan National High School*” employed a **Voluntary Participation Method**. The target population consisted of all Grade 12 senior high school students at Meycauayan National High School for the 2024-2025 academic year. **From a total population of 676 students**, The researchers only took the **50% of the population** which is 338 respondents. Their responses will be analyzed to determine if correlations exist between the variables under investigation.

To determine the appropriate sample size for the study, the researchers calculated 338 respondents using the sample size formula by 50% of the total population as follows:

Formula:

$$\text{Sample Size} = \text{Total Population} \times \text{Desired Population}$$

Solution:

$$\text{Population of Grade 12 SHS students } 676 \times 0.50 \text{ (50\% of the Population)} = \mathbf{338 \text{ respondent are needed}}$$

However due to time constraint, The researchers were only able to gather 201 respondents voluntarily.



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Research Instrument

The researchers have developed a **Survey Questionnaire through Google Forms** to measure students' trust and perceived accuracy of ChatGPT, and their ethical awareness. Prior to administration, the survey questionnaire underwent through **Content Validation** by an expert in the ICT field. The questionnaires were administered in a manner that is careful and respectful, ensuring respondent's confidentiality and the right to withdraw at any time.

Data Collection

This study employed the use of **Research Process Framework** developed by Polit and Beck (2004), which encompasses five research phases. This systematic approach to research enhances the integrity and quality of the research process. The five phases include: the conceptualization phase, the design phase, the empirical phase, the analytical phase, and the dissemination phase.

In this study, the researchers followed these steps:

Conceptualization Phase. During this phase, the researchers explored potential research problems in the field of Information and Communication Technology (ICT). The researchers have identified ChatGPT as a widely used tool among students, focusing on its relevance and the issues it presents. Among many issues pertaining to this AI tool, one key area of interest emerged: examining students' trust levels, their perceived accuracy of ChatGPT, and the link to their ethical awareness regarding its usage.

Design Phase. In the Design Phase, the researchers planned the methods for data collection, focusing on establishing a structured and appropriate approach. They chose a descriptive correlational design to assess relationships between the Trust of Grade 12 Senior Highschool Students, Perceived Accuracy of the Content of the AI Tool and their Ethical Awareness. Next, they calculated the sample size needed, targeting Grade 12 senior high school students, and used voluntary participation to ethically gather data. The survey was administered carefully, and, prior to distribution, it was validated by an ICT expert to ensure relevance and clarity.

Empirical Phase. In the Empirical Phase, the researchers used survey questionnaires distributed through Google Forms to gather data. They approached students around the campus, selecting respondents who were available to participate. Prior to administering the survey, the researchers discussed the terms and conditions, including participants' rights and the option to withdraw at any time. In total, 203 students participated, providing essential data to measure the variables under investigation. Additionally, the researchers outlined a detailed plan for data analysis to ensure that all collected data would be accurate and meaningful for the study's objectives.



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Analytical Phase. In the Analytical Phase, the researchers thoroughly analyzed the data collected in the Empirical Phase. First, the researchers created a frequency table to show how often Grade 12 senior high school students use ChatGPT for academic purposes. This was followed by calculating descriptive statistics, including the mean and standard deviation for each variable. Lastly, after calculating the standard deviation and creating a frequency table, the researchers analyzed participants' responses using Spearman's rank correlation coefficient. This analysis allowed the researchers to examine potential correlations among the study variables, providing insights into the relationships between students' trust, perceived accuracy, and ethical awareness of AI usage.

Dissemination Phase. In the Dissemination Phase, the researchers will publish this study to contribute to the body of knowledge available online. This publication will serve as references for future researchers providing insights and data relevant to AI usage specifically in using ChatGPT in academics.

Data Analysis

To assess the relationship between students' trust, their perceived accuracy of ChatGPT, and their awareness of ethical usage, the researchers first formulated a frequency table on how grade 12 senior highschool students frequently use ChatGPT in their academics, followed by a calculated **Descriptive Statistics**, including means and standard deviation for each variable. the mean and standard deviation will provide insight into students' attitudes toward ChatGPT, their perception of the tool and their ethical awareness of AI usage. The means will be interpreted using the table below:

Range	AI-Usage	Trust	Perceived Accuracy
1.0 - 1.80	Never	Very Untrustworthy	Not Accurate
1.81 - 2.60	Rarely	Untrustworthy	Fairly Accurate
2.61 - 3.40	Sometimes	Somewhat Trustworthy	Somewhat Accurate
3.41 - 4.20	Often	Trustworthy	Accurate
4.21 - 5.00	Always	Very Trustworthy	Highly Accurate

Mean percentage score wil also be calculated for ethical awareness of AI usage. This will be interpreted using the table below:

Mean Percentage Score	Verbal Interpretaion
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0-24%	Very Low Awareness
25-49%	Low Awareness
50-74%	Moderate Awareness
75-100	High Awareness

And then computed using the **Spearman's Rank Correlation**. This test is appropriate for this study because this study will seek to measure the variables that is under investigation.

Table 1.

Data Analysis Plans: Objectives, Questions, Instruments, and Analysis Methods.

Research Objective	Research Questions	Instrument	Data Analysis
RO1: Identify the extent of AI-usage of SHS students in academic-related tasks.	RQ1: To what extent do SHS students use ChatGPT for academic-related tasks?	Survey	<ul style="list-style-type: none"> • Frequency Table • Percentage • Mean • Standard Deviation
RO2: To measure the level of trust of SHS students to AI-generated content from ChatGPT.	RQ2: How much do SHS Students trust the information provided by AI-generated content from ChatGPT?	Survey	<ul style="list-style-type: none"> • Frequency Table • Percentage • Mean • Standard Deviation
RO3: To identify SHS students' perceived accuracy of AI-generated content from ChatGPT.	RQ3: How do SHS Students perceive the accuracy of AI-generated content from ChatGPT?	Survey	<ul style="list-style-type: none"> • Frequency Table • Percentage • Mean • Standard Deviation
RO4: Identify students' awareness to ethical use of AI in education.	RQ4: How aware are the SHS students to the ethical use of AI in education?	Survey	<ul style="list-style-type: none"> • Frequency Table • Percentage • Mean • Mean Percentage • Standard Deviation
RO5: Correlate students' trust and perceived accuracy in AI	RQ5: Is there a relationship between SHS students' trust	Survey	<ul style="list-style-type: none"> • Spearman's Rank Correlation



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to their awareness to ethical use of AI in education.	and perceived accuracy in AI and their awareness to ethical use of AI in education?		
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Results

This section of the paper highlights the results collected by the researchers upon analyzing the data gathered from the data collection. Tables, figures, and graphs were utilized to measure the Trust, Perceived Accuracy of ChatGPT and the Ethical Awareness of AI usage of Grade 12 Senior Highschool Students in Meycauayan National Highschool.

The results were presents based on the arrangement of the research objectives and statement of the problem:

RO1. Extent of AI-Usage of SHS Students In Academic-Related Tasks

The researchers aimed to identify the extent of AI-usage of students in academic-related tasks. The tables below show the frequency of responses from the students relating to this objective:

Table 2.

Frequency Distribution Table of Students Extent of AI-Usage in Academic Related Tasks

A. How often do you use AI-powered tool like ChatGPT for Academic Task?

Response Option	Frequency	Percentage
Always (5)	20	10%
Often (4)	39	19.4%
Sometimes (3)	94	46.8%
Rarely (2)	37	18.4%
Never (1)	11	5.5%

The results indicate that a significant portion of respondents (46.8%) reported frequent use of the AI tool, making it the most common response. This trend aligns with recent studies showing that students increasingly adopt AI-powered tools like ChatGPT for academic support, using it for their adaptability and instant feedback capabilities (Karakose & Tülübaş, 2023). Following closely, 19.4% of respondents use the tool often, while 10% report always using it. This data supports the view that ChatGPT has become a key resource in education,



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particularly for students seeking tailored academic assistance and efficiency in handling complex tasks (Nguyen et al., 2024)

In contrast, a smaller portion (18%) of respondents reported using the tool rarely, and 5.5% indicated “never” in using the AI tool. These patterns may reflect the ethical concerns and varied comfort levels associated with AI, as noted in recent literature, underscoring the need for a balance between AI utility and ethical considerations in academic environments (Nguyen et al., 2024). Thus, while ChatGPT is widely embraced, there remains a call for critical awareness to ensure students use AI ethically and thoughtfully.

RO2. Level of Trust of SHS Students to AI-Generated Content from ChatGPT.

The researchers aimed to identify the level of trust of Grade 12 Senior Highschool learners in the content provided by ChatGPT. The tables below show the frequency of responses from the students relating to this objective:

Table 3.

Level of Trust of SHS Students to AI-Generated Content from Chatgpt.

B. How much do you trust the content provided by ChatGPT?

Response Option	Frequency	Percentage
Very Trustworthy (5)	8	4%
Trustworthy (4)	49	24.4%
Somewhat Trustworthy (3)	118	58.7%
Untrustworthy (2)	21	10.4%
Very Untrustworthy (1)	5	2.5%

The results indicating that a majority of students (58.7%) somewhat trust the content provided by ChatGPT, with a smaller group showing low trust, align with findings in recent research on student perceptions of AI tools. Studies suggest that student trust in AI-powered educational tools, such as ChatGPT, is often influenced by factors like the perceived usefulness and ease of use of the tool, as well as the students’ familiarity with AI. For instance, students with a higher perceived value and understanding of ChatGPT are more likely to trust and continue using it, as they recognize its potential benefits in academic settings. However, unfamiliarity or concerns about AI still contribute to hesitancy or lower levels of trust among portion of users.

These mixed levels of trust are typical in emerging AI technology contexts. Many students appreciate the enhanced learning capabilities and personalized assistance these tools provide, which builds trust, but they may



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also feel cautious due to privacy concerns or a lack of understanding of the technology's underlying mechanics. This nuanced view underlines the importance of integrating AI literacy into education to address any hesitations and to foster a balanced, informed perspective toward AI tools like ChatGPT among students (Al-Abdullatif & Alsubaie, 2024; Yu et al., 2024)

RO3. SHS students' perceived accuracy of AI-generated content from ChatGPT

The researchers aimed to identify the extent to which students perceived the accuracy of the content of ChatGPT. The tables below show the frequency of responses from the students relating to this objective:

Table 4.

SHS students' perceived accuracy of AI-generated content from ChatGPT

C. How well do you perceive the accuracy of ChatGPT content?

Response Option	Frequency	Percentage
Highly Accurate (5)	13	6.5%
Accurate (4)	52	25.9%
Somewhat Accurate (3)	97	48.3%
Fairly Accurate (2)	33	16.4%
Not Accurate (1)	6	3%

The findings indicate that a majority of students perceive ChatGPT's accuracy as moderate to high align with research on student interactions with AI in academics. Students often report favorable experiences with AI tools for their reliability and ability to enhance learning, meanwhile, some express skepticism due to inaccuracies. For example, research shows that students view AI-based tools as generally helpful for tasks like idea generation and language support, contributing to perceptions of moderate to high accuracy, especially when the AI's strengths align with academic tasks (Rudolph et al., 2023). However, when students notice inconsistencies or potential biases in AI responses, they may rate the tool's accuracy lower, as AI-generated responses can sometimes reflect a lack of real-time data or factual errors (Grotrian et al., 2022).

This nuanced perception underscores the balance between recognizing the AI's utility and acknowledging its limitations, which shapes trust and perceived accuracy among students. The gap between high and low trust ratings suggests that while many students see ChatGPT as sufficiently accurate, some remain cautious, reflecting broader concerns about AI's reliability and ethical considerations, as well as a need for AI literacy in educational programs (Bisdas et al., 2021; Dahmash et al., 2020).



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RO4. SHS students' Ethical Awareness of AI usage in Education

The researchers aimed to assess the level of ethical awareness among SHS students regarding AI usage in education. The tables below show the frequency of responses from the students relating to this objective:

Table 5.

D. SHS students' Ethical Awareness of AI usage in Education

Questions	Yes	Percentage	No	Percentage	Correct Answer
1. I can use AI tools (ChatGPT) as a guide for understanding concept.	178	89%	22	11%	Yes
2. I trust ChatGPT's answer without double-checking my notes, text books and other reliable sources.	38	19%	162	81%	No
3. I can use ChatGPT to help me finish my assignments.	119	59.8%	80	40.2%	Yes
4. I shall only use ChatGPT to assist me with research, then I verify the information with credible sources.	129	64.2%	71	35.5%	Yes
5. I ensure that my works is my own and not just copied from AI-generated feedback.	160	80.4%	39	19.6%	Yes
6. I can submit AI generated work as my own.	38	19.1%	161	80.9	No
7. I avoid using AI tools like ChatGPT to generate complete essays and activities to maintain my academic integrity.	139	69.5%	61	30.5%	Yes
8. I am well aware that AI tools like ChatGPT can generate false information and its not always reliable.	161	81.3%	37	18.7%	Yes
9. I can use ChatGPT to write me essays and reports instead of making and developing my own writing skills.	40	20.1%	159	79.9%	No
10. I can use AI tools like ChatGPT to enhance my learning skills and not to replace my learning process.	142	71%	58	29%	Yes



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The percentage indicates that a significant number of respondents answered correctly, demonstrating that they are very aware of the ethical use of AI. In contrast, some respondents showed less awareness of ethical AI usage by choosing incorrect answers.

RO1 - RO4. Summary of the General Responses of Students in their Extent of AI-Usage, Level of Trust, Perceived Accuracy, and Ethical Awareness towards Responsible Use of AI in Education

Table 6.

E. Descriptive Statistics Table for RO1 - RO4

Objectives	Question Text	Mean	Standard Deviation	Mean Percentage Score	Verbal Interpretation
RO1	How often do you use AI-powered tool like ChatGPT for Academic Task?	3.08	0.98	—	Sometimes
RO2	How much do you trust the content provided by ChatGPT?	3.14	0.74	—	Somewhat Trustworthy
RO3	How well do you perceive the accuracy of ChatGPT content?	3.19	0.89	—	Somewhat Accurate
RO4	Select Yes if the statement is Correct and No if its not. (Ethical Awareness Test)	7.51	2	75.10%	High Awareness

The finding that students implies that they somewhat trust ChatGPT aligns with research indicating that trust in AI tools is shaped by factors like perceived accuracy, familiarity, and the visible benefits in academic tasks. Studies suggest that students with and those who see clear advantages in using these tools tend to report greater trust and willingness to use them (Schei et al., 2024; Al-Abdullatif & Alsubaie, 2024). Conversely, lower familiarity can lead to hesitancy, emphasizing the need for AI literacy programs. This suggests that educational institutions could benefit from incorporating AI education to boost both students' understanding and responsible usage of AI tools.



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RO5. Correlate students' trust and perceived accuracy in AI to their awareness to ethical use of AI in education

Table 7.

F. Correlation Matrix of Trust, Perceived Accuracy, and Ethical Awareness in ChatGPT

Variables	P Value	R Value	Verbal Interpretation
Relationship of Perceived Accuracy and Trust of Grade 12 Senior High School Students in ChatGPT content	0	0.32764	Moderate Positive Correlation
Relationship of Perceived accuracy and Ethical Awareness of Grade 12 Senior High School Students to ChatGPT	0.08203	0.12266	Weak Positive Correlation
Relationship of Trust and the Ethical Awareness of Grade 12 Senior High School Students to ChatGPT	0.02308	0.15983	Weak Positive Correlation

The Spearman Rank Correlation analysis conducted in this study reveals different relationships among Grade 12 students' trust in ChatGPT, perceived accuracy of its content, and ethical awareness of AI. The correlation between perceived accuracy and trust yields a statistically significant moderate positive correlation ($p = 0.000$, $r = 0.32764$), suggesting that students who view ChatGPT content as accurate are more inclined to trust it. This aligns with findings in recent research, where perceived accuracy was shown to strengthen trust in digital tools, supporting the idea that perceptions of accuracy can significantly influence attitudes toward AI (Grajeda et al., 2023; Al-Abdullatif & Alsubaie, 2024).

In contrast, the relationship between perceived accuracy and ethical awareness shows a weaker and statistically insignificant correlation ($p = 0.08203$, $r = 0.12266$), suggesting only a slight connection. Previous studies indicate that ethical awareness may need further educational context to impact trust or accuracy perceptions (Gao et al., 2022). This supports the current findings, as additional AI literacy and ethics education could strengthen students' understanding of AI limitations and ethical issues, which might enhance their engagement and trust in such tools.

Additionally, the weak positive correlation between trust and ethical awareness ($p = 0.02308$, $r = 0.15983$) indicates that while some students who trust ChatGPT show ethical awareness, the relationship remains limited. Research highlights that educational approaches addressing ethical implications may strengthen trust over time, as familiarity with ethical aspects of AI usage can increase student comfort and awareness (Venkatesh et al., 2023). Together, these findings suggest that perceived accuracy is a stronger driver.



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Conclusion

To sum it all up, the data gathered in the analysis using Spearman Correlation Coefficient interpreted that the correlation under investigation states that trust in ChatGPT is most closely related to perceived accuracy ($r = 0.3352$) compared to the other relationships, though it is still only little correlation. Ethical awareness has weaker associations with both trust and perceived accuracy, suggesting that ethical considerations may not significantly affect the students' perceptions of trust in ChatGPT's accuracy.

In conclusion, these results suggest that the null hypothesis indicating limited correlation between these variables is largely supported. This insight not only confirms the research hypothesis but also highlights an area for further exploration: enhancing students' understanding of ethical AI use may not necessarily influence trust or accuracy perceptions, pointing to other factors that could be more impactful in shaping these attitudes.

To address the limitations of this study, the following are recommended:

- **In-Depth Analysis of ChatGPT's Technical Performance.** A thorough analysis of ChatGPT's capabilities should be undertaken, focusing on aspects such as accuracy, contextual understanding, and usage in academic settings. This analysis will help identify strengths and weaknesses that could inform more effective usage in educational contexts.
- **Seminar on the Ethical Use of AI Tools Like ChatGPT on Academic.** By implementing seminars and workshops on the Ethical use of the Tool, Student's and Educators can perform a collaboration in promoting the proper use of ChatGPT and other AI tool in education settings.
- **Further research exploring other grade levels, following a detailed analysis.** Future studies should explore a broader range of grade levels to understand how students of different ages or grade level interact with and perceive AI tools. Employing both qualitative and quantitative research methods will provide valuable insights into these differences and inform educational strategies.



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APPENDICES

A. Consent Form

Good Day! We are a group of individuals from 12 - ICT Babbage conducting a research to better understand how students like you trust, perceive and use artificial intelligence (AI) tools specifically ChatGPT in your studies. The goal of this study is to investigate students trust, perceived accuracy, and ethical awareness regarding ChatGPT's content. Your participation and responses will help us understand how these factors influence your use of AI in education.

Your participation in this study is entirely voluntary, You have the right to refuse to participate or withdraw from the study at any time without giving a reason. If you agree to participate, you will be asked to complete a questionnaire which will take approximately 5 minutes of your time and your responses will be kept confidential.

If you have any more questions about the study, please do not hesitate to ask. you may contact these researchers: **Bea Nessa Naldoza, Rhayley Orbe, Chelsea Castro, Deo Jontilano and Raymond Tolop.**

By clicking 'Next,' you agree to participate in this study

Below is the consent form presented to all participants at the beginning of the Google Form:

***MNHS Senior High School Student's Trust
and Perceived Accuracy of ChatGPT
Content and Its Link to their Ethical
Awareness of AI Usage in Education:
Basis in Planning School-Wide AI
Information drive***

Good Day! We are a group of individuals from 12 - ICT Babbage conducting a research to better understand how students like you trust, perceive and use artificial intelligence (AI) tools specifically ChatGPT in your studies. The goal of this study is to investigate students trust, perceived accuracy, and ethical awareness regarding ChatGPT's content. Your participation and responses will help us understand how these factors influence your use of AI in education.

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The survey was administered via Google Forms. Participants were required to read and agree to the consent form before proceeding with the survey questions.

B. Survey Questionnaire

“Senior High School Student's Trust and Perceived Accuracy of ChatGPT Content and Its Link to Their Ethical Awareness of AI Usage in Education: A Descriptive Correlational Study in Meycauayan National High School.”

1. How often do you use AI-powered tool like ChatGPT for Academic Task?

- ☐ Always (5)
- ☐ Often (4)
- ☐ Sometimes (3)
- ☐ Rarely (2)
- ☐ Never (1)

2. Trust in ChatGPT Content

- ☐ Very Trustworthy (5)
- ☐ Trustworthy (4)
- ☐ Neutral (3)
- ☐ Untrustworthy (2)
- ☐ Very Untrustworthy (1)

3. Perceived Accuracy of ChatGPT

- ☐ Highly Accurate (5)
- ☐ Accurate (4)
- ☐ Somewhat Accurate (3)
- ☐ Fairly Accurate (2)
- ☐ Not Accurate (1)



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4. Ethical Awareness: Direction: Answer the following Questions. Select Yes if the statement is Correct and No if its not.

	Yes	No
1. I can use AI tools (ChatGPT) as a guide for understanding concept.		
2. I trust ChatGPT's answer without double-checking my notes, text books and other reliable sources.		
3. I can use ChatGPT to help me finish my assignments.		
4. I shall only use ChatGPT to assist me with research, then I verify the information with credible sources.		
5. I ensure that my works is my own and not just copied from AI-generated feedback.		
6. I can submit AI generated work as my own.		
7. I avoid using AI tools like ChatGPT to generate complete essays and activities to maintain my academic integrity.		
8. I am well aware that AI tools like ChatGPT can generate false information and its not always reliable.		
9. I can use ChatGPT to write me essays and reports instead of making and developing my own writing skills.		
10. I can use AI tools like ChatGPT to enhance my learning skills and not to replace my learning process.		

Below is the survey questionnaire presented to all participants at the beginning of the Google Form:



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1.

A. AI Usage

1. How often do you use AI-powered tool like ChatGPT for Academic Task? *

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

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Clear form

2.

B. Trust in ChatGPT Content

How much do you trust the content provided by ChatGPT? *

☐ Very trustworthy

☐ Trustworthy

☐ Neutral

☐ Untrustworthy

☐ Very untrustworthy

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Clear form



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3.

C. Perceived Accuracy of ChatGPT

How well do you perceive the accuracy of ChatGPT content? *

- ☐ Highly Accurate
- ☐ Accurate
- ☐ Somewhat Accurate
- ☐ Fairly Accurate
- ☐ Not Accurate

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Next

Clear form

4.

D. Ethical Awareness

Direction: Answer the following Questions. Select **Yes** if the statement is **Correct** and **No** if its **not**. 10 points

	Yes	No
I can use AI tools (ChatGPT) as a guide for understanding concept.	<input type="radio"/>	<input type="radio"/>
I trust ChatGPT's answer without double-checking my notes, text books and other reliable sources.	<input type="radio"/>	<input type="radio"/>
I can use ChatGPT to help me finish my assignments.	<input type="radio"/>	<input type="radio"/>
I shall only use ChatGPT to assist me with research, then I verify the information with credible sources.	<input type="radio"/>	<input type="radio"/>



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I ensure that my works is my own and not just copied from AI-generated feedback.	<input type="radio"/>	<input type="radio"/>
I can submit AI generated work as my own.	<input type="radio"/>	<input type="radio"/>
I avoid using AI tools like ChatGPT to generate complete essays and activities to maintain my academic integrity.	<input type="radio"/>	<input type="radio"/>
I am well aware that AI tools like ChatGPT can generate false information and its not always reliable.	<input type="radio"/>	<input type="radio"/>
I can use ChatGPT to write me essays and reports instead of making and developing my own writing skills.	<input type="radio"/>	<input type="radio"/>
I can use AI tools like ChatGPT to enhance my learning skills and not to replace my learning process.	<input type="radio"/>	<input type="radio"/>

[Back](#)[Submit](#)[Clear form](#)



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C. Curriculum Vitae



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Secondary - Junior High School: Meycauayan National High School (2019- 2023)
Grade 10 – With Honors

Secondary - Senior High School: Meycauayan National High School (2023-present)
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2nd Placer in Masining na Pagbasa (2023)
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I hereby certify that the information above is truthful.

Signature of the Researcher above Printed Name



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Secondary - Senior High School: Meycauayan National High School (2023-present)

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