

Experiencing Artificial Intelligence in Academic Research: A Study of Master's Degree Students Technological Interactions

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Abstract

The challenges related to either using or not using Artificial Intelligence (AI) in academic research writing were evident in several areas. The graduation rate of the graduate school is less than four percent; thus, this study aims to help improve the system. It seeks to uncover the experiences of teachers applying AI in activities ranging from searching for the best research title to compiling the list of references. The study utilized a qualitative case analysis design, employing in-depth interviews. Findings reveal that among the AIs—ChatGPT, Google Gemini, and Perplexity Artificial Intelligence—the researchers found Perplexity AI to be more scientific and user-friendly. Teachers were amazed that more best research titles were provided with just one click. Learning the techniques for prompting AI, from the background of the study to the selection of statistical tools and construction of research instruments, became easier, with human intervention mainly involved in the validation process. Data gathering was conducted in person over two weeks. AI played a significant role in deciding the most appropriate statistical tools to test the hypotheses and discuss the findings. Instructing AI to formulate five conclusive statements for the five empirical questions, five recommendations, and one suggestion for further study was also straightforward. However, the teachers' proactive approach in overcoming challenges provides valuable insights for other educators pursuing graduate studies. The study emphasizes that AI is helpful and can enhance human productivity, which is the ultimate goal.

Keywords: Artificial Intelligence, Academic Research, Public School teachers, Graduate school