ChatGPT USAGE AND LEARNING MOTIVATION AMONG SENIOR HIGH SCHOOL STUDENTS: A CORRELATIONAL STUDY

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ABSTRACT

This study examines the relationship between Chat GPT usage and learning motivation among senior high school students at Santo Tomas National High School (STNHS) using a quantitative correlational design. A sample of 330 students was surveyed, revealing a moderately strong positive correlation between Chat GPT usage and learning motivation. The findings indicate that higher levels of Chat GPT usage have a moderate, positive, and significant relationship with increased motivation to learn. The study also notes that students demonstrate an average level of Chat GPT usage and a high level of learning motivation. Grounded in Self-Determination Theory (SDT) and the Technology Acceptance Model (TAM), the research highlights Chat GPT's potential to meet students' psychological needs and enhance perceived usefulness, both of which contribute to greater learning motivation. These theories suggest that by fostering autonomy, competence, and relevance through technology, Chat GPT can effectively support educational engagement. The study provides actionable insights for various stakeholders. For students, it recommends integrating Chat GPT more meaningfully into learning routines to boost motivation. Teachers are encouraged to promote the use of Chat GPT as a supportive tool for personalized learning and exploration. Future researchers are advised to explore the long-term impacts of Chat GPT on different aspects of academic performance and motivation across diverse student populations. These findings underscore Chat GPT's value as an innovative educational tool, offering pathways to enrich student learning experiences and outcomes.

Keywords: Chat GPT usage, learning motivation, artificial intelligence, senior high school

INTRODUCTION

In the ever-evolving landscape of education, the integration of artificial intelligence (AI) tools like Chat GPT has sparked significant debate. These AI-driven technologies present both opportunities and challenges, particularly concerning academic integrity, learning engagement, and equitable access. As education systems worldwide strive to align with Sustainable Development Goal (SDG) 4: Quality Education, which emphasizes inclusive, equitable, and ethical learning environments (United Nations, 2015), it becomes imperative to critically assess the role of AI in shaping students' motivation and academic performance.

One of the primary concerns surrounding Chat GPT in education is academic integrity. Researchers have noted that AI-generated content can facilitate cheating and plagiarism, allowing students to bypass the cognitive processes essential for learning (Susnjak, 2022). Studies have identified distinct patterns in machine-generated content, such as a lack of idiomatic expressions and an overall unnatural tone, making it distinguishable from human-written work (Kung et al., 2023). Despite these identifiable markers, detecting AI-generated content remains a challenge, raising concerns about fair assessments and ethical academic practices (Veloso, 2023).

Beyond integrity issues, AI tools may also contribute to learning dependency rather than fostering critical thinking. A study by Lee et al. (2023) highlights concerns that students who are overly reliant on AI tools may struggle with independent reasoning and problem-solving, which are considered as essential skills for academic success. Additionally, misinformation and bias present in AI-generated responses could undermine the credibility of educational content, affecting students' trust in academic sources (Susnjak, 2022).

From an equity perspective, the adoption of Chat GPT in education raises concerns about digital divide and accessibility. While some students benefit from AI-driven assistance, those in underfunded schools with limited internet access may face technological disparities, exacerbating educational inequality (World Bank, 2022). The financial burden of implementing AI tools in schools also poses a challenge, particularly for institutions operating on constrained budgets (Lee et al., 2023).

Despite these concerns, studies indicate that Chat GPT can also offer positive educational outcomes. Research suggests that AI can provide personalized learning experiences, offering real-time feedback, study assistance, and resource recommendations tailored to students' needs (Chua, 2023). Furthermore, Chat GPT was found to enhance student engagement by acting as an interactive learning assistant, helping with coursework, research, and summarization tasks. Additionally, a qualitative study conducted by Regalado (2021) explored student experiences in the Philippines, revealing that Chat GPT aided learners in generating ideas, drafting legal documents, and synthesizing research topics, demonstrating its potential as an educational aid.

Albeit the growing body of literature on AI in education, limited empirical research has examined the correlation between Chat GPT usage and students' learning motivation, particularly among senior high school students in developing regions. While prior studies have explored the risks and benefits of AI in education (Lee et al., 2023; Susnjak, 2022), there remains a lack of quantitative data linking Chat GPT usage to learning motivation. Addressing this gap is crucial, as understanding the impact of AI tools on learning motivation can inform educational policies, AI integration strategies, and ethical AI usage guidelines in schools.

Research Objectives

This study aimed to investigate the relationship between Chat GPT usage and learning motivation among senior high school students at Sto. Tomas National High School (STNHS). Specifically, the study aimed the following:
1. To determine the level of Chat GPT usage among senior high school students;
2. To determine the level of learning motivation among senior high school students; and
3. To determine the relationship between Chat GPT usage and learning motivation among senior high school students.

Research Hypothesis

Based on the objectives of this study, the hypothesis is:

H_0: There is no significant relationship between Chat GPT usage and learning motivation among senior high school students.

Review of Related Literature

This section includes a literature review that critically evaluates the advantages and disadvantages of Chat GPT usage in the context of the present educational landscape. By analyzing existing research, this review aims to provide a comprehensive understanding of the opportunities and limitations of Chat GPT in fostering academic engagement and critical thinking among students.

Chat GPT

Chat GPT, developed by OpenAI, is an advanced AI-powered chatbot that utilizes the Generative Pretrained Transformer (GPT) language model. Designed to handle diverse text-based tasks, Chat GPT assists users with activities ranging from answering queries and summarizing texts to generating creative content and facilitating discussions. Its integration into education has gained traction due to its ability to support personalized learning, automate academic tasks, and enhance student engagement (Yu, 2023).

The foundation of Chat GPT lies in natural language processing (NLP), allowing it to comprehend user inputs and generate coherent, contextually relevant responses (Kirmani, 2022). OpenAI, the organization behind Chat GPT, was established in December 2015 by Elon Musk, Sam Altman, Greg Brockman, and Ilya Sutskever, with a mission to develop AI that benefits humanity. Since its release, Chat GPT has revolutionized various domains, including education, research, and digital communication (Wankhede, 2023).

Educational institutions and students alike have explored Chat GPT's functionalities in academic settings. The AI tool has been utilized for research assistance, content summarization, language learning, and academic writing. However, as its adoption grows, so do concerns regarding its ethical implications, accuracy, and potential misuse (Alshater, 2022).

While Chat GPT offers promising educational applications, it is essential to recognize the challenges associated with its deployment. Understanding the benefits and risks of AI integration in schools is crucial for educators, students, and policymakers in leveraging its potential responsibly.

Chat GPT Issues from an Educational Perspective

Despite its growing popularity in education, Chat GPT presents several challenges and risks that may impact academic integrity, data security, and learning engagement. These concerns have sparked debates on whether AI tools support or hinder students' ability to think critically and engage meaningfully with academic content.

One of the primary concerns regarding Chat GPT is its potential to facilitate academic dishonesty. Researchers argue that AI-generated content makes it easier for students to bypass cognitive learning processes, leading to reduced critical thinking and problem-solving skills.

Overreliance on AI tools may discourage students from engaging in independent research, analytical reasoning, and creative writing (McGee, 2023).

Moreover, studies highlight biases and misinformation in AI-generated content. Since Chat GPT is trained on large datasets, it may reproduce biased, outdated, or factually incorrect information, making it an unreliable source for academic research. Educators and institutions are increasingly concerned about the tool's influence on the credibility of student work and academic assessments (Qadir, 2022).

Privacy and security concerns have also been raised. Chat GPT collects and processes large amounts of user data, leading to potential risks related to data privacy, ethical concerns, and regulatory compliance. In educational settings, ensuring that student interactions with AI remain secure and confidential is a growing challenge (Baskara, 2023).

While Chat GPT presents opportunities for personalized learning and accessibility, it also raises valid concerns regarding academic integrity, misinformation, and privacy. Addressing these issues is crucial for ensuring the responsible and ethical use of AI in education.

Chat GPT Effectiveness in Educational Perspective

Despite the challenges posed by AI-driven tools, Chat GPT has demonstrated significant potential in enhancing student learning experiences. Researchers have explored its role in improving engagement, supporting personalized education, and fostering independent learning.

Chat GPT serves as an effective learning aid by providing real-time feedback, content summarization, and concept clarification. It has been widely used for language learning, research assistance, and personalized tutoring, allowing students to access diverse academic resources efficiently (Alshater, 2022).

One of Chat GPT's most notable contributions to education is its ability to spark creativity and engagement. Studies suggest that students find AI-generated responses helpful for brainstorming ideas, improving writing skills, and enhancing academic productivity (Roose, 2023). Additionally, its interactive nature makes learning more engaging and accessible, especially for students who struggle with traditional educational approaches (Minzak, 2020).

From a research perspective, Chat GPT helps students and scholars streamline data analysis, draft research papers, and explore complex topics. This automation enables learners to focus on deeper analytical tasks rather than spending excessive time on repetitive processes (Van Dis et al., 2023).

Chat GPT has proven to be a valuable tool in education, offering personalized learning experiences, interactive engagement, and academic support. While its effectiveness depends on responsible usage, it has the potential to enhance learning motivation and student performance when integrated thoughtfully into the educational framework.

Student Learning Motivation

Motivation is a key determinant of student performance, influencing how learners approach academic tasks and persist in their studies. According to Harandi (2015), motivation is generally

classified into intrinsic and extrinsic motivation. Students who are intrinsically motivated engage in learning due to personal curiosity, enjoyment, or self-improvement, while those who are extrinsically motivated focus on achieving rewards such as grades, recognition, or external approval.

Intrinsic motivation is associated with higher engagement, deeper cognitive processing, and long-term retention of knowledge (Harandi, 2015). These students actively seek out challenges and utilize learning strategies that require greater effort. On the other hand, extrinsically motivated students often focus on minimizing effort while maximizing rewards, which may result in surface-level learning and reliance on external validation (Borah, 2021).

Several studies have explored strategies to enhance student motivation. Chiang and Lee (2016) examined the impact of Project-Based Learning (PBL) on vocational high school students in Taiwan. The study utilized quasi-experiments, qualitative analysis, and surveys to compare students taught through PBL versus conventional methods. Findings indicated that PBL significantly improved students' enthusiasm, problem-solving skills, and engagement, highlighting the importance of active learning environments.

Similarly, Hariri et al. (2021) investigated the role of motivation in self-regulated learning among Indonesian students. Using the Motivated Strategies for Learning Questionnaire (MSLQ), the study found that expectancy, value, and affect were strong predictors of learning success. Among these, value motivation—the perceived importance of learning—was the most significant factor influencing effective learning strategies. The findings suggest that fostering intrinsic motivation is essential for improving student learning outcomes across different educational contexts.

Student motivation, whether intrinsic or extrinsic, directly impacts learning effectiveness and academic performance. Research supports the adoption of active learning environments and self-regulated learning strategies to enhance motivation. However, with the rise of AI tools like Chat GPT, there is a need to explore how technology influences student motivation and whether it encourages deep learning or promotes passive reliance on automation.

Relationship Between Chat GPT and Learning Motivation

As AI becomes increasingly integrated into education, understanding its impact on student motivation is essential. While some studies highlight AI's potential to enhance engagement and personalized learning, others caution against overdependence and ethical concerns. This section reviews recent research on ChatGPT's effects on student motivation.

Ali et al. (2023) examined ChatGPT's impact on English language learners, finding that it positively influenced reading and writing motivation by assisting with grammar correction, vocabulary expansion, and content generation. However, its effect on listening and speaking motivation was neutral, suggesting limited benefits for oral communication skills.

A broader study by Siregar et al. (2023) explored ChatGPT's influence on scout students in Medan, Indonesia. An online survey of 500 participants revealed that ChatGPT significantly boosted motivation, with a moderating effect of 57.3%. Findings showed that younger, lower-grade male students used ChatGPT more frequently than older, higher-grade female students, highlighting the need for customized AI integration based on demographics and learning styles.

Despite its benefits, researchers warn of risks. Over-reliance on AI may hinder critical thinking, as students bypass research, analysis, and synthesis (McGee, 2023). Additionally, concerns about academic dishonesty, plagiarism, and AI-generated bias persist (Qadir, 2022).

Overall, studies suggest that ChatGPT can enhance motivation, particularly in reading, writing, and research. However, its effectiveness varies by subject and student preferences. To maximize benefits, educators must integrate AI in ways that encourage independent thinking rather than passive learning.

Theoretical Framework

This study was anchored on the Self-Determination Theory (SDT) of Deci and Ryan (1985). The Self-Determination Theory (SDT) suggests that people are motivated to grow and change by three innate and universal psychological needs. These are the need for competence, relatedness, and autonomy. In the context of this research, the use of Chat GPT could potentially satisfy these needs by providing students with a sense of competence (as they successfully interact with the AI), relatedness (as they engage in discussions with the AI), and autonomy (as they have the freedom to interact with the AI at their own pace and on their own terms).

This study is also in line with Technology Acceptance Model (TAM) of Davis (1989). This theory implies that perceived usefulness and perceived ease of use predict an individual's acceptance of technology. In this research, the perceived usefulness could be the potential of Chat GPT to enhance learning motivation, and the perceived ease of use could be the user-friendly interface and intuitive interaction of Chat GPT. In this study, the Technology Acceptance Model (TAM) can be applied to understand how senior high school students perceive the usefulness and ease of use of Chat GPT, which in turn influences their attitude towards using it, their intention to use it, and their actual usage.

By leveraging these theories, this research aims to provide a comprehensive analysis of how Chat GPT impacts learning motivation among senior high school students. The findings could offer valuable insights for educators and policymakers on effectively integrating AI in educational settings to foster student motivation and enhance learning outcomes.

This conceptual framework provides a robust structure for investigating the relationship between Chat GPT usage and learning motivation. It aimed to shed light on how Chat GPT usage can affect learning motivation among senior high school students.

Figure 1

A Conceptual Paradigm on the Relationship between Chat GPT Usage and Learning Motivation

The research focused on analyzing the relationship between Chat GPT Usage and learning motivation among senior high school students at Sto. Tomas National High School (STNHS). The

research is limited to senior high school students enrolled in the 1st semester of School Year 2023-2024. The study does not consider the impact of other factors that could influence learning motivation, such as but not limited to personal interest, family background, or socio-economic status.

METHODOLOGY

This quantitative study employed a correlational research design, a type of non-experimental research method in which researchers measure two variables to assess their statistical relationship without manipulating any external factors (Creswell & Creswell, 2023). This design was appropriate for examining the relationship between Chat GPT usage and the learning motivation of senior high school students at Sto. Tomas National High School (STNHS).

A random sampling technique was utilized to ensure that participants were selected without bias, allowing for a representative and generalizable sample of the student population (Taherdoost, 2016). Random sampling is a widely accepted method in quantitative research, as it reduces selection bias and enhances the validity of findings (Fraenkel et al., 2019).

By employing this approach, the study aimed to determine whether a significant correlation exists between students' Chat GPT usage and their learning motivation, contributing to the broader discussion on AI's role in education.

This study was conducted at Sto. Tomas National High School (STNHS), which has a diverse student population, making it an ideal setting for analyzing the relationship between ChatGPT usage and learning motivation. The school's commitment to integrating technology into the learning process aligned with the study's objectives. Data were collected from senior high school students at STNHS through survey questionnaires administered during the first semester of the school year 2023-2024.

The study focused on senior high school students at STNHS who used or were familiar with ChatGPT in their learning process. A random sampling method was employed, utilizing a stratified random sampling technique where students were grouped by academic strand and grade level, ensuring equal representation across different groups. A total of 330 respondents participated in the study, providing a sample size that ensured an acceptable margin of error while avoiding the point of diminishing returns (Minsel, 2023).

The research utilized validated survey instruments from previous studies, with modifications made to ensure accuracy and relevance to the study's variables. The instrument for the independent variable, ChatGPT usage, consisted of 10 items adapted from Shoufan (2023). Meanwhile, the instrument for the dependent variable, learning motivation, was based on the work of Lubis (2017).

Respondents provided their answers using a five-point Likert scale, ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This scale allowed for a quantitative assessment of students' perceptions regarding Chat GPT usage and its impact on their learning motivation.

This study utilized a survey questionnaire as the primary data collection tool used in quantitative research for gathering structured responses (Creswell & Creswell, 2023). A systematic approach was followed to ensure ethical considerations and data accuracy.

Before data collection, consent and authorization were obtained from the research adviser and the Assistant Principal of Sto. Tomas National High School (STNHS). Upon approval, survey questionnaires were distributed using a stratified random sampling technique to ensure fair representation of all student categories.

Participants were given ample time to complete the survey, promoting thoughtful and accurate responses. Once collected, the responses were tallied, organized, and subjected to statistical analysis to examine the relationship between ChatGPT usage and learning motivation. The findings were then interpreted in alignment with the study's research objectives. Survey-based data collection provided an efficient, scalable, and objective means of gathering student insights, making it a reliable method for quantitative correlation studies (Taherdoost, 2016).

RESULTS

Table 1 presents the overall mean and standard deviation for ChatGPT usage among senior high school students. The results indicate an average mean score of 3.29 (SD = 0.79575), which falls within the "Average" usage category. This suggests that, overall, students use ChatGPT with moderate frequency in their academic activities.

Table 1
Level of Chat GPT Usage

Item	Mean	SD	Descriptive Equivalent
1. Chat GPT has powerful capabilities.	3.29	1.270	Average
2. Chat GPT is an effective tool for learning.	3.22	1.115	Average
3. Chat GPT is a complementary for learning resource.	3.21	1.039	Average
4. Chat GPT helps me study more efficiently.	3.10	1.069	Average
5. Chat GPT is easy to use.	3.57	1.303	High
6. Chat GPT presents an impressive explanation.	3.41	1.140	High
7. Chat GPT provides well-structured answers.	3.26	1.133	Average
8. Chat GPT usually answers the question correctly.	3.09	1.087	Average
9. Chat GPT is better than any other tools, such Google.	3.02	1.132	Average
10. Chat GPT makes me feel optimistic.	2.98	1.039	Average
Overall	**3.29**	**.79575**	**Average**

Among the different aspects of ChatGPT usage, the highest mean score of 3.57 was recorded for the item related to ease of use. This score, which falls within the "High" scale interval, indicates that a majority of students perceived ChatGPT as a user-friendly tool, making it accessible for various academic purposes.

Conversely, the lowest mean score of 2.98 was observed for the item, measuring optimism towards ChatGPT. This suggests that while students find the tool useful, their confidence in its ability to positively influence their academic motivation and overall learning experience remains moderate.

The findings highlight that while students frequently engage with ChatGPT, their perceptions regarding its effectiveness and emotional impact vary. The ease of use is a key strength of the tool, whereas emotional responses, such as optimism towards ChatGPT, show a lower level of agreement among respondents.

Table 2
Level of Learning Motivation

Item	Mean	SD	Descriptive Equivalent
1. I am motivated to learn new things.	3.49	1.228	High
2. I have a strong desire to succeed academically.	3.64	1.206	High
3. I find joy and satisfaction in the process of learning.	3.63	1.059	High
4. I believe that learning is important for my future.	3.90	1.235	High
5. I am eager to explore and expand my knowledge.	3.93	1.179	High
6. I set challenging goals for myself in my academic pursuits.	3.74	1.094	High
7. I am willing to put in the effort required to achieve academic success.	3.70	1.175	High
8. I am curious and actively seek out new information and experiences.	3.70	1.099	High
9. I believe that learning helps me develop new skills and abilities.	3.92	1.137	High
10. I enjoy participating in class discussions and activities.	3.66	1.164	High
Overall	**3.7317**	**.93466**	**High**

Table 2 presents the mean and standard deviation for learning motivation among senior high school students. The results indicate an overall mean score of 3.73 (SD = 0.93488), which falls within the "High" motivation category. This suggests that, in general, students demonstrate a strong level of eagerness and enthusiasm in their academic pursuits.

Among the different aspects of learning motivation, the highest mean score of 3.93 was recorded for intellectual curiosity and knowledge expansion. This result indicates that students exhibit a high level of eagerness to explore new academic concepts and broaden their understanding.

Conversely, the lowest mean score of 3.49 was observed in the area of motivation to learn new things. While still falling within the "High" range, this suggests that students maintain a strong but slightly lower level of motivation when it comes to embracing new learning experiences compared to other aspects of their motivation.

Overall, the findings highlight that students possess a high degree of academic motivation, particularly in areas related to intellectual curiosity and expanding their knowledge. While all aspects

of motivation scored within the high range, variations in specific areas suggest that different factors may influence students' engagement with learning.

Table 3
Significance of the Relationship between Chat GPT Usage and Learning Motivation

Variables	Pearson r	Significance	Hypothesis
Chat GPT Usage and Learning Motivation	.616	.000	Reject Ho

Table 3 presents the correlation analysis between ChatGPT usage and learning motivation among senior high school students. The result indicates a correlation coefficient (r) of .616, suggesting a moderate positive relationship between the two variables. This implies that higher ChatGPT usage is linked with increased learning motivation among students.

The p-value of .000 is below the conventional significance level of .05, leading to the rejection of the null hypothesis. This confirms that the relationship between ChatGPT usage and learning motivation is statistically significant.

Overall, the findings suggest that while ChatGPT usage contributes to students' learning motivation, the correlation is moderate rather than absolute, indicating that other factors may also influence student motivation. The results provide valuable insights into the potential role of AI-assisted tools in enhancing student engagement and academic drive.

DISCUSSION

The findings indicate that ChatGPT usage among senior high school students is moderate, suggesting that students incorporate the AI tool into their academic activities occasionally. This supports the study by Siregar et al. (2023), which found a moderate to high level of ChatGPT usage among scout students, emphasizing the tool's usefulness in enhancing learning efficiency and simplifying academic tasks. Similarly, Villasenor (2023) highlighted ChatGPT as a time-saving and user-friendly AI tool, making it particularly attractive for students who seek quick access to information and well-structured responses. These findings align with Technology Acceptance Model (TAM), which posits that perceived ease of use and usefulness influence the adoption of new technologies in education (Davis, 1989).

A significant factor influencing ChatGPT adoption is its ease of use, as many students perceive the AI tool as an accessible and intuitive learning resource. This finding is consistent with Muñoz, et al. (2023), who reported that students are more likely to engage with AI-assisted learning tools when they find them easy to navigate and integrate it into their study habits. The user-friendly interface of ChatGPT reduces cognitive load, allowing students to focus on content comprehension rather than struggling with technological barriers.

Despite its advantages, the study also found mixed feelings regarding ChatGPT's emotional impact on students, particularly in terms of optimism about its role in education. While some students expressed enthusiasm about its benefits, others exhibited skepticism regarding its reliability and potential risks. This aligns with the study by Shoufan (2023), which revealed that students with more knowledge and experience in AI tend to feel more confident using ChatGPT,

whereas those with less exposure may feel uncertain or doubtful. From the perspective of Cognitive Load Theory (Sweller, 1988), this suggests that students who are unfamiliar with AI tools may experience higher extraneous cognitive load, making them less optimistic about integrating ChatGPT into their learning process.

These findings underscore the need for AI literacy programs in education to ensure that students develop critical skills for evaluating AI-generated content. While ChatGPT proves to be a valuable educational tool, its effectiveness depends on how well students are equipped to use it responsibly and critically. Future research should explore the long-term effects of ChatGPT adoption on students' academic performance and cognitive development, ensuring that AI-driven education enhances, rather than diminishes, critical thinking and independent learning skills.

The findings indicate that senior high school students exhibit a high level of learning motivation, suggesting that they are actively engaged in academic activities and value their education. This supports the study by Al-Baddareen et al. (2015), which found that students with strong academic motivation are more willing to learn, enjoy learning tasks, and perceive studying as meaningful. A high level of motivation is often associated with greater persistence, deeper learning strategies, and better academic performance (Deci & Ryan, 2000).

A key factor contributing to students' motivation is their curiosity and enthusiasm for expanding their knowledge. The results show that students demonstrate a strong desire to explore new academic concepts and broaden their understanding. This aligns with Friedman et al. (2021), who emphasized that young learners are naturally inclined toward acquiring knowledge, finding joy in exploring new subjects and making meaningful connections between ideas. The Self-Determination Theory (SDT) by Deci and Ryan (1985) further explains this behavior, suggesting that students who perceive learning as autonomous and self-directed tend to be more intrinsically motivated.

While students generally displayed high motivation levels, there were slight variations across different aspects of learning motivation. The lowest level of motivation was associated with the drive to learn new things, although it remained within the high motivation range. According to Keller (2009), motivation is driven by the perceived value and relevance of the learning task. When students find learning activities less meaningful or relevant to their personal goals, their motivation may decline slightly. This underscores the importance of designing engaging and meaningful learning experiences that connect academic content to real-world applications.

These findings highlight the need for educators to foster both intrinsic and extrinsic motivation by creating supportive, student-centered learning environments. Encouraging self-directed learning, providing meaningful academic challenges, and integrating AI tools like ChatGPT could further enhance student engagement and motivation. Future studies could explore longitudinal effects of AI-driven learning tools on students' sustained motivation and academic performance.

The study found a moderately strong positive correlation between ChatGPT usage and learning motivation among senior high school students, with statistical significance confirmed by a p-value below .05. This suggests that frequent ChatGPT users tend to exhibit higher motivation, though the effect remains moderate rather than absolute.

These findings align with Siregar et al. (2023), who also reported a moderate correlation between AI-assisted learning tools and motivation, emphasizing that factors like learning

environment, student autonomy, and AI accessibility influence outcomes. Similarly, Ali et al. (2023) found that AI-powered chatbots positively impact self-directed learning and engagement when used as complementary tools rather than substitutes for traditional study methods.

Self-Determination Theory (Deci & Ryan, 1985) helps explain this relationship, as ChatGPT supports autonomy by enabling independent learning and fosters competence through instant feedback. However, the moderate correlation suggests that AI tools alone may not sustain long-term motivation, as intrinsic factors like goal-setting, teacher support, and peer interaction remain essential.

The Technology Acceptance Model (Davis, 1989) further suggests that students' perception of ChatGPT's usefulness and ease of use influences adoption. However, attitudes toward AI, digital literacy, and content reliability may affect its motivational impact. These findings highlight AI's potential in enhancing motivation while emphasizing the need for responsible integration. Future research should explore long-term effects and identify factors that optimize AI's role in different educational settings.

Conclusion

The study found that senior high school students at Santo Tomas National High School (STNHS) use ChatGPT with moderate frequency, indicating its accessibility and benefits, though adoption varies. Ease of use emerged as a key factor, highlighting ChatGPT as a user-friendly learning tool. However, students exhibited moderate optimism, suggesting concerns about its effectiveness, reliability, or impact on learning.

Students generally displayed high motivation for academic pursuits, eager to explore and deepen their knowledge. However, motivation levels varied, with some showing less enthusiasm for new learning experiences. This suggests that instructional methods, engagement strategies, and technology integration influence academic motivation.

A moderate positive correlation between ChatGPT usage and learning motivation was observed, implying that frequent users tend to be more motivated. This supports the idea that AI-assisted tools can enhance engagement and study habits. However, ChatGPT is not the sole factor driving motivation—teacher guidance, self-regulated learning, and personal academic goals also play significant roles.

While ChatGPT offers valuable support, its role in education should be complementary rather than central. Structured implementation, ethical AI use, and continued engagement in traditional learning methods are essential to maximize benefits while mitigating risks.

Recommendations

Based on the findings of this study, several actions should be taken to enhance ChatGPT usage and learning motivation among senior high school students. To enhance ChatGPT usage and learning motivation among senior high school students, educational institutions should provide structured guidance and training. AI literacy workshops can educate students on ChatGPT's capabilities, ethical use, and limitations. Schools should also develop user-friendly guidelines that promote ChatGPT as a study aid rather than a replacement for critical thinking. Teacher-led discussions should address concerns about misinformation, reliability, and ethical AI usage.

To boost learning motivation, educators should incorporate interactive strategies such as gamified quizzes, learning challenges, and adaptive assessments. A blended learning approach, integrating AI tools with traditional teaching, can ensure that students actively engage rather than passively consume AI-generated content. Personalized learning pathways, allowing students to set goals and track progress, can further enhance motivation by fostering a sense of achievement and self-directed learning.

Considering the scope and limitations that the study holds, future research should explore the long-term impact of AI-assisted learning on student motivation and academic performance. Studies should examine differences in AI adoption based on students' academic backgrounds and digital literacy levels. Comparative research can assess the effectiveness of AI-driven education in different learning environments, providing deeper insights into AI's role in modern education.

By implementing these recommendations, schools can improve students' perception of AI tools, enhance motivation, and ensure ethical AI integration. A balanced, student-centered approach will maximize AI's benefits while addressing potential challenges in education.

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