Generative Artificial Intelligence Use Motives as an Indicator of Academic Performance among Nursing Students in a Higher Education Institution

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ABSTRACT

In recent years, generative artificial intelligence has been growing in use and popularity, garnering around 3 billion monthly visits across various tools. This study aimed to determine the Generative Artificial Intelligence (AI) use motives as an indicator of academic performance among nursing students in a higher education institution in Cebu City. Through this study, the researchers will determine whether the motivation in using generative AI has a positive or negative effect on the individual's performance in the academe, specifically among nursing students. Using a mixed-method explanatory sequential design, the study selected 145 nursing students in all levels at the University of Southern Philippines Foundation College of Health Sciences Department of Nursing in the First Semester Academic Year 2025-2026. To conduct the study, the researchers sought approval through a letter from the dean of the Department of Nursing. Data were gathered through a validated instrument in a Google Forms link, where survey forms were distributed to designated group chats. Upon retrieval, the information remained confidential and complied fully with institutional research ethics board approvals. Statistical evaluations were performed to examine the study's hypotheses and draw conclusions using Spearman's rank-order correlation. The findings revealed that there is a high level of generative AI use motives among nursing students with an overall weighted mean score of 3.434, and there is no statistically significant relationship between the generative artificial intelligence use motives and the academic performance of the respondents with a Spearman's rho of 0.031 and a p-value of 0.715. These results provide a critical insight suggesting that the majority of respondents are driven by their strong intrinsic, utility, and attainment values for using artificial intelligence and show that their use motives in generative AI are not a reliable indicator of their academic grades.

Keywords: Generative Artificial Intelligence, Academic Performance, Expectancy-Value Theory, Grade Point Average, AI Use Motives, Nursing Students, AI Literacy Plan

INTRODUCTION

Generative artificial intelligence (AI) has rapidly gained popularity, with billions of monthly visits across various platforms (Qiang et al., 2024). Tools such as ChatGPT, DALL-E, and Microsoft Copilot are transforming professional and educational practices by improving productivity, automating routine tasks, and supporting decision-making (Dhoni, 2023; Chuma & Oliveira, 2023; Naqbi et al., 2024). In healthcare, generative AI offers opportunities to support clinical decision-making and information processing. However, critical thinking and sound clinical judgment remain essential competencies for nursing students to ensure safe and effective patient care (Murti et al., 2025).

Generative AI can enhance learning, academic performance, and problem-solving by providing accessible information and learning support (Zhang et al., 2025). However, excessive reliance on these tools may encourage cognitive outsourcing, reduce independent critical thinking, and weaken students' ability to accomplish academic tasks without technological assistance (Yang et al., 2024; Sultan & Matingwende, 2025;

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Lee et al., 2025). These concerns highlight the importance of understanding students' motivations for using generative AI and its possible implications for academic achievement.

In nursing education, the influence of generative AI requires particular attention because students must develop critical thinking, clinical reasoning, and ethical decision-making skills. Shin et al. (2024) found differences between students using traditional textbooks and those using ChatGPT, particularly in critical thinking, clinical reasoning, and learning engagement. Although AI users benefited from exposure to different problem-solving approaches, textbook users demonstrated greater participation in discussions involving clinical assessment and priority-setting. These findings suggest that generative AI should complement, rather than replace, active learning and practical clinical experiences.

Globally, generative AI adoption continues to increase across workplaces and educational institutions. Reports indicate that 61% of desk workers worldwide use or plan to use generative AI, while 88% of organizations regularly utilize AI in at least one business function (Salesforce, 2025; McKinsey, 2025). In the Philippines, AI adoption is also evident, with 42.4% of individuals aged 16 and above reportedly using ChatGPT, compared with the global average of 26.5% (Meltwater, 2025). Additionally, 63% of Filipino students use generative AI chatbots for academic writing, while 46% of Filipino workers reportedly use generative AI monthly (Instructure Holdings, 2025; Jobstreet, 2024). These figures demonstrate the growing integration of AI into academic and professional activities.

Given the increasing use of generative AI, this study aims to determine the relationship between nursing students' motives for using generative AI and their academic performance. Specifically, it seeks to understand whether students' motivations for using these tools are significantly associated with their academic outcomes. Since critical thinking, problem-solving, and clinical decision-making are essential competencies in nursing practice (Azar et al., 2023), examining this relationship may provide valuable insights into the appropriate integration of generative AI in nursing education. Ultimately, the findings may guide educators in promoting responsible AI use while maintaining students' independent learning, critical thinking, and academic development.

Statement of the Problem/Research Questions

This study aimed to determine the Generative Artificial Intelligence (AI) Use Motives as an indicator of academic performance among nursing students in a higher education institution in Cebu City.

Specifically, this study sought to answer the following questions:

1. What is the level of generative artificial intelligence use motives among nursing students in terms of:

1.1. expectancy of success

1.2. attainment value

1.3. utility value

1.4. intrinsic/interest value

1.5. cost value?

2.What is the academic performance of the respondents?

3.Is there a significant relationship between generative artificial intelligence use motives and the academic performance of the respondents?

4.What are the enabling and disabling factors in the generative artificial intelligence use motives?

5.Based on the findings, what intervention plan can be proposed?

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Statement of the Hypotheses

$H0_1$: There is no significant correlation between generative artificial intelligence use motives and the academic performance of the nursing students.

Significance of the Study

This study aimed to determine whether there is a significant relationship between generative AI use motives and a nursing student's academic performance. This study also gauges the psychological and societal risks of AI usage. The following would be the beneficiaries of the study.

Student Nurse. The result of this study will give important insights into the effects of habitual use of generative AI. This leads to responsible use of this technology and allows the student to maximize their learning experience and improve academic performance.

Nursing Educators and Academic Developers. This study will provide data on the effects of generative AI usage, which will help educators formulate decisions in implementing their teaching strategies. Through understanding the correlation between the two variables, they can enhance learning outcomes and improve curriculum design.

Healthcare Institutions. This study can improve the clinical competence of student nurses and professionals in the field. Having significant knowledge about the effects of generative AI usage, healthcare institutions can implement strategies and programs that will leverage the benefits of this emerging technology and not be an impediment in clinical decision-making.

Future Researchers. This study can be a starting point for how generative AI impacts nursing education. Future researchers can explore more into the nuances of AI reliance and the effects of AI in general in the nursing academe. This can help them build a foundation for their future studies.

RESEARCH METHODOLOGY

This chapter presents the method used in this study. Specifically, the following are included: research design, research environment, respondents, research instrument, ethical consideration, the data gathering procedures and statistical treatment.

Research Design

This study employed a mixed-method explanatory sequential research design to examine the relationship between generative artificial intelligence (GenAI) utilization and nursing students' academic performance. The quantitative phase involved administering a validated survey questionnaire to assess GenAI utilization and academic performance, with linear correlation analysis used to determine their relationship. The subsequent qualitative phase utilized semi-structured interviews to explore and explain the quantitative findings. Interview responses were analyzed through thematic analysis to identify recurring patterns and themes. The integration of both phases provided a comprehensive understanding of how GenAI utilization relates to nursing students' academic performance and academic experiences.

Research Environment

The data collection phase of this study was conducted at a private higher education institution in Cebu City, Philippines, which offers a baccalaureate degree program in nursing. This institution provides a comprehensive nursing curriculum aligned with current standards. Its integration of computer technology into the learning process facilitates the use of various tools, including artificial intelligence, in education. This tech-forward environment serves as the bridge to investigate the variables of the study and offers an interactive space that creates the motives of AI use, hosts the process for collecting data using mixed methods, and creates a proposed AI Literacy Plan to ensure the technology enhances individual competence, rather than replaces. Therefore, this setting was selected as optimal for assessing the correlation between the observed variables.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

Research Respondents

The respondents consisted of 144 male and female regular and irregular nursing students from Levels I to IV enrolled at the University of Southern Philippines Foundation, College of Health Sciences, Department of Nursing. From a total population of 224 students, the sample size was determined using Slovin's formula with a 5% margin of error (95% confidence level). The researchers employed proportionate stratified random sampling to ensure representation across all four-year levels, with respondents randomly selected from each stratum. Eligible participants were officially enrolled nursing students during the First Semester of Academic Year 2025–2026 and willing to provide informed consent. Individuals not enrolled in the specified program and academic period, including the researchers themselves, were excluded from the study to maintain data integrity and minimize potential bias.

Research Instrument

The study utilized the Questionnaire of Artificial Intelligence Use Motives developed by Yurt et al. (2024) and published in the International Journal of Technology in Education. The 20-item instrument uses a five-point Likert scale ranging from 1 (Completely False) to 5 (Completely True) and consists of two main dimensions: Expectancy and Task Value, with the latter covering attainment, utility, intrinsic interest, and cost. Mean scores were interpreted as follows: 1.00–1.80 (Very Low Motives), 1.81–2.60 (Low Motives), 2.61–3.40 (Moderate Motives), 3.41–4.20 (High Motives), and 4.21–5.00 (Very High Motives).

The instrument's internal consistency was assessed using Cronbach's alpha, yielding a coefficient of 0.940, with a standard error of 0.009 and a 95% confidence interval of 0.924–0.957. This indicates excellent internal consistency and supports the reliability of the questionnaire for data collection.

Academic performance was measured using the respondents' Grade Point Average (GPA), obtained through self-report after questionnaire completion and interpreted according to the university's grading system: 1.00–1.20 (Excellent), 1.30–1.50 (Very Good), 1.60–2.50 (Good), 2.60–3.00 (Fair), and 3.10–5.00 (Failure).

Data Gathering Procedures

To conduct the study, the researchers sought approval through a letter from Mrs. Merlyn A. Ouano, Dean of the College of Health Sciences - Department of Nursing of the University of Southern Philippines Foundation. Data were collected using validated instruments in a Google Forms link, where survey forms were distributed to designated group chats. Upon retrieval, the information was systematically compiled and analyzed. Statistical examinations were performed to evaluate the study hypotheses and draw conclusions. Statistical evaluations were performed to examine the study's hypotheses and draw conclusions. The findings from this study will be vital in forming recommendations.

Ethical Considerations

In accordance with Republic Act No. 10173, or the Data Privacy Act of 2012, the researchers ensured the confidentiality and protection of the respondents' identities and personal information through coding, secure data storage, restricted access, and proper disposal of research records. Potential risks, particularly unauthorized disclosure of information and psychological discomfort, were minimized through appropriate safeguards. The benefits of the study may include providing information that could serve as a basis for improving the institution's existing inclusion program. Before data collection, the researchers explained the study's purpose, procedures, risks, benefits, and participants' rights through an informed consent form. Participation was voluntary, and respondents were free to refuse or withdraw at any time without penalty. The researchers also assessed potential vulnerabilities, respected the respondents' dignity and well-being, and provided opportunities for questions and clarification through debriefing. Appropriate referrals were considered when necessary. No monetary compensation was provided, although a simple token of appreciation was given. The researchers declared no external funding or conflicts of interest, with all expenses shouldered

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personally as part of the Bachelor of Science in Nursing requirements. Recruitment was conducted without coercion or undue influence, and any publication of the study required proper agreement, acknowledgment,

and authorship recognition based on each member's contribution.

Statistical Treatment of Data

Sub-problem 1 was analyzed using the weighted mean to determine the level of nursing students' motives for using generative artificial intelligence (GenAI) based on the five-point Likert scale and its five subscales. Sub-problem 2 was addressed through the respondents' self-reported answers in the research questionnaire. Sub-problem 3 was analyzed using Spearman's rank-order correlation coefficient (rho) to determine whether a significant relationship existed between GenAI reliance and the respondents' Grade Point Average (GPA). Lastly, Sub-problem 4 was analyzed through thematic analysis of the qualitative responses gathered from open-ended questions and key informant interviews. The responses were coded, categorized, and organized into recurring themes to provide a deeper understanding of the quantitative findings.

RESULTS AND DISCUSSION

This chapter contains tabular data presentations followed by table reading, implications, and literature support.

Table 1

Expectancy of Success

Expectancy Items	**WM**	**CR**	**Interpretation**
I can learn the skills that enable effective use of artificial intelligence.	3.766	TRUE	High Motives
My general knowledge about artificial intelligence is more sufficient compared to many.	3.221	Neither True nor False	Moderate Motives
I am better than most of my peers in effectively using artificial intelligence applications.	2.89	Neither True nor False	Moderate Motives
My potential to effectively use artificial intelligence applications surpasses many people in my surroundings.	3.021	Neither True nor False	Moderate Motives
Overall Weighted Mean	**3.225**	**Neither True nor False**	**Moderate Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 1 revealed that nursing students demonstrated a moderate level of expectancy toward using generative artificial intelligence, with an overall weighted mean of 3.225. The highest-rated item was their confidence in learning the skills needed to use AI effectively (M = 3.766), interpreted as True or High Motives. Meanwhile, their perceived general knowledge of AI (M = 3.221) and confidence in being more competent than their peers (M = 2.890) received moderate ratings. These results suggest that although students are willing and confident in learning AI skills, they remain uncertain about their existing abilities and competence in using these tools.

Based on Eccles and Wigfield's Expectancy-Value Theory, students' motivation to learn AI is evident, but their confidence in effectively applying these skills remains developing. This finding is supported by Ayanwale (2023), who reported students' confidence in their ability to learn AI. However, it differs from Chiu et al. (2022), who found more favorable perceptions of AI competence among students. Overall, the findings highlight the need for AI training, guided activities, and practical learning experiences to strengthen nursing students' confidence and effective use of generative AI tools.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

Table 2

Attainment Value

Attainment Items	WM	CR	Interpretation
The ability to effectively use artificial intelligence is important to me.	3.883	TRUE	High Motives
Learning and implementing innovations in artificial intelligence applications are a priority for me.	3.297	Neither True nor False	Moderate Motives
It is important for me to stay updated on developments related to artificial intelligence.	3.49	TRUE	High Motives
I attach great importance to strengthening my skills in using artificial intelligence applications.	3.469	TRUE	High Motives
Overall Weighted Mean	**3.535**	**TRUE**	**High Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 2 revealed that nursing students demonstrated a high level of attainment motives toward using generative artificial intelligence, with an overall weighted mean of 3.535. The highest-rated item was the importance of effectively using AI (M = 3.883), followed by staying updated on AI developments (M = 3.490) and strengthening AI-related skills (M = 3.469), all interpreted as True or High Motives. Meanwhile, prioritizing the learning and application of AI innovations received the lowest rating (M = 3.297), interpreted as Neither True nor False or Moderate Motives. These results indicate that students recognize the importance of AI competence and continuous skill development but are less certain about making new AI innovations a priority.

From the perspective of Expectancy-Value Theory, these findings suggest that students value AI competence as relevant to their academic and future professional development. This is supported by Liang et al. (2023), who associated generative AI use with improved learning efficiency and self-efficacy, and Rangel et al. (2023), who reported increased confidence and perceived competence among higher education students. Overall, the findings highlight the importance of providing opportunities for students to strengthen their AI skills and remain informed about emerging developments.

Table 3

Utility Value

Utility Value Items	WM	CR	Interpretation
Artificial intelligence applications will assist me in becoming a proficient individual.	3.566	TRUE	High Motives
Artificial intelligence enhances my overall efficiency, making my life more effective.	3.703	TRUE	High Motives
In daily life, artificial intelligence helps me streamline my tasks.	3.766	TRUE	High Motives
Artificial Intelligence benefits me in various subjects and courses.	3.986	TRUE	High Motives
Overall Weighted Mean	**3.755**	**TRUE**	**High Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 3 revealed that nursing students demonstrated a high level of utility motives toward using generative artificial intelligence, with an overall weighted mean of 3.755. All indicators were interpreted as True or High Motives. The highest-rated item was the perceived benefit of AI across different subjects and courses (M = 3.986), followed by its ability to streamline daily tasks (M = 3.766) and improve overall efficiency (M = 3.703). The lowest-rated item concerned AI's contribution to becoming a more proficient individual (M =

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

3.566), although it remained within the high-motive category. These results indicate that students recognize AI as a useful tool for improving learning, simplifying tasks, and enhancing productivity.

From the perspective of Expectancy-Value Theory, the findings suggest that students value generative AI because of its perceived usefulness in achieving academic and personal goals. This is supported by Syafriati (2024), who reported that AI applications can improve learning interest, critical thinking, and creativity in nursing education, and Wang et al. (2025), whose meta-analysis found positive effects of ChatGPT on students' learning performance. Overall, the findings emphasize the perceived value of AI in supporting students' academic activities and everyday tasks.

Table 4

Intrinsic Value

Intrinsic Value Items	**WM**	**CR**	**Interpretation**
I take pleasure in using artificial intelligence applications.	3.566	TRUE	High Motives
I enjoy experiences related to artificial intelligence.	3.628	TRUE	High Motives
Following developments in artificial intelligence is an interesting activity for me.	3.359	Neither True nor False	Moderate Motives
Developing my skills in using artificial intelligence is a delightful learning process for me.	3.524	TRUE	High Motives
Overall Weighted Mean	**3.519**	**TRUE**	**High Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 4 revealed that nursing students demonstrated a high level of intrinsic motives toward using generative artificial intelligence, with an overall weighted mean of 3.519. The highest-rated item was enjoyment of AI-related experiences (M = 3.628), followed by taking pleasure in using AI applications (M = 3.566), both interpreted as True or High Motives. Meanwhile, following developments in AI received the lowest rating (M = 3.359), interpreted as Neither True nor False or Moderate Motives. These results suggest that students generally enjoy using AI and developing their skills, although they are less interested or certain about keeping up with its continuous advancements.

From the perspective of Expectancy-Value Theory, the findings indicate that students' motivation to use generative AI is partly driven by personal enjoyment and interest. This is consistent with Flaherty (2025), who reported that pressure to keep up with AI-generated content may reduce students' time for in-depth learning. Overall, students appear to enjoy their AI experiences, but opportunities for guided and meaningful engagement may help sustain their interest in learning about emerging AI developments.

Table 5

Cost

Cost Items	**WM**	**CR**	**Interpretation**
Investing time and effort to learn artificial intelligence applications is worthwhile for me.	3.276	Neither True nor False	Moderate Motives
Learning artificial intelligence applications is an easy task for me.	3.462	TRUE	High Motives
I am inclined to sacrifice time from other activities to learn artificial intelligence applications.	2.669	Neither True nor False	Moderate Motives
I am not hesitant to invest a considerable amount of time and	3.152	Neither True nor	Moderate

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

effort to enhance my skills related to artificial intelligence.		False	Motives
Overall Weighted Mean	**3.14**	**Neither True nor False**	**Moderate Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 5 revealed that nursing students demonstrated a moderate level of cost motives toward using generative artificial intelligence, with an overall weighted mean of 3.140. The highest-rated item was the perceived ease of learning AI applications (M = 3.462), interpreted as True or High Motives. Meanwhile, the perceived value of investing time and effort (M = 3.276) and willingness to devote considerable effort to improving AI skills (M = 3.152) received moderate ratings. The lowest-rated item was the willingness to sacrifice time from other activities to learn AI (M = 2.669), also interpreted as Neither True nor False or Moderate Motives. These results suggest that although students find AI relatively easy to learn, they remain uncertain about committing additional time and effort to developing their skills.

From the perspective of Expectancy-Value Theory, the findings indicate that students recognize the potential benefits of AI but may weigh these against the time and effort required to use it. This is supported by Ali et al. (2024), who raised concerns about excessive AI reliance and its possible effects on critical thinking and intellectual independence. Similarly, Bancoro (2024) reported that students may recognize AI's educational benefits without relying heavily on it. Overall, students' moderate cost motives suggest the need to promote balanced AI use while encouraging independent learning and critical thinking.

Table 6

Overall Mean of All Questions

Indicators	**WM**	**CR**	**Interpretation**
Expectancy Weighted Mean	3.225	Neither True nor False	Moderate Motives
Attainment Weighted Mean	3.535	TRUE	High Motives
Utility Value Weighted Mean	3.755	TRUE	High Motives
Intrinsic Value Weighted Mean	3.519	TRUE	High Motives
Cost Weighted Mean	3.14	Neither True nor False	Moderate Motives
Overall Weighted Mean	**3.434**	**TRUE**	**High Motives**

Legend: *4.21 - 5.00 - Very High Motives, 3.41 - 4.20 - High Motives, 2.61 - 3.40 - Moderate Motives, 1.81 - 2.60 - Low Motives, 1.00 - 1.80 - Very Low Motives*

Table 6 revealed that nursing students demonstrated a high level of motivation toward using generative artificial intelligence, with an overall weighted mean of 3.434, interpreted as True or High Motives. Among the subscales, Utility Value obtained the highest mean (3.755), followed by Attainment Value (3.535) and Intrinsic Value (3.519), all indicating high motives. In contrast, Expectancy and Cost Value received moderate ratings, suggesting that although students recognize AI's usefulness, personal relevance, and enjoyment, they remain less confident about their existing skills and uncertain about investing additional time and effort in its use.

Based on Expectancy-Value Theory (Eccles & Wigfield), students' motivation is influenced by their expectations of success and the value they place on an activity. The findings suggest that students' strong motivation to use AI is primarily driven by its perceived usefulness, personal importance, and enjoyment rather than complete confidence in their abilities. Overall, students recognize the benefits of generative AI for academic tasks but may still need practical training and guided experiences to strengthen their competence and confidence in using these tools effectively.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

Table 7 Academic Performance of Nursing Students During the First Semester of A.Y 2025-2026

GPA Ranking	Qualitative Interpretation	Frequency	Percent
1.00 - 1.20	Excellent	2	1.40%
1.30 - 1.50	Very Good	4	2.80%
1.60 - 2.50	Good	122	84.10%
2.60 - 3.00	Fair	17	11.70%

Table 7 revealed that most nursing students (122 or 84.1%) obtained GPAs ranging from 1.60 to 2.50 during the First Semester of A.Y. 2025–2026, indicating satisfactory to good academic performance. Meanwhile, 17 students (11.7%) had GPAs of 2.60–3.00, while only six students (4.2%) achieved honors-level GPAs ranging from 1.00 to 1.50. These results indicate that most respondents performed within the satisfactory to good academic range, with relatively few attaining the highest academic distinctions.

These findings highlight the need for academic support and learning interventions to help students improve their performance. Salamonson and Andrew (2006) noted that nursing students face competing academic, clinical, and personal demands, while Dante et al. (2011) emphasized the influence of environmental and institutional factors on academic achievement. Similarly, Creal and Mandap (2019) associated engagement with digital learning platforms with better academic outcomes. Overall, these findings provide a basis for examining whether generative AI use motives are associated with nursing students' academic performance.

Table 8

Shapiro-Wilk Normality Test

	Shapiro-Wilk	P-value of Shapiro-Wilk
GPA	0.988	0.245
Overall Mean	0.985	0.12

Table 8 revealed that the GPA data met the assumption of normality based on the Shapiro–Wilk test. GPA obtained a test statistic of 0.988 ($p = 0.245$), while the overall mean yielded 0.985 ($p = 0.120$). Since both p-values exceeded the 0.05 significance level, the null hypothesis of normality was not rejected. These results indicate no statistically significant evidence of deviation from a normal distribution, supporting the use of appropriate parametric statistical tests, provided that their other assumptions are also satisfied.

Table 9

Test of significant relationship between Artificial Intelligence Use Motives and Academic Performance

Variables	Spearman's ρ	p-value	Strength of Relationship	Interpretation
Artificial Intelligence Use Motives vs. Grade Point Average	0.031	0.715	Negligible	No Significant Correlation

Table 9 revealed a negligible positive relationship between nursing students' generative AI use motives and academic performance (Spearman's $\rho = 0.031$, $p = 0.715$). Since the p-value exceeded the 0.05 significance level, the null hypothesis was not rejected, indicating no statistically significant relationship between the two variables. This suggests that students' motivations for using AI do not necessarily correspond to higher or lower GPA.

These findings imply that motivation alone may not determine academic performance, as the educational benefits of AI may also depend on how students use these tools, their learning strategies, and the guidance they receive. Consistent with the Technology Acceptance Model, the intention to use technology does not automatically translate into improved learning outcomes. Similarly, Michigan Virtual (2025) emphasized the

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

importance of instructional design and educator support in student achievement. Overall, the findings suggest that effective and responsible AI integration, rather than students' motivation alone, may be important in supporting academic learning.

Enabling and Disabling Factors in the Generative Artificial Intelligence Use Motive

The analysis of the open-ended responses from 145 nursing students revealed two major themes describing the factors that influence their motivation to use Generative Artificial Intelligence (AI) in their academic activities. These themes are (1) Generative AI as a Means for Academic Growth and (2) Generative AI as a Double-Edged Sword: Risks, Deterioration, and Systemic Inequity. The findings demonstrate that students use generative AI because of its accessibility, usefulness, personalized learning assistance, and ability to improve academic confidence. However, ethical concerns, academic integrity issues, and excessive dependence may negatively affect independent learning and critical thinking.

Theme 1: Generative AI as a Means for Academic Growth

The findings revealed that nursing students were motivated to use generative AI because it provides accessible, personalized, and convenient academic assistance. Participants recognized its usefulness in understanding difficult nursing concepts, completing academic requirements, reviewing for examinations, and preparing for clinical activities. One participant shared, "It is easy to use and very accessible. I just type my question and it gives me a clear explanation right away" (Participant 5). Others emphasized that AI allows them to learn at their own pace, organize academic tasks, and improve their confidence through immediate explanations and practice questions.

These experiences indicate that generative AI serves not only as an academic tool but also as a learning resource that encourages independence, motivation, and self-directed learning. Its ability to provide immediate feedback and individualized explanations makes learning more accessible and manageable. Thus, students' motivation to use generative AI is influenced by its perceived usefulness, adaptability, and contribution to their academic development.

Theme 2: Generative AI as a Double-Edged Sword: Risks, Deterioration, and Systemic Inequity

The findings also revealed that generative AI presents challenges that may negatively influence students' academic development. Participants expressed concerns about academic dishonesty, unclear institutional guidelines, inaccurate AI-generated information, and excessive dependence on technology. One participant stated, "I noticed that when I rely too much on AI, I stop thinking for myself" (Participant 12). Another explained that although AI helped complete academic requirements faster, it became difficult to explain the concepts independently during classroom discussions.

These experiences highlight the possibility that excessive reliance on generative AI may weaken critical thinking, independent reasoning, information retention, and academic accountability. Furthermore, uncertainty regarding acceptable AI use creates hesitation among students, particularly when completing written requirements and clinical case studies. These findings suggest that although generative AI improves academic convenience, its inappropriate use may compromise meaningful learning and the development of essential nursing competencies.

Exhaustive Description of the Enabling and Disabling Factors

Overall, the findings demonstrate that nursing students' motivation to use generative AI is influenced by both enabling and disabling factors. On one hand, accessibility, perceived usefulness, personalized academic assistance, and increased confidence encourage students to integrate AI into their learning activities. On the other hand, ethical concerns, academic integrity issues, inaccurate information, and cognitive dependency create challenges that may limit its educational benefits.

The two themes illustrate the dual role of generative AI in nursing education. While it provides opportunities for academic improvement and self-directed learning, responsible utilization remains essential to preserve

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

students' critical thinking, independent judgment, and professional accountability. Therefore, generative AI should serve as a supplementary learning resource rather than a replacement for students' intellectual effort, clinical reasoning, and active participation in the learning process.

Table 10

Student-Centered AI Literacy Plan for Nursing Students in University of Southern Philippines Foundation to Foster Intellectual Independence and Competence

Concerns/ Significant Findings	Specific Objectives	Activities	Person Responsible	Resources Needed	Time Frame	Success Indicators
High utilization of generative AI tools for academic tasks without structured guidance on responsible use.	To orient students on the nature, capabilities, and limitations of generative AI tools used in nursing education.	Conduct an orientation seminar on Generative AI 101: What It Is, What It Does, and What It Cannot Do — covering definitions, popular tools (ChatGPT, Claude, Gemini), how AI generates responses, and its known limitations in clinical and academic contexts.	Researchers, Faculty, Guidance Counselor	PowerPoint presentation, laptop, projector, attendance sheet, AI tool demo access	1st week of semester	Students can describe how AI works and enumerate at least three limitations; completed attendance sheet; active participation during Q&A.
Students utilize AI primarily for academic support but lack ethical framework for its responsible use	To teach students the ethical standards and academic integrity principles governing AI use in nursing education.	Facilitate an Ethics and AI in Nursing workshop covering plagiarism, academic dishonesty, attribution of AI-assisted work, and USPF academic integrity policies. Include case-based scenarios where students discuss ethical dilemmas in AI use.	Researchers, Dean/Program Head, Ethics Committee Representative	Printed handouts, scenario cards, activity sheets, projector	1st month of semester	Students complete ethics case activity; students can cite at least two USPF academic integrity policies on AI use; completed reflection outputs.
Students show over-reliance on AI output without critically evaluating its accuracy or evidence basis.	To develop students' ability to critically evaluate and verify AI-generated content before academic or clinical use.	Conduct a hands-on Critical Evaluation Lab where students receive AI-generated nursing content (e.g., care plans, drug information) and evaluate accuracy, currency, completeness, and evidence-based grounding. Students compare AI outputs	Researchers, Clinical Instructors, Librarian	Nursing textbooks, peer-reviewed journals, AI-generated output samples, evaluation rubric, laptops	2nd month of semester	Students submit completed AI content evaluation rubrics; students can identify at least three inaccuracies or gaps in AI-generated nursing

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		with textbooks and peer-reviewed sources.				content; improved critical appraisal scores.
Significant relationship found between AI utilization motives and academic performance, indicating motivational factors influence AI-related behaviors.	To help students align their AI use motivations with healthy academic goals and self-directed learning strategies.	Facilitate a Motivation and AI Use Reflection Session based on Self-Determination Theory. Guide students in identifying whether their AI use is driven by autonomy, competence, or external pressure. Students create a Personal AI Use Goal Card outlining their intent, boundaries, and self-monitoring plan.	Researchers, Guidance Counselor, Faculty	Reflection worksheets, goal card templates, pens, folders	2nd month of semester	Completed Personal AI Use Goal Cards; students can articulate their primary motivation for AI use; increased self-awareness scores on reflection forms.
Need to foster peer-based accountability in responsible AI use among nursing students.	To promote collaborative and accountable AI use through peer learning and student-led activities.	Organize AI Literacy Peer Circles — small group sessions where students share AI use experiences, discuss challenges, critique AI tools together, and develop group norms for responsible use. A student AI ambassador per section is selected to champion responsible AI practices.	Student Leaders, Class Advisers, Researchers	Discussion guide, peer evaluation forms, ambassador identification materials	Monthly (2nd–4th month)	Established peer circles per section; active AI ambassador per section; completed peer evaluation forms; group AI use norms documented.
Students maintain good academic performance but need to sustain this while integrating AI as a supplementary — not substitutive — learning tool.	To equip students with practical strategies for integrating AI as a learning tool while maintaining academic skills and professional competencies.	Conduct AI-Assisted Learning Strategy Workshops covering note synthesis, concept mapping with AI, AI-assisted research support, and prompt engineering basics. Emphasize that AI supplements — not replaces — nursing reasoning, clinical judgment, and independent learning.	Faculty, Researchers, Clinical Instructors	Workshop materials, printed strategy guides, laptops, projector	Quarterly	Students submit AI-assisted outputs alongside independently produced outputs; improved student confidence in using AI as a supplement; positive feedback on strategy usefulness.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume XI Issue XI November 2026

Need to identify students who may be misusing AI or experiencing academic integrity concerns related to AI use.	To monitor student AI use patterns and provide corrective guidance or referrals as needed.	Implement monthly AI Use Monitoring Check-ins using a brief self-report form. Faculty and advisers review patterns and refer students exhibiting signs of over-reliance, academic dishonesty, or anxiety related to AI use to appropriate support services.	Class Advisers, Guidance Counselor, Researchers	Monitoring forms, referral slips, consultation area	Monthly	Completed monitoring forms per student; students needing guidance are referred promptly; decreased reports of AI-related academic integrity incidents.
Need to evaluate whether the AI Literacy Plan effectively improves students' AI literacy competencies, ethical awareness, and academic outcomes.	To assess the overall effectiveness of the Student-Centered AI Literacy Plan in achieving its intended outcomes.	Conduct a Post-Program Evaluation at the end of the semester using a structured feedback form and pre-post AI literacy competency assessment. Generate a summary evaluation report with findings and recommendations for program improvement.	Researchers, Guidance Counselor, Program Head	Evaluation forms, pre-post competency assessment tool, pens, summary report template	End of semester	Completed pre-post AI literacy assessments; completed evaluation feedback forms; summary evaluation report produced; measurable improvement in AI literacy competency scores.

The Student-Centered AI Literacy Plan for Nursing Students at the University of Southern Philippines Foundation (USPF) is designed to promote responsible, ethical, and effective use of generative artificial intelligence (AI) in nursing education while fostering students' intellectual independence and academic competence. The program addresses concerns regarding students' high utilization of AI tools, limited awareness of ethical guidelines, overdependence on AI-generated information, and the need for critical evaluation and responsible application. It includes orientation seminars on AI concepts, capabilities, and limitations; workshops on academic integrity and ethical AI use; hands-on activities for evaluating the accuracy and reliability of AI-generated nursing information; and reflection sessions that help students identify their motivations and establish appropriate boundaries when using AI. Furthermore, peer learning activities, AI-assisted learning strategy workshops, and monthly monitoring sessions will encourage collaboration, accountability, and independent learning. Faculty members, clinical instructors, researchers, guidance counselors, program heads, and student leaders will work together to implement these activities throughout the semester. Finally, a post-program evaluation will measure improvements in students' AI literacy, ethical awareness, critical thinking, and responsible AI utilization. Overall, the program aims to ensure that AI serves as a supplementary learning resource rather than a replacement for students' independent reasoning, clinical judgment, decision-making, and professional nursing competencies.

Summary of Findings

The respondents have shown moderate expectancy value. They believe they have had fair success using generative artificial intelligence in their day-to-day lives.

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The respondents have expressed a high level of attainment in the generative AI use motives. This indicates that, using generative AI tools, they can perform well on the task at hand, as they place a high priority on success.

The respondents have expressed a high utility value on the generative AI use motives. According to the respondents, generative AI is useful in their daily lives and for achieving their future goals.

The respondents have expressed a strong intrinsic value in their use of generative AI. They enjoy using generative AI and have shown interest in it.

The respondents rated the cost value of generative AI as moderate. There is a fair amount of trade-off for their generative AI use. This indicates that they sometimes miss opportunities, yet still considerably invest time and attention when using generative AI. The majority of the nursing students, comprising 122 out of 145 nursing students in the university, have obtained a GPAs within the range of 1.60-2.50. The highest GPA obtained is ranging 1.00-1.20 with only 2 out of 145 (1.4%) of the respondents, and the lowest GPA is ranging 2.60-3.00 with 17 out of 145 (11.7%) of the respondents. There is no significant relationship between generative AI Use Motives and the GPA of nursing students.

Nursing students do not use generative AI randomly; their engagement is purposeful and academically driven. They are motivated by the tools' practical utility, the promise of personalized learning support, and a sense of psychological empowerment. At the same time, students are held back by ethical ambiguity, the risk of cognitive dependency, and deep-seated structural inequities that prevent everyone from accessing and using these tools with equal confidence.

CONCLUSION

The study concludes that nursing students demonstrate a high level of generative artificial intelligence (AI) use motives, primarily driven by its intrinsic, attainment, and practical utility values. However, despite their strong motivation to use AI, no significant relationship was found between AI use motives and academic performance ($\rho = 0.031$, $p = 0.715$). This indicates that AI use motives alone do not determine students' academic achievement, which may also be influenced by study habits, prior knowledge, and other individual factors. Although generative AI offers valuable learning support, its effectiveness depends on responsible use, students' confidence and competencies, and their ability to maintain intellectual independence. Therefore, nursing institutions should strengthen AI literacy, establish clear ethical guidelines, and promote equitable access to ensure that AI enhances learning without compromising critical thinking and independent learning.

RECOMMENDATIONS

Based on the findings and conclusions derived from the study, the researchers recommend that:

Nursing students should continue to moderately use generative artificial intelligence to help them in their academic endeavors and encourage them to use artificial intelligence as a collaborative partner.

Nursing educators should continue to monitor and adapt to the innovations of generative AI, as nursing students increasingly show interest in its use

Nursing institutions should consider investing in AI use and awareness, as this technology has been booming over the past few years. This ensures that the teaching techniques are fit for the current generation.

Future researchers are advised to conduct studies that use a more specific metric to gauge academic performance. Also recommended is conducting studies on larger and more diverse populations. Exploration of other variables for generative AI use is also considered in conducting future studies. Longitudinal studies may also be conducted to assess the long-term effects of generative AI on academic performance.

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