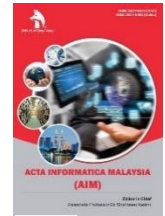




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## RESEARCH ARTICLE

# ADOPTION OF ARTIFICIAL INTELLIGENCE TOOLS BY SELECTED STUDENTS OF THE CBAA AT LAGUNA UNIVERSITY: FACTORS INFLUENCING USAGE AND ACCEPTANCE

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## ARTICLE DETAILS

## ABSTRACT

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This study assessed the factors that determine the adoption of AI tools by the 336 students of the Laguna University under the College of Business Administration and Accountancy (CBAA). The researcher used a descriptive-comparative and correlational research design wherein data were collected using a structured survey and analysed using descriptive statistics, ANOVA, Pearson's correlation, and regression analysis. The results showed high variability in the adoption of AI tools among programs, with the highest rates among Bachelor of Science in Accountancy students. Key predictors were identified, including facilitating conditions, performance expectancy, and social influence, with facilitating conditions being the strongest predictor. Perceived enjoyment strongly motivated adoption, and perceived ease of use significantly influenced attitudes toward AI tools, which was greater than perceived usefulness. Effort expectancy did not significantly affect actual usage, so students must have found that AI tools are intrinsically easy to use. The findings indicated differences in terms of access to resources and technological exposure, thus the study recommends tailored institutional strategies that foster an environment which focuses on the benefits of AI, and also, easy tool design is an essential step toward the enhancement of adoption and equal access across the academic programs.

## KEYWORDS

Artificial intelligence, College of Business Administration and Accountancy, Unified Theory of Acceptance and Use of Technology model, Technology Acceptance Model (TAM)

## 1. INTRODUCTION

The teaching-learning process has drastically changed in the context of 21st-century education. The 21st-century classroom entails the acquisition of quality knowledge and learning experiences integrated with the latest technologies, preparing the students for a dynamic world. The 21st-century classroom supports innovative teaching techniques, critical thinking, and collaborative learning, thus establishing an environment where technology takes an important position in molding students' academic journey. This shift manifests well because, in this advanced education field, obtaining a good amount of high-quality knowledge along with experiencing an impactful lesson is essential, which these educational sectors and classrooms portray towards this concern. With great technology today, classes involve developing technologies to educate to keep in pace with change, and also make these competent teachers, not just deliver thoughts, but make them a significant product in that learning.

Among the advancements of technology, Artificial Intelligence (AI) has emerged as an innovative tool in the sectors, including education (Alhalangy and AbdAlgane, 2023). AI comprises systems and applications that are developed for mimicking human intelligence. It enables machines to learn, reason, and make decisions. It enables them to learn, reason, and make decisions, thereby fostering efficiency and adaptability. AI-powered

tools, such as personalized learning platforms, automated grading systems, and intelligent tutoring systems, have transformed traditional methods in the educational sector. These tools improved education practices that ensure efficiency in catering to the diverse needs of the students (Fabro et al., 2024 ; Imran et al., 2024).

Studies proved that these tools are not just for enhancing the teaching and learning experience but also building personalized learning experience where students have high engagement and competent in handling routine administrative activities. There is a focus on developing higher-order skills for students and educators that includes guided instruction with immediate feedback (Asirit and Huam, 2023). Despite these benefits, AI tools faced challenges and problems such as ethical issues, unequal access, insufficient infrastructure, and complicated process of AI integration adoption thus, it is necessary to conduct further studies that ensure the balanced use of AI (Asio, 2024 ; Giray et al., 2024).

Barriers in AI adoption can be useful in finding solutions to the challenges faced by academic institutions. Understanding the key factors helps in developing the strategies in bridging the gaps in the access and balanced use of AI. This information led to addressing the ethical and societal concerns in AI adoption, specifically in the case of Laguna University. Hence, this study is beneficial in understanding the influence of AI adoption in the College of Business Administration and Accountancy

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(CBAA).

This study aimed to assess the factors influencing the adoption of Artificial Intelligence tools by selected students of the CBAA at Laguna University. The insights from this study serve as valuable inputs for developing strategies to create a more conducive learning environment where technological advancement is utilized effectively in the teaching-learning process. Furthermore, this can result in initiating transformative change in the educational sector.

## 2. LITERATURE REVIEW

As an emergent tool in education, Artificial Intelligence (AI) offers various benefits in the teaching and learning process, as proven by (Alhalangy and AbdAlgane, 2023). The authors discovered the positive impact of utilizing AI-assisted learning, specifically in English language teaching (ELT), in the enhancement of knowledge and skills. This can be supported by the study which AI tools are considered an important instrument for students and teachers in improving the teaching methods and learning experiences (Umali, 2024).

AI tools were considered beneficial for the students in accomplishing their tasks, such as written outputs and attaining learning outcomes (Jamaludin et al., 2023). The students frequently used Grammarly, Quillbot, and Google Docs in academic writing due to their functionalities in providing accuracy and originality (Fabro et al., 2024). It also found out that attitudes towards AI had a strong relationship with its utilization, while no relationship between beliefs towards AI with actual AI tool usage. This implies that students' attitudes towards AI influence the use of AI compared to their beliefs. Also, ChatGPT, one of the AI tools mostly used by students, has become the focus on higher education research. The adoption of ChatGPT by the students, including their acceptance level and behavioral aspects (Almogren et al., 2024). The authors also identified the factors, such as perceived ease of use, perceived usefulness, feedback quality, assessment quality, social norms, attitudes toward usage, and behavioral intentions, and discovered that these factors significantly influence the students' attitudes towards ChatGPT usage.

The association between AI literacy and the academic performance of college students (Asio, 2024). The findings indicated that students possessed a moderately high level of knowledge about AI and achieved excellent academic performance. Moreover, the connection between AI usage and business administration students' academic performances in Negros Oriental State University (Bancoro et al., 2024). They found no relationship between AI adoption and academic performance, as the students performed above average on assessments and coursework. This implies that AI tools do not seem to have a direct association with academic outcomes, but still, these tools provide benefits such as learning personalization, timely feedback, and collaboration opportunities (Kumar et al., 2024).

Institutions and other sectors embraced AI in improving their processes. Factors influencing the intention of adopting IA-based information systems in small companies in Brazil using qualitative research (Nascimento and Meirelles, 2022). The identified nine factors influencing the adoption intention are performance expectancy, business model, effort expectancy, self-efficacy, trust, business compatibility, social influence, trial ability, and technical support. This implied that these nine factors influenced the behavioural intention of adopting an AI-based system in small firms. The factors affecting the adoption of AI in Malaysia, including Competitive Pressure (CP), Top Management Commitment (TMC), Employee Adaptability (EA), External Support (ES), Organization Readiness (OR), and Artificial Intelligence Adoption (AIA) (Lada et al., 2023). The results revealed that top management commitment and organizational readiness have a significant relationship with AI adoption, while competitive pressure, employee adaptability, and external support have no impact on AI adoption. This study focused on the factors that determine the adoption of generative AI tools among Thai university students, applying the framework of the Technology Acceptance Model (TAM) (Kanont et al., 2024). There is a positive relationship between the adoption of AI and Expected benefits, perceived usefulness, attitudes toward technology, and behavioral intentions. However, perceived ease of use is negatively related to perceived usefulness. These findings explained that more user-friendly generative AI tools become less valuable to students, thus thoughtful integration of AI with solutions to that language barrier needs and guidelines for the proper application and ethical use of AI in educational purposes are needed to maximize the potential of these AI tools.

Filipino instructors and administrators have embraced AI for enhancing teaching, learning, and administrative efficiency and research

productivity (Giray et al., 2024). However, it acknowledged its limitations in areas such as reduced creativity and critical thinking and ethical concerns like cheating and data fabrication. Given the risks and limitations, it is necessary to reiterate that there is transformative power in AI, but that use must always be done in caution and responsibility. The perceptions of respondents about AI and found that awareness levels regarding AI were moderate and impacted by age, academic background, and field of study (Asirit and Hua, 2024). The participants moderately utilized AI for academic and personal purposes such as research work, managing work, and entertainment, but remained generally optimistic but cautious.

Understanding the factors that affect AI tool adoption provides a foundational understanding of how such technologies are used in particular areas of study. Various fields like accountancy, accounting information systems, entrepreneurship, and tourism management could have different needs, challenges, and opportunities to adapt AI into their learning curricula. AI has a significant influence on the accounting profession because it enhances efficiency and accuracy in handling data (Bendal et al., 2020). AI was viewed as a useful tool in detecting fraud, reducing repetitive work, identifying errors, and providing outputs more accurately and timely, but not a replacement for human skills since it did not upgrade the important skills for accountants, such as decision-making, analytical thinking, and logical reasoning. Aligned with that, the technological readiness and acceptance of AI among students studying accountancy at Notre Dame of Midsayap College in Cotabato (Gelacio et al., 2024). The students responded positively to technology as helping increase productivity, providing timely completion of tasks, and enhancing quality of life since these tools improve productivity (Kumar, 2009). It is also highlighted that distraction, lack of real-life experiences and trust issues, and some challenges, including unclear assistance and complexity of the user manuals, are linked to the adoption of AI.

The need for accounting educators to update their curricula and teaching methods as AI's influence in the profession is growing (Tandiono, 2023). It is necessary to prepare graduates for a fast-changing industry with the latest technological developments, such as AI. These tools can be integrated into accounting education to improve practices such as financial reporting and auditing while considering also the possible risks, ethical concerns, and limitations of adopting AI in accounting. Also, the study analyzed the changing role of AI in accounting. Improved data access, personalized and flexible learning, and support for disadvantaged students are the advantages of AI, while concerns such as overreliance on AI, degradation of soft skills, concerns about privacy, and bias need to be addressed (Seda, 2023). Balancing the needs of the students and responsible use of AI are necessary to be integrated in the curriculum to enable students to be better prepared for job markets driven by AI. Same findings found tools such as ChatGPT provide new insights, enriching learning experiences (Mahmut and Sen, 2023). However, the concerns of overreliance on AI that might hinder critical thinking and personal growth, as well as issues such as ethical dilemmas and privacy concerns thus the study recommended comprehensive AI literacy courses, ethical guidelines, mentorship, and institutional support to ensure equitable AI access in education.

In the case of the accountants in the Philippines, it was mentioned that understanding how prepared and adaptable accountants on the emerging AI technologies is crucial (Moron and Diokno, 2023). The results showed participants to be moderately ready, slightly ready, and partly ready for blockchain technology, cloud technology, and AI software applications, respectively (Kumar et al., 2023). Their adoption levels followed these trends, with moderate levels of adoption for blockchain but somewhat lower levels for cloud and AI software (Jain et al., 2017). The study discovered that readiness and adoption were significantly related; hence, the readiness improvement significantly increases adoption of AI technologies. Similarly, AI's role in entrepreneurship education and found that big data analytics and machine learning improve teaching and learning processes (Chen et al., 2024). Big data makes the cost-effective analysis of entrepreneurial opportunities possible, and machine learning reduces educators' workload while increasing the accuracy of assessment. Moreover, the positive implications of generative AI on entrepreneurship education since it is essential for students to prepare them for future opportunities (Bell and Bell, 2024). Efficient use of AI can help attain successful entrepreneurship and employment prospects by exploring methods to address challenges that the integration of AI.

## 3. METHODS

### 3.1 Research method

This study employed a descriptive-comparative and correlational design

to determine the extent of AI tools usage among the CBAA students at Laguna University. The difference in the usage and acceptance of AI tools across the programs in CBAA was determined by a comparative design, while the relationship between the identified factors, such as facilitating conditions, performance expectancy, effort expectancy, social influence, and perceived enjoyment, and the ease of use and usefulness of AI tools was identified using correlation design. The respondents were the students enrolled in the programs of the College of Business Administration and Accountancy (CBAA), including Accountancy, Accounting Information System, Tourism Management, and Entrepreneurship. This college was specifically chosen due to the relevance of AI tools in the academic and professional context.

A structured survey questionnaire served as the primary data collection instrument for the study. The questionnaire was divided into two sections. The first section, Demographic Profile, collected information such as age, gender, program, and year level. The second section, Factors Influencing AI Adoption, assessed the impact of facilitating conditions, performance expectancy, effort expectancy, social influence, and perceived enjoyment. This section employed standardized scales adapted from the Unified Theory of Acceptance and Use of Technology model. In addition to that, Perceived Ease of Use and Usefulness measured students' perceptions of AI tools based on items adapted from the Technology Acceptance Model. The questionnaire underwent testing on validity and reliability through the use of a pilot test.

The study used stratified random sampling to ensure that every student in each program was represented. The total sample size was 336 students split equally across the programs. They were determined using Slovin's formula based on the total population of students in the CBAA and using a 5% margin of error. Respondents were randomly selected to give a variety of opinions regarding adoption and acceptance of AI tools.

### 3.2 Statistical tools used for analysis

The data collected were analysed using a combination of descriptive, comparative, and inferential statistical techniques. Mean and standard deviation were utilized to describe the demographic profile and assess the levels of usage and acceptance of AI tools. Analysis of Variance (ANOVA) was conducted to compare the levels of usage and acceptance across different programs within the CBAA. Furthermore, the significant relationship between the identified factors and the students' perceived ease of use and usefulness of AI tools were examined using Pearson's correlation coefficient and multiple regression analysis. These statistical tools were used to ensure attainment of objectives and provide comprehensive analysis of the factors affecting AI adoption among CBAA students.

## 4. DATA ANALYSIS

**Table 1:** Usage and Acceptance on AI among academic programs

Program	Mean			
	Bachelor of Science in Accountancy (BSA)	Bachelor of Science in Tourism Management (BSTM)	Bachelor of Science in Accounting Information System (BSAIS)	Bachelor of Science in Entrepreneurship (BSEntrep)
Facilitating Conditions	3.94 (0.604)	3 (0.888)	3.7 (0.661)	3.56 (0.777)
Performance Expectancy	3.97 (0.727)	3 (0.936)	3.7 (0.792)	3.49 (0.849)
Effort Expectancy	4.21 (0.683)	4 (0.829)	4 (0.806)	3.69 (0.823)
Social Influence	3.23 (0.9)	3 (1.04)	3.1 (0.881)	3.13 (0.843)
Perceived Enjoyment	3.89 (0.832)	3 (0.952)	3.7 (0.884)	3.5 (0.889)
Perceived Usefulness	4.14 (0.778)	4 (0.876)	3.9 (0.837)	3.64 (0.839)
Perceived Ease of Use	3.89 (0.848)	3 (0.915)	3.7 (0.887)	3.55 (0.871)
Attitude Towards Using AI Tools	3.6 (0.874)	3 (0.998)	3.5 (0.857)	3.39 (0.929)
Actual Use of AI Tools	3.38 (0.834)	3 (0.975)	3.2 (0.883)	3.06 (0.951)

As shown in the Table 1, the programs differ in their AI tools adoption levels. Bachelor of Science in Accountancy (BSA) students obtained the highest mean scores for the AI tools usage students ( $M = 3.38$ ,  $SD = 0.834$ ) while Bachelor of Science in Tourism Management (BSTM) students had the lowest scores with the mean of 2.94 ( $SD = 0.975$ ). These results

implies that the BSA students used AI tools more frequently compared to BSTM students due to the demands in their curriculum or the level of exposure to technology. Actual use of Ai is connected with availability of resources and infrastructures in which influenced students to adopt AI tools (Gelacio et al., 2024).

**Table 2:** Relationship of factors on AI tools adoption

		Facilitating Conditions	Performance Expectancy	Effort Expectancy	Social Influence	Perceived Enjoyment	Perceived Usefulness	Perceived Ease of Use	Attitude Towards Using AI Tools	Actual Use of AI Tools
Facilitating Conditions	Pearson's r	—								
	df	—								
	p-value	—								

Table 2 (cont): Relationship of factors on AI tools adoption										
Performance Expectancy	Pearson's r	0.673	—							
	df	334	—							
	p-value	<.001	—							
Effort Expectancy	Pearson's r	0.578	0.63	—						
	df	334	334	—						
	p-value	<.001	<.001	—						
Social Influence	Pearson's r	0.551	0.56	0.388	—					
	df	334	334	334	—					
	p-value	<.001	<.001	<.001	—					
Perceived Enjoyment	Pearson's r	0.642	0.72	0.688	0.593	—				
	df	334	334	334	334	—				
	p-value	<.001	<.001	<.001	<.001	—				
Perceived Usefulness	Pearson's r	0.568	0.733	0.731	0.47	0.783	—			
	df	334	334	334	334	334	—			
	p-value	<.001	<.001	<.001	<.001	<.001	—			
Perceived Ease of Use	Pearson's r	0.628	0.729	0.707	0.549	0.807	0.848	—		
	df	334	334	334	334	334	334	—		
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	—		
Attitude Towards Using AI Tools	Pearson's r	0.614	0.742	0.591	0.685	0.743	0.715	0.816	—	
	df	334	334	334	334	334	334	334	—	
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	—	
Actual Use of AI Tools	Pearson's r	0.662	0.724	0.535	0.701	0.722	0.628	0.706	1	—
	df	334	334	334	334	334	334	334	##	—
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	—

Table 2 shows that facilitation conditions have strong relationship with the actual use of AI tools ( $r = 0.662$ ,  $p < .001$ ) of the students. The positive associations with actual use were also noticeable with social influence ( $r = 0.701$ ,  $p < .001$ ), perceived enjoyment ( $r = 0.722$ ,  $p < .001$ ), and perceived ease of use ( $r = 0.706$ ,  $p < .001$ ). These results would suggest that the stronger the attitude-behavior link, the more influence on positive

attitudes toward AI tools. The social influence and enjoyment also play an important role in this respect, suggesting that the dynamics between peers and the enjoyment while using the AI tools increase their adoption (Fabro et al, 2024 ; Umali, 2024). These findings suggest that institutional strategies should focus on improving access to resources and creating a supportive environment to promote the usage of AI tools across all programs.

Table 3: Regression analysis on perceived usefulness, perceived ease of use, and students' attitudes toward using AI tools						
Predictor	Estimate	SE	t	p	R	R <sup>2</sup>
Intercept	0.2996	0.1327	2.26	0.025	0.817	0.667
Perceived Usefulness	0.0897	0.0635	1.41	0.158		
Perceived Ease of Use	0.7669	0.0614	12.49	<.001		

The relationship between perceived usefulness, perceived ease of use, and students' attitudes toward using AI tools was analyzed and found to have a good model fit with  $R = 0.817$  and  $R^2 = 0.667$ . This implies that the predictors explained 66.7% of the variance in students' attitudes. Among these, perceived usefulness manifested a positive but statistically not significant effect on attitudes with a coefficient of 0.0897, at  $p = 0.158$ . This implies that perceived usefulness does not play a role in forming attitudes. In contrast, perceived ease of use emerged as a highly significant and impactful predictor ( $\beta = 0.7669$ ),  $p < .001$ ), underlining simplicity and

intuitiveness in enhancing favorable attitudes toward AI tools. The findings of the research provide important insights that guide the factors that affect a learner's attitude and how often they actually use an AI tool in a learning context. Perceived ease of use was indeed a strong influence, accepting the necessity of finding user-friendly and intuitive AI tool developments. The lack of significance for perceived usefulness suggests that, although utility is important, the immediate impact of ease of use is stronger and more influential, especially among students who may not be fully aware of AI's potential applications (Umali, 2024).

**Table 4:** Regression analysis on actual use of AI tools

Predictor	Estimate	SE	t	p	R	R <sup>2</sup>
Intercept	-0.4132	0.1549	-2.667	0.008	0.833	0.694
Facilitating Conditions	0.1821	0.054	3.371	<.001		
Performance Expectancy	0.297	0.0534	5.563	<.001		
Effort Expectancy	-0.0265	0.0505	-0.525	0.6		
Social Influence	0.3244	0.0402	8.061	<.001		
Perceived Enjoyment	0.2553	0.0533	4.792	<.001		

The actual use of AI tools by the participants had a significant relationship with facilitation conditions, effort expectancy, social influence, perceived enjoyment, and performance expectancy, with a very strong model fit at  $R = 0.833$  and  $R^2 = 0.694$ , explaining 69.4% of the variance in the actual AI usage. Facilitating conditions ( $\beta = 0.1821$ ,  $p < .001$ ), and performance expectancy ( $\beta = 0.2970$ ,  $p < .001$ ) were the determinants having a significant direct positive impact, underlying the importance of facilitating conditions or supportive infrastructure as well as future benefits for usage. Social influence ( $\beta = 0.3244$ ,  $p < .001$ ) came out to be the highest predictor, suggesting that a significant effect of peer and societal influences on students' behavior is the most dominating factor. Perceived enjoyment was also significantly positively associated with behavior,  $\beta = 0.2553$ ,  $p < .001$ , where the enjoyment of AI tools by the students has turned out to be a crucial motivator for its acceptance. On the contrary, effort expectancy ( $\beta = -0.0265$ ,  $p = 0.600$ ) revealed no significant

influence, showing that students feel AI tools are easy to use and therefore less relevant for determining actual usage.

When it comes to actual usage, the strong impact of social influence on actual use highlights the need for encouragement by the community and peers towards the adoption of AI. Theories on technology acceptance supported these findings. In which the attitude of an individual toward AI tools is influenced by the social groups, such as peers (Kumar et al., 2023). In addition to that, the performance expectancy, perceived enjoyment, and facilitating conditions played as important drivers for AI tools adoption. This indicates that students integrate AI tools into their academic tasks when they find them engaging and enjoyable to use. However, it was also noticeable that effort expectancy did not significantly influence students' perception towards AI tools due to their features, such as being easy to use, which leads to reducing the perceived effort (Gelacio et al., 2024).

**Table 5:** ANOVA Results on the Usage and Acceptance of AI among academic programs

	Dependent Variable	Sum of Squares	df	Mean Square	F	p
Program	Facilitating Conditions	15.17	3	5.056	9.21	<.001
	Performance Expectancy	16.09	3	5.363	7.79	<.001
	Effort Expectancy	15.65	3	5.218	8.41	<.001
	Social Influence	3.81	3	1.271	1.5	0.213
	Perceived Enjoyment	12.3	3	4.101	5.17	0.002
	Perceived Usefulness	19.16	3	6.387	9.19	<.001
	Perceived Ease of Use	9.42	3	3.139	4.05	0.008
	Attitude Towards Using AI Tools	4.83	3	1.609	1.92	0.127
	Actual Use of AI Tools	9.34	3	3.114	3.74	0.011
Residuals	Facilitating Conditions	182.25	332	0.549		
	Performance Expectancy	228.56	332	0.688		
	Effort Expectancy	205.95	332	0.62		
	Social Influence	280.64	332	0.845		
	Perceived Enjoyment	263.24	332	0.793		
	Perceived Usefulness	230.63	332	0.695		
	Perceived Ease of Use	257.52	332	0.776		
	Attitude Towards Using AI Tools	278.54	332	0.839		
	Actual Use of AI Tools	276.39	332	0.833		

Based on the table, facilitating conditions differed significantly among programs ( $F = 9.21$ ,  $p < 0.001$ ). The BSA program had the highest mean at 3.94, which means favorable conditions for AI usage in comparison with other programs. Performance Expectancy was also significantly different ( $F = 7.79$ ,  $p < 0.001$ ). BSA students also perceived AI tools as more beneficial ( $M = 3.97$ ) than those in the Bachelor of Science in Tourism Management (BSTM), who had the lowest mean (3.00). For Effort

Expectancy, the difference was significant ( $F = 8.41$ ,  $p < 0.001$ ), and BSA students again emerged with the highest mean (4.21), which suggests that they found AI tools easier to use compared to Bachelor of Science in Entrepreneurship (BSEntrep), who scored the lowest with a mean of 3.69. Perceived Enjoyment showed significant variability with  $F = 5.17$ ,  $p = 0.002$ . BSA students reported higher enjoyment ( $M = 3.89$ ) in using AI tools, contrasting with BSTM students who scored lower (mean = 3.00). Perceived Usefulness exhibited significant differences ( $F = 9.19$ ,  $p <$

0.001), with BSA leading (mean = 4.14). This implies that BSA students highly valued the practical benefits of AI tools. Perceived Ease of Use was also significantly different ( $F = 4.05, p = 0.008$ ). BSA students perceived AI tools as the easiest to use (mean = 3.89), whereas BSTM students found them less so (M 3.00). Lastly, Actual Use of AI Tools showed significant differences ( $F = 3.74, p = 0.011$ ), with BSA students reporting the highest usage (M 3.38). This emphasizes the practical usability of AI tools in their academic work compared to that of students majoring in BSTM, who had the lowest mean, that is, 3.00. No significant differences were seen on social influence,  $F = 1.5, p = .213$ , and attitudes toward using AI tools,  $F = 1.92, p = .127$ . These findings explain that academic programs influence students' perceptions and adoption of AI tools. Facilitating conditions and performance expectancy have the highest variances, indicating a lack of resource accessibility or academic value between strata. There are no significant differences in attitudes and social influence, meaning these variables may be experienced more equally by all. Each academic program will need to be addressed through specific, tailored strategies in order to ensure the adoption is equal.

## 5. CONCLUSION

This study provides insights in relation to the adoption and usage of AI tools among students coming from different academic programs. Findings indicated a wide range of variability in the use of AI tools, with BSA students having the highest adoption levels while BSTM has the lowest due to demands in the curriculum, technological exposure, and facilitating conditions. Moreover, no significant differences were found in attitudes towards AI among students; thus, this indicates that these factors are perceived by the students similarly, regardless of their chosen program.

The facilitating conditions and performance expectancy were considered as the important key factors because the influential drivers of technological innovation are infrastructures and perceived benefits. Social influence, perceived enjoyment, and perceived ease of use also significantly influence the AI tools, as students are motivated to adopt these tools when they are engaging and enjoyable to use. These findings imply that these factors are important factors especially for students who are less familiar with AI tools. In contrast, effort expectancy had no significant influence on the actual usage of the AI tool, probably due to convenience of the AI tools.

The results of the study emphasize the importance of guided institutional strategies to ensure equitable access to AI tool adoption among academic programs. Institutions must focus on improving the infrastructure and resources to motivate students to adapt these technological tools to their academic tasks effectively. Also, it is necessary to highlight the need for a conducive learning environment, promoting peer collaboration, and designing engaging AI tools as important drivers in attaining institutional goals to develop competent learners and future professionals.

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