

Artificial Intelligence (AI) in Education: Exploring Academic Pressure, Peer Influence, and Policy Awareness Among Students in Japan, The Philippines, and Thailand

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Abstract

This study examines AI tool use among university students across three Asian countries by investigating the roles of academic pressure, peer influence, and awareness of institutional AI policies. A total of 90 students from Thailand (Th), the Philippines (Ph), and Japan (Jp) participated via an online survey during the second semester of 2025. Results showed Japanese students demonstrated the highest level of AI tool use ($M = 4.89$), followed by Thai ($M = 3.55$) and Filipino students ($M = 3.22$). Academic pressure and peer influence were consistently high across all groups ($Jp=3.59, 4.32$; $Ph=3.66, 3.34$; $Th=3.47, 3.68$), with Japanese students scoring highest on both measures, and policy awareness was similarly elevated among Japanese respondents ($M = 4.20$). Among Japanese students, correlations between AI tool use and academic pressure ($r = .292$), peer influence ($r = .131$), and policy awareness ($r = -.219$) were all non-significant. Filipino students showed similarly non-significant correlations across academic pressure ($r = -.067$), peer influence ($r = .258$), and policy awareness ($r = -.116$). Thai students also exhibited non-significant correlations for academic pressure ($r = .286$) and policy awareness ($r = .019$); however, a moderate and statistically significant positive correlation was found between AI tool use and peer influence ($r = .541, p < .01$), which is the only significant finding across all three groups. These results suggest that AI tool use operates largely independently of academic pressure and institutional policy awareness, while peer influence emerges as a meaningful social driver of AI adoption specifically for some of Thai respondents.

Keywords: AI in education, academic pressure, policy awareness, peer influence

1. INTRODUCTION

Artificial intelligence (AI) has increasingly become embedded in educational systems worldwide as digital technologies are rapidly integrated into teaching and learning practices. In recent years, students have begun to explore the benefits of AI tools for academic writing, research assistance, and personalized learning support. With the widespread availability of smartphones, internet connectivity, and digital platforms, many students are able to access AI-based applications that help them generate ideas,

check grammar, summarize texts, and clarify complex topics.

Despite the growing literature on AI adoption in education, most existing studies focus on a single country or educational context, leaving cross-national comparisons underexplored. Furthermore, prior research has rarely examined the interplay among AI usage frequency, academic pressure, peer influence, and institutional policy awareness within a single study. This research addresses that gap by simultaneously investigating

these four dimensions across three distinct educational environments: Japan, the Philippines, and Thailand. This study also provides a comparative perspective that can streamline policy and practice in educational institutions, especially at Southeast Asia University in Bangkok, Thailand.

1.1 Research Questions

This study seeks to answer the following research questions:

1. How frequently do Japanese, Filipinos, and Thais use AI across different academic contexts?
2. What are the levels of academic pressure experienced by students in each national group?
3. What are the levels of peer influence on AI tool adoption among the three student groups?
4. What are the levels of students' awareness regarding institutional rules on AI use?
5. Is AI use significantly correlated with academic pressure, peer influence, and policy awareness across the three national groups?

1.2 Research Objectives

This study aims to:

1. Determine and compare the frequency of AI tool use among Japanese, Filipino, and Thai students.
2. Determine the level of academic pressure experienced by students in each national group.
3. Determine the extent of peer influence on students' decisions to use AI tools for academic purposes.
4. Determine students' awareness of institutional rules and policies governing AI use.
5. Correlate AI use with academic pressure, peer influence, and policy awareness across the three national groups.

1.3 Research Hypotheses

The following null hypotheses guide the analysis:

H1: There is no significant difference in the level of AI tool use among Japanese, Filipino, and Thai students.

H2: There is no significant difference in the level of academic pressure among the three national groups.

H3: There is no significant difference in the level of peer influence on AI adoption among the three national groups.

H4: There is no significant difference in the level of institutional AI policy awareness among the three national groups.

2. THEORETICAL FOUNDATION

This study is grounded in the Technology Acceptance Model (TAM) originally proposed by Davis (1989), which posits that perceived usefulness and perceived ease of use are the primary determinants of individuals' intention to adopt a new technology. In an educational context, students who perceive AI tools as useful for improving academic performance and easy to use are more likely to integrate them into their study routines.

Furthermore, the Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh et al. (2003) incorporates social influence and facilitating conditions as additional drivers, both of which are directly relevant to the peer influence and institutional policy dimensions examined in the present study.

Academic pressure is further explained through Lazarus and Folkman's (1984) transactional model of stress and coping, which frames stress as a product of perceived demands of exceeding available resources. When students perceive academic requirements as overwhelming, they may turn to readily available technological tools including AI as a coping mechanism. This theoretical link between stress and technology adoption provides a conceptual basis for the relationship between academic pressure and AI use explored in this study.

2.1 Conceptual Model Narrative

Based on the theoretical foundation discussed above, this study proposes a conceptual model in which three independent variables: academic pressure, peer influence, and institutional policy awareness are determined in relation to the dependent variable of AI tool use frequency. Academic pressure is conceptualized as the student's subjective experience of stress arising from grades, deadlines, and external expectations. Peer influence refers to the degree to which classmates' behaviors and opinions shape a student's AI adoption decisions. Institutional

policy awareness captures the extent to which students understand their school's rules and ethical guidelines on AI use. Together, these variables are expected to explain variation in the frequency and nature of AI tool use across the three national groups.

2.2 AI Use in Thailand

Similar to trends observed in other countries, the adoption of AI among Thai learners is often driven by convenience, faster access to information, and the perceived improvement in academic performance. Educational institutions and policymakers in Thailand have encouraged the use of emerging technologies as part of the country's broader digital transformation agenda, particularly through initiatives linked to Thailand 4.0, which promotes innovation, smart technologies, and digital literacy in education. Despite this policy push, the intensity and manner of AI usage among Thai students vary depending on educational level, subject area, and individual familiarity with technology. Students commonly report using AI for homework assistance, brainstorming, and improving written outputs, with popular platforms including ChatGPT, Grammarly, and QuillBot (SAU students, personal communication, March 5, 2026; W.S. Student, personal communication, March 4, 2026).

A study by Smithikrai and Smithikrai (2024) found that Thai university students commonly experience academic stress due to workload and performance expectations, which significantly contributes to academic burnout. Sripongwiwat, Bunterm, and Tang (2017) similarly reported that secondary school students in Thailand experience learning stress caused by academic factors, teacher expectations, and social comparisons. These findings suggest that academic pressure may be a driver of AI adoption in Thailand, as students seek tools that reduce workload and improve efficiency.

2.3 AI Use in the Philippines

In the Philippine education context, recent studies show that Filipino students have embraced AI tools primarily for academic writing, research support, and personalized learning. The frequency of use, however, varies considerably by level and context. Miranda et al. (2024) found that most higher education students utilize AI rarely (52.8%) or weekly (24.4%), primarily through smartphones, for homework assistance (63.7%), generating ideas (46.4%), and research writing (41.5%). Fabro et al. (2024) found that senior high

school and college students in Region 1 held a neutral but positive view of AI, indicating consistent but not daily reliance.

At the secondary level, Seblian and Calos (2025) reported a higher frequency of AI use among students in Bukidnon, with a mean of 3.59 in their Social Studies subject, suggesting that AI is regularly integrated into study routines. Arguson et al. (2024) noted that IT and Computer Science students in Metro Manila are predominantly occasional users (58.85%), though a significant minority used AI often (31.10%). Compared to Thai and Japanese students, Filipino students appear to use AI less intensively, though the pattern is shaped by access, curriculum, and institutional norms rather than disengagement. These findings collectively indicate that AI is widely known but unevenly adopted across levels and disciplines in the Philippines.

2.4 AI Use in Japan

Japan's "Society 5.0" initiative has positioned AI as a fundamental utility across academic research and industrial operations. Recent data from Okada et al. (2026) confirm near-total penetration of AI in Japanese research, with over 93% of scholars utilizing AI tools weekly and nearly 74% integrating them into their daily workflows. However, a striking transparency gap exists: despite the 93.6% adoption rate, only 5.5% of researchers formally disclose AI usage in published papers, a 17-fold disparity that Okada et al. (2026) attribute to stagnant university policies that have yet to provide clear ethical guidelines for AI attribution.

Beyond research, Japanese universities are deploying AI chatbots for administrative support and AI-driven tools to monitor academic integrity (Li & Enkhtur, 2025). Medical curricula are increasingly adopting Problem-Based Learning (PBL) to cultivate the critical and ethical judgment needed in AI-enhanced diagnostic environments (JMIR, 2026). In industry, Japanese corporations such as Sony and Mitsubishi are pivoting toward Human-Centered AI (HCAI) frameworks that prioritize human-machine synergy over total automation (Tsukuba, 2025). These developments suggest that Japanese students operate within an educational and societal environment that both normalizes and demands high AI fluency, which may explain the elevated AI use rates observed among Japanese respondents in the present study.

By synthesizing across the three national contexts, a pattern emerges: AI adoption is shaped

by a combination of technological infrastructure, societal values, institutional policy, and individual academic motivations. Japan leads in adoption and normalization, the Philippines shows moderate and context-dependent use, and Thailand sits between the two. Prior studies, however, have not examined these three contexts simultaneously within a single comparative framework, nor have they systematically measured the combined influence of academic pressure, peer dynamics, and policy awareness on AI use, which is the gap that this study meant to address.

3. MATERIALS AND METHODS

3.1 Research Design

This study employed a quantitative, descriptive-comparative research design. The quantitative method was appropriate for investigating students' AI usage patterns, academic pressure, peer influence, and policy awareness, as survey responses provided the basis for objective measurement and cross-group comparison (Fraenkel & Wallen, 2009). The descriptive component characterizes the level of each variable within each national group, while the comparative component identifies differences across the three groups.

3.2 Sampling Method and Participants

Convenience sampling was used to recruit participants from institutions accessible to the researchers. A total of 90 students participated in the study and yields a 100% response rate. Respondents were from four institutions across three countries: Southeast Asia University in Thailand ($n = 30$), Mountain Province General Comprehensive High School and Pangasinan State University in the Philippines ($n = 46$), and Japan Center for Michigan Universities in Japan ($n = 14$). All respondents were currently enrolled during the second semester of 2025.

Japanese respondents comprised 6 males (42.9%) and 8 females (57.1%). Thai respondents were all university students, consisting of 9 males (30%) and 21 females (70%). Filipino respondents included 20 high school students (43.5%), 22 university-level students (47.8%), and 4 students from other educational levels (8.7%).

3.3 Research Instrument

A self-developed questionnaire validated by experts served as the primary data collection instrument. The questionnaire consisted of 29

items organized across four sections corresponding to the four study variables: (1) AI tool use frequency (8 items); (2) academic pressure (7 items); (3) peer influence (7 items); and (4) awareness of institutional AI rules (7 items). All items were measured using a five-point Likert scale.

For AI use frequency, the scale ranged from 1 (Never) to 5 (Always), with the following interpretive ranges:

4.21–5.00 = Always;
3.41–4.20 = Very Often;
2.61–3.40 = Sometimes;
1.81–2.60 = Rarely;
1.00–1.80 = Never.

For academic pressure, peer influence, and policy awareness, the scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), interpreted as:

4.21–5.00 = Very High;
3.41–4.20 = High;
2.61–3.40 = Moderate;
1.81–2.60 = Low;
1.00–1.80 = Very Low.

The reliability of the instrument was assessed using Cronbach's Alpha. The analysis yielded a coefficient of 0.708, which meets the commonly accepted threshold of 0.70 for acceptable internal consistency in social science research, which confirmed the instrument's reliability for measuring the intended constructs.

3.4 Data Collection Procedure

Data were collected through an online survey administered during the second semester of 2025. The questionnaire was distributed via electronic means to enrolled students at the participating institutions in Japan, the Philippines, and Thailand. Prior to distribution, research ethics approval and institutional permission were obtained from each institution. Respondents were informed of the study's purpose, assured of the confidentiality and anonymity of their responses, and participation was entirely voluntary. All 90 students who received the survey completed and submitted their responses.

3.5 Data Analysis

The mean scores were interpreted using the predetermined Likert scale ranges described above. Where applicable, Spearman's rho was employed to identify relationships across the three

national groups in relation to each study variable, thereby directly addressing the research questions and testing the stated hypotheses.

4. RESULTS AND DISCUSSIONS

The collected data were tallied, organized, and analyzed using SPSS Version 26. Descriptive statistics, specifically the mean (M), was used to determine and describe the level of AI use, academic pressure, peer influence, and institutional policy awareness for each national group

4.1 Level of AI Tool Use

4.1.1 Japanese Students

Table 1 presents the frequency of AI use among Japanese respondents across different academic situations.

Table 1 Frequency of AI use (Japan)

I use AI tools...	M
1. For homework	4.93
2. To get ideas for projects and activities	4.93
3. To correct the grammar	5.00
4. To get high scores	4.86
5. Before stressful days (Mid-term and Final exams)	4.71
6. To improve the overall quality of my schoolwork	4.86
7. When facing tight deadlines	4.86
8. When I don't understand the lesson during the class	5.00
Overall mean	4.89

All Japanese respondents reported always using AI tools to correct grammar and when they do not understand the lesson during class, both obtaining mean scores of 5.00. A substantial majority also reported always using AI for homework and to generate ideas for projects and activities, with both items obtaining a mean score of 4.93. The use of AI to get high scores, improve schoolwork quality, and when facing tight deadlines yielded mean scores of 4.86 each. Use of AI before stressful academic periods, such as midterm and final examinations, obtained a mean score of 4.71. The overall computed mean score of 4.89 falls within the 'Always' category, indicating that Japanese respondents consistently utilize AI tools across a wide variety of academic contexts.

4.1.2 Filipino Students

Table 2 presents the frequency of AI use among Filipino respondents in various academic situations. The results indicate a moderate level of AI utilization among the respondents.

Table 2 Frequency of AI use (The Philippines)

I use AI tools...	M
1. For homework	2.74
2. To get ideas for projects and activities	3.63
3. To correct the grammar	3.41
4. To get high scores	2.41
5. Before stressful days (Mid-term and Final exams)	3.22
6. To improve the overall quality of my schoolwork	3.33
7. When facing tight deadlines	3.59
8. When I don't understand the lesson during the class	3.50
Overall mean	3.22

Filipino respondents demonstrated a moderate level of AI utilization. The use of AI to generate ideas and when facing tight deadlines obtained the highest scores (M = 3.63 and M = 3.59, respectively), interpreted as 'Very Often.' Use of AI to correct grammar (M = 3.41), when not understanding a lesson (M = 3.50), and to improve schoolwork quality (M = 3.33) were in the 'Very Often' and 'Sometimes' ranges. In contrast, use of AI for homework (M = 2.74) and to get high scores (M = 2.41) were comparatively lower. The overall mean score of 3.22, interpreted as 'Sometimes,' suggests that Filipino respondents use AI tools selectively and less intensively than their Japanese and Thai counterparts.

4.1.3 Thai Students

Table 3 Frequency of AI use (Thailand)

I use AI tools...	M
1. For homework	2.87
2. To get ideas for projects and activities	3.70
3. To correct the grammar	4.00
4. To get high scores	3.20
5. Before stressful days (Mid-term and Final exams)	3.53
6. To improve the overall quality of my schoolwork	3.53
7. When facing tight deadlines	3.80
8. When I don't understand the lesson during the class	3.83
Overall mean	3.55

Table 3 (previous page) presents the frequency of AI use among Thai respondents across different academic situations.

Thai respondents demonstrated generally frequent AI tool use. The use of AI to correct grammar ($M = 4.00$), when not understanding a lesson ($M = 3.83$), and when facing tight deadlines ($M = 3.80$) all fall in the “Very Often” category. Similarly, using AI to generate ideas ($M = 3.70$), before stressful academic periods ($M = 3.53$), and to improve schoolwork quality ($M = 3.53$) were in the “Very Often” range. Use of AI to get high scores ($M = 3.20$) and for homework ($M = 2.87$) were in the ‘Sometimes’ range. The overall mean score of 3.55, interpreted as “Very Often,” positions Thai students between Japanese and Filipino respondents in terms of AI adoption.

4.2 Level of Academic Pressure, Peer Influence and Awareness of AI Rules

To determine the level of academic pressure, peer influence, and awareness of AI usage rules among students, the responses were analyzed using the mean scores derived from a 5-point Likert Scale. The scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4 Mean Range and Interpretation

Mean range	Description	Levels
4.21 – 5.00	Strongly agree	Very high
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderate
1.81 – 2.60	Disagree	Low level
1.00 – 1.80	Strongly disagree	Very low

The computed mean values with an interval of .80 for each range were then interpreted using predetermined ranges to describe the extent to which students experience each variable. The interpretation of the mean scores and their corresponding verbal descriptions are presented in the Table 4.

Table 5 in the succeeding page presents the level of academic pressure among Japanese students, with an overall mean of 3.59, interpreted as “High” level. The statement “I am pressured to get high grades in school” obtained the highest mean score ($M = 3.71$), which indicate that achieving high academic performance is the primary source of pressure.

This is followed by “I am worried about failing my subjects,” “I feel pressured when I have many deadlines,” and “My teacher's expectations

make me feel pressured,” with mean scores of 3.64, 3.64, and 3.64, respectively. Meanwhile, “I am stressed because of too much schoolwork” and “My family expects me to perform well in school” obtained mean scores of 3.57 and 3.50, respectively.

4.2.1 Japanese Students

Table 5 Academic pressure (Japanese)

Reasons for being pressured	Mean	Level
1. I am pressured to get high grades in school.	3.71	High
2. I am worried about failing my subjects.	3.64	High
3. I am stressed because of too much schoolwork.	3.57	High
4. I feel pressured when I have many deadlines.	3.64	High
5. My family expects me to perform well in school.	3.50	High
6. I feel stressed when I compare my grades with my classmates.	3.43	High
7. My teacher's expectations make me feel pressured.	3.64	High
Overall mean	3.59	High

The lowest mean score was obtained by “I feel stressed when I compare my grades with my classmates” ($M = 3.43$), although it is still interpreted as High. Overall, the findings indicate that students experience a high level of academic pressure due to academic expectations, workload, and performance-related concerns.

The results of the present study are consistent with the findings of Deb, Strodl, and Sun (2015), who reported that a large proportion of high school students experience academic stress due to pressure to achieve good grades and expectations from parents and teachers. Their study found that nearly two-thirds of students reported stress related to academic performance and parental pressure.

Similarly, a study by Haritay et al. (2025) revealed that the majority of adolescents’ experience high levels of academic stress, mainly caused by study pressure, grade-related anxiety, and heavy academic workload. These findings support the results of the present study, which also

identified grades, academic workload, and expectations as key contributors to students' academic pressure.

Table 6 presents the level of academic pressure among Filipino students, with an overall mean of 3.66, interpreted as high.

4.2.2 Filipino Students

Table 6 Academic pressure (Filipinos)

Reasons for being pressured	Mean	Level
1. I am pressured to get high grades in school.	3.50	High
2. I am worried about failing my subjects.	4.11	High
3. I am stressed because of too much schoolwork.	3.59	High
4. I feel pressured when I have many deadlines.	4.15	High
5. My family expects me to perform well in school.	3.76	High
6. I feel stressed when I compare my grades with my classmates.	3.39	Moderate
7. My teacher's expectations make me feel pressured.	3.17	Moderate
Overall mean	3.66	High

The statement "I feel pressured when I have many deadlines" obtained the highest mean score ($M = 4.15$), followed by "I am worried about failing my subjects" ($M = 4.11$), which indicates that deadlines and fear of failing are the main sources of academic pressure among the respondents. Meanwhile, "My family expects me to perform well in school," "I am stressed because of too much schoolwork," and "I am pressured to get high grades in school" obtained mean scores of 3.76, 3.59, and 3.50, respectively, suggesting that family expectations, workload, and the pressure to achieve high academic performance also contribute to students' stress. In addition, "I feel stressed when I compare my grades with my classmates" and "My teacher's expectations make me feel pressured" obtained mean scores of 3.39 and 3.17, respectively, although both are still interpreted as high.

The findings of the present study are consistent with the results of the study conducted by Li (2023) in Malaysia, which found that

students commonly experience academic stress due to academic workload, deadlines, and expectations from parents and teachers. The study emphasized that academic requirements, performance expectations, and fear of failing subjects are significant contributors to students' stress levels. These findings support the present results, which also indicate that Filipino students experience a high level of academic pressure primarily due to academic demands and expectations related to their performance in school.

4.2.3 Thai Students

Table 7 Academic pressure (Thais)

Reasons for being pressured	Mean	Level
1. I am pressured to get high grades in school.	3.23	Moderate
2. I am worried about failing my subjects.	4.03	High
3. I am stressed because of too much schoolwork.	3.20	Moderate
4. I feel pressured when I have many deadlines.	4.00	High
5. My family expects me to perform well in school.	3.53	High
6. I feel stressed when I compare my grades with my classmates.	3.07	Moderate
7. My teacher's expectations make me feel pressured.	3.27	Moderate
Overall mean	3.47	High

Table 7 shows that the respondents experienced a high level of academic pressure, with an overall mean of 3.47. The statement "I am worried about failing my subjects" obtained the highest mean score ($M = 4.03$), followed by "I feel pressured when I have many deadlines" ($M = 4.00$), which indicates that fear of failing and numerous academic deadlines are the primary sources of pressure among students. Meanwhile, "My family expects me to perform well in school," "My teacher's expectations make me feel pressured," and "I am pressured to get high grades in school" obtained mean scores of 3.53, 3.27, and 3.23, respectively. These suggest that expectations from family and teachers also contribute to students' academic pressure. In addition, "I am stressed because of too much schoolwork" and "I

feel stressed when I compare my grades with my classmates” obtained mean scores of 3.20 and 3.07, respectively, which are interpreted as moderate.

The findings of the present study are consistent with the study conducted by Smithikrai and Smithikrai (2024), which found that Thai university students commonly experience academic stress due to academic demands and expectations related to their performance in school. Their research revealed that academic stress significantly contributes to academic burnout among students, highlighting the impact of academic workload and performance expectations on student well-being.

Similarly, Sripongwiwat, Bunterm, and Tang (2017) reported that secondary school students in Thailand experience learning stress caused by academic factors, teacher expectations, and social comparisons among classmates. Their findings suggest that academic-related pressures are among the most common stressors affecting students’ learning experiences.

These studies support the results of the present research that academic expectations, workload, and fear of academic failure are common contributors to students’ academic pressure in different educational contexts.

4.3 Level of Peer Influence

This section presents the extent of peer influence in the use of artificial intelligence (AI) among the respondents. Peer influence refers to the extent to which students’ decisions to use AI tools for academic purposes are affected by their classmates and friends.

In the school environment, peers often play an important role in shaping students’ behaviors, including the adoption of new technologies such as AI. Understanding the level of peer influence is essential in determining whether students’ use of AI is encouraged or influenced by the practices, recommendations, or expectations of their peers. The results in this section provide insights into how peer interactions may contribute to students’ use of AI in their academic tasks.

4.3.1 Japanese Students

Table 8 presents the level of peer influence in the use of artificial intelligence among Japanese students.

Table 8 Peer Influence (Japanese)

What influenced them	Mean	Level
1. Many of my classmates use AI tools for schoolwork.	4.36	Very high
2. My friends influence my decision to use AI for assignments.	4.21	Very high
3. More than half of students in class use AI tools.	4.57	Very high
4. I am encouraged by peers to use AI tools.	4.21	Very high
5. It is normal to discuss AI tools with my classmates.	4.36	Very high
6. Seeing others use AI makes me more likely to use it.	4.29	Very high
7. My classmates and friends' opinions affect my views about whether AI use is acceptable.	4.29	Very high
Overall mean	4.32	Very high

The overall mean of 4.32 indicates a very high level of peer influence in the use of AI tools for academic purposes. The statement “More than half of students in class use AI tools” obtained the highest mean score ($M = 4.57$), which shows that the widespread use of AI among classmates strongly influences students’ perceptions of AI use.

This was followed by “Many of my classmates use AI tools for schoolwork” and “It is normal to discuss AI tools with my classmates,” which obtained mean scores of 4.36 and 4.36, respectively. Meanwhile, “Seeing others use AI makes me more likely to use it” and “My classmates and friends' opinions affect my views about whether AI use is acceptable” obtained mean scores of 4.29 and 4.29, respectively.

In addition, “My friends influence my decision to use AI for assignments” and “I am encouraged by peers to use AI tools” obtained mean scores of 4.21 and 4.21, respectively. The findings suggest that the common use of AI among classmates, discussions about AI tools, and the opinions of peers contribute to students’ decisions to use AI for academic tasks.

4.3.2 Filipino Students

Table 9 presents the level of peer influence in the use of artificial intelligence among Filipino students.

Table 9 Peer Influence (Filipinos)

What influenced them	Mean	Level
1. Many of my classmates use AI tools for schoolwork.	3.89	High
2. My friends influence my decision to use AI for assignments.	2.74	Moderate
3. More than half of students in class use AI tools.	3.87	High
4. I am encouraged by peers to use AI tools.	3.09	Moderate
5. It is normal to discuss AI tools with my classmates.	3.48	High
6. Seeing others use AI makes me more likely to use it.	2.96	Moderate
7. My classmates and friends' opinions affect my views about whether AI use is acceptable.	3.37	Moderate
Overall mean	3.34	Moderate

The overall mean of 3.34 indicates a moderate level of peer influence in the use of AI tools for academic purposes. The statement “Many of my classmates use AI tools for schoolwork” obtained the highest mean score of 3.89, followed by “More than half of students in class use AI tools” ($M = 3.87$), which indicates that the observed use of AI among classmates contributes to students’ awareness and perception of AI use.

The statement “It is normal to discuss AI tools with my classmates,” obtained a mean score of 3.48. Meanwhile, “My classmates and friends' opinions affect my views about whether AI use is acceptable,” “I am encouraged by peers to use AI tools,” and “Seeing others use AI makes me more likely to use it” obtained mean scores of 3.37, 3.09, and 2.96, respectively. In addition, “My friends influence my decision to use AI for assignments” obtained the lowest mean score of 2.74.

Overall, the results signify that peer influence has a moderate effect on students’ use of AI tools. The findings suggest that although many students observe their classmates using AI and discuss these tools with peers, personal decisions to use AI for assignments are less strongly influenced by friends.

4.3.3 Thai Students

Table 10 presents the level of peer influence in the use of artificial intelligence among Thai students.

Table 10 Peer Influence (Thais)

What influenced them	Mean	Level
1. Many of my classmates use AI tools for schoolwork.	4.03	High
2. My friends influence my decision to use AI for assignments.	3.37	Moderate
3. More than half of students in class use AI tools.	4.10	High
4. I am encouraged by peers to use AI tools.	3.37	Moderate
5. It is normal to discuss AI tools with my classmates.	3.70	High
6. Seeing others use AI makes me more likely to use it.	3.57	High
7. My classmates and friends' opinions affect my views about whether AI use is acceptable.	3.63	High
Overall mean	3.68	High

The overall mean of 3.68 indicates a high level of peer influence in the use of AI tools for academic purposes. The statement “More than half of students in class use AI tools” obtained the highest mean score ($M = 4.10$), followed by “Many of my classmates use AI tools for schoolwork” ($M = 4.03$), which indicates that the widespread use of AI among classmates influences students’ perceptions of AI use.

This was followed by “It is normal to discuss AI tools with my classmates,” “My classmates and friends' opinions affect my views about whether AI use is acceptable,” and “Seeing others use AI makes me more likely to use it,” which obtained mean scores of 3.70, 3.63, and

3.57, respectively. Meanwhile, “My friends influence my decision to use AI for assignments” and “I am encouraged by peers to use AI tools” obtained mean scores of 3.37 and 3.37, respectively.

4.4 Level of Institutional Policy Awareness

This section presents the level of awareness of students regarding the rules governing the use of artificial intelligence (AI) in academic activities. Awareness of AI use rules refers to the extent to which students know and understand the guidelines, policies, and ethical considerations related to the use of AI tools in completing schoolwork.

4.4.1 Japanese Students

Table 11 presents the level of awareness of students regarding the rules on the use of artificial intelligence in Japan

Table 11 Awareness on AI use Rules (Japanese)

Awareness on AI use	Mean	Level
1. I am aware that my school/university has rules about AI use.	4.07	High
2. My teachers clearly explain the rules about using AI for assignments.	4.29	Very high
3. I understand the rules when AI use is allowed and when it is not allowed in my school.	4.14	High
4. I know that I will be in trouble if I use AI in academic work.	4.36	Very high
5. AI rules in my school/university are clearly explained to students.	4.07	High
6. I believe that my school / university knows that students use AI.	4.29	Very high
7. My teacher's rules about AI for school activities make us feel safe to use AI.	4.21	Very high
Overall mean	4.20	High

The overall mean of 4.20 indicates a very high level of awareness of AI use rules among the respondents. The statement “I know that I will be in trouble if I use AI in academic work” obtained the highest mean score ($M = 4.36$), followed by “My teachers clearly explain the rules about using

AI for assignments” and “I believe that my school or university knows that students use AI,” which obtained mean scores of 4.29 and 4.29, respectively. These results indicate that students clearly recognize the consequences of improper AI use and are well informed about AI-related rules by their teachers.

This was followed by “My teacher's rules about AI for school activities make us feel safe to use AI,” “I understand the rules when AI use is allowed and when it is not allowed in my school,” and “I am aware that my school or university has rules about AI use,” which obtained mean scores of 4.21, 4.14, and 4.07, respectively. Meanwhile, “AI rules in my school or university are clearly explained to students” also obtained a mean score of 4.07.

4.4.2 Filipino Students

Table 12 presents the level of awareness of students regarding the rules on the use of artificial intelligence in the Philippines.

Table 12 Awareness on AI use Rules (Filipinos)

Awareness on AI use	Mean	Level
1. I am aware that my school/university has rules about AI use.	3.83	High
2. My teachers clearly explain the rules about using AI for assignments.	3.85	High
3. I understand the rules when AI use is allowed and when it is not allowed in my school.	4.04	High
4. I know that I will be in trouble if I use AI in academic work.	3.67	High
5. AI rules in my school/university are clearly explained to students.	3.52	High
6. I believe that my school / university knows that students use AI.	4.00	High
7. My teacher's rules about AI for school activities make us feel safe to use AI.	3.37	Moderate
Overall mean	3.75	High

The overall mean of 3.75 indicates a high level of awareness of AI use rules among the respondents. The statement “I understand the rules when AI use is allowed and when it is not allowed in my school” obtained the highest mean score ($M = 4.04$), followed by “I believe that my

school or university knows that students use AI” and “My teachers clearly explain the rules about using AI for assignments,” which obtained mean scores of 4.00 and 3.85, respectively. These results indicate that students are generally aware of the guidelines and explanations provided by their teachers regarding the use of AI.

This was followed by “I am aware that my school or university has rules about AI use” and “I know that I will be in trouble if I use AI in academic work,” which obtained mean scores of 3.83 and 3.67, respectively.

Meanwhile, “AI rules in my school or university are clearly explained to students” obtained a mean score of 3.52. In addition, “My teacher’s rules about AI for school activities make us feel safe to use AI” obtained the lowest mean score of 3.37, which is interpreted as moderate.

A study found that students who are aware of institutional policies and ethical guidelines regarding AI are more likely to recognize appropriate and inappropriate uses of AI tools in academic work (Lund et al., 2025).

Similarly, other research reported that awareness of ethical guidelines and institutional policies influences how students use AI tools in their academic work. Students who possess greater knowledge of AI policies and ethical considerations are more likely to recognize the boundaries of acceptable AI use and avoid academic misconduct (Alnsour et al., 2025).

Overall, the results indicate that students have a high level of awareness regarding the rules governing the use of artificial intelligence in their school or university. The findings suggest that most students understand the guidelines related to AI use, although some may feel less confident about how these rules guide the safe use of AI in academic activities.

4.4.3 Thai Students

Table 13 presents the level of awareness of students regarding the rules on the use of artificial intelligence in Thailand. The overall mean of 3.83 indicates a high level of awareness of AI use rules among the Filipino respondents. The statement “I believe that my school or university knows that students use AI” obtained the highest mean score of ($M = 4.23$), which is interpreted as very high. This result indicates that students strongly believe that educational institutions are aware of the use of AI tools among students.

Table 13 Awareness on AI use Rules (Thailand)

Awareness on AI use	Mean	Level
1. I am aware that my school / university has rules about AI use.	3.63	High
2. My teachers clearly explain the rules about using AI for assignments.	3.97	High
3. I understand the rules when AI use is allowed and when it is not allowed in my school.	3.93	High
4. I know that I will be in trouble if I use AI in academic work.	3.77	High
5. AI rules in my school/university are clearly explained to students.	3.73	High
6. I believe that my school / university knows that students use AI.	4.23	Very high
7. My teacher's rules about AI for school activities make us feel safe to use AI.	3.60	High
Overall mean	3.83	High

The results on Table 13 showed that the statement “My teachers clearly explain the rules about using AI for assignments” and “I understand the rules when AI use is allowed and when it is not allowed in my school” obtained mean scores of 3.97 and 3.93, respectively. Meanwhile, “I know that I will be in trouble if I use AI in academic work,” “AI rules in my school or university are clearly explained to students,” and “I am aware that my school or university has rules about AI use” obtained mean scores of 3.77, 3.73, and 3.63, respectively. In addition, “My teacher’s rules about AI for school activities make us feel safe to use AI” obtained a mean score of 3.60.

These results showing a high level of awareness of AI use rules among students are consistent with previous studies that emphasize the importance of institutional guidelines and academic integrity policies. Research has shown that students’ understanding of rules related to

artificial intelligence and academic misconduct plays a significant role in promoting responsible AI use in academic settings.

These findings support the results of the present study, which indicate that students generally understand the rules governing AI use in school and are aware of the possible consequences of violating such policies.

4.5 Correlation Analysis by Countries on AI use, Academic Pressure, Peer Influence, and Policy Awareness

Table 14 Correlation Analysis of Key Variables

Overall Frequency use of AI tools by nationality	Overall Level of Academic Pressure	Overall Level of Peer Influence	Overall Institutional Policy Awareness on AI use Rules
Japanese	.292	.131	-.219
Filipinos	-.067	.258	-.116
Thais	.286	.541**	.019

** . Correlation is significant at the 0.01 level (2-tailed).

Table 14 shows that Japanese students had a weak positive correlation between overall frequency of AI tool use and academic pressure ($r = .292$); a weak positive correlation with peer influence ($r = .131$); and a weak negative correlation with institutional AI policy awareness ($r = -.219$) respectively. None of these relationships reached statistical significance, which suggests that among Japanese students, how frequently they use AI tools bears no meaningful relationship to any of the three variables examined.

As for the Filipino students, results showed a negligible negative correlation between overall frequency of AI tool use and academic pressure ($r = -.067$); a weak positive correlation with peer influence ($r = .258$); and a weak negative correlation with institutional AI policy awareness ($r = -.116$) respectively. None of these relationships were statistically significant and indicate that frequency of AI tool use operates independently of academic pressure, peer influence, and policy awareness among Filipino students.

Lastly, Thai students showed a weak positive correlation between overall frequency of AI tool use and academic pressure ($r = .286$) and a negligible positive correlation with institutional AI policy awareness ($r = .019$) respectively. Neither of which was statistically significant. However, a moderate and statistically significant positive correlation was found between overall frequency

of AI tool use and peer influence ($r = .541$, $p < .01$), which indicates that Thai students who use AI tools more frequently tend to report stronger peer influence. This was the only significant finding across all three nationality groups in this analysis.

Across all three groups, frequency of AI tool use showed little to no significant relationship with academic pressure or institutional policy awareness. The sole exception was among Thai students, where peer influence emerged as a meaningful correlate of AI use frequency, which emphasizes the role of social dynamics in shaping AI-related behaviors within that national context.

5. DISCUSSION

5.1 Differences in AI Use Across National Groups

The most striking finding of this study is the pronounced difference in AI use frequency across the three groups. Japanese students' overall mean of 4.89 (Always) starkly contrasts with Filipino students' mean of 3.22 (Sometimes), with Thai students occupying intermediary position ($M = 3.55$, Very Often). These differences reflect broader fundamental and cultural factors in each country's educational and technological environment.

For Japanese students, the very high AI adoption rate aligns with the Society 5.0 framework and findings by Okada et al. (2026), which confirm that AI use has reached near-total penetration in Japanese academic life. The fact that Japanese respondents reported always using AI to correct grammar and when they do not understand lessons both at perfect means of 5.00 suggests that AI has been fully normalized as a first-resort academic tool. This is consistent with Davis' (1989) TAM prediction that when perceived usefulness and ease of use are both very high, adoption becomes routine rather than deliberate.

Filipino students' comparatively lower adoption levels are consistent with Miranda et al. (2024), who found that the majority of Filipino higher education students use AI rarely or weekly. This suggests that AI has not yet crossed the threshold of normalization in the Philippine academic context, perhaps because of uneven access to devices and internet connectivity, or because institutional environments have not yet created the conditions of social and policy acceptance that drive sustained use. The low score on AI use for homework ($M = 2.74$) and high grades ($M = 2.41$) may indicate that Filipino students are more cautious about using AI for

high-stakes academic submissions; a finding consistent with their level of awareness of institutional rules ($M = 3.75$) among Japanese ($M = 4.20$) and Thai ($M = 3.83$) respondents.

Thai students' intermediate position reflects a context of growing AI integration supported by the Thailand 4.0 digital agenda relative to Japan. Their relatively high score for grammar correction ($M = 4.00$) suggests that language support is a primary and widely accepted use case, consistent with the widespread use of Grammarly and QuillBot reported in related studies.

5.2 Academic Pressure and Its Relationship to AI Use

All three national groups reported high levels of academic pressure which indicate that this is a cross-national phenomenon rather than a culturally specific one. However, the sources and intensity of pressure differed. Filipino students reported the highest overall academic pressure ($M = 3.66$), driven primarily by deadlines ($M = 4.15$) and fear of failing ($M = 4.11$). This intensity of pressure coexists with moderate AI use, which may seem counterintuitive but can be explained through coping framework which says "students under high pressure may seek external resources, but awareness of institutional rules may modulate how freely they employ AI as a coping tool" (Lazarus and Folkman 1984).

Japanese students, despite experiencing high pressure ($M = 3.59$), demonstrate the highest AI use which suggest that in an environment where AI use is normalized and socially endorsed, academic pressure directly translates into intensive AI adoption as a performance-enhancement strategy. In contrast, Thai students' moderate pressure levels ($M = 3.47$) are paired with very frequent AI use, suggesting that AI use in Thailand is driven less by desperation and more by habit and social acceptance, a pattern consistent with Venkatesh et al.'s (2003) UTAUT frameworks which emphasize on facilitating conditions and social influence.

5.3 Peer Influence as the Cause for AI Adoption

Peer influence emerged as a significant factor across all three groups, but with notable differences in magnitude. Japanese students' very high peer influence score ($M = 4.32$) reflects the critical mass effect described in UTAUT which says that "when more than half of classmates are observed using AI tools ($M = 4.57$), AI use becomes the social norm rather than the exception

that creates strong implicit pressure to conform. This aligns with research on technology diffusion, which identifies social proof as a key accelerant of adoption once adoption crosses a threshold level (Venkatesh et al. 2003).

The moderate peer influence among Filipino students ($M = 3.34$) is notable because even though many students observe classmates using AI ($M = 3.89$), this observation does not strongly translate into personal adoption ($M = 2.74$ for friend influence on assignment decisions). This observation from personal adoption may reflect stronger individual academic integrity norms or greater institutional deterrence in the Philippine academic context. Thai students fell between the two groups, with high peer influence ($M = 3.68$) consistent with their high AI use levels which reinforces the UTAUT prediction that social influence is a meaningful predictor of technology adoption.

5.4 Institutional Policy Awareness and Responsible AI Use

One of the most important findings is that high levels of institutional policy awareness did not suppress AI use. In fact, Japanese students had both the highest AI use and the highest policy awareness. This challenges a common assumption that students who are more aware of AI rules are less likely to use AI. Instead, the data suggest that awareness of institutional policies, when accompanied by clear teacher guidance, may function to promote responsible AI use rather than discourage AI use altogether. This interpretation is supported by Lund et al. (2025) and Alnsour et al. (2025), who found that students with greater knowledge of AI policies are more likely to recognize appropriate boundaries rather than avoiding AI use entirely.

The lowest awareness score among all groups was Filipino students' response to whether AI rules make them feel safe to use AI tools ($M = 3.37$, moderate). This suggests that Filipino institutional policies, while known to students, may not yet be clearly enough articulated to provide students with confidence about what is permissible which is an important area for policy explanation.

6. CONCLUSION

The present study examined the use of artificial intelligence (AI) tools among Japanese, Filipino, and Thai students, as well as the levels of academic pressure, peer influence, and awareness of institutional rules related to AI use. The results

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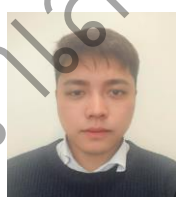
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