


## AI-Powered Writing Tools: A Phenomenological Inquiry of Tertiary Students' Usage

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### Abstract

AI-powered writing tools have become indispensable companions for enhancing writing. This study aimed to comprehensively explore the lived experiences and contexts of the students' use of AI tools and their effects on their writing abilities and learning experiences. The study employed the transcendental phenomenological research design with six participants. Using Irving Seidman's guide, a purposeful sampling technique was utilized to select the participants before conducting the phenomenological Interview. Creswell's adapted Stevick-Colaizzi-Keen method was used to generate emerging themes of this study. Based on the findings drawn, results underscored the transformative impact of these tools, such as students' writing challenges without AI tools, emphasizing their grammatical issues, limited ideation, and academic writing intricacies, providing immediate support, and overcoming hurdles. Also, it highlighted students' reliance on AI while emphasizing the need for control to avoid dependency and encourage teacher feedback. The study concluded with recommendations for integrating AI writing tools in education, promoting balanced dependence, and fostering continuous improvement in these tools to meet diverse learning needs.

**Keywords:** AI-Powered writing tools, artificial intelligence, tertiary standards, writing practices.

### Introduction

AI-powered writing tools are adopted by everyone in different situations, including professional writers, content creators, students, businesses, and individuals who are seeking help in creating engaging and clear content. These utilities are no longer just a convenience but necessary tools for expediting, augmenting, and inspiring writing greatness. AI-based writing tools provide very practical help for various users, including idea generation, grammar, and style refinement (Rogerson & McCarthy, 2017). Such support empowers them to express their thoughts better and get more engagement from their readers.

AI-based writing tools apply AI and natural language processing (NLP) technologies in their work pipelines. They possess the ability to understand and correct what needs to be fixed, as

well as make the text more readable and, in some cases, even produce new text—this is how they do all their tasks. These platforms are up-to-date and provide users with more effective means of producing and editing texts, increasing the quality of the article, academic writing, and creative writing.

The technological tendencies of today give AI a chance to be a writer's companion as it provides automated writing evaluation (AWE), automated written corrective feedback (AWCF), machine translation (MT), sentence auto-completion, grammar checking, as well as natural language processing (NLP). Among the strategies, the students are informed of the types of writing errors concerning grammar, style, spelling, credibility, and vocabulary through automating the task of the teachers of finding mistakes as opposed to the teacher-supplied feedback (Bridgeman & Ramineni, 2017; Dale & Viethen, 2021; Koltovskaia, 2020; Ranalli & Yamashita, 2022; Wang, 2013).

According to previous research, the student's interest and ability to use AI writing assistance tools might differ depending on the kinds of assignments, the level of engagement of the students, and the teacher's feedback on the proper application (Fan & Ma, 2022; Myers & Pellet, 2022; Zhang & Zhang, 2018). Researchers emphasize the importance of teachers' mediation in utilizing these tools to prevent overreliance, which could hinder students' problem-solving and critical skills (Marzuki et al., 2023; Eaton et al., 2021).

Observations reveal the prevalent usage of AI-powered writing tools in higher education classrooms, particularly among students majoring in English, for correcting academic writing (Alharbi, 2022; Frankenberg-Garcia, 2018; Fitria, 2021; Hellmich & Vinall, 2021). Students use these tools for automated feedback, language and vocabulary learning, and translation given the nature of their academic writing, where they are heavily required to practice learning the language as a discourse and a system, as provided on their prospectus on a daily basis (CHED, 2017). More so in writing essays, position papers, literary analysis, research, etc., where proficiency in the language is essential, considering writing as a progressive activity relevant to the formation (Ariyanti, 2016). While existing literature acknowledges the prevalence and potential benefits of these tools, there is a need for further investigation from students' perspectives using a qualitative approach. There needs to be a gap in understanding the lived experiences of higher education students who use AI-powered tools for academic writing, emphasizing the necessity of conducting inquiries to contribute to a comprehensive understanding of their usage in higher education writing practices.

## Literature review

This phenomenological study assumes that AI-powered writing tools are essential and beneficial to tertiary students' academic writing in English. This assumption is supported by the Connectivism Learning Theory (CLT) of Siemens (2005), Downes (2005), and Giles' Communication Accommodation Theory (CAT) (1971).

The Connectivism Theory, as stated by Siemens and Downes (2005), emphasizes learning networks and technological developments as two main factors that improve the process of knowledge acquisition. It means that learning is an internal mental process and an external source of interaction. This theory also suggests that learners interact with various learning sources, including AI-powered tools, to build knowledge correlatively. As the core of the given study, it shows that students are constantly stopping, connecting, and assessing their interactions with AWTS and the other peers and resources with the aim of improving their writing skills and course outcomes.

Connectively, recent studies highlight the growing impact of AI-powered tools on EFL learners' academic writing. These tools, including ChatGPT and Grammarly, offer convenience and cater to learners' needs, enhancing writing fluency, content, and knowledge (Yuan et al., 2024; Selim, 2024; Tran & Tran, 2023; Nguyen, 2023). Research indicates that AI-assisted instruction significantly improves writing skills and motivation compared to traditional methods, exploring how L2 writers use technology-mediated strategies and multimodal strategies for content and language learning (Song & Song, 2023; Kessler, 2020; Zhou & Wei, 2018). Technology-mediated learning environments, including learning management systems and automated writing evaluation platforms, support the development of self-regulated learning strategies and improve writing performance (Han et al., 2021). While these tools positively impact writing quality and time efficiency (Phan, 2023), they may not significantly enhance lexical complexity (Han et al., 2021). This aligns with the idea that learners form learning networks with AI tools and resources. This finding resonates with connectivism's learning network concept, highlighting how learners interact with various information sources, including AI tools, to build knowledge collaboratively.

The Communication Accommodation Theory (CAT) by Howard Giles (1971) suggests that people alter their language and behavior to fit their conversational partners. Similarly, AI writing tools adjust their output to align with students' writing styles, tones, and languages, mirroring CAT principles. Studies by Liu et al. (2022) and Rahimian (2013) further established this notion by how their study relatively explored the way feedback influences user-generated content and how native speakers modify their speech to aid second language learners.

Thus, the theories mentioned above provide a foundation for understanding how college students utilize AI writing tools in their academic writing. By examining students' real-world experiences with these tools, the study aims to gain insights into how they integrate them into the writing process, and this influences their academic outcomes.

### *Research Questions*

To answer the inquiry in this study, this phenomenological inquiry aims to explore the following research questions:

What are college students' lived experiences using AI-powered writing tools?

What are the contexts of college students' lived experiences using AI-powered writing tools?

How do college students view their future experiences of using AI-powered writing tools in their writing?

## **Methods**

### *Participants & Sampling Design*

The sampling design used in this study is the Purposeful sampling design. In alignment with Moustakas' (1994) principle of limited participant selection for transcendental phenomenological study, this study purposefully chose eight (8) tertiary students from the Teacher Education Program (TEP), specifically those majoring in English who are exposed to the English subject for more than a year in the tertiary level with advanced proficiency of the language. Participants are chosen based on the following criteria: they must have personal experience with the phenomenon under investigation, possess a substantial duration of experience- a year of engagement, and provide in-depth insights. Furthermore, they must have voluntarily adhered to and signed the informed consent agreement, addressing ethical concerns.

These criteria ensure that participants are suitable for the phenomenon under investigation. The purpose of this study is for the researchers to gather personal information from their lived experiences, namely the students' attitudes, observations, and preferences upon using and involving AI-powered writing tools in their academic writing.

### *Design of the Study*

Employing the transcendental design, the study aimed to deeply understand students' nuanced and subjective experiences in utilizing these tools for academic writing. This design employed in-depth interviews following Seidman's (1991) phenomenological approach, utilizing open-ended questions to gather insights from participants on their real-life experiences and the use of AI writing tools. The Interview, lasting 45 minutes, aimed to explore spontaneous thoughts. Approval for data collection was obtained from the Dean of the Teacher Education Program. The questions were designed to focus on the lived experiences of tertiary students.

### *Data collection & analysis*

Participants in this study significantly contributed to advancing the researcher's knowledge of AI writing tools, especially in educational contexts, enhancing their development and applications for educators, students, and the wider educational community. Their valuable insights have the potential to shape future improvements in AI-assisted writing tools, making them more effective and user-friendly. However, the participation of six participants in the study also exposed them to risks such as privacy concerns and emotional distress, which were addressed through rigorous ethical measures.

All participants gave informed consent prior to participating, ensuring they understood the study's purpose, their rights, and the confidentiality of their responses. Interviews were conducted in-depth, recorded, and transcribed verbatim, employing a phenomenological approach to analyze common themes and patterns in participants' experiences.

Approval was obtained from the Dean of the Teacher Education Program before conducting interviews to elicit responses from the purposely selected English Major students through a letter of consent. Interviews were scheduled at mutually convenient times in comfortable, private settings, with researchers emphasizing confidentiality and obtaining permission to record.

Data analysis followed Creswell's adapted Stevick-Colaizzi-Keen method, involving steps like elucidating experiences, setting aside preconceived notions, and grouping statements into themes (Creswell, 2007; Moustakas, 1994). Researchers crafted textual portrayals and structural representations of participants' experiences, ensuring clear descriptions of core essences.

## **Results/Findings and discussion**

Four themes emerged in the findings: writing hurdles, technological dependency, assistance to writing, and technology-enhanced language learning in writing. These themes are based on the cluster of sub-themes, as shown in Table 1.

Table 1 shows the extracted statements from the participants' narratives, coded and clustered as sub-themes. The sub-themes and their implied meanings are considered significant in forming the foundation of the four main themes.

Table 1. Tertiary Students' Experiences Before Using AI-powered Writing Tools

Main Themes	Sub-Themes	General Description of the Theme	Significant Statements
<b>Theme 1: Writing Hurdles</b>	Grammar and Syntax Issues	Grammar and Syntax Issues refer to problems with language use and rules that the participants encountered in writing.	<i>"I focused more on grammatical errors, particularly those that I may not realize."</i> (Participant 6, 1st interview)
	Limited Ideas	Limited Ideas refer to a certain boundary or non-detailed ideas in which the participants use simple words to explain the ideas more easily.	<i>"My vocabulary was also limited to simple words."</i> (Participant 3, 1st interview)
<b>Theme 2: Technological Dependency</b>	Familiarity and Adeptness	Familiarity and Adeptness is defined as a level of understanding and competence	<i>"...remember on how to arrange and the structure in my grammar."</i> (Participant 1, 2nd Interview)
	Reliance	Reliance refers to the participants with the dependency in the AI powered writing tools in making their writing task and for correction in their structure and errors.	<i>"I see AI writing tools as an integral part of my writing process."</i> (Participant 4, 3rd Interview)
<b>Theme 3: Assistance to Writing</b>	Intelligibility in Writing	Intelligibility in writing refers to the quality of written content being clear enough to be understood.	<i>"...requires you to have intensive learning reflections where simple thought processing and word choices won't cut it."</i> (Participant 7, 1st Interview)
<b>Theme 4: Technology-Enhanced Language Learning in Writing</b>	Enhanced Writing Mastery	Enhanced Writing Mastery is defined as a degree of proficiency in writing that requires an understanding of grammar, syntax, and vocabulary.	<i>"I believe it would greatly assist me in becoming a better writer."</i> (Participant 6, 3rd Interview)
	Writing Achievement	Writing achievement refers to measuring the participants' proficiency and progress in their written work assisted by AI tools.	<i>"These opportunities include learning and skill development."</i> (Participant 6,

Data from semi-structured interviews were obtained to identify the participant's experiences

and the context of their lived experiences using AI-powered writing tools. Participants were given pseudonyms (P1, P2, P3, P4, P5, P6, P7, and P8) for confidentiality purposes.

### **Theme 1: Writing Hurdles** (*Grammar and Syntax Issues, Limited Ideas*)

Writing Hurdles or Writing difficulties refers to the challenges that the eight (8) participants encountered without the assistance of AI-powered writing tools. This theme specifically includes the participants' Grammar and Syntax Issues and Limited Ideas.

#### *Grammar and Syntax Issues*

Grammar and syntax issues refer to the problems in the use of language and the rules that the participants encountered in writing. With that, the writer must consider the following aspects in academic writing: structure, formal and objective, as well as terminology, which is often abstract and technical (Taylor., 2009). Participants expressed concerns about their writing quality, with one acknowledging, *"I focused more on grammatical errors, particularly those that I may not realize"* (P6, Transcript 6, lines 700-701), while others noted, *"the essay is not appealing to read"* (P1, Transcript 1, lines 22-23) *"I feel like my writing is not that good"* (P1, Transcript 1, line 10). This suggests the uncertainty of their writing abilities due to grammar structure and language use difficulties. According to Lin and Morrison (2021), academic writing demands critical thinking and high-quality writing skills, making it challenging and complex. Considering that the majority of participants do not have an easy time drawing up their grammar and standards, another study by Halim et al. (2022) and Grammarly (2017) defined Grammarly as a tool that improves students' writing. However, despite the availability of tools like Grammarly, participants in this study continue to face issues with grammar and syntax, which reveals ongoing problems with grammar structures and language use that contribute to poor construction in their academic writing.

#### *Limited Ideas*

Limited Ideas refer to a certain boundary or non-detailed ideas wherein the participants make use of simple words to explain the ideas more easily. Without the use of AI-powered writing tools, the participants would commit errors in their writing, especially in their writing tasks. Before using the AI writing tools as described by researchers in their interviews, participants experienced various linguistic problems to which they said in the Interview that *"writing didn't always make sense"* (P3, Transcript 3, first Interview, line 341) *"limited to simple words"*, (P3, Transcript 3, line 348). *"I had issues with punctuation, which they said in the Interview that "writing didn't always make sense" (P3, Transcript 3, first Interview, line 341) and "limited to simple words" (P3, Transcript 3, line 348). "I had issues with punctuation. My sentences were often too long and felt like run-on sentences..." "When I had to write an essay within a specific period, it became challenging because I felt pressured and lacked immediate ideas"* (P5, Transcript 5, lines 551-552).

In this study, participants showed a lack of ideas when constructing their write-ups before being acquainted with AI-powered writing tools, as they did not have enough knowledge of deeper vocabulary terms and proper punctuations. Moreover, the difficulty arose from a combination of feeling pressured by the time constraint and struggling to generate immediate ideas for the essay, making the writing process more challenging. This implies that with the help of the AI writing tools, the participants would be able to overcome this problem in writing, developing the skills that enable them to write more effectively and express their ideas in a more organized structure.

## Theme 2: Technological Dependency (*Familiarity and Adeptness, Reliance*)

Technology Dependency is a term that describes the participants' reliance on technology, particularly on AI-powered writing tools, wherein they have experienced different assistance from the tools. This theme includes Familiarity and Adeptness and Reliance.

### *Familiarity and Adeptness*

Familiarity and adeptness with AI-powered writing instruments refer to a level of understanding and competence in using them. To support this statement, this application controls or maintains the flow of writing correctly so that no more errors come out (Qassemzadeh & Soleimani, 2016). With that being said, the participants have set the evidence of writing without difficulty with the assistance of AI that the participants' writing tasks are more efficient and well-structured when they are utilizing the AI powered writing tools. The participants highlighted that they have encountered different language difficulties prior to the use of AI writing tools that were provided by researchers in their interviews, to which they said in their interviews that, "*what to do first*", "*remember on how to arrange the word that I will use, the structure in my grammar*" (P1, Transcript 1, lines 83-84) suggesting a prioritization or a need to establish a sequence of actions particularly in their writing tasks, "*As I take note of the errors I committed in the past, I do my best to avoid them the next time.*" (P5, Transcript 5, lines 664-665) "*I take note of my past mistakes and apply what I've learned in my current work.*" (P6, Transcript, lines 750-751).

The statements from the participants postulate that they acknowledge their mistakes, indicating self-awareness and an ability to evaluate their actions. Implying that the participants would take concrete steps to integrate the suggestions that were provided by the AI-powered writing tools into their current writing outputs and apply those suggestions in their further writing tasks. In addition, AI-powered writing tools help participants to familiarize the feedback given and apply it on their writing tasks which agrees to Saeed's (2020) study that the feedback provided on the Internet Platform may encourage students to actively participate in the writing process, as it provides them with the opportunity to revise and engage in the writing process.

### *Reliance*

Reliance refers to the participants' dependency on AI-powered writing tools to complete their writing tasks and correct their structure and errors. The participants' reliance on AI-powered writing tools made them say that it is an advantage for error corrections and immediate feedback but a disadvantage as well because it can cause dependency on AI-powered writing tools.

They were shaped by the participants' reliance on artificial intelligence writing tools, which made it easier for the participants to write. Although they don't rely on them much, they tend to see them as corrective tools and play a substantial role in shaping their final written work whether in terms of improving the quality of writing, streamlining the editing process, or aiding in generating ideas for participants to which they said that, "*I see AI writing tools as an integral part of my writing process*" (Participant 4, third Interview, line 513). "*A key benefit of using AI writing tools is that it is less time-consuming.*" (Participant 2, second Interview, line 277).

Although AI is assisting them, they are also maintaining a dependency on it. Hence, they balance their usage of AI-powered writing tools whilst relying on their originality. With that note, Skolverket (2016) assumes that using digital tools contributes to students' general comprehension of English courses and their personal learning process.

### Theme 3: Assistance to Writing (*Intelligibility in Writing*)

Assistance to writing refers to tools, powered by artificial intelligence, which assist and support participants in writing so that they can write more smoothly and effectively. This theme includes Intelligibility in Writing.

#### *Intelligibility in Writing*

Intelligibility in writing refers to the quality of written content being clear enough to be understood and proficient. This intelligibility in writing can integrate self-efficacy, defined as the expression of personal beliefs related to their capability to succeed in a specific behavior or to learn or perform a particular task effectively (Zimmerman & Kitsantas, 2007).

The participants throughout using the AI power writing tools have improved in the way they write with each mistake becoming a potential source of knowledge and experience that can be used to make better-informed decisions in their future writing tasks. *“I gain an understanding of my mistakes”* (Participant 6, Transcript 6, lines 749-750), *“Through the use of AI, I’ve learned various skills, such as proper punctuation, word usage, and vocabulary enhancement.”* (Participant 4, Transcript 4, lines 539-540). These statements imply a reflective self-aware attitude towards the construction of their writing task, acknowledging incorrect actions contrary to the desired outcome, and the participants’ experience of significant improvement in language-related skills through the utilization of AI-powered writing tools.

In a simple manner, the discourse is about how they have ameliorated their writing task with the help of the AI writing tools. In addition to the previous points cited, there is preliminary evidence that was purposefully implemented. These are the technologies that may positively influence student engagement (Wang et al., 2019; Schindler et al., 2017).

### Theme 4: Technology-Enhanced Language Learning in Writing (*Enhanced Writing Mastery, Writing Achievement*)

Technology-Enhanced Language Learning in Writing refers to the integration of digital technologies and tools, specifically writing tools into the process of language learning writing. This learning involves using online tools as resources to support and improve language learners’ writing skills. This theme includes Enhanced Writing Mastery and Writing Achievement.

#### *Enhanced Writing Mastery*

Enhanced Writing Mastery is defined as a degree of proficiency in writing that requires not only the basic understanding of grammar, syntax, and vocabulary but also the ability to effectively express feelings, intentions, and information through writing. Based on the participants’ responses, the AI-powered writing tools assist them in achieving better writing outcomes.

Results from the data show how the use of AI-powered writing tools has improved their ability to write, organize, and structure tasks for all feedback or suggestions they’ve applied over time. One participant said, *“I believe it would greatly assist me in becoming a better writer”* (Participant 6, Transcript 6, lines 766-767).

In addition, the utilization of AI-powered writing tools has positively influenced the participants’ writing. A participant stated, *“it is helpful and it really enhances the grammar conventions of my writings, and it even helps me emphasize my point or the thought I want to express in my paragraph.”* (Participant 2, Transcript 2, line 235-237).

Therefore, participants do not just plainly copy and paste what the tools have suggested, but rather, they reflect on these suggestions to gain knowledge and employ the tools’ suggestions in their work. Because learners have the tendency to benefit from suggestions provided by AI-



powered writing tools, mobile teaching and learning (m-learning) is emerging as a promising approach in higher education (Pedro et al., 2018). M-learning can afford new opportunities to enhance pedagogical flexibility, learning processes or outcomes, and feedback immediacy (Cheung, 2015), making it a great option for integrating immediate feedback into the learning experience.

### *Writing Achievement*

Writing achievement refers to measuring the participants' proficiency and progress in their written work assisted by AI tools. With that, the participants portioned out: *"These opportunities include learning and skill development"* (Participant 6, Transcript 6, line 815) *"it really developed my skills. I am conscious of my own writing."* (Participant 1, Transcript 1, lines 173-174). These statements highlight the positive impact of using AI-powered writing tools on learning, skill development, and self-awareness in the participants' writing. The phrase "learning and skill development" suggests that the opportunities presented involve not only acquiring new knowledge but also honing one's skills.

Participants with or without assistive technologies achieve different results in terms of writing academic papers, essays, and other written tasks. This demonstrates how AI writing tools have enhanced the way they write, organize, and structure their tasks. For all feedback or suggestions they received during continuous use of these Writing Tools, one participant stated, *"I can deliver my thoughts clearly"* (Participant 7, Transcript 7, lines 831-832).

The statements suggest that the most important contribution of AI in education and meaningful learning is giving immediate feedback to the students about the learning progress to some extent, and from that corrective feedback, they have learned the proper ways of writing and fostering student engagement, improve achievement, motivation, and self-regulation (Zimmerman & Labuhn, 2012), formative feedback needs to be immediate.

### **Conclusion**

This study inquired about college students' lived experiences and contexts utilizing AI-powered writing tools. The findings of this study revealed significant implications: firstly, it exposed students' writing challenges without AI tools, emphasizing grammatical issues, limited ideation, and academic writing intricacies. Secondly, it underscored AI tools' pivotal role in refining writing skills, providing immediate support, and overcoming hurdles. Thirdly, it highlighted students' reliance on AI while emphasizing the need for control to avoid dependency and encourage teacher feedback. Aligned with the Connectivism Learning Theory, the study depicted AI tools as cognitive aids, extending learning beyond internal processes. Moreover, participants adapting to AI suggestions and leveraging networks for learning aligns with the principles of Communication Accommodation Theory, which also found resonance in how AI writing tools personalize suggestions by adapting to the users' writing styles, supporting their potential to personalize suggestions.

While acknowledging limitations inherent to the study design, the findings offer valuable recommendations for promoting the effective use of AI-powered writing tools. First, the results suggest that students should utilize these tools as supplementary resources to avoid over-reliance. Second, to minimize potential dependence, the study emphasizes the importance of teachers providing comprehensive feedback and guidance throughout the writing process, particularly regarding the strategic integration of AI-powered writing tools. Finally, to gain a broader understanding of user experiences, future research is encouraged to employ quantitative

or mixed-method approaches that facilitate comparative and/or explorative analysis across diverse AI writing tool usage perspectives.

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## Biodata

Dr. Kurt S. Candilas is the Dean of the Arts and Sciences Program of Lourdes College, Cagayan de Oro City, Philippines. He earned his undergraduate degree of Arts in English at Bukidnon State University, Malaybalay City. He obtained his Master's degree in Education major in Teaching English Communication Arts at Lourdes College, Cagayan de Oro City. He finished his Doctorate degree in English with a major in Literature at the University of San Jose Recoletos, Cebu City, Philippines. Dr. Candilas also earned his TESOL advanced certification with the American TESOL Institute of the Philippines, Inc.

Myzzie Chyle N. Japson is a fourth-year student taking Bachelor of Secondary Education Major in English at Lourdes College, Cagayan de Oro. Her love for English and literature extends beyond the classroom, as evidenced by her leadership skills on an international level as the dedicated Junior Vice President of Internationalization for the Teacher Education Program. Her outstanding efforts were recognized with a special Internationalization Award for her work as Secretary General in the international EYAF Summit 2022. Driven by a desire for continuous improvement, Myzzie aims to develop her personal and professional skills further.

Vinz Danielle R. Bartolata is a fourth-year college student taking Bachelor of Secondary Education with a major in English at Lourdes College. Outside of academics, Vinz has a keen interest in reading manga, immersing herself in the vibrant worlds created by Japanese comics. This interest in manga has also sparked a fascination with Japanese culture and language, motivating Vinz to learn more about the rich traditions and history of Japan. As she approaches the completion of her degree, Vinz is excited to combine her love for English education with her interests in Japanese culture, aiming to foster a global perspective in her future classrooms.

Danielle Joy R. Amores is a fourth-year college student taking a Bachelor of Secondary Education major in English at Lourdes College, Cagayan de Oro City. Her passion for pursuing education developed from her admiration for learning so she could teach more. She is also fond of writing as this serves as an outlet for her to share and express both her academic and personal

writings. Through God's guidance and grace, together with her research team, she was able to write and publish their very own research study.

Samantha Ritz S. Abas is a fourth-year college student taking a Bachelor of Secondary Education major in English at Lourdes College, Cagayan de Oro City. As a student, she has stepped out of her comfort zone and joined multiple organizations to gain experiences that will benefit her future profession. Though she is easygoing, she often finds herself hurt by the judgments of others. Nevertheless, she stands firm despite these challenges. She hopes to develop more advanced and accurate knowledge to become an excellent educator, enabling her future students to experience the world beyond the four corners of the classroom. Beyond academics, Samantha is known for her love of butterflies, which, to her, symbolize the patient and transformative journey of growth—a metaphor that aligns closely with her aspirations as both an educator and a researcher.

Princess Angelha M. Getuaban is a fourth-year student taking a Bachelor of Secondary Education Major in English at Lourdes College Cagayan de Oro City. She is interested in reading self-help books, especially the book "What on earth am I here for?", to be reminded that everything is from God and to be grateful for what we have and don't have in life. As someone who fears heights, for her, education is like a breathtaking place she has to conquer and be proud of.