

ASIA-PACIFIC SOCIAL SCIENCE REVIEW

Volume 23 Number 2
JUNE 2023

The *Asia-Pacific Social Science Review* (APSSR) is an internationally refereed journal published four times a year—March (online edition), June (online and print editions), September (online), and December (online and print) by De La Salle University in Manila, Philippines. It aims to be a leading venue for authors to share their work on compelling and emerging topics in the social sciences and related disciplines with the global community of academics, researchers, students, civil society, policymakers, and development specialists. The APSSR welcomes social science papers (research articles and research briefs) on topics situated in or with implications for the Asia-Pacific region employing sound methodologies and adopting comparative and inter, multi, and transdisciplinary approaches. The APSSR is also hospitable to Humanities research and will consider submissions in Literary, Translation, or Cultural Studies that engage topics and issues pertaining to the Asia-Pacific region. Overall, the APSSR seeks to globalize knowledge toward developing a body of regional perspectives on key global issues. The APSSR is listed in Elsevier's Scopus, the ASEAN Citation Index, and EBSCO. APSSR has both printed and online <https://www.dlsu.edu.ph/research/publishing-house/journals/apssr/> editions and a Facebook page at <https://www.facebook.com/DLSUAPSSR/>.

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ISSN (Print): 0119-8386, ISSN (Online): 2350-8329

Published and distributed by
De La Salle University Publishing House
2401 Taft Avenue, 0922 Manila, Philippines
Telefax No. (+63 2) 8523-4281
Email: dlsupublishinghouse@dlsu.edu.ph
Website: <https://www.dlsu.edu.ph/research/publishing-house/journals/apssr/>

The De La Salle University Publishing House is the publications office of De La Salle University, Manila, Philippines.

Annual Subscription Rates: Foreign libraries and institutions: US\$60 (airmail). Individuals: US\$50 (airmail). Philippine domestic subscription rates for libraries and institutions: Php1,800, individuals: Php1,500. For inquiries, please email Ms. Joanne Castañares at joanne.castanares@dlsu.edu.ph

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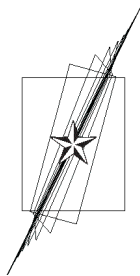
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From the Editor

ChatGPT, AI Tools, and Opportunities and Challenges for Research

The release of OpenAI's ChatGPT, an artificial intelligence (AI) chatbot that can generate conversational text based on existing datasets and reinforced and supervised learning techniques in the industry, followed by similar chatbots such as Google Bard (LaMDA), the OpenAI-powered Microsoft Bing, and others, is causing an uproar in academia. In the classroom, the use of ChatGPT has alarmed many teachers and administrators and led them to reevaluate current modes of pedagogy and assessment. On the one hand, some teachers have made use of this technology to aid in preparing lessons and lectures, developing tests and problem sets, and as a tool for instruction. On the other hand, there are also widespread stories of the AI chatbot being used to answer tests, solve problem sets, produce projects, and generate essays, term papers, and research manuscripts. In the scientific community, using AI tools has raised philosophical and ethical issues, fueled heated debates on its pros and cons, and increased demand for regulation.

AI tools offer many opportunities but pose a particularly difficult challenge for the academe and the scientific community. The latest generation of AI chatbots, such as ChatGPT, easily passed the Turing Test, which assesses a machine's ability to manifest intelligent behavior comparable to a human being. Studies and tests have shown that ChatGPT is "intelligent" enough to fool human examiners and produce answers good enough to pass graduate courses and law school examinations in some universities. Others have shown that it can generate research abstracts and content that, at times, are indistinguishable from the work of human researchers. Although raging debates exist on whether these tools, which train on existing text using large language models, are truly "intelligent" or simply mimicking intelligence, their potential to enhance education and scientific research cannot be ignored. So is its potential for misuse.

Various proponents argue that AI chatbots can be a powerful tool to aid and enhance education and scientific research. They point out that its ability to process, summarize, and synthesize large amounts of information quickly can expedite research significantly and enhance our ability to generate ideas and produce knowledge. AI tools like ChatGPT can drastically shorten the time and process of writing nearly all sections of a research manuscript, from the abstract, introduction, literature review, and data analysis, to the conclusion. It can help generate computer code and facilitate data analysis. Further, it can also aid non-native English speakers in producing linguistically correct and readable manuscripts.

Others warn about the ethical issues and potential perils of using AI tools in research. One issue concerns research ethics and intellectual ownership. One issue is whether those using AI tools in research can claim intellectual ownership of the work that it produces. Although some may dismiss this issue as trivial, it is well to remember that large language model AIs like ChatGPT generate outputs by mining existing work from the internet. It also tends to retain data on which it is trained, including inputs from other users. Generally, ChatGPT and similar AI chatbots do not cite their sources. But what if it is not an original idea or information but a reiteration or restatement of an existing one scraped from the internet or inputted by another user? The ethical approach is to cite and acknowledge sources. The technology of ChatGPT, however, makes it difficult, and users must exert deliberate effort to ensure they are not committing plagiarism.

Another issue is that tools like ChatGPT can produce linguistically correct and credible-sounding text that is

wrong because it was based on incorrect or biased information. Many large language model AIs like ChatGPT train using user inputs and available information on the internet but cannot distinguish facts from false information, take bias into account, or assess the credibility or value of a source. This makes AI chatbots vulnerable to misinformation, disinformation, and even manipulation. The multitude of misinformation and pseudo-scientific research of dubious value on the internet and the opportunity for actors on the internet to feed AI tools with false information in its training data poses a potential challenge to the credibility and integrity of outputs that AI tools like ChatGPT can provide.

In multiple instances, ChatGPT has generated incorrect analysis or misrepresented results, even when the correct information is available. In one recent case, a lawyer from New York City who used ChatGPT for legal research was sanctioned after it was discovered that six cases cited in the legal brief he produced using the AI tool did not exist and that several other cases cited were, in reality, unrelated to the case at hand. When prompted to double-check, ChatGPT wrongfully claimed that the cases were real and came from legal research databases citing Westlaw and LexisNexis. This is not an isolated case.

We need to acknowledge that we are still at a relatively early stage in developing powerful AI tools, and some of the issues can potentially have technological solutions soon. One defining characteristic of AI is its ability to continuously “learn” and improve; the more it is used and the more data it is trained on, the more powerful it becomes. ChatGPT was only released to the public last November 2022, but it has already made great strides in improving accuracy and sophistication in a few months. In the near future, it may advance enough to better screen and vet information and produce more accurate results. Until then, and perhaps even then, we must continuously learn from and adapt to this technology and craft appropriate policies to maximize its benefits while preventing misuse and avoiding pitfalls.

As a scholarly journal, the APSSR also finds itself in the midst of conversations surrounding the use of AI tools like ChatGPT in research. The Editors of APSSR are still discussing and preparing the appropriate policies and guidelines for dealing with AI tools in submissions to the journal. Although we are presently inclined to decline submissions that we detect used AI tools like ChatGPT pending the drafting and adoption of the appropriate guidelines and policies, we acknowledge that banning its use altogether may be impractical, difficult to enforce, and potentially limiting. For now, I would like to outline some general considerations in using AI tools like ChatGPT that I believe should be given attention.

The first is transparency. Authors, editors, and reviewers who use AI tools should explicitly disclose this information and provide details. The specific AI tool used, how it was used, and, where possible, which parts of the manuscript or review the tool was used should be declared to facilitate evaluation and vetting and ensure that AI use is properly considered.

The second is accountability. Authors, editors, and reviewers who use AI tools in their research should understand that they are responsible and accountable for the entire work, including the parts generated by these tools. AI chatbots like ChatGPT do not have legal persona and cannot be held accountable for their conduct. It is the people who use the AI tools that are accountable and responsible for ensuring that their use of these tools complies with laws, such as those governing data privacy and intellectual property, and adhere to research ethics and academic standards, including but not limited to plagiarism.

The third is integrity. Authors, editors, and reviewers should ensure the integrity of work using AI tools so we can maintain trust and confidence in scientific work. Although AI tools are advancing quickly, we have not yet reached a point where we can fully trust the work of AI. As discussed previously, current AI tools like ChatGPT still have many limitations: they are still prone to commit mistakes and cannot distinguish facts from false information, take bias into account, or assess the credibility or value of the information they are given. Therefore, the responsibility to ensure that outputs generated by using these tools are accurate, valid, and reliable falls on its users and the rest of us in the scientific community.

The current issue of the APSSR revolves around three themes: gender and identities, teacher and student experiences, armed struggles, and peacebuilding.

Su-Hie Ting, Collin Jerome, and Jiin-Yih Yeo examine the framing of LGBT in Malaysian newspapers and how they are depicted. In Thailand, Mark Ulla and Elena Pernia engage in a narrative inquiry of Filipino queer

teachers as they explore their sexuality in a foreign land. Meanwhile, Chi Miao and Jeremy De Chavez explore how ethnic Chinese in Southeast Asia negotiate their identities under overlapping conditions of (un)belonging in ethnic, national, and global imaginaries.

Maria Mercedes Arzadon, Eufrazio Abaya, Peter Romerosa, and Angelita Resurreccion conducted a qualitative examination of the experiences and insights of Filipino teachers as they facilitated the Alternative Learning System, a non-formal and basic education equivalency program in the Philippines during the COVID-19 pandemic. In Malaysia, Wen Pin Wong, Ching Ting Ang, Xin Yi Yong, and Chee-Seng Tan conducted an online experiment to investigate the usefulness of Langerian mindfulness in reducing learned helplessness among undergraduate students. Aamar Ilyas investigated the entrepreneurial intention among children who go to school and compared these with the entrepreneurial intentions of children in the workplace in Lahore, Pakistan.

Kevin Agojo and Julio Teehankee sought to understand the myriad of ideas and discourses by different actors during different periods in the context of the Bangsamoro people's struggle for self-determination in the Mindanao region of the Philippines. Giselle Lugo Miele reviewed the book of Yuji Uesugi et al., titled *Operationalization of Hybrid Peacebuilding in Asia: From Theory to Practice*, published by Cham: Palgrave Macmillan in 2021 and which expands the framework of hybrid peacebuilding by presenting case studies in Asia.

On behalf of the editors and staff of the APSSR, I would like to thank our contributors for sharing their invaluable research. My sincerest gratitude to our reviewers for sharing their expertise, refereeing manuscripts, and providing invaluable comments and suggestions to improve these manuscripts. Finally, I would like to thank all our readers again for their continued support of the APSSR.

Ador Revelar Torneo
Editor-in-Chief

Guidelines for Authors

1. The APSSR welcomes original and unpublished manuscripts discussing any topic in the social sciences situated in or with significant implications for the Asia-Pacific region.[1] As a multidisciplinary journal, the APSSR encourages diversity and inclusiveness and welcomes submissions from the various social science disciplines and authors in all regions and countries of the Asia-Pacific. The APSSR is also hospitable to Humanities research and will consider submissions in Literary, Translation, and/or Cultural Studies, particularly if they engage with issues pertaining to the Asia-Pacific region.
2. The APSSR encourages and welcomes submissions from different social science disciplines, regions, countries, and epistemological, ontological, and methodological traditions. The journal may decline a second or third consecutive submission from authors whose works have been recently published or accepted in APSSR to maintain the diversity of contributors and provide publication opportunities for other scholars.
3. The APSSR categorizes manuscripts into two—Research Articles and Research Briefs. Research articles are full-length submissions longer than 5,000 words but less than or equal to 8,000 words, including references. Research Briefs are shorter manuscripts less than or equal to 5,000 words in length but are short of a full article. It may present partial results or preliminary findings of ongoing research. Manuscripts submitted as Research Briefs cannot be converted to a Research Article after submission.
4. Authors may submit manuscripts anytime through the APSSR's ScholarOne™ Submission Platform. Submissions to APSSR must be a single MS Word file bearing the Abstract and keywords (note: these parts are not applicable to Research Briefs), Introduction, Methods, Results, Discussion, Conclusion, References, Acknowledgements, and declarations of Funding Source/s, Ownership, Conflict of Interest and Ethical Clearance, as appropriate. The Abstract must state the rationale, objectives, methods, results, and conclusions but should be no more than 500 words.
5. Authors may include a maximum of five tables and high-resolution figures in a manuscript. These should be placed in their exact locations within the manuscript rather than at its end or in a separate file. Tables, figures, in-text citations, and references should abide by the rules of the American Psychological Association 7th Edition (APA). References in non-Roman scripts and non-English languages must have their English versions. Include the URL and/or DOI of each of the cited sources in the References section. Lastly, author names and affiliations should not appear on the document. The journal will only entertain manuscripts that follow the journal guidelines.
6. All submitted manuscripts will undergo preliminary screening, which includes: similarity check (is the similarity rating justifiable and acceptable?), writing (is the English Language expression correct and clear?), completeness, and organization (does it have all the required sections?), and formatting (are the sections appropriately done according to the rules of the journal and the APA Style guide?). The journal editors may decide to review, unsubmit, or reject manuscripts at this stage.
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 - Potential contribution to scholarship and/or practice (i.e., the value of the contributions of the manuscript justify publication)
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