

FROM CHALK TO CODE: TEACHERS' PERSPECTIVES ON INTEGRATING AI IN HOLISTIC TEACHING AT DASMARIÑAS INTEGRATED HIGH SCHOOL

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ABSTRACT

The rapid development of Artificial Intelligence (AI) presents both opportunities and challenges for contemporary education, particularly within holistic teaching frameworks that emphasize cognitive, emotional, social, and ethical development. This study, titled From Chalk to Code: Teachers' Perspectives on Integrating AI in Holistic Teaching at Dasmariñas Integrated High School, explores teachers' perceptions, preparedness, and professional practices regarding the integration of AI in secondary education. Anchored on the Technology Acceptance Model (TAM) and Holistic Education Theory, the study employed a mixed-methods descriptive and exploratory research design. Data were gathered through a structured survey administered to five secondary-level teachers, combining Likert-scale items and open-ended questions. Quantitative data were analyzed using frequency and percentage distribution, while qualitative responses underwent thematic analysis. Findings reveal that teachers generally view AI as a supportive instructional tool that can enhance student growth, inclusivity, collaboration, and feedback. However, they express cautious attitudes toward AI's role in student engagement and creativity, citing ethical concerns such as plagiarism, over-dependence, and authenticity of student work. Teachers strongly emphasize that AI should complement rather than replace human interaction in teaching. The study further highlights the need for structured training, expert guidance, and supervised implementation to ensure responsible and effective AI use. Overall, the findings suggest that while teachers are open to AI integration, its success in holistic education depends on ethical frameworks, continuous professional development, and a human-centered approach that preserves the essential role of teachers in fostering meaningful learning.

Keywords: Artificial Intelligence (AI), Holistic Teaching, Teacher Perspectives, AI Integration in Education, Secondary Education, Human-Centered Learning

1. INTRODUCTION

The rapid advancement of educational technologies has transformed teaching and learning environments worldwide. Among these innovations, Artificial Intelligence (AI) has emerged as one of the most disruptive forces shaping contemporary education. AI-powered tools are increasingly used for instructional planning, content generation, assessment, feedback, and personalized learning, redefining how knowledge is accessed and delivered. While these developments promise efficiency and innovation, they also raise critical questions about pedagogy, ethics, and the preservation of human-centered teaching. In basic education, where learner development extends beyond academic achievement, the integration of AI requires careful consideration to ensure that technology supports holistic learning rather than undermining it.

Holistic education emphasizes the balanced development of learners' cognitive, emotional, social,

moral, and creative capacities. This approach views education not merely as the transmission of knowledge but as a formative process that nurtures values, empathy, critical thinking, and social responsibility. In the Philippine context, holistic teaching has long been embedded in educational philosophies that prioritize learner-centered instruction, character formation, and community engagement. However, the growing presence of AI in classrooms challenges educators to reconcile technological efficiency with the deeply relational and ethical nature of teaching.

In the Philippines, persistent issues in curriculum implementation, language education, and instructional coherence have been well documented. Alipasa [2] highlighted longstanding concerns in the Philippine English curriculum, including misalignment between policy goals and classroom realities, insufficient teacher support, and uneven access to instructional resources.

These systemic challenges continue to influence how innovations—such as AI—are adopted in schools. Recent policy shifts, while aiming to modernize education, often place additional demands on teachers without adequately addressing structural and professional development gaps [3]. As a result, teachers are frequently required to adapt to new technologies while simultaneously addressing foundational concerns related to curriculum delivery and learner diversity. The integration of digital technologies in Philippine education gained unprecedented momentum during the COVID-19 pandemic. Studies examining online and virtual learning environments revealed both opportunities and constraints in technology-mediated instruction. Alipasa et al. [7] documented parents' experiences during online distance learning, emphasizing challenges related to accessibility, learner engagement, and the need for strong teacher guidance. Similarly, Alipasa [4] found that while virtual learning offered continuity of instruction, its effectiveness depended largely on teacher readiness, parental support, and trust in digital platforms. These findings underscore the central role of educators as mediators of technology, rather than passive users of digital tools.

As education systems transition from emergency remote learning to more sustainable technology integration, AI introduces a new layer of complexity. Unlike traditional digital tools, AI systems possess decision-making capabilities that can influence learning pathways, assessment outcomes, and student behavior. While AI can enhance efficiency and personalization, it also raises ethical concerns related to data privacy, academic integrity, bias, and over-reliance on automated systems. Alipasa [5] emphasized the importance of trust and ethics in the use of AI in authentic education, arguing that technological innovation must be anchored in moral responsibility and transparency. Without ethical safeguards, AI risks reducing learning to algorithmic outputs rather than meaningful human experiences.

Teacher perceptions play a critical role in determining how AI is integrated into classrooms. Research suggests that educators' acceptance of technology is shaped by their beliefs about its usefulness, ease of use, and alignment with pedagogical values. In contexts where teachers already face curricular pressures and limited training opportunities, skepticism toward AI is often rooted in concerns about workload, loss of professional autonomy, and the erosion of teacher-student relationships. Studies in Philippine education consistently highlight that teachers value instructional approaches that promote empathy, inclusivity, and

social connection—elements that cannot be fully replicated by intelligent systems [3], [8].

Moreover, education does not exist in isolation from broader social realities. Research on lived experiences, values formation, and social challenges provides important context for understanding holistic education. Gatdula et al. [8] emphasized the role of values and identity formation in educational communities, reinforcing the idea that teaching extends beyond content delivery. Similarly, Reyes, Hijalda, and Gatdula [9] demonstrated how education intersects with social and emotional realities, underscoring the need for sensitivity, ethical awareness, and human engagement—qualities central to holistic teaching but absent in purely technological solutions.

Language education, in particular, illustrates the tension between innovation and contextual relevance. Tomas [10] emphasized the importance of instructional interventions that are culturally and linguistically responsive to learners' needs. AI tools, while capable of generating content and feedback, must be carefully adapted to local contexts to avoid reinforcing linguistic inequities or undermining authentic language use. This further reinforces the need for teacher agency in deciding how and when AI should be used in instruction.

Despite growing literature on AI in education, much of the existing research focuses on technological capabilities, learning analytics, and student outcomes. There remains a notable gap in studies examining teachers' perspectives on AI integration within a holistic teaching framework, particularly in Philippine secondary schools. Teachers are not merely implementers of policy but key decision-makers whose beliefs, experiences, and professional judgment shape classroom practice. Understanding their perspectives is essential to ensuring that AI serves as a supportive tool rather than a disruptive force in basic education.

In response to this gap, the present study, *From Chalk to Code: Teachers' Perspectives on Integrating AI in Holistic Teaching at Dasmariñas Integrated High School*, seeks to examine how teachers perceive, experience, and negotiate the integration of AI in their instructional practices. By situating AI within the broader goals of holistic education and ethical teaching, the study aims to contribute to ongoing discussions on responsible technology adoption in Philippine schools. Ultimately, this research underscores that while AI may enhance certain aspects of teaching and learning, the heart of education remains human—rooted in relationships, values, and the holistic development of learners.

2. METHODS

This study utilized a mixed-methods research approach, integrating both quantitative and qualitative data to obtain a comprehensive understanding of teachers' perspectives on AI integration in holistic teaching. The mixed-methods approach is appropriate for educational research that seeks to explore not only measurable trends but also the meanings and experiences behind those trends. Given that AI integration in Philippine basic education remains an emerging and underexplored phenomenon, relying on a single method would limit the depth and breadth of the findings.

The quantitative component focused on measuring teachers' general perceptions of AI, including perceived usefulness, perceived ease of use, openness to experimentation, and beliefs about AI's role in supporting holistic learning. These aspects were quantified through structured survey items using a Likert-scale format. Quantitative data allowed the researchers to identify patterns and tendencies in teachers' responses.

The qualitative component complemented the quantitative data by eliciting detailed narratives from teachers through open-ended survey questions. This approach enabled participants to articulate their personal experiences, concerns, ethical considerations, and expectations regarding AI use in the classroom. Qualitative data added contextual depth to the numerical findings and provided insight into why teachers hold certain perceptions.

By integrating quantitative and qualitative methods, the study adhered to the principles of holistic education, which values multiple dimensions of understanding—cognitive, emotional, social, and ethical. The mixed-methods approach ensured a balanced analysis that captures both the measurable and human-centered aspects of AI integration in teaching.

Research Design

The study employed a descriptive–exploratory survey research design. The descriptive aspect of the design aimed to document and summarize the current

perceptions, preparedness, and instructional practices of teachers regarding AI integration in holistic teaching. This design is suitable for studies that seek to describe existing conditions without manipulating variables.

The exploratory dimension of the design allowed the researchers to investigate an area where limited empirical research exists, particularly in the context of Philippine secondary education. Exploratory research is essential in identifying emerging themes, issues, and perspectives that may not yet be well-defined in existing literature. Through open-ended questions, teachers were given the opportunity to express their views freely, enabling the discovery of insights that go beyond predetermined categories.

The combination of descriptive and exploratory elements allowed the study to present a clear picture of teachers' current positions while also uncovering underlying beliefs, challenges, and opportunities associated with AI integration in holistic teaching.

Participants and Sampling Technique

The participants of the study were secondary-level teachers currently teaching at Dasmariñas Integrated High School. These teachers were directly involved in classroom instruction and therefore possessed firsthand experience and professional insight into teaching practices, learner needs, and instructional challenges.

A purposive sampling technique was employed to select participants who met the criteria of being actively engaged in teaching and having at least basic familiarity with digital tools or AI-related concepts. A total of five to ten teachers participated in the study. Although the sample size was small, it was deemed appropriate for an exploratory study aimed at gaining in-depth perspectives rather than making broad generalizations.

The selected participants represented various subject areas, allowing for diverse viewpoints on how AI may be applied across different disciplines. Teachers were labeled anonymously as Participant 1, Participant 2, and so forth to maintain confidentiality.

Data Analysis

The collected data were analyzed using both quantitative and qualitative techniques.

For the quantitative data, descriptive statistics were employed, specifically frequency counts and percentage distribution. Given the small sample size, each response represented 20 percent of the total. The data were summarized in tables to illustrate levels of agreement, neutrality, and disagreement across survey items. This method allowed for a clear and straightforward interpretation of teachers' general perceptions of AI integration.

For the qualitative data, thematic analysis was utilized. Responses from the open-ended questions were carefully read and coded to identify recurring ideas and patterns. These codes were then grouped into broader themes such as AI as a supportive tool, ethical concerns, and the need for training and supervision. Representative responses were selected to illustrate each theme, providing authenticity and depth to the findings.

The integration of quantitative and qualitative results enabled triangulation, strengthening the credibility and validity of the study by cross-verifying findings from multiple data sources.

Ethical Considerations

Ethical principles were strictly observed throughout the research process. Prior to participation, respondents were informed of the study's purpose, procedures, and expected outcomes. Informed consent was obtained, and participants were assured that their involvement was voluntary and that they could withdraw at any time without consequence.

To ensure confidentiality and anonymity, participants were not required to disclose their names. Any identifying information provided was excluded from the final report. Data were reported in aggregate form, and individual responses were anonymized.

The principle of non-maleficence was upheld by ensuring that survey questions did not intrude into sensitive personal matters or pose any professional risk to participants. All data collected were used solely for academic purposes and stored securely. After the completion of the study, data were scheduled for proper disposal.

By adhering to these ethical standards, the study ensured the protection of participants' rights, dignity, and professional integrity while maintaining the credibility and trustworthiness of the research.

3. RESULTS

Quantitative Findings

The survey consisted of five items assessing teachers' perceptions of AI integration in teaching. Each item was rated on a five-point Likert Scale (1=Strongly Disagree, 5=Strong Agree). Percentages were computed using the formula:

$$\text{Percentage} = \text{Frequency} / \text{Total Respondents} \times 100$$

This study used descriptive statistics, specifically frequency and percentage distribution, to summarize the quantitative data. Responses were presented in tables and charts to show the distribution of agreement, neutrality, and disagreement across the five items. With 5 respondents, each frequency corresponds to 20%.

Most respondents (80) believed that AI supports personal development, 20% were neutral, and no opposition was identified. In the cases of engagement and openness to experimenting with AI tools (Q2 and Q3), the responses were more mixed, and the percentage ratio of disagreement (40%), neutrality (20%), and agreement (40%) is equal. However, items on AI as a supplement to human interaction (Q4) and general interest in collaborative learning with AI (Q5) showed unanimity (100%), meaning that the respondents were in strong agreement.

In general, the results indicate that although teachers are hesitant that AI will replace engagement and experimentation, they are firm believers in its application as a support system to human interaction and collaborative learning.

For items on engagement and creativity (Q2 and Q3), responses were more varied, with equal proportions of disagreement (40%), neutrality (20%), and agreement (40%). In contrast, items on AI complementing human interaction (Q4) and collaborative learning (Q5) received unanimous agreement (100%), indicating strong consensus among participants.

Overall, the data suggest that while teachers are cautious about AI's role in engagement and creativity, they strongly support its use as a complement to human interaction and as a tool for collaboration.

Qualitative Findings

Three open-ended questions were asked to explore teacher’s perspectives on AI in teaching. Responses were analyzed using Thematic Analysis, a qualitative method that identifies recurring ideas and organizes them into themes. The results are presented in tabular form with representative quotes to illustrate each theme.

Table 1. How would you use AI tools to support student growth?

Theme	Frequency	Sample Response
Supportive tool, not replacement	1	“AI is designed to enhance the output, not to let AI do all the work.”
Information expansion	1	“I can use it as help or tools for expanded information.”
Inclusivity and personalization	1	“AI can help ensure that each student receives support that matches their learning style.”
Creativity enhancement	1	“Just use AI as a basis for enhancement and creativity combined with human skills.”
Skill assessment and feedback	1	“AI tools can help assess students’ skills in technical writing. These tools provide constructive feedback.”

Interpretation: Teachers see AI as a supportive aid that expands information, promotes inclusivity, and enhances creativity, but they emphasize that it should not replace human effort.

As can be seen in Table 1, teachers view AI as a supportive element, not a substitute of human labor as they believe that AI should support learning and keep students responsible. The strategies they intend to apply with AI will include information expansion, personalized

learning, creativity improvement, and skill assessment, which are the innovative approaches to the holistic teaching process. Simultaneously, the teachers showed their worries regarding the misuse, excessive dependence, and ethical problems demonstrating that the difficulties have to be handled carefully.

Generally, the results imply that educators are aware of the possibilities of AI to develop students and collaborate and emphasize the necessity of its responsible implementation aligned with the goals of the basic education curriculum.

Table 2. What challenges or ethical concerns do you have about using AI in teaching?

Theme	Frequency	Sample Response
Responsible use	1	“It should be utilized thoughtfully, with limitations, and always for the greater good.”
Plagiarism and misuse	1	“Plagiarism and taking advantage of it.”
Authenticity of student work	1	“Conduct onsite activities to preserve the authenticity of students’ answers.”
Avoiding over-dependence	1	“Do not depend fully on AI, just reference for improvement.”
Risk of reliance	1	“Concerned that students will fully rely on the use of such platforms.”

Interpretation: Respondents expressed ethical concerns about plagiarism, misuse, and over-dependence. They stressed the need for balance and authenticity in student learning.

Table 2 shows that the ethical concerns teachers raised regarding AI were cautious perceptions, and that AI should be used in a responsible way to facilitate learning but not to encroach on student effort. They have stated preventive measures, including onsite activities and educating students to rely on AI as a source of information, which informs about the methods of preserving academic honesty. It outlines the major issues in the table, such as plagiarism, misuse, over-dependence, and authenticity of student work, as well as proposing the possibilities of integrating AI in a balanced and ethical way.

In general, the results indicate that the potential of AI to facilitate holistic education is acknowledged by teachers, but the close supervision, clear guidelines, and responsible practices are necessary to provide meaningful and learner-centered teaching.

Table 3. What support, training, or resources would help you feel prepared to use AI?

Theme	Frequency	Sample Response
Mandatory but supervised use	1	<i>"The use of AI should be mandatory, but always under the supervision of a teacher."</i>
Training	1	<i>"Training."</i>
Seminars for pedagogy	1	<i>"Provide more training and seminars that will enhance pedagogy."</i>
Expert guidance	1	<i>"We need a knowledgeable person to do that for us"</i>
Workshops and exploration	1	<i>"Attend workshops... explore other AI tools aside from what is commonly known."</i>

Interpretation: Teachers highlighted the importance of training, workshops, and expert guidance to ensure responsible and effective AI integration in holistic teaching.

Teachers indicated that to effectively use AI, they needed to be well prepared. This is important, as shown in Table 3, due to their mixed feelings of caution and hope regarding the role of AI in teaching. They proposed the measures of supervised use, trained use, participation in seminars, and trying different AI solutions to achieve competence and confidence. The importance of professional advice and mentorship to ensure AI is used responsibly and ethically in the classroom was also highlighted by teachers.

On the whole, the results indicate that effective implementation of AI requires training, resources, and professional assistance to support holistic, learner-oriented teaching.

Thematic analysis shows that teachers view AI as a helpful complement to teaching, especially in supporting growth and creativity. However, they are cautious about ethical risks such as plagiarism and over-reliance. To feel prepared, they emphasize the need for structured training, expert guidance, and supervised implementation.

Table 4 demonstrates that teachers view AI as a helping tool that can improve student development by making it more inclusive, creative, and providing constructive feedback, which represents a positive attitude toward the purpose of AI in holistic teaching.

They identified approaches and solutions like personalization of teaching, AI-based feedback, and involvement in workshops to have AI meaningful in their practice. Issues related to responsible use, student plagiarism, student work authenticity, and over-dependence were also reported by the teachers along with identified opportunities to develop professionally, guidance by expert professionals, and monitored use.

All in all, the results indicate that educators are aware of the potential of AI that can help holistic education, but it requires systematic support, ethical practices, and professional mentoring in order to use it successfully.

Analysis of Data

Descriptive statistics, specifically frequency and percentage distribution, were used to analyze the quantitative data. With five respondents, each response corresponds to 20 percent. The results show that most teachers agreed that AI supports individual student growth, while responses related to engagement and creativity reflected a more cautious stance. In contrast, there was unanimous agreement that AI should complement human interaction and support collaborative learning, indicating strong recognition of AI as a partnership tool rather than a replacement for teachers.

For the qualitative data, thematic analysis was employed to identify recurring ideas in the responses of the teachers. Themes revealed that teachers viewed AI as a supportive learning aid that can expand information access, encourage creativity, and provide feedback, while also expressing ethical concerns regarding plagiarism, misuse, and student over-dependence. Participants emphasized the need for structured training, guided implementation, and professional support in using AI effectively.

In addition, educators emphasized the need to have pedagogical integrity, critical thinking, and meaningful teacher-student interaction, and emphasized that AI must not replace the human aspects of teaching and learning, but rather complement them. In general, the results indicate that teachers can be open and receptive to the use of AI; however, its effective implementation requires concise guidelines, ethical protection, and ongoing capacity-building programs.

4. DISCUSSION

The findings indicate that teachers acknowledge the potential of AI as a valuable instructional support tool. While they recognize its usefulness in enhancing growth, collaboration, and creativity, they also stress the importance of maintaining authenticity and human interaction in learning. These views align with existing literature suggesting that AI functions best when integrated as a complementary resource rather than a substitute for educators. Overall, teachers demonstrate openness to AI adoption, provided that ethical concerns and training needs are adequately addressed.

Participants highlighted the importance of having guidelines to ensure that students do not misuse it, protect the academic integrity, and make sure that students do not overdepend on AI-generated work. Moreover, the results indicate the significance of lifelong professional growth in the development of skills and confidence to use AI in meaningful ways in their teaching process. Its combination indicates that a considered, ethical, and human-friendly attitude to the implementation of AI can benefit teaching and learning and help to retain the vital role of teachers in promoting critical thinking, value development, and meaningful interactions in the classroom.

In addition, Teachers also recognized that integration of AI requires a collaboration among educators, administrators and policy makers to provide resources and support to enable it. They emphasised that AI would assist in teaching but instill the student participation, creativity and problem solving skills that complement traditional classroom instruction. This view supports the idea that AI is most effective when used in a well balanced educational practice strengthening rather than replacing the human components that drive learning.

5. CONCLUSION

This study examined teachers' perspectives on integrating Artificial Intelligence (AI) into holistic teaching at Dasmariñas Integrated High School. Grounded in the Technology Acceptance Model (TAM) and Holistic Education Theory, the findings reveal that teachers generally perceive AI as a supportive and complementary instructional tool rather than a replacement for human teaching. They recognize AI's potential to enhance student growth, inclusivity, collaboration, feedback mechanisms, and information access. These findings align with existing scholarship emphasizing that technological innovations in education must remain anchored in ethical responsibility and pedagogical integrity [4]. However, the results also highlight a cautious stance among teachers, particularly regarding AI's influence on student engagement, creativity, and authenticity of

work. Ethical concerns such as plagiarism, misuse, and over-dependence surfaced consistently in qualitative responses. Teachers stressed that holistic education—characterized by cognitive, emotional, social, and moral development—cannot be reduced to algorithmic processes. Instead, meaningful learning continues to depend on human interaction, mentorship, and value formation, as reflected in prior studies on ethics and trust in AI integration [4] and broader educational challenges in the Philippine context [1], [2].

The findings further indicate that teachers' openness to AI adoption is conditional upon the availability of structured training, expert guidance, and clear implementation guidelines. Professional development and supervised use were viewed as essential to ensuring responsible and effective AI integration. Ultimately, the study concludes that AI can support holistic education when implemented within a human-centered framework that preserves teacher agency, safeguards academic integrity, and prioritizes learners' overall development.

While limited by a small sample size, this exploratory research provides valuable insights into how secondary-level teachers negotiate technological innovation within the realities of Philippine basic education. It reinforces the principle that the future of education lies not in replacing teachers with technology, but in fostering thoughtful partnerships between human educators and intelligent systems.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Development of Clear Institutional Guidelines

Schools should establish clear policies and ethical guidelines governing AI use in classrooms. These guidelines should address academic integrity, data privacy, plagiarism prevention, and responsible use to ensure that AI supports rather than compromises holistic learning.

2. Structured Professional Development Programs

Educational institutions should provide continuous training, workshops, and seminars focused not only on technical AI skills but also on pedagogical integration. Training programs should emphasize ethical considerations, classroom management strategies, and methods for maintaining authenticity in student work.

3. Supervised and Gradual Implementation

AI integration should be implemented gradually and under teacher supervision. Pilot programs may be introduced to evaluate effectiveness before large-scale adoption. This ensures that AI remains aligned with curriculum goals and holistic education principles.

4. Strengthening Human-Centered Pedagogy

Teachers should continue prioritizing interpersonal engagement, values formation, and critical thinking in their instructional practices. AI tools should be used to enhance, not replace, meaningful teacher-student interaction and collaborative learning experiences.

5. Further Research

Future studies should involve larger and more diverse samples across different schools and regions to improve generalizability. Researchers may also examine student perspectives, administrative policies, and longitudinal impacts of AI integration on holistic development.

6. Collaborative Policy Formation

School administrators, teachers, and policymakers should work collaboratively to design AI integration frameworks that reflect contextual realities in Philippine education. Multi-stakeholder dialogue will help ensure that innovation remains responsive, ethical, and learner-centered.

In conclusion, AI holds significant promise in supporting holistic teaching; however, its effectiveness depends on responsible implementation, ethical safeguards, and sustained professional development. The transition “from chalk to code” must remain guided by the enduring principle that education is fundamentally a human endeavor—one that technology can assist, but never replace.

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