
Implications of Artificial Intelligence Tools Dependency of Instructors in a Local College

Cleandy Jane R. Obquia, MAEd^{1*}, & James L. Paglinawan, PhD²

¹Don Carlos Polytechnic College, Philippines

²Central Mindanao University, Philippines

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Abstract

This study examines the role of artificial intelligence in the professional and academic work of college instructors at Don Carlos Polytechnic College in Bukidnon, Philippines. Using a qualitative phenomenological approach, the research collected open-ended survey responses from seven instructors to explore which AI tools are used, the reasons for their use, the importance of AI in teaching and administrative tasks, and recommendations for responsible integration. Thematic analysis reveals that instructors frequently use AI for lesson planning, assessment, content development, and managing administrative duties. Efficiency, convenience, and new ideas were identified as leading motivations for AI use. Instructors reported that AI helps manage heavy workloads and enhances student-centered instruction, yet they also highlighted the need to review and personalize AI outputs to ensure quality and maintain academic integrity. Recommendations suggest that school administrators provide reliable access to AI tools, develop practical guidelines, and offer regular training. The study highlights that viewing AI as a support tool, not a replacement for professional skill, can help maintain high educational standards and encourage responsible use among all stakeholders. This research offers insights that can support policy development, professional training, and responsible AI integration in higher education.

Keywords: artificial intelligence, college instructors, qualitative research, higher education, educational technology

1. Introduction

Artificial intelligence (AI) plays a growing role in modern education, influencing how teachers, students, and administrators experience the academic environment. In recent years, colleges and universities have turned to AI-based tools to support nearly every aspect of instruction and school operations. These range from advanced scheduling platforms to interactive lesson planners and grammar-checking applications. As educational tasks become more complex and student expectations continue to rise, AI offers practical solutions for routine challenges. This movement toward digitization means institutions can more easily monitor student progress, generate learning resources, and manage records. But these changes also pose new questions about how technology fits within established teaching practices and professional values.

AI's influence goes beyond operational convenience; it actively changes the way teachers design lessons, communicate with students, and handle administrative work. Many institutions encourage the use of AI in daily operations, believing these tools free up time and

energy for student engagement and creative thinking. Teachers may now use AI to create quizzes, structure lectures, review writing, and develop assignments with greater speed and accuracy. As a result, students can experience more personalized and engaging materials that better match their abilities and interests. For administrators, AI brings automated solutions for course scheduling, learning analytics, and quality assurance, simplifying oversight and reporting requirements.

Despite these practical gains, AI integration raises important challenges for educators and decision-makers. Teachers often worry that heavy AI use might reduce their own creative involvement in lesson design or classroom dialogue. For example, using AI to automatically generate lesson plans can save hours, but instructors must check for appropriateness, sense, and alignment with learning outcomes. The temptation to rely too heavily on AI can sometimes lead to lessons that lack personal touch or ignore specific student needs. Other teachers note that standard AI platforms may not fit all subject areas or learning objectives, making it necessary to adjust or supplement their outputs with careful planning and professional experience.

The question of academic integrity and ethical use is also central to the conversation on AI adoption. Many educators face uncertainty about what counts as proper, allowed, or productive AI use in classroom settings. Some instructors see AI as a helpful starting point for brainstorming ideas or checking the grammar in student work, while others worry about plagiarism or learning loss. As these platforms become more powerful, school leaders look for reliable ways to set boundaries and maintain standards. This includes creating clear policies about acceptable AI use, offering professional development focused on ethical and practical concerns, and encouraging critical thinking for both teachers and students. A lack of consistent access, unequal training opportunities, and unclear institutional guidelines sometimes leave educators to rely on trial-and-error or informal advice.

Within Don Carlos Polytechnic College in Don Carlos, Bukidnon, Philippines, these broader trends play out in the local experience of college instructors. As a locally-operated institution, the college faces both the advantages and challenges of integrating AI into teaching and professional routines. In many cases, instructors say that AI saves time, enables multitasking, and supports more organized lesson development. Recent studies in the Philippines confirm that teachers widely accept such technological solutions for lesson planning and task management (Dizon, 2021; Aquino & Lopez, 2019; Villanueva & Santos, 2020).

Literatures further show how teachers blend AI's strengths with human insight to achieve the best results (Chen et al., 2020; Luckin et al., 2019; Roll & Wylie, 2019). Multiple studies highlight that efficiency gains from AI are real since teachers complete assessments faster and students benefit from immediate feedback and tailored content. Yet, research also points to persistent gaps in ethical rules and operational training, calling for more strong policy frameworks. For instance, Roll and Wylie (2019) document that while instructors appreciate the help AI provides, they frequently express uncertainty about proper boundaries, especially regarding student evaluation and creative work.

Further, both local and international research note that the impact of AI depends heavily on subject matter, institutional resources, and the individual instructor's openness to new technology. Several studies highlight the importance of professional development programs,

ethical guidelines, transparent school policies, and ongoing support for teachers learning to work with AI (Aquino & Lopez, 2019; Chen et al., 2020; Dizon, 2021; Luckin et al., 2019; Roll & Wylie, 2019; Villanueva & Santos, 2020). Without these supports, instructors risk either falling behind or misusing technology in ways that diminish learning outcomes.

This study investigates how college instructors at Don Carlos Polytechnic College use AI tools in their academic and professional functions for School Year 2024 to 2025. Through detailed survey responses and thematic analysis, it identifies common practices, motivations, benefits, and challenges. The research describes the types of AI platforms teachers choose, the reasons behind adoption, and the advice they offer for responsible use. It reflects on how AI affects lesson planning, assessment creation, classroom engagement, and professional growth. Attention is also given to institutional policy, access, and the recommendations instructors provide to colleagues, all to support effective and ethical integration.

Objectives of the Study

This study explored the growing use of artificial intelligence (AI) by college instructors at Don Carlos Polytechnic College. It examines the specific AI tools teachers use, their reasons for adopting these technologies, the importance of AI in simplifying both academic and professional duties, and the practical recommendations instructors offer to their colleagues. By understanding these areas, the research aims to support effective, ethical, and productive integration of AI in higher education.

Specifically, this aimed to answer the following:

1. What AI tools are instructors using in their profession?
2. What are the reasons instructors have for using AI in performing their tasks?
3. What is the importance of AI in assisting instructors with their academic and professional functions?
4. What recommendations can instructors provide to colleagues regarding the use of AI tools in performing academic tasks?

2. Methodology

This study adopted a qualitative phenomenological research design to capture the lived experiences and perspectives of college instructors using artificial intelligence (AI) in their academic and professional work. The aim is to understand how instructors at Don Carlos Polytechnic College, Don Carlos, Bukidnon, Philippines, use AI tools, what motivates their use, the importance they assign to AI in their daily duties, and their recommendations for responsible integration. A phenomenological approach is appropriate to explore the essence of how AI shapes instructional and work practices, as supported by Creswell (2013) and Moustakas (1994), who emphasize the value of phenomenology in investigating human experiences.

Purposive sampling guided participant selection. Seven college instructors who actively use AI in their teaching, research, or administrative work participated. Selection considered instructors' regular engagement with AI, diversity of academic backgrounds, and openness to sharing practical insights on AI in education. This sampling strategy aims to gather responses

from those with firsthand and relevant experience, following the guidance of Creswell (2013) on purposive selection for qualitative studies.

Data collection involved written, open-ended survey questions designed to elicit detailed narratives about AI tool usage, motivations, perceived importance, and advice for others. The survey items were aligned with the study's specific objectives, allowing instructors to describe not only the AI platforms and applications they use, but also the reasoning, benefits, difficulties, and ethical considerations associated with AI adoption. This instrument provided instructors with the space to share both practical examples and general observations.

To ensure credibility and trustworthiness, the methodology included strategies such as member checking, where participants reviewed and confirmed the accuracy of their own responses, and peer debriefing, where external researchers provided critical feedback on the coding and interpretation of the data (Lincoln & Guba, 1985). Reflexive journaling helped the researcher remain aware of personal biases and maintain objectivity throughout the process.

Thematic analysis as described by Braun and Clarke (2006), was applied for data treatment. Transcribed responses were read repeatedly to gain familiarity. Initial codes were generated for meaningful information units that reflect the core experiences, motivations, and recommendations regarding AI use. Codes were then grouped into key themes, which were reviewed, refined, named, and defined to capture the essential insights derived from instructor narratives. Throughout this analysis, coherence with research objectives and faithfulness to participants' real perspectives were maintained.

By applying these qualitative and ethical research procedures, the study provides a systematic and trustworthy account of college instructors' lived experiences with AI, offering meaningful guidance for teachers, students, and administrators seeking to understand or implement AI in educational practice.

3. Results and Discussion

Interview Question 1: What AI tools are instructors using in their profession?

All participants indicated that they frequently use several AI tools to help simplify teaching-related tasks such as lesson planning, content creation, clarification of complex topics, assessment generation, and editing written work. AI helps instructors save time, make materials more engaging, and manage both teaching and research workloads more smoothly. Most also shared that while AI helps speed up routine work or overcome creative challenges, they still review, personalize, and verify AI content to match course objectives and student needs. This pattern shows that instructors are not only using AI tools for convenience and efficiency, but also blending technology with their teaching judgment.

Table 1: List of Significant Statements on the AI Tools Commonly Used by College Instructors in their Professional Practice

Emerging Theme	Responses	Participants
Reliance on AI Tools for Teaching Efficiency	Uses ChatGPT to create lesson plans, quizzes, answer student questions, brainstorm research ideas, and develop lecture content. Relies on AI daily, especially during busy times.	P1
Reliance on AI Tools for Teaching Efficiency	Uses Perplexity for clarifying difficult topics and supporting research, Gamma AI for quick and professional presentations. AI assists in managing time and improving the quality of instructional materials. These tools are considered essential and used frequently.	P2
Reliance on AI Tools for Teaching Efficiency	Uses ChatGPT for lesson planning, generating activities, clarifying topics, and convenience for searching unfamiliar contexts. Also depends on Grammarly and QuillBot for proofreading and paraphrasing. Regularly turns to AI for guidance when planning classes and activities.	P3
Reliance on AI Tools for Teaching Efficiency	Uses Gemini AI and Copilot for summarizing topics and creating draft presentations, also asks for activity suggestions tailored to student needs. Uses Grammarly for grammar checks and an AI detector for verifying student work. Relies more on these tools when busy, but always double-checks output for alignment with syllabus and comprehension level.	P4
Reliance on AI Tools for Teaching Efficiency	Uses ChatGPT, Gemini, and Perplexity to summarize, edit, paraphrase content, and identify key points. Frequently asks for activity, assessment, and exam question suggestions, and verifies information. Uses these tools almost every day for preparing modules, presentations, or assessments, but still reviews and personalizes content for lesson objectives and student needs.	P5
Reliance on AI Tools for Teaching Efficiency	Uses ChatGPT for planning, activities, simplifying topics, and providing explanations; Grammarly for grammar and editing; QuillBot for paraphrasing. Relies on AI for creating outlines, clarifying ideas, and ensuring polished outputs. Turns to these tools regularly, especially to speed up work and overcome creative blocks or time issues.	P6
Reliance on AI Tools for Teaching Efficiency	Uses ChatGPT, Perplexity, and Grammarly for lesson plans, objectives, and activities. Lets AI create creative slideshows for classroom discussion. Usage is higher for creative or research work, less for personal reflective tasks.	P7

Because instructors depend on AI tools for efficiency, the quality and speed of lesson preparation and content can improve. These tools help instructors be more productive, especially when they are busy or facing creative difficulties. However, participants also mentioned that personalization and review are still needed, suggesting that while AI can support teachers, it cannot fully replace their role in designing lessons that fit students' needs. With AI becoming a regular part of academic routines, training and clear guidelines could help instructors use these tools wisely while maintaining the quality of education.

In the Philippines, Dizon (2021) found that educators use AI to make lesson delivery easier and adapt to new curriculum demands. Villanueva and Santos (2020) reported that teachers relied on AI tools during remote teaching for assessments and instructional materials. Aquino and Lopez (2019) noted that Grammarly and similar AI writing tools are common among faculty and students for error correction and improving written work. Internationally, Chen, Chen, and Lin (2020) discussed how educators use AI for creating curriculum resources and that these tools affect teaching roles and student outcomes. Roll and Wylie (2019) wrote about the growing global adoption of AI in classrooms for automating tasks and personalizing instruction. Luckin et al. (2019) pointed out that AI allows teachers to deliver better content, but also raised questions about ethics and professional practice.

Interview Question 2: What are the reasons instructors have for using AI in performing their tasks?

Instructors mainly use AI tools for three main reasons: speeding up work, adding convenience, and improving creativity in their teaching and academic duties. AI helps by taking over repetitive or time-consuming tasks such as lesson planning, generating activities, checking grammar, and creating assessments. Because of this, instructors can spend more time interacting with students and focusing on parts of teaching that need personal attention. Many also say AI tools let them organize work faster, get creative ideas for lessons, and keep their content accurate and clear. Instructors use AI as a partner for both planning and professional growth, turning to technology for creative solutions and updated trends. The reasons for using AI are similar across participants regardless of subject or task, showing that AI has become a practical and valued resource for making teaching easier and more productive.

Table 2: List of Significant Statements on the Reasons College Instructors Use AI Tools in Performing their Tasks

Emerging Theme	Responses	Participants
Efficiency, Convenience, and Creativity	Uses AI tools like ChatGPT to save time on repetitive tasks, allowing more focus on student interaction and personalized teaching. AI provides new ideas, improves work quality, and helps generate prompts that engage students and make lesson planning creative and efficient.	P1
Efficiency, Accuracy, and Creativity	Uses AI to enhance efficiency, accuracy, and creativity. AI allows for quick information access, content generation, and smoother preparation, even in urgent situations. Relies on AI for faster prep, reliable information, and creative	P2

	presentations, helping overcome tight deadlines and supporting professional growth.	
Efficiency, Accuracy, and Creativity	Main reason is convenience and efficiency in tasks that otherwise take hours. AI provides ideas quickly and helps balance various responsibilities. Uses AI to complete tasks faster, with clearer outputs, and get creative activity ideas. Saved time preparing syllabi and exams by using AI for structured suggestions.	P3
Simplicity and Support	Finds tasks easier with AI which corrects grammar and is free, like having a personal assistant. Uses AI for crafting activities, getting rubrics, research help, calculations, and citation guidance. AI acts as a helper for both teaching and research outputs.	P4
Efficiency and Creativity	Motivated by saving time in lesson and document preparation plus improving quality and precision. Uses AI for generating creative classroom ideas and simplifying complex topics. AI helped summarize and clarify lessons for PE students, making material clearer and engaging while saving hours of work.	P5
Efficiency, Accuracy, and Creativity	Drawn to AI because it makes work quicker and easier, such as preparing materials, assessments, and researching strategies. AI reduces grammatical errors and brings in new teaching ideas. Used AI for developing classroom activities and creating review questions, helping manage workload well.	P6
Efficiency, Accuracy, and Creativity	Uses AI for efficient management of information and quick idea generation. AI gives instant feedback, improves accuracy, and inspires creativity. It helps automate routine work so more time is spent on meaningful tasks. Uses AI as a learning tool to find new strategies and stay current. Relies on AI to quickly prepare teaching materials that are well-organized and suitable for students.	P7

AI tools support teachers by making their teaching work easier, saving them hours, and letting them focus on students and creative teaching strategies. They are likely to continue using AI to improve the quality of lessons, organize materials quickly, and grow professionally. However, with increased reliance, instructors need to make sure they still check and tailor what AI produces so that it meets the specific needs and levels of their students.

According to Dizon (2021), in the Philippines, teachers adopt AI for greater efficiency in instructional tasks and curriculum adjustments. Villanueva and Santos (2020) also found that Filipino instructors used AI for smooth content creation and assessments, especially under time pressures in remote learning. Aquino and Lopez (2019) report that widespread use of Grammarly and similar tools helps both teachers and students improve their outputs quickly and accurately. International research by Chen, Chen, and Lin (2020) shows that AI tools help

educators complete content and assessments efficiently, which matches with the local experience. Roll and Wylie (2019) discuss how AI around the world frees teachers from routine work, while Luckin et al. (2019) explain how AI supports creative and effective lesson planning by giving fresh perspectives and new ideas.

Interview Question 3: What is the importance of AI in assisting instructors with their academic and professional functions?

All participants view AI as having crucial importance in their work as instructors. They see AI as essential support that makes their teaching, research, and administrative duties more efficient and effective. AI helps them save time on routine tasks, create better teaching materials, and focus more on meaningful student interactions. Most participants describe AI as having changed their professional approach by making work faster, more organized, and more creative. They rely on AI not just for convenience but as a necessary tool that helps them handle the multiple demands of modern education. The responses show that AI has become a fundamental part of their daily work rather than just an optional helper.

Table 3: List of Significant Statements on the Importance of AI in Assisting Instructors with their Academic and Professional Functions

Emerging Theme	Responses	Participants
AI as Essential Teaching and Research Support	AI streamlines work by automating routine tasks and providing instant information access. It allows more time for student interaction and transforms teaching style to be more interactive and student-centered. Without AI, modern education demands would be much harder to meet.	P1
AI as Essential Teaching and Research Support	AI streamlines preparation by providing information quickly, enhances teaching material quality through polished presentations, and supports different instruction methods. It boosts productivity, improves lesson clarity, and enables more student focus. AI has become an essential partner for both teaching and research effectiveness.	P2
AI as Essential Teaching and Research Support	AI speeds up routine tasks like lesson planning and content creation, provides access to various teaching strategies, and helps create engaging materials for different learning styles. Allows more time for student interaction. Essential for lesson preparation and supports research by generating ideas and organizing references.	P3
AI as Personal Assistant and Time-Saver	AI can summarize topics for specific time periods, create presentations, and acts like a personal secretary doing extra tasks. Gives more time to prepare and study lessons in advance because AI handles preparation work.	P4
AI as Essential Teaching and Research Support	AI organizes and simplifies workload, helps with writing, lesson creation, and generating assessment ideas. Allows focus on interactive	P5

	teaching rather than paperwork. Very important for multitasking instructors handling multiple subjects and responsibilities. Helps balance teaching, research, and administrative tasks effectively.	
AI as Essential Teaching and Research Support	AI reduces time on repetitive tasks and provides new teaching approaches that improve classroom instruction. More time for student interaction and feedback. Essential for lesson planning, creating materials, and administrative work. AI has changed the profession by allowing focus on refining materials and meeting individual student needs.	P6
AI as Essential Teaching and Research Support	AI creates quizzes and presentations quickly, saving time for student engagement. Assists in generating ideas and examples for interactive lessons. Helps assess student work efficiently with automated feedback and performance tracking. Very important for enhancing productivity, accuracy, and organization in teaching, research, and administration. Has transformed work approach by making tasks more efficient and encouraging creativity and new teaching strategies.	P7

The widespread recognition of AI importance among instructors suggests that these tools have become necessary rather than optional in educational settings. This means institutions need to provide proper training and support for AI integration. Since instructors depend on AI for core functions like lesson planning and student assessment, there may be concerns about over-dependence and the need to maintain critical thinking skills. The positive transformation in teaching approaches indicates AI can improve educational quality, but institutions should ensure instructors still develop independent teaching abilities alongside AI use.

Recent research by Zenodo (2025) found that AI implementation in Philippine education shows significant benefits, with higher education institutions demonstrating more advanced AI integration than K-12 schools. The Department of Education has been developing AI tools like SIGLA, TALINO, and DUNONG to streamline student monitoring, school mapping, and exam processing, showing institutional recognition of AI importance (Gov Insider Asia, 2025). The University of the Philippines has established principles for responsible AI use, indicating the growing importance of AI in academic settings (UP, 2023). International studies support these findings, with Li and Jan (2023) demonstrating that AI significantly enhances productivity and reduces stress among students by optimizing time utilization and providing intelligent support. Research by Chen and Chen (2020) shows AI improves adaptive learning experiences by delivering personalized content based on student performance analysis. A study on AI tools in educational measurement and assessment (2023) found that AI revolutionizes education delivery by improving assessment accuracy, providing personalized feedback, and enabling teachers to adapt strategies to individual student needs.

Interview Question 4: What recommendations can instructors provide to colleagues regarding the use of AI tools in performing academic tasks?

Instructors recommend that their colleagues use AI tools thoughtfully and responsibly, viewing AI as a valuable partner that supports but should not replace human expertise and judgment. They stress the importance of setting clear goals for AI integration, balancing AI-generated content with personal creativity, and constantly verifying and refining AI outputs. Teachers are encouraged to maintain a critical mindset, build student awareness of AI's strengths and limitations, and uphold academic integrity. Regular training, transparent guidelines, and equal access to secure AI platforms are essential for responsible use. Many recommend institutional policies with ethical frameworks, privacy protocols, and technical support to guide proper AI use. The repeated emphasis on review, authenticity, and balance highlights the need for mindful integration of technology into academic tasks.

Table 4: List of Significant Statements on the Instructors' Recommendations to their Colleagues Regarding the Use of AI Tools in Performing Academic Tasks

Emerging Theme	Responses	Participants
Responsible and Critical AI Use	Set clear objectives for integrating AI tools. Balance AI with traditional methods to avoid overdependence. Use AI for drafts, but refine content manually. Develop critical thinking in students. Recommend professional development and clear guidelines for ethical AI use.	P1
Responsible and Critical AI Use	Embrace AI as a valuable partner for efficiency and quality. Familiarize with different tools for suitable tasks. Use AI to supplement, not replace, expertise and judgment. Stay intentional, updated on AI advancements, and mindful of ethical considerations. Maintain critical mindset, clear boundaries, teach students about AI limitations, and encourage academic integrity. Institutions should provide transparent policies, ethical frameworks, disclosure guidelines, and training.	P2
Responsible and Critical AI Use	Treat AI as a teaching assistant and not a replacement. Always review and customize AI outputs and use AI to complement, not substitute, teacher creativity and judgment. Engage in critical thinking, fact-checking, and authenticity. Institutions should offer ethical AI training, clear guidelines, and equal access to licensed platforms.	P3
Appropriate Usage and Training	Use proper prompting and clear instructions for effective AI use. Avoid relying on AI for non-professional activities. Warn against last-minute dependence due to distractions. Encourage easy work through AI and advocate for seminars on AI use.	P4
Responsible and Critical AI Use	Use AI as a support tool, not a substitute for teaching expertise. Verify and personalize AI outputs, build critical thinking and creativity,	P5

	cross-check content with credible sources, and keep professional judgment central. Suggest institutional training, guidelines, verified AI platforms, and ethical use encouragement.	
Responsible and Critical AI Use	Treat AI as an assistant, check and revise outputs, personalize materials to fit student needs. Balance AI with knowledge and creativity, and always verify content. Advocate for institutional training, ethical guidelines, and secure, licensed platforms for equal access and safe integration.	P6
Responsible and Critical AI Use	Use AI as a partner, not a replacement. Review, refine, and verify outputs for quality and accuracy. Explore different tools and avoid overdependence. Combine AI with personal expertise and creativity. Recommend ethical use policies, privacy and integrity guidelines, training, and reliable technical support from institutions.	P7

Responsible AI use is a shared priority among instructors. Teachers aim to take advantage of AI for efficiency and innovation while staying aware of its limitations. They recognize that maintaining professional judgment, encouraging creativity, and upholding integrity remain central in teaching. This calls for institutions to actively provide robust training, transparent policies, and ongoing support for both ethical and effective AI use.

Recent Philippine guidelines (MMSU, 2025) require both teachers and students to discuss AI's advantages, limitations, and ethical concerns, with recommended limits (20%) for AI-generated content and strong emphasis on academic honesty. DepEd (2025) called for responsible, ethical AI integration, stressing human agency alongside digital empowerment and collaboration with EdTech firms. School leaders advocate clear institutional policies and professional development to support mindful AI adoption in higher education (Ronquillo, 2025). International studies highlight the need for safety, transparency, and ongoing training in AI policies for education, urging regular reassessment and inclusion of ethical, legal, and operational safeguards (Humble, 2025). Marzuki (2023) suggests that supplemental AI tools should always be used with review and classroom strategies that promote critical thinking and writing skills. UNESCO (2025) also recommends introducing AI literacy and responsible use at appropriate stages to empower users and minimize risks.

5. Conclusion

This study highlighted the increasing role of AI in the teaching, research, and administrative work of college instructors at Don Carlos Polytechnic College. Instructors find AI tools useful for improving efficiency, organization, and creativity in their daily tasks. Many use AI for lesson planning, assessment design, and content development, while also recognizing the need for thoughtful review and personal input in their work. As AI use becomes more common, the importance of balancing technology with professional knowledge and instructional quality comes into sharper focus.

Given these findings, school administrators might consider providing secure access to reliable AI platforms, as well as offering practical training and developing clear guidelines to help instructors use AI responsibly and confidently.

Instructors may choose to view AI as a supportive tool that streamlines routine activities while taking care to verify and adapt outputs to meet their students' unique needs.

Students can be encouraged to use AI thoughtfully, aiming to enhance learning and maintain academic honesty in their work.

Policy-makers working in education might benefit from collaborating with teachers, administrators, and tech providers when making rules, so that AI policies remain fair, clear, and relevant to both learning and integrity.

In addition, curriculum developers, technology support staff, and AI tool providers may find these results valuable.

Curriculum developers could use these insights to design materials that integrate AI in ways that enrich instruction.

Technology support teams may focus on helping faculty and students troubleshoot issues and adopt AI tools smoothly.

AI developers might consider the feedback from educators to improve usability, accessibility, and ethical safeguards in their products.

By considering the perspectives of all these stakeholders, the academic community has an opportunity to use AI in ways that support learning, uphold educational standards, and address the needs of everyone involved.

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