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Prompting the Future: The Perception of Pre-Service Teachers on the Use of Artificial Intelligence (AI) in Creative Writing

Julianne Mae Alarcado¹, Mecaila Lee¹, Ma. Sofia Saputil¹, Clark Dominic Alipasa^{*}

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ABSTRACT

The rapid integration of Artificial Intelligence (AI) in educational contexts has reshaped writing instruction, raising critical questions about authenticity, creativity, and academic integrity—particularly in Creative Writing courses. This study examined the perceptions of pre-service English teachers at De La Salle University–Dasmariñas regarding the use of AI in creative writing and their ability to distinguish AI-generated text from human-written work. Using a quantitative-descriptive design with qualitative components, data were gathered through an online survey consisting of Likert-scale items and open-ended questions administered to third- and fourth-year Bachelor of Secondary Education majors in English. Quantitative data were analyzed using descriptive statistics, while qualitative responses underwent thematic analysis. Findings revealed that respondents moderately agreed on their reliance on creativity, originality, sentence structure, diction, and coherence as indicators for identifying AI-generated texts, yet remained neutral about their overall accuracy in distinguishing AI from human writing. While AI was acknowledged as useful for prewriting, revision, and instructional support, participants expressed ethical concerns regarding cognitive dependency, loss of human essence, and erosion of authentic voice in student writing. Qualitative findings emphasized the importance of controlled AI integration, onsite writing assessments, transparency through AI disclosure, and scaffolded pedagogical use. The study concludes that AI should function as a supportive tool rather than a replacement for human creativity, underscoring the need for clear instructional guidelines and curriculum adjustments in teacher education programs.

INTRODUCTION

This chapter presented: (a) background of the study; (b) statement of the problem; (c) research paradigm; (d) significance of the study; (e) scope and limitation; and (f) definition of terms.

Background of the Study

In modern times, Artificial Intelligence (AI) has become an important part of life. From virtual assistants to automated services, it dictated how a person communicates, learns, and creates. Its rapid advancement paved the way for generative artificial intelligence like ChatGPT and its application in educational contexts, particularly enhancing teaching practices (Espino, 2025). The varying and evolving needs of a 21st-century learner call for educators to integrate technology in education. In this context, Nadhifah *et al.* (2024) recognized the revolutionary influence of AI in education as an enhancement tool for language learning outcomes and instructional methodologies. Similarly, Espino (2025) suggests that AI is used by students and teachers to enhance productivity, support content creation, and personalize learning. These technologies assist with generating lesson plans, assessment tools, facilitation, and offering instant feedback. These demonstrate how AI can complement rather than replace humans.

Pre-service teachers, who undergo thorough research and training, trace the trajectory of education. They dictate the integration and limitation of AI in future teaching

practices. Moreover, their knowledge and perceptions of AI use in creative writing are essential in managing classes where learners possess advanced AI literacy. The rapid integration of digital tools in education has also raised concerns regarding learners' independence and cognitive engagement, as parental experiences during online distance learning revealed challenges in sustaining students' motivation and authentic learning processes (Alipasa *et al.*, 2021; Alipasa, 2026).

Ethical issues emerged across all research about AI. Ripoll Y Schmitz and Sonnleitner (2025) highlighted the growing challenge of distinguishing AI-generated text from those written

by humans, particularly in the context of educational assessment. It is crucial to establish clear policy guidelines that clearly define the acceptance of generated texts by students, teachers, and administrators.

Statement of the Problem

The continuous emergence of Artificial Intelligence (AI) in educational practices disturbs one's ability to express and refine imagination especially in the subject course, Creative Writing. However, the necessary knowledge and skills needed to accompany the next generation of students seems lacking, especially in handling AI tools in creative writing classrooms.

This study sought to understand the following:

1. What are the perceptions of pre-service English

¹ De La Salle University–Dasmariñas, Cavite, Philippines

* Corresponding author's email: clarkdominic22@gmail.com

teachers in the use of AI in creative writing?
 2. How accurately pre-service teachers distinguish AI-generated from human-written text?
 Therefore, the study aimed to explore the perceptions of pre-service teachers at De La Salle University - Dasmariñas regarding the use of AI in creative writing in managing its advantages and acknowledging important adjustments in teacher education curricula.

Research Paradigm

University - Dasmariñas on the Use of AI in Creative Writing

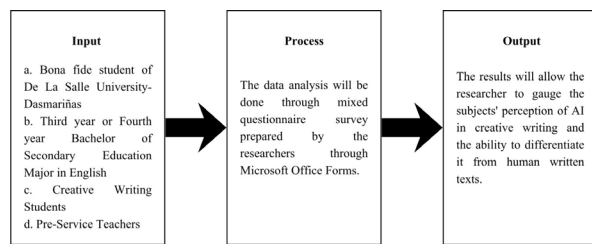


Figure 1: The Research Paradigm of The Perception of Pre-Service Teachers in De La Salle

Figure 1 described the conceptual framework of the study wherein the input consists of the qualifications one must possess to partake in the study. On the other side, the process used was through an online mixed questionnaire survey. The output was the results that will allow researchers to gauge the subjects’ perception of AI in creative writing and their ability to differentiate it from human-written texts.

Significance of the Study

The study highlighted the use of Artificial Intelligence (AI) in the educational setting particularly in the subject course, Creative Writing. This enlightened students on the extent of using AI in their creative works and how they can manage to make use of its advantages in improving grammar and literacy. It benefits teachers and administrators to further understand and adapt to the changes in learning in the 21st century where technology’s advancement is unstoppable.

Scope and Limitation

The scope of the study was limited to third year and fourth year Bachelor of Secondary Education (BSE) majors in English students at De La Salle University – Dasmariñas who had taken or are currently enrolled in the Creative Writing course. The study utilized a quantitative-descriptive research design; and a researcher-made survey questionnaire using likert scale model, to gauge the populace's perception about AI in Creative Writing and AI text detection skills.

Definition of Terms

1 Artificial Intelligence: also known as AI, refers to

machines or computers programmed to simulate human intelligence or take tasks that requires human cognitive processes and decision-making abilities (Copeland, 2025)
 2 Creative Writing: uses imagination to express ideas and writings through imagery, storytelling, and drama (Duke Writing Studio, n.d.)
 3 Pre-Service Teachers: students who are enrolled in a teacher education program and work towards earning a teacher certification (Chand *et al.*, n.d.)
 4 School Administrators: professionals who guides the school towards its vision, carry out management tasks, achievements, and other operations within its students and community (University of Kansas, 2024)
 5 Teacher: person who instructs or imparts knowledge, in school settings (Cambridge University Press, n.d.)

MATERIALS AND METHODS

Participants

A mix of purposive and quota sampling method was used to select participants in the study. In particular, ten (10) third-year and ten (10) fourth-year students from the College of Education of De La Salle University - Dasmariñas. The respondents were enrolled in the course “Creative Writing” and have basic familiarity in using AI. These characteristics are valuable to provide perceptions regarding integration of AI in creative writing instruction. The sample was expected to include a total of twenty (20) to thirty (30) third-year and fourth-year students to ensure diverse perspective and competence. However, only ten (10) responded to the survey: six (6) from the third-years and three (3) from fourth-years. The participation in the study was voluntary, and an informed consent form was obtained from all respondents. To ensure safety, their identities and responses were treated with utmost confidentiality and used for academic purposes only.

Research Data and Instrument

The study employed a mixed-method approach using an online survey questionnaire that combined both quantitative and qualitative items. The instrument consisted of three sections: (1) demographic profile of respondents; (2) Likert-scale questions are designed to assess the pre-service teacher’s perceptions of AI use in creative writing; and (3) open-ended questions exploring participants’ insights and experiences. The quantitative data provided measurable perceptions, while the qualitative responses offered deeper understanding and context. Data collected from the survey were coded and categorized for analysis, integrating numerical trends with thematic interpretations.

Data Analysis

Mixed method approaches allowed the researchers to use a diversity of methods, combining inductive and deductive thinking, and offsetting limitations of exclusively quantitative and qualitative research (Harvard Catalyst, 2022). Quantitative data from the likert-

scale items were analyzed using descriptive statistics. Specifically the mean, frequency and percentage to summarize the respondents' perception of integrating AI in creative writing instruction. Qualitative data from the open-ended items were analyzed using thematic analysis to identify emerging patterns and themes that capture the pre-service teacher's insights and experiences. Ultimately, Triangulation analysis was used to combine the responses

of the participants. It is defined as the combination of two or more theories, sources of data, research methods, in the study of a singular phenomenon (Denzin, 1970). Themes and sub-themes were identified from the survey and were interpreted accordingly.

RESULTS AND DISCUSSIONS

The qualitative data suggested that a heavy reliance on

Table 1: Demographic Profile of the Respondents

Category	Variable	Frequency	Percentage
Gender	Woman	7	70%
	Man	3	30%
Course, Section and Year	BSE31	6	60%
	BSE41	4	40%
Total		10	100%

Legend 1

Weight/Scale	Mean Range	Verbal Interpretation
1	1.00 - 1.80	Strongly Disagree
2	1.81 - 2.60	Disagree
3	2.61 - 3.40	Neutral
4	3.41 - 4.20	Agree
5	4.21 - 5.00	Strongly Agree

Table 1: Demographic Profile of the Respondents

Items	Total	Mean	Interpretation
I can accurately distinguish AI-generated text from human-written text.	34	3.4	Neutral
I rely on the student's diction (choice of words) in determining AI-generated texts.	39	3.9	Agree
I rely on the sentence structure in determining a student's work reliability.	42	4.2	Agree
I rely on creativity and originality of the text chosen by students to acknowledge individual efforts.	46	4.6	Strongly Agree
I rely on coherence and flow of the text to decide if it's AI or human written.	39	3.9	Agree
I believe that using AI for drafting is excellent with revision and proofreading of creative work.	31	3.1	Neutral
I can prepare creative writing assignments that minimize the misuse of AI.	40	4	Agree
I can provide meaningful feedback to students who use AI as part of their writing process.	38	3.8	Agree
I am confident in my ability to teach students how to use AI to refine and iterate their own existing ideas.	33	3.3	Neutral
I am concerned that students will use AI primarily to avoid the hard cognitive work that builds true writing skill.	41	4.1	Agree

Legend 2

SD Range	Interpretation
< 0.50	Very High Consensus
0.60 - 1.00	Moderate Consensus
> 1.00	Low Consensus

Table 3: Frequency and Percentage Distribution

	1 (SD) f (%)	2 (D) f (%)	3 (N) f (%)	4 (A) f (%)	5 (SA) f (%)	Mean	SD	Interpretation
Q1	0 (0%)	2 (20%)	4 (40%)	2 (20%)	2 (20%)	3.4	1.0750	Low Consensus
Q2	0 (0%)	1 (10%)	1 (10%)	6 (60%)	2 (20%)	3.9	0.8756	M o d e r a t e Consensus
Q3	0 (0%)	1 (10%)	1 (10%)	3 (30%)	5 (50%)	4.2	1.0328	Low Consensus
Q4	0 (0%)	0 (0%)	0 (0%)	4 (40%)	6 (60%)	4.6	0.5164	M o d e r a t e Consensus
Q5	0 (0%)	1 (10%)	2 (20%)	4 (40%)	3 (30%)	3.9	0.9944	M o d e r a t e Consensus
Q6	1 (10%)	2 (20%)	4 (40%)	1 (10%)	2 (20%)	3.1	1.2867	Low Consensus
Q7	0 (0%)	0 (0%)	3 (30%)	4 (40%)	3 (30%)	4	0.8165	M o d e r a t e Consensus
Q8	0 (0%)	1 (10%)	3 (30%)	3 (30%)	3 (30%)	3.8	1.0328	Low Consensus
Q9	0 (0%)	3 (30%)	2 (20%)	4 (40%)	1 (10%)	3.3	1.0593	Low Consensus
Q10	1 (10%)	0 (0%)	1 (10%)	3 (30%)	5 (50%)	4.1	1.2867	Low Consensus

Table 4: AI Detection and Identification Strategies

Question	Mean	Interpretation
I can accurately distinguish AI-generated text from human-written text.	3.4	Neutral
I rely on the student's diction (choice of words) in determining AI-generated texts.	3.9	Agree
I rely on the sentence structure in determining a student's work reliability.	4.2	Agree
I rely on creativity and originality of the text chosen by students to acknowledge individual efforts.	4.6	Strongly Agree
I rely on coherence and flow of the text to decide if it's AI or human written.	3.9	Agree

Table 5: Perceptions on the use of AI in Creative Writing

Question	Mean	Interpretation
I believe that using AI for drafting is excellent with revision and proofreading of creative work.	3.1	Neutral
I can prepare creative writing assignments that minimize the misuse of AI.	4	Agree
I can provide meaningful feedback to students who use AI as part of their writing process.	3.8	Agree
I am confident in my ability to teach students how to use AI to refine and iterate their own existing ideas.	3.3	Neutral

Table 6: Academic Integrity and Ethical Concern

Question	Mean	Interpretation
I am concerned that students will use AI primarily to avoid the hard cognitive work that builds true writing skill.	4.1	Agree

Table 7: Reliance on AI affect the unique voice and writing style of the writer

Themes	Supporting Evidence	Initial Codes
The Mechanization of Writing/ Generic Formula	"Generic, formula-based wording" "monotone and emotionless style" "resembles that of others" "no heart or personality".	Formulaic output; Lack of emotion; Loss of distinctiveness

Erosion of Human Essence	"Lacks a human's touch, nuance, and intention" "removes the uniqueness" "not sounds or look personal" "takes away what is 'humane, personal, and universal'"	Absence of nuance; De-personalization
Cognitive and Skill Decay	"Contributes to brainrot" "impedes the critical thinking and creativity" "muddies an individual's writing skills" "hinder the development of writing skills"	Cognitive stagnation; Skill regression
Future Dependency	"Hard for them to create an authentic work in the future" "write something without the assistance of AI" "people tend to get lazy".	Loss of autonomy; Dependency on tools; Work ethic concerns

Artificial Intelligence significantly compromises the authenticity and idiosyncratic identity of a writer's work. Respondents frequently observed that AI-generated content adheres to a "monotone and emotionless style" characterized by "generic, formula-based wording" that fundamentally lacks the "human touch, nuance, and intention" found in natural expression. This mechanization of the creative process was perceived to "remove the uniqueness of the text" and replace individual insights with standardized outputs that "resemble that of others" utilizing similar generative tools. However, long-standing issues in the Philippine English curriculum—particularly in developing expressive competence and higher-order language skills—further complicate the responsible

integration of AI in creative writing instruction (Alipasa, 2016). Beyond stylistic concerns, there was a pervasive academic concern regarding "brainrot" and cognitive stagnation, with participants arguing that over-reliance "impedes critical thinking and creativity" was essential for intellectual and expressive development. The technology was often viewed as an "editable template that muddies an individual's writing skills," creating a detrimental standard of quality that students may feel pressured to replicate. Ultimately, the data indicated a fear of long-term dependency, which suggested persistent over-reliance made it increasingly difficult for writers to produce "authentic work," "sensible information," or original narratives "without the assistance of AI".

Table 8: Recognize, manage, and regulate the use of AI

Themes	Supporting Evidence	Initial Codes
Functional Scaffolding	Allow AI for: "brainstorming or revision" "only during the prewriting stage" "AI should not provide the answers" "check grammar"	AI as a support tool; Stage-specific use; Guarding the output.
Authentication via Presence	"Conduct onsite writing assessments" "Observe their natural writing voice" "more hands-on and onsite activities"	Establishing writing style; Physical verification through activities
Transparency and Disclosure	Require an "AI log" "explicitly spell out their prompts" "disclose how they used AI"	Procedural transparency; Ethical use of AI
Linguistic Heuristics/Observation of Writing	"Spot how many participial phrases there are" "tinge of AI-ness" "observe if their writing is consistent"	Pattern recognition; Inconsistency detection

In response to the challenges posed by generative technology, future educators advocated for a model of "controlled integration" rather than a total prohibition within the creative writing classroom. The primary management strategy involved a functional scaffolding approach, limiting AI usage strictly to the "prewriting stage"—encompassing "brainstorming," "outlining," and "formatting"—while ensuring the "overall narrative" remains the student's own work. To maintain academic integrity, educators proposed establishing a baseline of each student's "natural writing voice" through "onsite writing assessments" and "hands-on activities". These

in-person assessments allowed instructors to observe a student's "personality" and stylistic "consistency," which then served as a comparative basis for evaluating future unsupervised assignments. Transparency and accountability were central to this proposed pedagogical framework. Regulation strategies include the implementation of "AI logs"—notes describing exactly how the tool was utilized—and requiring students to "explicitly spell out their prompts". Furthermore, participants identified specific linguistic heuristics for detection, such as monitoring the frequency of "participial phrases," which are often viewed as a "main indicator" or

a "tinge of AI-ness" in student output. Finally, the findings suggested that formal "rubrics discouraging the use of A.I." and established "rules/policies" must be communicated at the start of the academic year to ensure ethical usage and to encourage students to rely on their own creative abilities.

Discussion

This paper explored the different perceptions of each pre-service teacher from De La Salle University - Dasmariñas on the use of AI in Creative Writing, and how each perception enhanced the advantages and disadvantages of reliance on it. This compared each interpretation based on the pre-service teachers' experiences, knowledge, and usage of various AI tools (ChatGpt, Gemini, CoPilot) especially on the subject course, Creative Writing.

The researchers conducted a ten-question quantitative survey with two-question qualitative survey to determine the perceptions, usage, and ethical responsibilities each pre-service teacher encountered in terms of artificial intelligence in Creative Writing. The survey answered by the participants revealed significant themes on both quantitative and qualitative questions. While the quantitative statements primarily focused on the strategies for AI detection, perceptions, and ethical concerns, the qualitative questions focused on several themes, primarily, the erosion of human essence, cognitive and skill decay, authentication via presence and transparency, and cultural and global competitiveness.

Quantitative Statements

Strategies for Artificial Intelligence (AI) Detection

The study suggested that while the pre-service educators were aware of their ability to differentiate AI-generated answers to authentic answers, they rely heavily on traditional markers

of human voice based on the highest mean in the study which is 4.6 in which the reliance on creativity and originality are the biggest indicators in acknowledging human effort. This suggests that pre-service educators value "the human voice" that indicates the highest value of authenticity. It also suggested that respondents "agree" at sentence structure (4.2), diction (3.9), and coherence (3.9) as important components of detecting AI in creative works. Despite these strategies, the respondents remained "Neutral (3.4)" on whether they can accurately distinguish AI from human text. This item showed Low Consensus (1.0750), suggesting that while some are confident, others feel unable to detect a text's authenticity.

Perceptions on AI Integration in Creative Writing

The respondents "Agree (4.0)" that they were capable of designing assignments that minimize the misuse of AI. They are also "Neutral (3.3)" regarding their confidence in teaching students how to use AI to refine ideas which suggests challenge on the pedagogical aspect. It also showed that respondents have a "Neutral" stance (3.1) on whether AI is an excellent tool for drafting. This supports

the lack of consensus confirmed by high SD of 1.2867 indicating distance on whether AI should be welcomed or be on a limited access.

Ethical Concerns and Academic Integrity

The respondents "Agree" (4.1) that they are concerned that the students will use AI to bypass the hard cognitive work necessary for building writing skills. This item had a high Standard deviation (1.2867) indicating that there is a Low Consensus. The respondents showed worry about "cognitive laziness", while others are less concerned or more optimistic on the role of AI in Creative Writing.

Qualitative Questions

The Erosion of Human Essence

The respondents argued that while AI can provide the needed answers, it lacks the "heart, nuance, and intention." The pre-service educators' suggested that writing is not merely an act of bringing information, but an ability to show vulnerability and explore personal experiences. This emphasis on vulnerability and lived meaning echoes findings beyond educational research. Reyes *et al.* (2022) demonstrated that deeply personal decisions—such as those involving intimate partner violence—are shaped by nuanced emotional, cultural, and ethical processes that cannot be reduced to formulaic logic. This reinforces participants' claims that AI-generated writing, while technically proficient, lacks the human depth essential to authentic creative expression. Describing AI output as "generic" and "emotionless" suggests that creative writing lies in one's capability to build an identity even in its diverse and imperfect markers because it is where it feels more personal and universal. This emphasis on identity, ethics, and reflective practice aligns with Lasallian values formation, which underscores authenticity, responsibility, and human dignity as essential elements of educational practice (Gatdula *et al.*, 2021).

Cognitive and Skill Decay

One of the respondents answered the term "brainrot" suggesting that AI can lead to cognitive stagnation. While AI can serve as a template to improve and guide one's work, it also disrupts long-term skill development. The respondents expressed huge concern on AI dependency, losing the ability to generate information without digital assistance. This is an implication in the near future where natural writing style can be totally replaced by AI, leading to a loss of identity.

Authentication via Presence and Transparency

The participants responded to the use of AI in creative works through proactive management where instead of total removal of AI, they provided two specific strategies that can validate its usage. First, it is suggested that writing assessments should be done onsite where the pre-service educators can identify and minimize the reliance of AI, ensuring that grammar inconsistencies are easily spotted. Second, the use of AI logs invites the students to

be critically aware and honest on how they created their final product. Instead of labeling AI as a cheating tool, it became a trusted collaborator that balances one's personal creativity and technological awareness. Similar findings on technology-mediated instruction highlight the importance of transparency, guided implementation, and stakeholder accountability in managing digital tools within learning environments (Alipasa, 2026).

Cultural and Global Competitiveness

The data links AI reliance to the Philippine context of English proficiency. A respondent suggested that the country is losing its competitive edge in communication because of the students' reliance on AI where their comprehension skills are not practiced. The regulation of AI in the classroom is a national matter that links to academic progress since total reliance on it will lose the capability of students to produce authentic works related to personal experiences which also makes the voice of the Filipinos in creative writing low and mechanical. Studies on English language proficiency among Filipino learners emphasize that instructional interventions must strengthen communicative competence while preserving linguistic identity, a concern equally relevant to AI-assisted creative writing (Alipasa & Kabigting, 2025).

Limitations

While the study provided valuable insights into the perceptions of future educators, the study was conducted with a limited group of 10 respondents from BSE31 and BSE41. This small sample cannot be generalized to the entire population of the 3rd and 4th year college students from the College of Education in De La Salle University - Dasmariñas. The qualitative insights are based on the respondents' experience and awareness of the usage of AI which may signify lack of exposure to latest AI developments than a definitive pedagogical solution. The study is also localized which may vary on English proficiency and global competitiveness in other regions.

Recommendations

Based on the findings, it is recommended for future educators to conduct an onsite writing task to establish each student's unique voice for writing. It is also important to submit a disclosure form of what AI tools were used for specific purposes. The curriculum developers should also take note of writing rubrics that are more focused on the process than the product to establish one's own ideas. The study also invites future researchers to conduct a follow-up study in the near future to seek the voices of the students in their creative works and how it impacts the totality of their ideas.

CONCLUSION

The study highlighted the perspectives of pre-service educators, specifically 3rd and 4th year students from the College of Education on the use of AI in Creative Writing. The data revealed that while future educators

are aware of the advantages of AI in writing, they are concerned about losing the essence of writing that defines its authenticity.

Despite these, the respondents do not see banning AI as a solution for these needs, because they serve their purpose and today's generation's usage of AI is "inevitable." Instead of total control, the respondents suggested focusing on onsite assessments and transparent disclosure through AI logs to prevent over-reliance that can lead to "brainrot." Ultimately, the study concludes that AI should serve as a supportive scaffold for Filipino writers to remain globally competitive and make writing humane and universal.

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