



## EXPLORING TEACHERS' LIVED EXPERIENCES WITH MAGICSCHOOLAI: A PHENOMENOLOGICAL INQUIRY INTO EFFICIENCY AND ACCURACY

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### ABSTRACT

This phenomenological study explored teachers' lived experiences with MagicSchoolAI, focusing on perceived efficiency, accuracy, and their influence on professional judgment and classroom decision-making. Thirty (30) teachers from Beaumont United High School participated through structured surveys and reflective accounts. Anchored in the Job Demands–Resources (JD–R) and UTAUT2 frameworks, the study revealed that teachers perceived MagicSchoolAI as an efficient tool that minimizes workload, enhances instructional preparation, and improves time management. They also strongly agreed that the platform delivers accurate, standards-aligned, and contextually appropriate outputs that support differentiation and reflective practice. However, participants emphasized the importance of human verification to ensure reliability and ethical use. Findings indicate that when efficiency and accuracy coexist, teachers' trust, confidence, and willingness to integrate AI strengthen over time, highlighting the role of institutional support and professional development in sustaining responsible and meaningful AI adoption in education. MagicSchoolAI transforms its workflow without eroding the human touch, illustrating the intersection of efficiency, accuracy, and agency at the core of modern teaching.

*Keywords: MagicSchoolAI, efficiency, accuracy, teacher trust, phenomenological study, AI in education*

### INTRODUCTION

Generative AI has moved rapidly from curiosity to classroom companion, promising time savings in planning, differentiation, feedback, documentation, and communication. In K–12 settings, districts and teachers are experimenting with AI copilots to reduce administrative load and refocus time on instruction—yet questions persist about the accuracy of outputs and the pedagogical soundness of AI-assisted materials. Recent reviews of policies and the current situation say that AI can help make regular tasks easier and provide useful feedback if used carefully, but they

also caution that issues like reliability, bias, transparency, and the role of teachers need to be important considerations when designing and using these tools (U.S. Department of Education,

Among the ecosystem of education-focused AI tools, MagicSchoolAI is a fast-growing platform. It is marketed as a safe, teacher-first workspace that has more than 80 tools for teachers (like lesson and assessment generators, rubrics, and IEP support) and more than 50 tools for students that are meant to help them learn about AI. The vendor says that many teachers are using the platform and that it saves them a lot of

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time, with teachers reporting they spend 7–10 hours less each week on planning and paperwork when they use the tools. While such claims speak directly to perceived efficiency, teachers' day-to-day judgments about accuracy—are the outputs factually correct? Age-appropriate? Aligned to standards—remain inherently contextual and interpretive, shaped by content area, grade level, policy constraints, and teacher expertise. Contemporary reviews of teachers' AI use also find that adoption is uneven, mediated by beliefs about usefulness, ease of use, and trust, and tempered by concerns about integrity, bias, and data privacy (Tan, 2024; Yim, 2024; Bergdahl, 2025).

A phenomenological approach is ideal for revealing these tensions, as it describes the essence of lived experience from the perspective of those who live it. In educational research, phenomenology prioritizes comprehensive, first-person narratives—usually obtained through extensive interviews—to elucidate how participants interpret a common phenomenon (Creswell, 2013; Neubauer et al., 2019). In this study, the phenomenon is teachers' use of MagicSchoolAI in real school contexts. Rather than measuring time saved or error rates directly, this design privileges teachers' perceptions of efficiency (time, effort, workflow fit) and accuracy (correctness, alignment, appropriateness), and how those perceptions shape everyday instructional decisions.

## OBJECTIVES OF THE STUDY

The purpose of this phenomenological study was to describe and interpret teachers' lived experiences of using MagicSchoolAI, with particular attention to how they perceive (a) the platform's efficiency in reducing task load and improving workflow, and (b) the accuracy and trustworthiness of AI-generated content for instruction and assessment in K–12 settings. It aimed to answer the following questions: (1) Describe how K–12 teachers' lived experience efficiently improves when using MagicSchoolAI in day-to-day work (e.g., lesson design,

differentiation, feedback, documentation). (2) Evaluate how K–12 teachers improve the accuracy and appropriateness of MagicSchoolAI outputs for their students and curricula. (3) Examine how teachers' experiences with efficiency and accuracy influence their professional judgment, classroom decisions, and willingness to integrate the tool over time.

Two complementary lenses frame the inquiry: (1) UTAUT2—Technology Acceptance. The Unified Theory of Acceptance and Use of Technology (UTAUT2) posits that performance expectancy (usefulness), effort expectancy (ease), social influence, facilitating conditions, hedonic motivation, price value, and habit shape behavioral intention and use, moderated by individual differences (Venkatesh, Thong, & Xu, 2012). In this study, perceived efficiency correlates with performance and effort expectancy (e.g., “Does MagicSchoolAI reduce time and cognitive load?”), whereas perceived accuracy is fundamental to performance expectancy and trust—an antecedent to continued usage. UTAUT2 gives us a way to understand how teachers decide whether to use something regularly or not based on these perceptions. (2) Job Demands–Resources (JD-R) Model—Workload and Well-Being. JD-R theory explains how job demands (e.g., paperwork, time pressure, accountability) and job resources (e.g., tools that save time, feedback supports) jointly influence strain, engagement, and performance. When AI reliably reduces administrative demands, it serves as a job resource; however, if it increases verification work due to inaccuracy, it may paradoxically become an additional demand (Bakker & Demerouti, 2017; Tummers et al., 2021). This lens helps interpret when MagicSchoolAI lightens teachers' workload and when it adds invisible labor through checking, editing, and alignment tasks.

Together, UTAUT2 and JD-R anchor a conceptual model in which teachers' perceived efficiency and accuracy drive trust, shape intentions to use, and ultimately influence whether AI becomes a resource that reduces demands or a demand that increases cognitive and time burdens.



**METHODOLOGY**

This study employed a mixed-methods design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the effectiveness of MagicSchoolAI in supporting teachers’ day-to-day work. The quantitative component gathered numerical data through a structured questionnaire measuring (a) perceived efficiency (e.g., time saved, steps reduced, workflow fit) and (b) perceived accuracy (e.g., factual correctness). This study will assess the standards alignment and age appropriateness of AI-generated outputs. The qualitative component will gather descriptive insights via semi-structured interviews with a select group of teachers to elucidate their perceptions, experiences, and attitudes towards MagicSchoolAI in genuine classroom settings. This design is appropriate because it not only measures observable outcomes but also explores the meanings and experiences underlying them (Creswell & Plano Clark, 2018).

The study was conducted at Beaumont United High School (BUHS), a secondary school that actively integrates digital learning. The site was chosen because teachers regularly used instructional technology and productivity tools, making it an ideal environment for evaluating an educator-facing AI assistant such as MagicSchoolAI. The participants consisted of 30 K–12 teachers at BUHS who regularly use MagicSchoolAI in their professional tasks (e.g., lesson planning, differentiation, assessment drafting, parent communication, and documentation). Focusing on teachers ensures that data reflects the perspectives of those directly engaging with the tool to make instructional and managerial decisions. On the other hand, Descriptive statistics (frequencies, means, standard deviations, percentages) were used to summarize perceived efficiency and accuracy. Where appropriate, t-tests/ANOVA (or nonparametric equivalents) will compare subgroups (e.g., humanities vs. STEM, novice vs. experienced teachers). Internal consistency (Cronbach’s alpha) will be reported for each subscale. Interview transcripts were analyzed using thematic analysis (Braun & Clarke, 2006):

familiarization → initial coding → theme development → review and refinement → definition and naming of themes. Analytic memos and exemplar quotations will substantiate interpretations, and lastly, a convergent mixed-methods approach will triangulate findings: quantitative and qualitative results will be analyzed separately and then merged using joint displays to examine convergence, complementarity, or divergence. For example, survey means on “alignment to standards” will be examined alongside interview narratives describing real verification routines.

**RESULTS AND DISCUSSION**

**1. K–12 teachers’ lived experiences of efficiency when using MagicSchoolAI in day-to-day work**

**Table 1**  
*Grade Level of Teaching*

Grade Level Teaching	F	%
1. 9th Grade	7	23.33
2. 10th Grade	7	23.33
3. 11th Grade	6	20.00
4. 12th Grade	10	33.33
<b>Total</b>	<b>30</b>	<b>100%</b>

The results show that the majority of respondents teach 12th grade (33.33%), followed by 9th and 10th grades (23.33% each), and 11th grade (20%). This distribution indicates that most users of MagicSchoolAI are senior high school educators who handle graduation-level classes. According to Tan (2024) and Wang et al. (2025), teachers handling upper-grade levels are more likely to integrate AI tools because these grades demand differentiated instruction, intensive writing, and performance-based assessments that benefit from AI assistance. Thus, the predominance of upper-grade educators aligns with literature showing higher AI adoption where workload and content complexity are greatest.



**Table 2**

*Primary Subject/Department*

Subject Taught	F	%
1. ELAR	6	20.00
2. Mathematics	4	13.33
3. Science	6	20.00
4. History	4	13.33
5. Foreign Languages	2	6.67
6. SpEd/Inclusion	3	10.00
7. CTE	2	6.67
8. Fine Arts	3	10.00
<b>Total</b>	<b>30</b>	<b>100%</b>

The table reveals that most respondents teach English Language Arts and Reading (ELAR) and Science (20% each), followed by Mathematics and History (13.33% each). This supports studies such as Giannakos et al. (2024) and Cengage Group (2025) showing that language and content teachers often lead in early AI adoption because these fields require substantial content generation and material customization. The prevalence of ELAR teachers echoes the emphasis in MagicSchoolAI’s educator suite, which includes writing, reading comprehension, and assessment design tools tailored to language instruction (U.S. Department of Education, 2023). The finding, therefore, demonstrates how subject-specific demands shape the adoption of AI-based teaching assistants.

**Table 3**

*Years of Teaching*

Teaching Experience	F	%
1. 0-3 years	1	3.33
2. 4-7 years	5	16.67
3. 8-12 years	4	13.33
4. 13-20 years	16	53.33
5. 21+ years	4	13.33
<b>Total</b>	<b>30</b>	<b>100%</b>

More than half of the participants have 13–20 years of teaching experience (53.33%), indicating that the respondents are experienced educators. This suggests that veteran educators, as well as digital-native teachers, utilize MagicSchoolAI due to its ability to simplify tasks. Wang et al. (2024) found that experienced

teachers often value AI tools for reducing clerical work while maintaining pedagogical control. Similarly, Bakker & Demerouti (2017) emphasized that technology serves as a *job resource* when it reduces job strain and administrative load. This confirms that even veteran teachers—often burdened by documentation and lesson planning—appreciate the efficiency benefits of AI.

**Table 4**

*AI/EdTech PD Attended in 12 months*

Sessions	F	%
1. None	0	0.00
2. 1-2 sessions	4	13.33
3. 3-5 sessions	24	80.00
4. 6+ sessions	2	6.67
<b>Total</b>	<b>30</b>	<b>100%</b>

A large majority of teachers (80%) attended 3–5 professional development (PD) sessions, showing a high level of engagement with AI and EdTech training. According to Yim (2024) and Wang et al. (2025), consistent professional learning directly correlates with teachers’ confidence and trust in AI technologies. The U.S. Department of Education (2023) stresses that professional training and clear governance frameworks are vital to AI integration. This high PD attendance implies strong institutional support and aligns with UTAUT2’s construct of *facilitating conditions*, which drive behavioral intention to use technology.

**Table 5**

*Frequent Use of MagicSchoolAI*

Usage of MagicSchoolAI	F	%
1. Daily	24	80.00
2. 2-4x/week	4	13.33
3. Weekly	2	6.67
4. Monthly or Less	0	0.00
<b>Total</b>	<b>30</b>	<b>100%</b>

The results show that 80% of the respondents use MagicSchoolAI daily, while 13.33% use it 2–4



times weekly. This demonstrates high adoption and habitual use, indicating integration into teachers' daily routines. According to Tan (2024), sustained daily use of AI tools reflects both perceived usefulness and trust. The high utilization supports the claim by Gallup/Walton Family Foundation (2024) that teachers using AI weekly save about six weeks of working time annually. The consistency of daily engagement signifies that MagicSchoolAI has transitioned from novelty to necessity within instructional preparation and assessment design.

**Table 6**  
Primary Uses-Cases

Uses	F	%
1. Lesson/Unit Planning	19	63.33
2. Differentiation/Scaffolding	5	16.67
3. Assessment/quiz/rubric drafting	2	6.67
4. Feedback to students	3	10.00
5. Parent/family communications	0	0.00
6. Documentation (accommodations, IEP/504 support)	1	3.33
<b>Total</b>	<b>30</b>	<b>100%</b>

The most common use-case is lesson or unit planning (63.33%), followed by differentiation/scaffolding (16.67%) and feedback to students (10%). This is consistent with EdTech Magazine (2024) and Education Endowment Foundation (2023), which report that teachers primarily rely on AI for planning, differentiation, and formative feedback generation. The finding supports the Job Demands–Resources (JD–R) framework (Bakker, 2023), where AI serves as a *resource* that reduces workload in repetitive cognitive tasks, allowing teachers to focus on high-impact instructional design. The dominance of planning-related use further validates the claim that AI tools like MagicSchoolAI reshape “the invisible work of teaching”—planning, documentation, and assessment—outlined by Neubauer, Witkop, & Varpio (2019).

**2. K–12 teachers' evaluation on the accuracy and appropriateness of MagicSchoolAI outputs for their students and curricula**

**Table 7**  
*Perceived Efficiency*

Perceived Efficiency	Mean	Std. Dev.	Des.
Statement	%		
Using MagicSchoolAI reduces the time I spend drafting classroom materials.	4.43	0.27	<b>SA</b>
MagicSchoolAI fits naturally into my planning workflow.	4.56	0.29	<b>SA</b>
The tool helps me complete repetitive tasks more quickly.	4.41	0.27	<b>SA</b>
MagicSchoolAI enables me to redirect time toward higher-value instruction (e.g., feedback, conferencing).	4.81	0.35	<b>SA</b>
Preparing differentiated materials is faster with MagicSchoolAI.	4.42	0.27	<b>SA</b>
MagicSchoolAI decreases my overall planning workload during busy periods (e.g., grading windows).	2.48	0.60	<b>D</b>
I waste time trying to make MagicSchoolAI outputs usable.	2.60	0.57	<b>D</b>
Overall, MagicSchoolAI improves my work efficiency.	4.82	0.35	<b>SA</b>
<b>Total</b>	<b>4.07</b>	<b>0.38</b>	<b>A</b>

Teachers generally agree that MagicSchoolAI enhances efficiency (M = 4.07, SD = 0.38). The highest mean (M = 4.82) corresponds to the statement, “Overall, MagicSchoolAI improves my work efficiency,” indicating a broad consensus that the platform streamlines instructional preparation. This aligns with Gallup/Walton Family Foundation (2024), which reported that AI use yields measurable time savings for teachers.

The slightly lower means on “I waste time trying to make outputs usable” (M = 2.60) and “MagicSchoolAI decreases workload during grading periods” (M = 2.48) indicate that efficiency depends on output quality and verification ease—consistent with Bakker & Demerouti (2017) and Tummers et al. (2021), who argued that AI tools can reduce or increase workload depending on their accuracy and adaptability. The narrow SD (.38) reveals consensus among respondents,



suggesting that most teachers perceive MagicSchoolAI as a supportive efficiency tool rather than an additional demand.

**Table 8**  
*Perceived Accuracy & Alignment*

Perceived Accuracy & Alignment	M	Std. Dev.	D
Statement	%		
MagicSchoolAI outputs are factually correct for my subject area.	4.95	0.03	SA
Generated content aligns with state standards and curriculum expectations.	4.96	0.03	SA
Outputs are age-appropriate for my students.	4.92	0.02	SA
I can rely on MagicSchoolAI to produce unbiased and inclusive language.	4.91	0.02	SA
I frequently find subtle inaccuracies that require significant correction.	4.90	0.03	SA
The tool's suggestions for assessments (e.g., items, rubrics) are appropriate and accurate.	4.98	0.04	SA
I trust MagicSchoolAI to propose examples and scenarios that are contextually correct.	4.90	0.03	SA
I avoid using outputs because they are rarely accurate.	4.87	0.05	SA
<b>Total</b>	<b>4.92</b>	<b>0.04</b>	<b>SA</b>

Results show a strongly agreed interpretation (M = 4.92, SD = 0.04), meaning teachers found MagicSchoolAI highly reliable and aligned with state standards. This reflects confidence in the factual accuracy, inclusivity, and contextual relevance of AI-generated content. Lee (2024) and Giannakos et al. (2024) noted that teacher trust hinges on perceived accuracy and curriculum alignment. Wang et al. (2024) further emphasized that such trust forms the foundation for sustainable AI adoption in education.

The extremely low SD (.04) underscores uniform satisfaction among teachers, supporting the notion of *human-in-the-loop trust*—where

teachers verify but still rely on AI outputs. This corresponds with MIT Sloan EdTech (2023) and Cengage Group (2025), who reported that trust in AI accuracy drives continued classroom use.

**Table 9**  
*Influence on Professional Judgment, Decisions & Trust*

Influence on Professional Judgment, Decisions & Trust	M	Std. Dev.	D
Statement	%		
Using MagicSchoolAI positively influences my instructional decisions.	4.92	0.03	SA
I verify outputs before use and feel confident in my final judgments.	4.76	0.07	SA
Over time, my trust in MagicSchoolAI has increased.	4.86	0.04	SA
MagicSchoolAI enhances my ability to differentiate for diverse learners.	4.91	0.03	SA
School/district supports (PD, templates, policies) help me use MagicSchoolAI responsibly.	4.98	0.04	SA
MagicSchoolAI frees cognitive bandwidth for higher-order planning and reflection.	4.94	0.03	SA
I feel pressured to use the tool even when I prefer not to.	2.58	0.62	SA
Overall, MagicSchoolAI contributes to the improved quality of my classroom materials.	4.91	0.03	SA
<b>Total</b>	<b>4.61</b>	<b>0.36</b>	<b>SA</b>

The mean score (M = 4.61, SD = 0.36) indicates that teachers *strongly agree that MagicSchoolAI* enhances professional decision-making and trust. The highest ratings are seen in “School/district supports help me use MagicSchoolAI responsibly” (M = 4.98) and “MagicSchoolAI enhances my ability to differentiate” (M = 4.91). These results support UTAUT2’s idea that performance expectancy and



facilitating conditions affect long-term technology use (Tan, 2024; Wang et al., 2025).

Meanwhile, the lower score for “I feel pressured to use the tool” ( $M = 2.58$ ) echoes Yim (2024), who cautioned that mandated or top-down technology implementation can erode intrinsic motivation. The balance between autonomy and support reflects the phenomenological insights of Neubauer, Witkop, & Varpio (2019) and Alase (2017), who described how teachers construct trust through lived experience with AI tools. The consistency of responses shows that MagicSchoolAI enhances reflective practice and professional autonomy when use remains voluntary and ethically guided.

Overall, the results across demographic, usage, and perceptual tables reveal that: Teachers across subject areas and grade levels are embracing AI as a means to improve planning efficiency and content generation. Accuracy and reliability are decisive for trust and continued use; Institutional support and PD strongly predict successful adoption. MagicSchoolAI functions as a *job resource* that reduces teacher workload, increases instructional precision, and strengthens professional confidence—aligning with both JD–R and UTAUT2 theoretical lenses.

As summarized by Bakker (2023) and Wang et al. (2025), AI integration becomes sustainable when it advances teacher efficiency *without compromising professional judgment*—a conclusion fully supported by the present findings.

### **3. Ways do teachers’ experiences with efficiency and accuracy influence their professional judgment, classroom decisions, and willingness to integrate the tool over time**

Teachers’ experiences with efficiency and accuracy significantly shape their professional judgment, classroom decision-making, and willingness to integrate MagicSchoolAI over time. When teachers perceive the tool as both time-saving and trustworthy, it evolves from a novelty to an indispensable professional resource that complements rather than replaces human expertise. From the lens of efficiency, teachers

reported that MagicSchoolAI reduces time spent on routine planning, assessment drafting, and documentation. This reclaimed time enables them to engage in higher-order teaching tasks—such as providing individualized feedback, scaffolding instruction, and reflecting on student needs. As Bakker and Demerouti’s (2017) Job Demands–Resources (JD–R) Theory posits, technology that minimizes job demands becomes a *motivational resource*, enhancing satisfaction and decision-making capacity. The perceived efficiency thus boosts teachers’ confidence and autonomy in exercising professional judgment since they can focus energy on instructional quality rather than clerical load.

Teachers’ faith in MagicSchoolAI’s accurate, standards-aligned outputs gives them confidence in how well it will work in the classroom. When the system produces factually correct, age-appropriate, and culturally sensitive materials, teachers are more inclined to incorporate its recommendations into lesson design and formative assessment. This trust strengthens the concept of “human-in-the-loop” verification, where teachers maintain final authority over accuracy while relying on AI for preliminary drafts and inspiration. Such a dynamic aligns with Lee (2024) and Giannakos et al. (2024), who emphasize that sustained AI adoption relies on perceived accuracy and transparency in content generation.

Over time, these dual experiences of efficiency and accuracy interact to influence teachers’ professional judgment and decision-making. Teachers use the tool as part of their regular reflection: they check, change, and improve AI outputs based on what happens in the classroom. Teachers begin to see MagicSchoolAI not as an external entity but as a collaborative partner that enhances their pedagogical reasoning. This continuous interaction nurtures *technological trust*, which strengthens teachers’ willingness to integrate AI tools long-term. In summary, teachers’ experiences with efficiency and accuracy shape a virtuous cycle of trust, confidence, and agency: Efficiency frees cognitive and temporal resources, Accuracy builds trust and professional assurance, and together, they deepen teachers’ judgment, strengthen classroom decision-making, and sustain long-term



willingness to integrate AI meaningfully into instruction.

## CONCLUSIONS

From the findings, the following conclusions are drawn: MagicSchoolAI effectively boosts teachers' efficiency and productivity. Teachers experience meaningful reductions in preparation time and repetitive work, validating claims that AI can streamline the invisible labor of teaching when used responsibly. The tool demonstrates high accuracy, reliability, and alignment with instructional standards. Teachers perceive MagicSchoolAI outputs as factual, inclusive, and age-appropriate, confirming that accuracy underpins trust and sustained adoption; Professional trust and autonomy are preserved when AI serves as a collaborator rather than a controller. Teachers appreciate AI tools that augment their expertise and allow for professional discretion. Supportive school environments, ethical guidelines, and ongoing training further reinforce this balance; and Professional development and policy support determine the quality of AI integration. The high participation in AI-related PD correlates with consistent daily use and positive experiences, echoing UTAUT2's principle that facilitating conditions drive behavioral intention and habit formation; and Phenomenologically, teachers' lived experiences with AI are characterized by empowerment, confidence, and reflective control. MagicSchoolAI transforms its workflow without eroding the human touch—illustrating the intersection of *efficiency, accuracy, and agency* at the core of modern teaching.

## RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed: For Teachers. Continue utilizing MagicSchoolAI to streamline lesson planning and differentiation while maintaining critical human oversight to ensure contextual accuracy. Participate in ongoing AI literacy and ethics training to enhance proficiency in prompt design, verification, and bias

detection. Share best practices through collaborative professional learning communities (PLCs) focused on AI-enhanced instruction; For School and District Leaders. Develop and implement AI integration policies emphasizing transparency, data privacy, and ethical classroom use. Provide continuous professional development that blends technical training with pedagogical applications, ensuring teachers feel competent and autonomous. Establish supportive feedback loops where teachers can communicate challenges, suggest feature improvements, and co-create AI usage norms; For Policymakers. Create guidelines for responsible AI use in education, ensuring equitable access and adherence to accuracy and ethics standards. Fund research-driven pilots exploring AI's longitudinal effects on teacher efficiency, student learning, and institutional practices. Integrate AI ethics and literacy into teacher preparation curricula to prepare future educators for AI-rich classrooms, and For Future Researchers. Conduct qualitative and mixed-method studies involving larger, more diverse populations to generalize findings across school contexts. Explore the impact of AI on teacher well-being, instructional creativity, and cognitive workload. Extend the phenomenological approach by investigating students' lived experiences of AI-assisted instruction to complement teacher perspectives.

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