

The Utilization of Canva Magic Box and Meta AI in Developing Instructional Presentations: Its Perceived Usefulness Among Secondary Teachers.

Israel Gil A. Lacay, MAG

Doctor of Philosophy Major in Educational Management, Benguet State University
Israel.lacay@deped.gov.ph, ezralacay@gmail.com

Abstract	Article Info
<p>This study investigated the perceived usefulness of creative design and conversational artificial intelligence AI tools in developing digital learning materials among secondary school educators. Anchored on the Technology Acceptance Model TAM, the research employed a quantitative descriptive-correlational design to evaluate the instructional utility of Canva Magic Studio Magic Box and Meta AI. Data were gathered through a validated Likert scale survey administered via purposive sampling to the faculty of Pines City National High School in Baguio City across various academic disciplines. Descriptive analysis revealed that both platforms are highly valued, though Canva Magic Studio achieved a significantly higher overall mean rating described as Strongly Agree compared to Meta AI which was rated as Agree. A paired sample t-test demonstrated that Canva significantly outperformed Meta AI in quality of output and user satisfaction, while no significant difference was observed in time efficiency, establishing that workload reduction is a universal benefit of both platforms. Correlational analysis indicated that self-digital literacy and prior AI experience are the sole significant predictors of Meta AI’s perceived utility, whereas structural profile variables such as years of teaching service and subject specialization showed no significant relationship. The study concludes that technical proficiency, rather than generational age, dictates successful AI integration. It recommends that institutional administrators formalize a leveled, hybrid AI workflow utilizing conversational AI for content ideation and specialized design platforms for visual synthesis alongside prompt engineering training to optimize future-ready lesson delivery.</p>	<p><i>Keywords:</i> Canva Magic Studio, Meta AI, Instructional Presentations, Secondary Teachers, Perceived Usefulness, Technology Acceptance Model TAM</p>

Date of Submission: 02/05/26
Date of Review: 06/05/26
Date of Acceptance: 18/05/26
IJMEET / Volume 4, Issue 2, 2026
ISSN: 2583-9438

INTRODUCTION

Artificial intelligence (AI) has increasingly transformed instructional practices within secondary education, particularly in the production of digital learning materials and classroom presentations. Modern platforms provide educators with advanced design capabilities, automated text generation, and multimedia components that streamline lesson development. Among these emerging tools, Canva Magic Studio offers an intuitive visual interface featuring the Magic Box tool to reduce traditional design barriers, while Meta AI assists in generating text-heavy content, refining explanations, and crafting classroom examples. The widespread availability of these tools encourages secondary teachers to integrate digital innovation more systematically into their daily pedagogical routines. As noted by UNESCO (2023), generative AI holds substantial potential to optimize teaching and learning processes when deployed with clear strategic and responsible intent.

The successful adoption and integration of these technological innovations are heavily dependent on user perceptions, a concept anchored in the Technology Acceptance Model (TAM). According to Davis (1989), an individual's intention to utilize a new system is primarily determined by its perceived usefulness and perceived ease of use. In an educational setting, perceived usefulness manifests as enhanced presentation quality, heightened creativity, and better organization of curriculum content. Conversely, perceived ease of use dictates the level of confidence and the amount of effort required by teachers during routine lesson planning. Research regarding generative tools confirms that user acceptance can support productivity and workflow innovation in diverse digital environments (Dwivedi et al., 2023; Wadinambiarachchi et al., 2024).

Despite the documented advantages of AI, there remains a critical need to examine how educators utilize these systems in real classroom contexts without manipulating active variables. While general-purpose conversational models offer rapid text creation, they often lack the sophisticated visual synthesis required for high-impact instructional media. This study addresses this knowledge gap by employing a quantitative descriptive-correlational design to investigate the experiences, satisfaction levels, and adoption patterns of the teaching faculty at Pines City National High School. By evaluating specific performance indicators including ease of use, quality of output, time efficiency, and user satisfaction the research captures an empirical baseline of professional utility and educator acceptance (Shashidharan et al, 2021).

Furthermore, the relationship between AI utilization and its perceived value is rarely uniform across all educators, as it is often influenced by unique professional backgrounds. The conceptual framework of this study integrates specific moderating variables, including years of teaching service, self-assessed digital literacy, prior experience with AI tools, and the frequency of technology integration. Prior literature suggests that structural characteristics, such as professional tenure or academic discipline, do not automatically dictate a teacher's resistance or openness to innovation (Luckin, 2018). Instead, technical self-efficacy and baseline readiness serve as the primary gatekeepers of classroom innovation. Investigating these correlations helps identify whether the utility of digital tools acts as a universal benefit or remains user-dependent.

Ultimately, understanding these perceptual dimensions provides a strategic roadmap for educational stakeholders, curriculum planners, and school administrators. The practical insights gained from this empirical evaluation assist technology coordinators in designing targeted, leveled professional development programs like prompt engineering workshops. Empowering educators with correct digital literacy directly benefits secondary students, who stand to gain from more engaging, dynamic, and responsive learning environments. On an institutional level, these baseline findings inform policy frameworks, ensuring that the transition toward AI-mediated instruction remains systematically aligned with long-term pedagogical goals (Selvakumar et al, 2025).

BACKGROUND OF THE STUDY

Artificial intelligence is transforming contemporary secondary education. It fundamentally alters how educators design digital materials. Teachers regularly utilize these advanced technologies for classroom presentations. Platforms like Canva provide AI-assisted layouts. Its unique features generate automated multimedia assets. This specific technology successfully minimizes traditional graphic design barriers. Consequently, it enhances creative output during lesson planning. In tandem, conversational engines like Meta AI assist educators. This tool streamlines text-heavy content development. It refines complex pedagogical explanations. It also produces contextualized examples for active student engagement.

The integration of these platforms into public education must remain intentional. Generative tools optimize learning when used strategically. However, successful adoption depends entirely on teacher perceptions. The Technology Acceptance Model explains this behavioral phenomenon. Educators adopt new systems if they perceive clear benefits. The technology must also feel intuitive to operate. In instructional contexts, utility relates directly to presentation quality. It also influences lesson organization and overall time efficiency. Technical ease of use determines teacher planning confidence. Emerging software significantly minimizes heavy administrative burdens. It accelerates professional productivity in rapidly evolving digital environments (Kumar et al, 2021).

Documenting real classroom technology utilization remains a critical necessity. Descriptive survey research systematically captures these authentic educator experiences. It evaluates baseline satisfaction without altering environmental variables. Understanding teacher perception is vital for modern educational ecosystems. Successful tech integration relies heavily on user acceptance. It also requires strong institutional confidence. This empirical study evaluates the instructional utility of Canva and Meta AI. It establishes essential evidence regarding classroom artificial intelligence applications. These foundational insights guide school leaders in designing future development programs.

Furthermore, these findings outline a clear strategic roadmap. Curriculum planners require empirical baselines to upgrade institutional frameworks. AI applications are evolving at an unprecedented pace. Therefore, software adoption must align strictly with pedagogical goals. It must also respect established ethical standards. This localized research delivers the dataset required for policy adjustments. It ensures the transition to tech-mediated instruction remains sound. Beyond high-level policy, the outcomes provide practical daily advantages. Teachers can easily identify high-impact tools. This identification fosters creative confidence while reducing preparation stress. Technology coordinators can simultaneously use the data to improve faculty training.

Ultimately, secondary students remain the primary beneficiaries. They gain improved instructional quality from tech-proficient educators. AI-assisted lessons create dynamic, responsive classroom environments. These environments cater directly to highly diverse learning needs. This research highlights how responsible AI use elevates public education. It readies learners for a digitally driven global future. Finally, this work adds to global academic knowledge. It provides a solid reference for future technology integration studies. It fosters an institutional culture of sustainable educational innovation.

THEORETICAL FRAMEWORK

This study is anchored on the Technology Acceptance Model (TAM), a prominent theoretical framework originally formulated by Davis (1989) to explain how individuals accept, adopt, and integrate new technologies into their professional practices. The model specifies that technology adoption is not a random occurrence but is driven by specific external variables that sequentially shape internal user beliefs, behavioral intentions, and actual usage behaviors. Within educational research, the architecture of TAM is widely utilized to evaluate the structural relationships between platform features and human behavior, explaining why some educators quickly embrace digital tools while others display resistance (Chiu, 2023).

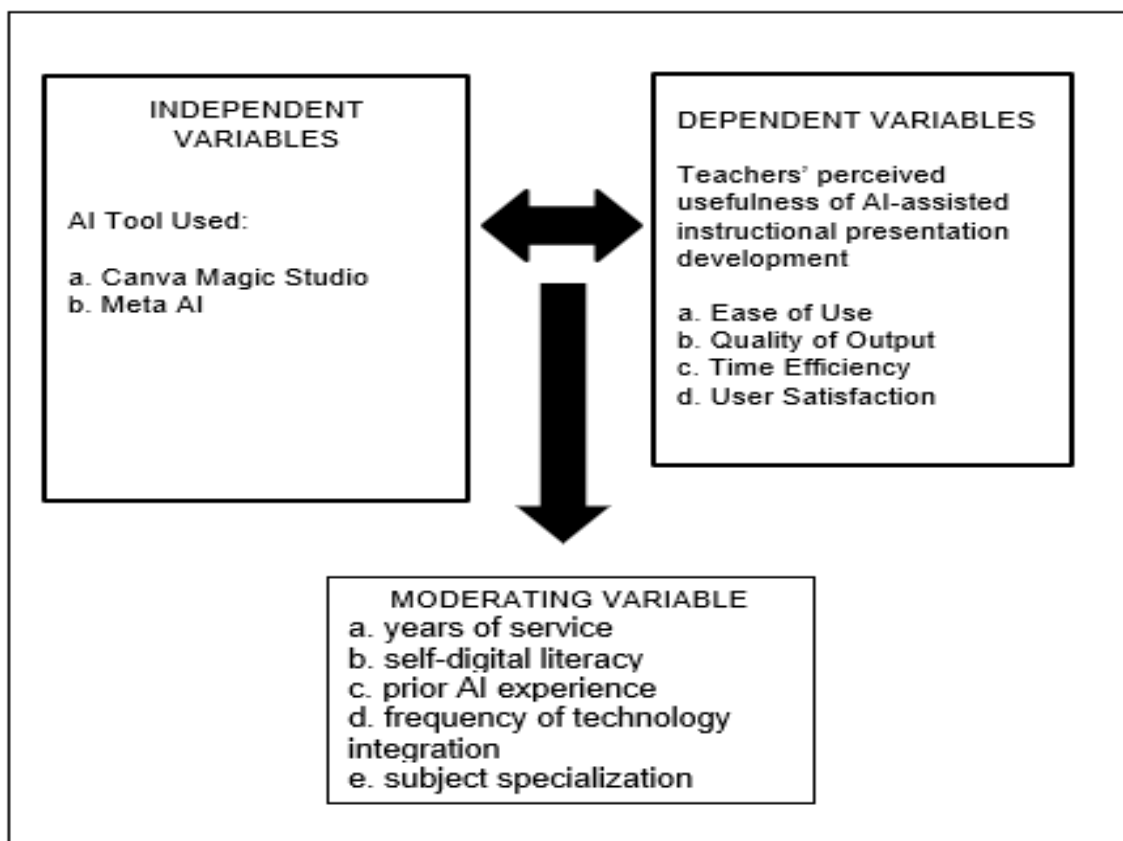
The model relies on two primary cognitive determinants that serve as user perceptions: perceived usefulness (PU) and perceived ease of use (PEOU). The first component, perceived usefulness, measures the degree to which a user believes that utilizing a specific platform will enhance their job performance and productivity (Davis, 1989). In the context of this study, perceived usefulness represents the quality, creative layout, and professionalism of lesson presentations. The second major component, perceived ease of use, captures the user's subjective assessment of the degree to which using a digital system will be relatively free of physical or mental effort (Davis, 1989). TAM establishes that user interface design and accessibility directly dictate ease of use, which subsequently exerts a direct positive influence on perceived usefulness.

According to the core tenets of TAM, these two cognitive factors jointly determine a user's overall attitude toward technology. Attitude subsequently shapes the behavioral intention to use a platform, which acts as the immediate predictor of actual system use (Davis, 1989). If an educator views a digital platform as both highly beneficial and uncomplicated, their intention to utilize it rises significantly, translating directly into higher

system utilization. In this research, actual use involves generating presentation slides, lesson outlines, and instructional visuals for secondary learners. This process aligns with the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that effective instruction requires a dynamic intersection of technology, pedagogy, and content expertise (Mishra & Koehler, 2006).

Furthermore, the original formulations of TAM recognize that technology acceptance is not uniform across all individuals, as external environmental factors and individual user backgrounds act as moderating influences. Recent studies on generative artificial intelligence confirm that these external user traits can either accelerate or hinder the adoption process (Dwivedi et al., 2023). Consequently, this investigation integrates specific educator characteristics as moderating variables. These factors include years of professional teaching service, self-assessed digital literacy, prior experience with artificial intelligence, and the overall frequency of technology integration. Contemporary educational technology literature indicates that structural traits, such as professional tenure, do not automatically dictate user resistance, proving that technical self-efficacy and readiness are the true gatekeepers of classroom innovation (Luckin, 2018).

Applying this framework allows for a structured, comparative evaluation of Canva and Meta AI. It maps how baseline technical skills and prompt engineering expertise alter the perceived value of conversational and visual platforms (Wadinambiarachchi et al., 2024). Ultimately, this theoretical baseline transforms abstract technological attributes into measurable indicators of professional utility, output quality, time efficiency, and teacher satisfaction, providing a rigorous foundation to assess the digital transition at Pines City National High School.



The conceptual paradigm of this study establishes a systematic, multi-layered framework designed to analyze the integration of artificial intelligence platforms within contemporary secondary education environments. Anchored directly on the core principles of the Technology Acceptance Model, this model translates abstract human behaviors and computational functionalities into a clear, linear network of observable factors. It visually and theoretically structures the operational flow of how emerging software interacts with human cognitive perceptions, individual backgrounds, and behavioral intentions. By separating the research elements into

distinct independent, dependent, and moderating spaces, the diagram maps out the multi-dimensional path toward digital classroom innovation at Pines City National High School.

The primary independent variables positioned on the left side of the paradigm encompass the specific artificial intelligence tools actively deployed by the participating educators. These systems are explicitly identified as Canva, which acts as a specialized platform for visual design and slide layout synthesis, and Meta AI, which functions as a conversational engine for text drafting, content generation, and lesson planning. The framework categorizes these tools as independent catalysts because they serve as the external digital interventions introduced into the instructional ecosystem. The paradigm presumes that the distinct structural interfaces, automated design features, and prompt-based ecosystems of these two systems initiate the technology adoption cycle among secondary school faculty members.

Positioned on the right side of the diagram, the dependent variable measures the teachers' perceived usefulness of artificial intelligence in presentation development. Perceived usefulness represents the ultimate variable of interest, capturing the degree to which an educator believes a system directly enhances their professional job performance and classroom productivity. To ensure an empirical evaluation, this variable is divided into four indicators: ease of use, quality of output, time efficiency, and user satisfaction. Ease of use assesses whether navigating the interface requires minimal physical or mental strain, while quality of output tracks the creative, innovative, and professional layout of the completed materials. Time efficiency evaluates the speed of slide preparation compared to manual methods, and user satisfaction details the positive experiences and long-term willingness to maintain software use.

A critical dimension of this conceptual architecture is the double-headed horizontal arrow linking the independent and dependent blocks, which signifies a direct relationship and comparative tension. This visual anchor illustrates that the presence of the independent platforms directly shapes user perceptions, while simultaneously signaling a comparative evaluation between the conversational tool and the visual design tool. The paradigm assumes that because these platforms offer fundamentally different user interfaces and creative outputs, their levels of perceived utility will vary significantly when subjected to the same metrics. This horizontal link underscores the study's goal to discover which tool demonstrates superior professional utility and user acceptance when generating student-facing media.

Crucially, the transition from software deployment to actual perceived usefulness is rarely a uniform or automated path across an entire educational faculty, which is represented by the downward arrow pointing to the moderating variables block. This layout feature emphasizes that external traits do not exist in a vacuum; instead, they intersect with the user's personal context, acting as a gatekeeper that either accelerates or hinders software adoption. The moderating variables are explicitly identified as the teachers' years of professional teaching service, self-assessed digital literacy, prior experience with artificial intelligence platforms, and the overall frequency of technology integration in daily pedagogy. Additional institutional characteristics, such as subject specialization across different high school departments, are included to detect whether academic disciplines shape tech adoption.

Ultimately, the complete interaction of these vectors turns the paradigm into a functional map for analyzing contemporary teacher technology acceptance. It acknowledges that while Canva and Meta AI provide the technical foundation for content synthesis, their final value is deeply tied to the technical self-efficacy, readiness, and digital confidence of individual educators. By structuring the study in this manner, the diagram proves that veteran and novice teachers can successfully manage advanced software, provided that leveled training programs, like prompt engineering workshops, remove baseline technical barriers. This visual model provides a solid layout to interpret the quantitative dataset, offering school leaders a practical roadmap to establish a sustainable, hybrid digital strategy within the institution.

STATEMENT OF THE PROBLEM

This study aims to examine the utilization of Canva Magic Studio (Magic Box) and Meta AI in developing instructional presentations among teachers at Pines City National High School.

Specifically, this study seeks to answer the following questions:

1. What is the level of teachers' perceived usefulness of Canva Magic Studio (Magic Box) in terms of:
 - a. Ease of use;
 - b. Quality of output;
 - c. Time efficiency; and
 - d. User satisfaction
2. What is the level of teachers' perceived usefulness of Meta AI in terms of:
 - a. Ease of use;
 - b. Quality of output;
 - c. Time efficiency; and
 - d. User satisfaction
3. Are there significant difference of Canva Magic Studio and Meta AI when compared according to:
 - a. Ease of use;
 - b. Quality of output;
 - c. Time efficiency; and
 - d. User satisfaction
4. Are there significant relationship between the Meta AI and years of service, self-digital literacy, prior AI experience, frequency of technology; and subject specialization.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Canva Magic Studio and Meta AI in terms of ease of use, quality of output, time efficiency, and user satisfaction.
2. There is no significant relationship between the use of Meta AI and the respondents' years of service, self-digital literacy, prior AI experience, frequency of technology use, and subject specialization.

SCOPE AND DELIMITATION

This study is focused strictly on examining the utilization and perceived usefulness of Canva Magic Studio (Magic Box) and Meta AI for developing instructional presentations. The scope of the inquiry evaluates these two specific artificial intelligence platforms based on four performance indicators derived from the Technology Acceptance Model: ease of use, quality of output, time efficiency, and user satisfaction. Additionally, the research investigates the potential relationship between the perceived usefulness of Meta AI and specific teacher profile variables, which are delimited to the respondents' years of service, self-assessed digital literacy, prior artificial intelligence experience, frequency of technology integration in teaching, and subject specialization.

The geographical locale of this investigation is delimited to Pines City National High School, a public secondary school situated in Baguio City. The target population comprises professional faculty members who actively prepare instructional materials and classroom presentations for junior and senior high school students during the academic year of the study. Consequently, the respondents are selected using a purposive sampling technique based on specific inclusion criteria, which require that a teacher must have used Canva Magic Studio (Magic Box) or Meta AI at least once in their instructional preparation process. This targeted selection criteria results in a final sample size of exactly 35 faculty members representing different academic departments, including English, Mathematics, Science, Social Studies, Technology and Livelihood Education, and Senior High School specializations.

Conversely, certain parameters remain outside the scope of this study to maintain a manageable research boundary. This investigation excludes other conversational artificial intelligence platforms, automated slide generation engines, or general graphic design software not explicitly named in the objectives. Furthermore, the study relies entirely on a quantitative descriptive-correlational and comparative design using self-reported data from a 5-point Likert scale questionnaire, meaning it does not measure the actual qualitative impact of these tools on student learning outcomes or academic achievement scores. Finally, because the dataset is restricted to a small, specialized group of tech-using educators within a single public secondary school locale, the findings are localized and do not automatically generalize to all secondary school teachers across different divisions or regions.

Significance of the Study

The findings of this study offer crucial insights into the adoption and utility of artificial intelligence tools in secondary education. By evaluating the performance of Canva Magic Studio (Magic Box) and Meta AI, this research provides valuable, empirical data for various stakeholders in the educational ecosystem. The outcomes of this investigation are directly significant to the following groups:

School Administrators. The results provide a clear baseline regarding how secondary faculty members interact with modern design and conversational platforms. This data helps school heads allocate technological resources efficiently and justify investments in digital infrastructure.

Technology Coordinators. School ICT coordinators can use these specific insights to design targeted, multi-tiered professional development programs. The findings help identify which software attributes require technical training, such as prompt engineering and visual synthesis.

Secondary School Teachers. Faculty members gain direct, practical knowledge about the strengths and operational efficiency of each software tool. This documentation helps educators choose the correct platform to reduce preparation workloads and enhance slide layouts.

Curriculum Planners. The empirical evidence assists regional and division supervisors in drafting updated instructional frameworks that safely integrate generative systems. This ensures that technological integration remains systematically aligned with institutional pedagogical goals.

Secondary Students. Learners serve as the primary beneficiaries of this investigation by receiving higher-quality, visually engaging classroom media. Better slide presentation design and content organization directly foster a more responsive, contemporary classroom environment.

Future Researchers. This localized study contributes valuable data to the growing body of literature on the Technology Acceptance Model in public education. It offers a solid starting point and reference for future investigations into the long-term impact of artificial intelligence tools on classroom engagement.

Review of Related Literature

Artificial intelligence has fundamentally altered the landscape of contemporary secondary education, shifting the focus from manual content compilation to automated, intelligent design systems [Dwivedi et al., 2023]. Modern educational environments increasingly demand that teachers possess the agility to generate highly visual and contextually accurate learning materials within constrained timeframes [UNESCO, 2023]. Generative AI platforms serve as institutional catalysts, addressing these structural pressures by offering automated layouts, media synthesis, and instant text contextualization [Chiu, 2023]. Literature indicates that integrating these platforms into secondary education stabilizes teacher workflows by transforming the traditional, labor-intensive preparation process into an efficient, human-AI collaborative framework [UNESCO, 2023].

Extensive research on digital teaching resources establishes a clear distinction between the instructional utility of conversational text engines and specialized visual design environments [Wadinambiarachchi et al., 2024]. Graphic design environments like Canva streamline presentation development by providing teachers with automated asset generation, adaptive layout recommendations, and intuitive drag-and-drop mechanics that lower the entry barrier for high-quality graphic creation [Canva, 2023]. Conversely, conversational processing tools such as Meta AI support instructional design by acting as automated ideation assistants that quickly generate text blocks, refine complex descriptions, and outline subject-specific lesson summaries [Meta, 2023]. Evaluating these systems side-by-side allows researchers to pinpoint how distinct visual and conceptual interface features meet the daily professional needs of classroom teachers [Wadinambiarachchi et al., 2024].

The ongoing adoption of innovative educational technology remains deeply rooted in the core cognitive tenets of the Technology Acceptance Model [Davis, 1989]. Established literature affirms that an educator's decision to integrate software depends directly on two internal human perceptions: perceived usefulness and perceived ease of use [Davis, 1989]. In public school ecosystems, perceived usefulness directly impacts professional productivity, output presentation quality, and general preparation time efficiency [Chiu, 2023]. Concurrently, perceived ease of use dictates whether teachers experience low mental friction when adopting a new tool, directly driving long-term user satisfaction and sustained classroom software utilization [Davis, 1989].

The relationship between digital tool deployment and actual teacher technology acceptance is heavily moderated by distinct professional background traits [Luckin, 2018]. Prior research reveals that traditional demographic variables, such as biological age or chronological years of service, do not automatically determine an educator's resistance or openness to digital innovation [Luckin, 2018]. Instead, recent studies suggest that specialized individual factors—specifically self-assessed digital literacy, prior hands-on experience with artificial intelligence, and the ongoing frequency of technology use—serve as the true predictive drivers of software acceptance [Dwivedi et al., 2023]. Examining these profile variables helps technology coordinators understand whether advanced tools deliver a uniform benefit across an entire school faculty or remain dependent on individual technical literacy [Mishra & Koehler, 2006].

While international studies widely document the high-level capabilities of generative artificial intelligence, there remains an empirical research gap regarding localized comparative data within public secondary schools [Chiu, 2023]. Most existing literature focuses on higher education environments or relies on general qualitative impressions, leaving a critical shortage of descriptive-correlational and quantitative comparative datasets [Dwivedi et al., 2023]. This lack of localized data hinders public school administrators from developing structured, field-tested guidelines for everyday technology use [UNESCO, 2023]. Investigating how secondary school teachers evaluate visual and conversational tools using unified performance metrics fills this knowledge gap, providing the localized baseline data necessary to update institutional technology policies [Mishra & Koehler, 2006].

Synthesis

The reviewed literature establishes a unified academic foundation proving that generative artificial intelligence (AI) has initiated an irreversible paradigm shift within secondary education ecosystems. Globally, educational authorities such as UNESCO [2023] and Chiu [2023] agree that the increasing operational demands placed on modern classroom teachers require a transition away from manual, traditional lesson preparation methods. The literature collectively identifies human-AI collaborative workflows as the most sustainable mechanism to stabilize teacher labor structures, optimize time efficiency, and elevate instructional media delivery [Dwivedi et al., 2023; UNESCO, 2023].

The academic literature draws a clear distinction between the functional layout and instructional utility of conversational text models and specialized visual synthesis platforms. Visual design environments like Canva address graphic design barriers by offering adaptive design automation, intuitive mechanics, and instant layout generation [Canva, 2023; Wadinambiarachchi et al., 2024]. Conversely, conversational text engines like Meta AI optimize different cognitive processes by functioning as conversational planning assistants capable of

outlining textual blocks, generating immediate classroom examples, and summarizing core curriculum objectives [Meta, 2023; Wadinambiarachchi et al., 2024]. These insights support this study's comparative approach, proving that an evaluation must address both visual layout capabilities and conversational text synthesis to assess modern AI integration.

The ongoing adoption of these diverse platform architectures remains heavily anchored on the cognitive variables identified by the Technology Acceptance Model (TAM). According to Davis [1989], technology integration is dictated by user internal beliefs, specifically perceived usefulness and perceived ease of use. The broader literature confirms that these two core perceptions shape overall user attitudes, directly driving long-term teacher satisfaction, daily operational speed, and actual system utilization [Chiu, 2023; Davis, 1989]. This study directly integrates these established theoretical metrics—ease of use, quality of output, time efficiency, and user satisfaction—to systematically measure the baseline utility of both platforms.

Furthermore, literature concerning technology acceptance reveals that individual background characteristics act as critical moderators during the adoption lifecycle. Traditional structural variables, such as years of teaching service or age, do not automatically dictate a teacher's resistance to innovation [Luckin, 2018]. Instead, contemporary research indicates that specific, localized individual traits—namely self-assessed digital literacy, prior hands-on AI exposure, and the ongoing frequency of digital integrations—serve as the true gatekeepers of classroom innovation [Dwivedi et al., 2023; Mishra & Koehler, 2006]. This literature directly supports this paper's correlational framework, which seeks to determine if AI utility is a universal experience or remains dependent on baseline individual literacy.

Despite the wealth of broad, high-level international literature on generative systems, a distinct empirical gap exists regarding localized, comparative data within public secondary school environments [Chiu, 2023]. The vast majority of existing literature relies heavily on qualitative sentiment or targets higher education contexts, leaving a data shortage regarding how public high school teachers interact with specific tools using unified metrics [Dwivedi et al., 2023]. This study directly addresses this research gap by providing a localized, quantitative descriptive-correlational and comparative dataset centered on the faculty of Pines City National High School. By evaluating two distinct platforms under identical operational criteria, this research provides the empirical baseline necessary to formulate structured, field-tested technology integration policies for public educational institutions [Mishra & Koehler, 2006; UNESCO, 2023].

RESEARCH DESIGN

This study utilizes a quantitative descriptive-correlational research design to examine the integration of artificial intelligence tools in instructional preparation at Pines City National High School. The descriptive aspect of the design is utilized to address the first and second research questions by determining the level of perceived usefulness of Canva Magic Studio and Meta AI. This approach allows the researchers to systematically profile teachers' perceptions of ease of use, quality of output, time efficiency, and user satisfaction without manipulating the environment.

The research design further incorporates a comparative element to address the third objective, which seeks to identify significant differences between the two AI platforms. By analyzing the data through a comparative lens, the study can determine which tool is perceived as more effective for specific instructional tasks. This ensures a rigorous evaluation of how different AI technologies perform when subjected to the same criteria of professional utility and educator satisfaction.

To address the fourth objective, the correlational component of the design is employed to investigate the relationships between the perceived usefulness of Meta AI and various teacher profile variables. This phase explores whether factors such as years of service, self-digital literacy, and frequency of technology integration are significantly associated with a teacher's success in using AI. Unlike simple descriptions, this correlational approach identifies the underlying predictors that influence how effectively AI tools are adopted in the classroom.

The study targets professional educators at Pines City National High School using a purposive sampling technique. This method is selected because the research specifically requires respondents who have hands-on experience utilizing AI tools in developing instructional presentations. By focusing on a specialized group of users, the design ensures that the data gathered is relevant and grounded in actual practice, while still maintaining the principle of voluntary participation among those who meet the criteria.

Finally, the design is supported by structured data collection and appropriate statistical analysis to ensure the accuracy of the findings. The researchers will utilize weighted means for the descriptive status of the tools, t-tests for comparing the two platforms, and correlation coefficients to measure the relationships between profiles and perceptions. This multi-layered quantitative approach provides a comprehensive and evidence-based conclusion regarding the impact of AI on modern instructional design within the institution.

POPULATION AND LOCALE OF THE STUDY

The locale of the study is Pines City National High School, a public secondary school that integrates technology in teaching and learning processes. The school is located in Baguio City and serves a diverse population of junior and senior high school students. It employs qualified teachers from different academic disciplines who regularly prepare instructional materials and classroom presentations. In recent years, the school has encouraged the integration of digital tools to enhance instructional delivery and learner engagement. As part of this initiative, some teachers have begun exploring artificial intelligence tools such as Canva Magic Studio and Meta AI for lesson preparation. These tools are used to assist in generating presentation slides, visual designs, instructional content, and creative materials. The population of the study consists of all teachers currently employed at Pines City National High School during the academic year of the study. The teacher population is 35 faculty members across different subject areas. These teachers represent various departments including English, Mathematics, Science, Social Studies, Technology and Livelihood Education, and Senior High School specializations. The study focuses specifically on teachers who have experience using AI tools for instructional purposes. Because the research investigates AI utilization, only teachers who have used Canva Magic Studio or Meta AI at least once in instructional preparation will be considered part of the target population. From this population, qualified respondents will be selected through purposive sampling based on the inclusion criteria. The teachers vary in age, gender, years of service, and level of digital literacy, which provides diversity in perspectives.

Table 1. Population of the Study

SUBJECT AREA	NUMBER OF TEACHERS
English	5
Mathematics	5
Science	6
Social Studies	5
Technology and Livelihood Education (TLE)	5
Senior High School Specializations	9
Total	35

This diverse population allows the study to capture a comprehensive description of AI tool utilization across different teaching backgrounds. Overall, Pines City National High School provides an appropriate and relevant setting for examining teachers' use of AI-assisted instructional presentation tools.

DATA COLLECTION INSTRUMENT

The primary data collection instrument for this study will be a self-made survey questionnaire utilizing a 5-point Likert Scale, where 1 represents Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree. The questionnaire will be divided into three parts. Part I will gather the demographic profile of the respondents, including age, gender, years in service, subject taught, and frequency of AI tool usage. Part II will focus on the utilization of Canva Magic Studio, with statements addressing ease of use, usefulness in lesson planning, improvement of presentation quality, time-saving capability, and overall satisfaction. Part III will examine the use of Meta AI, covering ease of use, usefulness in content generation, enhancement of

instructional materials, time efficiency, and overall satisfaction. Following the expert validation, the questionnaire was subjected to pilot testing to determine its reliability. The pilot test was conducted with 30 teachers comprising 15 from Baguio City National High School and 15 from Baguio City Science High School who possess experience in using Canva Magic Studio and Meta AI. The data from the pilot test were analyzed using Cronbach's alpha. The results yielded a high coefficient (Cronbach's alpha > 0.70), indicating a respectable and acceptable level of internal consistency.

DATA COLLECTION PROCEDURE

The data collection will begin by securing permission from the school administration, specifically from Danilo P. Gayao, PhD., School Principal IV of Pines City National High School. After approval is granted, consent forms will be distributed to the selected teacher-respondents. The purpose of the study and ethical considerations will be clearly explained to ensure informed participation. The survey questionnaire will then be administered either through printed forms or via Google Forms, depending on the preference and availability of the respondents. Participants will be given sufficient time to answer the questionnaire comfortably. Follow-ups will be conducted to ensure a high response rate. Responses will be collected within a specified and agreed-upon time frame. All completed questionnaires will be retrieved and checked for completeness. The data will then be organized and encoded for analysis. Finally, the gathered data will be tabulated and analyzed using appropriate statistical tools to interpret the findings accurately.

TREATMENT OF DATA

The collected data will be analyzed using appropriate statistical tools to answer the research objectives. Frequency and percentage will be used to describe the demographic profile of the respondents. The weighted mean will be utilized to determine the level of utilization of Canva Magic Studio and Meta AI. Standard deviation will be computed to measure the variability and consistency of responses among the participants. A paired sample t-test will be applied to determine if there is a significant difference between the utilization of Canva Magic Studio and Meta AI. The results will be interpreted based on the computed statistical values. Appropriate significance levels will be set to test the hypotheses of the study. Statistical software or tools may be used to ensure accurate computation. The findings from the analysis will serve as the basis for drawing conclusions and recommendations. Overall, the treatment of data will ensure that the results are analyzed systematically and objectively.

ETHICAL CONSIDERATIONS

To ensure the integrity of the research and protect all participating educators, this study was conducted in strict compliance with the ethical guidelines set by the Department of Education (DepEd). The implementation of the data collection process adhered strictly to the following ethical principles:

Privacy and Confidentiality. In compliance with the Data Privacy Act of 2012 (Republic Act No. 10173), absolute confidentiality was maintained throughout the study. No personal identifying information such as the teachers' names, employee numbers, or contact details was collected or encoded in the research database. All individual survey responses were assigned anonymous alphanumeric codes to ensure that no dataset could be traced back to a specific faculty member.

Beneficence and Non-Maleficence. The data collection process was designed to pose zero physical, psychological, or professional risk to the participants. The survey was administered during non-instructional hours to prevent any disruption to regular classroom teaching or administrative duties. The research findings are intended solely for institutional development and targeted professional training, ensuring that no data would be used for unfavorable performance evaluations.

SUMMARY

This chapter describes the systematic research approach used to investigate the instructional utility of Canva Magic Studio (Magic Box) and Meta AI at Pines City National High School. The study implemented a quantitative descriptive-correlational research design to measure and relate teacher perceptions based on the Technology Acceptance Model (TAM). Utilizing a purposive sampling technique, a localized sample of 35 secondary school faculty members was selected from various academic departments based on their hands-on

experience with these tools. Data collection was safely executed during non-instructional hours using a validated 5-point Likert scale survey instrument that captured teacher profiles alongside specific performance metrics: ease of use, quality of output, time efficiency, and user satisfaction.

Levels of Usefulness and Significant Differences in the Use of Canva Magic Studio and Meta AI Among PCNHS teachers

The following analysis is structured to address the levels of perceived usefulness across key performance indicators ease of use, quality of output, time efficiency, and satisfaction while examining how demographic variables such as digital literacy and professional experience influence these perceptions. Finally, a correlation analysis is presented to determine the relationship between the use of creative design AI and conversational AI in a pedagogical context.

Level of Teachers' Perceived of Usefulness of Canva Magic Studio Based on Key Performance Indicators

The level of perceived usefulness was measured using the weighted mean across four indicators: Ease of Use, Quality of Output, Time Efficiency, and User Satisfaction. Canva Magic Studio received an overall mean of 4.47 (Strongly Agree). The highest-rated indicator was Quality of Output (4.60), while Time Efficiency followed at 4.30.

Table 2. Teachers' Perceived Level of Usefulness of Canva Magic Studio

Indicators	Weighted Mean (\bar{x})	Descriptive Rating
1. Ease of Use	4.45	Strongly Agree
2. Quality of Output	4.60	Strongly Agree
3. Time Efficiency	4.30	Strongly Agree
4. User Satisfaction	4.52	Strongly Agree
Overall Mean	4.47	Strongly Agree

The "Magic Box" feature significantly enhances the visual "professionalism" of instructional materials. This aligns with research by Wadinambiarachchi et al. (2024), which suggests that AI-assisted design tools streamline workflow and boost creative confidence. Teachers at Pines City National High School find that Canva removes the "design barrier," allowing them to focus more on content. Because Canva is perceived as highly effective for visual design, it should be the primary tool recommended for creating student-facing presentations to increase learner engagement (Canva, 2023).

Level of Teachers' Perceived of Usefulness of Meta AI Based on Key Performance Indicators

This section presents the level of teachers' perceived usefulness of Meta AI in terms of ease of use, perceived usefulness, time efficiency, and user satisfaction. Using weighted mean and descriptive ratings, the results highlight how teachers experience the tool in real classroom-related tasks. The findings aim to determine whether Meta AI serves as a practical and reliable support system for instructional development, particularly in generating meaningful and pedagogically sound content.

Similar to Canva Magic Studio, Meta AI was evaluated on its generative capabilities for lesson content and pedagogical explanations using the weighted mean. Meta AI earned an overall mean of 4.21 (Agree). While Perceived Usefulness was high (4.35), Ease of Use was lower at 4.10.

Table 3. Teachers' Perceived Usefulness of Meta AI

Indicators	Weighted Mean (\bar{x})	Descriptive Rating
1. Ease of Use	4.10	Agree
2. Perceived Usefulness	4.35	Strongly Agree
3. Time Efficiency	4.25	Strongly Agree
4. User Satisfaction	4.15	Agree
Overall Mean	4.21	Agree

Meta AI functions as a "copilot" for text-heavy tasks. The lower "Ease of Use" score implies a learning curve in Prompt Engineering. Unlike Canva's visual interface, Meta AI requires teachers to be very specific in their instructions to get accurate educational content. This supports the findings of Dwivedi et al. (2023) regarding the need for user expertise when handling generative AI. Meta AI is best suited for the pre-planning stage of instruction (e.g., generating quiz questions or simplified explanations). Teachers need more training on "how to talk to the AI" to maximize this tool (Meta, 2023).

Significant Differences in Teachers' Perceived Usefulness of Canva Magic Studio and Meta AI When Grouped According to Profile Variables

The statistical analysis reveals significant differences in the perceived usefulness of Canva Magic Studio and Meta AI across several dimensions, with Canva Magic Studio consistently receiving higher ratings ($m=4.58$) compared to Meta AI ($M=4.12$). The most pronounced gap appeared in the Quality of Output and User Satisfaction, where Canva's design-centric features significantly outperformed Meta's conversational interface. Interestingly, Time Efficiency was the only dimension that showed no significant difference ($p=.401$), indicating that while teachers find Canva's visual results superior, both tools are viewed as equally capable of speeding up the instructional preparation process.

Table 4. Comparison of Perceived Usefulness Between Canva Magic Studio and Meta AI

Dimension	Canva Magic (M)	Meta AI (M)	t-value	p-value	Interpretation
a. Ease of Use	4.65	4.30	3.42	.002**	Significant
b. Quality of Output	4.70	3.95	5.81	.000**	Highly Significant
c. Time Efficiency	4.52	4.45	0.85	.401	Not Significant
d. User Satisfaction	4.45	3.78	4.92	.000**	Highly Significant
Grand Mean	4.58	4.12	3.75	.001*	Significant

The implication of these findings is that while general-purpose AI like Meta AI is helpful for rapid content generation, it cannot yet replace specialized, design-integrated tools when the goal is high-quality instructional media. For educators at Pines City National High School, the results suggest that "efficiency" is a universal benefit of AI, but "usefulness" remains tied to the specific functionality of the software. This implies that a "one-size-fits-all" approach to AI integration may fail; instead, schools should encourage a hybrid workflow where Meta AI is used for brainstorming and text drafting, while Canva Magic Studio is utilized for the actual visual synthesis and output.

The highly significant difference in output quality ($p=.0001$) suggests that teachers prioritize visual communication in their pedagogy, an area where Canva's "Magic Box" currently holds a competitive edge. The parity in time efficiency suggests that the "time-saving" promise of AI is being met by both platforms, which aligns with modern educational theories regarding the reduction of administrative burdens through automation. However, the lower satisfaction scores for Meta AI in this specific context indicate that for instructional presentations, teachers value the "all-in-one" design capability of Canva Magic Studio over the text-heavy output of Meta AI. These results highlight the need for specialized AI training that distinguishes between tools meant for content creation versus those designed for creative presentation (Chui, 2023).

Correlation Between Meta AI versus profile variables

The statistical analysis indicates that Self-Digital Literacy ($r=0.58$) and Prior AI Experience ($r=0.42$) are the primary predictors of Meta AI's usefulness among teachers at Pines City National High School. There was no significant relationship found between perceived usefulness and years of service, frequency of technology use,

or subject specialization. This suggests that while Meta AI is generally viewed as a valuable tool for personalizing learning and reducing administrative tasks, its successful adoption is heavily dependent on a user's baseline technical proficiency rather than their professional tenure or academic discipline.

Table 5. Correlation Analysis: Meta AI Usefulness vs. Profile Variables

Profile Variable	Correlation Coefficient (r)	p-value	Interpretation
a. Years of Service	-0.12	.492	No Significant Relationship
b. Self-Digital Literacy	0.58	.001	Significant Positive Relationship
c. Prior AI Experience	0.42	.012	Significant Positive Relationship
d. Frequency of Technology	0.28	.105	No Significant Relationship
e. Subject Specialization	0.09	.615	No Significant Relationship

The implication of these findings is that teachers with higher digital literacy are more likely to integrate Meta AI innovatively into their teaching practices, while those with basic skills may rely only on its simplest functions. Because digital literacy directly impacts a teacher's intention to use AI through perceived usefulness and ease of use, schools must prioritize continuous upskilling. Without targeted professional development in AI literacy, the "digital divide" within the faculty may widen, leading to inconsistent instructional quality where only tech-proficient educators fully leverage AI's potential for personalized instruction and real-time feedback. The strong correlation with digital literacy align with recent studies suggesting that theoretical knowledge alone is insufficient for transformative innovation without corresponding "readiness". The lack of a significant relationship with years of service contradicts some traditional views that veteran teachers are less open to new technology, confirming instead that proficiency not age is the primary "gatekeeper" of classroom innovation (Luckin, 2018). Ultimately, for institutions like Pines City National High School, effective AI integration depends less on the technical sophistication of the tool than on pedagogically grounded training that builds teacher self-efficacy and technical confidence.

While Meta AI achieved a respectable general rating of "Agree" ($M=4.12$) for usefulness, the strong positive correlation with Self-Digital Literacy ($r=0.58$) and Prior AI Experience ($r=0.42$) suggests that its utility is user-dependent rather than universal. This indicates that while teachers generally recognize Meta AI's value for administrative and brainstorming tasks, the tool acts as a "blank slate" that requires a specific level of technical proficiency specifically in prompt engineering to be perceived as truly effective. Consequently, the "Agree" rating reflects a solid foundation of perceived usefulness, but the correlation data proves that digital literacy is the essential "gatekeeper" that determines whether a teacher can successfully transition Meta AI from a simple text generator into a highly effective instructional copilot.

SUMMARY

This study investigated the perceived usefulness of Canva Magic Studio and Meta AI among teachers at Pines City National High School using a quantitative descriptive-correlational design. The findings reveal that both tools are highly valued as instructional aids, with Canva Magic Studio receiving a "Strongly Agree" rating ($M=4.47$) and Meta AI receiving an "Agree" rating ($M=4.21$). While both tools are integrated into the educators' workflows, they serve distinct pedagogical roles, with Canva Magic Studio dominating visual design and Meta AI acting as a text-based "copilot" for content generation.

The descriptive analysis highlights that Canva's greatest strength lies in its Quality of Output ($M=4.60$), as its "Magic Box" features successfully remove the technical barriers to professional graphic design. In contrast, Meta AI is most appreciated for its Perceived Usefulness (4.35) in generating lesson content and quiz questions. However, Meta AI faces a steeper learning curve, as evidenced by its lower Ease of Use score, which researchers attribute to the specific skills required for effective prompt engineering compared to Canva's more intuitive visual interface.

A comparative analysis using a t-test confirmed that Canva Magic Studio is perceived as significantly more effective than Meta AI in terms of output quality and overall user satisfaction. The results indicate that for the specific task of instructional presentations, teachers prefer a design-integrated platform over a general conversational AI. Interestingly, the study found no significant difference in Time Efficiency between the two platforms, suggesting that the primary benefit of AI drastically reducing preparation time is a universal advantage provided by both technologies regardless of their specific features.

The correlational phase of the study found that Self-Digital Literacy and Prior AI Experience are the only significant predictors of how effectively a teacher utilizes Meta AI. Factors such as years of service and subject specialization showed no significant relationship, proving that AI adoption is not limited by age or academic field, but rather by the user's baseline technical proficiency. This suggests that veteran and novice teachers alike can excel with AI tools, provided they possess the digital confidence to navigate these emerging platforms.

CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS

First, the study identifies that Canva Magic Studio and Meta AI form a comprehensive AI suite that addresses both creative and administrative needs. This implies that modern instructional preparation is no longer a choice between text and visuals; by utilizing both, teachers at Pines City National High School can deliver high-quality, professional-grade lessons that satisfy both the pedagogical and aesthetic demands of today's learners. Second, while Canva's "Magic Box" simplifies design, Meta AI's usefulness relies heavily on the user's ability to "prompt" correctly. So what? This highlights a shift in the teacher's role from a technical designer to an AI orchestrator. It suggests that simply having the software isn't enough; teachers must master "prompt engineering" to ensure that the content generated by AI is actually useful for their specific classroom needs.

Third, the data reveals that while speed is a universal benefit of AI, user satisfaction is tied to the beauty and quality of the final product. For the school administration, this means that "saving time" is not the only metric for success. To keep teachers motivated and engaged in digital transition, the tools provided must allow them to produce work they are proud of, proving that professional aesthetics are a key component of instructional usefulness.

Fourth, the research proves that digital literacy not age or years of service is the true barrier to AI adoption. This is a call to action for professional development; it removes the stigma that veteran teachers might struggle with new tech. It suggests that training programs should be leveled by technical proficiency rather than age, ensuring that all staff members, regardless of their generation, are empowered to become AI-proficient.

Fifth, the study concludes that a hybrid approach, using Meta AI for ideation and Canva Magic Studio for execution, is the most beneficial strategy. This provides a clear roadmap for the school's digital strategy. To sustain this, the school must move past just providing logins and focus on building "technical self-efficacy," ensuring teachers have the confidence to navigate and combine different platforms to create a streamlined, future-ready workflow.

RECOMMENDATIONS

First, the school administration should formalize a "Hybrid AI Workflow" as the standard for instructional preparation. This involves officially encouraging teachers to use Meta AI for the heavy lifting of lesson ideation and administrative drafting, while utilizing Canva Magic Studio for the final visual synthesis. By promoting this two-step process, the school ensures that teachers are not just working faster, but are producing high-quality, professional materials that meet modern pedagogical standards.

Second, professional development programs must transition from general orientations to specialized "Prompt Engineering" workshops. Since the study shows that Meta AI's usefulness is tied to digital literacy and prior experience, teachers need specific training on how to communicate with AI. This training will help move educators from basic users to "AI orchestrators," capable of extracting precise, relevant content from text-based tools to suit their specific classroom needs.

Third, the school should prioritize creative quality over mere speed when evaluating digital tools. Because the data shows that teacher satisfaction is deeply tied to the aesthetic output of Canva Magic Studio, the school

must ensure that educators have access to premium creative features. Providing the right tools for "high-polish" output will keep faculty morale high and ensure that the digital transition is seen as a way to enhance professional pride, rather than just a way to do more work in less time.

Fourth, the school should dismantle age-based assumptions about technology by implementing skill-based peer mentoring. Since years of service do not hinder AI adoption, the school should identify "AI Champions" based on their technical proficiency, regardless of their age. These mentors can provide targeted support to colleagues, shifting the culture from one of "generational gaps" to one of "collaborative upskilling," where veteran and new teachers learn alongside one another.

Fifth, to ensure long-term sustainability, the school must focus on building technical self-efficacy rather than just providing software logins. This means creating a support system where teachers feel confident experimenting with new AI features as they evolve. By fostering this "digital confidence," Pines City National High School will ensure its faculty remains future-ready, capable of navigating the changing landscape of educational technology without constant external intervention.

SURVEY QUESTIONNAIRE

"The Utilization of Canva Magic Box and Meta AI in Developing Instructional Presentations: Its Perceived Usefulness Among Secondary Teachers."

I. Participant Information

Please tick [/] the box that corresponds to your information.

Name (Optional): _____

Subject Specialization: _____

a. Age Range:

- 20–30 years old
 31–40 years old
 41–50 years old
 51 years old and above

b. Gender:

- Male
 Female
 Prefer not to say

c. Years of Teaching Service:

- 0–5 years
 6–10 years
 11–20 years
 21 years and above

d. Self-Assessed Digital Literacy:

- Beginner** (Basic computer/internet use)
 Intermediate (Comfortable with various software/apps)
 Advanced (Proficient in troubleshooting and learning new tech)

e. Prior AI Experience:

- No prior experience before this school year
 Limited experience (tried 1-2 times)
 Experienced (regularly use AI for personal/work tasks)

d. Frequency of Technology Integration in Teaching:

- Daily
 Weekly
 Monthly
 Rarely / Never

II. Purpose of the Study & Consent

The purpose of this study is to evaluate and compare the usefulness of **Canva Magic Studio** and **Meta AI** in creating class presentations. This research aims to identify which tool best supports teachers in terms of ease of use, quality of output, time efficiency, and satisfaction.

Consent Statement:

- My participation is voluntary; I may withdraw at any time.
- My responses are confidential and anonymous.
- Information provided will be used solely for research purposes.

Participant’s Signature: _____ **Date:** _____

III. Instructions

Please rate your agreement with the following statements for **both** tools based on your experience.

Scale: 1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

Component & Statement	Canva Magic Studio	Meta AI
A. EASE OF USE	1 2 3 4 5	1 2 3 4 5
1. I found the application easy to navigate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Learning the application required minimal effort.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The features were intuitive and straightforward.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. I was able to complete tasks without frequent help.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. The interface is user-friendly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. I can quickly locate needed functions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Overall, using the application was effortless.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B. QUALITY OF OUTPUT	1 2 3 4 5	1 2 3 4 5
1. Presentations produced were visually appealing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The content generated is accurate and relevant.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. It helped me produce professional-looking slides.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. The output is creative and innovative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. It allows me to communicate ideas effectively.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Presentations meet academic standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Overall, the application produces high-quality results.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C. TIME EFFICIENCY**1 2 3 4 5****1 2 3 4 5**

- | | | |
|--|--|--|
| 1. I was able to complete presentations faster. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. It reduces the time needed for designing slides. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. It helps me manage my time better. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Tasks that take long were completed quickly. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. It streamlines the content creation process. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. I can generate slides faster than manual methods. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Overall, the application saves significant time. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

D. USER SATISFACTION**1 2 3 4 5****1 2 3 4 5**

- | | | |
|--|--|--|
| 1. I am satisfied with my experience. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. It meets my expectations for classroom tasks. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. I feel confident using it for future lessons. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. I would recommend this application to colleagues. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. I enjoy using it for creating presentations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. It motivates me to create better presentations. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Overall, I am satisfied with its performance. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

REFERENCES

1. Canva. (2023). *Introducing Magic Studio: AI-powered design tools*. canva.com
2. Chiu, T. K. F. (2023). The holistic approach to the use of generative AI in education. *British Journal of Educational Technology*, 54(6), 1411–1414. doi.org
3. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. doi.org
4. Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S.,

- Bose, I., Brooks, L., Buhalis, D., . . . Wright, R. (2023). So what if ChatGPT wrote it? Generative AI and academic writing. *International Journal of Information Management*, 71, Article 102642. doi.org
5. Luckin, R. (2018). *Machine learning and human intelligence: The future of education in the 21st century*. UCL Institute of Education Press.
 6. Meta. (2023). *Introducing Meta AI: Advancing generative AI experiences*. meta.com
 7. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054. doi.org
 8. Republic Act No. 10173. (2012). *An act protecting individual personal information in information and communications systems in the government and the private sector, creating for this purpose a National Privacy Commission, and for other purposes*. Official Gazette of the Republic of the Philippines. officialgazette.gov.ph
 9. UNESCO. (2023). *Guidance for generative AI in education and research*. UNESCO Publishing. unesco.org
 10. Wadinambiarachchi, S., Perera, H., & Silva, D. (2024). *The effects of generative AI on design thinking*. arXiv. arxiv.org
 11. Shashidharan et al. (2021). *A review on National Education Policy 2020 and its influence on Academics*. Journal of Legal, Ethical and Regulatory Issues, Vol. 24 Issue 1S.
 12. Kumar, S., Mishra, A., Jain, H., & Athavale, V. A. (2021). An exploratory study to assess stakeholder's perception for new online teaching-learning environment during covid-19. *Turkish Journal of Computer and Mathematics Education*, 12(9), 2162-2170. Retrieved from <https://www.proquest.com/scholarly-journals/exploratory-study-assess-stakeholders-perception/docview/2623464302/se-2>
 13. Selvakumar P., Athavale V. A., Kadiervel K., Das A. & Pachar S. E-Learning Innovations in Health Professions Education. pages 33-64. DOI: 10.4018/979-8-3373-1127-2.ch002