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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Embracing Technological Shift: Teachers' Experiences and Perceptions in Utilizing Artificial Intelligence as a Teaching Tool

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Received: 04 April 2025

Revised: 06 May 2025

Accepted: 08 May 2025

Available Online: 09 May 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor307>

Abstract

Aim: In light of the growing integration of Artificial Intelligence (AI) into education, this study explored how secondary school teachers experience and perceive AI as a teaching tool. The research aimed to uncover how AI shapes teaching practices, student learning, and professional development amid technological shifts in Philippine public education.

Methodology: Employing a qualitative design, the study used Husserl's transcendental phenomenology to examine the lived experiences of 13 secondary school teachers from three districts in Glan, Sarangani Province. Participants were selected through purposive sampling, and data were collected via semi-structured interviews and thematically analyzed using Braun and Clarke's approach.

Results: The findings revealed five core themes: (1) AI enhances teaching efficiency and convenience; (2) AI supports lesson planning and instructional design; (3) AI fosters student engagement and performance; (4) Teachers face challenges related to accessibility, ethical use, and overreliance; and (5) There is a strong need for AI-focused training and policy support. Participants acknowledged the benefits of AI in improving instruction, saving time, and increasing student confidence, yet emphasized the importance of moderation, ethical use, and teacher judgment.

Conclusion: Teachers view AI as a transformative yet complementary tool that should enhance—not replace—the human element in education. Responsible integration of AI requires institutional support, continuous training, and ethical safeguards. Ultimately, teachers' discernment, empathy, and adaptability remain central to meaningful learning in the age of AI.

Keywords: *Artificial Intelligence, Teaching Practices, Teacher Perceptions, Student Engagement, Education Technology*

INTRODUCTION

The advancement of Artificial Intelligence (AI) has significantly redefined many sectors, particularly education, by transforming traditional teaching methodologies and introducing new opportunities for innovation and efficiency. Chaurasia (2023) described AI as the ability of machines to mimic cognitive functions such as learning, reasoning, and problem-solving, positioning it as a driving force in modern education. AI applications like ChatGPT, DALL-E, and AI-driven Learning Management Systems (LMS) are now reshaping instructional design, lesson delivery, and student engagement (Dwivedi et al., 2023; Zawacki-Richter et al., 2019).

However, the integration of AI in education is not without challenges. According to Schiavo (2022), while educators acknowledge AI's potential benefits, many feel underprepared due to insufficient technical skills and limited training. Similarly, Kim (2022) reported that while AI-enhanced scaffolding was valued among STEM educators, concerns around transparency, data privacy, and classroom dynamics persisted. These findings echo Panigrahi's (2020) study, which highlighted skepticism and ethical concerns as barriers to widespread adoption.

Furthermore, several researchers noted the unevenness of AI integration depending on teacher beliefs, institutional support, and infrastructure quality. Celik et al. (2022) emphasized that while AI can offer adaptive



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learning paths for students, its effectiveness heavily depends on the instructor's attitude, pedagogical innovation, and technological competence. Meanwhile, Garg and Agrawal (2020) warned that over-reliance on AI tools may lead to reduced student critical thinking and superficial engagement if not properly mediated by educators.

Historically, teacher adaptability to technological changes has been influenced by broader educational theories. Vygotsky's (1978) social constructivist theory suggested that learning is socially mediated, a view reinforced by the growing trend of AI tools designed to foster collaborative learning environments. Siemens' (2005) theory of Connectivism, developed specifically for the digital age, further posits that learning occurs across networks, emphasizing the role of technology in shaping knowledge construction. In addition, the Technology Acceptance Model (TAM) by Davis (1989) provides a framework for understanding how teachers' perceived usefulness and ease of use affect their willingness to adopt AI technologies.

Despite the promising landscape, gaps remain. Most existing literature focuses on theoretical frameworks, technical aspects, or policy recommendations. Very few studies delve into the lived experiences and personal perceptions of teachers who navigate the day-to-day realities of AI integration in the classroom (Boonmoh et al. 2020; Sun, 2023). Understanding these experiences is vital as teachers are not merely implementers of technology but active agents who mediate how AI impacts students' learning experiences.

Thus, this study aims to bridge this gap by exploring the experiences and perceptions of secondary school teachers in Glan, Sarangani Province, Philippines, in utilizing AI as a teaching tool. Their narratives are expected to offer practical insights into how technology adoption occurs in real classrooms, influenced by socio-cultural, infrastructural, and pedagogical factors.

The findings of this research are expected to contribute meaningfully to the body of knowledge on AI integration in education, offer practical recommendations for teacher training and policy development, and provide a grounded understanding of how AI can be meaningfully harnessed to enhance educational delivery.

Objectives

This study aimed to explore the experiences and perceptions of secondary school teachers in Glan, Sarangani Province, in utilizing artificial intelligence (AI) as a teaching tool.

Specifically, it sought to answer the following questions:

1. What were the experiences of teachers in utilizing AI as a teaching tool?
2. What were the perceptions of teachers toward integrating AI into their teaching practices?
3. How did teachers' experiences and perceptions shape their teaching practices in the context of AI integration?

METHODS

Research Design

This study employed a qualitative phenomenological design to explore the lived experiences and perceptions of secondary school teachers in Glan, Sarangani Province regarding the integration of Artificial Intelligence (AI) into their teaching practices. The phenomenological approach was appropriate as it enabled the researchers to understand and describe the participants' firsthand experiences, focusing on the essence and meaning of AI use in educational settings (Adeniran & Tayo-Ladega, 2024; Alhazmi & Kaufmann, 2022).

Phenomenology allowed the researchers to set aside their biases and interpret the participants' narratives authentically, aiming to uncover deep insights into how AI tools are perceived, adopted, and adapted within the classroom context. Through this method, the study captured the complexity of integrating emerging technologies into traditional pedagogical practices, providing a rich, detailed understanding of the challenges and benefits encountered by teachers.

Population and Sampling

The participants of this study were thirteen (13) secondary school teachers from Glan Districts I, II, and IV in Glan, Sarangani Province, Philippines. Selection criteria included having practical experience with Artificial Intelligence (AI) tools and online platforms in teaching. The participants represented various subject areas and grade levels, allowing for a broad understanding of AI integration across disciplines.

A purposive sampling technique was employed to deliberately select participants who had relevant exposure to AI technologies in education. This non-probability method enabled the researchers to ensure that participants



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possessed the necessary experiences and insights to address the research objectives effectively (Creswell, 2022; Alhazmi & Kaufmann, 2022). Each participant was anonymized using pseudonyms to uphold confidentiality throughout the study.

Instrument

For triangulation purposes, Focus Group Discussion (FGD) and semi-structured interviews were conducted. To aid in the data collection process, a thorough conversation, sharing of personal experiences through a Focus Group Discussion (FGD), and conversational interviews were done with the purposely selected participants via a virtual platform. This aimed to develop a deep understanding of the phenomenon and to create a dialogue between the participants and the researcher.

Triangulation was employed in the analysis to provide a multidimensional perspective of the data. Triangulation is a method employed during the analysis to ensure the credibility and validity of research findings (Sanchez & Sarmiento, 2020). Triangulation is done by combining theories, methods, or observers in a research study that can help ensure that the biases arising are overcome from the use of a single method. Also, triangulation offers a more balanced and fair explanation of the gathered data to the readers. In this undertaking, triangulation is done by reviewing the transcribed notes and themes that were listed during the series of interviews, the transcript of the FGD, and the coding of the different words and themes from the transcripts (Carter et al., 2014; Nowell et al., 2017).

Data Collection

The data for this study were gathered through semi-structured interviews and a focus group discussion (FGD) involving purposely selected public secondary school teachers from Glan Districts I, II, and IV. Approval was first obtained from the Schools Division Office of Sarangani Province, and informed consent was secured from all participants prior to their involvement.

Data collection took place in quiet and familiar school environments to ensure participant comfort and encourage open sharing. The semi-structured interviews facilitated in-depth exploration of each teacher's individual experiences with the use of artificial intelligence (AI) in teaching. Meanwhile, the FGD served to elicit broader insights, stimulate discussion, and capture shared perceptions, offering a richer understanding of collective experiences.

Both data collection methods were guided by a semi-structured interview protocol, allowing for flexibility to ask follow-up or clarifying questions as needed (DeJonckheere & Vaughn, 2019). All sessions were audio-recorded with the participants' permission and supported by handwritten field notes. Verbatim transcription was completed shortly after each session to ensure the accuracy and integrity of the data.

Data Analysis

Thematic analysis was used to interpret the transcribed interview data following Braun and Clarke's (2006) six-phase approach: familiarization with data, generation of initial codes, searching for themes, reviewing themes, defining themes, and producing the final report. Data were clustered around emerging themes related to teachers' experiences and perceptions of Artificial Intelligence (AI) integration. To ensure credibility and trustworthiness, findings were validated against the participants' actual narratives and cross-referenced with relevant theories and literature.

Ethical Considerations

The researchers followed ethical research protocols to ensure participant protection and study credibility. Approval was obtained from institutional authorities, and informed consent was secured from all participants, who were assured of their voluntary participation and rights. In compliance with Republic Act No. 10173 (Data Privacy Act of 2012), confidentiality was maintained through the use of pseudonyms, and data access was limited to the principal researchers.

Interviews and the focus group discussion were audio-recorded with consent. All data were securely stored and responsibly disposed of after analysis. The study upheld participants' dignity, privacy, and autonomy throughout the research process.

Confidentiality was strictly observed throughout the research process, and no individual other than the researchers had access to the participants' responses.



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RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem.

1. EXPERIENCES OF TEACHERS IN UTILIZING AI AS A TEACHING TOOL.

Themes

Enhanced Instructional Efficiency and Time Management
Shift in Teaching Roles and Pedagogical Approach
Opportunities and Ethical Challenges in AI Use
Impact on Student Performance

Theme 1: Enhanced Instructional Efficiency and Time Management

Participants emphasized that AI made their teaching easier, efficient, and data-driven.

Person 1 stated, **"It makes the work easier and convenient, especially when you use AI. What's good about using AI is that it is data-driven."**

Person 7 added, **"I think I've been more efficient in my teaching because of the AI tools."**

Person 8 affirmed, **"AI tools provide direct and quick access to relevant information... easier for discussion, grading, and lesson plans."**

Person 12 shared, **"AI helped me automate grading, saving time for student interactions."**

These reflections reveal that AI helped reduce repetitive tasks, enhance instructional efficiency, and allowed more focus on student engagement. AI served as a tool for automating grading and sourcing content, enabling teachers to prioritize learner interaction and informed instructional planning (Domínguez, 2024; Chounta et al., 2022).

Theme 2: Shift in Teaching Roles and Pedagogical Approach

Teachers shared that AI facilitated lesson planning and content development. Person 1 remarked, "AI makes it easier for me to look for reading selections with guide questions."

Person 6 noted, **"Naging mas madali ang paghahanda ng mga aralin... sa paggawa ng mga materyales at pagsasuri ng datos ng mag-aaral."**

Person 13 stated, **"AI helps with lesson construction, but only as a suggestion."**

These insights indicate that AI enhanced efficiency in preparing lesson materials and analyzing student data, yet teachers still valued their role in evaluating and refining AI outputs (Schiavo, 2022).

Theme 3: Opportunities and Ethical Challenges in AI Use

Teachers cited difficulties such as unreliability, access issues, and student misuse.

Person 1 explained, **"You have to determine what works for your students and what does not."**

Person 2 mentioned, **"Sometimes I use AI, but I am not sure if it gives the right answer."**

Person 3 raised the issue of unequal access, and Person 13 noted academic dishonesty: **"Students copy AI-generated research."**

These challenges reflect concerns raised in recent studies about overreliance, digital divide, and ethical use (Panigrahi, 2020; Sun, 2023). Teachers stressed the need for responsible AI use and policy support.

Participants observed that AI increased participation.

Person 1 shared, **"Students participate more, especially when AI tools are activity-driven."**

Person 7 noted, **"Mas lalo silang naging engaged... Something kakaiba. Nakaka-boost ng interest."**

Person 12 added, **"Students enjoy AI-powered quizzes and interactive tools."**



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However, Person 4 warned about answer uniformity, and Person 13 discussed the need to check authenticity of AI-generated responses. While AI promotes interaction and output quality, it also raises issues of originality and misuse (Celik et al., 2022).

Theme 4: Impact on Student Performance

Teachers confirmed AI enhanced comprehension and confidence.

Person 1 stated, **"Students are more participative, and they think more critically."**

Person 5 shared, **"Students have this confidence in sharing their answers because grammatically, it gives them good output."**

Person 7 remarked, **"Students who frequently use AI tools are ahead."**

AI provided accessible feedback and improved grammar and design skills via tools like Grammarly and Canva. Yet, as highlighted in studies, these benefits must be made accessible to all to bridge the digital divide (Kim, 2022).

2. Teacher's Perceptions of AI in Education

Themes

**Convenience and Efficiency of AI
AI in Lesson Plan Preparation
Challenges in AI Integration
Impact on Student Engagement**

Theme 1: Convenience and Efficiency of AI

Participants unanimously viewed AI as a helpful tool in streamlining instructional tasks and enhancing teaching quality. One teacher described AI as "very beneficial" in improving efficiency

Person 1 while another noted that **"AI gives me confidence in how I present my lessons"**

Person 2, indicating **"increased self-assurance in teaching delivery"**.

The ability of AI to support personalized instruction was highlighted by P6, who explained that it allowed them to tailor content to students' unique needs.

Additionally, Person appreciated the time-saving advantages, stating, **"It provides the tools I need for teaching... it saves time."** These reflections illustrate how AI facilitates convenience, improves lesson quality, and strengthens instructional adaptability. However, a sense of cautious optimism was shared by P10, who expressed both enthusiasm and reservations—echoing the need for balanced use. This dual perspective is consistent with Domínguez (2024) and Chounta et al. (2022), who assert that AI offers notable benefits but must be contextually integrated.

Theme 2: AI in Lesson Plan Preparation

Participants acknowledged that AI significantly aided their lesson planning process.

Person 1 shared that **"AI makes it easier for me to look for reading selections with guide questions for reading comprehension,"** emphasizing AI's role in curating instructional content that aligns with learning objectives.

Similarly, Person 6 described how AI streamlined lesson preparation, stating, **"Preparing lessons has become easier, particularly in creating instructional materials and analyzing student data,"** highlighting how AI facilitated both content creation and student data analysis.

Meanwhile, Person 13 emphasized a more cautious approach to AI use, remarking that **"AI helps with lesson construction, but only as a suggestion."** This underscores the importance of teacher discretion in evaluating AI-generated materials, ensuring alignment with curricular goals and learners' needs.

These insights illustrate that while AI enhances instructional efficiency, the teacher's judgment remains central in crafting meaningful and context-appropriate lessons. Literature supports this balanced approach—teachers can leverage AI for creative input and administrative support while maintaining academic rigor and pedagogical relevance (Chounta et al., 2022; Domínguez, 2024).



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Theme 3: Challenges in AI Integration

Participants expressed various concerns about the limitations and obstacles of integrating AI into classroom settings.

Person 1 remarked, **"There are challenges... One size does not fit all. You have to determine what works for your students and what does not,"** pointing to the necessity of personalized strategies rather than blanket AI applications.

Person 2 admitted uncertainty in AI's reliability, stating, **"Sometimes I use Google, sometimes I use AI, but I am not sure if it gives the right answer,"** which reflected concerns about the accuracy of AI-generated information.

Access to technology emerged as a major barrier.

Person 3 noted, **"Some challenges include students' lack of access to technology,"** highlighting the digital divide. This issue was compounded by Person 4's observation: **"Most of them become reluctant in internalizing the lesson because they can generate the answer through AI easily,"** suggesting that AI might hinder deep learning and critical thinking.

Teachers also faced adaptation hurdles.

Person 8 shared, **"If teachers do not stay updated, they might feel unprepared,"** underscoring the importance of continuous professional development.

Person 11 acknowledged resistance, saying, **"One of the challenges has been making both the students and me as a teacher feel at ease with the AI tools since initially there was resistance."** Furthermore, Person 13 highlighted academic integrity concerns: **"Students copy AI-generated research, so I use AI checkers to verify authenticity."**

These statements collectively underscore the multifaceted nature of challenges in AI integration—ranging from access and reliability issues to ethical concerns and pedagogical resistance. Supporting literature echoes these findings, emphasizing the need for teacher training, digital infrastructure, and regulatory frameworks to ensure effective and responsible AI use (Panigrahi, 2020; Sun, 2023).

Theme 4: Impact on Student Engagement

Participants highlighted that the integration of AI tools significantly influenced student engagement by making classroom activities more interactive and participatory.

Person 1 observed, **"Students participate more, especially when AI tools are activity-driven. It increases their class participation and makes them more active,"** pointing to the motivational appeal of technology-infused instruction.

Similarly, Person 7 stated, **"They became even more engaged... Something different. It boosts interest,"** reflecting how the novelty and interactivity of AI foster enthusiasm for learning.

AI-powered platforms and tools also enhanced students' involvement in academic outputs.

Person 5 explained, **"Students use AI in making presentations, researching, and producing good outputs,"** an insight mirrored by Person 6, who noted similar usage patterns. These statements suggest that AI contributes to skill development in research and presentation, key indicators of academic engagement.

Person 12 reinforced this perspective by adding, **"Students enjoy AI-powered quizzes and interactive tools,"** indicating that gamified and automated assessments improve participation and enjoyment.

Despite these positives, the participants acknowledged challenges.

Person 4 cautioned, **"They can participate since they have the source, but the students have common ideas because most of the questions we have are the same, and they also derive the same answer as the others,"** highlighting concerns about uniformity and lack of originality in student outputs.

Person 13 addressed this risk as well, sharing, **"Students copy AI-generated research, so I use AI checkers to verify authenticity,"** which points to the importance of maintaining academic integrity in AI-assisted learning environments.

These responses illustrate a dual reality: while AI enhances engagement through interactivity and accessibility, it also raises important concerns regarding originality and ethical use. Studies by Schiavo (2022) and Kim (2022) echo these reflections, emphasizing that educators must strike a balance between leveraging AI's engaging features and fostering critical, independent thinking.



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3. INFLUENCE OF AI ON TEACHING PRACTICES AND PROFESSIONAL GROWTH

Themes

AI in Teaching Strategies Changes in Student Learning Outcomes AI's Influence on Educator Roles

Theme 1: AI in Teaching Strategies

Participants reported significant shifts in their instructional methods due to AI integration.

Person 1 shared, "***I use AI for grammar correction. Grammarly and Quill Bot are helpful, especially since I'm not an English major but I teach English,***" reflecting how AI supports technical refinement in content delivery.

Person 3 explained, "***I now use AI-powered tools to generate individualized learning paths,***" pointing to how AI enables customized instruction based on learner needs.

Person 4 remarked that "***AI gives me more examples, more avenues to explore in different styles,***" emphasizing the expansion of teaching materials and strategies.

Person 9 stated, "***Using AI tools has helped me save time on tasks like grading and lesson planning,***" underlining how AI reduces workload and boosts instructional focus.

Meanwhile, Person 7 highlighted the transition from traditional tools to modern technologies: "***Before, we used cartolinas and Manila papers. Now, we use Smart TV, projectors... so, nagiging techie ako (I'm becoming tech-savvy).***"

These responses collectively show that AI enhances lesson planning, promotes personalization, and fosters technological adaptability among teachers (Chounta et al., 2022; Kim, 2022).

Theme 2: Changes in Student Learning Outcomes

Teachers observed notable improvements in student learning behaviors and engagement due to AI integration.

Person 1 noted, "***Since I spend less time searching for materials, I have more time to answer students' questions... Their performance has improved,***" pointing to increased instructional focus.

Person 3 added, "***AI automates administrative tasks, allowing me to spend more time on student engagement and critical thinking activities,***" which reveals AI's role in supporting active learning.

Person 2 commented, "***Students feel more confident because they have a basis for their output,***" while Person 7 explained, "***AI will help you bridge the gaps... lessons can be adjusted for slow and fast learners,***" reinforcing AI's support for differentiated instruction.

These insights affirm that AI allows educators to shift attention from clerical duties to facilitating deeper student learning and interaction (Domínguez, 2024; Sun, 2023).

Theme 3: AI's Influence on Educator Roles

AI has reshaped teachers' roles and professional development.

Person 10 observed, "***My experiences with AI have significantly influenced my teaching practices, shifting my role from being a sole provider of information to a facilitator of learning experiences.***" This role transition echoes contemporary pedagogical frameworks emphasizing learner-centered teaching.

Person 5 noted, "***Using AI makes me more familiar with all the AI tools so I can share them with students and colleagues,***" highlighting peer collaboration and digital fluency.

Person 12 emphasized that AI "***introduced teachers to new ideas and resources,***" demonstrating its impact on continuous learning and instructional creativity.

These statements reflect how AI empowers educators to evolve into adaptive, innovative facilitators who guide learners in dynamic classroom environments (Panigrahi, 2020; Schiavo, 2022; Ho & Limpaecher, 2022).



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4. AI Considerations and Recommendations

Themes

Perceived Benefits of AI
Balanced AI Integration in Teaching
Ethical AI Usage
Need for AI Training
Support for AI adoption in Teaching

Theme 1: Perceived Benefits of AI

Participants consistently acknowledged AI as helpful in enhancing teaching practices.

Person 1 emphasized its usefulness, calling it **"very beneficial."**

Person 2 mentioned that **"AI gives me confidence in how I present my lessons,"**

while Person 5 shared that it **"makes my work easier, and in terms of quality, it has high quality."**

Person 6 highlighted AI's contribution to personalized teaching, and Person 7 noted time-saving benefits:

"It provides the tools that I need for teaching... it saves time."

These reflections affirm that AI improves teaching confidence, speeds up instructional tasks, and supports differentiated instruction. However, participants like Person 10 expressed a mixture of excitement and caution, signaling the dual nature of AI's impact. Studies by Domínguez (2024) and Chounta et al. (2022) support the view that AI offers both opportunities and challenges, depending on context and implementation.

Theme 2: Balanced AI Integration in Teaching

Most participants agreed that AI should be used responsibly and not replace human interaction.

Person 1 noted, **"It's more about responsible use,"**

while Person 3 raised concerns on **"over-reliance on AI."**

Person 4 emphasized that students may become **"dependent and shallow,"**

and Person 7 warned that **"they will never replace our personal touch and emotions."**

These narratives reflect the need for ethical boundaries in AI usage. Panigrahi (2020) highlighted similar concerns about AI diminishing learner autonomy, while Sun (2023) advocated for balanced integration to preserve teacher roles and emotional engagement in learning.

Theme 3: Ethical AI Usage

Participants advocated for moderation in AI use and supported the development of ethical guidelines. Person 2 described AI as a **"supporting tool,"** not a replacement.

Person 4 asserted its limitation: **"just part of the process."**

Person 5 and 13 called for government and institutional policies to regulate AI use. Person 6 emphasized the need for **"comprehensive training"** on ethical usage.

These views align with literature advocating the formulation of ethical frameworks in education (Schiavo, 2022). Teachers must critically evaluate AI-generated content and guide students to avoid misuse and misinformation.

Theme 4: Need for AI Training

Training was a recurring recommendation among participants.

Person 1 called for **"more training for teachers on responsible AI use,"**

while Person 3 added, **"The school should provide training... on how to use AI effectively."**

Others like Person 6 and 11 stressed training on ethical use and data interpretation.

Participants also mentioned the lack of Information, Education, and Communication (IEC) sessions related to AI (P4, P13), highlighting the need for ongoing professional development. According to Kim (2022), effective AI integration depends on teacher competence and access to continuous learning opportunities.

Theme 5: Support for AI Adoption in Teaching

Participants shared views reflecting strong support for the responsible and ethical integration of AI into classroom practices, resonating with the principles of Digital Citizenship Theory and Community of Practice (CoP)



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Theory. These frameworks emphasize mindful technology use, ethical awareness, and collaborative learning within professional communities.

Several teachers acknowledged that while AI is a transformative tool, it must be used with discernment. Person 1 remarked, **"Teachers should know the do's and don'ts of AI integration in education,"** underscoring the importance of digital literacy and ethical engagement.

Person 3 further stated, **"AI is a game-changer in education, but it must be used wisely, balancing AI with human interaction,"** reinforcing the idea that technological innovation should not come at the expense of human connection.

Similarly, Person 8 noted, **"Teachers should first learn netiquette... They should know how to use AI correctly,"** reflecting the core of digital citizenship, which advocates responsible and informed use of digital tools.

Beyond ethical awareness, the responses also revealed a call for collaborative and continuous professional learning—a key component of the Community of Practice Theory.

Person 5 commented, **"We should learn and adapt, but we should also remember that humans are more intellectual than AI,"** a reminder of the irreplaceable value of human judgment in the teaching profession.

Person 12 added, **"Teachers should share AI best practices,"** directly advocating for a culture of shared learning, where educators improve collectively through experience and dialogue.

These insights align with recent literature. Studies by Prahani et al. (2022), Wang et al. (2024), and Talan (2021) confirm that AI's role in education continues to grow—ranging from adaptive learning platforms to intelligent tutoring systems—but highlight that successful implementation depends on teacher readiness and structured guidance. The participants echoed this by advocating for teacher training, peer sharing, and a balanced view of AI as a complement, not a replacement, to human teaching.

Thus, teachers viewed AI adoption not just as a technological update, but as an evolving professional responsibility—one that calls for digital competence, ethical practice, and shared community learning to ensure meaningful and mindful use in the classroom.

Conclusion

This study illuminated the transformative impact of Artificial Intelligence (AI) on teaching practices, student outcomes, and educators' professional roles. Teachers described AI as a helpful companion that supports instruction, enhances lesson planning, saves time, and boosts both student and teacher confidence. As AI became more integrated into the classroom, it gradually shifted the traditional role of educators from sole information providers to facilitators of learning. However, the findings also pointed to the growing need for ethical and responsible AI use. While AI helps improve teaching efficiency, participants voiced concerns about student overdependence, reduced critical thinking, and the loss of human interaction. These insights emphasize that AI cannot—and should not—replace the heart of teaching: the human connection.

AI's successful integration requires thoughtful planning, continuous teacher training, clear usage policies, and inclusive access to tools and connectivity. As technology continues to evolve, teachers must be equipped not just with skills, but with the discernment to use AI in ways that complement their professional judgment and uphold academic integrity. Ultimately, this study reminds us that while AI can enhance how we teach and learn, it is the teacher's wisdom, empathy, and adaptability that will ensure these tools serve their highest purpose in education.

Recommendations

In light of the findings, several key recommendations are offered to guide the thoughtful and effective use of AI in education. First, institutions should foster responsible AI integration by equipping teachers with adequate training that emphasizes ethical, practical, and pedagogical aspects of AI use. This includes sessions on verifying AI-generated content, protecting student data, and reinforcing critical thinking. Second, schools must develop and enforce clear AI usage policies to provide structure, accountability, and consistency in classroom applications. Third, equitable access to AI tools and internet connectivity should be prioritized to prevent digital inequality among learners. Fourth, curriculum developers and administrators are encouraged to blend AI-powered instruction with traditional methods to create more inclusive and personalized learning experiences. Fifth, ongoing research and feedback mechanisms should be established to assess AI's long-term impact on teaching effectiveness and student



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outcomes. Finally, a culture of digital responsibility must be cultivated—where both teachers and students are guided not just in using AI tools, but in using them wisely, ethically, and for the collective growth of the learning community.

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