



TEACHERS' LIVED EXPERIENCES ON READINESS AND ATTITUDES TOWARD THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN INSTRUCTIONAL DELIVERY IN A PUBLIC SECONDARY SCHOOL CONTEXT

Jinky T. Bauí¹, Dr. Alma Gonzales²

¹Northeastern College, Santiago City, Philippines
Las Pinas East National High School
jinky.bauí@deped.gov.ph¹

²Northeastern College, Santiago City, Philippines
almag0400@gmail.com²

Publication Date: 06-05-2026

ABSTRACT

This qualitative phenomenological study explored teachers' lived experiences regarding readiness and attitudes toward the integration of Artificial Intelligence (AI) in instructional delivery within a public secondary school context. Specifically, the study examined teachers' perceptions of AI integration, instructional readiness, pedagogical experiences, ethical concerns, and adaptive teaching practices related to AI-assisted instruction. Data were gathered through semi-structured in-depth interviews with twelve purposively selected public secondary school teachers. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that teachers perceived AI as a potentially valuable instructional tool that enhances lesson preparation, learner engagement, instructional efficiency, and access to educational resources. Participants also expressed concerns regarding technological readiness, ethical use, overdependence on AI-generated content, data reliability, and digital competency gaps among teachers and learners. Despite these concerns, teachers demonstrated willingness to adapt through self-directed learning, collaborative professional support, technology exploration, and learner-centered pedagogical adjustments. Participants further emphasized the importance of continuous professional development, institutional support, ethical guidelines, and contextualized AI integration practices in strengthening instructional readiness. The findings underscore the importance of balanced, ethical, and pedagogically responsive AI integration in public secondary school instruction.

Keywords: artificial intelligence, instructional delivery, teacher readiness, educational technology, teacher attitudes, qualitative research, secondary education

Received: 03-02-2026

Revised: 03-14-2026

Accepted: 05-30-2026

Published: 06-05-2026



ISSN:3116-2991



I. INTRODUCTION

Artificial Intelligence (AI) has emerged as a transformative technological innovation influencing various sectors, including education. In contemporary educational settings, AI technologies are increasingly utilized to support lesson planning, instructional delivery, learner assessment, content generation, and personalized learning experiences.

Educational applications powered by AI provide teachers with opportunities to enhance classroom instruction, improve efficiency, and access diverse instructional resources. Consequently, AI integration has become an important area of interest in improving teaching and learning processes within secondary education.

In public secondary schools, teachers are expected to adapt to rapidly evolving technological advancements while maintaining effective and ethical instructional practices.

AI-assisted instructional tools such as generative AI platforms, automated feedback systems, adaptive learning technologies, and intelligent content generators have begun influencing classroom practices and instructional preparation. These technologies potentially improve lesson organization, learner engagement, instructional creativity, and access to educational materials.

Despite the promising benefits of AI integration, teachers continue to experience concerns related to technological readiness, digital competence, ethical use, academic integrity, reliability of AI-generated information, and potential learner overdependence on technology. Public secondary school teachers are therefore challenged to balance technological innovation with pedagogical responsibility and learner-centered instructional practices.

Teacher readiness and attitudes significantly influence successful AI integration in educational settings. Readiness involves teachers' technological competence, instructional confidence, adaptability, and willingness to integrate emerging technologies into classroom instruction. Positive attitudes toward AI may encourage innovation and instructional experimentation, while concerns regarding ethics, reliability, and digital limitations may affect

technology adoption and instructional implementation.

Although AI integration in education continues to expand globally, limited qualitative studies explore teachers' lived experiences, readiness, and attitudes regarding AI-assisted instructional delivery within public secondary school contexts. Understanding teachers' experiences is essential in identifying instructional realities, technological concerns, and adaptive practices that shape AI integration in education.

This study explored teachers' lived experiences regarding readiness and attitudes toward the integration of Artificial Intelligence in instructional delivery within a public secondary school context. Specifically, it examined teachers' perceptions, instructional readiness, technological concerns, and adaptive pedagogical practices related to AI-assisted instruction.

Objectives of the Study

This study aimed to:

1. Explore teachers' lived experiences and attitudes toward the integration of Artificial Intelligence in instructional delivery;
2. Examine teachers' readiness and concerns regarding AI-assisted instruction; and
3. Identify adaptive pedagogical practices and support mechanisms related to AI integration in public secondary school instruction.

Review of Related Literature

Artificial Intelligence technologies significantly influence instructional practices, educational accessibility, and teaching efficiency. According to Holmes, Bialik, and Fadel (2019), AI in education supports personalized learning, instructional planning, automated assessment, and learner engagement. AI-assisted educational tools provide opportunities for teachers to improve classroom interaction and instructional preparation.

Teacher readiness and attitudes play critical roles in



successful technology integration. Davis' Technology Acceptance Model (1989) explains that perceived usefulness and ease of use significantly influence users' willingness to adopt technological innovations. Teachers who perceive AI as beneficial and manageable are more likely to integrate it into instructional practices. Despite these advantages, AI integration also raises concerns related to ethics, academic integrity, technological dependence, and digital inequality. Luckin et al. (2020) emphasized that responsible AI implementation requires ethical awareness, teacher training, and pedagogically sound integration strategies. Research further highlights the importance of professional development and institutional support in improving teachers' confidence and technological readiness for AI-assisted instruction.

Theoretical Framework

The study was anchored on Davis' Technology Acceptance Model (TAM) (1989), which explains that technology adoption is influenced by perceived usefulness and perceived ease of use. The framework guided the exploration of teachers' readiness and attitudes toward AI integration in instructional delivery.

The study also utilized Constructivist Learning Theory by Bruner (1966), which emphasizes active learning, learner engagement, and instructional adaptability in technology-enhanced educational environments.

II. METHODOLOGY

This study employed a qualitative phenomenological research design to explore teachers' lived experiences regarding readiness and attitudes toward the integration of Artificial Intelligence in instructional delivery within a public secondary school context. Phenomenology was appropriate because it enabled the researcher to understand teachers' instructional experiences, technological

perceptions, and adaptive practices related to AI integration. The participants consisted of twelve purposively selected public secondary school teachers. Inclusion criteria required participants to: (1) currently teach in public secondary schools; (2) possess experiences or familiarity with AI-assisted instructional tools; and (3) be willing to share their instructional experiences and perspectives regarding AI integration.

Data were gathered through semi-structured in-depth interviews focusing on AI utilization, instructional readiness, technological concerns, pedagogical practices, and perceptions regarding AI-assisted instruction. Ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the conduct of the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts were transcribed, coded, and categorized to identify recurring patterns, meanings, and themes related to AI integration and instructional readiness. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

III. RESULTS AND DISCUSSION

Theme 1: Recognizing Artificial Intelligence as a Tool for Instructional Efficiency and Creativity

Participants consistently described Artificial Intelligence (AI) as a valuable instructional tool that enhanced lesson preparation, instructional organization, activity development, and access to educational resources. Teachers explained that AI-assisted platforms significantly reduced the time required for preparing lesson plans, instructional materials, assessment activities, and classroom examples. Participants viewed AI as a supportive technology that improved instructional efficiency and expanded opportunities for creative teaching practices.



One participant shared:

“Malaking tulong ang AI sa paggawa ng lesson plans at instructional materials.”

Another teacher explained:

“Mas napapadali ang paghahanap ng examples at activities gamit ang AI tools.”

Participants also observed that AI-assisted applications helped them generate contextualized classroom activities, differentiated exercises, visual presentations, and instructional examples aligned with learners’ needs and classroom objectives. Teachers emphasized that AI-supported instructional planning allowed them to focus more on classroom facilitation and learner interaction rather than spending excessive time preparing materials manually.

One participant remarked:

“Mas nakakapag-focus kami sa learners dahil mas mabilis ang preparation ng activities.”

Another teacher stated:

“Nakakatulong ang AI sa pagbuo ng creative at engaging classroom activities.”

Participants further highlighted that AI-assisted instruction improved classroom engagement through interactive and technology-supported learning experiences. Teachers observed that learners became more interested and participative when lessons incorporated multimedia materials, interactive examples, and digitally generated instructional content.

One participant explained:

“Mas interested ang learners kapag technology-assisted at interactive ang lesson.”

Another teacher shared:

“Napapadali rin ang pag-explain ng difficult concepts dahil sa visuals at examples na generated ng AI.”

Teachers also described AI as a useful support system for brainstorming instructional ideas, creating quizzes, simplifying explanations, and organizing classroom discussions. Participants emphasized that AI technologies promoted flexibility and innovation in instructional delivery, particularly in preparing learner-centered and

technology-enhanced lessons.

The findings suggest that teachers perceive AI as a valuable instructional support tool that enhances efficiency, instructional creativity, and classroom engagement. These findings support Holmes, Bialik, and Fadel (2019), who emphasized that AI technologies improve instructional planning, personalized learning, and educational accessibility. Similarly, Davis’ Technology Acceptance Model explains that technologies perceived as useful and manageable are more likely to be adopted in professional practice. Research by Luckin et al. (2020) further revealed that AI-assisted educational tools positively influence instructional innovation and teacher productivity.

Theme 2: Experiencing Concerns Regarding Ethical Use and Technological Dependence

Despite recognizing the instructional benefits of AI, participants expressed concerns regarding academic integrity, overdependence on AI-generated outputs, reliability of information, and ethical use of AI technologies in education. Teachers emphasized the importance of carefully reviewing and validating AI-generated content before utilizing it in classroom instruction.

One participant remarked:

“Kailangan pa ring i-check ang outputs ng AI kasi hindi lahat accurate.”

Another teacher stated:

“May concern din na baka maging dependent ang learners sa AI.”

Participants explained that AI-generated information occasionally lacked contextual appropriateness, accuracy, or alignment with curricular objectives. Teachers emphasized that professional judgment and instructional expertise remained essential in evaluating and refining AI-generated materials before classroom use.

One participant shared:

“Hindi puwedeng basta kopyahin lang ang output ng AI, kailangan pa rin itong i-review.”

Another teacher explained:

“Minsan may impormasyon na hindi angkop kaya kailangan



talagang maging critical sa paggamit.”

Participants also highlighted concerns regarding plagiarism, reduced learner critical thinking, and misuse of AI tools in completing academic requirements. Teachers feared that excessive dependence on AI technologies might negatively affect learners’ problem-solving abilities, originality, and independent thinking skills.

One participant remarked:

“Kapag nasanay ang learners sa AI, baka hindi na sila mag-isip nang mabuti.”

Another teacher stated:

“Challenge talaga kung paano maituro ang responsible at ethical use ng AI.”

Participants further emphasized the importance of balancing technological innovation with responsible instructional practices. Teachers believed that AI should serve only as a support tool rather than a replacement for teacher expertise, learner creativity, and authentic classroom interaction.

The findings indicate that ethical awareness, critical evaluation, and responsible AI utilization remain important considerations in AI-assisted instruction. These findings support Luckin et al. (2020), who emphasized that responsible AI implementation requires ethical awareness, critical evaluation, and pedagogically appropriate usage. Similarly, UNESCO (2021) highlighted concerns regarding academic integrity, technological dependence, and ethical governance in AI-supported educational systems. The findings also align with Davis’ Technology Acceptance Model, which explains that perceived risks and concerns may influence technology acceptance and utilization.

Theme 3: Demonstrating Readiness Through Self-Directed Learning and Technological Adaptation

Participants emphasized the importance of self-directed learning, experimentation, technological exploration, and continuous adaptation in improving AI readiness. Teachers explained that many of them learned AI-assisted applications independently through online tutorials,

webinars, peer collaboration, and personal experimentation.

One participant shared:

“Kailangan talagang mag-self study para matutunan ang paggamit ng AI.”

Another teacher explained:

“Malaking tulong ang collaboration at sharing ng knowledge among teachers.”

Participants described gradually becoming more confident in utilizing AI tools for lesson preparation, assessment creation, classroom activities, and instructional planning. Teachers emphasized that technological readiness required openness to innovation, willingness to learn, and continuous exploration of emerging educational technologies.

One participant remarked:

“Habang ginagamit mo nang ginagamit ang AI, mas natututo kang i-maximize ito.”

Another teacher stated:

“Kailangan talagang maging open-minded at willing matuto ng bagong technology.”

Participants also observed that collaboration among teachers strengthened technological competence and reduced apprehension regarding AI integration. Sharing instructional strategies, AI prompts, and classroom applications helped teachers improve their confidence and instructional readiness.

One participant explained:

“Mas mabilis matuto kapag nagtutulungan at nagsh-share ng techniques ang mga teachers.”

Teachers further emphasized that adapting to AI technologies became necessary due to the evolving demands of modern education and digitally oriented learners.

The findings highlight teachers’ willingness to adapt and strengthen technological competence through continuous learning, collaboration, and instructional experimentation.

These findings support Rogers’ Diffusion of Innovation Theory, which explains that individuals gradually adopt innovations through exposure, experimentation, and social interaction. Similarly, Ertmer and Ottenbreit-Leftwich (2020) emphasized that teacher adaptability and continuous learning significantly influence successful educational



technology integration.

Theme 4: Recognizing the Need for Professional Development and Institutional Support

Participants emphasized the importance of seminars, training programs, technological infrastructure, institutional support, and clear policy guidelines related to AI integration in education. Teachers expressed the need for more structured professional development opportunities focusing on ethical AI utilization, instructional applications, digital literacy, and responsible classroom integration.

One participant remarked:

“Kailangan pa rin ng proper training tungkol sa responsible use of AI.”

Another teacher stated:

“Mas magiging effective ang integration kapag may support at clear policies mula sa school.”

Participants explained that although many teachers were interested in utilizing AI technologies, limited formal training and insufficient technological resources sometimes affected instructional confidence and implementation effectiveness. Teachers emphasized that school support systems significantly influence readiness and sustainable technology integration.

One participant shared:

“Hindi lahat ng teachers ay equally prepared kaya kailangan ng continuous capability building.”

Another teacher explained:

“Mas magiging confident ang teachers kapag may proper guidance at institutional support.”

Participants also highlighted the importance of accessible internet connectivity, updated digital devices, and collaborative professional learning communities in strengthening AI-assisted instruction. Teachers believed that institutional support should include both technical assistance and ethical guidance to ensure responsible technology integration.

One participant remarked:

“Importante rin ang clear policies para alam ng teachers at

learners ang limitations at tamang paggamit ng AI.”

Participants further emphasized that AI should complement—not replace—teacher professionalism, instructional decision-making, and learner-centered pedagogical practices. Teachers viewed human interaction, empathy, classroom facilitation, and contextualized teaching as irreplaceable dimensions of effective education. The findings suggest that continuous professional development, institutional support, and ethical policy frameworks significantly strengthen teachers’ readiness and confidence for AI-assisted instruction. These findings align with UNESCO’s recommendations on AI in education, which emphasize the importance of teacher training, ethical governance, and institutional preparedness in responsible AI integration. Similarly, Tondeur et al. (2021) emphasized that continuous professional development and organizational support significantly improve teachers’ technological competence and instructional readiness in digital learning environments.

Discussion

The findings revealed that teachers generally perceive Artificial Intelligence as a beneficial instructional tool that improves lesson preparation, instructional efficiency, and classroom engagement. AI-assisted technologies support instructional creativity and facilitate access to educational resources and teaching materials.

Despite these advantages, participants expressed concerns regarding ethical use, reliability of AI-generated content, academic integrity, and technological dependence among learners. Teachers emphasized the need for responsible and balanced AI integration that preserves critical thinking, instructional authenticity, and pedagogical integrity.

The study further highlights teachers’ adaptability and willingness to engage in self-directed learning and technological exploration in response to emerging educational innovations. Professional development programs, ethical guidelines, and institutional support systems were also identified as essential in strengthening teachers’ readiness and confidence in AI-assisted



instructional delivery

IV. CONCLUSION

The study concluded that teachers in public secondary schools generally demonstrate positive attitudes and emerging readiness toward the integration of Artificial Intelligence in instructional delivery. Teachers perceive AI as an effective instructional support tool that enhances efficiency, creativity, and access to educational resources. However, concerns related to ethical use, technological dependence, reliability of information, and digital competency gaps remain significant considerations in AI integration. Despite these concerns, teachers demonstrated willingness to adapt through continuous learning, collaborative support, and instructional experimentation.

The findings underscore the importance of balanced, ethical, and learner-centered AI integration supported by professional development, institutional policies, and technological readiness initiatives in public secondary school education.

Implications of the Study

The findings may guide school administrators, curriculum developers, and policymakers in strengthening AI-related professional development programs, ethical technology guidelines, and institutional support systems for teachers. Schools may also enhance digital infrastructure and collaborative learning communities that support responsible AI integration in instructional delivery.

The study further highlights the importance of maintaining pedagogical integrity, critical thinking development, and learner-centered instructional practices amid increasing educational technology integration.

Future studies may further examine the long-term effects of AI-assisted instruction on teaching effectiveness, learner engagement, and educational outcomes across diverse educational settings.

V. REFERENCES

- [1] Belarga, B., Guiking-Clemente, B., Tulawie, A., Alih, C., Caban, R., & Manois, F. R. (2025). From Page to Praxis: The Role of Regional Literature in Shaping Culturally Grounded Teaching Methods in HEIs. *International Journal on Culture, History, and Religion*, 7(SI2), 356–371. <https://doi.org/10.63931/ijchr.v7iSI2.206>
- [2] Bonoan, K. C., Bunagan, K. A., Calangi, A. D., Chan, E. P., Corpuz, L. P., Deseo, J. M., Suarez, R. H., Sumulong, B. I., & Flores, A. R. (2021). A Comparative Study on the Knowledge, Attitude, and Practices (KAP) on the Preventive Measures Against Covid-19 of the Residents in Rural (Lobo, Batangas) and Urban (Taguig City, Metro Manila) Areas in the Philippines. *International Journal of Arts, Sciences and Education*, 1(3), 77–123. Retrieved from <https://ijase.org/index.php/ijase/article/view/35>
- [3] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- [4] Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
- [5] Buncag, R. (2022). Parent-Assisted Modular Reading Program: Its Effect on Reading Performance During the Covid-19 Pandemic of Grade 5 Pupils of Biwag Elementary School, Tallag Cabagan Isabela. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 39–50. <https://ijase.org/index.php/ijase/article/view/154>
- [6] Caliboso, J., Bagalay, B., Santiago, M., Bayan, R., Aguinaldo, I., & Belo, J. (2025). Literary Texts as Cultural Tools: A Study on Contextualized Learning Strategies in Philippine Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 340–355. <https://doi.org/10.63931/ijchr.v7iSI2.205>
- [7] Camiring-Picpican, H., Flores, K., Caban, R., Mohadali, S., Galdonez, D., & Alih, C. (2025). Pedagogical Innovations Based on Philippine Cultural Practices: A



- Framework for Culturally Responsive Teaching in Higher Education. *International Journal on Culture, History, and Religion*, 7(SI2), 433–451. <https://doi.org/10.63931/ijchr.v7iSI2.168>
- [8] Caranguian, C. B. (2022). Family-related Factors Influencing Success in the Licensure Examination for Teachers. *International Journal of Educational Sciences*. 38 (1-3), 62-69.
- [9] Caranguian, C. B. (2023). Level of Parental Involvement as a Predictor of Academic Achievement and School Adjustment. *Universidad de Granada*. 14(3), 138-143.
- [10] Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340.
- [11] Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2020). Teacher technology change: How knowledge, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255–284.
- [12] Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- [13] Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2020). *Intelligence unleashed: An argument for AI in education*. Pearson Education.
- [14] Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- [15] Tondeur, J., Scherer, R., Siddiq, F., & Baran, E. (2021). A comprehensive investigation of TPACK within pre-service teachers' ICT profiles: Mind the gap. *Australasian Journal of Educational Technology*, 36(1), 1–16.
- [16] UNESCO. (2021). *AI and education: Guidance for policy-makers*. UNESCO Publishing.
- [17] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

<https://ijelcs.minduraresearch.com/journal/index>



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

<https://ijelcs.minduraresearch.com/journal/index>
