

Teachers' Experiences on Artificial Intelligence Adoption: A Narrative Inquiry

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Abstract— Artificial intelligence (AI) integration in education represents a significant pedagogical shift that reshapes teachers' roles and professional decision-making. Despite its increasing presence, limited research has examined teachers' experiences with AI in Philippine public secondary schools. This study investigated Senior High School teachers' narratives in adopting AI technologies for teaching at Tanza National Trade School. A qualitative narrative research design was employed, guided by Rogers' Diffusion of Innovations Theory, the Technology Acceptance Model, and the Concerns-Based Adoption Model. Purposive sampling was used to select academic and technical-vocational teachers with experience integrating AI in curriculum planning and instruction. Data were collected through in-depth interviews and analyzed using thematic analysis. Findings revealed that AI adoption is a dynamic and non-linear process. Teachers initially experienced uncertainty and raised ethical concerns regarding the accuracy, safety, and appropriate use of AI-generated content. Over time, increased exposure facilitated acceptance as AI was recognized for enhancing efficiency, supporting lesson preparation, and fostering more engaging teaching practices. However, challenges persisted, including limited training opportunities, inadequate resources, and concerns about student over-reliance on AI tools. Teachers also emphasized the importance of ethical and responsible AI use, particularly in addressing issues such as plagiarism and critical thinking development. Collaboration among colleagues and institutional support emerged as key factors in strengthening teachers' readiness and confidence in integrating AI. Overall, AI integration was found to be a human-centered and context-dependent process

shaped by perceived usefulness, ethical awareness, self-efficacy, and support systems. The study identified four major themes: (1) gradual adoption from uncertainty to confidence, (2) enhanced efficiency and teaching–learning processes, (3) existing structural and resource-related challenges, and (4) the importance of ethical and responsible AI use. These findings highlight that successful AI integration requires continuous professional development, reflective practice, and supportive institutional frameworks. Based on these insights, the study proposed the AI-LEAP framework to guide responsible, ethical, and sustainable adoption of AI in public secondary education.

Keywords: AI Integration, Artificial Intelligence in Education, Ethical Use of AI, Public Secondary Schools, Technology Acceptance

I. INTRODUCTION

Artificial Intelligence (AI) has rapidly emerged as one of the most influential technological developments shaping modern education. With the expansion of digital learning environments, AI-powered systems now assist teachers in generating instructional content, analyzing student performance, and supporting adaptive learning experiences. Holmes et al. (2022) and Zawacki-Richter et al. (2022) explained that AI technologies enable automated feedback, intelligent tutoring, and data-driven instructional strategies that allow educators to respond more effectively to diverse learning needs. These innovations contribute to improved instructional efficiency, as repetitive tasks such as grading, lesson planning, and content creation can be automated. Ifenthaler and Yau (2020), along with Lim et al. (2023), emphasized that this efficiency allows teachers to dedicate more time to meaningful interactions with students, thereby enhancing the quality of teaching and learning.

AI also plays a significant role in transforming traditional teaching approaches into more personalized and adaptive learning experiences. Chiawa Igbokwe (2023) noted that AI systems can analyze students' learning patterns, strengths, and difficulties through advanced algorithms and learning analytics. This enables teachers to provide differentiated instruction tailored to

individual learners. Holmes et al. (2022) further highlighted that such personalization improves engagement and supports better academic outcomes. In addition, Ng et al. (2023) and Wang et al. (2023) explained that AI can generate customized lesson plans, activities, and assessment tools aligned with students' abilities and learning goals. These capabilities promote a more inclusive and responsive educational environment, where students receive support based on their unique needs.

On a global scale, AI is widely recognized as a transformative force in education. Holmes et al. (2022) and Crompton and Burke (2023) described how AI enhances teaching efficiency, expands access to quality education, and supports innovative instructional practices. International organizations such as the OECD (2021) and UNESCO (2023) have emphasized the importance of integrating AI into education systems to prepare learners for the demands of the digital age. Wang et al. (2023) and Viberg et al. (2025) added that AI-driven tools, including intelligent tutoring systems and learning analytics platforms, are continuously evolving to support teachers in monitoring student progress and designing more effective instructional strategies. These developments reflect a global commitment to leveraging technology to improve educational outcomes.

At the national level, the Philippine government has begun to recognize the importance of integrating emerging technologies such as AI into its development agenda. Paunan (2025) and Williamson (2021) highlighted efforts to strengthen digital transformation across various sectors, including education, to enhance innovation and technological readiness. In the education sector, the Department of Education (2021) has implemented programs aimed at promoting digital literacy and the integration of educational technologies in classrooms. However, challenges remain, particularly in public schools where infrastructure limitations, unreliable internet connectivity, and insufficient teacher training hinder the effective use of AI tools. Bacila (2021) and Mocon-Ciriaco (2024) emphasized that these constraints continue to affect the readiness of schools to adopt advanced technologies.

Recent policy initiatives also reflect efforts to address teachers' workload and support the integration of AI. The Department of Education (2024) introduced DepEd Order No. 002, s. 2024,

which aims to reduce non-teaching tasks assigned to teachers as part of the MATATAG Agenda. This initiative seeks to improve educational quality while promoting teacher welfare. Similarly, the Office of the Undersecretary for Human Resource and Organization Development (2024) issued a memorandum encouraging the use of AI to support teachers and recommending the deployment of non-teaching personnel to handle administrative tasks. However, despite these policies, challenges persist. Chi (2024b) observed that many teachers continue to handle ancillary responsibilities due to a shortage of administrative staff. In this context, technology offers a potential solution. Bryant et al. (2020) found that technological advancements could reduce the time teachers spend on preparation, evaluation, and administrative work by up to 50 percent. This reduction could allow teachers to focus more on instruction and personal well-being, addressing concerns about workload and burnout.

At the local level, teachers at Tanza National Trade School (TNTS) have begun integrating AI tools into their teaching practices. Applications such as ChatGPT, multimedia content generators, productivity tools, and platforms like Khan Academy are being used to support lesson planning, instructional delivery, and student assessment. Kasneci et al. (2023) explained that generative AI tools can assist in creating instructional materials, generating assessment items, and enhancing classroom engagement. Crompton and Burke (2023) and Lim et al. (2023) further noted that these tools improve efficiency and enable teachers to design more creative and effective learning experiences. By reducing the time required for lesson preparation, AI allows teachers to focus more on delivering meaningful and interactive instruction.

Despite these benefits, the adoption of AI at TNTS is accompanied by several challenges. Teachers face issues such as large class sizes, limited instructional time, inadequate resources, unreliable internet connectivity, and insufficient training on AI tools. Ethical concerns, particularly regarding data privacy and academic integrity, also pose significant challenges. Bacila (2020), Saliba (2024), and Hasim and Bakar (2025) identified similar issues in broader research, emphasizing that limited infrastructure and lack of technical support hinder effective AI integration. Additionally, teachers recognize the importance of maintaining authentic teacher–student interactions, emphasizing that AI should complement rather than replace human engagement in the learning process.

Despite the increasing interest in AI integration, there is still limited research focusing on the lived experiences of teachers in Philippine secondary schools. Many existing studies are centered on higher education or international contexts, leaving a gap in understanding the realities faced by public school teachers. Pecasion et al. (2023) and Wakit et al. (2025) highlighted the need to examine teachers' experiences, challenges, and strategies in adopting AI, particularly in resource-constrained environments. Understanding these experiences is essential for developing contextually relevant policies and practices that support effective AI integration.

This study is anchored on three theoretical frameworks that provide a comprehensive understanding of AI adoption in education. Rogers (2003), through the Diffusion of Innovations Theory, explained how new technologies are adopted over time, influenced by factors such as relative advantage, compatibility, complexity, trialability, and observability. Davis (1989), through the Technology Acceptance Model (TAM), emphasized that users' acceptance of technology depends on its perceived usefulness and ease of use. Meanwhile, Hall and Hord (2011), through the Concerns-Based Adoption Model (CBAM), examined the stages of concern and levels of use experienced by individuals during the adoption process. These frameworks collectively explain not only how teachers adopt AI but also why they adopt it, the challenges they encounter, and how their confidence evolves over time.

Guided by these frameworks, the study employs a narrative inquiry approach to explore the experiences of teachers at TNTS in using AI technologies for lesson planning, instruction, and assessment. By focusing on teachers' stories, the research highlights their motivations, challenges, strategies, and perceived outcomes in integrating AI into their professional practice. The findings serve as the foundation for the proposed AI-LEAP framework, which translates teachers' experiences into a practical and structured approach for AI adoption. This framework is designed as a four-pronged system, with each component representing a key dimension of teachers' experiences. Through this approach, the study aims to provide meaningful insights that support responsible, effective, and context-sensitive integration of AI in education.

Statement of the Problem

The study aimed to explore the narratives of Senior High School teachers on the adoption of artificial intelligence (AI) in Tanza National Trade School.

Specifically, it sought to answer:

1. How do the co-participants narrate their experiences on the adoption of artificial intelligence?
2. What themes emerge from the significant experiences of the co-participants?
3. What insights can be drawn from the themes?
4. What output may be proposed to improve the adoption of AI in education?

Literature Review

Artificial Intelligence (AI) has emerged as one of the most influential innovations in modern education, significantly transforming how teaching and learning are designed, delivered, and experienced. According to Holmes, Bialik, and Fadel (2022) and Zawacki-Richter et al. (2022), AI has reshaped educational processes by introducing more adaptive, personalized, and data-driven approaches to instruction. Its integration into classrooms represents more than just the adoption of new tools; it signals a fundamental shift toward a learner-centered and efficient educational environment. Crompton and Burke (2023) explained that AI technologies such as intelligent tutoring systems, automated grading platforms, and generative AI applications are increasingly being used to support both teachers and students. These tools enhance personalization, streamline instructional processes, and provide real-time feedback, allowing for more responsive and effective teaching. However, in developing countries like the Philippines, the integration of AI presents both opportunities and challenges, largely influenced by disparities in infrastructure, technological access, and digital literacy, as emphasized by the Department of Education (2021) and Lim et al. (2023).

In the Philippine educational context, efforts to integrate technology have been ongoing, particularly through initiatives that promote Information and Communication Technology (ICT) in schools. The Department of Education (2021) highlighted that while progress has been made in digital integration, the transition from basic ICT tools to more advanced AI systems remains complex and uneven. Many schools still face significant limitations, including unreliable internet connectivity, lack of modern technological devices, and insufficient funding to support advanced innovations. Ng et al. (2023) pointed out that these constraints directly affect the readiness of both institutions and teachers to adopt emerging technologies. As a result, teachers often find themselves navigating unfamiliar digital environments while striving to maintain effective instructional delivery. This situation underscores the importance of understanding not only the technological aspects of AI integration but also the lived experiences of teachers who are directly involved in its implementation.

Teachers play a central and indispensable role in the successful integration of AI in education. Ifenthaler and Yau (2020) emphasized that teachers' beliefs, attitudes, and competencies significantly influence how technology is adopted and utilized in the classroom. Unlike traditional instructional tools, AI requires educators to develop a more advanced level of digital and pedagogical competence. Teachers must not only understand how AI tools function but also how to apply them effectively in ways that enhance learning outcomes. Kasneci et al. (2023) explained that educators need to critically evaluate AI-generated outputs to ensure accuracy, relevance, and alignment with educational objectives. Moreover, teachers are responsible for guiding students in the ethical and responsible use of AI, helping them avoid over-reliance on technology and instead use it as a tool to support critical thinking and creativity. This evolving role places teachers at the forefront of educational innovation, requiring continuous learning and adaptation.

The process of adopting AI in education is not immediate or uniform; rather, it is gradual and often non-linear. Rogers (2003) described this process through the Diffusion of Innovations Theory, which outlines stages such as awareness, persuasion, decision, implementation, and confirmation. In educational settings, teachers often move through these stages at different paces, influenced by their experiences, resources, and level of support. Initially, many teachers

experience hesitation and uncertainty when introduced to AI technologies. Concerns about reliability, accuracy, and the potential impact on their professional roles are common. Some educators fear that AI may replace certain aspects of teaching, while others feel overwhelmed by the rapid pace of technological change. However, as teachers gain hands-on experience and become more familiar with AI tools, their perceptions gradually shift. Exposure to practical applications allows them to recognize the value of AI as a supportive resource that enhances rather than replaces their role as educators.

One of the most significant benefits of AI in education is its ability to improve efficiency in teaching-related tasks. Crompton and Burke (2023) found that AI tools can significantly reduce the time required for lesson planning, content creation, and assessment. Teachers can use AI to generate quizzes, summarize complex topics, and create instructional materials quickly and effectively. This increased efficiency enables educators to dedicate more time to meaningful interactions with students, such as facilitating discussions, providing personalized feedback, and supporting individual learning needs. By automating repetitive tasks, AI allows teachers to focus on higher-order teaching responsibilities, ultimately enhancing the quality of instruction.

In addition to improving efficiency, AI has the potential to enhance the overall teaching and learning process. Wang et al. (2023) explained that AI supports differentiated instruction by allowing teachers to tailor learning experiences based on individual student needs. Through data analysis, AI tools can provide insights into student performance, helping educators identify learning gaps and implement targeted interventions. This data-driven approach promotes more effective and personalized learning experiences. Furthermore, AI can create interactive and engaging learning environments that capture students' interest and motivation. By offering adaptive content and real-time feedback, AI enhances student engagement and encourages active participation in the learning process.

Despite these advantages, the adoption of AI in education is accompanied by several challenges. One of the most significant barriers is the lack of adequate infrastructure. The Department of Education (2021) identified unreliable internet connectivity and limited access to technological devices as major obstacles to effective AI integration. In many schools, especially

those in resource-constrained areas, these limitations prevent the full utilization of AI technologies. As a result, there is a gap between the potential benefits of AI and its actual implementation in classrooms.

Another critical challenge is the lack of training and professional development opportunities for teachers. Ng et al. (2023) emphasized that many educators feel unprepared to use AI tools due to limited exposure and insufficient guidance. While some teachers are willing to explore new technologies, the absence of structured training programs can hinder their ability to integrate AI effectively. Professional development initiatives are essential to equip teachers with the necessary knowledge and skills to navigate AI technologies. These programs should not only focus on technical competencies but also address pedagogical strategies and ethical considerations, ensuring that teachers can use AI in a meaningful and responsible manner.

Ethical considerations are also a major concern in the integration of AI in education. Kasneci et al. (2023) discussed issues such as academic integrity, data privacy, and algorithmic bias, which have become increasingly relevant with the use of AI technologies. Teachers are particularly concerned about the potential misuse of AI by students, including plagiarism and over-reliance on automated tools. This highlights the importance of teaching students how to use AI responsibly and ethically. Educators must emphasize that AI is a tool to support learning, not a substitute for critical thinking and independent effort. Holmes et al. (2022) further stressed the importance of protecting student data and ensuring that AI systems are used in ways that uphold fairness, transparency, and accountability.

Institutional support is essential in addressing these challenges and facilitating successful AI adoption. Lim et al. (2023) highlighted that schools and educational authorities must provide adequate resources, infrastructure, and policy frameworks to support teachers. Investment in reliable internet connectivity, modern devices, and technological infrastructure is crucial for creating an environment where AI can be effectively utilized. Additionally, clear policies and guidelines must be established to ensure the ethical and responsible use of AI in education. These policies should address issues such as data privacy, academic integrity, and appropriate use of AI tools, providing a clear framework for both teachers and students.

Collaboration among teachers is another important factor in promoting successful AI integration. Ifenthaler and Yau (2020) emphasized that peer collaboration allows educators to share experiences, strategies, and best practices. Through collaboration, teachers can learn from one another, gain confidence in using new technologies, and develop innovative approaches to teaching. Communities of practice can serve as valuable platforms for continuous learning, enabling teachers to stay informed about new developments in AI and refine their instructional practices. This collaborative approach fosters a culture of innovation and supports the sustainable integration of AI in education.

The adoption of AI in education is influenced by a complex interplay of factors, including personal attitudes, technological readiness, and contextual conditions. Davis (1989), through the Technology Acceptance Model, explained that perceived usefulness and ease of use are key determinants of technology adoption. Wang et al. (2023) supported this idea by noting that teachers are more likely to adopt AI when they perceive it as beneficial and easy to use. Positive experiences with AI can increase confidence and motivation, while negative experiences may lead to resistance. Emotional factors such as anxiety, uncertainty, and lack of confidence also play a significant role in shaping teachers' engagement with AI. At the same time, external factors such as access to resources, institutional support, and training opportunities further influence the adoption process.

Ultimately, the integration of AI in education is a human-centered process that requires a balanced consideration of both technological and social dimensions. While AI offers powerful tools for enhancing teaching and learning, its effectiveness depends on how it is used by educators and students. Teachers must be empowered with the necessary knowledge, skills, and support to integrate AI effectively into their practices. At the same time, students must be guided to use AI responsibly, developing critical thinking, creativity, and ethical awareness.

The experiences of teachers highlight the importance of adopting a balanced and thoughtful approach to AI integration. While the benefits of AI are substantial, they must be carefully weighed against the challenges and risks associated with its use. Continuous professional development, investment in infrastructure, and the establishment of ethical guidelines are essential for achieving

sustainable integration. By addressing these factors, educational institutions can create an environment where AI enhances rather than disrupts the teaching and learning process.

In conclusion, AI has the potential to significantly enrich education by improving efficiency, supporting personalized learning, and enhancing student engagement. Zawacki-Richter et al. (2022) emphasized that AI can transform educational systems when implemented thoughtfully and responsibly. However, its successful integration requires a comprehensive and holistic approach that considers teachers' experiences, institutional readiness, and ethical responsibilities. As education continues to evolve in response to technological advancements, the insights gained from teachers' experiences provide valuable guidance for shaping future policies and practices. Through careful implementation, continuous support, and a strong emphasis on ethical use, AI can become a powerful tool for advancing education and preparing learners for the demands of the modern world.

II. METHODOLOGY

This study employed a qualitative research design using a narrative inquiry approach to explore the experiences of Senior High School teachers in adopting Artificial Intelligence (AI) in education at Tanza National Trade School. Narrative inquiry was chosen because it focuses on personal stories, allowing the researcher to capture the depth, complexity, and meaning behind teachers' experiences as they navigate the integration of new technologies in their teaching practices. Rather than relying on simple responses, this approach enabled a deeper understanding of how teachers perceive, interpret, and emotionally respond to AI, as well as how their beliefs, context, and interactions influence their adoption process. Through storytelling, the study provided insights not only into what teachers think about AI but also how they make sense of their experiences, which contributed to the development of practical recommendations and frameworks for effective AI integration.

The study utilized purposive sampling to select seven teachers who could provide rich and relevant insights into AI adoption. Participants were drawn from both academic and technical-

vocational subject areas to ensure diverse perspectives across different teaching contexts. Selection criteria included at least three years of teaching experience and active engagement with AI tools in lesson planning, instruction, or assessment. School administrators assisted in identifying suitable participants who were willing to share their experiences. Data were collected through in-depth, semi-structured interviews, which allowed participants to openly discuss their experiences, challenges, and strategies in using AI. The use of open-ended questions created a flexible and supportive environment, encouraging participants to provide detailed and honest narratives.

The collected data were analyzed using thematic analysis to identify recurring patterns and significant themes within the participants' narratives. This method allowed the researcher to examine both individual and shared experiences, highlighting key factors that influence AI adoption, such as professional development, institutional support, and ethical considerations. The analysis followed a systematic process that included familiarization with the data through repeated reading of transcripts, generation of initial codes from meaningful statements, grouping of related codes into broader themes, and careful review and refinement of these themes to ensure accuracy and coherence. Each theme was then clearly defined to reflect its central meaning, and the findings were presented by integrating participants' direct responses with analytical interpretation. This process provided a comprehensive understanding of how teachers experience and navigate the integration of AI in their teaching practices.

Throughout the study, strict ethical standards were observed to ensure the protection and well-being of all participants. Prior to data collection, official permission to conduct the research was obtained from the Schools Division Office of Cavite and the school principal. Participants were fully informed about the purpose and procedures of the study, and their voluntary participation was emphasized. Informed consent was secured, and participants were assured of their right to withdraw at any time without consequence. Confidentiality and anonymity were maintained by using pseudonyms, and all data were securely stored and accessed only by authorized individuals. During data collection, participants' responses were carefully documented and verified to ensure accuracy. In the analysis phase, the researcher-maintained objectivity, minimized bias, and remained aware of potential influences on interpretation. Credibility was strengthened through member checking, allowing participants to review and confirm the accuracy

of the findings. All information gathered was used solely for academic purposes, and the results were presented truthfully and responsibly to uphold the integrity and trustworthiness of the research.

III. RESULTS AND DISCUSSIONS

The following is a summary of findings on the significant experiences of the participants.

1. Teachers described their initial experiences with AI as a mix of excitement and curiosity. While they were impressed by AI's ability to quickly generate lesson plans, assessments, and instructional materials, they also expressed uncertainty about its accuracy, reliability, and ethical implications. Over time, through self-directed learning and experimentation, they gradually developed confidence in using AI tools such as ChatGPT and Canva. Teachers eventually perceived AI not as a replacement for their role but as a supportive tool that enhanced their efficiency and instructional creativity.

2. There are four themes that emerged from the significant experiences of the participants, and these are the following:

1. Gradual Adoption and Growing Confidence in AI Use – Teachers transitioned from fear and hesitation to trust and confidence through experience and persistence.
2. AI Improves Efficiency and Enhances Teaching–Learning Processes – AI reduced preparation time, improved creativity, supported differentiated instruction, and increased student engagement.
3. Challenges Require Training and Institutional Support – Barriers such as limited internet access, insufficient devices, lack of structured training, and minimal institutional guidance hinder optimal AI use, and
4. Ethical and Responsible Use of AI in Education – Teachers emphasized the importance of academic integrity, data privacy, critical thinking, and avoiding overreliance on AI.

These themes reflected both the benefits and complexities of AI integration in a public secondary school context.

3. The study generated several key insights and these are: Teachers' acceptance of AI is influenced by perceived usefulness and self-efficacy, AI integration is a human-centered and context-

dependent process, shaped by individual agencies, school culture, and available resources, Professional development and institutional readiness are essential for sustainable AI adoption, and Ethical awareness is critical to maintain academic integrity and responsible use. The findings suggest that while teachers are willing to adopt AI, successful implementation requires structured support systems and clear ethical guidelines.

4. In response to the findings, the study proposed the AI-LEAP framework, anchored in teachers' experiences, translating the four emergent themes into a practical, actionable structure for AI adoption in education. The framework is designed as a 4-prong LEAP system, where each prong represents a core thematic dimension identified from the narratives of the seven Senior High School teachers:

L – Learning & Confidence (Gradual Adoption and Growing Confidence in AI Use)

Teachers' experiences revealed a slow but steady journey from initial curiosity and hesitation to growing self-efficacy and trust in AI tools. The framework emphasizes structured AI literacy programs to provide teachers with hands-on experience, guided practice, and confidence-building exercises. By cultivating familiarity with AI applications and fostering self-directed experimentation, teachers are empowered to transition from uncertainty to competent and reflective AI integration.

E – Efficiency & Engagement (AI Improves Efficiency and Enhances Teaching–Learning Processes) Narratives highlighted that AI enables teachers to streamline lesson planning, automate administrative tasks, and create more engaging, student-centered learning experiences. AI-LEAP incorporates targeted professional development on using AI to enhance instructional efficiency and pedagogical creativity. This prong underscores AI as an enabling tool for both operational efficiency and improved teaching-learning outcomes.

A – Access & Support (Challenges Require Training and Institutional Support)

Teachers identified barriers such as a lack of formal training, limited access to AI tools, and inadequate internet connectivity. The framework addresses these challenges by ensuring equitable access to licensed AI software, reliable infrastructure, and ongoing technical support. It also promotes collaborative platforms for peer learning, mentoring, and collective problem-solving,

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fostering a community of practice where teachers support one another through the AI adoption process.

P – Professional Ethics (Ethical and Responsible Use of AI in Education)

Ethical concerns, including plagiarism, over-reliance on AI, and data privacy, were consistently raised by participants. The AI-LEAP framework embeds ethical guidance, including explicit policies and reflective practices, to help teachers integrate AI responsibly. This includes monitoring AI outputs, mentoring students on proper AI use, and making informed pedagogical decisions that uphold academic integrity, fairness, and transparency.

IV. RECOMMENDATIONS

1. School Leaders

School leaders should provide structured AI literacy training for teachers, ensure access to licensed AI tools, reliable internet, and updated devices, and establish clear policies on ethical AI use and academic integrity. They should also allocate sufficient resources to address infrastructure gaps and create a supportive environment for effective AI integration.

2. Policy Makers

Policymakers are encouraged to develop comprehensive frameworks for responsible AI adoption in education, fund teacher training programs, and improve technological infrastructure. Additionally, they should provide clear and standardized ethical guidelines to support schools in implementing AI responsibly.

3. Teachers

Teachers should actively participate in practical workshops on the use of AI for lesson planning, assessment, and differentiated instruction. They must also uphold ethical practices by ensuring data privacy, promoting academic integrity, and maintaining a balance between AI use and human-centered teaching approaches.

4. EdTech Developers

EdTech developers should collaborate closely with educators to ensure that AI tools are user-friendly, relevant, and aligned with the curriculum. They should incorporate teacher feedback in the design process and prioritize transparency, accuracy, and strong data protection measures.

5. Parents

Parents are encouraged to guide and monitor their children's use of AI at home. They should promote independent thinking, reinforce academic honesty, and maintain open communication with teachers to support responsible AI use.

6. Students

Students should use AI as a support tool for learning rather than a replacement for their own effort. They must ensure that their outputs reflect their own understanding and critical thinking, while also verifying the accuracy of AI-generated content.

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