

TEACHERS' LIVED EXPERIENCES IN HANDLING AND UTILIZING AI IN THE TEACHING-LEARNING PROCESS

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ABSTRACT

The study explored the live experience of the five instructors from the University of the Visayas College of Education during the 2023-2024 school year as they discover the deal with and the use of the AI in the teaching and learning processes. The researcher discover that the teacher frequently employs AI tool such as the virtual assistant, search engine and the grammar checker which had substantial impact on the teaching practices. The teacher reported both benefit and the obstacle incorporating AI into the classroom. On the positive side they stated that the AI tool improve the productivity, creativity and the collaborative learning. They encountered difficulties such as worries about the authenticity of the student work and the need to further training to effectively use AI in the teaching. The research found that the teacher went beyond to learn more deploying in the AI in the classroom. The passion and the desire to adapt the technology innovation in education is admirable. The finding also suggest that the Department of Education should provide more support and the resources to assist the instructor in integrating AI into the teaching and the learning process. This could include the professional development opportunities, guidelines to the ethical AI practices and the development of the AI powered educational tool that align with the curriculum and the learning objectives. The study highlights the role for their student. The researcher found that the educational institution can better promote the successful and responsible integration of the AI in the classroom by identifying and responding the teacher lived experience and the demand.

Keywords: Lived-experiences, AI tools, Teaching-learning process

INTRODUCTION

Artificial Intelligence was rapid transforming through education sector with the potential to revolutionize the teaching and learning. The AI-powered tool and the application could help the teacher personalize the instruction, provide the real-time feedback and identify the student who need extra support. The implementation of the artificial intelligence in the education was still in the early stage and the teacher face number of challenges in handling and utilize AI in the teaching-learning process. According to Fitria (2021) one of the biggest challenges was the lack of the teacher training on the AI education. Many of the teacher were not familiar with the artificial intelligence and how the use it effectively in the classroom. This leads to the reluctance to adopt the Artificial Intelligence and technologies to misuse.

Another challenge was the potential for the Artificial Intelligence in existing educational inequalities. According to Majid and Lakshmi (2023) student from the low-income families and underserved communities may not have access to the same AI-powered resources as the more affluent peer. This leads to the widening achievement gap. Despite the challenges the potential benefit of the AI in education were significant. According to Abdellatif et al. (2020) artificial intelligence powered tool could help the teacher personalize the instruction provide the real time feedback, and identify student who need extra support. Artificial Intelligence could help teacher to create more engaging and interactive learning experiences.

Artificial Intelligence has the potential to revolutionize education but its implementation in the classroom was not without the challenges. The teacher was at the forefront of this transformation, and their experiences in handling and utilizing AI in the teaching-learning process were essential to understanding how to best leverage this technology to improved student outcomes.

One of the biggest challenges for the teachers was the lack of the technical expertise. AI tools and application could be complex and difficult to used especially for the teacher who were not familiar with the technology.

This would lead to the frustration and to adopt AI in the classroom. Another challenge was the cost of the AI tools and the application. Many of the school and the universities do not have the resources to purchase and maintain the technology they need to incorporate AI into the classroom. This creates digital divide between the student from the affluent and the underprivileged background (Barrios, 2019). There was also ethical concern associated with using the AI in education. One of the biggest dilemmas was the potential for the bias in the AI algorithms. If an AI system were trained on biased data, they could perpetuate these biases in the recommendation and the feedback. This provides negative impact on the student from the marginalize group. Another ethical concern was the potential for the AI to replace the human teachers (Xu, 2020). Some people fear that AI would eventually able to automate the task currently perform by the teachers. This leads to the job losses and the decrease in the quality of the education (Lakshmi, 2023).

Despite the challenges the teacher was finding innovative way to use the AI in the classroom. The integration of the Artificial Intelligence into the teaching learning process has gain significant traction in the recent year with the educator exploring the potential to enhance the pedagogical practices, personalize learning and the automatic repetitive task (Opara et al., 2023). Among to the various AI tool, ChatGPT a large language model. develop by the OpenAI has emerge as the promising tool for the teaching and the learning due to the ability to generate human-quality text, translate the language and write the different creative content format.

The potential of the ChatGPT for teaching, learning and research. The author evaluates that ChatGPT capabilities and limitation in the various educational context highlight the ability to provide the rapid and instant response to the search queries, generate text in the conversational style and to adapt to the individual learning needs (Opara, 2023). The study identified challenges associated with ChatGPT such as potential biases in the responses, the lack of the transparency in the decision-making process and the need for the

careful integration into the existing pedagogical framework.

Furthermore, Teacher use ChatGPT to improve the teaching and learning practices (Mondal et al., 2023). ChatGPT use to generate the personalize learning material by adapting existing material to the specific needs of the individual student. ChatGPT use to generate different version of the text each with different level of the difficulty. This could be helpful for the teacher who want to differentiate instruction and provide the student with the appropriate level of the challenge. In addition to generate personalize learning material and provide feedback. ChatGPT also use to create engaging learning experiences.

The importance of the ethical consideration when using the AI education. They recommend that the teacher carefully select AI tool and application that were align with the value and that they provide the student with training on how to use the AI responsibly. Teacher education institution was beginning to prepare the teacher for the use of the Artificial Intelligence in the classroom. Some institutions were offering courses on the AI for education and developing the Artificial Intelligence power teaching and learning material (Alda, 2020). The importance of developing the national strategy for the implementation of the Artificial Intelligence in education in the Philippines. This argues that strategy should address the challenges of access, equity, and quality (Vidal, 2023). The perspective of English language teacher in the Philippine state university on the material development in the flexible learning amid the pandemic. The author argue that the teacher uses a variety of the AI power tool to develop the learning material such as the online video editor presentation maker and the assessment tool.

The limited research on the teacher experience with AI in education specifically at the University of the Visayas College of Education underscore the important of the understanding the challenges and the opportunities. Professor Reyes and other educator grapple with understanding AI algorithm addressing technical issues and diverse student response. Teacher experience

would enable the development of the effective strategies that ensure AI benefits all students. Teacher experience with AI at the University Visayas College of Education essential for effective implementation and maximize the benefit for of the students.

The purpose of the study was to explore the experience of the teacher at the University of the Visayas College of Education in handling and utilize the AI in the teacher learning process. The study identified the challenges and the opportunities that teacher face, the perception of the impact of the AI on the teaching and learning practices and the best practices for supporting teacher in the use of AI. The finding of the study contributes to the understanding of how to effectively implement AI in the classroom and ensure that all student benefit from the technology.

DOMAIN OF INQUIRY

The study explored the lived- experiences of the teachers utilizing AI in the teaching learning process at the University of the Visayas College of Education Academic Year 2023-2024.

Specifically, the study answered the following questions:

1. What was the lived-experiences in utilizing AI in teaching learning process?
2. What was the essence of their experiences?
3. Based on the findings of the study, what recommendations could be proposed?

METHODOLOGY

This section described and discussed how the researchers gathered the necessary data and information that uses in the entire study. This also show the procedure of data collection and instruments that are being used.

Design

The study used qualitative approach. The phenomenological research is qualitative research approach that seek to understand and describe the universal essence of the phenomenon. The approach investigates the

everyday experience of the human being while suspending the research preconceive assumption about the phenomenon. Phenomenological research study live experience to gain deeper insight into how people understand those experiences (Delve & Limpaecher, 2022).

Phenomenological was chosen for the research to delve into the live experience of the individual and to understand the essence of the experience regarding the phenomenological. The approach is powerful in education research as it allows for an in-depth exploration of the individual. Phenomenology help uncover the rich detail insight that quantitative method might overlook. This is about capturing the essence of experience as they are subjectively live which is invaluable when the research aims to inform educational practices and policies that are responsive to the actual need and the perspective of the learner and educator.

Environment

The study conducted at the University of the Visayas College of Education. The research aimed to explore into the dynamic intersection of the education and artificial intelligence within the unique context of the University. The University of the Visayas

College of Education was in Pardo, Cebu City it serves as the academic hub offering the range of the courses to the student seeking higher education. The campus features modern facilities and the conducive learning environment with the dedicated faculty as it strives to provide quality education and prepare the student for the future careers. The University College of the Education stand as the beacon of the learning in the community fostering the academic excellence and personal development. The campus diverse academic program and innovative initiative compelling site to explore how the educator integrate Artificial Intelligence into the teaching learning process. The school commitment to quality education and the openness to innovative approaches to make it suitable environment for observe and studying the impact of AI in the teaching learning process.

Informants

The informant of the study was the teacher who utilize Artificial Intelligence. Only women participate in the study. Each of informant answer all questions base on the information that provide by the researcher. The researcher interview 5 teachers in the University of the Visayas College of Education.

Purposive sampling interview 5 teachers base on relevant criteria for studying teacher experience using the AI in the teaching-learning process. This approach ensures the targeted and insight examination of educator who have direct experience with integrating Artificial Intelligence into the teaching practices. The goal was to capture the diverse perspective and insight could contribute to the comprehensive understanding of how the Artificial Intelligence was utilize in educational setting. The research investigates the teacher training need to understand and respond to the residents using Artificial Intelligence. The inclusion criteria aim to create the sample that were both diverse and focus on teacher who can provide meaningful insight into the challenges, benefit and impact of Artificial Intelligence in the teaching-learning process.

Table 1
Inclusion-Exclusion Criteria

Inclusion	Exclusion
Teachers utilizing AI Currently teaching in the College of Education Agree to participate in the study	Teachers were not utilizing AI Not currently teaching in the College of Education

Instrument

The study utilize research made interview guide consistent open-ended question. The researcher made a certificate for the approval of the open-ended question and it was approved by the panelist. After that it develop and utilize an interview guide that consist of open-ended question in 3 parts namely Part 1: Participant Personal Profile include the name, school, grade level subject area, years of teaching experience and experience using the AI in the classroom. Part 2: Experience with AI in the classroom. Open-ended questions were provided to accommodate to free formatted views related to the topics or issues. In this way, the instrument was authorized to obtain data response.

To construct the data, the researchers were using a phone to record the informants answer and translate it into English or transcript it. By doing that the researchers used also a notebook and pen to take down notes while the informants were answering the questions that was provided by the researchers.

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DATA GATHERING PROCEDURE

The researchers had undergone, three phases for data gathering namely the pre, actual and post data.

Pre-data Gathering. The researchers wrote a letter of request for formal permission to conduct the study addressed to the dean, the coordinator, and the informants, who were the teachers at the University of the Visayas College of Education. And after the researchers secured the letters of request, they also received a notice to proceed from the Research Ethics Committee (REC) before they conducted the study.

Actual Data Gathering. The study utilized an interview guide consisting of fourteen (14) open-ended questions, and these interviews explored specific instances of AI integration, probing for anecdotes that illustrate the dynamic integration between teacher and AI technologies. The researchers using face-to-face interviews at the University of the Visayas College of Education with five

(5) informants, which consisted of female teachers, and oriented the intended informants regarding our study. This allows the researchers to conduct 10–15-minute interviews about the challenges the teachers face in using AI in terms of the challenges they encounter. One of the researchers take notes and records them during the interview. The teacher informants received tokens right after the interview.

Post Data Gathering. After gathering the data, only the researchers had accessed the data, and could store it in a recording. The recording would be kept on a USB, which would be kept for three (3) years. After three (3) years, the recording could be deleted. This ensures transparency and allows informants to make informed decisions about their involvement in the study. Ultimately, the decision on how long to retain data should balance research needs with ethical and legal considerations. The disposal of data collected on “Teachers’ Lived-Experiences in Handling and Utilizing AI in the Teaching-Learning Process” should be approached with careful consideration of ethical guidelines, legal requirements, and data protection standards. The researchers ensured the responsible and ethical disposal of data, safeguarding the privacy and confidentiality of informants.

Data Analysis

This study used an in-depth interview with a semi-structure interview guide to obtained data. Informants’ viewpoints thoroughly investigated in this technique to create analysis that was relevant to meet the study questions. Colaizzi’s (1978) method of data analysis were rigorous and robust, and therefore a qualitative method that ensures the credibility and reliability of its results. It allowed researchers to reveal emergent themes and their interwoven relationships.

Trustworthiness of the Qualitative Data

The rigor of the data collection process was adhered to, particularly during the interview phase. Rather than drawing conclusions from the interview, we rely solely on information obtained directly from the informants. No important information was left out, and no unnecessary information was added. The research was the basis for the study’s conclusions about methodology, environment, and informants. The researchers employ questionnaires to assess

the data gathering. It entails using methods and procedures to gather data wisely and legitimately.

According to Lincoln and Guba (1988), in that statement, the “truth value” (internal validity), applicability (external validity), consistency (reliability), and neutrality (objectivity) were systematically considered and rendered into criteria suitable for process judgments in naturalistic research. The four terms credibility, transferability, dependability and confirmability were established as the naturalist’s equivalents for the more conventional rigor criteria of internal validity, external validity, reliability and objectivity (Lincoln and Guba, 1988). To guarantee the reliability of the methodology and compliance with quality standards in qualitative research, this study complies with the guidelines, which it elaborates on and describe in the following ways:

Transferability provides evidence that findings could be generalized and transferred to other empirical settings or points in time of the findings, a wide sample of informants who represented different demographic groups and educational situations was chosen. Furthering comprehension and allowing teachers in various contexts to connect the study’s findings to their own experiences was the provision of thorough contextual information and examples in research reports.

Dependability provision of evidence for congruence between two or more independent people about the data’s relevance or meaning (Lincoln & Guba, 1985). To ensure information gathered from informants was more dependable when it follows a consistent and organize interview process. More ways to improve the reliability of the data gather were to perform member-checked, which involved asking teachers who have question for input on how accurate their answers.

Confirmability implied that how much others confirm the research findings, which the review methods by informants, review by supervisors and colleagues, researcher’s

validity, overview of conflicting cases, exacted explanation of details used to improve (Lietz and Zayas, 2010). To ensure it was beneficial to have a uniform set of assessment criteria and questions to ensure uniformity and impartiality when evaluating the experiences and viewpoints of those integrating artificial intelligence. Furthermore, keeping thorough records of the interview processes and analysis techniques promotes external validation and transparency, both of which increase the study's overall confirmability.

Credibility was described with the terms "Authentic" and "Accurate" (Lietz & Zayas, 2010). According to Lincoln and Guba (1985) demonstrates internal consistency and consists of ensuring rigor of the research process and communicate the actions taken. To ensure accuracy and authenticity, it could be aided by using a verified and standardized interview methodology in conjunction with member checks, in which teachers examine and verify interview transcripts. Enhancing the overall credibility of the findings through the integration of views and the mitigation of potential biases by triangulation with other data sources leads to a more comprehensive knowledge of teachers' interactions with AI in the classroom.

Ethical Consideration

Following the ethical considerations of the 1978 Belmont Report, research demonstrates their dedication to respecting the core ideals of respect, beneficence, justice, and transparency. These principles provide ethical consideration, protecting informants' right and welfare, and ensuring that the benefits of research were dispersed equally.

Protection of Human Rights. The researchers were responsible for ensuring that informants' rights were maintained and their information was kept confidential. There was no public exposure of informants' personal information. The researchers notify the informants that this study was solely for educational growth.

Beneficence. Persons were treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their wellbeing. Such treatment falls under the principle of beneficence. The term "beneficence" was often understood to cover acts of kindness or charity that go beyond strict obligation. Respect. The researchers were open to the diversity of the students and would not violate their privacy. As a result, researchers respect and treat informants properly.

Justice. The researchers treat the informants fairly and equally. The researchers do not tolerate any injustice that occurs when some benefit to which a person was entitled was denied without good reason or when some burden was imposed unduly. Another way of conceiving the principle of justice was that equals ought to be treated equally.

Transparency. The fourth principle was transparency, which supports the premise that individuals should be considered independent individuals and entails the study informants' voluntary participation with enough knowledge. To start with the data collection process, the researchers must obtain consent or a letter of approval from the dean, the teacher, and the students.

Profile of Informants

Teacher A was a social science teacher at the University of the Visayas- College of the Education. She teaches first- to third-year students in the College of the Education. She has been teaching for ten years and has one year of experience using AI in the classroom.

Teacher B was a teacher at the University of the Visayas College of Education, instructing second and third-year tertiary students in science. With a full-time teaching experience of two years at the elementary level and six years in tertiary /college. She utilizes various AI tools in the classroom for five years.

Teacher C was a college teacher at the University of the Visayas College of Education, TLE (Technology and Livelihood Education) in third year college. She has four years of teaching experience and has been

utilizing AI in the classroom for the past two years. She uses AI to integrate into her lessons to be more engaging and personalized students learning experiences.

Teacher D was an experienced educator with eighteen years of teaching in first- to third-year College in the fields of social studies. She is currently affiliated with the University of the Visayas. Over the past year, she has incorporated artificial intelligence into her teaching practices, leveraging its capabilities to enhance the learning experience for her students. This way it helps students to develop critical thinking for a technology driven world. Teacher E was a dedicated educator at University of the Visayas College of Education. Her field expertise is on General Education, focusing on DOPE and English subject and technical writing, with seven years of teaching experience and counting. Although she has less than a year of experience using AI in the classroom, she was eager to integrate this technology into her teaching practices.

Thematic Analysis

Theme 1: Adaptation to Teaching Challenges Sub-theme: **Resource Constraints**

Teachers often face limitations in resources such as teaching materials, classroom space, and technological tools. Strategies for adaptation include improvisation, collaborative resource sharing, and seeking external support.

Sub-theme: Diverse Student Needs

Teachers encounter students with varying academic abilities, learning styles, and socio-economic backgrounds. Adaptation involves differentiated instruction, personalized learning plans, and fostering an inclusive classroom environment.

Number one is the internet, so you really must have a stable internet. You should also wish to use AI because you should be able to be always connected to the internet. And then the device itself is that personally, it is kind of hard to edit a video using Canva on your phone, so it would be best to use a laptop or

the correct device so that you will be able to navigate. (Teacher B, Line No. 356- 367)

Theme 2: Professional Development and Continuous Learning Sub-theme: **In-Service Training**

Participation in professional development programs enhances teachers' skills and knowledge. Teachers value workshops, seminars, and courses that are relevant to their specific teaching contexts.

Sub-theme: Reflective Practice

Reflective practice was integral to teachers' professional growth. Teachers engage in self-reflection, peer observations, and feedback sessions to refine their teaching strategies.

So far it saves me time for preparation, and then instead of spending more time for preparation, it helps me to shift other work instead, so I am not usually using AI all the time. So very, very limited. (Teacher A, Line No. 276-282)

It makes interaction really engaging for the students, especially when I use Kahoot in quizzes in our informative assessment. This is what it adds, more like it would motivate the students to really participate in that engagement, as for the same with Canva. When we let students create their own PowerPoint presentation, it can really show the creative side of the student as to how they will prepare their PowerPoint in application, integrating what they have learned when it comes to creating PowerPoints and other IMS or instructional materials. (Teacher B, Line No. 283—300)

Theme 3: Pedagogical Strategies and Innovations Sub-theme: **Active Learning Techniques**

Teachers employ active learning strategies to engage students and promote critical thinking. Techniques include group work, problem-based learning, and hands-on activities.

Sub-theme: Technology Integration

Effective use of technology enhances the teaching-learning process. Teachers utilize digital tools, online resources, and

educational software to support instruction and student engagement.

So, for one, it makes your task a little easier before you must; your only option that you can use is select; you can now use Freezy; you can use Canva; and other things. Also, lately I have discovered this app birds' story. It will allow you to teach English. It will give more color; it will not only top the creativity of the student but also their resourcefulness. So, AI is very helpful these days, and we should be able to use this kind of resource. (Teacher B, Line No. 227-240)

Theme 4: Emotional and Psychological Well-being
Sub-theme: Teacher Stress and Burnout
Teachers experience stress due to workload, administrative tasks, and classroom management challenges. Coping mechanisms include time management, seeking support from colleagues, and maintaining work-life balance.

Sub-theme: Job Satisfaction and Motivation

Job satisfaction was influenced by factors such as student progress, supportive administration, and recognition of efforts. Motivation was sustained through professional fulfillment, passion for teaching, and positive student-teacher relationships.

Using inside the classroom sounds advantageous, but in a third-world country like ours, it is very challenging for us teachers. I find it difficult, not because I do not know how to use it, but rather because we do not have the means or the time to properly prepare and learn. And, because our students do not have the devices. As a matter of fact, upon using technology inside the classroom, only a few students own a computer or a laptop. So, using AI in teaching and learning may be unfair, especially to those who do not have the means. So as much as I want to integrate AI into my subjects, it is kind of difficult. (Teacher C, Line No. 172-191)

I am expecting it to be more convenient and easier. It feels like a hassle-free experience. (Teacher D, Line No. 192-195)

CONCLUSIONS

The integration of the Artificial Intelligence in education has been transformative offering the time saving and the increase student engagement. The teacher often time saving and increase the student engagement. The pre-service teacher express mix feeling about the AI citing concern about the overreliance on technology and ethical issues while the AI provide superior scaffolding and personalize learning, it raises concern about the changing role of the teacher and transparency of the AI decision-making. The future of the AI in education is promising but require the collaborative effort among the teacher, administrator and policymaker. Addressing the challenges such as the need for the technical expertise limited resources and data privacy concern is important. Effective AI system should emphasize explainability, human oversight and data management. The policies were needed to guide AI development in socially beneficial direction. AI has revolutionized productivity and decision-making but present security, privacy and the job displacement but present the security, privacy and job displacement issues.

RECOMMENDATIONS

The researchers respectfully recommended the following:

For Teachers: Engage in the continuous professional development to stay update on the AI tool and best practices. Collaborate with colleagues to share the experience and strategies for effective AI integration. Implement the AI in a way that complete traditional teaching method and enhance the student learning. Foster the classroom environment that encourage critical thinking about the ethical use of AI. This provides student with clear guideline on using AI tool responsibility and effectively.

For Students: Participate actively in the AI-based learning activities and provide feedback to improve the AI tools. Develop digital literacy skill to effectively skill that effective use of AI tool and resources. Engage

in the discussion about the ethical use of the AI in education.

For Parents: Support and encourage children use of the AI tool in learning activities at home. Stay inform about the benefit and challenges of the AI in education. Communicate with the teacher about the role and the impact of the Ai on the children learning.

For School Administrator: Provide the ongoing professional develop and training for the teacher on AI tools. Ensure the reliable access to the internet and AI resources for both teacher and students. Implement the clear policies and guidelines for the ethical use of the AI in the classroom. Promote the awareness and understand of the AI among the school community.

For Policy Makers: Develop and enforce the policies that support the ethical AI usage in the education. Allocate in the funding for the AI resources, infrastructure and professional development in the school. Encourage the research and pilot program to evaluate the effectiveness of the AI in education.

For Community: Advocate the equitable access to the AI technology and resources in the local school. Engage in the community discussion about the impact of the AI on education and the future workforce needs. Support the local initiative that promote the AI literacy and training.

For Researchers and Future Researchers: Investigate the long-term impact of the AI on the student learning outcome and the teacher effectiveness. Explore the ethical implication of the AI use in the education focusing on the data privacy and the bias. Develop the user-friendly AI tool tailor to diverse the educational need and context. Share the finding and the best practices with the educators, policymaker and the broader community.

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