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AN ARTIFICIAL INTELLIGENCE INTEGRATED PEDAGOGICAL PERSPECTIVE OF SECONDARY SCHOOL TEACHERS: A PHENOMENOLOGICAL STUDY

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KEYWORDS

Artificial intelligence; secondary education; teacher experiences; phenomenology; professional identity; instructional practices.

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ABSTRACT

Artificial intelligence (AI) is making a swift impact on the processes of teaching and learning by influencing lesson development, student assessment methods, and teachers' perceptions of their profession. However, existing literature primarily focuses on the technical aspects of AI technologies rather than examining how secondary school teachers actually use these technologies when preparing lessons. The purpose of this study is to explore the experiences of secondary school teachers in using AI technologies in their teaching practices. Purposive sampling will be employed to select 15–20 teachers working with students in Grades 9–12 who have been using AI technologies for at least one semester. Data will be collected through semi-structured interviews and analyzed using content analysis. The findings are expected to provide a detailed understanding of teachers' perceptions of AI integration into their professional practices, its influence on teaching and learning processes, the challenges and benefits they encounter, and the extent to which the use of AI tools shapes their professional identities.

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Introduction

The integration of artificial intelligence (AI) into education has transformed assumptions about teaching, learning, assessment, and teacher professionalism. AI systems are increasingly capable of supporting decision-making, generating instructional content, analyzing learner performance, and automating routine academic tasks (Holmes et al., 2019; UNESCO, 2023). In secondary education, these advancements are particularly relevant because teachers must manage subject specialization,

examination-related demands, the developmental needs of adolescents, and increasing expectations for timely and effective learning outcomes.

The use of AI in education offers teachers numerous benefits. For example, teachers can use AI technologies to monitor students' progress, develop personalized curricula, generate objective assessments, and reduce the time spent on routine administrative tasks (Johnson & Patel, 2025; Tan et al., 2025). Adaptive learning systems can adjust course materials to students' learning abilities, thereby providing personalized learning experiences across different classroom settings (Chen et al., 2020). These capabilities may allow teachers to shift greater attention toward mentoring, critical thinking, and providing emotional support to learners.

However, the adoption of AI also presents several challenges. A key obstacle to AI implementation in developing countries is inadequate infrastructure, including limited internet access, insufficient technological equipment, and a lack of technical support (Narayan & Jauhari, 2025). Many teachers also report inadequate training in the use of AI technologies (Brown & Davis, 2026). Furthermore, ethical concerns arise regarding student data privacy, algorithmic fairness, transparency, and the appropriate use of technology in educational settings (Miller, 2025; UNESCO, 2023).

Another important issue concerns teacher professional identity. Traditionally, teachers have been regarded as primary sources of knowledge. However, the emergence of AI is reshaping this role by enabling technological systems to provide information, feedback, and instructional support (Khan et al., 2025). Consequently, teachers may need to redefine themselves as facilitators, learning activity designers, mentors, and ethical mediators in technology-enhanced educational environments (Isma'il et al., 2025). Although this transformation may be empowering for some teachers, it may also generate uncertainty and concern, particularly when institutional support is inadequate (Hamamra et al., 2025).

Despite the rapid growth of research on AI in education (Garzón et al., 2025; Zawacki-Richter et al., 2019), much of the existing literature relies on quantitative approaches, emphasizes technological applications, or focuses on higher education. Consequently, limited attention has been given to the lived experiences of secondary school teachers who integrate AI into their everyday teaching practices, particularly in contexts where pedagogical technology use is constrained by structural and cultural factors. Teachers are not merely users of AI technologies; they also interpret, facilitate, and make ethical decisions about their application. Understanding these roles is therefore essential to the successful integration of AI into education.

In this regard, the present study adopts a phenomenological approach to explore the experiences of secondary school teachers who use AI technologies to support their teaching practices. Specifically, the study aims to understand how teachers perceive the use of AI, how its integration influences their pedagogical practices, what benefits and challenges they encounter, and how AI shapes their professional identities and relationships with students.

Literature Review

AI and Personalized Learning

Artificial intelligence (AI) in education encompasses intelligent tutoring systems, adaptive learning platforms, generative AI tools, automated assessment systems, and learning analytics dashboards (Holmes et al., 2019). These technologies are commonly associated with personalized learning because they can adapt instructional content, provide timely feedback, and identify students' learning gaps in real time (Johnson & Patel, 2025). Adaptive learning systems can maintain an appropriate level of difficulty for individual students by responding to their performance and engagement patterns (Chen et al., 2020).

Studies suggest that AI-enabled personalization can improve learning effectiveness by addressing diverse educational needs and reducing certain instructional delays (Williams, 2024). Similarly, systematic reviews indicate growing interest in AI applications among educators and researchers because these technologies may reduce teachers' workloads and help address educational inequalities (Garzón et al., 2025). However, excessive reliance on automated processes may undermine teachers' independent judgment if they accept technological outputs without critically evaluating their accuracy, relevance, and suitability for specific learning contexts (Miller, 2025). Therefore, the educational value of AI depends not only on its technical capabilities but also on how teachers interpret and incorporate its outputs into their instructional practices.

AI in Secondary School Teaching Practices

Secondary education has distinctive characteristics, including subject specialization, examination-oriented assessment, adolescents' developmental needs, and curriculum requirements. Within this context, teachers may use AI technologies to prepare lessons, develop instructional materials, and design classroom activities (Zhou & Wang, 2025). Generative AI tools can assist in producing assignments, examples, explanations, and visual materials aligned with curriculum objectives (Johnson & Patel, 2025). Automated assessment systems can evaluate objective questions efficiently, while language-based tools can provide preliminary feedback on students' written work (Williams, 2024).

Recent reports indicate that AI adoption in schools is increasing (Education Week, 2025). However, the adoption of AI does not necessarily guarantee its effective pedagogical integration. Successful implementation depends on teachers' technological competencies, institutional support, educational beliefs, and the relevance of AI tools to local learning objectives and assessment practices (Zhou & Wang, 2025; Smith & Lee, 2025). Teachers must also determine whether AI-generated content is accurate, age-appropriate, culturally relevant, and consistent with curriculum expectations.

Although existing literature provides valuable insights into the potential applications of AI in secondary education, further exploration is needed to understand how teachers experience its use in everyday classroom preparation and instructional decision-making. In particular, examining

teachers' experiences can help clarify how they balance the benefits of AI-assisted teaching with professional judgment, pedagogical responsibilities, and contextual constraints.

Challenges and Ethical Concerns

Despite the potential benefits of AI, its integration into education presents several challenges. Infrastructure is a significant barrier, particularly in developing countries where electricity, internet connectivity, and access to digital devices may be unreliable (Narayan & Jauhari, 2025). Furthermore, the digital divide may exacerbate educational inequalities by creating differences between well-resourced schools and those with limited technological facilities (Zhou & Wang, 2025). These disparities can influence teachers' opportunities to access AI tools and integrate them effectively into their instructional practices.

Professional development represents another critical concern. Many teachers lack adequate training to evaluate, select, and integrate AI tools responsibly into their teaching practices (Brown & Davis, 2026). Existing training programs may be short-term and primarily focused on technical skills rather than sustained pedagogical development (Tan et al., 2025). Consequently, teachers may struggle to determine how AI tools can be aligned with curriculum objectives, students' learning needs, and appropriate assessment practices.

Ethical concerns also play a significant role in the integration of AI into education. These include data privacy, informed consent, surveillance, algorithmic bias, and transparency (UNESCO, 2023). Such concerns are particularly important in secondary education because students are minors and their personal and academic information requires appropriate protection. Teachers must therefore consider not only the instructional benefits of AI but also their ethical responsibilities when using these technologies. Understanding how teachers navigate these challenges is essential to identifying the conditions necessary for responsible and equitable AI integration.

Teacher Professional Identity in AI-Enhanced Classrooms

The emergence of AI technologies has introduced uncertainty regarding teachers' professional roles and responsibilities. As AI systems become increasingly capable of delivering educational content, providing explanations, and generating feedback, teachers may need to reconsider their professional expertise and position within the teaching and learning process (Khan et al., 2025). Some researchers suggest that teachers should increasingly assume the roles of facilitators, instructional designers, mentors, and ethical guides who support students in navigating technology-enhanced learning environments (Isma'il et al., 2025). However, other researchers argue that technological transformations may alter teachers' perceptions of their professional responsibilities and contribute to uncertainty, fear, and reduced self-confidence (Hamamra et al., 2025; Taylor Wilson, 2025).

AI may also reduce teachers' administrative workloads, creating more opportunities for meaningful interactions with students and greater attention to their individual learning needs (Shao et al., 2025). Nevertheless, teachers may experience concerns about the reliability of algorithmic assessments, the

increasing influence of automated decision-making, and the possibility that AI systems could perform certain instructional tasks more efficiently than they can. Such concerns may affect teachers' perceptions of their professional competence, autonomy, and value within educational institutions.

Consequently, AI integration should not be understood solely as a technological development; it also represents a transformation involving teachers' personal and professional identities (Satvati et al., 2025). Exploring teachers' experiences can provide valuable insights into how they negotiate these changes, maintain their professional judgment, and redefine their roles in AI-enhanced classrooms. A phenomenological perspective is particularly relevant because it allows researchers to examine how teachers interpret these experiences and assign meaning to changes in their professional lives.

Research Gap

The existing literature provides valuable insights into AI implementation, teachers' perceptions of AI technologies, and their potential effects on learning outcomes. However, several gaps remain in understanding how teachers experience and navigate AI integration in their everyday professional practices.

First, much of the existing research relies on quantitative methods, which may not adequately capture the subjective experiences, personal interpretations, and contextual challenges encountered by teachers. Qualitative exploration is therefore needed to understand how educators make sense of AI integration and incorporate these technologies into their teaching practices.

Second, secondary education remains an important area for further investigation, particularly in comparison with the substantial attention given to higher education. Secondary school teachers operate within distinctive pedagogical and institutional contexts characterized by curriculum requirements, examination pressures, subject specialization, and the developmental needs of adolescent learners. These conditions may influence how teachers perceive and use AI technologies.

Third, the experiences of teachers working in developing countries require greater attention, particularly where limited infrastructure, inadequate professional development, and institutional constraints may shape the adoption of AI in education. These contextual factors may influence both the practical use of AI tools and teachers' perceptions of their professional roles.

Finally, further research is needed to examine the relationship between AI integration and teacher professional identity. Although existing studies discuss the potential benefits and challenges of AI, less attention has been given to how teachers understand changes in their professional responsibilities, pedagogical autonomy, and relationships with students.

To address these gaps, the present study adopts a phenomenological approach to explore the experiences of secondary school teachers who use AI technologies in their teaching practices. It seeks to understand their perceptions of AI, the ways in which these technologies influence lesson preparation and instructional decision-making, the challenges and benefits they encounter, and the

implications of AI integration for their professional identities. By focusing on teachers' lived experiences, the study aims to contribute a context-sensitive understanding of AI integration in secondary education.

Conceptual Framework

Figure 1 presents the conceptual framework of the study, illustrating the relationships between AI-assisted teaching, instructional practices, teacher professional identity, and classroom experiences. These relationships are influenced by contextual factors, including infrastructure, professional development, institutional policies, and ethical considerations, which may facilitate or constrain the integration of AI technologies into secondary education.

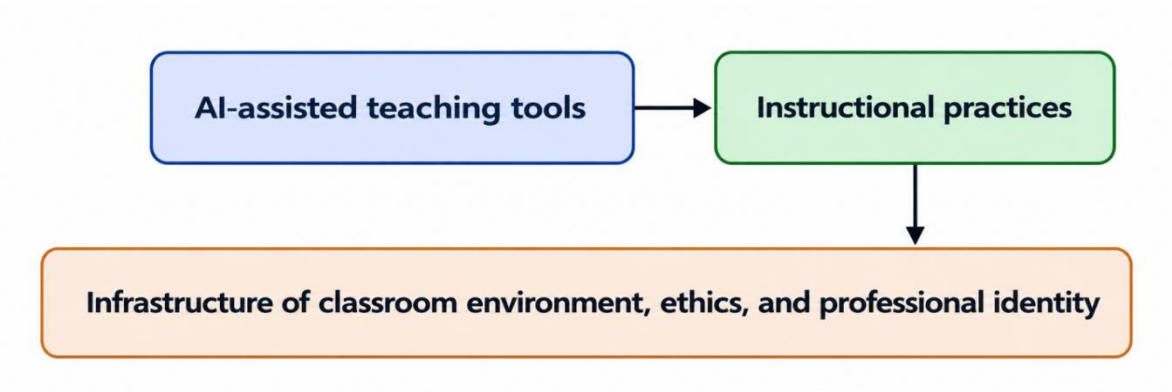

Figure 1: Conceptual Framework Linking AI-Assisted Teaching, Instructional Practices, Teacher Professional Identity, Classroom Experiences, and Contextual Factors.

Statement of the Problem

Despite the numerous opportunities offered by artificial intelligence (AI) in secondary education, limited attention has been given to teachers' lived experiences of the changes associated with its integration into teaching practices. Although existing studies identify barriers such as inadequate infrastructure, insufficient professional training, and changing professional roles, relatively few investigations explore how teachers experience, interpret, and respond to these challenges in their everyday teaching environments. Understanding these experiences is essential because teachers' perceptions, professional judgments, and classroom realities influence the effective integration of AI into education. Without such insights, school leaders and policymakers may develop support mechanisms that address technical requirements but fail to meet teachers' pedagogical and professional needs. Therefore, this study seeks to explore the lived experiences of secondary school teachers using AI technologies, with particular attention to their instructional practices, perceived opportunities and challenges, and professional identities.

Research Objectives

The study is guided by the following four objectives:

- To explore the lived experiences of secondary school teachers using AI technologies in teaching.
- To examine how teachers integrate AI tools into instructional planning, teaching delivery, and student assessment.
- To identify the opportunities and challenges associated with AI-assisted teaching in secondary education.
- To analyze how AI integration influences teachers' professional identities and classroom relationships.

Research Questions

The study seeks to answer the following research questions:

- What are the lived experiences of secondary school teachers using AI technologies in teaching?
- How do teachers integrate AI tools into their instructional practices?
- What opportunities and challenges do teachers encounter when using AI technologies?
- How does AI integration influence teachers' professional identities and classroom relationships?

Methodology

Research Design

This study employs a qualitative phenomenological research design to explore secondary school teachers' lived experiences of integrating AI technologies into their teaching practices. Phenomenology is appropriate because the study seeks to understand how teachers perceive, interpret, and assign meaning to their experiences of AI-assisted teaching. Rather than measuring the frequency of AI adoption or predicting technology acceptance, the study focuses on teachers' subjective experiences, instructional decisions, and reflections on the opportunities and challenges associated with AI integration. This approach enables an in-depth understanding of how AI influences teaching practices, professional responsibilities, and classroom interactions.

Participants and Sampling

Purposive sampling will be used to recruit 15–20 secondary school teachers who teach students in Grades 9–12 and have experience using AI technologies in their teaching practices for at least one semester. Maximum variation sampling will be employed to capture diverse perspectives across subject areas, teaching experience, gender, school types, and technological contexts. This strategy will help ensure that the study includes participants with different professional backgrounds and experiences of AI integration. Eligible participants must have direct experience using AI tools for

instructional purposes and be willing to participate in semi-structured interviews. The final sample size will be guided by the depth and richness of the collected

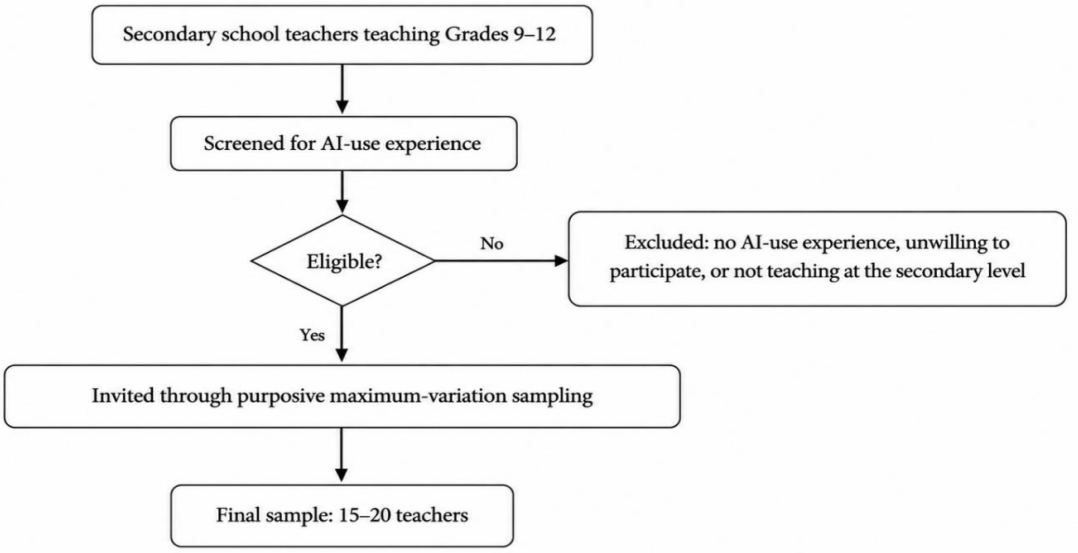

Figure 2: presents the participant selection process.

Data Collection

Data will be collected through semi-structured interviews designed to explore participants' experiences of integrating AI technologies into their teaching practices. Each participant will be invited to participate in two to three interviews, each lasting approximately 60–90 minutes. The initial interview will focus on participants' general experiences and perceptions of AI-assisted teaching, while subsequent interviews will explore specific aspects of their professional practices, including lesson planning, student assessment, classroom interactions, professional identity, and ethical considerations.

The interview protocol will consist of open-ended questions that encourage participants to describe their experiences, reflect on their instructional decisions, and explain the opportunities and challenges associated with AI integration. The key interview questions will include the following:

- How do you use AI tools in your teaching practices?
- What changes have you noticed in your instructional practices since integrating AI technologies?
- What challenges do you encounter when using AI tools in teaching?
- How has the use of AI influenced your relationships and interactions with students?
- How has AI integration influenced your sense of professional identity as a teacher?

Follow-up questions and prompts will be used to obtain detailed explanations and clarify participants' responses where necessary. With participants' informed consent, interviews will be audio-recorded and transcribed verbatim within 48 hours of data collection. The transcripts will be reviewed for accuracy before analysis to ensure that participants' experiences and perspectives are represented appropriately.

Operational Definitions

Table 1 presents the operational definitions of the key concepts examined in this study. These definitions clarify how the central concepts are understood within the context of AI-assisted teaching in secondary education and provide a conceptual foundation for data collection and interpretation.

Table 1: Operational Definitions of Key Concepts

Concept	Definition
AI-Assisted Teaching	The use of AI tools, such as generative AI, adaptive learning platforms, automated assessment systems, intelligent tutoring systems, and learning analytics, to support teaching and learning.
Lived Experience	Teachers' personal perceptions, emotions, meanings, and interpretations associated with AI-assisted teaching.
Instructional Practices	The methods and strategies teachers use to plan lessons, deliver instruction, assess students, and improve learning outcomes.
Professional Identity	Teachers' understanding of their roles, authority, expertise, and professional value in AI-enhanced classrooms.
Classroom Experiences	The events, interactions, relationships, and pedagogical practices occurring in the classroom in the context of AI integration.

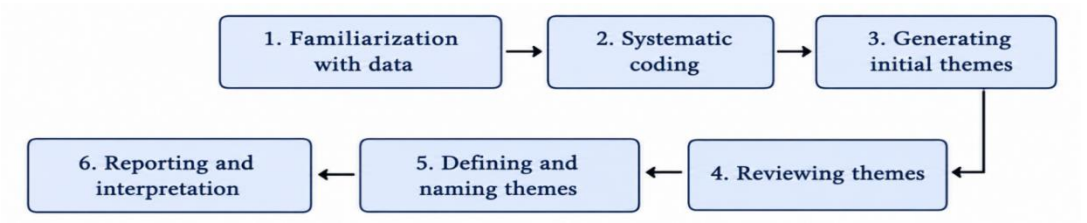

Figure 3: Reflexive thematic analysis process

Trustworthiness

The trustworthiness of the study will be established through four criteria: credibility, transferability, dependability, and confirmability. These criteria will help ensure that the findings accurately reflect participants' experiences and that the research process is transparent and methodologically rigorous.

Credibility will be strengthened through member checking, peer debriefing, and repeated engagement with participants through multiple interviews. Member checking will provide participants with opportunities to review relevant interpretations and clarify their intended meanings. Peer debriefing will help examine emerging interpretations and challenge potential assumptions. Transferability will be supported by providing thick descriptions of participants' backgrounds, school contexts, and experiences of AI-assisted teaching, enabling readers to assess the relevance of the findings to other educational settings. Dependability will be enhanced by maintaining a clear record of the research procedures, data collection decisions, and analytical steps. Confirmability will be supported through reflexive journaling and an audit trail documenting the researcher's decisions and interpretations throughout the study.

Repeated interviews and sustained engagement with participants will provide opportunities to develop a deeper understanding of their experiences and clarify emerging issues. Together, these strategies will strengthen the credibility, transparency, and contextual relevance of the research findings.

Ethical Considerations

Ethical principles will guide all stages of the research, including participant recruitment, data collection, analysis, and reporting. Informed consent will be obtained from all participants before the interviews, and participation will be entirely voluntary. Participants will be informed about the purpose of the study, the nature of the interviews, the use of audio recordings, and their right to withdraw from the study in accordance with the approved research procedures.

Confidentiality and anonymity will be maintained by using pseudonyms or participant codes and removing identifying information from interview transcripts and research reports. Audio recordings, transcripts, and related research materials will be stored securely and accessed only by authorized individuals. Participants' responses will be used solely for the stated research purposes, and the findings will be reported without disclosing information that could identify individual teachers or their schools. The study will also follow applicable institutional ethical requirements and obtain the necessary ethical approval before data collection begins.

Findings

This section presents the proposed structure for reporting the study's findings. As the research involves qualitative interviews, the final findings will be developed from the actual interview data and the themes generated through reflexive thematic analysis. Any illustrative figures, tables, or numerical summaries presented before the completion of data analysis will be clearly identified as examples rather than empirical results. Placeholder values will be replaced with verified study data, and interpretations will be supported by relevant excerpts from participants' interviews.

Participant Profile

Table 2 presents the proposed structure for summarizing the participants' demographic and professional characteristics. The profile will include relevant information, such as gender, teaching experience, subject specialization, school type, and experience using AI technologies. These characteristics will help contextualize participants' accounts and demonstrate the diversity of perspectives represented in the study.

Table 2: Illustrative Participant Profile

Characteristic	Category	n (%)
Gender	Female	13 (72.2)
	Male	5 (27.8)
Teaching experience	1–5 years	6 (33.3)
	6–10 years	7 (38.9)
	11+ years	5 (27.8)
Subject area	Sciences	7 (38.9)
	Mathematics	4 (22.2)
	Languages	5 (27.8)
	Social sciences	2 (11.1)
AI experience	One semester	8 (44.4)
	More than one semester	10 (55.6)

Note. Values are presented as frequencies and percentages. Percentages may not total 100 due to rounding.

Use of AI Tools

Figure 4 shows the types of AI tools reported by teachers. The values are illustrative.

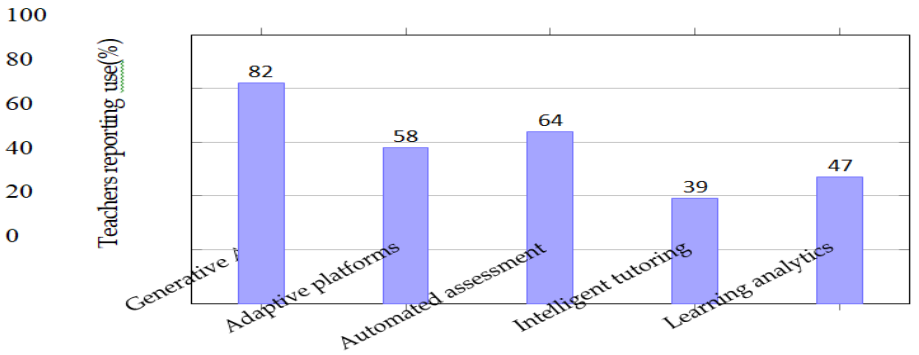

Figure 4: Illustrative distribution of AI tools reported by teachers. Replace percentages with actual data.

Challenges and Opportunities

Figure 5 compares teachers' perceived challenges and opportunities associated with AI-assisted teaching across five key areas. The values presented in the figure are illustrative placeholders and should be replaced with actual findings obtained from the study.

Figure 5: Illustrative comparison of challenges and opportunities associated with AI-assisted teaching.

Thematic Structure

Table 3. Illustrative Themes and Meanings

Theme	Illustrative Meaning
AI as a Workload Reducer	Teachers value AI for generating instructional materials, simplifying assessment, and saving time.
Pedagogical Redesign	Teachers shift from content delivery toward facilitation, differentiated instruction, and personalized feedback.
Professional Identity Tension	Teachers feel both empowered and uncertain as AI transforms their traditional roles and professional authority.
Ethical Vigilance	Teachers express concerns about data privacy, algorithmic bias, student dependence, and the responsible use of AI.
Contextual Constraints	Limitations in infrastructure and professional training influence the quality and equity of AI integration.

Illustrative Theme Map

Figure 6 presents a thematic map of the anticipated findings, illustrating the relationships among the key themes related to AI-assisted teaching, instructional practices, teacher professional identity, ethical concerns, and contextual constraints. The thematic map is illustrative and should be revised to reflect the actual themes and relationships identified through data analysis.

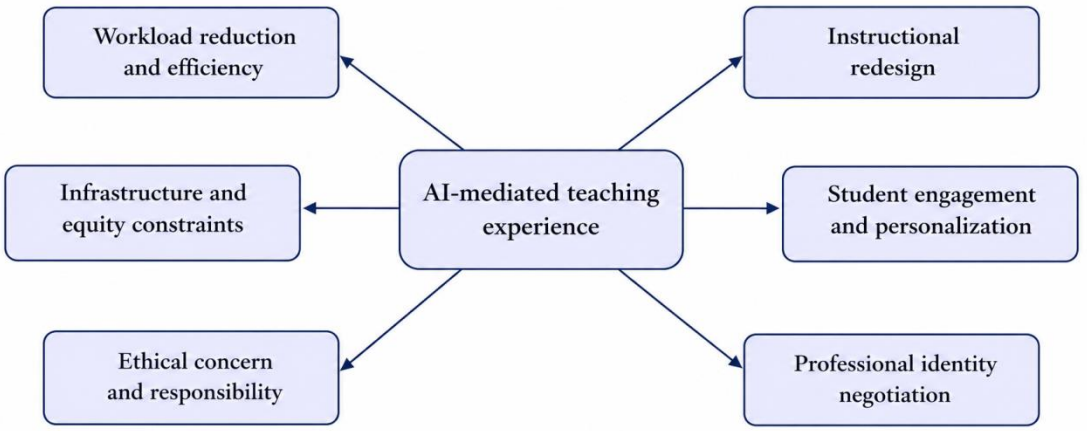

Figure6: Illustrative thematic map of teachers' experiences with AI-assisted teaching.

Illustrative Participant Voice

The following quotation is illustrative and should be replaced with an authentic quotation from the interview data:

"AI helped me prepare differentiated materials more quickly, but I still had to decide what was pedagogically appropriate. It did not replace my professional judgment; instead, it made that judgment more visible."

Discussion

This study seeks to explore how the integration of artificial intelligence (AI) into secondary education represents more than a technological development. Rather, it constitutes a complex pedagogical transformation that influences teachers' instructional practices, professional identities, and classroom relationships. By examining teachers' lived experiences, the study aims to provide

insights into how educators incorporate AI into their professional responsibilities while navigating its opportunities and challenges.

First, AI can help reduce teachers' routine workloads by supporting instructional material development, assessment preparation, and other administrative tasks (Johnson & Patel, 2025; Williams, 2024). However, the time saved through AI integration does not automatically lead to improved educational outcomes. Teachers require appropriate pedagogical knowledge and institutional support to use these technologies effectively and allocate additional time to meaningful instructional activities.

Second, AI may contribute to the transformation of teachers' professional identities. As AI systems increasingly perform certain knowledge-delivery and instructional-support functions, teachers may assume more prominent roles as facilitators, mentors, and designers of learning experiences (Isma'il et al., 2025; Khan et al., 2025). Although this transformation may empower teachers to focus on personalized instruction and student development, it may also generate uncertainty when educators perceive AI as challenging their professional authority or expertise (Hamamra et al., 2025).

Third, ethical and contextual challenges remain important considerations. Concerns about data privacy, algorithmic bias, student dependence on AI-generated information, and unequal access to technology require appropriate institutional policies, professional training, and ongoing support (UNESCO, 2023; Narayan & Jauhari, 2025). In developing countries, infrastructural limitations may further restrict teachers' ability to integrate AI effectively and equitably into their teaching practices (Zhou & Wang, 2025).

Fourth, professional development should extend beyond basic technical training. Teachers need sustained opportunities to evaluate AI-generated content critically, integrate AI tools into subject-specific teaching practices, and maintain human-centered educational values (Tan et al., 2025). Such support may help educators develop the confidence and professional judgment necessary to use AI responsibly.

Overall, the study aims to contribute to a deeper understanding of AI-assisted teaching by emphasizing teachers' lived experiences, professional judgments, and contextual realities. The final discussion should be grounded in the actual interview findings and interpreted in relation to the existing literature.

Implications

Policy Implications

Educational policymakers should develop comprehensive guidelines for AI integration that address infrastructure, data protection, ethical use, and teacher support. Policies should recognize that access to technology alone does not guarantee pedagogical improvement. Instead, effective

implementation requires appropriate training, institutional readiness, equitable access, and clear guidance on the responsible use of AI in educational settings.

Practice Implications

Educational institutions should provide teachers with sufficient time and opportunities to experiment with AI technologies, evaluate their educational value, and share their experiences with colleagues. Establishing professional learning communities can encourage collaborative problem-solving and the exchange of effective teaching strategies. Peer mentoring and ongoing professional dialogue may also help teachers address practical challenges more effectively than isolated training sessions.

Professional Development Implications

Teacher education and professional development programs should incorporate critical AI literacy, pedagogical integration strategies, ethical reasoning, and classroom-based applications. Training should be continuous, subject-specific, and responsive to teachers' professional needs and institutional contexts. Such programs should equip teachers to assess the accuracy and appropriateness of AI-generated content, protect students' privacy, and maintain their professional autonomy when making instructional decisions.

Limitations and Delimitations

This study is delimited to the lived experiences of secondary school teachers in Pakistan who use AI technologies in their teaching practices. It focuses on teachers' perceptions, instructional practices, professional identities, and classroom experiences rather than directly measuring student learning outcomes or the effectiveness of specific AI tools. Consequently, the findings will primarily reflect the experiences of the participating teachers and may not be transferable to all educational contexts, particularly those with substantially different institutional, technological, or socioeconomic conditions.

The qualitative phenomenological design prioritizes depth of understanding rather than statistical generalizability. The anticipated sample of 15–20 teachers is intended to facilitate an in-depth exploration of individual experiences and shared meanings. As with other qualitative studies, the interpretation of the findings may also be influenced by the researcher's perspectives and the participants' willingness to share their experiences. Future research could employ mixed-methods designs, larger samples, and comparative studies across different educational systems to examine how contextual factors influence AI integration and its potential effects on teaching and learning.

Conclusion

The integration of artificial intelligence into secondary education is not merely a technological development; it also involves pedagogical, ethical, and professional identity-related changes.

Exploring teachers' lived experiences can help explain how AI technologies are adopted, adapted, and sometimes resisted within everyday teaching practices. By focusing on teachers' perspectives, this study seeks to develop a people-centered understanding of AI-assisted education and provide insights for educational policymaking, teacher preparation, institutional support, and the responsible use of emerging technologies. The final conclusions should be drawn from the actual interview findings to ensure that the study's claims accurately reflect participants' experiences.

Declarations

Funding

No specific funding was received for this study, unless otherwise stated by the authors.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Data Availability

The datasets generated and analyzed during the current study will not be made publicly available to protect participant confidentiality. However, the data may be available from the corresponding author upon reasonable request, subject to applicable ethical requirements and confidentiality restrictions.

Ethical Approval

Ethical approval will be sought from the Institutional Review Board of GC Women University Sialkot before data collection begins.

Informed Consent

Informed consent will be obtained from all participants before their involvement in the study. Participants will be informed about the study's purpose, the voluntary nature of their participation, the procedures for data collection, and their rights regarding confidentiality and withdrawal.

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