

PERSPECTIVES OF ARLING PANLIPUNAN MILLENNIAL TEACHERS IN UTILIZING ARTIFICIAL INTELLIGENCE FOR ACADEMIC INSTRUCTION

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Abstract

The findings revealed that AI serves as a valuable instructional companion, supporting lesson planning, assessment development, and the preparation of instructional materials. Participants perceived AI as an effective tool for enhancing technology-integrated teaching, promoting interactive learning experiences, simplifying content delivery, and improving instructional efficiency. Despite these benefits, participants identified challenges related to information accuracy, internet connectivity, limited AI literacy, and students' potential overreliance on AI-generated outputs. The findings further suggest that AI is reshaping teachers' professional roles by positioning them as facilitators of learning while reinforcing the irreplaceable importance of empathy, values formation, ethical judgment, and critical thinking in education. The study highlights the need for schools, educational leaders, and policymakers to strengthen teachers' AI competencies through professional development, establish ethical guidelines for responsible AI utilization, and improve digital infrastructure to support human-centered AI integration. Future research may employ quantitative methods to examine AI utilization patterns, conduct Exploratory Factor Analysis (EFA) to develop standardized evaluation instruments, or compare AI integration across different subject areas to identify effective instructional practices.

Keywords: academic instruction, Araling Panlipunan, artificial intelligence, instructional planning, learning facilitator, millennial teachers, Tagum City, Philippines, Technological Pedagogical Content Knowledge (TPACK)

1.

The rapid integration of Artificial Intelligence (AI) into the educational landscape marks a major paradigm shift, introducing both opportunities and challenges for educators. Within the discipline of Araling Panlipunan, many millennial teachers are confronted with the complex task of adapting their long-established pedagogical practices to incorporate AI-driven tools such as ChatGPT, Grammarly, and QuillBot. While these technologies offer potential benefits in lesson design, assessment, and content generation, teachers often face difficulties such as limited training, ethical concerns, and a lack of institutional guidelines on proper AI utilization (UNESCO, 2023; Dwivedi et al., 2023). These challenges are further intensified by apprehensions about diminished teacher autonomy, misinformation risks, and overreliance on technology in a subject that values human interpretation, historical understanding, and critical thinking (Akgun & Greenhow, 2024). Thus, a central problem emerges: millennial Araling Panlipunan teachers struggle to meaningfully integrate AI into instruction while maintaining pedagogical integrity and authenticity.

The struggle to integrate AI is widely documented. Globally, Teachers worldwide are experiencing a growing sense of uncertainty regarding AI integration, primarily due to insufficient training, unclear ethical

frameworks, and the rapid pace of technological change (Kasneci et al., 2023). A major concern, particularly in humanities, is the risk that AI may erode human-centered teaching and undermine the focus on critical reasoning and contextual understanding (Zawacki-Richter et al., 2024). These global studies reveal that the issue is not solely about technological adaptation but also about how teachers preserve pedagogical depth, critical reasoning, and cultural relevance amid AI-driven educational transformations.

In the Philippines, the integration of AI in teaching remains constrained by infrastructural limitations, inconsistent access to digital tools, and the lack of AI-oriented professional development programs. Many schools, especially in rural or under-resourced areas, continue to experience inadequate internet connectivity, hindering effective AI adoption (Andal et al. 2024). As highlighted by Dizon and Ladores (2023) teachers often lack structured training opportunities on AI utilization, leaving them uncertain about how to ethically and effectively integrate these technologies into instruction. For Araling Panlipunan teachers, whose discipline depends heavily on contextual, analytical, and values-based learning, these barriers pose serious concerns about maintaining authenticity and relevance in classroom instruction. The challenge lies not only in adopting AI tools but in ensuring that their use aligns with the core educational goals of critical thinking and civic awareness central to social studies education.

At the local level, specifically in Tagum City, millennial Araling Panlipunan teachers face distinct challenges in adapting to AI integration, as many were trained in traditional, pre-digital pedagogies and now struggle with limited technological familiarity and institutional support. Although the Department of Education (DepEd) established the Education Center for AI Research (E-CAIR) to enhance AI literacy and classroom integration (DepEd, 2025), implementation remains inconsistent, and infrastructure limitations persist in several schools across Davao del Norte (ABS-CBN News, 2025). Many educators express hesitation toward adopting AI tools due to the lack of localized training and clear policies on responsible use, leading to varied application across schools. Despite national initiatives promoting AI in education, there remains a gap in understanding how millennial Araling Panlipunan teachers experience and adapt to this shift. This study addresses that gap by exploring their lived experiences, emphasizing the challenges, coping strategies, and adaptive practices in utilizing AI for academic instruction.

1.1. Methodology

This study employed a qualitative phenomenological research design to explore the perspectives of millennial Araling Panlipunan teachers regarding the utilization of artificial intelligence (AI) for academic instruction. Guided by the Technological Pedagogical Content Knowledge (TPACK) framework, the study sought to understand the participants' lived experiences in integrating AI into their teaching practices. The research was conducted at Tagum City National High School, where twelve (12) purposively selected millennial Araling Panlipunan teachers participated in the study. The participants were chosen based on the following criteria: they were currently teaching Araling Panlipunan, belonged to the millennial generation, actively utilized AI tools such as ChatGPT in instructional activities, and voluntarily agreed to participate. Data were gathered through semi-structured in-depth interviews and a focus group discussion (FGD), allowing participants to share their experiences, perceptions, and challenges in using AI for classroom instruction.

The collected data were transcribed verbatim and analyzed using Braun and Clarke's (2006) thematic analysis, which involved familiarization with the data, coding, theme development, review, definition, and interpretation of the identified themes. To ensure the trustworthiness of the findings, the study observed the principles of credibility, dependability, confirmability, and transferability through member checking, adviser consultation, and careful documentation of the research process. Ethical standards were likewise observed by securing approval from the institutional ethics review committee, obtaining informed consent from all

participants, ensuring voluntary participation, maintaining confidentiality and anonymity, and using the collected data solely for academic and research purposes.

1.2. Results and Discussion

The analysis of the interview and focus group discussion transcripts revealed five major themes that describe the perspectives of millennial Araling Panlipunan teachers on the utilization of artificial intelligence (AI) for academic instruction. These themes include AI-Supported Instructional Planning, Technology-Enhanced Pedagogical Practices, Improved Teaching Efficiency, Responsible AI Utilization and Ethical Challenges, and Transformation of the Teacher's Role. The findings demonstrate that AI has become a valuable instructional tool that enhances teaching practices while emphasizing the continuing importance of teachers' professional judgment, ethical responsibility, and pedagogical expertise.

The findings revealed that artificial intelligence has become a valuable instructional partner in lesson planning and classroom preparation. Participants consistently described ChatGPT as a tool that assists in developing lesson plans, designing learning activities, preparing assessments, and creating instructional materials aligned with curriculum standards. They emphasized that AI significantly reduced the time required for lesson preparation and enabled them to organize instructional content more efficiently. However, participants also highlighted that AI-generated outputs should not be used without careful evaluation. Instead, they viewed AI as a support tool that requires teachers to review, modify, and contextualize the generated content to ensure its accuracy, relevance, and alignment with learners' needs.

These findings support the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the effective integration of technology, pedagogy, and content knowledge in teaching. The participants' experiences suggest that AI enhances teachers' technological capabilities while allowing them to make informed pedagogical decisions based on their professional expertise. Likewise, the findings are consistent with previous studies reporting that AI improves instructional planning by streamlining lesson preparation, assessment development, and instructional material creation. Nevertheless, the participants maintained that human judgment remains essential in ensuring that AI-generated content is accurate, contextually appropriate, and responsive to the diverse learning needs of students.

2. Author Artwork

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