International Journal of Scientific and Management Research
Volume 8 Issue 10 (October) 2025
ISSN: 2581-6888
Page: 136-146

Narratives of Master Teachers on Artificial Intelligence Integration in Instructional Leadership

Gerlie Rose C. Magdato[1*] & James L. Paglinawan[2]
[1]Tugaya Integrated School, Department of Education, **Philippines**
[2]College of Education, Central Mindanao University, **Philippines**
DOI - http://doi.org/10.37502/IJSMR.2025.81010

Abstract

This qualitative research, titled "Narratives of Master Teachers on Artificial Intelligence Integration in Instructional Leadership," explored the lived experiences of twelve master teachers in the Division of Valencia City, Bukidnon, Philippines, as they integrated artificial intelligence (AI) tools into their instructional leadership. The study employed narrative inquiry patterned after Clandinin and Connelly (2000) and Riessman (2008), complemented by reflexive thematic analysis following Braun and Clarke's (2006) six-phase framework. Data were gathered through structured pen-and-paper interviews validated via member checking and analyzed inductively to generate emergent themes.

Findings revealed four major themes. First, *AI as Partner for Pedagogical Design and Professional Efficiency* described how AI tools such as ChatGPT, Khan Academy's Khanmigo, and Canva were used to streamline lesson planning, mentoring, and administrative tasks, enhancing productivity and creativity. Second, *Systemic Barriers Constrain Equitable and Contextual AI Use* highlighted barriers such as unreliable internet connectivity, limited AI literacy, and the need to verify contextual relevance of AI outputs. Third, *Reflective Human Judgment is Central to Effective and Ethical AI Use* underscored that while AI improved efficiency and instructional leadership, it also required critical judgment to prevent overreliance and maintain authenticity. Finally, *A Culture of Collaboration and Ethical Innovation Sustains AI Integration* emphasized teachers' recommendations for continuous professional development, collaborative learning communities, improved infrastructure, and ethical governance.

The study recommends institutionalizing AI literacy programs, formulating clear ethical guidelines, and fostering collaborative learning cultures to ensure that artificial intelligence remains a tool that amplifies, rather than replaces, the human dimensions of teaching and leadership.

Keywords: artificial intelligence, instructional leadership, master teachers, narrative inquiry, educational technology

1. Introduction

Artificial Intelligence (AI) technologies have become increasingly embedded in educational practice, offering significant opportunities for transforming instructional work. Globally, AI tools now support diverse functions such as automated feedback, adaptive learning, analytics

for student performance, and administrative efficiency. Within schools, these tools enable faster data analysis, more personalized instruction, and new approaches to professional learning and collaboration. For instructional leaders, particularly master teachers who occupy the highly proficient career stage under the Philippine Professional Standards for Teachers (Department of Education, 2017), AI integration represents a means to extend leadership capacity. Through AI applications, master teachers may streamline lesson design, provide targeted mentoring, enhance classroom observation, and promote data-informed decision-making. This emerging opportunity situates AI as both a tool for innovation and a catalyst for leadership transformation in teaching and learning.

Despite the growing promise of AI integration, challenges persist in practice. The adoption of AI tools in education is complicated by limited teacher preparation, issues of access, and ethical concerns regarding privacy, data bias, and intellectual property (Ding et al., 2024). In the Philippine context, master teachers frequently face role overload, limited technological infrastructure, and variable administrative support (Tamayo, 2024). These constraints may hinder their capacity to fully harness AI for instructional leadership. At the same time, several studies indicate that professional development and AI literacy training can strengthen teacher confidence and improve classroom integration (Ding et al., 2024; Capinding & Dumayas, 2024). Consequently, while AI poses certain implementation challenges, it also holds vast potential for empowering master teachers to lead innovation and pedagogy in an increasingly digital learning environment.

This study is important for both policy and practice. Although international research has explored the pedagogical implications of AI, limited empirical evidence documents how experienced teacher-leaders, such as master teachers, experience and interpret AI integration within their leadership roles (Berkovich, 2025). Understanding these narratives provides a grounded perspective on the realities, needs, and prospects of AI-supported instructional leadership in the Philippine public school system. The insights generated from this study are valuable to education policymakers, school administrators, and professional development planners, as they can inform capacity-building initiatives, leadership frameworks, and digital transformation strategies tailored to local contexts.

Recent scholarship emphasizes three interrelated domains relevant to this research. First, international policy reports and studies underline both the opportunities and governance needs of AI in schooling, highlighting ethical use, teacher agency, and system readiness (U.S. Department of Education, 2023). Second, emerging empirical research confirms that targeted professional development, especially case-based learning, enhances teachers' AI literacy and classroom application (Ding et al., 2024; Chiu, 2024). Third, Philippine studies reveal evolving expectations for master teachers as instructional leaders amid digital transformation. Tamayo (2024) and Capinding and Dumayas (2024) found that digital pedagogies and technological integration increasingly shape instructional leadership functions, requiring new competencies in mentoring, planning, and instructional supervision.

Internationally, Berkovich (2025) surveyed school leaders and identified AI's growing role in administrative decision-making, curriculum alignment, and professional collaboration. Locally, similar studies have highlighted the significance of school context, leadership support, and teacher agency in ensuring the effective use of technology for instruction (Tamayo, 2024). Together, these works suggest that exploring the lived experiences and narratives of master

teachers as they integrate AI into their leadership duties will add both contextual depth and empirical value to the broader conversation on AI and educational leadership.

The primary objective of this qualitative narrative study is to explore and interpret the narratives of master teachers on the integration of artificial intelligence tools into instructional leadership. Specifically, it aims to understand how master teachers utilize AI tools in fulfilling their professional responsibilities, identify challenges encountered in their integration, examine how AI contributes to or hinders their effectiveness, and gather recommendations for enhancing AI use in instructional leadership.

The study was conducted from August to October 2025 and involved twelve master teachers, both elementary and secondary, strategically selected to represent new and experienced educators in the Division of Valencia City. The participants' narratives were gathered systematically through a structured, pen-and-paper interview process, with all ethical protocols and validation procedures duly observed.

2. Methodology

This study utilized a qualitative narrative inquiry design, patterned after the works of Clandinin and Connelly (2000) and Riessman (2008). Narrative inquiry was chosen because it focuses on lived experiences and the meanings individuals assign to them, which aligns with the study's goal of understanding how master teachers construct and articulate their experiences in integrating AI into instructional leadership. To systematically organize and interpret the narratives, reflexive thematic analysis was applied following Braun and Clarke's (2006) six-phase approach, which allowed the researcher to identify, analyze, and report patterns of meaning within the participants' narratives.

The study was conducted in the Division of Valencia City, Bukidnon, Philippines. The participants were twelve (12) master teachers purposively selected to ensure diversity in teaching level (elementary and secondary) and years of experience (newly appointed and seasoned master teachers). Purposive sampling was deemed appropriate as it enables the selection of participants who possess substantial experience and insights relevant to the phenomenon being studied. Each participant was assigned an anonymized code to ensure confidentiality and ethical handling of data.

Data were gathered through structured pen-and-paper interviews conducted within the months of August and September 2025. The interview guide consisted of four main questions designed to elicit the participants' experiences and reflections on the use of AI in instructional leadership:

1. In what specific ways do you utilize artificial intelligence (AI) tools in fulfilling your responsibilities as a master teacher?
2. What challenges have you encountered in integrating AI tools into your instructional leadership and related tasks?
3. How have AI tools contributed to, or hindered, your effectiveness as a master teacher? Please provide examples illustrating situations where AI tools were beneficial or otherwise.
4. What recommendations can you offer for enhancing the integration of AI tools in instructional leadership among master teachers?

Participant responses were encoded by question and subsequently returned to each respondent for verification to ensure member checking and accuracy. Participants reviewed their encoded answers to confirm that the representations accurately reflected their intended meanings. This validation step enhanced the credibility of the data.

The data analysis followed the framework of Braun and Clarke's (2006) reflexive thematic analysis, supported by narrative inquiry principles from Clandinin and Connelly (2000) and Riessman (2008). The analytic process consisted of the following steps:

1. Familiarization. Reading and re-reading the validated responses to gain an overall understanding of the narratives.
2. Initial Coding. Generating open codes for meaningful text segments that captured participants' experiences, insights, and reflections related to AI integration.
3. Clustering and Categorization. Grouping similar codes into broader categories to identify recurring ideas.
4. Theme Generation. Synthesizing categories into themes that represent patterned meanings across participants' narratives.
5. Theme Review and Refinement. Revisiting the data to ensure the themes accurately reflected the participants' accounts and maintained internal coherence.
6. Narrative Integration – Crafting narrative summaries that illustrate each theme with representative quotations, ensuring the voices of participants are authentically presented.

Throughout the analysis, narrative coherence and thematic rigor were maintained to ensure that both the individual stories and shared experiences were preserved. To ensure the study's trustworthiness, several strategies were employed. Credibility was strengthened through member checking, allowing participants to verify the accuracy of their encoded responses. Dependability and confirmability were maintained by keeping an audit trail that documented all decisions made during data collection and analysis. Transferability was achieved by providing rich descriptions of the research context and participant profiles. Reflexive memoing was used throughout the process to minimize researcher bias.

The study adhered to ethical research standards. Permission to conduct the study was secured from appropriate authorities, and participants provided informed consent. They were informed of their right to withdraw from the study at any time without penalty. Confidentiality and anonymity were observed by assigning code names and securely storing all research materials.

3. Results and Discussion

This chapter presents, analyzes, interprets, and supports the findings derived from the narratives of twelve master teachers in the Division of Valencia City. Their accounts reveal how they integrate artificial intelligence (AI) tools in instructional leadership, the challenges they encounter, and their reflections on effectiveness and future directions. Using narrative inquiry (Clandinin & Connelly, 2000; Riessman, 2008) and reflexive thematic analysis (Braun & Clarke, 2006), recurring themes were identified and interpreted to illuminate the collective meanings embedded in their lived experiences. Each major theme is presented and discussed in depth, organized by the four guiding interview questions as follows:

3.1. AI as Partner for Pedagogical Design and Professional Efficiency.

The first theme centers on how master teachers view AI as a collaborative partner that enhances their instructional leadership and professional work. Participants consistently narrated that AI tools streamline their lesson design, assessment preparation, and mentoring tasks, allowing them to focus on higher-order instructional and supervisory duties. One participant stated, "AI, particularly ChatGPT, helps me design lessons and assessments aligned with PISA standards and create higher-order questions using the SOLO framework. I also use AI to research evidence-based strategies that make my classes engaging and meaningful, and to plan school programs and projects efficiently." (Participant 1). Similarly, another explained that AI allows her to "prepare mathematical lessons more effectively by simplifying complex concepts such as finding the volume of a cylinder," which enables her to "mentor colleagues in rewording mathematical explanations into simpler language" (Participant 2).

Their responses reveal three subthemes: lesson and assessment design enhancement, instructional leadership and mentoring support, and administrative and communication efficiency. These experiences illustrate that AI is actively used for both direct teaching and indirect leadership functions. Teachers integrate AI in drafting reports, creating differentiated learning materials, analyzing student performance data, and facilitating mentoring activities. Others described how AI-supported platforms help them generate templates for assessments, prepare presentations, and check readability levels of instructional content, tasks that used to consume considerable time.

Through these narratives, AI emerges as a productivity tool that strengthens teachers' ability to lead and mentor effectively. Participants do not see AI as replacing human expertise but as amplifying it. As Participant 3 explained, "My own thoughts and professional judgment are always at the heart of what I create, but AI helps me refine and execute my ideas with greater clarity and efficiency." The teachers emphasized that this technological collaboration allows them to save time on administrative work and focus on meaningful instructional interactions and mentoring.

This theme highlights a paradigm shift from viewing AI as a mechanical aid to understanding it as a cognitive partner. The stories portray the teachers as active agents who negotiate the boundaries between human creativity and machine assistance. Their integration of AI aligns with Clandinin and Connelly's (2000) notion of "experience as a relational composition," where technology becomes a co-participant in the professional narrative rather than a detached tool. The accounts also demonstrate professional autonomy, as teachers critically evaluate and adapt AI-generated content to ensure cultural and contextual relevance.

These findings corroborate recent literature emphasizing AI's potential to augment instructional design and leadership. Berkovich (2025) found that educational leaders employ AI primarily to streamline lesson creation, improve data-driven decisions, and free time for mentoring. Similarly, Capinding and Dumayas (2024) reported that AI integration fosters innovative pedagogy and enhances teachers' organizational efficiency. Ding et al. (2024) also confirmed that AI-supported professional development encourages creativity and problem-solving in lesson planning. Furthermore, Mangubat and Paglinawan (2025) and Wang et al. (2024) confirm that AI, when thoughtfully integrated, enhances instructional leadership and teacher development, but must be balanced with human oversight to ensure contextual relevance and quality

3.2. Systemic Barriers Constrain Equitable and Contextual AI Use.

The second major theme reveals the challenges participants encounter in integrating AI tools into instructional leadership. While teachers recognize AI's usefulness, they face barriers that limit consistent and meaningful implementation.

The most frequently cited challenges involved unreliable internet connectivity, lack of access to paid AI features, limited digital infrastructure, and the need for clear ethical guidelines. Participant 4 recounted that "one big challenge we face is the lack of internet connection- without it, we can't use AI tools at all, which makes things difficult sometimes." Others added that some colleagues lack digital skills, particularly older teachers who "need step-by-step guidance to use AI in lesson planning" (Participant 2). In addition, participants noted that AI-generated outputs sometimes lack accuracy or contextual alignment with Philippine curricula. Participant 1 elaborated that "AI outputs may not fully align with instructional goals or the local context," requiring further adaptation and review. Moreover, Participant 6 noted, "AI tools have contributed to effectiveness as a master teacher by automating routine tasks such as grading and scheduling, which frees up time to focus more on teaching and student interaction. However, there are also concerns about data privacy, potential biases in AI algorithms, and challenges in ensuring equitable access for all students."

These accounts reveal a multidimensional struggle: structural, pedagogical, and ethical. Structurally, poor connectivity and device availability hinder access. Pedagogically, AI-generated content occasionally mismatches the cultural and curricular context, demanding human refinement. Ethically, the participants voiced concerns over privacy, authenticity, and the potential overreliance of teachers on AI-generated materials. Such issues underscore the transitional nature of AI integration- teachers operate in a space where enthusiasm for innovation meets systemic constraints.

From a narrative-inquiry perspective, these challenges represent moments of tension and negotiation that shape professional identity. These stories highlighted by participants converge on the need for robust infrastructure, sustained capacity-building, and ethical policy frameworks. As Participant 12 explained, "AI tools have greatly contributed to improving instructional leadership by providing timely analytics that inform targeted interventions and instructional adjustments. However, overreliance on AI without human judgment sometimes led to overlooking contextual factors, showing that AI should complement, not replace, professional expertise." Literature by Wang et al. (2024), Slimi (2023), and Berkovich et al. (2025) supports the view that technology adoption in education requires systemic support and collaborative cultures. The teachers' stories reflect resilience and agency in the face of technological limitations. They continuously adapt, revise, and mediate AI's limitations through reflective judgment- a process that Riessman (2008) describes as constructing meaning amid shifting contexts. The need to maintain authenticity and accuracy also reinforces their role as knowledge stewards who preserve pedagogical integrity despite technological disruptions.

International and local research mirrors these findings. Ding et al. (2024) identified lack of teacher training, limited digital literacy, and misaligned AI outputs as global barriers to effective integration. Tamayo (2024) similarly found that Philippine master teachers face infrastructure gaps and insufficient institutional support when adopting educational technology. The U.S. Department of Education (2023) emphasizes that ethical AI use requires

access equity and sustained professional preparation. Collectively, the participants' challenges are not isolated difficulties but reflections of systemic gaps that require structural reform and sustained capacity-building at the school and division levels. Studies consistently advocate for infrastructure investment, capacity-building, and inclusive policy to ensure equitable and effective AI integration (Wang et al., 2024; Slimi, 2023; Umali, 2024; Berkovich et al., 2025).

3.3. Reflective Human Judgment is Central to Effective and Ethical AI Use.

The third theme focuses on how AI tools influence teachers' overall effectiveness as instructional leaders. Participants agreed that AI enhanced their productivity, improved teaching materials, and supported timely completion of reports, though they simultaneously cautioned against overdependence.

Participant 3 recounted, "When I had to write a report under a tight deadline, I used AI to help organize my notes and data. It allowed me to submit a professional-looking report on time, freeing me to focus on my students and mentoring duties." Similarly, another teacher observed that AI "automates routine tasks such as grading and scheduling, allowing more time for direct student interaction" (Participant 6). Others emphasized that AI facilitated mentoring by providing step-by-step guidance or by generating evidence-based materials to share with colleagues. Furthermore, participants emphasized that AI is a support tool, not a replacement for teacher expertise. Participant 3 stated, "AI has definitely made me a more effective Master Teacher. It has not replaced me- instead, it's like having a very capable assistant that helps me do more in less time. But I've learned that I always need to be the one in charge for it to work well." Participant 2 added, "Some AI responses are too advanced or not accurate, so I still need to review and adjust them before using."

This theme highlighted these sub-themes particularly on AI as enhancer of productivity and instructional quality, potential hindrances from overreliance and inaccuracy and reinforced reflection on professional judgment. These narratives show that AI strengthens instructional leadership by enhancing efficiency and creative capacity. Yet, teachers also acknowledged that unchecked reliance on AI can lead to superficial outputs or inaccurate content. Participant 9 admitted, "When I'm beating the deadline, sometimes the reports generated with AI become superficial because I didn't have time to digest the full meaning." This tension highlights the need for human oversight to ensure quality, authenticity, and contextual relevance.

The narratives demonstrate an evolving digital professionalism characterized by critical reflection and self-regulation. Master teachers actively balance automation and authenticity, embracing AI's strengths while retaining their pedagogical authority. As Participant 3 reflected, "My real value as a teacher comes in when I check and tailor what the AI gives me for my students." This approach ensures that technology enhances, rather than diminishes the relational and contextual aspects of teaching. This dynamic reflects Riessman's (2008) concept of narrative agency, where individuals assert control over emerging technologies by re-authoring their roles through reflective practice. It also resonates with Lincoln and Guba's (1985) notion of credibility through reflexivity, as teachers validate AI's outputs through their professional expertise.

The positive yet cautious stance found in these narratives parallels empirical evidence. Berkovich (2025) and Umali (2024) concluded that AI enhances leadership productivity but must be mediated by human expertise to prevent errors or ethical issues. Chiu (2024) found

that teachers' reflective engagement, not mere tool use, drives successful AI adoption. Similarly, Capinding and Dumayas (2024) reported that meaningful AI integration depends on teachers' critical capacity to evaluate and adapt technological outputs. The participants' experiences thus align with current scholarship emphasizing that AI's true value in education lies in its combination with human judgment and ethical reflection.

3.4. A Culture of Collaboration and Ethical Innovation Sustains AI Integration.

The final theme synthesizes participants' recommendations to strengthen AI integration in instructional leadership. Their proposals emphasize continuous professional development, collaborative learning, and the creation of ethical and supportive institutional environments.

Participants consistently recommended structured training programs that go beyond tool familiarization to include prompting skills, contextual application, and data privacy. Participant 1 advised that "training should help master teachers explore AI features that save time and support mentoring of teachers with diverse needs." Participant 3 proposed establishing peer-learning groups to collaboratively explore educator-focused AI platforms such as Canva, Kahoot, and Khanmigo. Others advocated improving technological infrastructure, ensuring equitable access, and creating clear policies on responsible AI use.

The teachers' recommendations reflect both pragmatic and aspirational dimensions. Practically, they call for professional development sessions embedded in LAC or in-service training programs. Aspirationally, they envision schools as communities of inquiry where AI literacy, ethics, and collaboration coexist. They also highlight the need for localized AI policies to guide practice and protect learner data, an indication of growing ethical awareness among teacher-leaders.

Interpreted narratively, these recommendations reveal forward-looking professional identities. Master teachers see themselves not only as technology adopters but as architects of responsible innovation. Their aspirations resonate with the leadership role defined in the Philippine Professional Standards for Teachers (DepEd, 2017), which mandates master teachers to model professional growth and technological integration. By advocating collaborative AI use, they reframe instructional leadership as a shared, evolving, and ethical enterprise.

The participants' suggestions align with contemporary scholarship advocating AI literacy and institutional support. Ding et al. (2024) and Chiu (2024) found that sustained, practice-based training enhances teacher confidence and contextual adaptation. The U.S. Department of Education (2023) likewise underscores continuous capacity building, ethical governance, and infrastructure investment as essential to responsible AI use. Locally, Tamayo (2024) and Capinding and Dumayas (2024) confirm that professional learning communities accelerate teachers' readiness for technology integration. Thus, the narratives affirm that effective AI adoption requires not only access and skills but also culture, collaboration, and ethics.

Across the four themes, the master teachers' narratives converge on an overarching pattern of adaptive professionalism, a form of leadership that harmonizes technological innovation with human-centered pedagogy. They narrate AI not as a replacement but as a professional partner that enhances teaching, learning, and leadership efficiency. Yet, their stories also reveal enduring challenges in access, ethical responsibility, and institutional

readiness. This balance between enthusiasm and prudence reflects the evolving character of instructional leadership in the AI era.

Consistent with narrative inquiry, these teachers lived experiences are stories of agency, reflection, and transformation. Through AI, they reconstruct their professional identities as technologically literate, ethically aware, and pedagogically responsive leaders capable of guiding peers in a rapidly changing educational landscape.

4. Conclusion and Recommendation

4.1. Conclusion

Based on the findings, the following four major themes were drawn:

AI as Partner for Pedagogical Design and Professional Efficiency.

Participants viewed AI as a collaborative partner that enhances lesson and assessment design, mentoring, and administrative efficiency. They use AI tools such as ChatGPT, Khan Academy's Khanmigo, and Canva to create learning materials, streamline communication, and analyze learner data. The narratives highlighted that AI augments rather than replaces human expertise, allowing teachers to allocate more time to mentoring and instructional supervision.

Systemic Barriers Constrain Equitable and Contextual AI Use.

Despite enthusiasm for AI use, teachers face structural and pedagogical barriers. Unstable internet connections, lack of access to premium tools, and limited AI literacy, particularly among older teachers, impede consistent use. Participants also noted occasional inaccuracies or contextual mismatches in AI-generated outputs, underscoring the need for human oversight and curriculum alignment.

Reflective Human Judgment is Central to Effective and Ethical AI Use.

Participants emphasized that AI improved their efficiency, creativity, and responsiveness as instructional leaders by automating routine tasks and generating instructional materials. However, they acknowledged the risk of overdependence and loss of authenticity. Their reflections reveal critical awareness that human judgment, contextual knowledge, and ethical discernment remain central to effective AI integration.

A Culture of Collaboration and Ethical Innovation Sustains AI Integration.

Teachers recommended sustained professional development, collaborative learning communities, improved infrastructure, and ethical policies for responsible AI use. They proposed embedding AI training in Learning Action Cell (LAC) sessions and institutionalizing AI literacy programs to foster a culture of shared learning and innovation.

Across these themes, an overarching pattern of adaptive professionalism emerged. Master teachers are embracing AI as a means to enhance pedagogical practice and leadership effectiveness while maintaining human-centered values. They demonstrate agency and reflective judgment, positioning themselves as leaders in fostering ethical and sustainable AI integration within their schools.

4.2. Recommendations

In light of the study's conclusions, the following recommendations are proposed for stakeholders in education, including teachers, administrators, policymakers, and researchers, to foster effective and ethical AI integration in instructional leadership.

For the Department of Education and Division Offices:

Institutionalize AI Literacy and Capacity-Building Programs. Develop continuous professional development initiatives focused on AI literacy, data ethics, and responsible use. Integrate these into the Division's Learning and Development plans and LAC sessions to equip master teachers and school leaders with practical competencies in AI integration.

Strengthen Digital Infrastructure and Access Equity. Provide reliable internet connectivity, updated technological devices, and institutional access to verified AI platforms. Ensuring equitable technological infrastructure will allow teachers across all schools to benefit from AI-driven innovations.

Formulate Ethical Guidelines and Governance Frameworks. Establish clear policies on AI use in education, emphasizing data privacy, intellectual property, and academic integrity. Localized ethical frameworks will guide teachers in maintaining trust and accountability in AI-mediated practices.

For Schools and Master Teachers

Foster Collaborative Learning Communities. Create peer-learning or AI-focused professional circles where teachers can share effective practices, test tools, and develop contextualized strategies. Such communities align with the PPST's emphasis on collegial collaboration and reflective practice.

Balance AI Assistance with Human Expertise. Encourage reflective practice in all AI-assisted outputs. Teachers should verify, contextualize, and adapt AI-generated materials to preserve authenticity and pedagogical accuracy. This balance ensures that AI supports rather than dictates instructional decisions.

Promote Ethical and Student-Centered AI Use. Master teachers should model ethical AI integration, prioritizing inclusivity, data protection, and equitable access for learners. They should also mentor colleagues to ensure AI enhances rather than hinders critical thinking and learner engagement.

For Future Researchers:

Expand Research on AI in Instructional Leadership. Future studies may employ mixed methods or longitudinal designs to explore the long-term effects of AI on instructional leadership and student outcomes. Comparative studies across divisions and regions can also identify best practices and contextual variables influencing AI adoption.

References

1) Berkovich, I. (2025). The rise of AI-assisted instructional leadership: Empirical survey of generative AI integration in school leadership and management work. Frontiers in Education, 10, 1643023. https://doi.org/10.3389/feduc.2025.1643023

2) Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
3) Capinding, A. T., & Dumayas, F. T. (2024). Transformative pedagogy in the digital age: Unraveling the impact of artificial intelligence on higher education students. Problems of Education in the 21st Century, 82(5), 630–657. https://doi.org/10.33225/pec/24.82.630
4) Chiu, T. K. F. (2024). Designing teacher professional learning for artificial intelligence literacy: A review and framework. Educational Technology Research and Development, 72(2), 145–162. https://doi.org/10.1007/s11423-024-10309-3
5) Clandinin, D. J., & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. Jossey-Bass.
6) Department of Education. (2017). DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers. https://www.deped.gov.ph
7) Ding, A. C. E., Shi, L., Yang, H., Yang, H., & Choi, I. (2024). Enhancing teacher AI literacy and integration through different types of cases in teacher professional development. Computers and Education Open, 6, 100178. https://doi.org/10.1016/j.caeo.2024.100178
8) Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Sage.
9) Mangubat, J. P. L., & Paglinawan, J. L. (2025). Teachers' perceptions on the use of artificial intelligence tools in teaching science research. International Journal of Research and Innovation in Applied Science, 10(5), 169-174. https://doi.org/10.51584/IJRIAS.2025.100500016
10) Riessman, C. K. (2008). Narrative methods for the human sciences. Sage.
11) Slimi, Z. (2023). The impact of artificial intelligence on higher education. Education Sciences, 13(5), Article 4682.
12) Tamayo, J. N. (2024). Instructional leadership of master teachers on curriculum and planning towards instructions and technical assistance framework. Asia Pacific Journal of Advanced Education and Technology, IRCEBT Proceedings.
13) U.S. Department of Education, Office of Educational Technology. (2023). Artificial intelligence and the future of teaching and learning: Insights and recommendations. https://tech.ed.gov/ai-report/
14) Umali, J. N. D. (2024). Artificial intelligence technology management of teachers. International Journal of Multidisciplinary and Current Educational Research, 6(3), 827-836.
15) Wang, S., et al. (2024). Artificial intelligence in education: A systematic literature review. Expert Systems with Applications, 233, 120359.