Chapter 8
Not Ready, Not Resistant: Just Human – Exploring Public Vocational High School IT Teachers' Readiness and Resistance to AI Integration in Türkiye

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ABSTRACT

The rapid integration of artificial intelligence (AI) into education has created new opportunities as well as significant challenges for teachers, particularly in vocational settings. This qualitative single-case study examines how Public Vocational High School Information Technologies (IT) teachers in Türkiye perceive their readiness, resistance, and adaptation to AI integration in their teaching practices. Guided by Oreg's (2003) Resistance to Change model, semi-structured interviews were conducted with 12 experienced IT teachers. Thematic analysis revealed that teachers largely view AI as a practical assistant that enhances efficiency, supports instructional planning, and accelerates problem-solving, while simultaneously expressing concerns about student overreliance, superficial learning, and ethical risks. Results indicate that teachers' readiness is shaped by an interplay of enabling

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factors—such as AI's perceived usefulness and alignment with IT curricula and constraining factors, including heavy workload, limited training, knowledge gaps, and infrastructural limitations.

1. INTRODUCTION

The rapid growth and application of artificial intelligence (AI) across various domains, including education, have created both new challenges and opportunities for teachers worldwide (Harry, 2023; Holmes & Tuomi, 2022). In Türkiye, as in many other countries, the transition toward digital learning has accelerated, particularly following the COVID-19 pandemic, and the increasing use of AI and educational technologies shows considerable potential to positively influence the national education system (Kırtay, 2023). AI tools such as automated grading systems, personalized learning platforms, and content generation tools can help save time, improve instructional efficiency, and address students' individual learning needs (Majeed et al., 2023). However, these developments also raise important questions regarding pedagogical practices, teachers' perceptions of change, and the ethical implications of using emerging technologies in educational settings.

Teachers play a central role in the success of any educational innovation. Yet, despite policy-level enthusiasm and institutional encouragement for AI adoption, a gap remains between technological possibility and classroom reality. This misalignment reflects a broader tension between national AI policy ambitions and the pedagogical readiness of teachers in Professional and Vocational High Schools (PVHS), a context that remains under-explored in Technology-Enhanced Learning (TEL) scholarship, particularly regarding how vocational IT teachers in Türkiye interpret, resist, and negotiate AI integration. Drawing on qualitative evidence and Oreg's resistance framework, this chapter addresses this gap and offers implications for TEL-oriented professional development and policy design.

Understanding educators' perspectives, particularly those working in public schools, is essential for fostering more effective and contextually appropriate educational environments. Accordingly, this chapter presents a qualitative case study examining how Public Vocational High School (PVHS) Information Technologies (IT) teachers in Türkiye perceive their readiness, resistance, and adaptation to the integration of AI tools into their daily teaching practices. By applying Oreg's (2003) multidimensional Resistance to Change model as a theoretical lens, the study provides a nuanced understanding of the emotional, cognitive, and behavioral factors influencing teachers' responses to AI in education. Rather than framing resistance solely as a barrier, this chapter conceptualizes it as a meaningful and informative