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Teaching in the Age of Algorithms: Autonomy, Control, and Psychological Safety of Educators

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Abstract

The increasing use of algorithmic systems and artificial intelligence in educational institutions is profoundly reshaping teachers' professional environments, decision-making processes, and psychological experiences at work. Beyond their pedagogical potential, algorithmic tools introduce new forms of control, monitoring, and standardization that may significantly affect educators' sense of autonomy and psychological safety. This paper examines teaching in the age of algorithms from a psychological and organizational perspective, focusing on how data-driven technologies influence educators' perceived control, professional agency, and emotional security within educational settings. Using a conceptual-analytical approach grounded in educational and organizational psychology, the study explores key mechanisms through which algorithmic governance alters teachers' work experiences, including digital surveillance, performance metrics, automated feedback, and externally imposed instructional frameworks. Particular attention is paid to the psychological consequences of these transformations, such as heightened stress, reduced decision latitude, role conflict, and diminished psychological safety. The paper argues that when algorithmic systems are implemented without sufficient attention to human factors, they risk undermining trust, professional confidence, and collaborative climates in educational organizations. The analysis highlights the need for psychologically informed and ethically grounded integration of AI technologies that safeguards educators' autonomy, supports psychological safety, and reinforces the human-centered foundations of teaching. Implications for educational leadership, institutional policy, and sustainable technology adoption are discussed.

Keywords: Algorithmic Governance, Educator Autonomy, Psychological Safety, Professional Control, Teaching Profession