TEACHERS' PERCEPTIONS OF ARTIFICIAL INTELLIGENCE INTEGRATION IN PHILIPPINE CLASSROOMS

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The integration of Artificial Intelligence (AI) in education has become an emerging trend in the Philippine educational system as schools gradually adapt to digital transformation. With the increasing availability of educational technologies, AI-powered tools such as intelligent tutoring systems, automated assessments, learning analytics, and adaptive learning platforms are slowly being introduced in classrooms. In this context, teachers play a critical role in determining the success of AI integration, as their perceptions, attitudes, and readiness directly influence how these technologies are implemented in teaching and learning processes (OECD, 2021).

Many Filipino teachers perceive AI as a supportive instructional tool that can enhance teaching efficiency and improve learning outcomes. AI-based platforms are capable of analyzing learners' performance, providing immediate feedback, and identifying specific areas where students experience difficulty (Holmes et al., 2019). These features enable teachers to address individual learning needs more effectively, especially in large classes where personalized instruction is challenging. By automating routine tasks such as checking assessments and managing records, AI allows teachers to devote more time to facilitating discussions, mentoring learners, and designing meaningful and engaging learning experiences. Consistent with the Technology Acceptance Model, teachers are more inclined to adopt AI tools when they perceive them as useful and easy to use (Davis, 1989).

Despite these perceived benefits, several concerns influence teachers' acceptance of AI integration. One major issue is the lack of adequate training and professional

development opportunities. Many teachers feel unprepared to use AI tools effectively due to limited technical skills, insufficient exposure, and the absence of structured training programs (UNESCO, 2021). Without proper guidance, teachers may struggle to align AI applications with learning objectives and pedagogical strategies. Furthermore, there is concern that excessive reliance on AI may diminish essential human interaction in the classroom. Teachers emphasize that education is not solely about content delivery but also about fostering values, critical thinking, creativity, and emotional intelligence — areas where human teachers play an irreplaceable role.

Another significant concern relates to access and equity. In many public schools, particularly those in rural and geographically isolated areas, inadequate internet connectivity, limited availability of digital devices, and insufficient technical support pose major barriers to AI implementation. Teachers worry that AI integration may widen existing educational inequalities by favoring well-resourced schools over underprivileged ones (World Bank, 2020). Without inclusive policies and equitable resource distribution, the benefits of AI may not reach all learners, contradicting the goal of providing quality education for all.

Overall, teachers' perceptions highlight the need for a balanced and context-sensitive approach to AI integration in Philippine classrooms. Policymakers and school leaders must prioritize continuous professional development, establish clear ethical and instructional guidelines, and invest in infrastructure to support effective AI use. When implemented responsibly, AI can complement teachers' expertise rather than replace their roles. By maintaining a human-centered approach, AI has the potential to enhance teaching effectiveness, support learner diversity, and contribute positively to the future of education in the Philippines.

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