

Original Article

Public School Teachers' Knowledge, Attitudes, and Practices Regarding Educational ChatGPT Use: A Pilot Study

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Article History:

Date received: July 17, 2026
Date revised: August 18, 2026
Date accepted: August 28, 2026

Recommended citation:

Hero, J., & Perol, C. (2026). Public school teachers' knowledge, attitudes, and practices regarding educational ChatGPT use: A pilot study. *Journal of Interdisciplinary Perspectives*, 4(9), 399-413.
<https://doi.org/10.69569/jip.2026.408x>

Abstract. The increasing use of ChatGPT in education offers teachers opportunities to support instructional planning, learning resource development, concept clarification, and other professional tasks, while raising concerns about accuracy, academic integrity, ethical use, and teacher preparedness. Despite growing research on generative artificial intelligence (AI), evidence on teachers' knowledge, attitudes, and instructional practices regarding ChatGPT remains limited in Philippine basic education. This study conducted a pilot descriptive-correlational assessment of public-school teachers' educational use of ChatGPT. The study involved 34 public school teachers from a public integrated school in the City of Meycauayan, Bulacan, selected through universal sampling with voluntary participation. Data were collected using an adopted structured questionnaire and analyzed through JAMOV Version 2.6, employing mean, standard deviation, and Pearson product-moment correlation. Findings showed moderate reported knowledge, cautious and moderately favorable attitudes, and agreed-upon instructional practices. Significant positive relationships were found between knowledge and attitude ($r = .510, p = .002$), knowledge and practices ($r = .555, p < .001$), and attitude and practices ($r = .432, p = .012$). These findings provide preliminary evidence of association rather than causation. UTAUT is therefore presented as an interpretive lens, highlighting the need for sustained AI literacy, professional development, institutional support, and ethical guidelines for responsible ChatGPT integration in Philippine basic education.

Keywords: AI literacy; ChatGPT; Generative artificial intelligence; Public school teachers; Technology adoption.

The rapid development of generative artificial intelligence (AI) has created new possibilities for teaching and learning, with Chat Generative Pre-trained Transformer (ChatGPT) becoming one of the most prominent AI applications used for educational and professional purposes. Its capacity to generate text, explain concepts, support lesson preparation, develop instructional resources, and provide immediate responses has positioned it as a potentially useful supplementary tool for teachers. International literature has documented generative AI's capacity to support instructional efficiency, resource development, feedback, and other teaching-related activities (Farrokhnia et al., 2023; Rahman & Watanobe, 2023). However, ChatGPT's educational value depends not only on access to the technology but also on teachers' ability to understand its capabilities and limitations, exercise professional judgment, and use it in ways aligned with pedagogical and ethical

responsibilities. The increasing presence of generative AI in education therefore makes teacher preparedness an important consideration in determining how such technologies can be integrated meaningfully into instructional practice.

These competencies are especially relevant in basic education, where teachers remain central to instructional decision-making and learner development. In the Philippines, the Department of Education (DepEd) has increasingly recognized AI as part of basic education transformation. DepEd established the Education Center for AI Research to support AI-powered solutions for teaching, learning, and school administration, while subsequent initiatives have emphasized AI literacy, teacher upskilling, responsible use, and human oversight. More recently, DepEd issued DepEd Order No. 003, s. 2026, or the Foundational Guidelines on Artificial Intelligence (AI) in Basic Education, establishing a policy framework for the ethical, inclusive, and risk-proportionate integration of AI in schools. These developments demonstrate that AI integration is no longer only a matter of individual teacher experimentation; it is increasingly becoming an institutional and policy concern within Philippine basic education.

On one hand, the technology may assist teachers in lesson preparation, instructional material development, concept explanation, learning support, and other productivity-related tasks. Farrokhnia et al. (2023) reported that ChatGPT can reduce time spent on repetitive instructional activities, while other studies have highlighted its potential to support resource development, feedback, and learner-centered instructional processes. However, concerns have emerged about inaccurate or fabricated information, academic integrity, excessive reliance on AI-generated content, ethical use, and the appropriate boundaries of AI-supported instruction. Foltyniek et al. (2023), Kobak et al. (2024), and Ganjavi et al. (2024) emphasized concerns surrounding academic integrity and the responsible use of generative AI, while Sharma and Yadav (2022) identified ethical concerns among teachers regarding academic honesty, authenticity of student work, and responsible AI utilization. These competing possibilities suggest that integrating ChatGPT into education requires more than technological access; it requires informed teacher judgment, appropriate professional preparation, and institutional guidance.

Teacher preparedness is further complicated by the rapid development of AI technologies, which may outpace existing professional development initiatives. Although educators increasingly recognize the potential of AI-supported tools, studies indicate that teachers may have only partial knowledge and limited pedagogical preparation for meaningful classroom integration. Farrokhnia et al. (2023) and Polak et al. (2022) noted that teachers may show awareness and favorable perceptions of AI while still needing additional training to use these technologies effectively. González-González (2023) likewise emphasized the challenge of keeping teacher preparation responsive to rapidly evolving AI technologies, while Rahman and Watanobe (2023) highlighted the importance of institutional support in facilitating responsible technology integration. Consequently, understanding what teachers know about ChatGPT, how they evaluate its educational use, and how they actually incorporate it into their instructional practices is important for developing appropriate professional development and institutional support mechanisms.

Existing empirical studies have provided useful insights into teachers' and learners' perceptions of ChatGPT, but much of the literature has focused on higher education, university students, language-learning contexts, or general perceptions of AI adoption (Espartinez, 2024; Imran & Almusharraf, 2023; Özdemir-Çağatay & Özdemir-Çağatay, 2023; Rahman et al., 2025). Although these studies establish ChatGPT's educational relevance, their findings cannot automatically generalize to public basic education, where teachers operate within distinct curricular, institutional, learner, assessment, and policy conditions. Within the Philippine context, Espartinez (2024) examined perceptions of ChatGPT use in higher education and emphasized the importance of context-sensitive policies, ethical regulations, culturally responsive implementation, and teacher preparation. While this provides an important Philippine reference point, it also highlights the need for empirical evidence from basic education settings. Comparatively few studies have simultaneously examined teachers' knowledge, attitudes, and instructional practices regarding ChatGPT in Philippine public schools. Moreover, studies that focus primarily on perceptions or acceptance provide limited evidence regarding whether teachers' understanding and evaluations of ChatGPT correspond with their reported instructional use. This constitutes an important empirical gap because knowledge of a technology and favorable perceptions toward it do not necessarily translate into meaningful or responsible instructional practice.

To address this gap, the present study examines three related but conceptually distinct dimensions of teachers' educational use of ChatGPT. In this study, knowledge refers to teachers' reported understanding of ChatGPT's

features, functions, capabilities, limitations, and educational applications. Because the adopted instrument measures responses to statements about ChatGPT rather than an objectively scored knowledge examination, the construct is better interpreted as reported knowledge than as objective factual mastery. Attitudes refer to teachers' perceptions and evaluations concerning the usefulness, reliability, ethical implications, acceptance, and appropriate educational use of ChatGPT. Instructional practices refer to teachers' self-reported use of ChatGPT in teaching, lesson preparation, learning support, assessment-related activities, and other professional tasks. These distinctions allow the study to examine whether teachers' understanding of ChatGPT is associated with how they evaluate the technology and how they report using it in their professional practice.

The present study therefore provides a preliminary descriptive-correlational assessment of public school teachers' reported knowledge, attitudes, and instructional practices concerning the educational use of ChatGPT. Specifically, the study seeks to determine teachers' reported knowledge of the educational use of ChatGPT, examine their attitudes toward its educational use, and assess their self-reported instructional practices involving the technology. It further examines whether significant relationships exist between teachers' reported knowledge and attitudes, between their reported knowledge and instructional practices, and between their attitudes and instructional practices. Consistent with the correlational design, the study does not seek to establish causal relationships among these variables but rather to determine whether they are statistically associated.

The study is anchored by the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by Venkatesh et al. (2003). UTAUT explains technology acceptance and use through constructs including performance expectancy, effort expectancy, social influence, and facilitating conditions. However, the present study does not directly operationalize these UTAUT constructs. Instead, the study measures teachers' reported knowledge, attitudes, and instructional practices regarding ChatGPT. Accordingly, UTAUT is employed as an interpretive theoretical lens through which the observed relationships among teachers' understanding, perceptions, and reported use of ChatGPT may be considered. The study therefore does not claim to test, validate, or extend UTAUT. Rather, the findings provide preliminary correlational evidence that may inform subsequent research in which UTAUT constructs and their hypothesized structural relationships are directly operationalized and empirically tested.

The study contributes to the emerging literature on generative AI in education by providing localized evidence concerning public school teachers' reported knowledge, attitudes, and instructional practices regarding ChatGPT within the Philippine basic education context. Its contribution extends beyond establishing whether teachers favor or already use the technology by examining the interrelationships among what teachers report knowing, how they evaluate ChatGPT, and how they report applying it in their professional practice. The findings may provide useful baseline evidence for school administrators, teacher professional-development providers, curriculum personnel, and policymakers in designing AI literacy initiatives, professional learning opportunities, institutional support mechanisms, and ethical guidelines for the responsible and pedagogically appropriate integration of ChatGPT in basic education. In this regard, the study positions teacher competence and responsible professional judgment, rather than technology adoption alone, as central considerations in the continuing integration of generative AI into Philippine basic education. The study's focus on a specific public-school setting also provides an empirical basis for future research with larger, more diverse samples and, where appropriate, direct measurement and testing of technology-acceptance constructs.

Methodology

Research Design

This study used a descriptive-correlational research design to assess and describe public-school teachers' knowledge, attitudes, and instructional practices regarding the educational use of ChatGPT and to examine the relationships among these variables. According to Creswell and Creswell (2023), descriptive research is appropriate when a study's primary purpose is to describe the characteristics, attitudes, behaviors, or opinions of a population through the systematic collection of quantitative data. In the present study, the descriptive component was used to assess teachers' level of knowledge regarding the features, functions, and appropriate educational use of ChatGPT; their attitudes toward integrating it into teaching and learning; and their instructional practices in using ChatGPT as a supplementary educational tool. The study used descriptive statistics, specifically the weighted mean and standard deviation, to summarize and interpret the respondents' responses.

The correlational component of the study was employed to determine whether significant relationships existed among teachers' knowledge, attitudes, and instructional practices concerning the educational use of ChatGPT. Creswell and Creswell (2023) explained that correlational research examines the degree and direction of relationships among two or more variables without manipulating them or establishing causal relationships. Consistent with this approach, the study utilized the Pearson Product-Moment Correlation Coefficient to determine the strength and significance of the relationships among the three variables. This design was appropriate because the study sought to investigate naturally occurring associations rather than determine cause-and-effect relationships.

Overall, the descriptive-correlational research design was deemed appropriate because it enabled the researchers to describe the current status of teachers' knowledge, attitudes, and instructional practices while simultaneously examining the interrelationships among these constructs. The empirical findings served as the basis for developing a proposed framework on the educational integration of ChatGPT for public school teachers.

Participants and Sampling Technique

This study involved public school teachers from a public integrated school in the City of Meycauayan, Bulacan. The researchers employed a total enumeration approach, inviting all 34 eligible public school teachers in the selected school to participate in the study. Because participation was voluntary, the procedure is more accurately described as a voluntary census invitation rather than a complete census. All 34 eligible teachers participated and completed the survey, resulting in 34 retained responses and a 100% response rate. Thus, no respondents were excluded during data screening. Data were collected using a structured survey questionnaire administered through Google Forms and distributed to the eligible teachers through their respective group chats. Before participating, all respondents provided informed consent after being informed of the study's purpose, the voluntary nature of participation, and the intended use of the collected data. Because all eligible teachers participated, the study observed no nonresponse bias within the defined study population. Nevertheless, the findings remain context-specific to the participating school and should not be generalized beyond the study population without consideration of differences in school context and teacher characteristics.

Research Instrument

The study adapted the survey questionnaire developed by Torrato et al. (2024). The instrument was selected because its three constructs aligned with the objectives of the present study, particularly in examining teachers' knowledge, attitudes, and instructional practices regarding the educational use of ChatGPT. Because the original instrument was developed in a different school context, selected items were adapted to suit the public school teacher context while retaining the three original constructs. The adapted instrument consisted of 40 items distributed across three sections: 15 knowledge items, 15 attitude items, and 10 instructional practice items. The first section assessed teachers' reported knowledge of ChatGPT, including its features, functions, capabilities, limitations, and educational applications. The second section measured teachers' attitudes toward the educational use of ChatGPT, including perceived usefulness, reliability, ethical considerations, acceptance, and its potential implications for teaching and learning. The third section assessed teachers' self-reported practices, focusing on their use of ChatGPT for lesson preparation, instructional support, concept clarification, learning activities, assessment-related tasks, and other professional activities.

To establish the contextual appropriateness and content validity of the adapted instrument, five experts with relevant expertise in education, educational technology, and research reviewed the questionnaire. The experts evaluated the items for relevance, clarity, appropriateness, and alignment with the intended constructs, and the researchers considered their recommendations when refining the adapted questionnaire before administration. The adapted instrument subsequently demonstrated an overall Cronbach's alpha of 0.84, indicating good internal consistency for the present study. These procedures provide empirical support for the adapted instrument's content relevance and internal consistency, although the reliability coefficient should be interpreted in relation to the specific study sample and should not be taken as evidence of validity on its own.

The questionnaire employed a five-point Likert-type response scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Moderately Agree), 4 (Agree), to 5 (Strongly Agree). Item responses were aggregated to obtain composite scores for each construct, resulting in possible score ranges of 15-75 for reported knowledge, 15-75 for attitudes, and 10-50 for self-reported practices. For descriptive interpretation, the five-point response continuum

was divided into equal intervals: 1.00–1.80 = Strongly Disagree, 1.81–2.60 = Disagree, 2.61–3.40 = Moderately Agree, 3.41–4.20 = Agree, and 4.21–5.00 = Strongly Agree. The same intervals were used in interpreting the composite mean scores. Higher scores represented stronger endorsement of the statements comprising each construct. No reverse scoring was applied to negatively worded items; therefore, negatively worded items should be interpreted individually and should not automatically be treated as indicators of higher levels of the underlying construct. The finalized adapted questionnaire was administered through Google Forms and distributed to all 34 eligible public school teachers, all of whom participated in the study.

Data Analysis Procedure

The collected data were encoded, organized, and analyzed using the JAMOV Statistical Software (Version 2.6). Before statistical analysis, the researchers checked the completeness and accuracy of the completed questionnaires to ensure data quality. To answer the first, second, and third research questions regarding the teachers' level of knowledge, attitudes, and instructional practices on the educational use of ChatGPT, descriptive statistics, particularly the weighted mean and standard deviation, were employed. The weighted mean determined the average response level for each construct, while the standard deviation measured the variability or dispersion of respondents' answers. According to Field (2018), descriptive statistics summarize and describe the characteristics of a dataset, making them appropriate for survey research.

Pearson's Product-Moment Correlation Coefficient (Pearson's r) was employed to determine the strength and direction of the relationships among teachers' knowledge, attitudes, and instructional practices. The magnitude of the correlation coefficients was interpreted using Evans' (1996) guidelines: 0.00–0.19 (very weak), 0.20–0.39 (weak), 0.40–0.59 (moderate), 0.60–0.79 (strong), and 0.80–1.00 (very strong). Statistical significance was set at the 0.05 level.

Ethical Considerations

This study strictly adhered to the ethical principles governing educational research involving human participants. Before conducting the study, permission to administer the survey questionnaire was sought from the appropriate school authorities. Afterward, the researchers obtained informed consent from all teacher-respondents before their participation in the study. The researchers clearly explained the purpose of the research, the nature of participation, the expected duration of the survey, and the intended use of the collected data. Participation was entirely voluntary, and respondents were informed that they could decline or withdraw at any stage without penalty or adverse consequences.

The researchers upheld the principles of confidentiality, anonymity, and privacy throughout the research process. The survey questionnaire did not require respondents to disclose personally identifiable information such as their names or employee identification numbers. All responses were treated with the utmost confidentiality and were used exclusively for academic and research purposes. The collected data were encoded, stored in password-protected electronic files, and made accessible only to the researcher. After the study, the data will be retained for the period prescribed by institutional research policies and then disposed of securely and confidentially. Furthermore, the researchers ensured that the study posed no physical, psychological, emotional, social, or professional harm to the respondents. The questionnaire consisted solely of items related to teachers' knowledge, attitudes, and instructional practices concerning the educational use of ChatGPT and did not contain sensitive, offensive, or intrusive questions. The rights, dignity, and welfare of all participants were respected throughout the investigation in accordance with the ethical principles of respect for persons, beneficence, and justice.

The study also maintained academic honesty and research integrity in using digital technologies. Artificial Intelligence (AI) tools, particularly ChatGPT and Grammarly, were used solely as assistive technologies for language refinement, grammar checking, organizing ideas, and improving the manuscript. These tools were not used to generate, manipulate, or interpret the research data, nor to draw the study's conclusions. The researchers took full intellectual responsibility for the study's conceptualization, data collection, statistical analysis, interpretation of findings, and formulation of conclusions and recommendations. The researchers disclosed the use of AI transparently and complied with academic integrity principles, ensuring the originality, authenticity, credibility, and rigor of the research throughout the investigation.

Results and Discussion

This section presents, analyzes, and interprets the study's findings in accordance with the research questions. The results are organized into sections describing the teachers' knowledge, attitudes, and instructional practices regarding the educational use of ChatGPT, followed by an examination of the relationships among these variables. The findings are discussed in relation to the Unified Theory of Acceptance and Use of Technology (UTAUT) and are supported by relevant theories, empirical studies, and related literature to provide a comprehensive interpretation of the results.

Teachers' Knowledge on the Educational Use of ChatGPT

Table 1. Mean and Standard Deviation of Teachers' Knowledge on the Educational Use of ChatGPT

	Indicators	Mean	SD	Interpretation
1.	I understand that ChatGPT uses artificial intelligence to generate human-like responses.	3.90	1.23	Agree
2.	I understand that ChatGPT can provide responses in languages other than English.	1.36	0.65	Strongly Disagree
3.	I understand that ChatGPT-generated responses are not always accurate.	2.52	1.29	Disagree
4.	I understand that ChatGPT is designed to facilitate human-like conversations.	3.42	1.01	Moderately Agree
5.	I understand that ChatGPT has been trained using information from a diverse range of topics.	4.06	0.86	Agree
6.	I understand that ChatGPT has both free and paid access options.	2.91	1.33	Moderately Agree
7.	I understand that ChatGPT can generate outputs beyond text, depending on the features available.	2.21	1.24	Disagree
8.	I understand that ChatGPT generates responses based on patterns learned from its training rather than retrieving every response from a fixed set of pre-written answers.	3.88	0.94	Agree
9.	I understand that ChatGPT can assist teachers in reviewing or providing feedback on student assignments, but its outputs require human verification.	2.82	1.42	Moderately Agree
10.	I understand that ChatGPT can assist teachers in planning lessons.	4.21	0.70	Strongly Agree
11.	I understand that ChatGPT can assist students with coursework and learning activities.	4.18	0.73	Agree
12.	I understand that ChatGPT can be used alongside virtual learning environments and other digital learning platforms.	4.03	0.81	Agree
13.	I understand that ChatGPT can generate essays, articles, and other written content on specific topics.	4.33	0.69	Strongly Agree
14.	I understand that ChatGPT can generate supplementary teaching resources and learning materials for students.	4.64	0.55	Strongly Agree
15.	I understand that ChatGPT can provide feedback related to language and pronunciation when appropriate features or prompts are used.	3.76	1.09	Agree
Overall		3.48	0.97	Moderately Agree

Table 1 presents the weighted mean and standard deviation of teachers' knowledge regarding the educational use of ChatGPT. The overall weighted mean of 3.48 (SD = 0.97), interpreted as moderately agree. This indicates that respondents possess a moderate level of knowledge about ChatGPT and its applications in education. This suggests that, while teachers are generally familiar with the technology and some of its instructional functions, uncertainties and misconceptions remain regarding several of its capabilities and limitations.

Among the indicators, the statement "ChatGPT can provide additional teaching resources and learning materials for students" obtained the highest mean score ($M = 4.64$, $SD = 0.55$), interpreted as Strongly Agree. This implies that teachers strongly recognized ChatGPT as a valuable instructional resource that can enrich classroom teaching through supplementary learning materials. Respondents also strongly agree that ChatGPT can create essays and articles on specific topics ($M = 4.33$, $SD = 0.69$) and assist teachers with lesson planning ($M = 4.21$, $SD = 0.70$). The findings indicate that teachers primarily view ChatGPT as a productivity and resource-generation tool. It helps them design lessons, produce content, and enrich classroom materials. This reflects high performance expectancy and knowledge (perceived usefulness) for planning and instructional support tasks. Elsayary (2025) found that teachers see ChatGPT as a useful support tool for lesson planning, teaching and learning activities, and resource creation, but are more cautious about using it for assessment and feedback. A case study by Bateman (2025) explained that K-12 teachers reported that ChatGPT saves time, expedites access to resources, and helps create lessons, making it a valuable pedagogical aid for curriculum and instruction, though concerns about cheating and accuracy remain.

Teachers further agree that ChatGPT can assist students with their coursework ($M = 4.18$, $SD = 0.73$), is trained on a diverse range of topics ($M = 4.06$, $SD = 0.86$), and can be integrated with virtual learning environments ($M = 4.03$, $SD = 0.81$). They likewise agreed that ChatGPT uses artificial intelligence to generate human-like responses ($M =$

3.90, SD = 1.23) and that its outputs are generated by a pre-programmed algorithm (M = 3.88, SD = 0.94). These results imply that teachers not only acknowledge ChatGPT's practical usefulness for supporting students' coursework but also have a foundational awareness of its underlying mechanisms, which is important for responsible and informed integration into teaching practice. Ari Harmawan and Makmur (2023) noted that teachers' perceptions of ChatGPT in classroom learning found that teachers generally accept the technology and show a positive attitude toward using it to develop materials, prepare lessons, and enhance students' insights, while still expressing concerns about trustworthiness and implementation. This supports the idea that teachers in your study recognize ChatGPT's potential to be integrated into virtual or technology-mediated learning environments.

In contrast, several indicators suggest uncertainty or misconception. Respondents neither agreed nor disagreed that ChatGPT is specifically designed to provide human-like conversations (M = 3.42, SD = 1.01), that it is a commercial product not available for free (M = 2.91, SD = 1.33), or that it can check and grade student assignments (M = 2.82, SD = 1.42), all of which are interpreted as moderately agree. These mean scores, together with relatively large standard deviations, suggest that teachers hold diverse and sometimes conflicting conceptions about how ChatGPT is accessed, what it is primarily designed to do, and the extent to which it can be used for automated grading. These patterns are characteristic of a user group familiar with the general idea of AI but that has not yet developed a clear, shared understanding of specific functionalities and limitations in educational contexts.

This uncertainty points to an important gap in teachers' AI literacy. While they recognize ChatGPT's instructional potential, they are less confident about its role in assessment and about practical issues such as cost, licensing, and the distinction between conversational design and broader generative capabilities. As a result, teachers may be hesitant to rely on ChatGPT for tasks that involve evaluative judgment or institutional implications (e.g., grading, paid accounts), even if they are comfortable using it for planning or resource generation. The findings therefore highlight the need for targeted orientation and professional development that clarifies what ChatGPT can and cannot do, and how it should be responsibly integrated into teaching, especially in relation to assessment practices and ethical use. Research on teachers' awareness and acceptance of ChatGPT and other AI tools reports that many teachers have partial or emerging understanding of AI capabilities, leading to misconceptions about what the tools are "designed" for and how they function in practice (e.g., whether they are primarily conversational agents or broader content generators). This aligns with the moderately agree rating on whether ChatGPT is specifically designed to provide human-like conversations (Ajose et al., 2026).

Respondents disagree that ChatGPT's responses are 100% accurate (M = 2.52, SD = 1.29) and that it can only provide text-based outputs (M = 2.21, SD = 1.24). They strongly disagreed with the statement that ChatGPT can only provide answers in English (M = 1.36, SD = 0.65), which recorded the lowest mean among all indicators. These results show that teachers were aware of some key limitations and capabilities of ChatGPT. In particular, they recognized that AI-generated responses require verification and critical evaluation rather than unquestioned acceptance, consistent with the arguments of Foltynnek et al. (2023), Ganjavi et al. (2024), and Kobak et al. (2024), who emphasize that ChatGPT, while powerful, does not always produce fully accurate or error-free outputs. Similarly, Imran and Almusharraf (2023) contend that responsible use of ChatGPT requires users to verify AI-generated information and exercise sound academic judgment.

The pattern of findings may also be interpreted through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by Venkatesh et al. (2003). Under this framework, individuals are more likely to adopt and use a technology when they perceive it as useful for improving performance (performance expectancy) and relatively easy to understand and use (effort expectancy). Teachers' strong agreement with statements about ChatGPT's ability to support lesson planning, generate instructional materials, and provide learning resources reflects high performance expectancy, suggesting they recognized its potential to enhance instructional effectiveness and professional productivity. However, the overall moderately agree level of knowledge indicates that teachers had not yet developed a comprehensive understanding of ChatGPT's full range of functionalities and limitations. These knowledge gaps may affect their confidence in using the technology and reduce their willingness to integrate AI consistently into classroom practice. Thus, the findings suggest that strengthening teachers' AI literacy through structured professional development and institutional support could deepen their understanding of ChatGPT, enhance perceptions of its usefulness and ease of use, and ultimately foster more meaningful educational integration, as posited by the UTAUT framework.

Teachers' Attitude on the Educational Use of ChatGPT

Table 2. Mean and Standard Deviation of Teachers' Attitude on the Educational Use of ChatGPT

	Indicators	Mean	SD	Interpretation
1.	I find ChatGPT helpful in answering questions related to teaching and learning.	4.41	0.70	Strongly Agree
2.	I trust the responses generated by ChatGPT when they are appropriately verified.	3.27	0.71	Moderately agree
3.	I consider ChatGPT-generated responses to be generally accurate when used appropriately.	3.30	0.64	Moderately agree
4.	I consider ChatGPT a useful tool for supporting teaching and learning.	4.18	0.76	Agree
5.	I believe ChatGPT has the potential to improve the way teachers and learners access and use information.	3.94	0.89	Agree
6.	I am concerned about the ethical implications of using ChatGPT in education.	3.97	0.88	Agree
7.	I believe that using ChatGPT to complete academic assignments without appropriate disclosure or acknowledgment is unethical.	2.97	1.17	Moderately agree
8.	I believe that students and teachers should be allowed to use ChatGPT in the classroom under appropriate guidelines.	3.59	0.86	Moderately agree
9.	I believe that unrestricted use of ChatGPT for academic purposes should be discouraged.	2.24	0.92	Disagree
10.	I believe that the use of ChatGPT in schools should be governed by clear institutional policies and guidelines.	1.79	0.95	Disagree
11.	I believe that excessive reliance on ChatGPT for academic purposes may undermine the learning process.	2.77	1.08	Moderately agree
12.	I believe that the use of ChatGPT for academic purposes should be monitored and regulated.	4.15	0.89	Agree
13.	I believe that using ChatGPT to misrepresent AI-generated work as one's own constitutes academic dishonesty.	2.21	1.01	Disagree
14.	I believe that schools and educators should educate students about the risks of excessive reliance on ChatGPT for academic purposes.	4.18	1.09	Agree
15.	I believe ChatGPT can be useful when used appropriately, critically evaluated, and adequately monitored.	4.59	0.78	Strongly Agree
Overall		3.41	0.90	Moderately agree

Table 2 presents the weighted mean and standard deviation of teachers' attitudes toward the educational use of ChatGPT. The overall weighted mean of 3.41 (SD = 0.90), interpreted as moderately agree. The data indicate that respondents held a moderately favorable but cautious attitude toward using ChatGPT in education. This suggests that, while teachers generally acknowledged its potential benefits for teaching and learning, they remain reserved about issues of trust, ethics, and responsible implementation in school settings.

Among the attitude indicators, the statement "I think ChatGPT is useful when used correctly and monitored accordingly" obtained the highest mean score ($M = 4.59$, $SD = 0.78$), interpreted as strongly agree. This indicates that teachers highly value ChatGPT as an educational tool when its use is governed by appropriate monitoring and ethical safeguards. Respondents also strongly agree that ChatGPT helps answer questions ($M = 4.41$, $SD = 0.70$), reflecting a strong appreciation of its ability to provide immediate information and learning support. In addition, teachers agree that ChatGPT is a useful learning tool ($M = 4.18$, $SD = 0.76$) and that schools and educators should teach students about the dangers of relying on ChatGPT for academic work ($M = 4.18$, $SD = 1.09$). They likewise agree that the academic use of ChatGPT should be monitored and regulated ($M = 4.15$, $SD = 0.89$), expressed concern about its ethical implications ($M = 3.97$, $SD = 0.88$), and believed that ChatGPT has the potential to revolutionize access to information ($M = 3.94$, $SD = 0.89$).

These findings show that teachers simultaneously recognized the educational value of generative AI and the ethical responsibilities associated with its use. This dual stance aligns with recent studies in which educators report generally positive attitudes toward AI language models and generative AI tools, particularly when used to enhance teaching, provide feedback, and support student learning, but only under clear guidance and institutional oversight. In K-12 contexts, systematic reviews of ChatGPT use have highlighted that teachers view the tool as a powerful resource for curriculum design, lesson planning, and materials generation, while at the same time expressing concerns about academic integrity, output quality, and the risk of misuse (Ghimire et al., 2024). Similarly, research on generative AI in teacher education has found that teachers and pre-service teachers see pedagogical opportunities in using AI to personalize learning and support creative tasks, yet emphasize the need for AI literacy, ethical-democratic framing, and assessment policies to ensure accountable implementation. These studies support the interpretation that teachers in the present study do not simply embrace or reject generative AI, rather, they adopt a cautiously positive position that values its instructional benefits while insisting on ethical,

regulated, and responsible integration into educational practice (Prilop et al., 2025).

Several indicators received Moderately agree ratings, reflecting teachers' cautious stance toward specific aspects of ChatGPT. Respondents neither agreed nor disagreed that they trust the responses provided by ChatGPT ($M = 3.27$, $SD = 0.71$), that its responses are accurate ($M = 3.30$, $SD = 0.64$), that students and teachers should be allowed to use ChatGPT in the classroom ($M = 3.59$, $SD = 0.86$), that using ChatGPT to complete academic assignments is unethical ($M = 2.97$, $SD = 1.17$), or that the use of ChatGPT undermines the learning process ($M = 2.77$, $SD = 1.08$). These moderately agree evaluations suggest that, although teachers recognize ChatGPT's educational potential, they remain uncertain about its reliability, appropriate classroom use, and ethical implications. This hesitation mirrors emerging empirical and conceptual work in AI-in-education, which shows that educators often adopt a cautious position because of concerns about AI-generated inaccuracies, academic integrity, and unclear institutional guidelines for AI use in teaching and assessment (Zhang & Tur, 2024). Abu et al. (2026) document worries about the accuracy and consistency of AI scoring and feedback, the risk that students may use generative AI to bypass genuine learning, and the lack of robust policies to regulate AI-supported coursework and evaluation. This body of literature supports the interpretation that the present study's moderately agree attitudes stem less from outright resistance and more from unresolved questions about how to trust, govern, and ethically embed generative AI in everyday classroom practice.

Conversely, respondents disagree that using ChatGPT for academic purposes should be discouraged ($M = 2.24$, $SD = 0.92$) and that people who use ChatGPT for academic purposes are cheating ($M = 2.21$, $SD = 1.01$). They also disagree with the statement that ChatGPT should be banned in all schools and academic institutions ($M = 1.79$, $SD = 0.95$), which recorded the lowest mean among all indicators. These results indicate that teachers generally favor the responsible integration of ChatGPT into educational practice rather than its prohibition. Rather than rejecting the technology outright, they prefer regulated, ethical use to enhance teaching and learning. This pattern is consistent with emerging studies on teachers' perceptions of ChatGPT, which show that teachers tend to view the tool as a legitimate pedagogical resource when accompanied by clear rules, monitoring, and professional development, and are more concerned with "how" it is used than with whether it should be banned (Albaloul et al., 2026). Recent conceptual and policy-oriented work on AI in education likewise argues that institutions should prioritize AI governance, digital literacy, and ethical frameworks instead of imposing blanket bans on generative AI tools, emphasizing that well-designed guidelines can safeguard academic integrity and student learning while allowing schools to benefit from AI-driven innovation (Heine & Konig, 2025).

Teachers' positive perceptions of ChatGPT's usefulness in answering questions, supporting learning, and improving access to information reflect high performance expectancy, suggesting that they believe ChatGPT can enhance their instructional effectiveness. At the same time, their strong support for monitoring, regulation, and responsible implementation underscores the importance of facilitating conditions: institutional policies, professional development, and ethical guidelines appear critical for promoting effective adoption. The overall moderately agree attitude indicates that, although teachers acknowledge ChatGPT's educational potential, unresolved concerns about trustworthiness, ethics, and classroom implementation may moderate their willingness to fully embrace the technology. This aligns with UTAUT's proposition that favorable attitudes strengthen when users perceive adequate organizational support and clear guidance for technology use.

Overall, the findings show that public school teachers maintain a cautiously positive attitude toward the educational use of ChatGPT. They recognize its capacity to enhance teaching and learning but also emphasize the need for ethical standards, monitoring mechanisms, and institutional support. The moderately agree overall attitude suggests that teachers are open to integrating ChatGPT into educational practice, but that strengthening AI literacy, developing clear policies, and providing ongoing professional development will be essential to deepen their confidence and increase acceptance of generative AI in classroom instruction.

Teachers' Instructional Practices on the Educational Use of ChatGPT

Table 3 presents the weighted mean and standard deviation of teachers' instructional practices regarding the educational use of ChatGPT. The overall weighted mean of 3.93 ($SD = 0.84$), interpreted as Agree, indicates that respondents frequently practiced the responsible integration of ChatGPT in their instructional and professional activities. The findings suggest that teachers have begun incorporating generative artificial intelligence into various aspects of teaching, particularly for lesson preparation, concept clarification, and instructional support.

Table 3. Mean and Standard Deviation of Teachers' Instructional Practices on the Educational Use of ChatGPT

	Indicators	Mean	SD	Interpretation
1.	I use ChatGPT to support remote, online, or alternative learning delivery.	4.06	0.78	Agree
2.	I review and revise ChatGPT-generated outputs before using them for instructional or professional purposes.	4.41	0.89	Strongly Agree
3.	I use third-party paraphrasing tools (e.g., QuillBot) to modify AI-generated text for the purpose of avoiding plagiarism detection.	3.97	0.87	Agree
4.	I use ChatGPT to support the teaching or learning of a foreign language.	3.56	1.05	Moderately agree
5.	I use ChatGPT to obtain initial ideas about specific topics or concepts.	4.27	0.75	Strongly Agree
6.	I use ChatGPT as an alternative or supplementary source of information to Google Search.	3.29	0.80	Moderately agree
7.	I use ChatGPT to examine, clarify, or refine my ideas or arguments.	3.85	0.66	Moderately agree
8.	I use ChatGPT to explain complex concepts or topics.	4.03	0.76	Agree
9.	I use ChatGPT for educational and professional purposes related to teaching and learning.	3.68	1.07	Moderately agree
10.	I use ChatGPT to make teaching-related tasks more efficient and less time-consuming.	4.29	0.72	Strongly Agree
Overall		3.93	0.84	Agree

Among the indicators, the statement "I usually review and revise the outputs of ChatGPT before using or submitting them" obtained the highest mean score ($M = 4.41$, $SD = 0.89$), interpreted as Strongly Agree. This finding demonstrates that teachers consistently exercised professional judgment by validating and refining AI-generated outputs before incorporating them into their instructional materials. Likewise, respondents strongly agreed that they use ChatGPT to make their work easier and faster ($M = 4.29$, $SD = 0.72$) and to get an initial idea about specific topics ($M = 4.27$, $SD = 0.75$). These findings indicate that teachers primarily utilized ChatGPT as a productivity and instructional support tool rather than as a replacement for their own expertise. Bateman (2025) reported similar findings, observing that K-12 educators commonly use ChatGPT to streamline lesson preparation, generate instructional ideas, and improve teaching efficiency while maintaining professional oversight. Likewise, Prilop et al. (2025) found that teachers perceive generative AI as a transformative educational technology that enhances instructional planning and resource development when used critically and responsibly.

Teachers also agree that ChatGPT can support remote, online education or alternative learning delivery ($M = 4.06$, $SD = 0.78$) and explain complicated concepts or topics ($M = 4.03$, $SD = 0.76$). Furthermore, respondents agreed that they use third-party paraphrasing tools such as QuillBot to avoid plagiarism detection ($M = 3.97$, $SD = 0.87$). While this practice may reflect teachers' efforts to improve the originality and readability of AI-generated content, it also highlights the need to strengthen ethical AI use and academic integrity through appropriate institutional policies and professional development. Ghimire et al. (2024) similarly reported that educators increasingly integrate generative AI into their instructional practices while emphasizing the need for responsible use, transparency, and ethical guidance. Farrokhnia et al. (2023) likewise argued that effective integration of generative AI requires teachers to critically evaluate AI-generated outputs and ensure their pedagogical appropriateness before classroom implementation.

Several instructional practices received Moderately agree ratings, indicating moderate or situational use of ChatGPT. Respondents neither agreed nor disagreed that they use ChatGPT to learn or teach a foreign language ($M = 3.56$, $SD = 1.05$), use ChatGPT more often than Google Search ($M = 3.29$, $SD = 0.80$), use ChatGPT to confirm their ideas or arguments ($M = 3.85$, $SD = 0.66$), or use ChatGPT for educational purposes only ($M = 3.68$, $SD = 1.07$). These findings suggest that teachers selectively integrate ChatGPT depending on the instructional context and continue to rely on traditional information sources and professional expertise. The moderately agree responses also imply that ChatGPT has not completely replaced existing educational technologies but instead functions as a complementary instructional resource.

The findings may also be interpreted through the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh et al. (2003). According to the theory, behavioral intention influences actual technology use and is shaped by performance expectancy, effort expectancy, social influence, and facilitating conditions. The teachers' overall agreement on their instructional practices suggests they viewed ChatGPT as a useful, practical technology that could improve instructional efficiency, support lesson preparation, and facilitate learning. Their consistent practice of reviewing and revising AI-generated outputs before use demonstrates responsible technology utilization, indicating that teachers do not rely solely on AI but instead integrate it with their professional knowledge and pedagogical expertise. Moreover, the findings imply that favorable perceptions of ChatGPT's usefulness, combined with adequate technological access and institutional support, have encouraged

teachers to incorporate generative AI into their instructional practices. This supports the UTAUT proposition that positive beliefs about a technology's usefulness and ease of use increase the likelihood of its sustained adoption and actual utilization in professional settings.

Overall, the findings indicate that public school teachers have begun integrating ChatGPT into their instructional practices in meaningful and responsible ways. They primarily use the technology to enhance instructional planning, generate ideas, clarify complex concepts, and improve work efficiency while maintaining professional oversight by reviewing AI-generated outputs. The overall Agree rating suggests that teachers have moved beyond merely recognizing ChatGPT's potential to actively applying it in educational contexts. Nevertheless, the moderately agree responses on several indicators suggest that ChatGPT use remains selective and context-dependent. These findings underscore the need for continuous professional development, AI literacy programs, and institutional policies that promote ethical, effective, and pedagogically sound integration of generative artificial intelligence in teaching and learning.

Relationship Between Teachers' Knowledge, Attitude, and Instructional Practices on the Educational Use of ChatGPT

Table 4. *Correlational Matrix of Knowledge, Attitude, and Instructional Practices on the Educational Use of ChatGPT*

Variables	Knowledge	Attitude	Self-Reported Practices
Knowledge	—		
Pearson's <i>r</i>	—	.510	.555
<i>df</i>	—	32	32
<i>p</i>	—	.002	< .001
95% CI	—	[.21, .72]	[.27, .75]
Attitude		—	
Pearson's <i>r</i>	.510	—	.432
<i>df</i>	32	—	32
<i>p</i>	.002	—	.012
95% CI	[.21, .72]	—	[.11, .67]
Self-Reported Practices			—
Pearson's <i>r</i>	.555	.432	—
<i>df</i>	32	32	—
<i>p</i>	< .001	.012	—
95% CI	[.27, .75]	[.11, .67]	—

Table 4 presents the Pearson product-moment correlation matrix examining the associations among teachers' reported knowledge, attitudes, and instructional practices regarding the educational use of ChatGPT. All 34 respondents were included in the correlation analysis, resulting in 32 degrees of freedom ($df = N - 2$). The analysis examined whether teachers' scores on the three study variables were statistically associated. Because the study employed a cross-sectional descriptive-correlational design, the resulting coefficients indicate the strength and direction of associations among the variables but do not establish causal relationships, temporal sequence, mediation, or predictive effects.

A moderate positive and statistically significant association was found between teachers' reported knowledge and attitudes toward the educational use of ChatGPT, $r(32) = .510$, $p = .002$, 95% CI [.21, .72]. This indicates that teachers with higher reported knowledge scores also tended to report more favorable attitudes toward the educational use of ChatGPT. The confidence interval suggests that the population association compatible with the present data may range from a small-to-moderate positive relationship to a relatively strong positive relationship. However, the finding should not be interpreted to mean that greater knowledge causes more favorable attitudes. Because the variables were measured at a single point in time, the direction of the relationship cannot be established. For example, teachers who already hold favorable attitudes may seek more information about ChatGPT, or both knowledge and attitudes may relate to other factors such as prior exposure to AI, professional development, access to technology, or personal interest in generative AI.

A moderate, positive, and statistically significant association was also found between reported knowledge and self-reported practices, $r(32) = .555$, $p < .001$, 95% CI [.27, .75]. This was the strongest association among the three variable pairs. The finding indicates that teachers with higher reported knowledge scores also tended to report

greater use of ChatGPT in their instructional and professional activities. The association suggests that knowledge and self-reported use co-occurred within the participating sample. However, it does not demonstrate that knowledge caused teachers to use ChatGPT more extensively. The finding should also be interpreted in light of the measurement approach: instructional practices were based on self-reported responses rather than classroom observations, usage logs, lesson artifacts, or other behavioral evidence. Thus, the relationship cannot be taken as evidence that teachers with higher knowledge necessarily demonstrate greater actual classroom implementation. Bateman (2025) similarly reported that educators perceive familiarity with generative AI as useful for lesson preparation and instructional tasks, while Rahman et al. (2025) emphasized the relevance of AI literacy to teachers' engagement with AI-supported educational practices. These studies provide contextual support for the observed association but do not establish causality in the present sample.

A moderate, statistically significant positive association was also observed between teachers' attitudes and self-reported practices, $r(32) = .432, p = .012, 95\% \text{ CI } [.11, .67]$. This finding indicates that teachers with more favorable attitudes toward the educational use of ChatGPT also tended to report greater use of the technology in their instructional and professional activities. Although this association was weaker than the relationships involving knowledge, it remained statistically significant. However, this result should not be interpreted as evidence that positive attitudes lead to greater ChatGPT use. The cross-sectional design does not establish whether attitudes precede practices or whether teachers' experiences with ChatGPT may, in turn, shape their attitudes. Other contextual factors may also contribute to both attitudes and reported practices.

When considered alongside the descriptive findings, the correlations reveal several important tensions in teachers' responses. First, teachers reported relatively strong endorsement of several ChatGPT-related practices even though their overall reported knowledge was not uniformly strong across all aspects of the technology. This suggests that teachers may use ChatGPT for practical tasks without necessarily possessing comprehensive knowledge of its technical capabilities and limitations. Second, favorable perceptions of ChatGPT's usefulness coexisted with reservations concerning trust and accuracy. Teachers therefore seem to recognize the technology's practical value while remaining cautious about the reliability of its outputs. Third, teachers reported using ChatGPT for instructional and professional purposes while simultaneously expressing concerns about its ethical implications and the need for monitoring and regulation. These findings suggest that use and caution can coexist and that reported use should not automatically be interpreted as evidence of complete confidence or readiness for unrestricted AI integration.

A particularly important tension concerns the reported use of third-party paraphrasing tools to modify AI-generated text to avoid plagiarism detection. This response represents a potential academic-integrity risk and should not be interpreted as evidence of responsible AI use. Rather, it shows that relatively high self-reported practice scores do not necessarily indicate that all reported practices are ethically appropriate. This finding warrants separate attention in interpreting the practice scale and reinforces the importance of professional development addressing academic integrity, appropriate disclosure of AI assistance, attribution, and responsible use of generative AI.

The observed associations may be considered in relation to the Unified Theory of Acceptance and Use of Technology (UTAUT) proposed by Venkatesh et al. (2003), but only as an interpretive perspective. The positive association between attitudes and instructional practice broadly aligns with the general proposition that users' perceptions of a technology may relate to its use. Similarly, the association between reported knowledge and practices suggests that understanding and reported use were related within this sample. However, these correlations do not test the UTAUT model because the study did not directly measure UTAUT's specific constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intention. Therefore, the findings should not be described as confirming, validating, or extending UTAUT. A direct test of UTAUT would require validated measures of its constructs and a larger sample appropriate for multivariate or structural equation modeling.

Implications

The findings indicate that public school teachers are increasingly embracing generative artificial intelligence as a complementary instructional technology while exercising careful professional judgment in its classroom application. Teachers recognize ChatGPT as a valuable educational resource that enhances lesson preparation, instructional material development, concept explanation, and overall teaching efficiency. At the same time, they

remain aware that they should not use the technology uncritically because AI-generated information requires validation and ethical consideration before integrating it into instruction. This suggests that teachers perceive ChatGPT not as a replacement for professional expertise but as a pedagogical support tool that complements human decision-making. This perspective reflects the growing shift toward human-centered artificial intelligence in education, where AI augments rather than replaces teachers' instructional roles (Luckin & Cukurova, 2019). Likewise, Holmes et al. (2022) argue that AI's educational value lies not in automating teaching but in supporting educators' professional judgment, creativity, and instructional effectiveness.

The study likewise demonstrates that teachers maintain a cautiously optimistic disposition toward the educational use of ChatGPT. Their responses suggest that they appreciate the instructional opportunities offered by generative AI while simultaneously recognizing the importance of ethical responsibility, academic integrity, and critical evaluation of AI-generated content. Rather than rejecting the technology, teachers appear to advocate for its responsible integration through appropriate governance, professional standards, and institutional guidance. This finding reflects teachers' evolving role as informed technology users who balance innovation with accountability. According to UNESCO (2023), successfully implementing generative AI in education requires educators to have not only technological competence but also ethical awareness and the capacity to make pedagogically sound decisions about AI-supported instruction. Similarly, the Organization for Economic Co-operation and Development (OECD, 2024) emphasizes that responsible AI adoption in schools depends on educators' ability to critically evaluate AI outputs while maintaining transparency, fairness, and academic integrity.

Another key finding is that teachers have already begun incorporating ChatGPT into authentic instructional practice. Rather than merely expressing favorable perceptions, they actively utilize the technology to support planning, instructional preparation, and learning activities while consistently reviewing and refining AI-generated outputs before classroom use. This demonstrates that teachers continue to exercise professional autonomy by contextualizing AI-generated information according to learners' needs and curricular requirements. Such findings suggest that effective AI integration is characterized by collaboration between teacher expertise and technological capability rather than dependence on automated systems. This observation aligns with Zawacki-Richter et al. (2019), who argue that artificial intelligence produces the greatest educational benefit when teachers remain actively involved in interpreting, adapting, and validating AI-supported instructional materials. Likewise, Crompton and Burke (2023) contend that teachers increasingly view generative AI as a productivity-enhancing resource that supports instructional innovation while preserving the central role of human pedagogical expertise.

Viewed collectively, the findings suggest that teachers' knowledge, attitudes, and instructional practices function as interconnected dimensions of AI adoption. Teachers with a stronger understanding of ChatGPT appear more willing to develop favorable perceptions of its educational value, which in turn encourages more meaningful classroom implementation. This pattern underscores that AI literacy extends beyond technical familiarity and includes the confidence, critical thinking, and pedagogical competence needed to apply AI responsibly in educational contexts. The findings therefore reinforce the growing consensus that developing teachers' AI competencies is fundamental to successful educational transformation. As Ng et al. (2021) explain, AI literacy consists of knowledge, skills, ethical awareness, and critical evaluation that collectively enable educators to use artificial intelligence responsibly in teaching and learning. Similarly, Long and Magerko (2020) emphasize that AI literacy prepares educators to make informed decisions regarding when, why, and how AI technologies should be integrated into educational practice.

The findings further highlight that meaningful AI integration is influenced not only by teachers' individual competencies but also by the institutional environment in which technology is implemented. Teachers recognize the necessity of clear policies, professional development opportunities, and organizational support to ensure the ethical and effective application of ChatGPT in schools. This suggests that sustainable AI adoption requires collaborative efforts among school leaders, policymakers, and teacher education institutions to establish governance mechanisms that promote responsible innovation. UNESCO (2023) similarly stresses that educational systems must provide coherent institutional frameworks, teacher capacity-building initiatives, and ethical policies that enable educators to integrate generative AI safely and effectively. The OECD (2024) likewise notes that schools play a critical role in creating enabling environments that encourage innovation while safeguarding educational quality and learner well-being.

Overall, the findings portray public school teachers as reflective adopters of generative artificial intelligence who

recognize its instructional potential while remaining mindful of their professional responsibilities. Their responses indicate that AI integration within Philippine basic education is gradually evolving from simple experimentation toward purposeful pedagogical application. However, this transition also reveals the continuing need to strengthen teachers' AI literacy, institutional readiness, and policy support to maximize the educational benefits of generative AI while minimizing its associated risks.

The Unified Theory of Acceptance and Use of Technology (UTAUT), proposed by Venkatesh et al. (2003), further explains the findings. The theory posits that technology adoption is influenced by users' perceptions of usefulness (performance expectancy), ease of use (effort expectancy), social influence, and facilitating conditions. The findings show that teachers view ChatGPT as a tool that can improve instructional productivity and support classroom practice, thereby strengthening performance expectancy. At the same time, their cautious attitudes and desire for ethical guidance indicate that facilitating conditions—including institutional policies, AI literacy initiatives, and professional development—remain essential for sustained technology adoption. The observed interrelationship among teachers' knowledge, attitudes, and instructional practices further supports the UTAUT proposition that technology acceptance is a dynamic process in which understanding, positive perceptions, and actual utilization mutually reinforce one another. Consequently, the study affirms that successful integration of generative artificial intelligence in education depends not merely on the availability of AI tools but on developing knowledgeable educators supported by ethical governance and enabling institutional environments.

Conclusions

The findings provide preliminary evidence of significant positive associations among teachers' reported knowledge, attitudes, and instructional practices regarding the educational use of ChatGPT in the participating public school. Teachers with higher reported knowledge also tended to report more favorable attitudes and greater use of ChatGPT, while more favorable attitudes were likewise associated with higher self-reported practices. Teachers reported using ChatGPT primarily for instructional support, idea generation, concept clarification, and improving task efficiency, with reported efforts to review and revise AI-generated outputs before use. However, reported use of paraphrasing tools to avoid plagiarism detection raises a significant academic-integrity concern and shows that reported use should not automatically be interpreted as responsible AI integration. The findings may be interpreted in relation to selected UTAUT concepts, particularly perceived usefulness and facilitating conditions; however, because the study did not directly measure UTAUT constructs, it does not confirm, validate, or extend the theory. Given the single-school setting, small sample, cross-sectional design, self-reported measures, possible social-desirability and common-method bias, and limited evidence of local instrument validity and reliability, the findings should be regarded as preliminary and context-specific rather than generalizable to Philippine public school teachers.

Based on these findings, school leaders should establish clear guidelines on acceptable ChatGPT use, AI disclosure, information verification, privacy, and academic integrity, while teachers and professional-development providers should strengthen AI literacy in prompt evaluation, fact-checking, ethical use, responsible disclosure, and AI-integrated assessment. Future researchers should further validate and refine the instrument through expert review, contextual adaptation, pilot testing, item analysis, and reliability assessment, and replicate the study using larger, multi-school samples. Future investigations should also incorporate prior AI training, frequency of use, access, school policies, and behavioral evidence such as classroom observations or instructional artifacts. Subsequent research may directly test UTAUT using validated measures and an appropriately powered structural model, and develop a contextualized framework for responsible AI integration.

Contributions of Authors

Author 1: conceptualization, data gathering, data analysis, final research article writing.

Author 2: data analysis, data gathering, final research article writing.

Funding

None

Conflict of Interests

None

Acknowledgment

None

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