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Examining Attitudes and Perceived Usefulness of AI Integration in Teaching and Learning Processes

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Abstract. With the rapid advancement of technology, Artificial Intelligence (AI) has become a transformative force in education, offering new ways to enhance teaching and learning processes. This study assessed the attitudes and perceived usefulness of AI integration among students and faculty members in an educational environment. An inferential-quantitative research design was employed to examine the differences and relationships between these perceptions. Data were collected through a validated survey tested for reliability (Cronbach's alpha = 0.92 for students and 0.87 for faculty) from 296 randomly selected students and 56 faculty members at a Philippine State University in Biñan, Laguna. Statistical analyses were conducted to interpret the data, including Frequency, Percentage, Mean, Mann-Whitney U, and Spearman's Rho tests. The results revealed that both groups commonly use AI tools like ChatGPT, Grammarly, and Canva and generally hold positive attitudes and perceptions regarding the usefulness of AI integration in education. A significant difference was found between students' and faculty members' perceptions of AI's usefulness, suggesting varying views on how AI supports learning and teaching. Additionally, a significant positive relationship was observed between students' attitudes and their intent to use AI tools, indicating that favorable attitudes lead to a greater inclination to utilize AI in academic activities. The study highlights the importance of responsible and ethical AI usage and recommends targeted training for students and educators to optimize AI's role in enhancing the educational experience.

Keywords: Artificial Intelligence; Attitudes; Education; Integration; Perceived usefulness.

1.0 Introduction

With the rapid advancement of technology, Artificial Intelligence (AI) has become a transformative force in education, offering exciting opportunities for personalized learning, intelligent tutoring, and enhanced student engagement. AI has the potential to reshape how education is delivered, tailoring instruction to meet the unique needs and learning styles of students. For example, Reyneke (2023) found that AI-powered adaptive learning systems significantly improve student outcomes by customizing content and pacing based on student data. As AI continues to evolve, educators are discovering how this technology can empower learners, optimize instruction, and create dynamic, real-world learning experiences. AI is not only personalizing education but also automating administrative tasks and providing immediate feedback, which leads to a more inclusive and efficient learning environment (Kamalov et al., 2023). In this context, reflecting on AI's implications in education becomes critical. At a Philippine State University, where tradition meets the future, understanding the attitudes and perceived

usefulness of AI integration in teaching and learning is essential for fostering innovation and enhancing educational experiences (Estrellado & Miranda, 2023).

Integrating Artificial Intelligence (AI) into education holds immense potential, but it can bring significant risks if not used responsibly. One primary concern is educators' lack of awareness and understanding of AI's capabilities and limitations (Fahimirad & Kotamjani, 2018). Without proper knowledge, faculty members may either hesitate to adopt AI-driven approaches or misuse them, fearing that AI could replace their role or lower the quality of education (Aldosari, 2020). This reluctance or misuse can hinder AI's potential benefits, such as personalized learning, intelligent tutoring, and enhanced engagement, which could otherwise improve teaching and learning outcomes. A recent survey by Best Colleges (Nam, 2023) revealed that 56% of college students used AI in their exams or assignments, underscoring the need for proper education about AI use. Misuse or over-reliance on AI by students without a deep understanding of its ethical implications or potential pitfalls can lead to academic dishonesty and a lack of critical thinking skills. As noted by Esteban et al. (2023), while students are aware of AI's impact, their knowledge is often limited due to insufficient training, highlighting the need for better education on AI's appropriate use. Furthermore, while AI has the potential to promote a learner-centered approach and optimize instruction (Luan et al., 2020), its misuse could lead to ethical issues, such as biased decision-making or unfair treatment in automated systems. Educators need to be knowledgeable about AI's technical aspects and its ethical implications. Proper training is essential for faculty and students to avoid misconceptions and prevent the negative consequences of AI misuse (Chan & Tsi, 2023). In conclusion, while AI offers promising educational opportunities, the lack of understanding and improper use can lead to significant drawbacks. Providing proper training and raising awareness about AI's capabilities, ethical considerations, and responsible use is crucial to fully harness its potential while minimizing risks.

The Technology Acceptance Model (TAM) by Davis (1986) provides a valuable framework for examining attitudes and perceived usefulness of AI in teaching and learning. TAM suggests that users' acceptance and adoption of new technologies are influenced primarily by perceived usefulness (the belief that technology enhances job performance) and perceived ease of use (the belief that the technology is effortless to use). This model helps researchers understand the behavioral intentions of educators and students regarding AI integration in education (Granic & Marangunic, 2019). This study aims to assess attitudes toward AI integration and its perceived usefulness in teaching and learning. By applying TAM, the study can analyze how educators and students perceive AI and how these perceptions influence their willingness to adopt AI-based tools. Understanding these factors will inform strategies for effective AI implementation, ensuring higher acceptance and more impactful use of AI technologies in educational environments.

The significance of this study lies in addressing the gap in understanding the attitudes and perceived usefulness of AI integration in teaching and learning, particularly within the context of a Philippine State University. There is currently no policy regarding integrating AI tools for students and teachers in the research locale. Additionally, faculty members show limited concern about the potential increase in academic dishonesty associated with AI usage. Furthermore, there is a lack of in-depth understanding and awareness among educators and students of how AI can support authentic learning and enhance meaningful teaching delivery. As AI becomes more prevalent in education, it is crucial to ensure that students and faculty comprehend its proper use. This study explores knowledge, attitudes, and possible training needs regarding AI integration to inform educational stakeholders about its benefits and challenges. With AI integration into schools becoming inevitable, the study seeks to understand how students and faculty perceive AI as an academic tool. Proper AI utilization holds great potential to enhance education, but it must be carefully implemented within the educational setting (Fatlagic, 2022; Systo, 2022, as cited by Majewska-PyrKosz, 2023). By examining these perspectives, the study aims to bridge the gap in AI education, promote informed use of AI tools, and contribute to improved learning outcomes.

The researchers specifically aim to a) identify the most common AI; b) assess the attitudes and perceived usefulness of AI in teaching and learning as viewed by students and teachers; c) examine any differences between teachers and students in their perceptions of AI's usefulness and their attitudes toward it; and d) explore the relationship between their attitudes toward AI and how useful they find it.

2.0 Methodology

2.1 Research Design

This study utilizes an inferential research design to examine the attitudes and perceived usefulness of Artificial Intelligence (AI) integration in teaching and learning at a Philippine State University. This design is appropriate for exploring associations between two or more variables (Robinos et al., 2023). It is well-suited to this study as it enables the analysis of the relationship between students' and teachers' attitudes and their perceived usefulness of AI integration in an academic setting.

2.2 Research Locale

The study was conducted at one state university in Region IV-A, CALABARZON. The university offers eight bachelor's degree programs and two diploma programs. The university is located in the city of Biñan, Laguna, Philippines.

2.3 Research Participants

The target population consisted of 65 teachers and approximately 1,280 students enrolled in the second semester of the 2023-2024 school year. Student participants were selected from various courses, as the researchers believed that students' perspectives on AI as an academic tool would differ based on their field of study and experiences. Similarly, faculty members were expected to have their attitudes and experiences in integrating AI into delivering the curriculum, teaching, and assessment methods. To determine the sample size, the researchers used the Raosoft Sample Size Calculator, an online application, setting a 5% margin of error and a 95% confidence level. The calculated sample sizes were 56 faculty members and 296 college students. Respondents were randomly selected using the fishbowl technique to ensure fairness, giving each individual an equal chance of being chosen. This simple random selection method minimized bias (Robinos, 2022). It enabled the exploration of any differences and relationships between the attitudes and perceived usefulness of AI among students and faculty in the teaching and learning process.

2.4 Research Instrument

To investigate the attitudes and perceived usefulness of AI integration in teaching and learning at a Philippine State University, the researchers used a self-developed questionnaire divided into three main sections. The first section asked about the most commonly used AI tools by participants, the second focused on students' attitudes toward AI integration and its perceived usefulness, and the third was directed at faculty members. The instrument employed a 4-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree." After content validation by three experts in research, each holding a Master's Degree in Educational Technology, a pilot test was conducted with 30 students and 30 faculty members from a private institution (who were not part of the main study's sample). The instrument's reliability was confirmed with a Cronbach's alpha value of 0.92 for the student questionnaire and 0.87 for the faculty questionnaire, indicating high internal consistency and reliability.

2.5 Data Gathering Procedure

After finalizing the instrument, the researchers sought authorization to conduct the study from the office of the Research and Development center and the Campus Director. Once approval was granted, the randomly selected respondents, chosen through the fishbowl method, were given the survey questionnaires. The administration of the research instrument took place onsite over a week, ensuring that the sample size was distributed across various programs and that teachers could participate during their available time. Upon receiving the completed questionnaires, the researchers recorded the responses in an Excel sheet and submitted the data to a statistician for analysis. The study used descriptive statistics, including mean and frequency, to evaluate the data, and applied the Mann-Whitney U-Test and Spearman's rho to analyze relationships and differences. Non-parametric tests were chosen because the normality of the sample distribution was not tested, making these statistical methods appropriate for the analysis (Alcazaren & Robinos, 2022).

2.6 Ethical Considerations

Ethical standards were strictly upheld throughout the study, particularly in data collection. The researchers personally obtained informed consent from all participants, clearly explained the objectives of the study, and ensured complete awareness of the respondents' rights. The orientation conducted included informing the respondents about the confidentiality of their responses, their right to withdraw from the study at any time, and

the procedures for data destruction. The researchers also ensured full compliance with the Data Privacy Act of 2021, safeguarding the privacy and security of all collected information.

3.0 Results and Discussion

3.1 Most Common AI Tools Among Faculty and Students

Artificial Intelligence (AI) is increasingly being integrated into educational settings, transforming how teachers and students interact with learning materials, available teaching resources, and other learning platforms. Based on Table 1, Grammarly (73%), ChatGPT (63%), and Canva (52%) are the most common AI tools utilized and integrated by the faculty. Meanwhile, students used Canva (97%), ChatGPT (96%), Quillbot (95%), and Grammarly (91%).

Table 1. Most common AI tools among faculty and students

AI in Education	Teachers		Students	
	f	%	f	%
Canva	29	52	288	97
ChatGPT	35	63	283	96
Grammarly	41	73	269	91
CoPilot	5	9	95	32
QuillBot	25	45	281	95
Turnitin	20	36	168	57

n = Students = 296 and Faculty = 56, Legend: f – frequency, % - percentage

The findings revealed that teachers and students increasingly embrace and adopt rapidly evolving educational technologies, particularly AI tools. Available AI tools like ChatGPT and online platforms like Canva for creating presentations can transform education. However, their successful integration requires addressing ethical and practical challenges (Adiguzel et al., 2023). AI tools directly linked to writing, such as Grammarly and Quillbot, were also identified as commonly used by both teachers and students. These tools enhance writing tasks like essays, reflections, and research. Furthermore, AI can personalize learning experiences by identifying students' interests and skills, providing relevant resources, and promoting creative collaboration among students with shared interests (Hasibuan & Azizah, 2023). This highlights the transformative potential of AI in fostering individualized learning, meaningful realization of intended learning outcomes, and innovation in educational environments.

3.2 Attitudes Towards Integration of AI in the Teaching and Learning Process

The overall mean in Table 2 reveals that students demonstrated a very high and positive attitude (x=3.355) on utilizing AI in education, particularly regarding its effectiveness in helping them meet their desired learning outcomes while recognizing the importance of not becoming overly reliant on its use. Moreover, the results indicate that students are aware of the ethical implications of AI, including its impact on human roles, fairness, and transparency in educational settings.

Table 2. Students' attitudes towards the integration of AI in the teaching and learning process

Indicators		Mean	Interpretation
1.	AI enhances my learning experience as a student by providing personalized content, feedback, and learning pathways.	3.34	Strongly Agree
2.	AI tools are easy to navigate and integrate into my academic activities.	3.26	Strongly Agree
3.	AI is a reliable, accurate, and ethical tool for learning, though I have concerns about data privacy and biases.	3.12	Agree
4.	AI-based tools make learning more interactive and motivating, encouraging me to actively participate in and sustain interest in academic tasks.	3.31	Strongly Agree
5.	Over-reliance on AI might hinder the development of my critical thinking, creativity, and problem-solving skills.	3.65	Strongly Agree
6.	AI positively influences my interaction and collaboration, especially during collaborative learning experiences.	3.26	Strongly Agree
7.	I am aware of AI's ethical implications, particularly its potential impact on human roles in education, fairness, and transparency.	3.35	Strongly Agree
8.	I see AI's potential to help me meet my learning expectations and needs.	3.55	Strongly Agree
Overall		**3.35**	**Very High Level**

Interpretation Scale: 1.00 – 1.75 = Strongly Disagree; 1.76 – 2.50 = Disagree; 2.51 – 3.25 = Agree; and 3.26 – 4.00 Strongly Agree
1.0 – 1.75 = Very Low; 1.76 – 2.50 = Low; 2.51 – 3.25 = High; and 3.26 – 4.00 Very High

These findings suggest that while students have an affirmative stance, are open to the integration of AI, and acknowledge its potential benefits in enhancing their learning experience, they also demonstrate a critical awareness of the potential risks associated with over-dependence on AI tools, explicitly leading to possible academic dishonesty. This balanced perspective highlights the need for HEIs, particularly academic leaders, to foster responsible AI use, ensuring students can maximize its advantages and be mindful of its limitations (Lampou, 2023). Additionally, the emphasis on ethical considerations implies that academic institutions should guide ethical AI usage, probably policies, and emphasize transparency to build trust and confidence in AI-driven educational solutions.

Table 3 presents teachers' very high positive attitudes toward integrating AI in education (x=3.348), particularly in the successful delivery of the curriculum and provision of meaningful teaching and learning experiences. Most indicators that provide teachers' attitudes and insights into how AI integration supports the teaching process received strong agreement. Based on Table 3, teachers highly acknowledged with confidence that AI will never replace them as teachers. AI is seen as a tool to assist and enhance the teaching and assessing process rather than replace teachers. It can personalize learning and teaching, provide adaptive assessments, and use data analytics to improve educational outcomes that teachers can utilize (Chan & Tsi, 2023). Moreover, teachers believe that through AI, collaboration with colleagues and students is in a great position. AI has great potential to improve education, but it should be approached with caution, and more research is needed to fully understand its impact and best apply it in classrooms (Mena-Guacas et al., 2023).

Table 3. Teachers' attitudes towards the integration of AI in the teaching and learning process

Indicators		Mean	Interpretation
1.	AI tools streamline administrative tasks (grading, attendance, etc.) and reduce my workload, allowing more time for lesson planning and student interaction.	3.22	Agree
2.	AI enhances the delivery of quality instruction by supporting personalized learning and adapting to diverse learners' needs.	3.34	Strongly Agree
3.	Integrating AI into teaching practices is easy, especially when training and support are available.	3.22	Strongly Agree
4.	AI integration contributes to my professional growth, providing opportunities for learning new technologies relevant to education.	3.38	Strongly Agree
5.	I'm not concerned about AI replacing teachers in grading, tutoring, or assessment tasks.	3.46	Strongly Agree
6.	Ethical concerns with AI include student data privacy, algorithmic bias, and fairness, which is why students need to be responsible users of AI.	3.30	Strongly Agree
7.	AI boosts student motivation, engagement, and learning outcomes by creating interactive and adaptive learning environments.	3.42	Strongly Agree
8.	AI reshapes collaboration with colleagues and students and may require changes in pedagogy or classroom management to leverage its benefits for teaching and learning fully.	3.44	Strongly Agree
Overall		**3.34**	**Very High Level**

Interpretation Scale: *1.00 – 1.75 = Strongly Disagree; 1.76 – 2.50 = Disagree; 2.51 – 3.25 = Agree; and 3.26 – 4.00 Strongly Agree*
1.00 – 1.75 = Very Low; 1.76 – 2.50 = Low; 2.51 – 3.25 = High; and 3.26 – 4.00 Very High

3.3 Perceived Usefulness of Artificial Intelligence

The overall mean in Table 4, with a computed value of 3.678, indicates that students perceive AI as a handy tool in their learning experiences. This suggests that AI technologies support their academic efforts and improve their productivity by making learning resources more accessible and learning tasks more efficient. Students recognize that AI helps simplify complex concepts, personalize learning experiences, conduct effective independent learning, and enhance engagement with educational content.

As expected in this 21st-century education, the positive perception of AI's usefulness implies that students are more engaged and productive in their academic work when AI is integrated into their learning environment. This could lead to better learning outcomes, as students can access tailored resources that cater to their individual needs and preferences, more so attaining authentic and relevant learning. As students find AI tools beneficial, educational institutions may consider expanding the integration of AI-driven technologies across different courses and subjects to maximize these benefits. This could enhance the learning experience and ensure students receive more personalized support (Kumar & Raman, 2022; Idroes et al., 2023).

Table 4. Students' perceived the usefulness of Artificial Intelligence

Indicators		Mean	Interpretation
1.	AI helps me understand complex subjects by providing personalized feedback and tailored study materials.	3.58	Strongly Agree
2.	Using AI tools saves me time and makes completing assignments and research tasks more efficient.	3.66	Strongly Agree
3.	AI enhances my academic performance by adapting to my learning pace and offering customized learning resources.	3.73	Strongly Agree
4.	AI makes accessing relevant information and learning materials more accessible based on my academic needs.	3.78	Strongly Agree
5.	AI improves group collaboration by facilitating better communication and real-time assistance during group projects.	3.65	Strongly Agree
6.	AI helps me continuously develop new skills and stay updated with the latest knowledge in my field of study.	3.67	Strongly Agree
Overall		**3.678**	**Very Useful**

Interpretation Scale: *1.00 – 1.75 = Strongly Disagree; 1.76 – 2.50 = Disagree; 2.51 – 3.25 = Agree; and 3.26 – 4.00 Strongly Agree*
1.0 – 1.75 = Very Low; 1.76 – 2.50 = Low; 2.51 – 3.25 = High; and 3.26 – 4.00 Very High

Meanwhile, the overall mean in Table 5, with a calculated value of 3.402, indicates that teachers perceive AI as a handy tool for professional development. It enables them to design more interactive and dynamic learning strategies that enhance student motivation and engagement. Additionally, teachers view AI tools as instrumental in increasing their effectiveness, efficiency, and productivity by helping them monitor student performance. This allows them to identify areas of improvement or address potential academic concerns in a timely manner.

Table 5. Teachers' perceived usefulness of Artificial Intelligence

Indicators		Mean	Interpretation
1.	AI enhances my ability to provide personalized instruction by adapting lessons to meet students' diverse needs.	3.22	Agree
2.	AI saves time on administrative tasks like grading and attendance, allowing me to focus more on teaching and student engagement.	3.34	Strongly Agree
3.	AI supports differentiated instruction by offering tailored resources that match students' learning levels and preferences.	3.24	Agree
4.	AI helps me track student progress more effectively by providing real-time insights into performance and areas for improvement.	3.42	Strongly Agree
5.	AI-based tools enable more interactive and dynamic classroom experiences, improving student motivation and participation.	3.56	Strongly Agree
6.	AI assists in my professional development by keeping me informed about the latest trends and technologies in education.	3.62	Strongly Agree
Overall		**3.40**	**Very Useful**

Interpretation Scale: *1.00 – 1.75 = Strongly Disagree; 1.76 – 2.50 = Disagree; 2.51 – 3.25 = Agree; and 3.26 – 4.00 Strongly Agree*
1.00 – 1.75 = Very Low; 1.76 – 2.50 = Low; 2.51 – 3.25 = High; and 3.26 – 4.00 Very High

The affirmative perception of AI's usefulness among teachers implies that AI integration could lead to more effective teaching strategies. By leveraging AI to craft engaging learning experiences, teachers are better equipped to address diverse learning needs, ultimately improving student outcomes (Abdulmumen, 2023; Chan & Tsi, 2023). Teachers' ability to monitor student performance through AI tools suggests they can more proactively intervene when students face academic challenges. This could result in earlier identification of learning gaps, providing opportunities for timely intervention and support to prevent academic struggles from escalating.

3.4 Difference in the Attitudes of Students and Faculty Towards Integrating AI

Table 6 shows that there is no significant difference in the attitudes of students and faculty towards integrating AI in the teaching and learning process ($z = 0.14822$, $p = 0.88076$). However, a significant difference was found in students' and faculty's perceptions of AI's usefulness ($z = 3.00161$, $p = 0.0027$).

Table 6. Results of Mann Whitney U-test of significant differences

Variables	U Value	Z-score	P-value (2-tailed)
Attitudes	8184	0.148	0.8807
Usefulness	6191	3.001	0.0027

Note: The result is significant at $p<.05$. n = 296 (Students) and 56 (Faculty)

The similarity in attitudes suggests a shared openness among students and faculty toward integrating AI in teaching and learning. This alignment may facilitate smoother adoption and acceptance of AI-driven initiatives within the learning environment, as both groups are receptive to the potential benefits AI can bring to the

educational process (Chiu et al., 2021). The significant difference in perceived usefulness indicates that students and faculty may view AI's role in education differently. While students might see AI as a resource that enhances access to learning tools and supports academic tasks, faculty may value AI more for its ability to streamline instruction, support teaching efficiency, and offer new ways to engage students. Understanding these differences can help tailor AI policies, training, and resources to meet each group's unique needs, maximizing AI's impact on teaching and learning. Still, in general, students and faculty both acknowledge the usefulness of AI in education, although with different focal points. Students appreciate AI for its role in personalizing and improving learning, while faculty members value AI for its ability to enhance teaching effectiveness and streamline administrative tasks (Holmes et al., 2029; Chen et al. 2020; and Bation & Pudan, 2024).

3.5 Relationship Between Students' Attitudes Toward AI and their Perception of its Usefulness

Table 7 shows a significant relationship between students' attitudes toward AI and their perception of its usefulness in teaching and learning (Rho = 0.29421, p = 0.0000). However, no significant relationship was found between faculty attitudes and their perceived usefulness of AI (Rho = 0.29421, p = 0.086031).

Table 7. Results of Spearman's Rho test of relationships

Designation	Rho Value	P-value (2-tailed)
Students	0.29421	0.00000
Faculty	0.02406	0.86031

The positive relationship between students' attitudes and their perceived usefulness of AI, according to Idroes et al. 2023 and Almasri, 2024, suggests that as students see more benefits in AI tools, their attitudes become more favorable. This insight highlights the importance of demonstrating AI's practical advantages to students, which could enhance their enthusiasm and willingness to engage with these technologies as part of their academic experience. However, the lack of a significant relationship for faculty may imply that their attitudes toward AI may not directly correlate with perceived usefulness, indicating that factors other than perceived utility—such as ethical considerations, workload impact, or professional development needs—may shape their overall attitude (Chounta, 2021). Addressing these additional factors in faculty training or resources could increase AI adoption and support faculty in integrating AI into their teaching practices more effectively.

4.0 Conclusion

The study indicates that both students and teachers show very high positive attitudes towards AI, with a shared openness to integrating AI into the teaching and learning process. Students frequently use AI tools like Canva, ChatGPT, Grammarly, and Quillbot, perceiving AI as beneficial for achieving their learning goals and accessing resources efficiently. Teachers view AI as an asset for professional growth, enabling them to effectively design more dynamic teaching strategies and monitor student performance. However, while there was no significant difference in attitudes toward AI integration between students and faculty, a significant difference emerged in their perceived usefulness of AI, suggesting that students focus on AI as a learning aid. At the same time, teachers value its role in instructional efficiency and student engagement.

Additionally, the study found a significant relationship between students' attitudes toward AI and their perception of its usefulness in their learning process, implying that students who see the benefits of AI tend to have more favorable attitudes toward its use. Conversely, the lack of a significant relationship between faculty attitudes and the perceived usefulness of AI suggests that these attitudes may be influenced by factors like ethical concerns and a need for professional development rather than utility alone. Faculty inconsistency could hinder successful AI integration in curriculum delivery, which may limit students' benefits. Addressing this requires clear institutional policies or process flow on ethical AI use and professional training on its educational value. Such policies or process frameworks could help faculty view AI as a beneficial tool, supporting smoother and more effective adoption in teaching. Furthermore, future research may consider acknowledging the potential impact of attitudes toward AI on perceptions regarding its application and use in curriculum delivery to provide a more nuanced interpretation of results.

5.0 Contributions of Authors

All authors have contributed equally to writing, data gathering, analyzing the study results, and finalizing the article.

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7.0 Conflict of Interests

No potential conflict of interest.

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