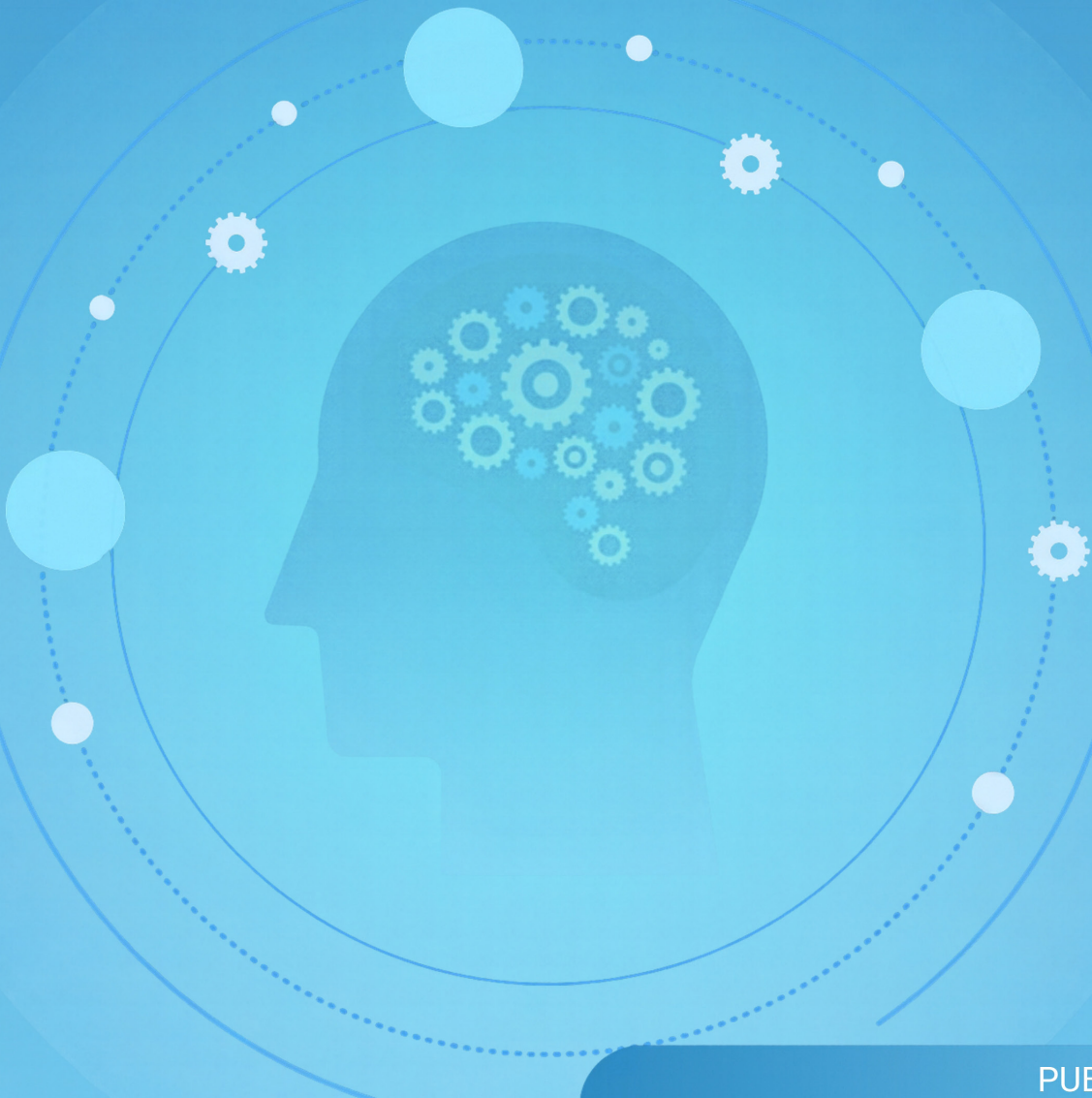




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## Behavioral Intention Towards Artificial Intelligence Integration and Teachers' Self-Efficacy

Joan S. Baricuatro<sup>1</sup>, Pepa V. Pontillas<sup>1</sup>, Gerlinda G. Corpuz<sup>1</sup>, Jovit D. Comon<sup>1\*</sup>

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### ABSTRACT

The rapid integration of artificial intelligence (AI) in education has reshaped instructional practices, making teachers' readiness and confidence critical considerations. This study determined the level of Grade 7 teachers' behavioral intention towards AI integration and self-efficacy. Specifically, it described the respondents' profile in terms of age, sex, position, educational attainment, and AI-related training; their behavioral intention based on attitude, subjective norm, and perceived behavioral control; their self-efficacy concerning student engagement, instructional strategy, and classroom management; the relationship between the two variables; and whether respondents' profile moderates this relationship. A quantitative descriptive-correlational design was employed, involving 185 Grade 7 teachers from the districts of Kadingilan, Damulog, Kibawe, and Danggagan in the Division of Bukidnon, selected through universal sampling. Data were gathered using a researcher-made questionnaire. Mean, standard deviation, Pearson Product-Moment Correlation, and multiple linear regression were used for statistical treatment. Findings revealed a very high level of behavioral intention and self-efficacy among teachers, with a significant positive relationship between the two variables, further moderated by respondents' profile, particularly position and trainings attended. The study concludes that teachers' favorable behavioral intention toward AI strengthens their self-efficacy. It is recommended that school heads may enhance teachers' readiness and confidence in integrating AI into instruction.

## INTRODUCTION

### Background of the Study

Artificial intelligence (AI) is rapidly emerging as a transformative force in education and is becoming an increasingly important tool in modern teaching and learning. Lesson planning, assessment, differentiated instruction, classroom management, and administrative duties are just a few of the professional tasks it assists teachers with. Technology tools like content-generating apps, intelligent tutoring platforms, and automated grading systems can help teachers in high school settings meet the needs of various students and improve their instruction. Technology transforms education by making learning faster, more individualized, and data-driven.

The Philippines' educational system has long prioritized using technology to drive change. The Department of Education has pushed for advancements. This includes the utilization of new resources via the MATATAG Agenda and various teacher training initiatives. Despite all of these efforts, some educators are not prepared or comfortable utilizing AI in the classroom. Some educators are unwilling to incorporate AI into their lessons. According to research, between 30 and 40 percent of middle school teachers are against incorporating AI into their lessons. For instance, Sibug *et al.* (2025) reported that 35 percent of secondary teachers in the Philippines showed low readiness to integrate AI into their instruction. This situation highlights the need to examine teachers' willingness and preparedness to use AI, particularly as educational institutions increasingly

encourage the adoption of emerging technologies.

Behavioral intention is an important consideration in understanding teachers' willingness to integrate AI into their instructional practices. Teachers' attitudes toward AI, including their perceptions of its usefulness, benefits, and possible challenges, may influence their willingness to use it. Similarly, perceived expectations and support from colleagues, school leaders, and other educational stakeholders may affect their decisions to adopt AI. Teachers' perceived ability to use AI effectively may also be influenced by access to training, technological resources, and technical knowledge. When these factors are inadequate, teachers may find it difficult to translate their awareness of AI into actual classroom use.

Teachers' self-efficacy is likewise important in the effective use of emerging technologies. It refers to teachers' beliefs in their capability to facilitate student learning and manage classroom activities effectively. It is reflected in areas such as student engagement, instructional strategies, and classroom management. Teachers with higher self-efficacy may be more confident in exploring innovative technologies, while those with lower confidence may hesitate to adopt unfamiliar tools or may not fully utilize their potential in instruction. Examining self-efficacy alongside behavioral intention can therefore provide a better understanding of teachers' readiness to integrate AI while maintaining effective teaching practices.

Despite the increasing integration of AI in education, limited empirical evidence examines the relationship between teachers' behavioral intention toward AI

<sup>1</sup> PHINMA Cagayan de Oro College, Philippines

\* Corresponding author's email: [joan.sabanal@deped.gov.ph](mailto:joan.sabanal@deped.gov.ph)

integration and their self-efficacy, particularly among Grade 7 teachers in public secondary schools in the Division of Bukidnon. There is also limited evidence on how teacher profile variables, such as age, sex, position, educational attainment, and seminars or training related to AI integration, may influence this relationship. These gaps make it difficult for school administrators and education stakeholders to identify the specific areas where teachers require additional training, technological support, and professional development. Without local evidence, interventions may not adequately address the actual needs and challenges experienced by teachers in integrating AI into classroom instruction.

This study aims to investigate the relationship between behavioral intention toward AI integration and teachers' self-efficacy among Grade 7 teachers in the Division of Bukidnon. Specifically, it examines behavioral intention in terms of attitude, subjective norm, and perceived behavioral control, and teachers' self-efficacy in terms of student engagement, instructional strategy, and classroom management. It also examines the influence of selected teacher profile variables on this relationship. The findings may provide school administrators, policymakers, and professional development providers with evidence for designing targeted interventions, strengthening teachers' capabilities, and supporting the responsible and effective integration of AI into teaching and learning.

## LITERATURE REVIEW

### Behavioral Intention Toward AI Integration

Behavioral intention means the degree to which a person is inclined or ready to carry out a particular behavior and is generally seen as a major predictor of whether or not that behavior will actually take place. In the present study, the behavioral intention of teachers reflects their willingness and readiness to make use of educational technologies, particularly artificial intelligence, in their teaching. This intention can be affected by a number of factors, including teachers' opinions about AI, their expectations regarding its use, and the influence of the social and environmental settings in both the classroom and the school.

According to Chatterjee and Bhattacharjee (2023), attitude toward the behavior, subjective norm, and perceived behavioral control are important factors influencing behavioral intention toward artificial intelligence adoption in education. Perceived behavioral control reflects teachers' confidence in their ability to use AI tools effectively given their skills, training, and available resources; attitude refers to teachers' positive or negative assessment of using AI in instruction; and subjective norm involves the perceived social pressure from colleagues, administrators, and the educational community.

Recent research shows that the intention of educators to adopt AI depends a lot on what educators think about earlier training on how good educators are with digital tools and on the support that schools give educators.

When teachers view intelligence as useful, easy to use, and good for improving how teachers teach, teachers are more likely to want to use artificial intelligence in their classroom. For example, Lo and Hew (2022) and Zhai *et al.* (2024) found that teachers with positive views toward artificial intelligence are more likely to integrate AI into teaching and learning, particularly when they receive adequate training and support from their schools.

Teachers' behavioral intention toward intelligence integration is shaped by more than just the usefulness of AI. It also depends on teachers' awareness of AI's application, instructional value, and practical uses in education. Zawacki-Richter *et al.* (2022) pointed out that teachers who hold positive views of AI, have good digital skills, and receive institutional support tend to show stronger behavioral intention to use AI in teaching. Their review also showed that teachers' acceptance of AI requires a balance between technology possibilities and ethical concerns, as well as professional readiness. These results support the Theory of Planned Behavior, which states that positive beliefs and supportive conditions help teachers' intention to integrate AI into classroom practice.

### Attitude

The way teachers feel about using AI in their work has to do with whether they think it is good or bad. It shows how much they believe AI helps make teaching and learning easier and helps with their job. Teachers who think AI is helpful, quick, and good for learning are more likely to want to use it in their classes. Their positive view of the technology makes them more ready to try it out and use it in the classroom.

Recent studies by Kamalov *et al.* (2023) and Chen *et al.* (2024) show that teachers' perceptions of the usefulness and benefits of artificial intelligence influence their attitudes toward using technology in the classroom. When teachers recognize that AI can improve lessons, support students' understanding, and facilitate teaching, they are more likely to develop positive attitudes toward its use. Similarly, Ng *et al.* (2022) found that teachers who perceive AI as a tool that can simplify teaching tasks and reduce workload are more willing to use AI tools in their classrooms. This may allow teachers to devote more time to supporting student learning rather than repeatedly performing routine tasks.

Recent evidence shows that teachers' attitudes toward intelligence are shaped by how they see AI being used in the classroom. If teachers believe that AI can make teaching better and help each student in their own way, they are more likely to use it. When AI makes their work easier, teachers are more interested in using it. According to Sallam (2023), teachers who see AI as a tool are more likely to support it. Also, Celik (2023) discovered that teachers are more willing to use AI tools in their classes if they have their thoughts about the technology. These teachers see AI as a way to help students learn better and make teaching more effective. It shows that schools need to offer help and training to teachers. When teachers are

given support and feel sure of themselves, they are more likely to use AI in various ways.

In order to integrate AI into the classroom, this support is essential. Good feelings about AI are usually strengthened when AI tools are used in school. This occurs when teachers watch others use AI and see the results. These experiences make teachers more open to using technology in their classes. In the end, a good attitude about using AI makes teachers more ready, confident, and more determined to bring technology into their lessons.

### Subjective Norm

Subjective norm means the feeling of pressure from coworkers, school leaders, administrators, and the broader education group to act in a certain way. It shows that teachers make choices not just based on what they think but because of what others want and how much support they feel around them. When teachers see that their coworkers and school leaders like using AI, they are more likely to do the same. They feel more sure and ready to use AI tools when they know their work is valued and supported in the school.

Subjective norm is the feeling of pressure from coworkers, school leaders, administrators, and the wider education community to act in a certain way. It shows that teachers make decisions not based on their own ideas but also because of what others want and the level of support they feel from people around them. When teachers see that their colleagues and school leaders like using AI, they are more willing to try it. They feel more confident and ready to use AI tools when they know their work is appreciated and supported in the school.

Social influence from administrators, colleagues, and professional learning groups also helps shape how teachers want to act when it comes to using AI. Celik (2023) found that teachers who get support from school leaders and other teachers are more likely to use AI tools in their lessons. Encouraging a school culture of teamwork among teachers and leadership efforts creates expectations that push teachers to try new ways to teach and keep using AI for a long time.

In school settings where the use of AI is actively supported and demonstrated, teachers tend to feel more motivated, open, and prepared to use AI tools in their teaching. Zhang *et al.* (2025) emphasized that this type of social influence can shape not only teachers' perceptions of technology but also their intention to integrate AI into their classrooms. Subjective norm reflects the influence of peers and the educational environment on teachers' behavioral intentions. When teachers observe their colleagues using AI in their teaching, they may become more willing to consider similar practices. Thus, alignment between teachers' choices and the expectations of their professional group may strengthen their intention to use AI in teaching.

### Perceived Behavioral Control

Teachers' confidence in using AI in the classroom is a key

component of perceived behavioral control. Perceived behavioral control examines the abilities, resources, experience, and training of educators. It demonstrates how educators view their own skills and how well they believe they can apply AI tools in the classroom. It also examines how educators feel about dealing with issues like challenges or inadequate technology. Teachers who are confident in their skills are more likely to experiment with AI tools because they perceive fewer challenges when incorporating these novel approaches into their lessons.

According to UNESCO (2023) and Huang *et al.* (2024), teachers' attitudes toward using AI in the classroom are influenced by their knowledge of AI and proficiency in using AI tools. Teachers tend to feel more comfortable integrating AI into classroom instruction when they have access to appropriate resources and opportunities for continuous learning. Teachers may feel more comfortable utilizing AI in real-world classroom settings if the right technology is available and the school offers sufficient support. Alam (2022) pointed out that if educators are provided with the required technology and receive institutional support, they may be better equipped to integrate AI into their teaching practices. Additionally, teachers may feel more in control of their teaching strategies when they use AI tools independently, especially as they gain more experience with the technology.

Additionally, Sallam (2023) noted that educators who feel more in control of their use of AI are more inclined to integrate it into their work. As educators gain the knowledge, abilities, and problem-solving skills necessary to use AI tools, this sense of control may grow. Their confidence and preparedness to use AI could be progressively increased by regularly participating in career development, getting supervised practice, and participating in real classroom scenarios.

Additionally, teachers will become more equipped to handle implementation-related issues as they gain more experience with AI-driven technologies. Teachers can manage the uncertainty that comes with implementing new technologies if they have a good deal of control over AI. Teachers can facilitate the integration of AI in the classroom by practicing on a regular basis and getting the right assistance. Teachers will likely be more inclined to incorporate AI into their lesson plans if they are confident they have the knowledge and resources needed to use it effectively. Therefore, a more consistent and intentional use of AI in education and learning may result from this increased sense of control.

### Teachers' Self-Efficacy

Teachers' self-efficacy refers to their belief in their ability to perform teaching tasks effectively and influence students' learning outcomes. It reflects teachers' confidence in their capacity to plan, organize, and deliver lessons that support meaningful learning. Teachers with a strong sense of self-efficacy are more likely to implement effective teaching practices, manage their classrooms effectively, and maintain student engagement. They are

also more likely to persist when challenges arise and adapt their teaching approaches to different classroom situations. Recent research indicates that teachers who have confidence in their abilities are more likely to integrate technologies such as artificial intelligence into their teaching practices. Ma and Lei (2024) found that self-efficacy is an important factor in teachers' willingness to engage with AI-supported teaching practices. Similarly, Li *et al.* (2023) reported that teachers with greater self-efficacy are more willing to explore and adopt technology-supported instructional approaches. In addition, teachers with strong self-efficacy are more likely to remain persistent when they encounter difficulties in using new technologies. Self-efficacy helps intelligence work well in the classroom. Leads to better teaching quality.

When teachers have access to appropriate resources, receive support from their schools, and participate in continuous learning opportunities, they tend to feel more capable and confident in using technology. The Organization for Economic Co-operation and Development (OECD) (2023) reported that ongoing professional development can strengthen teachers' digital skills, confidence in their teaching abilities, and readiness to use technology in educational settings. Although factors such as age and gender may be associated with teachers' comfort with technology, the OECD (2023) emphasized the importance of learning experiences and a supportive school environment in developing teachers' digital competence and confidence.

### Student Engagement

To engage students, teachers must motivate them to join class activities, keep them focused, and involve them in learning. Techniques used to encourage student discussions with each other are interdependent. Student engagement is the result of staying motivated and involved in learning. This allows students to not only enjoy their presence in the classroom but also to think deeply and feel a connection to the material.

Highly confident teachers motivate and engage students better since they have faith in their abilities to manage the classroom and implement teaching strategies. Providing learning, performance feedback and interactive activities artificial intelligence tools boost student engagement. Teachers can use these tools to modify lessons. Make them more interesting. Research by Chen *et al.* (2023) indicates that integrating artificial intelligence into the classroom can enhance student engagement and motivation, particularly when teachers are proficient in using the technology. In other words, when teachers feel confident and comfortable using AI, they may be better able to create learning experiences that encourage student engagement.

### Instructional Strategy

Instructional strategies refer to the methods, approaches, and strategies teachers use to teach lessons and support students' learning. They involve planning, organizing,

and executing instructional activities that align with learning objectives and meet student needs. Teachers who have self-confidence are more willing to experiment. To improve students' comprehension and academic performance, they use instructional strategies, including technology.

Recent studies indicate that artificial intelligence can support teaching by providing data-informed insights, personalized learning plans, and improved approaches to lesson planning when used effectively by confident teachers. Hew (2022) and Wang *et al.* (2023) noted that AI tools can assist teachers in selecting appropriate learning materials, adapting lessons to individual students' needs, and monitoring student progress over time. Teachers with stronger confidence in their teaching abilities may be more likely to use AI tools for planning, instruction, and the continuous improvement of their lessons to support better student learning outcomes. This indicates that effective instructional strategies can be strengthened when teachers' self-efficacy is combined with the appropriate use of AI tools in the classroom.

### Classroom Management

Classroom management is the key to keeping the classroom in order. Classroom management entails setting rules, developing tactics and establishing a setting that supports students academic success. Good classroom management means planning lessons, controlling student behavior and maximizing class time. Classroom management keeps students focused. Also, helps them learn. Strong self-esteem and confidence make teachers more capable of handling challenges in the classroom. Students maintain composure when they misbehave and use technology for learning.

Because of their confidence teachers can stay focused in class. By keeping an eye on students behavior and performance and offering advice that helps teachers make decisions, artificial intelligence can help with classroom management. The effectiveness of these tools in the classroom is greatly influenced by teachers' confidence in using them. Research by Holmes and Tuomi (2022) and Ma and Lei (2024) shows that teachers who have confidence in their abilities are better able to manage technology-supported classroom activities and maintain students' focus, participation, and productivity. Thus, teachers' self-efficacy remains an important factor in effective classroom management when artificial intelligence is integrated into the learning environment.

The reviewed literature shows that behavioral intention toward intelligence integration is shaped by attitude toward the behavior, subjective norm, and perceived behavioral control. These factors shape teachers' willingness to adopt intelligence in their instructional practices. At the same time, teachers' self-efficacy in student engagement, strategy, and classroom management is a key factor in how effectively they implement teaching practices.

The research that has been reviewed shows that teachers want to use intelligence in their classes because they

have good opinions about it, they feel others support them, and they believe they can handle it. Additionally, teachers find it beneficial to continue learning in order to get support from their schools and to develop their technological skills when they are comfortable interacting with students, teaching, and running their classrooms. This concept is supported by research from UNESCO (2023), the OECD (2023), Sallam (2023), and Celik (2023). Zawacki-Richter and colleagues found in 2022 that when schools provide teachers with opportunities to learn about technology and training, teachers are more likely to use AI in the classroom.

Additionally, educators become more self-assured. Nevertheless, despite research on AI in education, there is a dearth of empirical studies that concentrate on teachers' confidence levels and aspirations to use AI. In the Philippines, this problem is particularly evident. Few studies have also examined how this relationship changes with factors such as age, job role, education level, and training. This research gap points to a need for studies in places like the Division of Bukidnon. Closing this gap is essential for measuring teachers' readiness and confidence when teachers use technologies such as artificial intelligence.

### Theoretical Framework

This study is anchored in the Theory of Planned Behavior proposed by Ajzen in 1991. The Theory of Planned Behavior explains how behavioral intention influences the likelihood that a person will perform a behavior. In the Theory of Planned Behavior, behavioral intention is seen as a person's readiness or willingness to act. It is the immediate cause of actual behavior. The Theory of Planned Behavior says that behavioral intention is shaped by three factors: attitude toward the behavior, subjective norm, and perceived behavioral control. The Theory of Planned Behavior states that people are more likely to act if they find the action desirable. The Theory of Planned Behavior also says that people are more likely to act if people think others will encourage people and if people think people can succeed and achieve people's goals.

The Theory of Planned Behavior is especially relevant to this research. Integrating intelligence into the classroom requires educators to decide whether or not to adopt technology. Educators may not find the use of AI in the classroom interesting. These differences could be caused by how educators view AI's utility, the benefits educators expect, what other people think, and how confident educators are in using AI. Consequently, the Theory of Planned Behavior offers a way to investigate educators' intentions to use AI and identify factors that impact educators' preparedness to use AI.

Self-efficacy is important in teaching. Educators must constantly balance the demands of the classroom, overcome obstacles in the classroom, and meet the needs of students. Educators are more likely to persevere through circumstances and employ effective teaching techniques when educators have confidence in their

abilities. This study looks at teachers' self-efficacy through student engagement, instructional strategy, and classroom management. These three areas show how teachers' confidence in their abilities can shape how well teachers carry out teaching duties.

### Conceptual Framework

This study provides a comprehensive analysis of the relationship between Behavioral Intention toward Artificial Intelligence Integration and teachers' Self-Efficacy. Behavioral Intention toward AI Integration is represented by three main constructs: (1) Attitude toward the Behavior, which reflects teachers' positive or negative evaluation of integrating AI into teaching practices and their beliefs about its usefulness, benefits, and potential challenges in instruction; (2) Subjective Norm, which refers to the perceived social influence or expectations of colleagues, school leaders, and the educational community regarding the adoption and use of AI technologies in teaching; and (3) Perceived Behavioral Control, which represents teachers' perceived capability to use AI effectively based on their skills, training, technological knowledge, and access to appropriate resources. These constructs describe important aspects of teachers' intention and readiness to incorporate AI into their instructional practices.

Teachers' Self-Efficacy, anchored on Bandura's Self-Efficacy Theory (1997), serves as the dependent variable and is represented by three dimensions: (1) Student Engagement, which refers to teachers' confidence in their ability to actively involve students in the learning process, maintain their interest, and encourage participation; (2) Instructional Strategy, which reflects teachers' belief in their capability to apply appropriate, effective, and innovative teaching methods to facilitate student learning; and (3) Classroom Management, which pertains to teachers' confidence in maintaining a well-organized, disciplined, supportive, and productive learning environment. These dimensions represent teachers' overall belief in their capability to perform essential teaching functions effectively and respond to different demands in the classroom.

The conceptual framework proposes that teachers' behavioral intention toward AI integration is associated with their self-efficacy in performing essential teaching tasks. Teachers who demonstrate favorable attitudes toward AI, perceive support or encouragement from significant educational stakeholders, and feel capable of using AI may demonstrate stronger intention to integrate AI into their instructional practices. In turn, examining their self-efficacy in student engagement, instructional strategy, and classroom management provides an understanding of how their intention toward AI integration is related to their confidence in carrying out important teaching responsibilities. The framework therefore focuses on the relationship between teachers' intention to integrate AI and their perceived capability to perform key instructional and classroom management

tasks. Further, the study also considers selected teacher profile variables, namely age, sex, position, educational attainment, and seminars or training attended related to AI integration, as moderating variables. These characteristics are examined to determine whether differences among teachers may influence the relationship between behavioral intention toward AI integration and self-efficacy. For instance, differences in professional position, educational background, experience, or exposure to AI-related training may be associated with variations in teachers' intention and confidence in using AI in their instructional practices. By bringing these variables together, the conceptual framework provides a basis for determining the strength and direction of the relationship between teachers' behavioral intention toward AI integration and their self-efficacy. The findings may provide useful evidence for school administrators and professional development providers in identifying areas where teachers may require additional training, resources, and support for the effective and responsible integration of AI. This study assumed that behavioral intention towards artificial intelligence integration is associated with teachers' self-efficacy in instructional practices. The respondents' profile, including age, sex, position, educational attainment, and seminars or trainings attended related to AI integration, was considered in describing the characteristics of the participants and examining their relationship with the study variables.

### Statement of the Problem

This study aimed to determine the behavioral intention towards artificial intelligence integration and teachers' self-efficacy in selected schools in the Division of Bukidnon for the School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the respondents' level of behavioral intention towards AI integration based on attitude, subjective norm, and perceived behavioral control?
2. What is the respondents' level of self-efficacy concerning student engagement, instructional strategy, and classroom management?
3. Is there a significant relationship between the respondents' level of behavioral intention towards artificial intelligence integration and their self-efficacy?
4. Do the respondents' profiles moderate the relationship between behavioral intention towards artificial intelligence integration and teachers' self-efficacy?

### Scope and Limitations

This study focused on determining the behavioral intention towards artificial intelligence integration and teachers' self-efficacy in selected schools in the Division of Bukidnon. The respondents of the study were the one hundred eighty-five ( 185 ) Grade 7 teachers from the schools where the study was conducted.

The independent variable was the behavioral intention

towards artificial intelligence integration, while the dependent variable was teachers' self-efficacy. The study also examined the significant relationship between behavioral intention towards artificial intelligence integration and teachers' self-efficacy. The moderating variables considered in the study were the respondents' age, sex, position, educational attainment, and seminars or trainings attended related to AI integration.

The findings were limited to the responses of the participating teachers and to the variables included in the study. Therefore, other factors that may be related to teachers' behavioral intention toward AI integration and self-efficacy, such as AI literacy, digital competence, technology readiness, and organizational support, were not included.

## MATERTALS AND MEDHODS

### Research Design

This study utilized a quantitative descriptive-correlational research design to determine the relationship between teachers' behavioral intention toward artificial intelligence integration and teachers' self-efficacy. Quantitative research involves the systematic measurement of variables and the use of statistical procedures to analyze numerical data, as explained by Creswell and Creswell (2021). The descriptive component was used to determine the level of teachers' behavioral intention in terms of attitude toward the behavior, subjective norm, and perceived behavioral control, as well as their level of self-efficacy in terms of student engagement, instructional strategy, and classroom management.

The correlational component was employed to determine whether a significant relationship exists between behavioral intention toward artificial intelligence integration and teachers' self-efficacy. Correlational research examines the relationship between variables without manipulating them, as discussed by Bhandari (2021).

### Study Setting

The study was conducted in selected public secondary schools located in four districts in the Division of Bukidnon. These schools are situated in predominantly rural communities where access to educational resources, digital tools, and advanced technologies is relatively limited compared to urban areas. The socio-economic conditions of these communities are largely agriculture-based, with many families depending on farming, particularly corn, rice, vegetables, and root crops, as their main source of livelihood and income. The communities are close-knit and family-centered, where bayanihan, church gatherings, and school events remain important parts of daily life. Despite challenges such as limited livelihood opportunities, distance to markets, and changing weather conditions, the people remain hardworking, hospitable, and closely connected to their community and land.

Given this setting, the four(4) districts present a relevant context for examining teachers' behavioral intention toward AI integration and their self-efficacy, as schools

in these areas often contend with unstable internet connectivity, limited access to computers and digital devices, and fewer opportunities for technology-focused training compared to schools in urban divisions. These conditions place Grade 7 teachers in a unique position where their willingness and confidence to adopt AI-based tools are shaped not only by personal beliefs and skills but also by the broader infrastructural and socio-economic realities of teaching in a rural, agriculture-based locality.

### Research Respondents

The study's respondents were the one hundred eighty-five (185) teachers who teach Grade 7 at selected schools in Bukidnon. These teachers are directly involved in instructional delivery and are potential users of artificial intelligence tools in classroom practices.

### Sampling Techniques

The study employed universal sampling to ensure representation of Grade 7 teachers from four(4) districts in the Division of Bukidnon. A total of one hundred eighty-five(185) teacher-respondents were identified based on the study's inclusion criteria.

Respondents were selected from schools where Grade 7 teachers are currently assigned. This sampling method ensured that participants were directly involved in instructional delivery and could provide accurate and relevant data regarding their behavioral intention towards artificial intelligence integration and teachers' self-efficacy.

### Research Instruments

The study used a researcher-made questionnaire anchored on the Theory of Planned Behavior and the Self-Efficacy Theory. The questionnaire consisted of three parts.

Part I inquired into the respondents' level of behavioral intention toward AI integration based on attitude toward the behavior, subjective norm, and perceived behavioral control, based on the constructs applied in technology integration. This was patterned and modified from the research by Watson and Rockinson-Szapkiw (2021).

Part II measured teachers' self-efficacy concerning student engagement, instructional strategies, and classroom management, consistent with the three domains examined in recent teacher self-efficacy research. This was patterned and modified from research by Fackler *et al.* (2021).

The instrument used a four-point Likert scale ranging from Never to At all Times. Before administration, the questionnaire was validated by experts in educational research and technology integration to ensure clarity, content validity, and reliability.

### Validity and Reliability of the Instrument

The research instrument underwent validation and reliability testing to ensure accuracy and appropriateness. It was evaluated by three (3) experts in the field of education, specifically composed of a Master Teacher of Lumbia National High School, a Senior High School Master Teacher of Cagayan De Oro National High

School, and a Vice President of a Higher Education Institution who is also a Doctor Panelist and Graduate School Professor. The input and feedback provided by the panel contributed to establishing the content validity of the instrument, validating its relevance and appropriateness for the study's objectives.

The instrument was subjected to expert validation to establish its content validity and was pretested among teachers who were not included in the actual study. It involved a random sample of thirty (30) secondary Grade 7 teachers in the Division of Valencia City. The reliability of the instrument was subsequently assessed using Cronbach's Coefficient Alpha, with results of 0.95 for teachers' behavioral intention towards artificial intelligence integration and 0.95 for teachers' self-efficacy, which were accepted.

### Statistical Treatment of Data

**The following statistical tools were used to analyze the data:**

Descriptive statistics such as the mean were used to determine the level of teachers' behavioral intention towards AI integration and self-efficacy. Standard deviation was used to describe the variability of responses. These measures provided a clear summary of the central tendency and dispersion of the data gathered from the respondents.

The Pearson Product-Moment Correlation Coefficient (*r*) was used to determine the significant relationship between behavioral intention towards artificial intelligence integration and teachers' self-efficacy. The strength and direction of the relationship between the two variables could be ascertained with the help of this test. Multiple linear regression and SPSS version 20 were used for all statistical analyses. The results were analyzed and then interpreted in accordance with the goals of the study.

### Ethical Considerations

In order to uphold standards, the researcher first confirmed that the study satisfied academic and research norms by obtaining approval from the thesis adviser.

Before data collection began, the researcher obtained permission from the Superintendent of the Schools Division of Bukidnon to carry out the study. As soon as the required approval had been received, the researcher gave the respondents a clear account of the purpose, procedures, and importance of the study. The respondents were properly informed about the nature of the research and were asked to give their consent before taking part; they were also told that taking part was entirely voluntary and that they could choose whether or not to take part without any pressure or obligation.

When carrying out the preparation and development of the study, the researcher made use of some artificial intelligence (AI) tools—such as ChatGPT, Perplexity AI, Claude, and Meta AI—as auxiliary aids for checking grammar, rephrasing text, organising information, drafting examples of questionnaire items, and finding

literature and studies that might be relevant. A complete disclosure of the AI tools utilized in the study is presented in Appendix E: AI Declaration Form.

Confidentiality and anonymity of the respondents were strictly maintained throughout the study. All collected data were handled with utmost care and will be used solely for academic purposes. No personal information was disclosed, and responses were reported in aggregate form to protect the identity of the participants.

After the data collection process, the manuscript underwent thorough review by the thesis adviser and panel members. Necessary revisions and recommendations were carefully incorporated to improve the quality of the study. The final manuscript was then subjected to

plagiarism detection and grammar checking to ensure originality, accuracy, and adherence to academic standards before final approval and endorsement.

## RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered from the survey questionnaires administered to the respondents to determine the level of teachers' behavioral intention towards artificial intelligence integration and their self-efficacy. The data obtained from the respondents were presented in tabular form to facilitate a clearer understanding and interpretation of the study's findings in relation to its specific objectives.

**Table 1:** Summary of Respondents' Level of Behavioral Intention towards Artificial Intelligence Integration

| Variable                     | Mean | SD   | Interpretation |
|------------------------------|------|------|----------------|
| Attitude                     | 3.55 | 0.48 | Very High      |
| Subjective Norm              | 3.54 | 0.48 | Very High      |
| Perceived Behavioral Control | 3.48 | 0.49 | Very High      |
| Overall                      | 3.52 | 0.48 | Very High      |

*Legend:*

- 3.26- 4.00 *At all Times/ Very High*
- 1.76- 2.50 *Sometimes/ Low*
- 2.51- 3.25 *Most of the Time/ High*
- 1.00- 1.75 *Never/ Very low*

Problem 1. What is the respondents' level of behavioral intention towards AI integration based on attitude, subjective norm, and perceived behavioral control?

Table 1 presents the summary of respondents' level of behavioral intention toward artificial intelligence integration with an overall mean of 3.52 (SD = 0.48), interpreted as Very High. This means that teachers generally have a very high intention to integrate AI, with positive attitudes being slightly stronger than their sense of independent control. This implies that teachers generally view AI integration positively, recognize its social and professional relevance, and perceive themselves as capable of using AI in their instructional practices. As noticed, the small difference between the three dimensions indicates that teachers' favorable attitudes, social influences, and perceived ability to use AI are generally consistent with one another. Based on the researchers' understanding, the slightly lower perceived behavioral control suggests that having a positive attitude toward AI may not always be sufficient to ensure confident and independent use in actual instructional situations. These teachers may already possess a strong willingness to integrate AI, but continued opportunities to develop practical skills and confidence may help strengthen their ability to apply AI independently.

Chiu *et al.* (2024) emphasized that teachers' attitudes, self-efficacy, and other individual and contextual factors are relevant to their behavioral intention to use generative AI in teaching and learning. Celik (2023) highlighted the

importance of teachers' pedagogical and technological skills in facilitating the incorporation of AI into teaching methods. In order to assist teachers in effectively utilizing AI technologies, Ng, Leung, and Chu (2022) emphasized the importance of having adequate digital skills and ongoing professional development. Teachers could transform their good intentions into more assured and long-lasting AI integration with ongoing training and practical assistance.

Attitude toward the Behavior obtained the highest mean of 3.55 (SD = 0.48), interpreted as Very High. This indicates that the most significant factor influencing teachers' behavioral intention is their favorable opinions of AI. This implies that educators are generally aware of the advantages of utilizing AI to improve their pedagogical approaches.

Teachers' actual development of AI skills is facilitated by a positive mindset. Professional development can focus more on practical application and ethical use once educators are aware of the advantages of AI. Teachers may be able to move from positive perceptions to real classroom practice when they are given the chance to participate in AI-assisted teaching activities and pertinent examples. Teachers' positive attitudes can be sustained and their understanding of how AI can improve instruction deepened with ongoing exposure to pertinent AI applications. The intention to adopt technology is significantly influenced by attitude, according to Chatterjee and Bhattacharjee (2023). If meaningful and pertinent

AI interactions are maintained, teachers' willingness to integrate AI into their lessons may be sustained. Chiu *et al.* (2024) likewise found that teachers' attitude toward using generative AI is associated with their behavioral intention to use these tools for teaching and learning. Celik (2023) additionally stressed that teachers need both technological and pedagogical knowledge to successfully incorporate AI-based tools into education.

On the contrary, the variable Perceived Behavioral Control obtained the lowest mean of 3.48 (SD = 0.49), interpreted as Very High. This indicates that teachers' views of social support and their attitudes are somewhat higher than their confidence in their own capacity to manage and use AI independently. This suggests that educators may feel more confident about engaging in the desired behavior when they have positive attitudes, supportive social influences, and a sense of behavioral control.

This slight gap matters because the willingness to use AI must be backed by real skills and confidence. This area can be strengthened through practical training and ongoing practice. The researchers contend that although teachers may be eager to use AI, their feeling of control probably hinges on their comfort, competence, and confidence with the technology. This implies that teachers' willingness to integrate AI may be more effectively translated into actual classroom use when they

are provided with opportunities to develop practical skills and gain experience with different AI tools. Continuous exposure, guided practice, and technical support may help teachers become more comfortable in handling AI technologies and applying them appropriately in their instructional practices. Strengthening these areas may also help sustain teachers' confidence as AI systems and platforms continue to develop.

Ng, Leung, and Chu (2022) emphasized the need for teachers to develop adequate digital competencies and knowledge to use AI educational applications effectively. Celik (2023) likewise highlighted the importance of technological and pedagogical competencies in supporting teachers' ability to integrate AI into instructional practices. UNESCO (2023) further emphasized the need to strengthen teachers' competencies and provide appropriate support for the responsible and effective use of AI in education. Ma and Lei (2024) also emphasized the importance of AI literacy in shaping teachers' willingness to adopt AI technologies, highlighting the need for teachers to develop sufficient knowledge and understanding of AI to support its meaningful use in teaching.

**Problem 2:** What is the respondents' level of self-efficacy concerning student engagement, instructional strategy, and classroom management?

**Table 2:** Summary of Respondents' Level of Self-Efficacy

| Variable               | Mean | SD   | Interpretation |
|------------------------|------|------|----------------|
| Student Engagement     | 3.51 | 0.37 | Very High      |
| Instructional Strategy | 3.64 | 0.52 | Very High      |
| Classroom Management   | 3.65 | 0.48 | Very High      |
| Overall                | 3.60 | 0.46 | Very High      |

*Legend:*

- 3.26- 4.00 *At all Times/ Very High*
- 1.76- 2.50 *Sometimes/Low*
- 2.51- 3.25 *Most of the Time/ High*
- 1.00- 1.75 *Never/ Very low*

Table 2 presents the summary of respondents' level of teachers' self-efficacy with an overall mean of 3.60 (SD = 0.46), interpreted as Very High. This means that teachers have very high confidence across all three areas, with classroom management being slightly stronger than student engagement. The relatively small differences among the three dimensions imply that the respondents generally reported a consistently high level of confidence across major areas of classroom practice.

As observed, the consistently very high results indicate that teachers possess strong confidence across different areas of classroom practice. Their existing self-efficacy can support the integration of AI into instruction, particularly when AI tools are used to complement established teaching practices. The teachers already possess a strong pedagogical foundation that can be built upon when developing their capacity to use emerging

technologies.

Huang *et al.* (2024) emphasized the importance of teacher-related competencies and professional learning in the effective use of AI in education. Similarly, UNESCO (2023) highlighted the need to strengthen teachers' competencies for the appropriate and responsible use of AI. Fang *et al.* (2024) further highlighted the relevance of teachers' self-efficacy in supporting technology use in classroom settings. The teachers' existing confidence in their abilities may serve as a basis for further improving their instructional practices involving AI.

The variable Classroom Management obtained the highest mean of 3.65 (SD = 0.48), interpreted as Very High. The findings show that teachers feel confident in managing student behavior, establishing classroom routines, and organizing instructional activities. This level of confidence indicates that they can conduct

different learning tasks while maintaining an orderly and supportive classroom environment. Effective classroom management can also provide a strong foundation for AI-supported instruction, as teachers can establish appropriate routines, monitor students' use of AI tools, and help them remain focused on technology-based learning activities.

Based on the researchers' observations, teachers' ability to manage the classroom provides a strong basis for incorporating AI-supported activities into instruction. Their classroom management skills enable them to organize students and maintain order during technology-based learning tasks. With appropriate guidance and effective management strategies, teachers can incorporate AI-supported activities while preserving established classroom routines.

In addition, UNESCO (2023) emphasized the need to strengthen teachers' competencies to promote the effective and responsible use of artificial intelligence in education. Huang *et al.* (2024) likewise highlighted the importance of teacher-related competencies and professional learning in technology-supported instructional environments. Fang *et al.* (2024) further highlighted the relevance of teachers' self-efficacy in supporting technology use in classroom settings. These views provide a basis for understanding how teachers' confidence in classroom management may influence their ability to respond to the introduction of new instructional technologies and digital tools.

On the contrary, Student Engagement obtained the lowest mean of 3.51 (SD = 0.37), although it was still interpreted as Very High. The findings show that the educators have an extremely strong level of confidence in their capacity to engage students in the learning process. Although differences were observed across the three dimensions of self-efficacy, all dimensions stayed

within the Very High descriptive category. Of the areas evaluated, student engagement had the lowest average, while classroom management achieved the highest. These findings suggest that the participants largely view themselves as competent in handling different classroom duties, with classroom management being their strongest area of confidence.

According to the researchers, sustaining active student engagement in activities aided by artificial intelligence could present an opportunity for enhancement through professional development. The relatively lower average for student engagement should not be seen as a sign of insufficient competence, as the outcome remains within the Very High range. Rather, it highlights a facet of education where educators can enhance their current skills through engaging, varied, and interactive learning opportunities. Their recognized skills in teaching methods and managing the classroom may also offer a solid base for integrating AI into classroom activities in a deliberate and organized way. Continued professional learning can build on this strength while giving particular attention to it.

Fang *et al.* (2024) found that teacher self-efficacy in student engagement was positively associated with teacher-supported student use of technology. This supports the present finding that teachers' confidence in engaging students is relevant to the use of technology-supported learning activities. Huang *et al.* (2024) emphasized the relevance of teachers' self-efficacy in technology-supported educational environments, while UNESCO (2023) highlighted the importance of teachers' competencies in using digital and emerging technologies to support effective teaching and learning.

Problem 3. Is there a significant relationship between the respondents' level of behavioral intention towards artificial intelligence integration and their self-efficacy?

**Table 3:** Correlation Between the Respondents' Level of Behavioral Intention towards Artificial Intelligence Integration and their Self-efficacy

| Behavioral Intention towards Artificial Intelligence Integration |                | Teachers' Self-Efficacy |      |      | Overall |
|------------------------------------------------------------------|----------------|-------------------------|------|------|---------|
| Attitude toward the behavior                                     | r-value        | 0.73                    | 0.88 | 0.63 | 0.75    |
|                                                                  | p-value        | 0.02                    | 0.01 | 0.01 | 0.01    |
|                                                                  | Interpretation | S                       | S    | S    | S       |
| Subjective Norm                                                  | r-value        | 0.71                    | 0.83 | 0.63 | 0.72    |
|                                                                  | p-value        | 0.02                    | 0.04 | 0.05 | 0.04    |
|                                                                  | Interpretation | S                       | S    | S    | S       |
| Perceived Behavioral Control                                     | r-value        | 0.39                    | 0.42 | 0.83 | 0.55    |
|                                                                  | Control        | 0.02                    | 0.02 | 0.02 | 0.02    |
|                                                                  | Interpretation | S                       | S    | S    | S       |

Legend:

- *r-value* – Pearson correlation coefficient
- *p-value* – level of significance (usually 0.05)
- Interpretation – e.g., Significant/Not significant; Positive/Negative correlation
- Tested at 0.05 significance level.

Table 3 presents the correlation between respondents' behavioral intention toward artificial intelligence integration and teachers' self-efficacy. The results show that all relationships were statistically significant at the 0.05 level, with positive  $r$ -values across the different dimensions. The strongest relationship was between Attitude toward the Behavior and Instructional Strategy ( $r = 0.88$ ,  $p = 0.01$ ), while the weakest relationship was between Perceived Behavioral Control and Student Engagement ( $r = 0.39$ ,  $p = 0.02$ ). This means that teachers' intention to integrate AI is significantly related to their confidence in performing teaching tasks.

As observed, the significant positive relationships indicate that more favorable behavioral intention toward AI integration is associated with higher levels of teachers' self-efficacy. Based on the researchers' understanding, this finding suggests that teachers' positive perceptions and confidence toward AI may be relevant to their confidence in carrying out instructional tasks. However, the correlational results do not establish a causal relationship between behavioral intention and self-efficacy.

Celik *et al.* (2023) similarly found positive relationships among teachers' attitudes toward AI, self-efficacy, and behavioral intentions to use AI in science teaching. Chiu *et al.* (2024) also examined teachers' behavioral intention toward generative AI use and identified the relevance of individual and contextual factors in understanding teachers' intention to use AI for teaching and learning.

The null hypothesis that there is no significant relationship between teachers' behavioral intention toward integrating artificial intelligence in instructional practices and their self-efficacy was rejected because all of the  $p$ -values were below the 0.05 level of significance.

Attitude toward the behavior and instructional strategy had the strongest correlation ( $r = 0.88$  and  $p = 0.01$ ). This means that teachers' confidence in employing instructional strategies and their positive attitudes toward AI are strongly positively correlated.

According to the researchers' insights, educators who hold a more favorable view of artificial intelligence may display increased confidence in selecting and utilizing diverse teaching methods. The significant link between the two variables indicates that educators' views on the usefulness and possible advantages of AI are tightly related to their self-assurance in making suitable instructional choices. A positive perspective on AI might inspire educators to find methods for integrating technology into their instruction while upholding approaches that address the requirements of their students.

Celik (2023) highlighted that educators' perceptions and attitudes regarding AI are crucial factors in assessing their preparedness to integrate the technology into teaching practices. Likewise, Chiu (2023) emphasized the importance of educators' mindsets and readiness in promoting the integration of AI in classroom settings. Ma and Lei (2024) similarly emphasized the significance of educators' preparedness, perspectives, and enthusiasm when integrating AI into teaching and learning. These

results lend credibility to the current study, suggesting that teachers' views and preparedness regarding AI are important for their confidence in implementing instructional methods.

Conversely, with  $r = 0.39$  and  $p = 0.02$ , the weakest correlation was found between student engagement and perceived behavioral control. Although it was the weakest association in the table, it remained positive and statistically significant. This implies that although there is a connection between student engagement and confidence in utilizing AI tools, this relationship is less strong compared to the other pairings. This implies that teachers' perceived control over AI integration alone may not be sufficient to strongly influence student engagement, as engagement can also be shaped by teaching approaches, classroom interactions, and students' learning needs.

As observed, the weaker association indicates that teachers' perceived control over AI integration is related to student engagement, but student engagement may involve other instructional and classroom factors as well. This finding highlights the importance of considering both teachers' technology-related confidence and their broader pedagogical practices when examining student engagement.

Teachers may therefore benefit from developing both their confidence in using AI and their ability to apply appropriate teaching strategies when integrating AI into classroom activities. Celik (2023) emphasized that technological knowledge becomes more meaningful for AI integration when combined with pedagogical knowledge, while Ma and Lei (2024) identified AI literacy as an important factor associated with behavioral intention toward AI use.

Further, the findings show that behavioral intention toward AI integration and teachers' self-efficacy are significantly connected. This means that teachers' attitudes, social influences, and perceived control are related to how confident they feel in performing instructional tasks. This relationship underscores the importance of strengthening teachers' AI knowledge, practical skills, and pedagogical competence to support their confidence in using AI for instruction. Overall, the behavioral intention toward AI integration and teachers' self-efficacy are closely connected across the instructional dimensions examined, while the strength of these relationships varies. The results therefore provide empirical support for examining these constructs together in the context of AI integration in instructional practices.

Problem 4. Do the respondents' profiles moderate the relationship between behavioral intention towards artificial intelligence integration and teachers' self-efficacy?

Table 4 presents the moderation analysis of the relationship between behavioral intention toward AI integration and teachers' self-efficacy according to the respondents' profile variables. The results show that age, sex, position, highest educational attainment, and seminars/trainings attended related to AI integration all had  $p$ -values of 0.02, which are significant at the 0.05

**Table 4:** Moderation Analysis of the Relationship Between Behavioral Intention towards Artificial Intelligence Integration and Teachers' Self-Efficacy

| Respondents' Profile                       | N   | Beta | z-value | SE   | p-value | Interpretation |
|--------------------------------------------|-----|------|---------|------|---------|----------------|
| Age                                        | 185 | 0.40 | 0.76    | 0.53 | 0.02    | S              |
| Sex                                        | 185 | 0.38 | 0.86    | 0.44 | 0.02    | S              |
| Position                                   | 185 | 0.55 | 0.65    | 0.85 | 0.02    | S              |
| Highest Educational Attainment             | 185 | 0.47 | 0.39    | 1.21 | 0.02    | S              |
| Seminars/ Trainings Attended Related to AI | 185 | 0.50 | 0.50    | 1.00 | 0.02    | S              |

*Legend:*

- $\beta$  (Beta) – standardized regression coefficient
- $z$ -value – test statistic for each predictor
- $p$ -value – level of significance ( $\alpha = 0.05$ )
- Significant –  $p$ -value  $\leq 0.05$
- Not Significant –  $p$ -value  $> 0.05$

level. Since all the  $p$ -values were below the 0.05 level of significance, the null hypothesis ( $H_0$ ), which stated that “respondents’ profiles do not moderate the relationship between behavioral intention towards artificial intelligence integration and teachers’ self-efficacy,” was rejected.

As observed, the significant results indicate that the respondents’ profile characteristics are relevant to the relationship between behavioral intention toward AI integration and teachers’ self-efficacy. The teachers’ demographic and professional backgrounds may therefore be relevant when examining how behavioral intention toward AI integration is associated with their self-efficacy. This indicates that the relationship between the two main variables may not be interpreted independently of the respondents’ characteristics included in the analysis.

Hazzan-Bishara *et al.* (2025) identified demographic, individual, and institutional factors as relevant considerations in teachers’ adoption of AI technologies. Similarly, Chiu *et al.* (2024) examined teacher characteristics and individual factors in relation to behavioral intention toward generative AI use in teaching and learning. These studies provide context for considering teachers’ backgrounds when examining AI-related behavioral intention and self-efficacy.

Among the profile variables, position obtained the highest standardized regression coefficient, with  $\beta = 0.55$ , while sex obtained the lowest, with  $\beta = 0.38$ . This means that the respondents’ profile variables play a significant role in the relationship between behavioral intention toward AI integration and teachers’ self-efficacy.

Position obtained the highest standardized regression coefficient, with  $\beta = 0.55$ ,  $z = 0.65$ ,  $SE = 0.85$ , and  $p = 0.02$ . This means that position was statistically significant in the moderation analysis and had the largest reported beta coefficient among the profile variables examined.

Based on the researchers’ observation, this may be relevant because teachers in different positions may have different professional responsibilities, levels of experience, and opportunities for professional development and technology use. Thus, AI-related professional development may consider differences in teachers’ career stages and professional responsibilities.

Sibug *et al.* (2025) found that professional position and teaching experience are related to teachers’ readiness for AI integration. Dwivedi *et al.* (2023) also emphasized the importance of organizational and professional contexts in understanding technology-related behavior. Cabero-Almenara *et al.* (2024) further highlighted the importance of teachers’ professional characteristics and preparation in understanding the acceptance and integration of artificial intelligence in education.

On the contrary, Sex obtained the lowest standardized regression coefficient, with  $\beta = 0.38$ ,  $z = 0.86$ ,  $SE = 0.44$ , and  $p = 0.02$ . The findings show that among the profile variables included in the analysis, sex had the smallest moderating coefficient, although its effect remained statistically significant. This result should not be interpreted to mean that sex determines teachers’ behavioral intention or self-efficacy. Rather, the analysis showed that sex was a significant moderating variable within the context of the present study.

Based on the researchers’ understanding, differences in teachers’ profiles may be considered together with other professional characteristics when examining AI integration. Professional development opportunities should therefore be accessible to teachers regardless of sex, while also recognizing differences in their professional experiences, educational backgrounds, and exposure to AI-related training.

Dwivedi *et al.* (2023) emphasized that organizational roles

and professional characteristics can be important factors in technology-related behavior. Sibug *et al.* (2025) likewise highlighted the importance of professional experience and position in Philippine teachers' readiness for AI integration.

Further, the findings show that the respondents' personal and professional profiles are significant in the relationship between behavioral intention toward AI integration and teachers' self-efficacy. Age, sex, position, highest educational attainment, and AI-related seminars/trainings all reached statistical significance at the 0.05 level. Position had the highest reported beta coefficient, while sex had the lowest. The teachers' backgrounds are relevant considerations when examining the relationship between behavioral intention toward AI integration and teachers' self-efficacy. These results support the value of providing professional development opportunities that consider teachers' career stage, educational background, and exposure to AI-related training while maintaining equitable opportunities for all teachers.

## CONCLUSION

Teachers' behavioral intention toward artificial intelligence (AI) integration, reflected in their attitudes, subjective norms, and perceived behavioral control, demonstrates their willingness and readiness to incorporate AI into teaching. Their self-efficacy, reflected in student engagement, instructional strategies, and classroom management, indicates their confidence in performing instructional responsibilities. Teachers' age, sex, position, educational attainment, and AI-related seminars or trainings provide important contextual characteristics. Findings reveal a significant relationship between behavioral intention toward AI integration and teachers' self-efficacy, suggesting that positive attitudes, expectations, and perceived control are associated with greater instructional confidence. These demographic and professional factors also moderate this relationship, highlighting the need for targeted professional development and support.

## Recommendations

Based on the findings and conclusions of the study, the following recommendations are presented:

Teachers should pursue continuous education and professional development to strengthen their knowledge, skills, confidence, and readiness in integrating AI into instruction. Schools and Division Offices should provide accessible training, mentoring, technical assistance, and hands-on learning opportunities covering AI tools, lesson planning, assessment, and responsible AI use. School heads should allocate sufficient resources and establish clear guidelines for effective and ethical AI integration. Teachers should use AI-supported activities that encourage student engagement, collaboration, creativity, and meaningful learning without replacing teacher-student interaction. Regular learning action cell sessions, peer sharing, capability-building activities, and

other professional development programs should also be sustained to promote responsible, confident, and effective AI integration.

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