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Junior and Senior High School Teachers' Knowledge and Utilization of Artificial Intelligence Teaching Tools

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Abstract— *Artificial intelligence (AI) is a significant aspect of education that enhances teaching and learning. This study aimed to identify how much Junior and Senior High School teachers know about Al teaching tools and how often they use them in their classrooms. A quantitative descriptive research design was used, and data were collected from 36 teachers using a checklist and a Likert-scale questionnaire. The findings revealed that teachers have a moderate level of knowledge and utilization of AI teaching tools. AI tools were found to help teachers improve teaching efficiency, manage classroom tasks, and support student learning. Teachers reported that Al tools help organize teaching, manage classroom tasks, and support students' understanding of lessons. However, some teachers still experience difficulties with Al tools, including a lack of training, limited access to technology, and low confidence in using them. As a result, there is a need for greater support to improve teachers' skills. Based on the findings, the study recommended training programs, continuous professional development, and school support to help teachers improve their knowledge and use of artificial intelligence in teaching. School administrators are encouraged to provide teachers with assistance, training, and support. Strengthening teachers' skills in using AI can help them teach more effectively and address the evolving needs of modern education.*

Keywords— *Artificial Intelligence, Teachers' Knowledge of Artificial Intelligence Teaching Tools, Utilization of Artificial Intelligence Teaching Tools.*

I. INTRODUCTION

Artificial Intelligence (AI) refers to technology that can perform tasks usually done by humans. These include thinking, analyzing, and making decisions. In recent years, AI has become increasingly important in schools. Many teachers are paying close attention to it. As these tools improve, they can enhance student learning and make teaching easier for educators. However, for AI to work well in classrooms, teachers need to know what it is. They must also know how to use it and feel comfortable doing so. This is especially true for Junior and Senior High School teachers. AI tools are already becoming common in many schools.

AI is made for education to help teachers in many ways. It can improve how classes are run. It can also create learning plans tailored to each student and assist with paperwork and administrative tasks. For example, AI can check student progress, give quick feedback, and adjust lessons to match what each student finds easy or hard. According to Chaudhuri et al. (2020), practical AI tools are designed to support all learners and ensure no one falls behind. While AI has many benefits, its impact depends on whether teachers know how to use it effectively.

Research shows that while some teachers know about AI's benefits, many lack the basic skills to use it effectively (Baker et al., 2022). AI evolves quickly. This makes it hard for teachers to keep up with new tools and ways to use them. Because of this, teachers need ongoing training and support to learn the skills they need and feel confident using AI. Teachers must also know how to use these tools to help students learn meaningful things.

How willing teachers are to use AI depends on how they feel about technology, how much they understand about AI, and how confident they are with digital tools. Studies using the Technology Acceptance Model (TAM) show that teachers are more likely to use AI if they perceive it as helpful, easy to use, and aligned with what they want to do in class (Yim & Wegerif, 2024). When teachers believe AI can help their students and fit smoothly into their daily work, they are more open to bringing it into their classrooms.

Even when teachers know how to use AI, there are significant challenges. Many Junior and Senior High Schools lack sufficient resources. These may include computers, software, or support when things go wrong (Tondeur et al., 2020). This means even teachers who know about AI cannot use it as well as they could. Not having these tools also

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prevents students from reaping the benefits of modern technology. Some students, parents, and community members worry about the use of AI in schools. To fix these problems, teachers, school leaders, policymakers, and parents need to work together. They must ensure schools have what they need to use AI effectively.

Overall, making AI work well in education depends on teachers having the proper knowledge, skills, and sense of responsibility when using these tools. When educators know what they are doing and use AI carefully, it can make learning better while keeping students safe and supported. That is why this study is to identify Junior and Senior High School teachers' knowledge and utilization of AI teaching tools, so we can help schools bring AI into classrooms in a meaningful, helpful way.

II. Statement of the Problem

This study aims to identify Junior and Senior High School Teachers' Knowledge and Utilization of Artificial Intelligence Teaching Tools.

Specifically, this centers on the following:

1.What is the professional background of the Junior and Senior High School Teachers' at Martin M. Salimbangon National High School in terms of:

1.1. Years of teaching;

1.2. Educational Background and

1.3. Professional Engagement?

2. What are the levels of Junior High School Teachers' knowledge of artificial intelligence teaching tools?

2.1. Canva AI;

2.2. ChatGPT and;

2.3. Meta AI?

3. What are the levels of Junior High School Teachers' Utilization of artificial intelligence teaching tools?

3.1. Canva AI;

3.2. ChatGPT and;

3.3. Meta AI?

4.Based on the findings, what relevant course of action can be implemented?

III. Significance of the Study

This study identifies how Junior and Senior High School teachers know about and use Artificial Intelligence (AI) teaching tools, and how these tools affect student learning. The results can help teachers find new ways to use AI and work more efficiently. By understanding the impact of teachers' familiarity and use of AI tools, educators can improve their methods and lesson plans. Policymakers can also use these findings to ensure schools have the support needed for effective AI tool usage. This research fills a gap in understanding AI in education and clarifies how to use these tools effectively. The goal is to improve education, prepare students with digital skills, and help them succeed in a technology-driven world. Future studies could identify the effects of AI tools across different student groups or examine best practices for incorporating them into teacher training.

IV. Review of Related Literature

This chapter reviews the literature that supports the importance of this study.

Artificial Intelligence Teaching Tools

Fitria, T.N. (2023) states that AI teaching tools assist junior high school teachers with routine instruction and classroom management. These tools support teachers in presenting new material and help students deepen their subject knowledge.

According to Jiahui Huang et al. (2021), the use of AI as a teaching tool has a positive impact on both teachers' and students' teaching and learning quality.

Yang, H. (2023) notes that AI use in education may reduce direct communication between teachers and students. This reduction can weaken classroom interactions and hinder the development of students' interpersonal skills, increasing dependence on digital learning materials.

Artificial Intelligence (AI) is a critical technology in various sectors. Recent advancements have increased attention on AI's transformative role in education. AI seeks to mimic human intelligence through machine learning. In education, AI automates tasks such as grading, digital resource classification, and scheduling, enabling teachers to devote more time to instruction. Integrating AI and related IT systems can help schools adapt to changing technology demands and facilitate ongoing learning beyond fixed class schedules.

Knowledge of Teachers' Towards Artificial Intelligence Teaching Tools

AI is increasingly important in education as technology advances. Technologies such as intelligent tutoring systems, automated administrative tasks, and personalized learning aim to enhance teaching and learning. Teachers' familiarity and expertise with these technologies are essential for effective classroom integration.

Although teachers see AI's potential to transform education, their knowledge of how to use AI's teaching tools effectively differs widely. (O'Flaherty & Phillips, 2020). This means that teachers possess varying levels of digital literacy. Some are highly proficient and comfortable with technology, readily adapting to new tools. Others may be less comfortable, hindering their ability to integrate AI tools effectively. This difference impacts their confidence in using AI, and their willingness to experiment with different applications may lead to dissatisfaction with their expectations. Many educators are interested in using AI to boost student engagement and learning, but a significant number lack the necessary training and understanding of AI technologies (Baker & Smith, 2021). This disconnect between recognizing our potential and its practical classroom application stems from several factors: Many teachers' training programs have not yet integrated comprehensive AI education. Teachers may have received general technology training, but lack the specific knowledge needed to effectively select, implement, and assess AI-powered educational tools. This creates a knowledge gap that hinders confident, effective AI integration. Even if teachers

know how to use AI, access to relevant resources and ongoing support are limited.

According to a study by Al-Emran et al. (2018), educators see the potential of AI, yet there are typically few opportunities for systematic professional development that focus on AI technology. Without proper training or support, teachers often lack the skills needed to properly integrate artificial intelligence (AI) systems into their lesson plans. Also, based on research indicating that this alternative may affect educators' knowledge of artificial intelligence teaching tools, schools and districts may lack the budget to purchase and maintain Al tools or to provide adequate professional development opportunities. Next, reliable internet access and compatible hardware are essential for using many Al tools. Schools in under-resourced areas may lack this infrastructure. Then, teachers often benefit from collaborative learning and mentorship. Without opportunities to share experiences, troubleshoot problems, and learn from colleagues, adopting new technologies like AI can be more challenging than using the culture manually, as educators develop their teaching for learners. Even educators are already familiar with artificial intelligence, but a lack of materials may affect teachers' ability and knowledge in using AI, as they cannot properly enhance it.

Teachers struggle to effectively use AI tools partly because they do not fully understand what AI can and cannot do (Holmes et al., 2019). This means that, since AI technology is developing quickly and educators frequently lack time and resources to keep up with its latest developments, many educators may not fully understand how artificial intelligence can and cannot achieve.

Furthermore, without a strong technical background, it might be challenging to understand the complexity of artificial intelligence models and their capabilities. While Al can perform tasks such as data analysis, content creation, and language processing with impressive accuracy, it lacks human judgment, empathy, and the ability to understand context as people do. As a result, teachers might not fully appreciate Al's limitations or might overestimate its abilities in the classroom.

According to Ng (2020), this research suggests that teachers may fear AI will replace them or diminish their professional expertise, leading them to resist using AI in the classroom. Teachers fear that AI-driven automation of tasks such as lesson planning and grading will diminish their importance and control in the classroom. There are concerns that Al might replace teachers in key roles, leading to a loss of decision-making power and potentially diminishing the crucial human connection vital to student engagement.

The varying levels of Al literacy among teachers present a challenge. Some are technologically proficient, while others lack even basic digital skills, as noted in a study by Kizilcec et al. (2020). It emphasized that teachers' comfort with AI tools is shaped by their past experiences with educational technology, the resources available to them, and their professional development opportunities. As a result, there is a clear need for specific Al literacy programs for teachers. Artificial intelligence (AI) is becoming a more significant tool in education as technology advances. Al teaching technologies, such as intelligent tutoring systems, automated administrative duties, and individualized learning, are made to improve the teaching and learning process. However, teachers' knowledge and proficiency with these technologies are crucial to the incorporation of AI in the classroom.

Utilization of Teachers' Towards Artificial Intelligence Teaching Tools

According to Nuryadin R. & M Marlina, the application of artificial intelligence (AI) in education has gained popularity in recent decades. Al has advanced rapidly and is now used in a variety of educational settings, including adaptive learning, school management, and increased educational accessibility. While the potential benefits of AI are incredibly intriguing, its implementation involves significant hurdles that must be solved. The purpose of this study is to look into the development and application of artificial intelligence in education, as well as the problems associated with adopting and implementing it. However, according to Xue, Y. & Wang, Y. (2022), Artificial intelligence has entered an unprecedented era of rapid expansion, transforming all aspects of existence. The state required a comprehensive curriculum, but the path to an artificial intelligence curriculum is still not addressed within it. In light of this, this article uses artificial intelligence to encourage research on teaching reform, support the application of artificial intelligence in education, and foster the development of cognitive and pedagogical abilities. This object collects data using the query analysis method and analyzes it in accordance with distribution technology and the new technological process. The use of artificial intelligence (AI) technology is important for educational standards. Al helps the teachers by offering resources that encourage originality and creativity in the classroom. The development of AI technology to support learning, and the kinds of AI that can boost teachers' creativity and innovation. Teachers use AI tools effectively to make lessons easier and to create a more effective learning experience for students. Al technology in supporting learning, identify types of Al that can enhance teachers' creativity and innovation, and explore the challenges and opportunities of using Al in education. (Nuhzatul, A., et al 2024).

According to Giray, L. et al. (2024), Filipino instructors and administrators hold that AI has transformative potential for education. They acknowledge its benefits in improving teaching, simplifying administrative tasks, and boosting research productivity. While they appreciate Al's ability to enhance learning, they also recognize its limitations in contextualizing experiences. Although they view AI tools positively, they express concerns about potential cheating, data fabrication, and a decline in creativity and critical thinking. Therefore, they advocate establishing regulatory policies and ethical guidelines to govern AI use in higher education.

This mixed-methods study investigates the impact of artificial intelligence (AI) technology on teaching practices and student motivation. Data from surveys, interviews, and classroom observations will explore current AI implementation, management strategies, and the effects on

teachers and students. The research analyzes Al's use in personalized learning, assessment, and administration, evaluating its effectiveness in improving teaching and boosting student engagement. Teacher and student perspectives on AI integration, including challenges and benefits, will also be examined. The findings will provide policymakers and educators with valuable insights into effectively using AI to enhance teaching and learning. (Umali J.N.D. 2024). The studies identify an increasing role for Artificial Intelligence (AI) in education and, more importantly, its opportunities and challenges. Using AI to teach students, perform administrative duties, and conduct research can positively transform education, but it must be approached thoughtfully and carefully. These analyses highlight the need for responsible and positive use of AI through proper curriculum implementation, ethical issue management, and teacher training. It will also be important to understand how AI affects teaching and student motivation in a personalized learning, assessment, and administrative setting. In addition, there is a need for responsible policies and ethical regulations governing the application of AI in education to reduce the risks associated with its use. As a whole, the studies further argue that AI can bring positive change to education, but requires proper care and focus during its incorporation into teaching processes to avoid negative consequences for the education system.

V. Research Methodology

This chapter discusses research design, research environment, research respondents, research instruments, data-gathering procedures, data analysis, ethical considerations in the study, and junior and senior high school teachers' knowledge and utilization of artificial intelligence (AI) teaching tools. In this study, 'artificial intelligence teaching tools' refer to software or digital platforms that use AI technologies, such as machine learning and natural language processing, to support or enhance teaching and learning.

Research Design

The study used a quantitative research method with a descriptive statistical design. Descriptive research describes the characteristics, behaviors, or opinions of a population. Data is collected and analyzed without manipulating any variables (Creswell, J.W., & Cresnell, J.D., 2023). This approach provides a detailed account of the current state of junior and senior high school teachers' knowledge and use of artificial intelligence (AI) teaching tools. This design is used to explore the following: the level of knowledge of junior and senior high school teachers regarding artificial intelligence teaching tools, and the extent to which they utilize these tools.

Research Environment

The study was conducted in Martin M. Salimbangon National High School, founded in 1990. The school was formerly called Curva National High School located at Curva, Medellin, Cebu. It is currently headed by Cirila M. Monleon. There are 22 teachers in Junior High School and 14 in Senior High School, for a total of 36. The school offers two academic strands: Humanities and Social Sciences (HUMSS) and Technical-Vocational-Livelihood (TVL). The student population includes 178 Grade 7 students, 153 Grade 8 students, 96 Grade 9 students, 145 Grade 10 students, 178 Grade 11 students, and 185 Grade 12 students. Overall, the school has 935 students across all grade levels.

Research Respondents

The respondents of this study are Junior High School and Senior High School teachers currently teaching at Martin M. Salimbangon National High School during the current academic year. We used purposive sampling because it has a criteria to follow that the respondents must be Junior and Senior High School Teachers at Martin M. Salimbangon National High School. This method was chosen because it allows us to assess teachers' experience with or exposure to artificial intelligence (AI) teaching tools. This ensures we collect relevant and reliable information about their knowledge and AI use.

On the day of the survey, the respondents were informed that their participation in this study was purely voluntary and that the private pieces of information that they were to put in the questionnaires are treated with utmost confidentiality.

If they do not hear any questions regarding the survey, they are given the survey questionnaires hand in their answered survey questionnaires to the researchers.

Research Instrument

The researchers used two survey questionnaires: a researcher-made checklist and a Likert scale for professional background, adapted by Mishra & Koehler (2000). UNESCO (2023), Baker (2021), Shin & Lee (2022), and Dede & Richards (2020) to identify Junior High School teachers' knowledge and utilization of artificial intelligence teaching tools.The first survey questionnaire was a researcher-made one. The instrument they used is the Checklist instrument. It is designed to collect information about the respondents. It tackles the years of teaching, their educational background, and their professional development.The second survey questionnaire was made by researchers. The instrument used is the Likert scale adapted from Mishra & Koehler (2006), UNESCO (2023), Baker (2021), Shin & Lee (2022), and Dede & Richards (2020). It focuses on the teachers' knowledge of artificial intelligence teaching tools such as " Canva AI, Chat GPT, Meta AI"

TABLE 1: 4 – Point Likert Scale Interval on the Knowledge

Scale	Interval	Description
4	3.25 – 4.00	Extensive Knowledge
3	2.50 – 3.24	Moderate Knowledge
2	1.75 – 2.49	Limited Knowledge
1	1.00 – 1.74	Not Aware

TABLE 2: 4 – Point Likert Scale Interval on the Utilization

Scale	Interval	Description
4	3.25 – 4.00	Often
3	2.50 – 3.24	Sometimes
2	1.75 – 2.49	Rarely
1	1.00 – 1.74	Never

Data Analysis

This study utilized a quantitative method. The data on the professional backgrounds of the Junior High School teachers are analyzed using frequency and percentage. The data on the knowledge and utilization of Junior and Senior High School teachers are analyzed using a weighted mean.

Ethical Considerations

Ethical Considerations are principles that guide the researcher's research design and practices and that require adherence to a specific code of conduct when collecting data from respondents. Only after the study has received approval from the school head of Martin M. Salimbangon National High School (MMSNHS) will it be carried out.

To ensure respondents' privacy, the four ethical principles are followed.

Respect for person and Autonomy

The researchers ensured that the respondents in the study had the right to make their own decisions. Researchers ensure that the respondents are willing to participate. This also allows the researchers to provide consent letters to the respondents. If the respondents participate, the researchers send an approval letter to the school head to allow the study and to use the social studies teachers to participate.

Beneficence and Non – Maleficence

The researchers ensured the chosen respondents benefited from the study and minimized physical risks. Adapting Artificial Intelligence (AI) as a teaching tool may help teachers perform their tasks easily. Respondents have huge benefits from the study, especially in education, including students. Researchers ensure they avoid physical harm to respondents to maintain trust, respect, and integrity. By prioritizing non–maleficence, an organization can promote a culture of safety and respect for human dignity.

Confidentiality

The researchers ensured the anonymity and data protection of each respondent participating in the study. The researchers provide the transmittal and consent letters in advance and present them to the school head to ensure the ethical conduct of the study. The researchers provide the adapted survey questionnaires in advance and present them to the recommended validation experts for assessment of the instrument's validity and reliability. The researchers must not present any of the respondents' personal data or share it with the public. All information supplied by the key respondents is handled with strict confidentiality in accordance with RA 10173, or the Data Privacy Act, as it is known in the Philippines.

VI. Presentation, Analysis, and Interpretation of Data

This chapter presented the results, analysis, and interpretation of data collected from the questionnaires. The data is shown in tables based on the questions in the statement of the problem. The main goal of this chapter is to clearly show what teachers know about and how they use artificial intelligence (AI) teaching tools in the classroom.

YEARS OF TEACHING	FREQUENCY	PERCENTAGE
Less than 1 year	2	5.6
1-5	9	25
6-9	6	16.7
More than 10 years	19	52.8
TOTAL	**36**	**100**

Analysis on the Professional Background – Years of Teaching

Professional Background- Years of Teaching

Table presented the distribution of the 36 respondents according to their years of teaching experience. The table included ranges, frequencies, and percentages, which helped identify the respondents' levels of teaching experience. As shown in the table, the majority of respondents had more than 10 years of teaching experience, accounting for 52.8% of the total sample. This was followed by respondents with 1–5 years of teaching experience, who comprised 25% of the respondents. Meanwhile, 16.7% of the respondents had 6–9 years of teaching experience. The group with the fewest respondents was those with less than 1 year of teaching experience, representing only 5.6% of the sample.

The results indicated that most respondents had over 10 years of teaching experience. This suggested that they possessed extensive experience in lesson planning, classroom management, and the use of various teaching strategies. Such experience enabled them to better understand and utilize artificial intelligence (AI) teaching tools in the classroom. As according to O'Flaherty & Philips (2020), experienced teachers were more confident in trying new educational technologies. Having been exposed to a wide range of teaching approaches, they were often more willing to adopt new tools, such as AI, especially when these tools enhanced instructional effectiveness and reduced workload.

Teachers with fewer years of experience were also generally familiar with new technologies, which made it easier for them to integrate AI tools into their teaching practices. Overall, despite differences in teaching experience, the respondents demonstrated a willingness to use AI tools to improve educational quality.

Analysis on the Professional Background – Educational Background

Professional Background- Educational Background

EDUCATIONAL BACKGROUND	FREQUENCY	PERCENTAGE
Bachelor's Degree	30	83.3
Master's Degree	5	13.9
Doctorate Degree	1	2.8
TOTAL	**36**	**100**

The table presented the educational background of the respondents, consisting of 36 teachers. The majority of the respondents (83.3%) hold a bachelor's degree, while 13.9% have a master's degree, and only 2.8% have obtained a doctorate degree.

This finding showed that most teachers have undergraduate qualifications, which provide the essential knowledge and skills for teaching. According to the OECD (2020), continuing professional development and advanced

studies enable teachers to improve their competencies and teaching practices. Further education among teachers contributes to the enhancement of curriculum implementation and overall teaching quality.

Analysis on the Professional Background – Professional Engagement

TABLE 3. *Professional Background- Professional Engagement*

PROFESSIONAL ENGAGEMENT	FREQUENCY	PERCENTAGE
Yes	17	47.2
No	19	52.8
TOTAL	**36**	**100**

The table showed that out of 36 respondents, 47.2% have attended a professional development program, while 52.8% have not. According to Guskey (2002), this indicates that most teachers are not participating in ongoing professional learning. Studies showed that professional development helps teachers feel more confident and improves student outcomes. When teachers do not participate in these programs, students may miss out on new teaching methods and updated learning experiences.

From a theoretical perspective, the findings are supported by Sperling K. et al. (2024), who emphasize that continuous professional development plays an important role in helping teachers grow in their instructional skills, professional confidence, and ability to adapt to classroom challenges. Their framework suggests that professional learning enables teachers to refine their teaching strategies, adopt research-based practices, and better meet students' diverse needs. When teachers have limited opportunities for professional development, their professional growth may slow, negatively affecting the quality of instruction and, ultimately, student learning outcomes. These results suggested that school leaders and policymakers should make professional development programs accessible and well-organized. This approach helps teachers continuously improve their skills, build confidence, and deliver a higher-quality education. Table 1.3 highlights the need for ongoing support and meaningful training opportunities, both of which are essential for teacher growth and student success.

The results, supported by Desimone (2009), further show that well-designed professional development plays a vital role in improving teachers' instructional practices. When professional learning is structured, focused, and aligned with teachers' needs, it helps educators strengthen their skills, effectively apply new strategies in the classroom, and ultimately enhance student learning outcomes.

Analysis on the Levels of Teachers' Knowledge of AI Teaching Tools

Levels of Teachers' Knowledge of AI Teaching Tools

The table presented the level of teachers' knowledge of AI teaching tools, specifically Canva AI, ChatGPT, and Meta AI. Knowledge is using four scale indicators: Extensive Knowledge, Moderate Knowledge, Limited Knowledge, and Not Aware.

Indicators for knowledge of AI Teaching Tools	WEIGHT				OVERALL	
	Extensive Knowledge 4	Moderate Knowledge 3	Limited Knowledge 2	Not Aware 1	Weighted Mean	Verbal Description
CANVA AI						
I am aware of Canva AI capabilities.	7	17	11	1	**2.83**	**Moderate Knowledge**
I understand how Canva AI can used in education.	10	14	10	2	**2.89**	**Moderate Knowledge**
I am confident in my ability to use Canva AI.	3	17	14	2	**2.58**	**Moderate Knowledge**
ChatGPT						
I am aware of ChatGPT capabilities.	17	15	4	0	**3.36**	**Extensive Knowledge**
I understand how ChatGPT can be used in education.	14	17	3	2	**3.48**	**Extensive Knowledge**
I am confident in my ability to use ChatGPT.	14	17	5	0	**3.25**	**Moderate Knowledge**
META AI						
I am aware of Meta AI capabilities.	11	14	9	2	**2.94**	**Moderate Knowledge**
I understand how Meta AI can be used in education.	8	16	10	2	**2.83**	**Moderate Knowledge**
I am confident in my ability to use Meta AI.	7	14	12	3	**3.69**	**Moderate Knowledge**
OVERALL WEIGHTED MEAN					**2.98**	**Moderate Knowledge**

The data showed that teachers have moderate knowledge of Canva AI, while they know more about Meta AI and ChatGPT. Canva AI's weighted mean falls between 2.58 and 2.89, indicating that teachers have some knowledge but are not experts. ChatGPT's weighted mean is higher, from 3.25 to 3.36, showing that teachers are more familiar with it and know how to use it in education. Meta AI's weighted mean falls between 2.69 and 2.94, indicating that teachers have moderate knowledge of it. Overall, the average score of 2.98 means teachers know about AI tools but are not fully confident in using them.

This means teachers still need more training and professional development to better understand and feel confident using AI tools. In practice, teachers may already use AI tools for tasks such as creating presentations, answering questions, and generating ideas, but they need more support to use them effectively.

From a theoretical perspective, according to Fitria (2021), AI can automate systematic teaching tasks, such as assessment, presentations, and administrative work. It shows that teachers are aware of and understand AI tools but exhibit moderate confidence in their use. However, it emphasizes that effective AI integration depends on teachers' ability to utilize AI as a support system in the teaching and learning process.

Politically, it suggests that school and education policies should ensure the responsible and ethical use of AI tools. Since teachers are already exposed to AI tools but lack confidence, education authorities should develop policies that promote proper regulations, training, and integration of AI to ensure effective use.

As according to Al-Emran (2018), teachers recognize the benefits of AI tools in education, many still face limitations due to a lack of knowledge, training, and experience. The results emphasize the need for continuous professional development to help teachers confidently and effectively integrate AI tools into teaching and learning.

Analysis on the Levels of Teachers' Utilization of AI Teaching Tools

Levels of Teachers' Utilization of AI Teaching Tools

Indicators for utilization of AI Teaching Tools	WEIGHT				OVERALL	
	Often 4	Sometimes 3	Rarely 2	Never 1	Weighted Mean	Verbal Description
CANVA AI						
I use Canva AI on regular basis.	6	18	8	4	**2.72**	**Sometimes**
I find Canva AI useful in my daily activities.	11	12	10	3	**2.86**	**Sometimes**
I frequently rely on Canva AI to meet my needs.	6	16	10	4	**2.67**	**Sometimes**
I make use of Canva AI as often as required.	8	15	9	4	**2.75**	**Sometimes**
I consider Canva AI an essential part of my routine.	5	21	6	4	**2.75**	**Sometimes**
ChatGPT						
I use ChatGPT on regular basis.	1	9	18	8	**2.08**	**Rarely**
I find ChatGPT useful in my daily activities.	1	6	22	7	**2.03**	**Rarely**
I frequently rely on ChatGPT to meet my needs.	2	11	16	7	**2.22**	**Rarely**
I make use of ChatGPT as often as required.	2	10	16	8	**2.17**	**Rarely**
I consider ChatGPT an essential part of my routine.	2	12	16	6	**2.28**	**Rarely**
META AI						
I use Meta AI on a regular basis.	7	13	13	3	**2.67**	**Sometimes**
I find Meta AI useful in my daily activities.	7	13	11	5	**2.61**	**Sometimes**
I frequently rely on Meta AI to meet my needs.	9	12	12	3	**2.75**	**Sometimes**
I make use of Meta AI as often as required.	8	10	13	5	**2.58**	**Sometimes**
I consider Meta AI an essential part of my routine.	7	13	12	4	**2.64**	**Sometimes**
OVERALL WEIGHTED MEAN					**2.51**	**Sometimes**

The table presented the level of utilization of selected AI teaching tools, namely Canva AI, ChatGPT, and Meta AI as used by teachers. The indicators focus on how often teachers use these tools, how useful they are in teaching activities, how much teachers rely on them to meet instructional needs, and whether these tools are considered essential parts of their teaching routine. A four-point Likert scale was used: 4 means Often, 3 means Sometimes, 2 means Rarely, and 1 means Never. The weighted mean and verbal interpretation determined the level of use for each AI teaching tool.

The results showed that teachers sometimes use Meta AI and Canva AI, but they rarely use ChatGPT. Meta AI is helpful for some teaching tasks, but it is not used regularly or seen as essential. Canva AI is used now and then, mainly for making teaching materials and presentations, but not every day. ChatGPT is used even less, and teachers do not rely on it for their lessons. Overall, teachers use AI tools only when needed, not as a regular part of their teaching.

Additionally, these findings indicated that teachers are aware of AI teaching tools. However, they mostly use them as supplemental resources instead of as main teaching tools. AI tools help, but they are not yet regular parts of classroom teaching. Teachers are still getting used to using these tools often. Schools and education leaders should offer training, clear rules, and support. This would help teachers use AI tools more effectively and responsibly.

This study also looked at how much Junior and Senior High School teachers at Martin M. Salimbangon National High School know about and use AI teaching tools. The results show that most teachers have extensive teaching experience and some knowledge of AI tools, especially ChatGPT. However, many teachers have not received enough tech training. This affects their confidence and how often they use AI in class.

Even though teachers know AI tools such as Canva AI, ChatGPT and Meta AI, they do not use them often in teaching. This gap between teachers' knowledge and their actions stems from insufficient training, unclear instructions, and concerns about AI use. Because of this, teachers cannot fully leverage AI tools for teaching and learning.

To solve these problems, the study suggested offering professional development focused on Canva AI, ChatGPT, and Meta AI. These trainings will help teachers create lessons, make quizzes, and support personalized learning.

In summary, the study aims to help teachers use their basic AI knowledge in real classroom situations. As part of the study, we encourage teachers get the right training, support, and resources. Another suggestion is to provide a Teachers' Learning Materials (TLM) sheet. This is for teachers who are too busy to join the AI seminar. With these steps, the school can build a creative learning environment. Teachers and students can focus on using AI well and prepare for modern education.

VII. Summary of Findings, Conclusion & Recommendation

Findings

1. Profile of the Respondents

In terms of years of teaching experience, the majority of the respondents have more than ten (10) years of teaching experience, while the fewest fall under less than one (1) year. This indicates that although teachers possess varied levels of experience, they are still capable of adapting to and engaging with artificial intelligence (AI) in the educational process. Their teaching experience contributes to their ability to integrate AI effectively as a teaching tool.

Regarding educational attainment, most respondents hold a Bachelor's degree, comprising 83.3% of the total, while only 2.8% possess a Doctoral degree. This suggests that higher educational attainment enhances teachers' skills and understanding of AI, as those with advanced education tend to have greater exposure to technology, enabling them to adopt AI tools more effectively in teaching.

In terms of professional development, 19 out of 36 respondents reported that they have never attended training or workshops related to AI. This highlights that participation in professional development activities plays a significant role in improving teachers' engagement with AI integration, as such opportunities help enhance their skills and deepen their understanding of AI as an educational innovation.

2. Level of Knowledge on AI Teaching Tools

The overall computed weighted mean for junior and senior high school teachers' knowledge of Canva AI is 2.76, interpreted as Moderate Knowledge.

For ChatGPT, the overall computed weighted mean is 3.29, interpreted as Extensive Knowledge, indicating that teachers are more familiar and confident in using this tool compared to others.

Meanwhile, the overall computed weighted mean for Meta AI is 2.82, also interpreted as Moderate Knowledge. This shows that teachers demonstrate a consistent level of moderate

understanding across awareness, usage, and confidence in Meta AI.

Overall, the combined weighted mean for teachers' knowledge of Canva AI, ChatGPT, and Meta AI is 2.96, described as *Moderate Knowledge*. This implies that while teachers are somewhat knowledgeable about AI tools, there is still room for improvement in terms of deeper understanding and mastery.

3. Level of Utilization of AI Teaching Tools

The overall computed weighted mean for teachers' utilization of Canva AI is 2.75, interpreted as *Sometimes*. This indicates that teachers use Canva AI occasionally and find it somewhat useful, but it has not yet become a regular part of their teaching practice.

For ChatGPT, the overall computed weighted mean is 2.16, interpreted as Rarely. This suggests that despite having extensive knowledge about ChatGPT, teachers do not frequently use it in their daily teaching activities.

The overall computed weighted mean for Meta AI is 2.65, interpreted as Sometimes, indicating that teachers use it periodically and recognize its value, though it is not yet fully integrated into their routine practices.

Overall, the combined weighted mean for the utilization of Canva AI, ChatGPT, and Meta AI is 2.52, interpreted as Sometimes. This reveals that AI tools are only used to a limited extent and have not yet become essential components of teachers' instructional practices.

Conclusion

Overall, the study concludes that although teachers possess moderate knowledge of AI tools, their actual utilization remains limited, highlighting the need for increased training and support to effectively integrate AI into teaching practices.

Recommendations

Based on the findings and conclusion of the study, the following are recommended.

1. Since some teachers have less than ten years of teaching experience and others still rely on traditional teaching methods, it is recommended that school administrators provide adequate training, resources, and continuous professional development programs. These initiatives will help teachers better understand, adapt to, and effectively utilize AI-based teaching tools in the classroom.
2. Given that most teachers have not participated in AI-related training, schools are encouraged to organize seminars, workshops, and training programs focused on AI integration. These activities can enhance teachers' instructional practices, improve student learning outcomes, and strengthen educators' skills in applying innovative teaching strategies.
3. Considering the respondents' educational attainment, it is recommended that professional development programs be differentiated according to teachers' academic qualifications. Teachers with a Bachelor's degree may be provided with foundational AI training, those with Master's degrees can take on advanced applications and leadership roles, while those with Doctoral degrees may contribute to research, policy development, and ethical implementation of AI in education.
4. Future researchers are encouraged to further investigate AI integration in education by exploring additional factors that influence its adoption, including potential risks and challenges. They may also examine more effective strategies to encourage teachers to use AI and identify practical training approaches that support its meaningful application in the teaching and learning process.

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