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Exploring Teachers Perceptions in Learning in the Age of Artificial Intelligence

Marielle Silvestre

mariellesilvestre570@gmail.com

Lexie Fernandez
Arvie Abeo
Trisha Aligato
Lanz Patoc
Jade Aliposa
Zaiha Malate
Jimuel Dula

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Exploring Teachers' Perceptions in Learning in The Age of Artificial Intelligence

BY

ALFONSO, KYLE

ABEO, ARVIE

ALIGATO, TRISHA

ALIPOSA, JADE

DE GUZMAN, CRIS ALLEN

DULA, JIMUEL

FERNANDEZ, LEXIE

GARCIA, JALENA

MALATE, ZAIHA

MANANGAN, IRA

MARCALINAS, RENZ

PATOC, LANZ

SABLAN, UNO

SILVESTRE, MARIELLE

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Abstract

Artificial Intelligence (AI) has becoming clearer in secondary education, influencing both teaching practices and student's learning behaviors. This study is intended to explore teacher's perceptions of learning in the age of Artificial Intelligence at Angono National High School. Particularly, it studied teachers' ideas about AI, the commonly used AI tools, and their perceptions of Artificial Intelligence in terms of; accomplishing assignments, making reviewers, and explaining topics. The study used a qualitative case study research design. Three teachers handling Science, Mathematics, and English subjects participated in the study. The participants were selected through purposive sampling, as they regularly observe students' use of Artificial Intelligence in school-related activities. Data were also gathered through interview questions and analyzed using thematic analysis to identify if there are patterns and themes in the teachers' responses. The results of this study shows that teachers generally view AI as a useful educational tool when used properly. The commonly used AI identified by the teachers are Chat GPT and Gemini AI. Their responses noted that AI helps student complete assignments faster and effectively. However, they also said that they were concerned that students are becoming too dependent on AI, which might affect their ability to comprehend the lessons. They emphasize that Artificial Intelligence can support teaching and learning if it is used responsibly and under teachers' supervision It emphasizes the need for clearer guidelines along side with better prompts to promote meaningful learning and responsible AI use in school. Teachers' supervision helps students use Ai effectively and safely.

Key words: *Artificial Intelligence, Perception, Education, Teachers*

I. Introduction

The rapid development in technology has propelled the world towards a new era, termed the "Age of Artificial Intelligence." Artificial Intelligence (AI) refers to computer systems or machines designed to perform tasks that normally require human intelligence, such as learning, reasoning, decision-making, problem-solving, communication, and planning (Russell & Norvig, 2021). These artificial systems may exist in computer software, physical hardware, or other technological forms and are capable of imitating human thinking and behavior through data analysis, algorithms, and machine learning techniques.

According to John McCarthy (1956), known as the father of Artificial Intelligence, AI is “the science and engineering of making intelligent machines,” emphasizing the development of systems that can think, learn, and act rationally to achieve goals. This definition highlights AI’s foundation in mimicking human cognitive processes to perform complex tasks efficiently. Indeed, Artificial Intelligence has spread widely in different areas, including the health sector, business, communication, and education, among others.

Globally, the rapid integration of artificial intelligence (AI) in education has raised concerns about students’ over-reliance on technology, reduced critical thinking, and the accuracy of AI-generated information (UNESCO, 2021; Holmes et al., 2019). While AI offers efficiency and access to learning resources, international studies emphasize the need for responsible and guided use to prevent negative impacts on learning. In the Philippines, national education policies such as the Enhanced Basic Education Act of 2013 (RA 10533) promote the use of technology in teaching and learning; however, there are limited specific guidelines regulating students’ use of AI tools. This gap has led to growing concerns among educators regarding academic integrity, dependence on AI, and its effect on students’ independent learning skills. At Rizal, the accessibility of digital devices, especially internet-based applications, has made AI tools more widespread and accessible to students across the region. According to various reports, teachers have seen students utilizing AI tools to accomplish certain tasks in school.

In Junior high school levels, teachers observed a marked use of AI tools for students' school works, reviewers in Mathematics, Science, and English subjects. While AI tools may promote productivity, some worry whether students are grasping concepts or just relying on AI to provide answers to questions. This is perhaps a reason to look more into teachers' perception about learning in the age of artificial intelligence.

This study is conducted because the use of artificial intelligence (AI) in students’ learning has rapidly increased, yet its effects on learning are not fully understood from the teachers’ perspective. While students frequently use AI tools for school work and reviewers, there is limited guidance on how these tools influence understanding and academic behavior. Teachers play a crucial role in monitoring learning, but their perceptions and experiences regarding students’ AI use are often overlooked in existing studies.

The rapid development of artificial intelligence (AI) has significantly influenced the field of education. AI tools such as ChatGPT, Gemini AI, and other intelligent systems are increasingly being used to support teaching and learning processes. These tools provide quick access to information, assist in creating learning materials, and help students complete academic tasks more efficiently. However, several studies have raised concerns regarding students' dependence on AI and its possible effects on critical thinking and independent learning. Holmes, Bialik, and Fadel (2019) discussed the promises and implications of artificial intelligence in education. Their study explained that AI has the potential to personalize learning, support teachers in instruction, and reduce workload by automating tasks such as lesson preparation and assessment. However, the authors emphasized that AI should be used as a support tool rather than a replacement for human thinking and teacher guidance. They warned that excessive reliance on AI may limit students' ability to think critically and solve problems independently. This study is important to the present research because it provides a strong theoretical foundation on how AI can be both beneficial and risky in educational settings. However, a gap in this study is that it focused more on general educational systems and policies, and less on actual classroom experiences and teachers' direct observations, which the present study aims to address.

Mangubat and Paglinawan (2025) conducted a Philippine-based study on teachers' perceptions of the use of AI tools in teaching science research. Their findings showed that teachers generally view AI as helpful in improving efficiency, especially in research-related tasks and instructional preparation. At the same time, teachers expressed concerns about students becoming too dependent on AI-generated content and not fully understanding the lessons. This study is closely related to the present research because it also focuses on teachers' perceptions within a local context. However, the study mainly concentrated on science research instruction, leaving a gap in understanding how teachers from other subject areas such as English and Mathematics perceive AI use, which the present study includes.

Sholikhah, Zamzami, and Sulistyaningsih (2025) examined both teachers' and students' perceptions of AI technology in learning activities. The study found that while AI improves access to information and supports learning tasks, students often rely on AI answers without further exploration or analysis. Teachers in the study emphasized the need for guidance to ensure responsible AI use. This study supports the findings of the present research, particularly regarding students' dependence on AI and the importance of teacher supervision. However, the research gap lies in its broader focus on perceptions without deeply exploring how teachers regulate AI use inside the classroom, which is highlighted in the current study. Overall, these studies show that AI is a powerful educational tool when used properly, but improper use may negatively affect students' learning behavior. The reviewed literature supports the need to explore teachers' perceptions in real classroom settings to better understand how AI influences learning and how it can be used responsibly.

This study is further supported by relevant legal and ethical frameworks. Aside from Republic Act No. 10533, the Data Privacy Act of 2012 (Republic Act No. 10173) provides a legal basis for examining concerns related to student data and the ethical use of AI tools. Internationally, UNESCO's ethical framework highlights the importance of human-centered AI that supports, rather than replaces, educators. These legal bases reinforce the need to examine how AI is used in schools and how teachers perceive its role in students' learning.

This research is grounded on the Constructivist Theory, which asserts that learners are actively constructing their knowledge through experiences, reflection, and understanding, rather than just receiving information. Learning occurs when students are able to connect new concepts to their existing knowledge and think critically about what they are learning. This theory is supported by various scholars like Dewey, Piaget, Vygotsky, Gagné, and Bruner. In this research, the Constructivist Theory explains how teachers perceive students' use of artificial intelligence (AI) in the learning process. Teachers noticed that although AI gives students fast and easy access to information, students tend to use it without analyzing or understanding the information. From a constructivist perspective, this is seen as a limitation to effective learning because students are not actively constructing their knowledge. Thus, the theory validates the notion that AI should be used as an aid, under the guidance of teachers, to facilitate understanding, reflection, and critical thinking rather than dependence.

Statement of the Problem (SOP)

1. What are the ideas of teachers when it comes to Artificial Intelligence (AI)?
2. What are the commonly used AI Tools of Teachers?
3. What are the perceptions of teachers in the use of AI Tools in terms of:

- Accomplishing Assignments
- Creating Reviewers
- Explaining Topics

II. Methodology

1.1 Participants

The participants of this study were three Junior High School teachers from Angono National High School, Angono, Rizal. The teachers handle Science, Mathematics, and English subjects, which are the core learning areas under K-12 curriculum. All participants have less than ten years of teaching experience, ensuring that they are familiar with current teaching practices and the increasing use of artificial intelligence (AI) in education.

The teachers were selected using purposive sampling based on the following criteria:

(1) They are currently teaching Science, Mathematics, or English:
(2) They have less than ten years of teaching experience in Junior High School; and
(3) They observe students' use of AI tools in academic activities such as assignments, reviewers, and school projects.

These criteria ensured that the participants were capable of providing relevant and meaningful insights into teachers' perceptions of learning in the age of artificial intelligence.

1.2 Settings

Angono National High School (ANHS), located in Angono, Rizal, Philippines, was established in 1980 as the first public high school in the town, fulfilling the long-standing dream of providing accessible education to local youth. The school began with 25 students in a night school format, and despite initial challenges such as limited resources and facilities, it gradually expanded and transitioned to regular classes. Over the years, ANHS gained recognition for excellence in education, particularly in Mathematics, Science, and English, receiving awards from the Department of Education and accolades such as the "Gawad Siklab" and acknowledgment in Forbes Magazine for outstanding performance. Today, ANHS continues to serve as a premier public high school in Rizal, upholding its commitment to quality education and community development.

Angono National High School (ANHS) is located along M.L. Quezon Avenue, Barangay San Isidro, Angono, Rizal, Philippines.

Angono National High School (ANHS) was chosen as the research site because it is the largest public high school in the municipality of Angono, Rizal, in terms of student population. According to the Comprehensive Land Use Plan of the Municipality of Angono 2016-2026), ANHS has the highest enrollment among public secondary schools in the area, with more than 5,000 students. As a leading public high school, ANHS implements the K-12 curriculum and offers core subjects such as Science, Mathematics and English, where the use of AI and technology is evident. Its large population allows teachers to observe students' learning behaviors including AI use, making ANHS a suitable setting for exploring teachers' perceptions of learning in the age of artificial intelligence.

1.3 Research Method

This study used a qualitative research method to explore teachers' perceptions of learning in the age of artificial intelligence. Qualitative research focuses on gaining deeper understanding of real-life problems through examining participants experiences, insights, and behaviors instead of collecting numerical data. Qualitative research method answers question such as *how* and *why,* which are the things we need in order to understand how teachers perceive and experience the use of AI in education. Through open-ended questions, this method allows participants to explain and clarify their thoughts and experiences in their own words, in this way, it is possible to identify patterns and themes in their responses.

1.4 Research Design

This study used case study research design to analyze teachers' perceptions of learning in the age of artificial intelligence. A case study is a detailed investigation of a specific subject, like a person, group, place, event, or phenomenon that is usually used in social, educational, clinical, and business research. This research design helps us describe, compare, and understand different parts of problem in real-life situations.

1.5 Data Collection

The data for this study were collected from three teachers of Angono National High School who handle Science, Mathematics, and English subject. Data were gathered using open-ended questionnaires that asked about the ideas of teacher when it comes to Artificial Intelligence, commonly used AI by the teachers, and their perceptions in AI Tools in terms of accomplishing assignments, making reviewers, and explaining topics. All responses were analyzed through thematic analysis, which helped us identify the patterns and themes on the teacher's responses.

1.6 Data Analysis

The responses collected from the three teacher participants were analyzed using thematic analysis, a qualitative method that helps us identify patterns, themes, and ideas within the data. Similar responses were grouped together to form themes such as student's' dependence on AI, benefits of AI in completing their tasks, and the use of AI responsibly. This method allows us to organize and interpret the teachers' insights and experience. By using this thematic analysis, this study is able to provide a clear understanding of the role of AI in learning in the perception of teachers while also showing the areas where guidance and supervision is necessary.

III. Results and Discussion

This section presents and discusses the findings of the study based on the responses of three teachers from Angono National High School handling Science, Math, and English. The results were obtained through qualitative analysis of teachers' perceptions regarding the use of artificial intelligence in teaching and learning.

Ideas of Teachers when it comes to AI:

Participants	Responses	Interpretation
Science Teacher	"AI is a tool; it can be used for many things. You should be the one using AI, not the other way around."	Teachers perceive AI as a helpful tool that supports learning and teaching; however, its effectiveness depends on proper use and guidance. It is highlighted that it should assist, not replace, students' thinking and teachers' instruction.
English Teacher	"Teachers appreciate that AI can help in making worksheets and activities which reduces workload and finishes other reports on time."	
Mathematics Teacher	"AI is a great help if it is used properly."	

The response of the Science, English, and Mathematics teachers generally indicate that artificial intelligence is perceived primarily as a supportive educational tool rather than a replacement for human thinking and instruction. The Science teacher focuses that AI should be treated strictly as a tool, one that user's control, highlighting that students may become overly dependent on AI if boundaries are not clearly established. This perspective shows an awareness of the risk associated with AI misuse, particularly when students allow AI to "think" or decide for them instead of engaging in their own analysis.

In the same way, the English teacher emphasized that AI tools are also beneficial for educators, particular in reducing their workload and saving time. Teachers noted that AI can assist in creating worksheets, learning activities, and reports. This shows that AI is not just a tool for students but it can actually help and act as a supportive resource for educators. The mathematics teacher emphasized these ideas, stating that AI is a useful tool when used properly. It is highlighted that the usefulness of AI depends on its correct and guided application, notably when students are using it ro solve problems, complete their assignments, or understand difficult concepts.

These teacher ideas are supported by previous studies. According to Holmes, Bialik, and Fadel (2019), AI can help students learn by giving personalized support, adjusting explanations to match what each student needs, and allowing learners to explore topics at their own pace. However, they warned that without proper guidance, students might depend too much on AI, which could stop them from thinking critically and solving problems independently. In the same way, Mangubat and Paglinawan (2025) found that AI can make school tasks like research, assignments, and projects faster and easier, but students often rely too heavily on AI answers if teachers do not guide them to reflect and analyze the information. Sholikhah, Zamzami, and Sulistyaningsih (2025) also emphasized that teachers play a key role in helping students use AI correctly, making sure that students understand the material instead of just copying answers. Overall, these studies show that AI can be very helpful in learning, but teachers' guidance is essential to ensure students develop critical thinking, problem-solving, and true understanding of the content.

The teachers perceive Artificial Intelligence as a supportive tool for learning and teaching, and not as a replacement for human thinking. They highlighted that AI should be used by users, not the other way around. It means that users must remain in control of how AI is applied. When Artificial Intelligence is used properly, teachers believe that AI is a great help, especially in providing information and explanations.

Teachers also appreciates AI for its practical benefits in teaching, namely creating worksheets, activities, and instructional materials, which help reduce workload and allow them to complete all their task more efficiently. In general, teachers recognize AI as a useful educational tool, provided that it is used responsibly and with clear guidance.

This interpretation shows that using AI in learning is more than just giving students access to technology, information, and answers. It also needs guidance, teacher training, and ways to help students in utilizing the use of Artificial Intelligence. Students should learn to use AI responsibly, like checking answers, exploring more sources, and thinking about reasons behind AI informations and solutions. When done this way, AI becomes a helper in learning, it improves and do not replace. In this way, teachers' perceptions shows that AI should be used as a tool, and not the other way around.

In general, the perceptions from the teachers align closely with the literature and highlight the real-life effects of AI integration. It is clear that AI can be an effective educational tool when it is used correctly, but without guidance and supervision, it has a potential to diminish learning outcomes and limits students learning skills and development. Therefore, the findings strongly recommend that teacher involvement, structured application, and reflection are key to maximizing the benefits of Artificial Intelligence while minimizing the risk in educational setting.

AI Tools Commonly Used by Teachers

Participants	**AI Tools Commonly Used by Teachers**	**Interpretation**
Science Teacher	Chat GPT, Gemini AI	Teachers commonly use AI tools like ChatGPT and Gemini AI to support teaching and learning, with some subjects also using tools like Canva. These tools help enhance instruction and provide resources efficiently.
English Teacher	Chat GPT, Gemini AI, Canva	
Mathematics Teacher	Chat GPT	

The responses from the Science, English, and Mathematics teachers indicate that Chat GPT and Gemini AI are the most commonly hsed artificial intelligence (AI) tools in the classroom, in addition, tools like Canva are also being used. The Science teacher emphasized that these platforms serve as a helpful to support teaching and learning, these tools help teachers to provide resources quickly. In a similar way, the English teacher emphasized the use of Canva in combination with AI Tools such as ChatGPT and Gemini AI, particularly in making their instructional materials, interactive materials, and worksheets. Meanwhile, the Mathematics teacher also identified Chat GPT as the most common AI Tools used by the teachers, the teacher noted that these tools must be used with proper guidance and supervision to effectively utilize the use of AI Tools.

These findings shows that AI tools have become essential to the teaching and learning process, it offers both educators and students a range of advantages. For teachers, AI serves a time-saving resource, letting them to prepare instructional materials quickly. This includes worksheets, lessons, and activities. For students, based on our responses, AI provides a step-by-step guidance on tasks, and personalized explanations that can help clarify difficult concepts. As highlighted by Holmes, Bualil, and Fadel (2019), AI can enhance the educational experience by offering customized support and scaffolding learning, allowing students to progress at their own pace while engaging with content in a way that suits their individual needs.

The study of Mangubat and Paglinawan (2025) emphasized that AI tools, when used properly, improve the effectiveness of learning by providing students and teachers with instant access to resources and organized information. For instance, ChatGPT and Gemini AI can summarize topics, provide examples, and guide students in creating outputs such as essays, project reports, and problem solutions. Canva, on the other hand, is often used in subjects like English to enhance visual learning by helping students design posters, infographics, and interactive presentations. Sholikhah, Zamzami, and Sulistyaningsih (2025) similarly noted that AI tools enable teachers to facilitate learning in creative and structured ways, which can improve student engagement and comprehension, especially when classroom time is limited.

AI can make school tasks easier and help students access information faster, but teachers need to guide and monitor how students use it. If students rely too much on AI without supervision, they might only understand things on the surface and accept answers without thinking about them. Mangubat and Paglinawan (2025) also said that students can become too dependent on AI if teachers don't give clear instructions, which can stop them from developing critical thinking and problem-solving skills. This matches what teachers said, that AI works best when used properly and with guidance, so students think carefully about the information they get. The types of AI tools students use often depend on the subject and the task. For example, in Mathematics, ChatGPT can give step-by-step solutions, helping students understand procedures and solve problems more easily. In Science, AI tools like Gemini AI and ChatGPT can explain concepts, provide simulations, or guide experiments. In English, tools like Canva and ChatGPT help students with both creative and analytical tasks, allowing them to make visual projects while improving writing, summarizing, and comprehension skills. This shows that AI tools can adapt to different subjects and are useful for learning.

Teachers also point out that using AI has become an important part of 21st-century learning, not just an extra tool. As Holmes, Bialik, and Fadel (2019) said, AI can give personalized support, reduce students' workload, and improve teaching. But these benefits work best when students are guided by teachers, stay engaged, and think carefully about AI answers instead of just accepting them. Teachers need to plan and use AI in a way that supports learning goals while encouraging critical thinking and independent work.

The teachers' responses also show that AI tools are now a regular part of classroom routines. Teachers use them to prepare lessons, help students, and make tasks easier, which saves time and allows more focus on talking with and guiding students. This fits with our theoretical framework based on constructivism: AI tools give support that helps students build their own understanding while teachers guide reflection and connect ideas. For example, when a student uses ChatGPT to learn a Science or Math concept, the tool gives structured help, but the student still needs to think about the explanation, connect it to what they already know, and apply it to solve problems. Similarly, when students use Canva to make visuals in English, they actively combine and present information creatively, which helps develop both thinking and communication skills.

Even with these benefits, previous studies also show challenges. Mangubat and Paglinawan (2025) and Sholikhah et al. (2025) warn that using AI without guidance can reduce critical thinking, make students too dependent on it, and cause issues like plagiarism. Teachers agreed, saying that AI only works well when there are guidance and clear rules. This means that while AI can help with assignments, reviewers, and explaining topics, students still need to think carefully, check sources, and form their own understanding of the information.

What are the perceptions of teachers in the use of AI Tools in terms of:

	Science Teacher	**Mathematics Teacher**	**English Teacher**	**Interpretation**
Accomplishing Assignments	"It is good to use AI as a guide for your assignments, just make sure that you explore more sources and not just rely on the given answer by the AI."	"It is good when AI provides a step-by-step solution, so students don't need to search for a long time and it helps them do their assignments."	"It helps them to complete their assignments faster; however, they should not rely everything on AI."	Teachers shows a positive perception in the use of AI in terms of accomplishing assignments. However, they highlighted that students must explore more resources and not just rely on the AI-generated answers.
Creating Reviewers	"This is good when you need to make different reviewers for different subjects in a short period of time."	It is helpful because AI can make a reviewer that summarizes all the lesson quickly."	It is helpful because AI can make a reviewer that summarizes all the lesson quickly."	Teachers perceived AI as useful as it can provide, summarize, and make a reviewer quickly for the students especially

				when the time is limited.
Explaining Topics	"It is okay if you ask the AI to explain a certain topic to you, you just have to make sure that you can understand and absorb the given information."	"It greatly helps us lessen the burden as it provides explanation quickly than spending lots of time searching and reading before we arrive on what we actually needed."	"It is useful in explaining topics in simpler terms."	From the teachers view, AI is helpful when it comes to explaining topics and how it saves time. However, the teachers noted that students need to make sure that the given information is absorb.

Generally, teachers perceive AI as a tool that can be beneficial if used properly. They acknowledged that AI helps students access information quickly, provides explanation for difficult topics, and supports research-related task. However, teachers consistently emphasized that students tend to misuse AI by overly dependent on it.

According to the teachers, many students rely directly on AI-generated answers without actually analyzing or verifying the information. Instead of using AI as a guide, students often accept responses immediately and submit it as their own work. This reflects a lack of utilization, where students allow AI to do the thinking for them rather than engaging in the learning process themselves.

The responses from the Science, English, and Mathematics teachers reveal that AI is generally seen as a useful and supportive tool in education, particularly in completing assignments, creating reviewers, and explaining topics. When it comes to accomplishing assignments, the teachers emphasized that AI can guide students through step-by-step solutions and provide quick access to information, which helps them complete their tasks quickly. The Science teacher noted that while AI is helpful, students must not rely entirely on AI-generated answers and should explore other sources to strengthen their

understanding. The mathematics teacher highlighted that AI is effective when it provides structured solutions, saving students time and effort in problem-solving. Meanwhile, the English teacher observed that AI helps students' complete assignments faster, but they still need guidance to avoid overdependence. These perceptions are consistent with the findings of Holmes, Bialik, and Fadel (2019), who emphasized that AI can improve learning by offering personalized support and adaptive feedback. However, without proper guidance, students may become dependent on AI and fail to develop critical thinking and problem-solving skills. Therefore, the teachers' responses suggest that AI's benefits in assignments are maximized when students are encouraged to think critically, analyze information, and use AI as a guide rather than a replacement for their own thinking. In the area of creating reviewers, teachers agreed that AI tools can efficiently summarize lessons and generate study materials.

The Science and Mathematics teachers emphasized that AI is particularly useful when time is limited, allowing students to produce comprehensive reviewers quickly. The English teacher added that AI helps students generate reviewers for multiple subjects in a shorter time frame, making study preparation more manageable. This observation aligns with the local study of Mangubat and Paglinawan (2025), who reported that AI tools increase efficiency in completing school-related tasks but may lead to dependence if students do not engage with the information critically. The related literature highlights that AI can assist learners in organizing information, making it easier to review and prepare for assessments, but it also points out the importance of guiding students to analyze and understand the material, rather than simply copying AI outputs. Teachers in our study recognize that AI can reduce workload and provide structured summaries, but they also stress the importance of ensuring that students actively engage with the content to internalize knowledge.

For explaining topics, teachers noted that AI can clarify concepts and provide explanations quickly, saving time for both students and educators. The Science teacher explained that students should not only receive AI-generated explanations but also understand and absorb the information. The mathematics teacher highlighted that AI reduces the time spent searching for solutions, which allows students to focus on learning the underlying concepts. The English teacher mentioned that AI can explain topics in simpler terms, making them more accessible to learners. These perceptions are consistent with the study of Shaikha, Zamzami, and Sulistyaningsih (2025), who emphasized that teachers play a critical role in guiding students' use of AI. Proper guidance ensures that students develop comprehension, analytical thinking, and problem-solving skills, rather than relying solely on AI for answers. The teachers'

responses show that AI can act as a scaffold, supporting learning and understanding when students are actively engaged in interpreting and applying the information provided.

On one hand, it offers significant advantages, such as saving time, providing clear explanations, and helping students produce study materials quickly. On the other hand, if students rely too heavily on AI, it can hinder their development of critical thinking, comprehension, and independent problem-solving. The teachers' perceptions also emphasize that teacher supervision and guidance are essential to maximize the positive effects of AI. This aligns with the constructivist theory, which emphasizes that learners construct knowledge through active engagement, reflection, and experience. In this framework, AI is not a replacement for thinking but a supportive tool that can enhance understanding and provide resources for students to build upon.

Conclusion

This study looked at the teachers' perceptions of the use of artificial intelligence (AI) in teaching and learning at the junior high school level. Based on the responses of Science, English, and Mathematics teachers, the finding shows that AI Tools like Chat GPT and Gemini AI are already being used in educational setting. Overall, teachers view AI as a helpful tool, especially in preparing worksheets, activities, and other academic materials that help them save their time and reduce their workload.

These results shows that AI has become part of teachers' instructional practices and it is progressively influencing how lessons are planned and delivered. Nevertheless, the study also shows a concern shared by the teachers about the increasing dependence of students on AI. These teachers observed that many students often rely on AI-generated answers and do not usually explore more sources. Based on their responses, students often accept the output of AI as the final answer rather than using it as a guide in answering their school works. This practice limits the students to express their original ideas and understanding of the lesson. These findings suggest that AI supports the students learning and activities, improper use may negatively affect students' learning skills. The Constructivist Theory supported this study in which it highlighted that learners actively construct knowledge through their experience, reflection, and understanding. From this perspective, AI should function as a learning tool that helps and supports students in building knowledge and not as a replacement for thinking.

Based on these findings, the study highlights the need for proper guidance in the use of AI tools such as explaining in class on when and how AI can be used in class, checking and guiding students' AI use during their assignments, and setting clear rules about acceptable and responsible AI use. Teachers play an important role in monitoring students' AI use and I teaching them how to ask proper questions, use proper prompts, evaluate AI-generated information, and connect it with their own understanding.

The plan moving forward is to promote responsible AI use by encouraging students to use AI for clarification, idea generation, and learning support, rather than direct answer copying. This includes highlighting proper prompting, explanation-based tasks, and oral or written justifications of AI-assisted work. This study is important because it provides insight into how AI is currently used in classrooms and how it affects student learning. As technology continues to advance, school or even inside the classroom must ensure that AI supports educational goals rather than decreasing the learning skills of these students. Through understanding teachers' perspective, this research contributes to the development of more effective and responsible AI integration in basic education.

Recommendations

1. School departments should guide teachers in using AI by conducting seminars.
2. Teachers should guide students in using AI by requiring explanations and justifications on their works.
3. Students should be oriented on proper AI use, including utilizing the prompts, verifying information, and following practices.

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Declaration

We declare that this study, *"Exploring Teachers' Perceptions in Learning in the Age of Artificial Intelligence,"* is our original work. AI tools were used responsibly for grammar checking, finding sources, and organizing information. All participant data were properly documented, analyzed, and cited.

Ethical Considerations

The study followed ethical guidelines in research. Teacher participants were informed about the study's objectives, and their participation was voluntary. Anonymity and confidentiality were maintained, and data were used solely for academic purposes.

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