Teachers' Readiness in Integrating AI into Classroom Instruction

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Abstract

This study examined the readiness of teachers at STI College Muñoz-EDSA to integrate Artificial Intelligence (AI) into classroom instruction. The research focused on instructors' perceptions, challenges, training needs, and institutional support requirements for AI adoption. A **qualitative descriptive design** was employed, as it enabled the researchers to capture teachers' experiences and perspectives without imposing predetermined categories. Data were gathered from 15 faculty members representing three academic departments through structured open-ended questionnaires. Responses were analyzed thematically, following Braun and Clarke's (2006) six-phase framework. Findings revealed that while teachers expressed optimism regarding AI's potential to enhance teaching efficiency and learner engagement, they also raised concerns about overdependence, ethical dilemmas, data privacy, and accuracy of AI-generated content. Limited access to formal training, lack of institutional policies, and restricted availability of AI tools emerged as major barriers to integration. Teachers emphasized the need for structured professional development, including hands-on workshops, prompt engineering skills, and ethical guidelines. The study concludes that teacher readiness for AI integration is shaped not only by individual attitudes and digital literacy but also by institutional support, infrastructure, and policy frameworks. It recommends phased AI adoption, investments in capacity-building, and the formulation of ethical standards to ensure sustainable and responsible use of AI in higher education.

Keywords: Artificial Intelligence, Teacher Readiness, Educational Technology, Ethical Use of AI, AI Integration, Professional Development, Qualitative Study, Higher Education, Instructional Innovation, Faculty Perceptions

1. Introduction

Background

The implementation of Artificial Intelligence (AI) in the classroom has redesigned the teaching-learning environment through the offering of solutions like adaptive learning pathways, computer-aided grading, intelligent tutoring systems, and administrative efficiency. These solutions have the capability to assist teachers in making their tasks more efficient and student participation enhanced through adaptive technology (Zawacki-Richter et al., 2019). In most regions, especially in the institutions of higher education, the use of AI has begun to impact instructional design and classroom instruction with the aim of making learning efficient and personalized to the student's needs (Zhai, 2022). Such technological advancement has also led to sensitive questions regarding teachers' preparedness to implement AI effectively in their pedagogy. Teachers have been a combination of hopeful and apprehensive, with some embracing AI as a pedagogical tool and others worried about ethical concerns, data protection, job replacement, and the loss of their professional status (Schmid et al., 2021; Rapti & Panagiotidis, 2024). Under such circumstances, teacher preparedness—i.e., their digital literacy, readiness to embrace AI tools, institutional support, and sensitivity to ethics—becomes the determining factor for successful AI implementation into instructional practices in the classroom.

Rationale

In spite of the increasing literature on the educative impact of AI, the majority of studies refer to student performance indicators or technical affordances of AI technology, while the teacher role in the implementation process is usually overlooked (Zawacki-Richter et al., 2019). As a result, this omission of educators is especially critical because effective technology integration within schools relies heavily on teachers' beliefs, training, and professional autonomy. More recent studies indicate that the majority of teachers feel ill-prepared to employ AI tools in the classroom because of a lack of training, inadequate institutional support, and ethical concerns regarding the use of AI in the classroom (Schmid et al., 2021; Chounta et al., 2022). Teachers complain of lack of familiarity with prompt engineering, determining credible content produced by AI, and achieving a balance between technology and human interaction. These are further compounded by a lack of formal professional development programs to improve AI literacy among faculty members (Davis & Thompson, 2023). Therefore, this study is based on the imperative to explore teachers' attitudes, perceptions, and preparedness towards AI integration against the backdrop of a private higher education institution in the Philippines. By centering on these factors, the study attempts to present evidence-based evidence that can inform the development of institutional policies, training models, and support systems that are responsive to the real needs of teachers.

Significance of the Study

This study is of particular value to various education stakeholders. For educators, the results offer a comprehensive account of their own readiness and shortcomings in adopting AI, allowing them to make informed decisions on areas of personal and professional development. Knowledge of these readiness dimensions can empower educators to adopt AI as a supporting pedagogical tool instead of perceiving it as a threat to professional survival. For educational administrators and policymakers, the results can be used to guide the development of responsive training programs, infrastructure development, and institution policy that will facilitate ethical, equitable, and effective AI deployment (Wilson et al., 2023). Schools must realize that teacher participation is essential in determining the path of AI adoption in schools. Moreover, the study adds to the academic body of literature on education digital transformation by highlighting the underplayed dimension of teacher preparedness instead of

technological capability or student outcomes. In so doing, it fills a necessary research gap and contributes to the larger objectives of building teacher agency and digital literacy in the 21st-century classroom (Rapti & Panagiotidis, 2024). Lastly, the study calls for a well-balanced, inclusive, and well-supported approach to AI integration in education-one that honors the professional identity of educators while tapping the potential of intelligent technologies to augment teaching and learning.

Aim

To explore the readiness of teachers in integrating Artificial Intelligence (AI) into classroom instruction at STI College Muñoz-EDSA.

Objectives

    a.   To examine teachers' perceptions and attitudes toward the integration of AI in classroom instruction.
    b.   To identify the challenges and barriers teachers face in adopting AI tools in their teaching practices.
    c.   To assess the role of professional development and training in enhancing teachers' AI readiness.
    d.   To provide recommendations for institutional policies and programs that support effective and ethical AI integration in education.

Conceptual Framework
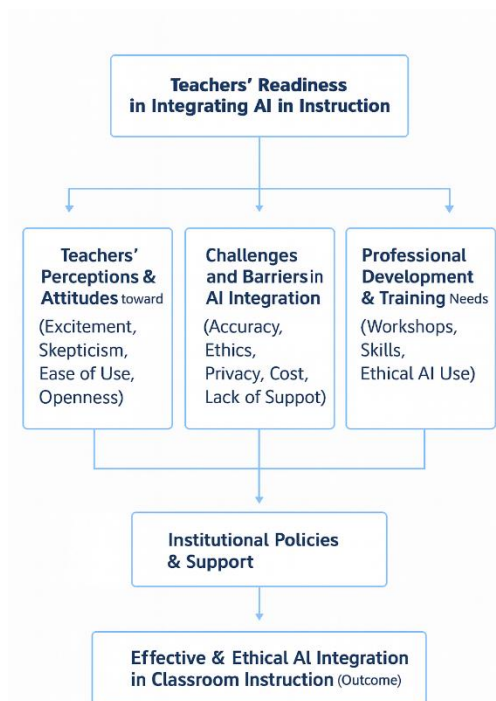
Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 shows the conceptual framework guiding the study. Teacher readiness for AI integration is influenced by three major dimensions: perceptions and attitudes, challenges and barriers, and professional development and training needs. These factors interact with institutional policies and support systems, which serve as enabling or constraining conditions. Together, these dimensions determine the extent to which AI can be effectively and ethically integrated into classroom instruction.

2. Literature Review

Artificial Intelligence in Education: Global Trends and Applications

Artificial Intelligence (AI) has been introduced into education systems globally in a gradual manner, with the potential for personalized learning, intelligent tutoring systems, learning analytics, and automated administrative tasks. AI development in education is part of a larger international movement toward digital learning space transformation, aimed at enhancing accessibility, efficiency, and learner engagement (Luckin et al., 2016). These technologies have the capability to personalize content delivery in terms of student performance, offer real-time feedback, and anticipate learning trajectories, thus enhancing the learning process (Holmes et al., 2022). AI technologies including chatbots, automated grading systems, and recommendation algorithms have been employed to assist instructors in administrative and pedagogical tasks, allowing them to devote more time to student-centered learning (Zawacki-Richter et al., 2019).

In the last few years, schools have adopted AI to fuel innovation and flexibility in online and blended learning contexts. For example, adaptive learning technologies like Knewton and Carnegie Learning have demonstrated the capacity to tailor content based on individual learners' strengths and weaknesses, resulting in improved academic achievement (Chen et al., 2020). AI has also led the development of intelligent tutoring systems providing personalized feedback and scaffolding in mathematics and language learning (Woolf et al., 2021). Despite these advances, the application of AI in education is based on human factors—namely the teacher's role as facilitator, data interpreter, and moral guardian in learning settings (Luckin et al., 2016; Zhai, 2022).

In addition, while developed nations have invested extensively in AI-based learning, developing nations are constrained by inadequate infrastructure, digital illiteracy, and teacher resistance to change (Holmes et al., 2022). These differences underscore the importance of context-based strategies to AI integration, especially in schools where teachers might have had minimal exposure to advanced technology. The world's transition to AI in education underscores the importance of teacher preparedness—not just in digital literacy but also regarding awareness of ethical concerns and pedagogical integration approaches (Schmid et al., 2021). Therefore, knowledge of how teachers view, apply, and respond to AI tools continues to be pivotal to ensuring their effective and ethical application in diverse learning settings.

Teachers' Perceptions and Attitudes Toward AI Integration

Teachers are central to effective deployment of Artificial Intelligence (AI) in classroom teaching, as their attitudes, perceptions, and preparedness decide the way in which technology is used and maintained in practice. Evidence shows that although most teachers acknowledge the capacity of AI to enhance teaching effectiveness and learner engagement, their attitudes towards using AI are not yet consistent and are shaped by experience, digital capability, and institutional access to facilitation (Zhai, 2022). Teachers with previous experience in applying

educational technology or professional development in AI applications are more confident and open to taking up AI in instruction (Chounta et al., 2022). On the other hand, teachers with little technology experience are pessimistic, arguing that AI will automate their work, eliminate pedagogical autonomy, and robotize instruction (Holmes et al., 2022).

One of the most important determinants of teacher attitudes is the ease of use and usefulness of AI tools as perceived by the Technology Acceptance Model (Davis, 1989). If teachers believe that AI applications have the potential to make them more effective in the classroom—e.g., by simplifying grading, enabling differentiated instruction, or helping students with special needs—then the likelihood of them using such tools is higher (Teo, 2011). However, if AI systems are perceived as overly complicated, unreliable, or without clear pedagogical value, resistance to use increases (Schmid et al., 2021). Emotional and ethical considerations also shape teacher attitudes, such as concern that AI will replace human teachers or weaken teacher–student relationships. Such concerns are heightened in situations where AI is introduced without adequate consultation, training, or ethical consideration (Rapti & Panagiotidis, 2024).

Generational and disciplinary differences also influence teachers' perceptions of AI. Research has established that younger teachers and teachers in technology subjects (e.g., computer science or engineering) are more receptive to AI adoption, whereas humanities or social science teachers are more resistant or skeptical (Luckin et al., 2016; Wilson et al., 2023). Perceptions also depend on the perceived influence of AI on learning. Some teachers are of the opinion that AI facilitates personalized learning and instant feedback, whereas others are concerned that over-reliance on AI may discourage critical thinking and creativity among learners (Zawacki-Richter et al., 2019). Such opposing perceptions highlight the imperative of context-specific training and open discussion among teachers to eliminate misconceptions and develop an integrated knowledge of AI's role in education.

Finally, the attitude of the teacher is dynamic, and it changes with time, particularly when backed by positive experience, collaborative learning, and support from institutions. Teacher agency needs to be developed through professional development, mentorship, and moral debate to establish a culture of responsible AI adoption in education. Without teacher commitment, even the most sophisticated AI systems will be unable to spur meaningful educational transformation.

Ethical Considerations and Concerns in AI Integration

Artificial Intelligence (AI) integration into pedagogy has not only brought pedagogical and technological promise but also profound ethical dilemmas. As AI applications become increasingly advanced and integrated into the day-to-day practices of the classroom, teachers and schools are increasingly apprehensive about issues of data privacy, algorithmic bias, transparency, and erosion of teacher and student agency (Holmes et al., 2022). One of the major ethical dilemmas involves the collection and processing of student data. Most AI-based tools need to consume vast quantities of data in order to perform optimally, and issues of consent, security, and storage, sharing, and exploitation of personal data come into play (Floridi & Chiriatti, 2020). The absence of open data governance frameworks in most education settings has further amplified these dilemmas, especially where regulatory regimes are weak or unstable.

Another major ethical issue is the presence of algorithmic bias in AI decision-making. AI systems are only as unbiased as the data used to train them, and educational algorithms may inadvertently reflect societal inequalities, leading to discriminatory outcomes in areas such as grading, content recommendation, and performance prediction (Binns et al., 2018). This risk is particularly serious when educators and students are unaware of how

these decisions are made—what is commonly referred to as the "black box" problem of AI (Luckin et al., 2016). Without transparency, educators may find it difficult to challenge or understand the basis of AI-generated recommendations, potentially undermining trust in the system.

Furthermore, AI has the capability to subtly redefine pedagogical relationships. Over-reliance on AI has been cautioned to have the potential to transform the classroom setting from relational to transactional, potentially narrowing the scope of empathy, creativity, and critical debate (Williamson & Eynon, 2020). There is also the possibility of AI-generated feedback or content replacing the interpretive and contextual judgment of the teacher, diminishing their professional autonomy (Wilson et al., 2023). Students can also become reliant on the utilization of AI tools for cognitive purposes such as writing, problem-solving, or research, thus leading to the erosion of independent thought and academic integrity (Rapti & Panagiotidis, 2024). In response to these challenges, scholars and institutions have advocated for the codification of ethical guidelines for AI integration in the educational sphere. These include calling for human oversight, transparency, and inclusion of educators in the design and implementation of AI systems (Holmes et al., 2022; Floridi & Chiriatti, 2020).

Lastly, the ethical integration of AI in classrooms has to weigh innovation and accountability. Teachers require technical competence but also ethical literacy to identify potential harms and make difficult choices. Institutional policy and professional development initiatives should therefore include conversations about fairness, accountability, and equity in AI work so that technological advancement is compatible with education values.

Theoretical Framework

The research relies on two empirical models that describe technology adoption and implementation among schools: the Technology Acceptance Model and the Technological Pedagogical Content Knowledge model. These models are theoretical models for the explanation of teachers' preparedness, willingness, and competence in using Artificial Intelligence as an educational tool.

Davis's (1989) Technology Acceptance Model (TAM) argues that two beliefs underlie users' acceptance of technology: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). In the teaching context, PU is the belief that AI tools can increase instructional effectiveness, for example, by ensuring students are more attentive or grading is more convenient. PEOU is the degree to which educators find AI tools easy to use and work with. Empirical evidence indicates that teachers will adopt AI technologies more when they perceive there are obvious benefits in reducing the workload and when they receive sufficient support and training (Teo, 2011; Schmid et al., 2021). Further, TAM highlights the significance of behavioral intention in predicting actual usage of technology. Therefore, favorable attitudes towards AI's usability and usefulness are essential in fostering teachers' intention to use these tools for teaching.

Supplementing TAM, the Technological Pedagogical Content Knowledge (TPACK) theory by Mishra and Koehler (2006) further broadens the scope of what teachers must know to successfully embed technology in teaching. The TPACK theory outlines seven areas of teacher knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), and their intersections—Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and the integrated TPACK. The theory acknowledges that technology embedding is not merely a technical capability but a complex dynamic of pedagogical practice, subject matter expertise, and digital literacy. Translated to AI embedding, TPACK recognizes that teachers must not only know AI tools (TK) but how to embed them in effective pedagogy (TPK) and content delivery (TCK). Studies show that most teachers do not possess adequate technological knowledge to meaningfully

embed AI in teaching, which underscores the necessity for focused professional development (Chounta et al., 2022).

In combination, TAM and TPACK form a theoretical basis for the current study. TAM assists in accounting for psychological and attitudinal factors that affect teachers' adoption of AI, and TPACK offers an integrative perspective on the knowledge domains that are critical to effective integration. Both theories inform the investigation of the respective roles of perceived usefulness, ease of use, and professional skill in teachers' preparedness for integrating AI tools into instruction. Concurrent use of the two theories enables analysis to encompass motivational as well as pedagogical aspects of AI adoption, and an integrative perspective is utilized to account for teachers' needs and experiences.

3. Methodology

Research Design

This research utilized a descriptive qualitative research design, which is most appropriate for the inquiry of teachers' experience, comprehension, and situational meaning of Artificial Intelligence (AI) classroom teaching interaction. Qualitative research enables the in-depth investigation of participants' perspectives and facilitates the construction of in-depth thematic meanings that capture the richness of instruction practices (Creswell & Poth, 2018). The understanding of teachers' preparedness, teachers' issues, and teachers' professional development needs necessitated a design that emphasized subjective experience and interpretive analysis over statistical generalizability.

Research Locale and Participants

The study was conducted at STI College Muñoz-EDSA, a private higher education institution located in Quezon City, Philippines. A total of 15 faculty members participated in the study. These participants were purposively selected from three academic departments—Hospitality and Business Administration (HTM/BA), Information Technology and Computer Engineering (IT/CPE), and General Education and Psychology (GE/PSY)—ensuring a diverse representation of disciplines and pedagogical contexts. The selection criteria included current teaching roles and potential engagement with AI tools or technology-enhanced instruction.

Sampling Procedure

Purposive sampling was used to identify participants with the right knowledge, interest, or experience with AI tools within a teaching context. The technique is popular in qualitative research if one seeks to identify significant information from people who are most likely to offer rich information about the research issue (Palinkas et al., 2015). Invitation to the faculty members was based on the area of specialization and willingness to be involved.

Data Collection Instrument

The data was collected through a guided open-ended questionnaire. The tool was devised to provide extensive answers pertaining to participants' attitudes, issues, ethics, training requirements, and organizational support in AI implementation. The open-ended questionnaire provided room for extensive and flexible answers, but had some structure to enable thematic analysis (Patton, 2015). The questions were developed from appropriate literature and theoretical frameworks from the Technology Acceptance Model (TAM) and the TPACK model. The instrument

was tested for its reliability with a small pilot test, which provided essential preliminary information and checked the questions for clarity.

Data Collection Procedure

The questionnaire was filled out by the participants in paper form and they were provided with adequate time to respond. The questions were all returned anonymously so that they could respond honestly. Ethical practices were maintained by making the participants aware of the purpose of the study, maintaining confidentiality, and obtaining informed consent. No individual data was obtained. The responses were transcribed and made ready for qualitative analysis.

Data Analysis

The answers were coded using thematic analysis, a method well-suited to the identification, examination, and reporting of patterns (themes) in qualitative data (Braun & Clarke, 2006). Six broad stages in thematic analysis were carried out: familiarization with the data, initial code generation, searching for themes, review of themes, definition and labeling of themes, and production of the final report. Manual coding was used, and the data segments were grouped into themes that were parallel to the study objectives. Each theme was accompanied by verbatim quotes to underpin interpretations and maintain the participants' voice. Themes were grouped into the four key objectives: perceptions and attitudes, challenges and barriers, professional development, and institutional recommendations.

4. Findings and Discussion

Table 1. Themes on Teachers' Perceptions and Attitudes Toward AI Integration

Theme	Description	Verbatim Response
Excitement and Openness	Teachers expressed enthusiasm for AI as a tool for enhancing teaching.	*"Excited because AI can learn and can do many things!" – HTM/BA*
AI as a Support, Not a Replacement	AI is seen as a supplement, not a substitute for human instruction.	*"I would rather use it as an assistant or a resource." – HTM/BA*
Concerns About Over-Reliance	Fears that AI might diminish critical thinking and creativity.	*"Students rely on AI instead of using their own opinions." – GE/PSY*
Perceived Ease of Use and Willingness	Some participants, particularly in IT, found AI easy to integrate.	*"Technology nowadays is more user-friendly and easy to navigate." – CPE*
Skepticism and Hesitancy	A few expressed doubts due to ethical issues and potential misuse.	*"Hesitant… many people don't know how to use AI ethically." – CPE*

Table 1 summarizes the most prominent themes from the analysis of teachers' perceptions and attitudes regarding the integration of AI. The initial theme, Excitement and Openness, summarizes the excitement teachers, as a whole group, have regarding AI's potential to assist in teaching, particularly in teaching content and instructional efficiency. The second theme, AI as a Support, Not a Replacement, summarizes that teachers would want to employ AI as an assistive tool and not as a replacement for them in the responsibility of teaching.

Concerns About Over-Reliance reflects teachers' fears that students—even some members of staff—will over-depend on AI, to the detriment of independent thinking. The Perceived Ease of Use and Willingness theme implies that some teachers, especially those with an IT background, are confident and keen to use AI tools. Skepticism and Hesitancy, finally, reflects the reservations of minority teachers who are wary on ethical grounds and through lack of experience with IT. Together, the four themes create a balanced, multi-faceted picture among teachers—positive towards the potential of AI, but wary of its risks.

Table 2. Themes on Challenges and Barriers to AI Integration

Theme	Description	Verbatim Response
Accuracy and Reliability	Doubts about the correctness of AI-generated content.	*"Some of the information that AI generates is questionable." – HTM/BA*
Ethical and Privacy Concerns	Issues with data security, plagiarism, and responsible use.	*"Plagiarism is dominant perhaps." – GE/PSY*
Student Misuse and Cheating	Worries about learners overusing AI to complete academic tasks.	*"My concern is using AI to give answers and to be fully dependent on it." – CPE*
Cost and Accessibility Issues	Financial constraints and limited access to premium AI tools.	*"Many effective AI tools are not free, which can limit access." – CPE*
Lack of Training and Support	Insufficient exposure to AI or institutional guidance for implementation.	*"I didn't struggle much because I attended AI seminars." – CPE*

Table 2 summarily outlines the primary issues for educators regarding AI integration, including technical constraints (e.g., the accuracy of AI-created content), ethical constraints, and pragmatic constraints such as cost for subscriptions and availability of tools. Educators also mentioned a lack of professional development and were worried about students abusing AI to do assignments dishonestly or without effort.

Table 3. Themes on the Role of Professional Development in AI Readiness

Theme	Description	Verbatim Response
Limited AI Training Attendance	Most teachers had not yet received formal AI training.	*"None, so far." – CPE*
Demand for Hands-On Workshops	Strong preference for practical and demonstration-based training.	*"More hands-on workshops, tutorials, and real-world applications." – CPE*
AI-Specific Skill Development Needs	Teachers seek skills like prompt engineering, AI checking, and research support.	*"Understanding prompt engineering." – CPE*
Ethical and Responsible AI Use	Training should include guidelines to prevent misuse and uphold academic values.	*"Training on ethical AI use would improve teachers' readiness." – CPE*

Table 3 shows four dominant themes that summarize the manner in which teachers perceive the role of professional development in improving their ability to integrate AI. Most of them reported minimal or no preparation in the past, yet expressed some need for formal workshops. There was also a growing perception of the kind of skills they ought to have, including the application of AI ethically and efficiently in their fields of study.

Table 4. Themes on Institutional Policies and Support Programs

Theme	Description	Verbatim Response
Institutional AI Training Programs	Teachers emphasize the need for structured, ongoing training across departments.	*"Provide continuous training sessions and premium accounts." – CPE*
Faculty Collaboration and Peer Learning	Encouragement for shared practices and cross-department mentorship.	*"Collaboration helps us share strategies and best practices." – GE/PSY*
Funding and Access to AI Tools	Need for financial support for premium subscriptions and updated resources.	*"Funding and tech would cost money but are essential." – GE/PSY*
Gradual Integration Support	Teachers, especially older faculty, need time and stepwise exposure.	*"Integration should not be done within a day; it should span weeks." – HTM/BA*
Clear Policy Guidelines for AI Use	Requests for institutional rules to guide responsible AI application.	*"We need policy and proper implementation to guide teaching staff." – CPE*

Table 4 shows how teachers view the institutional responsibilities needed to support their AI readiness. These include technical support, financial investment, gradual implementation strategies, and most importantly, the establishment of clear ethical and instructional guidelines for AI use.

Summary of Findings

This research investigated the preparedness of instructors in STI College Muñoz-EDSA to integrate Artificial Intelligence (AI) into classroom teaching. From qualitative thematic analysis of 15 responses from faculty members of three academic departments, the research found an array of attitudes, challenges, and support systems for AI integration into teaching.

For Objective 1, the findings indicated that the majority of teachers were favorably inclined towards the application of AI in education. The respondents were enthusiastic about the possibilities of AI in helping to plan lessons, generate content, and grade. This was, however, tempered by a shared recognition that AI can only be an aid tool and not a substitute for teacher teaching. Worries also existed among teachers regarding students' overdependence on AI, the requirement for well-defined usage limits, and differences in confidence and capability by their level of academic qualification.

Under Objective 2, the primary challenges to AI integration were the apparent lack of reliability in AI-produced work, ethical issues regarding plagiarism and data security, and AI use by students to cheat on class assignments. Teachers also mentioned accessibility challenges in terms of expensive advanced AI tools and unstable internet infrastructures. Of greatest concern, however, were insufficient training and institutional support, which prevented both comprehension and instructional use of AI.

Addressing Objective 3, it was discovered that teachers had limited access to formal AI professional development opportunities. Although some had attended introductory workshops, few had received professional development in AI. There was significant interest in hands-on, skill-based training on specific tools and instructional uses. Teachers identified areas like prompt engineering, ethical use, and AI-assisted research as foundational skills. Ethical concerns were always a priority, indicating the necessity of including discussions about academic honesty and the ethical use of AI in training.

Lastly, Objective 4 addressed institutional steps to facilitate AI readiness. Educators suggested formal program development, budgeting for quality AI resources, and establishing clear policies on the ethical utilization of AI. They also encouraged peer assistance and phase-in approaches to address differential digital literacy. Faculty urged school district programs that institutionalize the use of AI instead of depending on personal choice.

Generally, while STI College Muñoz-EDSA teachers are receptive and keen on AI implementation, successful implementation will rely on training, infrastructure, ethical standards, and institutional support in the long run. These results affirm the need for an integrated, teacher-centered approach to AI preparedness in education.

5. Conclusion and Recommendations

Conclusion

This research examined the willingness of STI College Muñoz-EDSA instructors to adopt Artificial Intelligence (AI) in their classroom teaching, with emphasis on their attitudes, concerns, training, and institutional support requirements. The research indicated that although instructors are generally positive and receptive to utilizing AI as an instructional tool, they remain wary of its misuse by students and in classrooms. Faculties viewed the potential of AI in automating tasks like lesson planning and test item generation but stated that it must be an enabling technology and not a substitute for the instructor. Though interested, most of the teachers indicated limited exposure to formal training and did not possess the precise skills required to use AI tools effectively. Accuracy of AI-generated content, ethical issues like data privacy and plagiarism, and the capability of students to over-rely on automated systems were common issues. Disparities in readiness between departments were also noted, with tech-oriented faculty members showing more confidence than teachers from general education and social sciences.

Institutional adoption became a leading driver of effective AI integration. Teachers stressed the need for ongoing, experience-based professional development, the availability of high-quality AI tools, and compliance with ethical and pedagogical standards. Faculty collaboration and phased, inclusive rollout strategies were also deemed to be requirements for developing AI readiness throughout the institution. In summary, developing teacher preparedness for AI integration is not solely a function of access to technology but demands deliberate investment in human capacity, ethical leadership, and institutional commitment. Institutions of learning need to embrace AI integration as a holistic transformation in instruction and learning whereby technology supports but does not substitute for the teacher.

Recommendations

Based on the results of this research, this study advises STI College Muñoz-EDSA to establish formal and discipline-level AI capacity-building interventions for its instructors. These interventions should extend beyond a general introduction and emphasize practical, hands-on, and pedagogical application of AI tools like prompt engineering, AI-enabled assessment design, and content development. Such initiatives will strengthen the confidence and capabilities of teachers in applying AI technologies effectively in instruction. A similar concern is the development of clear institutional policy for the appropriate use of AI in the classroom. These policies would cover the areas of academic integrity, data privacy, appropriate tool usage, and balance between AI assistance and traditional instruction. A formalized policy guide will assist in establishing limits and promoting responsible AI use by students and instructors.

Moreover, collaboration between the faculty members must be encouraged in order to institutionalize a culture of collaborative innovation and learning. Peer mentoring, inter-disciplinary training, and sharing the best practices on a periodic basis should be promoted by the institutions in order to facilitate AI readiness. Through these collaborative activities, educators will be able to learn from one another's practice and reduce resistance to adopting AI, especially among less technologically qualified teachers. Another key recommendation is ensuring that there is fair access to AI tools and enabling infrastructure. The organization should invest budgetary resources in availing premium subscriptions to popular educational AI platforms and ensuring stable internet connectivity and hardware in every classroom. This investment will provide all students and teachers with optimal benefits of AI-powered learning spaces.

In addition, it is recommended that AI incorporation in the classroom teaching be implemented in a step-by-step approach. The stepped model of implementation will enable teachers to shift at a gentle pace, support different levels of digital competence, and provide administrators sufficient time to adjust help systems based on early feedback. Pilot projects, small-scale rollouts, and ongoing monitoring can provide a more enduring and equitable adoption model. It is also important that professional development training includes ethics and critical thinking sessions for AI. Teachers must be trained to assess the authenticity of AI-generated content, encourage academic integrity, and instruct students to use these tools in a responsible manner. Lastly, the institution should have an internal surveillance mechanism to examine the performance and impact of AI adaptation periodically. Feedback from this activity should be employed for the purpose of training improvement, policy revision, and enhancing the institution's potential for technology-aided education in a responsible and future-oriented way.

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