

A study on the Teachers' Attitudes towards the Use of Artificial Intelligence (AI) in school

Sanchita Kundu

Student, Department of Education, University of Kalyani

Abstract:

This study examines the impact of Artificial Intelligence on students' learning processes and academic achievement and on Teachers' Attitudes towards the implementation of Artificial Intelligence. This study also focused to know how teachers perceive, experience and apply AI in teaching-learning practice. This study revealed that AI enhance teaching efficiency and there is a need of guidance and institutional support for integrating AI in teaching learning process. Descriptive survey method was adopted by the researcher. This study also examined the readiness of school teachers to use Artificial Intelligence (AI) in teaching-learning process. It specifically showed teachers' attitude, and the common challenges for effective implementing of Artificial Intelligence in educational process. The findings of this research highlighted that there is no significant difference in the attitude of Secondary School teachers towards the use of AI in respect to gender, stream and school management type. Attitude towards Artificial Intelligence supports in forming efficient use of resources for preparing teaching learning process more effective. So, the researcher conducted the study to find out the attitude of secondary school teachers towards AI and proposed some certain measures to implement AI in school education programme.

Keywords: Attitude, Teaching-learning process, Artificial Intelligence (AI).

Introduction:

Artificial Intelligence (AI) is a computer-oriented programme which identified as machine learning system. It can be labelled as the capability of computational systems to make typical works that are allied with human intelligence. AI can enable learner to understand reasoning and problem-solving techniques more effectively. It can increase the chance of realizing aims and objectives of context in various fields to the learners. AI can think, act, recognise objects and images, and follow the direction as a human being. Many says that Artificial Intelligence (AI) is the future of education system and upcoming decades, the major educational activities including teaching-learning process may be organized by AI driven education system. Information and Communication technology (ICT's) is one of the most significant parts of our education system. It plays a vital role for improving quality of education at all levels. Integration and use of various AI application is in education system is increasing day by day. Teachers play a vital role in such use of technology and artificial intelligence in teaching

Published: 24 March 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i2.30932>

Copyright © 2026 The Author(s). This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

practice. Teachers' attitudes significantly shape the classroom environment. Teachers positive attitude is a major factor for effective use of AI in teaching practice. Teachers' attitudes toward Artificial Intelligence are formed not only by its usefulness but also by professional development. The increasing use of AI tools in academic practice has made the teachers more aware towards AI. So, to assess the Teachers attitude is highly significant for proper integration and use of AI tools in teaching-learning practice.

Review of Related Literature:

Ahmet Gocen and Fatih Aydemir showed in their study that schools and teachers will have some benefits and also face drawbacks with the integration of Artificial Intelligence in education. The result highlighted some suggestions for implementing AI and removing of possible problems.

K. Zhang and A.B. Aslan conducted a study on Artificial Intelligence technologies for education: Recent research & future directions. This study showed the current state of Artificial Intelligence research in education, highlights selected Artificial Intelligence applications for education. This study also reviewed potential benefits of selected AI applications for education.

Chen, L., Chen, P. and Lin, Z. Conducted the study on Artificial Intelligence in Education. The main objective of this study was to highlight the impact of Artificial Intelligence (AI) on teaching learning practice. The study pointed out that Artificial Intelligence has extensively been adopted and implemented in teaching learning process in different ways.

This study pointed out a critical gap by analysing a deep qualitative analysis. This study is particularly significant as it emphasizes on secondary education teachers. The research also aims to explore teachers' attitude towards impact of Artificial Intelligence in education process and use of Artificial Intelligence in teaching-learning practices. This study seeks to search the following primary query: What are the attitudes of secondary teachers toward the use of Artificial Intelligence (AI) applications in education process in light of classroom environment and teaching-learning practices?

Statement of the Problem:

A study on the Teachers' Attitudes towards the Use of Artificial Intelligence (AI) in school.

Objectives:

1. To study the difference in the attitude of Male and Female Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.
2. To study the difference in the attitude of Science and Humanities Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.
3. To study the difference in the attitude of Government and Private Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.

Hypotheses:

H01. There is no significant difference in the attitude of Male and female Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.

H02. There is no significant difference in the attitude of Science and Humanities Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.

H03. There is no significant difference in the attitude of Government and Private Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice.

Method: This study adopted descriptive approach in nature. Descriptive survey method was used by the researcher. Statistics namely mean, standard deviation and t-test were used by the researcher to estimate the results.

Sample: In this study, the researcher adopted simple stratified random sampling technique for selecting the sample. A purposive, non-probabilistic sampling method was also used. The sample consisted of 100 Secondary School teachers working in various Government and Private schools in Nadia district in West Bengal.

Tools: Data was gathered using a questionnaire namely ‘Attitude of teachers towards the use of Artificial Intelligence AI in school’ developed and standardized by the researcher. The scale consisted of 25 items which were characterized in the following four areas viz., Acceptance, Awareness, Utility and Integration of AI in teaching practice. Each Item scored on a Likert-type scale of 1-5 following the response: "Strongly Disagree," "Disagree," "Neutral," "Agree" and "Strongly Agree".

Analysis And Interpretation:

Table: 1 shows Mean Difference between Male and Female Secondary School Teachers towards the use of Artificial Intelligence in education.

Variable	N	Mean	SD	‘t’-ratio	Level of significance.
Male Teacher	50	71.58	12.12	0.25	Not Significant
Female Teacher	50	70.63	13.03		

Table-1 highlighted that the t-value is found to be 0.25 which is not significant. It shows that there is no significant difference in the attitude of Male and Female Secondary School teachers towards the use of Artificial Intelligence (AI). Thus, the null hypothesis is accepted. The mean of male School teachers (71.38) are higher than the female Secondary School teachers (70.67). Hence, it expresses that the attitude of male School teachers towards the use of AI is more than the female Secondary School teachers. This study also pointed out that male teachers showed more positive attitude towards Artificial Intelligence compared to female teachers.

Table: 2 shows Mean Difference between Science and Humanities Secondary School Teachers towards the use of Artificial Intelligence.

Variable	N	Mean	SD	‘t’-ratio	Level of significance.
----------	---	------	----	-----------	------------------------

Science Teacher	50	71.67	11.57	1.25	Not Significant
Humanities Teacher	50	68.21	12.69		

Table-1 highlighted that the t-value is found to be 1.25 which is not significant. It shows that there is no significant difference Science and Humanities Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice. Thus, the null hypothesis is accepted. The mean of science teachers (71.67) is higher than the Humanities teachers (68.21). Hence, it expresses that the attitude of science teachers towards the use of AI is more than the Humanities teachers. This study also pointed out that Science teachers showed more positive attitude towards Artificial Intelligence compared to Humanities teachers.

Table: 3 shows Mean Difference between Government and Private Secondary School Teachers towards the use of Artificial Intelligence.

Variable	N	Mean	SD	't'-ratio	Level of significance.
Government School teacher	60	70.12	12.64	1.47	Not Significant
Private School teacher	40	72.36	11.36		

Table-1 highlighted that the t-value is found to be 1.47 which is not significant. It shows that there is no significant difference in the attitude of Government and Private Secondary School teachers towards the use of Artificial Intelligence (AI) in teaching practice. Thus, the null hypothesis is accepted. The mean of Government School teacher (70.12) is higher than the Private School teacher teachers (72.36). Hence, it expresses that the attitude of private school teacher towards the use of AI is more than the Government School teachers. This study also pointed out that private School teacher showed more positive attitude towards Artificial Intelligence compared to Government school teachers.

Discussion:

Making teachers for this Artificial Intelligence oriented education is a great challenge as all the secondary teachers are not well aware with this AI technology and they are not properly trained with this. In some cases, the use of Artificial Intelligence in the education practice may lead to job satisfaction. AI can make the classroom environment joyful. For the teachers, proper use of AI may improve their teaching skills. Now a days use of AI is transforming education, this does not replace the necessity and importance of human teachers.

Conclusion:

Today, Artificial Intelligence is being used in every domain of our life. AI is also being used in different aspect of education. Use of AI by both teachers and students is increasing day by

day. Various AI application helps teachers and students in their education. AI in education is creating new solutions & opportunities in different situations. The results of the present study also showed that there is no significant difference in the attitude of Secondary School Teachers in terms to gender, subject stream and type of school. considering the results of the present study, it can be suggested that for responsible and effective use of Artificial Intelligence (AI) in education among secondary school teachers, Artificial Intelligence tools can be viewed as instructional aids rather than as replacements for teachers. AI should be used with traditional teaching strategies and teaching aids for increasing effectiveness of teaching-learning process. Teachers, students and parents should be given proper orientation on AI tools to ensure its effective use and to avoid its extreme dependency. It is also recommended that the professional development programs should be organized for teachers on regular basis on ethical implementation of Artificial Intelligence. Hands-on training programme may be arranged on AI tools specially designed for classroom instruction. Teachers should be encouraged to use AI tools more effectively in classroom practice for increasing their attitudes toward the use of AI in education to higher levels. AI experience sharing communities with teachers and students can be formed to promote the knowledge of AI.

References:

- Acem, Y., Arslantas, K., Bisirici, M., & Erdogan, K. (2024). Investigation of Teachers' Attitudes towards the Use of Artificial Intelligence in Education. *International Journal of New Trends in Education and Social Sciences*, 1(2), 12–23.
- Ahammad, D. F. (2023). The Attitudes of Pupil-Teachers towards Artificial Intelligence. *International Journal of Scientific Development and Research (IJSDR)*. Retrieved from <https://www.academia.edu/106638452>
- Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K., & Oyelere, S. S. (2022). Teachers' Readiness and Intention to teach Artificial Intelligence in Schools. *Computers and Education: Artificial Intelligence*, 3, 100099. <https://doi.org/10.1016/j.caeai.2022.100099>
- Cayak, s. (2024). Investing the Relationship between Teachers' Attitudes towards Artificial Intelligence and their Artificial Intelligence Literacy. *Journal of Educational Technology & Online Learning*. <https://doi.org/10.31681/JETOL.1490307>
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial Intelligence in Education: A review. *IEEE Access*, 8, 75264-75278. <https://doi.org/10.1109/ACCESS.2020.2988510>
- Chiu, T. K. F., & Chai, C.S. (2020). Sustainable Curriculum Planning for Artificial Intelligence Education: A Self-Determination Theory Perspective. *Sustainability*, 12(14), 5568. <https://doi.org/10.3390/su12145568>
- Dai, X. (2021). Investigation into the Status of Skills Training of Normal School Students in the context of Artificial Intelligence. 3rd International Conference on Artificial Intelligence and Advanced Manufacture, Manchester, United Kingdom. <https://dl.acm.org/doi/10.1145/3495018.3495484>

- Khuraijam, K., Khogendra, C. & Singh, S.S. (2025). Attitude towards Artificial Intelligence Among B.Ed. Student- Teachers in Manipur: A Comparative Analysis Across Demographic Variables. *Lex Localis- Journal of Local Self Government*, 23, S(6), 3901-3908.
- Luckin, R., Cukurova, M., Kent, C., & Du Boulay, B. (2022). Empowering Educators to be AI Ready. *Computers and Education Artificial Intelligence*, 3, 100076.
- Opesemowo, O. (2025). Teachers' Attitude Towards the Use of ChatGPT for Educational Assessment. *International Journal of Humanities Education and Social Sciences*, 4(4).
- Polak, S., Schiavo, G., & Zancanaro, M. (2022). Teachers' Perspective on Artificial Intelligence Education: An Initial Investigation. *CHI Conference on Human Factors in Computing Systems*, New Orleans, LA, United States.
- Russell, S. J., & Norvig, P. (2010). *Artificial intelligence a modern approach*. Prentice Hall Series: Pearson Education, New Jersey
- Seufert, S., Guggemos, J., & Sailer, M. (2021). Technology-related knowledge, skills, and Attitudes of Pre and In-service teachers: The current Situation and Emerging Trends. *Computers in Human Behavior*, 115, 106552.