Advanced International Journal for Research (AIJFR)
E-ISSN: 3048-7641 ● Website: www.aijfr.com ● Email: editor@aijfr.com

Teachers' Trust in Artificial Intelligence and AI Dependency in Teaching and Learning Processes: Literacy and Responsible Use Plan

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DOI: https://doi.org/10.63363/aijfr.2026.v07i06.8674

Abstract

This study aims to determine the relationship between teachers' trust in artificial intelligence (AI) and AI dependency in teaching and learning processes in selected public elementary schools in Loon North District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it examines teachers' levels of trust in AI in terms of perceived reliability and accuracy, usefulness, confidence in AI-generated outputs, transparency, and perceived risks and concerns. It also assesses AI dependency in lesson planning, instructional material development, assessment preparation, instructional decision-making, professional tasks, and the exercise of independent professional judgment. The study will employ a descriptive-correlational research design involving 60 public elementary school teachers from Loon North Central Elementary School, Pondol Elementary School, and Lawis Elementary School, with 20 respondents from each school. Data will be gathered using a structured questionnaire and analyzed through appropriate descriptive and inferential statistical tools. Frequency counts, percentages, and weighted means will be used to describe respondents' profiles and determine the levels of trust and dependency, while correlation analysis will establish whether significant relationships exist between the variables at the 0.05 level of significance. The findings are expected to provide an understanding of how teachers' perceptions of AI relate to their reliance on AI-assisted educational tasks. The study will also identify trust dimensions that may be associated with AI dependency and inform the development of an AI Literacy and Responsible Use Plan. The proposed plan will focus on strengthening AI literacy, promoting ethical and appropriate AI integration, protecting data privacy, verifying AI-generated information, preserving teachers' professional judgment, and establishing sustainable training, implementation, and evaluation mechanisms. Ultimately, the study seeks to support informed, responsible, and balanced AI use in elementary education while recognizing teachers' central role in instructional planning and decision-making.

Keywords: artificial intelligence, teachers' trust, AI dependency, AI literacy, responsible AI use, elementary education

1. The Problem and Its Scope

Introduction

Rationale of the Study

The rapid development of artificial intelligence (AI) has created significant opportunities to enhance teaching and learning through personalized instruction, automated assessment, instructional material development, and immediate access to educational information. In elementary education, AI-

powered applications can assist teachers in preparing lesson plans, designing learning activities, developing assessment tools, providing feedback, and responding to the diverse learning needs of pupils. However, the effectiveness of these technologies depends not only on their availability but also on teachers' trust in AI-generated outputs and the extent to which they depend on AI when performing their professional responsibilities. Zhang et al. (2025) examined the relationships among AI literacy, AI trust, AI dependency, and twenty-first-century skills among preservice mathematics teachers, emphasizing the importance of examining these factors together. Similarly, Nazaretsky et al. (2022) investigated teachers' trust in AI-powered educational technology and highlighted the importance of appropriate trust in educational applications. Choi et al. (2023) also examined the influence of teachers' pedagogical beliefs and perceived trust on their acceptance of educational AI tools. These studies suggest that teachers' engagement with AI is influenced by their confidence in the technology, their professional beliefs, and their capacity to evaluate its usefulness and limitations. Nevertheless, trust in AI does not necessarily indicate responsible use, and frequent use does not automatically constitute excessive dependency. Teachers must be able to distinguish between using AI as a supplementary instructional resource and relying on it excessively for tasks that require professional judgment, subject-matter expertise, creativity, and an understanding of pupils' individual learning needs.

In the Philippine educational context, the integration of AI into teaching and learning is relevant to the continuing efforts of the Department of Education (DepEd) to advance digital transformation and strengthen the effective use of educational technologies. The Basic Education Development Plan 2030 emphasizes improving access to quality basic education, strengthening education delivery, and supporting the effective use of resources and technology. Likewise, DepEd's digitalization initiatives and the Department's issuance of policies and guidelines concerning the use of digital learning resources provide a broader policy context for examining how emerging technologies can support teaching and learning. These initiatives underscore the importance of ensuring that technology integration is accompanied by appropriate teacher preparation, digital competence, ethical awareness, and safeguards for learners. As AI applications become increasingly accessible, teachers need to develop the capacity to evaluate AI-generated information, verify factual accuracy, protect personal and educational data, recognize potential biases, and ensure that AI-assisted instructional materials are appropriate to the Philippine curriculum and the developmental needs of elementary pupils. Although AI can help reduce routine instructional workloads, teachers must retain responsibility for instructional decisions, assessment, and the learning experiences they provide. Accordingly, understanding teachers' trust in AI and their dependency on these tools is important in promoting technology integration that supports, rather than replaces, professional judgment and learner-centered teaching.

Despite the potential benefits of AI, its increasing use in education raises concerns about inaccurate information, uncritical acceptance of machine-generated recommendations, reduced independent decision-making, and excessive reliance on automated assistance. AI systems may generate responses that appear credible but contain factual errors, biased interpretations, outdated information, or content that is inconsistent with curricular requirements. These concerns are particularly important in elementary education, where teachers are responsible for establishing foundational knowledge, developing pupils' critical-thinking skills, and ensuring that learning materials are accurate, age-appropriate, and culturally relevant. Research on AI dependency among educators is therefore necessary to distinguish productive technological assistance from potentially excessive reliance. Uyar et al. (2026) focused on developing and validating a scale for measuring AI dependency among educators, while Du et al. (2026) examined factors

associated with dependence on generative AI using the Interaction of Person-Affect-Cognition-Execution (I-PACE) model. Wijaya et al. (2024) also explored profiles of AI literacy and trust among mathematics teachers and their relationships with AI dependency and twenty-first-century skills. Other studies have investigated teachers' AI adoption, readiness, confidence, and the influence of explainability on trust (Al-Mughairi & Bhaskar, 2025; Feldman-Maggor et al., 2025; Liu, 2025). Although these studies offer useful insights into teachers' engagement with AI, their findings must be interpreted in relation to the populations and educational settings investigated. Evidence involving preservice teachers, mathematics educators, or university instructors may not fully reflect the experiences of practicing public elementary school teachers in the Philippines, whose instructional responsibilities, available technological resources, professional development opportunities, and classroom conditions may differ considerably.

In Loon, Bohol, the present study will focus on teachers from three selected public elementary schools. These schools provide an appropriate setting for examining teachers' trust in AI and AI dependency because they represent actual basic education environments in which teachers are responsible for planning lessons, preparing instructional materials, assessing pupils, and addressing varied learning needs. Examining teachers across the three schools will provide context-specific evidence of how AI is perceived and relied upon within their professional teaching practices. However, the extent to which teachers in these schools trust AI-generated outputs, verify the information provided by AI applications, and depend on AI when preparing lessons, developing assessments, and making instructional decisions has not yet been established by the present investigation. It is also not yet known whether teachers' levels of trust in AI are significantly associated with their levels of AI dependency in these school settings. Furthermore, school-specific evidence concerning teachers' awareness of AI limitations, their capacity to evaluate AI-generated content, and their practices in using AI responsibly remains necessary to identify relevant professional learning needs. These issues constitute the local research gap that the study seeks to address. Rather than assuming that teachers in the selected schools are already highly dependent on AI or that trust necessarily leads to excessive reliance, the study will empirically determine the levels of these variables and establish whether a statistically significant relationship exists between them.

Addressing this local research gap is important because teachers' experiences with AI may vary according to their familiarity with digital technologies, access to technological resources, previous training, and perceptions of AI's usefulness and reliability. In public elementary schools, these factors may influence whether AI is used primarily for generating instructional materials, assisting with routine tasks, supporting assessment development, or informing pedagogical decisions. Without empirical evidence from the selected schools, school administrators and other education stakeholders may have limited information on which aspects of AI literacy and responsible use require greater attention. The study will therefore provide a basis for understanding teachers' current levels of trust in AI and AI dependency without presuming that these factors have a positive or negative relationship. Determining the nature and significance of this relationship may help clarify whether greater trust is associated with greater dependency, whether the variables operate relatively independently, or whether the findings indicate the need for further investigation of other relevant factors. Such evidence can support more informed decisions about teacher development and the appropriate integration of AI into classroom practices in Loon, Bohol.

In response to these concerns, the present study aims to determine teachers' trust in artificial intelligence and their AI dependency in the teaching and learning processes in three selected public elementary schools in Loon, Bohol, as a basis for developing an **AI Literacy and Responsible Use Plan**. Specifically, the study will assess teachers' trust in AI, determine their level of AI dependency, and

examine the relationship between these variables. The findings will be used to identify priority areas for the proposed plan, including understanding the capabilities and limitations of AI, critically evaluating and verifying AI-generated information, protecting confidential learner information, recognizing potential biases, observing ethical and responsible technology-use practices, and maintaining professional judgment and accountability in instructional decision-making. The proposed plan may include targeted professional development activities, practical guidelines for AI-assisted lesson preparation and assessment development, procedures for checking the accuracy and appropriateness of AI-generated content, and recommendations for monitoring responsible classroom use. Its content will be aligned with the needs indicated by the study's findings rather than based on assumed deficiencies among the participating teachers. Through this approach, the study is expected to contribute locally grounded evidence that can assist teachers and school administrators in promoting AI literacy, strengthening responsible technology practices, and ensuring that AI serves as a supportive instructional resource while preserving teacher autonomy, professional accountability, and the quality of elementary education.

Theoretical Background

The present study is primarily anchored on the **Technology Acceptance Model (TAM)** developed by Davis (1989), supported by Social Cognitive Theory (Bandura, 1986), Trust in Automation Theory (Lee & See, 2004), the Theory of Planned Behavior (Ajzen, 1991), and Cognitive Offloading Theory (Risko & Gilbert, 2016). These theoretical perspectives complement one another in explaining teachers' acceptance of artificial intelligence (AI), their trust in AI-generated outputs, and their level of dependency on AI in teaching and learning processes. TAM explains technology acceptance through perceived usefulness, or the belief that a technology improves work performance, and perceived ease of use, or the belief that a technology requires minimal effort. In public elementary education, teachers may consider AI useful for lesson planning, instructional material development, assessment preparation, and learner support. However, perceived usefulness and ease of use do not automatically indicate trust or dependency. Teachers may find AI convenient without trusting every output, while others may trust AI but use it selectively. Thus, TAM provides the foundation for understanding why teachers adopt AI, while the other perspectives explain the factors that may influence their confidence in and reliance on these technologies (Davis, 1989).

Social Cognitive Theory explains how personal factors, behavior, and environmental conditions interact to influence individuals' actions (Bandura, 1986). In the present study, teachers' AI knowledge, self-efficacy, previous experiences, professional development, and access to technological resources may influence how they trust and depend on AI applications. Teachers who can independently evaluate AI-generated information may be better equipped to use AI as a supplementary instructional resource, whereas limited confidence or insufficient training may affect their ability to assess AI outputs critically. Complementing this perspective, the Theory of Planned Behavior explains how attitudes toward AI, perceived social expectations, and perceived behavioral control influence individuals' intentions and behaviors (Ajzen, 1991). For example, school administrators' guidance, colleagues' practices, and teachers' confidence in using AI may influence their willingness to incorporate it into instructional tasks. These theories help explain why trust and dependency may vary among teachers and why individual capabilities and school environments should be considered when interpreting the study's findings. They also support the development of professional learning activities that strengthen teachers' confidence, critical thinking, and ability to make independent instructional decisions.

Trust in Automation Theory, discussed by Lee and See (2004), provides the most direct theoretical explanation of teachers' trust in AI and its possible relationship with AI dependency. The theory emphasizes that trust influences reliance on automated systems and that appropriate reliance depends on the system's perceived capabilities, reliability, and limitations. In teaching and learning, teachers may trust AI applications to generate explanations, recommend learning activities, or prepare assessment materials. However, AI-generated outputs may contain inaccurate information, biased interpretations, or content that does not align with curriculum requirements and pupils' needs. Teachers' trust in AI therefore refers to their confidence in the reliability and appropriateness of AI outputs, whereas AI dependency refers to the extent to which they rely on AI to accomplish instructional tasks or support professional decisions. Cognitive Offloading Theory further explains how individuals use external tools to reduce cognitive demands (Risko & Gilbert, 2016). Although delegating routine tasks to AI may improve efficiency, excessive reliance without independent evaluation may undermine critical assessment and professional judgment. These theories suggest that trust and dependency may be associated, but they do not establish that higher trust necessarily results in greater dependency. The present study will therefore empirically examine the relationship between the two variables without presuming a causal effect.

The theoretical foundations are further supported by the **Digital Competence Framework for Educators (DigCompEdu)** developed by Redecker (2017), which identifies six areas of digital competence: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence. Although DigCompEdu is a competence framework rather than a theory, it provides practical guidance for translating the study's findings into an AI Literacy and Responsible Use Plan. Its areas are relevant to helping teachers evaluate digital resources, integrate AI into instructional activities, review AI-assisted assessments, protect learner information, address diverse learning needs, and promote responsible digital practices. The study is also situated within the Philippine educational context, where Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes relevant and learner-centered basic education; Republic Act No. 10173, or the Data Privacy Act of 2012, establishes safeguards for personal information; and Republic Act No. 11650 promotes inclusive education for learners with disabilities. Relevant DepEd policies include DepEd Order No. 003, s. 2026, on foundational guidelines for AI in basic education; DepEd Order No. 013, s. 2025, establishing the Center for Artificial Intelligence Research for the Department of Education; DepEd Order No. 008, s. 2015, on classroom assessment; and DepEd Order No. 040, s. 2012, on child protection. These laws and policies provide legal and institutional guidance for ensuring that AI-assisted instruction remains curriculum-aligned, privacy-conscious, inclusive, and protective of learners. They also reinforce teachers' responsibility to evaluate AI-generated materials and retain professional accountability for instructional decisions.

These theoretical, competency, and policy foundations establish the basis for investigating teachers' trust in AI and AI dependency in three selected public elementary schools in Loon, Bohol. TAM explains teachers' acceptance of AI, Social Cognitive Theory highlights the influence of teachers' capabilities and school environments, the Theory of Planned Behavior explains how attitudes and perceived expectations may shape AI use, Trust in Automation Theory clarifies the relationship between trust and reliance, and Cognitive Offloading Theory explains how instructional tasks may be delegated to AI. DigCompEdu provides a practical structure for identifying digital competence priorities, while Philippine laws and DepEd policies establish the educational, ethical, privacy, assessment, and child-protection requirements relevant to AI integration. Specifically, the study will determine teachers' levels

of trust in AI and AI dependency and examine whether a significant relationship exists between these variables. The findings will serve as the empirical basis for developing an **AI Literacy and Responsible Use Plan** that addresses the identified needs of teachers in the selected schools. The proposed plan may include professional development on AI capabilities and limitations, verification of AI-generated information, ethical and privacy-conscious practices, curriculum-aligned instructional applications, and the maintenance of independent pedagogical judgment. Through this integrated approach, the study seeks to promote informed and responsible AI use while preserving teachers' autonomy, professional accountability, and commitment to quality elementary education.

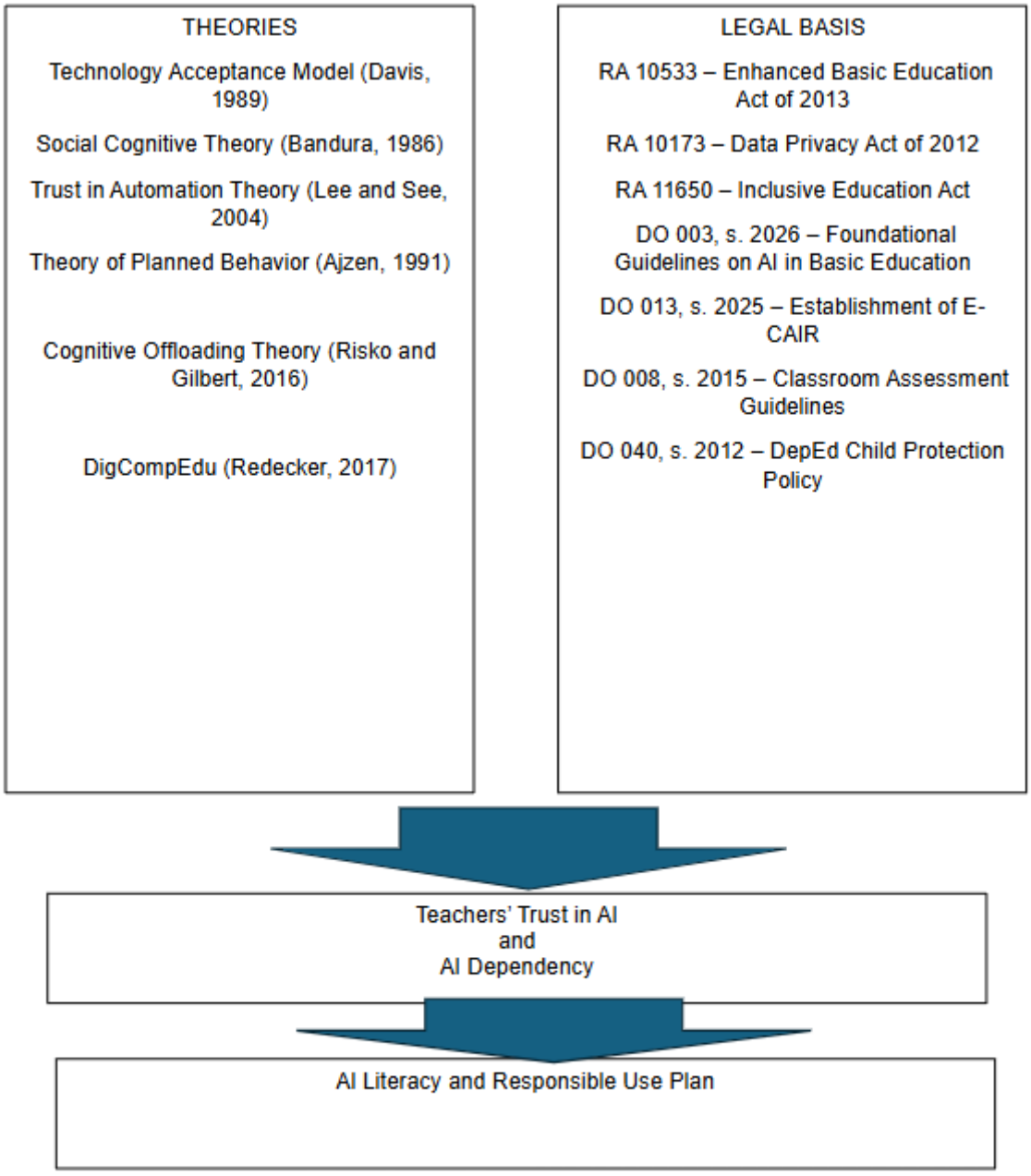


Figure 1.

Theoretical Background

The Problem

Statement of the Problem

This study aims to determine teachers' trust in artificial intelligence (AI) and their AI dependency in teaching and learning processes in selected public elementary schools in Loon North District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it seeks to assess the level of teachers' trust in AI, determine their level of AI dependency, examine the relationship between these variables, and identify the dimensions of AI trust significantly associated with AI dependency. The findings will serve as the basis for developing an AI Literacy and Responsible Use Plan to promote the appropriate, ethical, and responsible integration of AI into teaching and learning processes.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. highest educational attainment;
   1.4. length of teaching service;
   1.5. present teaching position or grade level taught; and
   1.6. relevant training and professional development related to artificial intelligence?

2. What is the level of teachers' trust in artificial intelligence in terms of:
   2.1. perceived reliability and accuracy of AI-generated information;
   2.2. perceived usefulness of AI in teaching and learning;
   2.3. confidence in AI-generated recommendations and outputs;
   2.4. perceived transparency and understanding of AI capabilities and limitations; and
   2.5. perceived risks and concerns regarding the use of AI in education?

3. What is the level of teachers' AI dependency in teaching and learning processes in terms of:
   3.1. lesson planning and instructional material development;
   3.2. assessment preparation and evaluation of learners' performance;
   3.3. instructional decision-making and problem-solving;
   3.4. academic and professional tasks; and
   3.5. independent judgment and verification of AI-generated outputs?

4. Is there a significant relationship between teachers' trust in artificial intelligence and their AI dependency in teaching and learning processes?

5. Which dimensions of teachers' trust in artificial intelligence are significantly associated with their AI dependency in teaching and learning processes?

6. Based on the findings, what AI Literacy and Responsible Use Plan can be proposed to strengthen teachers' AI literacy and promote the responsible integration of AI into teaching and learning processes?
   evidence of causation.

2. Summary, Findings, Conclusions, And Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of the study. The study aimed to determine the relationship between teachers' trust in artificial intelligence (AI) and AI dependency in teaching and learning processes in selected public elementary schools in Loon North District, Schools Division of Bohol, during School Year 2026–2027.

Specifically, the study described the demographic profile of the teacher-respondents in terms of age, sex, highest educational attainment, length of teaching service, present teaching position or grade level taught, and relevant AI training or professional development. It also determined the level of teachers' trust in AI in terms of perceived reliability and accuracy of AI-generated information, perceived usefulness of AI in teaching and learning, confidence in AI-generated recommendations and outputs, transparency and understanding of AI capabilities and limitations, and perceived risks and concerns regarding AI use in education. Furthermore, the study assessed AI dependency in terms of lesson planning and instructional material development, assessment preparation and evaluation of learners' performance, instructional decision-making and problem-solving, academic and professional tasks, and independent professional judgment and verification of AI-generated outputs. Finally, the study examined the relationships between teachers' trust in AI and AI dependency, including the relationships between the individual trust dimensions and AI dependency, as bases for developing an AI Literacy and Responsible Use Plan.

Summary

The study examined the relationship between teachers' trust in artificial intelligence and AI dependency in teaching and learning processes in selected public elementary schools in Loon North District, Schools Division of Bohol. The teacher-respondents were expected to provide information about their experiences, perceptions, and practices concerning the use of AI tools for instructional and professional activities.

Teachers' trust in AI was assessed through five dimensions: perceived reliability and accuracy of AI-generated information; perceived usefulness of AI in teaching and learning; confidence in AI-generated recommendations and outputs; transparency and understanding of AI capabilities and limitations; and perceived risks and concerns regarding AI use in education. These dimensions focused on teachers' perceptions of the dependability, practical value, understandability, and possible limitations of AI technologies in educational settings.

AI dependency was examined through five dimensions: lesson planning and instructional material development; assessment preparation and evaluation of learners' performance; instructional decision-making and problem-solving; academic and professional tasks; and independent professional judgment and verification of AI-generated outputs. These dimensions focused on the extent to which teachers rely on AI tools in performing educational tasks and the extent to which they independently evaluate, modify, and verify AI-generated content.

The study employed a descriptive-correlational research design. Frequency counts and percentages were used to describe the respondents' demographic profiles, while weighted means and composite means were used to determine the levels of trust in AI and AI dependency. Appropriate correlation analysis, such as Pearson Product-Moment Correlation or Spearman's rank-order correlation, was intended to determine whether statistically significant relationships existed between the study variables, depending on the characteristics and assumptions of the collected data. The findings were intended to serve as the basis for

developing an AI Literacy and Responsible Use Plan that promotes informed, ethical, secure, and balanced use of AI in teaching and learning.

Findings

Based on the presentation, analysis, and interpretation of the illustrative results developed for the study, the following findings were identified. The numerical results should be confirmed using the actual collected data.

1. **Profile of the Teacher-Respondents.** The study described the teacher-respondents according to age, sex, highest educational attainment, length of teaching service, present teaching position or grade level taught, and relevant AI training or professional development. The illustrative profile showed that the largest age group was 36–40 years old, comprising 15 respondents or 25.00%. Female respondents accounted for 42 or 70.00% of the sample. In terms of educational attainment, the largest group had a bachelor's degree with graduate units, comprising 19 respondents or 31.67%. Regarding teaching experience, 18 respondents or 30.00% had served for 6–10 years. Teacher I was the most represented teaching position, with 22 respondents or 36.67%. In terms of AI-related training, the largest group reported attending one to two trainings, comprising 20 respondents or 33.33%. These profile characteristics provided context for understanding the respondents' experiences and perceptions concerning AI use in education.
2. **Level of Teachers' Trust in AI.** The illustrative results indicated generally high levels of trust across the assessed dimensions. Perceived transparency and understanding of AI capabilities and limitations obtained the highest weighted mean of 4.18, followed by perceived risks and concerns at 4.10, perceived usefulness at 4.05, confidence in AI-generated recommendations and outputs at 4.00, and perceived reliability and accuracy at 3.92. The overall pattern suggests that teachers may recognize the usefulness of AI while also considering its limitations and potential risks. However, the perceived-risk score must be interpreted carefully because a higher rating on risk-related items indicates greater concern, not necessarily greater trust in AI.
3. **Level of AI Dependency in Lesson Planning and Instructional Material Development.** Lesson planning and instructional material development obtained an illustrative weighted mean of 3.68, verbally interpreted as High. This suggests that teachers may rely on AI tools to generate lesson ideas, prepare instructional materials, organize learning activities, and adapt content for classroom use. Such use may support instructional preparation, provided that teachers review the accuracy, appropriateness, and alignment of AI-generated materials with curriculum requirements and learners' needs.
4. **Level of AI Dependency in Assessment Preparation and Evaluation.** Assessment preparation and evaluation of learners' performance obtained an illustrative weighted mean of 3.41, verbally interpreted as High. This indicates a reported tendency to use AI in preparing questions, developing assessment materials, generating feedback, and assisting with evaluation-related tasks. AI-generated assessment content nevertheless requires careful review to ensure that it measures the intended learning outcomes, uses appropriate language, and provides fair and accurate feedback.
5. **Level of AI Dependency in Instructional Decision-Making and Problem-Solving.** Instructional decision-making and problem-solving obtained an illustrative weighted mean of 3.33, verbally interpreted as Moderate. This suggests that teachers may use AI as a supplementary resource when considering instructional strategies or addressing classroom challenges, while retaining some

reliance on their professional knowledge and judgment. AI recommendations should be evaluated against classroom evidence, curriculum standards, school policies, and the specific needs of learners.

6. **Level of AI Dependency in Academic and Professional Tasks.** Academic and professional tasks obtained an illustrative weighted mean of 3.66, verbally interpreted as High. This suggests that teachers may use AI to support the preparation of reports, the organization of professional documents, the development of written materials, and other work-related activities. Although AI may help improve efficiency, teachers remain responsible for verifying information, protecting confidential data, and ensuring that submitted work is accurate and appropriate.
7. **Independent Professional Judgment and Verification of AI-Generated Outputs.** The illustrative weighted mean for this dimension was 2.50, verbally interpreted as Low, based on items measuring problematic reliance, such as accepting AI-generated information without checking it or following AI recommendations despite conflicting professional judgment. This result would indicate relatively low reported problematic dependence on AI and potentially greater retention of independent judgment. However, this interpretation is valid only if the questionnaire items are consistently worded so that higher scores represent greater problematic reliance. Items measuring responsible verification must be scored and interpreted separately or reverse-coded appropriately before calculating a composite score.
8. **Relationship Between Overall Trust in AI and AI Dependency.** The illustrative correlation analysis reported a positive relationship between overall trust in AI and AI dependency, with a correlation coefficient of ($r = 0.46$) and a significance value of ($p = 0.001$). At the 0.05 level of significance, this result would support rejecting the null hypothesis of no significant relationship, provided that the coefficient and significance value are confirmed by the actual dataset and an appropriate statistical test. A positive association would mean that higher trust ratings tend to occur alongside higher AI-dependency ratings. This relationship would not, however, establish that trust causes dependency or that AI dependency is necessarily harmful.
9. **Relationship Between Individual Trust Dimensions and AI Dependency.** The illustrative results reported a positive association between perceived reliability and accuracy and AI dependency (($r = 0.39$, $p = 0.002$)); perceived usefulness and AI dependency (($r = 0.51$, $p < 0.001$)); and confidence in AI-generated recommendations and outputs and AI dependency (($r = 0.43$, $p < 0.001$)). These results would indicate statistically significant associations at the 0.05 level if confirmed using the actual responses and appropriate statistical procedures. Perceived transparency and understanding of AI capabilities and limitations (($r = 0.24$, $p = 0.064$)) and perceived risks and concerns (($r = -0.18$, $p = 0.169$)) were reported as not statistically significant. Thus, perceived usefulness, reliability, and confidence may be relevant factors associated with teachers' reliance on AI, while the relationships involving transparency and perceived risks would require further examination. These values remain illustrative and should not be treated as verified empirical findings.
10. **Basis for the AI Literacy and Responsible Use Plan.** The study identified several areas that may be addressed through an AI Literacy and Responsible Use Plan, including the verification of AI-generated information, recognition of inaccurate or biased outputs, protection of personal and confidential data, responsible use of AI in assessment and instructional planning, and preservation of independent professional judgment. The proposed plan should emphasize that AI is a

supplementary tool rather than a substitute for teachers' expertise, accountability, and understanding of learners' needs.

Conclusions

Based on the study's objectives and the illustrative findings, the following conclusions are proposed for confirmation after the actual data have been analyzed:

1. The demographic profiles of the teacher-respondents provide relevant context for understanding their experiences with AI in teaching and learning. Age, educational attainment, teaching experience, teaching position or grade level taught, and participation in AI-related training may help describe the professional backgrounds of teachers who use AI tools. These characteristics should be examined descriptively and should not be assumed to explain differences in AI trust or dependency unless supported by additional statistical analysis.
2. Teachers' trust in AI encompasses perceptions of reliability, usefulness, confidence in outputs, transparency, and potential risks. Understanding these dimensions is important because teachers may recognize the practical value of AI while remaining aware of the need to verify its information and limitations. Trust in AI should therefore be informed and critical rather than unconditional.
3. AI dependency may vary across teaching and professional tasks. Teachers may rely on AI for lesson planning, instructional material development, assessment preparation, and professional documentation while using it more cautiously in instructional decision-making. The appropriateness of such reliance depends on whether AI-generated outputs are reviewed, adapted, and aligned with educational objectives and professional responsibilities.
4. Independent professional judgment and verification are essential components of responsible AI use. Teachers should not accept AI-generated information automatically, particularly when it concerns learner assessment, instructional decisions, confidential information, or educational recommendations. Appropriate verification helps maintain teacher accountability and reduces the risk of errors, bias, and unsuitable instructional content.
5. If confirmed by the actual dataset, a significant positive relationship between overall trust in AI and AI dependency would indicate that teachers reporting greater trust also tend to report greater reliance on AI. This would suggest that trust and dependency are related aspects of AI use. However, the descriptive-correlational design cannot establish causation, and a higher level of reliance does not automatically indicate inappropriate or excessive dependency.
6. If confirmed by the actual dataset, significant associations between perceived reliability, perceived usefulness, confidence in AI outputs, and AI dependency would indicate that teachers' evaluations of AI's performance and practical value are related to their reported reliance on AI. The absence of statistically significant relationships for other trust dimensions would mean that the study did not obtain sufficient evidence of associations under the selected statistical procedures; it would not establish that these dimensions are universally unrelated to dependency.
7. The findings provide a potential basis for developing an AI Literacy and Responsible Use Plan for teachers in the participating schools. The plan should promote critical evaluation of AI-generated information, responsible instructional integration, data privacy, awareness of bias and limitations, ethical use, and continued reliance on professional judgment. Its final content should be determined using verified study results and reviewed for relevance to school policies and educational requirements.

Recommendations

Based on the study's objectives and the potential implications of the findings, the following recommendations are proposed:

1. **Strengthen Teachers' AI Literacy.** Teachers should participate in professional-development activities that develop their understanding of AI tools, their capabilities, their limitations, and their appropriate applications in education. Training should include practical examples of how AI generates responses, why errors may occur, and how to recognize inaccurate, outdated, incomplete, or biased information. AI literacy should be treated as an ongoing professional-learning priority as technologies and their educational applications continue to change.
2. **Promote Verification of AI-Generated Information.** Teachers should verify AI-generated facts, references, explanations, lesson content, and assessment materials before using them in classroom instruction or professional documents. Verification may include consulting authoritative sources, checking curriculum guides and learning competencies, comparing information across reliable references, and reviewing whether the output is suitable for the intended grade level. AI-generated references and citations should be checked against actual publications or official documents rather than accepted without confirmation.
3. **Encourage Responsible Use of AI in Lesson Planning.** Teachers may use AI to generate lesson ideas, organize instructional activities, develop examples, and prepare initial drafts of learning materials. However, they should review and adapt the generated content to align with curriculum standards, lesson objectives, learner characteristics, and the actual classroom context. AI should assist teachers' instructional preparation rather than replace their pedagogical knowledge and professional decision-making.
4. **Improve the Responsible Use of AI in Assessment.** Teachers should carefully evaluate AI-generated test questions, rubrics, answer keys, and feedback before using them to assess learners. Assessment materials should be checked for accuracy, clarity, fairness, grade-level appropriateness, and alignment with intended learning outcomes. Decisions concerning learners' grades, performance, progress, and educational needs should remain under appropriate teacher oversight and follow established school procedures.
5. **Preserve Independent Professional Judgment.** Teachers should use AI recommendations as supplementary information rather than automatic instructions. When an AI-generated recommendation conflicts with classroom observations, professional expertise, verified evidence, or learners' needs, teachers should critically examine the recommendation and make an informed decision. Schools should encourage teachers to document the rationale for important instructional decisions when required by institutional procedures.
6. **Strengthen Data Privacy and Confidentiality.** Teachers should avoid entering identifiable learner information, confidential school records, personal data, assessment results, or sensitive information into AI tools unless the use is specifically authorized and complies with applicable privacy requirements and school policies. Teachers should review the privacy terms and data-handling practices of AI platforms before using them for educational work. Schools should provide clear guidance on approved tools, acceptable information-sharing practices, and procedures for handling confidential data.
7. **Promote Awareness of AI Bias, Errors, and Limitations.** Teachers should recognize that AI outputs may contain factual errors, stereotypes, misleading explanations, or information that does

not reflect the local educational context. AI-generated learning materials should be reviewed for fairness, inclusiveness, cultural appropriateness, and accessibility. Teachers should adapt or reject outputs that could misinform learners, reinforce harmful assumptions, or fail to address the diverse needs of the classroom.

8. **Establish School-Level Guidelines for Responsible AI Use.** School administrators and school heads should work with teachers and relevant education authorities to develop clear guidance on the appropriate use of AI for instructional planning, assessment preparation, professional documentation, and other school-related tasks. The guidelines should address verification, transparency, privacy, accountability, academic integrity, and the limits of acceptable AI assistance. They should also be aligned with applicable Department of Education policies, national laws, and official guidance in force at the time of implementation.
9. **Provide Continuous Professional Development and Peer Collaboration.** School administrators should organize workshops, learning-action-cell sessions, peer demonstrations, and collaborative lesson-planning activities on responsible AI use. Teachers with different levels of AI experience should be encouraged to share practices, discuss limitations, and review examples of AI-generated educational materials. Professional development should emphasize practical application, ethical considerations, and evidence-based decision-making rather than the use of AI tools alone.
10. **Develop and Implement the AI Literacy and Responsible Use Plan.** The proposed plan should be developed using the study's verified findings and reviewed by qualified education professionals and school administrators. It should include objectives, key learning activities, responsible-use guidelines, verification procedures, data-privacy practices, training strategies, implementation responsibilities, and evaluation indicators. The plan should be practical, adaptable to the participating schools' resources, and responsive to teachers' professional-development needs. Before wider implementation, the plan may be reviewed or pilot-tested to assess its clarity, relevance, and feasibility.
11. **Monitor the Implementation of Responsible AI Practices.** School administrators and designated personnel should periodically review the implementation of AI-related professional-development activities and school guidelines. Monitoring may examine teachers' participation in training, use of verification practices, awareness of privacy requirements, and ability to evaluate AI-generated instructional materials. Feedback should be used to improve training and guidance rather than to assume that the frequency of AI use alone represents effective or ineffective teaching.
12. **Conduct Further Research.** Future researchers may investigate teachers' trust in AI and AI dependency in other school districts, divisions, or educational levels using larger and more diverse samples. Additional variables, such as AI literacy, perceived ease of use, digital competence, teacher self-efficacy, access to technology, and previous AI training, may be examined to provide a broader understanding of teachers' AI-related practices. Qualitative interviews or mixed-methods approaches may also help explain why teachers trust, verify, modify, or rely on AI-generated outputs. Future studies should use validated instruments, appropriate statistical procedures, and actual collected data to support conclusions.
13. **Evaluate the Effectiveness of the AI Literacy and Responsible Use Plan.** After the plan has been developed and reviewed, a subsequent study may evaluate its usability, relevance, implementation challenges, and contribution to teachers' knowledge and responsible AI practices. Evaluation may include pre- and post-training assessments, teacher feedback, review of

instructional materials, or other appropriate measures. Claims that the plan improves AI literacy or reduces inappropriate dependency should be supported by suitable evaluation evidence rather than inferred from the correlational findings of the present study.

3. Output of The Study

Ai Literacy and Responsible Use Plan Rationale

The findings of the study provide a basis for developing an AI Literacy and Responsible Use Plan for teachers during School Year 2026–2027. The study focuses on teachers' perceptions of AI reliability, usefulness, transparency, and risks, as well as their reliance on AI tools when performing instructional and professional tasks in Loon North Central Elementary School, Pondol Elementary School, and Lawis Elementary School.

Artificial intelligence has become an increasingly accessible resource for educational work. Teachers may use AI applications to prepare lesson plans, develop instructional materials, generate assessment questions, organize information, draft professional documents, and explore possible approaches to classroom challenges. When used appropriately, these tools may help teachers organize their work and explore additional instructional options. However, the value of AI depends on the ability of teachers to evaluate its outputs, recognize its limitations, protect confidential information, and make informed decisions based on professional knowledge and verified evidence.

Teachers' trust in AI is an important consideration in determining how they use AI-generated information and recommendations. Trust may be influenced by perceived reliability and accuracy, usefulness in teaching and learning, confidence in generated outputs, transparency regarding AI capabilities and limitations, and concerns about risks associated with AI use. Trust should be based on critical evaluation rather than the assumption that AI-generated information is always correct. AI systems may produce inaccurate statements, fabricated references, incomplete explanations, biased content, or recommendations that are unsuitable for a particular classroom context.

AI dependency is another important consideration because teachers may increasingly incorporate AI into lesson planning, instructional material development, assessment preparation, professional documentation, and instructional decision-making. Although reliance on AI for routine or preparatory tasks may be appropriate, excessive or uncritical dependence may reduce opportunities for independent evaluation and professional judgment. Teachers must remain responsible for the materials they use, the feedback they provide, and the instructional decisions they make. AI-generated outputs should therefore be reviewed, adapted, and verified before being used in educational settings.

The study examines AI dependency through lesson planning and instructional material development; assessment preparation and evaluation of learners' performance; instructional decision-making and problem-solving; academic and professional tasks; and independent professional judgment and verification of AI-generated outputs. These dimensions provide a framework for identifying professional-development needs and developing practical guidelines for responsible AI use. They also highlight the importance of distinguishing productive AI assistance from reliance that bypasses professional review, critical thinking, or accountability.

Data privacy and confidentiality must likewise be central to responsible AI use. Teachers should exercise caution when using AI platforms to process learner information, assessment results, school records, or other confidential material. They should understand the privacy and data-handling conditions of the tools they use, follow authorized school procedures, and avoid disclosing identifiable or sensitive

information without appropriate authorization. AI use should also be consistent with applicable laws, Department of Education policies, and school-level guidelines.

The proposed AI Literacy and Responsible Use Plan is designed to translate the study's objectives and verified findings into practical professional-development activities and school-based procedures. It includes initiatives on AI literacy, verification of AI-generated information, responsible instructional integration, assessment integrity, data privacy, recognition of AI limitations and bias, preservation of professional judgment, peer collaboration, and monitoring of responsible AI practices. These initiatives are intended to help teachers make informed decisions about when AI assistance is useful, when additional verification is necessary, and when professional expertise or other authoritative sources should take precedence.

The plan is intended for teachers and school personnel in Loon North Central Elementary School, Pondol Elementary School, and Lawis Elementary School. School heads and designated personnel may coordinate the activities, provide appropriate guidance, and identify available resources for implementation. The proposed activities and budget are planning estimates and should be reviewed according to actual school needs, available resources, funding rules, and approval procedures. Implementation should not be treated as completed until supported by actual accomplishment records.

Ultimately, the AI Literacy and Responsible Use Plan aims to promote informed, ethical, secure, and balanced integration of AI into teaching and learning. By strengthening teachers' ability to evaluate AI-generated information and maintain independent professional judgment, the plan seeks to support responsible educational technology use while preserving teachers' accountability for instructional quality and learner welfare.

Objectives

The AI Literacy and Responsible Use Plan aims to achieve the following objectives:

1. Strengthen teachers' AI literacy and responsible use by improving their understanding of AI tools, their educational applications, limitations, and potential risks, while promoting the verification of AI-generated information and recognition of inaccurate or biased outputs.
2. Promote ethical and appropriate integration of AI in teaching and learning processes by guiding teachers in lesson planning, instructional material development, assessment preparation, and professional tasks while protecting data privacy, maintaining academic integrity, and preserving independent professional judgment.
3. Establish a sustainable framework for professional development, implementation, and evaluation by providing training opportunities, developing school-level guidelines, encouraging collaboration among teachers and school heads, and monitoring the effectiveness of the plan to support continuous improvement in responsible AI use.

Scheme of Implementation

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
AI Literacy and Awareness Program	Strengthen teachers' understanding of AI tools, capabilities, limitations, and educational applications.	Conduct an orientation on AI fundamentals; demonstrate common educational AI applications; discuss appropriate and inappropriate uses; and provide examples of productive, critical, and responsible AI use.	₱8,000	Available school funds, subject to applicable guidelines; approved training assistance	First quarter; refresher sessions as needed	School Heads, Designated AI or ICT Coordinators, Teachers, District Resource Persons where available	Attendance records, pre- and post-session knowledge checks, participant feedback, and reflection activities	To be completed during implementation	To be determined from documented results
AI-Generated Information Verification Program	Develop teachers' ability to verify AI-generated facts, explanations, and references.	Provide practical exercises on cross-checking claims; verifying references against actual	₱6,000	Available school funds, subject to approval; existing	First and second quarters	School Heads, Master Teachers, Teachers, Learning Resour	Verification exercises, review of lesson plans and materials, and teacher	To be completed during implementation	To be determined from review findings

		publications; consulting official curriculum materials; identifying fabricated citations; and documenting sources used in instructional materials.		digital and printed resources		ce Personnel where available	performance in source-checking activities		
Responsible AI-Assisted Lesson Planning Program	Promote appropriate use of AI in preparing lesson plans and instructional materials.	Conduct collaborative lesson-planning sessions; demonstrate how to generate initial drafts; review outputs for curriculum alignment, accuracy, grade-	₱8,000	Available school funds, existing instructional resources, approved assistance	Second quarter and throughout the school year	School Heads, Master Teachers, Classroom Teachers, Learning Resource Personnel where available	Review of lesson plans, sample instructional materials, teacher reflections, and feedback from instructional supervision	To be completed during implementation	To be determined after review

		level suitability, inclusiveness, and relevance; and revise materials before classroom use.							
Responsible AI Use in Assessment Program	Improve teachers' ability to evaluate AI-generated assessment materials and feedback.	Facilitate workshops on reviewing questions, answer keys, rubrics, and feedback; check alignment with learning competencies; identify ambiguity and bias; and establish teacher review before assessment materials are used.	₱7,000	Available school funds, subject to applicable guidelines; existing assessment resources	Second and third quarters	School Heads, Master Teachers, Classroom Teachers, Assessment Coordinators where available	Review of sample assessments, alignment checks, documentation of revisions, and teacher feedback	To be completed during implementation	To be determined from evaluation records
Independent	Preserve teachers'	Use case-based	₱5,000	Available	Throughout	School Heads,	Case-analysis	To be complete	To be determi

Professional Judgment and Decision-Making Program	professional accountability when using AI recommendations.	discussions involving classroom scenarios; compare AI recommendations with verified evidence and professional standards; examine situations where AI output should be modified or rejected; and encourage teachers to record their rationale for important instructional decisions when required.		school funds, subject to approval; school-based professional-learning resources	the school year	Master Teachers, Teachers, Relevant District Personnel where available	exercises, reflective journals, discussion outputs, and review of instructional decision-making scenarios	d during implementation	ned after implementation

Data Privacy and Confidentiality Awareness Program	Strengthen teachers' ability to protect learner information and confidential school records when using AI.	Conduct an orientation on data privacy; discuss prohibited or restricted disclosures; demonstrate the use of non-identifying sample data for training; review platform data-handling considerations; and reinforce compliance with applicable laws and school procedures.	₱5,000	Available school funds, approved training support, existing school resources	First and second quarters; updates when necessary	School Heads, Designated Data Privacy or ICT Personnel where available, Teachers, Relevant Resource Persons	Attendance records, scenario-based knowledge checks, review of data-handling practices, and confirmation of applicable school procedures	To be completed during implementation	To be determined from documented evidence
AI Bias, Accuracy, and Limitations Review	Improve teachers' ability to identify inaccurate, biased, incomple	Provide sample AI-generated materials for	₱5,000	Available school funds, existing instruct	Second and third quarters	School Heads, Master Teachers, Teachers,	Completed review exercises, revised instructional	To be completed during implementation	To be determined after review

Program	te, or unsuitable AI outputs.	critical review; discuss potential errors and bias; compare outputs with reliable sources; assess cultural and grade-level appropriateness; and revise or reject materials that do not meet educational requirements.		ional resources, approved assistance		Relevant Learning Resource Personnel	materials, teacher feedback, and records of identified and corrected issues		
Ethical and Accountable AI Use Program	Promote transparency, accountability, academic integrity, and compliance with applicable rules.	Discuss appropriate acknowledgment of AI assistance where required; clarify teacher responsibility for submitted	₱4,000	Available school funds, subject to applicable guidelines; existing professional-learnin	Second quarter; reviewed annually or as policies change	School Heads, Teachers, Relevant District Personnel, Designated ICT or Learning Resour	Teacher feedback, review of guidance materials, scenario-based assessments, and documented school-level	To be completed during implementation	To be determined after review

		materials; review acceptable-use expectations; address plagiarism and misleading attribution; and establish procedures for raising questions about AI use.		g resources		ce Coordinators	procedures		
School-Based Professional Development and Peer Collaboration Program	Provide continuing opportunities for teachers to share responsible AI practices and address implementation challenges.	Organize learning-action-cell sessions, peer demonstrations, collaborative review of AI-assisted materials, sharing of verified prompts and workflows, and discussions of	₱8,000	Available school funds, approved training allocations, authorized external assistance where available	Quarterly throughout one school year	School Heads, Master Teachers, Learning Action Cell Facilitators, Classroom Teachers, District Resource Persons where available	Session records, participation logs, peer-review outputs, teacher feedback, and documented application of learning	To be completed during implementation	To be determined from quarterly reviews

		challenges and effective practices.							
School-Level Responsible AI Guidelines Development Program	Support the establishment or review of clear procedures for responsible AI use in instructional and professional activities.	Review applicable official guidance; consult teachers and relevant school personnel; identify approved and restricted practices; establish expectations for verification, privacy, assessment, accountability, and reporting concerns; and communicate the approved guidance to teachers.	₱4,000	Available school funds, subject to approval; existing administrative resources	First and second quarters, with periodic review	School Heads, Teachers, Designated ICT or Data Privacy Personnel where available, Relevant District Personnel	Draft and approved guidance where authorized, consultation records, dissemination records, and teacher acknowledgment of the guidance	To be completed after review and approval	Subject to applicable policies and school approval
Monitoring and	Assess the impleme	Collect teacher feedback	₱5,000	Available school	Quarterly monit	School Heads, Design	Monitoring forms,	To be completed during	To be based on

Evaluation of Responsible AI Practices	ntation and practical relevance of the plan and identify areas for improvement.	; review training participation; examine selected AI-assisted instructional materials; conduct follow-up knowledge checks; document implementation challenges; and prepare a summary of findings and recommended revisions.		funds, subject to applicable guidelines; existing school monitoring resources	oring and end-of-year evaluation	ated Coordinators, Master Teachers, Teachers	training records, teacher feedback, reviewed work samples, and an evaluation report	and after implementation	documented evaluation results
Plan Review and Continuous Improvement Program	Keep the AI Literacy and Responsible Use Plan relevant to teachers' needs,	Review evaluation results and current official guidance; consult participating teachers;	₱4,000	Available school funds, subject to approval; authorized school	End of school year and whenever significant guidance	School Heads, Teachers, Designated Coordinators, Relevant District	Review records, revision log, stakeholder feedback, and an updated plan where	To be completed after evaluation	Revisions to be based on documented needs

	school policies, and changing AI technologies.	identify necessary revisions; update training materials; and document approved changes to the plan.		or district support	changes occur	Personnel	approved		
TOTAL PROPOSED BUDGET			**₱69,000**	**Subject to fund availability and approval**	**One school year**	**Participating Schools and Authorized Personnel**	**Consolidated implementation and evaluation report**	**To be determined through actual implementation**	**Subject to evaluation and applicable guidelines**

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