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Perceived Localized Guidelines Used to Distinguish Between Human-Written and AI-Generated Texts

Miraflor A. Lecciones

Graduate School, Cebu Technological University– Main Campus, Cebu City, Philippines

Abstract: *This research examined the perceived localized guidelines used by teachers to evaluate the authenticity of written texts, particularly in distinguishing between human-written and AI-generated outputs among Intermediate Elementary Teachers of Talamban Elementary School, North District 8, Cebu City Division, Talamban, Cebu, Philippines. Specifically, it determined the teachers' profile in terms of age, sex, years of teaching experience, subject area taught, and highest educational attainment; assessed the teachers' level of awareness in terms of accuracy in distinguishing human-written and AI-generated texts; identified the indicators teachers used in making authorship judgments (e.g., vocabulary level, sentence structure, grammar, repetition and patterns, creativity and originality and coherence and flow), and described the issues and concerns encountered in identifying AI-generated text. A descriptive–correlational research design was employed using a validated structured questionnaire administered to the teacher-respondents. The descriptive component was used to summarize respondents' profiles and their reported awareness in terms of accuracy, indicators and issues and concerns, while the correlational component was used to determine whether a significant relationship between teachers' level of awareness in terms of accuracy and the indicators used in evaluating the authenticity of written texts. The findings of the study served as the basis for developing perceived localized guidelines to distinguish between AI-generated and human written texts, thereby strengthening teachers' capacity to evaluate the authenticity of students' written outputs.*

Keywords: *AI-Generated Text, Authorship Judgment, Detection Accuracy, Text Authenticity, Teacher Awareness, Written Outputs*

I. INTRODUCTION

A. Background of the Study

The growing use of artificial intelligence (AI) in education has brought both opportunities and challenges, particularly in writing. AI-powered tools can now generate text that is coherent, grammatically correct, and highly likely to be human-like. While these tools may serve as learning aids, their increasing accessibility has also raised concerns about academic integrity, originality, and the authenticity of students' written outputs. As a result, teachers are now faced with the difficult task of determining whether a piece of writing reflects a learner's own ideas and abilities or has been produced by AI.

In the classroom, writing is not only a means of communication but also an important indicator of students' understanding, critical thinking, and personal expression. The presence of AI-generated text challenges traditional methods of writing assessment because it can imitate human style and structure with remarkable accuracy. Although AI detection tools are available, they are not always reliable and may produce inaccurate or inconsistent results. For this reason, teachers' critical judgment remains essential for evaluating written work and identifying potential signs of AI-generated work.

This study is grounded in the need to examine how teachers use their professional experience, observations, and critical judgment to distinguish AI-generated text from human writing. Understanding how teachers make these judgments is important because their decisions affect assessment practices, feedback, academic policies, and the promotion of honesty in learning. It is also necessary to explore the difficulties teachers encounter in this process, as well as the indicators they use to evaluate written outputs in an AI-influenced educational environment.

Furthermore, there is a growing need for research that focuses on the human role in responding to the challenges posed by AI in education. Much attention has been given to the capabilities of AI tools, yet limited emphasis has been placed on teachers' perspectives and judgment in identifying AI-generated writing. By addressing this gap, the study seeks to contribute to a better understanding of how educators can uphold authenticity and fairness in writing assessment. Ultimately, this research underscores that beyond technological systems and algorithms, teachers' critical judgment remains vital to preserving the integrity of student writing.

Ultimately, this study highlights the importance of maintaining a human-centered approach in writing assessment despite rapid technological developments. While AI may continue to shape the educational landscape, it cannot fully replace the contextual understanding, ethical sensitivity, and professional discernment that teachers bring to the classroom. By examining how teachers distinguish AI-generated text from human writing, the study aims to contribute to the development of more responsive assessment practices, informed school policies, and stronger support systems for educators. In doing so, it reinforces the idea that the future of writing assessment depends not only on technological tools but also on the wisdom and judgment of teachers who remain at the heart of the learning process.

B. Research Problem

This study aimed to determine teachers' ability to distinguish human-written text from AI-generated text in English in Key Stage 2 at Talamban Elementary School in North District 8, Talamban, Cebu City during School Year 2025–2026.

Specifically, it sought to answer the following questions:

- 1) What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Years of teaching experience;
 - 1.4 Subject area taught; and
 - 1.5 Highest educational attainment?
- 2) What is the level of teachers' awareness, in terms of accuracy, in identifying:
 - 2.1. Human-written text; and
 - 2.2. AI-generated text?
- 3) What indicators do teachers use when evaluating the authenticity of human-written text?
 - 3.1 Vocabulary level
 - 3.2 Sentence structure
 - 3.3 Grammar
 - 3.4 Repetition and Patterns
 - 3.5 Creativity and Originality
 - 3.6 Coherence and Flow
- 4) Is there a significant relationship between teachers' level of awareness in terms of accuracy and the indicators used in evaluating the authenticity of written texts?
- 5) What issues and concerns do teachers encounter in distinguishing AI-generated text from human-written text?
- 6) Based on the findings, what localized guidelines can be followed to distinguish between AI-generated and human-written texts?

C. Research Objectives

The perceived localized guidelines aim to achieve the following objectives:

- 1) Provide teachers with a clear, evidence-based framework of indicators and strategies for distinguishing AI-generated text from human-written work.
- 2) Guide teachers in redesigning writing assessments that are resilient to AI substitution while promoting higher-order thinking and authentic expression.
- 3) Standardize the procedures for documenting, verifying, and addressing suspected cases of AI-generated submissions, ensuring fairness and accuracy.
- 4) Foster a school culture that balances the responsible use of AI tools with the preservation of academic integrity and critical thinking.
- 5) Provide school administrators with a basis for policy implementation, resource allocation, and monitoring of assessment integrity.

D. Significance Of The Study

This study was significant because it addressed a timely challenge in education: the increasing difficulty of distinguishing between AI-generated and human-written work and its implications for academic integrity, fair assessment, and instructional decision-making.

The findings of this study benefited the following:

Educational Policy Makers. The results may serve as a basis for developing policies and frameworks to guide schools in addressing the use of AI in academic work, promoting academic integrity while adapting to technological advancements.

Curriculum Makers. The findings may inform the integration of responsible AI use, writing authenticity, and critical evaluation skills into the curriculum, helping ensure that instructional materials and assessment strategies remain relevant and responsive to current educational challenges.

Department of Education (DepEd). The findings served as a basis for developing or strengthening policies and guidance on the ethical and responsible use of AI in schools, including academic integrity and authentic assessment practices.

Future Researchers. The results provided baseline information for further studies on AI literacy, teacher decision-making, assessment redesign, and detection reliability in basic education.

E. Review Of Related Literature

Generative artificial intelligence has altered how written texts are produced, revised, and polished, creating new challenges for educators who must determine whether a piece of writing genuinely reflects the author's own thinking and effort. In education settings, the difficulty is not simply that AI can produce grammatically correct writing, but that it can also simulate coherence, structure, and even an academic tone that resembles competent human work. Because of this, determining authorship has become a judgment call characterized by uncertainty, in which teachers must interpret multiple cues rather than rely on a single decisive feature. Recent evidence suggests that even trained teachers do not consistently identify AI-generated writing with high accuracy. Fleckenstein et al. (2024) demonstrated that teachers' ability to "spot AI" in essays is limited, indicating that human detection is not automatic and can be influenced by the quality of the AI output, the writing prompt, and the evaluator's expectations. This supports the view that authenticity judgments in writing increasingly require deliberate reasoning grounded in evidence and professional experience rather than simple rule-based checking.

Alongside the emerging AI literature, research on academic integrity and contract cheating provides an important foundation for understanding why teacher judgments about authorship are complex and prone to error. Contract cheating research shows that markers often rely on contextual knowledge, holistic impressions of voice and competence, and comparisons with prior performance, yet these strategies can still yield uncertain outcomes. Dawson and Sutherland-Smith (2018) found that markers can struggle to reliably detect outsourced work, highlighting that suspicious "signals" in writing are often ambiguous and may overlap with legitimate variation in student performance. Stoesz et al. (2019) similarly reported that faculty views on detection emphasize professional intuition and experience-based strategies, yet also acknowledge limitations and the risk of misclassification. Simpson (2020) argues that detection should not be treated as a purely technical problem solved by tools, but as an assessment problem that must be addressed through task and assessment design, because the structure of assessment can either increase or reduce opportunities for unauthentic work. Although contract cheating differs from AI text generation, both contexts show that authenticity judgments require nuanced evaluation and that overconfidence in detection—whether human or automated—can lead to unfair accusations or undetected misconduct.

More recent work directly addressing AI and integrity emphasizes that evolving norms about acceptable assistance and authorship increasingly shape teachers' judgments. Lo (2023) showed that teachers and students recognize AI as both an opportunity and a threat: it can support drafting and learning, but it can also be used to misrepresent authorship. Teachers in such contexts report looking for indicators such as overly generic explanations, the absence of a personal stance, unnatural consistency in tone, and a mismatch between the sophistication of the submission and the writer's typical ability; however, they also acknowledge that these cues are imperfect. Lancaster (2020) situates these challenges within broader academic integrity responses, emphasizing that institutional strategies must evolve beyond traditional paradigms of plagiarism as text production becomes easier to outsource or automate. Eaton and Dressler (2021) likewise highlight that integrity work involves navigating "tough topics," including unclear boundaries, inconsistent student understanding of rules, and the tension between punitive detection and educative approaches that build ethical awareness. Taken together, these studies indicate that writing authenticity is now judged not only by textual features but also by the assessor's interpretation of process, learning evidence, and context.

Overall, the contemporary literature (2018–2024) suggests that teachers’ decisions about AI-generated writing are best understood as professional judgments made under uncertainty. The teacher’s role is not limited to identifying surface-level writing quality; it involves evaluating whether the text reflects authentic knowledge construction, discipline-appropriate reasoning, and a credible link to the author’s capacity and prior work. Because AI-generated text can be fluent yet shallow, coherent yet generic, and polished yet detached from real understanding, educators must weigh multiple forms of evidence—task conditions, expected performance, prior writing samples, and the presence or absence of personal voice—when making authorship-related judgments. This body of literature supports the central assumption of the study: that despite the availability of detection software, the credibility of authorship decisions still depends heavily on teachers’ reflective and evaluative capacity, and that such capacity must be supported by clear standards, ethical guidance, and appropriate assessment design (Fleckenstein et al., 2024; Lo, 2023; Simpson, 2020; Stoesz et al., 2019; Dawson & Sutherland-Smith, 2018; Lancaster, 2020; Eaton & Dressler, 2021).

II. METHODOLOGY

A. Research Design

This study employed a descriptive–correlational research design. The descriptive component was used to describe the teachers’ demographic profile, awareness of AI-generated text, indicators used in authorship judgment, accuracy in distinguishing AI-generated text, and the challenges encountered. The correlational component was used to determine whether a significant relationship existed between the teachers’ level of awareness and their accuracy in distinguishing AI-generated text from human-written text.

B. Respondents/Participants

The study respondents were the teachers of Talamban Elementary School, selected through non-random purposive sampling.

The inclusion criteria were as follows: (a) actively teaching at Talamban Elementary School during the data collection; (b) having at least one (1) year of teaching experience; and (c) expressing willingness to participate in the study.

Table 1
Distribution of Respondents

Talamban Elementary School	Respondents	
	Frequency	Percentage
Teachers	30	100
Total	30	100

C. Research Instrument

The primary data-gathering tool for this study was a researcher-developed, multi-part instrument designed to distinguish human-written from AI-generated English text at Key Stage 2. The instrument was developed based on relevant literature on AI-generated text and authorship judgment, with selected constructs informed by Fleckenstein et al. (2024).

The instrument consisted of four (4) parts:

Part I: Respondents’ Profile. This part gathered the demographic and professional profile of the teacher-respondents, including age, sex, years of teaching experience, subject area taught, highest educational attainment, familiarity with AI tools, and frequency of AI use.

Part II: Level of Teachers’ Awareness in Terms of Accuracy. This part measured the teachers’ level of awareness regarding the accuracy of distinguishing between human-written and AI-generated texts.

Part III: Indicators Used in Evaluating the Authenticity of Written Text. This part identified the indicators teachers use to evaluate the authenticity of written text.

Part IV: Issues and Concerns Encountered by Teachers. This part identified the extent to which teachers experienced issues and concerns in detecting AI-generated text. The items were rated using a five-point scale (5 = Always Experienced to 1 = Never Experienced).

D. Data Gathering Procedure

Data collection followed a systematic process. First, the researcher secured permission from the school principal to conduct the study. Upon approval, the questionnaire was administered to the teacher-respondents. The respondents were given sufficient time (approximately 15–20 minutes) to complete the instrument. The completed instruments were then collected, checked for completeness, and coded for statistical analysis. Lastly, the results were presented, analyzed, and interpreted, providing localized guidelines to aid in the perception and distinction of AI-generated and human-written texts.

E. Statistical Treatment

The gathered data were analyzed using the following statistical tools:

Frequency and Percentage were used to describe the demographic profile of the teacher-respondents.

Weighted Mean was used to determine the level of teachers' awareness regarding AI-generated text, the indicators used in evaluating authenticity, and the extent of issues and concerns encountered.

Spearman Rank-Order Correlation (Spearman's rho) was used to test the relationship between the teachers' level of awareness and their classification accuracy.

III. RESULTS AND DISCUSSION

The following tables present the relevant information of the teacher-respondents in terms of age, sex, years of teaching experience, subject area taught, and highest educational attainment.

Age. Table 2 presents the respondents' age profile.

Table 2

Age Profile Computation Using Grouped Data

Age Group	Frequency (f)	Midpoint (x)	fx	$f(x - \bar{x})^2$
51-above	8	55.50	444.00	1800.00
41-50	6	45.50	273.00	150.00
31-40	9	35.50	319.50	225.00
21-30	7	25.50	178.50	1575.00
Total	30		1215.00	3750.00

Table 2 presents the computation of the respondents' mean age using grouped data. Since the respondents' exact ages were grouped into age ranges, the midpoint of each range was used as the representative value for the computation. Based on the table, the total frequency is 30, while the sum of the frequency multiplied by the midpoint is $\Sigma fx = 1215.00$.

This means the average age of the teacher-respondents is approximately 40.50 years, indicating they are generally in the middle-adult age group. The computed value of $\Sigma f(x - \bar{x})^2 = 3750.00$ was used to determine the standard deviation, which is 11.37. This shows that the respondents' ages are moderately dispersed around the mean, suggesting that the study included teachers from different age groups, ranging from younger to older.

Since the computation was based on grouped data and class midpoints, the mean age and standard deviation are considered estimated values rather than exact values. Therefore, the age profile shows that the respondents represent a varied age distribution, which may contribute to diverse teaching experiences and perspectives in evaluating the authenticity of written text.

This aligns with DepEd Order No. 8, s. 2015, which emphasizes that classroom assessment should generate valid evidence of learning and use appropriate/varied assessment approaches—making the verification of whether written outputs truly reflect learners' performance an important part of sound classroom assessment (DepEd, 2015).

Sex. Table 3 presents the profile of the respondents in terms of sex.

Table 3
Sex Profile

Sex	Frequency (n=30)	Percentage (100%)
Female	30	100
Male	-	-
Total	30	100.00

Table 3 shows that all teacher-respondents are female (100%), reflecting the female-dominated teaching workforce in Philippine elementary education (DepEd, 2022).

In the context of this study on evaluating text authenticity, this demographic is noteworthy. While factors like experience and training are likely more influential, some research suggests that female teachers often demonstrate strong interpersonal and communication skills (Santos & Villanueva, 2021). These skills could influence their sensitivity to textual indicators of authorial voice and tone. Therefore, the findings of this study reflect the perspectives of a demographic group that may be particularly attuned to the human elements of writing when distinguishing it from AI-generated text.

Years of Experience. Table 4 shows the number of years of service for the respondents.

Table 4
Years of Experience

Years of Experience	Frequency (n=30)	Percentage (100%)
16-above	12	40.00
11-15 years	5	16.67
7-10 years	2	6.67
4-6 years	3	10.00
1-3 years	8	26.66
Total	30	100.00

Table 6 presents the years of teaching experience of the 30 respondents. The largest group consists of teachers with 16 or more years of experience, followed by those with 1–3 years, 4–6 years, 7–10 years, and 11–15 years. In line with your study on indicators used by teachers to evaluate the authenticity of written text, this distribution suggests that the identified indicators are largely informed by veteran teachers' classroom assessment practices, while still reflecting views from early-career teachers. This is relevant to DepEd's emphasis on producing valid evidence of learning through classroom assessment (DepEd Order No. 8, s. 2015) and on strengthening teachers' competence in assessment as part of professional standards (DepEd Order No. 42, s. 2017). The mix of experience levels also supports the role of continuing professional learning (e.g., LAC sessions) in shaping shared assessment practices across teachers (DepEd Order No. 35, s. 2016).

Subject Area Taught. Table 5 presents the profile of the respondents by the subject area they teach.

Table 5
Subject Area Taught

Subject Area Taught	Frequency (n=30)	Percentage (100%)
English	6	20%
Filipino	6	20%
Math	4	13.33%
Science	4	13.33%
Araling Panlipunan	4	13.33%
ESP	2	6.67%
MAPEH	2	6.67%
EPP/TLE	2	6.67%
Total	30	100%

The table indicates that the largest groups of respondents came from English and Filipino. This matters because these subjects commonly involve writing tasks and text evaluation, so they are likely to contribute strongly to identifying indicators of authenticity in written work.

At the same time, the presence of teachers from Math, Science, and Araling Panlipunan shows that your study includes perspectives from content-area subjects where students also produce written outputs (e.g., explanations, reflections, reports).

The inclusion of ESP, MAPEH, and EPP/TLE suggests your findings are informed by a broad, cross-curricular set of teachers, supporting the idea that authenticity in writing can be assessed across different learning areas—not only in language classes.

Highest Educational Attainment. Table 6 shows the highest educational attainment of the respondents.

Table 6
Highest Educational Attainment

Highest Educational Attainment	Frequency (n=30)	Percentage (100%)
Doctor's Degree	0	0
With units in a Doctor's Degree	0	0
Master's Degree	2	6.67 %
With units in a Master's Degree	20	66.67 %
Bachelor's Degree	8	26.66 %
Total	30	100.00

The table indicates that most of the teacher-respondents have pursued graduate studies, including Master's units and a completed Master's degree. In comparison, most hold a Bachelor's degree as their highest qualification, and none have doctoral units/degree. In relation to DepEd policies, this profile is consistent with the Department's emphasis on continuous professional development and strengthening teacher competencies under the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, s. 2017), where teachers are expected to engage in ongoing professional learning to improve practice—including assessment-related competencies. It also aligns with DepEd's implementation of school-based professional development mechanisms, such as the Learning Action Cell (LAC), as a continuing professional development strategy (DepEd Order No. 35, s. 2016). Consequently, the indicators your respondents use to evaluate the authenticity of written texts are likely informed by teachers who are generally exposed to advanced training and professional learning experiences encouraged by DepEd.

Level of Teachers' Awareness in terms of Accuracy

This refers to how well teachers' knowledge, explanations, and assessments are accurate, up to date, and aligned with official curriculum/subject standards.

Human-written text. Table 7 presents the level of teachers' awareness in identifying human-written text.

Table 7
Human- written text

Items	WM	SD	Interpretation
1. Shows a similar level of vocabulary, grammar, and idea development over time	3.40	0.62	Moderately Aware
2. Uses words that match their grade level and exposure	3.83	0.91	Very Aware
3. Often contains minor errors (e.g., tense shifts, article misuse, subject-verb disagreement)	3.73	0.74	Highly Aware
4. Familiarity with features of human writing (grammar, coherence, sentence structure)	4.00	1.14	Very Aware
5. Often includes specific personal stories (e.g., names of friends, places, family, school events) and concrete details that reflect real experiences	4.20	0.67	Very Aware
6. Expresses feelings, preferences, and opinions in a unique way.	3.90	0.79	Very Aware
7. Often mixes short and long sentences and may include some awkward or incomplete constructions.	4.30	0.84	Highly Aware

8. There may be gaps, misconceptions, or partial explanations that reflect their real level of comprehension	4.10	0.88	Very Aware
9. Learners tend to repeat familiar phrases they have been taught or frequently use.	4.37	0.61	Highly Aware
10. The concepts, terms, and styles used in human writing commonly match what has been taught in class or what the learner is known to read or hear.	4.47	0.86	Highly Aware
Mean / Average SD	4.03	0.81	Very Aware

Legend: 4.21 - 5.00 Highly Aware; 3.41 – 4.20 Very Aware; 2.61 – 3.40 Moderately Aware; 1.81 – 2.60 Slightly Aware; 1.00 – 1.80 Not Aware

Table 7 shows the teachers' level of awareness in identifying human-written text. The overall weighted mean of 4.03, with a standard deviation of 0.81, is interpreted as Very Aware. This means that teachers generally recognize the common features of human-written outputs, such as personal stories, natural errors, familiar phrases, feelings, preferences, opinions, and concepts learned in class. The highest weighted mean is 4.47, interpreted as Highly Aware. This indicates that teachers are strongly aware that human-written texts often reflect the concepts, terms, and writing styles taught in class or learned by the students. This is followed by the item on repeated familiar phrases, with a weighted mean of 4.37, also interpreted as Highly Aware. These results suggest that teachers can identify writing patterns that match the learners' actual classroom exposure and level of understanding. Meanwhile, the lowest weighted mean is 3.40, interpreted as Moderately Aware. This refers to the item stating that human-written text shows a similar level of vocabulary, grammar, and idea development over time. This result suggests that teachers may need more support in comparing a learner's current writing with previous work.

The findings imply that teachers have a strong awareness of the natural qualities of human-written text. They can use indicators such as personal experience, learner vocabulary, familiar phrases, minor errors, and classroom-based concepts when evaluating writing authenticity. However, the result also implies the need to strengthen teachers' skills in tracking writing consistency over time. Teachers may benefit from keeping writing samples, portfolios, or previous outputs to help them compare a learner's usual writing style with new submissions. The findings further suggest that teachers should not rely on a single sign. A fair evaluation of human-written text should consider several indicators, including vocabulary level, grammar, sentence structure, personal voice, classroom learning, and consistency with the learner's previous work.

The findings indicate that teachers possess a strong awareness of the characteristics of human-written texts. Their ability to recognize personal experiences, familiar language patterns, classroom-based concepts, and natural writing imperfections suggests that they can effectively evaluate the authenticity of learners' written outputs. However, greater emphasis may be placed on comparing current submissions with previous student work to strengthen the verification of authenticity.

AI-Generated text. Table 8 shows respondents' level of awareness in identifying AI-generated text.

Table 8
AI-Generated text

Items	WM	SD	Interpretation
Aware that AI tools can mimic student writing.	4.17	1.05	Very Aware
Understand how AI generates text.	3.80	1.21	Very Aware
Know students use AI for assignments.	4.13	0.90	Very Aware
Can identify patterns in AI-generated text.	3.53	1.36	Very Aware
Familiar with AI detection tools.	3.33	1.37	Moderately Aware
Use AI detection tools to check student work.	2.83	1.46	Moderately Aware
View AI as a threat to academic integrity.	3.80	0.96	Very Aware
Understand the ethical implications of students' use of AI.	3.67	1.03	Very Aware
Teachers need training to detect AI.	4.10	1.06	Very Aware
Distinguish AI from human text manually	3.37	1.25	Moderately Aware
Mean / Average SD	3.67	1.17	Very Aware

Legend: 4.21 - 5.00 Highly Aware; 3.41 – 4.20 Very Aware; 2.61 – 3.40 Moderately Aware; 1.81 – 2.60 Slightly Aware; 1.00 – 1.80 Not Aware

The results in Table 8 suggest that teachers are generally aware of the capabilities and implications of AI-generated text. While respondents recognize the increasing use of AI tools in education, the lower ratings on the use of AI detection tools and manual identification indicate opportunities for professional development in AI literacy and assessment practices.

Summary Level of Teachers' Awareness in Terms of Accuracy

Table 9 presents a summary of teachers' awareness of accuracy in identifying human-written and AI-generated texts.

Table 9

Summary Table on Human-Written and AI-Generated Texts

Source Category	Weighted Mean	Standard Deviation	Interpretation
Human-written text	4.03	0.81	Very Aware
AI-Generated Text	3.67	1.17	Very Aware

Table 9 shows the overall level of teachers' awareness of accuracy in identifying human-written and AI-generated texts. For human-written text, the grand weighted mean is 4.03 with a standard deviation of 0.81, interpreted as "Very Aware."

For AI-generated text, the grand weighted mean is 3.67 with a higher standard deviation of 1.17, also interpreted as "Very Aware." This means that, on average, teachers report being very aware of the characteristics and accuracy of both kinds of texts. However, their awareness is stronger and more consistent for human-written text than for AI-generated text.

The results suggest that teachers are generally confident in dealing with human-written materials. A mean of 4.03 indicates that they understand how such texts are structured, can judge their quality and credibility, and are attentive to issues like originality, citation, and ethical use. The relatively moderate spread of scores implies that most teachers share this level of awareness, with only limited variation among them. In contrast, while the mean awareness for AI-generated text still falls within the "Very Aware" range, it is noticeably lower. This gap points to a degree of uncertainty or lesser familiarity when teachers are confronted with AI-produced outputs. The larger standard deviation further indicates that awareness of AI-generated text is uneven. Some teachers may be highly knowledgeable and confident, while others are only moderately aware or even unsure. These patterns are understandable. Human-written texts have long been the basis of instruction and assessment, whereas AI-generated content is relatively new, rapidly evolving, and less transparent. Teachers may not yet have common standards or shared experiences for evaluating the accuracy and reliability of AI texts, which contributes to the wider variability in responses.

Indicators Used in Evaluating Text Authenticity of Human-Written Text

Table 10 presents the indicators used by teachers in evaluating the authenticity of human-written texts. These indicators provide a basis for determining whether written outputs reflect genuine student writing and authentic personal expression.

Table 10

Indicators Used in Evaluating Text Authenticity of Human-Written Text

Description	Indicators	Weighted Mean	Standard Deviation	Interpretation
Identify whether pupils use words that are appropriate, clear, varied, and suitable for their grade level	Vocabulary level	4.40	0.72	Highly Aware
Observe how pupils arrange words, phrases, and clauses to form clear and complete sentences	Sentence structure	3.93	0.91	Very Aware
Recognize the correct use of punctuation, capitalization, verb tense, subject-verb agreement, and other grammar rules in pupils' writing.	Grammar	4.30	1.60	Highly Aware
Identify repeated words, ideas, sentence patterns, or writing habits that affect the quality and clarity of pupils' written work.	Repetition and Patterns	3.90	0.06	Very Aware
Evaluate how pupils express original ideas, use imagination, and present thoughts in a fresh and meaningful way.	Creativity and Originality	4.27	0.69	Highly Aware
Assess whether pupils' ideas are connected, logically arranged, and easy to follow from beginning to end	Coherence and Flow	4.27	0.69	Highly Aware
GRAND MEAN		4.18	0.77	Very Aware

Table 10 presents the indicators used to evaluate the authenticity of human-written texts. The overall weighted mean of 4.18, interpreted as Very Aware, shows that the teachers have a high level of awareness in using different language-based indicators to assess whether a text is human-written. This means that teachers can generally recognize important features such as vocabulary use, sentence structure, grammar, repetition, originality, coherence, and flow when checking written outputs.

Among the indicators, vocabulary level obtained the highest weighted mean of 4.40 and was interpreted as Highly Aware. This suggests that teachers are most aware of how word choice, clarity, variety, and grade-level appropriateness help determine the authenticity of pupils' written work. Grammar followed, with a weighted mean of 4.30, also interpreted as Highly Aware, indicating that teachers place importance on punctuation, capitalization, verb tense, subject-verb agreement, and other grammar rules when evaluating written texts.

Creativity and originality, and coherence and flow both obtained a weighted mean of 4.27, interpreted as Highly Aware. This shows that teachers recognize the value of original ideas, meaningful expression, logical organization, and smooth connection of ideas in identifying human-written texts. Meanwhile, sentence structure received a weighted mean of 3.93, and repetition and patterns received a weighted mean of 3.90, both interpreted as Very Aware. These results suggest that teachers are aware of these indicators, but these areas may still need further strengthening, especially in analyzing sentence formation and repeated writing patterns.

In terms of standard deviation, the overall value of 0.77 indicates that the teachers' responses were generally consistent. However, grammar had the highest standard deviation of 1.60, indicating that teachers had more varied responses in this area. This may suggest differences in how teachers evaluate grammar errors or language accuracy. On the other hand, repetition and patterns had the lowest standard deviation, at 0.06, indicating that teachers had very similar responses when recognizing repeated words, ideas, or sentence patterns in pupils' written work.

The findings reveal that teachers demonstrate a high level of awareness in utilizing various indicators to evaluate text authenticity. Vocabulary level, grammar, creativity and originality, coherence and flow, sentence structure, and repetition and patterns collectively help teachers determine whether written outputs reflect authentic student work. The results further emphasize the importance of applying multiple indicators rather than relying on a single characteristic when evaluating text authenticity.

Table 11
Testing Of Significant Relationships

Variables	Computed Spearman's ρ	Critical Value at $\alpha = 0.05$	p-value	Decision	Interpretation
Level of Teachers' Awareness in terms of Accuracy and Indicators Used in Evaluating Authenticity of the Texts	0.548	0.361	0.0017	Reject H_0	Significant moderate positive relationship

Table 11 presents the results of the test for the significant relationship between teachers' level of awareness regarding accuracy and the use of indicators for evaluating the authenticity of written texts. The computed Spearman's rho of 0.548 indicates a moderate positive correlation between teachers' awareness of accuracy and their use of authenticity indicators.

Since the computed rho value is greater than the critical value, and the p-value is less than the significance level of 0.05, the null hypothesis was rejected.

This means that there is a statistically significant relationship between the variables. The positive correlation suggests that as teachers' awareness of accuracy increases, their use of evaluation indicators to distinguish AI-generated from human-written texts also improves.

The significant relationship underscores the importance of strengthening teachers' AI literacy. Improving awareness may support teachers' ability to use authenticity indicators more effectively when distinguishing AI-generated from human-written texts.

Since awareness affects accuracy, professional development programs that focus on AI tools, writing indicators, and authenticity evaluation should be prioritized.

IV. ISSUES AND CONCERNS

Table 12 discloses the issues and concerns encountered by the teacher-respondents in identifying AI-generated text.

Table 12

Issues and Concerns Encountered by Teachers in Identifying AI-Generated Text

Rank	Issues and Concerns	WM	SD	Interpretation
1	Worry about false positives and the risk of wrongly accusing students of misconduct.	3.37	1.35	Sometimes Experienced
2	Limited familiarity with how AI tools generate text.	3.30	1.26	Sometimes Experienced
2	Difficulty identifying reliable indicators of AI-generated text.	3.30	1.32	Sometimes Experienced
4	Increasingly human-like AI-generated outputs make detection difficult.	3.27	1.41	Sometimes Experienced
5	Uncertainty in addressing suspected AI misuse due to a lack of clear school guidelines or consequences.	3.23	1.41	Sometimes Experienced
6	Feeling unprepared to adapt assessment strategies to address AI-generated outputs.	3.20	1.19	Sometimes Experienced
7	Insufficient training or seminars on AI literacy, assessment design, and academic integrity.	3.17	1.32	Sometimes Experienced
8	Limited access to reliable AI-detection tools or institutional support/subscriptions.	3.10	1.32	Sometimes Experienced
9	Concern about false positives and the risk of wrongly accusing students of misconduct.	3.03	1.38	Sometimes Experienced
10	Difficulty gathering evidence and documenting justification for AI-related academic integrity cases.	2.97	1.16	Sometimes Experienced
Grand	Mean / Average SD	3.19	1.31	Sometimes Experienced

Interpretation scale: 4.21-5.00 Always Experienced; 3.41-4.20 Often Experienced; 2.61-3.40 Sometimes Experienced; 1.81-2.60 Rarely Experienced; 1.00-1.80 Never Experienced.

Table 12 shows that teachers sometimes experienced issues and concerns in identifying AI-generated text, as indicated by the grand mean of 3.19 and average SD of 1.31. The top challenge was worry about false positives and the risk of wrongly accusing students of misconduct.

This was followed by limited access to reliable AI-detection tools or institutional support and difficulty gathering evidence and documenting justification for AI-related academic integrity cases, both with WM = 3.30. The lowest-rated issue was difficulty identifying reliable indicators that a text is AI-generated. Overall, the results suggest that teachers' main concerns are fairness, evidence, access to support, and institutional procedures rather than recognition of indicators alone.

V. CONCLUSION

Based on the findings, the study concluded that teachers at Talamban Elementary School, North District 8, Cebu City Division demonstrated a high level of awareness of both human-written and AI-generated texts. They utilized multiple indicators, particularly grammar, vocabulary, coherence and flow, and originality, in evaluating the authenticity of written outputs. The study further revealed a significant relationship between teachers' awareness and their use of indicators in assessing text authenticity, suggesting that greater awareness is associated with more effective evaluation practices. In addition, teachers experienced moderate concerns regarding the use of AI-generated texts in educational settings. These findings support the need to develop and implement localized guidelines to assist teachers in addressing AI-related issues and maintaining authenticity in writing assessments.

VI. RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are:

The Department of Education, school administrators, and curriculum developers should provide continuous professional development programs that enhance teachers' knowledge and skills in AI literacy, ethical AI use, academic integrity, and assessment practices. These training initiatives should equip teachers with the competencies needed to address challenges related to AI-generated texts in educational settings.

Schools should establish clear, localized guidelines for the responsible use of AI tools in education. These guidelines should include procedures for evaluating suspected AI-generated outputs, promoting academic honesty, and ensuring consistent and fair practices in handling AI-related concerns.

Teachers should continue utilizing multiple indicators, such as grammar, vocabulary, coherence and flow, originality, and consistency with students' previous writing, when evaluating the authenticity of written outputs. The use of various indicators can strengthen the accuracy and reliability of assessment decisions.

Future researchers are encouraged to replicate and extend this study by using larger, more diverse populations across schools, grade levels, and subject areas. Further studies may also examine the effectiveness of authenticity indicators and guidelines in addressing AI-generated text in educational contexts.

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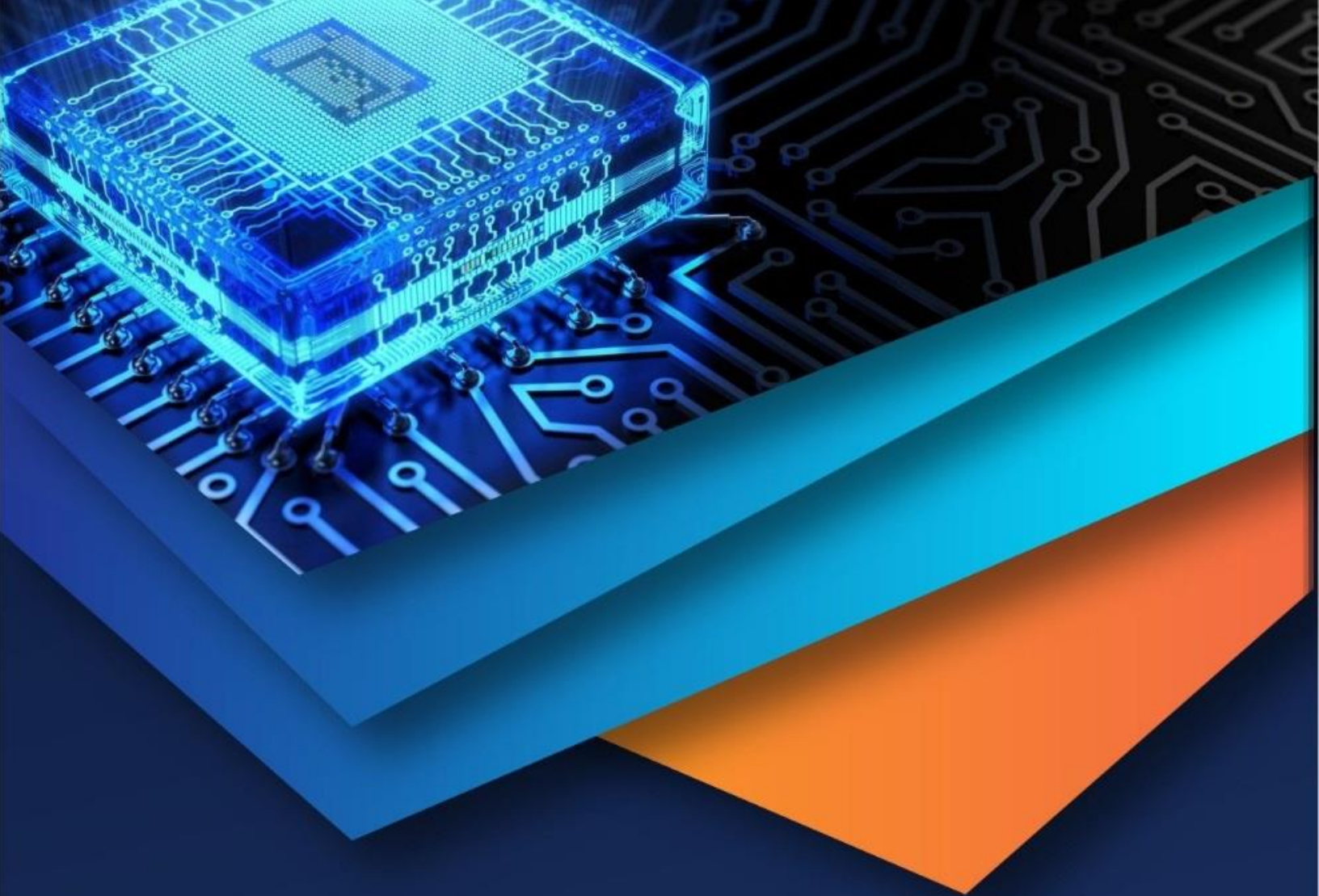
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