iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** VI **Month of publication:** June 2026

DOI: https://doi.org/10.22214/ijraset.2026.83680

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

Physical Education Teachers' Perspective towards the Use of Artificial Intelligence in Teaching

Dorothy Beatrix Generalao
University of the Visayas, Philippines

Abstract. ***This inquiry explored the perspective of the physical education (PE) teachers in integrating Artificial Intelligence in teaching college students in PE subject. Anchoring to the Technology Acceptance Model (TAM), the study involved 37 PE teachers from the state universities and colleges in Cebu City to capture the objectives of the study. The study utilized a validated and reliable adapted questionnaire to measure the respondents' level of perceived usefulness, ease of use, perceived benefits and challenges, and the relationships of each variable. Findings indicated that there was no significant relationship between the teachers' gender, educational attainment, length of service and their perceived usefulness and ease of use. However, age was seen to have strong positive correlation with perceived ease of use but no direct influence on perceived usefulness. The overall mean score showed that teachers have a strong perception towards AI in both perceived usefulness and ease of use. In the matter of perceived benefits, findings highlighted that the respondents showed strong confidence of AI to improve their administrative efficiency, specifically its capacity to maximize resource searching and scheduling however, teachers were seen to have a low confidence to AI's capacity to reduce errors in instructional aspect. Respondents perceived challenges on AI integration specified a strong apprehension on its technical complexity and the fear of over reliance of the software; nonetheless, they demonstrated readiness for digital transformation, contingent upon the software maintaining cross-generational usability and alignment to the discipline rather than generic administrative functions. The Project KIN AI is the study's recommendation based on the findings which aims to serve an age-inclusive intervention that provides peer-mentorship on AI's technical functions, simplified biometric assessment, and administrative automation. This intervention targets the gap between the teachers' readiness and effective application on AI to teaching instruction. The findings revealed a strong distinction to prioritize continuous capacity building that is discipline focused and institutional support to ensure successful integration of AI in PE instruction and elicit quality learning outcomes across diverse instructional contexts.***

Keywords: Artificial Intelligence, Physical Education, Technology Acceptance Model (TAM), Teacher Perspective, Project KIN-AI.

I. INTRODUCTION

Artificial Intelligence according to Staff (2024) refers to any newly crafted programs or software which it can complete any tasks that are difficult for human to carry-out. AI has brought about major changes in several industries, including education. According to UNESCO (2019), AI continues to promise in addressing current educational difficulties and innovating pedagogical approaches. Physical Education (PE) is one field undergoing significant change, as AI integration holds the potential to completely replace conventional teaching approaches. Myriads of studies focused on artificial intelligence in the field of education and its interaction of the different educational aspect including teaching more predominantly on its application to other discipline of education, in science, and online modalities. However, there were only limited studies exploring the perceptions, level of readiness, and personal experiences especially of the physical education teachers in the integration of AI to their teaching practice. This gap necessitates to examine the extent of AI in influencing the delivery of instruction, assessment, and student's engagement together with the potential risks that educators and students may face in utilizing this advancement. With the understanding of these parameters, action plan can be made which this study opts to create.

Artificial Intelligence as discussed by the study of Olatunde-Aiyedun (2024) has transformative impact that goes beyond the industries which education realm is no exemption to it. As AI posed a lot of benefits in the field of education, there are teachers and students who cannot keep up with in terms their proficiency in using AI and its various tools. This was the main challenge in AI integration and the main concern for the barriers to successfully integrate AI to teaching instruction. If the students and teachers find AI unfamiliar and its functions, it requires more time for them to train themselves and maximize its technical capacity hence, a more challenging and time-consuming instead of supporting teachers to acquire quality learning outcomes.

According to Valerio (2024), the Philippines is still at the experimental stage wherein they keep on testing AI tools that can really help in increasing the quality of education in the country. According to 2020 survey performed by the World Economic Forum (WEF) which aims to determine the literacy of the citizen in the country, the Philippines placed in the rank 56th in the preparation of digital skills out of 100 nations in the whole world. While the Philippines has a huge number of young people and even teachers who are digitally connected, the report emphasized the importance of improving digital literacy and skills for the country to fully benefit from the digital economy (Estrellado, 2023).

Professional Development should be at the forefront of the teachers' priority in order for them to develop their teaching and construe a novel knowledge about teaching and learning process that are found to be effective. One of this novel knowledge is to have a broad and up-to-date understanding in tailoring teaching approaches to the ever-growing and changing skills levels, capabilities, and learning styles of the students. The study of Prasetya et al. (2024) highlighted that one emerging trend in education right now is the integration of AI especially in physical education wherein it has the capacity in helping teachers in their administrative tasks which allows them to be more focus on teaching and engaging students. Moreover, integrating AI to PE helps teachers monitor students' progress through time since the teachers has more time to oversee each student's development rather than crafting discussions which has less impact on the students' physical fitness. Anderson & Williams (2022) claim that by providing individualized learning experiences, AI-driven tools in PE enable an innovative pedagogical transformation.

According to the study of Mohanty et al. (2023), AI has the capacity to revolutionize the way how teachers deliver their topics because of there are various of AI tools and functions that can support teaching and learning in a more engaging especially in this digital era. Additionally, there are also functions of AI that has new methods of how students can learn through the tools that has the capacity to craft personalization, individual learning, and flexibility in the teaching and learning process which is very essential in today's time. Though there are still issues with data privacy, teacher training, digital infrastructure, and academic integrity, AI can completely transform education in the Philippines. Despite these challenges, AI has the potential to improve education and give students and teachers a better future through careful planning and appropriate implementation (Ligot, 2023). PE teachers were a vital source of knowledge in the past, when it was limited. But because of AI applications, there are now more sources where to get information (Lee & Lee, 2021).

With numerous published articles about AI integration to teaching, there are only few studies on the effect of AI in physical education, particularly in the Philippines. The lack of address towards the concerns about AI integration of PE teachers highlights the gap of the study. This gap prevents an adequate understanding the usage of AI and how PE teachers perceive the integration of AI in their PE classes. The aim of this study is to examine the perceptions of physical education instructors about artificial intelligence in the classroom. In addition, the results of this study will provide a foundation to develop an intervention plan to address the identified issues, improve AI readiness, and facilitate the successful integration of AI in physical education instruction. This will in the end lead to a workforce that is better prepared to meet the changing health and educational needs of society.

A. Review Of Related Literature & Studies

Artificial Intelligence (AI) driven tools are now being used in various ways to facilitate learning and to improve teaching strategies as well as to support a more interactive and personalized learning for students. AI tools can evaluate students' physical activity in real time and give teachers and students immediate feedback. The capacity to have real-time analysis brought a strong support to a more flexible and responsive teaching approach that is in line with how students learn in this recent educational paradigm shift which place a strong emphasis on student's responsiveness and adaptability. This function poses a very crucial and essential benefits in physical education programs where teachers can continuously monitor students' development real-time with advance tools for direct feedback. For example, knowing a student's heart rate after engaging in physical activity saves a lot of time for the student to count their heart rate because of the use of various AI systems, such as heart rate sensors in smartwatches. AI powered systems can evaluate students' progress, determine their areas of strength and weakness, and provide materials and activities based on their needs (Estrellado, 2023).

Physical Education as a subject. Physical education as subject holds one of the most vital and essential competencies in the K-12 curriculum as it provides concepts and activities that can develop fitness and wellness of the students (Mitchell & Walton-Fisette, 2021; Corbin 2021). Without PE, we could have a weak citizenry that can go beyond a weak society. This necessitates to further improve the strategies in teaching this subject to make the students not just embrace the concept itself but embodying its significance in sustaining a healthy and productive life. However, with the advent burst of technology, it challenges the whole educational paradigm and that includes the PE with the traditional ways of sustaining the interest, participation, and engagement of the student are in question.

The study of Rapanta et al. (2021) and Rodney (2020) exemplified the need to cope with the technology as students also shifted their paradigm which focuses more on the use of technology. This means that they are more interested in the processes of technology wherein traditional ways may not work for them. As teachers, this should be a ground for reconstructing new ways with the integration of newly crafted technology such as Artificial Intelligence.

Participation during PE classes is always an important factor for PE teachers in assessing the progress and output of the students given that PE is more on performance based. With the integration of AI tools in PE, this changes the dynamic in the classroom. The study of Lee & Lee (2021) places a strong emphasis on the benefits of utilizing Augmented Reality (AV) and Virtual Reality (VR) in enhancing students' learning. According to them, learning can be more interesting and inclusive for a wide range of students because they react positively on digital platforms and engages differently than those non-digital ones. The study of Martín-Rodríguez & Madrigal-Cerezo (2025) added that artificial intelligence learning tools has the capacity to maintain students' motivation and interest in PE through interesting learning resources and interactive exercises because they are more drawn to technology in this digital era. This brought the students' performance to be improved, and the teachers' satisfaction increases because of this greater engagement. Gamification can also be used to enhance student engagement in PE classes. This kind of teaching approach which allows the teachers to add features from games like badges, rewards, and ranking to teaching greatly increases the student engagement. Games are easy to include into lessons, especially in PE, where the focus is on performances, hands-on activities, and active learning (Khurma et al., 2024).

Integration of AI in Instructional Methods. Myriads of studies ignited the discussion of how AI interact within the teaching and learning process in the higher education institutions. One of this study is the study of Slimi (2023) which aimed to know the perception of the respondents in using AI. The study's findings indicated that 40% of respondents perceived to be strongly agreed that AI uses more effective instructional strategies and learning styles than humans. This would support teachers in creating more efficient teaching strategies that optimize students' learning and participation in PE classes. Artificial intelligence tools have functioned wherein the teachers can use AI to implement data-driven strategies that are more likely to be favorable by students, improving the quality of learning. In a study conducted by Sopera et al. (2023), study showed that AI has the potential to greatly improve learning and experiences of both students and teachers at their university.

Physical education (PE) classes typically focus more on the development of student's performances and physical activities rather than plain discussions which it would be beneficial to use appropriate teaching strategies to create a more engaging learning environment. The emergent AI in the field of education enables teachers to let the students to spend more time on advance physical activities, practical virtual experiences, and interactions between teachers and students by helping them gather data, evaluate basic concepts, and visualize. AI helps teachers make decisions by providing them with real-time class status reports and a range of options to address students' difficulties (Lee & Lee, 2021). A revolutionary role for AI in impacting strategic decisions and educational results was suggested by Nguyen et al. (2020), which they highlighted that one of the abilities of AI has the function to uncover crucial indications previously overlooked by stakeholders at various levels of the educational hierarchy. The need to consider the perception of the teachers when integrating new technology to teaching strategies as very crucial as it provides a substantial understanding whether the teachers are ready or not both in technical and conceptual aspects of AI. The study of ElSayary (2024) highlighted that teachers perceived the utilization of AI such as ChatGPT as very beneficial as it provides a wide array of support such as giving ideas to non-familiar and complex concepts which, caters the need to develop teaching performance through new tools for elevating the students' engagement, and helps in crafting differentiates instruction to cater all the learning styles of each student. With the use of explanatory method of inquiry, this study found out that the teachers feel the benefits of using AI in their teaching and most likely to integrate AI tools in their teaching. Challenges were also targeted as teacher's perceived that there will be questions regarding its accuracy, partiality, and human interaction in which the study recommended to utilize AI tools that can target these questions. The study of Moura & Carvalho (2024) aimed to determine the perception of the teachers in utilizing AI tools to their teaching. With the use of case study as their design and a mixed method for analyzing the data, the study found out that teachers can feel the advantages when using AI, but they have challenges in integrating it. This is because they lack self-efficacy in manipulating these AI tools which paralyzes them both mentally and physically. This is a good ground for developing and crafting training for teachers to provide them knowledge of the programs. This is supported by the study of Lin et al. (2022) which utilized a grounded theory design to craft theories and models. In this study, they found out that obstacles and challenges hinder the teachers to participate in integrating new technology. These obstacles were distinguished by two groups namely intrinsic obstacles that tackles about the personal challenges such as knowledge and skills in using AI and extrinsic obstacles which determines the challenges in environment and availability of the software. The discussion under this theory/model provides empirical evidence showcasing the real battle of the teachers while working with the new technologies.

Personalized Learning in PE. Each student varies in terms of their abilities, strengths, and weaknesses. This is frequently observed in PE classes, when some students struggle while others can complete vigorous exercises. However, teachers may now more effectively provide students with personalized programs because of the integration of AI tools in PE. Student programs, games, and software for adaptive learning already exist. This application of AI in education is arguably one of the most important since it makes learning more comfortable, easy, and integrated with personalized knowledge. This approach puts a strong emphasis on the individual needs of each student by repeating things they need to improve (Tambuskar, 2022). Teachers can tailor exercises and tasks based on students' strengths and weaknesses by utilizing AI tools.

Students who participate in personalized education programs receive a learning experience according to their own needs and skills (Genç, 2023). Because the student performs on their customized program rather than having to compete with or feel pressured about their abilities from other classmates, this increases the student's motivation to make improvements. Students learn better when they are represented in a personalized rather than non-personalized method (Coronado et al., 2018). Encouraging every student to achieve their potential is the ultimate purpose of education, and it is made possible by putting into practice a learner-centered, personalized education system, especially in PE (Lee & Lee, 2021).

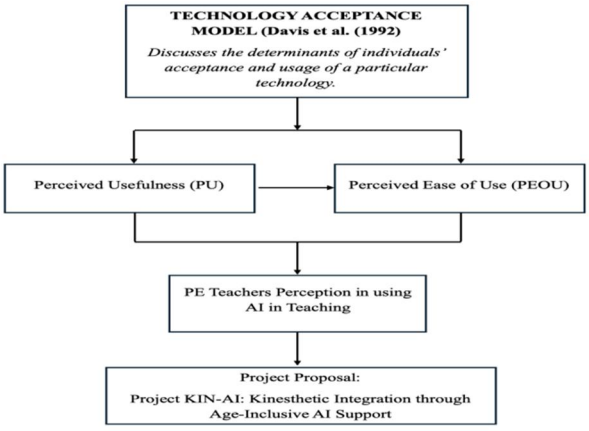
According to a study by Albaloul et al. (2024), physical education teachers can give their students a more effective learning experience by conversing with ChatGPT about their students' interactive lesson plans, workout methods, training techniques, and diet and health. By analyzing individual student performance data, these systems provide personalized training plans and feedback that increase student motivation and engagement. In addition to meeting specific needs, this personalized approach promotes an inclusive and productive learning environment where every student can excel.

Challenges of Artificial Intelligence Integration. Findings in the study of Estrellado (2023) argued that digital ethics is the only concept that adequately captures the issues about artificial integration in the Philippine educational context. Setting ethical standards for AI technology use is essential as these tools are incorporated more into educational settings. This applies to PE teachers who are using AI tools in teaching PE classes. In research conducted by Genç (2023), results also showed that AI tools like ChatGPT have been linked to negative effects such as over-reliance on technology, inaccurate information, technological challenges, and ethical concerns. This can potentially diminish the critical-thinking capability of the teachers and students; and they can be dependent purely in AI tools.

B. Conceptual Framework of The Study

The study was anchored on Technology Acceptance Model (TAM) theory by Davis (1989). This theory aims to provide mechanisms that support technology adoption to predict the behavior of users and provide a theoretical explanation for the effective implementation of technology. The TAM theory was developed based on the Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975) to describe and understand the relationship between external factors and actual system use. The *Perceived ease of use* (PEU) and *perceived usefulness* (PU) are the key variables in the TAM model which determines an individual's motivation and willingness to a particular software which in this study the Artificial Intelligence (AI) (Naeini, 2012). The model offers an effective framework for exploring the variables influencing teachers' perceptions and behaviors toward the integration of AI into their teaching practices in physical education.

Figure 1
Conceptual Framework of the Study



Perceived Usefulness. Perceived Usefulness according to Davis et al. (1992) is one of the major variables that provides an understanding about the extent to which a certain technology of software believes to offer opportunities for development. In the case of Physical Education teachers, this would determine whether this new technology could offer a positive development for the teaching and learning process. It is important to note that these views are essential in capturing the internal motivation of the teachers in integrating this emerging technology. According to the study of Faqih (2022) and Racero et al. (2020), individuals determine their willingness to use a software, game, or new technology, if they perceived that these provides a new opportunity for them not just for entertainment but also for developing their skills and knowledge in a specific concept. This is backed up in the study of Ma & Liu (2011), wherein they found out that there is a higher correlation of perceived usefulness to technology acceptance to other determinants of TAM meaning this variable profoundly determined the positive acceptance of a newly created technology. Positive perception means positive acceptance rate of the new technology. Recognizing AI as a tool that improves effectiveness in instruction will lead to the PE teachers developing a more favorable perception towards using it in their practice (Su et al., 2024; Ahn & Lim, 2025).

Perceived Ease of Use. In the psychology of technological acceptance, perceived ease of use should be pointed out and consider as it may provide a direct influence whether an individual use the technology or not. This variable focuses on the user's level of willingness to use the technology because they find it easy to use without exerting a lot of effort (Prastiawan et al., 2021). It may not be a huge impact but the study of Caffaro et al. (2020) highlighted its significance not just in the adoption of technology but the user's long-term utilization. Technology that are developed which can be used in physical education may pose a disadvantage rather than advantageous as they may find it not user friendly. This should be taken into consideration as it may disrupts the willingness of the physical education teacher to utilize the technology.

PE Teachers' Perception in Using AI in Technology. According to the study of Iriani et al. (2020), the perception of being easy in its term of operation can be equated to the frequency of how many times the user is using the said technology or system. The more frequent, the more user-friendly the system is. The study of highlighted that one factor of having a positive perception towards a system is technological standardization. Standardization means that the use of technology or system is not isolated within one region however, most of the people are using especially in the local area. With this, teachers may learn to others because they are already using it, and those teachers can also teach them how to use it. It is a concern to be pointed out especially in using new technology that AI tools should be common and that everyone is using it to increase the level of perceived ease of use. This can be construed as positive perception, and it may increase the chance to accept the technology.

Project Proposal. The Technology Acceptance Model (TAM) is very essential in pointing out the variables in recognizing the factors affecting the decision of accepting artificial intelligence. Perceived usefulness and perceived ease of use are the variables under this model that may affect the attitude and the behaviors of the teachers in physical education in adopting AI to their teaching. This model will provide a substantial discussion as to what extent that these teachers will integrate AI in terms of its usability and convenience and in the availability of AI tools. This is very important to note with to capture the level of readiness of the teachers to utilize AI tools in providing quality education to the learners.

C. Statement of Purpose

The study aimed to determine the perspective of Physical Education (PE) teachers in State Universities and Colleges in Cebu City towards Artificial Intelligence (AI) in Physical Education teaching for the school year 2024-2025 and 2025-2026 as basis for crafting a project proposal.

Specifically, it will answer the following questions:

1) What was the demographic profile of the respondents in terms of:

1.1 gender;

1.2 age;

1.3 highest educational attainment;

1.4 length in service; and

1.5 number of relevant training and seminar?

2) What was the respondents' level of perspective of AI integration in terms of:

2.1 perceived usefulness; and

2.2 perceived ease of use?

3) Was there a significant relationship between the respondents' demographic profile and their level of perception of AI in terms of perceived usefulness and ease of use?

4) What were the perceived benefits and challenges in utilizing AI tools in teaching PE?
5) Based on the findings of the study, what project proposal could be generated?

D. Hypotheses

The hypotheses determined whether a significant relationship existed between demographic profile, perceived usefulness, and perceived ease of use. The hypotheses were tested at the 0.05 significance level.

H_0 : There is no significant relationship between the respondents' demographic profile and their level of perception of AI in terms of perceived usefulness and ease of use.

II. METHODOLOGY

A. Design

This study employed a descriptive correlational design to quantify the PE teachers' perception towards the utilization of AI in teaching PE, specifically understanding the possibility of them integrating AI in PE teaching, how AI influenced teaching methods in PE, and their views on AI in transforming PE in the future. Surveys were conducted among PE teachers who had integrated AI tools into their instructional practices and those who had not.

B. Environment

The environment of this study were the state universities in Cebu City. There were 3 universities in this population namely University of the Philippines Cebu (UP-Cebu), Cebu Normal University Main Campus (CNU), Cebu Technological University Main Campus (CTU). The respondents were the Physical Education Instructors of these universities both with and without experience in utilizing AI. The study employed total enumeration sampling in which all the indicated number of teachers in the said population will be the target respondents. The study will include 37 PE teachers from 3 universities with 10 from UP-Cebu, 12 from CNU Main, and 15 from CTU-Main. This approach aims to convey the viewpoints of all the PE teachers in Cebu city and capture the representations completely in the said locale which may provide results that are accurate and reliable.

Table 1
Distribution of Respondents

Name of University	Number of Respondents (PE Instructors)	Percentage
CNU – Main	12	32.43
CTU – Main	15	40.54
UP – Cebu	10	27.03
Total	37	100%

C. Instrument

A modified and adapted survey questionnaire from the study of Davis (1989) capturing the two variables which are the level of perceived usefulness and the level of perceived ease of use were used. The study of Hammoud (2025) anchored the items in the perceived benefit and challenges in integrating AI. There were of four (4) sections in the scale. The first section included questions to determine the participants' age (20-30, 31-40, 41-50, 50-60, 60-onwards), gender (male, female, and LGBTQ), highest educational attainment (Bachelor, Master, Ph.D), and years of service (3 years and below, 4-9 years, 10-15 years, 16-21 years, 22 and above). The second section was comprised of 6 items, focuses on determining teachers' level of perception in AI integration in terms of its usefulness in teaching PE. This captures how teacher sees the AI tools in term of its capacity to help in elevating the teaching and learning process. The third section was composed of 6 items targeting the respondents perceived level of ease of use in using AI tools to teaching PE. It construed data that provides a substantial result to discuss the respondents' view of convenience in terms of using the systems in all AI tools. The fourth section was the section for perceived benefit and challenges with 10 and 8 items, respectively. These statements construed the advantages that the respondents perceived when using AI tools in teaching PE and elucidated discussions about the perceived disadvantages and challenges that the respondents were seeing when utilizing AI. The sections 2 and 3 utilized a 5-point Likert scale ranging from "1 Strongly Disagree" to "5 Strongly Agree".

This instrument went through validity testing and reliability testing with a good Cronbach's alpha of 0.94 and 0.92. Other validity testing was performed such as convergent validity and discriminant validity which uses multitrait-multimethod (MTMM) analysis by Campbell & Fiske (1959) which aims to determine the intercorrelation of the items under one construct. The study of Davis (1989) found that these items have a high correlation with each other and target the same underlying construct.

D. Data Gathering Procedure

1) Pre-Data Gathering. After the design hearing, the researcher worked with the adviser to revise the proposal based on feedback. After the approval of the adviser, the researcher secured transmittal letter and letter of approval to the dean of the graduate school and then it was forwarded to the university presidents and research heads for their approval as part of the study. Once approved, it then submitted for consideration to the Research Ethics Committee and after that the researcher acquired all the necessary documents including the approved letter from the different schools to request for Notice to Proceed (NTP). After the approval, the respondents were asked for their approval through consent form.

2) Actual Data Gathering. The google form link was sent to the respondents upon their approval through Facebook messenger. It took them an approximate of one (1) hour in answering the questionnaire. The researcher took 3 weeks to collect the responses from the respondents for the data gathering. After the responses were collected, the researcher stored the data in Google Drive to ensure its safety and privacy. Responses from Google Form questionnaire were transferred into an Excel file for analysis

3) Post-Data Gathering. The gathered data were then submitted to the statistician for the tabulation, treatment using the appropriate tool, and analysis for discussion. After the analysis, the data were interpreted and presented to the panel members for approval. Once approved based on the recommendations provided, data files that were not needed for keeping at the end of the study were safely disposed away (Disposal - UK Data Service, 2021) by moving it to the trash and deleting all the backed-up files from the cloud.

E. Data Analysis

The perspectives of PE teachers on the integration of AI in physical education were examined in this quantitative research study through descriptive analysis for the means of central tendency and variability and Spearman's rank correlation for the inferential statistics. The study opted to use non-parametric type of correlational analysis for the reason that the data gathered is not normally distributed. Moreover, the descriptive statistics used to analyze the tendency of the data while the correlations established significant relationships among the variables indicated in this study. To provide insights into the central tendency and variation of the teachers' perceptions means and standard deviations was also computed. The survey investigated respondents' overall perceptions and their use of AI tools. The results gave a thorough picture of how AI integration is now being used in PE, pointing out important trends, similarities, and differences.

F. Ethical Considerations

The study was conducted throughout the research in accordance with strict protocols for ethical standards and the validity of the findings. The present study aimed to explore the attitudes of physical education teachers towards the use of artificial intelligence (AI) in higher education institutions (HEIs) in the light of the basic values of beneficence, respect and fairness. Participation was voluntary and an informed consent procedure approved by the Institutional Review Board (IRB) with an emphasis on the freedom of the participants to withdraw at any point without any coercion was used. Quantitative data were collected using an online survey questionnaire. Strict anonymity and confidentiality was maintained by ensuring that no personal identifiers were disclosed and that data was kept in safe files. The study was very upfront about being academic and stated that it had no outside funding and there were no risks to the health or mental well-being of the respondents. The researcher passed the formal review process and received the Notice to Proceed (NTP) from the review committee after a thorough ethical evaluation, prior to the conduct of the actual data collection. NTP Number: NTPMAEDPE2026-075 with reference number 2026-1208.

III. RESULTS AND DISCUSSION

This section presents the empirical data collected from the online survey questionnaires. This section also provides a detailed data analysis procedure and explanation of results. The main purpose of this research was to investigate the views of physical education (PE) teachers about the integration of artificial intelligence (AI) into their teaching styles. The discussion of the results answers the research objectives and highlights the perceptions of the participants about the utility and usability of the AI and the opportunities and challenges that may arise during its application.

These findings together provide a comprehensive baseline towards the development of an action plan and institutional policies to optimize the advantages of cutting-edge technologies on physical education in Higher Education Institutions (HEIs).

A. Demographic Profile of the Respondents

The demographic characteristics of the respondents were important to understand the various backgrounds of the Physical Education (PE) teachers involved in this study. In research of educational technology, it was important to consider personal and professional variables because they often impacted the level of readiness, inclination, and adaptability of individuals to the development of tools such as Artificial Intelligence (AI). In addition, the study gave a context to the teachers' perspectives by highlighting the characteristics of the participants such as age, gender, educational background and professional experience. This approach ensured that the intervention plan would be specific to the needs and the current capabilities of the workforce for the academic year 2026-2027. This table displays the personal profiles of respondents in terms of their age, gender, highest educational qualification, length of service and number of relevant training courses. The data presented in Table 2 show that a young, and relatively inexperienced generation of educators majority of the respondent group. Most of the participants were aged between 20 and 30 years (75.7%) and 51.4% served for 3 years or less. The gender distribution among respondents was well balanced, with both Male and Female participants both comprising 43.2%. Academically the group stood out with 70.2% having either master's units or a full master's degree. However, despite their high educational attainment, 86.5% of the respondents had only attended 1 to 5 relevant trainings or seminars in AI.

Table 2
Demographic Profile of the Respondents

Respondent's Profile	Counts (N)	Percentage (%)
Gender		
Male	16	43.2
Female	16	43.2
LGBTQ+++	5	13.5
Preferred not to say	0	0.0
Age		
20-30 years old	28	75.7
31-40 years old	4	10.8
41-50 years old	3	8.1
51-60 years old	1	2.7
60 and above	1	2.7
Highest Educational Attainment		
Bachelor's degree Holder	6	16.2
With Master's unit	13	35.1
Full-Fledged Masters	13	35.1
With Doctoral Unit	4	10.8
Full-Fledged Doctor	1	2.7
Length in Service		
3 years and below	19	51.4
4-9 years	12	32.4
10-15 years	1	2.7
16-21 years	1	2.7
22 and above	4	10.8
Number of Relevant Training and Seminars Attended in AI		
1-5	32	86.5
6-10	4	10.8
11-15	1	2.7
16-20	0	0
21-above	0	0

n=37

The results suggest that the project mainly targets academically motivated "Digital Natives" who lack specialized, rigorous professional development concerning the integration of AI into the PE curriculum.

The data points to a significant opportunity for technological integration, but the gap between academic qualifications and AI-specific training is a major challenge, as many younger educators are in the workforce. Research suggests that while digital native teachers tend to have higher general self-efficacy regarding digital technologies in general, they often lack the specific training required to implement pedagogical AI (Regli et al. 2026; Hu et al. 2025). This is especially apparent in Physical Education, where teachers show guarded optimism but are also beset by substantial AI-related apprehension about job replacement and sociotechnical supervision. This view is supported by the study conducted by Baena-Morales et al. (2025) which highlighted the need for the development of specific training for physical education teachers to improve the effective use of AI technologies in the classroom. Moreover, the respondents were highly qualified academically, but a high level of education does not automatically entail being proficient in AI; research has indicated that factors like institutional support and AI literacy are better predictors of a teacher's readiness to embrace AI compared to their academic qualifications (Tohănean et al., 2025). Hence, the educators in this study may have enhanced Perceived Ease of Use due to their age, but their Perceived Usefulness is likely hindered by the lack of subject-specific professional development (Leitgeb & Leitgeb, 2025). To conclude, the demographic findings showed a respondent profile characterized by youth, academic ambition and nascent professional vocations, although notably lacking in AI specific professional development opportunities. This youth-centric demographic offers a double challenge, being a group that may accept the Perceived Ease of Use of AI, but whose Perceived Usefulness is limited by a lack of exposure to the practical applications of AI in a physical, kinesthetic domain like Physical Education. The findings have immediate implications for the current study, which underscore the need for any proposed intervention plan to not only go beyond basic digital literacy but to also include specialized AI training that connects high academic achievement with practical application in the classroom. In relation to the SOP, these demographics illustrate that age and training frequency will be crucial in determining the significant relationships between teacher profiles and their preparedness to adopt AI in the academic year 2026-2027.

B. Perceived Usefulness of AI Tools

The table regarding the Perceived Level of Usefulness of AI Tools served as a critical assessment of how Physical Education (PE) teachers evaluate the functional value of artificial intelligence in their professional practice. Understanding "Perceived Usefulness", a core construct of the Technology Acceptance Model (TAM) is essential to this study because it directly influences a teacher's intention to adopt or reject new technology.

Table 3
Level of Perceived Usefulness of AI Tools

Statements	Mean	SD	Remarks
Helpful in designing activities, effective fitness and physical programs for my learners.	4.68	0.475	Strongly Agree
Accurate tools in monitoring and assessing the students' physical performance.	4.22	0.712	Strongly Agree
Helpful in providing quality feedback regarding the learners' posture, form, and their movement.	4.00	1.000	Agree
Helpful in enhancing the learners' motivation, participation, and engagement.	4.38	0.758	Strongly Agree
A support in improving and promoting health and wellness education to all learners.	4.32	0.709	Strongly Agree
A way of reducing time and effort in doing manual computation, data entry, and performance analysis of the learners' physical profile and performance.	4.68	0.530	Strongly Agree
Means of improving the way how PE discussion is made to be interactive and absorbing.	4.54	0.558	Strongly Agree
Technological modification of challenging traditional way of teaching PE topics.	4.51	0.607	Strongly Agree
Valuable in increasing the academic and physical performance of PE students.	4.41	0.686	Strongly Agree
Composite Mean	4.42	0.671	Very High

n=37. Remarks: 1.0-1.80 Strongly Disagree, 1.81-2.60 Disagree, 2.61-3.40 Neutral, 3.41-4.20 Agree, 4.21-5.00 Strongly Agree

Physical education teachers, whose profession is by nature physical and kinesthetic, assess the effectiveness of digital resources in designing fitness programs, tracking performance, and automating manual tasks as the evidence basis for whether AI is a helpful ally or an unneeded hassle. These types of results are important in determining an intervention plan that focuses on areas that teachers feel will be most beneficial, so that the integration of technology is meaningful and practical for the academic year 2024-2025.

The analysis of the data indicated a high degree of optimism among the respondents, with almost all indicators falling in the Strongly Agree range. The highest mean score of 4.68 was recorded by statement 1 which stated that AI is effective in designing appropriate fitness and physical programs and statement 6 which stated that AI helps to reduce time and efforts in manual computation and data entry. Statement 7 on the enhancement of interactive PE discussions (4.54) was closely followed by Statement 8 on the technological change of conventional instruction (4.51). Most notably, the only item that was rated slightly lower than Agree was Statement 3, on AI's ability to provide quality input on posture, form and movement, with a mean score of 4.00. The data produced a mean of 4.42 and a standard deviation of 0.671 which was interpreted as Strongly Agree. The results suggest that PE teachers saw great value in AI for administrative efficiency and instructional design purposes, but were somewhat hesitant or inexperienced with regard to its accuracy for real-time, high-stakes biomechanical feedback.

The construed findings aligned with current literatures which emphasized that AI's primary immediate value in education lay in workload reduction and instructional support. According to Machado et al. (2025), AI-driven platforms were increasingly utilized to streamline administrative duties like grading and report generation, which mirrored the high mean score for manual computation in this study. Furthermore, the high rating for AI in designing physical programs was corroborated by Wang et al. (2024), who noted that PE teachers perceived AI as a powerful tool for creating personalized and interactive learning pathways that would otherwise be too time-consuming to develop manually. However, the lower mean for posture and movement feedback reflected a documented challenge in the field where Solamillo (2025) pointed out that while computer vision for motion analysis existed, many educators still harbored "AI anxiety" or skepticism regarding the reliability of these tools compared to a trained human eye. This suggested that the perceived utility of AI was currently strongest in the back-end or administrative aspects of teaching rather than the front-end of live physical correction (Ma et al., 2025; Wang, 2025).

Finally, the results showed that PE teachers had a significantly positive view of AI, which they mainly saw as a transformative tool to increase efficiency and curriculum development. The insights from these findings suggested that the Perceived Usefulness of AI was significantly dependent on the task: it was perceived as an excellent administrative assistant and lesson planner, but its role as a real-time coach or biometric evaluator was still in its infancy of acceptance. The results of this study were crucial; they indicated that the planned intervention should concentrate on training teachers in the administrative and creative uses of AI, where they already feel confident, and on offering more rigorous, evidence-based demonstrations of AI's precision in movement analysis to remedy the weaknesses in Statement 3. Our results ultimately charted a clear way forward for the integration of AI into the PE curriculum by capitalizing on its strengths in data management and interactive pedagogy.

C. Perceived Ease of Use of AI Tools

The table on the Level of saw Ease of Use of AI Tools explored the extent to which Physical Education (PE) teachers perceived interactions with Artificial Intelligence to require little physical and mental effort. A major factor in TAM (Technology Acceptance Model) is the Perceived Ease of Use which influences the attitude of a user towards technology. If an instrument is perceived to be user-friendly and easy to handle, the level of adoption drops drastically. The physical education instructors, who often taught in dynamic settings such as gyms and fields rather than traditional classrooms, needed AI tools that were adaptable and easy to use. Crucially, this assessment informed the study by revealing whether teachers felt confident enough to experiment freely with AI or whether technological complexity remained a barrier, and thus, directly guided the design of a user-centered intervention plan for the 2026-2027 academic year.

Table number 4 shows the level of perceived ease of use of the respondents towards the integration of artificial intelligence to their teaching. Data from table 4 indicated a very high level of confidence among the respondents, with nearly all indicators receiving a remark of Strongly Agree. The highest mean score of 4.62 was recorded for Statement 7, which described AI as a "powerful way of integrating technological tools to PE instruction with minimal effort." This was closely followed by Statement 4, regarding the adaptable and contextualized features of AI (4.59), and a three-way tie at 4.54 for being user-friendly in planning (Statement 3), providing helpful guidance (Statement 5), and helping in attaining independent learning (Statement 10).

Table 4
Level of Perceived Ease of Use of AI Tools

Statements	Mean	SD	Remarks
easy to learn the processes in using it and its intended use.	4.41	0.644	Strongly Agree
convenient way to control the program based on the given task	4.41	0.599	Strongly Agree
user-friendly in terms of planning for the different physical activities and programs	4.54	0.558	Strongly Agree
Flexible to use with its adaptable feature that can be personalized and contextualized.	4.59	0.599	Strongly Agree
easy to become skillful as it provides helpful guidance in performing the tasks.	4.54	0.558	Strongly Agree
easy way of assessing the learners' physical performance in executing exercises	4.19	0.845	Agree
a powerful way of integrating technological tools to PE instruction with minimal effort	4.62	0.639	Strongly Agree
simplified tool without the need of technical support	4.27	0.871	Strongly Agree
easy to make PE tasks and activities more manageable.	4.43	0.603	Strongly Agree
easy to explore which can help in attaining independent learning.	4.54	0.650	Strongly Agree
Composite Mean	4.45	0.657	Very High

n*= *37. **Remarks**: 1.0-1.80 Strongly Disagree, 1.81-2.60 Disagree, 2.61-3.40 Neutral, 3.41-4.20 Agree, 4.21-5.00 Strongly Agree

Conversely, the lowest mean and the only item to receive a remark of Agree was Statement 6 (4.19), which pertains to the ease of assessing learners' physical performance in executing exercises. The overall composite mean is 4.45 (SD=0.657) with a remark of Strongly Agree. From these results, it can be inferred that while teachers find AI highly accessible for static tasks like planning and general integration, they perceive more difficulty or complexity when applying AI to active performance assessment during physical movement.

This is supported by recent literature by Tafazoli et al. (2026), which also suggests that digital-native educators often have high digital self-efficacy, but they face certain pedagogical obstacles. Bofill-Herrero et al. (2025) and Ng (2025) found that PE teachers view AI as easy to use in administrative and preparatory tasks but have moderate AI anxiety when it comes to the technical reliability of motion-tracking and real-time assessment tools. This accounts for the lower score for Statement 6. Ease of use of AI for high-speed physical analysis is often constrained by existing infrastructure and AI tool-specific learning curves. In addition, Zha et al. (2025) argue that even among younger teachers who found AI interfaces easy to use (high Perceived Ease of Use), use is often superficial unless they receive practice-based professional development to contextualize the tool to their specific subject area. Likewise, Wang et al. (2024) showed that PE teachers have a strong perception that AI facilitates instruction (Mean 4.62 in this study), but the "perceived ease" is often higher for generative AI (e.g., lesson planning) than for specialized biomechanical analytics.

Conclusively, the results portrayed a group of educators who are technologically confident and see AI as a highly accessible addition to their instructional toolkit. The knowledge construed from this data suggests that the respondents do not view AI as a technical burden but rather as a simplified means to enhance their teaching with minimal effort. However, the slightly lower score in assessment indicates that the ease of AI is currently perceived more in its role as a digital assistant rather than a performance judge. For the current study, these findings are instrumental as they suggest that the intervention plan does not need to focus on basic computer literacy, but rather on simplifying the more complex aspects of AI-driven performance assessment. By aligning the intervention with the teachers' high levels of perceived ease in planning and independent exploration, the study can successfully foster a sustainable transition toward AI-enhanced PE pedagogy.

D. Significant Relationship

The table regarding the Significant Relationship between the Perceived Ease of Use of AI Tools and teacher adoption explores the statistical correlation between how manageable a technology feels and the likelihood of its integration into the physical education curriculum. Grounded in the Technology Acceptance Model (TAM), this analysis identifies whether Perceived Ease of Use acts as a critical catalyst; if PE teachers find AI tools intuitive and effortless to navigate within dynamic environments like gyms or fields, their overall attitude and intent to use the technology significantly improve. This assessment is vital to the study, "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching," because it determines if technical simplicity is the primary bridge to innovation, directly informing a user-centric intervention plan for the school year 2026-2027 that prioritizes removing technical friction to empower independent exploration and modernizing traditional instructional methods

E. Gender and Level of Perception of AI Integration

The table regarding the Significant Relationship between Gender and the Level of Perception of AI Integration examined whether demographic differences influence how Physical Education teachers view the incorporation of Artificial Intelligence into their instructional practices. This analysis is crucial for understanding if gender serves as a moderating factor within the Technology Acceptance Model (TAM), as it identifies whether varied professional experiences or technological backgrounds lead to different degrees of readiness, skepticism, or enthusiasm toward digital transformation. For the study, "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching," this assessment is vital because it determines if the school's transition to AI-driven tools requires gender-responsive support or targeted professional development. Ultimately, uncovering this relationship ensured that the proposed intervention plan for the school year 2026-2027 is inclusive and equitable, addressing specific demographic needs to foster a unified and confident approach to modernizing the physical education curriculum.

Table number 5 presents the results of the significant relationship between the respondents' demographic profile in terms of their gender and their level of perceived usefulness and ease of use on AI. The data presented in Table 5 revealed the statistical relationship between gender and the two primary variables of the Technology Acceptance Model (TAM) which were Perceived Usefulness and Perceived Ease of Use.

Table 5
Gender and level of perception of AI integration

Variables		r_s	p-value	Interpretation	Decision
Gender	Perceived Usefulness of AI Tools	-0.116	0.494	Not Significant	Fail to Reject the Null Hypothesis
	Perceived Ease of Use of AI Tools	-0.065	0.700	Not Significant	Fail to Reject the Null Hypothesis

Remarks: 0.05 Alpha Value, df=35

For the variable of Perceived Usefulness, the table shows an r-value of -0.116 with a p-value of 0.494, which is significantly higher than the 0.05 alpha level. Similarly, for Perceived Ease of Use, the data reflects an r-value of -0.065 and a p-value of 0.700. Based on these results, the interpretation for both variables is Not Significant, leading to a decision that the study Fail to Reject the Null Hypothesis. From this, it can be implicated that gender does not significantly dictate or influence how PE teachers perceive the utility or the manageability of AI tools in their teaching practice.

These findings were anchored in pieces of contemporary research and literature which suggests that as technology becomes more ubiquitous, the gender gap in technology perception is narrowing. This can be corroborated with the study of Du & Lv (2024) found no significant differences in teacher efficiency or perception of AI tools like ChatGPT when grouped by sex. This aligns with the idea that professional role and institutional environment often outweigh demographic factors in determining technology adoption. While some historical literature suggested that males might exhibit higher self-efficacy in tech (Šabić et al., 2022), modern educational contexts and literatures such in the study of Ayanwale & Omeh (2026) and Qazi et al. (2022) highlighted that particularly in specialized fields like Physical Education, shows a more unified perspective as both genders are equally exposed to digital transformation and professional development.

In conclusion, the results of this table demonstrated that gender was not a determining factor in the level of perception regarding AI integration among the respondents. This knowledge was vital for the current study as it simplified the framework for the proposed intervention plan. Since there was no significant relationship, the school's strategy for the school year 2026-2027 focused on a universal pedagogical approach rather than gender-specific training. The intervention prioritized collective capacity building, focusing on the shared challenges of AI in the gym and field, ensuring that all PE teachers were equally empowered to utilize AI tools for enhanced instructional delivery and student engagement.

F. Age and Level of Perception of AI Integration

The demographic profile of the respondents in terms of Age was a pivotal variable in educational research, as it often served as a proxy for technological fluency and years of pedagogical experience. In the context of the study, "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching," examining age was essential to determine if a generational gap exists in the adoption of emerging technologies.

Table 6
Age and level of perception of AI integration

Variables		r_s	p-value	Interpretation	Decision
Age	Perceived Usefulness of AI Tools	-0.124	0.465	Not Significant	Fail to Reject the Null Hypothesis
	Perceived Ease of Use of AI Tools	-0.411	0.011	Significant	Reject the Null Hypothesis

Remarks: 0.05 Alpha Value, df=35

The assessment provided the context needed to support an inclusive transition to AI for the school year 2026-2027, acknowledging that educators across various career stages may have different comfort levels and distinct professional needs with respect to digital tools in a physical activity setting.

The table data shows a complex statistical correlation between age and the two main domains of the Technology Acceptance Model (TAM). The Perceived Usefulness variable results indicate an r-value of -0.124 and a p-value of 0.465, which is higher than the alpha level of 0.05 interpreted as Not Significant. On the other hand, variable Perceived Ease of Use has significant relationship with r-value -0.411 and p-value 0.011. The study rejects the null hypothesis for this domain since the p-value is less than 0.05. From these results it can be concluded that age does not influence the perception of usefulness of AI among teachers, however age can influence the perception of ease of use of these tools. The negative correlation shows that the higher the age the lower the perceived ease of use.

The findings in this table were anchored in recent pieces of literature and research which often distinguishes between digital natives (Fang et al., 2026) and digital immigrants (García, 2026). Research conducted by Dungca & de Guzman (2026) and lazoya et al. (2022) suggest that while veteran teachers frequently acknowledge the professional value of new technology (utility), they often report lower self-efficacy regarding the technical interface (ease of use) compared to their younger counterparts. This disparity is particularly relevant in Physical Education, where the move from traditional manual tracking to AI-driven biometrics or automated grading can feel technically daunting for those accustomed to long-standing instructional methods. The data confirms that technical complexity, rather than a lack of belief in the tool's value, is the primary hurdle for older educators.

In conclusion, the results demonstrated that age is a significant factor in determining the perceived ease of use of AI tools among PE teachers. This knowledge is vital for the current study as it provides a clear roadmap for the proposed intervention plan. For the school year 2026-2027, the intervention must go beyond theoretical benefits and instead prioritize scaffolded technical support and user-friendly workshops specifically designed to lower the technical barrier for senior faculty. By addressing this significant relationship, the study ensures that the integration of AI is not limited by age-related technical friction, ultimately fostering a more unified and technologically competent physical education department.

G. Highest Educational Attainment and Level of Perception of AI Integration

The demographic profile of Highest Educational Attainment served as a critical indicator of an educator's theoretical foundation and their exposure to advanced pedagogical methodologies. In the study, "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching," examining educational background is essential to determine if advanced academic training correlates with a higher readiness for technological innovation. This profile provides the necessary context to understand if the transition to AI in the school year 2026-2027 is influenced by the depth of a teacher's formal education, helping to identify whether those with post-graduate degrees possess a different vantage point regarding digital transformation compared to those with baccalaureate degrees.

Table 7
Highest Educational Attainment and level of perception of AI integration

Variables		r_s	p-value	Interpretation	Decision
Highest Educational Attainment	Perceived Usefulness of AI Tools	0.249	0.137	Not Significant	Fail to Reject the Null Hypothesis
	Perceived Ease of Use of AI Tools	0.030	0.858	Not Significant	Fail to Reject the Null Hypothesis

Remarks: 0.05 Alpha Value, df=35

The data in Table 7 presented the statistical correlation between educational attainment and the two core domains of the Technology Acceptance Model (TAM) namely perceived usefulness and perceived ease of use. For Perceived Usefulness, the table shows an r-value of 0.249 with a p-value of 0.137, while for Perceived Ease of Use, the data reflects an r-value of 0.030 and a p-value of 0.858. Since both p-values exceed the 0.05 alpha level, the interpretation for both variables is Not Significant, leading to a decision of the study Fail to Reject the Null Hypothesis. From this result, it can be inferred that a teacher's level of formal education whether they hold a bachelor's, master's, or doctorate degree does not significantly dictate their belief in AI's utility or their comfort level in navigating its technical interfaces. Findings of recent literatures and research provide empirical evidence citing that educational attainment has a positive and direct influence on digital competence, but this study provides a novel knowledge implicating that strong correlation of digital competence focused more on hands-on experience rather than the diploma alone. Koehler and Mishra (2019) on the TPACK framework highlights that special technological knowledge is mostly learned through practical application in real life context rather than through traditional degree programs. Moreover, while advanced degrees boost pedagogical content knowledge, the specific ease of use and usefulness of AI tools are more associated with frequency of personal experience (how often teachers used AI) and recent training, rather than a teacher's highest diploma. This supports the idea that AI integration is a horizontal skill set that cuts across the vertical academic hierarchy.

In conclusion, the findings revealed that the level of perception towards AI integration did not differ between levels of educational attainment among PE teachers. This knowledge was important for the current study because it confirmed the need for a unified intervention plan for the school year 2026-2027, which was accessible to all educators regardless of their academic rank. As educational level had not offered any intrinsic advantage in terms of AI perception, the proposed intervention aimed at providing common practical experiences and opportunities for collaborative learning. In this way, the study made sure that all the teachers in Physical Education, regardless of their academic degree, were ready to use the same basic skills to bring their instructional delivery into the 21st-century with Artificial Intelligence.

H. Length in Service and Level of Perception of AI Integration

Length in Service was a major demographic variable, a measure of professional experience, and reflected the pedagogical wisdom and instructional habits that an educator had acquired. In the research "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching", it is necessary to analyze this variable to find out whether years of service with Artificial Intelligence affect the teacher's willingness to disturb the routine activities. This evaluation offers the required contextual depth to understand whether the long-term immersion in traditional teaching methods creates a barrier to adoption or whether the long experience provides a more mature perspective on the utility of new tools, directly affecting the design of a sustainable intervention plan for the school year 2026-2027.

Table 8
Length in Service and Level of Perception of AI Integration

Variables		r_s	p-value	Interpretation	Decision
Length in Service	Perceived Usefulness of AI Tools	0.007	0.996	Not Significant	Fail to Reject the Null Hypothesis
	Perceived Ease of Use of AI Tools	-0.310	0.062	Not Significant	Fail to Reject the Null Hypothesis

Remarks: 0.05 Alpha Value, df=35

The data presented in Table 8 illustrated the statistical relationship between years of service and the two variables under the Technology Acceptance Model (TAM). For Perceived Usefulness, the results show a near-zero correlation with an r-value of 0.007 and a p-value of 0.996. Regarding Perceived Ease of Use, the data indicates a moderate negative correlation with an r-value of -0.310 and a p-value of 0.062. Since both p-values remain above the 0.05 alpha level, the interpretation for both variables is Not Significant, resulting in a decision to "Fail to Reject the Null Hypothesis. With thses, it can be implicated that while teachers with longer service records may find the technology slightly more challenging to navigate (as hinted by the higher r-value for ease of use), their overall professional tenure does not statistically dictate their perception of AI integration.

The results and implication above were supported by the recent study of Lucas & Vicente (2023) and Saad et al. (2024), which often posits that experience is a double-edged sword in technology adoption. Their results of their study highlighted that veteran teachers often possess a high level of pedagogical content knowledge that allows them to see the value of innovation even if they find the technical interface unfamiliar. Furthermore, in the specialized field of Physical Education, the shift toward digital biometrics and automated performance analysis is often viewed through the lens of instructional efficiency rather than years spent in the classroom. This suggests that the digital divide is less about the number of years in service and more about individual adaptability and the specific institutional support provided to the faculty.

In conclusion, the results showed that the level of perception regarding the integration of AI among PE teachers was not significantly associated with the length in service. This knowledge was essential for the present study as it validated a unified intervention plan for the school year 2026-2027. Since tenure did not create a meaningful difference in perception, the school implemented a robust professional development program that fostered mentorship between technologically equipped newer teachers and veteran educators. The study successfully bridged the gap through collaborative practice to ensure that the wealth of experience possessed by long-serving teachers was integrated with the innovative potential of Artificial Intelligence.

I. Number of Relevant Training Attended and Level of Perception of AI Integration

The demographic profile on Number of Relevant Training Attended reflects the extent of formal and informal professional development an educator has undergone to acquire specialized technical skills. “Physical Education Teachers’ Perspective Towards the Use of Artificial Intelligence in Teaching” study necessitates analysis of this variable to see if exposure to targeted training acts as a catalyst in altering a teacher’s outlook on AI. The structural design of a future intervention plan for the school year 2024–2025 that seeks to maximize teacher buy-in through effective capacity building is directly informed by this profile, which offers the evidence required to assess whether the current training landscape effectively communicates the value of AI.

The data in Table 9 showed the statistical correlation between the frequency of training and the Perceived Usefulness of AI tools. The results indicate r-value of 0.234 and p-value of 0.164; and 0.100 and 0.555 respectively. Both variables under TAM and the number of relevant trainings attended had p-value that is greater than the 0.05 alpha level which interpreted as Not Significant, resulting in the decision to Fail to Reject the Null Hypothesis.

Table 9
Number of Relevant Training Attended and level of perception of AI integration

Variables		r_s	p-value	Interpretation	Decision
Number of Relevant Training Attended	Perceived Usefulness of AI Tools	0.234	0.164	Not Significant	Fail to Reject the Null Hypothesis
	Perceived Ease of Use of AI Tools	0.100	0.555	Not Significant	Fail to Reject the Null Hypothesis

Remarks: 0.05 Alpha Value, df=35

With these results, it can implicate that simply attending more training sessions does not statistically guarantee a higher perception of AI's usefulness among PE teachers. This suggests that the quantity of training may not be as influential as the specific quality or relevance of the content provided during these sessions.

The presented results and implication were anchored in recent research such that of Chick et al. (2023) which highlights that training fatigue or generic professional development often fails to impact teacher perception. This is due to systematically mismatched curricular competencies.

According to Atabekova et al. (2025) and Dzogovic et al. (2024) for AI training to be perceived as useful, it must move beyond theoretical lectures and provide domain-specific applications, in this case, practical ways AI can enhance Physical Education instruction. Furthermore, the Aljemely (2024) suggest that educators often require just-in-time and highly practical support rather than a high volume of general seminars. More of this support should focused more on the availability and accessibility of different AI tools to have hands-on experience rather than knowing all the theories behind it without testing it through AI tools itself. The lack of a significant relationship in the table indicates that existing trainings might be too general, failing to bridge the gap between AI concepts and the unique needs of the PE environment.

Finally, the results showed that the number of training sessions attended is not a significant predictor of PE teachers' perception of AI usefulness. This knowledge is important to the present study as it informs the proposed intervention plan for the school year 2026-2027 to focus on quality rather than quantity. Rather than recommending an increase in the number of general seminars, the intervention should focus on hands-on discipline-specific workshops with immediate utility in the gym or field. The study emphasizes the importance of directing the professional development efforts towards practical implementation and addressing specific instructional challenges, thus making future professional development more effective in cultivating a positive and productive attitude towards the integration of AI.

J. Perceived Usefulness of AI Tools and Perceived Ease of Use of AI Tools

The core psychological basis of TAM is the relationship between Perceived Usefulness and Perceived Ease of Use. The study titled "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching" highlighted the importance of examining the relationship between these two variables to comprehend internal motivations of the educators. This assessment provided the insight needed to determine whether the teacher's belief in the functional value of AI had a relationship with the ease of use of technology, and this insight directly added to the user-centric component of the intervention plan for the school year 2026-2027. Understanding this relationship was critical, because a tool that was useful but difficult to use, or easy to use but not useful, was unlikely to be adopted sustainably in a high movement PE environment.

Table 10
Perceived Usefulness of AI Tools and Perceived Ease of Use of AI Tools

Variables		r_s	p-value	Interpretation	Decision
Perceived Usefulness of AI Tools	Perceived Ease of Use of AI Tools	0.777	<0.01	Significant	Reject the Null Hypothesis

Remarks: 0.05 Alpha Value

The data presented in Table 10 revealed a significant and positive statistical relation between the two variables of TAM model which are perceived usefulness and perceived ease of use. The results showed a high positive r-value of 0.777 with a p-value of <0.01. The p-value is much less than the alpha level of 0.05 and the study interpreted it as Significant. The Null Hypothesis is rejected. These results allow us to infer a strong, linear and direct relationship between the degree to which PE teachers believe that AI is helpful and the degree to which they find the tools to be manageable. Ultimately, the more teachers learn about the interface of the technology, the more they value and find it useful for instruction.

This result was strongly supported in the study of Ma & Lei (2024 supported by the study of Mahaputra & Mahaputra (2023 which states that Perceived Ease of Use significantly influences Perceived Usefulness. This is also supported by the studies of Ofem et al. (2025) and Talha et al. (2025) who observed that when educators find AI tools such as automated assessment trackers or lesson planning assistants to be intuitive, they are more likely to explore and recognize the tools' more profound benefits for instructional efficiency. In Physical Education where teachers are typically expected to handle large groups in open spaces, the frictionless nature of a tool is a prerequisite for observing its value. If the technology saves time, rather than taking it up, its perceived utility is naturally enhanced. In conclusion, the results demonstrated a highly significant relationship between the usefulness and ease of use of AI tools, identifying this connection as the primary driver for technology adoption among the respondents. This knowledge was vital for the current study as it provided a clear directive for the proposed intervention plan for the school year 2026-2027. The plan ensured that any introduced AI tools were not only high in utility but also possessed a shallow learning curve. By prioritizing tools that offered immediate success through simple interfaces, the school was able to effectively leverage this significant relationship to foster a more positive perspective and ensure the successful, long-term integration of Artificial Intelligence into the physical education curriculum.

K. Perceived Benefits of AI Tools

Table 11 presented a detailed breakdown of the Perceived Benefits of AI Tools among Physical Education teachers, illustrating the specific functional advantages they associate with technological integration. This data is essential to the study as it directly addresses Statement of Purpose No. 4, identifying the pedagogical and administrative drivers that shape teacher perspectives for the school year 2026-2027. By quantifying these perceived advantages through frequency and percentage, the table provides the empirical foundation necessary for crafting a targeted intervention plan. Understanding which benefits are most highly valued allows for the development of AI strategies that align with teachers' existing professional needs and instructional goals.

Table 11
Perceived Benefits of AI Tools

Benefits	Frequency (n)	Percentage (%)	Remarks
Helps in saving as much time when searching for pertinent materials/content/resources in physical education.	33	89.19	Very High Perception
Saves as much time when crafting a schedule of activities in the Physical Education course.	31	83.78	Very High Perception
Develops a more interactive and engaging PE class.	29	78.38	High Perception
Help in acquiring new skills, especially innovative teaching strategies and a rethink of pedagogical approaches to teaching PE.	29	78.38	High Perception
Creates innovative learning situations such as skill simulations.	25	67.57	High Perception
Personalizes teaching according to the student's needs and learning style.	24	64.86	High Perception
Assesses and checks assignments and performance tasks with speed and accuracy.	17	45.95	Moderate Perception
Helps in monitoring students' performance progress and providing real-time feedback.	16	43.24	High Perception
Decreases the errors in the teaching process and assessments.	15	40.54	Low Perception

Remarks: 0.00-20.99 Very Low Perception, 21.0-40.00 Low Perception, 41.00-60.00 Moderate Perception, 61.00-80.00 High Perception, 81.00-100.00 Very High Perception

In this table, the data indicated that the highest perceived benefit is AI's ability to save time when searching for pertinent materials, content, and resources, garnering a Very High Perception from 89.19% of respondents. Similarly, saving time in crafting schedules of activities followed closely at 83.78%.

Conversely, the lowest-rated benefit was the ability of AI to decrease errors in the teaching process and assessments, which received a Low Perception at only 40.54%. From these results, it can be inferred that PE teachers primarily view AI as a powerful administrative and preparatory assistant rather than a replacement for high-stakes instructional accuracy or real-time diagnostic evaluation. This suggests a "utilitarian" perspective where technology is welcomed for workload reduction but viewed with caution regarding its precision in assessing physical movement.

Recent findings from Maher (2025) align with Srinivasa et al. (2022) and are consistent with the Technology Acceptance Model (TAM) in highlighting that the most significant immediate impact of AI in education is the automation of routine tasks, allowing educators to concentrate on more complex interpersonal coaching. Studies on AI in kinesthetic learning usually report that LLMs are good at creating resources and planning but their application in error detection and biomechanical evaluation is a niche field that requires higher technical confidence. The moderate to low scores of assessment accuracy in this study reflect global trends where teachers remain the human-in-the-loop and maintain authority over evaluation to ensure safety and pedagogical nuances that current AI tools may miss.

Overall, the results indicate an enthusiastic workforce willing to use AI because of its efficiency-enhancing features, but also wary of its accuracy in diagnosis in a tangible environment. The Very High Perception of time-saving benefits provides a clear starting point for the proposed intervention plan, suggesting that the initial integration should focus on resource management and lesson planning. However, the Low Perception on error reduction reveals a great knowledge gap that should be filled with technical training on AI biometrics specialization. In conclusion, this research shows that the value of AI to PE teachers is currently in its role as a logistical partner and this perspective needs to be taken into account to ensure the successful and sustainable adoption of technology in the PE curriculum.

L. Perceived Challenges of AI Tools

Table 12 showed the Perceived Challenges of AI Tools as mentioned by Physical Education teachers, reflecting the particular systemic and pedagogical obstacles that might impede the incorporation of technology in the field. 0.4. This data is crucial for the research, as it meets the requirements of the Statement of Purpose No. 4, which is a crucial opposing view to the benefits discussed earlier for the 2026-2027 school year. The table also helps to identify high-level concerns like the technical complexity as well as the risks of over-reliance.

The table provides a roadmap of the resistance points that need to be mitigated in the final intervention plan. Grasping these challenges fully means that the proposed move to technology is not just optimistic but also reflects the teaching workforce's practical realities and concerns.

Table 5 shows the teachers' perception of artificial intelligence in terms of it challenges in teaching and learning process in the classroom. The quantitative data in this table 12 shows a tied High Perception for two main challenges, namely the technical complexity of tools, especially in skill-based topics and the risks of over-reliance on AI tools, both cited by 72.97% of the respondents.

Next, the need for specific manipulation skills by end-users received a Moderate Perception at 54.05%. Interestingly, the concern on the risks of replacing physical education teachers had the lowest score, with only a "Low Perception" of 24.32%. The results suggest PE teachers do not fear job displacement but rather are deeply concerned about the operational friction of complex software and the potential erosion of human pedagogical judgement through excess automation.

The results being construed in table number 12 and its implications were supported by the studies of Fischer-Schöneborn et al. (2026) and Abbasnejad et al. (2026) which highlighted that technological complexity especially in utilizing artificial intelligence (AI) in teaching serves as a leading factor in the failure of artificial intelligence (AI) integration in schools and may influence their motivation to continue using these tools in their teaching. Scholarly work on AI Ethics in Education often discusses the automation bias or over-reliance, where educators might defer to algorithmic suggestions even when they contradict professional coaching intuition.

Table 12
Perceived Challenges of AI Tools

Challenges	Frequency (n)	Percentage (%)	Remarks
The technical complexity of tools, especially in skill-based topics.	27	72.97	High Perception
Risks of over-reliance on AI tools.	27	72.97	High Perception
Skills that end users should possess to manipulate effectively in PE classes.	20	54.05	Moderate Perception
Risks in lacking constructive, creative, and critical thinking in PE concepts and skill-based topics.	15	40.54	Low Perception
Risks in losing control or taking over the control in the teaching and learning process in PE.	13	35.14	Low Perception
Risks in replacing physical education teachers.	9	24.32	Low Perception

Remarks: 0.00-20.99 Very Low Perception, 21.0-40.99 Low Perception, 41.00-60.99 Moderate Perception, 61.00-80.99 High Perception, 81.00-100.00 Very High Perception

Additionally, the particular problem of PE's skill-based topics is a common thread in kinesthetic research, since conventional AI tools tend to have difficulty capturing the nuance of human movement compared to more rigid academic subjects. The moderate to high concern regarding user skills (54.05%) is consistent with the Significant Relationship found earlier between Age and Perceived Ease of Use, suggesting that technical self-efficacy remains a major hurdle.

In summary, the data in Table 12 presented a nuanced view of a workforce that, while recognizing the benefits of AI, remains cautious about the technical and moral issues it introduces. What these results tell us is that the lack of interest is not the main barrier to the adoption of AI, but rather the lack of easy to use, discipline-specific applications that do not undermine the teacher's central role. These challenges have direct implications on the present study as they suggest that any proposed intervention should be simple, human in-the-loop and should have ethical guidelines for AI use. Overcoming these high-perception issues is vital to transform AI from a complex and risky tool to an unobtrusive and supportive asset for the Physical Education curriculum.

IV. FINDINGS

The study explored the perspectives of the Physical Education (PE) teachers in the integration of Artificial Intelligence in teaching college students in PE subject at various state universities and colleges in Cebu City. This research investigated the teacher's viewpoint of AI adoption in teaching PE . Teachers found AI to be very easy to use and useful, but the technical integration of AI was weak, especially for senior faculties . Most participants fall within the age bracket of 20-30 years old (75.7%) and are at the early stage of their careers with more than half of them having served for three years or less. The respondents have a high level of education with 70% having completed master's degree units (thus giving them digital native status) but there is still a noticeable lack of specialized training, 86.5% of them have attended fewer than five seminars related to AI. In terms of Level of Perception, it can be seen that there are strong positive perceptions because the respondents strongly agreed on the Perceived Usefulness (Mean = 4.42) and Perceived Ease of Use (Mean = 4.45) of AI tools. Teachers saw the most benefit for AI in administrative efficiency such as lesson planning and data entry, with slightly more caution raised around real-time biomechanical assessment and posture feedback.

Significant Relationships analysis indicated that demographic profile affects perceived ease of use and perceived usefulness of AI in teaching PE. This section is crucial for capturing the emerging factors around their perception and will bring out critical points for development in the adoption. The study findings revealed that the demographic profiles or variables of the respondents such as Gender ($p>0.05$), Highest Educational Attainment ($p=0.137$), Length in Service ($p=0.996$), and the Number of Trainings ($p=0.164$) had no direct influence or positive significant relationship with the teachers' perceptions of AI in terms of its ease of use and usefulness which indicates that there is a uniform baseline of acceptance across the department. However, Age was found to have a significant positive correlation with Perceived Ease of Use ($r= -0.41, 1p=0.011$) but showed no significant relation with perceived usefulness which implicates that as age increases, the perceived simplicity of navigating AI tools decreases.

Crucially, a high positive correlation was discovered between Perceived Usefulness and Perceived Ease of Use ($r=0.777$, $p<0.01$) in AI adoption to teaching PE which it proves that the teachers' belief in the functional value of AI is intrinsically tied to how user-friendly and frictionless in terms of its tec technical aspect the technology feels within their dynamic instructional environments.

Lastly, the Perceived Benefits and Perceived Challenges of the respondents provided a set of micro-level perspectives of the teachers' perception of AI when integrated to teaching and learning process within the classroom. The results revealed that the teachers' elicited a very high perception in AI's ability to save time searching for pertinent materials (89.19%) and crafting schedules (83.78%), whereas the ability to decrease errors in the teaching process was perceived as low (40.54%). This was anchored to the challenges in AI use more especially to its technical complexity in terms of its navigational perspective and the risks of dependency among the users, which garnered a high perception of 72.97%. Collectively, these results suggest that while teachers see AI as a revolutionary tool for logistical efficiency, they have significant concerns about the practical challenges and accuracy of AI in high stakes, skill-based physical assessment.

V. CONCLUSION

Based on the findings presented in this study, it was concluded that physical education (PE) teachers at state universities and colleges in Cebu City was found to have high readiness and a positive disposition towards integrating Artificial Intelligence into teaching and learning process. The study concluded that the workforce was academically over-qualified but technically under-supported in subject-specific AI applications, especially those requiring precise movement analysis. Moreover, the findings of the study that there was no demographic effect on the main variables except for age on ease of use, showed that the gap in the digital application in this context was not a matter of gender or academic rank, but a universal need for practical, hands-on experience. The strong synergy between ease of use and usefulness confirmed that technology was only valuable for PE teachers if it did not complicate their high-movement instructional settings.

Furthermore, findings of the study explicitly indicated that AI was valued among the teachers more as an administrative time-saver rather than a diagnostic expert meaning there are nuances and perceived discrepancies in performance assessment. The high concern regarding technical complexity and the low perception of AI's ability to reduce teaching errors suggested that teachers did not yet trust AI to manage the nuances of physical form and safety independently. Ultimately, artificial intelligence in educational context was not viewed by the respondents as a replacement for the human element of teaching and coaching physical development, but as a vital administrative and preparatory partner that could modernize the traditional PE landscape if implemented through a user-centric lens that prioritized simplicity and accuracy.

VI. RECOMMENDATIONS

Improved Educational Practices. Based on the findings of the study, the researcher highly recommended that the school administration and Commission on Higher Education (CHED) should prioritize the development of a Specialized, discipline-based, and age-inclusive AI Intervention Plan for the 2026-2027 school year which can revolutionize the teaching and learning process of physical education. This plan should move away from organizing generic one-size-fits-all seminars that provides generic knowledge and instead focus on quality teaching approached using AI and discipline-specific workshops that demonstrate AI's utility in fitness tracking which gives empirical data on student's development, biometric data analysis that supports teachers in keeping track of movement development using real-time feedbacks, and automated grading to address the skeptical perception of AI's accuracy. To address the significant relationship between age and ease of use, a peer-mentorship program should be established, pairing younger "digital native" teachers with veteran educators to provide scaffolded technical support. This approach ensures that the senior faculty can overcome technical friction while contributing their vast pedagogical wisdom to the integration process.

Development of Policies & Guidance. Based on the findings of the study, the researcher recommends that curriculum developers and planners focus on the alignment of teacher's skills and knowledge of AI to the interfaces of the tools. They should work on simplifying AI interfaces and reducing technical complexity, which was found as a key challenge to address internal motivation to pursue its use. The study proves that ease of use is the primary gateway to perceived utility to make it viable across age group, the schools should invest in AI tools that are user-friendly which require a minimal technical support. Training programs should also contain modules on ethical use of AI, to prevent the "over-reliance" feared by 72.97% of faculty.

Future Researchers. Finally, future researchers with the same variables to explore with are encouraged to conduct longitudinal studies to observe the actual impact of these AI tools on student performance and engagement in a long-term timeframe. This would ensure that the transition to an AI-enhanced Physical Education curriculum remains data-driven, inclusive, and focused on the holistic development of the learners. Ultimately, this study would provide empirical evidence as to how AI could further influence

teachers and captures generational perceptions of AI integration which is crucial in targeting teaching and learning discrepancies in educational paradigm shifts.

Proposed Further Research. Researchers should initiate longitudinal studies tracking the actual impact of AI implementation on student performance and engagement to ensure a data-driven, holistic curriculum.

A. Suggested Research Titles

1) "Predicting the Perceived Utility of Discipline-Specific AI Tools Among Physical Education Faculty: A Structural Equation Modeling Approach"
2) "The Longitudinal Impact of AI-Driven Fitness Tracking and Automated Grading on Student Performance and Class Engagement in Higher Education Physical Education"
3) "Bridging the Digital Divide on the Field: A Phenomenological Exploration of the Intergenerational Peer-Mentorship Framework in AI-Enhanced Physical Education"

B. Proposed output

Project KIN-AI: Kinesthetic Integration through Age-Inclusive AI Support

1) Rationale

Based on the results, the study highlighted that teachers were seen to have a significant technological paradox on integrating artificial intelligence in their teaching. The findings showed that the respondents' high academic achievement and positive perceptions of the usefulness of AI are contrasted by a critical lack of specialized, practical training. Statistical analysis shows that teachers recognize the usefulness of AI, but their willingness to use these tools is mainly influenced by a strong positive correlation with Perceived Ease of Use, meaning that technical friction is the biggest barrier to innovation. Additionally, the large negative correlation between age and ease of use suggests an immediate need for an intervention to address generational technical gaps in the workforce. The proposed Project KIN-AI serves as the optimal response to these study's findings by shifting the focus from generic digital literacy toward a discipline-specific tailored to the expertise of the teachers and peer-mentored framework for a supportive technological environment tailored for the 2026-2027 school year. By directly addressing the discrepancies on the ease of use of AI integration identified in the data, this plan will ensure that technological integration is not merely a theoretical goal by book but a tool with a functions that are manageable with its ease of use and provides daily reality applications for all faculty members regardless of their age or career stage.

The study established a first and second areas of concern which are Precision Biometrics & Movement Analytics and Age-Inclusive Digital Literacy. This directly address the most significant data points captured in the findings of the study regarding instructional accuracy and generational accessibility. As the respondents expressed the most significant caution regarding AI's ability to provide quality feedback on posture and form, the first concern prioritizes the calibration of computer-vision tools to ensure teachers can rely on the accuracy of biometric data. Simultaneously, the study established a second area of concern which tackles the identified age-related technical resistance. This will be actualized by implementing a Side-by-Side peer-mentorship program between teachers who are digital native – an expert in navigating technology – and veteran educators. This scholarly approach recognizes that veteran teachers possess a high pedagogical content knowledge in their expert of discipline but may require scaffolded support to navigate new digital interfaces which was suggested by the Significant Relationship results capture in the Table 6. By focusing on these areas, this intervention will transform AI from a daunting technical hurdle especially for those veteran teachers into a reliable diagnostic partner that respects the diverse professional experience levels within the department.

The inquiry has identified the third and fourth areas of concern, which are the Instructional Efficiency and Active Assessment Simplification. This will focus on the functional utility and high-stakes environment of the Physical Education setting which are foundational in balancing equilibrium to both instruction and reliability of AI tools The study found that teachers value AI very much for its potential to reduce time spent on administrative tasks such as the manual computation and data entry, thus making the automation a logical priority for increasing departmental efficiency. However, the results on low perception of ease regarding assessment of learners' physical execution necessitates the fourth area of concern that focuses on one-click mobile solutions designed for the gym or field. This zone will help keep the use of AI in physical education relevant in a high-movement environment where teachers cannot be tied to traditional computer work stations. This approach streamlines the assessment process and alleviates the back-end load, empowering educators to focus more on student engagement and kinesthetic instruction, critical components of fitness development, over clerical data management.

Based on the established results and its implications, the study emphasizes the need of an immediate and experimental basis to the use of Project KIN-AI. Project KIN-AI will be the main strategy to bridge the gap between teachers' readiness and the actual implementation in the real world of AI in the classroom. The school institutionalizes this output to enable a more sustainable and equitable digital transformation that allows every Physical Education teacher to lead with technological confidence in the upcoming school year.

2) General Objectives

The main aim of this project proposal is to develop and promote an integrated and age-friendly for the use of AI in the Physical Education Department for the academic year 2026-2027 that covers all age groups. Additionally, this project targets and minimize the technical barriers especially for the senior faculty through collaborative and peer-based mentorship within the faculty. Finally, the proposal aims at improving the accuracy and convenience of the AI-based physical performance tracking and feedback that is found to be lacking and considered as challenging among the HEI's PE teachers based on the study findings.

3) Specific Objectives

- Pair all senior educators with younger "digital native" mentors for technical coaching.
- Facilitate practical workshops on simplifying AI-driven biomechanical assessment and posture analysis.
- Create a department-wide "AI Resource Bank" for easier performance tracking templates.

4) Plan of Implementation

Area of Concern	Objectives	Activities	Strategies	Time line	Resources	Person's Involved	Expected Outcome	Success Indicator
Precision Biometrics & Movement Analytics	Improve accuracy and ease of providing feedback on posture, form, and movement.	The "Form-Focus" AI Lab	Testing and calibrating computer-vision apps to ensure they provide high-quality, accurate feedback compared to human observation.	Sept - Nov 2026	High-speed cameras, Motion-tracking software (e.g., PostureScreen)	Sports Science Specialist, PE Teachers	Increased confidence in the accuracy of AI tools for monitoring student performance.	Mean score for Statement 3 (Table 3) increases from 4.00 to "Strongly Agree".
Age-Inclusive Digital Literacy	Reduce technical friction for senior PE faculty.	The "Ageless PE" Peer-Mentorship	Pair younger faculty with senior educators for "Side-by-Side" coaching on user interface navigation.	Aug - Oct 2026	Laptops, Mobile Devices, Peer Coaching Rubrics	PE Dept. Head, All PE Faculty	Improved "Perceived Ease of Use" among older faculty members.	100% participation; reduction in age-related technical resistance.
Instructional Efficiency	Leverage AI for workload reduction in administrative tasks.	"Smart-Gym" Template Dev	Collaborative creation of pre-set AI prompts for automated grading and fitness program design.	Nov 2026	ChatGPT/Gemini, DepEd Grade Templates	AI Integration Specialist, PE Teachers	Significant reduction in manual computation and data entry time.	40% reduction in time spent on weekly administrative documentation.
Active Assessment Simplification	Make AI-driven assessment of physical performance manageable and easy to execute.	"One-Click" Assessment Trials	Pilot-testing simplified "one-click" assessment tools that require minimal technical support during active classes.	Jan - Feb 2027	Tripods, Smartphones, AI Assessment Apps	IT Consultant, PE Faculty	Higher perceived ease in assessing learners' physical execution during exercises.	Mean score for Statement 6 (Table 4) increases from 4.19 to 4.50+.

5) Proposed Budget

Area of Concern	Activity	Materials/Resources	Estimated Cost (PHP)
Precision Biometrics & Movement Analytics	Form-Focus AI Lab	AI software subscriptions, tripods, motion tracking tools, internet, training materials, honorarium for specialist	₱35,000
Age-Inclusive Digital Literacy	Ageless PE Peer-Mentorship	Workshop materials, printed manuals, snacks/meals, certificates, internet/data support, ICT assistance	₱20,000
Instructional Efficiency	Smart-Gym Template Development	Premium AI tools, printing, template materials, office supplies, digital storage	₱15,000
Active Assessment Simplification	One-Click Assessment Trials	Smartphone stands/tripods, assessment tools, internet/data, pilot-testing materials, app subscriptions	₱25,000
Monitoring and Evaluation	Quarterly Evaluation & Surveys	Survey printing, documentation, evaluation forms, monitoring meetings, certificates	₱10,000
Administrative/Documentation Expenses	Project Management	Tarpaulin, photocopying, documentation, communication expenses	₱8,000
Contingency Fund	Miscellaneous Expenses	Emergency and unforeseen expenses	₱12,000

TOTAL ESTIMATED BUDGET: ₱125,000

The ₱125,000 proposed budget will ensure the effective and long-term implementation of Project KIN-AI for the school year 2026-2027. Estimated costs include AI-related software subscriptions, hands-on workshops, peer mentoring activities, instructional resources, mobile assessment tools, and monitoring mechanisms needed to improve teachers' readiness and confidence for the integration of Artificial Intelligence in Physical Education instruction. It also includes administrative and contingency costs to ensure smooth implementation and cover any unforeseen project needs.

6) Monitoring and Evaluation

Quarterly surveys will be conducted to monitor the r-value relationship between ease of use and utility to ensure that the plan continues to respond to the findings of the study. If the scores for "Perceived Ease of Use" do not improve for the older faculty, the mentorship strategy will be adjusted to include more simplified "One-Click" AI solutions. The year-end evaluation and demonstration process will be used to formally assess project success and determine if the integration of AI has become a normal and easy part of the teaching practice.

Project Layout

REFERENCES

[1] Ahn, D., & Lim, H. (2025). Exploring K-12 Physical Education Teachers' Perspectives on Opportunities and Challenges of AI Integration Through Ideation Workshops. arXiv preprint arXiv:2502.17855.
[2] Abbasnejad, B., Soltani, S., Taghizadeh, F., & Zare, A. (2025). Developing a multilevel framework for AI integration in technical and engineering higher education: insights from bibliometric analysis and ethnographic research. Interactive Technology and Smart Education, 23(1), 49–79. https://doi.org/10.1108/itse-12-2024-0314
[3] Al-Zahrani, A. M., & Alasmari, T. M. (2024). Exploring the impact of artificial intelligence on higher education: The dynamics of ethical, social, and educational implications. Humanities and Social Sciences Communications, 11(1). https://doi.org/10.1057/s41599-024-03432-4
[4] Albaloul, O., Marttinen, R., & Killian, C. (2024). Unlocking educational potential: How physical education teachers can thoughtfully benefit from using ChatGPT for planning, instruction, and assessment. Journal of Physical Education, Recreation & Dance, 95(7), 32-41. https://doi.org/10.1080/07303084.2024.2378776
[5] Aljemely, Y. (2024). Challenges and best practices in training teachers to utilize artificial intelligence: a systematic review. Front. Educ. 9:1470853. doi: 10.3389/feduc.2024.1470853
[6] Atabekova, A., Atabekov, A., & Shoustikova, T. (2025). AI-Facilitated Lecturers in Higher Education Videos as a Tool for Sustainable Education: Legal Framework, Education Theory and Learning Practice. Sustainability, 18(1), 40., A.,
[7] Ayanwale, M. A., & Omeh, C. B. (2026). AI-Supported Problem-Based Learning for Enhancing Computational Thinking Skills in STEM Education. Computers in Human Behavior: Artificial Humans, 100263. https://doi.org/10.1016/j.chbah.2026.100263
[8] Baena-Morales, S., Sánchez-Jarque, M., Ferriz-Valero, A., & Bofill-Herrero, A. (2025). The paradox of experience: generational analysis of AI integration in physical education using the iTPACK framework. Physical Education and Sport Pedagogy, 1-22. https://doi.org/10.1080/17408989.2025.2536145
[9] Bofill-Herrero, A., García-Taibo, O., Ferriz-Valero, A., & Baena-Morales, S. (2025). Exploring the role and challenges of AI tools in physical education: qualitative insights from in-service, trainee, and future teachers. Sport, Education and Society, 1–16. https://doi.org/10.1080/13573322.2025.2547869
[10] Caffaro, F., Cremasco, M. M., Roccato, M., & Cavallo, E. (2020). Drivers of farmers' intention to adopt technological innovations in Italy: The role of information sources, perceived usefulness, and perceived ease of use. Journal of Rural Studies, 76, 264-271.
[11] Chick, N. L., Haynie, A., & Gurung, R. A. (2023). From generic to signature pedagogies: teaching disciplinary understandings. In Exploring signature pedagogies (1-16). Routledge.
[12] Chuttur, M. (2009). Overview of the Technology Acceptance Model: Origins, Developments and Future Directions. In Sprouts: Working Papers on Information Systems (9–37). http://sprouts.aisnet.org/9-37
[13] Corbin, C. B. (2021). Conceptual physical education: A course for the future. Journal of sport and health science, 10(3), 308-322.
[14] Coronado, M., Iglesias, C. A., Carrera, L., & Mardomingo, A. (2018). A cognitive assistant for learning java featuring social dialogue. International Journal of Human-computer Studies, 117, 55–67. https://doi.org/10.1016/j.ijhcs.2018.02.004
[15] Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. MIS Quarterly, 13(3), 319–340. https://doi.org/10.2307/249008
[16] Disposal - UK Data Service. (2021). UK Data Service. https://ukdataservice.ac.uk/learning-hub/research-data-management/store-your-data/disposal/#:~:text=Erasing%20Data&text=It%20is%20often%20useful%20to,to%20be%20disposed%20of%20securely.
[17] Du, L., & Lv, B. (2024). Factors influencing students' acceptance and use generative artificial intelligence in elementary education: An expansion of the UTAUT model. Education and Information Technologies, 29(18), 24715-24734. https://doi.org/10.1007/s10639-024-12835-4
[18] Dungca, K. M., & de Guzman, A. B. (2026). Does the Matthew Effect Matter in Teacher Development?: Technology Exploration, Learning, and Acceptance among Filipino Older Teachers. Handbook of Teachers' Voices in the Global South, 597.
[19] Dzogovic, S., Zdravkovska-Adamova, B., & Serpil, H. (2024). From theory to practice: A holistic study of the application of artificial intelligence methods and techniques in higher education and science. Human Research in Rehabilitation, 14(2). 10.21554/hrr.092406
[20] ElSayary, A. (2024). An investigation of teachers' perceptions of using ChatGPT as a supporting tool for teaching and learning in the digital era. Journal of computer assisted learning, 40(3), 931-945.
[21] Estrellado, C. J. P. (2023). Artificial Intelligence in the Philippine Educational Context: Circumspection and Future Inquiries. ResearchGate. https://doi.org/10.29322/IJSRP.13.04.2023.p13704
[22] Fang, F., Meng, Y., Tang, L., & Cui, Y. (2026). Digital Natives' Intentions Toward Informal Digital English Learning: The Roles of Desire, Engagement, and Online Learning Self-Efficacy. Journal of Intelligence, 14(1), 13. https://doi.org/10.3390/jintelligence14010013
[23] Faqih, K. M. (2022). Factors influencing the behavioral intention to adopt a technological innovation from a developing country context: The case of mobile augmented reality games. Technology in Society, 69, 101958.
[24] Ferikoğlu, D., & Akgün, E. (2022). An Investigation of Teachers' Artificial Intelligence Awareness: A Scale Development Study. Malaysia Online Journal of Educational Techology, 10(3), 215–231. https://doi.org/10.52380/mojet.2022.10.3.407
[25] Fischer-Schöneborn, S., Brown, C., Aydin, B., MacGregor, S., & Pietsch, M. (2026). ICT knowledge absorptive capacity: A critical factor for technology integration in schools. British Journal of Educational Technology, 57(1), 138-162. https://doi.org/10.1111/bjet.13608
[26] García-Vélez, R., Moreno, B. V., Ruiz-Ichazu, A., Rivera, D. M., & Rosero-Perez, E. (2020). Automating the Generation of Study Teams Through Genetic Algorithms Based on Learning Styles in Higher Education. In Advances in intelligent systems and computing (270–277). https://doi.org/10.1007/978-3-030-51328-3_38
[27] García, I. M. (2026). Digital Resources Applied to English in the Third Cycle of Primary Education in Spain. In Effects of Education Communication in Digital Learning Environments. IGI Global Scientific Publishing. DOI: 10.4018/979-8-3693-9067-2.ch007
[28] Genç, N. (2023). Beden Eğitimi ve Sporda Yapay Zeka: ChatGPT ile Yeni Ufuklar. Akdeniz Spor Bilimleri Dergisi. https://doi.org/10.38021/asbid.1291604
[29] Habibian Naeini, F., & Krishnam, B. (2012). Usage Pattern, Perceived Usefulness and Ease of Use of Computer Games among Malaysian Elementary School Students. In Research Journal of Applied Sciences, Engineering and Technology 4(23), 5285–5297. https://www.researchgate.net/publication/287832412
[30] Hammoud, R. (2025). Exploring Chemistry Teachers' knowledge and perceptions of AI: Opportunities and challenges. International Journal of Research in Education and Science, 11(1), 49–60. https://doi.org/10.46328/ijres.3584

[31] "Hu, X., Xu, W., Wan, Z., Liu, M., & Xu, W. (2025). Bridging self-efficacy and digital competence: A comprehensive scoping review of teachers' readiness for the digital age. SAGE Open, 15(3), 21582440251363716. https://doi.org/10.1177/21582440251363716
[32] Iriani, S. S., & Andjarwati, A. L. (2020). Analysis of perceived usefulness, perceived ease of use, and perceived risk toward online shopping in the era of Covid-19 pandemic. Systematic Reviews in Pharmacy, 11(12), 313-320.
[33] Khurma, O. A., Albahti, F., Ali, N., & Bustanji, A. (2024). AI ChatGPT and student engagement: Unraveling dimensions through PRISMA analysis for enhanced learning experiences. Contemporary Educational Technology, 16(2), 503. https://doi.org/10.30935/cedtech/14334
[34] Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
[35] Lee, H. S., & Lee, J. (2021). Applying Artificial Intelligence in Physical Education and Future Perspectives. Sustainability, 351. https://doi.org/10.3390/su13010351
[36] Leitgeb, T., & Leitgeb, M. (2025). An empirical mixed-methods evaluation of AI-based chatbots for teacher professional development in Austrian higher education. in Artificial Intelligence in Education. Emerald Publishing Limited, 1 (1), 114-143. https://doi.org/10.1108/AIIE-01-2025-0013
[37] Ligot, D. (2023). How Educators in the Philippines React to AI in Education. https://www.linkedin.com/pulse/how-educators-philippines-react-ai-education-dominic-ligot-9ya5f
[38] Lin, X. F., Chen, L., Chan, K. K., Peng, S., Chen, X., Xie, S., ... & Hu, Q. (2022). Teachers' perceptions of teaching sustainable artificial intelligence: A design frame perspective. Sustainability, 14(13), 7811.
[39] Lozoya, S. V. M., Guirado, M. A. Z., González, A. Z., & López, A. B. M. (2022). Use of technologies and self-efficacy in older adults. IEEE Revista Iberoamericana de Tecnologias Del Aprendizaje, 17(2), 125-130. 10.1109/RITA.2022.3166870
[40] Lucas, M., & Vicente, P. N. (2023). A double-edged sword: Teachers' perceptions of the benefits and challenges of online teaching and learning in higher education. Education and Information Technologies, 28(5), 5083-5103. https://doi.org/10.1007/s10639-022-11363-3
[41] Ma, J., Ma, L., Qi, S., Zhang, B., & Ruan, W. (2025). A practical study of artificial intelligence-based real-time feedback in online physical education teaching. Smart Learning Environments, 12(1), 52. https://doi.org/10.1186/s40561-025-00411-3
[42] Ma, Q., & Liu, L. (2011). The technology acceptance model. In IGI Global eBooks. https://doi.org/10.4018/9781591404743.ch006.ch000
[43] Ma, S., & Lei, L. (2024). The factors influencing teacher education students' willingness to adopt artificial intelligence technology for information-based teaching. Asia Pacific Journal of Education, 44(1), 94-111. https://doi.org/10.1080/02188791.2024.2305155
[44] Machado, A., Tenório, K., Santos, M. M., Barros, A. P., Rodrigues, L., Mello, R. F., ... & Dermeval, D. (2025). Workload perception in educational resource recommendation supported by artificial intelligence: A controlled experiment with teachers. Smart Learning Environments, 12(1), 20. https://doi.org/10.1186/s40561-025-00373-6
[45] Mahaputra, M. R., & Mahaputra, M. R. (2023). The influence of perceived usefulness, perceived ease of use and social influence on mobile commerce usage activities. Greenation International Journal of Tourism and Management, 1(1), 8-15. https://doi.org/10.38035/gijtm.v1i1.17
[46] Maher, D. (2025). Chatbots in Schools: Opportunities and Considerations. In: Papadakis, S., Lampropoulos, G. (eds) Social Robots and Artificial Intelligence in Education. Digital Education and Learning. Palgrave Macmillan. https://doi.org/10.1007/978-3-032-03977-4_12
[47] Martín-Rodríguez, A., & Madrigal-Cerezo, R. (2025). Technology-enhanced pedagogy in physical education: Bridging engagement, learning, and lifelong activity. Education Sciences, 15(4), 409. https://doi.org/10.3390/educsci15040409
[48] Mitchell, S. A., & Walton-Fisette, J. (2021). The essentials of teaching physical education: Curriculum, instruction, and assessment. Human Kinetics
[49] Mohanty, A. K., Ahamed, S., Kamra, R., & Junnarkar, A. A. (2023). Challenges and Future Prospects of IoT and AI Integration in Education. Progress in Language, Literature and Education Research, 94.
[50] Moura, A., & Carvalho, A. A. A. (2024). Teachers' perceptions of the use of artificial intelligence in the classroom. In International conference on lifelong education and leadership for all (ICLEL 2023), 140-150. Atlantis Press.
[51] Naeini, F. H. (2012). Usage Pattern, Perceived Usefulness and Ease of Use of Computer Games amongMalaysian Elementary School Students. Research Journal of Applied Sciences, Engineering and Technology, 4(23), 5285-5297.
[52] Ng, H.B.T. (2025). Can AI Enhance Teaching and Learning in Physical Education?. In: Tchibozo, G. (eds) International Perspectives of Generative AI in Education. Advances in Artificial Intelligence in Education, 3. https://doi.org/10.1007/978-3-031-99804-1_7
[53] Ofem, U.J., Orim F.S., Edam-Agbor I.B., Amanso E.O.I., Eni E., Ukatu J.O., Ovat S.V., Osang A.W., Dien C., & Abuo C.B. (2025). Teachers' preparedness for the utilization of artificial intelligence in classroom assessment: the contributory effects of attitude toward technology, technological readiness, and pedagogical beliefs with perceived ease of use and perceived usefulness as mediators. Front. Educ. 10:1568306. doi: 10.3389/feduc.2025.1568306
[54] Olatunde-Aiyedun, T. G. (2024). Artificial intelligence (AI) in education: integration of AI into science education curriculum in Nigerian universities. International Journal of Artificial Intelligence for Digital, 1(1).
[55] Prasetya, Y. Y., Reba, Y. A., Muttaqin, M., Susongko, P., Sudibyo, H., & Taufiqulloh, T. (2024). Teachers' Perception of Artificial Intelligence Integration in Learning: A Cross-Sectional Online Questionnaire Survey. Research Square (Research Square). https://doi.org/10.21203/rs.3.rs-4626283/v1
[56] Prastiawan, D. I., Aisjah, S., & Rofiaty, R. (2021). The effect of perceived usefulness, perceived ease of use, and social influence on the use of mobile banking through the mediation of attitude toward use. APMBA (Asia Pacific Management and Business Application), 9(3), 243-260.
[57] Qazi, A., Hasan, N., Abayomi-Alli, O., Hardaker, G., Scherer, R., Sarker, Y., ... & Maitama, J. Z. (2022). Gender differences in information and communication technology use & skills: a systematic review and meta-analysis. Education and information technologies, 27(3), 4225-4258. https://doi.org/10.1007/s10639-021-10775-x
[58] Racero, F. J., Bueno, S., & Gallego, M. D. (2020). Predicting students' behavioral intention to use open-source software: A combined view of the technology acceptance model and self-determination theory. Applied Sciences, 10(8), 2711.
[59] Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-pandemic challenges for higher education. Postdigital Science and Education, 3(3), 715-742.
[60] Regli, A., Antonopoulou, H., Beligiannis, G. N., Asimakopoulos, G., & Halkiopoulos, C. (2026). Beyond Digital Natives: A System-Level Analysis of Institutional Barriers and Teacher Experience in Secondary School ICT Integration. Sustainability, 18(2), 1108. https://doi.org/10.3390/su18021108

[61] Rodney, B. D. (2020). Understanding the paradigm shift in education in the twenty-first century: The role of technology and the Internet of Things. Worldwide Hospitality and Tourism Themes, 12(1), 35-47.
[62] Saad, A., Al Bloushi, B., & Al Bloushi, L. (2024). The double-edged sword: Analyzing the influence of technology on English language learning in Kuwait higher education institutions (HEIs). International Journal of Middle Eastern Research, 3(1), 15-23. https://doi.org/10.32996/ijmer.2024.3.1.3
[63] Šabić, J., Baranović, B., & Rogošić, S. (2022). Teachers' self-efficacy for using information and communication technology: The interaction effect of gender and age. Informatics in education, 21(2), 353-373.
[64] Shomotova, A., ElSayary, A., & Husain, S. (2026). What shapes students' AI literacy? Investigating digital competence, student background, and GenAI use in higher education. Education and Information Technologies, 31(2), 387-418.
[65] Slimi, Z. (2023). The Impact of Artificial Intelligence on Higher Education: An Empirical Study. European Journal of Educational Sciences, 10(1). https://doi.org/10.19044/ejes.v10no1a17
[66] Solamillo, K. A. (2025). Artificial Intelligence Anxiety and Attitudes among Pre-Service and In-Service Physical Education Teachers: Addressing an Underserved Field in AI Education. LatIA, (3), 245.
[67] Sopera, N. S. K., Alaban, N. J. S., Briones, N. Z., & Magnaye, N. N. A. (2023). Artificial Intelligence (AI) on Learning Process. International Journal of Integrative Research, 1(9), 557–570. https://doi.org/10.59890/ijir.v1i9.244
[68] Srinivasa, K.G., Kurni, M., Saritha, K. (2022). Harnessing the Power of AI to Education. In: Learning, Teaching, and Assessment Methods for Contemporary Learners. Springer Texts in Education. Springer, Singapore. https://doi.org/10.1007/978-981-19-6734-4_13
[69] Staff, C. (2024, April 3). What Is Artificial Intelligence? Definition, Uses, and Types. Coursera. https://www.coursera.org/articles/what-is-artificial-intelligence
[70] Su, Z., Li, L., & Su, Y. (2024). Transforming College Physical Education: Exploring the Integration of Artificial Intelligence Technology. Fitness, Performance and Health Journal, 3(1), 29-38.
[71] Tafazoli, D., Daneshrah, A., Ranjbaran Madiseh, F., Tabatabaei, F. S., Mozafarianpour, A., Ranjbar, M., ... & Mokhatebi Ardakani, M. (2026). Language teacher AI competence self-efficacy, emotion regulation, and mindfulness in relation to teacher digital burnout: a mediation model. Computer Assisted Language Learning, 1(32). https://doi.org/10.1080/09588221.2026.2640091
[72] Talha, M., Nasreen, F., Farooq, L., & Fatima, D. (2025). Evaluating the perceived usefulness and ease of adoption of artificial intelligence tools in teaching. Journal of Social Signs Review, 3(5), 340-352.
[73] Tambuskar, S. (2022). Challenges and Benefits of 7 ways Artificial Intelligence in Education Sector. Review of Artificial Intelligence in Education, 3(00), e03. https://doi.org/10.37497/rev.artif.intell.education.v3i00.3
[74] Technology Acceptance Model - TheoryHub - Academic theories reviews for research and T&L. (n.d.). https://open.ncl.ac.uk/theories/1/technology-acceptance-model/
[75] Tohănean, D. I., Vulpe, A. M., Mijaica, R., & Alexe, D. I. (2025). Embedding digital technologies (AI and ICT) into physical education: A systematic review of innovations, pedagogical impact, and challenges. Applied Sciences, 15(17), 9826. https://doi.org/10.3390/app15179826
[76] UNESCO. (2019). Artificial intelligence in education | UNESCO. UNESCO. https://www.unesco.org/en/digital-education/artificial-intelligence
[77] Valerio, A. S. (2024). "Anticipating the Impact of Artificial Intelligence in Higher Education: Student Awareness and Ethical Concerns in Zamboanga City, Philippines." Cognizance Journal of Multidisciplinary Studies, 4(6). DOI: 10.47760/cognizance.2024.v04i06.024.
[78] Wang, J. (2025). Design and application of education management system based on artificial intelligence evoked web technologies. International Conference on Intelligent Computing and Knowledge Extraction (ICICKE), 1-7. IEEE. 10.1109/ICICKE65317.2025.11136429
[79] Wang, Y., & Wang, X. (2024). Artificial intelligence in physical education: comprehensive review and future teacher training strategies. Frontiers in public health, 12, 1484848. https://doi.org/10.3389/fpubh.2024.1484848
[80] Zha, H., Li, W., Wang, W., & Xiao, J. (2025). The paradox of AI empowerment in primary school physical education: why technology may hinder, not help, teaching efficiency. Behavioral Sciences, 15(2), 240. https://doi.org/10.3390/bs15020240

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

APPENDICES

APPENDIX A
TRANSMITTAL LETTER

To whom it may concern:

Greetings of peace and solidarity!
The undersigned is currently conducting a study for her thesis writing entitled: "PHYSICAL EDUCATION TEACHERS' PERSPECTIVE TOWARDS ARTIFICIAL INTELLIGENCE ON PHYSICAL EDUCATION TEACHING" at the University of the Visayas, Cebu City. This study aims to explore the perspective of physical education teachers towards artificial intelligence in physical education teaching.

In light of this, I would like to ask for permission from your good office to conduct my survey among the physical education teachers in your school. I would like to assure you that all data and information acquired from from informants will be kept strictly confidential and used solely for research purposes. This study will not disclose any identifiable information in its reports or publications.

I would appreciate your consideration of this request and subsequent approval.

Thank you.

Respectfully yours,

DOROTHY BEATRIX A. GENERALAO
Researcher

DR. CRESENCIO MEJARITO
Research Adviser

APPENDIX B
INFORMED CONSENT

Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching

Dear Respondents,
The undersigned is currently conducting research with the title "Physical Education Teachers' Perspective Towards the Use of Artificial Intelligence in Teaching" as an academic requirement for the Master of Arts in Education in Physical Education. The undersigned is writing this letter to invite you to be part of this inquiry as respondents and answer this survey questionnaire to determine your perception of integrating Artificial Intelligence (AI) in your teaching and learning process. This will provide a substantial understanding of the extent of the possibility of adopting AI in the field of physical education. The data that will be extracted from this survey will be treated with utmost confidentiality and will be contained in a single and confidential file to protect your integrity and privacy. The gathered data will only be used for this research. If you feel threatened and uncomfortable, you have the right to withdraw from this participation. By continuing this survey questionnaire and signing the consent form, you are allowing the undersigned to gather pertinent information needed in this inquiry. Thank you very much, and God bless.

Respectfully,

Dorothy Beatrix Generalao, LPT
Researcher

APPENDIX C
NOTICE TO PROCEED

UVIRB FORM 4.1: NTP & Agreement
Rev.02.11.08.2022

Certificate of Agreement

IRB Agreement Code: NTPMAEDPE2026-075
23 MARCH 2026

This agreement is being made this **March 23,** 2026, between **GENERALAO, DOROTHY BEATRIX A.** (First Party) with a research paper titled **"PHYSICAL EDUCATION TEACHERS' PERSPECTIVE TOWARDS THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING"** in the **Graduate School of Education** and the **UV-IRB Office** (Second Party) of the **University of the Visayas**. The context implies that the first party is here by required the following to be submitted to the second party:

1. Full paper before signing Authority to Print
2. Hard copy of the protocol before signing the Clearance
3. Submits report immediately for any protocol deviation/ violation
4. Progress report annually if study is not yet completed.
5. Renewal of IRB Notice to Proceed after validity date

This agreement is signed on this March 23, 2026 (Date)

First Party:	Signature	Date
Dorothy Beatrix A. Generalao		March 13, 2026

Second Party:	Signature	Date
ZOSIMA A. PAÑARES, PhD Chairman, UV-IRB		March 23, 2026

Noted by:	Name	Signature	Date
Adviser	Dr. Cresencio L. Mejarito		March 13, 2026
Program Coordinator	Dr. Brenda M. Catadman		March 13, 2026
Dean	Dr. Aileen C. Costas		March 13, 2026

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

APPENDIX D
RESEARCH INSTRUMENT
PART I. DEMOGRAPHIC PROFILE

Directions: Please provide your demographic profile based on the following personal information. Kindly choose the box that corresponds to your answer.

1. Name (optional): _____
2. Gender:
   Male
   Female
   LGBTQ+++
   Preferred Not to Indicate

3. Age
   20-30 years old
   31-40 years old
   41-50 years old
   50-60 years old
   60 and above

4. Highest Educational Attainment
   Bachelor's degree Holder
   With Master's unit
   Full-Fledged Masters
   With Doctoral Unit
   Full-Fledged Doctor

5. Length in Service
   3 years and below
   4-9 years
   10-15 years
   16-21 years
   22 and above

6. Number of Relevant Training and Seminars Attended in AI
   1 – 5
   6 – 10
   11 – 15
   16 – 20
   21 – above

PART II. LEVEL OF PERCEIVED USEFULNESS OF AI TOOLS

Directions: This section will determine your perception towards the usefulness of AI tools in your teaching and learning process. There are 9 items and read each of them carefully. Indicate your answer by clicking/checking the appropriate number on how strongly your perception is based on your views about the AI tools' capacity to help you in your teaching. You can see the legend below for your reference.

Legend:
5- Strongly Agree (SA)
4- Agree (A)
3- Neutral (N)
2- Disagree (D)
1- Strongly Disagree (SD)

I see AI tools as…….	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)
Helpful in designing activities, effective fitness and physical programs for my learners.					
Accurate tools in monitoring and assessing the students' physical performance.					
Helpful in providing quality feedback regarding the learners' posture, form, and their movement.					
Helpful in enhancing the learners' motivation, participation, and engagement.					
A support in improving and promoting health and wellness education to all learners.					
A way of reducing time and effort in doing manual computation, data entry, and performance analysis of the learners' physical profile and performance.					
Means of improving the way how PE discussion is made to be interactive and absorbing.					
Technological modification of challenging traditional way of teaching PE topics.					
Valuable in increasing the academic and physical performance of PE students.					

PART III. LEVEL OF PERCEIVED EASE OF USE OF AI TOOLS

Directions: The 6-item statements in this section capture your perception of AI in terms of its ease of use. This will determine whether AI tools are easy to use in teaching Physical Education. Indicate your answer by clicking/checking the appropriate number on how strongly your perception is based on your views about the AI tools' capacity to help you in your teaching. You can see the legend below for your reference.

Legend:

5- Strongly Agree (SA)
4- Agree (A)
3- Neutral (N)
2- Disagree (D)
1- Strongly Disagree (SD)

I see AI tools as…….	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)
easy to learn the processes in using it and its intended use.					
convenient way to control the program based on the given task					
user-friendly in terms of planning for the different physical activities and programs					
Flexible to use with its adaptable feature that can be personalized and contextualized.					
easy to become skillful as it provides helpful guidance in performing the tasks.					
easy way of assessing the learners' physical performance in executing exercises					
a powerful way of integrating technological tools to PE instruction with minimal effort					
simplified tool without the need of technical support					
easy to make PE tasks and activities more manageable.					
easy to explore which can help in attaining independent learning.					

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

PART IV. PERCEIVED BENEFITS AND CHALLENGES IN USING AI

Directions: In this section, two parts aim to know your perception of the possible opportunities and challenges you will be facing if you integrate AI tools in your teaching. Indicate your answer by clicking/checking the boxes in the items that you think fit your perspective. You have the prerogative to choose all the items or choose only a few that describe your perception.

PART A. Perceived Benefits

I can see that AI…….
Saves as much time when crafting a schedule of activities in the Physical Education course.
Helps in saving as much time when searching for pertinent materials/content/resources in physical education.
Assesses and checks assignments and performance tasks with speed and accuracy.
Decreases the errors in the teaching process and assessments.
Personalizes teaching according to the student's needs and learning style.
Creates innovative learning situations such as skill simulations.
develops a more interactive and engaging PE class.
Helps in monitoring students' performance progress and providing real-time feedback.
Help in acquiring new skills, especially innovative teaching strategies and a rethink of pedagogical approaches to teaching PE.

Part B. Perceived Challenges

I can see that AI has….
The technical complexity of tools, especially in skill-based topics.
Skills that end users should possess to manipulate effectively in PE classes.
Risks in replacing physical education teachers.
Risks in losing control or taking over the control in the teaching and learning process in PE.
Risks in lacking constructive, creative, and critical thinking in PE concepts and skill-based topics.
Risks of over-reliance on AI tools.

APPENDIX E
ORIGINALITY CERTIFICATE

APPENDIX F
ORIGINALITY RESULTS

APPENDIX G
CRITIC READER'S CERTIFICATE

University *of the* Visayas
GRADUATE SCHOOL OF EDUCATION

C E R T I F I C A T I O N

This is to certify that the undersigned had reviewed and went through all the pages of the thesis titled" **PHYSICAL EDUCATION TEACHERS' PERSPECTIVE TOWARDS THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING",** prepared and submitted by **DOROTHY BEATRIX A. GENERALAO,** aligned with the set of structural rules that govern the composition of sentences, phrases, and words in the English Language. All corrections as suggested by the critic reader had also been accomplished by the researcher.

Signed this 8th day of June 2026 at University of the Visayas, Cebu City

AILEEN C. COSTAS , EdD
Critic Reader

"An internationally recognized private non-sectarian university committed to academic excellence, transformational, and innovative education."
Colon cor. D. Jakosalem St.,Cebu City 6000 uv.edu.ph

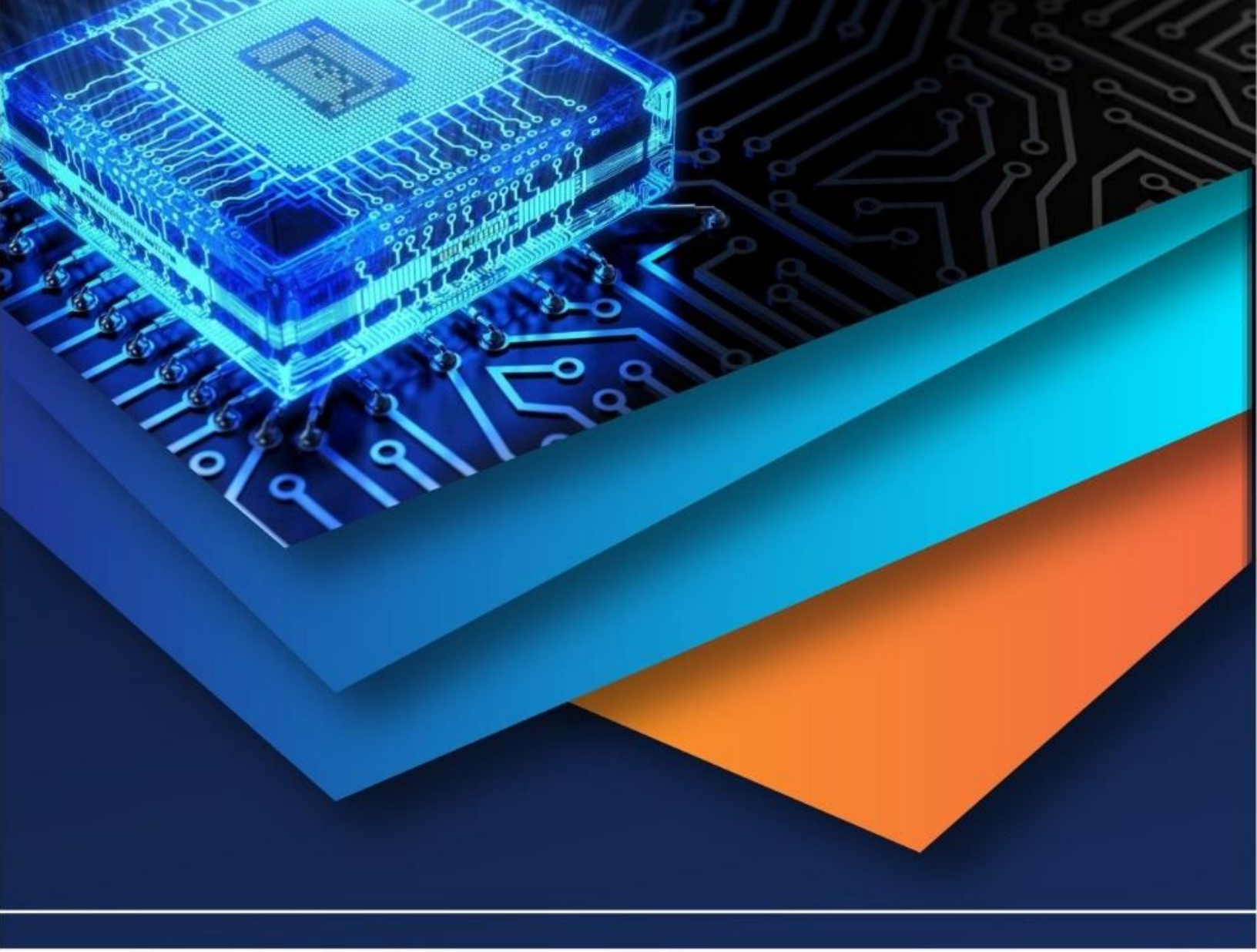
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

Dorothy Beatrix A. Generalao is a Physical Education instructor at the College of Teacher Education, currently serving since August 2023. She earned her Bachelor of Physical Education degree with Magna Cum Laude honors from Cebu Normal University in June 2022 and is presently pursuing her Master of Arts in Education major in Physical Education at the University of the Visayas.

In addition to her teaching role, Ms. Generalao has experience as an ESL teacher with Engoo Company from June 2022 to January 2024. She actively contributes to student development and co-curricular programs as the adviser of the Physical Education Major's Organization, co-adviser of the CNU Esports League, and co-chair of the BPED program.

She is a member of professional organizations such as the International Organization for Health, Sports, and Kinesiology (IOHSK) and the Philippine Association for Teachers and Educators (PAFTE). Her research interests include educational modalities and instructional innovation, as reflected in her presented paper titled *"Online Learning Modalities Among Undergraduate Students: A Comparative Study."*

Ms. Generalao continues to advance her expertise in Physical Education through teaching, research, and professional engagement, with a focus on enhancing student learning and adapting to evolving educational technologies.



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY