



TEACHERS ATTITUDES ON ARTIFICIAL INTELLIGENCE AND LEARNER AUTONOMY IN DEVELOPING HIGHER-ORDER THINKING SKILLS OF SENIOR HIGH SCHOOL STUDENTS

RONALD LEPRAN GENEROSO, MBA

DepEd Batangas Province - Balayan Senior High School

ABSTRACT

This study investigated the perspectives, challenges, and strategies of Senior High School teachers regarding the integration of Artificial Intelligence (AI) into instructional practices, with emphasis on promoting learner autonomy and higher-order thinking skills (HOTS). Results revealed that teachers hold a highly favorable disposition toward AI integration, recognizing its potential to enhance personalized learning, foster independent problem-solving, and support student-centered instruction. Teachers acknowledged AI's capacity to improve evaluation, creativity, and critical thinking, particularly when applied through AI-assisted platforms, feedback systems, and real-world contexts.

Despite these positive perceptions, several barriers were identified, including limited resources, insufficient training, time constraints, and ethical concerns, which hinder effective implementation. Facilitating factors such as institutional support, peer collaboration, professional development, and student motivation were emphasized as crucial in sustaining AI integration. Teachers also strongly agreed on the value of AI-supported activities, personalized feedback, scaffolded tasks, and project-based learning, underscoring their openness to continuous professional growth and innovation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



In light of these findings, the study recommends that schools invest in adequate infrastructure, provide sustained professional development, and establish clear ethical guidelines for AI use. Furthermore, nurturing collaborative learning communities can strengthen peer support and shared practices. By addressing systemic challenges and aligning AI integration with learner autonomy and HOTS, schools can maximize the transformative potential of AI. This will advance innovative, reflective, and student-centered instruction, equipping learners with the skills and confidence needed to thrive in dynamic, technology-driven environments.

Keywords: *artificial intelligence, instructional practices, learner autonomy, higher-order thinking skills, professional development, personalized learning, student-centered instruction*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza