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Teachers' Literacy Levels in Utilizing Artificial Intelligence Tools for Teaching Physical Education

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This study investigated AI literacy among secondary Physical Education (PE) teachers, analyzing their proficiency, attitudes, perceived barriers, and self-efficacy in AI integration. Employing a quantitative research design, purposive sampling was utilized to gather data from 108 respondents within Misamis Oriental. Findings revealed teachers' neutral AI integration proficiency (Overall M= 3.16), particularly in assessment and feedback, despite a strong positive attitude towards AI's benefits in PE (Overall Mean: 3.80). A paradox emerged in professional development, with high perceived benefit but neutral participation and school support. Data also highlighted pervasive barriers, all "Strongly agree," notably data privacy (M= 4.73), lack of training, and institutional support. Teachers consistently showed "Neutral" AI competence self-efficacy across all dimensions (e.g., AI Knowledge Overall M= 3.06). Correlation analyses rejected both null hypotheses, demonstrating significant relationships: teacher characteristics (proficiency, professional development, attitude) positively correlated with AI literacy dimensions (e.g., Professional engagement with proficiency: 0.434), while perceived barriers significantly negatively correlated with AI literacy (e.g., AI Knowledge: -0.337). In conclusion, while PE teachers recognize AI's potential, significant barriers and low self-efficacy impede effective integration. Addressing these challenges through targeted training, robust support, and ethical guidelines is crucial to bridge the gap between aspiration and practical AI adoption in PE.

Keywords: Artificial Intelligence, AI Integration, AI Literacy, Physical Education, Professional Development

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