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Educators' Insight on AI Ethics– A Case Study

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Abstract: This study investigates educators' opinions on the ethical integration of artificial intelligence (AI) in the Philippine educational system. Using thorough interviews with educators and administrators, the study investigates AI's possible advantages and drawbacks in reducing abuse and promoting appropriate use. Particularly for students from underprivileged backgrounds, the results highlight educators' knowledge of AI's ability to tailor instruction, provide assistance, and increase resource availability. However, they also generate ethical questions and stress the necessity of well-defined laws guaranteeing fairness, openness, and responsibility for AI use. The research emphasizes the necessity of creating an AI framework that fits Philippine national interests and cultural values, fostering inclusion, and handling the requirements of the educational system. Examining various points of view helps the study add to the increasing corpus of information on AI ethics in education. It provides insightful analysis for legislators, especially as the government's education department works to provide thorough rules for AI integration. In the end, the research supports responsible AI innovation and its use to support a fairer, more inclusive, and more efficient Philippine educational system.

Keywords: Artificial Intelligence, ethics, framework, education system

1. Introduction

As artificial intelligence rapidly alters the educational landscape, educators confront a pivotal junction of technological advancement and ethical duty, responsible for addressing unparalleled challenges in preserving academic integrity while leveraging AI's capacity to improve learning. The pressing necessity to comprehend educators' viewpoints on AI ethics arises from the technology's widespread adoption in classrooms and its significant potential to either mitigate or exacerbate educational inequalities, fundamentally transforming the processes of knowledge acquisition, assessment, and validation in contemporary education. The worldwide AI education industry is anticipated to attain $6 billion by 2025, up from its £2.5 billion estimate in 2022. This rapid expansion is seen in present acceptance rates, with 60% of educators integrating AI into their regular instructional methods and 44% of students using generative AI, mostly for academic purposes. This technological advancement presents intricate ethical dilemmas, especially since 53% of higher education students use AI for graded work, with disparate rates of AI-related academic dishonesty across various educational institutions.

In the Philippines, the incorporation of AI in education has elicited considerable institutional reaction, with the Department of Education (DepEd) actively formulating policy requirements for the appropriate use of AI in schools. Education Secretary Sonny Angara's acknowledgment of AI's dual characteristics as both a formidable educational instrument and a possible conduit for academic misconduct reflects the international debate on AI ethics in education. The Department of Education's endeavor to formulate comprehensive guidelines, with its focus on enhancing teachers' AI detection skills and the Teacher Education Council's curriculum revision, underscores the need to develop ethical frameworks for AI integration in education. This methodical strategy for reconciling technological progress with academic integrity exemplifies the intricate issues that educational institutions have in using AI's advantages while preserving educational norms and values

Research Questions

This study seeks to address the following critical questions regarding the ethical integration of AI in Philippine education:

1. What strategies can be implemented to prevent the misuse of AI by educators and students?
2. How can AI be used to promote inclusion and reduce educational disparities?
3. How can AI be ethically and responsibly used in the Education System?

Objectives of the Study

The study intends to examine and evaluate educators' opinions on AI ethics in education via the following goals, aiming at building a thorough knowledge of ethical AI integration in the Philippine educational system:

- To understand educators' and administrators' views on the ethical implications of integrating AI into education.
- To identify different ethical considerations for using AI in education

2. Review Of Related Literature

The study by Kaddouri et al. (2024) on adopting AI in education emphasizes several important findings and debates. It points out three primary technological difficulties: infrastructure and implementation, data collecting and administration, and the creation of customized algorithms. Ethically, the chapter underlines the need for privacy protection, fairness, and openness in AI systems. It suggests three strategic vectors for accepting ethical AI: building ethical AI systems, educating and increasing stakeholder awareness, and setting rules and policies. The chapter ends with discussing how AI is included in immersive learning settings, which calls for a structural overhaul of pedagogical strategies, teacher preparation courses, and curriculum.

Mubofu and Kitali (2024) reveal some important ethical applications of AI in education conclusions. It underlines the need to consider many elements like expenses, privacy issues, job displacement, prejudices, and safety while using AI systems in learning environments. The study emphasizes the need for institutional rules and plagiarism detection to guarantee the ethical integration of AI. It also underlines the need to teach staff members and students about AI, encourage critical thinking, and plan seminars on moral AI use. The debates highlight the need for ongoing observation and assessment of AI systems to maintain responsible and efficient usage in academia.

The study by Mutawa (2024) on enforcing the ethics of artificial intelligence in education emphasizes the need to include ethical issues in AI uses within educational institutions. Emphasizing justice, openness, and inclusiveness, it addresses the UNESCO Recommendation on the Ethics of Artificial Intelligence, which offers a framework for ethical AI use. The findings highlight the importance of AI literacy and multidisciplinary cooperation to guarantee the responsible use of AI technologies in education.

Morandín-Ahuerma's (2024) critical examination of the European Union's ethical policies for AI in education emphasizes numerous important results and issues. The rules underline the need for adaptive learning and responsible use of AI in tests, guaranteeing that AI technologies can be used equitably, openly, and in terms of privacy. It emphasizes the need for group efforts to maintain human agency in educational processes and stop aggravating existing inequality.

A study by Cacho (2024) revealed that feedback from 118 students and 14 professors at a teacher preparation program in the Philippines reveals the possible advantages and

worries of using generative AI in university teaching and learning. Based on Chan's AI Ecological Education Policy Framework, the suggested rules are viewed as helpful and required for responsible and ethical AI usage in academia.

Focusing on data collecting, usage, sharing, and AI development, Arcilla et al. (2023) emphasize the ethical issues and difficulties of employing AI in the Philippines. It points out a discrepancy in current rules and legal systems, often underplaying ethics and justice. The results highlight the necessity of a localized AI ethics policy for the Philippines that precisely specifies ethical and equitable AI usage in many spheres and settings.

Estrellado and Miranda's (2023) study on integrating AI in the Philippine educational system addresses how AI may assist data-driven decision-making and improve learning opportunities, helping to greatly improve educational results. Still, the effective use of AI in education depends on a strong technical foundation and enough processing capacity.

Examining Agbong-Coates (2024) revealed that including ChatGPT in tailored learning greatly improves learning results, explaining around 88.54% of the diversity in these outcomes. These results demonstrate the transformative impact of AI in education and suggest that ChatGPT integration may lead to more customized learning experiences.

3. Methodology

The study employed qualitative research to investigate three critical aspects of AI integration in Philippine education: institutional regulations to prevent AI misuse, strategies for leveraging AI to address educational disparities, and frameworks for ethical AI implementation. The study seeks to collect varied opinions across different academic levels by purposefully selecting participants from many educational institutions, including educators, administrators, and important stakeholders. A total of 14 educators, including 3 administrators, from various universities in the Philippines participated in the study. Data gathering includes comprehensive, individual interviews performed remotely and in person, concentrating on participants' experiences, concerns, and perspectives, addressing these ethical issues. The analytical framework utilizes a theme analysis method, augmented with AI language model processing, for increased pattern detection

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Results

The results of qualitative research investigating educators' opinions on ethical artificial intelligence use in the classroom are presented. Using thematic analysis, the researcher found important topics from interviews, thereby providing an understanding of the possibilities of artificial intelligence to either solve or widen the digital gap. These results guide the creation of fair AI rules and methods for educational applications.

Table 1. Results Themes

Theme	Codes	Participants
Promoting Ethical AI Use in Education	Responsible AI Use	"For me, it should be an ethical usage policy that we need to prioritize... to ensure the responsible use of AI tools and uphold the core values of education." -P1
	Fairness in AI Application	"Schools and educational institutions need to follow rules that protect students' privacy and manage their personal information safely." -P4

Transparency and Disclosure in AI Use	Transparency and Declaration of AI Use	"Students should include in their paperworks how they used the AI for their homeworks for transparency." -P2
	Institutional AI Policies and Student Engagement	First of all, a policy/practice that could be helpful for institutions would be to make students declare if they have used AI, and what tools they specifically used." -P7
Personalized Learning and Support	Personalized Learning through AI	AI-powered tools can adapt educational content to meet the different learning needs of students by providing personalized feedback and tailored resources regardless of their starting level." -P8
	Educational Outcomes with AI	"Educational institutions can harness AI technology to create more equitable learning environments and improve educational outcomes for students from varied socioeconomic backgrounds. Here's are some points to achieved: Provide Personalized Learning Experiences..." -P5

Theme 1: Promoting Ethical AI Use in Education

The first theme exposes a great knowledge among teachers about the ethical aspects of artificial intelligence integration in their field. The answers always stress the importance of institutions creating clear, thorough rules guiding the ethical usage of artificial intelligence by professors and students. These cover addressing worries about possible AI misuse, including plagiarism, cheating, and declining academic integrity. There is a strong demand for professional development and training possibilities that enable educators to negotiate the complexity of AI ethics and guarantee responsible usage of AI thus preventing current injustices. Given the sensitive nature of student data in the framework of artificial intelligence systems, they also support laws giving data privacy and security first priority. The responses highlight the need for institutional policies and practices that promote the ethical and responsible use of AI by educators and students.

Theme 2: Transparency and Disclosure in AI Use

The second theme reveals a clear agreement among educators regarding the need for openness and honest communication in the use of artificial intelligence in education. The answers always support laws requiring students to report using artificial intelligence technologies for tests and assignments specifically. In a time when artificial intelligence may blur the boundaries between student labor and AI-generated content, this focus on openness shows a dedication to preserving academic integrity and guaranteeing justice. Moreover, teachers underline the need for pupils to know how artificial intelligence is used in their field of study, notably in systems of evaluation and feedback. The responses emphasize the importance of transparency and open communication regarding the use of AI in academic settings. Educators believe that students should be required to disclose their use of AI tools and that institutions should provide clear guidelines on how AI can be used in assignments and assessments.

Theme 3: Personalized Learning and Support

The last theme is about strong opinions among educators who believe artificial intelligence may transform education by customizing the learning process and giving students from all backgrounds targeted help. The answers show how well AI-powered tools can change instructional materials, provide personalized comments, and provide tailored resources that

meet every student's requirement and learning styles. Students from underprivileged socioeconomic situations who face extra difficulties in their scholastic path should find this tailored approach helpful. Educators may create a fairer learning environment where every student can flourish by using artificial intelligence's capacity to spot learning gaps, deliver focused interventions, and provide tailored assistance. This topic emphasizes the transforming power of artificial intelligence in education, allowing educators to go beyond a one-size-fits-all approach and provide each student with customized assistance that allows individuals to attain their greatest potential. The responses emphasize the importance of ensuring equitable access to AI-powered tools and resources for students from all socioeconomic backgrounds. This includes providing access to affordable AI platforms, bridging resource gaps, and creating inclusive learning environments.

Conclusion

The study examined what educators thought about the moral issues of using artificial intelligence (AI) in the classroom, focusing on closing the digital gap in the Philippines. The results expose a complex knowledge among educators of the possible advantages and the difficulties related to artificial intelligence in their field. Particularly for students from underprivileged backgrounds, they see how artificial intelligence may customize learning, provide focused help, and increase access to instructional materials. On the other hand, they generate ethical questions about artificial intelligence and need clear rules and guidelines to support accountability, openness, and equality in their deployment. To guarantee that artificial intelligence is inclusive, respectful of local customs, and sensitive to the demands and difficulties of the Philippine education system, the paper underlines the importance of building an AI framework that fits Philippine cultural values and national goals.

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