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# FACTORS DETERMINING THE ACCEPTANCE OF ARTIFICIAL INTELLIGENCE-BASED TOOLS IN TEACHERS' TEACHING WORK

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**Purpose:** This article presents the results of research into the acceptance of artificial intelligence (AI) in teachers' teaching practice. The aim of this study is to identify the factors influencing teachers' acceptance of AI tools in their daily teaching practice and to justify the applicability of a modified UTAUT model to such analyses.
**Design/methodology/approach**: The study was based on an original model that incorporated constructs from recognised and widely used models such as UTAUT, SCT and IDT. The study was conducted in five schools – three secondary schools and two primary schools. A total of 61 teachers from various subject areas took part in the study, representing a range of professional experience and levels of digital competence. Correlational analyses were carried out using the partial least squares (PLS) method. Calculations were performed using Excel and the SmartPLSv4 application.
**Findings:** The results show that effort expectancy (EE) and performance expectancy (PE) are key factors influencing teachers' acceptance of AI.
**Research limitations/implications**: Future research should focus on the continuous improvement of measurement models and their adaptation to the environment under study.
**Practical implications:** The findings may have practical implications for those who design and manage educational processes.
**Social implications:** Raising awareness of how various factors influence the behaviour of users of IT systems.
**Originality/value:** The article analyses the factors influencing software acceptance, which is of significance to management and quality sciences.
**Keywords:** technology acceptance, artificial intelligence in education, TAM, UTAUT, education.
**Category of the paper:** Research paper.

## 1. Introduction

Modelling technology acceptance is a key aspect of research into the factors determining users' choice of IT tools. Teachers' acceptance of technology is a key factor in the successful implementation of AI-based solutions in education. Teachers often act as decision-makers, organisers of the teaching process, and intermediaries between technology and the student.

The literature indicates that teachers' decision-making mechanisms differ from those characteristic of pupils and students, as teachers evaluate technology primarily through the prism of its impact on the organisation of teaching work, the ability to control the teaching process, and compatibility with their pedagogical role, whilst pupils and students focus mainly on the direct usefulness and convenience of using the tools. Thus, this study should be regarded as a complement to earlier analyses of AI acceptance by pupils and students (Radomski, 2025, p. 269).

Several significant theories of technology acceptance can be identified in the literature. One of the most important, most frequently used and cited models of technology acceptance is the Technology Acceptance Model (TAM) proposed by Davis (1989). In the TAM model, two key factors – perceived usefulness (PU) and perceived ease of use (PEOU) – influence the user's attitudes and intentions regarding the use of technology (Davis, 1989, p. 20). Research based on TAM indicates that high levels of usefulness and ease of use increase the acceptance and effectiveness of technological tools in education.

An extension of the TAM model is the Unified Theory of Acceptance and Use of Technology (UTAUT), developed by Venkatesh (2003). UTAUT combines elements from several earlier theories, including TRA (theory of reasoned action), TPB (theory of planned behavior) and TAM, introducing four main constructs: performance expectancy, effort expectancy, social influence and facilitating conditions. The UTAUT model also takes into account moderating variables such as age, gender and experience, making it a comprehensive tool for analysing technology acceptance across different demographic groups (Venkatesh et al., 2003, p. 25). Subsequent modifications, such as UTAUT 2 and UTAUT 3, introduced new constructs such as hedonic motivation, value-for-money, and habit, which are particularly useful in research on consumer technologies (Venkatesh et al., 2003, p. 29). UTAUT 3 also added the element of personal innovativeness in technology use as a factor that supports the acceptance of new IT solutions (Farooq et al., 2017, p. 30).

There are numerous studies incorporating new constructs from earlier models to predict user behaviour even more accurately (Blunt, Chong, Tsigna, Zayyad, Tsigna, Venkatesh, 2022, p. 17; Radomski, 2017, p. 110). The construct of trust in a given technology has also long been analysed in numerous studies on technology acceptance (Alharbi, 2014, p. 132; Rajasingham, Premarathne, 2018, p. 3; Chen, Fan, Azam, 2024, p. 129).

The constructs proposed in this study to extend the UTAUT model: self-efficacy and facilitating conditions are not new variables, but derive directly from classic technology acceptance models: Bandura's Social Cognitive Theory (SCT) (Bandura, 1986) and Venkatesh's UTAUT (2003), and their significance in the context of teachers has been confirmed in recent research on the acceptance of AI in education (Bergdahl, Sjöberg, 2025).

## 2. Acceptance of AI tools in education

Recent research on the use of artificial intelligence (AI) tools in education provides important insights into the potential benefits and challenges affecting their acceptance. An example of such research is the study by Almogren, Al-Rahmi and Dahri (2024). The results of the analysis showed that perceived ease of use and perceived usefulness are significant predictors of users' attitudes towards AI tools in education.

Another study (Kuruliszwili, 2025, p. 49) shows that teachers' acceptance of AI is conditional and depends primarily on the type of teaching task, the level of control over the tool, and trust in its operation. Teachers are inclined to use AI for technical, repetitive and objective tasks, whilst showing a clear reluctance towards applications requiring interpretation, empathy and pedagogical context. At the same time, respondents emphasise the need to be able to verify and correct results generated by AI, which highlights the importance of trust and a sense of control. Another key finding is that the low uptake of AI by teachers does not stem from a negative attitude, but from a lack of competence, experience and organisational support within the school environment. These findings provide strong empirical justification for including constructs such as trust, performance expectancy, expected effort, social influence and facilitating conditions in the proposed model, as it is precisely these factors that determine teachers' actual readiness to use AI tools.

Research (Ching, Jamaludin, 2025, p. 564) indicates that perceived usefulness and perceived ease of use are key to the adoption of AI, as they shape the teacher's attitude towards the technology and their intention to use it. At the same time, they emphasise the role of external variables, such as self-efficacy, digital competence and social norms within the work environment, which indirectly influence the assessment of perceived usefulness and perceived ease of use. The article also highlights the importance of ethical issues, data security and the transparency of algorithms, which are linked to building trust in AI. This analysis provides a theoretical justification for the application of the modified UTAUT model in research on teachers, as it allows the TAM constructs to be directly translated into expected outcomes, expected effort, social influence, self-efficacy and enabling conditions, and also highlights the need to consider trust as a key factor in the acceptance of AI in education.

Other authors (Boughanzai, Ouhassan, Majdoubi, 2025, p. 847; Amouri, Haroud, Ouchaouka, 2025, p. 9; Tang, Zhong, 2026, p. 6) propose in their analyses the use of constructs related to the TAM and UTAUT models, as well as trust, to investigate the acceptance of AI tools in education.

## 3. Research model

The proposed model identifies six key constructs relevant to the analysis of teachers' acceptance of artificial intelligence tools in the teaching process:

- performance expectancy (PE) – this construct is derived from the TAM and UTAUT models and refers to teachers' belief in the usefulness of AI-based tools in their daily teaching work. In the context of research on AI among teachers, it refers to an assessment of whether the use of such tools improves the preparation of materials, the marking of students' work, the organisation of lessons, and the overall effectiveness of the teaching process. The belief in the real benefits of using AI plays a key role in shaping the acceptance of technology in the school environment (Davis, 1989, p. 320; Glikson, Woolley, 2020, p. 628);
- effort expectancy (EE) – a construct defined as the level of perceived difficulty associated with mastering and using a given system. Derived from the UTAUT model, it is frequently used in research on the acceptance of educational tools. In relation to teachers using AI, this refers to the extent to which the tools are intuitive, understandable and do not require a significant time investment to learn, which directly influences their willingness to use them in teaching practice;
- social influence (SI) – a construct derived from the UTAUT theory, emphasising the importance of social factors in the process of technology acceptance. In the context of teachers, this refers to the influence of the school environment, the opinions of colleagues and the school management, and the general organisational climate on the decision to use AI in teaching (Sahu, Padhy, Dhir, 2020, p. 147);
- facilitating conditions (FC) – this construct derives directly from the UTAUT model and refers to the user's belief that the organisational and technical infrastructure exists to enable the effective use of a given technology (Venkatesh et al., 2003, p. 453). In the context of teachers' work, this means access to appropriate equipment, technical support, time, training, and a school environment that is receptive to the use of AI tools. Research on the acceptance of artificial intelligence in education indicates that the lack of such conditions constitutes one of the main barriers to the actual implementation of the technology by teachers, even when they have a positive attitude towards AI. Favourable conditions therefore play a significant role in shaping teachers' readiness to use AI-based tools, as they determine the possibility of the practical application of

technology in the teaching environment (Venkatesh et al., 2003, p. 453; Ching, Jamaludin, 2025, p. 571);

- self-efficacy (SE) – this construct derives from social-cognitive theory and was introduced by Bandura as an individual's belief in their ability to perform a specific action effectively (Bandura, 1986, p. 391). In technology acceptance models, self-efficacy appears as a significant external variable influencing the perceived ease of use and usefulness of information systems (Venkatesh, Bala, 2008, p. 276). With regard to teachers using AI tools, this implies the belief that they possess sufficient digital competence and skills to effectively utilise the technology in their teaching practice. Research on the acceptance of AI in education indicates that a low level of self-efficacy is one of the main reasons for reluctance to use new tools, even if they are perceived as useful (Bergdahl, Sjöberg, 2025, p. 6). Self-efficacy therefore plays a key role in shaping teachers' acceptance of AI, as it influences their readiness to undertake actions related to the use of technology in school practice (Bandura, 1986, p. 391; Ching, Jamaludin, 2025, p. 49);
- trust (TR) – this construct was introduced into research on the acceptance of information systems by, amongst others, Cody-Allen and Kishore (2006) and refers to the user's sense of security and the reliability of the technology. In the context of research into teachers' use of AI tools, trust is defined as the degree of conviction that AI-based solutions operate in a predictable, transparent and secure manner, and that their use does not entail the risk of losing control over the teaching process or threats associated with the system's algorithmic operation. Trust plays a significant role in shaping the acceptance of AI, as it determines teachers' willingness to use the technology in their daily school practice.

Based on the above six factors and the acceptance of AI, six research hypotheses have been proposed, as shown in the figure below.

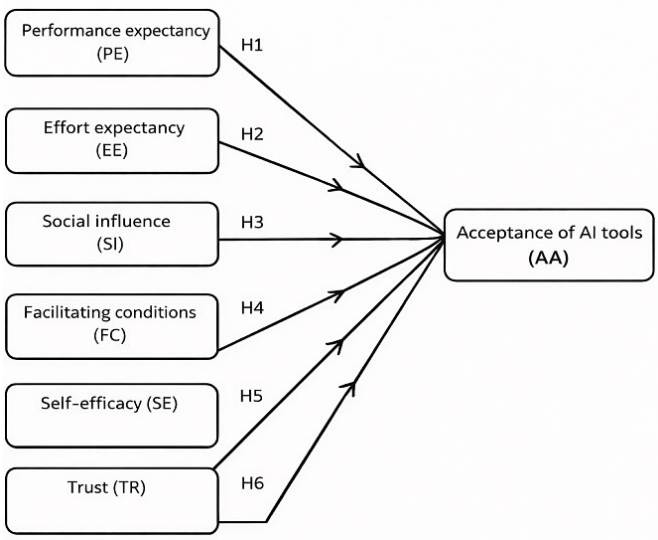



**Figure 1.** Research model.

Source: the authors' own development.

Based on the above figure, six hypotheses were formulated:

H1: There is an effect of performance expectancy on acceptance.

H2: There is an effect of effort expectancy on acceptance.

H3: There is an effect of social influence on acceptance.

H4: There is an effect of facilitating conditions on acceptance.

H5: There is an effect of self-efficacy on acceptance.

H6: There is an effect of trust on acceptance.

## 4. Description of the research procedure and questionnaire design

The questions defining the individual constructs were prepared in accordance with previous studies (Davis, 1989, p. 336), (Rogers, 2003, p. 340) and adapted to the educational context. Respondents rated their subjective level of agreement on a seven-point Likert scale (1 – strongly agree, 7 – strongly disagree). The seven-point scale was also used in many other studies on similar topics (Venkatesh, Morris, Davis and Davis, 2003, p. 425). Table 1 presents the questionnaire items that serve as indicators of the model's constructs:

**Table 1.**
*Construct indicators*

| **Performance expectancy (PE)** |
|---|
| PE1: AI tools help me streamline the preparation of teaching materials. |
| PE2: Using AI makes my teaching more effective. |
| PE3: AI enables me to complete teaching-related tasks more quickly. |
| **Effort expectancy (EE)** |
| EE1: I find AI tools easy and intuitive to use. |
| EE2: Learning to use AI doesn't take much effort on my part. |
| EE3: I don't find using AI difficult during lessons. |
| **Social influence (SI)** |
| SI1: In my school environment, the use of AI tools is encouraged. |
| SI2: My colleagues have a positive attitude towards the use of AI in teaching. |
| SI3: The school management supports the use of AI in teaching. |
| **Facilitating conditions (FC)** |
| FC1: I have access to the necessary equipment and infrastructure to use AI. |
| FC2: The school provides me with technical support for using AI. |
| FC3: I have the opportunity to take part in training courses on AI. |

| **Self-efficacy (SE)** |
|---|
| SE1: I have sufficient skills to use AI tools. |
| SE2: I feel confident using AI in my teaching. |
| SE3: I am able to resolve issues relating to the use of AI independently. |
| **Trust (TR)** |
| TR1: I trust the results generated by AI tools. |
| TR2: I feel in control of how AI tools work. |
| TR3: I believe that using AI is safe in teaching. |
| **Acceptance of AI (AA)** |
| AA1: I intend to use AI tools regularly in my teaching. |
| AA2: I would recommend the use of AI to other teachers. |

Source: the authors' own development.

The study was conducted using the partial least squares (PLS) method. The calculations were performed using Excel and the SmartPLSv4 application. The PLS method was used to evaluate the measurement model in order to assess the reliability and correlations between constructs and their indicators.

The study population consisted of teachers from five schools (two primary and three secondary) in the Pomeranian Voivodeship. The research was conducted in October 2025 using an online questionnaire distributed among teachers at the respective schools. The group was selected at random.

The questionnaire comprised 27 questions divided into two sections. The first section consisted of questions regarding basic information about the respondent. The following variables were examined: gender, experience, self-assessment of digital competences, type of school, subject taught, and examples of the use of AI applications in education.

In the second section of the questionnaire, respondents were asked to indicate their feelings regarding the research model. The questions (indicators) in this section were divided into seven groups reflecting the remaining variables of the research model. The first three questions concerned the expected performance (EP) variable, whilst the next three reflected expected effort (EE). The subsequent groups, each consisting of three questions, concerned, respectively: social influence (SI), facilitating conditions (FC), self-efficacy (SE) and trust (TR). Two indicators were prepared for the AI acceptance (AA) factor.

## 5. Research results

The questionnaire was correctly completed by 61 teachers who used artificial intelligence software in their work. The majority of respondents were women (n = 50, 82%). The respondents were mostly young teachers with less than 20 years' professional experience, totalling 40 people (65%). However, it cannot be said that AI is the preserve of young teachers, as six (11%) were teachers with over 30 years' professional experience. Most teachers rate their IT skills as good (n=27, 44%) or very good (n=21, 36%). Only 20% of respondents consider their IT skills to be poor. The majority of respondents work in secondary schools (n=36, 59%). 41% of respondents work in primary schools. The teachers surveyed taught a wide variety of subjects, but the largest number taught English (n=15, 25%), IT (n=10, 16%) and mathematics (n=7, 11%). The most frequently cited examples of software used in teaching were ChatGPT (n=55, 90%), Quizzlet (n=19, 31%) and Duolingo (n=16, 26%). The table below presents the demographic profile of the respondents:

**Table 2.**
*Demographic profile of respondents*

| Variable | Category | n (%) |
|---|---|---|
| **Gender** | Female | 50 (66) |
| | Male | 11 (34) |
| **Experience** | <10 | 22 (36) |
| | 10-20 | 18 (29) |
| | 20-30 | 15 (24) |
| | >30 | 6 (11) |
| **Self-assessment of digital skills** | Poor | 12 (20) |
| | Good | 27 (44) |
| | Very good | 21 (36) |
| **Type of school** | Primary | 25 (41) |
| | Secondary | 36 (59) |
| **Subject taught** | English | 15 (25) |
| | IT | 10 (16) |
| | Mathematics | 7 (11) |
| **Examples of software** | ChatGPT | 55 (90) |
| | Quizzlet | 19 (31) |
| | Dualingo | 16 (26) |
| **Most common uses** | Preparing teaching materials | 48 (79) |
| | Adapting content to the student's level | 35 (57) |
| | Step-by-step explanation of tasks | 26 (43) |

Source: the authors' own development.

## 6. Evaluation of the measurement model

To identify the factors influencing the acceptance of AI tools used in education, reliability and validity tests were conducted for each model relationship. As shown in Table 3, all construct reliability (CR) and Cronbach's alpha (CrA) coefficients were above the recommended minimum threshold of 0.7. The construct reliability (CR) ranged from 0.846 to 0.955, and Cronbach's alpha from 0.736 to 0.834. This indicates good internal consistency among the measurement items in the model structure.

**Table 3.**
*Modelling structural equations*

| Construct | Question | CrA | CR |
|---|---|---|---|
| **Performance expectancy** | PE1 | 0,772 | 0,916 |
| | PE2 | | |
| | PE3 | | |
| **Effort expectancy** | EE1 | 0,834 | 0,856 |
| | EE2 | | |
| | EE3 | | |
| **Social influence** | SI1 | 0,736 | 0,911 |
| | SI2 | | |
| | SI3 | | |
| **Facilitating conditions** | FC1 | 0,821 | 0,884 |
| | FC2 | | |
| | FC3 | | |
| **Self-efficacy** | SE1 | 0,766 | 0,846 |
| | SE2 | | |
| | SE3 | | |
| **Trust** | TR1 | 0,801 | 0,913 |
| | TR2 | | |
| | TR3 | | |
| **Acceptance of AI** | AA1 | 0,821 | 0,955 |
| | AA2 | | |

Source: the authors' own development.

## 7. Evaluation of the conceptual model

In the next stage, the structural model was evaluated using path coefficients. Table 4 presents the results of the PLS-SEM analysis performed using the SmartPLSv4 software. The main indicator is the path coefficient (β), which determines the 'strength' of the influence of one construct on another, as shown in Figure 1. The variance inflation factor (VIF) was estimated to assess multicollinearity. This is an indicator that checks whether the model variables are similar to one another and measure the same phenomenon. As shown in Table 4, all VIF values fall within the range of 1.734–3.243, and are therefore below the most commonly accepted threshold of 5, indicating no multicollinearity issue between the constructs and allowing the path coefficients to be interpreted as robust. At the same time, all relationships are statistically significant ($T > 1.96$; $p < 0.05$), meaning that each of the constructs analysed makes a significant contribution to explaining teachers' acceptance of AI. All hypotheses (h1–h6) have been positively verified.

**Table 4.**
*Evaluation of the structural model*

| Hypothesis | Model relationships | Path coefficient, β | VIF | T-statistic | p-value | Hypothesis testing |
|---|---|---|---|---|---|---|
| H1 | PE→AA | 0,815 | 2,457 | 2,357 | < 0,05 | positive |
| H2 | EE→AA | 0,836 | 1,734 | 3,367 | < 0,001 | positive |
| H3 | SI→AA | 0,627 | 3,243 | 2,689 | < 0,01 | positive |
| H4 | FC→AA | 0,738 | 2,693 | 2,456 | < 0,05 | positive |
| H5 | SE→AA | 0,661 | 2,732 | 2,459 | < 0,05 | positive |
| H6 | TR→AA | 0,756 | 3,014 | 3,156 | < 0,01 | positive |

Source: the authors' own development.

The strongest influence on AI acceptance (AA) is exerted by expected effort (EE→AA: $\beta = 0.836$; $T = 3.367$; $p < 0.001$) and expected performance (PE→AA: $\beta = 0.815$; $T = 2.357$; $p < 0.05$). This shows that, for teachers' readiness to use AI tools, it is crucial that they perceive these tools as both easy to use and capable of delivering tangible benefits in teaching. High path coefficients for trust (TR→AA: $\beta = 0.756$; $T = 3.156$; $p < 0.01$) and facilitating conditions (FC→AA: $\beta = 0.738$; $T = 2.456$; $p < 0.05$) confirm that acceptance of AI is strongly conditioned by a sense of security and the reliability of the technology, as well as the availability of organisational and technical support (e.g. equipment, training and school support). Moderately strong but still significant correlations were found for self-efficacy (SE→AA: $\beta = 0.661$; $T = 2.459$; $p < 0.05$) and social influence (SI→AA: $\beta = 0.627$; $T = 2.689$; $p < 0.01$), suggesting that teachers' competence confidence, as well as the organisational climate and pressure (or acceptance) of the school environment, support the decision to use AI, but are less significant than ease of use, perceived benefits and trust. The results confirm the validity of the modified UTAUT model in a study of teachers, pointing to the dominant role of efficacy and utility

factors (EE, PE) as well as implementation and safety conditions (TR, FC) in shaping the acceptance of AI tools in teaching practice.

## 8. Opportunities for future research

This study was pilot in nature, and the results obtained indicate that the proposed model may serve as a starting point for in-depth research into the acceptance of artificial intelligence among teachers. In further research, it seems reasonable to expand the sample, which would increase the generalisability of the results. An interesting avenue of inquiry could be to investigate the types of teaching tasks in which teachers accept the use of AI and those in which they show clear resistance, which would allow for a better understanding of the practical context in which constructs such as trust, performance expectancy or self-efficacy operate. This model could also be used to investigate differences among teachers based on their specialism, years of service and level of digital competence, which would enable a more precise identification of which factors most strongly determine the acceptance of AI within specific professional groups of teachers.

## 9. Summary

The research conducted on the acceptance of artificial intelligence (AI-based) tools in teachers' teaching practice indicates the significant potential of AI tools in teachers' teaching practice. Unfortunately, this research does not show what percentage of teachers use such tools in their work, which would also be very interesting. The results obtained demonstrate that effort expectancy (EE) and performance expectancy (PE) - (H1, H2), are key factors influencing teachers' acceptance of AI tools. This means that teachers are inclined to use such tools primarily when they perceive them as easy to use and as genuinely improving the organisation of teaching work, the preparation of materials and the assessment of students' work. These findings are consistent with previous research on the acceptance of technology in education, which highlights the dominant role of usability and ease of use in the process of adopting new technological solutions.

High path coefficients were also obtained for the relationships: H6: TR→AA and H4: FC→AA, indicating that trust in technology and conditions conducive to its use are of significant importance in the process of teachers' acceptance of AI. This means that teachers not only recognise the benefits of using AI, but also feel a sense of security and control over the operation of the tools, and perceive organisational and technical support from the school.

Social influence (SI) and self-efficacy (SE) – (H3, H5), also proved statistically significant, suggesting that the school environment and teachers' belief in their own digital competences support the decision to implement AI in teaching practice, although their significance is slightly lower than that of the EE and PE factors.

Research indicates that artificial intelligence can serve as a tool to support teachers in organisational, analytical and preparatory tasks, such as creating materials, generating tasks, analysing pupils' work or personalising teaching. AI is not seen as a replacement for the teacher, but as a tool that relieves them of technical tasks, allowing them to focus on pedagogical and educational aspects. The results obtained confirm the validity of applying the modified UTAUT model in acceptance studies among teachers.

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