

Bridging Perceptions through Relationship: Attitudes Towards Generative AI in Thailand's International Schools

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Abstract

This study examined perceptions and attitudes towards generative artificial intelligence among teachers and students in international schools in Thailand, addressing two primary objectives: (1) to explore perceptions and attitudes, and (2) to analyze relationships among key variables influencing AI acceptance. Using a quantitative methodology, self-administered online surveys comprising 36–37 items targeting core constructs were distributed to both groups. A total of 74 teachers and 112 students participated, yielding response rates of 96.10% and 92.56%, respectively. The research instrument demonstrated high reliability, with Cronbach's $\alpha = .92$. For the first objective, descriptive statistics indicated generally positive attitudes towards generative artificial intelligence. Teachers emphasized its potential to enhance learning efficiency, while students expressed greater confidence in its capacity to support learning outcomes. Notably, students reported higher scores for Perceived Ease of Use (PEOU) compared to teachers. Regarding the second objective, Pearson's product-moment correlation revealed that Social Influence was the strongest predictor of Behavioral Intention (BI) ($r = 0.699^{**}$), followed by Attitude ($r = 0.678^{**}$) and Educational Compatibility ($r = 0.663^{**}$). Perceived Usefulness (PU) and PEOU exhibited moderate correlations with BI ($r = 0.509^{**}$ and $r = 0.500^{**}$, respectively). A strong relationship between PU and PEOU ($r = 0.702^{**}$) highlighted their interdependence. These findings underscore the crucial roles of social influence, individual attitudes, and educational compatibility in promoting AI adoption within educational contexts, offering valuable insights for the integration of generative AI into international school curricula in Thailand.

Keywords: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Educational Compatibility (EC), Social Influence (SI)

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Introduction

The rapid advancement and integration of Artificial Intelligence (AI) in education has ushered in a new era of learning and teaching, particularly within international school settings. Generative AI (GenAI)—a branch of AI capable of creating content such as text, images, and code—holds transformative potential for educational practice. Its capacity to support personalized learning, streamline administrative processes, and deliver real-time feedback has garnered increasing attention from researchers, educators, and policymakers (Holmes et al., 2019; Hwang et al., 2020). Despite its promise, empirical research examining the perceptions and attitudes of teachers and students towards GenAI remains limited, especially in international school contexts. This study seeks to address this gap by investigating key variables influencing AI adoption in two leading international schools in Thailand.

The study is grounded in the Technology Acceptance Model (TAM), which posits Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) as pivotal determinants of technology adoption (Davis, 1989; Venkatesh & Davis, 1996). TAM has been extensively applied in educational technology research, including studies on e-learning platforms (Al-Emran et al., 2019) and mobile learning environments (Alamri et al., 2020). Building on this foundation, the present study integrates four additional constructs—Educational Compatibility (EC), Social Influence (SI), Attitude (ATT), and Behavioral Intention (BI), drawing theoretical support from the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003). Collectively, these six variables constitute the conceptual framework for analyzing the interrelationships among perceptions and attitudes towards GenAI in international school contexts.

Figure 1 presents the conceptual framework through a path analysis approach, emphasizing the interrelationships among variables rather than delineating independent and dependent constructs. This analytical orientation aligns with the study's objective of exploring correlations rather than establishing causal inferences. The framework illustrates how PU, PEOU, EC, and SI collectively shape ATT, which subsequently influences BI toward GenAI adoption. This structure closely parallels the TAM-based study on AI application acceptance by Al Darayseh's (2023), which highlights the crucial roles of PU and PEOU in shaping attitudes and behavioral intentions. Furthermore, the importance of providing guidelines for integrating AI applications in teaching contexts has been emphasized, aligning with this study's focus on GenAI adoption in science education.

This study's emphasis on perceptions and attitudes offers nuanced insights into the acceptance of GenAI within international schools. Perceptions encompass individuals' interpretations of AI's usefulness and usability, whereas attitudes pertain to their emotional responses and predispositions toward adopting AI (Ajzen & Fishbein, 1977). Examining these dimensions enables the identification of key facilitators and obstacles to effective AI integration in educational environments.

The selected international schools—School A in Chiang Mai and School B in Bangkok—serve as ideal research environments due to their adoption of the International General Certificate of Secondary Education (IGCSE) curriculum and their culturally diverse teacher and student populations. These multicultural settings offer a rich context for exploring the complexities of GenAI adoption, particularly within a curriculum characterized by high academic rigor and an emphasis on critical thinking.

The impetus for this research stems from the transformative potential of GenAI to reshape educational practices. By addressing an existing knowledge gap, this study contributes to the global discourse on AI integration in education, offering actionable insights for policymakers, educators, and school administrators. The findings highlight the importance of understanding stakeholder perceptions in order to formulate effective strategies for incorporating GenAI into international school curricula—maximizing its pedagogical benefits while thoughtfully addressing ethical considerations. The study’s distinctive contribution lies in its focus on a multicultural educational context, providing valuable perspectives on the global adoption of AI in teaching and learning.

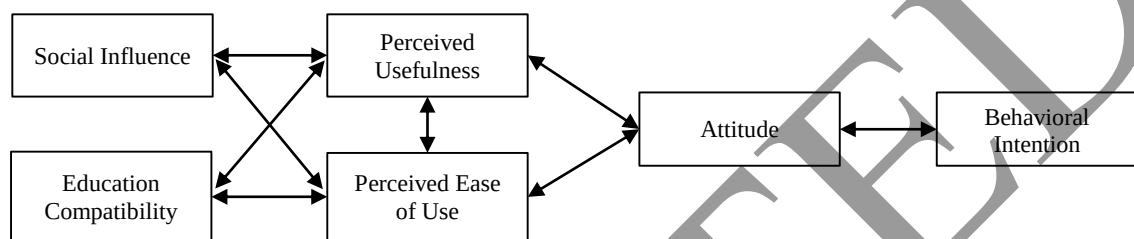


Figure 1 Theoretical Framework

Objectives

This study seeks to address a critical gap in understanding the perception and adoption of Generative AI within international educational contexts. It examines the following research question: What are the perceptions and attitudes towards Generative AI among teachers and students in international schools in Thailand, and how do these factors interrelated?

To answer this question, the study pursues two primary objectives:

1. To investigate the perceptions and attitudes towards Generative AI among educators and students in international schools in Thailand.
2. To analyze the relationship between these perceptions and attitudes within the same educational settings.

Literature review

The adoption of emerging technologies in education has garnered increasing attention among researchers. This literature review synthesizes findings from recent studies that examine factors influencing the adoption of generative AI technologies among students and teachers in international school settings in Thailand.

Chatbot and Generative AI Adoption

Ayanwale and Ndlovu (2024) investigated factors influencing undergraduate students’ intentions to adopt chatbot technologies at the National University of Lesotho, Southern Africa. Drawing on an expanded diffusion of innovation framework, their study revealed that relative advantage ($\beta = 0.163$, $p < 0.001$), compatibility ($\beta = 0.133$, $p < 0.01$), trialability ($\beta = 0.102$, $p < 0.05$), and trust ($\beta = 0.143$, $p < 0.001$) as significant predictors of behavioral intention to use chatbots. Interestingly, perceived usefulness and perceived ease of use did not directly influence behavioral intention, contrary to expectations. Similarly, Kanont et al. (2024) explored factors affecting the adoption of GenAI tools among Thai university students. Grounded in the TAM, their research found that expected benefits, perceived usefulness, attitude toward technology, and behavioral intention significantly influenced students’ adoption of Generative AI. However, a negative correlation between perceived ease of use and perceived usefulness was observed, challenging conventional assumptions within the TAM framework.

Perceptions of AI Tools in Education

Ghimire and Edwards (2024) examined educators’ perceptions and acceptance of GenAI and Large Language Models at Utah State University. Their study, which employed both the TAM and Innovation Diffusion Theory (IDT), revealed strong positive correlations between perceived usefulness and acceptance ($r = 0.734$, $p < 0.001$), and moderate positive correlations between perceived ease of use and acceptance ($r = 0.542$, $p < 0.001$). Regression analysis further demonstrated that perceived usefulness ($\beta = 0.678$, $p < 0.001$) and perceived ease of use ($\beta = 0.227$, $p = 0.026$) significantly influenced educators’ acceptance of AI tools.

Faqih (2019) investigated factors influencing e-learning adoption among undergraduate students in Jordan. Drawing on multiple theoretical frameworks, the study found that perceived usefulness ($\beta = 0.31$, $p < 0.01$), social influence ($\beta = 0.22$, $p < 0.01$), internet self-efficacy ($\beta = 0.18$, $p < 0.01$), and perceived compatibility ($\beta = 0.29$, $p < 0.01$) were significant predictors of behavioral intention to adopt e-learning. Notably, cultural dimensions such as individualism–collectivism and uncertainty avoidance moderated several relationships between independent variables and behavioral intention.

Rad et al. (2022) explored the impact of social media use on student satisfaction in higher education, finding that perceived usefulness positively influenced its application in learning, while perceived risk discouraged engagement. Importantly, social media use was also found to have a positive effect on overall student satisfaction.

Building on the broader theme of technology integration in education, Quek et al. (2024) conducted a preliminary study on university instructors' perceptions of GenAI tools for teaching at the National Institute of Education, Nanyang Technological University, Singapore. Although instructors generally felt prepared to use GenAI tools, only 21.2% expressed confidence in their ability to do so effectively. Ethical concerns and the potential impact of GenAI on teaching roles were prominent, yet instructors maintained a favorable attitude toward its pedagogical integration. These findings highlight the need for targeted professional development to enhance instructors' competencies and address the challenges posed by the rapid advancement of AI in education.

The integration of technology in higher education reflects a multifaceted process shaped by various factors influencing both faculty and students adoption decisions. Notably, perceived usefulness consistently emerges as a primary motivator across studies, underscoring its role in shaping individuals' intentions to adopt new technologies (Ayanwale & Ndlovu, 2024; Faqih, 2019; Ghimire & Edwards, 2024; Rad et al., 2022). However, the impact of perceived ease of use appears less consistent, with some research affirming its significance (Ghimire & Edwards, 2024) while others report ambiguous effects (Kanont et al., 2024).

Cultural and contextual factors further complicate adoption patterns. Faqih (2019) highlights the moderating role of cultural dimensions, while Kanont et al. (2024) identify language barriers that hinder non-native English speakers' engagement with new technologies. These findings underscore the need for culturally responsive strategies when implementing educational technologies in diverse settings. Trust and perceived risk also play pivotal roles, particularly regarding the adoption of AI-based tools, where concerns over privacy and data security are prominent (Ayanwale & Ndlovu, 2024; Rad et al., 2022). Addressing these concerns is essential for institutions seeking to cultivate a secure and trustworthy technological environment.

Furthermore, the reviewed studies emphasize the positive impact of technology on student satisfaction and learning experiences (Rad et al., 2022), while also highlighting the importance of ethical usage and innovation. Establishing clear ethical guidelines, providing institutional support, and encouraging experimentation are critical to promoting responsible and effective technology adoption in higher education (Ghimire & Edwards, 2024; Kanont et al., 2024).

In conclusion, this literature review illustrates the complex and layered nature of technology adoption in education. Future research should continue to investigate the long-term effects of emerging technologies on learning outcomes, explore ethical considerations, and examine adoption patterns across varied cultural and institutional contexts.

Research methodology

Population and Sample

This study examined perceptions and attitudes towards Generative AI (GenAI) in two selected international schools in Thailand during September 2024. The total population comprised 77 teachers and 121 students. School A, located in Chiang Mai, contributed 55 teachers (71.4%) and 100 students (82.6%), while School B, based in Bangkok, contributed 22 teachers (28.6%) and 21 students (17.4%). These schools were purposefully selected due to their implementation of the International General Certificate of Secondary Education (IGCSE) curriculum, multicultural learning environments, and advanced technology integration—characteristics representative of international schools with similar profiles. A purposive sampling method was employed to ensure that the sample accurately reflected the population under investigation.

The sample size was determined using the population sampling formula developed by Krejcie and Morgan (1970), ensuring adequate representation. The final sample included 74 teachers and 112 students, yielding high response rates of 96.10% and 92.56%, respectively.

Research Instrument

A quantitative research approach was utilized, employing self-administered online surveys to collect data from teachers and students. Two distinct questionnaires were developed: one for teachers comprising 37 items, and one for students comprising 36 items. Each questionnaire was structured into three sections: (1) demographic information, (2) items derived from the Technology Acceptance Model (TAM), addressing Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Educational Compatibility (EC), Social Influence (SI), Attitude (ATT), and Behavioral Intention (BI), and (3) questions concerning the impact and challenges of GenAI in high school education. This design ensured comprehensive coverage of the variables aligned with the study's objectives.

Collection of Data

The questionnaires were distributed online, enabling participants to respond at their convenience. This approach facilitated candid and reflective responses while minimizing interviewer bias. Demographic data from teachers and students supported segmentation analysis, while items derived from the TAM and questions addressing the impact of GenAI provided a comprehensive understanding of participants' perceptions and attitudes. The data collection process adhered to established ethical guidelines, ensuring confidentiality and voluntary participation throughout.

Validity and Reliability of the Instrument

The primary instrument employed in this study was an online survey, meticulously designed to ensure both validity and reliability. The survey began with a consent section, followed by 19 items structured to measure six key dimensions: PU, 4 items, PEOU, 4 items, SI, 4 items, EC, 2 items, ATT, 2 items, and BI, 3 items. For any research instrument to yield credible and actionable findings, it must demonstrate both validity and reliability. Validity refers to the extent to which the instrument accurately measures the intended constructs, while reliability pertains to the consistency of these measurements across repeated administrations.

To establish validity, the 19 survey items were rigorously evaluated and validated by a panel of experts, ensuring alignment with the theoretical framework and appropriateness for data collection. Reliability was assessed using Cronbach's alpha Coefficient, a widely accepted metric for evaluating the internal consistency. A Cronbach's alpha value of 0.70 or higher is generally considered acceptable, indicating that the items are sufficiently interrelated and collectively measure the same underlying construct (George & Mallery, 2019).

In this study, the adapted 19-item instrument demonstrated exceptional reliability, with a Cronbach's alpha value of 0.92, based on responses from 186 participants. This robust reliability score underscores the instrument's consistency and affirms its suitability for generating meaningful and trustworthy insights within the research context.

Data Analysis

Descriptive statistics—including mean, median, standard deviation, variance, and frequency analysis—were employed to address the first research objective, providing a comprehensive overview of participants' perceptions and attitudes toward GenAI. To examine the relationships among variables for the second research objective, Pearson's product-moment correlation coefficient was utilized. This analytical approach ensured a robust examination of GenAI acceptance and its associated factors within the selected international school settings.

Results

The study was conducted across two international schools, involving a total of 186 participants—74 teachers and 112 students. Table 1 presents the distribution of respondents. School A, located in Chiang Mai, achieved exceptionally high response rates: 98.18% for teachers (54 out of 55) and 93.00% for students (93 out of 100). School B, based in Bangkok, also demonstrated strong participation, with 90.91% for teachers (10 out of 11) and 90.48% for students (19 out of 21). Overall, the response rates across both schools were 96.10% for teachers and 92.56% for students. These high levels of participation enhance the credibility to the study's findings and suggest that the sample is representative of the broader population within the selected international schools.

Table 1 The Sample from Each School

Name of the schools	Population of the teachers	Sample of the teachers	Population of the students	Sample of the students
A	55	54	100	93
B	22	20	21	19
Total	77	74	121	112

According to Table 2, the demographic profile of the 74 participating teachers reveals a slightly higher proportion of females (58.1%) compared to males (41.9%). Educational qualifications were predominantly at the master's level (50%), followed by bachelor's degrees (45.9%), with a small percentage holding doctoral degrees (4.1%). Most teachers (60.8%) have 5–10 years of teaching experience, while 37.8% have less than five years. Notably, all teachers (100%) indicated awareness and usage of GenAI tools. ChatGPT emerged as the most widely used platform (79.7%), followed by Jenni AI and Perplexity (both 43.2%), and Google Gemini (37.8%). These findings suggest a high level of engagement with GenAI among teachers, indicating its substantial integration into professional practices. The average age of the teacher participants was 41 years.

Table 2 also presents a demographic of 112 students, with a slight male majority (58.1%). Grade distribution was nearly equal between Grade 12 (49.1%) and Grade 13 (50.9%). A large proportion of students (93.75%) reported familiarity with GenAI, and 90.2% used such tools. ChatGPT (58%) and Google Gemini (56.3%) were the most frequently used platforms, followed by Claude (47.3%) and Jenni AI (37.5%). Perplexity (31.3%) and Copilot (21.4%) were less commonly used. The average age of the student participants was 18.5 years. These results indicate a high level of awareness and engagement with GenAI among senior high school students in the surveyed international schools.

Table 2 Demographic Profile of Teachers (n=74) and Students (n=112)

Demographic Information	Teacher (n=74)	Percentage	Student (n=112)	Percentage
Gender				
Male	31	41.9	65	58.1
Female	43	58.1	47	41.9
Prefer not to say	0	0	0	0
Education/Grade				
Bachelor/Grade 12	34	45.9	55	49.1
Master/Grade 13	37	50	57	50.9
PhD	3	4.1	-	-
Other	0	0	-	-
Teaching Experience				
Less than 5 years	28	37.8	-	-
5-10 years	45	60.8	-	-
11-20 years	1	1.4	-	-
21 years or above	0	0	-	-

Table 2 Demographic Profile of Teachers (n=74) and Students (n=112) (cont.)

Demographic Information	Teacher (n=74)	Percentage	Student (n=112)	Percentage
Knowing Generative AI				
Yes	74	100	105	93.75
No	0	0	7	6.25
Usage of Generative AI				
Yes	74	100	101	90.2
No	0	0	11	9.8
Generative AI Name				
Copilot	24	32.4	24	21.4
ChatGPT	59	79.7	65	58
Jenni AI	32	43.2	42	37.5
Google Gemini	28	37.8	63	56.3
Claude	23	31.1	53	47.3
Perplexity	32	43.2	35	31.3
Other	0	0	0	0

Based on the data presented in Figure 2, the experiences of students and teachers regarding GenAI reveal several significant findings that align with Research Objective 1: to investigate perceptions and attitudes toward GenAI in international schools.

1) **AI's Role:** Students ($M = 3.98$) expressed greater confidence than teachers ($M = 3.49$) that AI will not replace educators, indicating trust in the enduring value of human instruction.

2) **Self-directed Learning:** Both students ($M = 4.09$) and teachers ($M = 3.74$) viewed AI positively as a tool for independent study, suggesting its potential to support self-paced learning.

3) **Simulation for Complex Topics:** Students ($M = 3.97$) were more optimistic than teachers ($M = 3.69$) about AI's ability to facilitate understanding of complex subjects, highlighting the value of AI-driven simulations for enhancing student engagement.

4) **Writing Assistance:** Both groups agreed that AI can support writing tasks but should not replace student effort, with students showing slightly more favorable attitudes ($M = 3.85$).

5) **Plagiarism Concerns:** Concerns about AI misuse for plagiarism were evident among both students ($M = 3.77$) and teachers ($M = 3.62$), emphasizing the need for clear ethical guidelines.

6) **Reliability of AI Information:** Students ($M = 3.95$) and teachers ($M = 3.61$) acknowledged that AI-generated information may be unreliable at times, underscoring the importance of developing critical evaluation skills.

7) **Critical Thinking:** Teachers ($M = 3.85$) expressed slightly more concern than students ($M = 3.63$) about AI potentially hindering critical thinking, pointing to the need for balanced integration of AI in learning processes.

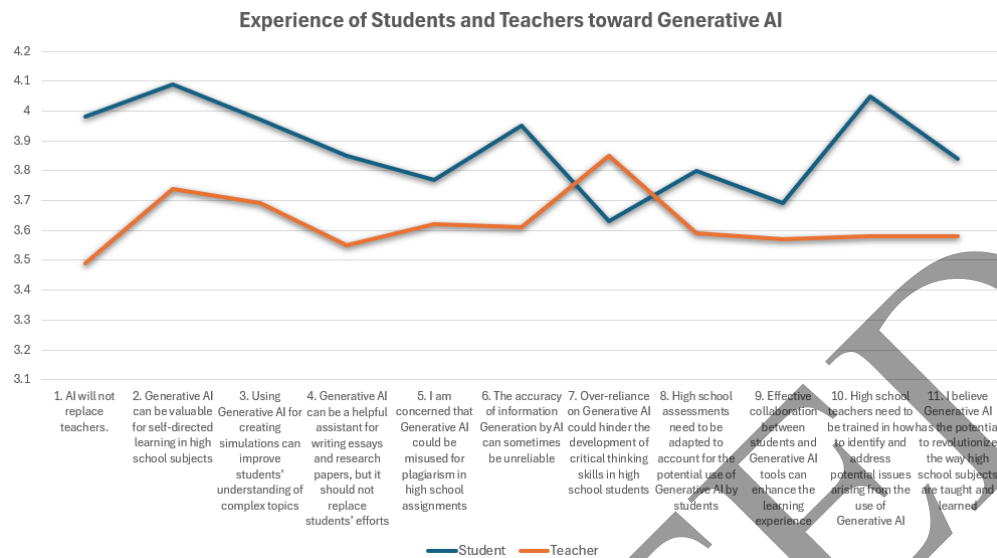
8) **Assessment Adjustments:** Both students ($M = 3.80$) and teachers ($M = 3.59$) supported adapting assessments to account for AI use, reflecting awareness of its impact on traditional evaluation methods.

9) **AI Collaboration:** Students ($M = 3.69$) and teachers ($M = 3.57$) recognized the benefits of collaborating with AI, though teachers are slightly less enthusiastic.

10) **Teacher Training:** Strong agreement was observed among students ($M = 4.05$) and teachers ($M = 3.58$) regarding the need for professional development to address AI-related challenges.

11) **Revolutionary Potential:** Both groups believed in AI's transformative potential for education, with students ($M = 3.84$) demonstrating greater optimism than teachers ($M = 3.58$).

These findings directly address Research Objective 1 by offering a comprehensive overview of stakeholder perceptions and attitudes towards GenAI in international schools. The consistently positive mean scores across all items suggest a generally favorable environment for AI adoption. However, the observed differences between teacher and student responses highlight the need for targeted strategies to ensure that GenAI is integrated effectively and ethically into educational practice.



Note: Responses were measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree)

Figure 2 Experience of Students and Teachers Toward Generative AI

Figure 3 presents findings aligned with Research Objective 1, which investigates the perceptions and attitudes toward GenAI in selected international schools and the findings can be concluded as follows:

Perceived Usefulness (PU)

The concept of Perceived Usefulness comprises four subitems that reflect the user's evaluation of GenAI's utility in educational contexts.

PU1: *Generative AI helps/will help students learn more quickly.*

Teachers rated this item higher ($M = 3.91$) than students ($M = 3.79$), suggesting that teachers are more likely to recognize GenAI's potential to accelerate learning.

PU2: *Generative AI enables/will enable the achievement of learning goals.*

Students scored higher ($M = 3.71$) than teachers ($M = 3.50$), indicating that students are more optimistic about GenAI's role in supporting goal attainment.

PU3: *Generative AI makes/will make learning easier.*

Teachers ($M = 3.59$) rated this item slightly higher than students ($M = 3.53$), reflecting a modest difference in perceived ease of learning.

PU4: *GenAI was/will be useful for learning.*

Again, teachers ($M = 3.64$) scored higher than students ($M = 3.52$), suggesting a stronger belief in GenAI's overall utility.

Overall, teachers scored higher than students on PU1, PU3, and PU4, indicating greater expectations for GenAI's efficiency and practical value. In contrast, students scored higher on PU2, emphasizing their belief in GenAI's potential to support learning outcomes. These results highlight nuanced differences in how teachers and students perceive the usefulness of GenAI, offering insights for tailoring its implementation to meet distinct needs and expectations of each group.

Perceived Ease of Use (PEOU)

The concept of Perceived Ease of Use reflects the users' perceptions of the simplicity and clarity associated with using GenAI and comprises four subitems.

PEOU1: *I think it is/will be easy to use GenAI.*

Students scored slightly higher ($M = 3.65$) than teachers ($M = 3.55$), indicating that students perceive GenAI as more intuitive and user-friendly.

PEOU2: *I think it is/will be easy to learn how to use GenAI.*

Teachers rated this item higher ($M = 3.78$) than the students ($M = 3.48$), indicating that teachers feel more confident in their ability to learn how to use GenAI effectively.

PEOU3: *I think using GenAI is/will be clear and understandable.*

Students scored marginally higher ($M = 3.67$) than teachers ($M = 3.64$), reflecting slightly greater student confidence in the clarity of GenAI interfaces and outputs.

PEOU4: *I think it is/will be easy to become skillful at using GenAI.*

Teachers rated this item higher ($M = 3.69$) than students ($M = 3.53$), indicating greater teacher confidence in their ability to develop proficiency with GenAI tools.

Overall, students scored slightly higher on PEOU1 and PEOU3, indicating more favorable perceptions of GenAI's intuitiveness and simplicity. In contrast, teachers scored higher on PEOU2 and PEOU4, reflecting stronger

confidence in their ability to learn and master GenAI-related skills. These findings highlight differing emphasis between students and teachers regarding the perceived convenience of AI use in educational contexts.

Social Influence (SI)

Social Influence consists of four subitems that assess the impact of social environments and peer opinions on the use of GenAI.

SI1: *Students I know think it should be used in teaching.*

Students and teacher ratings were closely aligned ($M = 3.71$ vs. $M = 3.73$), indicating similar perceptions of peer support for integrating GenAI into educational practices.

SI2: *Lecturers I know think it should be used in teaching.*

Again, scores were comparable between students ($M = 3.54$) and teachers ($M = 3.57$), indicating shared views on professional endorsement.

SI3: *Please rate the extent to which your acquaintances use or have used GenAI.*

Students reported higher engagement ($M = 4.13$) than teachers ($M = 3.85$), reflecting greater exposure to GenAI use within their social circles.

SI4: *My school supports the use of GenAI in teaching.*

Students' ratings ($M = 4.09$) exceeded those of teachers ($M = 3.62$), indicating stronger student perceptions of institutional support for GenAI adoption.

Overall, students reported slightly higher social influence scores than teachers, particularly in the areas of peer usage and perceived school support. These findings suggest that social and environmental factors may play a more prominent role in shaping student adoption of GenAI compared to teachers, highlighting the importance of community and institutional endorsement in fostering engagement with emerging technologies.

Educational Compatibility (EC)

The Educational Compatibility factor reflects the alignment between GenAI and prevailing learning or teaching methods. It comprises two subitems that assess perceived fit with student preferences and institutional goals.

EC1: *I think GenAI fits well with how students like to learn.*

Students rated this item higher ($M = 3.92$) than teachers ($M = 3.70$), suggesting that students perceive GenAI as more compatible with their preferred learning styles.

EC2: *GenAI as a technology is compatible with my school's learning/teaching aims.*

Students scored higher ($M = 3.90$) than teachers ($M = 3.42$), indicating stronger recognition of GenAI's alignment with institutional educational objectives.

These results suggest that students hold more favorable views regarding the educational compatibility of GenAI. In contrast, teachers may require additional support and guidance to fully leverage the potential of GenAI in meeting instructional goals.

Attitude (ATT)

The Attitude dimension reflects users' overall disposition toward the use of GenAI. It comprises two subitems that assess emotional and evaluative responses to GenAI integration.

ATT1: *I believe that using mobile GenAI is a good idea.*

Students rated this item significantly higher ($M = 4.10$) than teachers ($M = 3.57$), indicating that students hold a more favorable attitude toward the use of mobile GenAI in educational contexts.

ATT2: *I think that using GenAI is pleasant.*

Student scores ($M = 3.85$) were slightly higher than those of teachers ($M = 3.78$), suggesting that both groups share a generally positive view of the user experience, with students expressing marginally greater enjoyment.

Overall, students scored higher on both ATT1 and ATT2, reflecting a more positive emotional attitude toward GenAI. This difference may be attributed to students' greater familiarity with and openness to emerging technologies, underscoring the importance of addressing attitudinal gaps through target support and engagement strategies for educators.

These findings comprehensively address the first research objective by providing a detailed overview of perceptions and attitudes towards GenAI. The observed variations between teacher and student responses across all variables offer meaningful insights for the second research objective, highlighting areas where tailored strategies may be needed to enhance the effective adoption of GenAI in international school settings.

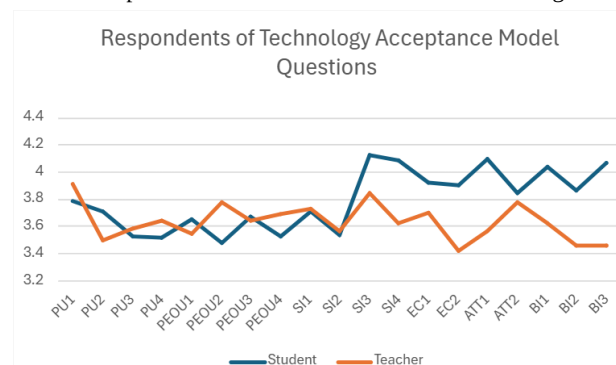


Figure 3 Respondents of Technology Acceptance Model Questions

Based on the correlation analysis presented in Table 3, the findings directly address Research Objective 2, which aims to explore the relationships between perceptions and attitudes towards GenAI in selected international schools. The analysis of the results is as follows:

1) **Statistical Significance:** All variables demonstrated statistically significant positive correlations with Behavioral Intention (BI) at $p < .01$, confirming strong associations between the Technology Acceptance Model (TAM) constructs and the intention to use GenAI.

2) **Social Influence (SI):** SI exhibited the strongest correlation with BI ($r = 0.699^{**}$), suggesting that peer and environmental factors play a crucial role in shaping individuals' intentions to use Generative AI in educational contexts.

3) **Attitude (ATT):** ATT showed the second strongest correlation with BI ($r = 0.678^{**}$), indicating that favorable attitudes toward Generative AI are intricately linked to users' behavioral intentions.

4) **Educational Compatibility (EC):** EC also has a strong correlation with BI ($r = 0.663^{**}$), highlighting the importance of perceived alignment between GenAI and existing teaching and learning practices.

5) **Perceived Usefulness (PU) and Perceived Ease of Use (PEOU):** PU ($r = 0.509^{**}$) and PEOU ($r = 0.500^{**}$) showed moderate correlations with BI, suggesting that while these factors contribute to intention, they may not be the primary drivers in this context.

6) **PU and PEOU Relationship:** A strong correlation between PU and PEOU ($r = 0.702^{**}$) indicates that users who perceive Generative AI as easy to use also tend to view it as more useful, reinforcing the interdependence of these constructs.

7) **Influence of SI on PU and PEOU:** SI was strongly correlated with both PU ($r = 0.646^{**}$) and PEOU ($r = 0.665^{**}$), implying that social factors may significantly shape users' perceptions of GenAI's usefulness and usability.

Table 3 Correlation Analysis of TAM Variables and Behavioral Intention

Correlation Analysis between TAM Variable and Behavioral Intention (teacher group n=74)						
Teacher	PU	PEOU	SI	EC	ATT	BI
PU	1					
PEOU	.662**	1				
SI	.708**	.717**	1			
EC	.636**	.807**	.722**	1		
ATT	.593**	.718**	.609**	.761**	1	
BI	.690**	.592**	.748**	.651**	.710**	1
Correlation Analysis between TAM Variable and Behavioral Intention (student group n=112)						
Student	PU	PEOU	SI	EC	ATT	BI
PU	1					
PEOU	.733**	1				
SI	.609**	.643**	1			
EC	.376**	.490**	.561**	1		
ATT	.373**	.483**	.599**	.513**	1	
BI	.431**	.493**	.671**	.648**	.645**	1
Correlation Analysis between TAM Variable and Behavioral Intention (n=186)						
All	PU	PEOU	SI	EC	ATT	BI
PU	1					
PEOU	.702**	1				
SI	.646**	.665**	1			
EC	.475**	.605**	.633**	1		
ATT	.458**	.568**	.609**	.627**	1	
BI	.509**	.500**	.699**	.663**	.678**	1

** $p < 0.01$ (Correlation is significant at the 0.01 level (2-tailed))

These findings directly address Research Objective 2 by revealing the complex interrelationships among various perceptions and attitudes towards GenAI. The results suggest that social influence, attitudes, and educational compatibility are the strongest predictors of behavioral intention to use GenAI in international schools. This implies that strategies aimed at promoting GenAI adoption should prioritize fostering a supportive social environment, cultivating positive attitudes and ensuring that the technology aligns with existing educational practices. Additionally, the moderate correlations of PU and PEOU with BI suggest that, while these factors are relevant, they may not be sufficient on their own to drive adoption—highlighting the need for a multifaceted approach to integrating GenAI in educational settings.

Discussion

Objective 1: Investigating Perceptions and Attitudes Toward Generative AI

This study revealed distinct perceptions and attitudes toward Generative AI (GenAI) among teachers and students in international schools, aligning with prior research that underscores its potential to enhance educational practices (Ayanwale & Ndlovu, 2024). Both groups acknowledged GenAI's value in supporting lesson planning, learner engagement, and self-directed study. Teachers emphasized its role in improving instructional efficiency, yet

expressed cautious optimism influenced by concerns over ethical implications and potential over-reliance on technology—concerns echoed in existing literature on AI integration challenges (Faqih, 2019).

In contrast, students exhibited stronger enthusiasm for adopting GenAI tools, focusing on functionality and ease of use to support academic projects and independent learning. While teachers prioritized academic integrity and the preservation of critical thinking skills, students favored intuitive interfaces and practical applications. This divergence highlights the need for GenAI tools that are responsive to both instructional and learner-centered contexts.

To address these differing priorities, policy initiatives should incorporate GenAI into teacher training programs, equipping educators to navigate ethical considerations while leveraging AI's pedagogical benefits. Likewise, curriculum frameworks should promote AI-enhanced activities that align with students' preferences for personalized and project-based learning experiences.

Compared to earlier studies reporting moderate teacher attitudes toward technology adoption (Kanont et al., 2024), the current findings suggest a shift toward greater acceptance—likely influenced by recent advancements in AI technologies and increased exposure to tools such as ChatGPT, Jenni AI, and Google Gemini. High adoption rates—79.7% among teachers and 58.0% among students—further underscore GenAI's growing ubiquity and relevance in contemporary educational settings.

Objective 2: Exploring Correlations Between Perceptions and Attitudes

Correlation analysis revealed significant relationships between the Technology Acceptance Model (TAM) variables and Behavioral Intention (BI) to adopt GenAI. Social Influence (SI) emerged as the strongest predictor of BI ($r = 0.699^{**}$), highlighting the critical role of peer dynamics and institutional endorsements in shaping adoption behaviors (Shahzad et al., 2024). Students were particularly influenced by their peers, whereas teachers relied more on professional networks. This finding aligns with prior research and suggests that peer-driven initiatives and institutional campaigns may be effective in promoting GenAI adoption.

Attitude (ATT) also demonstrated a strong correlation with BI ($r = 0.678^{**}$), confirming that positive perceptions significantly influence users' intention to adopt GenAI. Teachers exhibited slightly higher attitude scores than students, reflecting their growing familiarity with AI tools (Kanont et al., 2024). Raising awareness of GenAI's educational benefits and addressing concerns through professional development and clear usage guidelines may further strengthen positive attitudes.

Educational Compatibility (EC) showed a robust correlation with BI ($r = 0.663^{**}$), emphasizing the importance of aligning GenAI with existing pedagogical practices (Faqih, 2019). Teachers rated EC higher than students, perceiving GenAI as complementary to their instructional methods, while students viewed it as less compatible with their learning styles. Bridging this gap requires strategies that integrate GenAI into interdisciplinary projects and AI-enhanced lesson plans tailored to diverse educational needs.

Interestingly, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) exhibited moderate correlations with BI ($r = 0.509^{**}$ and $r = 0.500^{**}$, respectively), suggesting that while these factors are relevant, they may not be the primary drivers of adoption in this context. Students reported higher PEOU scores, likely due to greater digital exposure, whereas teachers may require additional support to build confidence and competence with GenAI tools. Targeted training programs, intuitive user interfaces, and peer collaboration can address these disparities and foster more inclusive adoption.

The findings underscore the importance of tailored strategies to support the integration of GenAI in international schools. Policy frameworks should promote ethical and responsible AI use while encouraging collaborations with developers to create tools customized for educational contexts. Professional development programs must equip educators with practical competencies, address concerns related to AI adoption, and build confidence in its instructional applications. Likewise, curriculum design emphasizes educational compatibility by incorporating AI-enhanced projects and lesson plans that align with both pedagogical practices and diverse student learning preferences. By addressing these factors and leveraging social dynamics, educational institutions can foster an environment conducive to GenAI adoption, ultimately transforming teaching and learning experiences. Future research should continue to examine these evolving dynamics to better understand how perceptions shift alongside technological advancements, ensuring the effective and sustainable integration of AI in education.

Recommendations

Recommendation for Implications

This study offers meaningful contributions to understanding the perceptions and attitudes toward Generative AI (GenAI) among teachers and students in international schools in Thailand. The findings carry important implications for global educational practices, particularly within IGCSE curricula and similar international frameworks.

Policymakers and school administrators should prioritize the integration of GenAI into teacher training programs, with a focus on developing practical competencies, addressing ethical considerations, and mitigating concerns about over-reliance on AI technologies. Tailored professional development workshops and peer collaboration initiatives can enhance educators' confidence and readiness to adopt GenAI tools effectively.

In terms of curriculum design, educational institutions should emphasize the creation of AI-enhanced lesson plans and interdisciplinary projects that align with established teaching practices and accommodate diverse student learning styles. This approach promotes compatibility between GenAI tools and existing pedagogical methods, supporting seamless integration into classroom environments. Furthermore, schools can leverage peer-driven initiatives and institutional campaigns to cultivate a socially supportive environment for GenAI adoption—particularly among students, whose engagement is often influenced by peer dynamics. These combined efforts contribute to establishing a

global standard for the responsible and effective incorporation of AI technologies into educational frameworks, ultimately transforming teaching and learning experiences.

Recommendation for Further Research

To build upon the contributions of this study, future research should explore several key avenues. Expanding the sample to include international schools across multiple countries offering IGCSE curricula would provide a more comprehensive understanding of GenAI adoption across diverse educational contexts. A comparative approach examining differences between IGCSE and other international curricula—such as the International Baccalaureate (IB) or Advanced Placement (AP)—could help identify best practices for AI integration into various curricular frameworks.

Longitudinal studies are essential to track how perceptions and attitudes toward GenAI evolve over time, particularly as technological advancements increase its presence in educational settings. Incorporating qualitative methods, such as in-depth interviews and focus groups, alongside quantitative surveys, would yield richer insights into the motivations and contextual factors influencing adoption behaviors. Further research should also investigate the direct impact of GenAI on student performance in IGCSE examinations and coursework, with a focus on its potential to enhance learning outcomes. Additionally, exploring ethical considerations—including academic integrity, data privacy, and responsible use—is critical for sustaining trust in AI integration. Future studies should assess the training needs of educators and develop implementation frameworks that align GenAI usage with examination board standards while preserving academic rigor.

Conclusion and Suggestions

This study offers a valuable contribution to the field of educational technology by addressing a critical gap in understanding the perceptions and attitudes toward GenAI in international schools implementing the IGCSE curriculum. By examining key factors influencing adoption—Perceived Usefulness, Ease of Use, Educational Compatibility, Social Influence, Attitude, and Behavioral Intention—the research provides a nuanced perspective on AI integration in a specific educational context.

The findings carry significant implications for global educational practices, serving as a foundation for targeted strategies aimed at enhancing teacher preparedness, refining curriculum design, and promoting positive student engagement with AI technologies. Continued exploration of these dynamics through further research will enable educators and policymakers to develop globally relevant frameworks that support the ethical, effective, and sustainable integration of GenAI—ultimately advancing educational outcomes across diverse learning environments.

Author Contributions

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Conflict of Interest

The authors declare no conflict of interest. Neither author is employed by, or holds any institutional, financial, or advisory relationship with, School A or School B, the participating institutions in this study.

Declaration of Generative Artificial Intelligence Usage

During the preparation of this manuscript, the authors used SciSpace solely to check grammar. No content generation, data analysis, or interpretation involved AI tools. The authors reviewed and approved the final manuscript and take full responsibility for its accuracy.

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