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# Greek teacher's attitudes towards artificial intelligence

## Abstract

Artificial intelligence has now become a dynamic part of people's daily lives and its presence is increasingly expanding in the field of education. Many schools are already using applications based on artificial intelligence, with the aim of familiarizing students with new technologies and exploiting the possibilities they offer in the learning process.

However, important questions arise regarding teachers' attitudes towards the use of artificial intelligence in education. To what extent are they familiar with it? What is their view on its integration into teaching practice? Are they willing to use it in their educational work?

The purpose of this research is to explore the attitudes and perceptions of teachers of all levels of education towards artificial intelligence and its use in the educational environment.

**Keywords:** AI, teachers, attitude, familiarity

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**Abbreviation:** AI, Artificial Intelligence; GenAI, generative AI; PD, professional development; MoERAS, ministry of education, religious affairs and sports; IEP, institute of educational policy; PAIC, panhellenic artificial intelligence competition

## Introduction

The ongoing advancement of artificial intelligence (AI) technologies in recent years has significantly impacted various sectors, including education.[1, 2] AI is defined as "the imitation of human intelligence by a system or machine",[3] and it includes a variety of abilities such as learning, reasoning, planning, and processing natural language. A notably transformative area, generative AI (GenAI), has attracted considerable attention due to its capacity to produce human-like text in response to natural language prompts, made feasible through powerful computing resources and large training datasets.[4,5]

Artificial intelligence (AI) is revolutionizing the ways educators prepare, teach, and evaluate learning in various subject areas.[6,7] While some educators face difficulties in finding credible resources to enhance their curriculum and teaching methods,[8] those with a deeper understanding of AI tools demonstrated a greater ability to incorporate artificial intelligence into their teaching practices.[9,10]

While the potential of AI in education is widely recognized, its effective incorporation into teaching practices is neither guaranteed nor consistent. The effectiveness of AI in educational settings depends on several crucial factors: the teachers' understanding of AI tools, their assurance in using these tools competently, and the depth and quality of the professional development (PD) they receive.[11] If school systems lack a solid grasp of how educators are currently engaging with AI, they risk implementing policies or technologies that do not align with the actual needs and readiness of teachers. To fill this gap, the current research aims to explore how teachers in grades 3 through 12 are utilizing AI tools, which tools are most frequently used, how confident educators feel in their application, and the professional development they undergo.

## Literature review

AI can be used in school settings as Greece has made a national plan for AI that involves a section which has to do with law and education that permits the use of AI.

In November 2023, Greece created a committee under the coordination of the Special Secretariat for Long-Term Planning. The primary aim of this committee is to develop a national strategy that allows Greece to maximize the benefits of AI for its citizens, society, economy, and environment, while also enhancing the nation's standing on the global stage. The "Blueprint for Greece's AI Transformation" was disseminated in the year 2024 and encompasses a section comprising six recommendations for transformative reforms in the educational sector aimed at the assimilation of artificial intelligence within pedagogical frameworks. The National Commission for Bioethics and Techno ethics rendered insights in the years 2023 and March 2025 pertaining to the application of artificial intelligence within educational contexts.[12]

These emphasize the necessity of transparency, accountability, and explicability regarding artificial intelligence algorithms, the safeguarding of personal data, the preservation of the pedagogical relationship, as well as the ethical implications and compatibility of AI applications with the foundational principles of the Greek educational framework. Greece is progressing towards the institutionalization of the integration of novel technologies—including artificial intelligence—within primary and secondary educational settings via Article 40 of Law 5237/2025, entitled "Utilization of Digital Innovative Tools in Education," which articulates that "Solely for the purpose of facilitating the endeavors of educators and enhancing the educational experience in primary and secondary schooling, digital technologies and applications, innovative educational resources, along with artificial intelligence systems, may be employed, and the professional development of educators in the application of these technological tools and systems may be arranged." Greece is weaving AI into its school subjects, like Informatics, and in special workshops for digital skills. They're also encouraging students to think critically about how technology affects society. Plus, back in September 2025, the Greek government teamed up with big names like OpenAI, the Onassis Foundation, and Endeavor Greece to kick off a project called "OpenAI for Greece".[13]

The goal is to give secondary school students better access to AI tools. This whole program is set to start in December 2025 with

training for teachers. Then, starting March 2026, students in the 10th and 11th grades at 20 different schools – chosen to represent various regions and backgrounds – will get to try out ChatGPT Edu, which is basically a special version of ChatGPT made for schools. The idea behind this trial run is to help teachers get better at understanding and using AI, make their work more efficient, and bring AI into their teaching in a smart way. They also want to help students learn how to use AI responsibly and creatively.

In Greece, the Ministry of Education, Religious Affairs and Sports (MoERAS) has a significant role in assisting schools and educators in implementing AI. One important project is the Digital School platform, which facilitates the integration of cutting-edge technologies, such as AI, in education and teacher development.

The Ministry, in partnership with the Institute of Educational Policy (IEP) and the Onassis Foundation, supports teacher training initiatives, such as the ChatGPT Edu pilot, and organizes activities like roundtable discussions and the AI-education Festival to delve deeper into the use of AI in education with interactive workshops and presentations for educators.[14]

The goal of these projects is to give teachers more control and support the ethical use of AI in schools. The IEP has translated the UNESCO Guidance on generative AI in education and research into Greek for easier access. Additionally, partnerships between universities, the IEP, CTI, private institutions, and non-profit organizations are providing professional development opportunities for teachers.

Through the "OpenAI for Greece" collaboration, a few Greek schools will have access to ChatGPT Edu. This will enable educators to develop activities that foster critical thinking, creativity, and teamwork as well as customized learning resources (Custom GPTs). Greek educators are experimenting with AI, mostly through contests, training, and national and international projects. Teachers that take part in the eTwinning initiative's professional development activities (such as national conferences and Massive Open Online Courses) create projects that use AI agents and activities, backed by examples of educational scenarios.

Teachers include students in AI projects through educational clubs, such as the Panhellenic Artificial Intelligence Competition (PAIC) for junior and senior high school students. Additionally, the Ministry of Education, Religious Affairs, and Sports is in charge of the Experience AI initiative in Greek education, which is a public-private partnership (PPP) carried out by the Foundation for Research and Technology - Hellas (FORTH) with assistance from Google and the Raspberry Pi Foundation. The initiative's goal is to introduce AI concepts and computational thinking to secondary school students through interesting activities. The OECD Informal Working Group on AI and Assessment in Education has Greece as a member.

Regarding this, Greece contributed in 2025 the creation of the Frontier Monitor, a policy- tracking tool that tracks advancements in the application of AI in high-stakes student assessments in real time. As a Tier 1, Greece takes part in this endeavor, emphasizing fair, transparent application of AI in delicate educational contexts and reliable documentation.

In Greece, the ministry is participating in the OpenAI for Greece pilot initiative, collaborating with OpenAI, the Onassis Foundation, and Endeavor Greece. Greece will be one of the initial nations to lead the implementation of ChatGPT Edu, a variant of ChatGPT designed for educational environments. In the context of the e-me.ai research aimed at enhancing the platform utilizing AI tools, a market assessment on the application of AI in education is currently underway. In partnership with the Institute for Language and Speech Processing (ILSP) and the Greek digiGOV-innoHUB, a prototype "e-me.ai Lesson Plan" app is being developed to aid educators in crafting lesson plans by producing customized teaching suggestions based on subject, student age, and learning goals.

## Research methodology

The target population of the research were teachers from all levels, from the region of Kavala in Greece. The questionnaires were administrated through google forms. The total sample was 890 teachers. The research took place from October till December 2025. The questionnaire was divided in 5 parts. The first part consisted of Demographic characteristics (gender, age, occupation, education and place of residence.

The second part of the questionnaire measured teacher's familiarity with AI and consisted of three questions. The first one was do you know what AI is? How would you rate your knowledge of Artificial Intelligence? Have you ever used AI apps (ChatGPT, voice assistants, photo filters, and translation tools)?

The third part of the questionnaire measured Attitudes- Perceptions of Artificial Intelligence. This factor consisted of 4 questions. Artificial Intelligence can be dangerous to society, Artificial Intelligence can help children learn more effectively, I am concerned about the effect of Artificial Intelligence on children's mental health and parents need to know how Artificial Intelligence works. The questions were answered with a 5 point Likert Scale were 1 was Totally Disagree and 5 was totally agree.

The fourth part of the questionnaire measured Artificial Intelligence in Education and this factor was divided in 4 questions. Would you let your child use AI for school? Do you think that Teachers / Professors should use Artificial Intelligence in their teaching? Does your child's school use Artificial Intelligence or similar technologies? And last would you like Artificial Intelligence to be taught in school? The questions were answered with "yes" and "no" answers.

The fifth and last part of the questionnaire measured ethical and social issues. The questions of this factor were 3. Artificial Intelligence violates user privacy, Artificial Intelligence will create greater social inequalities and I believe that rules are needed for the use of Artificial Intelligence in children. The questions were answered with a 5 point Likert Scale were 1 was Totally Disagree and 5 was totally agree.

## Results

The sample of the research was 890 teachers of all levels and 49.2% were men whereas 50.8% were women (Table 1).

**Table 1** Gender of participants

| | Frequency | Percent |
|---|---|---|
| Men | 438 | 49.20% |
| Women | 452 | 50.80% |
| Total | 890 | 100.00% |

A total of 890 teachers from all levels of education participated in this survey. As can be seen from the data, the largest proportion of participants came from Primary Education (51.0%, n=454), followed by Secondary Education teachers (45.8%, n=408). Participation from Tertiary Education is significantly limited (3.1%, n=28).

This distribution demonstrates that the sample is essentially evenly distributed between Primary and Secondary Education, which allows comparative analyses between the two levels with relative statistical adequacy. On the contrary, the small representation of Tertiary Education limits the possibility of generalizations for this specific level and may affect the comparative power of the relevant analyses.

The descriptive analysis of the age of the participants (N=596) showed that the average age in the total sample was 43.84 years (Standard Deviation = 7.31), which indicates a relatively mature and professionally experienced educational workforce. In particular, men (N=279) had an average age of 44.00 years (SD = 7.40), while women (N=317) had an average age of 43.70 years (SD = 7.23). The difference between the two genders is extremely small (0.30 years) and does not seem to indicate a substantial differentiation in terms of the demographic composition of the sample.

The relative homogeneity of the means and standard deviations between men and women enhances the comparability of the two groups in potential further analyses, limiting the possibility that age acts as a confounding variable in comparisons by gender (Table 2).

**Table 2** Age

| | N | Mean | Std. deviation |
|---|---|---|---|
| Men | 438 | 44 | 7.404 |
| Women | 452 | 43.7 | 7.231 |
| Total | 890 | 43.84 | 7.308 |

Of the 890 participants, the majority stated that they reside in an urban area (55.6%, n=495). This is followed by teachers residing in semi-urban areas (29.4%, n=262), while a smaller percentage comes from rural areas (14.2%, n=126). A very small percentage (0.8%, n=7) corresponds to invalid or undeclared responses (Table 3).

**Table 3** Region

| Region | Percentage % |
|---|---|
| Urban | 55.6 |
| Semi-urban | 29.4 |
| Rural | 15 |
| Total | 100 |

In question: Would you allow your children to use Artificial Intelligence for their homework?

Their answer is negative with a percentage of 40.9%. Although they do not want their children to use Artificial Intelligence for their lessons, they want teachers/professors to use Artificial Intelligence in their teaching with a percentage of 55.2% and that it should be taught in school by 51.8%. Finally, it was revealed that in this specific sample, schools by a percentage of 62.5% do not use artificial intelligence or other similar technologies (Table 4).

**Table 4** Artificial intelligence in education

| | Yes | No |
|---|---|---|
| Would you allow your child to use Artificial Intelligence for school? | 59.1 | 40.9 |
| Do you think that Teachers/Professors should use Artificial Intelligence in their teaching? | 55.2 | 44.8 |
| Does your child's school use Artificial Intelligence or similar technologies? | 37.5 | 62.5 |
| Would you like Artificial Intelligence to be taught in school? | 51.8 | 48.2 |

Regarding teachers' view on Artificial Intelligence, it appears that 58.7% believe that it can improve the quality of people's lives and that they are not concerned about the impact of Artificial Intelligence on the mental health of children (62.0%). They state that Artificial Intelligence can be dangerous for society (60.4%). They argue that parents should know how Artificial Intelligence works (59.6%) but do not consider that learning with Artificial Intelligence is more effective than traditional learning (58.5%) (Table 5).

In order to explore differences, due to gender, on the opinion of teachers and Analysis of Variance has been performed. The results indicate that there are no differences as the F- statistic in all cases is not statistical significant because sig. F>5%. The results are presented in the table below (Table 6).

**Table 5** Ethical and social issues

| Questions | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|---|---|---|---|---|
| Artificial Intelligence can improve our quality of life | 1.3% | 7.5% | 32.4% | 52.9% | 5.8% |
| Artificial Intelligence can be dangerous for society. | | | 39.8% | 51.7% | 8.5% |
| Artificial Intelligence can help children learn more effectively. | 33.6% | 24.9% | 25.4% | 14.0% | 1.5% |
| I am concerned about the impact of Artificial Intelligence on children's mental health. | 58.1% | 3.9% | 11.0% | 19.0% | 7.8% |
| Parents need to know how Artificial Intelligence works. | 2.4% | 17.2% | 20.9% | 40.7% | 18.9% |

**Table 6** ANOVA

| ANOVA | F | Sig. |
|---|---|---|
| Artificial Intelligence can improve our quality of life. | 0.289 | 0.591 |
| Artificial Intelligence can be dangerous for society. | 0 | 0.984 |
| Artificial Intelligence can help children learn more effective | 22.2 | 0.222 |
| I am concerned about the impact of Artificial Intelligence on children's mental health. | 2.145 | 0.143 |
| Parents need to know how Artificial Intelligence works. | 0.024 | 0.876 |

In order to explore differences, due to gender, of the opinion of teachers and Analysis of Variance has been performed. The results indicate that there are no differences as the F- statistic is in all cases is not statistical significant because sig. F>5%.

Another factor that may effect on teachers opinion about the AI is if they teach in primary, secondary or College. The results show that the educational level that they teach is not a factor of differentiation (Table 7).

**Table 7** $\chi^2$ test of independence

| ÷² test of independence | ÷² | Sig. |
|---|---|---|
| Artificial Intelligence can improve our quality of life. | 2.943 | 0.053 |
| Artificial Intelligence can be dangerous for society. | 0.492 | 0.611 |
| Artificial Intelligence can help children learn more effective | 0.655 | 0.520 |
| I am concerned about the impact of Artificial Intelligence on children's mental health. | 2.341 | 0.097 |
| Parents need to know how Artificial Intelligence works. | 1.975 | 0.139 |

According to the results of the survey, 50.9% of teachers believe that Artificial Intelligence violates users' privacy. 70.7% argue that Artificial Intelligence will create greater social inequalities. 58% of teachers argue that there are no rules needed when using Artificial Intelligence, although a significant percentage of 41.6% state that there should be rules (Table 8).

**Table 8** Attitudes - perceptions of artificial intelligence

| Questions | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|---|---|---|---|---|
| Artificial Intelligence can improve our quality of life | 1.50% | 11.60% | 36.00% | 40.30% | 10.60% |
| Artificial Intelligence can be dangerous for society. | 1.00% | 7.20% | 21.10% | 52.60% | 18.10% |
| Artificial Intelligence can help children learn more effectively. | 34.90% | 23.10% | 0.50% | 41.60% | |
| I am concerned about the impact of Artificial Intelligence on children's mental health. | 1.50% | 11.60% | 36.00% | 40.30% | 10.60% |
| Parents need to know how Artificial Intelligence works. | 1.00% | 7.20% | 21.10% | 52.60% | 18.10% |

However, gender is not a factor that contributes to the differentiation of teachers' opinions as the value of the F statistic is statistically insignificant (Sig.F>0.05). The level of education is a factor that influences teachers' opinion regarding the usefulness of rules in the use of artificial intelligence by children [Sig. (3.485) =0.031<0.05]. In particular, those in higher education disagree more than the rest regarding the usefulness of rules in the use of artificial intelligence (Table 9).

**Table 9** Gender and educational level

| | Gender | | Educational level | |
|---|---|---|---|---|
| | F | Sig. | F | Sig. |
| Artificial Intelligence violates users' privacy. | 1.254 | 0.263 | 2.767 | 0.063 |
| Artificial Intelligence will create greater social inequalities. | 1.692 | 0.194 | 1.314 | 0.269 |
| I believe that rules are needed for the use of Artificial Intelligence with children. | 0.654 | 0.419 | 3.485 | 0.031 |

## Conclusion

The results of the present study are consistent with findings from other studies examining teachers' attitudes towards Artificial Intelligence (AI). Specifically, several studies indicate that teachers recognize the potential of AI in education, while at the same time expressing concerns about ethical issues, privacy, and the social consequences of its use. Similar results were reported by Bulut et al.[15] and Tao et al.[16]

For example, research on teachers' perceptions of AI has shown that most educators believe AI can support teaching and enhance the learning process. These findings align with those of Chatwal et al.[17] Nevertheless, teachers still express concerns about students' overreliance on technology and the ethical implications of AI use, as also observed in the study by Sharmin. Similarly, Wang et al.[10] note that teachers understand the benefits AI can bring to education but emphasize that its use should be limited and carefully monitored.

Furthermore, other studies demonstrate that teachers primarily perceive AI as a supportive tool rather than a replacement for the teacher, while still expressing concerns about issues such as personal data protection and equitable access to AI technologies.[18] Çetin and Aktaş[19] also highlight that AI alone is insufficient and cannot replace the teacher in any meaningful way.

Finally, research conducted across different countries shows that demographic factors such as gender, age, or level of education often do not significantly influence teachers' attitudes toward AI. This is consistent with the findings of the present study.

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## Conflicts of interest

The Author declares that there is no conflicts of interest.

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