ATTITUDES TOWARDS LARGE LANGUAGE MODELS AND MOTIVATIONS FOR THEIR USE: BASIS FOR CLASSROOM INTEGRATION

Jeffrey A. Rajik[i]
Mindanao State University,
Tawi-Tawi College of Technology and Oceanography,
Philippines

Abstract:

This research investigates faculty and students' attitudes toward Large Language Models (LLMs) and their motivations for their use in classrooms. Utilizing descriptive quantitative methods, including the modified General Attitudes towards Artificial Intelligence Scale (GAAIS) and the Questionnaire of AI Use Motives (QAIUM), data were collected from 24 faculty members and 120 students across eight undergraduate programs of the College of Arts and Sciences of Mindanao State University – Tawi-Tawi College of Technology and Oceanography in the Philippines. Results reveal significant differences between faculty and students in their attitudes and motivations toward LLMs. Faculty express greater concerns regarding ethical implications, transparency, and reliability, along with apprehension regarding the potential loss of personal connections and the value of human interaction in the learning process. On the other hand, students display greater enthusiasm and a willingness to engage with LLMs. As education is shifting to a digital future, these findings highlight the need for targeted professional development for faculty to effectively integrate LLMs into teaching practices and to address the ethical considerations and equity issues associated with their use. Furthermore, this study emphasizes the importance of considering diverse perspectives when implementing LLMs in educational settings, as it can lead to more effective and balanced integration strategies.

Keywords: artificial intelligence, large language models, LLMs in classrooms, attitudes toward LLMs, LLMs use motivations

1. Introduction

As artificial intelligence (AI) increasingly influences diverse sectors, its incorporation into educational systems brings both advantages and hurdles. The innovative capabilities of

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[i] Correspondence: email jeffreyrajik@msutawi-tawi.edu.ph

AI technologies provide educational institutions with novel approaches to improve teaching and learning. To maximize the benefits of these innovations, it is crucial to grasp the perspectives and motivations of the primary stakeholders, particularly faculty members and students, regarding AI.

This present study focuses on Large Language Models (LLMs) as a significant subset of AI. Large language models (LLMs) are highly developed neural network models crafted to comprehend and produce human language. They employ deep learning methods, especially transformer architectures (Raiaan *et al.*, 2024). Their origins can be traced back to significant developments in natural language processing, notably the launch of the transformer model in 2017 by Vaswani *et al.* With subsequent innovations, LLMs gained prominence through models like OpenAI's GPT series, beginning with GPT in 2018 and evolving through GPT-2, GPT-3, and GPT-4, as well as Google's BERT, which enhanced contextual understanding in text processing. LLMs have a myriad of applications, including powering conversational agents for customer service, assisting in content creation, providing real-time translation, summarizing extensive documents, generating code, and performing sentiment analysis (Farah, 2023; Smith *et al.*, 2024; Subramanian, 2024).

As LLM technologies increasingly integrate into educational environments, understanding the attitudes of the students and faculty becomes important. These attitudes can widely vary, influencing how readily these groups embrace or resist new LLMs-driven solutions. If there is a predominantly positive attitude toward LLMs among these stakeholders, it may lead to a culture of innovation and exploration. Conversely, if apprehension, which might arise from a variety of concerns, including the reliability of LLM tools, ethical implications, data privacy, or academic integrity, prevails, it could hinder the progress of AI integration in education.

Equally important is examining the motivations that drive students and faculty to adopt LLM technologies. These motivations could differ dramatically among the groups based on their unique experiences and the roles they play within the educational ecosystem. For students, motivations might center on the desire for personalized learning experiences, ease of access to information, or the need for enhanced feedback mechanisms that LLM tools can provide. In contrast, faculty members may be motivated by the potential for LLM to alleviate administrative burdens, improve grading accuracy, or offer innovative pedagogical strategies tailored to diverse student needs.

Despite the growing interest in AI technologies, there remains a literature gap concerning the specific attitudes and motivations of students and faculty toward LLMs integration in classrooms. Limited research has systematically addressed how these factors influence the effectiveness and acceptance of AI tools in educational settings. Consequently, conducting this study is urgent as it seeks to fill this gap by providing insights that not only highlight the current perceptions of faculty and students but also provide valuable insights for institutional leaders about technology investments and policy formulation. Therefore, this study aims to investigate and analyze the attitudes held by faculty and students toward artificial intelligence, along with the motivations

driving their use of LLM technologies in educational contexts. With this, the research contributes to a deeper understanding of how to facilitate the successful integration of LLMs in education, ensuring that technological advancements align with the needs and expectations of students and faculty.

2. LLMs in Teaching and Learning

Large Language Models (LLMs) are sophisticated AI systems built to understand and create human language by analyzing extensive text datasets (Hagos *et al.*, 2024). By employing deep learning methodologies, especially transformer architectures, LLMs can perform a variety of natural language tasks such as generating text, translating languages, summarizing content, and answering questions, all with significant fluency and coherence (Hadi *et al.*, 2024; Johnsen, 2024).

In the teaching and learning process, the integration of LLMs presents numerous opportunities to enhance educational experiences (Graefen & Fazal, 2024; Jeon & Lee, 2023; Kasneci *et al.*, 2023; Liu *et al.*, 2024). For instance, they can create personalized learning plans and function as virtual tutors, offering 24/7 assistance to students. If a student struggles with math, the model can generate practice problems and explanatory text targeting the specific concepts they find challenging. Moreover, LLMs can facilitate language learning by generating conversational practice scenarios that simulate real-life dialogues, allowing students to practice speaking and writing in a target language and thereby improving their fluency and comprehension. Additionally, LLMs provide immediate feedback on writing assignments or projects, helping students identify areas for improvement. For teachers, LLMs can streamline administrative tasks such as generating reports, analyzing student performance data, and managing schedules. This capability frees educators to focus more on teaching and student engagement rather than administrative paperwork.

Despite the potential benefits of LLMs in educational settings, significant concerns and potential harms must also be acknowledged. A primary concern is the issue of plagiarism and academic integrity; students may harness LLMs to generate essays, reports, or other assignments that they can submit as their own work (Hutson, 2024). Additionally, both educators and students run the risk of becoming overly reliant on LLMs for assistance, which may lead to a decline in critical thinking, problem-solving skills, and creativity (Upadhyay *et al.*, 2024). Furthermore, since LLMs generate responses based on their training data, they can sometimes provide inaccurate or misleading information—an especially critical flaw in educational contexts where accuracy and reliability are paramount (Lin *et al.*, 2024). Relying on these models for explanations or information could discourage students from seeking original sources or critically evaluating the information presented. Moreover, the use of LLMs raises ethical questions regarding data privacy, particularly if student interactions with LLM systems are logged or analyzed (Alier *et al.*, 2023). Concerns about potential data misuse or breaches add another layer of complexity regarding student confidentiality and safety.

3. Material and Methods

3.1 Research Design

This research employed quantitative methods, specifically utilizing a descriptive correlational design. By systematically gathering numerical data, the study allowed for statistical analysis to measure and interpret the relationships between students' and faculty's attitudes toward Large Language Models and their motivations for using these technologies in the classroom. Descriptive statistics were utilized to condense and highlight the main characteristics of the data, focusing on the attitudes and motivations of faculty and students. At the same time, correlational analysis was carried out to examine the associations among these variables.

3.2 Research Respondents

The respondents of this study comprised 24 faculty members and 120 students from the College of Arts and Sciences of the Mindanao State University, Tawi-Tawi College of Technology and Oceanography, located in Tawi-Tawi, Philippines. Each of the college's eight undergraduate programs was represented by three faculty members and 15 students as respondents. A stratified sampling method was employed to ensure the diversity of the respondents (e.g., year level for students and teaching experience for faculty) to determine the final selection of faculty and student participants from each program.

3.3 Research Instruments

In this study, two questionnaires have been utilized as research instruments to assess participants' perspectives on LLMs in the classroom: The General Attitudes towards Artificial Intelligence Scale (GAAIS) and the Questionnaire of AI Use Motives (QAIUM). The GAAIS, developed by Schepman and Rodway (2020), has been adapted and modified for this research, consisting of 20 items designed to gauge participants' attitudes toward LLMs. The response options for the GAAIS follow a Likert scale format, offering five levels of agreement: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Among the 20 items, 12 items reflect a positive attitude towards artificial intelligence, while 8 items reflect a negative attitude. This dual perspective allows for an understanding of participants' sentiments toward AI technology, accommodating the complexity of perceptions that stakeholders, including both students and teachers, may hold.

On the other hand, the Questionnaire of AI Use Motives (QAIUM) was adapted and modified by Yurt and Kasarci (2024). It consists of 20 items designed to assess respondents' motivations for using LLMs. The response options for the QAIUM also follow a Likert scale format, offering five levels of truthfulness: Completely True, Mostly True, Neutral, Mostly False, and Completely False. This questionnaire investigates the motivations behind the use of LLMs, specifically focusing on educational environments. The QAIUM is structured to understand why teachers and students choose to engage

with Large Language Models in their academic activities. In the context of this study, all items were consolidated into a single category and not classified according to their original groupings (i.e. expectancy, attainment value, utility value, intrinsic/interest value, and cost value).

3.4 Data Collection

The data collection commenced after the concerned offices granted the researcher permission to conduct the study in their departments. There was an orientation held before administering the questionnaires where the researcher informed the respondents about the study's purpose and obtained their consent to ensure ethical compliance. Following this, the team administered the GAAIS and QAIUM questionnaires face-to-face to the participants.

3.5 Data Analysis

The data collected were analyzed using descriptive statistics to summarize the distribution of responses to the questionnaire items. This included calculating means and standard deviations for continuous variables. Subsequently, Independent t-tests were conducted to compare the attitudes and motivations of teachers and students. Specifically, these tests evaluated differences in attitudes between teachers and students, as well as differences in their respective motivations. Additionally, Pearson's correlation coefficient was calculated to assess the relationships between teachers' attitudes and their motivations, as well as between students' attitudes and their motivations.

3.6 Ethical Considerations

Ethical considerations were given utmost priority in this study to ensure integrity and data privacy. Participants received a clear explanation of the study's purpose, procedures, potential risks, and benefits. Likewise, informed consent was secured from the participants.

4. Results and Discussion

The findings of this study provide essential insights into the attitudes and motivations of both faculty and students regarding the use of Large Language Models in teaching and learning. Furthermore, the results highlight significant implications of these attitudes and motivations for the future implementation of LLMs in education, illustrating how these perspectives could influence the integration of this technology into classroom practices.

Table 1: Attitudes of faculty and students toward LLM

Items	Level of Agreement	
	Faculty	**Students**
1. For routine transactions, I would rather interact with Large Language Models than with a human.	Strongly Disagree	Agree
2. Large Language Models can provide new educational opportunities for this country	Disagree	Agree
3. Educational institutions use Large Language Models unethically.	Neutral	Strongly Disagree
4. Large Language Models can help teachers and students feel more engaged and satisfied in their teaching and learning.	Agree	Strongly Agree
5. I am impressed by the capabilities of Large Language Models in educational settings.	Agree	Strongly Agree
6. I think Large Language Models make many errors.	Strongly Agree	Disagree
7. I am interested in using Large Language Models in my daily life as teacher/student.	Strongly Disagree	Disagree
8. I find the use of Large Language Models in the classroom concerning.	Strongly Agree	Agree
9. Large Language Models might take control of people.	Agree	Neutral
10. I think Large Language Models pose risks in educational contexts.	Strongly Agree	Neutral
11. Large Language Models can have positive impacts on teachers and students' wellbeing.	Strongly Disagree	Strongly Agree
12. Large Language Models are exciting.	Agree	Strongly Agree
13. Large Language Models would be more effective than a teacher for many routine educational tasks.	Strongly Disagree	Strongly Disagree
14. There are many beneficial applications of Large Language Models in the classroom.	Neutral	Agree
15. I feel uneasy when I consider the future uses of Large Language Models in education.	Agree	Neutral
16. Large Language Models can perform better than humans.	Strongly Disagree	Neutral
17. Much of society will benefit from a future full of Large Language Models	Strongly Disagree	Disagree
18. I would like to use Large Language Models in my academic work.	Disagree	Agree
19. People like me will suffer if Large Language Models are used more and more.	Agree	Agree
20. Large Language Models are used to spy on people.	Agree	Strongly Disagree

Table 1 presents contrasting and overlapping attitudes of teachers and students regarding the use of LLMs in the classroom. Both teachers and students expressed concerns about the ethical implications of LLMs in education, showcasing a shared awareness of the potential risks involved. However, teachers were more skeptical about transparency, revealing a deeper apprehension regarding how LLMs function and the ethical challenges they pose. This skepticism can be linked to broader discussions in

educational technology literature that emphasize the importance of ethical guidelines and clarity in technological implementations (Rane *et al.*, 2024). On the other hand, students, while acknowledging the need for ethical awareness, generally adopted a more favorable view of LLMs. This divergence could be attributed to the students' more limited exposure to the complexities of ethical issues, leading to a more optimistic outlook that contrasts sharply with the cautious perspectives of educators. Consequently, both teachers and students recognized the necessity for further education—teachers focus on the effective use of LLMs, while students concentrate on understanding ethical considerations.

Both groups' attitudes toward LLMs diverged significantly: teachers primarily exhibited negative sentiments, valuing personal connections and human interactions, while students generally favored LLMs for their efficiency and potential educational opportunities. Teachers' negative sentiments stem from a value placed on personal connections and human interactions, a theme frequently noted in educational research that underscores the significance of teacher-student relationships in learning (Zhi & Wang, 2024). This perspective aligns with contemporary critiques of educational technology that argue for the irreplaceable value of human contact and mentorship in learning contexts (Chan & Tsi, 2023; Wibowo *et al.*, 2023; Yu, 2024). In contrast, students viewed LLMs through the lens of efficiency and educational potential, reflecting a generational shift towards technology adoption in learning environments. This disparity suggests that as students become accustomed to technology, their perceived benefits outweigh the concerns that educators hold (Bakun, *et al.*, 2023; Selwyn, 2021; Zhao & Cziko, 2001).

Engagement levels further illustrated the contrasting perceptions of LLMs. Teachers exhibited uncertainty about the effectiveness of LLMs in enhancing learning experiences, reflecting a cautious approach rooted in their professional responsibilities and a desire for proven outcomes. Educational theories advocating for evidence-based practices can account for this skepticism, as teachers often seek validated evidence of efficacy before integrating new technologies (Slavin, 2020). Conversely, students possessed a strong belief in LLMs' potential to enhance engagement and interactivity in learning. This belief echoes findings in related studies that indicate students are more drawn to interactive technologies, seeing them as tools to facilitate a more engaging learning environment (Schindler *et al.*, 2017).

The divergence in trust levels between teachers and students is particularly notable. Whereas teachers expressed significant concerns about ethical usage, indicating lower trust in the integration of LLMs, students demonstrated greater confidence in their responsible deployment. This discrepancy may be reflective of a broader trend in which educators are more keenly aware of ethical implications and potential misuse of technologies, leading to a cautious approach. In contrast, students' experiences with technology may lead to a perception of these tools as inherently beneficial, sometimes overshadowing the awareness of their limitations.

Finally, concerns about integration highlight the need for professional development among teachers to effectively incorporate LLMs into educational practices. This necessity for training is supported by literature advocating for ongoing professional development as essential to successful technology integration (Christensen & Knezek, 2017; Rajik, 2023; Shernoff *et al.*, 2017). Students, while exhibiting a willingness to selectively adopt LLMs for academic purposes, remained hesitant about their full integration into daily routines. This selective adoption suggests that while students are open to using LLMs as tools for academic success, they are also navigating the implications of their use in various contexts.

Table 2: Results of a t-test comparing attitudes toward LLMs between faculty and students

Group	N	M	SD	SE	t	p
Faculty	24	2.15	.91	.21	-4.09935	.0002
Students	120	3.44	1.1	.23		

.05 significance level

Table 2 indicates a statistically significant difference between the attitudes of faculty and students toward LLMs, with M calculated for each group across the 20 items. The calculated t-value suggests that the difference in attitudes is considerable, with faculty likely holding more negative views when compared to students. The p-value is well below the common alpha level of .05, which allows for the conclusion that the difference in attitudes is not only significant but also unlikely to be due to random chance.

Table 3: Motivations of faculty and students for the use of LLM

Items	Level of Truthfulness	
	Faculty	**Students**
1. I can learn the skills that enable the effective use of Large Language Models in my teaching/learning processes.	Mostly True	Completely True
2. My general knowledge of Large Language Models is more than sufficient compared to many.	Mostly False	Mostly False
3. I am better than most of my peers in effectively using Large Language Model applications.	Completely False	Mostly False
4. My potential to effectively use Large Language Model applications surpasses many people in my surroundings.	Completely False	Neutral
5. The ability to effectively use Large Language Models is important to me.	Neutral	Completely True
6. Learning and implementing innovations in Large Language Model applications are a priority for me.	Completely False	Mostly False
7. It is important for me to stay updated on developments related to Large Language Models.	Mostly False	Mostly False
8. I attach great importance to strengthening my skills in using Large Language Model applications.	Mostly False	Mostly True
9. Large Language Model applications will assist me in becoming a more proficient teacher/student.	Mostly False	Mostly True
10. Large Language Models enhance my overall efficiency, making my teaching/learning more effective.	Mostly False	Mostly True

11. In daily academic life, Large Language Models help me streamline my tasks.	Mostly False	Mostly True
12. Large Language Models benefit me in various subjects and courses.	Mostly False	Mostly True
13. I take pleasure in using Large Language Model applications.	Mostly False	Mostly True
14. I enjoy experiences related to Large Language Models.	Mostly False	Mostly True
15. Following developments in Large Language Models is an interesting activity for me.	Mostly False	Completely True
16. Developing my skills in using Large Language Models is a delightful learning process for me.	Neutral	Mostly True
17. Investing time and effort to learn Large Language Model applications is worthwhile for me.	Mostly False	Mostly True
18. Learning Large Language Model applications is an easy task for me.	Completely False	Mostly True
19. I am inclined to sacrifice time from other activities to learn Large Language Model applications.	Completely False	Mostly False
20. I am not hesitant to invest a considerable amount of time and effort to enhance my skills related to Large Language Models.	Neutral	Mostly True

Table 3 reveals a contrast in motivation levels towards the utilization of Large Language Models between teachers and students. The data indicate a lack of motivation among teachers towards utilizing LLMs in their practice. Students, on the other hand, are consistently more motivated.

Both groups exhibited low confidence in their current knowledge and skills related to LLMs (items 2, 3, 4), which suggests a general unfamiliarity with these technologies. However, a crucial distinction arises in their outlook toward learning effective LLM usage. Students expressed a more optimistic perspective, often responding "completely true" regarding their ability to learn, in contrast to teachers who opted for "mostly true" (item 1). This difference emphasizes a stronger intrinsic motivation among students to master LLMs, further illustrated by their prioritization of LLM proficiency (item 5: "completely true" vs. "neutral"). Such findings align with previous research that highlights students' eagerness to embrace technology as part of their learning experiences (Chan & Hu, 2023).

Despite this, both teachers and students showed limited priority in staying updated on LLM advancements (item 7) or in prioritizing innovation in the field (item 6). Yet, students were notably more inclined to focus on strengthening their skills (item 8: "mostly true" vs. "mostly false"). This inclination suggests a proactive approach among students to strengthen their LLM skills, which is critical in an ever-evolving technological landscape.

The perceived benefits of LLMs in enhancing teaching effectiveness and streamlining educational tasks (items 9-12) highlight another area of difference. Students consistently recognized these advantages as "mostly true," in contrast to teachers who responded with "mostly false." This significant disparity indicates that while both groups

acknowledge the potential of LLMs, students are more likely to see them as beneficial resources, potentially due to their more hands-on experience with technology.

Additionally, students displayed significantly higher levels of enjoyment and interest in LLMs (items 13-16), rating their pleasure and engagement with LLM developments as "mostly true," while faculty responses skewed towards "mostly false" or neutral. This reflects a crucial motivational difference: students are driven by an intrinsic interest in exploring and using LLMs, whereas teachers appear less engaged. Prior studies have suggested that student engagement with technology is often linked to their more significant involvement in interactive and user-friendly platforms (Pandita & Kiran, 2023).

Finally, students demonstrated a greater willingness to invest time and effort into LLM learning (items 17-20), perceiving the process as worthwhile and manageable (items 17, 18), with less hesitation about dedicating substantial effort (items 19, 20). The notable gap in enthusiasm towards LLMs between teachers and students can be attributed to various factors, including their experiences, goals, and levels of technological literacy. Faculty members might prioritize the broader pedagogical implications and potential downsides of LLM usage, given their responsibilities in curriculum design and assessment, which differ from students' immediate learning objectives.

The significant gap between teachers' and students' enthusiasm toward the use of LLM in the teaching and learning process was driven by their experience, goals, and technological literacy. Faculty might be more focused on the broader pedagogical implications and potential drawbacks of LLMs use. Whereas students might have more hands-on experience with LLM applications, shaping their positive perceptions of utility and ease of use. Additionally, faculty priorities, such as curriculum design and assessment, may differ from students' immediate learning goals. Furthermore, faculty may require more targeted training and support to overcome the initial learning curve. While students, potentially more digitally native, may have a lower barrier to entry.

Table 4: Results of t-test comparing the LLMs use motives between faculty and students

Group	N	M	SD	SE	t	p
Faculty	24	2.23	.70	.16	-5.23	.00001
Students	120	3.53	.86	.19		

.05 significance level

The t-value and p-value indicate a highly statistically significant difference ($p < .05$) between faculty and student motivations for using LLMs. The negative t-value suggests that faculty, on average, have significantly lower motivations for using LLMs compared to students. In other words, students demonstrate stronger motivations for using LLMs than faculty do. The extremely small p-value further reinforces the strength of this finding, making it highly unlikely to be due to random chance. This suggests a meaningful and substantial difference in the underlying motivations driving LLM use among faculty and students.

Table 5: Correlational matrix on attitudes and motivations of faculty and students

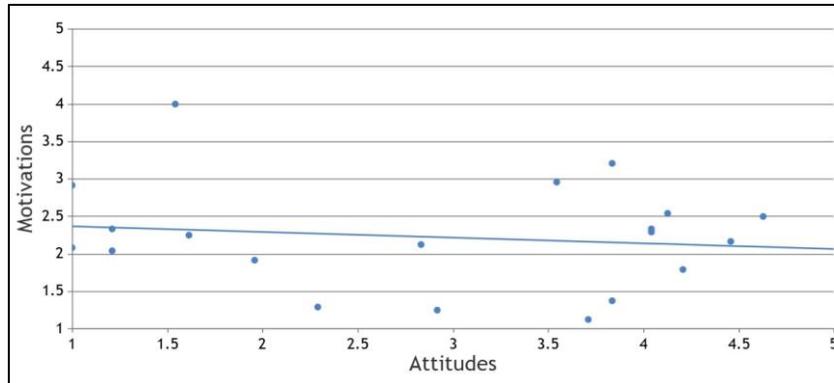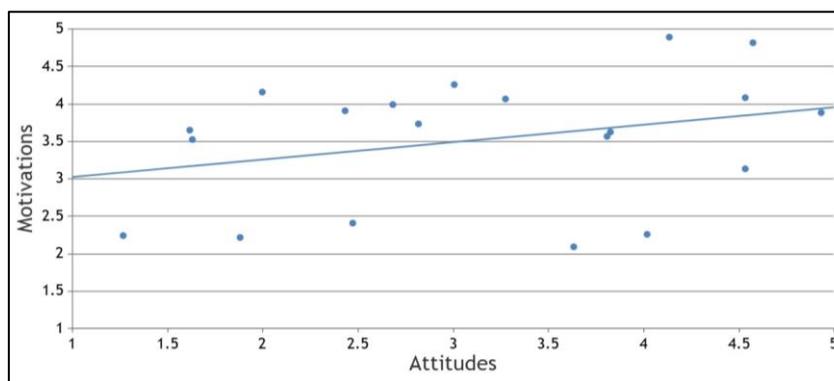| Correlation	R	Sig
Teachers' Attitudes vs. Motivation	-0.1388	0.561777
Students' Attitudes vs. Motivation	0.3813	.097159

Figure 1: Linear regression relation between teachers'
attitude toward LLMs and their motivation

The data in Table 5 indicate a negative relationship (R = -0.1388) between teachers' attitudes toward LLMs (independent variable) and their motivations for using them (dependent variable). This suggests that as attitudes become more positive, motivations may decrease, or vice versa (see Fig. 1). The value close to zero indicates a weak relationship, implying a lack of strong or consistent connection between faculty attitudes and motivations for utilizing LLMs. Additionally, the p-value is significantly higher than 0.05, indicating that the correlation is statistically insignificant. This lack of significance suggests that any observed association is likely due to random chance rather than a true relationship between attitudes toward LLMs and motivations for their use among faculty.

Figure 2: Linear regression relation between
students' attitude toward LLMs and their motivation

The R-value of 0.3813 in Table 5 indicates a positive correlation between students' attitudes toward LLMs and their motivation to use them, suggesting that as one variable increases, the other tends to increase as well (see Figure 2). However, this correlation is

relatively low, reflecting a weak relationship between the two variables. While there is some association, it is insufficient to reliably predict one variable based on the other. Furthermore, the p-value of 0.097159 indicates that the results are not statistically significant at the conventional alpha level of 0.05. This non-significant p-value suggests that the observed association may be due to random chance rather than a meaningful relationship between students' attitudes and motivations regarding LLMs. Consequently, the evidence implies that these variables may not significantly influence one another.

5. Recommendations

To enhance the effective integration of Large Language Models in educational settings, a multifaceted approach is essential, encompassing training, ethical considerations, and equity. First, educational institutions should establish ongoing training sessions for faculty aimed at building their confidence in using LLMs. These sessions should emphasize practical applications, meaningful integration into curricula, and the evolving role of educators from content deliverers to facilitators of learning. Simultaneously, institutions should develop workshops for students that focus on not only the effective utilization of LLMs but also on addressing the ethical considerations associated with their use. They should implement ethical guidelines for the integration of LLMs in teaching and learning. These guidelines will encourage responsible usage, promote critical thinking, and uphold academic integrity.

Moreover, addressing digital equity is vital to ensure all students have equal access to LLM technologies. School administrators must allocate resources to underserved backgrounds to prevent any widening of the knowledge gap, thus creating an inclusive learning environment.

Finally, to understand the evolving landscape of LLM integration, conducting longitudinal research will be essential. This research should assess changes in attitudes and motivations over time as LLM technologies continue to evolve. Insights gained from such studies can inform future implementation strategies, ensuring that they remain relevant and effective.

These recommendations help educational institutions maximize the benefits of LLMs while ensuring ethical practices and equitable access, as well as fostering an environment conducive to critical thinking and innovation.

6. Conclusion

The study reveals significant contrasts in attitudes and motivations between teachers and students regarding the use of Large Language Models in educational settings. For instance, while both groups share concerns about the ethical implications, teachers express greater skepticism regarding their transparency and reliability, as well as worry about the potential loss of personal connections and the value of human interaction in

the learning process. In contrast, students demonstrate a more favorable outlook, often viewing LLMs as valuable tools for efficiency and enhanced engagement in learning.

Additionally, the findings stress a notable divergence in motivation levels, with students demonstrating a stronger willingness to engage with and invest effort in LLM learning compared to their teachers. Despite both groups exhibiting low confidence in their knowledge of LLMs, students are more proactive in seeking to enhance their skills, indicating a generational shift towards digital literacy. However, the lack of prioritization for staying updated on LLM advancements raises concerns, as both parties may miss out on maximizing the potential benefits of these technologies. Eventually, understanding and addressing the differing perspectives between teachers and students is crucial for the successful integration of LLMs in education.

Conflict of Interest Statement
The author declares no conflicts of interest.

About the Author
Jeffrey Rajik (PhD) is an associate professor at Mindanao State University - Tawi-Tawi College of Technology and Oceanography, Philippines. He dedicated his research to documenting the grammar of the Southern Sinama and Sinug Languages. His research interests also extend to second language acquisition and language education, which he has actively explored and published papers on.

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