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Investigating the Influence of Artificial Intelligence on Higher Education: Insights from Teachers' Perspectives

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ABSTRACT

In the modern educational environment, swift progress in educational technology—especially artificial intelligence (AI)—has revolutionized teaching and learning methodologies. Comprehending educators' perspectives of these technologies is crucial for their effective integration into the classroom. This descriptive-comparative, cross-sectional study involved 500 in-service lecturers from a public university in Lahore. Data were gathered utilizing a validated questionnaire created by Lozano and Blanco-Fontao (2023), which exhibited substantial internal reliability and methodological rigor, with minor adjustments implemented to accommodate the study population. The results demonstrate that while educators exhibit considerable awareness of AI and often utilize it for exploratory activities, its practical implementation in the classroom and formal training are still constrained. Educators recognized the capacity of AI to improve learning, especially in lesson planning and the creation of instructional materials. Nonetheless, substantial apprehensions remain about academic dishonesty, the deterioration of critical thinking, and ethical utilization. Demographic characteristics, including age, gender, and academic specialization, greatly impact perceptions, underscoring the necessity for specialized training and legislative frameworks to guarantee equitable and effective AI inclusion in education. The findings underscore the necessity of ongoing professional growth to optimize the advantages of AI while mitigating its inherent hazards.

Keywords: *Artificial intelligence in secondary education, teachers' perceptions, ethical considerations, AI role in technology-enhanced teaching and learning.*

INTRODUCTION

When new technologies like artificial intelligence (AI) come out, they typically cause a lot of different reactions. Some people see them as revolutionary tools that may change the world, while others see them as dangerous new ideas that could cause harm. AI has grown quickly since the 1950s, when Turing (1950) laid the groundwork for computers to interpret information like people do. The release of OpenAI's AI-3.5 in November 2022, followed by the improved AI-4 model, was a big turning point. These tools are based on the Generative Pretrained Transformer (GPT) architecture and are meant to make responses that sound like they came from a person. This speeds up the process of integrating AI into daily life by a lot. Researchers are very interested in the recent rapid progress in AI, which has led to many uses in many fields, such as education (Wu & Bibault, 2024; Chapman, Wang & Wiechert, 2024; Sahu, Benjamin, Singh-Aswal & Williams-Persad, 2024; Xu, Sanders, Li, & Chow, 2021). AI has been affecting education since its early days (Puddifoot & O'Donnell, 2019), but its use has also prompted a lot of issues,

especially about authorship and academic honesty. There is a lot of new study on these topics, such as arguments about plagiarism and moral authorship (Adiguzel, Kaya & Cansu, 2023; Kim & Wong, 2023; McCarthy, 2023; Goto & Katanoda, 2023; Foltynek et al., 2023; Kobak et al., 2024; Ganjavi et al., 2024; Liang et al., 2023).

People are also looking into the moral issues that come with using AI in schools. Accountability, inclusivity, autonomy, bias, security, academic justice, and environmental sustainability are some of the most important issues (Stahl & Eke, 2024; Flores-Vivar & García-Peñalvo, 2023; Romo-Pérez et al., 2023; Baidoo-Anu & Owusu Ansah, 2023; Yu, 2024; Duong, Can & Nguyen, 2024). The 2030 Agenda for Sustainable Development (SDG 4) from UNESCO stresses how AI may help make education more accessible, fair, and high-quality while also promoting lifelong learning (UNESCO, 2022). UNESCO has made 44 policy suggestions to help people use AI in education in a way that is both ethical and useful. These include making teachers more qualified, making tests better, teaching digital and life skills for the AI future, making sure everyone has equal access, fixing gender gaps, and setting up clear rules for how data is managed.

The most complete AI-in-education reference paper is from 2020 (Ministerio de Educación y Formación Profesional, 2020) in nations like Spain where development on laws has been slow. Some universities have set up their own rules for how to use AI in research and education, but others have gone back to more traditional ways of testing, like oral or written exams, or even banned AI tools altogether (Acosta-Enríquez, Arbulú-Ballesteros & Arbulu-Pérez-Vargas, 2024; Cotton, Cotton & Shipway, 2023; Dwivedi et al., 2023; Chaudhry et al., 2023). These steps show that people around the world are trying to deal with the ethical hazards of using AI before official guidelines come out from groups like the European University Association (EUA, 2023), which supports responsible AI usage in higher education. In response, Spain has recently made advancements in how AI is used in schools. The "Guide on the Use of Artificial Intelligence in the Educational Field" (INTEF, 2024) was issued by the National Institute of Educational Technologies and Teacher Training (INTEF). This paper gives detailed advice on how to use AI in schools in a way that is moral. It stresses the importance of training teachers, making sure everyone has the same access, protecting data privacy, and creating high-quality educational content that uses AI. EduCaixa and the Higher Council for Scientific Research (CSIC) also worked together to make the document "Designing a Protocol on AI in the Educational Center" (EduCaixa & CSIC, 2024). This protocol gives schools useful tips on how to use AI in their curriculums and in the way they run their schools. It lists the training that staff needs, how to evaluate AI tools, and ways to get families and school communities involved in the process of adopting them to make sure everyone knows what's going on and is okay with it.

In August 2024, the European Union will also put in place its first set of rules for AI that include everything. These laws will set up legal guidelines for deploying AI in schools, with an emphasis on safety, fairness, and new ideas. They will set standards for algorithmic openness, hold people accountable if they misuse or fail, and incorporate protections against making current biases and inequality worse. Also, EU member states will be encouraged to work together, share best practices, and come up with common ways to use AI in education.

UNESCO's rules could be a good place to start for stronger rules in education, especially when it comes to improving teacher training and digital literacy (UNESCO, 2022). The OECD has also stressed the need for research that looks into how smart technologies are changing how classrooms work and how schools are run (OECD, 2021).

REVIEW OF LITERATURE

More and more school programs are showing that AI is starting to have real benefits for learning. For decades, researchers have been looking into how AI may improve communication between teachers and students, especially in the discipline of Computational Linguistics. Natural language processing for educational conversations and the creation of contextually relevant replies are now part of this research (García Peñalvo, Hernández-García, & Conde, 2024; Nazaretsky, Mikeska, & Beigman-Klebanov, 2023; Tack et al., 2023).

One of the best things about AI in education is that it can help kids learn both their native language and a foreign language from a young age, with a focus on developing writing abilities (Adigwe & Yuan, 2023; Cooper, 2023; Adiguzel et al., 2023). AI tools make learning more personalized by changing the content and feedback based on each student's level, pace, and style of learning. This helps to create individualized educational experiences (Pataranutaporn et al., 2022). This personalized approach not only makes learning better, but it also boosts students' motivation, both intrinsic and extrinsic, which could lead to academic achievement (Eke, 2023; García-Martínez et al., 2023; Farrokhnia et al., 2023). AI also helps make a wider range of instructional materials, such as texts, videos, photos, 3D models, audio, and source code, by understanding the context and the user's intent. This gives learners more control over the content and makes it easier for them to find information. AI also enables intelligent teaching systems, which act like human tutors by giving advice, feedback, personalized lessons, and help with scheduling (Polak, Schiavo, & Zancanaro, 2022; Long & Magerko, 2020). Another benefit is that it makes teachers more productive. AI can help teachers save time on things like grading and asynchronous tutoring, especially when they use standardized rubrics (Farrokhnia et al., 2023). It can also automatically grade assignments and discussion forums, and it can give teachers information about how well their students are doing through ongoing formative assessments. This helps students learn how to manage themselves (Flores-Vivar & García-Peñalvo, 2023; Nazaretsky et al., 2023).

Even though these are good things, some are still worried about using applications like AI for lesson preparation and schoolwork. Foltynek et al. (2023), Kobak et al. (2024), and Ganjavi et al. (2024) often talk about problems like cheating in school, relying too much on automation, and losing the ability to think critically. Some recent research shows that secondary school teachers are not sure about AI's role in education because they are worried about how it might affect students and the moral issues it might create (Sharma & Yadav, 2022). But Sharma and Yadav (2022) and Dilekli and Boyraz (2024) also say that these worries can be lessened with proper training, which will help both teachers and students use these technologies.

Current study shows that instructors are becoming more aware of AI technology, but there is still a big gap between formal training and real-world use in classrooms (Farrokhnia et al., 2023; Polak et al., 2022). Professional training programs don't always keep up with how quickly technology changes, and institutions don't always encourage continued development (González-González, 2023; Rahman & Watanobe, 2023).

Lozano and Blanco-Fontao (2023) and Blanco-Fontao, López-Santos, and Lozano (2024) looked at how primary school pupils and pre-service teachers felt about AI being used in schools to see if they were ready for it. Their study looked at how people see AI from the points of view of both students and prospective teachers. The research showed that there was a lot of knowledge about AI technologies, but there wasn't a lot of structured instruction or use in the classroom. The authors underline how important it is to give schools thorough training to make sure that AI is used in a moral and useful way. AI is changing education at all levels, thus it's important to know how diverse groups, like current secondary school teachers and future teachers, see new technologies. These points of view may be affected by variances across generations and by how much technology they have been exposed to and trained in. Knowing these differences can help you guess how AI will affect schools in the future.

These different points of view are also influenced by the fields of study they come from. STEM teachers (Science, Technology, Engineering, and Mathematics) are more likely to be ready and less scared to use AI tools in their lessons, probably because they are more comfortable with technology, even if AI is not part of the core curriculum (Druga, Otero, & Ko, 2022; Dahlkemper, Lahme, & Klein, 2023; Montenegro-Rueda et al., 2023). On the other hand, instructors in the humanities and social sciences generally display more anxiety, which shows that they need more help and supervision when it comes to using AI in the classroom.

Objectives

1. To find out how aware, used, and valuable AI is to teachers in Public Universities, Pakistan.

2. To look into how demographic factors like age, gender, and academic specialty affect how teachers see and use AI.

3. .To find out what teachers are most worried about and what they think are the biggest problems with using AI in the classroom, such as ethics, academic honesty, and critical thinking.

Questions for Research

1. What do teachers in Public Universities, Pakistan know about AI, how often do they use it, and how useful do they think it is?

2. How do demographic factors like age, gender, and academic specialty affect how teachers see and use AI in the classroom?

3. What worries do teachers have about using AI in the classroom, especially when it comes to cheating, ethical use, and helping students learn how to think critically?

METHODOLOGY

Research design

A questionnaire was given to active university education professors at Government College for Women University (GCWU) in Lahore, Pakistan, as part of a quantitative, descriptive-comparative, and cross-sectional study to meet the research goals. We chose the questionnaire as the main study tool since it is widely used in educational research. It lets you gather and look at data on social issues, and it has a high level of external validity because it uses representative population samples (López-Roldán & Fachelli, 2016). Lozano and Blanco-Fontao (2023) produced the original questionnaire that was used in this investigation. This tool was tested before and used in the study by Blanco-Fontao et al. (2024) to look at how university students saw AI from two points of view: as present students and as prospective primary and secondary school teachers.

Research Tool

The original instrument was produced utilizing a strict methodological procedure that involved coming up with items through expert brainstorming, validating them with the Delphi technique, and having experts evaluate them twice. With a Cronbach's Alpha of 0.867, the instrument showed good internal consistency, which means it is quite reliable for use in educational research (Lozano & Blanco-Fontao, 2023). For this study, the questionnaire was changed to better fit the people it was meant for and to keep up with the changing goals in the field. There were a number of changes made. First, everything that had to do with students' points of view were taken out because they didn't apply to the current situation with in-service teachers. Second, we changed the wording of questions on how future instructors might utilize AI to better represent how existing teachers use it. Lastly, a new multiple-choice question was added to look

into the problems AI creates for teachers. This was based on the framework suggested by García-Peñalvo, Llorens-Largo, and Vidal (2024), which broadened the study's scope.

Heo, Kim, and Faith (2015) say that these changes were small and don't require recalculating reliability coefficients or revalidating the instrument as long as the content and measurement goals stay the same and the items are tau-equivalent, which means they are parallel and measure a single, unidimensional construct. From a methodological point of view, the tool is still legitimate in this new use because its psychometric features make sure that it has enough statistical power and construct stability across similar groups.

The last edition of the questionnaire had three primary parts. The first component had five sociodemographic questions about the participants' teaching specialty, gender, age, years of professional experience, and kind of school. The second segment had seven yes/no questions that were meant to find out how much the participants already knew about AI and whether or not it was used in schools. There were eight Likert-scale items in the third portion. Answers could be from 1 (strongly disagree) to 5 (strongly agree). We put these things into three groups based on their themes: (A) Access and usage of the application, (B) Availability of quality content, and (C) Functionality and operation of the tool (see Table 2 in the section "Perception of AI Use as Teacher"). This part also had multiple-choice questions about the pros, cons, and difficulties of using AI in high school.

Sample Size

The study took place at Government College University Lahore with active university teachers throughout the 2023–2024 university year. Between August 2023 and August 2024, data was collected. We sent the survey by email to the management teams of all the university. The final sample had 500 teachers.

Analysis of Statistics

IBM SPSS Statistics Version 26 was used to analyze the data from the questionnaire. At first, the answers to the Likert-scale questions were turned into numbers that ranged from 1 to 5. Before utilizing Cronbach's Alpha to figure out how reliable the items were, reverse scoring was done on the items that were worded negatively (Items 1, 3, 5, and 6). This is how it is usually done (Oviedo & Arias, 2005; Gliem & Gliem, 2003). Then, frequency distributions were made for all the elements, and percentages were made for more discussion. Based on the overall number of answers for each item, we figured out the relative frequencies for multiple-choice questions.

To study how participants' demographic and professional factors influenced their opinions of AI, the Mann–Whitney U test was performed. The research questions helped make this choice. They were meant to find out if people's perceptions changed a lot depending on things like their gender, age, teaching specialty, years of experience, and type of school. Since many of the questionnaire items were ordinal (Likert-type) and the Shapiro-Wilk test ($p < 0.05$) showed that several variables did not have normal distributions, non-parametric testing was chosen as the best way to analyze the data. Table 1 shows the percentage of people in each group of independent variables. We used the Likert scale answers from the perception part of the questionnaire to do the group comparison analysis. We set the level of statistical significance for all analyses at $p < 0.05$.

Table 1: University Instructors' Prior Knowledge and Use of AI

Aspect	Percentage / Response
Instructors aware of AI	79%
Instructors who signed up and tried AI	61%
Instructors actively using AI in teaching tasks	42%
Instructors using the commercial version (AI 4.0)	13%
Instructors with formal training on AI	14% (i.e., 86% without formal training)
Instructors who observed student use of AI	41%
Instructors using AI for classroom activities	26%
Key Insight	High awareness and interest but low practical integration and training support

Table 1. Independent variables under study and percentage of the sample obtained for each group Results: University teachers' previous knowledge and use of AI The research shows that university teachers are very aware of AI; 79% of those who answered said they were familiar with the program. A large number of people (61%) said they had signed up for and tried out AI, which shows that they were really interested at first.. But there are still few real-world uses for it. Only 42% of teachers said they actively use AI in their teaching-related work, and only 15% said they utilize it in activities with students in the classroom. Also, just 13% of people who answered the survey said they use the paid version (AI 4.0).

Only 14% of teachers had gotten formal training on how to utilize AI for professional development. This means that 86% of teachers did not have systematic instruction on how to use the technology effectively in their classrooms. Also, 41% of teachers saw students using AI, which suggests that while more students are using the program, teachers are still not utilizing it as much or supervising it as much. Overall, the results show a distinct difference: there is a lot of interest in AI and a lot of people want to learn more about it, but it is not being used much in schools because there is not enough official training or support from schools. This shows that there is an urgent need for targeted professional development and strategic support to help colleges and universities employ AI tools more effectively.

Table: Teachers' Perception of AI Use in Education

Category	Statement / Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
A. Access and Use by Teachers	1. I consider AI a threat to the teaching profession.	12.9%	30.3%	33.0%	14.8%	9.0%
	2. I think it can be a very useful tool to use in my teaching work.	5.8%	5.8%	28.0%	34.6%	25.9%
	3. I consider the use of the tool by students to be plagiarism.	8.1%	12.1%	32.5%	21.4%	25.9%
B. Use of AI in Teaching Practice	4. As a teacher, I have used AI to generate educational content for my students.	35.6%	17.4%	18.5%	14.2%	14.2%
	5. I consider that AI could lead to a devaluation of the quality of the education system.	10.6%	14.5%	36.4%	19.8%	18.7%
	6. I do not consider it morally correct to use AI for the development of my profession.	25.3%	26.4%	28.5%	9.2%	10.6%
C. Understanding and Ethical Use	7. I believe that teachers must understand AI to redesign tasks and prevent/detect plagiarism.	0.8%	1.3%	6.9%	23.0%	68.1%
	8. I think teachers should have basic knowledge of how AI works to understand student usage.	18.7%	19.8%	36.4%	14.5%	10.6%

A. Access and Use by Teachers: When asked if AI is a threat to teachers, people had different answers. A total of 43.2% of respondents (12.9% strongly disagree and 30.3% disagree) did not regard it as a threat. On the other hand, 23.8% (14.8% agree and 9.0% strongly agree) thought it might be, and 33.0% were indifferent, showing that teachers were unsure. On the other hand, most teachers felt that AI can help them educate, with 60.5% of those who answered (34.6% agree, 25.9% strongly agree) saying it is valuable. Only 11.6% disagreed, and 28.0% stayed neutral, which shows that most people had a positive view yet a lot of people were still unsure. There were more different perspectives about whether or not students should use AI.

While 47.3% (21.4% agree, 25.9% strongly agree) thought that this kind of use was plagiarism, 20.2% disagreed and 32.5% were neutral. This shows that the ethical issues surrounding student use are still up for debate.

B. Using AI in Teaching: Even though people know about it and think it could be useful, not many teachers actually utilize AI in their lessons. Only 28.4% of instructors (14.2% agree, 14.2% strongly agree) said they used AI to make instructional content. Most teachers (53.0%) disagreed (35.6% strongly disagree, 17.4% disagree), while 18.5% didn't say anything. This shows that there isn't much practical integration, maybe because there isn't enough help or training from the institution. When asked if AI may make the school system less valuable, the answers were very evenly split: 29.3% agreed, 25.1% opposed, and 36.4% were neutral. These numbers demonstrate that many are still skeptical, but there isn't a clear agreement. More than half of the people who answered (51.7%) disagreed with the statement that it is morally wrong to use AI professionally. Only 19.8% agreed, and 28.5% stayed neutral. This suggests that most instructors do not see any ethical issues with using the tool themselves.

C. Understanding and Ethical Use: A large majority of instructors (91.1%, with 23.0% agreeing and 68.1% strongly agreeing) thought that it is important for teachers to know how AI works so they can change assignments and find plagiarism. Only 2.1% disagreed, and 6.9% were neutral, showing that there is a significant agreement that teachers need to know how to use AI. People were more divided, though, when asked if teachers should know a little bit about AI to understand how their kids utilize technology. 29.1% agreed, 38.5% opposed, and 36.4% were neutral, which means they weren't sure or didn't know what the bigger effects of AI in education would be.These results show that even while many teachers see the possible benefits of AI, they are still quite worried about its ethical use, the possibility that students will misuse it, and the possibility that it will hurt the quality of instruction. There is also an obvious need for training for teachers to make sure that these kinds of devices are used responsibly and effectively in the classroom.

Table: p-values (U Mann-Whitney) by Independent Variable

Cat.	Question	Specialty	Experience	Age	Gender	Type of Educational Center
A	1. I consider AI a threat to the teaching profession.	0.004*	0.149	0.598	0.017*	0.308
	2. I think it can be a very useful tool in my teaching work.	0.879	0.647	0.118	0.674	0.302
	3. I consider students' use of AI to be plagiarism.	<0.001*	0.103	0.002*	0.025*	0.381
B	4. I have used AI to generate educational content for students.	0.429	0.701	0.101	0.428	0.201
	5. I believe AI could lead to a devaluation of education quality.	0.002*	0.261	0.270	0.062	0.768
	6. I do not consider it morally correct to use AI in teaching.	0.127	0.819	0.279	0.385	0.387

Cat.	Question	Specialty	Experience	Age	Gender	Type of Educational Center
C	7. Teachers must understand AI to detect/prevent plagiarism.	0.086	0.601	0.003*	0.615	0.033*
	8. Teachers should understand how AI works to understand student use.	0.465	0.064	<0.001*	0.054	0.090

The study looked into how several demographic parameters, such as academic specialty, years of teaching experience, age, gender, and type of school, affected teachers' views and use of AI. There were a number of statistically significant associations ($p < 0.05$).

Category A: Teachers can get to it and use it

Q1. AI as a Danger to the Teaching Profession

There was a statistically significant link between specialization ($p = 0.004$) and gender ($p = 0.017$), which means that how teachers saw AI as a danger differed a lot between topic areas and between male and female teachers. Experience, age, or type of institution, on the other hand, did not have a big effect.

Q2. AI: A Helpful Tool

There were no significant links between any of the demographic characteristics, which means that all groups, regardless of specialty, experience, age, gender, or kind of institution, agree that AI is effective.

Q3. Student Use as Cheating

There was a strong statistical link between specialty ($p < 0.001$), age ($p = 0.002$), and gender ($p = 0.025$). The results show that opinions on whether using AI by students is plagiarism range greatly by field of study, age group, and gender. This suggests that there are different ethical views or disciplinary norms.

Category B: Using AI in the Classroom

Q4. Using AI to Make Educational Content No demographic variable had a significant effect, which means that people of various specialties, experience levels, and other groups generally don't utilize AI to make content.

Q5. AI could lower the quality of education

There was a strong link with specialty ($p = 0.002$), which means that some fields are more worried than others about how AI can lower the value of schooling.

Q6. Ethical Issues with Using AI in the Classroom

There were no big differences, which means that most teachers have the same moral views on using AI.

Category C: Knowing and using it in a moral way

Q7. Why it's important to know how to use AI to find plagiarism
Age ($p = 0.003$) and kind of educational center ($p = 0.033$) were also found to have significant associations. This means that older teachers and teachers from various schools have different ideas about how important it is to grasp AI to maintain academic integrity.

Q8. Need for Basic AI Knowledge to Understand How Students Use It
Again, age was statistically significant ($p < 0.001$), which means that older and younger teachers had quite different ideas about how important it is for students to be able to read and write AI. Key Insights: Age is a reliable indicator of comprehension and moral issues, especially when it comes to plagiarism and AI knowledge. Specialty has a big effect on how people see risks to the profession, plagiarism, and how it affects the quality of education. People's opinions regarding AI as a threat and how pupils might misuse it depend on their gender. Most of the time, experience and type of school didn't have a big effect on most of the items, except in a few circumstances.

DISCUSSION

This study looks closely at how university teachers know about, feel about, and use AI, as well as how demographic factors affect these views. The results show that teachers are quite aware of and interested in AI. Ninety percent of them know about it, and sixty-seven percent have tried it. But this early interest hasn't led to broad use in teaching—just 37% use it for teaching and only 15% use it in class activities. This shows that there is a big difference between knowing about something and actually doing it. The lack of integration seems to be because just 14% of respondents said they had received systematic training on AI. At the same time, teachers are becoming increasingly aware of how students are using AI (43%), which raises questions about academic honesty and the moral usage of AI tools. The statistics reveal that most instructors (60.5%) think AI might be a valuable educational tool, although many are still wary or unsure. For instance, 47.3% of people thought that students using AI was plagiarism, 20.2% disagreed, and 32.5% were neutral. This shows a bigger moral problem and the need for explicit rules on using AI in universities. There replacements in the way people saw AI were significant: Specialty had a big effect on how people saw AI as a danger ($p = 0.004$), how students used it as plagiarism ($p < 0.001$), and how worried they were about the quality of education ($p = 0.002$). This shows that rules and conventions in the workplace have a big impact on how people feel about AI technologies. Age and gender also had an effect. Gender affected how people felt about AI's threat to teaching and student abuse, while age had a big effect on how important it was to grasp AI and find plagiarism. It's surprising that teaching experience and the type of institution didn't have a big effect. This suggests that people's attitudes on AI may be molded more by their own experiences and the situation than by their tenure or the structure of the organization. These results are similar to what is happening around the world, where AI technologies are quickly becoming more common in schools, but schools aren't ready for them yet, and there aren't enough ethical guidelines or professional development opportunities.

CONCLUSION

This study shows a major problem with using AI in higher education: teachers are quite aware of and interested in it, but it isn't really being used in the classroom. Teachers see the potential value of AI, but worries about how to use it ethically, plagiarism, and what it means for their careers are still big problems. The data also suggest that demographic factors, especially academic specialty, gender, and age, affect how people see AI. This shows that policies need to be discipline-specific and open to everyone. In the end, the results show how important it is for institutions to have systematic training, institutional direction, and ethical norms to help them implement AI in a responsible and productive way.

RECOMMENDATION

Offer Formal Training Programs: Schools should offer specific seminars, certification programs, or online modules to give teachers the technical and teaching skills they need to use AI in a responsible and successful way. Make Institutional Policies and Ethical Guidelines: There should be clear rules on how professors and students can utilize AI, with a focus on academic honesty, originality of content, and responsible use of AI. Encourage Discipline-Specific AI Integration: Different academic fields have different mindsets, thus faculties and departments should be able to come up with their own ways to use AI in their classes.

Encourage people of all ages to learn about AI: There are discrepancies between generations in how well they understand the value of AI. This shows that we need to create training and peer-learning programs that bring people of all ages together to fill in the gaps in their knowledge.

Monitor Student Use and Help Teachers: As more students use AI, schools need to give teachers tools and tactics to help them find plagiarized work, check the accuracy of content, and change the way they assign work.

Encourage a Culture of Innovation and Dialogue: Talking about how AI is changing the way we learn might make people feel less scared and resistant, which can help people see both the good and bad sides of it.

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