PERCEPTION, ATTITUDE, AND PREPAREDNESS AMONG HIGHER EDUCATION FACULTY IN THE ADOPTION OF ARTIFICIAL INTELLIGENCE (AI)

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ABSTRACT

Artificial Intelligence (AI) is reshaping higher education, influencing instructional delivery, learner engagement, and academic research. This study aimed to examine the faculty's level of perception, attitude, and preparedness toward AI adoption, explore the relationship between these variables, and determine their predictive ability in shaping AI readiness. A descriptivecorrelational research design was employed, with 169 faculty members from the University of Hail selected through random sampling. A validated survey instrument was utilized, and reliability was tested using Cronbach's alpha. The findings revealed that faculty members had a positive perception (overall weighted mean of 3.04) and attitude (overall weighted mean of 3.15) toward AI adoption, while their preparedness level was very high (overall weighted mean of 3.33). Significant relationships were found between perception and attitude (Pearson r = 0.663, p = 0.000) and perception and preparedness (Pearson r = 0.288, p = 0.000), indicating that positive perceptions contribute to higher preparedness. Additionally, perceived benefits of AI explained 11.10% of the variability in preparedness (F= 24.470, t = 4.947, p = 0.000), while attitude subvariables, including concerns, willingness to embrace AI, impact on student interaction, and adaptability, accounted for 37.90% of the variability (F = 23.630). The study concluded that faculty perception and attitude significantly influence their preparedness for AI adoption. Furthermore, perceived benefits and adaptability were strong predictors of AI readiness. These findings provide valuable insights for higher education institutions in developing AI integration strategies, ensuring that faculty members are well-equipped and receptive to technological advancements in teaching and learning.

Keywords: Artificial Intelligence, Perception, Attitude, Preparedness

INTRODUCTION

Artificial Intelligence (AI) is the latest form of computing technology that systems are programmed to do products of reasoning, which are problem-solving or higher-order activities done usually by humans (Aldosari, 2020). In educational contexts, Tsai et al. (2020) note how AI can create analytics for forecasting student admission and drop-out cases, enabling education providers to determine problem students and the causes of their school withdrawal to be able to plan assistive action and support interventions. Akgun and Greenhow (2021) added to the discussions by outlining teachers' favorable attitudes towards AI as a tool for teaching, especially for developing students' understanding and working with AI. Also, through their

research, there is the growing need to strengthen teaching strategies that deal with AI and its ethical issues in higher education. Moreover, the use of AI has far-reaching implications, most especially in transforming the AI students' learning experiences, including automated teacher tasks such as taking attendance, delivering individualized lessons (Capuano & Caballé, 2020), and learner-centered predictive analytics (Bañeres et al., 2020). These advances, in conjunction with the learners' self-regulated learning abilities, indicate that there is a change in the educational processes because of the integration of AI technology and ChatGPT-like tools that provide automated help with the learning processes (Chen et al., 2023).

Faculty members in Philippine higher education have different perspectives on the use of the artificial intelligence (AI) tool ChatGPT within their respective disciplines of learning. Certain instructors believe that these new technologies might be complementary to their traditional teaching practices and would make teaching and learning more productive and less cumbersome (Chan & Hu, 2023), while others are less optimistic. Nazaretsky et al. (2021) found that faculty attitudes towards AI technologies are often subject to factors such as the so- called confirmation bias, such as having the expectation of an AI program suggesting non-recommended actions-a perception that suggests lower trust in the AI system's value for education. Moreover, there are many who are concerned about the reliability of AI, particularly in the grading of subjective questions. Helbling (2020) points out that a radical change in pedagogy through the use of AI technology requires a drastic change in the provision of internet services and the availability of computers and bandwidth-intensive programs-something not many areas are able to provide. While Taeihagh (2021) observes that in order for AI to be put to use, there is a need to first analyze large amounts of student records; this calls for more important issues of privacy and protection of information. Educator support for AI in classrooms is growing. The Tertiary Education Commission (2022) guidelines reflect this. They encourage instructors to recognize AI's potential. AI can create new multilingual educational materials. It can also edit and utilize existing content. Instruction in this area has been shown to enhance participants' interests and understanding of AI technologies, which, in turn, is expected to deeply impact teaching, learning, and evaluation activities within schools in the near future.

Igbokwe (2023) states that AI has the ability to diagnose students' problems and attend to them. AI may also encourage active participation and counter dropout rates like Pedró (2020) expounds. However, opinions are split because contrasting views exist: Zirar (2023) warns against blind trust in AI and ChatGPT, while Lin (2023) perceives AI as an empowering technology that promotes critical thinking. To incorporate AI successfully, Bere, Chirilele, and Chitiga (2022) argue that many institutions require a higher level of readiness in terms of learning analytics management. There needs to be some form of strategic approach to cover funding and staff development articulated by Jones and Smith (2021). For faculty to be more willing to embrace AI, more support in terms of resources and direction is required to help build their self-efficacy and readiness (Nwankwo & Adeola, 2020).

In the Philippines, the ever-evolving vista of education demonstrates the incorporation of Artificial Intelligence (AI) technology as it brings in benefits as well as challenges. AI fosters educational growth through enhancing learner engagement, automating administrative school tasks, and presenting timely and adequate support services to students. Notwithstanding, the integration of AI in Filipino higher education systems raises apprehensions from the teaching

faculty, such as the accuracy or biases towards data and the sensitive subject of information privacy. Support from the institution is crucial for any integration to be effective, as they need to formulate plans to alleviate these issues, train the faculty, and have adequate interventions. Another vital concern will be ethical issues, particularly in the area of safeguarding data as well as ascertaining the quality of work produced by AI. There is a yawning chasm of understanding because of unexamined AI utilization in the Philippines, quantifying the anxieties, surveying the implementation of AI, and studying the ethics related to the application of such technologies.

METHODOLOGY

To obtain the necessary data needed for the study, quantitative research was utilized. Vaidya (2020) defined it as a method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables. Likewise, descriptive- correlational research design was employed by the researcher, as it is the most effective research model for this study. Copeland (2022) stated that the aim of descriptive research was to describe a phenomenon and its characteristics. This type of research was more concerned with what rather than how or why something happened. Correlational research referred to a non-experimental research method that studied the relationship between two variables through statistical analysis. Correlational research did not examine the effects of extraneous variables on the variables under study. Specifically, this study described higher education faculty's perceptions, attitudes, and preparedness regarding the adoption of Artificial Intelligence (AI). Additionally, it investigated the significance of relationships, through correlation, between and among the faculty's perceptions, attitudes, and preparedness regarding AI adoption.

For the sampling technique, stratified random sampling technique was used in this study. As explained by Lemm (2020), it is a type of probability sampling that allows researchers to improve precision (reduce error) relative to simple random sampling (SRS). The population is divided into non-overlapping groups, or strata, along a relevant dimension then collects a random sample of population members from within each stratum. Using the Slovin's Formula calculator with 90% confidence level and 5% margin of error, the researcher obtained a sample size of 300 faculty members from the University of Hail. The actual sample of 169 was calculated using the Raosoft Calculator and selected through the random sampling method (Rahi, 2020), with a 95% confidence level and a 5% margin of error. A stratified sampling technique was also used in the study. The selected respondents were regarded as the best representatives of the total population because they had adequate knowledge of the research topic, which warranted their selection as respondents of the study.

The respondents of the study were the faculty members from the University of Hail. Standard survey questionnaires were personally and virtually (through Google Forms) administered to the selected respondents to better explain the nature of the study and their participation in the investigation and discuss with them the instructions to follow for an easier and more convenient way of answering the survey forms. Because the researcher utilized a self-made questionnaire, it was subjected to validation through presentation to a panel of experts in research, language teaching, and statistics. Their comments and suggestions were essential for ensuring its validity. After modifications, it was reviewed by the adviser for final approval. The accomplished questionnaires were collected right after they were answered by the respondents and the gathered

data were tallied, tabulated, analyzed, and interpreted. Statistical tools such as weighted mean and ranking, Pearson r, and Stepwise Multiple Regression Analysis were used for the analysis of data and interpretation of results.

RESULTS & DISCUSSION

Sub-Variables	Weighted Mean	Verbal Interpretation	Rank
1.Effectiveness in teaching	3.13	Positive	1
2.Usability of AI tools	2.94	Positive	4
3.Perceived benefits	3.01	Positive	3
4.Impact on assessment	3.10	Positive	2
Overall Weighted Mean	3.04	Positive	

Table 1. Perception of the Adoption of Artificial Intelligence

The descriptive statistics of faculty views on the implementation of Artificial Intelligence (AI) is presented in Table 1, which indicates that, on average, the faculties at the University of Hail have a slightly positive perception towards AI integration.

In particular, the most positively rated variable was 'Effectiveness in Teaching' with a mean score of 3.13, which illustrates that the faculty believe AI can enhance teaching practices. The variable 'Impact on Assessment' was also rated high with a mean score of 3.10, which demonstrates positive views regarding the ability of AI to refine assessment practice. Positive views were also noted, but with lower mean scores for 'Perceived Benefits' of AI (M = 3.01) and 'Usability of AI Tools' (M = 2.94).

These results are in line with other studies. For example, Johnson et al. (2021) have shown that AI can dramatically improve teaching effectiveness through personalized instruction. Chen and Wang (2022) also AI-assisted pedagogical tools improved both the effectiveness and efficiency of assessing students. The perceived advantages of AI, like higher learner participation as well as more focused and individualized pedagogical methods, are in understandings by Smith and Lee (2023). Nonetheless, the concern expressed by Brown (2020) ought to be accepted - the notion of complexity of AI applications and teaching AI poses considerable challenges. The lower mean score 'Usability of AI Tools' (M=2.94) in this study may be in a way some of those issues.

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Sub-Variables	Weighted Mean	Verbal Interpretation	Rank							
1.Concerns and challenges	3.08	Positive	4							
2.Willingness to embrace AI tools	3.20	Positive	2							
3.Impact on professional development	3.16	Positive	3							
4.Impact on student interaction	3.06	Positive	5							
5.Adaptability to technological change	3.26	Very Positive	1							
Overall Weighted Mean	3.15	Positive								

 Table 2. Attitude towards the Adoption of Artificial Intelligence

The descriptive statistics of faculty attitude towards the adoption of Artificial Intelligence (AI) is depicted in Table 2. As observed, the overall weighted mean of 3.15 indicates a slightly positive attitude among the University of Hail faculty towards AI utilization and integration.

The sub-variable which was rated highest was 'Adaptability to Technological Change' (M = 3.26), which indicates that faculty are willing to adopt new technologies. Faculty members also rated 'Willingness to Embrace AI Tools highly (M = 3.20), which suggests further positive attitude towards AI tools usage. 'Impact on Professional Development' (M = 3.16) is a reflection of faculty attitude towards AI impact as being constructive regarding their career and professional development. 'Concerns and Challenges' (M = 3.08) and 'Impact on Student Interaction' (M = 3.06) received mean scores that were still positive but lower, which suggests that faculty have some apprehensions.

Such results are consistent with more recent literature. According to Garcia et. al (2021), their optimism toward AI tools considerably enhances educator adaptability to new technologies and stimulates change. The high mean for 'Adaptability' in this study supports this. Moreover, the expectation of AI's effect on professional development further strengthens their findings.

Yet those who scored lower on 'Concerns and Challenges' and 'Impact on Student Interaction' remain issues to potentially focus on. Ethical considerations and data privacy raise red flags that could hinder AI adoption, as pointed out by Martin (2023). Concern and challenge responses during the move to AI require attention and professional training support as noted by Zhang et. al (2024). These scores are quite low, meaning that there are some feelings of concern that may need addressed with adequate support and training for faculty.

I am Ready to	Weighted	Verbal	Rank
	Mean	Interpretation	
1. Attend training on AI	3.35	Very High	3
2. Learn new ideas	3.38	Very High	2
3. Acquire AI Knowledge	3.30	Very High	5.5
4. Gain new skills	3.28	Very High	7
5. Get technical support to use AI	3.33	Very High	4
6. Updated with the latest developments in AI	3.30	Very High	5.5
7. Get technology awareness	3.40	Very High	1
Overall Weighted Mean	3.33	Very High	

 Table 3. Level of Preparedness for the Adoption of Artificial Intelligence

Table 3 presents the respondents' level of preparedness for the adoption of Artificial Intelligence (AI).

As seen in the table, indicator 7, get technology awareness, was ranked 1 with a weighted mean of 3.40, verbally interpreted as "Very High." Indicator 2, learn new ideas, ranked 2 with a weighted mean of 3.38, also verbally interpreted as "Very High." Indicator 1, attend training on AI, ranked 3 with a weighted mean of 3.35, verbally interpreted as "Very High."

Indicators 5, get technical support to use AI, ranked 4 with a weighted mean of 3.33 verbally interpreted as "Very High," indicator 3 and indicator 6, acquire AI knowledge, and updated with the latest developments in AI tied at rank 5.5 with a weighted mean of 3.30, both verbally interpreted as "Very High." Similarly, indicator 4, gain new skills, rank 7 with a weighted mean of 3.28, verbally interpreted as "Very High."

To sum up, the overall weighted mean of 3.33, verbally interpreted as "Very High," this means that respondents have a high level of preparedness for the adoption of Artificial Intelligence (AI), they are ready to engage in training, learn new ideas, acquire AI knowledge, and stay updated with the latest developments in AI. The respondents possess a strong sense of readiness, with a high level of confidence in gaining the necessary skills and support for integrating AI into their practices.

The findings of the study support Rojas et al. (2021), organizations increasingly recognize the importance of upskilling their workforce to leverage AI effectively. Furthermore, according to Huang and Rust (2021), a strong sense of confidence among employees is crucial for integrating AI into existing practices, as it fosters a culture of innovation and adaptability. Additionally, Chui et al. (2022) highlight that preparing individuals with the necessary skills and support is key to successfully embedding AI technologies in various sectors.

Relationship between Perception, Attitude and Level of Preparedness for the Adoption of Artificial Intelligence

intelligence								
Variables	Statistical Treatment (Pearson's)	p- value	Decision	Interpretation				
Perception and attitude	r=0.663 (Moderate correlation)	0.000*	H0 rejected	Significant				
*Significant @0.01								

 Table 4. Relationship between Perception and Attitude towards the Adoption of Artificial Intelligence

As shown in table 4 there was a significant relationship between the respondents' perception and attitude towards the Adoption of Artificial Intelligence. The Pearson r value of 0. 663 (moderate correlation) with a probability value of 0.000 was less than the 0.01 significance level. This implies that the more positive the respondents' perception the more positive is their attitude toward the Adoption of Artificial Intelligence. The relationship between the respondents' perception and attitude towards the adoption of Artificial Intelligence with a Pearson r value of 0.663 was obtained. A p-value of 0.000 which was lower than 0.01level of significance between perception and their attitude showed that there is significant relationship between perception and their attitude. The findings of the study support, Kumar & Patel (2020) explored the significance of user perceptions and found that a positive understanding of AI technology correlates strongly with a favorable attitude toward its use in business environments. Their findings suggest that enhancing awareness and addressing misconceptions can significantly boost adoption rates.

Additionally, Rivera et al. (2021) examined the impact of organizational culture on employee perceptions of AI, revealing that supportive workplace environments contribute to more positive attitudes toward AI integration. Their research emphasizes the need for organizations to foster an open culture to facilitate smooth adoption. Furthermore, in 2023, Davis & Chen (2023) highlighted that user experience plays a crucial role in shaping perceptions, thereby influencing attitudes. They argue that a well-designed user interface can enhance perceptions of AI systems, making them more acceptable to potential users.

Table 5. Relationship between Perception and Level of Preparedness for the Adoption of
Artificial Intelligence

Variables	Statistical Treatment (Pearson's)	p- value	Decision	Interpretation
Perception and preparedness	r=0.288 (Low correlation)	0.000*	H0 rejected	Significant
*Significant @0.01				

As shown in table 5, there was a significant relationship between the respondents' perception and level of preparedness for the Adoption of Artificial Intelligence. The Pearson r value of 0.288 (low correlation) with a probability value of 0.000 was less than the 0.01 significance level. This implies that the more positive the respondents' perception the more positive is their level of preparedness for the Adoption of Artificial Intelligence.

The relationship between the respondents 'perception and level of preparedness for the Adoption of Artificial Intelligence with a Pearson r value of 0.288 was obtained. A p-value of 0.000 which was lower than 0.01 level of significance between perception and their level of preparedness showed that there is significant relationship between perception and their level of preparedness.

This relationship is consistent with findings by Garcia and Thompson (2022), who assert that individuals with a favorable view of technological advancements exhibit greater readiness for adoption (Garcia & Thompson, 2022). Similarly, research by Patel et al. (2023) emphasizes the importance of perception, revealing that organizations with positive attitudes towards AI are more likely to invest in training and resources, thus enhancing their preparedness (Patel et al., 2023). Additionally, a study by Kim et.al (2024) further supports this connection, demonstrating that clear communication and education about AI can significantly improve employees' perceptions, subsequently increasing organizational readiness for implementation (Kim et.al, 2024).

Table 6.	Relationship between Attitude and Level of Preparedness for the Adoption of
	Artificial Intelligence

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation				
Perception and preparedness	r=0.288 (Low correlation)	0.000*	H_0 rejected	Significant				
*Significant @0.01								

As shown in table 6 there was a significant relationship between the attitude and level of preparedness for the adoption of Artificial Intelligence (AI) The Pearson r value of 0.574 (moderate correlation) with a probability value of 0.000 was less than the 0.01 significance level. This implies that the more positive the respondents' that the more positive the respondents' attitude the more positive is their level of preparedness toward the adoption of Artificial Intelligence (AI).

The relationship between the respondents' perception and level of preparedness toward inclusive education with a Pearson r value of 0.574 was obtained. A p-value of 0.000 which was lower than 0.01 level of significance between respondents' attitude and their level of preparedness for the adoption of Artificial Intelligence (AI) showed that there is a significant relationship between respondents' attitude and their level of preparedness.

Supporting this finding, Roberts and Stewart (2021) argue that positive attitudes toward technology are crucial for successful adoption in educational settings. Additionally, Martinez et al. (2021) highlights how educators' perceptions of AI can enhance their readiness to incorporate such technologies, promoting effective learning environments. Furthermore, Williams et al. (2023) assert that fostering an optimistic outlook on technological advancements can significantly impact educational stakeholders' preparedness for adopting innovative solutions.

Regression Analysis of Perception and Attitude Towards the Adoption of Artificial Intelligence

Predictor	Dependent	β	_R 2	ANOVA	t	p-	Decision	Interpretation
	Variable					value		
Perceived	Preparedness for	0.332	0.110	F=24.470	4.947	0.000*	Ho	Significant
benefits	AI						rejected	
	adoption							
*Significant	@0.01						•	

Table 7. Regression Analysis of Perception of Adoption of Artificial Intelligence on the Respondents' Level of Preparedness for Artificial Intelligence

Table 7 shows the predictive power of the respondents' perception of adoption of artificial intelligence in their level of preparedness for it. Of the sub-variables, only perceived benefits were found to be a significant predictor. As indicated, it accounted for 11.10% (F=24.470;

t=4.947) of the variability of the dependent variable, with the remaining percentage for other factors. Results also showed that for every one-unit increase in perceived benefits, there is a 0.332 increase in the level of preparedness for the adoption of artificial intelligence. Meanwhile, the probability test showed a p-value of .000 which was lower than the significant value of 0.01, suggesting that there is enough statistical evidence to reject the null hypothesis. This means that the respondents' perception of artificial intelligence adoption in terms of perceived benefits is a significant predictor of their level of preparedness for it. The study of Choudhury et al. (2021) emphasized that users are more likely to embrace AI technologies when they recognize clear advantages, ultimately enhancing their readiness for implementation. Similarly, Johnson and Smith (2023) found that perceived benefits significantly influence organizational strategies towards AI adoption, suggesting that organizations should focus on communicating these benefits to staff to increase preparedness levels. Furthermore, Zhao et.al (2022) explored the correlation between perceived benefits and training initiatives, highlighting that when individuals see direct benefits from AI, they are more inclined to engage in necessary training and development activities, further solidifying their preparedness for this transformative technology.

		0	-2					-
Predictor	Dependent	β	<i>R</i> ²	ANOV	t	р-	Decisio	Interpretatio
	variables			Α		value	n	n
Concerns	Preparednes	0.18	0.37	F=23.63	4.94	0.010*	H ₀	Significant
and	S	5	9	0	7		rejected	
challenges	for AI							
	Adoption							
Willingness	Preparednes	0.21	0.37	F=23.63	2.00	0.047*	H ₀	Significant
to embrace	S	9	9	0	0	*	rejected	
AI tools	for AI							
	Adoption							
Impact on	Preparednes	0.24	0.37	F=23.63	2.75	0.007*	H_0	Significant
student	S	1	9	0	0		rejected	
interaction	for AI							
	Adoption							
Adaptability	Preparednes	0.51	0.37	F=23.63	4.94	0.000*	H ₀	Significant
to	S	3	9	0	3		rejected	
technologic	for AI							
al change	Adoption							
*Significant @0.001 **Significant @0.005								

 Table 8. Regression Analysis of Attitude towards the Adoption of Artificial Intelligence on the Respondents' Level of Preparedness for Artificial Intelligence

Table 8 shows the predictive power of the respondents' attitude towards the adoption of artificial intelligence in their level of preparedness for it. Of the five sub-variables, four (concerns and challenges, willingness to embrace AI tools, impact on student interaction and adaptability to technological change) of them were found to be significant predictors. As indicated, they accounted for 37.90% (F=23.630) of the variability of the dependent variable, with the remaining percentage for other factors and corresponding t-values of 4.947, 2.000, 2.750 and 4.943, were obtained. Results also showed that for every one-unit an increase in concerns and challenges, willingness to embrace AI tools, impact on student interaction, and adaptability to technological

change, there are 0.185, 0.219, 0.241 and 0.513 increase in the level of preparedness for the adoption of artificial intelligence, respectively with the probability values of 0.010, 0.047, 0.007 and 0.000. which were lower than the test of significance at 0.01 and 0.05, suggesting that there is enough statistical evidence to reject the null hypothesis. This means that the respondents' attitude towards the adoption of artificial intelligence in terms of concerns and challenges, willingness to embrace AI tools, impact on student interaction and adaptability to technological change are significant predictors of their level of preparedness for it.

Consequently, these findings align with research by Xu et al. (2021), who emphasized the importance of positive attitudes in technology adoption; Smith and Johnson (2023), who explored the role of individual readiness in educational settings; and Lopez (2023), who discussed the impact of technological adaptability on readiness for AI integration. Together, these studies reinforce the notion that attitudes towards adoption significantly influence preparedness in educational contexts.

CONCLUSIONS

The respondents demonstrated a positive perception regarding the effectiveness of AI adoption in teaching. This suggest that AI improves access to educational resources, broadens the accessibility of higher education for diverse learners, and positively transforms teaching methods by fostering innovation and efficiency. These insights underscore the potential of AI to make education more inclusive and effective.

The respondents had a positive attitude of AI adoption along with concerns and challenges, willingness to embrace AI tools, impact on professional development, impact on student interaction and adaptability to technological change.

The respondents had a high level of preparedness for the adoption of Artificial Intelligence (AI), they are ready to engage in training, learn new ideas, acquire AI knowledge, and stay updated with the latest developments in AI. The respondents possess a strong sense of readiness, with a high level of confidence in gaining the necessary skills and support for integrating AI into their practices.

The more positive the respondents' perceptions, the more their attitudes toward the adoption of Artificial Intelligence become increasingly favorable.

The more positive the respondents' perceptions, the higher their level of preparedness for the adoption of Artificial Intelligence.

The more positive the respondents' attitude the more positive is their level of preparedness toward the adoption of Artificial Intelligence (AI).

The respondents' perception of Artificial Intelligence adoption, particularly in terms of its perceived benefits, serves as a significant predictor of the level of preparedness for its implementation. The respondents' attitudes toward Artificial Intelligence adoption—specifically in terms of concerns and challenges, willingness to embrace AI tools, impact on student

interaction, and adaptability to technological change—are significant predictors of their level of preparedness for its implementation.

There is a need to comprehensively implement the action plan made to sustain the perception, and attitude, for the adoption of Artificial Intelligence (AI)

RECOMMENDATIONS

Administrators should prioritize the integration of Artificial Intelligence (AI) into educational practices by providing comprehensive training and professional development for faculty members. They should promote awareness of AI's benefits, particularly its potential to enhance teaching effectiveness, student interaction, and adaptability to technological changes. Furthermore, administrators should address concerns and challenges related to AI adoption, ensuring that faculty members feel supported in embracing these tools. By fostering a collaborative environment, administrators can encourage the successful implementation of AI, ultimately improving the overall educational experience and preparing faculty for future technological advancements.

Faculty members should participate in ongoing training programs focused on Artificial Intelligence (AI) adoption, ensuring they stay informed about the latest AI tools and teaching practices. This will enable them to effectively integrate AI into their classrooms, improve teaching strategies, and enhance student learning outcomes. By staying updated on the advancements in AI, faculty members can better communicate its significance and benefits, fostering a culture of innovation and ensuring that both educators and students are prepared for the future of education.

The university administrators should prioritize securing additional funding for the implementation and integration of Artificial Intelligence (AI) tools in the curriculum. This funding should be directed towards providing faculty members with the necessary training, acquiring up-to-date AI technologies, and supporting ongoing research on the effective use of AI in education. By securing such resources, administrators can ensure that faculty members are equipped with the knowledge and tools to leverage AI effectively, thereby enhancing teaching quality and learning outcomes across the university.

Future researchers may replicate this investigation while considering additional variables such as socio-economic factors, technological advancements, or institutional support. Exploring these variables could provide a more comprehensive understanding of the factors influencing the successful adoption of Artificial Intelligence in higher education and the preparedness of faculty.

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