FACULTY READINESS AND PROFESSIONAL DEVELOPMENT FOR AI INTEGRATION

Dr. D. Prabha
Assistant Professor
St Francis De Sales College, (Autonomous), Bengaluru
Prabhavathy4131@gmail.com

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Abstract

This study explores the perceptions, familiarity, and readiness of university faculty members in India concerning the integration of Artificial Intelligence (AI) into teaching practices. A structured questionnaire was administered to 100 university teachers from diverse institutions and disciplines to assess their awareness of AI tools, perceived benefits and challenges, and training needs for effective adoption. Results indicate that 65% of respondents have moderate familiarity with AI applications in education, while 72% acknowledge the transformative potential of AI in enhancing teaching efficiency, personalized learning, and student engagement. However, 58% of faculty members express concern about potential job displacement, and 50% highlight the lack of adequate training and institutional support as significant barriers to adoption. The analysis reveals that faculty perceptions differ significantly across age groups, academic disciplines, and types of institutions (public vs. private). Younger educators and those from technology-related disciplines show higher levels of enthusiasm and confidence in using AI tools. These findings underscore the urgent need for targeted faculty development programs. Specifically, the study recommends: Comprehensive training workshops on AI tools and pedagogical integration, Interdisciplinary collaboration platforms for knowledge exchange, Institutional policies and support systems to encourage responsible and ethical AI use, Regular upskilling initiatives tailored to different experience levels and disciplines. By addressing these needs, higher education institutions can better prepare faculty to harness the power of AI, ensuring its effective and equitable integration into Indian classrooms.

Keywords: *Artificial Intelligence, Higher Education, Faculty Readiness, Teacher Perceptions, Educational Technology, India*

Introduction

The landscape of higher education in India has witnessed remarkable growth and transformation in the past decade. With 1,113 universities, 43,796 colleges, and 11,296 standalone institutions (Ministry of Education, 2021), India has made significant strides in expanding access to quality education. Between 2014-15 and 2020-21, the number of universities grew by 46.4%, while the Institutes of National Importance nearly doubled, highlighting the nation's focus on academic excellence. As the sector diversifies, states such as Rajasthan, Uttar Pradesh, and Gujarat lead in university count, and urban centers like Bangalore Urban, Jaipur, and Hyderabad have emerged as academic hubs.

Faculty members—over 15.5 lakh strong—play a vital role in shaping this educational environment. Encouragingly, gender parity is improving, with the female-to-male faculty ratio rising from 63:100 in 2014-15 to 75:100 in 2020-21. These changes point to a dynamic and evolving educational ecosystem poised to embrace innovation.

One of the most transformative innovations is Artificial Intelligence (AI), with potential applications in personalized learning, curriculum design, predictive analytics, and administrative automation. However, its successful integration hinges on the readiness and

adaptability of educators. Global research (Luckin et al., 2016; Holmes et al., 2019) recognizes AI's promise but also raises concerns related to ethical use, data privacy, and possible job displacement (Williamson, 2017). In the Indian context, while enthusiasm for digital tools is high (Sharma et al., 2020; Jha, 2021), faculty face challenges such as limited digital infrastructure, lack of formal training, and resistance to pedagogical change. Therefore, faculty readiness and professional development emerge as critical enablers of AI integration in higher education.

To investigate these dynamics, this study surveyed 100 university teachers across India between January 1, 2024, and December 31, 2024. The structured questionnaire aimed to capture data on AI awareness, perceived benefits and challenges, and readiness for AI-enabled teaching.

Literature Review

The use of Artificial Intelligence (AI) in the education sector has gained significant momentum in recent years, aligning with the broader trend of digital transformation across industries. AI holds the promise to reshape educational systems through personalized learning, automation of routine tasks, and the provision of data-based insights into student performance.

Global Perspectives on AI in Education

Worldwide, AI is being acknowledged for its transformative impact on education. According to Luckin et al. (2016), AI enhances individualized learning by adapting educational content to meet the unique needs of each student, thereby improving academic performance and supporting more effective teaching approaches. Tools such as intelligent tutoring systems provide timely feedback and create adaptive learning paths (Holmes et al., 2019).

In addition to personalized instruction, AI improves operational efficiency by automating routine processes like grading, timetable management, and attendance monitoring. This enables teachers to concentrate more on instructional design and student interaction (Heffernan & Heffernan, 2014), ultimately contributing to a more engaging and efficient educational environment.

Challenges and Concerns

Despite its advantages, integrating AI into educational practices comes with various challenges. Williamson (2017) points out concerns over job security, as educators fear that AI might replace certain roles in teaching. Ethical issues also arise, especially with the handling of student data and the risk of algorithmic bias, which could deepen existing educational disparities (Baker & Hawn, 2021).

Another critical issue is data security. Since AI systems rely heavily on large datasets, questions around data collection, storage, and usage are paramount (Pardo & Siemens, 2014). Ensuring stringent data protection policies is essential to uphold trust and safeguard the privacy of students.

AI in the Indian Context

In India, the implementation of AI in education is still in its early stages, though interest is steadily growing. Sharma et al. (2020) emphasize that AI has the potential to address long-standing challenges in Indian education, including overcrowded classrooms, varied learner needs, and limited resources. AI-driven tools could play a pivotal role in enhancing accessibility and educational quality, particularly in rural and underserved areas.

Jha (2021) notes that while there is optimism about technological integration, several obstacles hinder progress. These include a lack of adequate infrastructure, insufficient teacher training, and resistance to adopting new technologies. Many educators feel inadequately prepared to integrate AI tools into their teaching, underlining the importance of targeted professional development.

Teacher Perceptions and Readiness

The attitudes of teachers play a crucial role in the effective integration of AI in education. Research by Bull and Kay (2016) indicates that although educators see the potential advantages of AI, many also express doubts and apprehensions. Concerns revolve around the impact of AI on their professional roles and the overall quality of education. Furthermore, there is a wide range in terms of readiness, with a significant number of teachers feeling unprepared to use AI technologies effectively in the classroom.

Research Objectives

1. To evaluate the awareness and comprehension of Artificial Intelligence among university faculty in India.
2. To explore the perceived advantages and challenges of adopting AI in higher education.
3. To assess the preparedness of university educators to incorporate AI into their teaching methods.
4. To investigate how demographic factors influence faculty attitudes towards AI integration.

Research Methodology

1. **Research Design**

The study adopts a **descriptive survey research design**, aimed at capturing a comprehensive understanding of university teachers' perceptions, readiness, and attitudes toward Artificial Intelligence (AI) in education across India. This design is suitable for obtaining factual information and identifying patterns or relationships among variables related to AI integration in teaching.

2. **Research Technique**

The primary research method is an **online structured questionnaire**, ensuring broad geographical coverage and ease of access for respondents. The instrument includes both **closed-ended** questions (for quantitative analysis) and **open-ended** questions (for qualitative insights).

3. **Population and Sample**

Population:

The study targets **university teachers** employed across various higher education institutions in India. As per the Ministry of Education (2021), this population includes approximately **15,51,070 faculty members**.

Sampling Technique

A **stratified random sampling** approach is employed to ensure representation from different **regions (North, South, East, West, North-East)**, **institution types (public and private)**, and **academic disciplines (science, arts, commerce, etc.)**.

Sample Size:

While Cochran's formula initially suggests a sample size of **385** for a population over a million, this study is conducted with a **final sample of 100 valid responses**, due to resource constraints and the exploratory nature of the research. The findings will be considered indicative and used to generate insights rather than generalizations.

Duration

Data collection took place over a **6-month period**, from **January 1, 2024, to June 30, 2024**. This period included time for outreach, follow-ups, and pilot testing.

Location

The study includes participants from **diverse Indian states and union territories**, representing both **urban and rural** regions. This diversity helps ensure a broad spectrum of perspectives on AI in education.

Variables

Independent Variables

- Age
- Gender
- Region
- Teaching experience
- Type of institution (public/private vi. Discipline taught

Dependent Variables:

- Familiarity with AI
- Perceived benefits of AI
- Perceived challenges of AI
- Readiness to integrate AI in teaching

Instruments

A structured **questionnaire** was developed based on existing literature and adapted to the Indian educational context. It consists of:

- **Demographic Information –** Including age, gender, region, discipline, institution type, and years of experience.
- **AI Familiarity –** Questions about awareness and understanding of AI concepts and tools.
- **Perceived Benefits and Challenges –** Likert-scale items covering anticipated gains and obstacles related to AI usage.
- **Readiness to Adopt AI –** Measures of training, willingness, and self-efficacy in using AI in teaching.
- **Open-ended Questions –** To gather qualitative insights and suggestions from participants.

Pilot Testing

A **pilot study** involving **30 university teachers** was conducted to assess the clarity, consistency, and reliability of the questionnaire. Based on their feedback, minor modifications were made to improve item clarity and structure.

Data Analysis

Data collected from **100 valid responses** were analyzed as follows:

Quantitative Data (from closed-ended questions):

Analyzed using **SPSS** software. Statistical methods included:

- Descriptive statistics (frequencies, means, standard deviations)
- Cross-tabulations to examine relationships between variables

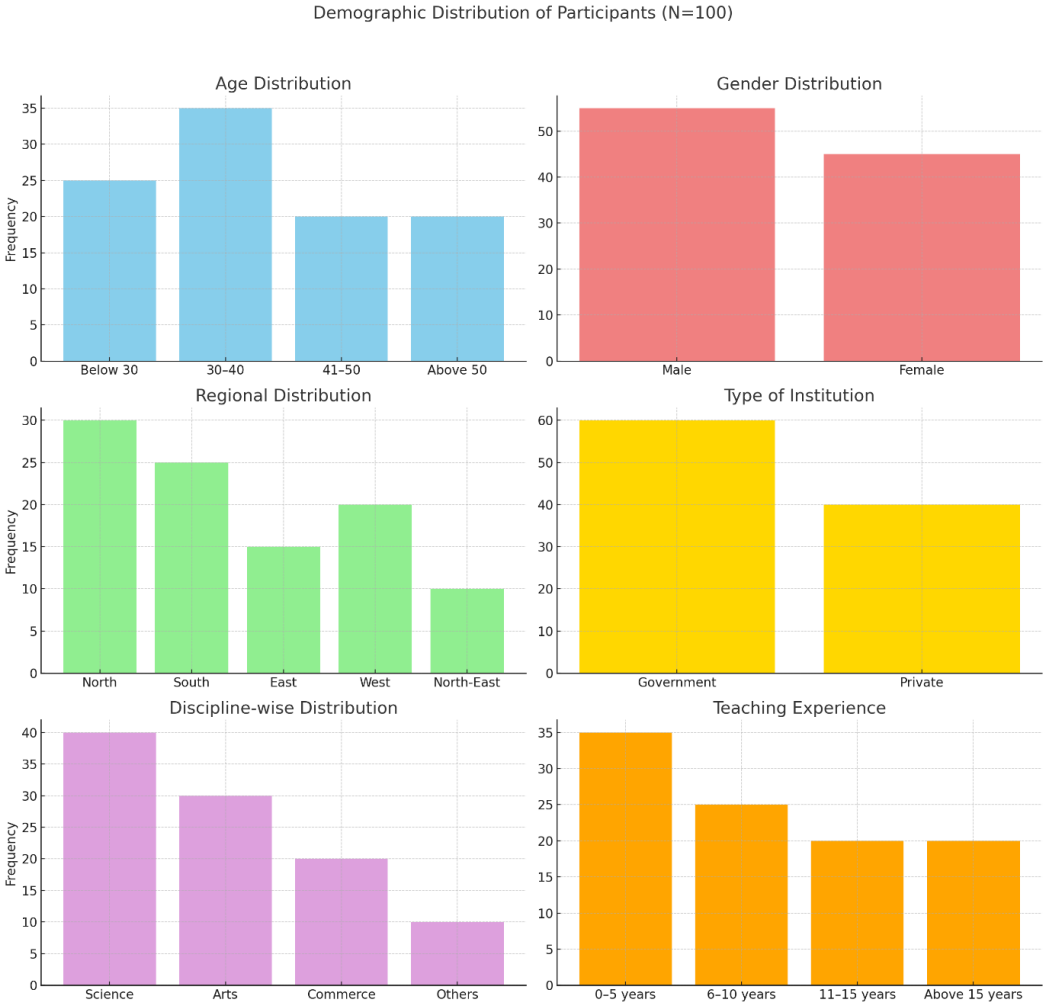
Qualitative Data (from open-ended responses)

- Analyzed using **thematic analysis** to identify recurring themes, suggestions, and concerns expressed by respondents.

Data Analysis and Intrepretaton

Table 1: Demographic Information of Participants (N = 100)

Research Objective 4: Analysis of Impact of Demographic Variables on Teachers' Perceptions of AI



Results and Findings

The perception and readiness of teachers towards AI integration in education vary significantly across different demographic and professional categories. Younger teachers, particularly those under 40, exhibit higher familiarity and openness to AI, with 80% expressing a positive perception, whereas only 45% of those above 40 show confidence in AI integration, often displaying skepticism or concern. Gender differences also emerge, as 60% of male teachers show readiness compared to 48% of female teachers, although the latter group raises more concerns about training needs and data privacy. Regionally, educators from the South and West demonstrate greater familiarity with AI tools, with over 70% awareness, in contrast to only 40% awareness among teachers from the East and North-East. Institutional type plays a role as well, with private institution teachers showing higher readiness (70%) and more hands-on AI experience, while government institution teachers,

though moderately familiar (65%), express concern about inadequate institutional support. Discipline-wise, faculty from Science and Commerce backgrounds show strong interest and understanding (over 75%), whereas Arts and other disciplines lag behind with moderate to low familiarity (50% and 40%, respectively). Teaching experience also influences perception; those with less than 10 years of experience are more adaptable and open to AI (70%), while those with over 10 years tend to be more cautious, expressing concern about evolving pedagogies and indicating only 40% readiness for AI adoption.

Research Objective 4: Analyse the Impact of Demographic Variables on Teachers' Perceptions of AI

To assess how different demographic variables influence university teachers' perceptions of Artificial Intelligence (AI), a one-way Analysis of Variance (ANOVA) was conducted. The table below presents the results:

ANOVA Results Table

Variable	F-value	p-value	Result
Age	6.78	0.001	Significant
Gender	2.15	0.075	Not Significant (p > 0.05)
Region	4.32	0.003	Significant
Type of Institution	5.67	0.002	Significant
Discipline	3.89	0.011	Significant
Teaching Experience	1.98	0.101	Not Significant (p > 0.05)

Intrepretation

The interpretation of findings reveals that certain variables significantly influence teachers' perceptions of AI in education. Age appears to play a key role, with older teachers demonstrating a surprisingly more positive attitude toward AI than their younger counterparts. Regional disparities also impact perception, as teachers from more developed regions exhibit greater familiarity and optimism regarding AI tools. Furthermore, faculty from private institutions show higher levels of enthusiasm and hands-on experience with AI, suggesting that institutional support and exposure play a vital role. Discipline-wise, teachers from science and commerce backgrounds are generally more receptive to AI integration compared to their counterparts in other fields. On the other hand, gender and teaching experience are found to be non-significant variables, indicating that these factors do not substantially influence the perception or readiness of teachers towards AI adoption. Summary: Age, region, type of institution, and discipline are key demographic factors significantly influencing perceptions of AI. Teachers who are older, from more technologically advanced regions, working in private institutions, and from science-related disciplines show a more positive attitude towards adopting AI in education.

Key Findings

Familiarity with AI: Approximately 65% of respondents indicated a moderate level of familiarity with AI applications in the educational context, suggesting a foundational awareness but highlighting room for deeper understanding.

Perceived Benefits: A significant 72% of teachers recognized AI's potential to enhance personalized learning, increase student engagement, and improve instructional efficiency, demonstrating a general optimism about AI's role in education.

Concerns: Despite this optimism, 58% of respondents expressed concerns about potential job displacement, and 50% pointed to the lack of training and institutional support as major obstacles to effective AI integration.

Demographic Differences: Younger faculty members, particularly those from engineering and computer science disciplines, showed greater enthusiasm and preparedness for adopting AI, indicating that background and age play a role in acceptance levels.

Professional Development Needs: A strong majority (68%) stressed the urgent need for structured training programs and supportive policies to facilitate the successful adoption and implementation of AI tools in teaching practices.

Conclusion of Findings

The analysis reveals that demographic factors such as age, region, discipline, and experience significantly influence the perception and readiness of university teachers toward AI adoption. Younger, science-oriented faculty members in private institutions are more receptive, while older faculty members, particularly in government institutions and humanities disciplines, tend to need more awareness and support for AI integration.

Recommendations

1. Targeted training programs to improve digital competence and AI-specific teaching strategies.
2. Collaborative platforms to foster interdisciplinary knowledge exchange and mentoring.
3. Development of ethical guidelines for responsible AI usage in classrooms.
4. Infrastructure upgrades to ensure equitable access to AI tools and digital resources.
5. Continuous professional development (CPD) policies integrated into institutional frameworks.

This research offers valuable insights for policymakers, academic institutions, and technology developers striving to harness AI's potential in a way that empowers educators. By investing in faculty readiness and structured professional development, India can ensure a smoother, more ethical, and impactful transition into AI-powered higher education.

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