وجهات نظر أعضاء هيئة التدريس حول استخدام أدوات الذكاء الاصطناعي في التدريس: دراسة حالة لكلية التربية بجامعة ميسان

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كيفية اقتباس البحث

جاسم ، ماجد عبد المحمد ، وجهات نظر أعضاء هيئة التدريس حول استخدام أدوات الذكاء الاصطناعي في التدريس: دراسة حالة لكلية التربية بجامعة ميسان،مجلة مركز بابل للدراسات الانسانية، تشرين الثاني 2026،المجلد:16، العدد:11.

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Faculty Members' Perspectives on Use of Artificial Intelligence Tools in Teaching: A Case Study of the College of Education, University of Maysan

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Keywords : Artificial Intelligence, Faculty Members, Higher Education, Teaching, Readiness, Perceptions, University of Maysan.

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المستخلص

تتناول هذه الدراسة وجهات نظر أعضاء هيئة التدريس في كلية التربية بجامعة ميسان حول استخدام أدوات الذكاء الاصطناعي في التدريس. وتهدف إلى دراسة التعرف على مدى استعداد أعضاء هيئة التدريس، وتصوراتهم، واستخدامهم لأدوات الذكاء الاصطناعي في العملية التعليمية، بالإضافة إلى التحديات التي تعيق تطبيقها الفعال في البيئات التعليمية. تم جمع البيانات من خلال استبيان وُزِّع على عينة من 45 عضوًا من أعضاء هيئة التدريس في كلية التربية بجامعة ميسان خلال العام الدراسي 2025–2026. ولتحقيق هذه الأهداف، استخدم الباحث منهجًا وصفيًا تحليليًا، وطبّق منهجية المسح الوصفي. تشير النتائج إلى أن مستوى الاستخدام الفعلي لتطبيقات الذكاء الاصطناعي بين أعضاء هيئة التدريس كان منخفضًا بشكل عام. فعلى الرغم من أن المشاركين أعربوا عن تصورات إيجابية بشأن الفوائد المحتملة للذكاء الاصطناعي في تعزيز فعالية التدريس، وتحسين الممارسات التعليمية، ودعم تعلم الطلاب، إلا أن استعدادهم لدمج هذه الأدوات في أنشطتهم التدريسية كان متفاوتًا. كما تُظهر النتائج مستوى

عالٍ من الاتفاق بين المشاركين بشأن وجود العديد من العقبات والتحديات التي تواجه تطبيق أدوات الذكاء الاصطناعي في التدريس. من بين التحديات: عدم كفاية التدريب، ومحدودية البنية التحتية، ونقص الدعم التقني. وبناءً على النتائج، توصي الدراسة بتوفير برامج تدريبية متخصصة وفرص للتطوير المهني لرفع مستوى وعي أعضاء هيئة التدريس وكفاءاتهم في استخدام أدوات الذكاء الاصطناعي. كما تؤكد على ضرورة تحسين البنية التحتية التقنية.

Abstract

This study investigates faculty members' perspectives on the use of artificial intelligence tools in teaching at the College of Education, University of Maysan. The goal of this study is to examine the reality of faculty members' readiness, perceptions, and use of AI tools in the teaching process, as well as the challenges that hinder their effective implementation in educational settings. **Data were collected through a questionnaire administered to a sample of 45 faculty members at the College of Education, University of Maysan, during the academic year 2025–2026.** To achieve these goals, the researcher utilizes a descriptive-analytical approach and employed a descriptive survey methodology. The results indicate that the level of actual use of artificial intelligence applications among faculty members was generally low. Even though respondents expressed positive perceptions regarding the potential benefits of AI in enhancing teaching effectiveness, improving instructional practices, and supporting student learning, their readiness to integrate these tools into their teaching activities varied. The findings also shows a high level of agreement among participants concerning the existence of several obstacles and challenges to apply AI tools in teaching . Inadequate training, limited infrastructure, insufficient technical support, are among the challenges .Based on the findings, the study recommends providing specialized training programs and professional development opportunities to increase faculty members' awareness and competencies in using AI tools. It also emphasizes the need to improve technological infrastructure .

1.INTRODUCTION

The start of the 21st century has triggered considerable changes in the field of education in the form of the digital shift and the use of artificial intelligence (AI). The education and training sector in the past couple of years has seen a rapid and widespread incorporation of advanced artificial intelligence (AI). The advanced developments in artificial intelligence enable it to be used in almost every sphere. Of the pivotal information and communication technologies (ICT) that we have, AI is certainly one of the most useful. Disrupted by AI, educators are left perplexed and

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

adopt different and more effective and efficient ways. As education changes, it becomes more and more essential to understand AI's educational tools and their ramifications. AI is also the general term for other technologies such as machine intelligence for the most complex and demanding digital services that were, until recently, provided by humans. AI is embraced by most organisations for rapid, efficient, and creative performance of work. The use of AI in this area is attracting huge and formidable investment. (2017:162-163).

Smart machines and sophisticated efforts that employ specific patterns of search algorithms and machine learning and variations on that learning; and augmented learning, as well as the creation of chess, one of the premier intelligence games, and fraud-detection and auditing technologies, attest to the worth of artificial intelligence. This value was also visible during the Industrial Revolution of the 18th and 19th century, which resulted in tremendous economic growth from the industrialisation of Germany and the rest of Europe, and Germany's leadership in modern technologies, sciences, and industrialisation. This technology and the other technologies developed in that era were as diverse in their applications as they are in their ability to offer radical advancements and improvements in virtually every field of human endeavour. With them, developed Artificial Intelligence which became the backbone of that development and the mark of a radical shift that the world has been endlessly looking for, the creation of a new pole for technological growth, unlimited to traditional and often used methods throughout civilisations. (Ibid. 171)

Taking the above into account, it can be stated that the scope of Artificial Intelligence (AI) extends to all fields of Science and Technology (ST) with a special focus on computer science. AI is being used in the development of certain computer programmes. These programmes allow systems to perform tasks involving functions characteristic of human intelligence, including thinking, comprehending, listening, speaking, and moving. This is called Artificial Intelligence.'</Zawacki-Richter, et al. (2019).> Machines that assimilate the functions of the human brain are empowered to learn, gather and analyse data, and synthesise information in order to construct and strengthen more complex relationships

Malik, et al. (2019) have noted that the recent expansion of production and the effective use of systems that include Artificial Intelligence have surpassed expectations. These technologies that have been incorporated in the field of education have also been helpful in the education process.

Russell and Norvig (2004:89) state that when it comes to the improvement of student assessment systems that can score assignments, analyse student responses and provide automated feedback, constructed response and other forms of assignments as well as the assessment where students are able to take questions and interact, the field of AI in education has outstripped other disciplines. This is all leading to personalisation in education as tracking student progress can be easily achieved and it is possible to quickly provide feedback and personalised learning.

1.1.Research Problem:

The existing literature on AI applications has not covered the use of AI applications on the teaching staff of Maysan University. Still, there are studies like Wang et al. (2020), Darar (2019), and Al-Yajazi (2019), Liu Peng (2017) that advocate the incorporation of AI applications and the assimilation of new technologies into educational systems. These studies also stressed the importance of training educators on the use of AI applications, focused on the education of interest.

This report examines the impact on educational objectives of effective AI educational technology to answer the calls of AI Wang et al. 2018, Feng et al. 2021, Xiao et al. 2018, Zhao et al. 2018, etc. 2019 AI and Education Convergence and Training Conference heard the call to prepare teachers and educators to use AI technology for teaching and learning. One of the few authors to address the issue of AI technology and its application in the teaching and learning of higher education in the Arab world is Zhang 2019, and it is for this reason we will seek to gauge the level of AI technology adoption in the faculty of Maysan University. And the question behind this issue is the following.:

1.What is the reality of faculty members' use of AI applications in education at Maysan University?

2.What challenges do Maysan University faculty members encounter when using artificial intelligence applications in education?

1.3.Aims of Study :

The purpose of this study is twofold. First of all, it is to assess the present level of adoption of artificial intelligence applications by educators at Maysan University. The second is to examine the challenges that limit the use of these applications in teaching.

1.4.Study Limits

The study's limitations include: the study's location is expected to be at Maysan University, the study will focus on the first semester of the year

2025, the sample of the study will be 45 university teaching staff, and the aim of the study is to perceive the reality and difficulties of the use of artificial intelligence educational applications.

1.5.Significance of the Study:

This study's significance lies in its potential to highlight key artificial intelligence applications for education, enhance curricula related to AI, inform faculty members about AI's role in improving education, provide a research tool for measuring AI adoption, and inspire further studies on AI's impact on learning outcomes.

1.6.Term Definitions :

1.Artificial intelligence (AI): AI, technology that gives computers and other machines the ability to learn, understand, reason, and perform various human-like tasks, is the only technology that comes close to functioning like a human being. AI falls on a fine line of being. Indeed, they perform tasks that on the surface appear to require cognitive thought and processes. Such a view is espoused by Russell and Norvig when they state that "There is a view of "AI as a collection of technologies capable of performing complex tasks only human beings are able to do." (Russell, S. J., & Norvig, P. (1995:121)

For the purpose of this study, the researcher will consider operationalising the definition of AI to mean "all of the machines and software, both desktop and mobile applications, that simulate and replicate human behaviours in thinking, acting, and making decisions towards using the technology to optimise processes, systems, and outcomes in education".

2. **Faculty members**: Faculty members are all the people working in the academic capacity of the institution, which includes professors, associate professors, assistant professors, lecturers, and we will also include administrative or support staff such as teaching or research assistants.

3. **Maysan University** : Maysan University is a government-operated institution under the purview of the Ministry of Education in Iraq. It is situated in the southern region of Maysan. The institution was inaugurated in 2007 AD in accordance with a royal decree. The university hosts fourteen academic units, namely, the College of Applied Medical Sciences, College of Computer Science and Information Systems, College of Education, College of Arts and Sciences, Community College, College of Medicine, College of Dentistry, College of Administrative Sciences, College of Pharmacy, College of Engineering, College of Arts and Sciences, College of Education, and College of Sharia and Islamic Law.

2.LITERATURE REVIEW :

AI started in 1956 when John McCarthy named it at a workshop at Dartmouth University. McCarthy was the first to mention the concept in the field of computer science. It entails the development of machines and programmes that mimic autonomous human behaviour in thinking, learning, and making decisions. (Ocana-Fernandez, *et.al.*, 2019:80).

2.1.Definitions of Artificial Intelligence

In the words of Baker, T., & Smith, L. (2019:44), artificial intelligence describes a field of computer science that seeks to develop computer applications that can imitate human thought, understanding, and rationale and therefore facilitate the carrying out of intellectually demanding tasks. Tredinnick (2017:23) defines artificial intelligence to mean a set of computer technologies that enable electronic systems to make a series of reasonable decisions and adapt to circumstances over time using a combination of natural language processing, machine learning, and other intelligent agent systems. Singh Gill S. et al. (2023:56) argues that artificial intelligence is the simulation of various human mental capabilities and the sophisticated reproduction of their mental abilities by computer programmes. For Dogan, M. E. et al. (2023:78) artificial intelligence is the capacity of a machine or computer to perform tasks that an intelligent person might accomplish, and the extent of their cognitive ability is to develop a system that is functionally human. (ibid: 90) describes the artificial intelligence of digital systems and machines as an ability to perform tasks requiring one or several mental processes, learning, and adapting- functions intended to develop systems that understand and reason like a person.

The concept of artificial intelligence as defined by Gligorea, I., et al. (2023:13) as "Machines and computers that perform tasks that involve human intelligence, that is, thinking, learning, and other mental activities, and attempt to develop systems that act as people" is broad and includes educational systems, advice systems, interactive systems, etc. Artificial intelligence is a system's ability to dissect external data and, as Gocen, A., & Aydemir, F. (2020:67) state, "learn and use it to attain goals through modifying ways of achieving those goals."

From the various definitions considered, we can conclude that, for these systems, some attributes must be present, specifically:

1 .Learning and information acquisition: New information can be learned and gained by the system.

2 .Data analysis and decision-making: The system is able to gather, figure out, and relate information to make decisions.

3 .Cognitive abilities: The ability of the system to think, perceive, and gain knowledge.

4 .Adaptability and application: The system can use knowledge, gain it from various experiences, and change to new goals.

5 .Responsiveness and innovation: The system can quickly change and react to new problems, manage the unknown, and progress.

2.2.History and Development of Artificial Intelligence

Overview:

The emergence and development of artificial intelligence (AI) have been shaped by numerous theoretical and technical contributions. Gocen, A., & Aydemir, F. (2020:23-43) ; Shoug Allahi, 2020:88-98; Zawacki-Richer *et al*., 2019:120-123 ; Key milestones in AI's journey include:

1950s: Pioneering AI Research

A small group of researchers began trying to understand the construction of intelligent machines during the 1950s. They began trying to build machines that could simulate human reasoning. This line of research heavily drew from neurosciences, from theories of information and from cybernetics. The decade's Dartmouth Conference served to formally inaugurate the discipline of artificial intelligence (AI) research. Attention to the conference from early leaders of the discipline, McCarthy, Minsky, Newell and Simon, and many others set the pace of AI research for many decades. They founded first generation AI research labs at MIT, CMU, Stanford and many others. The early projects from these labs were pioneering in many ways - reasoning, logic, problem solving and language and many were astounded at these early projects of artificial intelligence.

1960s: Early Funding

The US Department of Defense made substantial investments in AI research, which created an optimism surrounding AI capabilities.

1970s: Funding Cutback

The exploratory AI research funding by the US and UK governments was cut due to not meeting expectations.

1980s: Resurgence

AI research revived with the commercial success of expert systems, reaching over $1 billion by 1985 and prompting renewed government funding.

Late 1980s: Another Setback

Despite this success, AI research faced another downturn starting in 1987

1990s: Growing Success

In the 1990s, artificial intelligence began to be used across various sectors such as logistics, data mining, and medical diagnostics. Its success is the

result of increased computing power, focus on a specific problem, collaborative interdisciplinary efforts, and the adoption of such strict mathematical and scientific methods.

21st Century: Specialization and Widespread Adoption

During the 21st century, artificial intelligence has received its training and has also started to specialise in distinct secondary fields and has been applied extensively in different aspects of contemporary living, and this has consequently changed numerous industries and domain activities.

2.3.Types of Artificial Intelligence

Analysing the functionality and various applications of Artificial Intelligence (AI), Sion (2020:45) recognises and differentiates three forms of AI as follows:

1 .**Weak AI (Narrow AI):** There are clearly defined tasks and functions. This form of AI operates and functions within clear and defined parameters. Weak AI responds to situations programmed into it. An example of weak AI is the chess-playing robot Deep Blue developed by IBM.

2 .**Strong AI**: This form of AI has the ability to collect and process information and also make decision(s) without prior programming. Conversational bots and self-driving vehicles are examples of Strong AI.

3 .**Super AI**: This form is intended to match the levels of human intelligence and also be capable of managing human emotions and building social systems. This form of AI is still being developed and tested.

Educational applications of both weak and strong AI have been developed and the implementations report positive outcomes for the users and the educators.

2.4.Benefits of AI in Education

Various published studies (Milicevic et al., 2024; Gocen and Aydemir 2020; Shoug Allahi 2020; Zawacki-Richer et al., 2019; Faggella 2019) claim the positive aspects of the utilisation of AI in the field of education include the following:

1 .Personalised interaction: AI can assist learners.

2 .A safe learning atmosphere: The AI can bypass the risks of learning via trial and error.

3 .AI adaptive learning: It offers different models of teaching and learning to suit different learners' needs.

4 .Language learning assistance: Learners can acquire help with improving their languages with the assistance of AI.

5 .Conflict resolution: Solutions are derived by AI even in the face of absence of data and contradictory data.

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

6 .Excitement: AI could add an element of fun and competition in the learning.
7 .Performance feedback: AI can identify the skills and gaps of learners in real time and assist them.
8 .AI can assist learners of moderate competency.
9 .Resource management: AI can analyse the data of an educational organisation and detect gaps and underutilised resources.
The culmination of all these features implies that the incorporation of AI technology in education is an indisputable advantage.
The current study highlights the following benefits of using AI in teaching :
1 .Updating education: AI allows for the modernisation of education by adjusting the roles of both students and teachers.
2 .Effective resource: AI organises and provides online educational material efficiently.
3 .Improved course material: AI enriches the course curriculum by integrating various educational media.
4 .Better use of resources: AI increases efficiency by optimising information organisation and performing routine tasks.
5 .Participatory education: AI allows students to actively engage and create educational materials.
6 .Essay summarisation: AI can condense large amounts of information into short summaries.
7 .Speech generation: AI can create voice synthesis from written documents.
8 .Scanned text editing: AI enables editing printed and handwritten documents through text recognition.

2.5.Challenges to AI Adoption in University Education

Research, including faculty opinions at Maysan University, highlights several challenges hindering the effective use of artificial intelligence applications in university education. These may encompass various aspects, such as technical, infrastructural, or pedagogical issues, which need to be addressed to facilitate the optimal integration of AI applications like expert systems, speech recognition, and natural language processing in the educational process .Some key obstacles include:
The main challenges hindering the use of AI applications in education include:
1. Lack of awareness: Faculty members are unaware of AI's importance in education.
2. Insufficient training: Limited training programs for faculty members.

3. Time constraints: Faculty members lack time to learn and train on AI applications.
4. Resistance to change: Faculty members resist new teaching methods.
5. Lack of support: Authorities fail to develop faculty members' AI skills.
6. High costs: Equipping classrooms for AI is expensive.
7. Increased effort: Faculty members believe AI requires more effort than traditional methods.
8. Time management: Limited time for AI use during lectures.
9. Learner response: Weak learner engagement with new learning styles.
10. Infrastructure issues: Inadequate infrastructure for AI implementation.
11. Technical support: Lack of technical support.
12. Limited incentives: Weak incentives for faculty members using modern technologies.
13. Class size: Large class sizes hinder AI application control.
14.**Many faculty members** are overwhelmed, preventing them from devoting their time to using AI applications in education.
15. Learners' limited ability to address the challenges they face when using AI applications in education.
These challenges highlight the need for awareness, training, infrastructure, and support to facilitate effective AI integration in education .To overcome the challenges, the current study recommends:
1. Fostering a positive attitude: Encouraging faculty members and learners to embrace AI applications.
2. Staff preparation: Equipping educational staff with the necessary skills and programs.
3. Training courses: Providing training for faculty members and learners on AI application use.
4. Technical support: Employing highly qualified specialists for technical assistance.
5**. Motivation and incentives:** Encouraging faculty members to use AI applications through rewards and recognition.
By implementing these solutions, educational institutions can facilitate effective AI integration and enhance the teaching .

2.6.AI Applications in Education

The current study summarizes prominent artificial intelligence applications in education, as highlighted in various studies and literature(Yufeia, Salehb, Jiahuic & Syed (2020) , Sion (2020) ,

Athanassopoulos, S., et.al.. (2023)., Gocen, A., & Aydemir, F. (2020:67), Kerroti (2019) including:

1.Chatbots in Education: Chatbots are computer programs that simulate human-like conversations, enabling users to interact with them through text, voice, or both. These applications can be accessed via messaging apps, websites, smart devices, or phone calls. Learners can ask questions, and the chatbot responds with answers, support, advice, or empathy, providing assistance tailored to the user's needs.

2.Immersive Technologies :

Immersive technologies typically include:

A.Augmented Reality (AR) .AR adds an interactive layer of information (text, images, audio, video) to the real world. By using a smartphone camera and AR applications, learners can transform static content into interactive experiences.

B. Virtual Reality (VR) .VR creates a computer-simulated environment that learners can interact with, explore, and control. Using special equipment like helmets, gloves, and glasses, learners can conduct experiments, visit places, or participate in simulations remotely, with a high degree of immersion and interactivity.

3.AI-Powered Tools:

AI-Powered Tools include :

A. Audio Industry: Digital programs that convert written texts into audio, according to the specified default language, and then use it in websites, mobile applications, digital books, e-learning materials, documents, etc.

B: Expert Systems: Computer programs that simulate the behavior of a good human in using knowledge, issuing judgments and inference rules, and providing advice and appropriate solutions to problems. The good human is transferred to the good computer system by a knowledge engineer.

C. Educational Robotics : Educational robotics involves using electromechanical machines (robots) that can perform tasks based on programmed instructions. The roles of the robot during an educational activity can be classified as: as an educational tool, a counterpart to the teacher, or as a learning method for creating a robot. Learning is done about the robot, with the robot, and from the robot.

D. Intelligent Adaptive Learning: The use of artificial intelligence methods to meet the various educational needs of each learner. Computer algorithms derived from learner responses to questions can be used to adapt the presentation of educational materials, provide personalized resources, and learning activities that are most relevant to the learner's

cognitive needs. They also provide targeted and immediate feedback without the need for a teacher.

E. Smart Educational Games: Computer-programmed games are designed for specific educational purposes. They are composed of excitement, challenge, and competition and are meant to evoke mental stimulation, enhance focus, and improve one's logical thinking capability to solve problems and establish social connections.

G.Smart Evaluation: The Automation of Higher-Order Thinking Skills Assessment, Complex Assignment/Test Grading, Data-Driven Learner Performance Analysis, Strengths/Weaknesses Recognition, and Support Automation Programme (Google.(

H. It is software that recognises and interprets printed or scripted texts. It documents, analyses, and compares them with typeface databases, and recognises words that are unknown with algorithms.

I. Software that summarises a large amount of text into a smaller and more condensed, yet coherent, understandable, and meaningful form.

2.7.Using Artificial Intelligence Applications in University Education

Prensky (2013:98) explains that our educational system is not designed for today's students, 'Digital Natives'. These students undergo radical changes unlike any other in history. They are the first students of a computer-dominated culture. They spend all of their time, even playtime, on computers, smart devices, video games, digital music players, and other digital equipment. Consequently, these students think and process information radically differently. Therefore, there is a compelling need for materials and methods of instruction designed specifically for this generation.

The teaching and learning process across the board, even in higher education, is not the same as it used to be and in fact, the changes are radical (Kuhail, M. A., et al. 2023). These changes call for the use of intelligent educational systems. The use of smart systems in education is not a mere option these days; it is a necessity. Considerable attention is needed not as an option but as a necessity to make these systems a core component of education. This is because the traditional education system is, unlike smart systems, obsolete. In education, the traditional way of teaching learners is not effective; it is disengaging learners and in fact, not addressing the realities of their lives outside the education system.

The use of artificial intelligence in higher education enables the automation of various academic tasks, such as: Grading students, answering questions and assisting with career planning. AI-powered virtual assistants can provide personalized learning experiences. The integration of virtual and augmented reality creates immersive learning

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

environments that enhance engagement and understanding. This technology can engage students in educational activities and research, facilitate remote participation and collaboration and enable massive open online courses (MOOCs) that allow thousands to learn from top universities worldwide .Additionally, universities leverage AI to analyze vast amounts of educational data, track student performance, predict student outcomes, and provide targeted support to prevent dropouts. (Government ,2017:1)

2.8.Global Developments in AI Education

In recent years, many university institutions worldwide have witnessed significant developments in establishing specializations focused on artificial intelligence. Globally, countries such as: United States, Canada , United Kingdom, Sweden and Netherlands have been at the forefront of offering academic degrees in artificial intelligence. In the Arab world, countries such as: Saudi Arabia , United Arab, Emirates , Egypt and Jordan have taken a prominent position in embracing artificial intelligence .

Several studies have explored the use of artificial intelligence applications in university education. For example, a study by Lin, C., et.al.(2023:56-76). found that using AI applications: Increases opportunities for self-learning among students , makes them active participants in the educational process and moves beyond traditional passive learning, where students rely solely on lectures and instructor explanations. AI-powered programs are characterized by: flexibility, modernity and Precision in setting standards and timelines. These programs: foster creativity and innovation among learners , produce outcomes that align with desired goals .Moreover, leveraging AI is considered a key mechanism for harnessing technological advancements in education. By utilizing this technology, a permanent communication space is created between learners and instructors, facilitating efficient communication , time savings and reduced efforts . This supports the importance of the current study, which seeks to identify the reality of the use of these applications by faculty members at Maysan University, and the challenges facing their use in university education.

3.PREVIOUS STUDIES

Wang, Yu, Hu, & Li (2020) This study was concerned with the willingness of university professors in Anhui Province of the People's Republic of China, Diffusion of Innovations Theory and its relation with the constructs of Relative Advantage, Compatibility, Trust, Perceived Advantage, and Complexity. Based on this, the study used descriptive survey and simple random sampling on 178 professors in Anhui

Province. Results indicated that professors' use of artificial intelligence applications in education was low, the constructs of Relative Advantage, Compatibility, Trust, and Perceived Advantage were determinants of the use of intelligent teaching systems by professors, while Complexity was not. The university recognised that professors were willing to adopt and use intelligent teaching systems, thus, professors were encouraged to use artificial intelligence applications in teaching.

A study by Shin and Shin (2020) Focused on examining elementary science teachers' understanding of the application of AI and the potential ways they could use it in their teaching practice. This descriptive study used surveys and random sampling of 95 teachers located in the capital and its sub-cities. Findings showed teachers had little knowledge concerning AI functionalities that could be utilised in teaching and learning. Moreover, science classes were the highest in the proportion of AI functionalities (68.4% for matter and space, 54.7% for energy and motion, 32.6% for states of matter, and 27.4% for living things) in the elementary school. Based on the study findings, it was suggested... There is a need for educators on how to use AI for pedagogy.

Yufeia, Salehb, Jiahuic & Syed (2020) The study aimed to establish the theoretical foundations of artificial intelligence in terms of its history, the most important milestones in its development, the practical aspects of artificial intelligence in education, and its best applications. The study employed a descriptive approach to this end, which suited its nature and achieved its objectives. It identified the most important milestones in the history and development of artificial intelligence, and revealed the most important practical aspects of artificial intelligence in education, represented by: the electronic grading system, timetable, virtual teachers, personalized learning, adaptive learning, virtual reality, augmented reality, distance learning, and others. The study also proposed a set of best applications for artificial intelligence in education, and recommended the necessity of employing artificial intelligence applications .

Zarrouki and Amir Falteh (2020) The study aimed to highlight the role of artificial intelligence in improving the quality of university education. It adopted a descriptive-analytical approach and concluded that: Artificial intelligence increases the opportunities for self-learning for learners, making them active participants in the educational process rather than just passive recipients. Furthermore, AI-based programs are characterized by flexibility, modernity, and precision in defining standards and setting a schedule related to program objectives. This supports learners in innovation and creativity. It also helps learners learn in the easiest ways,

with the least possible time and effort. This ensures that university education guarantees many positive outcomes that benefit both teachers and learners, which in turn impacts the quality of educational programs in particular, and higher education institutions in general. The study recommended the need to pay attention to artificial intelligence. It is one of the most important modern applications that keeps pace with technological developments, and it prepares educational cadres capable of employing artificial intelligence applications.

Schaverien's 2001 study aimed to measure the effectiveness of teaching pre-service teachers in virtual classrooms at Seattle University in the United States. The results demonstrated that this technology offers many solutions to the difficulties facing the educational process, as well as the importance of implementing virtual classroom technology.

Benefits of Reviewing Previous Studies

Reviewing prior research offers several benefits:

1. Clarifies the problem and justifies the current study.
2. Identifies research gaps to inform the current study.
3. Provides theoretical frameworks to guide the current study.
4. Informs the current study with recommendations from credible research.

4.Study Methodology

To achieve the study's objectives, two methods were employed:

1.Descriptive-analytical method: To gather information and build the theoretical framework.

2. Survey method: To collect data from a large sample of faculty members at Maysan University, examining their use of AI applications and the challenges they face.

Study Population and Sample

The study targeted all 531 faculty members at Maysan University during the first semester of the 2024 academic year .A random sample of 300 faculty members from various colleges were selected . Responses from 299 participants were received.

Table 2

Distribution of the study sample according to (gender and academic degree) and the percentage of the sample to the total study population

Academic Rank	Sex				Total
	male		Female		
	N	Percentage	N	Percentage	
Junior lecturer	10	9.71%	19	0.51	29
Instructor	6	0.41%	10	3.61	16
Professor	4	3.71%	6	6.81	10
Total	19	2.05%	26	8.94	45

4.1.Study Instrument

To achieve the study's aims , a questionnaire is developed and utilized. The development process involves :

1. Defining the questionnaire's purpose: Aligning with the study's goals, the questionnaire aimed to:

2.Investigating faculty members' use of AI applications in education at Maysan University.

3 .Recognising the factors impeding the integration of AI.

4 .Selecting the questionnaire as the main instrument due to its utility in the collection, arrangement, and processing of information.

Questionnaire Formulation

The questionnaire is shaped by:

1 .Reading primary and secondary sources of literature concerning the use of AI in the field of education.

2 .Engaging with domain experts, especially the teaching and learning scholars through questionnaires and interviews that resulted in the first prototype of the questionnaire comprising 25 items, organised around 2 primary themes.

Ensuring Validity and Improvement

The validity of the questionnaire is guaranteed by:

1 .Establishing face validity.

2 .Obtaining critique from a group of authorities in the field of education specialising in design, technology, curriculum, and instructional method.

3 .Amending the questionnaire to conform to the suggestions of the experts to arrive at the finalised instrument .

Questionnaire Reliability

The reliability of the questionnaire is attained by evaluating the questionnaire to find the degree of internal consistency through the application of Cronbach's alpha which resulted in a coefficient of 0.88. This demonstrates that the items in the questionnaire have a uniform pattern of response. A five-point Likert type scale of measurement was adopted, thus a response was scored by the following values: (Very high: 5; High: 4; Medium: 3; Low: 2; Very low: 1). After conducting substantial assessments in validity and reliability, the graduate questionnaire was divided into 2 primary concepts with 23 items.

4.2.Study Implementation

The study proceeded as follows:

A random sample of 300 faculty members was selected, and an electronic questionnaire was emailed to them. 299 responses were received and collected .The data was statistically analyzed, and results were extracted

4.3.Statistical Analysis

The following statistical methods are used: Means and standard deviations to describe responses to answer the study questions.

4.4.Results Analysis and Discussion

This section presents and discusses the findings related to the study's objectives, focusing on:

1. Answering the primary research question: "**What is the reality of faculty members' use of AI applications in education at Maysan University?**

TABLE (2)

Means and Standard Deviations of the Reality of Faculty Members' Use of Artificial Intelligence Applications in Education at Maysan University.

Domain One : Assessing the Current State of Artificial Intelligence Adoption among Faculty Members at Maysan University	mean	Mean%	SD	order	Usage rate"
1.use robotics as an educational tool to facilitate learning and develop learners' educational performance	1.08	20.7	0.280	1	Very low
2. Highlight the strengths and weaknesses of learners' performance through Smart Evaluation applications.	1.06	20.1	0.259	2	Very Low
5.Provide intelligent adaptive learning to meet the different educational needs of each learner	1.03	20.2	0.251	3	Very low
7.offer solutions suitable for learners with little experience through expert systems programs	1.02	20.0	0.201	4	Very Low
3.Give the learner the opportunity to interact with, immerse himself in, control, and navigate the course using virtual reality technologies.	1.05	21.0	0.225	5	Very Low
1.Rely on responding to learners' inquiries through the use of smart chatbots.	1.02	19.8	0.178	6	Very Low
4.Convert textbook texts into audio files using audio industry applications.	1.03	20.6	0.161	7	Very Low
11.Summarize long texts accurately and easily for readers using Summarize Texts.	1.01	19.6	0.160	8	Very Low
10.Convert printed images or handwritten text into editable text files using highlighting and letter reading applications	1.02	19.6	0.189	9	Very Low
8. Use smart educational games that are based on excitement, challenge, imagination, and competition in the educational process.	1.02	19.5	0.198	10	Very Low

2. Enhance the explanation of various topics by adding an information layer and multiple forms of information to the digital content of the course through augmented reality applications	**1.01**	**19.6**	**0.151**	**11**	**Very Low**
	.045	**20.9**	**0.153**	**-**	**Very low**

Findings from Table 2

The results in Table 3, which examines faculty members' use of AI applications in education at Maysan University (items 1-11), reveal that: All items showed a very low degree of use. Specifically, educational robotics had a mean score of 1.08, indicating a very low level of adoption for facilitating education and enhancing learner performance. While highlighting learners' strengths and weaknesses using smart evaluation applications ranked second, with a mean score of 1.06 ; Providing intelligent adaptive learning to cater to individual learners' needs ranked third, with a mean score of 1.03. 1. Fourth place: offering suitable solutions for learners with intermediate experience using Expert Systems (mean score: 1.02) .Giving learner interaction with courses using Virtual Reality occupies Fifth level with mean score: 1.05 As for " Responding to learner inquiries using smart Chatbots occupies the level six with mean score: 1.02. As for the educators who summarize long texts with extreme accuracy and in a way that was easy for readers to use, they ranked eighth using text summarization applications, with a mean score of 1.01.

The educators who convert written texts in the curriculum into audible audio files using audio industry applications, with a mean score of 1.02, it ranks ninth. The tenth place goes to: Using smart educational games based on suspense, challenge, imagination, and competition in the educational process, with an mean score of 1.02. As for the : I enhance the explanation of the various topics by adding an information layer and multiple forms of information to the digital content of the course through augmented reality applications. It is ranked last, with a mean score of 1.01.

The overall findings of the study reveal that faculty members at Maysan University have a very low level of adoption and utilization of artificial intelligence applications in education

2. Answering the second question, which states: " **What challenges do Maysan University faculty members encounter when using artificial intelligence applications in education?** To answer the question, the means and standard deviations are calculated for the responses of

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

Maysan University faculty members on the second domain of challenges facing their use of artificial intelligence applications in education. The following table illustrates this:

TABLE (3)

Means and Standard Deviations of the **Challenges of AI Adoption in Education at Maysan University**

Domain Two : Challenges of AI Adoption in Education at Maysan University	mean	Mean%	SD	order	Usage rate"
16.The belief that using artificial intelligence applications in education requires more effort than traditional teaching methods.	4.89	97.2	0.211	1	Very high
14.Lack of the necessary technical support as required	4.88	98.0	0.230	2	Very High
12.Increase learners' awareness of the challenges they face when using artificial intelligence applications in education.	4.94	98.8	0.293	3	Very High
13.Learners' weak ability to solve problems they encounter when using artificial intelligence applications in education.	4.89	97.7	0.313	4	Very High
19.The number of learners in a classroom does not allow for control over the use of artificial intelligence applications in education	4.82	96.3	0.332	5	Very High
18.Poor response of learners to and interaction with the new style of learning	4.81	96.4	0.356	6	Very High
22.Lack of incentives for faculty members who use modern educational technologies	4.80	96.0	0.372	7	Very High
20. The heavy burden placed on faculty members prevents them from using artificial intelligence applications in education.	4.79	95.0	0.433	8	Very High
15.The high financial cost associated with equipping classrooms to use artificial intelligence applications	4.69	85.8	0.421	9	Very High
23.The lack of adequate training	4.02	80.4	0.152	10	High

programs for the use of artificial intelligence applications in education					
17.Lack of sufficient time to learn and practice the use of artificial intelligence applications in education.	**4.01**	**80.2**	**0.223**	**11**	**High**
21.Not enough time to use artificial intelligence applications during lectures	**3.86**	**78.2**	**0.601**	**12**	**High**
Total	**4.676**	**93.5**	**0.104**	**0**	**Very high**

It is noteworthy from the results in Table 3, which deals with the challenges facing the use of artificial intelligence applications in education by faculty members at Maysan University, which includes 12 items from 12 to 23: Items 16, 14, 12, 13, 19, 18, 22, 20, and 15 have a very high degree of challenges, while items 23, 17, and 21 had only a high degree. The belief that using artificial intelligence applications in education requires more effort than traditional teaching methods is the most prominent of these challenges, with a mean score of 4.89. In second place came the lack of technical support and the required images, with a mean score of 4.88. In third place comes the lack of awareness of the importance of using artificial intelligence applications in education. The mean score is 494. The weak ability of learners to deal with the challenges they face when using artificial intelligence applications in education came in fourth place, with a mean score of 4.89.

The fifth place with mean score 4.82 is occupied by the number of learners in the classroom, which does not allow for control over the use of artificial intelligence applications in education. The sixth place is occupied by the poor response of learners to the new style of learning and their interaction with it with a mean score 4.81. The seventh place is occupied by the weak incentives provided to faculty members who use modern educational technologies with a mean score was 4.80. The eighth place is occupied by the heavy burden faced by faculty members, which prevents them from using artificial intelligence applications in education with a mean score . 4.79, while the high financial cost associated with equipping classrooms to use artificial intelligence applications, including equipment, software, companies, etc., ranked ninth, with a mean score of 4.69. In tenth place is the lack of adequate training programs for the use of artificial intelligence applications in

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

education, with a mean score of 4.02. The eleventh place is occupied by the lack of sufficient time to learn and train on the use of artificial intelligence applications in education, with an average score of 4.01. The lack of sufficient time to use artificial intelligence applications during lectures is ranked last, with a mean score of 3.96.

As it is noted from the results that Faculty members at Maysan University overwhelmingly agree that numerous challenges significantly hinder the adoption of artificial intelligence applications in education, with a very high degree of consensus.

Summary of Study Results:

The study's key conclusions are:

1.Maysan University faculty members have a very low level of adoption and utilization of artificial intelligence applications in education.

2. There is a strong consensus among faculty members about the presence of multiple significant challenges that hinder the use of AI applications in education.

5.Recommendations

Based on the research findings, the following recommendations are suggested for higher education institutions :

1 .Organising training programmes focused on the use of artificial intelligence in education should be offered for both teachers and students .

2 .Using contemporary intelligent techniques in educational technology should be encouraged among teachers to improve efficiency in the use of time and resources .

3 .Positive reinforcements should be offered to teachers who use artificial intelligence in their teaching .

4 .The teaching staff should be encouraged to adopt a more positive attitude towards the use of artificial intelligence in education .

5 .Teachers should be provided with materials and resources to efficiently use artificial intelligence .

6 .Teachers and students should receive ongoing support to help them deal with the problems associated with the use of artificial intelligence.

5.1.Recommendations for Future Studies

According to the findings from the study, the suggestions for future research are:

1 .Conducting the study at other different types of schools.

2 .Looking at the effectiveness of the use of artificial intelligence in different courses and its benefits in terms of achieving various skills.

3 .Continuing to develop the application of artificial intelligence in the Arab world.

Journal of Babylon Center for Humanities Studies: 2026, Volume: 16, Issue: 11

4 .Finding and studying the most popular educational artificial intelligence tools.
5 .The study of the problems and the proposed AI for educational use at different levels of schooling.
6 .Looking at the use of AI technology in education at different levels in other countries of the world and using the best examples.
7 .The use of AI to improve the quality of education at the university level.

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