

# LECTURERS' PROFESSIONAL READINESS FOR THE USE OF AI: AN ANALYSIS OF STUDENTS' PERCEPTIONS

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The need for AI integration in higher education is growing. It is worth noting that, along with regulations and a systematic approach, the lecturer plays a fundamentally important role, as the student interacts with the lecturer on a daily basis. As part of the research, we analyzed students' perceptions of lecturers' attitudes and professional readiness towards artificial intelligence. The study was conducted at Ivane Javakhishvili Tbilisi State University, in which 791 students participated. The SPSS statistical software package was used to analyze the obtained results. The article presents hypotheses and develops relevant recommendations. According to some students, lecturers' attitude towards artificial intelligence is negative. Furthermore, they believe that lecturers' fear or distrust of AI somewhat limits students. The research identified challenges that can be eliminated by raising the awareness of professors and forming a unified system.

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## 1 Introduction

Artificial intelligence is one of the most important innovations and challenges of the modern world. It has fundamentally changed the specifics of work in many fields, and the education system is no exception. It is worth noting that the integration of artificial intelligence into higher education institutions is taking place gradually and is fundamentally transforming traditional teaching models. In the face of such large-scale changes, the perception, attitude, and professional and emotional readiness of lecturers towards artificial intelligence are of fundamental importance. This is the basis for the effective and painless integration of artificial intelligence into the educational process, as such large-scale changes require individuals to be ready and open to innovation. The topic is relevant because the issue of integrating artificial intelligence has raised many questions about academic integrity, credibility, and the quality of teaching (Barney 2023). That is why studying lecturers' attitudes and readiness (from the students' perspective) will significantly help us identify key challenges and needs. According to the American Association of Colleges and Universities (AAC&U) and Elon University's Imagining the Digital Future Center survey, 86% of respondents reported that they believe GenAI tools will impact the role and work of those who teach in higher education. Furthermore, 79% believe that the existing teaching model in their department will be affected by GenAI tools. While 43% think that it will have a significant impact. It is worth noting that the use of artificial intelligence tools in the teaching process may lead to a violation of academic integrity. Students may use them dishonestly and violate ethical norms. The results of the survey also confirm this. 78% believe that cheating has increased on their campus. In addition, academic integrity issues and the level of readiness of lecturers are also worth noting (Watson and Rainie 2025). The issue of integrating artificial intelligence into the educational space is a matter of time. For the mentioned reason, the professional and emotional readiness of each lecturer must be very high.

It is worth noting that the desire of lecturers to adapt to innovations alone is not enough. It is necessary to have certain guidelines, a framework, and a strategy to make changes easy to implement (Hwang , et al. 2020), (Kharadze and Pirtskhalaishvili, Integration of artificial intelligence in educational settings and the main challenges. 2026). UNESCO's AI Competency Framework for Teachers is a framework that includes the skills and knowledge that a teacher should possess in the world of artificial intelligence (UNESCO 2024). Such guidelines will help each

lecturer adapt easily. However, in addition to the above, it is important for the country to have a strategy for implementing AI in various sectors, with appropriate guidelines and legislation.

The study was conducted at Ivane Javakishvili Tbilisi State University, in which 791 students participated. The SPSS statistical software package was used to analyze the obtained results. The questionnaire consisted of 61 multiple-choice questions divided into several sections. The questionnaire was distributed to students electronically, using an internal database and group chats. Furthermore, the chi-square test was utilized to analyse the associations between variables, and Pearson correlation analysis was employed to evaluate the strength and direction of relationships. The quantitative research method was chosen because it is possible to obtain a large amount of data in a short period of time and process it through statistical procedures (Unimrkt 2023).

The study aims to determine the perceptions of students about lecturers' professional readiness towards the use of artificial intelligence. Given that students participated in the study, the findings represent their perceptions.

The study is based on quantitative research, and a fairly large number of respondents participated in it. However, it should be noted that the surveyed respondents represent students from only one university. Despite the large number of respondents, findings from one institution cannot be generalized to the entire higher education system, which is a limitation of the study. In order to see the overall picture and make a comparative analysis, it is crucial to conduct the study in various universities.

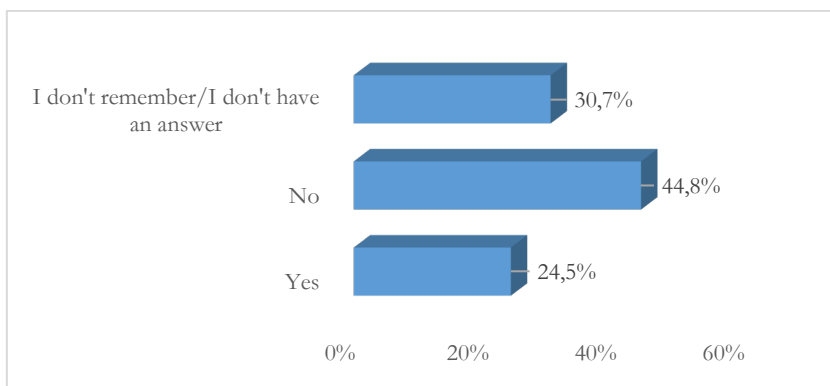
## **2 Research analysis**

In the process of analyzing the data obtained during the research, we utilised both simple and complex statistical procedures. Remarkably, only 8.2% of students believe that their lecturers' attitude towards artificial intelligence is positive, 16.8% note that it is mostly positive, 47.3% reported a neutral response, 25.7%, and 2.1% - mostly negative and extremely negative. This perception of students can be viewed from different perspectives. Lecturers may be critical of the integration of artificial intelligence if they believe that the students' contribution to the task is not clearly

visible. For those lecturers who uphold high standards of academic integrity and ethics, plagiarism and artificial intelligence-generated material may be unacceptable, as they are well aware that such an approach hinders students' ability to think critically and poses a threat to their development (Vieriu and Petrea 2026) (Chantiri 2024). However, it might be probable that some lecturers are unable to use artificial intelligence due to a lack of appropriate competencies. They prefer outdated, traditional teaching methods. Accordingly, the use of artificial intelligence by students is unacceptable to them. It is not surprising that the younger generation considers a large part of its lecturers to be a generation far from modern technologies. It is clear that the educational system needs reform, where the boundaries of the use of artificial intelligence will be clearly defined. We would like to assume that the negative attitude of lecturers towards artificial intelligence is caused by their caution towards ethical norms, and not by a lack of competence and knowledge. To address the mentioned challenge, it is crucial to provide both students and lecturers with more information about the benefits of artificial intelligence.

Within the framework of this research, we considered it important to determine whether lecturers encourage students to utilize artificial intelligence. According to the findings, 11.6% of students note that lecturers actively encourage students to use artificial intelligence, while 57.8% have a neutral attitude, and 30.6% report that lecturers are against using AI and forbid it. We can assume that the use of artificial intelligence is not integrated into universities, and only a small group of lecturers implement it on their own initiative. Additionally, some lecturers may not encourage students to use artificial intelligence due to the absence of guidelines and regulations. It is also noteworthy that the university is mainly staffed by personnel above middle age and, accordingly, the integration of artificial intelligence is associated with certain challenges (Kharadze, Pirtskhalaishvili and Dugladze 2022). The effective incorporation of artificial intelligence in the teaching process requires relevant competencies, which are lacking among professors of various age groups. It should also be noted that the use of artificial intelligence varies depending on different specialties. Specifically, it is more commonly employed in the business field and less in the humanities. However, the difference may diminish over time. It is clearly evident that outdated teaching methods dominate in the educational process, and in the modern, rapidly changing world, it is crucial to adapt to innovations to be in line with existing requirements.

It is undeniable that the proper use of artificial intelligence increases students' efficiency, while reducing time losses and increasing the likelihood of personalized learning (Kwak 2025). That is why it is crucial for students to use AI in accordance with ethical standards. To the question, "Do lecturers explain to students how to use artificial intelligence in compliance with ethical standards?" 24.5% of students reported a positive answer. 44.8% of the surveyed respondents have the opposite opinion, while 30.7% do not remember and/or do not have an answer (see Figure 1). We can clearly focus on several concerns: either lecturers lack the required competency, and that is why they choose outdated teaching methods, or they do not want to allocate time, and do not have the motivation. One of the primary responsibilities of the university is to integrate artificial intelligence into the educational process. Since the problem is quite systemic, it is important for the university to ensure that both students and lecturers follow guidelines and regulations so that the artificial intelligence tool can be used as a supporting resource and not for academic fraud. The problem is evident; technological changes are taking place rapidly in the educational system, and lecturers are failing to adapt.



**Figure 1: "Do lecturers explain to students how to use artificial intelligence in compliance with ethical standards?"**

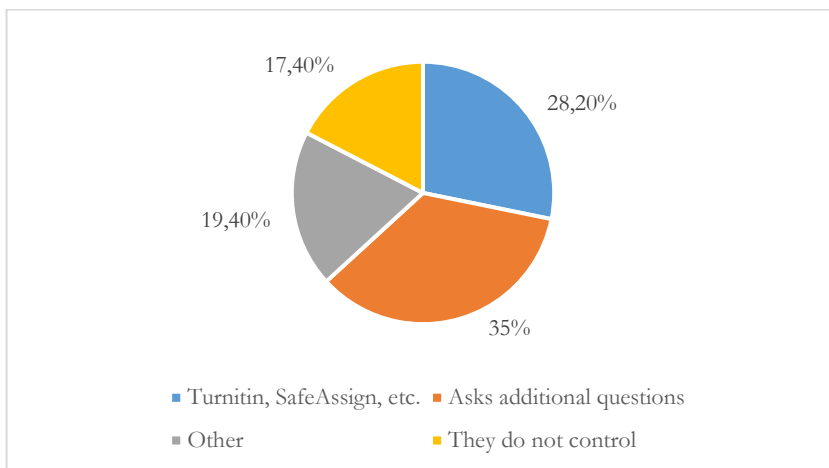
Source: own.

40.9% of students stated that lecturers use artificial intelligence. While 19.3% stated the opposite. Furthermore, 39.7% of respondents do not have an answer. Such an assessment demonstrates that digital innovations are being introduced less in the educational process, and only certain professors utilize AI tools. Notably, the effect of the generation gap in universities is noticeable, which is manifested both in the

teaching process and in the professors' ratings. The fact that a large part of the respondents do not know at all whether the lecturer uses artificial intelligence indicates another problem, namely, the lack of communication. There is no doubt that modern challenges require the lecturer to update knowledge at a rapid pace (Kharadze, Giorgobiani, et al. 2021).

Whether lecturers' attitude towards artificial intelligence is determined by their age or not, the students' responses were distributed as follows: "Young lecturers are positive" is noted by 56.7%. "The older generation is positive" was noted by 4.7%, while 22.2% believe that age does not affect, and 16.2% do not have an answer. The directly asked question also revealed that the attitude towards modern technologies is different in different age groups, which hinders the teaching process. Professors in our country are not the only ones facing this problem. Numerous studies have revealed that professors of the older generation are skeptical about the application of artificial intelligence and have difficulty adapting to modern technological advancements. However, it should be mentioned that not all of them follow the mentioned trend. Many senior professors are able to successfully adjust to all changes. The opinion of students confirms the same, with 69.4% stating that lecturers should be trained to better utilize artificial intelligence tools, 10.9% disagreeing with the opinion, and 19.7% of respondents did not have an answer to the question.

During the research process, we found it interesting to determine how lecturers control whether a student has used any artificial intelligence tools. 28.2% of students noted that lecturers use various tools to check (Turnitin, SafeAssign), 35% noted that lecturers ask additional questions, and 19.4% gave "other answer". In addition, 17.4% of the surveyed respondents believe that there is no control from the lecturer (see Figure 2). It should also be noted that plagiarism checking for BA students who prepare essays is not carried out in most cases. This issue is more or less regulated at the MA level, not in individual disciplines, but at the stage of preparing a master's thesis. In addition, we believe that control should not serve to prohibit the use of artificial intelligence tools. It is fundamentally important that students know how to use them effectively (Palaganas and Bajwa 2024). It is also worth noting that 35.1% of the surveyed students believe that the control mechanisms established by lecturers are not effective at all.



**Figure 2: "How do lecturers control that students do not use AI for assignments?"**

Source: own.

The following hypotheses were formulated during the research process:

- H1. Lecturers' attitudes towards artificial intelligence influence whether they encourage students to use AI in the learning process;
- H2. According to students, whether or not lecturers explain to students how to use AI ethically influences how fairly they use it;

To test the presented hypotheses, we utilized cross-tabulation, chi-square test, and correlation analysis. The cross-tabulation table used to test the first hypothesis demonstrates that 63.5% of respondents who believe that their lecturer's attitude towards artificial intelligence is very positive also believe that they actively encourage students to use AI in the learning process. However, the picture changes radically in the case of lecturers who have a negative attitude towards artificial intelligence. 68.8% of them warn students or prohibit the use of artificial intelligence. Such a result is not surprising (see Table 1). The negative attitude of lecturers can be associated with many factors: lack of information, fear that students will lose their ability to think independently, lack of guidelines, and a unified system at the university level, etc.

**Table 1: Crosstabulation - 31. In your opinion, what is the attitude of most of your lecturers towards AI?/ 32. Do lecturers encourage students to use AI in the learning process?**

			32. Do lecturers encourage students to use AI in the learning process?			Total
			Yes, they actively encourage;	They are neutral;	They prohibit the use of AI	
31. In your opinion, what is the attitude of most of your lecturers towards AI?	very positive	Count	40	21	2	63
		% within 31.	63,5%	33,3%	3,2%	100,0%
	Mostly positive	Count	26	93	9	128
		% within 31.	20,3%	72,7%	7,0%	100,0%
	Neutral	Count	16	261	84	361
		% within 31.	4,4%	72,3%	23,3%	100,0%
	Mostly negative	Count	6	62	128	196
		% within 31.	3,1%	31,6%	65,3%	100,0%
	Very negative	Count	1	4	11	16
		% within 31.	6,3%	25,0%	68,8%	100,0%
Total		Count	89	441	234	764
		% within 31.	11,6%	57,7%	30,6%	100,0%

Source: own

The results of the chi-square test showed that there was a statistically significant relationship between the variables ( $p < 0.001$ ) (see Table 2). In addition, correlation analysis was used to determine the strength of the relationship, which shows that there is a positive relationship of medium strength between the presented variables ( $r = 0.552$ ). Accordingly, hypothesis 1, **“Lecturers' attitudes towards artificial intelligence influence whether they encourage students to use AI in the learning process, “** is confirmed.

**Table 2: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	363.061 <sup>a</sup>	8	0,000
Likelihood Ratio	302,255	8	0,000
Linear-by-Linear Association	232,596	1	0,000
N of Valid Cases	764		
<b>a. 2 cells (13.3%) have expected count less than 5. The minimum expected count is 1.86.</b>			

Source: own.

The cross-tabulation analysis table used to test the second hypothesis clearly demonstrates that those students to whom lecturers teach how to use AI tools ethically (35.8%) indicate that most students use AI fairly. In addition, the majority of students who are not informed by lecturers believe that students do not use AI tools fairly. We believe that if students are informed and trained on how to utilise AI without going beyond the ethical framework, they will use it more fairly. For this, it is necessary for the university to establish certain policies and procedures to make it easier for lecturers to provide information. We used the chi-square test to determine the relationship between the variables. The results demonstrated that there is a statistically significant relationship between the variables ( $p < 0.001$ ) (see Table 3). In addition, correlation analysis was used to determine the strength of the relationship, which shows that there is a weak positive relationship between the presented variables ( $r = 0.274$ ). Accordingly, the second hypothesis is confirmed: "According to students, whether or not lecturers explain to students how to use AI ethically influences how fairly they use it".

**Table 3: Chi-Square Tests**

	Value	Df	Asymptotic Significance (2-sided)
<b>Pearson Chi-Square</b>	74.701 <sup>a</sup>	4	0,000
<b>Likelihood Ratio</b>	69,367	4	0,000
<b>Linear-by-Linear Association</b>	57,480	1	0,000
<b>N of Valid Cases</b>	765		
<b>a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 33.98.</b>			

Source: own

The results of the study clearly show that it is important to have a unified policy at the university. In addition, each lecturer should be trained to provide information to students correctly, so as not to violate academic integrity.

### **3 Conclusions and recommendations**

Several important findings emerged during the research process. Only a small proportion of the surveyed respondents believe that lecturers have a positive attitude towards artificial intelligence. In addition, testing the hypotheses confirmed that the lecturer's attitude towards artificial intelligence affects whether he/she encourages students to use artificial intelligence. It is worth noting that lecturers rarely provide

students with detailed instructions on how to use AI ethically, which increases the risk that students will use it dishonestly. In accordance with the findings, students consider that lecturers' negative attitudes toward AI may limit their use of AI tools. It is also worth emphasising that the presented study relies on students' perceptions and does not directly assess professors' competence. Accordingly, the findings should be interpreted with great caution.

We believe the university should have a unified policy to protect academic integrity. Additionally, it is important to conduct training so that lecturers have the relevant skills. Along with lecturers, training should be conducted for students on utilizing various tools without violating ethical norms. Furthermore, it is crucial to develop an artificial intelligence policy framework at the institutional level. We believe that the topics presented in various disciplines should be reviewed and the syllabus should be edited accordingly, in which issues related to artificial intelligence will be integrated. In the modern world, we cannot avoid existing innovations. It is essential for the university and its personnel to quickly undergo the adaptation process so that the teaching process is more productive.

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