University Faculty Perceptions of Artificial Intelligence Usage: Influencing Factors and Limitations

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Abstract
The present study focuses on university faculty members' perspectives towards their use of Artificial Intelligence (AI), particularly through tools like ChatGPT, in the landscape of higher education. This study is significant, since AI technologies are continually growing and influencing the academic landscape in which faculty are situated, and these faculty members' views matter for the technology to be used effectively with protection and responsibility. This study provides insight into the salient facets that influence faculty views of AI in general and the barriers they are experiencing whilst using these technologies in their teaching. Data collection was a semi-structured interview with university faculty members—across various disciplines. The findings show that faculty perceptions of AI were influenced through technical, ethical, and pedagogical constructs. However, many faculty remained worried that AI would irreparably harm higher-order thinking, undermine academic integrity, and disrupt the teacher-student relationship. Nevertheless, faculty recognized the potential for Ai to create efficiencies in teaching responsibilities, opportunities to develop student engagement, and personalized learning opportunities. The study concluded with recommendations to assist faculty figure out how to overcome these barriers, which included professional development opportunities, institutional guidelines related to ethics, and sustainable conversations about the role of AI in higher education now and in the future.
Keywords: University Faculty, Artificial Intelligence, ChatGPT, Teaching, Perceptions

Introduction
The utilization of Artificial Intelligence (AI) as part of a growing trend in higher education is changing the way we teach, learn, and support the administrative aspects of higher learning institutions. AI tools, such as ChatGPT, are becoming increasingly prominent for their capacity to enhance educational outcomes, particularly through the personalization of learning experiences and the generation of content, including simple narratives and research ideas. In a recent study, it was reported that AI-based tutoring systems, intelligent grading systems, and adaptive learning systems are already implemented in universities globally (Baidoo-Anu & Owusu Ansah, 2023; Amani et al., 2024). AI and other emerging educational technologies

have the potential to transform administrative tasks, increase operational efficiency, and create more personalized, accessible learning experiences for students.

However, faculty perceptions are critical to the successful integration of AI in education. Faculty are at the core of the adoption process and play a central role in how new technologies are integrated into classroom settings. Faculty attitudes towards AI influence not only its integration but also its development and adoption within educational environments. At present, some faculty embrace AI as an innovative tool for teaching and learning, while others critically assess its implications, particularly in terms of ethical concerns related to data privacy, academic integrity, and the diminishing of human interaction in educational processes (Baig & Yadegaridehkordi, 2025). Given the evolving nature of AI technology, understanding the factors that influence faculty perceptions and identifying the barriers they face in adopting AI are crucial to ensuring its responsible and effective use in educational contexts.

The integration and evaluation of AI in higher education depend on multiple factors, including technology readiness, faculty development, and the perceived pedagogical affordances of these tools. Faculty members' willingness to integrate AI into their teaching is influenced not only by their confidence in using AI but also by their previous experiences with adopting new technologies (Lu et al., 2024; Liu, 2025). Furthermore, concerns about academic integrity, job displacement, and the loss of control over teaching methods continue to present significant barriers to AI adoption (Alwaqdani, 2024; Al-Adwan et al., 2024). Therefore, this study aims to explore faculty perceptions regarding the use of AI tools, particularly ChatGPT, in teaching. It will also identify the factors that shape these perceptions and clearly define the limitations that faculty face when using AI in educational settings. The findings of this study will contribute to the ongoing dialogue on the responsible and effective use of AI in education and offer strategies to help faculty overcome adoption barriers.

Literature Review on AI in Education
AI has emerged as an important trend in education that is changing teaching and learning learning modalities across higher education. AI technologies, including generative AI models like ChatGPT, may change the instructional landscape and improve the academic experience by personalizing learning experiences, increasing efficiency in education, and changing the faculty-student relationship. At the same time, there are challenges substantiating the use of AI in education, not the least of which are faculty beliefs, ethic concerns, and teacher preparedness to leverage these new technologies in classrooms.

AI Applications in Higher Education
At the higher education level, AI is applied in personalized learning, content generation, and first-time administrative tasks. ChatGPT has been integrated into higher education at multiple levels of teaching, contributing to personalized learning and automating tasks such as grading and feedback (Baidoo-Anu & Owusu Ansah, 2023). AI tools are also helpful in adaptive learning. Adaptive of personalized learning uses data identified by AI to adapt content based on student's performance in real time to provide personalized resources for each student (Lu et al., 2024).

Faculty Perceptions of AI in Education

Opinions of faculty regarding the incorporation of AI into higher education is critically important. There is specific emphasis on trust of faculty in the responsivity of the AI, and the ethical capacities and impacts of AI (Al-Adwan, et al., 2024; Mamo, et al., 2024). Specific issues center around academic integrity, concern with bias and margins of error, and data privacy were noted as barriers to faculty adoption of AI tools, particularly in humanities and social sciences that rely on levels of critical thinking and analysis (Alwaqdani, 2024).

Barriers to AI Adoption

Although AI has great potential to change higher education, there are significant barriers to using AI technology in higher education. One barrier that was noted by Buele & Llerena-Aguirre, (2025) and Zhang & Hou (2024) is faculty literacy of AI technology. Some faculty mentioned noted there uncertainty of how to use AI tools efficiently in their teaching practices because of not enough skills or training (Bain et al., 2024). There is also discomfort about the technology's ethical use of transparency of algorithms, and whether student data would not be misused (Mamo et al., 2024).

Opportunities for AI in Education

Even with the challenges mentioned above, AI is effective in many ways as it has potential ways (albeit limited) of enhancing educational actions. Faculty members have commented that AI can assist, and in different areas of administrative work freeing up some educators' time to engage with students (Amani et al., 2024). AI also indicates the potential ability to offer increased student connections and learning as it offers the capability for individualised learning paths and can provide students with feedback in real-time (Baig & Yadegaridehkordi, 2025). Wang et al., (2024), and Ayanwale et al (2024) illustrated that AI tools like ChatGPT can support educational work for students through, among others giving feedback to a student on specific things, facilitate individualised learning, and support students in larger classes.

Problem Statement

The use of Artificial Intelligence (AI) in higher education has generated tremendous enthusiasm for transforming the teaching and learning experience. However, despite its positive potential, higher education institution faculty still have variable use of AI tools such as ChatGPT. Faculty, as primary agents of change in the usage of these technologies, face many issues related to their beliefs about AI influencing teaching quality, academic integrity, and student engagement. Many faculty recognize positive characteristics of AI, including personalization of learning and efficiency of administrative tasks. However, faculty also worry about ethical implications such as data privacy, algorithmic bias, and potential erosion of critical thinking skills. These issues, in tandem with limited technical training and limited institutional support, prohibit faculty adoption of AI and prevent quality incorporation of AI into their educational practices.

There is huge gap in understanding the ways in which the relevant backgrounds, such as age, teaching experience, discipline, and technology literacy, influence faculty perceptions of AI, and the possibilities that faculty have for professional development experiences and ethical guidelines as the technology evolves complicate the state of knowledge of AI in higher education. This research will study what influences faculty attitudes towards AI and what makes faculty feel limited in using AI as a tool in teaching. The outcomes of this research may

contribute to how academic leaders and faculty can define recommendations to facilitate responsible use of AI in higher education environments and consider faculty support for overcoming barriers to adoption in order to produce a more innovative climate of education.

Research Objectives
To explore the various influences upon university faculty member's understanding, and integration of AI (and generative AI models like ChatGPT) into their teaching practices.
To discover and identify the barriers and challenges faced by faculty when using AI tools in teaching practices, and to propose strategies to help overcome the challenges.

Research Questions
1. What are the key factors that facilitate or inhibit university faculty members' adoption of AI tools in their teaching, and how do factors differ across disciplinary contexts?
2. What are the barriers and challenges that university faculty members experience while using AI tools in their teaching, and what approaches are possible to overcome these barriers?

Theoretical Framework
The theoretical framework for this study uses two established models in the area of technology adoption: Technology Acceptance Model (TAM) and Innovation Diffusion Theory (IDT). These models aim to help to explore the factors affecting university faculty members' perceptions of Artificial Intelligence (AI) tools, then the barriers they face in integrating them into their teaching.

Technology Acceptance Model (TAM)
The Technology Acceptance Model (TAM) developed by Davis (1989), is a highly utilized model to evaluate user acceptance and use of technology. TAM suggests that two factors, perceived ease of use and perceived usefulness, influence users' attitude toward using technology. This study will apply the usage of TAM four monumental areas because it will explore how perceptions about both the ease of use of providing applications of AI tools such as ChatGPT, and the potential value provided (e.g., improved efficiency, enhanced or personalized learning) influence faculty acceptability of using AI tools. An important consideration is the faculty members' confidence in providing effective AI tools, a significant factor in overall acceptance and use of AI to support teaching practices.

Innovation Diffusion Theory (IDT)
According to Rogers (2003), the Innovation Diffusion Theory (IDT) can be described and distributed over time and within the social system up to the point of adoption. Rogers designated several attributes, including relative advantage, compatibility, complexity, trialability, and observability that describes the innovation. The researcher will leverage IDT in understanding the differences that faculty may view AI tools when seen in the context of teaching, and how well AI fits their current teaching strategy, as well as the degree in which the new tools are supported and resources available. It further explains the barriers and complexities of AI through the perceived complexity and difficulty to change.

Combining TAM and IDT
The use of both TAM and IDT creates a total picture for studying the person and organizational features of faculty adopting AI tools in higher education. Among other things, TAM

emphasizes the individual perceptions and attitudes of faculty, while IDT emphasizes the broader policy, cultural, and infrastructure contexts and elements of the organization. As complementary frameworks, this study will identify both the internal and external drivers of AI adoption in higher education and also offer some depth and understanding of the barriers that faculty experience when wishing to incorporate AI tools in their teaching. Additionally, these theories will help inform ways to mediate these barriers and ensure the appropriate, ethical use of AI in higher education.

Methodology

This qualitative study looks into university faculty perceptions of the use of Artificial Intelligence (AI) technologies such as ChatGPT. The research aims to identify and examine the factors that affect the attitudes of the faculty with respect to the utilization of AI and to identify the challenges of using AI for purpose of education.

The study used purposive sampling to identify between 15-20 faculty across disciplines at the university. The participants were selected on their knowledge of AI tools and their role as a teacher who could use AI in their lessons. A varied representation of faculty engaged in the study accomplished two things. First, the study enabled the researchers to report on the experiences of faculty with different levels of experience using AI technology and the importance of technology to their discipline. Secondly, the diverse cohort offers a richer response on how faculty members in different disciplines see the capabilities, challenges and effectiveness of AI as they attempt to facilitate a teaching and learning experience.

Data were collected using semi-structured interviews. The semi-structured nature of the interviews allowed the opportunity to explore the personal experiences, views, and concerns of faculty in relation to educational practices involving AI. The semi-structured interviews allowed the researcher to ask follow-up questions and qualifiers, which aided faculty members in presenting their experiences and articulating their views.

The interview questions were created based on research objectives guided by the Faculty Education instilled critical theory. The interview questions explored three elements of AI engagement or use in education: the awareness of or knowledge of and use of AI tools, including ChatGPT; the factors that shape their understanding and perception; the limitations or barriers to engaging or using applied AI in their teaching practice. The interview questions were reviewed by an expert in educational technology to confirm alignment and congruence relative to the overall research objectives.

Interviews are transcribed and thematically analysed, to identify themes and common characteristics in the data, and developed a systematic means to analysing the data as it presented itself to faculty member views. The thematic analysis examined factors influencing their views of AI, including: technology literacy, ethical issues, institutional support, and challenges identified when incorporating AI tools. The themes were represented and labeled based on possible opportunities, as well as problems in the use of AI for teaching.

Interview Questions:
Factors Influencing AI Adoption:
1.How do you perceive the usefulness of AI tools like ChatGPT in your teaching?
2.What factors, such as training, institutional support, or AI's impact on student learning, influence your decision to adopt AI tools in your teaching practices?
Challenges and Limitations of AI:
1.What are some of the challenges or limitations you face when using AI tools like ChatGPT in your teaching?

2.Do you have concerns about the ethical implications of using AI in your classroom? If so, what are they?
This research aims to expand understanding of the factors influencing faculty utilization of AI tools, and subsequently provide further conceptual recommendations to reduce barriers to their effective and ethical use of AI technologies in higher education.

Results and Discussion
In this section, the findings from the semi-structured interviews with university faculty members are reported as well as an analysis of the key themes that arose around their understandings of the use of Artificial Intelligence (AI) for teaching. The findings identify opportunities and challenges surrounding the use of AI tools, such as ChatGPT, in higher education. Together, the implications of these findings are explored in relation to the factors influencing faculty perceptions, barriers they observed, and their implications on faculty practices in adopting AI in educational contexts.

Faculty Perceptions of AI in Teaching
Most faculty expressed a sense of optimism around the future potential for AI tools like ChatGPT in support of their teaching practice. Several instances of professors identifying AI's ability to create a customized learning experience for students, particularly in large classes where the professor is not able to give individualized attention, were observed. Faculty also indicated that AI could help with content generation and could ultimately foster more engaging and interactive lessons, while providing students with expedited feedback on assignments, as one of the faculty members in the engineering department said, "*ChatGPT can help in generating different problem sets for the students - its useful for practical courses when you are delivering the content*."

Even with these positive, indications there was concern amongst faculty regarding the effects of AI on teaching and learning. A major concern that resonated through most of the participants' reflections was AI's impact on critical thinking and academic integrity. Many of the facutly, especially those in the humanities and social sciences indicated they were skeptical about AI tools being meaningful contributors to student engagement with the material. One faculty member explained, "*What I think about is students potentially being swept up in finishing their assignments through AI, and not thinking*." This sentiment reflects more general concerns about AI leading to nominal learning, as students use tools like ChatGPT to quickly produce content, not thinking deeply about the subject.

Factors Influencing AI Adoption
The factors influencing faculty members' perceptions of AI adoption can be broadly categorized into technological, pedagogical, and institutional factors.

Technological Readiness and Confidence
The degree to which faculty were confident in using AI was an important precursor to subsequently exploring these tools. Faculty members with previous experience using technology were more willing to explore AI tools. Conversely, those who had less technical competency, were not very comfortable integrating AI into their practice and were looking for better training and exposure to the technology. One faculty member expressed, "*I think AI has possibilities, but I am nervous about using it without training. I don't want to use it badly and hurt my teaching.*"

Pedagogical Beliefs
The teachers' beliefs about pedagogy also influenced their stance on AI. Those who believed strongly in traditional dynamics of face-to-face interaction with students were likely to view AI as a peripheral tool and not central to teaching. Conversely, those believed in less of a personally interacting approach to teaching, particularly STEM instructors, were more willing to engage in trial-and-error approaches toward AI tools to support student learning. One faculty member in the sciences noted, "*AI can serve as a valid assistant for automating tasks, and ultimately help students learn in a more personalized way, especially in terms of subjects that require practicing repetitive types of problems.*"

Institutional Support
The role of institutional support was consistently mentioned as an important factor in the adoption of AI. Faculty members desired clear policies from the institution as well as sustained professional development and technical support in order to integrate AI into their teaching practice. Many stated that they were not optimistic that AI tools would be sustainable for them in their practice given the lack of institutional support. One located quote was: "*Without institutional support, it's hard to justify the time needed to learn and implement AI tools. There has to be some structure around training, not only of myself but also students, with some clear policy about being responsible about using these tools.*"

Challenges and Limitations of AI Adoption
Despite the interest of the pro-technology proponents in the possibilities of AI, faculty consistently identified many limitations and challenges to the implementation of AI. Challenges are mainly specified as ethical issues, technological constraints, and preparedness.

Ethical Concerns
For faculty, the ethical issues were certainly the most concerning issue; faculty were questioning if AI would have many issues concerning academic integrity, such as plagiarism, as well as questioning how AI would lead to new software that could write essays and grade student work. One faculty member said, "How can we be sure that students aren't using AI to cheat? "We must be explicit in boundary setting related to AI use without violating academic integrity." Faculty spoke a lot about data privacy and the transparent nature of algorithms used with AI. Faculty were also adamant about developing ethical frameworks around considerations of ethics of AI use, especially when consider student data.

Technological Limitations
Several faculty shared reservations about the reliability and limitations of AI tools. The main concern being able to generate relevant, reliable and contextual content, as requested. Faculty members in disciplines that require deep comprehension and layered analysis were apprehensive about the ability to produce substantive content about a topic. A faculty member in a department of literary studies said, "*AI can do basic content and reasoning. It can't do anything more—depth or critical analysis, particularly in subjects like literature or history.*"

Lack of Training and Support
A common and recurrent theme was a lack of training and support. Faculty members were aware of the possibilities of AI, but felt less equipped to apply the technology in their practice when they didn't have the context of training and ongoing professional support. A faculty member from an arts discipline said, "*The technology is changing so quickly, we need ongoing professional development to stay in front of that curve. If I don't have training, then I don't know how to actually apply AI in our classes.*"

Opportunities for AI in Higher Education
Despite noting these challenges, faculty recognized the immense opportunities that AI could provide to enhance student learning experiences. Faculty referenced AI's ability to automate grading and feedback procedures and create more opportunities for time spent in faculty-student interactions regularly. Similarly, seeing AI's potential for personalizing learning experiences brought faculty opportunities for enhanced learning experiences, and faculty articulated the potential ways AI can support students who learn differently through personalized feedback and different learning pathways. One faculty member from a mathematics department, for example, noted that "*AI can guide students through practice problems, and at their own pace, which is particularly valued in large classes where faculty cannot give personalized attention.*"

Staff also saw AI as being a tool to facilitate student engagement through interactive learning. Given the variety of ways that AI could be leveraged in classrooms to provide flipped learning, adaptive assessments, and feedback in real time, our students could certainly experience a more creative and flexible approach to learning. As one staff member noted, "*AI could change how we engage with students to make learning more personalized and tailored to them.*"

Conclusion
The research findings show that faculty members' perceptions of A1 within higher education are influenced by both their positive perceptions of the potential uses of A1 and their negative perceptions of the ethical issues and limitations that may confine its usefulness to the classroom. Faculty members believe A1 could be used to supplement their teaching, enhance productivity, and better engage students; however, there are many challenges to implementing this use of technology including ethical issues, lack of technical knowledge and support, and the willingness of the institution to support and endorse changes to practice. Institutions will need to provide faculty with training, support, and ethical practices that will allow AI to be used productively and ethically with their own practice. The findings of this study add to the continuing dialogue on the role of AI in shaping the future of higher

education, and offer useful considerations for faculty, administrators, and policy-makers to use AI in the classroom ethically and productively.

Pedagogical Implications and Suggestions for Future Research

AI in higher education presents meaningful opportunities to improve teaching and learning. AI tools like ChatGPT can be used to facilitate personalized learning experiences and streamline administrative tasks, and help design more interactive and engaging lesson plans. Faculty require specialized knowledge and preparation for using AI to make sure it is an adjunct to a traditional pedagogy. AI can foster critical thinking and ethical awareness; and provide students with associated guidance on how to use AI responsibly. In addition, professional development of faculty in a fast-changing, technology-driven learning environment needs to be prioritized. Faculty can improve practice addressing changes in educator roles related to the use of AI and ethical behaviors; AI ethics and digital literacy, and responsible use, should also be provided in the curriculum.

Future research should pursue several important areas to better understand the use of AI in education. Longitudinal studies of how faculty beliefs and adoption of AI changes over time would provide valuable understanding of the impacts of implementing AI. Research that explores discipline-specific variations of AI adoption would build our understanding of how tools are enacted through disciplinary lenses and enable discipline-specific trainings. Research that reviews the impact of direct effects of AI tools on student learning would also be useful, as would research which examines collaborative students-faculty use of AI tools to augment experiences. Finally, research into the governance frameworks and ethical considerations surrounding AI will be important to building policies within institutions that clarify areas such as data privacy, academic integrity, and algorithmic bias.

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