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Current State of Artificial Intelligence in Education: A Descriptive Analysis of Awareness, Institutional Support, and Teaching Competency in Private Schools

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Abstract

In this research, the aim was to investigate how Artificial Intelligence (AI) is applied today to the education of private schools by considering the level of awareness of individual teachers, the support provided by the educational institution, and the competency of teachers. The research philosophy was a post-positivist and the research design used was a quantitative descriptive research design. The data was collected using a structured questionnaire that interviewed a sample of 100 teachers in Sindh, Pakistan in a private school. The gathered data was analyzed through the descriptive statistical analysis, such as frequency, percentage, mean and standard deviation. The results indicated that the general AI level awareness, institutional pastoral care, and teaching competencies among teachers fall on the moderate level. Introduces indicated pedagogical beginnings with AI tools but were less conscious of the ethical implications of these tools, including data privacy and plagiarism. The existence of institutional support was identified to be moderate, with the present gaps of technological infrastructure, policy guidelines, and professional development opportunities, being identified. Equally, educators demonstrated moderate levels of competent with respect to AI-integration in teaching practice, using AI in basic educational activities, but not advanced pedagogical integration. With such findings, the study suggests the facilitation of effective AI implementation in the education of private schools by the provision of uninterrupted professional training, enhancement of the institutional infrastructure, and formulation of clear policies.

Keywords: Artificial Intelligence, AI awareness, Institutional Support, Teaching Competency.

Background of the Study.

The subject of Artificial Intelligence (AI) has become one of the most impactful technological improvements that define the contemporary education. The last ten years have witnessed a growing tendency towards introducing AI in the teaching and learning process through developing new tools and products like individualized learning systems, smart tutoring and computer-generated assessment systems. Holmes et al. (2022) suggest using AI in education (AIEd) as a way to turn traditional learning into an adaptable one, where the learning process is structured to enable personalized attention to the needs of each student. The change draws attention to the increasing significance of grasping how educators conceptualize and implement AI in their work routines. A key element of the successful implementation of AI technologies is

teacher awareness. Research indicates that despite being subjected to AI tools, teachers are not always even aware of what it is a couple of times. As an example, Luckin et al. (2016) pointed out that not all teachers have sufficient knowledge regarding the functionality of AI and its possible effective implementation in the pedagogical environment. Also, awareness should not be confined to technical knowledge but also ethical considerations like data privacy, and algorithmic bias and academic integrity. According to UNESCO (2021), ethical application of AI in education is essential as its misuse can result in such problems as the exploitation of student data and unequal learning outcomes. Thus, to effectively implement AI, it is crucial to evaluate awareness of teachers about AI, including ethical aspects.

Besides awareness, institutional support is important to enable the integration of AI in schools. Examples of institutional support are access to technology infrastructure, access to digital tools, policy frameworks, and career growth opportunities. Zawacki-Richter et al. (2019) suggest that an adoption of AI in education is heavily reliant on an organizational status and the opportunity to provide an appropriate training to teachers. Even when it comes to highly motivated teachers, they may not have the necessary support that can help them to integrate AI into their teaching. In Pakistan, as in many other developing nations, challenges that frequently occur in the private schools include lack of technologies and implementation, and lack of clear policy regarding the use of AI in schools. This inability of the institution to support is something that can impede successful introduction of new educational technology. Another paramount dimension that can impact AI integration into the educational process is teaching competency. Competency is defined as the capacity of teachers to apply AI tools in terms of instructional design, classroom management and assessment practices. Based on the effective use of technology, Koehler and Mishra (2009) argue that the combination of technological, pedagogical and content knowledge (TPACK framework) is needed when integrating technology in education. The application of this framework to AI implies that the teachers should follow not only the knowledge of AI tools but also learn to combine them with the pedagogical objectives. Nonetheless, the study suggests that most educators are yet to adopt the beginning level of AI competence where educators extensively use AI to perform simple tasks like content generation rather than to use AI in complex teaching applications (Holmes et al., 2022). When considering the integration of AI in the context of the private school has its opportunities and challenges. The ability of the private institute to more readily adopt new technologies than the government in control of the school sector might allow; however, this benefit will hinge upon factors of leadership support, financial funding, and the willingness of the teachers. Although the world is growing more interested in the use of AI in education, there is scant empirical data that analyses the compound interrelations between teacher awareness, institutional support and teaching competency, especially in the context of a privately-operated school, in a developing-world setting. Thus, the following research is expected to influence the existing state of AI in the educational field, concentrating on the teachers of the privately-owned schools. The study aims at finding gaps and issues in the integration of AI by examining their level of awareness about the concept, the extent of institutional support that is available to them in integrating AI, and the level of competency in their teaching.

Problem Statement

Artificial intelligence (AI) is actively shaping the practices of education all over the world, but its successful implementation in the practice of the private schools remains incomprehensive and unbalanced, especially in the example of a developing country like Pakistan. Although AI tools are available, most educators are inadequately aware and do not adequately understand how they

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use AI tools and the ethical concerns involved, including data privacy and academic integrity issues. This low awareness does not allow teachers to implement AI on the classroom level in a meaningful fashion. Moreover, the support of AI implementation in the private schools is not always sufficient. There is a high number of schools that lack proper technological infrastructure, policy guidelines, and a structured professional development opportunity and leave the teachers without the resources necessary and the direction needed. Consequently, although educators might want to utilize AI, they experience certain practical obstacles that make it hard to implement AI in educational institutions. Moreover, there is little teaching competency in AI, as most teachers can only apply AI to simple tasks, instead of applying AI to interactive and student-focused learning activities. This puts a disconnect between what AI can and potentially does benefit the education sector. As such, an awareness of teachers, institutional support, and teaching competency needs to be investigated to understand and enhance the present state of AI integration in privately-owned schools.

Research Objectives

- To understand the current level of awareness of Artificial Intelligence (AI) among teachers in private schools, especially with regard to their knowledge of AI tools and the ethics surrounding AI.
- To determine the degree to which the Artificial Intelligence in the use of technological infrastructure within the individual schools are supported by the institutions, i.e. in terms of policy, technical descriptors and distribution of technological resources to teachers for enhancing their work.
- To evaluate the degree of integration and competency of Artificial Intelligence in teaching practices of teachers of private schools.

Research Questions

- What is the current level of awareness of the Artificial Intelligence (AI) among the teachers of the private schools?
- What is the present status of institutional support of Artificial Intelligence use in private schools, in terms of both technological infrastructure and policy guidelines, as well as in terms of professional development opportunities?
- What is the level of integration and competency of Artificial Intelligence in teaching practice of teachers in private school?

Literature Review

More recent works on the application of Artificial Intelligence (AI) in education highlight the growing importance of AI in enhancing teaching and learning processes, whether with the help of intelligent systems or based on data. Studies indicate that teacher awareness is one of the critical elements that determine the implementation of AI; nevertheless, many educators still lack a lot of knowledge about the concepts of AI and the ways of how these concepts can be applied in classrooms (Long and Magerko, 2020; Ng et al., 2021). In addition, ethical consciousness, such as issues relating to data privacy and algorithm bias, is not widespread among teachers, which influences responsible use of AI. It is also reported that institutional support is a significant pivotal factor to successful AI integration, where schools must offer sufficient online infrastructure, articulate implementation plans, and offer lifelong training opportunities (OECD, 2021). In the absence of such support, teachers face challenges in effectively utilizing AI tools. Also, the teaching competency in the area of AI is still developing, and many teachers face

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difficulties in including AI in the student-centered learning process despite their awareness of the potential benefits (Chen et al., 2020). Altogether, the literature indicates that the effective implementation of AI in education requires strengthening the teacher awareness, institutional support, and professional competency.

Theoretical Framework

This paper is founded on Technological Pedagogical Content Knowledge (TPACK) model designed by Mishra and Koehler (2006). The TPACK model elucidates that effective instruction with technology needs coordinated three kinds of knowledge: content knowledge (what to teach), pedagogical knowledge (how to teach) as well as technological knowledge (use of tools). Artificial Intelligence (AI) in this paper is the technological aspect that teachers must work with by managing their teaching strategies and the knowledge they have of a subject. The framework is applicable since the effectiveness of AI implementation in education will be determined by the ability of the teachers to integrate technology with the proper pedagogy. The awareness of AI amongst teachers shows their technological literacy, whereas institutional support increases the likelihood of acquiring such skills by training and resources. The competency teaching demonstrates the ability of teachers to make AI an integral part of classroom activities. Thus, the TPACK framework may be used to explain how these three factors impact the integration of AI in the education of private schools.

Empirical Review of Literature

The existing body of Artificial Intelligence (AI) in education confirms that one of the most important elements of successful adoption of technology is teacher awareness. Awareness will consist of knowledge of the AI tools, their use in classes, and its ethical implications. Studies show that a significant portion of educators remain at the entry level of AI literacy and primarily utilize AI to perform simple instructional tasks instead of learning more about AI and its more advanced educational applications (Roll and Wylie, 2016). Equally, research has suggested that a disconnect between exposure and meaningful comprehension exists due to the fact that AI in the field of education has been growing rapidly and faster than the teachers are prepared for (Selwyn, 2019). Ethical awareness is another aspect that is under-acknowledged by educators (Williamson and Eynon, 2020). The application of AI might also be subject to suspicion concerning student data protection and academic dishonesty, without proper ethical understanding. In general, the reviewed literature demonstrates that enhancing the levels of technical and ethical awareness is the key to responsible application of AI in schools.

The literature emphasizes that the critical factor that determines successful Artificial Intelligence (AI) integration in education is institutional support. Digital infrastructure, policy frameworks, and professional development opportunities to teachers are part of institutional support. It has been found out that, in the absence of proper infrastructure like the internet, smart devices, and AI-enabled systems, schools find it difficult to use AI effectively in their teaching and learning processes (Baker and Smith, 2019). In the same way, lack of institutional policies on the utilization of AI creates uncertainty in the minds of teachers and restricts their adoption (Pedro et al., 2019). Professional development is another important dimension because teachers need to be trained on a regular basis that will help them to develop the skills needed to integrate AI in the classroom. Research findings indicate that not all academic institutions can afford to offer more comprehensive trainings, which makes teachers less confident and willing to implement AI-based tools in learning settings (Selwyn, 2019). On the whole, the literature proves that the inadequate institutional support is one of the key obstacles on the way to successful AI implementation in schools.

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Literature on the topic of Artificial Intelligence (AI) implementation in teaching practices highlights the fact that the successful operation of AI in teaching practice is determined by the digital and pedagogical competency of the teachers. The purposeful use of AI tools, whether in lesson planning, instruction, and assessment, to enhance learning outcomes is referred to as AI integration? Research indicates that although teachers are adopting increasingly applications of AI based applications, their applications are usually limited to simple functions such as creation of content and administrative support as opposed to full integration of AI based applications into instruction (Roll and Wylie, 2016). The competency in AI involves not only the technical aspects but also the pedagogical knowledge to be able to match technology with the learning goals. Studies also show that due to lack of training and practical experience with AI tools many educators find it difficult to get beyond the surface-level use of these tools (Williamson and Eynon, 2020). Because of this, integration of AI in the classroom is still unbalanced and underdeveloped. On the whole, the literature emphasizes that there is a need to enhance the competency of teachers in meaningful AI implementation in education.

Research Gap

Despite the significant number of researches carried out on the topic of Artificial Intelligence (AI) in education across numerous countries around the globe, most research appears to concentrate within the boundaries of higher education or the developed world, with little focus being taken on the situation of a private school in a developing nation such as Pakistan. The literature on the topic primarily analyzes the awareness of AI, institutional support, or teaching competency independently, yet not in combination with all three issues. Moreover, a lacking amount of evidence has been provided on the profound grasp teachers have about AI tools, particularly when ethical concerns are presented such as data privacy and responsible usage. The practice of institutional support frequently is talked about in overall terms without referring to the actual classroom practices of teachers. Hence, there lies a conspicuous gap in examining how the conglomeration of awareness, institutional support, and teaching competency among teachers can facilitate the integration of AI in the education of students in private schools. This paper intends to address this gap by including empirical data of the situation in the private school.

Research Methodology

Philosophical Stance

This research was informed by the post-positivist philosophical approach because it has acknowledged the existence of the reality though this can only be understood imperfectly, in terms of measurements and observations. The researcher used an empirical data to investigate the Artificial Intelligence (AI) awareness, institutional support, and instructional competency of teachers of Artificial intelligence (AI) in private schools. Post-positivism enabled the application of the quantitative methods and statistical analysis in view of the fact that results might not reflect the absolute truth. The researcher was both objective and not opposed to the fact that human perceptions and contextual issues might contribute towards responses. This method was also appropriate to explore educational phenomena within a real-life school setting.

Research Design

This research design was a quantitative descriptive research study to attempt to find out the current situation of Artificial Intelligence (AI) in the education of the private schools. The design was aimed at the quantification of teacher awareness of AI, institutional support and teacher competency numerically. Structured data were collected through a survey approach where structured data was gathered by the survey. The research adopted a post-positivist methodology that permits objective evaluation of variables that could be observed under the approach by the

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use of statistical analysis methods. This design was suitable as it assisted in determining current conditions and patterns associated with the AI integration in the teaching activities of the private schools without manipulating any variables.

Population

This study population comprised of teachers working in private education institutions of Sindh in Pakistan. The teachers had actively engaged in classroom teaching, and were potential users of Artificial Intelligence (AI) tools in education. It was a diverse group of male and female instructors of various subjects, different ages, and experience in teaching to ensure a diverse population would be responding. The determinant of the choice of the private schools was based on their growing exposure to digital technologies and their relative ease of adopting new innovative practices of teaching as compared to the public schools.

Sampling Technique

The selection of participants in this study was done using a simple random sampling technique. This design thus gave all teachers in the population of all the private schools an equal opportunity of being sampled thereby minimizing the effects of selection bias and enhancing the dependability of the results. The researcher tried calling on teachers of various private schools so as to have diversity in the responses. Nevertheless, when a list of the whole teachers was not provided, the use of convenience sampling was also used. This mix assisted acquiring adequate and pertinent data to analyze AI awareness, institutional backing, and teaching ability in private schools.

Sample Size

This study sample size originally comprised of 117 teachers in five in total, the private schools. Nevertheless, post-data collection it turned out that there were questionnaires, which were partially completed and left blank. To achieve data accuracy and reliability these responses did not form part of the final analysis. Thus, the ultimate valid sample size was 100 teachers. This sample size was deemed adequate in terms of conducting descriptive statistical data analysis and in the representation of the trend that relates to Artificial Intelligence (AI) awareness, institutional support, and teaching competency among the teachers in the privatized schools. The last sample was used to assure validity and consistency of the research results.

Data Collection Tool

The main instrument of data collection that was used in the current study was a structured questionnaire designed by the researcher. The items that comprised the questionnaire were a Likert scale based close-ended items to measure teacher's awareness of Artificial Intelligence (AI), institutional support and teaching competency. To make it clear and relevant it was divided into sections that should correspond with the research objectives. This tool has been developed using simple and easy to understand language to enable participants to respond easily. Quantitative data, collected with the help of the questionnaire, were then statistically analyzed to assess the current state of the AI integration in the teaching of the private schools.

Validity & Reliability

The research instrument has been validated by the subject experts in the area of education and the methodology of research. Experts provided the feedback, which led to their enhancement in terms of clarity, relevance, and alignment to their research objectives. There were required changes which were done before final collection. To ensure reliability, pilot study was done on a small sample of respondents. Cronbach's Alpha was used to test internal consistency of the questionnaire and its value was found to be acceptable (0.70 or above). This validated the

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reliability of the instrument on measuring the levels of awareness, institutional support, and teaching competency on Artificial Intelligence (AI).

Data Collection Procedure

A structured questionnaire was used to collect the data which was distributed through physical means and online in a few cases among the teachers at the private schools. Indeed, before the survey was conducted, permission of school administrations was sought. The aim of the research was lightly described to the participants, and their informed consent was obtained. They guaranteed the teachers of the confidentiality of their answers, as well as their free choice to participate. This came to be 117 questionnaires which were distributed out of which 100 completed forms would make it to the final analysis after having filtered out the incomplete forms. The data gathered were then formatted to be analyzed statistically.

Data Analysis Technique

The data collected was done through a descriptive statistical measure. The frequency, percentage, the mean and standard deviation were used in order to explore the level of Artificial intelligence (AI) awareness, institutional support, and also teaching competency of the teachers in private schools. To ensure easier interpretation and understanding, the information was tabulated and presented in charts to ensure easy interpretation and understanding. To assure accuracy and reliability of results, statistical analysis was done using software like SPSS. This was done by analyzing patterns, trends, and levels of the choice of variables instead of testing complex relationships or hypotheses.

Table 1

Gender distribution of respondents

Demographic variable	Category	Frequency	Percentage (%)
Gender	Male	62	62.0%
	Female	38	38.0%
	Total	100	100.0%

The table1 shows the gender distribution of the respondents in the study. Of all the 100 people who participated, 62% was male teachers and 38% was female teachers. This is because the respondents selected were predominantly male meaning that the selected private schools were deemed to have more male teachers as compared to their female counterparts. The rate of 38% female teachers also represents a decent representation of female teachers, maintaining the sample gender diversity. In general, a significant portion of males, and more importantly, males teachers, were in the respondent group, as suggested by the data.

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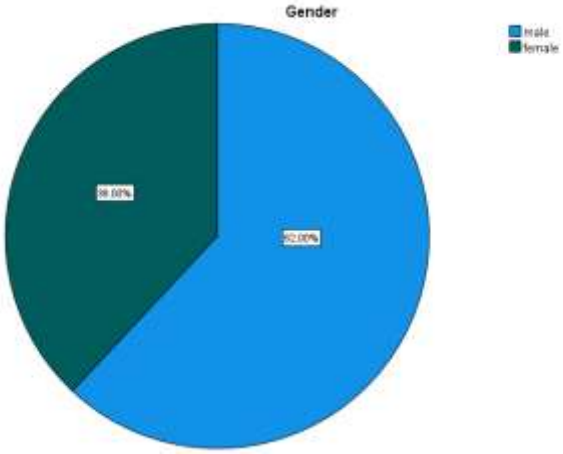


Figure 01

The pie chart and table reflect the distribution of gender. It indicates that there was a majority of male teachers with (62%) and female teachers were with (38%). This is seen to mean that the majority in the selected private schools of the sample was male teachers. A substantial number of female teachers, however, were also involved to ensure both the genders are well-powered of representation in the study. Overall distribution indicates relatively balanced participation with there being more male respondents. Both male and female teachers can provide a holistic perspective on the status of Artificial Intelligence (AI) awareness, institutional support, and teaching competency of private school teachers.

Table 2

Participants of experience

Demographic Variable	**Category**	**Frequency**	**Percentage (%)**
Experience	Below 5 years	40	40%
	5–10 years	30	30%
	11–15 years	20	20%
	Above 15 years	10	10%
Total		100	100%

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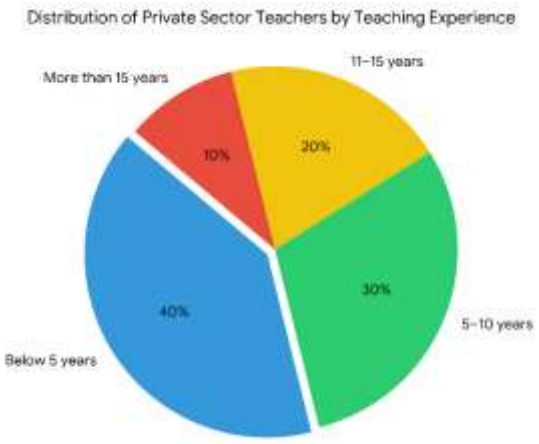


Figure 2

The distribution of the experience ted in the table 2. The number of teachers below 5 years is the larg gnificant chunk of teachers in the private schools are new teachers. The latter group, teachers with 5-10 years of experience, account for one-third (30%) and teachers with 11-15 years of experience account for one-fifth (20%). The percentage of teachers with over 15 years' experience is less than 10% indicating that fewer teachers are very experienced. The data indicates that most respondents are those in the early to mid-stage of teaching careers which could affect their perception and uptake of Artificial Intelligence (AI) in teaching practices.

Table 3

Reliability analysis of the study variables

Variable Dimension	No of items	Cronbach's Alpha (a)
AI Awareness	3	0.79
Institutional support	3	0.81
Teaching competency	5	0.84
Overall instrument reliability	11	0.85

The chroniclers of reliability analysis of each of the variables of study are Cronbach's Alpha (α) which is presented in the table below. All constructs have acceptable to good internal consistency as shown by the results. The value of the reliability of CD is 0.79 indicating the reliability is satisfactory. The Cronbach's Alpha for the measurement of the variable institutional support is 0.81 which implies good reliabilities of the items in the measurement of the institutional support. The teaching competency scale is internal consistencies of 0.84. Furthermore, the overall instrument reliability was obtained which is 0.85, thus indicates that the instrument used in this study has a high level of reliability. Generally, all values (except for Table 1 and Table 2) are higher than 0.70, which is the recommended value for consistency and appropriateness of a research instrument for further statistical analysis.

Table 4

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Awareness Level of Artificial Intelligence (AI) in private school teachers

Sr. No	Items	M	SD	SDA	DA	N	A	SA
1	I am aware of the basic concepts of Artificial Intelligence in education.	2.48	1.573	9 (9%)	6 (6%)	2 (2%)	34 (34%)	49 (49%)
2	I can identify various AI tools used for teaching (e.g., ChatGPT, Canva AI).	2.75	1.459	3 (3%)	7 (7%)	3 (3%)	50 (50%)	37 (37%)
3	I understand the ethical concerns (e.g., plagiarism, privacy) related to AI usage.	2.8	1.34	7 (7%)	21 (21%)	11 (11%)	37 (37%)	24 (24%)

The level of awareness of Artificial Intelligence (AI) of the private school teachers regarding the three indicators is presented in the table4 below, which shows that the awareness level of private school teachers is at moderate level. The first one, on basic concepts of AI, has a mean score of 2.48, meaning most teachers have a basic understanding; 83 % answered positively (A and SA). The second is awareness of AI tools including Canva AI and ChatGPT with a mean score of 2.75; most respondents (87%) said they were aware of AI tools like ChatGPT and Canva AI. The third item addresses the ethics related questions such as dishonesty (including plagiarism) and privacy of data and has a relatively high mean of 2.8, but the answers are more diverse indicating somewhat lower understanding on this topic. Overall, the findings imply that while private school teachers are reasonably informed about AI tools and AI basics, they are starting to learn, but have more to learn about its ethical implications.

Table 5

Level of institutional support for the use of artificial intelligence in the private schools

Sr. No	Items	M	SD	SDA	DA	N	A	SA
1	Lack of proper training is a major barrier to using AI in my school.	3.14	1.38	14 (14%)	15 (15%)	10 (10%)	41 (41%)	20 (20%)
2	Poor internet infrastructure in Sakrand hinders my use of AI tools.	2.87	1.33	10 (10%)	19 (19%)	19 (19%)	30 (30%)	22 (22%)
3	My school administration provides sufficient support for learning new AI technologies.	3.06	1.38	16 (16%)	13 (13%)	21 (21%)	29 (29%)	21 (21%)

The general level of support for the use of Artificial Intelligence (AI) in the private school sector is relatively low although it is moderate. As presented in table5, there is a generally moderate but inadequate level of support in private schools for the use of Artificial Intelligence (AI). The first one shows that not receiving adequate training is a very big hurdle as 61% of respondents agreed or strongly agreed and the mean score was 3.14, which means that teachers believe that they do

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not receive adequate training. Poor internet infrastructure has a mean of 2.87 with a range of responses but still a substantial percentage (52%) agree or strongly agree that poor internet infrastructure is blocker to the use of AI. The third item shows that the school administration's support for the use of AI technologies in learning is also moderate with a mean score of 3.06 and 50% positive responses. This means there is some support, but not enough. Overall, the results indicate that AI adoption in private schools is average and problematic, especially regarding teacher capacity for seamless implementation and necessary training and infrastructure.

Table 6

Level the integration and the competency of AI in teaching practices among private schools teachers

Sr. No	Items	M	SD	SDA	DA	N	A	SA
1	I use AI tools to generate lesson plans for my classes.	2.64	1.25	3 (3%)	19 (19%)	20 (20%)	31 (31%)	27 (27%)
2	I use AI to create quizzes and assessment materials for students.	3.15	1.41	20 (20%)	25 (25%)	7 (7%)	32 (32%)	16 (16%)
3	AI helps me explain complex topics more effectively to students.	3.23	1,39	13 (13%)	8 (8%)	8 (8%)	49 (49%)	13 (13%)
4	I feel confident in using generative AI tools during classroom teaching.	3.01	1.27	13 (13%)	22 (22%)	23 (23%)	27 (27%)	15 (15%)
5	I am concerned that AI might replace the role of teachers in the future.	3.09	1.34	23 (23%)	30 (30%)	21 (21%)	15 (15%)	11 (11%)

Table 6 displays the extent to which private school teachers use AI and their teaching competency, indicating that AI is in use with moderate usage levels and mixed trends in competency. The first answer suggests that teachers moderately incorporate AI into lesson planning (M = 2.64); the pattern of results was mixed between not using or using in an infrequent manner and using in a more frequent manner. The use of AI tools to generate quizzes and assessments is slightly higher (M = 3.15), with however a significant number of teachers rejecting the use of such tools as well, which results in an inconsistent usage. The third item indicates a relatively positive perception that AI aids the explanation of complex topics (M = 3.23), indicating that teachers view AI as being useful for didactic support. According to the report, competency is still emerging, evidenced by the moderate level of confidence with the fourth item, with M = 3.01. The last one has a M of 3.09 which means that they are uncertain and apprehensive about the replacement of teachers by AI. In general, the results indicate that private school teachers' awareness about and engagement with AI are moderate but still in their early stages, accompanied by both positive and negative experiences with and feelings about its use.

Table7

Composite Mean and Standard Deviation of Study Variables

Variables	Mean (M)	Statistics deviation (SD)

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AI awareness	2.68	1.45
Institutional support	2.92	1.35
Teaching competency	2.81	1.38

The composite mean and standard deviation values of the study variables are shown in table7, which indicates that the overall level of private school teachers' awareness of AI, institutional support, and teaching competency is moderate. Among the variables, the highest mean is in institutional support (M = 2.92, SD = 1.35), wherein teachers' perceptions of the institutional support are slightly better than in all other variables, yet not strong. Teaching competency (M = 2.81, SD = 1.38) indicates a moderate level of competency for teachers in using AI in teaching. However, the teacher's awareness of AI (M = 2.68, SD = 1.45) is lower than the other two variables, indicating that the teachers hold relative low levels of AI awareness. The standard deviation values have some variation of responses within each variable. Taken overall, the results show that, institutional support was higher than competency and awareness is at a moderate level.

Discussion

The purpose of the present study was to explore the present condition of the topics of Artificial Intelligence (AI) in private school education, regard for AI in the teachers' field, and the skill competencies of their teachers with regard to the use of AI tools in teaching. The study aimed to gain insights into the current awareness of Artificial Intelligence (AI) among private school teachers, specifically in relation to the use of AI tools and ethical concerns regarding their use, the degree of institutional support for the use of AI in private schools (technological support, guidelines for use, and teacher professional development opportunities), and the level of integration of Artificial Intelligence and competence with which teachers integrate it into their teaching practices in private schools. The results of the present study corroborate earlier research that shows that teachers' AI awareness tends to be moderate but they have limited conceptual and ethical knowledge of AI tools. In previous years, researchers have highlighted that teachers' awareness of the fundamentals of AI use is growing, but their knowledge of ethical concerns like data privacy, plagiarism, and responsible usage are still limited (Ng et al., 2021; Selwyn, 2019). Also, the present study revealed that Private School Teachers (PSITs) have some awareness about AI tools and their ethical awareness is uneven and still in development stage to support the perspective that teacher's AI literacy is still a developing stage. The alignment implies that while AI technologies are making inroads in education, there remains a critical need for targeted training initiatives to build technical and ethical awareness of AI applications in the educational sector.

The present study's findings on how ready an institution is for using Artificial Intelligence (AI) in a private school align with previous research on the subject as the use of AI in education relies heavily on institutional readiness. The lack of technology infrastructure, the lack of policy framework and the inability to offer teachers professional development opportunities have been reported by many researchers earlier (Pedro et al., 2019; Baker & Smith, 2019) as problems faced by schools, especially in developing contexts. The same is true for the perception of the teachers of the private schools with regard to institutional support, which was identified by the

current study as moderate but not enough status-wise, particularly with respect to training and infrastructure. Despite some support for the use of AI in education in private schools, it appears the support is not robust enough to ensure that educators are effectively and consistently using AI in their teaching. Therefore, strengthening institutional policies, improving infrastructure, and providing continuous professional development are essential for successful AI implementation in education. That the findings of the current study regarding the integration of AI and teaching competency among private school teachers corroborate with previous studies, which have indicated that teachers are gradually being exposed to AI (Artificial Intelligence) tools, but their use is at a moderate level in teaching. Previous research has demonstrated that the use of AI for basic pedagogical tasks like writing content and lesson plans is common amongst teachers, while more complex pedagogical uses are challenging (Roll & Wylie, 2016; Chen et al., 2020). The same applies to their teacher competencies: Although the current study revealed that all private school teachers report being moderately competent in using AI tools, they did not have high levels of confidence in the complete incorporation of AI into their current teaching practices. The alignment shows a division between how well teachers understand the potential of AI in education and their current level of mastery and readiness to use it in their practice. Hence, ongoing training and professional growth in the development of AI competency are needed and essential to support effective use in a classroom.

Conclusion

The main objective of this study was to explore the current landscape of AI in the field of private education, analyzing three important aspects: teachers' awareness of AI, the level of institutional support provided for incorporating AI into education, and the competence of teachers in utilizing AI tools in the education work. The overall results of the study showed that the level of using A.I. in the private schools is at a moderate level for all the three dimensions. Teachers were identified to be basic users of AI tools and concepts, but are not aware of ethical concerns related to data privacy and academic integrity. Whereas institutional support was moderate, schools do offer a degree of facilities and encouragement for technology use, but there are huge gaps between this and the schools having adequate infrastructure, professional development opportunities and guidelines on how the technology should be used. In the same way, the teachers' competency in using AI tools in their instructional practices was moderate, with teachers mainly using AI to cut down on tedious reports and assignments, and high-level integration of AI in their instruction patterns being weak. The study overall shows that the use of AI in private schools is at a stage of development and needs increased institutional support, new forms of teacher training, and increased competencies for meaningful and effective integration.

Recommendations

The study's results led the researchers to the following recommendations for enhancing the use of Artificial Intelligence (AI) in private schooling:

- Continuous professional development and training program should be provided for teachers regularly to boost their awareness and competency in using AI tools. Besides technical knowledge, attention needs to be paid to ethical issues like data privacy, plagiarism, and responsible use of AI in education during these trainings.
- Private school management should enhance the technology equipment of the school, such as the situation of Internet access and smart classroom, in order to build solid foundation systems in schools. Schools' private management should improve the technological infrastructure of school, including the stable Internet access conditions and smart classroom, so as to establish solid technological foundation systems. Clear policy

development and implementation which outlines how AI can be used in teaching and learning should also be developed.

- To facilitate the practical use of AI in the classrooms, schools should offer teachers a window of opportunity to play with AI tools for building the curriculum, for assessment, and for interactive learning. This will enhance teachers' confidence and competency in teaching.
- Educational policymakers should encourage the private school sector, start planning a national framework for the use of AI in education, and put in place a standard model and equal opportunities for schools in the fight against technology.

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