

Examining Faculty and Student Perceptions of Generative AI in University Courses in Bahawalpur Division

Dr. Muhammad Athar Hussain

Assoc. Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
athar.hussain@iub.edu.pk

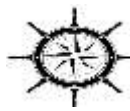
Abdul Wahab Riaz

M.Phil Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan
jamwahab11@gmail.com

Abstract

The study explored the perceptions of faculty and students regarding the integration of generative AI in the universities courses of Bahawalpur Division. A quantitative cross-sectional survey with 646 subjects (546 students and 100 faculty members) was carried out in nine public and private university institutions and campuses. A structured proforma was used to gather data and the collected data was analysed using SPSS Version 26. Descriptive statistics, frequencies, percentages, means and standard deviations were used to analyze the perceptions of respondents. The results showed overall positive perceptions of structured integration of generative AI. Sixty-seven and a half percent of all students agreed that AI should be incorporated into university curricula, 61.4 percent agreed that AI should be used when doing assignments, and 63.2 percent agreed that the use of AI should be limited during exams. Furthermore, 52.4% endorsed that university AI training programmes should be embraced and 62.9% agreed that AI could take over some of the traditional teaching job. The level of agreement among faculty was 63.0%, 77.0%, 77.0%, 66.0% and 72.0% respectively. Thus, descriptive comparison suggested that four of the five statements had higher faculty scores and four had higher student scores, suggesting greater faculty agreement on four of the five statements, and slightly greater student scores on general curriculum integration. The results show preferences for structured incorporation of AI and institutional training, as well as clear guidelines for academic use. Key words: Bahawalpur Division, Faculty Perceptions, Generative AI, Higher Education, Student Perceptions.

Keywords: Generative AI, Higher Education, Student Perceptions, Faculty Perceptions, Bahawalpur Division



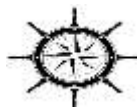
Introduction

Generative artificial intelligence (GenAI) has become a significant advancement in the field of education, particularly within the context of higher education, as it creates text, explanations, summaries, images, code, and other types of content based on users' queries. GenAI is not just a tool for delivery and administration like previous educational technologies; it can also actively engage in idea generation, writing, feedback, research, and knowledge building. This has led to a reassessment of teaching practices, assessment design, academic integrity, and the role of AI in student learning for universities. While there are potential benefits to these technologies for learning and academic work, there are also concerns about accuracy, originality, overdependence, privacy, and responsible academic practice (Crompton & Burke, 2023; Cotton et al., 2024). In the context of Pakistani higher education, the importance of generative AI is also growing. Recent studies have investigated the potential and implications of AI in the context of higher education institutions in Pakistan and found that the adoption of AI in the local education system is warranted (Danish et al., 2024). Recent studies have also explored the implications of ChatGPT in the classroom environment of higher education institutions in Pakistan (Ashraf et al., 2025) and the potential of generative AI in lifelong learning and skill acquisition (Asad & Aijaz, 2026). These trends signal that GenAI is not just an international higher education matter; universities in Pakistan are more and more becoming aware of the necessity to possess data that will guide choices about its educational application, institutional steerage, and responsible integration.

An important gap, however, is the missing understanding of the perception of generative AI by faculty and students in the same university context. These groups are in touch with AI in various academic roles. Students can appraise AI within the context of learning and assignment, access and academic support, while faculty have an added burden of teaching quality, assessment levels, academic honesty, and institutional expectations. Focusing on a single stakeholder group might thus give an incomplete picture of the circumstances that GenAI can be integrated responsibly. This is a relevant issue in the context of Bahawalpur Division, which is also a part of the present study where we have respondents from public and private university institutions and campuses. In view of this, this study explores and compares with faculty and students' perceptions of generative AI in university courses in Bahawalpur Division with the aim of providing locally relevant evidence for institutional decision making and responsible integration of AI.

Significance of the Research

The opinions of both faculty and students regarding the use of generative AI are of interest because they will influence the ability to effectively and responsibly use the technology in university education. The knowledge and understanding of AI heavily impact classroom practices, assessment, academic integrity, and the quality of learning, both for faculty and students. Generative AI tools can be used to assist with lesson planning, personalised learning, research, writing skills, idea generation and access to information. But if it is used in the wrong way or too much, it may lead to dependence, lack of creativity, diminished critical thinking and plagiarism concerns, data privacy and ethical responsibility issues (Cotton et al., 2024).



This study is more significant in Bahawalpur Division because the public and private Universities are educating students from all academic, social and technological backgrounds. Confusion from faculty and students regarding what can be used to achieve academically may stem from the lack of transparency of institutions and AI literacy. Comparative analysis of these two groups will assist this study to determine the level of awareness and use, their perception of the benefits, risks and attitude towards integrating AI. The results can help to develop policy, ethics guidelines and training programs for university administration. They can also help the faculty in developing equitable assessment and inform students about the proper use of AI. Therefore, this research can be used as a contribution in the use of generative AI in a certain context in higher education in an ethical and responsible way.

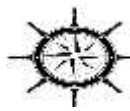
Research Objectives

- To examine students' perceptions of generative AI in university courses.
- To examine faculty perceptions of generative AI in university courses.
- To compare faculty and student perceptions of generative AI.

Literature Review

Generative Artificial Intelligence (GenAI) is making its way into higher education with its ability to generate text, explanations, summaries, images, code and other academic products. In contrast to previous learning technologies that were mainly used for information provision or administration, the use of GenAI can now be directly linked to learning activities such as idea generation, writing support, feedback, research support, and problem-solving. This has given rise to opportunities and concerns for Universities. Large language models offer significant potential to support personalisation in learning, access to information and academic productivity, but also present opportunities for the dissemination of inaccurate information as well as the risk of overdependence and academic integrity as pointed out by Kasneci et al. (2023). Similarly, Dwivedi et al. (2023) find that generative AI presents a tremendous potential for the effective application of generative AI technologies in education, which calls for responsible use, proper guidance, and critical evaluation of the output of generative AI technologies in education. Thus, the impact of GenAI in higher education is not just measured by its functionality, but also by how it is perceived and experienced by its users.

In general, the attitudes and perceptions of students on generative AI are driven by the usefulness, accessibility, convenience, and support in academic work. Chan and Hu (2023) identified that the students in universities identified some benefits of GenAI such as support in learning, developing ideas and performing academic work. The students also voiced concerns about the accuracy of AI-generated information, privacy, ethical usage, and excessive reliance on technology. That does not necessarily mean that positive attitudes on the part of students also imply a positive attitude towards the free use of AI tools. Students may appreciate the efficiency of GenAI, but they appreciate the responsible limits, as well. Stöhr et al. (2024) further propose that attitudes and use of AI chatbots might be dependent on students' academic and personal characteristics. These results indicate that students' attitudes towards GenAI are multi-faceted and not just positive or negative.

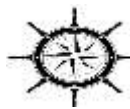


The engagement with generative AI is from the perspective of an academic role. The students will focus on learning support and completion of tasks, but teachers should consider the following: the quality of assessment, originality, reliability, academic integrity and the quality of teaching. The emergence of ChatGPT and other technologies has created a great challenge to academic integrity, particularly regarding authorship and evaluation, as mentioned by Cotton et al. (2024). Education practitioners can therefore identify the potential benefits of using GenAI in learning and teaching and be wary of the uses. Sometimes, this prudence could be the professional duty of academic staff to uphold the standards of assessment and to still witness independent student learning.

Faculty-student discrepancies are important in terms of institutional policy. Students might consider accessibility, convenience, ease of use, and assistance with writing, whereas faculty might consider regulation, boundaries for assessment, originality, and responsible use. These priorities can be consensual when it comes to integrating AI. Therefore, a study of faculty perception, or student perception alone, would provide less firm ground for decision making in the university than would the comparison studies of faculty and student perceptions. It also enables researchers to differentiate between the broad acceptance of AI and support for specific types of institutional integration.

The evidence from Pakistan indicates that generative AI is emerging as a more relevant in the context of higher education. Danish et al. (2024) discusses implications and utility of AI in Pakistani institutions of higher learning and argues that if explored in the context of local institutions, AI could have educational significance. Ashraf et al (2025) present more recent evidence by studying ChatGPT in the context of Pakistani Higher Education classrooms and how it is related to students' learning experiences. Asad & Aijaz (2026) also delves into the connection between generative AI and lifelong learning and skill development in the context of higher education in Pakistan. All these studies provide sufficient evidence that the problem of GenAI is not an international issue now but is also a concern of Pakistani Universities.

However, the budding literature of Pakistan neglects to discuss the nuances of comprehending GenAI in the same institutional and regional context as the faculty and students. Existing studies are generally more focused on the student experiences, learning outcomes, technology adoption, or broader institutional implications. It has created a necessity to compare the attitudes of students and teachers towards this integration, the curriculum, assignments, examinations, training of the institution and the changing role of teachers. The need of this comparison is particularly relevant in Bahawalpur Division where universities and their students and faculty members work in different environments. Therefore, a study conducted at such a more local level can contribute to the evidence of the study which may be unavailable in the studies at the bigger metropolitan universities. An additional theoretical perspective to understanding these perceptions is technology acceptance. The Technology Acceptance Model (TAM) is the model that most people relate to two concepts: usefulness and ease of use. These concepts can be extended to the larger picture of the current study as students and teachers may be willing to take the plunge into GenAI if it can improve their experiences of learning and teaching and they feel comfortable with the technology in school. The complete study also notes that the genAI perception is not limited to technology acceptance. Ethical awareness,



academic responsibilities, institutional support, knowledge about AI and concerns about the risks of AI use may also affect the evaluation of AI use by faculty and students.

This more expansive view is especially relevant for generative AI as it is not about merely using a technology; it is about accepting it. The user is also responsible to take into account the credibility of the information generated, academic honesty, responsible authorship, privacy rights, assessment fairness and the need for human judgement. As Holmes et al. (2022) claim, ethics might be a crucial component of using AI in education. Similarly, Cotton et al. (2024) demonstrate the importance of academic integrity in the debates surrounding GenAI in universities has not been ignored. Thus, both technological acceptance and the educational responsibilities for using GenAI need to be considered to fully grasp GenAI perceptions.

Overall, the literature suggests that there is awareness of the potential benefits of generative AI among students and faculty members, with varying preferences for its use among the different groups. The students tend to focus on learning support, accessibility, and efficiency, while the faculty members have to consider the institutional responsibilities, originality, and ethical practice besides the quality of learning support, accessibility, and efficiency. The study shows that there is a rising interest in GenAI as well, which is also evident from the research going on in Pakistan, but there is not much comparative data from the context of universities in this region. To fill this gap, the current study explores and compares faculty and students' perceptions about the use of generative AI in university courses in the Bahawalpur Division. It also provides local insights for guiding decisions on curriculum integration, evaluation, institutional training, and ethical use of AI.

Research Methodology

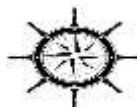
Research Design

A quantitative, descriptive cross-sectional survey design was adopted in the study to find out the perceptions of faculty and students regarding use of generative artificial intelligence in university courses in Bahawalpur Division. In this study, a quantitative approach was appropriate because it involved the analysis of numbers and objective information was used to systematically investigate the attitudes and perceptions of the respondents and comparing the two sets of responses from the faculty and the students. The data collected were taken at one point in time with no manipulation of the variables investigated, fitting with the Cross-Sectional nature of the study (Creswell & Creswell, 2018).

Population and Sample

Target Population was selected Public and Private Universities and campuses in Bahawalpur Division, which included the students and faculty. The total number of students and faculty were 67,045 and 1572, respectively. The final sample consisted of 646 individuals, 546 students and 100 faculty members. The participants were from nine institutions and campuses namely IUB, Bahawalpur campus, IUB, Bahawalnagar campus, IUB, Rahim Yar Khan campus, Government Sadiq College Women University, NCBA&E, Bahawalpur campus, Superior University, Bahawalpur campus and KFUEIT, Rahim Yar Khan campus respectively.

The institutional distribution comprised of 115 students and 18 faculty from IUB Bahawalpur, 55 students and 12 faculty from IUB Bahawalnagar Campus, 85 students and 8 faculty from



IUB Rahim Yar Khan Campus, 60 students and 5 faculty from Government Sadiq College Women University, 40 students and 8 faculty from NCBA&E Bahawalpur, 35 students and 7 faculty members from NCBA&E Rahim Yar Khan, 45 students and 8 faculty members from Superior University Bahawalpur, 36 students and 9 faculty members from Superior University Rahim Yar Khan and 75 students and 25 faculty members from KFUEIT Rahim Yar Khan. The faculty members and students of the participating institutions were provided questionnaires.

Research Instrument

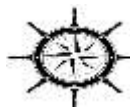
The data was gathered with a structured questionnaire with closed statements which were measured on a five-point-Likert scale from Strongly Disagree to Strongly Agree. The questionnaire was developed using the Technology Acceptance Model and the most recent research on the use of Generative AI in educational settings (Dwivedi et al., 2023). A questionnaire with 60 items using a Likert scale in five important dimensions was used. In the first dimension, AI Awareness, there were 10 items that focused on knowledge of AI tools, understanding of AI, formal AI training, institutional awareness, formal AI ethics guidelines, knowledge of AI literacy, and confidence in the use of AI. The second dimension was AI Usage with 12 items that covered the use of AI for academic tasks, assignment, examination preparation, summarisation, verification of the AI generated output and other activities related to research.

The third dimension, Perceived Benefits, comprised 13 items focusing on learning efficiency, creativity, idea generation, quality of writing, access to information, personalised learning, independent learning, academic workload, research productivity, problem solving, teaching effectiveness, student engagement and AI educational value. The 'Perceived Risks and Challenges' (fourth dimension) included 15 items about critical thinking, dependency, inaccurate information, academic dishonesty, plagiarism, originality, privacy, contextual limitations, bias, assessment fairness, traditional learning, reliability, overuse, ethical dilemmas, and unclear institutional policies. The 10 items in the fifth dimension, Attitude Towards AI Integration, concerned with curriculum integration, assignments, limitations in exams, university training, faculty guidance, worry about using AI, positive attitude toward AI integration, old teacher roles, future of education and university training.

For this reason, the questionnaire focused on general attitudes towards generative AI rather than all statements being direct indicators of the classic TAM constructs. In particular, statements related to assignments, examinations, training programmes, and teachers' roles were seen as attitudes towards integration of AI.

Development of the Research Instrument

The questionnaire was developed in an iterative manner to further improve the clarity and applicability to the field of education. If necessary, items were changed, reworded and reordered to make them comprehensible to respondents from all academic disciplines. The language used was clear and neutral and the content was created to reflect both the teaching and learning viewpoints. The instrument has been designed with constructs pertinent to the



existing technology acceptance models and the current research in generative AI (Dwivedi et al., 2023).

Validity and reliability, Pilot Study

A pilot study was carried out prior to the data collection. The pilot process has pointed out the unclear items in the questionnaire, the time frame to finish the questionnaire and appropriateness of the instrument. Responses from the pilot testing led to some slight rewording and reordering of some of the items. The questionnaire was also checked by advanced faculty members who have expertise in educational research and educational technology. They reviewed the questionnaire focusing on clarity, relevance and appropriateness for the intended respondents. The instrument was pilot tested and expert reviewed to be found suitable for the main data collection process.

Data Collection and Ethical Considerations

Before collecting the data, permission was taken from the appropriate authorities of the University. Participants were made aware of the aim of the study, the research was voluntary and participants' responses were kept confidential as the research progressed. Questionnaire was physically distributed to the faculties and the students, in the institutions involved and the same was recollected after a couple of months.

Data Analysis

Results

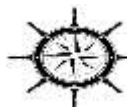
The findings are reported under three headings: student's perception of integration of Generative AI, faculty's perception, and comparison between students' and faculty's perception. Descriptive statistics were initially computed separately for the students and the faculty. Faculty responses were reverse coded so that the direction of the Likert scale was the same for both groups (1 = Strongly Disagree and 5 = Strongly Agree) for the direct comparison. Higher mean scores thus represent greater agreement both for the students and faculty members.

Student Perceptions of Generative AI Integration

Table1

Descriptive Analysis of Students' Perceptions of Generative AI Integration (n = 546)

No.	Statement	SA %	A %	N %	D %	SDA %	Mean	SD
1	AI should be integrated into university curricula.	36.3	31.3	9.9	14.3	8.2	3.73	1.31
2	AI should be allowed in assignments.	36.3	25.1	13.7	10.6	14.3	3.58	1.43
3	AI should be restricted during examinations.	40.1	23.1	10.6	16.3	9.9	3.67	1.39
4	Universities should provide AI training programmes.	28.8	23.6	15.4	17.9	14.3	3.35	1.42
5	AI can replace some traditional teaching roles.	36.3	26.6	10.3	12.6	14.3	3.58	1.44



The overall sentiment of students' attitude towards Generative AI in university education is positive, as depicted in Table 1. There was a high level of agreement among students in the question related to curriculum integration (67.6%) - "AI should be integrated into the university curriculum". Similarly, the majority (63.2%) thought that students should not be allowed to use AI in examinations. Total, 61.4% of the students felt that the use of AI in assignments is good, while 62.9% agreed that some of the traditional roles that a teacher performs can be automated using AI. There is relatively less support for University-provided AI training programmes with 52.4% agreeing with this statement. The mean scores on the five dimensions of AI integration analyzed in this comparative study were in the range of 3.35 to 3.73, which represent moderate to favourable attitudes.

Faculty Perceptions of Generative AI Integration

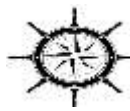
Faculty scores were reverse coded for comparison with students' responses such that higher scores indicated greater areas of agreement. This recoding did not change the mean of the faculty (direction, not magnitude) but did not affect the frequency distributions, percentages or standard deviations.

Table2

Descriptive Analysis of Faculty Perceptions of Generative AI Integration (n = 100)

No.	Statement	SA %	A %	N %	D %	SDA %	Corrected Mean	SD
1	AI should be integrated into university curricula.	24.0	39.0	21.0	8.0	8.0	3.63	1.17
2	AI should be allowed in assignments.	19.0	58.0	6.0	17.0	0.0	3.79	0.95
3	AI should be restricted during examinations.	18.0	59.0	11.0	6.0	6.0	3.77	1.01
4	Universities should provide AI training programmes.	21.0	45.0	16.0	14.0	4.0	3.65	1.09
5	AI can replace some traditional teaching roles.	24.0	48.0	16.0	12.0	0.0	3.84	0.93

The attitudes of the faculty members towards the integration of generative AI were also generally favorable. The faculty members indicated the most agreement with the following: 77.0% strongly agreed or agreed that they did not have a problem with AI being used in assignments and that they would not allow AI to be used in exams. The results indicate that there was support for the use of AI in educational processes and a preference for strict guidelines in formal assessments. Moreover, 72.0% of the faculty believed that AI would be able to take over some traditional roles for faculty members, and 66.0% agreed that they would like the university to provide AI training programmes. The statement with least faculty agreement of 5 is the one about curriculum integration, but 63.0% agreed with incorporating AI in the university curriculum. Faculty mean scores after harmonisation were in the range of +3.63 to + 3.84, which is generally positive for each of the 5 statements.



Comparison of Student and Faculty Perceptions

The table below shows a comparison between the perceptions of students and faculty. Independent-samples t-tests were used for the comparison between students and faculty members by using Welch's method. To account for the very different group sizes and unequal variances between them, this version of the independent-samples t-test was used. The difference between the means of students and faculty was calculated by subtracting the mean of faculty from the mean of students. The outcome is negative difference which indicates the more solid faculty agreement.

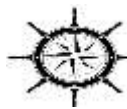
Table3

Independent-Samples Comparison of Student and Faculty Perceptions of Generative AI Integration

Statement	Students M (SD)	Faculty M (SD)	t	df	p	95% CI of Mean Difference	Cohen's d
AI should be integrated into university curricula	3.73 (1.31)	3.63 (1.17)	0.78	148.01	.438	[-0.16, 0.36]	0.08
AI should be allowed in assignments	3.58 (1.43)	3.79 (0.95)	-1.83	192.90	.069	[-0.43, 0.02]	-0.15
AI should be restricted during examinations	3.67 (1.39)	3.77 (1.01)	-0.83	175.74	.407	[-0.33, 0.13]	-0.07
Universities should provide AI training programmes	3.35 (1.42)	3.65 (1.09)	-2.44	167.90	.016	[-0.55, -0.06]	-0.22
AI can replace some traditional teaching roles	3.58 (1.44)	3.84 (0.93)	-2.34	198.80	.020	[-0.48, -0.04]	-0.19

Note. Faculty responses were reverse coded for both groups prior to comparative analysis with 1 = Strongly Disagree and 5 = Strongly Agree. Student – Faculty scores were used as the means differences. The data obtained were subjected to statistical analysis at 95% level of significance.

Independent-samples comparisons showed that views of integrating AI in the university courses were not significantly different between student and faculty members, $t(148.01) = 0.78$, $p = .438$, 95% CI [-0.16, 0.36], $d = 0.08$. The mean score for students was 3.73 which was 0.1



higher than the mean score for faculty members (3.63). The effect size was trivial, indicating very similar attitude of the two groups towards general curriculum integration.

There was also no statistically significant difference regarding the use of AI in assignments, $t(192.90) = -1.83$, $p = .069$, 95% CI [-0.43, 0.02], $d = -0.15$. The mean score for faculty members ($M = 3.79$, $SD = 0.95$) was only slightly higher than the mean score for students ($M = 3.58$, $SD = 1.43$), but the difference was not significant at the .05 level. The size of the effect was small.

Perceptions of limits of the use of AI in exams were also similar between students and faculty members, $t(175.74) = -0.83$, $p = .407$, 95% CI [-0.33, 0.13], $d = -0.07$. The mean score for faculty was .377 while that for the students was .367. Very small effect size which indicates that the two groups are very similar in terms of the need to limit the use of AI during exams.

A statistically significant difference was identified regarding university-provided AI training programmes, $t(167.90) = -2.44$, $p = .016$, 95% CI [-0.55, -0.06], $d = -0.22$. There was a higher mean score for training programmes ($M = 3.65$, $SD = 1.09$) compared to students ($M = 3.35$, $SD = 1.42$). The difference was, however, relatively small making it unlikely that the result is of any great practical importance between the groups.

The statement "AI will be able to take some teachers' job roles" was also found to have a statistically significant difference, $t(198.80) = -2.34$, $p = .020$, 95% CI [-0.48, -0.04], $d = -0.19$. Faculty members reported greater agreement ($M = 3.84$, $SD = 0.93$) than students ($M = 3.58$, $SD = 1.44$). It was a small effect size again.

Summary of Comparative Findings

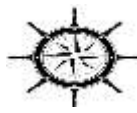
In general, more faculty than student perceptions agreed. No statistically significant differences between the groups were observed in relation to the integration of the curriculum, use of AI in assignments, and use of AI on exams. There were only two statistically significant differences which were both in favour of faculty members: about university AI training programmes and to the prospect of some of the university's traditional teaching positions being replaced. But the magnitudes of differences were small. These results allow for a more accurate answer to the third research objective than percentage-point comparisons alone.

They state that only descriptive differences in the percentage of agreement have been reported, and a difference does not necessarily indicate that there is a significant difference between the faculty and students. The results indicate a conservative interpretation, in which both groups generally favour structured approaches to AI and faculty members are somewhat more likely to be interested in institutional training and specific changes in faculty roles.

Discussion and Conclusion

Discussion

The results show that overall, the students and faculty members were positive towards the structured incorporation of generative AI in university education in Bahawalpur Division. Descriptive support for integration of AI in university curricula had the highest percentage of students with 67.6% agreeing or strongly agreeing. Curriculum integration was also highly supported by faculty (63.0%). An independent-samples comparison, however, revealed that the



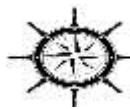
difference between students and faculty members on curriculum integration was not statistically significant, $t(148.01) = 0.78$, $p = .438$. This suggests that there is a rather widespread understanding of the overall use of AI in university curricula amongst both stakeholder groups.

This was true for generative AI's use in assignments as well. The mean percentage for the faculty members (77.0%) was higher than that for the students (61.4%) but this difference was not statistically significant, $t(192.90) = -1.83$, $p = .069$. So, the descriptive percentage difference cannot be considered as proof of a significant difference between the two groups. Rather, both students and teachers exhibited positive attitudes towards using AI in assignments. This is consistent with the overall literature on Higher Education which revealed that students and scholars alike see potential in the use of generative AI in education and have expressed a need for proper academic guidance (Chan & Hu, 2023; Crompton & Burke, 2023).

There was also support from both groups for the curbing of the use of generative AI in exams. Students: 63.2% faculty: 77.0% agree. Although there was a descriptive difference, there was no statistically significant group difference, $t(175.74) = -0.83$, $p = .407$. This similarity between the groups indicates that the acceptance of the integration of AI is not necessarily equal to unlimited acceptance of the use of AI in all academic activities. Rather, participants seemed to differentiate between using AI in the context of university education and allowing AI to be used freely in the formal exams. This distinction aligns with concerns stated in the literature regarding maintaining assessment integrity and setting clear boundaries around AI-assisted academic work (Cotton et al., 2024; Kasneci et al., 2023).

A statistically significant difference in perceptions of AI training programmes offered by the university was detected. Faculty members reported stronger support ($M = 3.65$, $SD = 1.09$) than students ($M = 3.35$, $SD = 1.42$), $t(167.90) = -2.44$, $p = .016$. However, the effect size was small ($d = -0.22$). This finding suggests that faculty might have a slightly greater focus on institutional training around integrating AI. This training could provide a more systematic pathway towards the use of generative AI, enhancing understanding of the right kinds of academic uses and providing a basis for establishing a shared set of expectations for universities. The institutional support and capacity building in the context of the use of generative AI in higher education in Pakistan has also been highlighted (Ashraf et al., 2025; Asad & Aijaz, 2026).

The second significant difference concerned the role of AI to replace some of the traditional roles of teachers. Faculty members showed greater agreement ($M = 3.84$, $SD = 0.93$) than students ($M = 3.58$, $SD = 1.44$), $t(198.80) = -2.34$, $p = .020$. But this effect size was small as well ($d = -0.19$). Therefore, it is important to not over-interpret this finding. It does not imply that either group wanted the total elimination of teachers; rather it was an agreement. The terms used in the questionnaire were somewhat limited to some of the traditional teaching roles and the result should be limited to that. The findings from the inferences provide a more elaborate meaning than the former percentage point comparison. Faculty generally agreed more to most of the 5 statements (4 of them), but there was no significant difference between the groups of faculties except for the statement on University AI training and some traditional faculty positions being replaced. There were no significant differences with regard to curriculum



integration, assignments or examination restrictions. Overall, the pattern shows that there is more similarity than difference between faculty and student perceptions of the integration of generative AI.

The outcome of this study is having practical significance to the Universities of Bahawalpur Division. There is a desire from both groups to incorporate the curriculum with AI and also a desire for more control during exams and institutional strategies should differentiate between those contexts in which AI is desirable in education and those contexts that may call for more restriction. The results also reveal a need for training in the field of AI, and the faculty members had a more positive attitude towards institutional training programmes as opposed to other training avenues. Care needs to be taken in making judgements about changes in traditional teaching roles; it should be mentioned that the faculty–student difference was statistically significant but small.

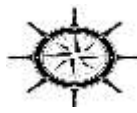
Conclusion

This study examined and compared the faculty and students' perceptions about the adoption of generative AI in universities' courses in Bahawalpur Division. In general, positive attitudes toward using generative AI structured were observed for both groups. 67.6% agreed that students supported curriculum integration, 61.4% supported using AI in assignments, 63.2% supported restricting use of AI in exams, 52.4% agreed that some of the traditional university teaching roles could be replaced by AI and 62.9% agreed that using AI in universities' training programmes was a good idea. The corresponding faculty agreement levels were 63.0%, 77.0%, 77.0%, 66.0%, and 72.0%, respectively.

In the comparative analysis results, there were no statistically significant differences between the faculties and students in harmonised direction of the Likert scale coding for all three aspects (curriculum integration, assignment use of AI, restrictions during examination). There were significant differences only for the statements related to university AI training programmes, and the possible replacement of some traditional teaching positions, with faculty members disagreeing less in both of these cases. But the magnitudes of these differences were small. The results thus suggest that the attitudes of faculty and students on several aspects of integration of generative AI are not divided into two distinct groups but are quite similar. When planning curriculum integration, using assignments, limiting exams, and training AI, universities should take this common ground into account. The integration of Generative AI should be based on specific, well-defined educational goals and the guidance of institutions instead of being freely available.

Limitations

The research method was self-reported, cross-sectional survey which means the results reflect the perceptions of the participants during a specific time and do not necessarily reflect changes in attitudes over time and actual use of AI. The study was conducted in selected universities/campus of Bahawalpur Division where unequal number of students/ faculty members were used and the sampling procedure is not explained in detail. When extrapolating results to the broader context these should be considered. The study, however, provides



valuable insights into the attitudes of faculty and students towards the use of generative AI in the local higher education context.

Recommendations

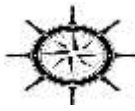
In particular, the results presented in this article suggest that guidance is needed on the possible application of generative AI in curricula and assignments within universities. It is important for policies to be explicit and define what is acceptable educational use, and what is use that should be limited and monitored, e.g. in formal examinations.

Moreover, systematic training of AI for student and teacher within the university system is required. This was particularly the case, given that the faculty members were much more positive about the AI training programmes offered by the university. It is important to educate users about the proper usage of generative AI in academic settings, institutional policies, and user responsibilities in this context.

There should be caution when considering AI performing tasks that were previously done by teachers. Most of both the groups stated that AI could replace certain teaching roles but the results do not point towards replacing teachers in general. Instead, specific assignments should be evaluated separately, within the university, by human academic experts with appropriate human academic oversight.

References

- Ashraf, M. A., Alam, J., & Kalim, U. (2025). Effects of ChatGPT on students' academic performance in Pakistan higher education classrooms. *Scientific Reports*, 15, Article 16434. <https://doi.org/10.1038/s41598-025-92625-1>
- Asad, M. M., & Aijaz, A. (2026). Influence of ChatGPT and generative AI on continuous learning and skill enhancement in Education 4.0: Contextual insights from the higher education of Pakistan. *The TQM Journal*, 38(3), 655–672. <https://doi.org/10.1108/TQM-09-2024-0357>
- Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, 20, Article 43. <https://doi.org/10.1186/s41239-023-00411-8>
- Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228–239. <https://doi.org/10.1080/14703297.2023.2190148>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20, Article 22. <https://doi.org/10.1186/s41239-023-00392-8>
- Danish, M. H., Joiya, S. A., & Ali, Z. (2024). Implications and usefulness of artificial intelligence in higher education institutions: A case of Pakistan. *Bulletin of Education and Research*, 46(3), 57–75.
- Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., ... Wright, R.



(2023). Opinion paper: “So what if ChatGPT wrote it?” Multidisciplinary perspectives on opportunities, challenges, and implications of generative conversational AI for research, practice, and policy. *International Journal of Information Management*, 71, Article 102642. <https://doi.org/10.1016/j.ijinfomgt.2023.102642>

Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Shum, S. B., Santos, O. C., Rodrigo, M. T., Cukurova, M., Bittencourt, I. I., & Koedinger, K. R. (2022). Ethics of AI in education: Towards a community-wide framework. *International Journal of Artificial Intelligence in Education*, 32(3), 504–526. <https://doi.org/10.1007/s40593-021-00239-1>

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, Article 102274. <https://doi.org/10.1016/j.lindif.2023.102274>

Stöhr, C., Ou, A. W., & Malmström, H. (2024). Perceptions and usage of AI chatbots among students in higher education across genders, academic levels, and fields of study. *Computers and Education: Artificial Intelligence*, 7, Article 100259. <https://doi.org/10.1016/j.caeai.2024.100259>