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# Enhancing AI Adoption in the Classroom: The Role of Perceived Usefulness and Ease of Use

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**Abstract:** *Artificial Intelligence (AI) is transforming education, bringing new solutions that simplify learning and teaching. The study in this investigation attempts to examine the perceived usefulness and perceived ease of use of AI in classrooms, particularly for lectures in the General Studies Department. Technology Acceptance Model (TAM) was used in this study that examines how AI tools simplify learning, making it more efficient, interactive, and customized, and how they are being measured and used. A guided questionnaire was employed to gather data on demographic variables, AI adoption, perceived benefits, drawbacks, and recommendations. Findings indicate that AI is significantly renowned for improving teaching, writing skills, individualized learning, and class engagement. Fears about AI-generated mistakes, access difficulties, and lack of human interaction continue to dominate. Furthermore, participants noted the need for improved AI accuracy, improved speech recognition, and more flexible learning. The study finds that while AI is useful when learning, it is at its top capacity at the mercy of usability concerns being ironed out and it is becoming increasingly stable. These results can assist instructors, policymakers, and programmers in realizing the best possible application of AI in support of successful and inclusive learning.*

**Keywords:** Artificial Intelligence (AI), Technology Acceptance Model, AI Adoption, Perceived Usefulness (PU), Perceived Ease of Use (PEO)

## 1. Introduction

For many years, technology has been actively engaged in education world. The utilization of technology allows individuals to enhance their autonomy and assertiveness in the quest of knowledge. Throughout the years, Artificial Intelligence (AI) is getting popular within the realm of education. Exploring knowledge is limitless with the use of AI as a viable option for both learning and teaching. Consequently, Artificial Intelligence (AI) has become a practical tool in the field of education, offering support in areas such as language acquisition, as technology continues to advance (Song & Song, 2023).

Although AI is always viewed as a reliable tool, attention towards the struggle and acceptance of the students and educators must face when using method as a tool in teaching are seldom highlighted. The impacts on pedagogical and andragogical practices are enormous and at the same time, they provide a new method in the teaching process among the educators. With the development of technology for education, AI is seen as another choice of platform to highlight the use of technology in teaching. Identifying the use and understanding the functions of AI

has remained an ongoing challenge in education. Thus, it is in doubt how the educators and students are accepting, adopting and adapting with the AI concept, the technology used, its potential benefits and its role in the teaching process.

With the steady advancement of theories and methodologies pertaining to artificial intelligence technology, coupled with the flourishing progress of autonomous learning and the proliferation of computers in recent times, there has been a significant enhancement in autonomous learning capabilities. Recognized as one of the most advanced forms of information technology in contemporary society, artificial intelligence has also witnessed groundbreaking advancements in the evolution and implementation of intelligent educational systems (Chen et al., 2020). This gives both educators and students an opportunity in dealing with the teaching-learning process and at the same time, achieving self-centred learning that has been promoted to students could be realised.

This research focuses on examining the acceptance of AI-facilitated teaching and learning through the Technology Acceptance Model. The result will help in encouraging and fostering AI-based teaching methods and inspiring teachers to embrace and integrate technology in teaching.

**Definition of Artificial Intelligence (AI)**

Artificial intelligence (AI) is a multidisciplinary research field that deals with developing techniques and algorithms to create systems and software capable of simulating human intelligence (Xu et al., 2021). The goal is to create machines that can learn, reason, and make decisions autonomously. AI combines knowledge and skills from various disciplines, such as computer science, mathematics, psychology, and neuroscience, in order to develop models and algorithms that allow machines to learn from data and adapt to new situations. AI has applications in many sectors, including medicine, industrial automation, finance, and home assistance.

**The Scenario of AI in Malaysia**

Students' increasing preference for digital learning, coupled with the necessity for educators to cultivate digital competencies for the future implementation of Education 4.0, has been emphasized. The adoption of suitable digital learning platforms and tools has the potential to boost student engagement, aligning with the principles of Education 4.0. Consequently, educators are urged to proactively develop, adjust, and refine their digital proficiency and ICT skills to effectively cater to students' expectations for technology-integrated learning experiences (Bujang, 2020).

Facilitating exploratory learning in adult education, known as andragogy, presents challenges such as resource constraints in terms of time, funding, and infrastructure. However, envision a scenario where we bridge the gap between learning and imagination—a realm where adults engage in learning and exploration that may be unfeasible yet remain faithful to knowledge transfer. The aim is to devise a creative and user-friendly tool enabling adults to cultivate scientific thinking and methodologies through self-guided exploration or do-it-yourself (DIY) activities. This tool incorporates a mixed reality learning system, and this will empower adults to explore and reveal the gem of AI in teaching (Ahmad, 2019).

**How AI Transforms Education**

AI has a great potential in education, offering innovative solutions to enhance learning experiences for students and educators alike. Some ways AI is transforming education are by

personalizing learning where AI can analyze student data and learning patterns to make learning more personal. By adjusting the difficulty level and content of educational materials based on the learner's progress and performance, AI-powered adaptive learning platforms are developed and used. This guarantees that each student receives instruction at their own pace and depth of comprehension.

AI could also provide interactive and adaptive experience, giving the users real time feedback for each work they do using AI. Users could be guided in their learning by using virtual assistants and chatbots that could be found online. These tools enhance accessibility and support in the learning and teaching.

**Objective of the Study**

1. To evaluate the perceived usefulness of AI tools in the classroom
2. To examine the perceived ease of use of AI tools in education
3. To identify challenges and recommendations for AI integration in education

## 2. Literature Review

According to Knowles (1975), Self-Directed Learning (SDL) is a process where individuals become the drivers—either alone or with support—to determine their learning needs, set goals, find appropriate resources, select and carry out learning approaches, and review their progress. Other scholars described this approach using terms such as self-planned learning, inquiry-based learning, independent learning, self-education, self-instruction, self-teaching, self-study, and autonomous learning. While these terms may suggest solitary learning, Knowles emphasized that SDL often involves support from educators, mentors, and peers.

By integrating Artificial Intelligence (AI) into education, it is essential to ensure that courseware effectively supports students' learning and functions as a valuable educational tool. Additionally, evaluating whether courseware provides long-term benefits is essential. However, educators cannot assume that strategies effective in traditional classroom settings will automatically yield success in an AI-driven environment (Guan et al., 2020). Implementing AI in education requires thoughtful planning and consideration of potential benefits and challenges (Owoc et al., 2021). Previous studies have highlighted the need to align professional development programs with certain curricula to ensure teachers are prepared with the necessary skills to successfully integrate AI technologies into the classroom (Journal, 2024).

This study examines the perspectives of General Studies Department lecturers at Politeknik Sultan Haji Ahmad Shah, Kuantan Pahang, regarding the use of AI in the classroom. One of the key challenges in studying technology adoption is understanding why new technologies are often resisted or met with hesitance by students and educators. This paper will examine the factors that impact the acceptance and integration of AI in classrooms.

The Technology Acceptance Model (TAM), introduced by Davis (1989), is one of the most widely referenced theoretical frameworks in this field and forms the basis of this research. TAM aims to identify the factors influencing computer acceptance by providing a generalizable model that explains user behaviour across various computing technologies and demographics while maintaining theoretical rigor (Malhotra, & Galletta, 1999). Perceived usefulness refers to the degree to which an individual believes that using a particular technology will enhance their performance or productivity (Marikyan, & Papagiannidis, 2024). Perceived Ease of Use is one of the main factors in technology adoption (Almaiah et al. 2022). It is “the degree to

which a person believes that using a particular system would be free of effort" (Davis 1989). Applying TAM in this study helps assess the success or failure use of AI in the classroom based on the constructs of Perceived Usefulness and Perceived Ease of Use.

## 3. Methodology

This research aims to gather information regarding the ease of use and usefulness of AI within the educational sphere. It is based on a quantitative survey method. To do this, the project sample will follow the accepted framework of the Technology Acceptance Model (TAM), which admits user engagement in the application of technology depending on perceived value and usability. Such technologies include automation and AI programs.

The sample population includes lecturers who have some level of knowledge or interest in AI tools and their applications in education. Participants in the study were chosen based on convenience and purposive sampling to capture those who are more or less familiar with AI.

A sample of 22 lecturers were chosen from a population of 30. The sample is determined by Krejcie and Morgan's table, which employs a 95% confidence level. From the table, the sample size for a population of 30 should be 28, meaning the chosen sample of 22 lecturers is smaller but acceptable to use for analysis to be reliable. The primary data was collected using an online structured questionnaire. The instrument is comprised of four main sections:

1. Demographic Information - this section includes age, gender, education level, and experience in using AI.
2. Perceived Usefulness of AI - this part measures how participants perceived AI's effectiveness towards learning productivity, engagement, and skill acquisition through a five-point Likert scale.
3. Perceived Ease of Use of AI - the extent to which AI tools can be attained and applied by the participants within a specific context through a five-point Likert scale.
4. Challenges and Recommendations - measures AI adoption limitations and possible ways to improve the situation using multiple choice and rating scale questions.

The questionnaire was distributed online via Google Forms and shared through educational networks, emails, and instant messaging platforms. Respondents were given sufficient time to complete the survey voluntarily. The collected data was analyzed using descriptive statistics to determine trends in AI adoption. Participation was voluntary and anonymous, with informed consent obtained before data collection. Respondents were assured that their responses would be kept confidential and used solely for research purposes.

## 4. Results and Analysis

The primary data was collected using an online questionnaire. The results are presented based on four main sections as mentioned above.

1) Demographic Information - this section includes age, gender and their experience in using AI.
   a) The demographic section initiated that all respondents are lecturers.
   b) Age distribution
      i) Total respondents: 22
      ii) 36-45 years old: 54.5% (Majority)
      iii) 46 and above: 40.9%

iv) 26-35 years old: Minimal representation (~5%)
v) 18-25 years old & Under 18: Not present in the dataset

Most of the respondents are above the age of 36 years which shows that the survey is directed towards a much older audience, most likely professionals, teachers, or seasoned learners rather than students. A gap in younger respondents (18-25 or even below 18) indicates that the available information about AI tool usage will predominantly focus on mid to senior-level professionals rather than younger individuals who are native to digital technology.

c) Gender Distribution
   i) Female: 90.9% (dominant)
   ii) Male: 9.1% (minimal representation)

The overwhelming majority of the respondents are female. This gender imbalance can be explained as the surveyed population being mostly female teachers or professionals in fields where AI is being adopted. It can also mean that females are more active in responding to AI-related surveys in educational or professional environments.

d) Survey Question: 'Have you used AI tools in your learning/ teaching?'
   i) Yes: 95.5% (21 out of 22 respondents)
   ii) No: 4.5% (1 out of 22 respondents)

*High AI Adoption Rate:*
Ninety-five and a half percent (95.5%) of the respondents have incorporated AI tools into their learning or teaching process. This implies a general acceptance of AI in educational or professional environments. Since most respondents are 36+ years old and mostly female, this means that AI is not only a trend among younger generations but is also accepted by educators.

*Minimal Resistance to AI in Education:*
Only one of the respondents (4.5%) did not use AI tools, indicating low barriers to adoption in this sample. The Technology Acceptance Model (TAM) holds that perceived usefulness and ease of use are core drivers for adoption—this high usage rate indicates that AI is being seen as useful and easy to use.

*Correlation with Demographics*
Since the population surveyed is primarily older professionals (36+ years), their embrace of strong AI shows that AI tools are applied for professional growth, lesson planning, content creation, and research activities and not just for student-centered learning.

e) Survey Question: 'If yes, which AI tools have you used? (Select all that apply)'

**Table 1: The Most Frequent Used AI Tools**

| AI tools | Number of Users | Percentage (%) |
|---|---|---|
| ChatGPT | 19 | 86.4 |
| Canva | 16 | 72.7 |
| Google Scholar | 13 | 59.1 |
| Google Translate | 12 | 54.5 |
| Grammarly | 8 | 36.4 |
| Copilot | 5 | 22.7 |

| | | |
|---|---|---|
| Duolingo | 2 | 9.1 |
| Other | 4 | 18.2 |

*ChatGPT Dominance (86.4%)*
The dominating strength of ChatGPT means that respondents see conversational AI as extremely useful for content creation, explanations, brainstorming, and tutoring. The high rank aligns with the Technology Acceptance Model (TAM), which forecasts high PU and PEOU.

*High Use of Visual & Content Creation Tools (Canva – 72.7%)*
The popularity of Canva suggests many respondents participated in educational content, presentations, and content development using AI-powered tools in Canva.

*Google Scholar (59.1%) & Google Translate (54.5%) – Usage for Research Purposes*
In Google Scholar, the majority of the respondents are engaged in academic research, citation management, and literature review. Google Translate being used extensively suggests a need for language support, possibly for multilingual users, translation of scholarly papers, or cross-cultural communication.

*Grammarly (36.4%) – Academic Writing Support*
Grammarly's AI-based style and grammar checks indicate priority for academic writing, proofreading, and enhancing communication. Lower usage indicates that some may employ ChatGPT for writing.

*Lower Adoption of AI Code Assistants (Copilot – 22.7%) & Language Learning AI (Duolingo – 9.1%)*
Lower usage by Copilot indicates that most of the respondents may not be in a field that requires AI-aided programming. Low Duolingo adoption indicates that language learning through AI is not high on the list of priorities for most respondents.

*"Other" AI Tools (18.2%) – Probably Future AI Adoption*
Some respondents embrace other AI tools, among them AI-assisted assessment tools, plagiarism detection tools, or discipline-specific AI tools.

2) Perceived Usefulness of AI - this part measures how participants perceived AI's effectiveness towards learning productivity, engagement, and skill acquisition through a five-point Likert scale.

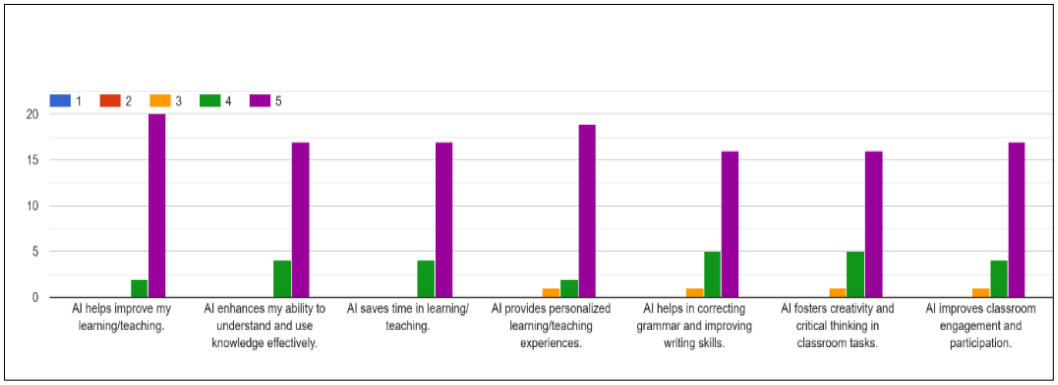


**Figure 1: Perceived Usefulness of AI**

a) Perceived Usefulness (PU)

The dimension is largely evident in the answers as nearly all the respondents strongly agree that AI enhances classroom learning.

**Table 2: Results Based on Measurement in Perceived Usefulness of AI**

| Measurement | Results |
|---|---|
| AI helps improve my learning/teaching | Strongly agreed with extremely strong beliefs about AI's advantages. |
| AI enhances my ability to understand and use knowledge effectively | Voted mostly five, indicating AI is perceived positively for understanding. |
| AI saves time in learning/teaching | Strong level of agreement, reflecting timesaving as a key motivator for AI adoption. |
| AI provides personalized learning/teaching experience | Strong level of agreement, showing autonomous learning is present. |
| AI helps in correcting grammar and improving writing skills | Majority agreed, indicating AI tools are useful in writing. |
| AI fosters creativity and critical thinking | Strong level of agreement, affirming AI as a facilitator of higher-order thinking. |
| AI improves classroom discussion and participation | AI is affirmed to be improving interactive and enjoyable learning. |

b) Perceived Ease of Use (PEOU)
   i) Although they are not measured explicitly, high perceived usefulness suggests that respondents can readily adopt AI in learning and teaching. If the tools for AI were difficult to use, it would be expected more negative or neutral answers. Since "1" and "2" answers are scarce, it is believed that AI tools are readily available and simple to use.

3) Perceived Ease of Use of AI - the extent to which AI tools can be attained and applied by the participants within a specific context through a five-point Likert scale.

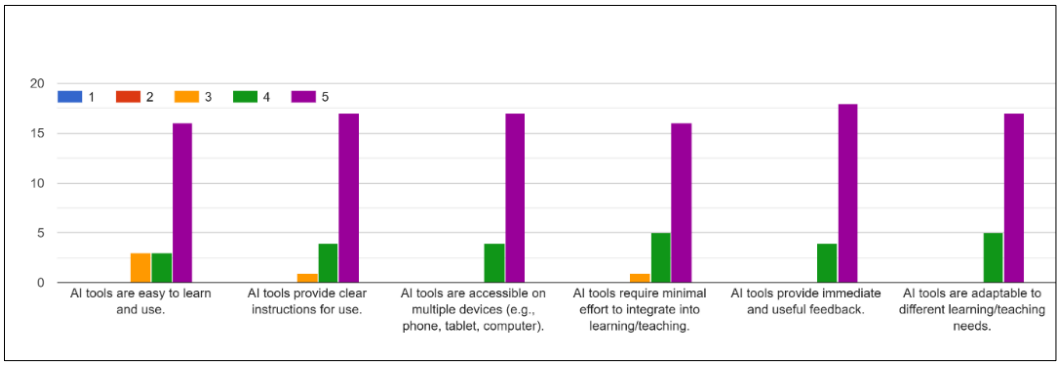


**Figure 2: Perceived Ease of Use of AI**

a) AI tools are easy to learn and use
   i) Most voted "Strongly Agree", meaning AI tools are easy to learn while some checked 3 or lower, meaning there are some usability problems, probably due to complexity or a lack of training.
b) AI tools provide good instructions for use
   i) Most voted 5, meaning respondents find instructions to be understandable. However, some chose lower, indicating some tools do not have easy-to-use documentation.
c) AI tools are available on multiple devices (phone, tablet, computer)

i) The strong agreement shows that there is no problem with device compatibility. Being on multiple devices makes AI tools more versatile across different learning environments.

d) AI tools require minimal effort to integrate into learning/ teaching
   i) Strong agreement shows that it is effortless to incorporate AI tools into existing classroom procedures. Some voted lower, which may be due to occasional problems with setup, connectivity, or integration with existing platforms.

e) AI tools provide immediate and useful feedback
   i) Real-time feedback is among the most significant benefits of AI in education, and most respondents believe AI tools such as ChatGPT, Grammarly, and Google Translate are good at providing feedback.

f) AI tools are adaptable to different learning/ teaching needs
   i) There is a strong consensus that AI is flexible and can accommodate diverse teaching methods and learning needs.

4) Challenges and Recommendations for AI in Classroom - measures AI adoption limitations and possible ways to improve the situation using multiple choice and rating scale questions.

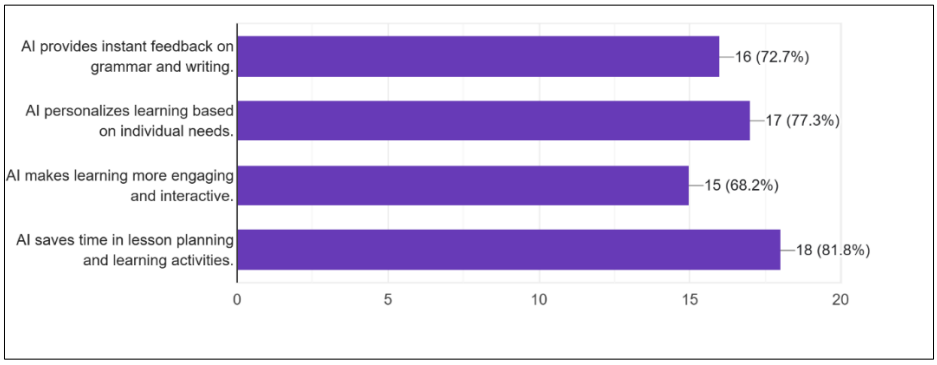


**Figure 3: Biggest Advantages of Using AI in Learning/ Teaching**

The findings suggest that the majority of respondents perceived AI-based technologies as beneficial for enhancing learning efficiency and student engagement in the classroom. Specifically, 72% of respondents believed that AI could improve academic performance, and 68% felt it could foster greater learner engagement (Roy & Swargiary, 2024). Additionally, 75% of respondents viewed AI as advantageous for developing learning skills, such as reading, writing, listening, and speaking. However, the results also indicate a few concerns about the Perceived Ease of Use of AI technologies. Only 52% of respondents' feedback indicated that AI tools to be readily accessible and user-friendly, with 48% expressing challenges in adapting to the new technologies. The most frequently cited barriers to AI adoption included a lack of teacher training, limited technical support, and concerns regarding data privacy and security.

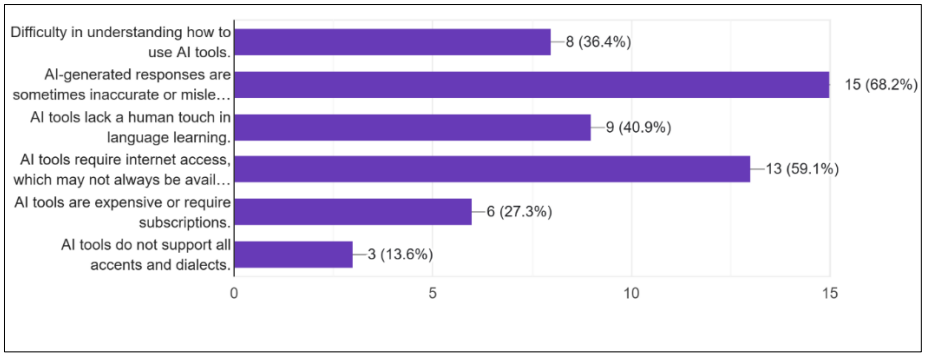


**Figure 4: Challenges When Using AI in Learning/ Teaching**

The graph highlights key challenges in using AI tools for language learning. The biggest concern is the inaccuracy of AI-generated responses (68.2%), followed by the need for internet access (59.1%) and the lack of a human touch (40.9%). Some users also struggle with understanding AI tools (36.4%) and find them expensive (27.3%). The least common issue is the lack of support for all accents and dialects (13.6%). To improve AI tools, developers should focus on enhancing accuracy, offering offline features, improving usability, and creating a more interactive learning experience.

In order to overcome these challenges, it is suggested that institutions focus strongly on comprehensive professional development programs to prepare lecturers with the necessary knowledge and skills to effectively integrate AI-based pedagogies into their teaching methodology. Moreover, the development of user-friendly AI interfaces and technical support services can facilitate Perceived Ease of Use, hence enhancing the chances of successful AI implementation in the classroom.

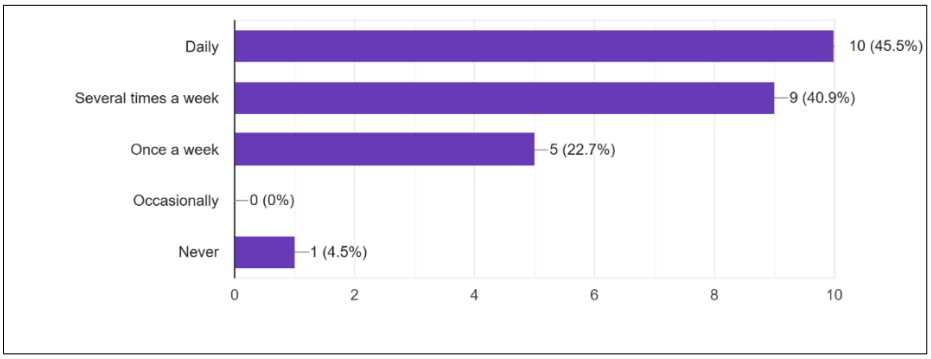


**Figure 5: How Often is AI Used in Learning/ Teaching**

The graph above depicts the frequency of use of AI tools by respondents. The majority use AI tools regularly, with 45.5% using them daily and 40.9% using them a few times a week. A lesser proportion (22.7%) use them weekly, and none use them sporadically. Only 4.5% of the respondents never use AI tools. This indicates that most respondents use AI tools frequently, which suggests their importance in learning and daily operations.

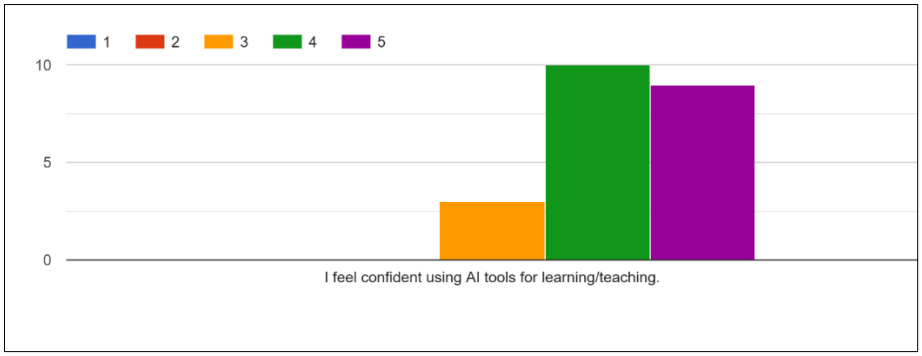


**Figure 6: How Confident in Using AI in the Classroom**

The chart depicts the confidence of respondents in using AI tools to learn and teach, rated 1 to 5. Most users rated their confidence high, with the majority scoring 4 (green) and 5 (purple). Fewer respondents used 3 (orange), signifying moderate confidence. No answers were on 1 (blue) or 2 (red), indicating none of the respondents were extremely unconfident. Overall, this indicates that most respondents are comfortable with the use of AI tools, but some have room for improvement.

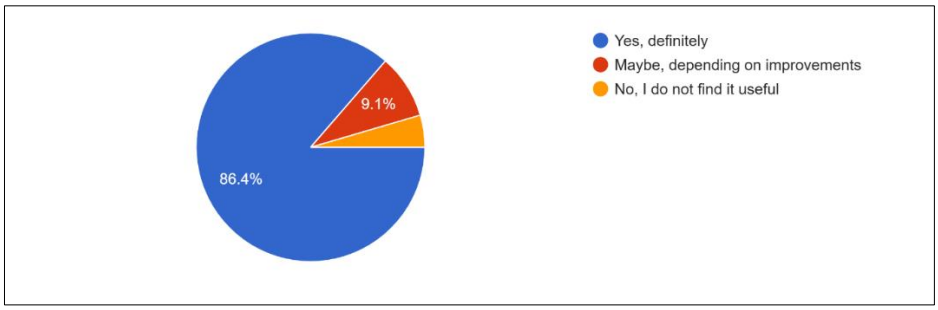


**Figure 7: Recommendation in Using AI in the Classroom**

The pie chart illustrates the opinions of respondents on the usefulness of AI tools. By far the highest proportion (86.4%) responded "Yes, definitely", indicating very positive feelings towards AI tools. The lowest proportion (9.1%) responded "Maybe, depending on improvements", indicating that they have potential but need to improve. Very few were not impressed with AI tools at all. In general, the findings suggest that AI tools are greatly appreciated, but some respondents see ways in which they can be improved.

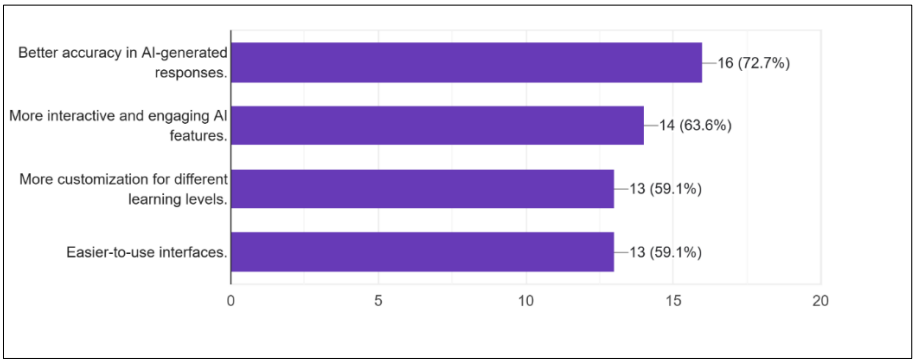


**Figure 8: Improvements in Making AI Tools More Effective in Learning/ Teaching**

The figure highlights the top user's best improvement requests in AI applications. The improvement most highly requested is more accurate AI-generated answers (72.7%), which

indicates a high demand for clearer and more reliable outputs. More interactive and participatory AI functions (63.6%) are the other major request, which means that users would prefer AI applications to be more interactive. In addition, more customization for different levels of learning and easier-to-use interfaces were both selected by 59.1% of the respondents, which emphasizes flexibility and ease of use. These results suggest that improving AI accuracy, engagement, customization, and usability would potentially have a significance that influences the users' experience.

## 5. Discussion

The findings of this study align with the Technology Acceptance Model (TAM), particularly in relation to Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The results demonstrate that while AI tools are widely used and valued in classroom learning, their effectiveness is influenced by their accuracy, accessibility, engagement, and user-friendliness (Alharbi, 2025).

The respondents' demographic makeup has a significant impact on how AI tools are viewed and used in the classroom. According to the statistics, most participants are older (36+), which raises the possibility that adoption trends of AI may be different from those seen in younger, more technologically savvy groups. Views on AI tools may also be influenced by many respondents (90.9%) being female, especially in settings like education and the workplace where gendered approaches to technology adoption may be relevant. Notably, the results might not accurately reflect the opinions of those who have grown up with AI-driven technologies due to the lack of younger respondents, especially those from Generation Z (Patterson et al., 2024).

Despite these demographic breakdowns, the study shows widespread AI uptake, and a clear shift toward AI-based learning and teaching. The high adoption rate among older experts shows that AI is considered as a practical, time-saving, and valuable medium of teaching and research. This is in line with the Technology Acceptance Model (TAM), in particular the Perceived Usefulness (PU) construct, which states that individuals will utilize technology more if they believe that it will make them more productive at work. The results strongly support TAM because respondents nearly unanimously believe that AI enhances learning and teaching, which implies high adoption in schools. Respondents identify the capacity of AI to enhance teaching, facilitate administrative work, and aid research efforts as contributing factors to the impression that AI tools are necessary in contemporary education (Rodriguez et al., 2025).

One of the primary factors influencing teachers' and professionals' acceptance of AI is Perceived Ease of Use or PEOU. According to the results, respondents believe AI tools are straightforward and easy to use, requiring little work to integrate into their research or teaching processes. With AI-powered tools like ChatGPT for lesson planning, Canva for educational infographic creation, and Google Scholar for research assistance, educators can easily integrate these tools into their lessons, increasing student engagement. Furthermore, AI's applicability in work environments is supported by prompt and beneficial feedback. Future studies should look into possible obstacles to using AI, like technical difficulties or inadequate training, which can prevent simple integration into educational environments in order to support PEOU even more (Liu & Zhang, 2024).

The findings indicate a strong correlation between PU and PEOU, where users who find AI tools helpful also utilize them more frequently. However, limitations such as the requirement

of internet access (59.1%) and economic limitations (27.3%) may impede adoption, particularly in regions with limited connectivity. With enhanced accuracy, usability, and accessibility, AI applications have the ability to enhance Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), thus boosting the level of acceptance and the quality of the learning process.

To deepen the understanding of AI's role in education, research on some of AI's applications needs to be conducted and further investigated. A greater grasp of how AI tools are influencing teaching and learning would come from knowing what they are utilized for, such as lesson planning, grading, student motivation, and research support. Furthermore, examining any associations between demographic factors and AI tool usage could aid in improving the sensitivity of AI integration tactics to the requirements of various instructor groups. This would provide a more sophisticated picture of how AI adoption rates in professional teaching environments are influenced by the interaction between PU and PEOU (Aldraiweesh & Alturki, 2025).

This research validates that the use of AI technologies to learn is acceptable in most cases; nonetheless, their usage depends on how well their usability (PU) and ease of use (PEOU) are balanced. For the purpose of increasing user satisfaction and long-term use, developers must consider increasing accuracy, interest, and interface as well as addressing accessibility issues. Future research could explore how personalized AI-based learning impacts PU and PEOU, and how this, in turn, promotes greater integration of AI in the classroom.

## 6. Conclusion

The study explored the perceived usefulness and usability of AI technology in classrooms aimed at learners, teachers, and administrative staff. From the findings, AI was seen as most valuable with respect to improving learning efficiency, student engagement, and personalized learning (Kamalov & Gurrib, 2023). The respondents cited that AI resources support grammatical correction, skill development in writing, and interaction in class with a time-efficient aspect for learners and teachers too.

While these are the advantages, there were some noted challenges, for example, the precision of AI-generated content, reliance on internet connectivity, and absence of human interaction (Fontenelle-Tereshchuk, 2024). Additionally, there were some issues with integrating AI into traditional pedagogy by users. Even though many of the respondents were highly confident in the use of AI, the study emphasized that usability, accessibility, and accommodation to various levels of learning should be improved (Seo et al., 2021).

According to these findings, AI developers are urged to enhance AI-generated responses to be more accurate, enhance speech recognition systems, and ensure AI tools are compatible with various classrooms. Educators and educational institutions should also offer adequate training and resources to gain the complete benefits of AI in education (Prather et al., 2025).

In summary, AI can drive the transformation of education in general, but its achievement is in fixing usability issues. It also emphasizes the need for AI integration in education to be carried out in a way that it is inclined toward interactivity but ensures a wholesome learning experience. More implication driven research of AI in education and the best approach to maximal integration for varying levels of usage of AI in classrooms should be done. Policymakers and educators must first know the status of research regarding the opportunities

and challenges that AI can introduce to classroom learning in order to make informed choices on the use of AI technology that enhances learners' learning potential in the classroom.

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**Conflict of Interest Statement**
The authors declare that there is no conflict of interest regarding the publication of this study.

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