ETHICAL CONCERNS IN ARTIFICIAL INTELLIGENCE - DRIVEN EDUCATION: PERPECTIVE FROM EDUCATORS AND STUDENTS

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Abstract

This study, titled *Ethical Concerns in Artificial Intelligence–Driven Education: Perspectives from Educators and Students*, explores the ethical implications of AI integration in educational settings. Conducted through a Focus Group Discussion (FGD) involving 12 participants - 6 educators and 6 students - from the Computer Systems Institute in Legazpi City, the research aims to understand the ethical concerns that arise with the increasing use of AI tools in the classroom. The study seeks to uncover insights from both groups to inform the development of ethical guidelines and responsible practices for AI use in education. It highlights the importance of including diverse voices in shaping AI policies, ensuring that those directly affected by AI technologies play a central role in their implementation.

Based on the discussions and analysis, several key findings emerged. First, the primary ethical concerns include data privacy, algorithmic bias, academic dishonesty, and the lack of transparency in how AI tools operate. Second, both students and educators expressed unease about how personal data is managed and acknowledged that AI systems could produce biased or unfair outcomes. Third, institutions were found to lack clear policies and sufficient resources to address these ethical issues effectively. Finally, strategies identified to promote responsible AI use included the formulation of clear policies, teacher training, transparency in AI systems, critical reflection on AI's impact, and equitable access to AI technologies. These findings indicate a need for proactive and collaborative efforts in designing frameworks that prioritize fairness, accountability, and student well-being.

From these findings, the study concludes that ethical concerns regarding AI in education largely center on privacy, bias, and academic integrity. Both educators and students recognize the risks associated with unregulated AI use and emphasize the need for transparent, fair, and well-communicated guidelines. Institutions face significant challenges due to the absence of coherent frameworks and limited support mechanisms, highlighting the need for structured and inclusive approaches to AI integration in education. It also became evident that awareness and

ethical literacy regarding AI remain limited among stakeholders, pointing to the

To address these challenges, the study recommends that educational institutions develop clear and comprehensive AI policies, enforce strict data privacy and fairness standards, and invest in continuous professional development for teachers. Additionally, institutions should create mechanisms for evaluating AI tools, engage all stakeholders

urgency of integrating AI ethics into teacher education and student curriculum.

in ethical discussions, and ensure equitable access to technology. Promoting a culture of ethical awareness and responsibility in AI use is essential to uphold educational integrity. These measures are vital for fostering a learning environment where AI serves as a tool for empowerment rather than a source of inequality or harm.

Keywords: Academic Integrity, Aemilianum College Inc., AI Ethics, AI In Education, AI-Driven Learning, Artificial

Intelligence (AI), Educational Technology, Ethical Concerns, AI Responsible Use

Introduction

Artificial Intelligence (AI) has rapidly transformed the global education sector, offering innovative ways to enhance learning experiences, automate administrative tasks, and personalize education to suit individual student needs. AI-driven technologies, such as adaptive learning platforms, automated grading systems, and virtual tutors, have been widely adopted in various educational institutions. However, the growing reliance on AI in education raises significant ethical concerns, including data privacy, algorithmic bias, lack of transparency, and the potential displacement of human educators. According to Luckin (2023) in the study *Ethical

Considerations for Artificial Intelligence in Educational Assessments, while AI enhances efficiency and accessibility, it also poses risks related to student data security, fairness in decision-making, and the erosion of teacher autonomy. The study further argues that AI models in education must be designed with fairness and inclusivity in mind to avoid perpetuating biases and marginalizing certain groups of students. Given these ethical dilemmas, global institutions, including UNESCO and the European Union, are actively working on policies that ensure AI in education aligns with ethical principles and human-centered learning approaches.

In the country – the Philippines, AI integration in education is still in its early stages but is gradually being explored as part of the government's digital transformation initiatives. Various AI-powered educational platforms, such as chatbots for student inquiries, automated grading systems, and intelligent tutoring programs, are being introduced in some universities and colleges. However, the ethical challenges surrounding

AI use in education remain a pressing concern. A study by Santos and Rivera (2023) titled *Ethical Considerations and Future Prospects of AI Integration in Education: Insights from the Philippines* highlights issues such as unequal access to AI-driven tools due to socioeconomic disparities, risks of data breaches in student records, and the lack of a standardized regulatory framework for ethical AI use in schools. Additionally,

Filipino educators' express concerns about over-reliance on AI, which may reduce critical thinking skills among students and lead to depersonalized learning experiences. These challenges emphasize the need for

In Albay Province, the integration of AI in educational institutions remains limited, primarily due to a lack of resources, technological infrastructure, and awareness among educators and students. While some private schools and universities have started exploring AI-driven platforms for online and blended learning, the majority of institutions, particularly in rural areas, still rely on traditional teaching methods with minimal AI involvement. However, as AI becomes more accessible, schools in Albay face critical ethical considerations, including digital divide issues, student data protection, and the

This research is crucial as it aims to explore and address the ethical concerns associated with AI-driven education from the perspectives of both educators and students in Albay. By understanding their perceptions, this study will help identify potential risks and benefits, informing policymakers, school administrators, and technology developers on the ethical implications of AI in learning environments. The findings will contribute to developing responsible AI policies that prioritize student welfare, data security, and fair access to AI-powered education.

ethical guidelines tailored to the Philippine education system to ensure AI technologies enhance, rather than hinder, educational equity and quality.

readiness of Educators to incorporate AI into their teaching practices. Many educators' express concerns that AI-driven automation might reduce their role in shaping students' holistic learning experiences. Similarly, students worry about privacy risks associated with AI-powered tools that collect and analyze their personal learning data. Addressing these ethical concerns is essential for ensuring that AI adoption in Albay's education sector aligns with ethical standards while providing equitable learning opportunities for all students.

Furthermore, this study can serve as a foundation for guiding educational institutions in Albay on how to implement AI technologies while ensuring that ethical considerations remain at the forefront. Ultimately, fostering ethical AI use in education will lead to a more inclusive, fair, and human-centered learning environment, benefiting not only the local academic community but also serving as a model for ethical AI adoption in education across the country.

Statement of the Problem

Specifically, this study sought to answer the following questions:

1. What are the primary ethical concerns that educators and students associate with the use of AI in education?
2. How do educators and students perceive the impact of AI on issues such as data privacy, bias, and academic integrity.
3. What challenges do institutions face in ensuring ethical AI implementation in educational settings?
4. What strategies can be developed to address ethical concerns and promote responsible AI use in education?

Scope and Delimitations

This study explores the ethical concerns associated with AI-driven education from the perspectives of both educators and students. Specifically, it examines issues related to data privacy, algorithmic bias, academic integrity, transparency, and the evolving role of educators in AI-integrated learning environments. The study includes educators and students from selected secondary schools and higher education institutions who have experience or exposure to AI-powered educational tools such as intelligent tutoring systems, automated grading software, and AI-assisted learning platforms. To gain in-depth insights, a Focus Group Discussion (FGD) will be conducted with a total of 12 participants - 6 Educators and 6 students - within the school campus. The discussion will allow participants to share their experiences, perceptions, and concerns regarding AI integration in education. The study also considers institutional policies and existing ethical guidelines on AI implementation in learning environments. The research aims to understand how these stakeholders perceive, experience, and respond to the ethical implications of AI in education, providing insights that can help shape responsible and ethical AI adoption in academic settings.

However, this study is delimited to the perspectives of educators and students within a specific geographic area, particularly in selected institutions in Albay Province. The study will not include the views of education policymakers, AI developers, or administrators at the national level. Additionally, while the research discusses AI-driven education, it does not cover the technical development of AI models or the programming aspects of AI in education. The findings will be based on qualitative data gathered through surveys, interviews, and the FGD held exclusively within the school campus, ensuring that discussions remain relevant to the participants' direct educational experiences. The study's conclusions will be limited to the respondents' experiences and perceptions, and future research may expand the scope to include broader AI policy implications and perspectives from other key stakeholders in education technology.

Gap Bridged by the Study

The reviewed studies share similarities with the present study in their exploration of artificial intelligence (AI) in education, particularly its role in enhancing teaching and learning experiences. These studies highlight the growing adoption of AI in higher education institutions, its potential benefits in personalizing learning, streamlining administrative tasks, and assisting educators in instructional delivery. Additionally, they emphasize the challenges and ethical considerations associated with AI integration, such as data privacy, bias, and the need for institutional policies to regulate its use. Like the present study, the reviewed literature acknowledges the impact of the digital transition on education, especially in the Philippine context, where access to AI-driven technologies may be limited and uneven. This common ground underscores the relevance of AI-driven education and the

importance of addressing both its opportunities and risks.

However, the present study is unique in its specific focus on ethical concerns in AI-driven education, particularly from the perspectives of both educators and students. While previous studies have examined AI's role in education and institutional readiness, they have not deeply analyzed the ethical dilemmas arising from its use in teaching and learning environments. This study bridges the gap by critically examining issues such as bias in AI algorithms, potential threats to academic integrity, data security risks, and the moral responsibilities of AI developers and users in education. By centering on these ethical concerns, the present study provides a deeper understanding of how AI impacts not just the functionality of education but also its values, ensuring a more responsible and equitable integration of AI in academic institutions.

Research Focus

This study focused on examining the ethical concerns associated with artificial intelligence (AI) in education, particularly from the perspectives of educators and students. As AI-driven tools and technologies continue to be integrated into learning environments, ethical challenges such as data privacy, algorithmic bias, and academic integrity have become pressing issues. This research sought to understand how educators and students perceived these challenges and how they affected teaching and learning experiences.

The study aimed to explore key ethical concerns, including the extent to which AI systems collect and use personal data, the potential biases embedded in AI algorithms that may impact fairness in education, and the risks of AI facilitating academic dishonesty. Moreover, it examined the challenges that educational institutions faced in ensuring the ethical implementation of AI technologies, such as the development of policies, institutional readiness, and compliance with ethical standards.

To address these concerns, the study gathered qualitative data through surveys, focus group discussions, and observations. By analyzing the insights and experiences of educators and students, this research sought to develop strategies and guidelines that
. promote responsible AI use in education. The ultimate goal was to contribute to the ongoing discourse on ethical AI integration, ensuring that AI-driven education remains fair, accountable, and beneficial to all stakeholders

Strategies and Guidelines for Ethical AI Use in Education: Ensuring Fairness, Accountability, and Student Well-being

Rationale

As artificial intelligence (AI) continues to integrate into educational settings, it brings both immense potential and significant challenges. AI tools can enhance personalized learning, improve educational outcomes, and optimize administrative functions. However, they also raise concerns related to data privacy, algorithmic bias, academic integrity, and equity in access. This necessitates the establishment of clear ethical guidelines to ensure AI is used responsibly, fairly, and transparently, safeguarding both student well-being and academic values. Teachers, students, and educational institutions must work together to create an environment where AI fosters learning while adhering to ethical principles and promoting equity.

Objectives

1. To develop a comprehensive set of guidelines for ethical AI use in educational settings.
2. To promote fairness, accountability, and transparency in AI systems used in education.
3. To safeguard student well-being by providing clear boundaries for AI use.
4. To provide a framework for institutional policies and educator training on responsible AI use.

Goals

1. To minimize risks associated with AI use in education, such as data misuse, bias, and lack of personalization.
2. To ensure that AI tools are used equitably across diverse student populations.
3. To encourage ethical awareness and critical thinking about AI among both students and educators.
4. To create mechanisms for accountability and oversight regarding AI tools used in educational institutions.

Strategies

1. Develop Clear AI Usage Policies

   Institutions should draft and communicate clear policies outlining the appropriate use of AI tools in educational contexts. These policies should cover areas such as data privacy, AI's role in assessment, and guidelines for ensuring fair use.

2. Provide Educator Training on Ethical AI Use

   Offer ongoing professional development programs to educate teachers on the ethical implications of AI, including issues like data privacy, algorithmic bias, and ensuring fairness in AI-assisted assessment.

3. Implement AI Systems with Built-in Accountability Features

Integrate AI tools that offer transparency, such as explaining how decisions are made or how student data is being used. Ensure that AI tools used in educational settings have built-in safeguards to detect and mitigate bias.

4. Promote Digital Literacy and Critical Thinking in Students

Encourage students to understand how AI works, its limitations, and ethical considerations. Ensure students are equipped with the knowledge to critically assess AI tools and their role in the learning process.

5. Create Feedback Mechanisms for Continuous Improvement

Establish systems for students and educators to provide feedback on AI tools, ensuring that any issues related to fairness, bias, or transparency are addressed promptly.

Outcomes

1. **Increased ethical awareness**

Both educators and students will be equipped with the knowledge and skills needed to use AI responsibly, resulting in more informed decision-making in the classroom.

2. **Enhanced fairness and equity**

AI tools will be used more effectively to support all students equally, minimizing the risk of bias or discrimination.

3. **Improved student well-being**

With the introduction of clear guidelines, AI use will be aligned with the primary goal of supporting students' educational experiences while preserving their privacy, rights, and personal development.

4. **Stronger institutional policies**

Educational institutions will develop robust, transparent policies for AI use, ensuring ethical practices in AI

integration and providing clear oversight mechanisms.

Findings

Based on the results of the study, the following key findings were identified and formulated:

1. The primary ethical concerns associated with AI in education, as identified by educators and students, include data privacy, algorithmic bias, the potential for academic dishonesty, and the lack of transparency in AI tools.

2. Educators and students perceive AI as a potential risk to data privacy, with concerns about how personal information is handled, while also acknowledging that bias in AI algorithms can lead to unfair outcomes and that excessive reliance on AI may undermine academic integrity.

3. Institutions face challenges in ensuring ethical AI implementation due to a lack of clear policies, inconsistent guidelines, and limited resources for addressing issues such as data privacy, bias, and the need for ongoing teacher training.

4. Strategies to address ethical concerns and promote responsible AI use in education include developing clear policies, providing ongoing teacher training, ensuring transparency in AI tools, fostering critical reflection on AI's role, and promoting equitable access to technology for all students.

Conclusions

Based on the findings of this study the following conclusions were formulated:

1. The primary ethical concerns regarding AI in education revolve around safeguarding data privacy, addressing algorithmic bias, preventing academic dishonesty, and ensuring transparency in AI tool usage.

2. Educators and students view AI as a potential threat to data privacy,

recognize the risks of algorithmic bias leading to unfair outcomes, and express concerns that overreliance on AI may compromise academic integrity.

3. Institutions struggle with ethical AI implementation due to unclear policies, inconsistent guidelines, and insufficient resources to address data privacy, bias, and the need for continuous teacher training.

4.   Addressing ethical concerns and promoting responsible AI use in education requires clear policies, continuous teacher training, transparency in AI tools, critical reflection on AI's role, and ensuring equitable access to technology for all students.

Recommendations

Based on the conclusions drawn from this study, the following recommendations were formulated:

1. Educational institutions may develop comprehensive guidelines that prioritize safeguarding data privacy, address algorithmic bias, and establish clear measures to prevent academic dishonesty, while ensuring transparency in the use of AI tools to promote ethical and responsible AI integration in education.

2. Institutions may implement robust data privacy protocols, regularly assess AI systems for bias, and establish clear guidelines that balance AI use with human oversight to maintain academic integrity, ensuring that AI tools are used responsibly and fairly in the educational environment.

3. Institutions may develop and enforce clear, consistent AI usage policies, allocate resources for comprehensive teacher training on AI ethics, and establish dedicated teams to address ongoing challenges related to data privacy and algorithmic bias, ensuring a well-supported framework for ethical AI integration in education.

4. Educational institutions may implement clear and transparent AI usage policies, prioritize ongoing professional development for teachers, encourage critical reflection on AI's role in learning, and ensure equitable access to AI tools for all students to foster responsible and ethical AI integration in education.

5. Educational institutions may implement clear and transparent AI usage policies, prioritize ongoing professional development for teachers, encourage critical reflection on AI's role in learning, and ensure equitable access to AI tools for all students to foster responsible and ethical AI integration in education.

6. Institutions may establish a robust system for regularly evaluating AI tools for bias, fairness, and privacy compliance, while engaging all stakeholders in open dialogues about the ethical implications of AI.

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