A Systematic Literature Review of Attitudes, Intentions, and Behaviours of Teaching Academics Pertaining to AI and Generative AI (GenAI) in Higher Education: An Analysis of GenAI Adoption using the UTAUT Framework

This work is supplementary material for the published work found in the Australasian Journal of Educational Technology

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Appendix A

Overview of the 29 selected articles

Study	Purpose and key findings	Relevant Sample and location	Research methodology	Influencing theorist(s) and or theory (ies)	Trad AI or GenAI
Abouammoh et al., 2023	**Purpose**: Explore the knowledge, perceptions, concerns, and perceived limitations of ChatGPT in medical education among medical education faculty. **Findings**: Participants showed "good" knowledge of ChatGPT and believed that it is "comprehensive" and "saves time." However, they acknowledged limitations, such as "hallucinations," "unreliability," and "bias." Behaviours: Faculty use AI to generate exam questions and quizzes.	6 faculty (Saudi Arabia)	Qualitative interviews	Not specified	GenAI
Ahmad, 2023	**Purpose:** Investigate the degree of receptivity of the faculty members for the use of digital learning applications in the teaching process from the perspective of the unified theory of acceptance and use of technology (UTAUT) **Findings:** High receptivity level to AI digital learning tools: participants believe that technologies and applications improve their performance through their factors, namely performance expectancy, effort expectancy, social influence, facilitating conditions, behavioural intentions, and usage behaviour.	250 faculty (Jordan)	Quantitative survey	Unified theory of acceptance and use of technology	Traditional AI
Alhwaiti, 2023	**Purpose:** Investigate acceptance of Artificial Intelligence applications in the post-COVID era and its impact of faculty members' occupational well-being and teaching self-efficacy in light of the UTAUT 2 Model. **Findings:** A significant positive relationship between occupational well-being and teaching self-efficacy and performance expectancy, effort expectancy, social influence, facilitating conditions, price value, and habit in the adoption of AI. Anxiety and technology self-efficacy could be relevant predictors of technology acceptance.	350 faculty (Saudi Arabia)	Quantitative survey	Unified theory of acceptance and use of technology	Traditional AI

Alnasib, 2023	**Purpose:** Investigate educators' readiness to integrate AI into the educational environment and the factors influencing that readiness. **Findings:** The perceived benefits and behavioural intention to use AI in their work were rated highly. Faculty members were moderately ready to adopt AI: availability of resources and training were "modest". Participants believed that more support would be beneficial.	465 faculty (Saudi Arabia)	Mixed methods survey	Chatterjee and Bhattacharjee's model	Traditional AI
Al-Riyami et al., 2023	**Purpose:** Identify the UTAUT variables that influence faculty members' acceptance of Fourth Industrial Revolution-related technologies (including artificial intelligence) integration in teaching and learning. **Findings**: A higher rate of AI acceptance among academics with IT or Engineering backgrounds than in Language, Business, or Nursing. No statistically significant differences between genders in terms of UTAUT factors. In terms of age, the degree of acceptance of university lecturers to use 4IR technologies is higher for the younger group.	278 faculty (Oman)	Quantitative survey	UTAUT	Traditional AI
Al-Ruwaili, et al. 2023	**Purpose:** Reveal the attitudes of faculty members towards the use of artificial intelligence in university teaching. **Findings:** Positive attitudes towards AI in terms of ease of use and efficiency, but negative attitudes towards decreased social interaction in teaching. Found no statistically significant differences in the total degree of the degree of attitudes towards the use of artificial intelligence in university teaching according to gender, years of experience, or academic rank.	98 faculty (Saudi Arabia)	Quantitative survey	Not specified	Traditional AI.
Barrett & Pack, 2023	**Purpose:** Gain insight into the perspectives of university educators (and students) into what they believe is the appropriate use of GenAI in learning and teaching. **Findings**: Most faculty felt that AI would be useful in the classroom and reported being open to using AI in their	68 faculty (U.S.)	Quantitative survey	Not specified	GenAI

	teaching. However, the majority reported not having received training in GenAI.				
Du & Gao, 2021	**Purpose:** To identify and measure factors affecting teachers' adoption of AI based on technology acceptance theories. **Findings**: Perceived effectiveness and efficiency were the most influential factors affecting the use of AI-based applications, while perceived time, flexibility, and enjoyment were found to have intermediate effects on the adoption of AI.	17 faculty (China)	Mixed methods survey	value-based adoption of AI (VAM)	Traditional AI
Fiialka et al., 2023	**Purpose:** To analyse the problems and prospects of GenAI in Ukrainian education. In particular, to examine teaching academics' beliefs and predictions about the benefits and challenges of ChatGPT. **Findings:** The majority of respondents believed that AI has both positive and negative aspects. ChatGPT is perceived as a fast and convenient way to obtain information, saving time but also providing incorrect information at times.	401 faculty (Ukraine)	Quantitative survey	Not specified	GenAI
Firat, 2023	**Purpose:** Understand the impacts of ChatGPT on educational processes and the implications of these effects for universities. **Findings**: AI will significantly impact traditional learning methods, shifting the focus on skills and competencies, but participants overall express optimism for the future of AI in education.	21 faculty (multiple countries)	Qualitative survey (thematic content analysis)	Not specified	GenAI
Gaber et al., 2022	**Purpose:** Investigate the level of awareness of AI among faculty, and the relationship between AI awareness and technology acceptance (TA) and digital competencies (DCs). **Findings**: A direct and statistically significant positive relationship between AI awareness and digital competencies. An average level of AI awareness correlated with a lack of self-efficacy, the presence of some challenges preventing the use of AI, and the sample's lack of experience in integrating AI techniques in teaching.	101 faculty (Saudi Arabia)	Quantitative survey	Technology Acceptance Model (TAM)	Traditional AI

Guo & Wang 2023	**Purpose**: Assess teaching academics' attitudes toward the potential of ChatGPT to provide feedback for EFL undergraduate students. **Findings:** The participants had both positive and negative perceptions regarding the quality of feedback generated by ChatGPT. They believed that it could be useful to students, but contained some irrelevant information, and focused more on organisation rather than content of students' work. However, they believe that it could be used to supplement their feedback provision.	5 faculty (China)	Mixed methods survey	Not specified	GenAI
Kiryakova and Angelova 2023	**Purpose:** Explore the opinion of university professors at a Bulgarian university regarding the possibilities and challenges of ChatGPT in carrying out teaching activities. **Findings**: A positive attitude about the possibilities of ChatGPT for helping teaching staff develop learning materials and resources. Concerns rested on risk of students learning false, malicious, or biased information, harm to learning outcomes, and loss of interactions between students and teachers, fraud and plagiarism.	87 faculty (Bulgaria)	Quantitative survey	Not specified	GenAI
Kohnke et al. 2023	**Purpose:** Find out the attitudes of higher education instructors towards generative AI tools, their intentions to use them and the institutional support and professional development they require. **Findings**: Participants were generally familiar with AI tools and their functions. The importance of familiarity and confidence to effectively integrate generative AI into teaching practices. Concerns existed about plagiarism and the implications of using AI-generated text for academic assignments.	12 faculty (Hong Kong)	Qualitative-interpretive paradigm; semi-structured interviews	Not specified	GenAI
Leoste et al. 2021	**Purpose:** Investigate university teachers' attitudes towards 1. the strengths, weaknesses, opportunities, and threats of proliferation of AI-enhanced robots; 2. emerging technologies in general.	18 faculty (Estonia)	Mixed methods (survey, essays and blogs)	Unspecified	Traditional AI

	Findings: Participants highlighted the strengths and opportunities of this technology. They believe it will be "convenient", however there were weaknesses around lack of previous experience among teaching staff regarding AI and robotics technologies.				
Livber-ber & Ayvaz, 2023	**Purpose:** Examine the impact of ChatGPT in the academic field and to determine academics' perceptions of it. **Findings**: Participants believe that ChatGPT decreases the time necessary for academic tasks, including idea generation and organisation. However, concerns around plagiarism and misinformation.	10 faculty (Turkiye)	Qualitative – semi-structured interviews	Not specified	GenAI
Mangera et al., 2023	**Purpose:** Find out what kinds of artificial intelligences are being used in the teaching and learning process, and teachers' perspectives in implementing artificial intelligence in learning process. **Findings:** The types of artificial intelligences being used are intelligent tutoring systems, smart virtual mentors, automatic assessments. A majority of participants believed that AI could contribute to a more equitable system of support for students. However, some respondents reported having little or no knowledge about AI.	5 faculty (Indonesia)	Qualitative – unstructured interviews	Not specified	Traditional AI
McGrath et al., 2023	**Purpose**: Investigate university faculty's beliefs around the adoption of AI, their self-reported knowledge of AI, and the conditions required to make teachers willing to introduce AI in their work. **Findings:** Faculty believe that AI can be used to improve the equity of different student groups, in particular students with disabilities. However, personal moral responsibility is required to navigate the use of these tools. Women self-reported having less knowledge about AI than men but reported increased optimism about AI tools' social benefits.	194 faculty (Sweden)	Experimental philosophical study – mixed methods survey	Not specified	Traditional AI
Nagro, 2021	**Purpose:** Identify the role of AI techniques in improving the behaviour and practices of faculty members when switching	406 faculty (Saudi Arabia)	Quantitative survey	Not specified	Traditional AI

	from traditional education to e-learning in light of the COVID-19 crisis. **Findings**: 42.6% of teaching faculty had 1-3 years of experience using AI in their work, and the remainder had less than 1 year experience. AI was utilised to facilitate the formulation of educational goals, setting logical aims, and implementing lesson objectives.				
Najwa et al., 2023	**Purpose:** Investigate the degree to which academic leaders use AI from the perspective of faculty members and there is a correlation between the degree of application of AI by academic leaders and the level of teaching competencies of faculty members. **Findings:** 1. Academic leaders use AI to a high degree. 2. A statistically significant positive relationship between the amount that academic leaders use AI and the level of teaching competencies of faculty members.	350 faculty (Jordan)	Cross-sectional quantitative survey	Not specified	Traditional AI
Oluwa-diya et al., 2023	**Purpose:** Explore the perceptions of medical students and faculty members from ten universities across Nigeria regarding AI. **Findings**: Participants demonstrated a favourable attitude towards AI but were aware of potential dangers when no official regulation was in place.	294 medical faculty (Nigeria)	Quantitative cross-sectional survey	Not Specified	GenAI
Pisica et al., 2023	**Purpose:** Investigate the perspectives of academics on implementing AI in HE. **Findings:** Perspectives were mostly positive, with time-saving measures and extra support for students facing challenges cited as reasons.	18 faculty (Romania)	Qualitative semi-structured interviews	Not specified	Traditional AI
Popescu et al., 2023	**Purpose:** Analyse the impact that artificial intelligence (conversational agent chatbots) might have on universities around the world, and to reflect on its implications for educational policymakers, university leaders, staff work, and students.	6 faculty (Romania, USA, UK, Spain)	Qualitative (interviews)	Not Specified	Traditional AI

	Findings: AI tools, and specifically AI chatbots, can lead to improved communication, reduced administrative load for teachers, and increased efficiency. They can also improve learning analytics.				
Roy et al., 2022	**Purpose:** Evaluate the intention for the adoption of Artificial Intelligence -based robots in the university to educate the students. **Findings**: A strong intention and positive attitude towards adopting AI-based robots in the educational system of Indian universities. A high degree of perceived usefulness, ease of use, trust, subjective norms, and perceived behavioural control, and high correlation of these factors with behavioural intention to use AI-based robots.	251 faculty (India)	Quantitative cross sectional survey	Theory of Planned Behaviour; Technology Acceptance Model	Traditional AI
Ruiz-Rojas, 2023	**Purpose:** Discover how can education be enhanced using generative artificial intelligence tools in a practical approach, by examining perspectives of teachers towards AI tools and their use in university teaching. **Findings:** Widespread consensus among teachers regarding the positive impact of generative AI tools on the educational experience. Individuals aged 47 to 57 responded most positively to AI, followed by those aged 36 to 46 and then those aged 25 to 35. Generative artificial intelligence tools, such as ChatGPT, Humata.ai, etc were widely utilized.	42 faculty (Spain)	Quantitative survey	Not specified	GenAI
Sassis et al., 2021	**Purpose:** Explore medical students and faculty perceptions on artificial intelligence and robotics. **Findings**: Most surveyed faculty agreed that medical schools should include AI in their curriculum. Low levels of AI anxiety were reported among participants.	63 faculty (Cyprus)	Cross sectional quantitative survey	Not specified	Traditional AI
Seo et al., 2021	**Purpose:** Investigate how students and instructors perceive the impact of AI technologies on learners and instructor interaction (inter alia, communication, support, and presence) in online learning?	11 faculty (Canada)	Exploratory research (storyboards and extended responses)	Learner-interaction theory	Traditional AI

	Findings: There are perceived benefits in terms of improving the quantity and quality of communication and providing just-in-time, personalised support for large-scale settings. Perceived concerns exist regarding responsibility, agency, surveillance issues, and violating social boundaries. Participants had the intention to adopt AI systems in online learning.				
Wood et al., 2021	**Purpose:** Assess medical faculty and student attitudes toward AI. **Findings:** 11 of 52 participants used AI. 50% of faculty responded that they were aware of AI topics in medicine. The study also found broad and deep interest in AI, and more positive than negative attitudes toward AI in medical education. Participants reported lacking a basic understanding of AI tools and were interested in further AI training conducted by the university.	52 faculty (U.S.)	Mixed methods survey	Not specified	Traditional AI
Wang et al., 2021	**Purpose:** Investigate teachers' attitudes towards and intentions to adopt AI-based applications in their teaching, based on TAM with the extension of two constructs - anxiety and self-efficacy. **Findings:** Anxiety, self-efficacy, attitude towards AI, perceived ease of use and perceived usefulness predicted 70.4% of teaching faculty's behavioural intention to use AI in their teaching, with self-efficacy and perceived ease of use having the highest effect.	311 faculty (China)	Cross-sectional quantitative survey	Technology acceptance model	Traditional AI

Appendix B

Key perceived benefits in the use of AI and GenAI

	Key Perceived Benefits	Traditional AI studies	GenAI studies
Efficiency:	Generating content (beyond teaching materials)		Fiialka et al., 2023; Livberber & Ayvaz, 2023
	Quickly providing or summarising information	Ahmad, 2023	Abouammoh et al., 2023; Fiialka et al., 2023; Kiryakova & Angelova, 2023
	Streamlining administration	Alhwaiti, 2023; Alnasib, 2023; Al-Riyami et al., 2023; Al-Ruwaili et al., 2023; Du & Gao, 2021; Gaber et al., 2022; Leoste et al., 2021; Mangera et al., 2023; Nagro, 2021; Najwa et al., 2023; Pisica et al., 2023; Popescu et al., 2023; Roy et al., 2022; Wang et al., 2021	Firat, 2023; Kohnke et al., 2023; Ruiz-Rojas, 2023
Enhancing Teaching and Learning:	Customisation or personalisation of learning	Alhwaiti, 2023; Alnasib, 2023; Gaber et al., 2022; Leoste et al., 2021; Mangera et al., 2023; McGrath et al., 2023; Pisica et al., 2023; Popescu et al., 2023; Roy et al., 2022; Seo et al., 2021; Wang et al., 2021; Al-Ruwaili et al., 2023; Al-Riyami et al., 2023	Fiialka et al., 2023, Firat, 2023; Kiryakova & Angelova, 2023; Kohnke et al., 2023; Ruiz-Rojas, 2023
	Immediate and enhanced feedback and support	Mangera et al., 2023; Roy et al., 2022	Barrett & Pack 2023; Guo & Wang, 2023
	Improve learning outcomes	Sassis et al., 2021; Wood et al., 2021	Firat, 2023; Kohnke et al.; 2023; Oluwadiya et al., 2023
	Improving accessibility	Alnasib, 2023; Leoste et al., 2021; McGrath et al., 2023; Nagro, 2021; Pisica et al., 2023	Abouammoh et al., 2023; Firat, 2023
	New teaching methods	Al-Riyami et al., 2023; Nagro, 2021	Abouammoh et al., 2023; Fiialka et al., 2023; Firat, 2023
	Provoke interest and motivation to learn	Najwa et al., 2023; Roy et al., 2022	Fiialka et al., 2023; Kiryakova & Angelova, 2023; Ruiz-Rojas, 2023
Support for Teaching and Learning:	Decision making	Popescu et al., 2023	
	Enhanced digital competencies	Gaber et al., 2022; Pisica et al., 2023; Wood et al., 2021	Angelova, 2023; Firat, 2023; Kiryakova & Angelova, 2023
	Evaluating performance	Ahmad, 2023	Barrett & Pack ,2023
	Generating assessments and learning materials		Abouammoh et al., 2023, Fiialka et al., 2023; Kiryakova & Angelova, 2023; Ruiz-Rojas, 2023
	Idea generation		Barrett & Pack, 2023; Fiialka et al., 2023; Livberber & Ayvaz 2023; Ruiz-Rojas, 2023

	Writing support and literature		Abouammoh et al., 2023; Barrett & Pack 2023; Livberber & Ayvaz, 2023
	Professional development	Du & Gao 2021; Wang et al., 2021	
	Student inquiries	Ahmad, 2023	

Appendix C

Key perceived obstacles in the use of AI and GenAI

	Key Perceived Obstacles	Traditional AI studies	GenAI studies
Ethical and Privacy Concerns	Academic integrity	Pisica et al., 2023	Barrett & Pack, 2023; Firat, 2023; Livberber & Ayvaz, 2023; Fiialka, 2023; Kiryakova & Angelova, 2023; Kohnke et al., 2023
	Bias	McGrath et al. 2023; Roy et al., 2022	Abouammoh et al., 2023; Kiryakova & Angelova, 2023; Kohnke et al., 2023; Livberber & Ayvaz, 2023; Ruiz-Rojas, 2023
	Decision-making ownership	Alhwaiti, 2023; Pisica et al., 2023; Sassis et al., 2021	
	Equity and accessibility issues		Firat, 2023; Guo & Wang, 2023
	Reduction of human role model	Mangera et al., 2023	
	Privacy and data security	Alhwaiti, 2023; McGrath et al., 2023; Nagro, 2021; Pisica et al., 2023; Popescu et al., 2023; Roy et al., 2022; Seo et al., 2021; Wang et al., 2021; Wood et al., 2021	Fiialka et al., 2023; Kiryakova & Angelova 2023; Kohnke et al., 2023; Ruiz-Rojas, 2023
Behavioural:	Anxiety to change	Wang et al., 2021	
	Impact on roles	McGrath et al., 2023	Fiialka et al., 2023; Firat, 2023
	Job displacement	Pisica et al., 2023	Firat, 2023; Oluwadiya et al., 2023
	Resistance to change	Alnasib, 2023	
	Technology acceptance	Gaber et al., 2022	
Impact on Learning:	Depersonalisation/ dehumanisation of education	Alhwaiti, 2023; Leoste et al., 2021; Pisica et al., 2023; Sassis et al., 2021; Seo et al., 2021; Wood et al., 2021	Firat, 2023; Oluwadiya et al., 2023; Ruiz-Rojas, 2023
	Potential overdependence	Popescu et al., 2023	Kiryakova & Angelova, 2023; Ruiz-Rojas, 2023
	Relevance and accuracy	Sassis et al., 2021; Seo et al., 2021	Abouammoh et al., 2023; Fiialka et al., 2023; Guo & Wang, 2023; Kiryakova & Angelova 2023;Livberber & Ayvaz, 2023; Ruiz-Rojas, 2023

	Undermine skill development	Leoste et al., 2021; Mangera et al., 2023; Nagro, 2021; Najwa et al., 2023	Abouammoh et al., 2023; Barrett & Pack, 2023; Fiialka et al. 2023; Kiryakova and Angelova 2023; Livberber & Ayvaz, 2023; Oluwadiya et al., 2023
Implementation Challenges	Integration challenges, including policy	Alhwaiti 2023; Al-Riyami et al., 2023; Al-Ruwaili et al., 2023;; Du & Gao, 2021; Najwa et al., 2023; Roy et al., 2022; Wang et al., 2021; Wood et al., 2021	Abouammoh et al., 2023; Barrett & Pack, 2023; Firat, 2023; Kohnke et al., 2023; Ruiz-Rojas, 2023
	Significant resources needed	Alnasib, 2023	
Resourcing and Training:	Lack of training	Gaber et al., 2022; Leoste et al., 2021; Nagro, 2021; Wood et al., 2021	Barrett & Pack, 2023; Kohnke et al., 2023; Ruiz-Rojas, 2023
	Resource intensity	Du & Gao, 2021; McGrath et al., 2023; Popescu et al., 2023; Wang et al., 2021	Ruiz-Rojas, 2023
	Retraining due to new skills	Alhwaiti, 2023; Alnasib, 2023; Al-Ruwaili et al., 2023; Al-Riyami et al., 2023	Kohnke et al., 2023; Ruiz-Rojas, 2023

Appendix D - Summary of the UTAUT Analysis Against the GenAI-based Studies

Paper	Performance Expectancy	Effort Expectancy	Social Influence	Facilitating Conditions
Abouammoh et al., 2023	Saving time and effort in gathering and summarising information	Easy to use for certain tasks like generating exam questions or summarising information	While some recognise its benefits, others are concerned about its impact on the development of critical thinking and its ethical implications. Therefore, social influence might be encouraged or hindered based on peer and institutional attitudes.	Training and support on how to critically assess AI-generated content is needed
Barrett & Pack, 2023	Can significantly aid the writing process, particularly in brainstorming, outlining, and providing feedback.	GenAI is relatively easy to use for various writing tasks. Some educators possibly need more time to adapt to and learn how to integrate these tools effectively.	Social influence impacts GenAI adoption due to mixed views on institutional readiness and academic integrity, which are significantly shaped by external opinions.	A lack of institutional guidelines and formal training on using GenAI, which affects the adoption and utilisation
Fiialka et al., 2023	A beneficial tool for educational tasks, including automating feedback, creating educational content, and aiding in research and learning	The technology is easy to use to simplify complex tasks like data analysis and content generation	A mixed social influence is evident~~,~~ with some educators enthusiastic, while others express concerns about its implications for critical thinking and academic integrity. Diverse opinions can influence the technology's adoption	Information accuracy and ethical concerns require training and support
Firat, 2023	Can transform educational practices, particularly in personalised learning and information management.	User-friendly and capable of enhancing productivity	Educators have mixed feelings about ChatGPT, showing enthusiasm and caution about its capabilities and ethical implications, creating a complex social influence landscape that affects its adoption.	While some facilitating conditions are present (such as technological infrastructure), others (such as policy frameworks and support systems) need further development

Guo & Wang, 2023	Potentially enhancing the ability to provide detailed and prompt feedback on student writing	Feedback volume is easy, but adjusting its use to suit educational needs would be more difficult	Mixed. Some saw it as a valuable tool that could integrate well into the educational process, suggesting a positive social influence toward its adoption. However, concerns about its appropriateness and effectiveness, serve as a social deterrent.	Direct access to GenAI in certain regions may be problematic and additional infrastructure and support might be necessary
Kiryakova & Angelova, 2023	A supportive tool for creating quizzes and assignments and providing personalised learning content.	Relatively easy to use for automating routine tasks such as generating educational content and feedback.	There were mixed responses, with some enthusiastic and others concerned about its impact on academic integrity and student learning. Diverse opinions can influence the technology's adoption	Training and policy development is necessary to fully facilitate its use
Kohnke et al., 2023	Enhancing student engagement and providing personalised learning experiences	Familiarity and confidence are needed before it can fully integrate into their teaching practices	Mixed attitudes, influenced by both external encouragement and internal scepticism regarding their impact on pedagogical practices. This reflects a complex social influence, where instructors are receptive to peer and institutional opinions on its use	A lack of systematic training and guidelines impacts integration and adoption
Livberber & Ayvaz, 2023	A helpful tool in scientific research and education, enhancing productivity and inspiring new research topics.	Perceived as easy to use for generating and refining ideas, and for supporting academic writing and literature reviews	The social environment—including perceptions of peers and the broader academic community—both encourages and cautions the use of GenAI	Overall, the lack of facilitating conditions, such as clear policies and ethical guidelines, poses challenges to wider acceptance and integration.
Oluwadiya et al., 2023	Potentially beneficial in enhancing medical training, aiding in diagnostics, and improving healthcare access	Participants expressed a general acceptance	Mixed responses with both optimism and concerns about AI dehumanising healthcare and reducing physician skills indicate some social apprehension	Few participants had received formal AI training, and many utilised GenAI tools they sought out independently. Therefore, training is key.
Ruiz-Rojas, 2023	Allows for personalised learning experiences and adaptive content creation.	User-friendly and integrates well into the educational process when combined with a structured instructional design approach.	Educators recognise the value and potential of integrating such tools, encouraged by both peer perceptions and broader educational trends toward digital transformation.	There is a lack of familiarity and systematic processes for integrating AI tools effectively, requiring additional support and training