



The Role of Lecturers' AI Leadership in Enhancing Postgraduate Student Teachers' Integration of Mobile AI Tools: A Mixed-Methods Study in Malaysian Education Faculties

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This study examined the influence of lecturers' artificial intelligence (AI) leadership on postgraduate student teachers' motivation to integrate AI into their curricula in Malaysian higher education. Using a sample of 62 participants, the study employed a mixed-methods approach to explore ethical implications and the alignment of AI with traditional teaching practices. By means of open-ended questions and online surveys, the study generated both quantitative and qualitative understanding of how leadership influences acceptance of AI in educational settings. Key findings showed that transformative and visionary AI leadership approaches not only improve feedback systems and tailored learning opportunities but also inspire teachers by means of interactive, game-like learning activities. AI leadership identifies learning gaps early through real-time analytics, enabling targeted interventions and more inclusive learning environment. However, over-reliance on AI highlights the need for strategic planning to ensure that AI complements rather than replaces traditional teaching methods. The research emphasized the need for strategic leadership and professional development in embedding AI ethically and successfully inside curricula, offering a framework for both curriculum design and educator training programs. These results support current debates on educational innovation and place leadership as key in promoting a balanced, ethical AI integration matched with present educational aims.

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