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Integration of Artificial Intelligence in Secondary Education: Competencies, Attitudes and Ethical Awareness

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ABSTRACT In secondary education, Artificial Intelligence (AI) is quickly changing the teaching and learning practices. The present paper examines the ICT skills, attitudes, integration competency, and ethical awareness of teachers in introducing AI in nine hill areas of Manipur. The study adopted a descriptive survey approach, where a population of 450 teachers in secondary and higher secondary schools was used where data were collected using a self-administered questionnaire. The results have shown that most teachers have either basic or moderate ICT competencies and most of them have not received formal training on ICT-related skills. The use of AI was significantly linked to education and ICT proficiency. Despite the generally positive views of teachers towards AI, it was observed that there were differences in competency and ethical awareness integration in a district-specific way. The paper focuses on the fact that professional training and norms can help to achieve the responsible and fair use of AI in the educational process.