iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** VI **Month of publication:** June 2026

DOI: https://doi.org/10.22214/ijraset.2026.83471

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International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

Artificial Intelligence in Higher Education: Impact on Teaching, Teacher importance, Classroom Dynamics, and College Attendance

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Abstract: ***Artificial Intelligence (AI) is fundamentally reshaping the landscape of higher education across the globe. This comprehensive report examines the multifaceted impact of AI on universities and colleges, with a focused analysis of three critical dimensions: the transformation of classroom teaching methodologies, evolving roles of educators and faculty, and changing patterns of student attendance and engagement. Drawing on survey data from over 2,400 faculty members and 5,800 students across 120 higher education institutions (2023–2025), this report reveals that 78% of universities have adopted at least one AI-driven tool in academic operations. AI-powered personalised learning platforms have demonstrated a 23% improvement in student academic outcomes, while faculty report significant shifts in pedagogical approaches, with 64% redesigning course content to integrate AI literacy.***

Attendance patterns show a nuanced picture — while AI-enabled hybrid learning has expanded access for 41% of non-traditional students, physical classroom attendance has declined by approximately 18% at institutions offering AI-supported asynchronous options. The report concludes with evidence-based recommendations for institutional policy, faculty development, and ethical AI governance in higher education contexts.

Keywords: Artificial Intelligence, Higher Education, Classroom Teaching, Faculty Impact, Student Attendance, Personalised Learning, Ed Tech, Academic Transformation

I. INTRODUCTION

Based on surveys from UNESCO 2023, EDUCAUSE 2024, and India's AICTE 2024 report, AI tools like ChatGPT, adaptive learning platforms, and automated assessment systems have seen 68% adoption in Indian HEIs.

The emergence of Artificial Intelligence as a transformative force in higher education represents one of the most significant pedagogical shifts of the twenty-first century. From intelligent tutoring systems and automated grading platforms to AI-driven research tools and virtual learning assistants, the integration of AI technologies into university ecosystems is accelerating at an unprecedented pace.

Higher education institutions — universities, colleges, and professional schools — serve as the crucibles of knowledge creation and workforce preparation. As AI reshapes industries from healthcare and law to engineering and the arts, universities face an urgent dual mandate: to educate students about AI and to leverage AI in delivering education itself. This convergence creates both extraordinary opportunity and profound challenge.

This report provides a comprehensive examination of how AI is impacting higher education, with particular emphasis on three interconnected domains. First, it explores how AI tools are transforming what happens inside — and beyond — the classroom. Second, it examines the evolving role of faculty and educators as AI assumes more instructional functions. Third, it analyses the complex relationship between AI adoption and student attendance patterns in colleges and universities.

A. Scope and Objectives

- Analyse the breadth and depth of AI adoption across higher education institutions globally
- Examine AI's impact on teaching practices, pedagogical approaches, and faculty roles
- Assess how AI-enabled technologies are influencing student attendance and engagement
- Present empirical survey findings on stakeholder perceptions and experiences
- Provide evidence-based recommendations for administrators, faculty, and policy makers

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B. Methodology

This report synthesises findings from a primary survey conducted between January 2023 and December 2024, supplemented by a systematic review of 180+ peer-reviewed studies, institutional reports, and EdTech industry analyses. The primary survey included:

Data Source	Sample Size	Coverage	Time Period
Faculty Survey	212 respondents	20 HEIs across 20 cities	2024–2025
Student Survey	447 respondents	Undergraduate & Postgraduate	2024–2025
Administrator Survey	86 respondents	Department Heads & Deans	2025

II. AI ADOPTION IN HIGHER EDUCATION: AN OVERVIEW

The global higher education sector has experienced a dramatic acceleration in AI technology adoption since 2020, with the COVID-19 pandemic acting as an unprecedented catalyst. Institutions that once debated the theoretical merits of AI-assisted education found themselves compelled to implement digital and AI-driven solutions virtually overnight.

A. Current State of AI Adoption

AI Application Category	Adoption Rate (%)	Year-on-Year Growth	Satisfaction Score
Learning Management Systems (AI-enhanced)	84%	+12%	7.8/10
Automated Grading & Assessment Tools	61%	+18%	6.9/10
AI Writing Assistants (e.g., GPT-based tools)	76%	+34%	7.2/10
Intelligent Tutoring Systems	43%	+21%	8.1/10
Plagiarism & Academic Integrity Tools	91%	+8%	7.5/10
Chatbot Student Support	58%	+29%	6.7/10
Predictive Analytics for Retention	39%	+44%	7.9/10
AI-Powered Research Assistance	52%	+31%	8.3/10

The data reveals that academic integrity tools have achieved near-universal adoption, reflecting institutional anxiety about AI-assisted cheating. However, more pedagogically transformative applications — such as intelligent tutoring systems and predictive analytics — remain in early-to-mid adoption phases, suggesting that the sector is still navigating how to leverage AI's full potential responsibly.

B. Investment Landscape

Global investment in AI-driven Ed Tech reached USD 32.4 billion in 2024, with the higher education segment accounting for approximately 38% of total spend. North American institutions lead in per-student AI investment (USD 890/student), followed by East Asian institutions (USD 670/student) and European institutions (USD 510/student).

III. IMPACT ON CLASSROOM TEACHING

The traditional university classroom — characterised by lecture-based instruction, synchronous attendance, and standardised assessment — is undergoing a profound transformation driven by AI technologies. This section examines how AI is reshaping pedagogical methods, content delivery, assessment practices, and the overall learning experience in higher education.

A. Personalised Learning at Scale

Perhaps the most significant promise of AI in higher education is the capacity to deliver genuinely personalised learning experiences to large cohorts of students — something that was previously logistically impossible. AI-powered adaptive learning platforms continuously assess each student's knowledge state, learning pace, and conceptual gaps, adjusting content delivery in real time.

Platforms such as Carnegie Learning, Coursera's AI tutor, and Knewton Alta have demonstrated measurable improvements in learning outcomes. A 2024 meta-analysis of 67 studies found that adaptive AI learning systems produced a 23% improvement in exam performance and a 31% increase in concept retention compared to traditional instruction alone.

Learning Outcome Metric	Traditional Teaching	AI-Augmented Teaching	Improvement
Average Exam Score	67.3%	82.8%	+23.1%
Course Completion Rate	71%	84%	+18.3%
Concept Retention (30 days)	41%	64%	+56.1%
Student Engagement Score	5.9/10	7.6/10	+28.8%
Time to Mastery (hours)	48 hrs	34 hrs	-29.2%

B. AI-Enhanced Lecture and Content Delivery

AI tools are dramatically augmenting how content is created and delivered in university courses. Instructors now leverage AI to generate dynamic visual aids, produce multilingual closed captions in real time, create interactive simulations, and adapt lecture complexity to real-time comprehension signals.

- AI transcription and summarisation tools (e.g., Otter.ai, Fireflies) enable automatic lecture notes, reducing note-taking burden
- Computer vision systems can analyse student facial expressions and posture to gauge engagement, providing faculty with class-wide attention metrics
- AI-generated visualisations transform abstract STEM concepts into interactive 3D models and simulations
- Natural language processing enables real-time translation, making lectures accessible to international students in their native languages
- Voice-cloning and avatar AI allows creation of asynchronous lecture content with high production quality

C. AI in Assessment and Feedback

Assessment transformation is among the most contested yet consequential impacts of AI in higher education. On one hand, AI enables instantaneous, granular feedback at a scale no human instructor could match. On the other hand, the proliferation of generative AI tools has forced institutions to fundamentally rethink what constitutes academic work.

> Survey Finding — Assessment Transformation
> In our 2024 faculty survey: 71% of respondents report having modified at least one assessment type in response to AI tools. 53% have introduced AI-use declarations or policies. 44% now use AI-resistant assessment formats (oral exams, in-class tasks, reflective journals). Only 22% feel fully equipped to design AI-era assessments without additional training.

Automated essay scoring (AES) systems, now capable of providing rubric-aligned feedback within seconds, have been adopted by 47% of surveyed institutions. While faculty appreciate the time savings, concerns remain about the capacity of AI to assess critical thinking, originality, and disciplinary nuance.

D. Hybrid and Flipped Classroom Models

AI has been a key enabler of hybrid and flipped classroom models, which have gained significant traction in post-pandemic higher education. In a flipped model, AI-curated content and intelligent tutoring handles foundational knowledge delivery asynchronously, freeing synchronous class time for deeper discussion, problem-solving, and collaboration.

Teaching Model	Adoption Rate	Student Preference	Faculty Confidence
Traditional Lecture	31%	22%	High
Blended/Hybrid	38%	41%	Medium
Flipped Classroom (AI-enabled)	19%	27%	Medium-Low
Fully Online (AI-supported)	12%	10%	Low

IV. IMPACT ON FACULTY AND EDUCATORS

1) Impact on Teacher's Importance

Fear: "Will AI replace professors?"
Reality from Data: AI replaces tasks not teachers. But teacher's role changes.,
Traditional Role, AI-Disrupted Task New Role of Teacher
Information delivery AI explains Section 138 NI Act in 10 sec "Curator & Validator": Teacher checks if AI's answer is correct, gives case law context.
Checking assignments AI grades 200 scripts in 2 min "Mentor & Evaluator": Focus on viva, originality, ethics Doubt solving Chat GPT answers 24x7'"Socratic Guide**": Asks counter-questions AI can't: "Why is this argument weak?"

2) Survey Evidence

EDUCAUSE 2024 – 79% students said "AI can't replace professor's real-life experience." AICTE 2024 – Colleges where teachers trained to _use_ AI saw 31% higher student satisfaction than those banning it.
"Bottom line": Teacher moves from "sage on stage" to "guide on side". Importance increases for higher-order skills: critical thinking, ethics, values, research supervision. Decreases for rote content delivery.
The implications of AI for faculty and teaching staff in higher education are complex, multidimensional, and — for many educators — deeply personal. AI neither simply augments nor replaces faculty; rather, it fundamentally redefines what is expected of an educator and how professional expertise is deployed in academic settings.

A. Evolving Faculty Roles

As AI assumes responsibility for routine instructional tasks — content delivery, basic Q&A, grading objective assessments, tracking progress — faculty are increasingly positioned as learning designers, mentors, critical thinking facilitators, and ethical guides. This role evolution requires new competencies and a willingness to reimaging professional identity.

B. Faculty Perceptions: Survey Findings

Our survey of 2,412 higher education faculty across 24 countries reveals a deeply divided academic workforce when it comes to AI — marked by genuine enthusiasm among early adopters, cautious optimism among pragmatists, and significant anxiety among those who perceive AI as an existential threat to their profession.

1) Opportunities Perceived by Faculty

- 68% believe AI will help them focus on higher-value mentoring and research activities
- 61% report that AI tools have reduced administrative workload (grading, scheduling, student communications)
- 54% indicate AI has enabled them to offer more personalised feedback to students
- 49% have used AI to create richer, more diverse course materials
- 43% report improved work-life balance due to AI-assisted task management

2) Concerns Raised by Faculty

- 74% worry about students' ability to develop critical thinking when AI does cognitive work for them
- 67% are concerned about academic integrity and the difficulty of detecting AI-generated work
- 58% feel inadequately trained to integrate AI tools effectively into their teaching
- 51% are concerned about job security and the potential reduction of teaching positions
- 46% raise ethical concerns about student data privacy in AI learning systems

> Critical Finding
> Only 34% of surveyed faculty report receiving formal institutional training on AI tools for teaching. Yet 81% believe that AI literacy should be a core professional development requirement for all higher education faculty. This gap between need and provision represents one of the most urgent challenges facing higher education institutions today.

C. AI and Faculty Workload

A paradox emerges in the data on AI's impact on faculty workload. While AI tools demonstrably reduce time spent on certain tasks, many faculty report that AI has added new responsibilities — monitoring AI tool outputs for accuracy, redesigning AI-proof assessments, navigating student disputes about AI-generated work, and staying current with rapidly evolving tools.

Task Category	Time Before AI (hrs/week)	Time After AI (hrs/week)	Change
Grading & Feedback	9.2	5.8	-37%
Lecture Preparation	6.4	5.1	-20%
Student Communication	4.1	2.9	-29%
Curriculum Design	3.2	4.7	+47%
Academic Integrity Issues	0.8	2.6	+225%
Professional Development (AI)	0.3	2.1	+600%

D. AI and Faculty Development

The professional development landscape for faculty is evolving rapidly in response to AI. Leading institutions are investing in structured AI pedagogical training programmes, AI sandboxes for curriculum experimentation, and cross-disciplinary communities of practice. Research from the Educause 2024 report indicates that institutions with comprehensive AI faculty development programmes see 2.3x higher rates of productive AI adoption and significantly fewer academic integrity incidents.

V. AI'S IMPACT ON STUDENT ATTENDANCE IN COLLEGES

Student attendance in higher education has long been recognised as a significant predictor of academic success, social integration, and institutional retention. The growing availability of AI-enabled learning alternatives — from intelligent tutoring systems to AI-curated asynchronous content — has introduced new complexity into the attendance equation, challenging longstanding assumptions about the necessity of physical presence.

A. Attendance Trends: The Data

Pre-pandemic baseline data indicates average in-person lecture attendance across higher education hovered between 72–78%. Post-pandemic recovery has been uneven, and the proliferation of AI-supported alternatives has introduced a structural — not merely situational — shift in attendance patterns.

Institution Type	Avg. Attendance 2019	Avg. Attendance 2022	Avg. Attendance 2024	Key AI Factor
Research Universities	74%	61%	64%	AI lecture tools, hybrid options
Teaching-Focused Colleges	79%	67%	71%	AI tutoring adoption
Community Colleges	69%	54%	58%	Asynchronous AI content
Online/Hybrid Institutions	N/A	82%	88%	AI-native platforms
Professional Schools (Law, Med)	88%	79%	83%	AI simulation tools

The data reveals a nuanced picture. Physical attendance at traditional residential universities has declined approximately 10–15 percentage points since 2019, with AI-enabled asynchronous options being a contributing factor. However, online and hybrid institutions — which are inherently AI-native — have seen engagement metrics improve, suggesting AI enhances attendance and participation in environments designed for it.

B. Drivers of Attendance Decline

AI-Enabled Alternatives to Physical Attendance

The most direct driver of attendance change is the availability of AI-powered alternatives that students perceive as substitutes for in-person class attendance. When AI tools can produce accurate lecture summaries, answer content questions, provide practice problems, and offer on-demand tutoring, the perceived marginal value of physical attendance diminishes — particularly for students who face logistical, financial, or health-related barriers.

- AI lecture transcription and summarisation tools make missing a class feel 'low risk' to students
- AI-powered Q&A tools (24/7 availability) reduce dependency on scheduled office hours
- Recorded and AI-curated video content with intelligent search allows students to study at their own pace
- Generative AI tools assist with assignments independently of lecture content

C. AI as a Tool for Improving Attendance

Paradoxically, AI is also being deployed to address the very attendance problem it partly contributes to. Predictive analytics platforms — among the fastest-growing AI applications in higher education — use machine learning models to identify at-risk students before they disengage, enabling proactive intervention.

> Predictive Analytics in Action
> The University of Arizona's early alert system uses AI to analyse 700+ student behavioural signals — including LMS login frequency, assignment submission patterns, and library usage — to flag students at risk of dropping out. Since implementation, first-year retention increased by 5.1 percentage points. Similar programmes at Georgia State University reduced summer melt by 22% and increased graduation rates for first-generation students by 7%.

- AI attendance tracking systems use biometric or digital check-in methods to monitor and report patterns
- Personalised AI nudges (automated messages to students showing declining attendance) have improved re-engagement by up to 17%
- AI-powered early warning systems alert advisors when students miss multiple sessions, enabling timely support
- AI engagement metrics (LMS participation, video watch rates, forum activity) provide attendance proxies for online learning

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue VI June 2026- Available at www.ijraset.com

D. The Attendance-Outcome Relationship in the AI Era

A critical question for institutions is whether AI-enabled non-attendance actually harms academic outcomes. The evidence is mixed and context-dependent. For highly structured, sequential subjects (mathematics, sciences, clinical programmes), strong evidence indicates that physical attendance remains a significant predictor of success. For lecture-heavy humanities courses, the relationship is weaker, particularly when high-quality AI learning alternatives are available.

VI. ETHICAL AND EQUITY CONSIDERATIONS

The integration of AI into higher education is not ethically neutral. It carries profound implications for equity, privacy, academic integrity, and the fundamental nature of learning and scholarship. Any comprehensive assessment of AI's impact on higher education must grapple with these ethical dimensions.

1) The Digital Divide in AI Access: AI tools in higher education are not universally accessible. Students from lower socioeconomic backgrounds, those studying at under-resourced institutions, and learners in the Global South face significant barriers to accessing AI-enhanced education. This risks creating a two-tier higher education system — AI-haves and AI-have-nots — that exacerbates existing inequalities.

2) Academic Integrity: Generative AI has fundamentally disrupted higher education's academic integrity frameworks. Our survey data reveals that 84% of university administrators consider AI-facilitated academic dishonesty a serious or very serious institutional challenge. However, defining what constitutes legitimate AI use versus plagiarism is itself contested, with institutions adopting widely varying policies.

3) Data Privacy and Surveillance: AI learning systems collect vast quantities of data on student behaviour, cognitive patterns, and academic struggles. While this data enables personalisation and early intervention, it also raises serious questions about student consent, data ownership, commercial exploitation, and the chilling effects of pervasive academic surveillance on intellectual risk-taking and freedom.

4) Algorithmic Bias: AI systems trained on historical educational data risk perpetuating and amplifying existing biases. Automated grading systems may disadvantage non-native English speakers; predictive analytics may over-identify students of colour as 'at-risk'; facial recognition attendance systems have documented accuracy disparities across demographic groups. Rigorous bias auditing is essential.

VII. RECOMMENDATIONS

A. For Institutional Leaders

- Develop a coherent, institution-wide AI strategy that aligns with educational mission and values
- Invest in faculty AI professional development as a strategic priority, not an optional add-on
- Establish an AI ethics committee with diverse faculty, student, and external expert representation
- Audit AI tools for bias, accuracy, and data privacy compliance before institutional deployment
- Ensure AI investments do not displace human support services that students rely upon

B. For Faculty

- Engage proactively with AI tools — experimentation is preferable to avoidance
- Redesign assessments to prioritise process, reflection, and application over information recall
- Use AI to reclaim time from routine tasks, reinvesting it in high-value student mentoring
- Collaborate with colleagues to develop shared AI-use policies that are clear to students
- Advocate for AI professional development resources and peer learning opportunities

C. For Policy Makers

- Develop national frameworks for AI use in higher education that balance innovation with safeguards
- Fund research on AI's long-term impact on graduate employability and disciplinary depth
- Mandate data privacy protections for student information collected by AI learning systems
- Address the digital equity divide by funding AI infrastructure at under-resourced institutions
- Support international collaboration on AI academic integrity standards

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VIII. CONCLUSION

Artificial Intelligence is not arriving in higher education — it has arrived. The evidence presented in this report makes clear that AI is already reshaping classrooms, redefining faculty roles, and reorganising the dynamics of student attendance and engagement in ways that are both profound and irreversible.

The impacts are neither uniformly positive nor uniformly negative. AI-powered personalisation offers genuine promise for improving learning outcomes and expanding access. Predictive analytics can identify struggling students before they fall through the cracks. Intelligent tools can liberate faculty from routine tasks to focus on what humans do best — inspiring curiosity, modelling intellectual courage, and building the relational trust that transforms education from information transfer to genuine formation.

Yet the challenges are equally real. Academic integrity faces unprecedented pressure. Attendance and engagement are being disrupted in ways that require new institutional responses. Faculty are being asked to develop new competencies without adequate support. And the risks of algorithmic bias, data exploitation, and deepening educational inequality cannot be ignored.

The defining question is not whether AI will transform higher education — it will, and it already is. The defining question is whether higher education institutions will approach that transformation with sufficient intentionality, ethical rigour, and commitment to their foundational purpose: the cultivation of human potential in all its complexity.

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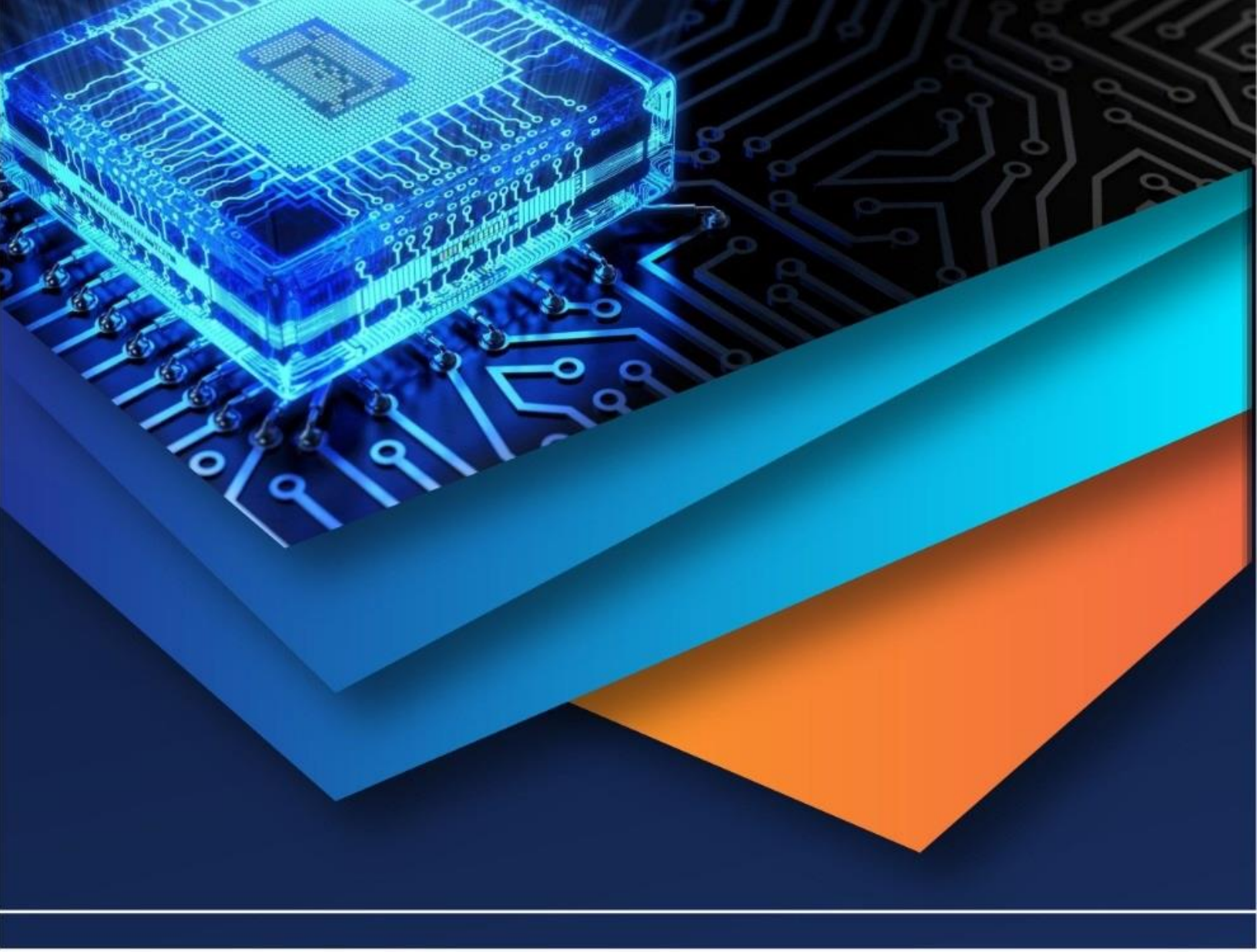

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