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Exploring teachers' views on benefits, ethical issues, and challenges in integrating AI tools in Malaysian schools

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Abstract: This study aims to explore teachers' perceptions of using artificial intelligence (AI) as a teaching tool in schools. It also examines the benefits and challenges associated with AI implementation in the classroom. Additionally, the research investigates the potential ethical risks involved in using AI and evaluates the effectiveness of current policies or guidelines governing AI usage in educational settings. A narrative literature review was conducted to explore AI ethics in education, synthesizing scholarly works, policy documents, and industry reports to contextualize the ethical challenges faced by teachers when integrating AI into their teaching practices. The study employed a mixed-methods approach, incorporating both quantitative and qualitative data. Quantitative data were obtained from a Google Forms survey completed by 38 teachers, while semi-structured interviews were conducted with four teachers to gain deeper insights into AI integration. Data from the survey were analyzed using descriptive statistics, and the interview responses underwent thematic analysis to identify emerging themes. The findings reveal that AI is a useful tool for enhancing teaching efficiency, particularly in lesson planning, assessment, and differentiated instruction. However, issues such as over-dependence on AI, concerns about accuracy, and accountability in AI-generated results also emerged. Furthermore, there is a lack of formal policies and guidelines for AI use in schools. This study highlights the benefits of AI in teaching and learning but emphasizes the need for clear policies and guidelines to address the ethical challenges associated with using AI as a teaching tool.

Keywords: *AI as teaching tool, Artificial intelligence, Benefits, Ethical issues, Schools teachers.*

1. Introduction

Artificial Intelligence (AI) is computer systems that can mimic human intelligence such as learning, comprehension, solving problems, making decisions, creativity, and autonomy. Applications and devices can sense and identify objects with AI integration. They also can understand and respond to human languages, learn based on data and information, give recommendations, or even replace human intelligence and intervention. Selvarajasingam, et al. [1] opined that teachers use Malay translation while teaching ESL comprehension because they do not have a clue on what is the best method to teach comprehension. Jumadi, et al. [2] stressed that artificial intelligence (AI) has great potential in improving the teaching of language. Autopilot cars and robots are common examples of utilizing AI technology [3]. OpenAI introduced ChatGPT in November 2022 [4]. It is an AI technology that is capable of creating content based on human text commands. ChatGPT has significantly increased the popularity of AI technology, as it is easy to access and easy to use, whereas earlier AI usage was limited due to high costs and complexity.

Kuala Lumpur and the districts around it have made Klang Valley the highest population region in

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Malaysia, which has technological advancement and a diverse population. It results in the quick adoption of AI tools in various sectors, including in schools. teachers use Malay language because they do not have a clue on what is the best method to deal with when come to teaching reading comprehension in ESL AI serves as an important tool for teachers and students and revolutionizes education. AI is significant in assisting teachers to prepare their lessons, personalized learning, evaluation and feedback, and carrying out administrative tasks [5, 6]. Unfortunately, AI integration in education will put users under ethical risks such as bias, privacy violations, transparency, accountability, and so on Gupta and Mazumdar [5]. These issues must be addressed as they will directly affect the students' learning experience and academic performance.

Very few studies have focused on the implementation of AI in Malaysian schools. This study is to fill the gaps of exploring the school teachers' perceptions in using AI tools in schools and find ways to overcome the ethical challenges related to the usage of AI in schools.

The following research questions are formulated and answered in this study:

RQ1: What are the teachers' perceptions of using AI to carry out teaching and learning activities? RQ2: How do teachers use AI in conducting classroom activities?

RQ3: What are teachers' perceptions of the ethical issues related to using AI in schools?

RQ4: What are the strategies and guidelines to overcome the ethical issues related to AI in education?

RQ5: How do current policies and guidelines help in resolving ethical issues related to AI usage in education?

This study is crucial as understanding the benefits, teachers' perceptions and the potential risks of using AI in schools can help teachers in the effective implementation. Meanwhile, understanding the current policies and guidelines can help to effectively tackle the ethical issues related to using AI in schools.

2. Literature Review

The study employed a narrative literature review to explore the evolving landscape of AI ethics in education. This approach allowed for a comprehensive synthesis of scholarly works, policy documents, and industry reports to contextualize the ethical challenges faced by educators integrating AI technologies into their teaching practices. Key sources included academic journals, institutional reports, national policies, and global ethical frameworks, ensuring a balanced analysis of both theoretical perspectives and practical considerations.

The literature review explores the historical evolution of artificial intelligence (AI) in education, tracing its development from foundational concepts to contemporary applications. It examines the current use of AI tools within classrooms, highlighting key areas such as personalized learning, administrative automation, and assessment systems. Additionally, the review addresses critical ethical challenges, including data privacy, bias, surveillance, and the autonomy of educational processes. It also synthesizes best practices and guidelines proposed by international organizations, such as UNESCO and the European Union's Ethics Guidelines, alongside national frameworks like the Malaysia Education Blueprint and the National 4IR Policy, providing a comprehensive analysis of AI's role and governance in educational contexts.

The selection of studies and sources for this literature review was guided by several key criteria. Priority was given to works that demonstrated clear relevance to AI in education, with a particular focus on ethical considerations. Recent publications from the past five years were favoured to ensure the inclusion of the latest technological advancements and policy developments. Credibility was a central concern, leading to the prioritization of peer-reviewed journals, institutional reports, and publications from internationally recognized bodies. Additionally, studies that offered insights applicable to the Malaysian educational system and the broader Southeast Asian context were emphasized to ensure contextual alignment with the research focus. Sources were excluded if they lacked empirical data or theoretical grounding, focused on non-educational AI applications without transferable insights, or originated from non-academic, non-reputable sources lacking verification.

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2.1. Theories Related to AI

This study is based on the AI theory of artificial intelligence which asserts A1 as a rational agent to achieve the best outcome [7]. Since Gen-AI tools such as ChatGPT were introduced in 2022, there has been considerable discussion and research about their use in education. Constructivist theories, particularly by Piaget [8] and Vygotsky [9] social constructivist theory (1978), explain how learners actively construct knowledge through individual cognitive processes and social interactions. These theories support the integration of AI in education. Some researchers have explored various aspects of how these AI tools are used in learning. While some have conducted large surveys on how university students use them [10] others have looked into how these tools impact learning and academic skill acquisition [11, 12]. Among these, a significant focus has been on the ethical issues related to using AI in education [13]. These ethical concerns are important in the Malaysian educational system too. The Malaysian [14] recognizes the advantages of using Gen-AI in order to improve educational effectiveness but also highlights ethical challenges such as bias, copyright infringement, privacy protection, and misinformation dissemination. Current study examines how Gen-AI tools are used in education, their growing use in Malaysia, and the ethical issues that need to be considered.

2.2. The Implementation of AI in Education

In an educational context, many practical examples of Gen-AI, using Google Gemini and ChatGPT have been introduced by educators [11, 15]. Both teachers and students have used the tools effectively for instructional and learning purposes. In particular, an examination of cases in the Asia-Pacific region reveals that the use of Google Gemini and ChatGPT for personalized learning, support in language learning, and automated feedback on students' writing assignments [16]. Similarly, the impact of ChatGPT on education, particularly in supporting the construction of written assignments and the development of critical thinking skills, has become a main concern among scholars [10, 11]. Nair, et al. [17] revealed that a graphic organizer creates the opportunity for students to actively participate and contribute to the learning process. AI is an effective tool for creating graphic organizers in teaching and learning.

This global trend in the practical use of Gen-AI in the educational sector is also evident in Malaysia. The Malaysian [14] expects several advantages from its implementation, including support for self-directed and personalized learning, assistance in language learning, the creation of teaching materials, and reducing the workload on teachers. These applications have already been observed in Klang Valley, which is recognized as a technologically advanced area in Malaysia [18]. The Ministry shares the global perspective on how Gen-AI could transform various fields and emphasizes the importance of continuing to use and studying this technology to ensure its effective implementation. This will be crucial in developing future education strategies.

2.3. Ethical Considerations in Using AI

Regarding the implementation of Gen-AI in education, the OECD and the Malaysian Ministry of Education adopt an affirmative stance. However, both organizations are concerned that the use of Gen-AI in education poses ethical challenges. In the official policy paper, the Malaysian [14] points out that schools and educators should overcome some challenges such as privacy protection and transparency of AI systems. Similarly, the OECD [19] states the importance of publishing ethical guidelines in the report titled 'AI and the Future of Skills'. This section reviews previous studies in terms of bias and fairness, privacy and data protection, and teacher responsibility.

It is evident that a significant number of university students have been working on their assignments with the help of ChatGPT since its launch [10]. According to Common Sense Media [20] about 70% of American high school students reported using Gen-AI tools in their learning. While these research findings reveal the growing popularity of Gen-AI in education, a major concern is that students may accept the responses or information generated by ChatGPT without critical evaluation. AI systems collect vast amounts of data and provide responses tailored to human expectations. However, if

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AI is programmed or trained on biased data, it may produce outputs that are unfair or discriminatory, favouring certain groups over others [6].

In an increasingly globalized world, schools have become places where students from diverse backgrounds and cultures gather to learn. This makes it essential that the information provided by Gen-AI is fair and unbiased [21]. Furthermore, if standardized groups are consistently rated more highly by AI, students with unique characteristics or non-normative backgrounds might not be appropriately assessed [22]. To prevent such situations, it is crucial for AI to be trained on diverse datasets, and for human evaluations by teachers to complement AI assessments by offering fair and unbiased feedback.

2.4. Privacy and Data Protection

When students and teachers use Gen-AI, they must handle privacy protection with great care. As a result of the COVID 19 pandemic, many educational institutions implemented remote learning, which highlighted several challenges related to privacy and security [23]. Furthermore, one of the key difficulties is that the interpretation and boundaries of privacy differ depending on an individual's roles and cultural backgrounds [24]. This suggests that while privacy protection in educational context is already a complex issue, the emergence of GenAI has made it even more challenging.

For instance, Weidinger, et al. [25] point out that GenAI tools such as ChatGPT may utilize users' personal data without explicit consent. Similarly, Gupta and Mazumdar [5] express concern that the data provided by high school students during learning may be used without the consent of their parents. Schools are obligated to protect students' personal data and, in this regard, both students and teachers have expressed skepticism toward the use of GenAI in education. Therefore, as suggested by the Malaysian [14] educational institutions should implement more secure measures in terms of both policy development and technological infrastructure.

2.5. The Responsibility of Teachers

Teachers are responsible for guiding students in the appropriate use of GenAI tools such as ChatGPT and Google Gemini [26]. This responsibility is significant, as improper use of GenAI by teachers may not only hinder the development of students' critical thinking skills [27] but also undermine the commitment to academic integrity [28]. In addition, AI also can be used to evaluate students' performance and their learning outcome. In upholding academic integrity, teachers must make it clear that they are accountable for assessing students' learning outcomes [13].

The International Baccalaureate, a globally recognized organization that offers rigorous academic programmes, revised its Academic Integrity Policy in 2023 to include specific guidelines for the use of GenAI. This policy outlines what students are permitted or not permitted to do when using GenAI tools in their learning. Clearly defined policies such as this help promote a shared understanding among all stakeholders. A study of university teachers in the Klang Valley region of Malaysia suggests that educators should receive training on how to incorporate GenAI effectively into their teaching practices [18]. It is therefore essential for teachers to consider not only how to utilize GenAI meaningfully in their pedagogy, but also how to address the ethical challenges it presents.

3. Research Methodology

3.1. Research Design

This study employed a mixed-methods research design using quantitative and qualitative data. This approach aims to gain a more comprehensive understanding of a research problem by combining the strengths of both quantitative and qualitative methods [29]. Triangulation of quantitative and qualitative data can provide more in-depth insights into the findings.

3.2. Sample

There were a total of 38 respondents who were teachers from the Klang Valley who participated in

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the survey (questionnaire). There were a total of 38 respondents who were teachers from the Klang Valley. 44.7% of them were in the 41-50 age group followed by 34.2% were above 50 years old and 21.1% were in the 31-40 age group. 89.5% of the respondents were government schools' teachers with 76.3% of the respondents Language teachers and 39.5% were teachers from STEM subjects.

Stratified random sampling was used to choose the teachers for the survey. Thomas, et al. [30] stressed that researchers rely on stratified sampling when a population's characteristics are diverse and they want to ensure that every characteristic is properly represented in the sample. This helps with the generalizability and validity of the study, as well as avoiding research biases .In addition, purposive sampling was used to choose 4 teachers for the qualitative study (face to face interviews). The interviews were video taped, transcribed, and analyzed using emerging themes.

3.3. Research Procedures

A mixed-methods approach was employed, integrating quantitative surveys, qualitative interviews, and document analysis to achieve data triangulation, enhancing the validity and reliability of findings. The study employed a purposive sampling strategy, selecting participants from schools across Klang Valley, Malaysia. This approach ensured a diverse representation of teachers from various disciplines, contributing to a well-rounded exploration of AI ethics in education. A total of 38 teachers participated in the quantitative survey, while 4 teachers were selected for qualitative, semi-structured interviews to provide deeper insights into their experiences and perspectives.

Data collection was conducted through two primary methods: surveys and semi-structured interviews. The structured questionnaire aimed to assess teachers' awareness, perceptions, and ethical considerations regarding AI usage in educational contexts. It featured closed-ended questions using a Likert scale (yes, no, maybe) and multiple-choice items covering key areas such as awareness of AI applications, ethical concerns (e.g., data privacy, bias, fairness), institutional policies on AI ethics, and perceived benefits and challenges of AI integration. The survey was distributed online via Google Forms and email, resulting in 38 valid responses.

Complementing the survey data, semi-structured interviews were conducted with 4 teachers to capture nuanced, real-world insights into their ethical dilemmas and experiences with AI tools in the classroom. The interviews explored topics including their practical experiences with AI-based tools, ethical challenges encountered, institutional support, and recommendations for improving ethical AI integration. Each interview lasted approximately 10–15 minutes, conducted in person with consent, recorded, and subsequently transcribed for analysis.

For data analysis, quantitative survey responses were processed using descriptive and inferential statistics to identify patterns and percentages. Meanwhile, qualitative interview data underwent thematic analysis, focusing on emerging themes, and identifying best practices related to AI usage in education.

3.3. Research Ethics

The research adhered to a comprehensive set of academic and ethical policies to ensure integrity, reliability, and cultural sensitivity. Informed consent was obtained from all participants, ensuring voluntary engagement, transparency regarding data usage, and the assurance of the right to withdraw without consequences.

Informed consent was obtained from all participants, ensuring transparency about the study's purpose, data usage, and the safeguarding of anonymity. Participation will remain entirely voluntary, with respondents having the right to withdraw at any stage without consequences. Data will be fully anonymised to protect identities, with pseudonyms replacing names and locations in qualitative data to uphold confidentiality.

Participants were received a detailed explanation of the study's objectives, how their data will be used, and the measures taken to ensure anonymity. Explicit consent will be sought for audio recordings and the publication of anonymised quotes where relevant. Additionally, the research will incorporate

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cultural sensitivity by acknowledging Malaysia's multicultural context, avoiding leading or inappropriate questions particularly those related to religion or other sensitive social norms to ensure respect and inclusivity throughout the data collection process.

4. Findings

This section presents an in-depth analysis of the data that were collected and well-structured according to the research questions. The findings are obtained from questionnaire data along with qualitative data, which is derived from interviews and surveys. This analysis includes thematic coding to categorize new trends that emerged from the interviews.

RQ1: What are the teachers' perceptions of using AI to carry out teaching and learning activities?

The first part of the questionnaire were close-ended questions that were used to collect information that was to identify the potential biases and variations.

From the 38 respondents, only 63.2% agreed that AI can enhance teaching and learning. This adds to an equal percentage of respondents at 47.4% who felt that accountability and privacy were their main concern in using AI in academic practices. The respondents were also concerned about transparency at 31.6% and biases at 28.9%.

RQ2: How do teachers use AI in conducting classroom activities?

Most of the respondents, 89.5% used AI Tools in their classroom activities, 88.6% of the respondents used Google Classroom, 60% of respondents used ChatGPT and 40% of respondents used Canva. However, only 28.9% of respondents used it frequently. The purpose of the AI tools used were for students' assessment, classroom management and lesson planning.

RQ3 What are teachers' perceptions of the ethical issues related to using AI in schools?

71.1% of the respondents felt that the guidelines and policies were essential ensuring the ethical use of AI. Only 15.8% of respondents have experienced ethical issues at their institutional level, indicating that many institutions and teachers were responsible for the use of AI in their academic practices.

Respondents suggest creating specific regulations that define the scope and prohibited areas of AI use in academic practices to prevent abuses and misuse. However, some respondents felt that the need to promote transparency required public access to data sources and decision-making processes of AI algorithms, alongside encouraging the development of explainable AI technologies to provide a clear rationale for their conclusions. The respondents suggested that to ensure fairness, regular audits using diverse datasets should be conducted to prevent discrimination against specific groups. They also suggested addressing data privacy by advocating for a strict adherence to privacy laws, minimizing data collection and implementing measures like data encryption and anonymization. Lastly, stakeholders' awareness is enhanced through AI ethics education for academic staff and students meanwhile international cooperation is much needed to address global ethical issues and creating a standardized guidelines.

RQ4: What are the strategies and guidelines to overcome the ethical issues related to AI in education

There were three key strategies that the respondents highlighted to overcome the ethical issues related to AI in academia. Overall, the survey results showed that the strongest support for regular training, which is 73%, followed by external expert collaboration at 56.8% and lastly policies at 35.1% as these strategies drive effectively to overcome ethical issues related to the AI in academia. Here, it shows that regular training on AI usage and ethics is beneficial in ensuring that respondents are equipped with the necessary skills and how to handle AI technology in the field of ethical challenges. Next, the respondents also stress the development of clear and structured policies in the guidance of using AI in teaching and learning activities. Lastly, collaboration with experts is important as the respondents feel that this will provide them with important knowledge on AI and how to overcome ethical challenges in AI usage.

A total of 74% of respondents suggested different strategies in helping them to use AI effectively and ethically in their profession. Many of them felt it is important to have workshops and training on AI tools ensuring them to be equipped with the fundamental knowledge,.familiarized with the AI

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tools and being able to apply AI in their teaching practices (70%). Hands-on and practical should be included in their training sessions that include all the effectiveness of AI tools for planning their lessons, special needs students support and interactive teaching (78 %).

Furthermore, the respondents also mentioned that there should be continuous support and follow-up sessions to build their AI proficiencies. Finally, the respondents did mention that technical support and AI awareness training are required to ensure that the respondents are updated with the latest information with the impact of AI in education, ethical discussion and ethical issues rise. Overall, the surveys portray that the respondents need ongoing support and training to help them effectively and ethically which will benefit them and the students.

RQ5: How do current policies and guidelines help in resolving ethical issues related to AI usage in education?

A total of 80% of the respondents opined that there are no adequate policies and guidelines for using AI in teaching and learning in schools. Most teachers (90%) think that Ministry of Education and policy makers must provide clear guideline to teachers on the use of AI in schools.

4.1. Qualitative Findings

Five semi-structured research questions (RQ) were developed to obtain the qualitative data:

RQ1: What are the teachers' perceptions of using AI to carry out teaching and learning activities? RQ2: How do teachers use AI in conducting classroom activities?

RQ3: What are teachers' perceptions of the ethical issues related to using AI in schools?

RQ4: What are the strategies to overcome the ethical issues related to AI in schools?

RQ5: How do current policies and guidelines help in resolving ethical issues related to AI usage in education?

Table 1.
Summary of Themes.

Research Questions	**Interview questions**	**Themes**	**Evidence**
RQ1: What are the teachers' perceptions of using AI to carry out teaching and learning activities?	1) How do you think AI affects your teaching and learning activities? 3) Have you faced any challenges in using AI tools for teaching and learning? If yes, how have you addressed these challenges?	Positive experience of effective time management of AI use in education	P1: …AI shortens the time spent on screen… P2: AI…saves a lot of time…. focus on students by saving time using AI. P3: First of all, AI helps me save a lot of time during lesson preparation. P4: Well AI definitely helps save my time as it's very fast.
RQ2. How do teachers use AI in conducting classroom activities?	2) Do you use AI tools in your teaching and learning activities? If yes, can you provide examples of how you integrate these tools into your teaching practices?	Enhances differentiated instructions and learning	P2: *.....generate questions according to the ability of my students, the weaker ones, the moderate ones and the quick ones.* P3: *I love that AI helps me with my differentiated worksheets. Makes it so easy for me, really.* P4. *One great advantage ya is that you can make different level worksheets very fast with AI. Easy for us.*

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RQ3 What are teachers' perceptions of the ethical issues related to using AI in schools?	3) What are your main concerns regarding the ethical issues in using AI in schools ?	Concerns about over dependence on AI tools	P1: *…too reliant on AI is not good.* P2: *So, teachers should not be overly dependent on AI for methods like grading and feedback…* P4: *I believe that some teachers tend to use it for everything, for me, this is like becoming too dependent on it.*
4. What are the strategies to overcome the ethical issues related to AI in schools?	4) Are there any guidelines or policies in your school that ensure the ethical use of AI in academic practices?	Lack of formal guidelines	P1: *My schools has not developed…* P2*:…no concrete guidelines…* P3*:…unofficial practices…* P4*:…the process is slow…*
5. How do current policies and guidelines help in resolving ethical issues related to AI usage in education?	5) In your opinion, are the existing policies and guidelines sufficient? Why or why not?	Inadequate policies	Existing policies do not adequately address… P2:While some AI platforms have built-in guidelines, schools need to establish their own policies… P3:…do not actively resolve ethical issues… P4:…collaborate with AI experts and policymakers to develop comprehensive guidelines…

4.2. Research Question 1: What Are the Teachers' Perceptions of Using AI to Carry Out Teaching and Learning Activities?

The respondents perceive AI as a beneficial tool that improves their teaching pedagogy by improving efficiency. They reported that AI has drastically reduced the amount of time spent on planning lessons which allows them to focus more on students' engagement and interactions. One respondent expressed that AI has shortened the time spent on screen, enabling them to dedicate more time for their students. Another respondent mentioned that AI saved a considerable amount of time for preparing lessons. Therefore, all the respondents felt that AI was extremely beneficial to them in saving time.

4.3. Research Question 2: How Do Teachers Use AI in Conducting Classroom Activities?

All the respondents integrate AI into their classroom and teaching practices in many ways, primarily for assessment, lesson planning and students' engagement. This has proven that AI is particularly beneficial in enhancing differentiated instructions. Two of the respondents mentioned that AI helped them to generate worksheets based on the students' ability to create three levels of worksheets based on a lesson. Besides that, AI was also used by three respondents to generate comments and to refine comments for progress reports. Another respondent highlighted the advantage of using AI to transcribe lesson recording and translate materials, particularly for students with language barriers.

4.4. Research Question 3: What are Teachers' Perceptions of the Ethical Issues Related to Using AI in Schools?

The respondents had significant concerns about the ethical implications of AI, particularly in the relation to being dependent, accuracy and accountability in AI-generated contents. A few respondents think it's easy to accept all the information produced by AI without verifying the information. One respondent emphasized the importance of not becoming overly dependent on AI for feedback and grading while another respondent suggested that clear boundaries should be established to prevent

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teachers from relying solely on AI for instructional tasks.

4.5. Research Question 4: What are the Policies or Guidelines that Have Been Developed for Implementing AI in Schools?

All of the respondents' main concern was the lack of formal policies and governing AI use in schools. It is said that AI is still very new and therefore not much thought was given to enforce any rules regarding it. One respondent stated that there are currently no official guidelines from their school regarding the use of AI. Another respondent explained that AI platforms themselves have ethical policies, but schools do not enforce any specific rules. Therefore, the respondents must solely rely on their own judgment when integrating AI into their practices.

4.6. Research Question 5: How Do Current Policies and Guidelines Help in Resolving Ethical Issues Related to AI Usage in Education?

As all the respondents agreed that the use of AI in academics is still new. Many respondents advocated for explicit regulations that would define the scope and limitations of AI use in education. Therefore, the existing rules and guidelines related to AI tools are not sufficient to govern the use of AI among teachers, as it is believed that teachers are more likely to be responsible and trusted. As such, AI experts and policymakers must develop comprehensive guidelines for AI usage in schools.

5. Discussion

The findings from this study highlight a growing reliance on AI tools among teachers in Klang Valley, with many recognizing its benefits in lesson planning, student assessments, and classroom management. However, while AI integration has been found to enhance teaching efficiency and lesson planning, it has several limitations, which indicate barriers for full implementation. The main concern raised by respondents is the ethical issue of AI usage in education. They are worried about privacy, accountability, transparency, and bias issues in AI-generated responses.

The findings indicated that 89.5% of participants used AI tools in their academic practices. Google Classroom was the most widely used (88.6%), followed by ChatGPT (60%) and Canva (40%). However, only 28.9% of respondents reported frequent use of these tools. AI was primarily utilized for student assessments, lesson planning, and classroom management. The results support existing literature, which highlights the fact AI has assisted teachers to prepare their lessons, personalized learning, evaluation and feedback, and carrying out administrative tasks [5, 6].

Despite AI's advantages, 47.4% of the respondents responded to privacy and accountability as their major concerns, along with the transparency (31.6%) and bias (28.9%) issues, which aligned with the work of Gasaymeh, et al. [31] who emphasises the ethical issues related to AI in universities. Moreover, existing literature also warned how AI-generated content reinforced biases, and the concern about its trustworthiness.

Recent studies by Usher and Barak [32] on AI ethics echo these concerns, particularly when it comes to decision making in the educational field. A research that was published in the International Journal of Stem Education highlights how AI systems can unintentionally reinforce the issue of bias, as they rely on the data that potentially contains hidden prejudices. This aligns with the teachers' concern about the fairness in AI generated decisions and personalised learning tools. This reflects broader discussions about AI ethics, in order to ensure accountability in AI-driven education.

Respondents suggest that clear AI policies in schools are important to prevent ethical issues. While 71.1% of respondents agreed on the statement that AI guidelines were necessary, only 15.8% had encountered ethical issues in their institutions. However, many admitted that their schools had not yet developed a formal policy for AI, leaving them relying on their own judgement when using AI in teaching.

Respondents have emphasised the need for clear regulations to outline the boundaries of AI use in

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academics, aiming to ensure that it is not misused or exploited. Some believed that promoting transparency required giving the public access to AI data sources and the process of decision making. To ensure impartiality, many suggested conducting regular audits using diverse datasets to prevent the issue of bias against certain groups. Moreover, people are also concerned about data privacy, with recommendations to strictly follow the privacy laws, minimize data collection and implement security measures such as anonymisation.

This study suggested three significant strategies to reduce AI related issues. Those three strategies are: regular AI ethics training programs which are supported by 73% of the respondents, collaboration with external AI experts (56.8%) and the development of clear policies (35.1%) in order to provide a clear guidance on AI usage.

73.7% of respondents proposed several strategies to enhance the ability to use AI in a more efficient and ethical way in their respective professions. Many believed that conducting workshops and training programs would be essential in providing foundational AI knowledge. They also emphasised on interactive and hands-on training, as it demonstrates how AI can enhance lesson planning and create more engaging learning experiences. The respondents also underscored the importance of continuous learning through follow-up sessions to strengthen their AI using skills. It is pointed out that AI awareness programs can keep them informed about the advancements in AI, and its influence on the educational field and ethical issues.

In conclusion, AI in education is still evolving. While it provides various advantages to the industry, teachers also recognise its potential risks and issues. The ethical concerns such as bias, privacy, and over-reliance highlighted the need for clear policies and other strategies to overcome it. By comparing the results to existing literature, it is clear that while AI is a powerful tool, it is truly important that educators critically assess AI's role in the classroom. It is important to navigate the balance between the effectiveness of AI and ethical integrity.

6. Conclusion

A survey and semi-structured interview have been conducted in this study to investigate the Klang Valley teachers' perceptions on the AI tools used in their teaching practices. The research revealed that teachers are using AI tools in teaching and classroom activities. Google Classroom, ChatGPT, and Canva are some of the popular tools utilized by them. Those AI tools help teachers in lesson planning, student assessment, and classroom management. The majority of them are aware that using AI tools contains ethical issues. Privacy, accountability, transparency, and bias were prevalent among the respondents. Besides that, the respondents also mentioned that it is important to have clear policies and regulations to control AI use in schools, emphasizing the importance of transparency, data privacy, and preventing biases.

The findings are significant to the government, policymakers, and administrators. It emphasizes that it is essential to have a clear guidelines, continuous professional development, and a robust ethical framework to guide AI integration in schools. The lack of clear regulation potentially causes the misuse of AI technology in schools. As a result, it could undermine teachers and students' trust. Therefore, establishing comprehensive policies is important to overcome the ethical concerns of AI usage. It also can ensure that AI is used ethically and effectively in education at the same time.

The research has several limitations that should be considered. The sample size of the study is small and restricted to the schools' teachers from the Klang Valley region. As such, the result may not be generalizable to other regions or education levels. In the future, this research could explore the perspectives of teachers in other regions, which could project different findings. Besides, the research also can investigate the personal skills required by the teachers to effectively integrate AI in schools, which can help to design professional development programs to ensure the teachers are well-equipped and capable to handle the complexity of AI. Further research also can be done to examine the impact of AI usage on the students' academic performance to see the long-term effects of AI integration in schools.

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In conclusion, AI tools are useful in enhancing teaching practices. However, the ethical challenges of AI use must be overcome to realize the full potential of this technology. Creating transparent regulations, providing continuous education for teachers, and focusing on ethical considerations can guarantee the best utilization of AI tools as valuable resources in creating effective learning systems in schools.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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