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Organizational Behavior in Education Using AI Technology

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Abstract

Education and educational economics are closely related, focusing on different aspects of the functioning of education. AI is a ubiquitous new curriculum at colleges and universities, studies and motivational processes, school practitioners are unprepared for greater financial investments and therefore step unprepared into the future. What activities and investments are ahead of higher education so that universities and polytechnics can develop effective curricula for the AI. Education is the broad field that studies teaching, learning, schools, and educational systems. Main Focus: How people learn, Teaching methods and curriculum design, Child and adult development, Educational psychology, School leadership and policy. Education Economics applies economic theory and statistical methods to analyze education systems. More education → more AI → better skills → higher productivity → higher wages.

Keywords: Education, AI Technology, How people learn, Education Economics
Jel codes: I20, I23, O33

1. Introduction

Educational organizations around the world are in the midst of technological change, often referred to as the fourth industrial revolution. This change is changing the nature of human work, and the main driver of this change is the accelerated development and application of artificial intelligence (AI) technology. These technologies are defined as a set of interconnected technologies used to solve problems and perform tasks that, when performed by humans, require thinking. Examples of AI technologies include: machine learning, which identifies patterns in large data sets with varying degrees of human supervision; natural language processing, which extracts, classifies, and translates written or spoken text; visual recognition, which uses image recognition and machine vision; and decision support systems (Drinovac Topalović et al., 2024). Although current forms of

artificial intelligence are classified as narrow artificial intelligence, designed for specific tasks such as image classification (Boden, 2016), their increasing integration into the workplace, along with the rapid development of sophisticated forms of artificial intelligence, has important implications for the nature of work. The introduction of AI technology into educational organizations has sparked intense debates about its impact on workers and workplaces, with highly polarized opinions. The current state of discourse on AI in teaching positions requires an integrative and systematic discussion of its impacts on individual teachers, teams, and organizations. At the same time, integrative discussions about how AI (re)configures work routines, work processes, and skills in practice, and how teachers experience and respond to these changes, are lacking. In this article, we provide an overview of our empirical research examining the use of AI in educational institutions in our country. First, we identify what education is and how AI is shaping the future of work for each individual in the process of changing specific aspects of people's work processes and experiences. This allows us to analyze research that explores new divisions of labor between humans and AI (Jarrahi, 2018) and the optimal interaction between AI systems and human skills to support organizational and teacher effectiveness. Second, our review presents a detailed account of the attitudes of how the application of artificial intelligence in higher education offers numerous opportunities, but at the same time develops positive and negative attitudes of all stakeholders in education. The methodological framework of the research relies on teacher self-assessments, which may result in subjective interpretations and socially desirable responses. Established models of technology acceptance recognize that employee attitudes are important predictors of technology use. As such, our research builds knowledge about the different ways in which employees interpret artificial intelligence, which provides an important prerequisite for understanding how it will be used.

2. Education

Education and training are integral components of a nation's culture. Cultus, Colere, in the broadest sense of those words, education and upbringing, are a universal human phenomenon, they are mutually and inseparably connected and active. Anthropology, on the other hand, generally speaking, is a holistic science of man, his nature and culture, so its approach and insights are always current and indispensable both in the scientific and pedagogical processing of education and upbringing and in its application.

Thus, appearance (Greek: morfé, haraktér, trópos) means, namely, establishment, composition, creation, shaping-of man. Education is the process of spiritual formation of man, his personality, cultivation of his self-awareness and social awareness.

This is why we say that teaching is a complex but unique educational process.

2.1. How people learn

Education and upbringing (paodeia) as a system, in the philosophical and humanistic (not ideological) sense, means that they are and should be a kind of causa sui, i.e. conditioned by man and nation, by the measure of man and his sociability, a whole designed by a philosophical concept, since that man, by his essence and nature, is a social and spiritual being (zoon politikon, ehon logon), a being of free development, progress (anth), creativity and transcendence of his natural and merely empirical givenness (anatras-ops). Drinovac Topalović et al. (2024).

Pedagogy that pretends to deal with everything mentioned as a science is directed towards anthropology as a science of the whole man, that is, to the philosophical discourse about man as a totality and to its understandings and assumptions about the nature, essence and meaning of man's existence and survival.

Humanistic and holistic anthropology should, beyond all ideologies, thoroughly theoretically and empirically examine all forms of human natural, spiritual and social, economic, political and cultural activities and achievements.

All these givens, activities and accomplishments, of course, do not exist outside the cultural-historical-social framework, but neither do they exist outside of man. They are in man's possession, they are in Croatian man's possession as a collection and continuity of all his positive human achievements, so true values and goods transcend their time and space, they are at the same time beacons and signposts for future generations in their humane and civilized aspirations and aspirations.

This is the general and basic sense of culture in the broadest sense of the word as a universal human phenomenon. By definition, culture is a historical, social category that changes with changes in social conditions, which it itself influences. Therefore, definitions and theories of culture must include, in addition to relatively constant elements of culture, dynamic cultural processes (acculturation, enculturation, innovations) that is, their mutual conditioning and permeation. Valčić et al. (2025).

People learn in several interconnected ways. Modern research from fields like Cognitive Psychology and Educational Psychology shows that learning is a process where the brain acquires, organizes, and applies

knowledge through experience, practice, and reflection. Here are the main ways people learn: Learning Through Experience (Experiential Learning); People learn by doing and reflecting on what happens. (This idea is central to Experiential Learning proposed by David A. Kolb).

Learning Through Observation. People learn by watching others and imitating behaviors. Learning Through Practice and Repetition. The brain strengthens connections when information is repeated over time. Instead of memorizing facts, people learn better when they connect new knowledge with what they already know. This approach is connected with Jean Piaget and his work in Constructivism. Learning Through Feedback. Feedback helps people correct mistakes and improve performance. Learning Through Teaching Others. Explaining ideas to others forces deeper understanding. When people teach, they organize knowledge more clearly Drinovac Topalović et al. (2024).

The key will be education and strengthening of critical thinking. AI is a constantly accessible and powerful tool. AI never enters into conflict, becoming our perfect partner in learning and progress. However, it can also make wrong judgments. Who actually sets the conditions for the operation of AI? The key question becomes whether AI will completely replace teachers and educators. Adolescents, for example, should adopt agreed patterns, from various fields, therefore it is necessary to create free space so that only AI does not dominate the space. It is known that education is carried out by trained individuals and communities, trying to follow the guidelines of the curriculum, educational patterns set in all countries by governments, ministries, agencies, institutes. So it is justified to ask from which positions AI operates? How can a healthy integration of AI and education help or how technology changes development? This is very little considered in industries. The question is how AI technology operates through algorithms, AI is designed to adapt to each user. Our source of concern is how to control the content of users in the educational process. Will AI help people or replace them? (Nur Fitria, 2023). In this context, narrative responsibility and social meaning-making are also important when evaluating AI-supported educational practice (Coeckelbergh, 2023).

Perhaps the key idea would be: Learning works best when multiple methods combine—experience, observation, practice, understanding, and feedback. Regarding the key of Common Subfields and they refer to: Educational Psychology, Curriculum Studies, Special Education, Comparative Education, Educational Technology.

3. Teaching methods and curriculum design

Teaching Methods and Curriculum Design are two closely connected areas in education. Curriculum design determines what students should learn, while teaching methods determine how that learning is delivered.

In this section, we explore the importance of teaching methods and curriculum design in education. It examines how different teaching approaches and course structures affect learning and educator engagement. It compares traditional and modern teaching methods to see how they affect learning and their applicability across subjects. It then explores traditional and innovative course designs, analyzing their impact on educator engagement across different groups. And really, most importantly, explore how innovative course design can respond to the needs of modern higher education and improve student engagement and learning outcomes. Finally, it suggests ways to encourage innovation in teaching methods and curriculum design, emphasizing their importance for educator learning, and suggests future research and educational policies to improve the adaptability of the education system. Modern teaching methods prioritize educator autonomy, encouraging innovative thinking, while traditional methods emphasize systematic teaching, facilitating gradual acquisition of knowledge. Innovative course designs, compared to traditional ones, create a more positive learning atmosphere, encourage closer connections between teachers and students, combine online and offline elements, and contain open and engaging content, improving educator participation and improving learning outcomes. Therefore, it is important to move the course design time in the curriculum design forward to progress simultaneously with the theory course. A progressive approach to problem solving is adopted, and a system of phased reporting and seminars is established to ensure effective interaction between teachers and educators and to achieve a healthy movement of the learning environment. It is necessary to gradually adopt the principles of developmental assessment, encourage innovative thinking, and stimulate educator participation through continuous, multidimensional performance assessment. Integrate multiple teaching methods and use multiple teaching tools to ultimately ensure that the course design achieves the desired innovation-oriented outcomes.

3.1. Curriculum Design

Curriculum design is the process of planning and organizing learning experiences, content, and assessments in an educational program. What Is Curriculum Design? Curriculum design is defined as the process of creating a plan that educators can utilize and implement within their classroom, with teachers relying on the curriculum design to develop lesson plans and identify activities that their students will relate to. Curriculum design focuses on creating an overall outline for a course, mapping content to learning objectives, including how to develop a

lesson plan and structure it. Each learning objective is achieved through assessment strategies, exercises, content, topic analysis, and interactive activities. Often referred to as Constructive Alignment, a concept developed by John Biggs (1996). The most important development since CA was first published (Biggs, 1996) is its incorporation into institutional teaching policy. This has come about largely because teaching quality has suddenly become a major concern of universities, while their statements of graduate attributes and emphasis on learning outcomes makes a good fit for outcomes -based designs such as CA. The Role of Educators in Curriculum Design are typically, curriculum designers are educators who have stepped out of the classroom environment and are now focused on the curriculum planning process. That said, educators in the classroom still play a valuable and vital role in the curriculum design process. As the educational landscape continues to evolve rapidly in the wake of the global pandemic, educators and administrators are working tirelessly to develop student engagement strategies that improve outcomes and increase equity in the learning environment. Curriculum development rests at the core of the leading inclusive education strategies, increasing the demand for educators with advanced curriculum planning skills. Classical and contemporary curriculum design literature also emphasizes systematic planning, objectives, learning experiences and assessment alignment (Tyler, 1949; Taba, 1962; Pinar, 2004; Wiggins and McTighe, 2005; Ornstein and Hunkins, 2018).

Definition and Key Elements:

According to research published in document from the Polytechnic of Međimurje, curriculum design is the process of planning the learning experiences for an individual school or an entire school district. Most curriculum programs are anchored by a set of shared values, which is one of the reasons why curriculum planning is an ongoing process. The research notes that all curriculum programs must incorporate the following key elements:

Content:

• Teaching and learning strategies

• Formative and summative assessments

• Evaluation strategies and processes

3.2. The Importance of AI-Driven Curriculum Design

Effective curriculum design ensures alignment with educational standards, improves student outcomes, and fosters adaptability.

Key benefits of curriculum design:

a) Standards alignment: Ensures consistency of learning outcomes across contexts.

b) Enhanced outcomes: Clarify learning objectives for students, helping them master skills and knowledge.

c) Adaptability: Addresses emerging trends and diverse student needs.

d) Engagement: Integrates real-world applications, improving the relevance of education.

e) Educator support: Provides a structured framework for instruction, reducing uncertainty.

3.3. Principles of Effective Curriculum Design of AI drive

Education could also play an important role in the reconstruction of the international system, especially in helping the economic development of poorer countries, where the poor quality of education was even more acute, with greater scarcity of adequately trained labour, enhanced by a lack of resources to reverse that situation. Accordingly, he suggested the establishment of mechanisms of international cooperation focused on the support of educational development.

Guiding principles include:

• Clarity and Focus: Precise objectives avoid content overload.

• Coherence and Integration: Interconnected themes and skills enhance understanding.

• Relevance: Real-world applications foster meaningful learning experiences.

• Adaptability: Flexibility to address diverse needs and real-time changes.

• Inclusivity: Diverse perspectives and content ensure equity.

• Continuous Improvement: Regular feedback refines effectiveness over time.

Key components of curriculum design when incorporating AI

Effective curriculum design includes:

• Learning objectives: Clear goals that define student achievement by the end of the course.

• Content selection: Relevant, age-appropriate material organized for logical progression.

• Instructional strategies: Methods that cater to different learning styles.

• Assessment mechanisms: Tools to measure student progress, both formative and summative.

• Resources: High-quality materials to support content delivery.

• Feedback and review: Mechanisms for continuous improvement through stakeholder input.

• Education Economics → How education affects economic outcomes and policy

4. Education Economics

Education Economics applies economic theory and statistical methods to analyze education systems. It is a subfield of Economics. The Main Focus is directed and encompasses Education as a human capital investment, then, Costs and returns of schooling including strengthening Government education policies, avoiding Education inequality and fully aligning Labor market outcomes of education. Studying the Core Concepts through the offered Human Capital Theory keeping in mind the Rate of Return to Education.

4.1. Key Differences

Simple summary:

• Education → How people learn and how schools teach

• Education Economics → How education affects economic outcomes and policy

Table 1. Differences in education and economics of education

Aspect	**Education**	**Education economics**
Discipline	Social science / pedagogy	Economics
Focus	Teaching & learning	Economic outcomes of education
Methods	Psychology, pedagogy, qualitative research	Econometrics, data analysis
Main Goal	Improve learning processes	Evaluate efficiency and policy

Source: Authors' elaboration.

Education Economics studies how education influences economic outcomes for individuals, societies, and governments, and how policies can improve education systems to promote growth, productivity, and equality. It sits at the intersection of economics, public policy, and education research. What does the economics of education entail and how much does it contribute today, facilitating the achievement of AI. If we look at the basic settings then core idea is ”Education economics analyzes how investment in education (human capital) affects economic performance.

It builds on the concept of Human Capital Theory, largely developed by economists like Gary Becker and Theodore Schultz, which argues that education increases a person's skills, productivity, and earnings”. This perspective is connected with human-capital and education-economics literature (Becker, 1960; Becker, 1993; Schultz, 2023; Teixeira, 2010a; Teixeira, 2010b).

Education and Economic Growth

Education improves:

a) workforce productivity

b) innovation

c) technological adoption

For example if countries with strong education systems often experience faster economic growth. It also means that they investment in STEM education → innovation → higher GDP growth (Arrow, 1962).

d) inequality and Social Mobility

Education can reduce inequality by giving people from poorer backgrounds opportunities to improve their economic status. Researchers analyze: access to schools, tuition costs, scholarships, early childhood education.

e) government Policy

Education economics helps governments design policies such as: public school funding, free or subsidized higher education, student loans, teacher salary policies, curriculum reforms

4.2. Methods Used in Education Economics

Researchers use tools such as: econometric analysis, natural experiments, randomized controlled trials, longitudinal data studies. Why It Matters for Policy? "Human Capital" by Gary Becker (1993) According to him, human capital is essentially a means of production and is influenced by factors like education, training, and access to healthcare. The disparity in pay between graduates can be explained by increased human capital. The influence of human capital on the rates of economic growth is also significant. A more important macroeconomic goal is to achieve sustainable economic growth that integrates environmentally sound development (United Nations, 2020). This is because it guarantees the availability of renewable resources and makes the best use of non-renewable resources. But when we are in the field of education, learning and advancement, economic values are in other positions.

Education economics helps policymakers decide: How much to spend on education, Which programs provide the best economic returns, How to reduce inequality, How to improve workforce skills, Well-designed education policies can lead to:

Education economics studies education as an economic investment—analyzing how schooling affects income, productivity, inequality, and national growth, and guiding policies that make education systems more effective.

Students from better-resourced schools (smaller classes, higher teacher pay) earned more later in life.

Impact:

Influenced debates about education funding and inequality (Arrow, 1993; Ashenfelter and Rouse, 1998).

5. Research

A teacher's perspective on the application of artificial intelligence in higher education: experiences, dilemmas and challenges

The emergence of artificial intelligence and its application today are pushing the boundaries of modern understanding of technology in all spheres of human activity, including education. It is estimated that artificial intelligence will have significant consequences for the future of higher education, bringing a new era of educational innovations, in which efficiency and academic excellence are expected to be strengthened. Artificial intelligence in the sphere of higher education requires an understanding of the relationship between numerous variables that are associated with teachers' perception of artificial intelligence, but also those that shape a deeper understanding and possible redefining of the teacher's role, the purpose and meaning of higher education teaching, and the strengthening of personalized learning. The paper starts from the assumption that higher education teachers are key to understanding the design and shaping of the entire experience of higher education learning and teaching. In the pursuit of innovative and generationally adapted teaching, for current and future students, denying artificial intelligence is not opportune. The aim of the research in this paper was to examine the perceptions and attitudes of higher education teachers and teaching assistants on the application, challenges, dilemmas and ethical issues, as a consequence of experience in the application of artificial intelligence in the field of higher education teaching. Using a specially created questionnaire to examine attitudes towards artificial intelligence, readiness for its use, assessment of personal experiences in its application in teaching and perceived dilemmas and ethical challenges, the research was conducted on a random sample of higher education teachers and teaching assistants who teach in the field of social sciences and humanities at public higher education institutions in the Republic of Croatia (N=400) University of Zagreb. Recent literature also emphasizes AI opportunities and challenges in higher education, including generative AI, acceptance, ethics and learning analytics (Allam et al., 2023; Al-Zahrani and Alasmari, 2024; Barrett and Pack, 2023; Crompton and Song,

2021; Jafari and Keykha, 2024; Kuka et al., 2022; Kuleto et al., 2021; Luckin, 2018; Pappagallo, 2024; Yusuf et al., 2024; Zawacki-Richter et al., 2019; Zhang et al., 2023).

The results of the research highlight the importance of ethical considerations in the context of the application of artificial intelligence in higher education and indicate the need for further research in order to better understand the influences of various factors on attitudes towards artificial intelligence. The results also indicate the existence of gender differences in attitudes towards artificial intelligence. Challenges are perceived in its further implementation, which necessarily leads to a redefining of the existing role of the teacher (instructor) and a strengthening of the dimension of teacher responsibility in the context of teacher-student-artificial intelligence interaction. The challenges related to the application of artificial intelligence are numerous. Bates et al. (2020) explore the question of whether artificial intelligence can transform higher education. Should such a type of technology serve to empower the acquisition of knowledge and develop skills not only of teachers, but also of students? Who should control the application of artificial intelligence in education: teachers, students, IT specialists or large corporations? Existential challenges arise in asking whether artificial intelligence will become extremely successful in reducing the costs of teaching and learning. Ma and Siau (2018) describe the implementation of AI in higher education and conclude that it has a great impact – from the impact on the curriculum itself to the very inclusion in the teaching process, because students also need to be educated in this direction. The impact of AI is also discussed by Ocaña-Fernández et al. (2019), who also emphasize that universities should provide students with personalized learning according to their needs, managing to integrate different forms of interaction and information and communication technologies. Popenici and Kerr (2017) recognize numerous challenges in the application of AI at universities and believe that the ethical implications of such use should be specifically investigated. The literature emphasizes that AI and new technologies create ethical problems related to privacy, data manipulation and potential biases in decision-making systems (Singh and Ram, 2024; Barocas et al., 2023). Williams (2024) emphasizes that the ethical environment of AI in higher education contains complexities that require attention in selection and application, assessment of the right moment and method of use, and adaptation in the real teaching situation with students. A balance of advantages and disadvantages should be present. It is important to use artificial intelligence in a way that maximizes the benefits for teachers and students, while minimizing risks related to ethics and protection. Similar concerns have also been discussed in the context of AI-based examinations and higher-education practice (Vukelić et al., 2023).

The target population in this study is higher education teachers and teaching assistants in the social sciences and humanities. The study is based on the application of a survey using a questionnaire consisting of three parts.

The aim of the study is to examine the attitudes of higher education teachers and teaching assistants on the application, challenges, dilemmas and ethical issues as a consequence of the experience in the application of artificial intelligence tools in the field of higher education teaching in study programs within the social sciences and humanities. Regardless of the level of previous experience and, this paper assumes that higher education teachers perceive the positive and negative sides of direct or indirect experience of the penetration of artificial intelligence tools into the academic context of student and teaching work. The problem and goal of the research are described in more detail using the following research tasks:

In conclusion, continuous research and monitoring of changes in educational practices are needed to ensure optimal integration of artificial intelligence in higher education, taking into account both technical and pedagogical aspects.

6. Conclusion

In conclusion, continuous research and monitoring of changes in educational practices are needed to ensure optimal integration of artificial intelligence in higher education, taking into account both technical and pedagogical aspects. The conclusion of the research was that, in their primary use, generative artificial intelligence tools tend to introduce changes, innovations in the field of education, change the speed and availability of content, and affect the overall academic experience of all stakeholders. The availability of content and information, the speed of summarizing and processing a large number of information that the average person needs quite a lot of time for, and the very nature of the repetitiveness of certain tasks that require time and effort - all these procedures and processes are accelerated by artificial intelligence tools, but at the same time they complicate the relationship between the content and results of artificial intelligence work in relation to human action, which creates numerous challenges. The application of AI in higher education offers numerous opportunities, but at the same time develops positive and negative attitudes of all stakeholders in education. The methodological framework of the research relies on teachers' self-assessments, which may result in subjective interpretations and socially desirable responses. The application of additional research methods, such as longitudinal studies or experimental approaches, could enable a deeper understanding of the influence and effects of AI on the educational processes and practices of higher education teachers. The attitudes of university

teachers and teaching assistants (N=400) from all universities in the Republic of Croatia showed interesting results and several important implications for future research. First, a statistically significant correlation was established between the dimensions of general attitudes towards artificial intelligence and the dimensions of ethics and ethical use of artificial intelligence tools in the higher education context. By forming positive attitudes towards AI, university teachers and teaching assistants perceive both the need, help and challenge in the use of AI. Based on the identified limitations, we suggest several directions for future research. The research should include a larger number of higher education institutions from different scientific and geographical areas in order to obtain a more comprehensive picture of teachers' attitudes towards AI. Future studies should employ a variety of data collection methods, including interviews, focus groups, and experimental approaches to gain deeper insight into the experiences and challenges teachers face. Longitudinal research would enable an analysis of how teachers' attitudes change over time, especially with regard to the increasingly rapid development of AI tools and their integration into educational processes. Future studies should also include students' perspectives to investigate the effects of AI application on their learning process, motivation, and academic success. Further research should focus on the ethical challenges and pedagogical implications of the use of AI in education, including issues of academic integrity, personalization of learning and the role of teachers in the digital environment, as we assess the above as a permanent challenge when it comes to this topic.

The introduction of artificial intelligence into educational processes is important for several reasons, apart from the economic gain itself. We tried to present several key positions in the paper:

1. Personalized learning

Tailored experiences: Artificial intelligence can tailor learning materials to the individual needs of students, helping them learn at their own pace. Identifying difficulties: Can analyze student success and identify areas where they need additional support.

2. Efficiency in administration

Simplifying tasks: Artificial intelligence can automate administrative tasks (like grading and scheduling), allowing educators to focus more on teaching.

Data Management: Helps manage student data more effectively.

Simplifying administrative tasks: AI can automate administrative tasks (like grading and scheduling), allowing teachers to focus more on teaching. Data management: Helps manage student data more effectively, making it easier to track progress and outcomes.

3. Interactive learning with enhanced engagement: AI-powered tools can create engaging and interactive learning environments, making education more engaging. Gamification: Incorporating game-like elements can motivate students and enhance their learning experiences.

4. Access to resources Learning: AI can provide anytime access to learning materials, allowing students to learn at their convenience.

Global learning: It can connect students to resources, experts, and peers from around the world, encouraging collaboration.

5. Preparing for future careers, skills for tomorrow: Integrating AI into education teaches students about important technologies, preparing them for future job markets.

Critical thinking: It encourages students to develop critical thinking and problem-solving skills while using AI tools.

6. Economic benefits Cost-effective solutions: AI can reduce costs associated with educational materials and administrative processes.

Workforce Development: By equipping students with relevant skills, AI fosters a more competent workforce that can drive economic growth.

Conclusion Integrating AI into education not only improves learning experiences and operational efficiency, but also prepares students for a rapidly changing job market. The economic benefits are significant, but the primary focus should remain on improving educational outcomes.

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