

*Artificial Intelligence In The Humanities And Social Sciences
And Its Relationship With The Quality Of Higher Education*

الذكاء الاصطناعي في العلوم الإنسانية والاجتماعية وعلاقته بجودة التعليم العالي

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ملخص:

تهدف هذه الدراسة إلى استكشاف مختلف استخدامات تقنيات الذكاء الاصطناعي في مجالي العلوم الإنسانية والاجتماعية، وكذا إسهامها في تحسين جودة التعليم العالي لقد أدت الثورة الرقمية والتطور السريع في تكنولوجيات المعلومات إلى ظهور أدوات مبتكرة، كان الذكاء الاصطناعي في مقدمتها، حيث أصبح جزءاً لا يتجزأ من عدة قطاعات مثل التعليم، الإعلام، وإدارة المعرفة. وفي ظل هذه التحولات، لم يبقَ التعليم العالي، ولا سيما في مجالي العلوم الإنسانية والاجتماعية، بمعزل عنها، إذ فرضت الأدوات الذكية نفسها كعامل أساسي في الارتقاء بجودة التكوين الجامعي، وتحسين طرائق التدريس، وتطوير البحث العلمي وانطلاقاً من أهمية هذه التغيرات، تعتمد الدراسة على المنهج الوصفي التحليلي لدراسة أثر الذكاء الاصطناعي في تعزيز جودة التعليم العالي في العلوم الإنسانية والاجتماعية، وبيان دوره في دعم الابتكار وتحسين مخرجات التعلم.

الكلمات المفتاحية:

الذكاء الاصطناعي، العلوم الإنسانية والاجتماعية، جودة التعليم العالي، البحث العلمي الرقمي.

Abstract:

This study aims to explore the various uses of Artificial Intelligence (AI) technologies in the fields of humanities and social sciences, as well as their contribution to improving the quality of higher education. The digital revolution and the rapid development of information technologies have led to the emergence of innovative tools, with Artificial Intelligence standing at the forefront. AI has become an integral part of several sectors such as education, media, and knowledge management. Within this transformation, higher education—particularly in the humanities and social sciences—has not remained isolated, as intelligent tools have imposed themselves as a key factor in enhancing the quality of university training, improving teaching methods, and developing scientific research. Given the importance of these changes, the study adopts the descriptive-analytical method to examine the impact of AI on strengthening the quality of higher education in the humanities and social sciences, and to clarify its role in fostering innovation and improving learning outcomes.

Keywords:

Artificial Intelligence, Digital Scientific Research, Higher Education Quality, Humanities and Social Sciences

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1. INTRODUCTION:

In the modern era, university has become one of the most important social and knowledge-based institutions responsible for preparing and qualifying human resources to meet the economic, social, and cultural challenges facing society. It is no longer merely a space for traditional teaching; rather, it has evolved into a productive environment for knowledge creation and innovation, and a key force in shaping development orientations and formulating appropriate solutions to the various challenges faced by institutions. In light of the rapid global changes, particularly those resulting from the digital revolution and the significant advancement in AI technologies. It has become imperative for universities to reconsider their approaches and curriculum and adapt to these profound technological transformations.

In recent years, AI has proven its capacity to revolutionize numerous sectors, including healthcare, industry, media, and security, with its impact extending to higher education. With the increasing use of digital tools and smart applications, higher education, particularly in the fields of the humanities and social sciences, faces an urgent need to adopt these technologies to enhance the quality of education and research, strengthen faculty and students' capacity for innovative scientific production, and enable more accurate and objective analysis of social data.

The integration of AI into the humanities and social sciences presents an opportunity to reshape pedagogical practices, develop more interactive and flexible teaching methods, and revolutionize the quality of scientific research by exploiting big data, simulating behavioral and social models, and analyzing them with high precision. This directly impacts on the quality of higher education in all its aspects. Moreover, AI allows universities to develop innovative educational solutions, enhance the learning environment, and improve the efficiency of university administration through intelligent information systems.

The importance of examining the relationship between AI and the quality of higher education is increasing considering the global shift toward the digitalization of education and the growing demands of the labor market, which now require new skills and precise analytical and cognitive abilities. Consequently, the quality of education has become a fundamental criterion for measuring universities' ability to produce outstanding qualified graduates capable of integrating into a rapidly evolving professional environment.

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From this standpoint, this study seeks to examine the extent to which AI contributes to enhancing the quality of higher education within the fields of the humanities and social sciences. It also analyzes the mechanisms through which AI is employed to improve curricula and teaching methods, support academic decision-making, and raise institutional performance, thereby strengthening the university's role in achieving sustainable development and elevating its outcomes at the national and international levels.

1. Research Problem

Based on the foregoing discussion, the general research problem can be formulated as follows:

- To what extent does Artificial Intelligence contribute to reshaping pedagogical practices withing the humanities and social sciences?

2. Sub-Questions

- To what degree are Artificial Intelligence applications adopted in higher education within the fields of humanities and social sciences?
- What is the nature of the relationship between Artificial Intelligence and indicators of higher education quality?
- Does the use of Artificial Intelligence contribute to improving the performance of faculty members, students, and scientific research in these fields?

3. Research Hypotheses

- The adoption of AI applications in higher education within the fields of humanities and social sciences enhances learning effectiveness and improves the efficiency of curricula and teaching methods.
- The use of AI strengthens indicators of higher education quality by supporting scientific research, improving the performance of faculty members and students, and empowering them with advanced analytical tools.
- The implementation of AI technologies contributes to developing academic performance and educational outcomes, while enhancing universities' ability to adapt to the demands of the modern labor market.

4. Significance of the Study

- Highlighting the growing role of AI in higher education, particularly within the fields of humanities and social sciences.
- Emphasizing the importance of smart technologies in improving the quality of educational services through greater speed, accuracy, and the ability to process large amounts of data.

- Demonstrating how AI can transform human expertise into intelligent systems that support analysis, prediction, and academic decision-making.
- Responding to global transformations that encourage universities to adopt AI in teaching, research, and institutional management.
- Drawing attention to the role of technological innovation in helping universities achieve academic excellence, innovation, and global competitiveness.

5. Objectives of the Study

This study aims to:

- Clarify the fundamental concepts of AI and its significance within the humanities and social sciences.
- Analyze the concept of higher education quality and its key indicators.
- Examine the role of AI in developing teaching practices and improving learning outcomes.
- Identify the level of awareness among university leadership regarding the importance of integrating AI to enhance academic performance.

I. Literature Review

Arabic Studies on Artificial Intelligence

Recent Arabic research highlights the growing significance of Artificial Intelligence in enhancing institutional performance. For instance, Artabaz (2022) examined the impact of AI applications on the performance of economic institutions and found that the integration of AI technologies significantly improves institutional efficiency. The study argues that relying on AI systems enables organizations to process large amounts of data and respond more effectively to economic challenges. Consequently, the adoption of AI tools can strengthen strategic planning and support better organizational outcomes.

Similarly, Khawaled (2019) explored the theoretical foundations of Artificial Intelligence and its role in enhancing institutional competitiveness. The study claims that AI technologies provide organizations with advanced analytical capabilities that facilitate more accurate and faster decision-making processes. Moreover, the findings suggest that the implementation of AI systems can reduce operational costs while improving productivity and efficiency. These results emphasize the strategic importance of AI in modern institutions seeking to remain competitive in a rapidly evolving technological environment (Khawaled, 2019).

In another study, Faroum (2020) investigated the role of AI-based information systems and artificial neural networks in organizational management. The research asserts that adopting these systems can significantly support administrative decision-making by providing reliable data analysis and predictive insights. Furthermore, the study recommends investing in the training and development of qualified personnel capable of effectively using modern AI applications (Faroum, 2020). It also highlights the advantages of web-based technologies in saving time, effort, and financial resources while enhancing institutional performance.

Arabic Studies on the Quality of Higher Education

Research on quality in higher education emphasizes the importance of institutional reform and continuous evaluation. Mantaz (2018) examined the development of a quality culture in higher education institutions and argued that improving educational quality requires identifying institutional weaknesses and addressing them through systematic reform. The study highlights that effective leadership practices play a crucial role in promoting a culture of quality and ensuring that institutions can meet the evolving demands of higher education (Mantaz, 2018).

Similarly, Al-Daami (2019) investigated quality assurance indicators in higher education and stressed the necessity of adopting clear and measurable standards to achieve academic accreditation. The study claims that establishing structured evaluation mechanisms allows institutions to assess their performance more effectively and maintain consistent educational standards. In this regard, quality assurance frameworks serve as essential tools for monitoring institutional development and ensuring accountability in higher education systems.

In addition, Al-Faqhi (2022) explored the implementation of Total Quality Management (TQM) in higher education institutions. The study asserts that applying TQM principles can significantly enhance both academic and administrative performance within universities. By promoting continuous improvement, teamwork, and strategic planning, TQM contributes to creating a more efficient educational environment that supports institutional development and improves the overall quality of higher education.

Similarities

- All studies focus on improving performance, whether in economic institutions or in higher education.
- Most studies adopted a descriptive-analytical methodology and literature review.
- They emphasize the use of technology, intelligent systems, or quality applications to improve outcomes.
- Previous research findings were utilized to provide practical recommendations for performance development.

Differences

- **Objectives:** Some studies focused on AI in economic and administrative institutions, while others concentrated on the quality of higher education.
- **Samples:** Economic and administrative studies included institutions and organizations, whereas educational studies targeted universities and higher education institutions.
- **Variables:** AI versus quality indicators and total quality management.
- **Type of Results:** Economic studies focused on efficiency, cost reduction, and decision-making, while educational studies focused on improving academic and administrative performance and achieving academic accreditation.

1. Introduction to Artificial Intelligence

Recent years has witnessed a growing attention in AI, making it a central focus of numerous scientific studies, academic journals, and international conferences. The media has also highlighted its diverse applications across various fields, reflecting its significant importance in economic, social, and educational sectors.

1.1. Definition of Artificial Intelligence

Before addressing AI, it is essential to understand the concept of intelligence in general:

- The ability to learn and benefit from previous experiences.
- The ability to adapt to obstacles and new situations.
- The ability to solve problems and make rational decisions.
- The ability to think and comprehend complex ideas.

Artificial Intelligence is often defined as the machine’s simulation of human intelligence, whereby computer systems attempt to replicate human behavior in thinking, learning, and decision-making. The concept was first introduced at the Dartmouth Conference in 1956 by computer scientists Nathaniel Rochester, Marvin Minsky, and John McCarthy.

Several definitions of AI have been proposed, including:

- Artificial Intelligence is the ability of a machine to simulate human behavior in learning, problem-solving, and decision-making (Djamal, 2022, p. 44).
- Artificial Intelligence is a branch of computer science concerned with simulating intelligent behavior, encompassing perception, analysis, interaction, data structuring, knowledge representation, and software implementation (Magdy, 2021, p. 65).
- Artificial Intelligence refers to a computer’s ability to process information in a way similar to the human mind to solve problems and make decisions (Mohamed, 2023, p. 77).

Artificial Intelligence can be described as a scientific and technological field that seeks to design computer systems capable of simulating intelligent human behavior. This includes the ability to learn from experience, process information, adapt to new conditions, solve complex problems, and interact effectively with the environment, by making use of software tools as well as machine learning techniques and artificial neural networks.

1.2.Stages of Artificial Intelligence Development

Artificial Intelligence technologies have evolved through three main waves (Maktoum, 2019, p. 88):

- **The First Wave (1950–1980):** This stage began by focusing on building intelligent systems based on fixed logical rules and pre-defined programming. Early applications included chess programs and rule-based expert systems.
- **The Second Wave (1980–2010):** This phase emphasized the development of machine learning techniques and early deep learning algorithms, relying on artificial neural networks to process data and texts. It also witnessed the emergence of intelligent robots and advancements in image and speech analysis.
- **The Third Wave (2010–present):** This stage is characterized by the integration of deep learning with big data and cloud computing. Applications have expanded to include smart vehicles, healthcare and medicine, e-commerce, intelligent robotics, as well as virtual and augmented reality.

1.3. Importance of Artificial Intelligence

The importance of AI lies in its wide range of applications across various fields (Maktoum, 2019, p. 98).

- Preserving expertise and knowledge and preventing its loss due to the retirement or absence of specialists.
- Accelerating decision-making processes and enabling rapid and accurate analysis of complex problems.
- Improving performance efficiency within institutions and reducing routine tasks.
- Supporting scientific research through advanced data analysis and accurate conclusions.
- Enabling institutions to respond flexibly and efficiently to market challenges and competitive environments.

1.4. Objectives of Artificial Intelligence

The main objectives of Artificial Intelligence can be summarized as follows:

- Developing computer systems capable of simulating human intelligence in thinking and decision-making.
- Assisting humans in solving complex problems and providing innovative alternative solutions.
- Improving the level of academic and administrative performance in educational institutions.
- Supporting technological innovation and enabling fast and accurate analysis of large-scale data.
- Enabling devices to learn and continuously adapt to their surrounding environment.
- Reducing routine and physically demanding tasks for humans and focusing on creativity and innovation.

1.5. Core Fields of Artificial Intelligence

According to Masoud (2017), the fields of AI are numerous including:

Robotics (Human Robots)

- Intelligent machines that perform specific tasks automatically and can be controlled by computers.
- Types of robots:
 - Articulated robots with multiple motors to form a humanoid structure.
 - Non-articulated robots that perform specific tasks with high precision.

Natural Language Processing (NLP)

- The analysis and understanding of human language and its conversion into executable instructions.
- Applications include machine translation, voice assistants, text analysis, and speech-to-text conversion.

Computer Vision

- Enables machines to interpret and process images and videos.
- Applications include facial recognition, quality control in industry, and autonomous vehicles.

Expert Systems: Programs that rely on knowledge-based rules to make accurate decisions in specific fields such as medicine and engineering.

Machine Learning and Deep Learning

- Systems that learn from data and past experiences to improve performance.
- Applications include forecasting, financial analysis, pattern recognition, and intelligent robotics.

Artificial Intelligence in Gaming and Simulation: Developing systems capable of interacting in gaming environments and training educational or industrial simulators.

Artificial Intelligence in Management and Economics: Analyzing data and making economic and administrative decisions based on large and complex datasets.

Artificial Intelligence in Health and Medicine: Early diagnosis, disease detection, hospital management, and medical research.

2. The Theoretical Approach to Higher Education Quality

Higher education institutions in Algeria have witnessed remarkable developments, striving to improve the quality of educational outcomes to meet the needs of society and the labor market. Quality management is considered a key instrument for enhancing the educational process and ensuring the efficiency and effectiveness of the university system, while also strengthening the relationship between higher education and technological innovation, including AI.

2.1. Definition of Higher Education Quality

- Higher education quality refers to an administrative methodology and process aimed at achieving the adequacy of university education and creating an appropriate academic environment for students to obtain degrees, while enabling institutions to evaluate their performance based on predefined objectives (Sabri, 2020, p. 98).

- Quality management in higher education is an educational culture that aims to recognize and achieve customer satisfaction (students and society) through the participation of faculty and staff in the continuous improvement process (Al-Tajjar, 2012, p. 99).

Based on the above, the quality in higher education can be defined as a comprehensive philosophical and administrative process that seeks continuous improvement in teaching and learning, the development of educational outcomes, and the assurance of integrated interaction between inputs (students, faculty members, and resources) and outputs (graduates, research, and community services). This process aims to achieve the satisfaction of all stakeholders and to enhance the competitiveness of universities.

2.2.Objectives of the Quality of Higher Education

The objectives of quality in higher education are considered essential elements that determine the direction of academic and administrative development within universities. They guide efforts toward improving educational outcomes, enhancing the efficiency of faculty members and students, and ensuring alignment between education, societal needs, and labor market requirements. These objectives include the following (Madi, 2012, p. 98):

- Raising the level of academic achievement and practical skills of students.
- Improving the performance of faculty members and strengthening their teaching and research capacities.
- Regulating and developing the administrative system within the university.
- Providing a stimulating learning environment that encourages critical thinking.
- Enhancing collaboration and positive interpersonal relationships among all staff members and students.
- Achieving excellence and efficiency in the management of human and material resources.
- Supporting scientific research and knowledge development in ways that serve society and the job market.
- Ensuring national and international recognition of higher education institutions.

Importance of the Quality of Higher Education

Quality has become a key priority for higher education institutions as universities seek to improve academic standards and institutional performance. Ensuring quality is essential for enhancing teaching, strengthening research, and meeting the evolving needs of students and society in an increasingly competitive global educational environment. In this context, the significance of quality in higher education is reflected in its capacity to improve both academic and administrative performance while ensuring that educational institutions effectively respond to the expectations of students and the broader community. By strengthening institutional practices and standards, quality initiatives also contribute to enhancing the reputation and competitiveness of universities at national and international levels. This importance is reflected by Al-Hashim (2015):

- Ensuring high-quality educational outcomes enable graduates to effectively respond to social and economic challenges.
- Enhancing the satisfaction of students, faculty, and administrative staff within institutions.
- Establishing a reliable framework for assessing institutional performance and promoting continuous improvement.
- Encouraging the development of an innovative academic environment and supporting lifelong learning within universities.
- Strengthening the local and international competitiveness of higher education institutions.

2.3. Indicators for Measuring the Quality of Higher Education

Indicators of quality in higher education institutions can be classified as follows Djassem (2012):

- **Quality of university students:** fostering creativity and innovation, achieving academic excellence, developing independence, and making informed choices regarding their field of study.
- **Quality of faculty members:** possessing strong scientific knowledge, engaging in self-development, demonstrating outstanding academic performance, and being proficient in modern teaching technologies.
- **Quality of curriculum:** ensuring flexibility, relevance to real-world contexts, alignment with student needs and labor market demands, and integration of objectives, content, and teaching methods.

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- **Quality of the admission system:** applying clear and diverse criteria, linking admission policies to economic needs, and maintaining specific academic standards.
- **Quality of financial resources:** allocating sufficient funds for education and research, and conducting cost analyses of educational programs.
- **Quality of university administration:** implementing effective monitoring and accountability, having clear procedures, and defining mission, goals, and policies.
- **Quality of scientific research:** addressing original research problems, focusing on current topics, conducting thorough analyses, and effectively utilizing research findings.
- **Quality of databases and learning resources:** providing updated books, incorporating modern technologies, ensuring sufficient resources per student, and facilitating access to scientific publications.
- **Quality of professional development:** offering opportunities for conference participation, supporting research projects, and providing continuous training for faculty members.
- **Quality of teaching facilities:** ensuring classrooms accommodate student numbers, maintaining proper ventilation and lighting, and supplying necessary technological and technical equipment.

3.The Role of Artificial Intelligence in Developing the Quality of Higher Education in the Humanities and Social Sciences

Artificial Intelligence is considered one of the modern tools that has begun to play an increasingly important role in the development of higher education, particularly in the humanities and social sciences. The adoption of AI technologies is contributing to improving the quality of learning, facilitating scientific research processes, and enhancing the performance of both teachers and students.

3.1. The Level of AI Adoption in the Humanities and Social Sciences

Artificial Intelligence has become a key focus in higher education, particularly in the humanities and social sciences. Its applications are valued for their ability to enhance learning, facilitate research, and manage complex data. AI technologies contribute to improving teaching strategies, designing and developing curricula, supporting scientific research methods, and systematically monitoring students' academic progress (Al-Muttahida, 2022). By integrating AI tools, universities can analyze large volumes of information efficiently, provide personalized learning experiences, and ensure more effective decision-making in both academic and administrative processes.

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➤ **Administrative Level**

- The use of AI in managing university data and academic curricula.
- Facilitating registration processes, performance evaluation, and human resource management within the university.

➤ **Academic and Teaching Level**

- Supporting teachers in designing curricula and educational activities.
- Using AI tools to assess students' performance and monitor their academic progress.

➤ **Research and Scientific Level**

- Employing intelligent data analysis techniques in scientific research.
- Benefiting from AI in predicting research trends and discovering new patterns.

➤ **Educational and Interactive Level**

- Using robots and interactive software to support students' self-directed learning.
- Providing realistic learning experiences, such as virtual and augmented reality, to enhance the understanding of complex concepts.

3.2. The Impact of AI on the Quality of Higher Education

Artificial Intelligence is considered an important tool in enhancing the quality of higher education, as it contributes to improving academic and administrative performance, developing curricula, and supporting scientific research. It also helps accelerate decision-making processes, analyze data accurately, and provide innovative solutions to educational problems.

Through AI, students' progress can be monitored individually, and potential learning difficulties can be predicted, which contributes to increasing the efficiency of the educational process and achieving satisfaction among all stakeholders involved in education (Badawi, 2023, p. 87).

- Improving students' academic performance by tracking their progress and personalizing individual learning plans.
- Developing teachers' performance by supporting curriculum design and academic performance evaluation.
- Enhancing the quality of scientific research through data analysis and the extraction of meaningful insights.
- Increasing the efficiency of university administration by improving resource management and data-driven decision-making.
- Strengthening the interactive learning experience through the use of intelligent software and virtual and augmented reality technologies.

II. Methodology and Tools

The research methodology constitutes a fundamental basis for implementing the fieldwork aspect of the study. It is used to collect the necessary data and analyze them statistically in order to reach scientific results that can be interpreted in light of the literature related to AI and the quality of higher education. Through this methodology, the study seeks to achieve its objectives, namely measuring the level of AI use in the humanities and social sciences and identifying its impact on the quality of higher education.

1. Study Population

The study population is defined as all units or individuals to whom the research problem is related. In this study, the research population consists of higher education teachers in the fields of humanities and social sciences, as they are the main actors in the use of AI tools within the educational process.

2. Study Sample

The researchers adopted a simple random sampling method. A total of 55 questionnaires were distributed to teachers from various humanities and social sciences disciplines, and 50 valid questionnaires were returned for analysis, representing a 90% response rate.

The data indicate that the response rate was high (90%), reflecting teachers' interest in AI and its role in improving the quality of education. Moreover, the absence of invalid questionnaires indicates the clarity of the questionnaire items and their suitability for the respondents.

3. Data Collection Methods

The data were analyzed using **SPSS v25** and **Excel**, according to the nature of the available data. The study relied on the following statistical measures:

- **Percentages:** to indicate the proportion of each selected response in the questionnaire.
- **Frequency distributions:** measuring teachers who selected each response option.

4. Study Hypotheses

The study is based on the following variables:

- **Independent variable:** the use of AI in the humanities and social sciences.
- **Dependent variable:** the quality of higher education.

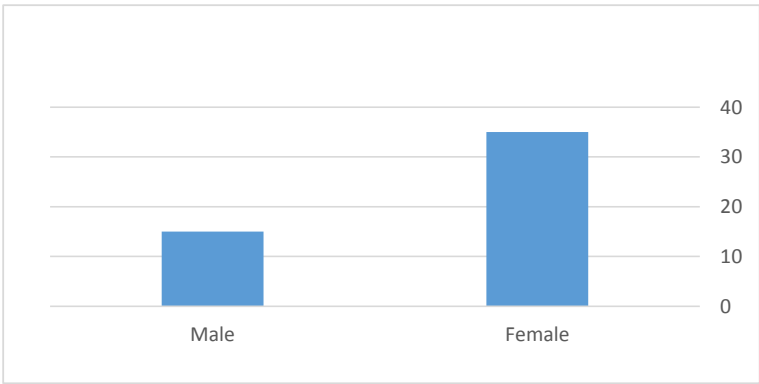
III. Results

First Axis: Demographic Information

1. Gender

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Female	35	70%
Male	15	30%
Total	50	100%

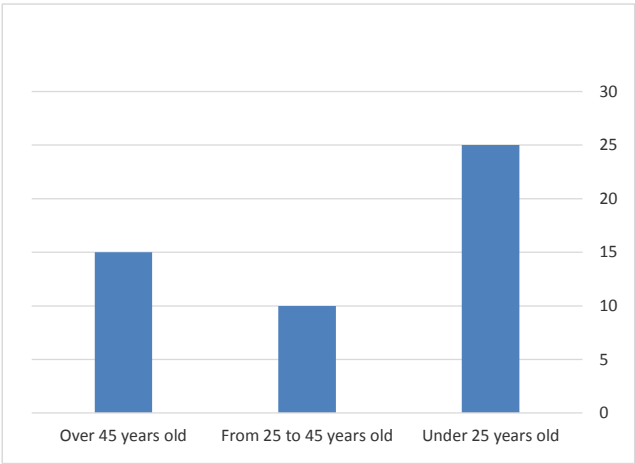


The table shows the distribution of the sample according to gender, indicating that females constitute the majority with 70%, compared to 30% for males. This distribution reflects a broad participation of the female segment in the study, which may positively influence the diversity of perspectives in the research findings.

2. Age

Table 2: Distribution of Respondents by Age

Age	Frequency	Percentage
Under 25 years old	25	50%
From 25 to 45 years old	10	20%
Over 45 years old	15	30%
Total	50	100%

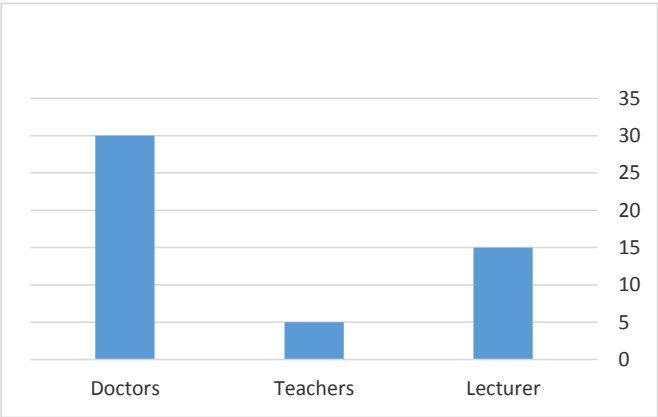


The table illustrates the distribution of the sample according to age groups. The under 25 age group represents the largest proportion at 50%, followed by the over 45 age group at 30%, and the 25-45 age group at 20%. This distribution indicates a mix of ages, allowing for a diversity of perspectives from different professional stages.

3. Rank and Academic Level

Table 3: Distribution of Respondents by Academic Level

Educational Level	Frequency	Percentage
Lecturer	15	30%
Teachers	5	10%
Doctors	30	60%
Total	50	100%



The table shows the distribution of respondents according to their academic level. Doctors constitute the largest proportion at 60%, followed by Lecturer at 30%, and Teachers at 10%. This distribution highlights the participation of senior academic categories, which enhances the credibility and quality of the data collected in the study.

Second Axis: Use of AI in Higher Education

This section measures the level of AI adoption in teaching and academic activities among faculty members.

1. What AI tools do you use in your teaching?

Table 4: AI Tools Used by Faculty in Teaching

What AI tools do you use in teaching?	Frequency	Percentage
Mosis	12	%24%
Pixel	8	16%
Socratic	10	20%
ChatGPT	20	40%
Total	50	100%

It appears that ChatGPT is the most used with 40% (20) of teachers using it. Followed by Mosis at 24%, then Socratic at 20%, and finally Pixel at 16%, indicating a clear preference for more user-friendly interactive tools.

2. In which activities do you primarily use AI?

Table 5: The Uses of AI by Faculty Members

AI is primarily used in the following ways	Frequency	Percentage
Distance teaching	15	30%
Lectures	10	20%
Scientific Research	18	36%
Personal Life	7	14%
Total	50	100%

The data indicate that the highest level of AI use is in scientific research, accounting for 36% (18 instructors), followed by distance teaching at 30%, then lectures at 20%, while personal use represents the lowest percentage at 14%.

3. What is the primary purpose of your use of artificial intelligence?

Table 6: The Purposes of AI Use in Higher Education

The primary purpose of your use of AI	Frequency	Percentage
Improving the quality of education	16	32%
Student Assessment	9	18%
Increasing Teacher Productivity	13	26%
Personalized Learning	12	24%
Total	50	100%

The results reveal that the primary purpose of using AI is improving the quality of education, accounting for 32%, followed by increasing teachers’ productivity at 26%, then personalized learning at 24%, while student assessment ranks last at 18%.

Third Axis: Quality of Higher Education

This section aims to measure the impact of using AI technologies on the quality of higher education in the fields of humanities and social sciences.

1. How would you assess the quality of education in your institution after using AI?

Table 7: Assessment of Educational Quality After AI Integration

How would you assess the quality of education in your institution after using AI?	Frequency	Percentage
Very Good	18	36%
Good	20	40%
Average	10	20%
Poor	02	04%
Total	50	100%

The table shows that the majority of respondents believe that the quality of education has improved after the use of AI. Specifically, 76% of the sample rated the quality as very good or good, reflecting a clear positive impact of AI integration within universities. Meanwhile, 24% considered the improvement to be moderate or weak, which may indicate differences in the level of utilization or in the availability of resources.

2.What are the most important indicators to which AI has contributed to improving the quality of education?

Table 8: Key Indicators of Educational Quality Improved by AI

What are the most important indicators to which AI has contributed to improving the quality of education?	Frequency	Percentage
Improving student performance and raising academic level of achievement	22	44%
Supporting teachers in teaching and developing teaching methods	17	34%
Enhancing the effectiveness of managing the educational process and academic decisions	11	22%
Total	50	100%

The findings indicate that the most significant indicator in improving the quality of education is enhancing student performance and academic achievement, accounting for 44%, followed by supporting teachers and developing teaching methods at 34%. Increasing administrative efficiency and decision-making ranked third at 22%, suggesting that AI has a stronger impact on the direct educational process compared to the administrative aspect.

3. Has AI contributed to improving assessment methods and student monitoring?

Table 9: Contribution of AI to Assessment Methods and Student Monitoring

Has AI contributed to improving assessment methods and student monitoring	Frequency	Percentage
Yes	30	60%
No	8	16%
Partially	12	24%
Total	50	100%

The results indicate that 60% of the respondents believe that Artificial Intelligence has clearly contributed to improving assessment methods and student monitoring, while 24% believe it has contributed partially. Only 16% consider that it has had no impact. This highlights the growing role of Artificial Intelligence tools in tracking student progress and providing more accurate and timely feedback.

Fourth Axis: The Relationship Between AI and the Quality of Higher Education

With the increasing reliance on AI in higher education, the humanities and social sciences have become important fields in which AI can provide substantial support by improving educational quality, enhancing interaction between students and teachers, and facilitating academic research and analysis processes. This section aims to examine the relationship between the use of AI in these disciplines and the resulting quality of higher education.

1. To what extent are AI tools used in the humanities and social sciences?

Table 10: Extent of AI Tool Usage in the Humanities and Social Sciences

To what extent are AI tools used in the humanities and social sciences?	Frequency	Percentage
Very Significantly	12	24%
Greatly	15	30%
Moderately	14	28%
Lowly	7	14%
Do not Use	2	2%
Total	50	100

The table shows that the level of AI use in the humanities and social sciences is relatively high, with 82% of respondents reporting moderate to high use of AI tools, indicating a conscious and widespread adoption of this technology. In contrast, the percentage of those who do not use AI remains very limited 4%, reflecting a general trend toward integrating AI into academic practices.

2. What are the main significant areas that have benefited from AI in the humanities and social sciences?

Table 11: Key Areas Benefiting from AI in the Humanities and Social Sciences

What are the main significant areas that have benefited from AI in the humanities and social sciences?	Frequency	Percentage
Scientific Research	18	36%
Social Data Analysis	15	30%
Reporting	10	20%
Curriculum Development	7	14%
Total	50	100%

The results indicate that scientific research is the area that has benefited the most, with a percentage of 36%, followed by social data analysis at 30%, which reflects the analytical role that characterizes AI in the humanities. Report writing and curriculum development benefited to a lesser extent, demonstrating that the greatest impact of AI is concentrated in research and analytical tasks.

3. Do you believe that the use of AI improves the quality of education in the humanities and social sciences?

Table 12: Perceived Impact of AI on Educational Quality in the Humanities and Social Sciences

Do you believe that the use of AI improves the quality of education in the humanities and social sciences?	Frequency	Percentage
Yes, significantly	22	44%
Yes, moderately	20	40%
No	8	16%
Total	50	100%

The table shows that 84% of respondents believe that AI improves the quality of education to varying degrees, whether significantly or moderately, which is a strong indicator of the effectiveness of this technology in enhancing the educational process. Meanwhile, 16% perceive no impact, which may reflect limited use or a lack of awareness among this group.

4. What are the main challenges facing the integration of AI into education within the humanities and social sciences?

Table 13: Main Challenges to AI Integration in Humanities and Social Sciences Education

What are the main challenges facing the integration of AI into education within the humanities and social sciences?	Frequency	Percentage
Lack of technical resources	14	28%
Weak teacher training	16	32%
Resistance to change	12	24%
Data protection	8	16%
Total	50	100%

The results indicate that inadequate faculty training constitutes the greatest challenge at 32%, followed by a lack of technical resources at 28%. Other significant challenges include resistance to change and data protection concerns. This confirms that the successful integration of AI depends not only on technology but also on human and organizational readiness within universities.

IV. Discussion and Interpretation of Results

The results of this study indicate an increasing adoption of Artificial Intelligence applications in higher education, particularly within the fields of humanities and social sciences. The findings show that several AI tools are used by faculty members in teaching and research activities, reflecting the growing role of digital technologies in supporting academic work. This result confirms that AI has become an important tool for improving teaching practices and facilitating access to knowledge, which aligns with previous studies emphasizing the importance of integrating modern technologies in higher education (Al-Muttahida, 2022).

Furthermore, the results demonstrate that the use of Artificial Intelligence contributes to improving several indicators of higher education quality. Respondents reported that AI helps enhance student performance, develop teaching methods, and support scientific research activities. These findings support the view that technological innovation can strengthen academic and administrative performance and improve the effectiveness of educational institutions (Al-Hashim, 2015).

The study also reveals that the majority of participants believe that AI has a positive impact on the quality of higher education and plays an important role in improving learning outcomes and academic performance. This confirms the study's hypotheses which suggest that adopting AI technologies can contribute to developing teaching practices and strengthening educational quality within universities. However, the results also highlight certain challenges, particularly insufficient training for faculty members and limited technical resources. These findings indicate that successful AI integration requires both technological infrastructure and institutional support to ensure the effective use of these technologies in higher education.

V. Conclusion

This study demonstrates that AI has become a cornerstone in enhancing the quality of higher education, particularly in the humanities and social sciences. It has clearly contributed to improving teaching methods, supporting scientific research, and facilitating assessment and monitoring processes. The results also show a high level of AI usage among faculty members, with a positive impact on both academic and administrative performance within universities. Despite its considerable benefits, some challenges still hinder its full integration, most notably insufficient training and limited technical resources. This necessitates strengthening training programs, developing digital infrastructure, and adopting modern educational policies to ensure the efficient and effective use of these technologies, thereby improving education quality and achieving university excellence.

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- High level of AI usage among Teachers in the humanities and social sciences.
- Clear improvement in the quality of education following the adoption of AI tools.
- AI has significantly contributed to the development of scientific research and data analysis.
- A high percentage of faculty members believe that AI enhances assessment and student monitoring.
- Improvement in education quality and increased teachers' productivity.
- Challenges include insufficient teacher training, lack of technical resources, and resistance to change.

AI represents an opportunity to enhance interactive learning and support academic decision-making.

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