Artificial Intelligence and Institutional Communication in Higher Education Institutions - A Reading in the Nature of Use and Effectiveness of Employment -

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Received: 05/02/2025 ***Accepted: 31/05/2025***

Abstract:

The field of media and communication is full of diversity and continuous development due to the nature of the elements it deals with and the concepts it discusses. Perhaps among the most important types of communication that receive great importance in various sectors of life, we find institutional communication proving its position in this context and in various spaces. Therefore, we find it in turn going through qualitative shifts every time that change the nature of its elements, functions and concepts within the field in which it is active.

The world today is witnessing many changes within the framework of technological developments that have reached advanced stations to what is known as artificial intelligence, which is known for simulating the human race and which is considered a basis for institutional development, specifically in higher education institutions that value human cadres in their various operations, as we find that these institutions have rushed to keep pace with these developments and seek to exploit artificial intelligence in improving their outputs and contributing to their prosperity.

Accordingly, this study came to consider the relational nature between institutional communication and artificial intelligence and the effectiveness of its integration within higher education institutions.

key words*:* Artificial Intelligence; Corporate Communication; Use; Effectiveness; Higher Education Institutions.

Introduction

Institutional communication is the main driver of any institution, regardless of its field. Perhaps higher education institutions are heavyweight institutions in any society that aspires to advance various life sectors that drive human, technical and societal development as a whole. Accordingly, this type of communication seeks to keep pace with continuous developments in order to provide effective performance at various administrative, transactional and operational levels related to cognitive and scientific achievements.

In the midst of successive and accelerating developments in the world, artificial intelligence came to establish its foundations and prove its capabilities without limits, although it stems primarily from human simulation for the purpose of exploiting it in routine tasks that used to take a lot of time and effort from work teams, management teams and various categories that form the basic structure of research and education teams from professors, students and administrators.

Introducing such a development into the institutional communications of higher education institutions must constitute a major challenge in global and Algerian university institutions in particular, considering that this requires many procedures to make good use of its characteristics and benefit from employing it in a way that serves it to the greatest extent and by following many conditions imposed by the digital field in the way of dealing with it and the various problems and bets raised by this comprehensive combination between institutional communication and artificial intelligence.

Accordingly, this study came seeking to answer the following question:

What is the importance of integrating artificial intelligence and institutional communication in higher education institutions?

From which the following objectives branched out:

-Reaching a cognitive diagnosis of the types of artificial intelligence.

-Identifying the uses of artificial intelligence in higher education institutions and researching the feasibility of the need for it.

-Discovering the functional contributions of artificial intelligence within the framework of institutional communication within higher education institutions.

-Identifying the challenges of using artificial intelligence in the field of institutional communication within higher education institutions.

-Knowing the future prospects for using artificial intelligence from the communication side in higher education institutions.

1. Defining concepts:

- ***Artificial intelligence :***

Russell and Norvig define artificial intelligence as "the study of [intelligent] agents that receive principles from the environment and take actions, where each of these agents is implemented by a function that links concepts and actions, and we cover different ways of representing these functions, such as production systems, interactive agents, logic planners, neural networks, and decision theory systems"[1]

The common definition of artificial intelligence is that it is a technology that enables machines to imitate various complex human skills. But this definition does not give us much information. In fact, it does not provide more than a translation of the term "artificial intelligence" into different words. As long as these "complex human skills" are not defined, it remains unclear exactly what artificial intelligence is. The same applies to defining artificial intelligence as the performance of computers of complex tasks in complex environments.[2]

Accordingly, the concept of artificial intelligence can be defined as a set of software and algorithms that implement procedures and principles received from programmers, which include a set of concepts interconnected with each other to achieve a specific goal through a set of technologies participating in providing work that simulates human actions in their various fields.

- ***Institutional Communication:***

The conceptual definition of the structure of institutional communication takes several paths that differ in simple details, given that the concept of institutional communication is a concept that may be transdisciplinary and subject to the bridging of more than one discipline, in addition to the nature of the presentation and its multiplicity in one field, as stated below:

Institutional communication is a relatively new concept that includes various sub-disciplines of communication within organizations, such as administrative communication, public relations and marketing communication. According to Van Riel (1995), institutional communication evolved from public relations. It is the complete integration of the organizational message, thus helping to define the company's image as a means of improving the company's performance. The practical definition of institutional communication can be read as follows: It is the sum total of all communications within the organization that are created to achieve the company's goals. [3]

Institutional communication refers to the way in which companies and institutions communicate with various internal and external audiences. These audiences typically include: customers and potential customers, employees, stakeholders (such as senior executives and investors) media and the general public government agencies and other regulatory bodies affiliated with external parties, where corporate communications can take many forms depending on the target audience, including written materials, oral communications and non-verbal communications.[4]

We can define a procedural presentation of the institutional communication data as the communicative method by which organizations deal with their internal and external audiences with which they share mutual interests, the most important of which is the process of trade and service exchange, in order to achieve a basic goal, which is to build and maintain a positive corporate image through continuous interaction with these audiences in a way that serves the public interest.

- ***Higher Education Institutions:***

Today, it is widely recognized that higher education institutions are agents of knowledge promotion and transmission of growth drivers into the economic and social context through their educational, research and public service missions.[5]

Accordingly, higher education institutions can be defined procedurally as those institutions that are concerned with the field of higher education. They are a structural organization consisting of a group of agents whose role appears in managing its various structures, as they are active in the field of research in its various fields to provide new outputs that are benefited from by many sectors, and they also benefit from raising their status within higher education institutions at the international and global levels. They are also called university institutions or universities.

2. Cognitive diagnosis of types of artificial intelligence:

Artificial intelligence is a modern and complex concept, and we find that the efforts of researchers have helped to provide a set of classifications that explain its nature and the specificity of each of these types. We mention the most important of them:[6]

1-Types of artificial intelligence based on capabilities:

The different types of artificial intelligence can be classified based on capabilities into:

A- Weak or narrow artificial intelligence:

It is a type of artificial intelligence that can execute a pre-determined set of narrow instructions without showing any ability to think. It is the most widely used type in this world, among the examples of it we find Siri from Apples and Alexa and Alpha Go and IBM's Watson supercomputer and Sophia (human) all belong to this type of artificial intelligence.

B- General artificial intelligence:

It is the type of artificial intelligence that can perform tasks that humans can do, although in reality there are no machines that work like humans or can think exactly like humans, but this may happen in the near future.

C- Strong artificial intelligence:

It is the type of artificial intelligence in which the machine is expected to exceed the ability of humans. It will work better than humans, although it is difficult, but not impossible. This may be the situation where it can be said that machines will be the master and outperform humans. Scientists including Stephen Hawking have considered it a major threat to society.

2- Types of Artificial Intelligence based on Function:

It can be classified as follows:[7]

A- Interactive Machines:

These are machines that operate on data available in the form of a pre-defined data set. They do not have a data storage facility to store past and future data. They rely entirely on current data, such as IBM's chess program that defeated the famous champion Garry Kasparov and Google's Deep Blue, AlphaGo are some examples of this type.

B- Limited Memory:

These are machines that can store past experience or store memory for a limited period of time. Examples of this include self-driving cars (they can store information such as speed, distance and the speed limit required to drive the car).

C- Theory of Mind:

These are the types of machines that are expected to understand the psychological and emotional aspects of the human mind and work accordingly. So far, they have not been applied on the ground, but researchers and scientists are working on developing them in the near future.

D- Self-awareness:

These machines belong to a hypothetical concept that will be considered super-intelligent machines that can think and act and will be self-aware as they will have consciousness and feelings like humans. Research is currently being conducted to develop such a type to become a future artificial intelligence.

3. Uses of artificial intelligence in higher education institutions - Research into the feasibility of the need for it:

There is no doubt that any field is obligated to keep pace with the developments taking place as long as the matter has direct contact with its work space and has the ability to provide a qualitative leap in achieving development. Therefore, the question that revolves around the feasibility of using artificial intelligence in various fields, especially higher education, including institutions and improving communication capabilities, can be answered only to enhance research more on how to achieve full benefit from the various forms of artificial intelligence in the field of higher education, especially educational institutions, including Algerian ones.

Institutions in general and higher education institutions are known for their high use of technologies that are somewhat consistent with the developments taking place, which results in fierce undeclared competition as a result of the tremendous development in managing their business, their needs, and the intensity of competition to maintain their outputs and improve their classification and image as well, and attract profitable potential clients, which is not an exception to higher education institutions, including universities, laboratories, associations, organizations, etc., which has led institutions to have a top priority in using the latest smart systems to be able to collect, arrange, analyze and organize the largest amount of data without being subject to time constraints, and decode it in the form of information that helps them monitor the needs of the potential audience as well as the internal and external audience at a rapid level, anticipate their preferences, and make decisions with a very high degree of accuracy quickly while providing their services.

The need for artificial intelligence in the field of educational institutions is not limited to this angle only, but rather the possibility of employing software and applications related to artificial intelligence in performing tasks at a frequent pace without fatigue regardless of the problems related to the environment, and embodying the routine administrative processes that require a high or low level of communication performance that falls within the state of monotony, or that represents a challenge and a high-risk problem for the employee or students in general or even the rest of the internal and external audience of the institutions in general, in addition to self-learning, deep awareness and few potential errors, and the impossibility of emotionally attracting them, as these systems operate according to mental programming methods that are very close to reality, giving them the ability to filter and analyze huge data from various sources in a shortened time in comparison to the time usually consumed by the staff and work teams, and to give the right directions.[8]

Hence, artificial intelligence may have a very high ability to reach a solution to the problems raised institutionally, even in the case of a lack of data necessary at the moment of need to make a decision, which enhances the opportunities for communication and contact to achieve this, and this often occurs in constructing forward-looking plans within institutions according to the high communication systems that artificial intelligence contributed to their existence, as well as predicting what will happen based on insufficient information as an attempt to avoid future dilemmas and know all possible hypotheses.

This may become clear as an example in the field of scientific research developed through artificial intelligence in the field of medical sciences, assuming that when the results of the tests are not ready and the patient's condition does not allow waiting, and the doctor in this case cannot wait for the results of the tests that he will certainly benefit from, and he is forced to make a quick decision, and here the computer software associated with artificial intelligence helps him reduce the error rate and other things. The need to use artificial intelligence in its generative form has also emerged within the field of administrative correspondence representing the nature of institutional communication in educational institutions and others, in terms of its use in preparing reports and messages exchanged between components of the institution such as educational institutions that

usually use it in written communication dedicated to students, scientific councils and administrators[9]. It can also be employed in quickly and efficiently responding to inquiries and concerns of students and employees, especially those related to routine and circulated administrative information, and the motive may be forward-looking to assume what could be future transformations.

Artificial intelligence, from the perspective of its potential transformative impact, will most likely have an impact on the public good and development by improving the quality of life and providing a choice for a broad segment of the population in developing countries, and by establishing the right foundation, such as digital infrastructure, research systems and software, creativity and innovation, and a workforce that is appropriately equipped at the community level and even at the level of institutions and their management systems[10], as the advanced and transformative capabilities that artificial intelligence and big data abound with will enable developed and less developed countries to create smart cities and infrastructure that are efficient to meet the needs of the rapidly merging population in urban expansion.

4. ***Functional contributions of artificial intelligence within the framework of institutional communication within higher education institutions****[11]:

Working on how to employ artificial intelligence in the field and adapting it to the requirements of each field is dependent on the extent to which it achieves the set goals, including the field of institutional communication, which aims primarily to improve the performance of higher education institutions and improve their perception in a way that achieves compatibility with the internal and external public.

It is clear that the higher education sector has begun to view the employment of modern technologies as a central imperative for qualitative progress in the engineering and programming space through artificial intelligence and machine learning, and even more seriously to employ it in the frameworks in which it works, including improving communication and raising the quality of its outputs.

Here the deep question arose: How can artificial intelligence be employed despite its lack of full maturity in a sensitive field such as the higher education sector? The latter has actually begun to change slowly to reach the real way to employ artificial intelligence, albeit steadily, and how can artificial intelligence be able to monitor data and be able to manifest it in ways that surpass or mimic human nature as an additional aid in the field of education? Rather, it can do more than that, such as increasing the capabilities of employees, university professors, and even those in charge of this sector, by giving a greater insight into the needs of their students and the rest of the public and private components of higher education, even before any problem arises or the needs are publicly stated, considering that some data and the ability of artificial intelligence to analyze it and include it in cogs and even provide a reading of it, improves the idea of communication, and how it can contribute to the development of higher education and its updating in direct or indirect ways by providing the needs that help increase immersion in effective communication, and the functional nature of artificial intelligence algorithms can be seen as being able to help raise levels of communication and improve it by collecting, analyzing and linking every interaction that

takes place in physical and virtual scales and levels, thus personalizing the learning experience.

If we elaborate further, we can clarify that the open and exploited fields via the Internet within the framework of the legitimacy of what the Ministry of Higher Education allows illustrates the great efforts in the field of achieving productive and effective institutional communication within the basic systems of higher education in terms of the functional nature in the contexts of use. For example, we find that there are platforms such as 105 Freckle, Carnegie Learning 206, and 107 Thinkster working on smart educational systems capable of simulating the benefits of individual education. Another clear example is 108 Space, which developed a tablet computer used for augmented reality for interactive educational experiences that enhance the professor's ability to communicate and explain.

It is likely that the use of artificial intelligence and the big data obtained through it will make education a very useful experience with an increasingly communicative range. In addition, in the context of improving communication and interaction and preventing crises in higher education institutions, systems interested in education have created many platforms that work with artificial intelligence and create digital files for each student by collecting live information based on the user's interaction with training course materials, training workshops, or programmed classes. Data models help in finding common patterns of data and information among many students and conducting predictive analyses, including predicting future student performance, Zoomi109, for example, tracks small interactions such as viewing slides or specific pages in PDF documents, replaying a specific video, or posting a question or answer on a discussion forum as available[12], and then uses the data to develop a model that can provide real-time insights into a student's understanding of and interaction with specific topics.

This feature also enables administrative interests in educational institutions to increase the ability to communicate and its effectiveness. This also pushes the higher education sector to exploit all of this and research and seek to exploit it, especially since all higher education institutions have withdrawn and merged into the sector's digitization policy, and it has become easy to employ such platforms and systems in their sector due to the data provided by digitization that helps artificial intelligence increase the effectiveness of institutional communication in the education sector and its institutions with a clear vision completely free from the time constraints that are often a very big obstacle in the process of analyzing data and drawing forecasts within their specified deadlines, which is something that the presence of artificial intelligence has addressed and even increased in providing detailed, accurate and forward-looking analyses of communication levels and how to improve them in higher education institutions' systems to which Algerian educational institutions belong and do not differ much from them in this regard, such as generative higher education programs based on artificial intelligence and their importance in the educational communication process, as the study of Walida Haddadi and Zidane Khaoula (2024) indicated in this regard the confirmation of university teachers in Algerian university institutions of the necessity of using artificial intelligence applications in university education in light of the digital transformation, due to their importance and advantages,

especially with the continuous development of the digital aspect and the necessity of keeping pace with it in various fields and that the use of some artificial intelligence applications in the educational process is moderately effective, through the relatively simple use of such applications in Algerian university institutions, and measuring effectiveness requires that there be actual use in the educational field according to different standards and the availability of the necessary capabilities for that[13], or in its employment within the framework of coordination and effective communication between employees as an integral part of the educational institution in Algeria, with the clear and very large capacity of all parties and components of the field of higher education from universities, research laboratories, organizations, institutions and other active parties that are considered part of the latter.

It is widely believed that artificial intelligence may contribute to the communication system of Algerian higher education institutions and others inside and outside the institution in a way that helps improve the decision-making process[14] by simplifying information into appropriate, readable models and tables, and collecting scattered and huge data that contributes to raising the level of efficiency within the institution and helps in achieving the highest level of coordination between the various units and interests affiliated with university institutions in Algeria, which is what the supervising ministry seeks according to a gradual system that begins with digitization and ends with the employment of artificial intelligence with its positive side, in addition to that it contributes to enhancing educational communication and raising the levels of interaction that are seen as the first contributor to achieving the quality of education and developing life skills and cognitive achievement among learners within the general and advanced systems of institutional communication in Algerian higher education institutions, either by making it available directly, officially and approved or in different forms on which the components and individuals of the institutional communication process depend within the micro and macro-systemic formations of higher education institutions in Algeria.

5. Challenges of using artificial intelligence in the field of institutional communication within higher education institutions:

There is no doubt that the use of artificial intelligence as a modern system has not matured sufficiently or in the required manner in all countries of the world, especially in developing countries that suffer from a delay in digitizing and modernizing their administrations and institutions. This is primarily related to use and not of the existing technology, and thus its use becomes difficult and less widespread when talking about the educational field, which is the biggest challenge facing artificial intelligence for education.

Among the reasons that are still an obstacle in this path is the deep-rooted classical idea of the importance and perhaps the superiority of university studies based on personal attendance, traditional tests, and governmental and general programmatic guidance of the state, which is what we need to change through communication using all channels of that artificial intelligence, which makes "distance education" and "education via educational communication platforms" provided by higher education institutions based on artificial intelligence appear to be not precisely defined and not reliable enough for the educational

level of students, so the important bet that plays a prominent functional role in preventing the spread and expansion of the use of artificial intelligence in the field of education remains the scarcity of specialists in developing such programs, platforms and smart solutions, whether from where human resources or companies specialized in the field[15], and their levels of awareness that these smart software are communication systems that are enhanced by being institutional in a purposeful context that works to improve the effectiveness of higher education institutions in Algeria in particular and in their value as well as in the roles they play by employing this in improving communication and establishing relations with current or expected and potential social and economic partners, or even internally by raising the performance of workers and increasing productivity and raising coordination by employing artificial intelligence and beyond that to the limits of working on improving human and research outputs and others related to society in general.

The problems of communication compatibility in the institutional communication system within Algerian higher education institutions may be due to a group of risks that are represented in:

A. Trustworthiness:

The biggest challenge lies in how we can activate the communication relationship through software that relies on open sources in its functionality, or who guarantees that this data specific to the institution is not later employed in different research and purposes, and this is a very big challenge that hinders trust and the process of integration in the path of general employment of artificial intelligence with all its features in the field of higher education, from that institutional communication that relies on very confidential and private data and its counterpart and even different institutions.

B. Cybersecurity:

The overall trend towards artificial intelligence and its employment in institutional communication for higher education institutions represents a fundamental challenge in the field of cybersecurity, especially since software has witnessed unprecedented developments recently, which makes these institutions vulnerable to hacking.

C. Legal and criminal liability:

Artificial intelligence is not associated with legal methods of use, especially in developing countries, and its use in the field of institutional communication, especially in higher education institutions, is difficult for fear of violating the laws and frameworks in force, knowing that all higher education institutions in Algeria are state-owned institutions, and the correct use of artificial intelligence is only possible when it is associated with bearing full responsibility for these institutions and the consequences of that.

6. Future prospects for using artificial intelligence from the communication side in higher education institutions:

Algerian higher education institutions face many future prospects from the aspect of employing artificial intelligence from a communication perspective, as the latter is considered the first path of their relations and activities as an indispensable pillar in achieving permanent development and keeping pace with the global bandwagon, especially

with the branches established by these institutions in the field of scientific research and the challenges associated with its advancement, and perhaps the integration of artificial intelligence technologies in the field of institutional communication has caused a revolution and called for many changes, and thus raised many problems and inhibitors that must be analyzed and studied in order to optimally exploit its characteristics within this field, and despite all the aforementioned challenges, the bet remains high on the field of artificial intelligence and its frameworks for employing it in communication in Algerian higher education institutions, according to a pattern that initially matches the specificities of society and scientific research in Algeria with all its branches with the sociology of the communication party in the general system of institutional communication, and secondly, it overcomes all the problems and obstacles raised without optimal use, and this can only be done through:

-Working to achieve a deeper awareness of the capabilities of artificial intelligence in facilitating institutional communication processes within higher education institutions.

-Working to achieve effective coupling linked to positive results between organizational culture, organizational structure, strategy of higher education institutions and leadership in the institution with the communication dimension of artificial intelligence.[16]

-Trying to move towards an approximate simulation of what is called smart organizations, which are organizations that rely on institutional communication according to a high-intensity interest in their clients, their needs and desires, employing information and communication technology and various technologies present in the surrounding environment, with the condition of working to improve the efficiency of the internal audience in terms of raising the level of skill and training [17]in line with modern technologies and tools for communication and information with the aim of achieving effective coordination that guarantees high-quality and efficient outputs.

-Rational openness towards generative artificial intelligence[*18] committed to ethics and literature in the field of institutional communication in Algerian higher education institutions

CONCLUSION :

Despite all the cheers celebrating the integration of artificial intelligence in all fields and its ability to achieve unlimited compatibility and development in them, this remains-especially in the field of institutional communication of higher education institutions in Algeria-below the level of expectations compared to developed countries and remains confined and dependent on the levels of awareness of officials and various higher education systems regarding the extent of faith, awareness and deep understanding of the field necessities for this, and accordingly it is necessary to move forward in how to rationally immerse the real employment of artificial intelligence in the field of higher education in the dimension of institutional communication and the possibility of this software being national with a purely Algerian industry and construction that is compatible with the general and specific needs of the field of higher education.

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18* Generative artificial intelligence refers to artificial intelligence that uses machine learning techniques to create data or content based on existing data. (Noura Al-Hazani: The effectiveness of using generative chatbots in enhancing knowledge sharing among members of the Saudi community, Journal of Information and Technology Studies, Specialized Libraries Association, Hamad Bin Khalifa Publishing House, Volume 1, Issue 02, 2024, p. 3). Artificial intelligence helps educational institutions High in terms of enhancing communication and interaction capabilities within the fields of creating texts, images, and regular and interactive videos within the framework of administrative, pedagogical, educational, and even organizational tasks. (Noura Al-Hazani,op.cit,p. 7.)