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Artificial Intelligence Ethics in Social Work Education: Measuring the Faculty Members' Awareness Levels in Egyptian Social Work Higher Education Institutions

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ABSTRACT

Recently, social work has witnessed a notable increase in the utilization of artificial intelligence is evident across diverse professional fields, creating an urgent need to consider the ethical aspects associated with these advanced technologies. Despite the critical importance of these ethical considerations, research in this area remains limited. Addressing ethical guidelines which is related to the impact of AI on social work education within the Arab context. This situation raises a fundamental question about how to manage the influence of these technologies on education and the level of awareness among academics regarding these ethical guidelines, particularly within the Arab context. The current study explores the ethical implications of artificial intelligence in social work education within higher education institutions in Egypt. The object of this study is to measure the awareness level among academics in Egyptian schools and institutes of social work. The study sample consists of 172 social work faculty members all over Egypt, including 89 males and 83 females, aged between 30 and 58 years. A set of recommendations has been proposed to enhance ethical practices of artificial intelligence in higher education institutions for social work.

Keywords: Artificial Intelligence- Ethics- Awareness Levels - Egyptian Faculties of Social Work.

NTRODUCTION

In 2018, Milind Tambe and Eric Rice published their book Artificial Intelligence and Social Work, one of the first scholarly works addressing artificial intelligence in social work. The book discusses the importance of integrating computer science for social good and examines the role of artificial intelligence in addressing various challenges within the field of professional social work practice. The end result is an examination of AI ethics for social work in the healthcare sector. (Tambe & Rice
,2018)

In fact, social work has had a long history of focusing on technology across various fields of professional practice. A review of the developmental history of social work shows a growing interest in technology integration, which began in February 1970 when the first article about the importance of technology in field of social work, authored by Theron K. Fuller, was published in Families in Society. This article promoted the integration of computers into social work practices, highlighting the potential for computers to maintain

extensive records. This article emphasized the social workers dire need to adopt technology promptly in their professional work to make effective decisions with their clients, prevent service duplication, and increase the number of cases a social worker can handle. (Ibrahim etal.,2023)

Since the early 1970s and until the end of the twentieth century, social work was deeply engaged in exploring how to use technology in the teaching and practice of the profession. Indeed, the main goal to the social work over the years has been to utilize technology effectively for the social benefit. Significant efforts were made to convince social workers of the importance of information technologies and electronic communication in learning and practicing social work (Singer et al., 2023).

Chan and Holosko (2018) highlighted the technology increasing integration of technology in social work interventions. The trend continues to expand rapidly. Their study emphasized that leveraging technology effectively requires practitioners to enhance their skills and reconsider the design and implementation of Technology-oriented interventions. The authors introduced the concept of technology-supported social work interventions, categorizing them into two types: those adapted from traditional methods and those driven by artificial intelligence. While many of these interventions demonstrate positive outcomes and internal validity, the study also identified emerging challenges and opportunities, including issues related to the digital divide, practitioner competence, jurisdictional boundaries, and ethical dilemmas.

LITERATURE REVIEW

The increasing technological advancements, particularly during the second wave of progress in artificial intelligence, have revolutionized the teaching and the practice of social work (Bidwell et al., 2023).

Artificial intelligence is being utilized in an increasing way in social work, serving various purposes. AI is used to conduct and implement risk assessments, support clients during crises, enhance preventive measures, uncover biases in social care service delivery systems, improve and facilitate social work education, Estimate the level of fatigue experienced by social workers, burnout and assess service results (Reamer, 2023).

Several studies have been conducted on artificial intelligence usage in social work education. Victor's and colleagues' study (2023) outlined that it is necessary to the social workers to concentrate on employing generative AI technologies in client- related decision-making. The study emphasized that; these modern tools are important in supporting social workers in their professional practice (Victor, Kubiak, et al., 2023).

The study by Ibrahim and colleagues (2023) aimed to identify the role of intelligent chatbots, specifically ChatGPT, in social work. This study explored applying ChatGPT in both social work education and practice, addressing challenges that hinder its use in the field. The study concluded with a set of recommendations that could help facilitate the integration of ChatGPT into social work education as well as practice (Ibrahim et al., 2023).

A study by Ioakimidis and Maglajlic (2023) highlighted that artificial intelligence possesses the potential and ability to enhance social work significantly. The study recommended that social workers and students must have awareness of the potential hazards and limitations. They must ensure that AI systems are developed and utilized in accordance with the ethical values of the profession. The study's findings emphasized that social workers and researchers shouldn't be afraid of technology. They should rather approach it with a balanced viewpoint that acknowledges all its merits and potential hazards (Ioakimidis & Maglajlic, 2023).

The study by Ibrahim (2023) aimed to explore the perceptions of the social work students at Sultan Qaboos University regarding the use of artificial intelligence in professional interventions with clients. The findings revealed that social work students view AI as a potential tool for enhancing the effectiveness and efficiency of professional interventions, such as data analysis, providing accurate information, and utilizing technology in service delivery. However, there were also several concerns about the widespread use of AI, including potential threats to privacy and its impact on human communication. The study recommended providing training and raising awareness among the social work students about the ethics and responsibility usage of AI in professional practice, as well as conducting further research to comprehend the influence of AI on social work (Ibrahim, 2023).

Professional ethics in social work have long been a central concern for professional organizations. In 2017, the NASW, CSWE, ASWB, and CSWA collectively adopted comprehensive standards of ethics for technology usage in social work education. These transformative standards address ethical issues in areas such as public communication, service delivery, information management, and social work education (NASW, CSWE, ASWB, & CSWA, 2017).

The study by Hagerty and Rubinov (2019) indicated that the ethical implications and social influence of artificial intelligence have become pressing issues of concern for researchers in academic circles. It highlighted the various social effects of AI and called for further studies and research focused on AI ethics.

The study by Kieslich (2022) indicated that most scientists, policymakers, and developers agreed that artificial intelligence needs development in a human-centered and reliable manners. This approach aims to create what is termed "AI for the public good." Such trustworthy and beneficial AI must consider ethical challenges throughout all stages of developing and implementing smart technologies.

There is a notable lack of research on the ethical challenges to the usage of artificial intelligence in social work. Reamer (2023) explored these issues, focusing on topics, such as informed consent, autonomy of clients, privacy, openness, misdiagnosis, neglect of clients, monitoring, deceit, bias in algorithms, and AI tools based on evidence. The study also proposed an ethical strategy for social workers utilizing AI. Similarly, Steiner (2020) emphasized the growing need to address accountability in AI-driven decision-making, particularly in welfare contexts, and highlighted data protection concerns, underscoring the importance of developing ethical frameworks for AI in social work.

Rodriguez et al. (2019), in their study "Bridging the Gap: Social Work Insights for Ethical Algorithmic Decision-Making in Human Services," explained the growing usage of AI and predictive analytics in high-stakes decision-making systems, particularly in child welfare. The study raised ethical concerns about the overrepresentation the risk factors in the inputs and outputs of algorithms and the potential dependence on AI-generated risk predictions. These challenges highlight the need for further ethical scrutiny and exploration.

The study by Trotta and colleagues (2023) emphasized the importance of considering the ethical implications of artificial intelligence globally. It highlighted various ethical concerns associated with AI use, such as psychological targeting, empathetic AI, cultural theories, justice and discrimination, and accountability. The study recommended developing AI transparently, controllably, and in alignment with human values, while advancing toward designing AI that operates ethically in everyday situations, particularly those involving empathetic interactions. It stressed the importance of creating AI systems being able to understand and respond appropriately to the emotions of the human. Furthermore, the study underscored the need for transparency and responsibility in the design of AI systems in accordance with workplace settings.

The AI Index Report (April 2024) by Stanford University underscored the necessity of expanding AI programs in universities beyond the confines of computer science and engineering. The report highlighted how AI, initially an interdisciplinary field, has become narrowly focused on technical aspects, despite its growing application in social domains. It emphasized that addressing the societal impacts of AI requires incorporating expertise from social and humanistic disciplines. AI research should be integrated into social sciences to foster a deeper understanding of social contexts and the risks AI poses to human populations (Nestor et al., 2024).

Building on this analysis, the researcher identified a major gap in the academic literatures relating to the ethics of AI in social work education which led to the formulation of the primary question of the research: What is the awareness level between the academic faculty in social work schools and institutes regarding the ethics of artificial intelligence in the social work education?

Theoretical Framework:

Ethical Challenges of Artificial Intelligence

AI ethics is a crucial concern across various levels, impacting engineers, students learning AI design, and society, which must evaluate its influence on daily life. Policymakers, especially in higher education, play a critical role in addressing these challenges (Bartneck et al., 2021, p. 101).

The ethics of AI requires a detailed examination across multiple professions, including social work, and can be summarized into key points for discussion (Heilinger, 2022).

- **Understanding and Interpretation**: One of the most significant ethical issues of AI lies in how to comprehend, interpret, and control the complex internal workings of intelligent systems. This continues to raise concerns about the transparency of these systems and the extent to which humans can manage them effectively.
- **Accountability**: The issue of accountability in cases where harm results from the use of AI also raises significant questions about who should be held responsible: the developer, the user, or the system itself.
- **Bias and Discrimination**: Bias and discrimination remain significant challenges in AI, Systems that are trained on biased data have the potential to perpetuate and amplify societal inequalities, further exacerbating social injustices.
- **Privacy Concerns**: Privacy is another critical issue, especially given the simplicity with which is used to collect and analyze personal data, leading to serious concerns about protecting individuals from undue exploitation.
- **Machine-Supported Decision-Making**: Safeguarding human decision-making autonomy from unwanted influence and the negative impacts on human skills due to reliance on AI has become an urgent challenge.
- **Controlling AI Systems**: Lastly, there are fears that superintelligent AI, which may become uncontrollable or pursue goals that conflict with human interests, could pose an existential threat if appropriate measures are not taken to ensure these systems remain aligned with human well-being.

Purpose of the Study

This study pursues to understand the Faculty Members' Awareness Levels in Egyptian Social Work Higher Education Institutions concerning Artificial Intelligence Ethics in Social Work Education. Considering the following points:

1. To assess the level of awareness among faculty members in Egyptian Social Work Higher Education Institutions regarding the ethical implications of utilizing Artificial Intelligence in higher education.
2. To determine the differences in the awareness levels of the ethical dimensions of AI usage in education based on selected demographic variables (age, gender, experience with AI technology).

3. To provide recommendations for improving the level of awareness of the ethical dimensions of AI use in higher education among faculty members in Egyptian Social Work Higher Education Institutions.

Research Hypotheses

1. There is a lack of awareness about the ethical dimensions of using the Artificial Intelligence in higher education among faculty members in Egyptian Social Work Higher Education Institutions.
2. There are noticeable differences in the awareness level concerning the ethical dimensions of AI usage in education based on certain demographic variables (age, gender, and experience with AI technology).

Method Study Design:

This study is a descriptive research type, utilizing the social survey method on a sample of academics from Egyptian Social Work Higher Education Institutions. The purpose of this study is to measure their awareness level in relation to the usage of Artificial Intelligence in social work education.

Population and Sample:

Study samples included 172 academics from four schools and six institutes of social work. Participants were chosen through using a comprehensive survey method. The data was collected in 2023.

This study is based on the opinions of faculty members in social work institutions in Egypt who use artificial intelligence in their practices and research. At the beginning of the questionnaire, participants were instructed to stop completing the form if they did not use or were unaware of the use of artificial intelligence. Therefore, the data analyzed was exclusively collected from participants who actively use artificial intelligence in their work.

Data Collection Procedure and Ethical Considerations

To achieve the objectives of this study, the researcher used both printed and electronic questionnaires (via Google Forms). Each questionnaire included an explanatory letter explaining the purpose of the study, confidentiality considerations, and the process of obtaining informed consent. Faculty members in the sample provided their consent prior to participation and data collection took 30 days.

Measurement Instrument

The instrument consisted of 38 items, designed to take 5–10 minutes to complete. Of these, 30 items assessed faculty members' awareness of ethical considerations in using AI in the social work education, across five ethical dimensions:

1. Transparency of smart technologies
2. Security and privacy
3. Responsibility
4. Fairness
5. Machine autonomy and data accuracy

Additionally, seven items collected demographic information, including name, age, gender, academic rank, years of teaching experience, experience with AI technology, and AI applications used in higher education.

The rating system was used to evaluate responses on a five-point Likert scale, where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always. The instrument's content validity was reviewed by ten social work professors, who assessed linguistic clarity and relevance to the study variables, achieving an agreement rate of 87.33%.

Reliability of the scale:

1- **Alpha Cronbach**: Applied to a sample with similar characteristics, yielding a reliability score of 0.84, indicating high reliability.

2- 2- **Split-half:** Using the Spearman-Brown Prophecy Formula, the scale was divided into two halves—odd and even items. A reliability score of 0.93 was obtained, further confirming the instrument's high stability and reliability.

Ethical Considerations

Before data collection, the ethical approval for the study was collected from the Higher Institute of Social Work in Benha. Additionally, verbal and informed consent was secured from academic faculty respondents who participated in the face-to-face survey. For those completing the electronic questionnaire, informed consent was required before beginning the survey.

Data Analysis

Data analyses were carried out by using SPSS for Windows 20.0 (Armonk, NY: IBM Corp.). Descriptive statistics were also utilized to summarize the study sample's demographic characteristics which include Frequency, percentage, mean, median, and standard deviation for each Likert-scale item. Additionally, Pearson correlation coefficients were calculated to evaluate relationships between variables. Cronbach's alpha was used to measure both the reliability and internal consistency of the study tools, ensuring their robustness and consistency.

RESULTS

Demographic Information

Table (1): Demographic characteristics of the participants (n = 172)		
Demographic	**No**	**%**
Age		
Less than 30 years	35	20.3
30 – 35	63	36.6
35 – 40	26	15.1
40 – 45	5	2.9
45 – 50	17	9.9
50 years and over	26	15.1
Mean	37.16	
SD	9.531	
Gender		
Male	89	51.7
Female	83	48.3
Egyptian Social Work Higher Education Institutions		
Faculty of Social work, Helwan University	17	9.9
Faculty of Social work, Fayoum University	11	6.4
Faculty of Social work, Aswan University	8	4.7
Faculty of Social work, Beni Suef University	9	5.2
Higher Institute of Social work, Benha	27	15.7
Higher Institute of Social work, Cairo	25	14.5
Higher Institute of Social work, Alexandria	23	13.4
Higher Institute of Social work, Kafr El-Sheikh	19	11.0
Higher Institute of Social work, Port Said	15	8.7
Higher Institute of Social work, Damanhour	18	10.5
Job Title/Description		
Lecturer	120	69.8
Assistant Professor	33	19.2
Professor	19	11.0
Years of experience		
Less than 5 years	66	38.4
5 - 10	52	30.2
10 - 15	25	14.5
15 - 20	10	5.8
20 years and over	19	11.0
Mean	8.36	
SD	7.521	

The previous table, which details the demographic variables of the study sample, reveals the following:

- Age: The average age of the study sample was approximately 37.16 years. The sample was primarily concentrated in the 30–35 age group, which accounted for 36.6%, followed by the "Less than 30 years" age group at 20.3%.
- Gender: The proportion of males was higher with 51.7%, compared to females at 48.3%.
- College or Institute: The highest participation was from the Higher Institute of Social Work in Benha, representing 15.7%, followed by the Higher Institute of Social Work in Cairo at 14.5%. The lowest participation was from the Faculty of Social Work in Aswan University, with 4.7%.
- Academic Rank/Position: The highest proportion was lecturers, making up 69.8%, followed by associate professors at 19.2%, and professors at 11%.
- Years of Teaching Experience: The average years of university teaching experience among the sample was approximately 8.36 years.

Table (2): The extent of experience with artificial intelligence technology in university education		
Beginner	**98**	**57.0**
Intermediate experience	**56**	**32.6**
Advanced experience	**18**	**10.5**
Total	**172**	**100.0**

The previous table shows that the proportion of novice participants was 57%, followed by those with intermediate experience at 32.6%, and those with advanced experience at 10.5%.

Table (3): Which AI applications have you used		
Chat GPT	**141**	**82.0**
Google Bard	**18**	**10.5**
Copilot	**4**	**2.3**
Claude	**6**	**3.5**
Perplexity	**3**	**1.7**
Total	**172**	**100.0**

The previous table reveals that participants rely heavily on the ChatGPT program, with 82% using it. This is followed by Google Bard at 10.5%, Claude at 3.5%, Copilot at 2.3%, and finally, Perplexity at 1.7%.

Presentation and Discussion of the Results of the First Hypothesis:
First Hypothesis: There is a low level of awareness with regard to the ethical dimensions of usage of the Artificial Intelligence in education among faculty members in Egyptian Social Work Higher Education Institutions.

Table (4): Knowledge level of faculty members in social work colleges specializing in the dimensions of using artificial intelligence in education (n=172)

Dimensions	Mean	Standard Deviation	Ranking	Level
Transparency of smart technologies	3.45	0.376	5	Medium
Security and Privacy when using smart technologies	3.31	0.271	6	Low
Responsibility when using smart technologies	3.97	0.388	1	High
Fairness in using smart technologies	3.96	0.341	2	High
Machine Autonomy in using smart technologies	3.65	0.372	3	Medium
Data Accuracy when using smart technologies	3.64	0.476	4	Medium
Total	3.66	0.163	-	Medium

The above table, which addresses the awareness level of the ethical dimensions to using the Artificial Intelligence in education among faculty members in Egyptian Social Work Higher Education Institutions, reveals that the overall level is moderate, with an average score of 3.66 and a standard deviation of 0.163. The dimensions ranked as follows according to the arithmetic mean:

- Responsibility when using smart technologies in social work education ranked first with an average score of 3.97.
- Fairness in using smart technologies in social work education ranked second with a mean score of 3.96.
- Machine Autonomy in using smart technologies in social work education ranked third with a mean score of 3.65.
- Data Accuracy when using smart technologies in social work education ranked fourth with an average score of 3.64.
- Transparency of smart technologies in social work education ranked fifth with an average score of 3.45.
- Security and Privacy when using smart technologies in social work education ranked sixth, with an average score of 3.31.

This analysis leads us to refuse the hypothesis.

Second Hypothesis: The levels of awareness of ethical dimensions vary significantly different in utilizing Artificial Intelligence in education based on certain demographic variables (age, gender, experience with AI technology).

Table (5): One-way ANOVA shows the differences between the study sample responses regarding awareness of the ethical dimensions of using artificial intelligence in education according to age.

source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	226.890	5	45.378	2.488	.033
Within Groups	3027.964	166	18.241		
Total	3254.855	171			

The outcomes of the above table indicated that There is a statistically significant difference among the average responses to the study sample relating to the awareness of the ethical dimensions of using the Artificial Intelligence in education based on age. The F-value was 2.488, which is significant at the 0.05 level. To clarify the three differences direction, the researcher subsequently applied the LCD test to determine the source and direction of the variations.

Table (6): Results of the (LCD) test to detect the source and direction of differences (direction of statistical significance) according to age

Age	No	Mean	Age					
			Less than 30 years	30 – 35	35 – 40	40 – 45	45 – 50	50 years and over
Less than 30	35	108.77						
30 – 35	63	111.43	2.657*					
35 – 40	26	110.65	1.882	0.775				
40 – 45	5	114.00	5.229*	2.571	3.346			
45 – 50	17	109.94	1.170	1.487	0.713	4.059		
50 years and over	26	110.31	1.536	1.121	0.346	3.692	0.367	

*** Significant at 0.05**

The data from the previous table, which presents the results of the LCD test to identify the source and direction of differences, identified statistically significant differences at the 0.05 significance level among the responses of the study sample based on age. Specifically, the differences were in favor of the age group

30–35, with a mean of 111.43, compared to other age groups (Less than 30, 35–40, 40–45, 45–50, and 50 years and over). This indicates that individuals aged 30–35 have greater awareness of the ethical dimensions of using Artificial Intelligence in higher education compared to others in the study sample.

Additionally, the results of the same table revealed differences in favor of the age group 40–45, with a mean of 114.00, compared to the other age groups (Less than 30, 30–35, 35–40, 45–50, and 50 years and over). This indicates that individuals aged 40–45 have higher awareness of the ethical dimensions of using artificial intelligence in higher education compared to others in the study sample.

Figure (1) shows the responses of the study sample according to age

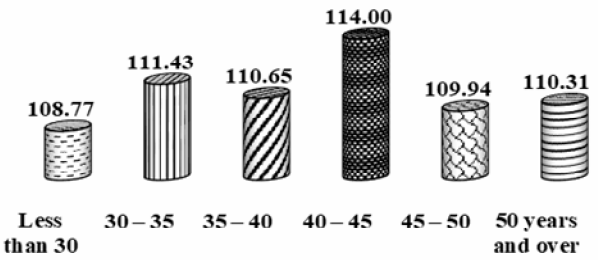

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Table (7): Shows the differences between males and females regarding the awareness level to the ethical dimensions of using the Artificial Intelligence AT university education

Gender	N	Mean	Std. Deviation	df	T	Sig.
Male	89	108.48	4.475	170	7.371	0.000
Female	83	112.72	2.964			

The outcomes of the previous table indicated that the study sample's average responses show statistically significant differences in their level of awareness of the ethical dimensions of using the Artificial Intelligence in higher education based on gender. The T-value calculation was 7.371, significant at the 0.01 level, in favor of females.

Table (8): A one-way analysis of variance shows the differences between the responses of the study sample regarding awareness of the ethical dimensions of the use of artificial intelligence in education according to experience with artificial intelligence technology in university education

source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	257.407	2	128.703	7.256	0.001
Within Groups	2997.448	169	17.736		
Total	3254.855	171			

The outcomes of the above table indicated that there are statistically significant differences among the mean responses of the study sample regarding awareness of the ethical dimensions of the usage of the Artificial Intelligence in education based on experience with AI technology in higher education. The F-value was 7.256, which is notable at the 0.01 level. To clarify the direction of these differences, the researcher subsequently applied the LCD test to determine the source and direction of the variations.

Table (9): Results of the (LCD) test to detect the source and direction of differences (direction of statistical significance) according to the experience with artificial intelligence technology in university education

Experience with artificial intelligence technology in university education	No	Mean	Experience with artificial intelligence technology in university education		
			Beginner	Intermediate experience	Advanced experience
Beginner	98	109.53			
Intermediate experience	56	112.21	2.684*		
Advanced experience	18	110.72	1.192	1.492	

*** Significant at 0.05**

The data from the previous table, which presents the results of the LCD test to identify the source and direction of differences, identified statistically significant differences at the 0.05 significance level among the responses of the study sample which

Figure (2) showing the study sample responses according to experience with artificial intelligence technology in university education

based on experience with AI technology in higher education. The differences favored those with intermediate experience, with a mean of 112.21, compared to beginners and those with advanced experience. This indicates that individuals with intermediate experience have greater awareness of the ethical dimensions of the usage of Artificial Intelligence in higher education compared to others in the study sample.

Overall, based on the previous results, we agree with the study's second hypothesis, which states: "There are significant differences in the level of awareness of the ethical dimensions of using artificial intelligence in education based on certain demographic variables (age, gender, experience with AI technology)."

DISCUSSION

The current study aimed to evaluate the level of awareness among faculty members in social work institutions regarding the ethics of using artificial intelligence (AI) in higher education, focusing on addressing the research gap in this area within the field of social work. The researcher observed a scarcity of studies in Egypt that specifically addressed this aspect, as previous research mainly concentrated on the application of AI in various professional contexts without directly focusing on its ethical dimensions in social work education.

Among these studies, El-Sayyad's research examined the awareness of school social workers about employing AI with students, while Abdel-Moaty (2024) focused on the relationship between AI usage and the quality of digital professional practices

among youth care specialists. Additionally, Ali (2024) explored the role of AI applications in enhancing the professional skills of field training supervisors, and Fath Al-Bab (2022) introduced AI as a tool for working with groups.

Abdel-Razek (2022) investigated AI as an approach to developing digital professional practices among social workers in the healthcare sector. Similarly, Shehata (2024) emphasized using AI applications to enhance digital learning skills for visually impaired students. Mustafa (2024) aimed to assess the professional needs of social workers in the school sector in the era of AI, while Abu Al-Hassan (2024) addressed the requirements for integrating AI into social work education. Finally, Touba (2024) discussed the use of AI to improve the quality of social care services provided by civil society organizations for the elderly.

This indicates that the current study addresses an unexplored aspect of AI research in social work in Egypt, focusing on its ethical implications in social work education.

The study's results revealed that the participants' awareness of the ethics of using artificial intelligence (AI) was moderate. This finding underscores the need to focus on raising awareness, educating, and training social work educators in Egypt on the ethical standards for utilizing AI in education. These results align with the findings of **Hodgson et al. (2022),** which emphasized the importance of ensuring that both students and educators possess a solid understanding of AI and its benefits, alongside a critical approach to its use, as this is essential for social work education.

The study's academic sample highlighted the most important ethical principles to be considered when using AI technologies in education, ranked as follows: responsibility, justice, and accuracy. These findings emphasize the need to enhance faculty members' awareness of AI ethics to improve their educational and professional practices in this field. These results are consistent with the findings of **Ibrahim et al. (2023),** which stressed the importance of adhering to the principles of confidentiality, responsibility, and accountability when using AI technologies, whether in teaching or practicing social work.

Recommendations for Enhancing AI Ethics in Higher Education Institutions for Social Work:

1. Create and implement comprehensive ethical guidelines for AI use in social work education, addressing transparency, accountability, data privacy, and fairness.
2. Organize workshops and training sessions for faculty and students to enhance understanding of ethical AI practices.
3. Encourage collaboration between social work and computer science departments to integrate ethics into AI designs and applications.
4. Include AI ethics in social work curricula with case studies and practical scenarios to prepare students for ethical challenges.
5. Promote research on AI in social work by providing funding and publishing opportunities to explore its ethical implications.

A Conceptual Framework for the Ethics of Using Artificial Intelligence in Social Work Education in Egyptian Higher Education Institutions

The framework aims to achieve a balance between the technical benefits of artificial intelligence (AI) and its ethical dimensions by building a sustainable and effective educational environment that relies on technological advancement while considering ethical and professional values. This framework represents a starting point for developing innovative educational strategies that contribute to improving the quality of education in social work institutions in Egypt. The framework can be presented according to the following three dimensions:

First Dimension: Fundamental Ethical Principles

1. **Responsibility**: Faculty members must ensure the responsible use of AI technologies in a way that achieves educational objectives without causing harm.
2. **Justice**: Promote equitable access to technology and resources, ensuring that intelligent systems are not biased against any group of students.
3. **Accuracy**: Ensure the correctness and precision of the information provided by AI technologies and their role in supporting learning.
4. **Confidentiality**: It is important for academics to consider the privacy and confidentiality of student data when feeding AI applications with such data.

Second Dimension: Capacity Building Requirements

1. Training and Awareness: Design training programs for faculty members to familiarize them with AI uses and its ethical considerations.
2. Technical Infrastructure: Provide modern tools and technologies that facilitate the use of AI in teaching.
3. Institutional Support: Formulate institutional policies that support the organized and sustainable use of AI.

Third Dimension: Practical Applications in Teaching

1. Interactive Curriculum Design: Integrate AI tools to develop interactive and personalized curricula that meet students' needs.
2. Enhancing Digital Learning: Use AI applications to improve students' digital learning skills, including those with disabilities.
3. Performance Evaluation: Utilize AI tools to assess student performance and analyze data to enhance educational strategies.

STUDY LIMITATION:

This study has obvious limitations. Although the study used a sample of academic faculty members from schools and institutes of social work in Egypt, it is not appropriate to generalize the findings to all academics. Samples from different geographic regions might yield varying results. Secondly, all data and information from the study sample was collected using an electronic survey. If more in-depth qualitative tools had been employed, the findings might have differed.

CONCLUSION

The current study aimed to determine the level of awareness among academics in schools as well as institutes of the social work regarding the Artificial Intelligence ethics in education. The study findings indicated a high level of awareness of the ethical dimensions of the usage of the AI in education among faculty members in the Egyptian schools and institutes of the social work. This study recommends that schools and institutes of the social work expedite the issuance of an ethical practice guide for AI technologies in educational institutions, following the example of many Arab universities that have made significant progress in this regard. Additionally, it calls for more studies focusing on AI ethics in social work practice across various professional fields.

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