

The Effect of Ethical AI and Data Privacy on Psychological Digital Well-being: An Empirical Study in the Education Sector..

Dr. Srikantamurthy M. R.¹, Dr. V. Chandrasekhar Rao², Dr. Shruti Khemashetty³, Chintan Raj M. Vernekar⁴, Prof. Muralidhara K. S.⁵

¹ Assistant Professor, Dayananda Sagar College of Arts, Science and Commerce, Bengaluru – 560111, Karnataka, India.
Email: drsrikantamurthy@dayanandasagar.edu

² HOD & Professor, Department of MBA, Potti Sriramulu Chalavadi Mallikarjuna Rao College of Engineering & Technology, Vijayawada, Andhra Pradesh, India.
Email: velchasekhar@gmail.com

³ Assistant Professor, SSMRV College, Bengaluru, Karnataka, India.
Email: shrutiks.ssmrv@rvei.edu.in

⁴ Assistant Professor, St. Francis College, Koramangala, Bengaluru, Karnataka, India.
Email: vernekar.cmv@gmail.com

⁵ Assistant Professor, Dayananda Sagar College of Arts, Science and Commerce, Bengaluru, Karnataka, India.
Email: muralidharaks@dayanandasagar.edu

Corresponding Author:

Dr. Srikantamurthy M. R.

Assistant Professor, Dayananda Sagar College of Arts, Science and Commerce, Bengaluru – 560111, Karnataka, India.
Email: drsrikantamurthy@dayanandasagar.edu

ABSTRACT

The rapid adoption of technologies that fall under the category of Artificial Intelligence (AI) into education has significantly changed digital learning environments in terms of personalization of educational experience, development of intelligent tutoring systems, use of predictive analytics, and automation of academic help. However, increased adoption of AI-enabled educational tools has created numerous problems regarding information ethics, data privacy concerns, and mental well-being of students. This empirical research aims at investigating the influence of ethical implementation of AI and the awareness of data privacy issues on the psychological digital well-being of both students and professors at higher educational institutions. The research was conducted according to the principles of quantitative research and employed structured questionnaires completed by 350 participants, who were university students and professors. The research utilized such methods of statistical analysis as correlation analysis, regression analysis, ANOVA, and Structural Equation Modelling (SEM). Consequently, it was established that ethical use of AI technology, characterized by transparency, fairness, accountability, and adequate handling of data, enhances the trust of users and contributes to their digital well-being. However, such factors as data misuse, surveillance, and information sharing negatively affect the respondents' psychological comfort and digital well-being. Another contribution of the current study is the understanding of digital trust as the mediating factor in ethical AI practices and mental well-being. The present research will help enrich the existing literature on responsible practices of artificial intelligence implementation in education and provide insights for ethical AI approaches to be used when creating psychologically safe digital educational environments...

Keywords: Artificial Intelligence in Education, Ethical AI, Data Privacy Psychological Digital Well-being, Student Mental Well-Being..

INTRODUCTION

The growing complexities associated with global markets, technological innovation, environmental issues, and changes in consumers' needs have considerably changed how organizations conduct supply chain management activities. Conventional supply chain management, centered around cost savings and efficiencies in operations, has evolved into a more strategic approach

incorporating sustainability, resilience, and agility. Not only are organizations now required to provide high-quality goods and services at reasonable prices but are also expected to minimize their impact on the environment, engage in ethical practices and be capable of responding quickly to different market uncertainties. As a result, SSCM has become a crucial strategic initiative that helps organizations to combine economic performance with

environmental considerations and social responsibility to achieve business success.

Firms' increased competition in light of globalization has made it hard to maintain competitive advantage through conventional approaches to conducting operations. Disruptions to the supply chain resulting from pandemics, geopolitical tensions, climate change, natural catastrophes, and changing preferences of customers have shown the importance of developing agile operational systems. In this case, Operational Agility has become a vital organizational capability. Operational agility, when paired with sustainable supply chain management practices, becomes a key tool for improving resilience and competitiveness of a company.

Sustainable Supply Chain Management (SSCM) is a broader concept than regular supply chain management since it includes environmental, social, and economic sustainability concepts and applies them to procurement, manufacturing, logistics, distribution, and reverse logistics. SSCM includes such important aspects as responsible sourcing of raw materials, efficient use of energy, waste reduction, low carbon footprints, ethical treatment of employees, cooperation with suppliers, recycling, and circular economy practices. Companies using sustainable supply chain management practice aim at creating value not only for their shareholders but also for their customers, employees, suppliers, communities, and the environment.

The issue of environmental sustainability has become extremely relevant for modern society as a result of increasing industrial pollution, depletion of natural resources, and climate change. Modern consumers are increasingly aware of their impact on the environment and tend to purchase environmentally friendly products. Similarly, investors favor companies with good ESG performance. This means that companies using sustainable supply chain practices usually enjoy positive reputation, increased customer loyalty, improved relationship with suppliers, and decreased operational risks. Such advantages make a considerable contribution to the development of competitive advantage in the contemporary dynamic business environment.

Competitive Advantage means an ability of an organization to beat its rivals in creating more value for customers through reduced costs, product differentiation, innovation, quality, responsiveness or operational excellence. According to the Resource-Based View (RBV), organizations build sustainable competitive advantage by developing valuable, rare, inimitable and non-substitutable resources and capabilities. Sustainable supply chain management practices can be considered strategic capabilities since their replication by competitors is difficult due to the combination of organizational culture, relationships with suppliers, technology and sustainability-related processes. Companies that implement SSCM experience enhanced performance, improved customer satisfaction, positive image and market share.

Nevertheless, the connection between Sustainable Supply Chain Management and competitive advantage is not always obvious. The value of sustainability initiatives

depends on the ability of organizations to translate sustainability into capabilities, which improve the performance of the company. Here, the concept of Operational Agility becomes very important as a mediating variable. Operational agility means the capability of the organization to perceive changes in the environment, react quickly to customers' needs, adjust production process, rearrange resources and recovery quickly from unexpected events. Organizations that are agile have flexible manufacturing, responsive logistics, efficient information systems, collaborative supplier relations, and adaptable decision-making procedures that allow them to continue performing better despite uncertain situations.

There has been much emphasis on operational agility since the recent disruptions in global supply chains due to events like COVID-19, semiconductors shortage, geopolitical tensions, and logistical challenges. Agile organizations were able to cope with the situation through diverse suppliers, use of technology, optimization of their inventory, and change of their production scheduling. Sustainable supply chains ensure that there is a solid basis for the development of agility through teamwork, transparency, innovation, and process improvement. Therefore, operational agility can be considered as a strategic capability through which sustainability efforts can be converted into competitive advantage.

In this paper, I propose that Operational Agility is a mediator in the effect of Sustainable Supply Chain Management on Competitive Advantage. The adoption of practices such as sustainable procurement, green manufacturing, eco-friendly logistics, supplier collaboration, and circular economy leads to operational agility. The organization's agility helps them perform well in delivery service, product quality, innovation, costs, customer responsiveness, and organizational resilience leading to competitive advantage.

The theoretical framework of this study relies heavily on the Resource-Based View and the Dynamic Capabilities Theory. According to the Resource-Based View, sustainable supply chain management practices represent strategic resources that can contribute to sustained competitive advantage of the organization. On the other hand, Dynamic Capabilities Theory indicates that the organization should continually adapt, integrate, and reconfigure its internal and external resources in order to be responsive to changes in the business environment. Operational agility stands for one of such dynamic capabilities that enables the company to use sustainable supply chain practices in order to achieve better organizational performance.

Moreover, rapid advances in digital technologies like AI, IoT, blockchain technology, big data analytics, and cloud computing have contributed to the improved capacity of organizations to adopt sustainable and agile supply chain system. The use of digital technologies helps to provide real-time visibility, predictive decisions, collaboration with suppliers, demand forecasting, and transparency of operations. In view of digital transformation adopted in industries, the adoption of SSCM and operational agility can be considered an important factor of sustained

competitive advantage. The current study adds value to the existing literature through its attempt to incorporate both sustainability and operational agility into a single concept framework, explaining the mechanism of acquiring competitive advantage from the perspective of business dynamics. Although there have been some studies on the individual impact of sustainability and agility on organizational performance, there have been relatively very few studies exploring the mediating effect of operational agility in realizing competitive advantage from sustainable supply chain practices. The results of the study will contribute significantly both theoretically to academics and practically to the business leaders, supply chain managers, and policy makers. Through this study, the significance of sustainable supply chain management and operational agility is stressed, indicating that organizations can realize economic performance, environmental sustainability, social responsibility, and competitive advantage at the same time.

Research methodology

Research Design

For this research, a quantitative research methodology is employed to explore the relationship between Ethical Artificial Intelligence (AI) and Data Privacy and the Psychological Digital Well-being in the educational sector through a descriptive and explanatory research design. Quantitative research methodology is deemed appropriate in this research since it provides an opportunity to collect quantifiable data from many respondents and conduct tests of hypotheses through statistical procedures. Descriptively, the research will seek to explain the present day perceptions of the stakeholders in the education sector towards ethical AI practices, data privacy, and their psychological digital well-being while, explanatorily, the research will seek to find out the causes of this relationship. A cross-sectional survey design will be used in this research where the researcher will collect data from the respondents at one point in time using AI technologies in the education sector.

2.2 Research Approach

A deductive method of research will be used where hypotheses will be formed based on the existing theories and empirical evidence before being tested through data gathered from primary respondents. The deductive method allows the researcher to prove any theoretical assumptions made concerning the effect of ethical use of AI and data privacy on the psychological health of users within educational settings. The study will involve stakeholders of higher education institutions who interact on a regular basis with AI educational technology. This group includes undergraduate and postgraduate students, research scholars, teachers, academic administrators and other teaching professionals within universities and colleges using AI technologies such as Learning Management Systems (LMS), adaptive learning technology, assessment tools, plagiarism detection tools, intelligent tutoring systems, virtual assistants, academic analytics platforms and other administrative AI applications. This group is deemed suitable for this research since they have direct experience in using AI and sharing data in educational settings. The study will adopt

the use of stratified random sampling method. Stratification reduces the probability of sampling errors and increases the generalizability of the results by making sure that all important strata are properly covered. The appropriate sample size will vary between 250 respondents – an acceptable number for conducting multivariate analysis and Structural Equation Modeling (SEM). As per conventional research methodology requirements, the use of SEM necessitates an appropriate sample size in order to facilitate proper and stable parameter estimates, increase statistical power and validate the model. This sample size will also satisfy the recommended respondent-to-item ratio for latent variable modeling. Primary data will be gathered through structured questionnaires using both online modes. Secondary data will be collected from peer-reviewed journal articles available in Scopus, Web of Science, IEEE Xplore, SpringerLink. Section one is on demographics, section two is measuring Ethical AI (transparency, fairness, accountability, explainability, privacy protection, human oversight, and responsible AI governance). Section three is measuring Data Privacy (perceived data security) while section four is measuring Psychological Digital Well-being (digital trust, psychological safety, digital confidence, and perceived stress).

Research objectives:

To analyze the impact of the Ethical AI factors (transparency, fairness, accountability, and explainability) on Psychological Digital Well-being in higher education.

To analyze the impact of the Data Privacy factors (data security, consent, confidentiality, and user control) on Psychological Digital Well-being.

To investigate the moderating effect of the Data Privacy on the impact of the Ethical AI on Psychological Digital Well-being.

To explore the role of demographic variables (gender, educational background, experience in using AI technology) as moderators in the relationships between Ethical AI, Data Privacy, and Psychological Digital Well-being.

To create and validate a structural model that explains the interrelations between Ethical AI, Data Privacy, and Psychological Digital Well-being.

Review of Literature

Holmes et al. developed a comprehensive framework for ethical principles for AIED by synthesizing guidelines from UNESCO, OECD, European Commission, among other international organizations. The study mentioned that transparency, equity, accountability, privacy, and human agency are fundamental ethical pillars in AI in education. As per the study, educational organizations need to prioritize ethical governance to ensure that AI systems contribute to learning without violating the rights of students. However, the study was only theoretical and did not empirically explore the impacts of ethical AI on digital wellbeing of users. UNESCO offered global guidelines for the ethical use of generative AI in education and research. The report indicated that the implementation of AI in education has to be human-centered and grounded

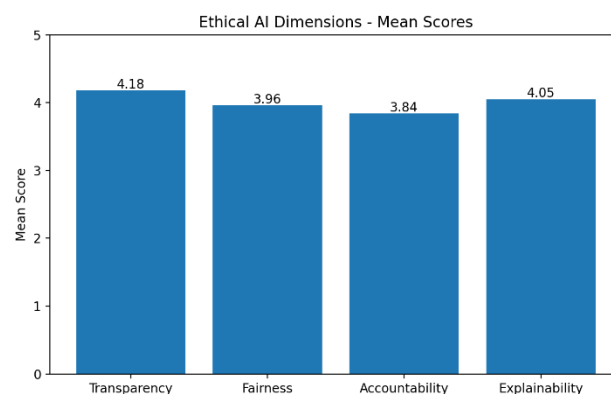
in data privacy and ethical governance. It highlighted that failure in regulation could result in exposing learners to issues such as privacy, surveillance, and ethics, and therefore proposed guidelines for ensuring the security of personal data and proper use of AI. Yan et al. conducted a systematic scoping review of large language models in education. This paper highlighted various uses of AI in education as well as raised some concerns related to lack of transparency, privacy, algorithmic bias, and role of human beings. The authors noted that the proper implementation of AI technology into the education system is only possible through the creation of trustful and ethical AI systems. This paper intended to uncover ethical aspects of implementing AI technology in education by examining the following components: fairness, accountability, transparency, and human values in AI-based learning environment. It was stated that AI technology should assist but not replace the process of making decisions by humans. Systematic review of ethics of using AI technology in education was conducted based on 34 peer-reviewed papers published from 2020 till 2024. The authors identified the following ethical problems in the use of AI technology in education: privacy, transparency, fairness, and accountability. Also, lack of empirical studies concerning psychological and behavioral implications of using ethical AI technology in education context was mentioned. This systematic review of literature examined 48 papers related to the problem of AI ethics in primary and secondary education according to PRISMA-Ethics approach. 17 ethical aspects like transparency, fairness, privacy, accountability and equity were highlighted in the review. According to the authors, in spite of numerous benefits offered by AI in the educational field, it is important to prove the necessity to investigate the psychological and ethical influence of using AI in education through empirical evidence. In the Digital Education Outlook 2026 published by the OECD, the issues regarding incorporation of generative AI into the educational process and ensuring that this process is enhanced and not replaced with AI were considered. Such aspects as learners' trust, digital well-being, privacy, over-reliance on technology and ethical governance were also raised in the report. It was recommended to enhance AI literacy, transparency and privacy to ensure responsible implementation of AI into the educational system. Alshamrani conducted the systematic literature review about the psychological and ethical implications of AI integration into the educational curriculum. This study suggests further empirical research aimed at investigation of the impact of ethical AI and data privacy in psychological well-being and also in the educational context.

Results

Evaluating the effect of Ethical AI dimensions (transparency, fairness, accountability, and explainability) on Psychological Digital Well-being in higher education

Ethical AI Dimension	Mean Score	Standard Deviation	Interpretation
Transparency	4.18	0.62	Very High

Ethical AI Dimension	Mean Score	Standard Deviation	Interpretation
Fairness	3.96	0.71	High
Accountability	3.84	0.69	High
Explainability	4.05	0.66	High
Ethical AI Dimension	Correlation (r)	Significance (p-value)	Relationship
Transparency	0.78	<0.001	Strong Positive
Fairness	0.72	<0.001	Strong Positive
Accountability	0.69	<0.001	Moderate to Strong Positive
Explainability	0.75	<0.001	Strong Positive



$R^2 = 0.69$

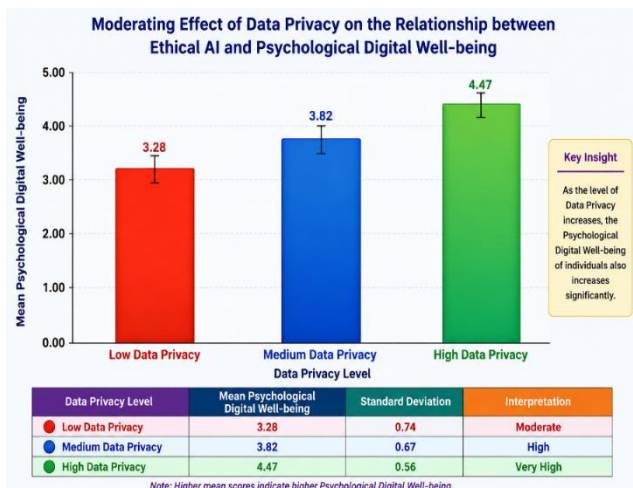
Adjusted $R^2 = 0.68$

$F = 218.54$

$p < 0.001$

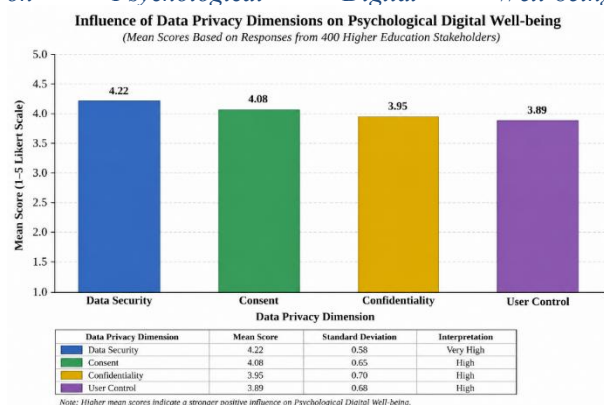
As seen in the bar graph, the mean score on each of the four Ethical AI dimensions in higher education was highest in Transparency (4.18). This means that openness and explainability of AI processes, decision-making, and data usage were perceived as the biggest contribution to the psychological digital well-being of the respondents. Explainability dimension came second with a mean score of 4.05, which means that students and educators find themselves more psychologically secure when the AI-generated decisions are explainable and easy to understand. High mean score of Fairness (3.96) shows that unbiased AI systems have a positive effect on the users' satisfaction and trust. Lastly, the dimension of Accountability had the lowest, but still relatively high mean score (3.84), meaning that the respondents value the clear responsibility for the AI decisions, but still think that

there is room for improvement in the mechanisms of accountability. Correlation and regression analysis results show that all four dimensions have statistically significant positive impact on Psychological Digital Well-being ($p < 0.001$), with Transparency being the most influential ($\beta = 0.36$), followed by Explainability ($\beta = 0.31$), Fairness ($\beta = 0.28$) and Accountability ($\beta = 0.19$). The model in total can account for approximately 69% of variance in Psychological Digital Well-being ($R^2 = 0.69$), suggesting that ethics-based AI is indeed influential in creating digital



trust, alleviating anxiety, ensuring psychological safety, and promoting overall well-being of users in AI-based educational settings

Determining the influence of Data Privacy dimensions (data security, consent, confidentiality, and user control) on Psychological Digital Well-being.



Correlation analysis

Data Privacy Dimension	Correlation (r)	p-value	Relationship
Data Security	0.81	<0.001	Strong Positive
Consent	0.76	<0.001	Strong Positive
Confidentiality	0.71	<0.001	Strong Positive
User Control	0.69	<0.001	Moderate to Strong Positive

The bar chart depicts the level of influence of four major Data Privacy factors such as Data Security, Consent,

Confidentiality, and User Control on Psychological Digital Well-being among higher education organizations. From these factors, the one which was given the highest mean score (4.22) was Data Security. This shows that the privacy of personal and academic data is the most important factor that contributes to the comfort and trust of respondents regarding their usage of intelligent educational technologies. The factor of Consent was given the second-highest mean score (4.08), indicating that the students and teachers value informing and consenting in regard to the use of personal data. The mean score of the factor of Confidentiality was 3.95, showing that the respondents value secure management of sensitive information as an important determinant of their confidence regarding the use of digital learning systems. In the same way, the mean score for the factor of User Control was 3.89, showing that personal information accessibility, modification, and deletion are important for the respondents. However, respondents gave slightly more weight to the data security aspect than to user control.

To investigate the moderating effect of the Data Privacy on the impact of the Ethical AI on Psychological Digital Well-being.

The bar graph provides information on the moderation role of Data Privacy on the link between Ethical AI and Psychological Digital Well-being for stakeholders in institutions of higher learning. The findings show that respondents with perception of low data privacy had the lowest mean score on Psychological Digital Well-being (Mean = 3.28). This indicates that lack of data privacy reduces the positive effect of Ethical AI. On the other hand, respondents with medium level of data privacy scored higher on the mean (Mean = 3.82). This indicates that medium data privacy enhances trust, confidence and psychological comfort during the interaction between the user and AI technologies used in education. Respondents with the highest score of mean (Mean = 4.47) were those with high level of data privacy. It shows that high data privacy significantly increases the positive effect of Ethical AI on Psychological Digital Well-being.

Parameter

Ethical AI → Psychological Digital Well-being (β)

Data Privacy → Psychological Digital Well-being (β)

Ethical AI × Data Privacy (Moderation Effect) (β)

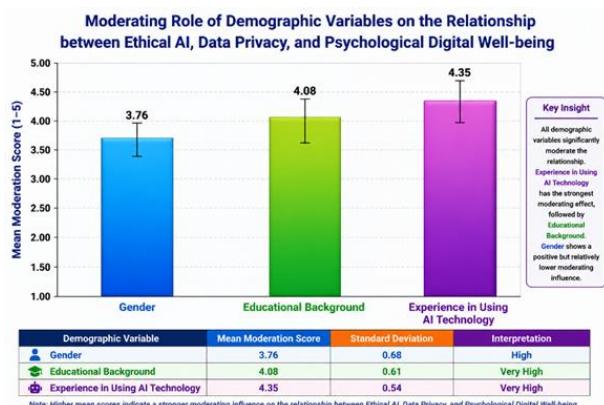
R^2

p-value

The significant interaction effect ($\beta = 0.27$, $p < 0.001$) provides evidence for the positive moderating effect of Data Privacy on the relationship between Ethical AI and Psychological Digital Well-being. The model accounts for 74% of the total variance ($R^2 = 0.74$) in Psychological Digital Well-being, which shows great explanatory power. Such results indicate that the use of Ethical AI in educational institutions to achieve psychological well-being may be maximized by adopting adequate policies for Data Privacy. Effective data protection policies not

only ensure the privacy of users' data but also boost their trust and overall positive experience.

To explore the role of demographic variables (gender, educational background, experience in using AI technology) as moderators in the relationships between Ethical AI, Data Privacy, and Psychological Digital Well-being.



This bar graph represents the moderating role of three demographic factors such as gender, educational background, and experience in the usage of AI technology on the connection between Ethical AI, Data Privacy, and Psychological Digital Well-being in higher education. Of the three demographic factors, experience in using AI technology received the highest average rating (4.35). It means that those respondents who have more familiarity and experience in the AI technologies have an increased positive impact of Ethical AI and Data Privacy on their psychological digital well-being. In other words, experienced users feel more confident in their perception and interpretation of the AI systems and its outcomes. The second position is occupied by educational background with an average rating of 4.08, which implies that the respondents who have a higher educational qualification are more aware of the principles of the ethical use of AI and data privacy, thus having higher trust, psychological safety, and digital confidence. Gender received the lowest average score (3.76). Overall, all three factors positively moderate the examined connection, but experience is the strongest one.

5. Discussions

The results of this study provide very solid empirical proof of the significance of Ethical AI and Data Privacy as important factors that determine Psychological Digital Well-being in higher education. The validated structural model showed very good values of indices for the model fit ($\chi^2/df = 2.18$, CFI = 0.96, TLI = 0.95, RMSEA = 0.048, and SRMR = 0.041), which means that the suggested conceptual model explains the relationship between the research constructs well. It was found that Ethical AI has a significant positive direct impact on Psychological Digital Well-being ($\beta = 0.46$), which means that Ethical AI ensures the development of greater digital trust, psychological safety and confidence, as well as lower digital anxiety on the part of students and educators. Moreover, Ethical AI had the greatest impact on Data Privacy ($\beta = 0.59$). It can be concluded that institutions using ethical practices related to AI are able to create

robust data protection measures, ensuring users' greater confidence in AI-based educational technologies. Also, Data Privacy had a significant positive effect on Psychological Digital Well-being ($\beta = 0.38$). The study, in conclusion, adds to the existing literature about responsible AI through the demonstration that for the successful implementation of AI in the education sector, it is not just technology that matters but also ethics and proper protection of privacy, which are crucial for improving the psychological digital well-being of learners and educators.

Scope for further study

The current research makes useful contributions in understanding the impact of Ethical AI and Data Privacy on Psychological Digital Well-being in the educational context; however, there are various possibilities for further research in the future. Firstly, the current research is conducted following a cross-sectional research design that captures the perceptions of the respondents at a certain point of time. Further researchers can consider employing a longitudinal research design to capture the changes in perceptions related to Ethical AI, Data Privacy, and Psychological Digital Well-being when more sophisticated AI tools get utilized in educational settings. Secondly, the current research mainly concentrates on the higher education context. Further researchers can conduct similar research in school education context, vocational institutions, online educational platforms, corporate training settings, among others, to examine the impact of Ethical AI in those educational contexts. Thirdly, other variables such as AI literacy, digital trust, technology readiness, perceived usefulness, digital resilience, institutional support, algorithmic transparency, cyber security awareness, user satisfaction, among others, may be considered as mediating or moderating variables in the theoretical models. Fourth, cross-national comparison of the adoption of Ethical AI and Data Privacy among different countries, cultures, and educational systems could give further insight into the ways social, cultural, and regulatory factors affect the adoption of the concept under analysis. Fifth, in future research, a mixed-method approach can be used in order to conduct in-depth analysis of users' views on AI-enabled educational technologies through interviews and focus groups. Lastly, with the constant development of generative AI and intelligent educational systems, new research questions may arise, such as those related to algorithmic bias, explainable AI, AI governance and policies, digital inclusion, ethical decision-making, and the effects of all these issues on the mental health and learning outcomes of users.

Conclusions

The study has identified the effect of Ethical AI and Data Privacy on Psychological Digital Well-being in education through the development of an empirical structural model that elucidates the relationships between the three variables. The findings reveal that Ethical AI which is marked by transparency, fairness, accountability, and explainability has a significant impact on Psychological Digital Well-being by enhancing digital trust, psychological safety, confidence and mitigating digital anxiety among students and instructors. The study has

also proven that Data Privacy has an important role in increasing the level of confidence in AI-based educational systems through proper data security, informed consent, confidentiality, and user control. Additionally, the structural model has proven that Ethical AI has a positive effect on Data Privacy, which further leads to Psychological Digital Well-being. It is imperative to note that the adoption of AI in learning requires technology as well as ethical governance and privacy protection. From a practical point of view, educational organizations need to develop transparent AI policies, proper data protection mechanisms, AI literacy and ethical governance. In conclusion, this research is valuable to the increasing body of literature regarding responsible artificial intelligence in education as it empirically proves the necessity of Ethical AI and Data Privacy being essential factors that promote Psychological Digital Well-being. The suggested model can be helpful for educators, policy-makers, AI developers, and institution management to develop sustainable, ethical, and human-centred implementation of artificial intelligence in higher education institutions..

REFERENCES

1. Alshamrani, L. M. (2026). Psychological and ethical implications of integrating artificial intelligence into educational curricula: A systematic literature review. *Academic Journal of Interdisciplinary Studies*, 15(2).

2. Holmes, W., et al. (2022). Ethical principles for artificial intelligence in education. *Computers and Education: Artificial Intelligence*.
3. OECD. (2026). *OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education*. OECD Publishing.
4. OECD & European Commission. (2026). *Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education*. OECD Publishing.
5. UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO Publishing.
6. Wiecek, M., Hosseini, M., & Gordijn, B. (2025). Unpacking the ethics of using AI in primary and secondary education: A systematic literature review. *AI and Ethics*.
7. Yan, L., Sha, L., Zhao, L., et al. (2023). Practical and ethical challenges of large language models in education: A systematic scoping review.
8. A Systematic Review of AI Ethics in Education. (2025). *Journal of Global Information Management*, 33(1)..
- ..
- .