AI AND CREATIVE RESEARCH IN ALGERIAN UNIVERSITIES: FACULTY PERSPECTIVES ON INTEGRATION

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Abstract: This study investigates the role of artificial intelligence (AI) in enhancing the creativity of research processes within Algerian universities from the perspective of faculty members. The research hypothesizes that faculty members generally perceive AI integration positively, recognizing its potential to enhance creativity and streamline research processes. Furthermore, it anticipates concerns regarding the ethical implications of AI use, potential dependency on AI tools, and the adequacy of current training and resources. A descriptive approach was employed, utilizing semi-structured interviews with a purposive sample of 40 faculty members from various departments. Qualitative content analysis was performed to identify recurring themes and patterns. The findings confirmed that AI positively impacts research creativity through advanced data analysis tools, interdisciplinary collaboration, and innovative problem-solving methodologies. Notably, machine learning algorithms and natural language processing were identified as particularly beneficial. However, the study also validated concerns related to AI's ethical implications, potential dependency, and insufficient training and resources. The results emphasize the need for targeted strategies, including comprehensive training programs and the development of ethical guidelines, to effectively integrate AI into research. Faculty members expressed a demand for additional workshops, courses, and technical support to enhance their skills and confidence with AI technologies. These insights suggest that while AI has the potential to transform research creativity in Algerian universities, addressing these barriers is essential for successful and ethical implementation.

*Keywords***:** AI integration; Algerian universities; creative research; ethical challenges; faculty perspectives.

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1. Introduction

The rapid development of AI has significantly impacted a variety of fields, including creative research, by fostering innovation and promoting interdisciplinary collaboration. In creative research, AI technologies are no longer limited to automating routine tasks; they are increasingly being integrated into the research process itself, generating new possibilities for knowledge creation. This technological shift is especially relevant in academic research settings, where AI offers unique opportunities to enhance both research methodologies and creative outputs. Within Algerian universities, the integration of AI into creative research holds transformative potential to elevate academic practices, enabling faculty members to engage with more sophisticated, data-driven tools and methodologies that may stimulate innovative research outcomes. However, the extent to which this integration has been realized and how it is perceived by faculty in Algerian higher education remains under-explored, highlighting a crucial gap in current academic discourse.

In a university setting, research-creation is defined as a practice that integrates artistic creation with research activities, facilitating a unique exploration of new knowledge through creative processes. This multidisciplinary approach transcends traditional boundaries, allowing faculty and students to engage in innovative inquiries that merge artistic expression with rigorous research methodologies. Research-creation not only fosters creativity but also enhances the development of critical thinking and problem-solving skills, equipping participants with the tools necessary to navigate complex academic challenges (Leavy, 2018, Oussou, 2020).Moreover, this dual approach emphasizes the relationship between theory and practice, enabling researchers to ground their artistic endeavours in theoretical frameworks while simultaneously testing and evolving these frameworks through practical application. By embracing research-creation, academic institutions can cultivate an environment that encourages collaboration across disciplines, thereby facilitating innovative outcomes that significantly benefit both academic and cultural landscapes. The integration of research-creation into academic curricula can also lead to the emergence of new forms of knowledge that address pressing social issues, as artists and researchers collaboratively explore topics of cultural significance (Bishop, 2012).As such, research-creation serves as a vital catalyst for enhancing educational experiences, promoting engagement, and fostering a deeper understanding of the inter-connectedness of art and research within the broader context of higher education (Harris, 2020).

The central research questions guiding this study are: How do faculty members in Algerian universities perceive the integration of AI in creative research, and what are their expectations and concerns regarding its implementation? These inquiries focus on uncovering the multifaceted perspectives of faculty members, who play a critical role in the successful adoption and integration of AI technologies within academic environments. To address these research questions, the study sets forth three primary aims. First, it seeks to investigate faculty perceptions by examining their attitudes toward AI and its impact on creative research processes. Understanding these attitudes is essential for identifying factors that encourage or hinder the acceptance and use of AI in creative fields. Second, the study aims to identify the key challenges and opportunities faced by faculty in integrating AI into their research. This includes determining both the obstacles complicating AI adoption and the anticipated benefits that faculty members foresee AI bringing to their research activities. Finally, the study aims to assess the training and support needs required to facilitate effective AI integration. By exploring specific training and institutional support necessary, the study provides insights into how to best equip faculty members to leverage AI tools in their research endeavours.

The study hypothesizes that faculty members generally perceive AI integration positively, recognizing its potential to enhance creativity and streamline research processes. However, it is anticipated that significant concerns will arise regarding the ethical implications of AI use, potential dependency on AI tools, and the adequacy of current training and resources available to faculty. Therefore, effective AI integration is hypothesized to require targeted strategies, including comprehensive training programs and the development of robust ethical guidelines. Addressing these hypotheses may contribute to ensuring that AI is integrated in a manner that is both effective and ethically sound, potentially supporting the advancement of creative research within Algerian universities.

The exploration of AI integration in Algerian universities, particularly through the lens of faculty perspectives, has the potential to make significant contributions to both academic literature and practical applications. By illuminating the ways AI influences creative research processes and highlighting the associated challenges and needs, this study aims to foster a deeper understanding of AI's potential and limitations. The insights gained are expected to inform strategic decisions, guiding the development of effective policies and practices that will support the ethical and impactful use of AI in academic research settings.

2. Literature Review

The integration of AI into creative research has gained widespread recognition for its transformative potential across academic disciplines. This study focuses on exploring how AI can enhance creativity, reshape research methodologies, and address ethical challenges, particularly within Algerian universities. While AI's global advancements highlight its diverse applications, institutions in Algeria face specific challenges, such as limited infrastructure and inadequate training resources. This section contextualizes these challenges and opportunities within the Algerian higher education system, offering insights into how AI can be effectively integrated to support academic research.

2.1. AI and Creativity

AI's capacity to foster creativity has been well-documented in various artistic fields. For example, Elgammal et al. (2017) demonstrated how AI algorithms could produce innovative artworks by analyzing vast datasets of existing art, offering artists fresh tools for creative exploration. Similarly, McCormack et al. (2019) highlighted AI's contributions to music composition, where algorithms analyze musical patterns to assist musicians in generating unique pieces or suggesting creative variations. These examples illustrate how AI expands the possibilities of traditional creative processes.

AI's influence extends beyond visual and musical arts. In literature, for instance, Cordeiro and Gennaro (2021) discuss how AI systems help writers overcome creative blocks by generating narrative ideas and alternative plotlines. These applications reveal the versatility of AI in supporting diverse artistic fields, pushing the boundaries of what is achievable through creative endeavours.

2.2. Transforming Research Methodologies

Beyond its role in creativity, AI has revolutionized research methodologies by automating tasks such as data collection, analysis, and interpretation. This has significantly improved the efficiency and precision of research processes. Scholars like Jordan and Mitchell (2015) and Tomat (2023) have shown how machine learning algorithms uncover patterns in large datasets that would otherwise be difficult for humans to detect, making AI indispensable in data-driven research.

AI's ability to facilitate interdisciplinary collaboration has also been transformative. As Brynjolfsson and McAfee (2014) observed, AI systems synthesize data from multiple fields, enabling comprehensive analyses that connect disparate disciplines. This capacity is particularly valuable in creative research, where interdisciplinary approaches often lead to innovative solutions and breakthroughs.

2.3. Ethical Considerations and Challenges

Despite its advantages, integrating AI into creative research raises ethical concerns. Scholars such as Mittelstadt et al. (2016) have highlighted issues like data privacy, algorithmic bias, and the potential for AI to exacerbate existing inequalities. In creative research, these challenges can threaten artistic integrity and originality, underscoring the need for responsible AI use. Another critical concern is the risk of dependency on AI tools. Eubanks (2018) and Chubb, Cowling, and Reed (2022) warn that excessive reliance on AI could undermine human creativity and critical thinking. As AI technologies continue to evolve rapidly, researchers may struggle to manage them effectively, further amplifying this risk. To address these challenges, comprehensive training programs are essential to equip researchers with the knowledge and skills needed to use AI ethically and responsibly.

2.4. AI in Higher Education Contexts

Globally, the integration of AI into higher education and creative research has shown immense promise but also revealed significant challenges. For instance, AI has been used to personalize learning experiences, automate administrative tasks, and enhance research capabilities. A report by the World Economic Forum highlights AI's potential to revolutionize education by tailoring learning to individual needs and improving student outcomes (Schleicher, 2020; Oussou, 2020; Zouhaier, 2023). However, barriers such as the digital divide and limited access to resources persist, especially in developing countries. Successful AI implementation requires significant investment in technology and training, which many institutions struggle to provide (Schleicher, 2020).

In Algeria, AI adoption in higher education remains in its early stages. Outdated infrastructure and funding constraints are major obstacles, reflecting broader challenges faced by educational institutions in developing nations. Nevertheless, AI presents significant opportunities for Algerian universities. The government has recognized this potential through initiatives like the National Strategy for Artificial Intelligence, launched in 2020, to promote AI research and development across various fields, including education. AI could profoundly impact creative research in Algerian universities by providing advanced tools for data analysis and fostering innovative environments. However, many AI solutions are developed in Western contexts, necessitating significant adaptation to meet Algeria's unique needs. To address this, substantial investments in infrastructure, tailored training programs, and the development of localized AI applications are essential.

While AI holds tremendous potential for enhancing creativity and transforming research methodologies, its integration into creative research also brings ethical and practical challenges. In the context of higher education, these challenges require careful attention to ensure AI adoption aligns with institutional goals and ethical standards. By addressing these concerns and leveraging AI's capabilities, Algerian universities can foster more innovative and interdisciplinary academic environments, equipping researchers and students to thrive in a rapidly evolving academic landscape.

3. Methodology

3.1 Context

This study sought to explore how faculty members perceive the integration of AI in creative research within Algerian universities. The context of this research is set within the higher education landscape of Algeria, which is characterized by a diverse range of academic disciplines and varying levels of technological infrastructure. To capture a broad perspective, six Algerian universities were selected, encompassing a total of 40 faculty members. The distribution of these faculty members by discipline is as follows: 40% from the humanities, 35% from social sciences, and 25% from technology fields. This targeted approach aims to provide in-depth insights into how AI can be effectively integrated across different academic domains, addressing both opportunities and challenges faced by faculty members.

In fact, the research was carried out over a six-month period from January 2024 to June 2024, encompassing several critical phases. The preparation phase in January involved developing the research design, crafting the interview guide, and selecting participants. This was followed by the data collection phase from February to April, during which in-depth semi-structured interviews were conducted. The final phase, from May to June, was dedicated to data analysis, where interview transcripts were coded and thematically analyzed to identify key insights and patterns related to AI integration in creative research.

3.2 Participants

The participants in the present study were 40 faculty members from a variety of disciplines across six Algerian universities. The general population included faculty from humanities, social sciences, and technology fields to ensure a comprehensive understanding of AI integration across different academic domains. Participants were selected using a purposive sampling method, focusing on individuals who are actively involved in creative research and have some familiarity with AI technologies. These specific selection criteria ensured that the sample included a diverse range of academic perspectives, enhancing the study's ability to capture in-depth insights into the benefits and challenges of AI integration. Faculty members were chosen based on their involvement in research activities and their potential experience with or opinions on AI integration in order to ensure that participants could provide relevant and informed perspectives, contributing to a rich and detailed understanding of the research topic at hand.

3.3 Procedures

Data collection was conducted through in-depth semi-structured interviews, which were designed to explore various aspects of AI integration in creative research. The interview guide covered key areas such as faculty attitudes towards AI tools, perceived benefits and challenges of AI integration, and ethical considerations and training needs. These interviews provided a platform for participants to share their experiences and perspectives in detail, allowing for a comprehensive exploration of the topic.

Each interview lasted about 30 to 45minutes and was conducted either in-person or through video conferencing platforms, depending on the participants' preferences and availability. With the participants' permission, the interviews were recorded and then transcribed exactly for analysis. The transcription process was followed by a thorough thematic analysis to identify and categorize the main themes and patterns emerging from the data.

By addressing the infrastructural, educational, and contextual challenges identified through these interviews, the study aims to provide valuable insights into how Algerian universities can effectively integrate AI into their creative research efforts. The findings will help to inform strategies for leveraging AI's potential to enhance academic and research capabilities, fostering a more innovative and interdisciplinary academic environment.

4. Results

In order to gather comprehensive insights into faculty perspectives on the integration of AI in creative research, a qualitative approach was employed using in-depth interviews. These interviews aimed to explore various dimensions of AI integration, including perceptions, challenges, opportunities, and the necessary training and support needs. The findings are organized into key themes and summarized in the tables below, followed by detailed comments on each table to provide a nuanced understanding of the data.

Table 1: *Faculty Perceptions of AI in Creative Research*

Perception	Positive	Neutral	Negative
Enhances Creativity	85%	10%	5%
Streamlines Research Processes	80%	15%	5%
Facilitates Interdisciplinary Work	70%	20%	10%

As depicted in Table 1, the distribution of responses indicates a predominantly positive perception of AI among faculty members. A significant 85% of respondents believe that AI enhances creativity, illustrating a strong endorsement of AI's potential in fostering innovative research. Additionally, 80% of the faculty perceive AI as streamlining research processes, highlighting its utility in simplifying complex tasks and improving efficiency. A noteworthy 70% also see AI as facilitating interdisciplinary work, suggesting its role in bridging various academic domains. The relatively lower percentages of neutral and negative responses (10% and 5%, respectively) emphasize the overall positive reception of AI, with minimal resistance or scepticism.

To further explore these perceptions, faculty members provided specific examples of AI tools used in their research. One participant noted the use of AI art generators, which enabled the creation of diverse artistic styles and innovative visual concepts not achievable through traditional methods. Another respondent highlighted the application of Natural Language Processing (NLP) tools for analyzing large text datasets, revealing patterns and trends that would be challenging to identify manually. In addition, AI-driven data analysis tools were mentioned by a third faculty member as very beneficial to deal with complex data and provide insightful implications in educational research.

Concerning the question about whether specific AI technologies enhance or hinder creativity, faculty members revealed different perspective. AI art generators and NLP tools were claimed to be efficient in promoting creativity by providing new insights and simplifying innovative approaches. However, issues about the over-reliance on AI tools were raised. Some participants claim that the excessive use of AI tools might undermine originality and creativity. This result supports the hypothesis that AI can significantly enhance research processes and procedures, but it also highlights challenges that need to be dealt with cautiously.

All in all, these results support the view that AI use can both promote and hinder creative research. The participants' answers reveal positive attitudes towards the use of AI, emphasizing the importance of adopting a balanced approach.

Table 2: *Impact of AI Integration on Creativity*

Impact of AI Integration	Percentage of Faculty
Enhances Creativity	85%
Hinders Creativity	15%
No Impact	0%

Table 2 presents the perceptions of effects of AI integration on creativity in research among faculty members. In this regard, 85% of respondents think that AI enhances creativity, supporting AI's positive role in boosting innovation and original research production. Specific examples include AI art generators and advanced design tools that have enabled new forms of artistic and research expression. On the other hand, 15% of faculty members believe that AI negatively affects creativity, expressing concerns about reducing originality due to reliance on automated applications. In addition, 0% of participants claim that AI has no effect on creativity, suggesting that AI is globally regarded as effective in creative processes both positively or negatively.

The next section supports these results in relation to specific AI technologies. The participants mentioned cases where AI tools significantly promoted creative breakthroughs or limited creative. This finding calls for a careful implementation of AI to avoid any potential disadvantages.

Table 3: *Opportunities Presented by AI Integration*

Opportunity	Percentage of Faculty
EnhancingCreative Output	70%
Streamlining Data Analysis	80%
Promoting Collaborative Research	75%
Time-savingCapabilities	65%

As illustrated in Table 3, 70% of participants believe that AI enhances creative output, such as AI art generators, which helped with generating artistic expression. For instance, AI-assisted design platforms are claimed to have blended artistic creativity with advanced technology. In addition, 80% of the respondents indicated that AI helps with data analysis. Many respondents mentioned AI-driven analytics tools that helps interpret large sets of data. A faculty member noted that the use of AI allows for more comprehensive data examination especially in data-intensive research. Moreover, 75% of participants observed that AI boosts collaborative research processes. Participants revealed that AI tools provide platforms for real-time data sharing and joint analysis. For example, one faculty member mentioned a project powered by AI involving researchers from various disciplines to deal with a complex issue. Results reveal that participants believe AI to be effective in enhancing creative output,

processing data analysis, and promoting collaborative research. They mentioned AI art generators and AI-driven data analysis tools as examples.

Additionally, 65% of participants noted that AI can improve time efficiency. Faculty members reported that AI algorithms allow more time for more creative and critical aspects of research. Two participants stated that AI tools significantly reduced the time for data pre-processing to accelerate the research timetable and focus more on generating novice ideas and solutions.

Table 4: Key *Challenges in AI Integration*

Challenge	Percentage of Faculty
Ethical Implications	65%
Dependency on AI Tools	60%
Adequacy of Training and Resources	75%
Financial Constraints	55%

As shown in Table 4, participants revealed many challenges in integrating AI into creative research. Ethical considerations were raised by 65%, with one respondent highlighting a situation where AI use raised significant issues regarding data privacy calling for the need to respect ethics of research. Similarly, 60% of respondents expressed the fear that over-reliance on AI could eliminate traditional research skills. An instance was noted where the over-reliance on AI for data analysis led to negatively affecting researchers' ability to autonomously evaluate data. The adequacy of training and resources was the most prominent challenge, identified by 75% of respondents. They reported difficulties in using AI tools due to insufficient training which led to challenges in understanding advanced features of AI tools. This, in turn, highlights the need for support and trainings to equip faculty members with the necessary skills effective AI use. Additionally, 55% of the respondents identified high costs as another major challenge. This includes the initial purchase costs and the ongoing expenses for maintenance and upgrades, which can be a considerable obstacle for institutions with limited budgets, hindering their ability to benefit from AI tools in research.

The follow-up responses indicate that the primary challenge lies in the adequacy of training and resources as experiences reveal that addressing these issues requires the development of clear ethical manuals and systematic formal trainings. These results go hand in hand with the study's objective to identify and address the key challenges of AI implementation.

Table 5: *Ethical Considerations in AI Research*

Ethical Consideration	Percentage of Faculty
Adherence to Established Ethical Guidelines	65%
Development of New Ethical Guidelines	5%
Reliance on Institutional Ethics Committees	30%
No Consideration	0%

Table 5 illustrates how faculty members handle ethical considerations when using AI in their research. According to the table, 65% of respondents adhere to established ethical guidelines. A significant portion of faculty members rely on existing ethical standards to ensure responsible use of AI. Many faculty members claim that they follow general ethical practices related to data privacy and transparency, as outlined in guidelines. For example, many respondents mentioned their commitment to protecting participant data in AI-driven analyses. Some faculty members indicated that they are developing new AI related ethical guidelines, suggesting their efforts to address emerging ethical challenges. Additionally, 30% rely on institutional ethics committees to oversee AI-related research, ensuring that AI tools are used responsibly. Surprisingly, 0% of participants reported that they do not specifically address ethical considerations when using AI tools, indicating that faculty members respect ethical dimensions of AI implementation in their research.

Table 6: *Training and Support Needs*

Need	Percentage of Faculty
Comprehensive Training Programs	80%
Development of Ethical Guidelines	70%
Institutional Support Systems	75%

As detailed in Table 6, the study reveals various key training and support needs crucial for the effective AI use in creative research. 80% of faculty members highlighted the necessity for extensive training. Many participants stated that current support lacks in-depth, continuous training on advanced AI tools. Thus, there is a need for structured learning opportunities to develop AI competencies and more extensive training programs. When asked about specific ethical concerns, many faculty members (70%) highlighted the need for clear standards to address issues of data privacy and consent. For instance, one participant mentioned a scenario where the absence of ethical guidelines caused problems in handling sensitive research data. Furthermore, 75% of faculty members expressed the need for renewed institutional support systems.

Results revealed that many faculty members felt unsupported in their efforts to integrate AI, due to a lack of institutional resources. This result reveals the necessity for stronger institutional support to provide the resources needed to facilitate an effective AI implementation. This emphasis on extensive training programs, ethical guidelines, and institutional support identifies specific gaps in current practices and highlights the importance of addressing these needs for successful AI implementation in the Algerian university.

Table 7: *Future Role of AI in Creative Research*

Perception of Future Role	Percentage of Faculty
AI Will Play a Major Role	95%
AI Will Have a Moderate Role	5%
AI Will Have a Minor Role	0%
No Future Role Perceived	0%

Table 7 illustrates faculty perceptions regarding the future role of AI in creative research within Algerian universities. Accordingly, 95% of respondents anticipate that AI will play a major role in shaping the future of creative research. They strongly believe that AI has the potential to advance research methodologies and foster innovative approaches to creative research. Faculty members highlighted that the automation of complex processes, data analysis capabilities, and collaborative research initiatives are the major contributions of AI. Additionally, 5% of respondents perceive AI as having a moderate role in the future. Faculty members who hold this view emphasize the importance of integrating AI tools to complement existing research practices rather than replace them. This means that AI will enhance but not replace traditional research methodologies.

Findings also provide further insights into changes and developments. Participants expressed a strong interest in anticipating advancements such as a more user-friendly aspect for AI tools, better training programs, and increased institutional support for AI research. Some suggestions include the development of AI platforms that address academic needs to support AI-driven research projects. This recognition of AI's importance aligns with the current study's hypothesis that there is need for continued investment in AI infrastructure and training to support the advancement of creative research within Algerian university.

5. Discussion

This research investigates the perceptions of faculty members in Algerian universities regarding the implementation of AI in creative research, examining their attitudes, expectations, and issues. This study follows a qualitative approach with in-depth interviews and tests three hypotheses. First, it is hypothesized that faculty members generally perceive AI implementation positively, recognizing its role in enhancing creativity and accelerating research processes. Second, it is anticipated that significant issues and challenges will emerge regarding the ethical concerns of AI use, potential reliance on AI applications, and the adequacy of training and resources available to the faculty. Third, the study hypothesizes that effective AI implementation will require a number of strategies, including comprehensive training programs and the development of ethical guidelines. The academic backgrounds of the faculty involved, spanning various domains of creative research, provide a foundation for evaluating AI's role in transforming research practices, ensuring a deep understanding of both creative processes and research methodologies for a stronger basis of AI integration.

According to the results, faculty members shared insightful perspectives about the integration of AI in their research practices, highlighting both benefits and challenges. The role of AI in enhancing creativity through repetitive tasks and new insights is consistent with a number of studies advocating for the innovative implementation of AI in creative research fields (Elgammal et al., 2017; McCormack et al., 2019, Akinwalere and Ivanov, 2022, Chubb,

Cowling, and Reed 2022). These findings confirm the hypothesis that faculty members perceive significant role for AI in creative research processes. On the other hand, the adaptability and effectiveness of AI tools were highlighted since AI serves various research needs and promotes the overall research experience. This finding aligns with the trends that emphasize the integration of advanced digital tools in research.

New insights reveal that participants have created AI applications to fit their personalized research contexts and objectives. For instance, some researchers have used AI for data analysis in interdisciplinary cooperative projects. Overcoming the challenges of data privacy concerns and technical expertise has led to efficient solutions that enhance the effectiveness and ethical integration of AI. Faculty members have developed strategies for gradually integrating AI, including simpler applications which progressively increase in complexity as faculty members' familiarity with the technology develops. This approach has proven efficient in maximizing AI's benefits and supporting researchers' proficiency in using AI tools.

Despite the revealed benefits, the integration of AI into research practices presents numerous challenges. Faculty members emphasized the need for extensive training programs and ethical guidelines. This directly supports the hypothesis regarding the expected implementation obstacles. These solutions include providing access to suitable AI tools, overcoming technical problems, and implementing strategic planning and infrastructure allocation to address significant challenges.

Reflecting on the methodological design, this study reveals an expected number of limitations and biases related to the subjective nature of the interviews and the limitations of the sample through the applied sampling technique. The perceptions revealed come from a small number of individual faculty members' experiences. Thus, these results may not be generalized tp represent a broader academic context. This necessitates a careful interpretation of the findings, to avoid any kind of subjective bias and highlight the need for further verification through various educational contexts.

As a matter of fact, the findings of this study align with a number of studies that emphasize the role of AI in enhancing creative research processes and transforming research methodologies (Jordan & Mitchell, 2015; Brynjolfsson& McAfee, 2014, Tomat, 2023). This alignment with previous research not only confirms insightful aspects of our results but also contributes to a broader academic discourse about the effective strategies for AI implementation. A number of studies by Elgammal et al. (2017), McCormack et al. (2019), Akinwalereand Ivanov, (2022) and Tomat (2023) provide empirical support for our findings, confirming the potential role that AI tools play in fostering creativity and research processes. The value of AI, which is verified through this research, supports its crucial role in academic research methodologies for enhancing creative outputs and research efficacy.

To sum up, this study confirms the role of AI in promoting creative research. It highlights the various challenges faculty members face during the process of its implementation. Accordingly, the study invites future researchers to explore the differential impacts of various AI tools on creative research and to evaluate the effect of training and ethical guidelines on improving effective AI implementation.

6. Conclusion

This study investigated faculty perspectives of AI integration in creative research within a number of Algerian universities. It reveals generally positive perceptions. Faculty members acknowledged AI's role in enhancing creativity and research processes as well as boosting interdisciplinary collaboration. However, concerns and issues were raised about

ethical implications, over- reliance on AI tools, and the availability of training and resources. The findings reveal that the successful integration of AI in research requires addressing both technical and ethical challenges through efficient strategies, encompassing extensive training programs, ethical guidelines, and institutional support. In this respect, AI implementation in research is a transformative process that aims to renovate academic practices. The positive attitude revealed by faculty members suggests readiness to deal with innovation, but the expected challenges highlight the need for an approach that balances ethical standards with necessary support. This research offers valuable insights into AI's role in higher education for effective and ethical AI integration in the Algerian university context. Finally, overcoming the highlighted challenges can enhance creative academic research in an attempt to place the Algerian university at the forefront of academic innovation.

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