Vol. 06, No. 1, pp.211-221 | APRIL 2026
DOI: https:// DOI 10.34118/jskp.v6i1.4566

**Article history** (leave this part):
Submission date: 04.02-2026
Acceptance date: 31-03-2026
Available online: 20-04-2026
**Keywords:**
*Artificial Intelligence, Education, Law, Ethics, Emerging Societies, Digital Transformation*
**Funding:**
This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
Competing interest:
The author(s) have declared that no competing interests exist.
**Cite as (leave this part):**
Hanan Abufares Elkhimry; . (2024). Title. Journal of Science and Knowledge Horizons: 4(1), 283-293. https://doi.org/10.34118/jskp.v2i02.2727



*Journal of Science and Knowledge Horizons*
*ISSN 2800-1273-EISSN 2830-8379*

# Artificial Intelligence between Education, Law, and Ethics: An Analytical Study in Emerging Societies

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## Abstract:

Artificial Intelligence (AI) has emerged as a transformative force shaping contemporary educational systems, legal structures, and ethical frameworks. Its rapid diffusion across sectors has enabled unprecedented improvements in efficiency, personalization, and data-driven decision-making, while simultaneously raising complex concerns regarding privacy, accountability, and social justice (Russell & Norvig, 2021, p. 20).

This study aims to analyze the role of artificial intelligence in education, examine the legal challenges associated with its adoption, and explore the ethical implications within the context of emerging societies. The research employs a descriptive-analytical methodology supported by a conceptual comparative approach grounded in international frameworks such as UNESCO and the European Commission.

The findings indicate that while AI offers significant opportunities for educational development and governance reform, its sustainable implementation requires integrated strategies that combine technological innovation with robust legal regulation and ethical responsibility (UNESCO, 2021, p. 25).

**1. Introduction:** Artificial Intelligence represents one of the most influential technological developments of the twenty-first century. It has fundamentally reshaped how knowledge is produced, processed, and disseminated across societies (Floridi et al., 2018, p. 690). In the field of education, AI technologies have introduced adaptive learning systems, automated assessment tools, and virtual learning environments, significantly enhancing the quality and accessibility of education (Holmes et al., 2019, p. 42). This transformation is particularly evident in developing regions, where digital transformation initiatives are increasingly driven by artificial intelligence applications despite structural limitations (Benabid & Khelifi, 2021).

At the same time, the rapid expansion of AI has created new legal and ethical challenges. Issues such as data privacy, algorithmic bias, and accountability have become central concerns for policymakers and scholars alike (European Commission, 2020, p. 14).

Emerging societies, including many countries in Asia and Africa, face unique challenges in adopting AI technologies due to limited digital infrastructure, insufficient regulatory frameworks, and gaps in technological literacy (UNESCO, 2021, p. 30). Nevertheless, these societies also stand to benefit significantly from AI-driven transformation if appropriate strategies are implemented.

This study seeks to provide an integrated analysis of AI across education, law, and ethics, offering a comprehensive framework for understanding its implications in emerging societies.

2. **Problem Statement**: Despite the growing importance of artificial intelligence, emerging societies face structural and institutional challenges that hinder its effective implementation. These challenges include limited technological infrastructure, weak legal systems, and insufficient ethical governance mechanisms (European Commission, 2020, p. 18).

Furthermore, the rapid advancement of AI technologies has intensified ethical concerns related to data privacy, algorithmic discrimination, and human autonomy (Floridi et al., 2018, p. 695). The absence of integrated frameworks that address educational, legal, and ethical dimensions simultaneously creates a gap in both academic research and policy development.

Most existing studies tend to focus on one dimension—either technological, educational, or legal—without examining the interconnected nature of these domains. This fragmentation limits the ability of emerging societies to develop sustainable AI strategies. These structural challenges are further intensified by weak governance systems and limited policy frameworks in developing countries (Boudjemaa, 2022).

**3. Research Questions:** This study addresses the following questions:

- What is the role of artificial intelligence in transforming educational systems in emerging societies?
- What are the key legal challenges associated with AI adoption?
- What ethical concerns arise from the integration of AI technologies?
- How can emerging societies develop balanced AI strategies?
- What are the future implications of AI based on current trends?

**4. Research Objectives:** The study aims to:

- Analyze the impact of AI on education.
- Examine legal frameworks governing AI- Explore ethical principles guiding AI development.
- Identify challenges in emerging societies.
- Propose strategies for sustainable AI integration.

**5. Research Methodology:** This research adopts a descriptive-analytical methodology, which is appropriate for examining complex social and technological phenomena.

The descriptive approach is used to present current developments in AI applications across education, law, and ethics.

The analytical approach evaluates the implications of these developments, identifying both opportunities and challenges.

In addition, the study employs a conceptual comparative approach by analyzing international frameworks such as UNESCO's AI Ethics Recommendation and the European Commission's guidelines (European Commission, 2020, p. 20). This comparison allows for a broader understanding of AI governance models and their applicability in emerging societies.

**6. Comparative Analysis of AI Governance Frameworks:** This study adopts a comparative analytical perspective by examining three distinct models of artificial intelligence governance: the European Union model, the UNESCO global framework, and emerging societies' practices. This comparison highlights structural differences in regulatory capacity, ethical implementation, and educational integration (European Commission, 2020; UNESCO, 2021).

**6.1 The European Union Model (Regulatory Approach):** The European Union represents a highly institutionalized regulatory model of AI governance. The EU AI Act adopts a risk-based classification system that categorizes AI applications into unacceptable, high-risk, limited-risk, and minimal-risk systems, ensuring strict legal accountability (European Union, 2024, p. 12). This framework particularly targets sensitive sectors such as education, employment, and public administration.

However, this model is characterized by regulatory rigidity, which may limit innovation in rapidly evolving technological environments (Khan et al., 2022, p. 250). However, the transferability of such regulatory models

to developing contexts remains limited due to differences in legal and institutional capacities (Cherif & Saadi, 2020). Furthermore, its effective implementation requires advanced institutional and technical capacities, which are often lacking in emerging societies.

**6.2 The UNESCO Model (Ethical-Global Approach):** UNESCO provides a universal ethical framework through its Recommendation on the Ethics of Artificial Intelligence, emphasizing principles such as human rights, inclusivity, fairness, and sustainability (UNESCO, 2021, p. 25). Unlike the EU model, UNESCO does not impose legally binding obligations but offers normative guidance adaptable to diverse national contexts.

While this flexibility enhances global applicability, the absence of enforcement mechanisms limits its effectiveness in practice, particularly in countries with weak governance and regulatory systems (Floridi et al., 2018, p. 692).

**6.3 Emerging Societies (Contextual-Challenged Model):** Emerging societies, particularly in Asia and Africa, exhibit a hybrid and often fragmented approach to AI governance. These countries face multiple structural challenges, including limited digital infrastructure, weak legal enforcement, and insufficient technical expertise (UNESCO, 2021, p. 30; Khan et al., 2022, p. 255). These challenges are consistent with findings in recent studies that highlight the fragmented and uneven adoption of AI governance in developing countries (Zeroual, 2023).

Despite these constraints, emerging societies benefit from policy flexibility and the potential to adopt context-specific strategies. However, the absence of integrated frameworks often leads to inconsistent implementation of AI technologies across sectors.

**6.4 Comparative Synthesis:** The comparative analysis reveals that:

- The European Union prioritizes legal accountability and regulatory control (European Union, 2024).
- UNESCO emphasizes ethical universality and human-centered values (UNESCO, 2021).
- Emerging societies require context-sensitive and adaptive governance models (Khan et al., 2022).

Accordingly, this study argues that an effective AI strategy in emerging societies must integrate:

- Regulatory strength (EU model).
- Ethical guidance (UNESCO model).
- Local adaptability (emerging context).

**7.Previous Studies (Critical Analytical Review):** The existing literature on Artificial Intelligence (AI) demonstrates significant scholarly engagement across educational, legal, and ethical domains. However, a

critical examination reveals methodological, contextual, and conceptual limitations that necessitate further interdisciplinary inquiry.

**7.1. Artificial Intelligence in Education: A Critical Perspective:**

Holmes et al. (2019) provide one of the most comprehensive frameworks for understanding AI in education, emphasizing adaptive learning systems and data-driven instructional models (Holmes et al., 2019, p. 47). While the study offers a strong theoretical foundation, its primary limitation lies in its over-reliance on technologically advanced educational environments. The authors assume the availability of digital infrastructure and institutional readiness, which is often absent in emerging societies. Consequently, the applicability of their model in developing contexts remains limited.

Similarly, Luckin et al. (2016) highlight the transformative potential of AI in enhancing accessibility and learning outcomes (Luckin et al., 2016, p. 22). However, the study adopts a largely optimistic and technology-centric perspective, with insufficient attention to socio-economic disparities and digital inequality. The absence of a critical discussion on implementation barriers reduces the practical relevance of the study in resource-constrained environments.

Yan et al. (2023) contribute to contemporary discussions by analyzing generative AI in higher education. The study demonstrates the effectiveness of AI tools in improving academic performance. Nevertheless, its methodological design is primarily empirical but short-term, focusing on immediate outcomes rather than long-term cognitive and pedagogical impacts. Additionally, the study underestimates the risks associated with academic dependency on AI systems.

Tan and Maravilla (2024) address academic integrity concerns related to AI usage. Their work is valuable in highlighting ethical risks; however, it remains normative rather than analytical, offering recommendations without sufficiently grounding them in empirical data or comparative policy analysis.

**Critical Insight:** Most educational AI studies prioritize technological efficiency over contextual adaptability, resulting in a gap between theoretical innovation and practical implementation in emerging societies.

**7.2. Ethical Dimensions of AI: Philosophical Depth vs.** Practical Application Floridi et al. (2018) propose a widely recognized ethical framework based on principles such as justice, autonomy, and beneficence (Floridi et al., 2018, p. 692). While the framework is philosophically robust, it suffers from a lack of operationalization, meaning it does not clearly explain how these ethical principles can be translated into enforceable policies in real-world contexts.

Dubber et al. (2020) expand the ethical discourse by incorporating legal and social dimensions. Their interdisciplinary approach is a major strength;

however, the study remains largely theoretical and abstract, with limited empirical validation. This restricts its applicability in policymaking, especially in developing countries where ethical governance structures are still evolving.

Villegas-Ch (2025) provides a systematic review of AI ethics in academia, identifying key challenges such as transparency and data privacy. Despite its methodological rigor, the study is constrained by its dependence on secondary data, which limits its ability to capture emerging ethical challenges in rapidly evolving AI environments.

**Critical Insight:** Ethical studies on AI tend to exhibit a theory-practice gap, where sophisticated philosophical models are not adequately translated into actionable frameworks for emerging societies.

**7.3. Legal Regulation of AI: Between Innovation and Control:** The European Commission (2020) introduces a structured framework for trustworthy AI, emphasizing accountability and transparency (European Commission, 2020, p. 18). While this framework is highly influential, it reflects a Eurocentric regulatory perspective, which may not be fully applicable to emerging societies with different legal traditions and institutional capacities.

The European Union AI Act (2024) represents a significant advancement in AI regulation. Its risk-based classification model is innovative; however, it raises concerns regarding regulatory rigidity, which may hinder technological innovation, particularly in developing economies seeking rapid digital transformation.

Khan et al. (2022) analyze AI governance from a policy perspective, highlighting challenges in implementation. The study is valuable in bridging theory and practice, yet it lacks comparative analysis across different regions, limiting its generalizability.

Alfianda and Wijaya (2024) focus on legal regulation in educational contexts. Their study contributes to understanding sector-specific regulation but remains narrow in scope, failing to address broader systemic legal challenges such as cross-border data governance and global AI standards.

**Critical Insight:** Legal studies often oscillate between over-regulation and under-regulation, without achieving a balanced model that supports both innovation and accountability in emerging societies.

**7.4. Interdisciplinary Approaches: Emerging but Incomplete:** Miao and Holmes (2023) attempt to integrate ethical and educational dimensions by providing guidelines for generative AI in education. While this represents a step toward interdisciplinarity, the study remains policy-oriented rather than analytical, lacking a deep theoretical framework that explains the interaction between different domains.

UNESCO (2021) offers a global ethical framework for AI, emphasizing inclusivity and human-centered development (UNESCO, 2021, p. 25). Although the document is comprehensive, it functions more as a normative guideline than an analytical study, limiting its academic depth.

The Stanford AI Index Report (2025) provides valuable statistical insights into AI development. However, its focus on quantitative data results in a lack of qualitative analysis, particularly regarding ethical and legal implications in emerging societies.

**Critical Insight:** Interdisciplinary studies remain fragmented and underdeveloped, often combining domains superficially without providing a deeply integrated analytical framework.

**7.5. Identified Research Gap:** A critical synthesis of the reviewed literature reveals several gaps:

- Lack of integration between education, law, and ethics.
- Overemphasis on developed countries.
- Weak methodological diversity, with dominance of descriptive or theoretical approaches.
- Insufficient focus on emerging societies.
- Absence of practical frameworks for implementation.

**7.6. Contribution of the Current Study:** In light of these limitations, the present study offers a distinct contribution by:

- Adopting a holistic analytical approach integrating education, law, and ethics.
- Focusing specifically on emerging societies.
- Bridging the gap between theoretical frameworks and practical application.
- -Providing context-sensitive recommendations for sustainable AI integration.

## 8. Artificial Intelligence and Educational Transformation

**8.1 Role of AI in Education:** Artificial intelligence has revolutionized educational systems by enabling personalized learning and improving instructional efficiency. AI-powered platforms analyze student performance data to tailor learning experiences according to individual needs (Holmes et al., 2019, p. 50). Recent studies in Arab and developing contexts confirm that AI plays a critical role in enhancing educational accessibility and digital learning environments (Benabid & Khelifi, 2021). These systems enhance student engagement and support differentiated instruction, which is particularly important in diverse educational environments.

### 8.2 AI Applications in Teaching and Learning

AI technologies are widely used in education through Intelligent tutoring systems, Automated grading tools, Virtual classrooms, Language learning

applications. These applications facilitate access to education, especially in remote and underserved areas (Luckin et al., 2016, p. 25).

**8.3 Opportunities and Challenges:** AI provides numerous benefits, including improved learning outcomes, reduced administrative workload, and enhanced accessibility. However, challenges such as digital inequality, lack of infrastructure, and data privacy concerns remain significant (UNESCO, 2021, p. 35). Nevertheless, these opportunities are often constrained by socio-economic inequalities and limited technological infrastructure in emerging societies (Zeroual,2023).

**9. Educational Policy and Institutional Development:**

**9.1 Curriculum Development:**

Educational systems must integrate digital literacy and AI competencies into curricula to prepare students for future labor markets (Holmes et al., 2019, p. 60).

**9.2 Teacher Training:** Teachers play a critical role in AI integration. Training programs must equip educators with digital skills and ethical awareness (UNESCO, 2024a, p. 12).

**10. Legal Dimensions of Artificial Intelligence**

**10.1 Regulatory Frameworks:** AI requires comprehensive legal frameworks addressing data protection, transparency, and cybersecurity (European Commission, 2020, p. 22). This challenge is particularly evident in developing countries where legal systems struggle to keep pace with rapid technological advancements (Cherif & Saadi, 2020).

**10.2 Liability and Accountability:** Determining responsibility in AI systems remains a major challenge, particularly in cases involving automated decision-making (Floridi et al., 2018, p. 700).

**11. Ethical Challenges of Artificial Intelligence:**

**11.1 Ethical Principles:** Ethical AI must adhere to principles such as fairness, transparency, and accountability (UNESCO, 2021, p. 25). Ethical concerns are further amplified in developing contexts where governance mechanisms remain underdeveloped (Boudjemaa,

**11.2 AI and Human Autonomy:** AI technologies influence human decision-making and may reduce critical thinking if overused (Luckin, 2018, p. 45).

**12. Trend-Based Future Implications:** This study adopts a trend-based analytical approach that relies on current empirical evidence, institutional reports, and technological developments to identify emerging patterns in artificial intelligence (Stanford University, 2025, p. 15).

**12.1 Key Trends Identified:** Several key trends can be identified:

Expansion of Generative AI in education, enabling automated content creation and personalized learning systems (Yan et al., 2023, p. 5).

Increasing regulatory intervention, particularly in developed regions such as the European Union, through frameworks like the AI Act (European Union, 2024, p. 18).
Growing ethical awareness, with global institutions emphasizing responsible and human-centered AI development (UNESCO, 2021, p. 25).
Persistence of the digital divide, especially in emerging societies lacking adequate infrastructure (UNESCO, 2021, p. 35).

**12.2 Implications for Emerging Societies:** These trends suggest that emerging societies are likely to experience:
Accelerated adoption of AI technologies in education, particularly through accessible and low-cost digital platforms (Holmes et al., 2019, p. 50).
Increased dependence on international regulatory and ethical frameworks due to limited local governance capacity (Khan et al., 2022, p. 258).
A growing risk of technological dependency, which may reduce local innovation and knowledge production (Floridi et al., 2018, p. 695).

**12.3 Strategic Outlook:** To effectively respond to these developments, emerging societies must:

- Invest in digital infrastructure and technological capacity.
- Develop localized AI regulatory frameworks.
- Strengthen human capital through education and training programs

This trend-based perspective provides a realistic and evidence-based understanding of future developments without relying on speculative or formal foresight methodologies (Stanford University, 2025)**.**

**13. Conclusion:** This study demonstrates that artificial intelligence represents a transformative force across education, law, and ethics, particularly in emerging societies. While AI offers significant opportunities for improving educational access and governance efficiency, its implementation remains constrained by infrastructural limitations, regulatory gaps, and ethical challenges. The findings highlight the necessity of adopting integrated frameworks that combine technological innovation with legal accountability and ethical responsibility. However, the study is limited by its reliance on descriptive-analytical methods without empirical field data, which suggests the need for future research employing applied and data-driven approaches in diverse emerging contexts.

**14. Recommendations**

- Develop national AI strategies.
- Invest in digital infrastructure.
- Strengthen legal frameworks.
- Promote ethical education.
- Encourage interdisciplinary research.

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