



Domestication of Generative AI in Higher Education of Bangladesh: A Narrative Analysis Among University Stakeholders

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Abstract

This study aims to explain the use of Generative AI in Bangladeshi universities by applying domestication theory to view generative AI as an active social process. The use of Generative AI, such as ChatGPT or Claude, has gained increasing currency over the years, and educational institutions are not beyond its scope. Universities and other institutions are currently racing to include AI within their pedagogical and intellectual boundaries, where the question of AI as a social process persists. Therefore, employing a qualitative design, this study conducted narrative analysis among 30 university stakeholders such as students, faculty members, and administrative staff to understand the appropriation, objectification, incorporation, and conversion process of AI usage. Among several significant findings, this study found an uneven and fragmented domestication process, with conversion preceding incorporation, and different moral economies across different stakeholders. Similarly, this study evidently showcased the urgent need to institutionalize AI so that universities use AI not as a hyped phenomenon, but as a pedagogical need.

Keywords: AI, Education, AI in Bangladesh, Domestication Theory, Moral Economy

1. Introduction

The use of Generative Artificial Intelligence (AI) in higher education has gained currency over the years as a substantial component of AI use in general (Lee et al.,2024; Michel-Villarreal et al.,2023; Chan & Hu, 2023), where the overarching influence of artificial intelligence holds sway (Farrelly & Baker, 2023). Generative AI, normatively understood as a deep-learning intelligent model that can produce human-like outputs in terms of textual or visual productions based on what it is trained on (Martineau, 2023), has the potential to bring unprecedented social consequences to the habitus they inherit in the first place (Pringle, 2016). Such monumental consequences are being discussed in terms of different aspects of society being subjected to multifarious theoretical settings and objectives, where few studies have focused on AI as a social process rather than just another paramount innovation in technology.

To begin with, several studies tried to link the use of generative AI within the diffusion of innovation framework (Patnaik & Bakkar, 2024; Xu et al., 2024; Chughtai et al., 2026), while others tried to link it with the digital divide (Carter et al., 2020), capital (Ragnedda, 2018), or social exclusion (Wójcik, 2024). Therefore, it is no exaggeration that generative AI has engaged numerous locus that requires exploration not only in terms of quantity, but also in terms of quality or essence itself, and higher education is one of those.

To reiterate further, AI in education being an emerging research interest (Zawacki-Richter et al., 2019), several studies focused on the inequality aspects of generative AI in higher education (Raimi, 2026; Bencsik et al., 2026), where others explored overall AI adoption in higher education (Hughes et al., 2025; Reyes et al., 2025; Wang et al., 2021) including the study of Chan et al. (2023) that found overall constructive outlook towards AI in classrooms. On top of that, higher education in Bangladesh is already subject to numerous explorations focusing on the inclusion of new technologies in the classroom (Hoque & Alam, 2010; Mahmuda, 2016) as well as in the pedagogy itself (Khan, 2021).

In line with that, several exploratory studies have already investigated the use of Generative AI in higher education in Bangladesh (Uddin, 2025; Tamanna & Sinha, 2025; Sultana & Faruk, 2024), including the learning pedagogy (Rufai et al., 2024), aiming to understand the overall situation of AI adoption in the classroom.

However, very few research captured the use of AI as a social process and the analysis of different narratives from different stakeholders. This potential research gap gets reinforced by the inherent qualities of higher education in Bangladesh caught within the interplays of the emerging economy (Uddin, 2021), volatile social structure (Rashid & Islam, 2020), and the constant urge to accommodate technological innovations (Rahman & Tao, 2020).

In this context, the domestication framework (Silverstone & Haddon, 1996; Silverstone, 2005) can provide an advantage in understanding AI usage as a social process (Silverstone et al., 1992), where AI as information and communication technology (ICT) is not a stationary object, but rather something that generates meaning for its user (Haddon, 2007). The fourfold domestication framework, understanding appropriation, objectification, incorporation, and conversion of Generative AI, if employed, can yield a better understanding of higher education in Bangladesh, inferring to the greater societal processes on the one hand, and narrative analysis (Bamberg, 2012) can look into different outlooks of the stakeholders of higher education.

Therefore, to understand the use of Generative AI in higher education of Bangladesh as a social process, this research employed the domestication of technology framework with a constructivist research design using narrative analysis to understand how AI is being domesticated and how such domestication is perceived by students, faculty members, and the administration of Bangladeshi universities.

2. Theoretical Background

The concept ‘Domestication’ has been used extensively since its first articulation in the 1980s by Silverstone and his colleagues in their groundbreaking work (Silverstone et al., 1992); however, the scope of the term has multiplied over time. While domestication was initially employed to draw a parallel between taming wildness in the animal kingdom and technology, the concept has by far transcended the boundary and proves to be useful in the interdisciplinary fields of technology and broader society (Haddon, 2007). To sum up the striking evolution of the concept, domestication was employed to understand information and communication technologies (ICT) such as television (Silverstone et al., 1992) that have ‘double articulation’ (Haddon, 2017), where such technologies are objects on the one hand; stationary and constant as a technology, while being a social process that carries meaning based on the social nexus they are situated in on the other.

In other words, Silverstone et al. (1992) argued that both the refrigerator and television might be just technological objects, similar in many regards; however, a television is also something that carries meaning to its owner/user in a transactional system such as a household. Therefore, such argumentation inevitably connects ICTs with moral economy such as the household (Bakardjieva, 2006); nevertheless, the notion has grown into the greater social process (Johannessen et al., 2024). Therefore, several studies have brought the

domestication of technology out of household to describe other social settings such as formal workplace (Wang et al., 2024; Juntivasarakij, 2014; Pierson, 2005), online platforms (Chambers, 2023) and interestingly, educational institutions (Vuojärvi et al., 2010; Wang et al., 2026), where, several studies used this framework to explain AI usage as ICTs (Bai & Yao, 2026). With reference to the previous works done on the domestication of technology (and AI) outside conventional moral economies such as households (schools, workplace, or other semi-urban settings), the domestication framework can be useful to describe social processes behind the use of AI in higher education for several reasons.

To begin with, Bangladesh has already shown significant progress in terms of higher education (UNESCO Institute for Statistics, 2025), while it ranked 75 out of 195 countries in terms of the AI Readiness Index (Oxford Insights, 2025). Such a promising yet nuanced context requires an investigation into AI usage in Bangladeshi classrooms, and a domestication framework can provide significant findings in outlining the factors affecting the process. Besides, in line with the arguments of Lie & Sørensen (1996), to understand how well a technology is performing in a particular social setting, one must focus on the “aspect of meanings of technological artifact” (p.4). Therefore, to describe the integration of Generative AI in Bangladeshi universities, domestication framework can deem useful.

Components of Domestication for Generative AI in Universities

Research employing domestication of technology identifies four components such as Appropriation, Objectification, Incorporation, and Conversion to sketch the process of domestication (Johannessen et al., 2024), even though Silverstone and his colleagues have added other components such as imagination in their previous works. However, to situate the framework in a setting such as universities in Bangladesh, the following theorization of the concept might be useful.

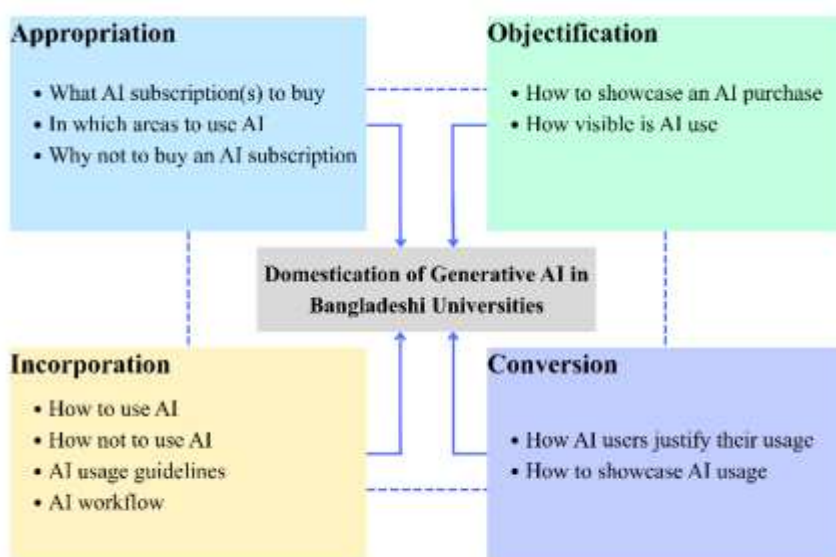


Figure 1: Four components of domestication of Generative AI in universities (Source: Compiled by Author)

Appropriation of Generative AI

Generative AI, like any other technology, has to be purchased from the market, and such a purchase process is integral to the *appropriation* process. The social mechanisms through which generative AI surpasses the boundary between being available in the market and being used in other settings such as educational institutes, along with the decision about what to buy (within several options such as Claude, ChatGPT, Grok, Gemini, etc.), and why to buy (to enhance workflow, provide conversational guidance, brainstorming, graphical representation) can be summed up as the *appropriation* process of domestication of Generative AI. For the study on domestication of technology in Swedish institutes, the appropriation also included the methods of use and whether the use is beneficial (Martínez & Olsson, 2021).

Objectification of Generative AI

The positioning of a physical object such as technology is central to the *objectification* component of domestication of technology. The physical space it occupies, the spatial arrangement, and the social meaning and identity behind such positioning are significant in domestication, as such ‘display’ informs the ‘sense of self’ (Silverstone et al., 1992). However, for technology such as Generative AI, *objectification* can in turn channel the question of spatial coordination into the understanding of how it can be placed in a social environment, physical or virtual (Martínez & Olsson, 2021). In that regard, the presence of Generative AI is present in higher educational institutions, through advertisements and announcements (Rosendo-Rios & Shukla, 2026), or simply announcing a new subscription to Generative AI can be understood as an objectification component of Generative AI.

Incorporation of Generative AI

The *incorporation* component includes the ways technologies are used and the rationale behind such usage in the background of social, cultural, and functional attributes of the settings in which they are being used. As Johannessen et al. (2024) put it, quoting Silverstone et al. (1992), *incorporation* includes the frequency, duration, and the methods of using technology.

For the case of Generative AI, the *incorporation* includes the ways it can be used in universities, why to use it, the logic behind its use and non-use as well. The guidelines for using generative AI, the penalties for non-compliant usage, potential fraud or maltreatment, etc. are significant notions of incorporation of Generative AI in educational institutions.

Conversion of Generative AI

Considering technology's ‘double articulation’, where the previous three components dealt with how outside technology such as Generative AI is being domesticated in and inside settings such as educational institutions, the *conversion* component actively denotes how such technology transcends to the outside world through the meanings upheld by the user (Silverstone et al., 1992). To begin with, Generative AI can be regarded as one source of identity confirmation and social capital formation (Ragnedda, 2018). As Ragnedda and colleagues point out, AI can actively create the Bourdieusian idea of ‘Digital Capital’ (Ragnedda et al., 2020) that interacts with the outside world and benefits the user's social ladder. Therefore, the domestication of AI in universities must include a conversion process that examines how university stakeholders align Generative AI in their social negotiation with the outside world, such as the workplace.

3. Methodology

Based on the objectives and theoretical underpinnings mentioned earlier, this study adopted a constructivist approach with a qualitative design. Other studies have described higher education in Bangladesh, particularly in public and private universities, as a setting shaped by students, faculty members, and administration that often results in a struggle for power (Monem & Muhammad, 2010); therefore, any inquiry in this setting requires engagement with all three groups. Similarly, understanding the domestication process of Generative AI also demands an in-depth understanding into the components of domestication by all of the stakeholders, and for this very reason, this research employed narrative analysis to contrast findings across each group to find similarities and differences. As Bamberg (2020) rightfully reiterated, narrative analysis on the domestication may successfully describe how participants may make connections with specific events being discussed. For that, in-depth interviews (IDIs) and unstructured observation were employed as data collection tools.

The fieldwork began in February 2026 at five universities in Bangladesh (see Table 1), simultaneously with an observational study, where 30 IDIs were finally conducted to ensure data saturation.

Name of the Universities	Type of University	Number of Students Interviewed	Number of Faculty members Interviewed	Number of Administrative Staffs Interviewed
University of Dhaka	Public	4	1	1

Bangladesh University of Professional	Public	4	1	1
BRAC University	Private	4	1	1
University of Asia Pacific	Private	4	1	1
North South University	Private	4	1	1
Total		20	5	5

Table 1: Data Collection Summary (Source: Compiled by Author, 2026)

Since all of the participants interviewed were adults, no prior institutional permission was required; however, individual consent was obtained from each one interviewed. Besides, the distribution of participants by gender, enrollment in public or private universities, and the number of participants taken from each group were purposely selected. Following strict research protocol, the outputs from participants were analyzed and utilized in line with the objectives of this research.

4. Results

Since the broad objective of this research is to connect use of Generative AI with domestication framework, the findings of this research are discussed in line with each of the components mentioned below.

Appropriation of Generative AI in Bangladeshi Universities

Unlike domestic settings, stakeholders at universities in this research cannot have enough agency in dictating the *appropriation*. In most cases, universities don't have any active subscription to Generative AI models except for Gemini, which often comes complimentary with a Google Workspace subscription.

To begin with, students have little opportunity to express their preferences about Generative AI subscriptions. Almost all of the students interviewed expressed that they use Generative AI as long as *"it's free, doesn't need any money to pay and it's really limited"* (Code 108, Male, Student, Public University). Only two of the participants said they bought a Generative AI subscription; however, that purchase has been the private decision of the students, not supported or influenced by the university authorities. However, when asked why the use of Generative AI came in the first place, the responses were really diverse. For example, one of the participants said, *"I use Claude models to simplify the textual notes and make summaries of them. Besides, when I encounter difficulties with any particular problem, like solving a mathematical equation, I ask Claude, and it gives me step-by-step instructions"* (Code 119, Male, Student, Private University). Such understanding was echoed by another participant who specifically said, *"AI makes the lectures more simplified. It gives a better solution than what they (teachers) explain in the class"* (Code 121, Male, Student, Private University). However, there was not so much of a definitive answer to their perception about the cases where they were not using AI.

The faculty members' address, if juxtaposed against the interviews with students, can show an alternative outlook in terms of appropriation. Faculty members are also not included in the decisions to purchase AI subscriptions; however, they are not as enthusiastic as students in purchasing them. One of the participants said, *"AI is really nice and futuristic, and I understand that. But, within the conventional examination system, I really don't know how universities will benefit from the integration of AI in its academic structure. Where we can't even use the internet in the academic settings properly, I wonder where the use of AI within this will be"* (Code 105, Male, Faculty Member, Public University). Similarly, another faculty member expressed that students *"use Generative AI to cheat and copy during their academic activities"* (Code 111, Male, Faculty Member, Public University). Such a critical outlook towards generative AI could not hinder the integration of AI in universities since these decisions, as expressed by the teachers, are not taken by them, and before making such a decision, participants working in universities expressed the need for AI literacy for all stakeholders beforehand.

Unfortunately, the administrative staff has even less information regarding Generative AI purchases. Such a decision is usually taken by different academic committees and based on their recommendations; administrative staff usually buy the product. However, many of the universities are actively considering buying Generative AI subscriptions for the students, and one of the participants said, *“Our university, being the leading private university in innovation and quality assurance, is working on how to include the use of AI in easing administrative bottlenecks”* (Code 118, Female, Administrative Staff, Private University).

Therefore, the appropriation component of technological domestication is still unstructured and diverse, where most of the universities have not purchased Generative AI, nor have they institutionalized the usage. Even though students and faculty members use it, there has been no frame of reference or guidelines regarding that. The usage is usually influenced by personal preferences, adaptability, and cost (ChatGPT vs Claude), and therefore, the appropriation here is entirely personal and doesn't really reflect the moral economy of the institution. Nonetheless, there exists a strong outlook on where not to use AI, particularly among faculty members and administrative staff, and the issue of fair use is really significant in this regard.

Objectification of Generative AI in Bangladeshi Universities

Among the four components of domestication, objectification is more aligned with physical objects like computers or internet routers; however, the visibility of Generative AI usage can be found more interesting for Bangladeshi universities.

To begin with, students said the use of AI is often associated with adopting unethical means and lesser intellectual abilities. Such an outlook is more prevalent among faculty members but also present among fellow students as well. One participant said, *“Almost everyone in my class uses ChatGPT anyways; however, nobody really speaks about it. They do use AI in writing assignments or brainstorming research ideas, but if I ask them about it, they simply dismiss it as if they were doing something illegal”* (Code 103, Female, Student, Public University). When further explored, the same student said that the students refuse to express their AI usage because they feel they could be bullied due to that. A different account from another student further added to the notion, *“I was openly criticized and shamed in front of everyone last year because Microsoft Copilot was open on my computer when I was giving a presentation in front of class. The faculty member mocked me by saying that I am handicapping my intellectual abilities by using the AI wherein I opened Copilot to summarize my topic points from the slide that I made myself”* (Code 114, Male, Student, Private University). For these reasons, students reported that they usually never use Generative AI on campus, and most of them preferred to keep the use private.

Interestingly, such an outlook on objectification also falls in line with the accounts of participating faculty members as well. Within the communities of university teachers, AI is really an uncomfortable topic to discuss, and the shame is shared by both teachers and students alike. One of the teachers participating in this study expressed, *“I sometimes check the questionnaires that I have to make using Claude AI to ensure learning outcomes and Bloom's Taxonomy are ensured throughout. However, I don't like to disclose that because I am not sure how students and university authorities will feel about that”* (Code 123, Female, Faculty Member, Private University).

However, the administrative members' account was a bit different, particularly in terms of visibility. From an administrative standpoint, AI usage has the potential to showcase the level of bureaucratic efficiency of a particular university. To design a poster for the event, write formal event reports, or for website maintenance, university administration prefers the use of AI since it is cheap and fast, unlike human efforts in that. *“We are told to attend AI workshops often, and it is understood that whoever possesses better knowledge of the use of AI will be prioritized during increments and promotions”* (Code 130, Male, Administrative Staff, Private University).

As a result, we can find a contrasting situation in terms of the objectification component in AI domestication in Bangladeshi universities. Where teachers and students try to hide AI subscriptions and keep usage private, the administrative staff are actively influenced to incorporate it more into official workflows.

Incorporation of Generative AI in Bangladeshi Universities

Since *Incorporation* includes regulating AI use as well as setting some rules/guidelines for it, Bangladeshi universities are by far the most disadvantaged regarding this. As is apparent in the findings from the previous section, AI use is yet to be institutionalized and formalized within universities in Bangladesh; there is little room to maneuver in terms of routines and regulations.

Students expressed a rather discouraging narrative in terms of *Incorporation*. There are few resources from the universities for students in the use of AI, and the learning comes heavily from non-institutional sources such as unverified videos from Facebook or YouTube, where there are no specific guidelines from either the university or from the government itself. One of the students said, “*I learnt to use ChatGPT on my own and learnt about prompting from many tech self-help videos. Therefore, even when AI use is not particularly banned, I have no idea how to use it safely*” (Code 101, Male, Student, Public University). Besides, without any established pattern of routinizing or regulating, students use AI on their own often in unethical ways. One of the participants even said that “*Computers in our lab (EEE Laboratory) have banned installation of AI models so that students can’t run their mathematical modelling in the computers*” (Code 124, Male, Student, Private University).

	Appropriation Influenced by Cost (not pedagogy) Personal (& Closeted) Unstructured	Objectification Hidden vs showcased Visibility	Incorporation Rules and routines largely absent	Conversion Identity and prestige, unexpectedly strong
Students	<ul style="list-style-type: none"> • Use only if free or limited • Few students bought subscriptions, privately • Pragmatic uses: summaries, step-by-step maths 	<ul style="list-style-type: none"> • Hide use from peers and faculty • Fear shaming and bullying (Codes 103, 114) • Avoid using AI on campus 	<ul style="list-style-type: none"> • Self-taught via YouTube and Facebook • No guidance on safe use (Code 101) • Ad hoc lab bans (Code 124) 	<ul style="list-style-type: none"> • AI skill signals smart, modern, tech-savvy • Peer and parent approval • Dual identity: shame vs pride
Faculty	<ul style="list-style-type: none"> • Skeptical; link AI to cheating • Doubt fit with exam system and weak internet • Want AI literacy first 	<ul style="list-style-type: none"> • Covert use (Code 123) • AI an uncomfortable topic to discuss • Shame shared with students 	<ul style="list-style-type: none"> • Rely on AI detection tools • Cannot set ground rules • No national laws to refer to 	<ul style="list-style-type: none"> • Cautious, selective conversion • AI is a skill, not genius (Code 111) • Accept an AI-led future
Administrative Staff	<ul style="list-style-type: none"> • Little information on purchases • Committees decide; staff buy • Gemini via Workspace; exploring more 	<ul style="list-style-type: none"> • Showcase AI as efficiency • Used for posters, reports, websites • Rewarded in promotions (Code 130) 	<ul style="list-style-type: none"> • Not briefed or trained • Asked to draft exam AI rules (Code 112) • Likely punitive, not pedagogical 	<ul style="list-style-type: none"> • AI as prestige and branding • Career and institutional gains • Rush to announce AI activities

Figure: Summary of the results (Source: Compiled by author)

For faculty members, similar to the objectification component, incorporation is usually out of reach, and teachers can’t really look after the routinization and regulation of AI use. “*Students use AI in copying, rather than brainstorming,*” said one of the faculty members, “*And all we can do is run their answers through AI detection software, but we can’t really set the ground rules of why and where to use AI*” (Code 129, Male, Faculty Member, Private University). Here, the notion of institutionalizing AI use is reverberated, along with a similar account from another colleague: “*People often come to us to get our opinion on AI. I am asked more than once by journalists what should be the ideal use of AI; however, with necessary points of reference such as national laws or regulations, there is little for us to say*” (Code 117, Female, Faculty Member, Public University).

Besides, there is no specific instruction from the university authorities to the administration regarding incorporation. Administrative members are not briefed, nor trained, about what to do in setting the ground

rules for AI use. However, one of the administrative staff said something regarding amendments in examination procedures. She said, *“In our last administrative meeting, I (work in examination control department) was asked to draft a rule for using AI during examination and what punishment to impose regarding that. I think in the coming semesters, there will be specific punishment for the students using ChatGPT during examination alongside cheating, copying or misconduct”* (Code 112, Female, Administrative Staff, Public University)

To sum up, one of the critical findings of this study is the absence of any formal incorporation process of Generative AI in universities, which has the potential to disrupt an ideal learning environment, inspire chaos, and *“make room for injustice towards the students”* (Code 102, Male, Student, Public University)

Conversion of Generative AI in Bangladeshi Universities

After finding a not-so-positive outlook towards domestication in the previous three components, one might guess that the *Conversion* aspect: the idea that users actively create identity based on the technology they use, which creates an overall outlook outside the settings in which it is employed, may fall behind for the universities of Bangladesh. However, this study contradicts such a notion, and the findings are striking.

Even though the students said they fear being perceived as ‘cheaters’ for using Generative AI, some of the participants said that the use of AI makes them ‘look smarter’ and ‘saves a lot of time by not doing nonsense work. One of the student participants said, *“Since AI is the future and everyone speaks about AI all the time, I think I will do better if I continue using AI”* (Code 104, Female, Student, Public University). Not only that, but some of the participants also believed that being good at AI is a sign that someone is ‘modern’, ‘progressive’, or ‘tech-savvy’. Another student participant said, *“I am sometimes appreciated by friends when I can surprise them with nicer infographics using Claude. I am better than them (classmates) in prompting, and that’s why they call me smart”* (Code 107, Female, Student, Public University). In line with that, participants said that they perceive better users of AI as someone ‘futuristic’ (Code 115), and some parents even appreciate that their children can use AI successfully (Code 128).

Similarly, faculty members, with their reservations, said they understand *“a future where AI will dominate”* (Code 129, Male, Faculty Member, Private University) and pursue such expertise for their students. However, the notion of *Conversion* is a bit different for the teachers since one of them said, *“I don’t think it makes the user better than others. As a skill, we can say that AI usage has a lot to offer, but I wouldn’t go as far as to call this something ‘genius’”* (Code 111, Male, Faculty Member, Public University).

Similar to *Incorporation*, administrative staff perceive AI as something to actively chase to promote their own careers and the university’s prestige with it. One of the participants said, *“If we can create an environment in the university where AI usage is mastered and applied by the students, it will make our institution look better than others out there. That is why we are currently in a rush to bring in everything related to AI and announce those as a promotional activity from our office”* (Code 106, Female, Administrative Staff, Public University).

To simplify, the *Conversion* component regarding AI usage is really promising, where students and administration are looking forward to using AI as a way to uplift personal image or institutional image in the latter case. However, faculty members are found to have a more cautious and conservative outlook regarding this.

5. Discussion and Conclusion

This study aimed to understand the use of Generative AI in Bangladeshi universities in terms of domestication theory where a narrative analysis method was employed to cross-examine the responses among three distant groups: students, faculty members and administrative staff. Based on 30 IDIs and unstructured interviews, this study found few striking insights.

To begin with, this study showed an overarching phenomenon of domestication process without any institutional anchoring where fragmented domestication process was omnipresent in almost all of the responses

(Figure 2). Even though Silverstone et al., (1970) specifically narrated the domestication process as a linear one where conversion follows incorporation, this study found that the conversion process is happening ahead of incorporation. For Bangladeshi universities, AI is increasingly perceived as good where identities or reputation are built around it, without the presence of any routinization or regulation (incorporation). Such a nonlinear situation can be compared with the arguments of Mncube et al.(2022).

The appropriation process of AI usage in universities are found to be personal rather than institutional where students have really small agency in choosing the AI model to use with cost being the primary principal factor in choosing the Generative AI subscription. On the other hand, the appreciation is private and often in secrecy and there is really no consensus among the stakeholders regarding the AI use. Students are found to be more pragmatic in adopting AI where faculty members are found to be skeptical regarding Generative AI. However, almost all stakeholders agree that AI literacy and AI guidelines are a must before entering into the appropriation process.

For understanding objectification, the central argument was that for AI ecosystems, display or concealment of AI usage is as important as physical placement, and on that note, shame and stigma are found to be associated with objectification of AI in universities. Several participants said that AI usage is often associated with dishonesty or low intellect, resulting in a closeted use of AI. However, such shame and stigma are not associated with student participants only, faculty members also reported that they are subject to the same notion. On the other hand, we find a contrasting narrative from administrative staff who said that they are appreciated for AI use unlike previous groups. Therefore, we can easily conclude that stakeholders of the university have conflicting accounts about objectification of Generative AI within universities.

Arguably, one of the striking contributions of this study will be the gap in terms of incorporation with the absence of formal rules or guidelines on how to use AI. There exist contradictory institutional rules, rather informal and uninformed, that have the potential to disrupt the pedagogical continuation of higher education. Consequently, this study found no mechanism of formal AI literacy and probably the first formal step towards it will be punitive regulation proposing punishment, not a constructive guideline. Such a chaotic situation is further reinforced by the absence of national AI policy.

Despite weaker components preceding it, the conversion process is really strong for AI use in universities and such phenomenon could be explained by the global inclination towards AI manifested in internet or traditional media (Floridi, 2024; LaGrandeur, 2024; Bourne, 2024). Such a fast forward conversion is further reinforced by parents' approval described by the participants of this study that falls in line with the findings of Martínez & Olsson (2021).

In the end, this study has proven the emergency need of institutional integration of AI to regulate the asynchronous domestication process where the national policy can guide the overall usage and cost based usage can be replaced by the pedagogical need. That being said, this study, despite its limitation in method and setting, can potentially guide future exploration in the overarching fields of AI, technology, culture and overall society.

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