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IT Management Strategies for Scaling Artificial Intelligence-Powered Educational Systems in American Schools and Universities

Jannatul Ferdousmou[1], Md Samiun[2], Nur Mohammad[3], Md Zikar Hossan[4], Srabani Das[5], Mahafuj Hassan[6], Abdul Quddus Mozumder[7], Samia Hasan Suha[8]

Abstract

Both the adoption and AI integration of education means that there are significant possibilities for education through scalable systems of AI education. The following research focuses on the utilization of IT management strategies in dealing with the issue, and enhancing scalability of institutions in America, namely schools and universities. This cross-sectional survey study employs a quantitative research approach and a sample of about 400 participants to test the impact of institutional readiness, educator technical proficiency, and data privacy on scalability, mediated by government funding and policy. Outcomes confirm that data protection and governmental grants are the key factors for trust enhancement, resources' equalization, and extensive changes. Moreover, the findings show that the measures of institutional readiness and external support are not independent variables; instead, they should be discussed as related, yet relatively separate constructs that should be combined and optimized properly. This research advances the understanding of multifaceted practice-based frameworks for the fair and effective implementation of AI solutions so that varied needs are fulfilled, learning and teaching are enhanced, and accessibility is achieved.

Keywords: *Artificial Intelligence, IT Management, Data Privacy, Institutional Readiness, AI Adoption*

Introduction

Use of artificial intelligence (AI) has become very evident in the different fields and education is not an exception. The concept of intelligent learning and teaching systems, educational technologies including adaptive learning platforms, Intelligent Tutoring Systems (ITS), and administrative automation technologies has an immense potential to revolutionize the Quality and availability of education (George and Wooden, 2023). These systems are capable of delivering personalised learning environments, estimating students performance and evaluating the best utilisation of resources. In the United States, education as a field is faced with major challenges of equity and efficiency especially with regard to students and teachers because of the diversification issue and the incorporation of AI has been seen to fit the bill in this area (Funda and Francke, 2024). Nevertheless, the actual implementation of these technologies for mass usage is accompanied by a number of issues. Some institutions have tried AI solutions and have had some success, whereas others have not thanks to technology issues, financial problems, and an unwillingness to accept new systems across the board (Yildirim et al., 2021). There is a need

[1] Department of Business Administration, International American University, United States
[2] Department of Business Administration, International American University, United States
[3] Department of Information Technology, Westcliff University, United States, Email: n.mohammad.254@westcliff.edu
[4] Department of Business Administration, International American University, United States
[5] Department of Education, Westcliff University, United States
[6] Department of Business Administration, International American University, United States
[7] Department of Information System Management, Stanton University, California, United States
[8] Department of Business Administration, International American University, United States

for proper management strategies in it so that the problems that it causes can be solved and that AI inventive educational systems could be scaled throughout small and large schools and universities.

The scalability of learning technologies in US educational institutions is arguably one of the most important problems that are capable of disrupting the whole process of integration of AI technologies in learning environments (Alhamadi and Alhamadi, 2024). While tremendous progress has been made in AI capacities, its implementation of at the institutional level often continues to be constrained to single pilot initiatives or organizations with deep pockets. As with all large-scale system implementations, many educational institutions do not possess the infrastructure, knowledge, and governance processes required to achieve a successful implementation of such systems (Bulut et al., 2024).

Others however are; inadequate data interoperability, insufficient technical education for teachers and administrators, technological developmental arrests. However, there is apprehension compelling data privacy, security and fairness, legal issues which hinder the integration of AI technologies (Waly, 2024). As a result of this, there has been haphazard and uncoordinated development and implementation of IT management strategies which do not yield sustainable or repeatable results within the context of education (Owan et al., 2023). This research contributes to the critical goal of establishing practical guidelines for the effective scaling of AI-based education, with an emphasis on removing these barriers while bringing equitable access to scale.

Sharp rise in the adoption of technology and education as well as need to extend education transformation by innovative technologies to all education stakeholders creates the need for the IT management for the scaling of AI educational systems. Since the sign-up of AI into learning facilities, current investigations center on the design and implementation of AI systems but not on the issues of scale-up. Such a lack of literature does not provide educational leaders and policymakers with direction on how to advance from unique instances of implementation to widespread use (Farooq et al., 2025). Through considering IT management strategies, this research responds to the questions of organizational, technical and socio-cultural aspects of scalability. Through it, the government expects to offer a guide to the institution on how to overcome barriers including technological readiness, development of workforce, and financial readiness to support the adoption of systems powered by artificial intelligence. The findings are especially pertinent for the USA, where large achievement gaps in enrolment, physical, and financial resources for education require a more selective strategy when it comes to advancing technologies.

The importance of this study is based on the ability of the findings to close the existing gap between idea development and application of technology in education. By focusing on IT management strategies, the study contributes to a critical but underexplored aspect of educational technology: ensuring that AI can be extended a solution that is scalable for all institutions small, large, centralized or otherwise (Hassan, 2025). This study is relevant in regards to global goals set for education whereby every learner must be availed state -of-art learning resources. Furthermore, the research also helps enrich the existing scholarly conversation related to the ethical use of AI for learning purpose, which is crucial in today's digital world taking into account privacy issues related to data, as well as algorithmic and transparent biases (Kumar et al., 2024). The findings are applicable to various addressable audiences, such as policymakers, IT practitioners, and educators to guide the success of AI implementation in the long run. Finally, this research promotes innovative successful solutions and practices to improve the quality of

educational experiences in the United States of America.

Research Questions

1. What are the organizational, technical and socio-cultural barriers to the implementation of AI in educational systems in America at school and University levels?
2. To what extent and what kind of IT management strategies can be put together in order to solve these problems and guarantee the efficient application of AI-based educational systems in American schools and universities?

Background

This paper identifies IT administration as a critical element to the success of large-scale implementation and deployment of AI in education since it is a major determinant of the execution of the technology within various institutions (Nazari et al., 2024). Since applications of AI are becoming more widespread in schools and universities as learning approaches, predictive analysis, and organizational optimization, IT administration guarantees these technologies' incorporation into current learning environments (Van Heerden et al., 2023). Fundamentally, IT administration implies the supervision of technological assets and responsibilities, undisputed realm of the AI, data systems management, and collaboration with other firms to foster a unitary environment for the integration of Artificial Intelligence (Barreveld et al., 2023). It also serves as an interface between the technical specifications that are characteristic of AI and institutional objectives to design and develop AI systems for learning to support educational objectives, including student recruitment, diversity, success, and completion.

The IT administration's function is to create the environment that would enable and sustain AI at the enterprise scale. It involves the responsibility of directing hybrid networking that involves both the software and hardware aspects that are involved in supporting other related services such as cloud based systems that are necessary in supporting development and implementation of algorithms, as well as ability to store and process the necessary data to feed other AI technologies. In addition, it remains the responsibility of the IT administrators to guarantee that AI integrated tools work in tandem with other pre-existing systems in the organization (Yang et al., 2020). They also ensure that our data will remain secure and private as another major issue with the use of AI will be dealt with. Currently, compliance regulation and rigorous measures in cybersecurity help the IT administrators safeguard personal information from learners and also information on institutions hence enhance trust in the AI systems.

More than addressing technical roles, IT administration plays a key role in managing challenges that come with the expansion of AI (Kujundziski and Bojadjiev, 2025). This include professional development of educators and administrators to improve efficiency of utilization of AI tools in teaching as a way of minimizing technology resistances. IT personnel also provide constant handy services and repairs that would enable the workings of the AI systems as required in the long run (Dai, 2024). Furthermore, they take part in the decision-making process on resource acquisition and deployment, guide institutions in funding the most productive technologies in learning.

It administration also plays an important role in the scalability of AI as it assists in the coordination of the leading stakeholders in the processes of AI implementation, thus including educators, policymakers, those companies that supply the IT products, etc (Berk and Aydin, 2024). IT administrators also become responsible for representing the voice of various

stakeholders and thus are able to bring the values of every potential stakeholder into account when making the decisions, which makes the work of the organization more efficient (Turyasingura et al., 2024). They are also involved in lobbying for additional funding and affiliations, which are inevitably common due to differences in resource endowment across institutions.

In particular, IT management appears to be a critical factor in determining the viability of AI-supported systems in education. IT management in education includes strategy formulation, and implementation, development of technology fabrics, protection of data, and coordination of the use of technologies with organisational objectives (Sree et al., 2025). In digital learning with AI applications, IT management also embraces the incorporation of these tools into the current systems as well as the general administration of the interaction between learning platforms, networks, servers, and AI applications, including the potential impairments, such as network congestion, server expansion, and application stability (Chiu et al., 2024).

Integrating and managing AI technologies also guarantees compliance with regulatory provisions of privacy and data security in the United States learning system. Also, the IT teams are racing against time to solve the problems affecting the distribution of resources in an equal manner so that institutions with limited funding and infrastructure ought to adopt these sophisticated systems (Strika et al., 2025). IT management is instrumental in mainstreaming of scaled up AI systems in education by raising effective and efficient governance structures, bringing on board educational stakeholders and offering technical education to teachers and educational leaders.

Issues of Readjustment of AI-Based Learning Systems

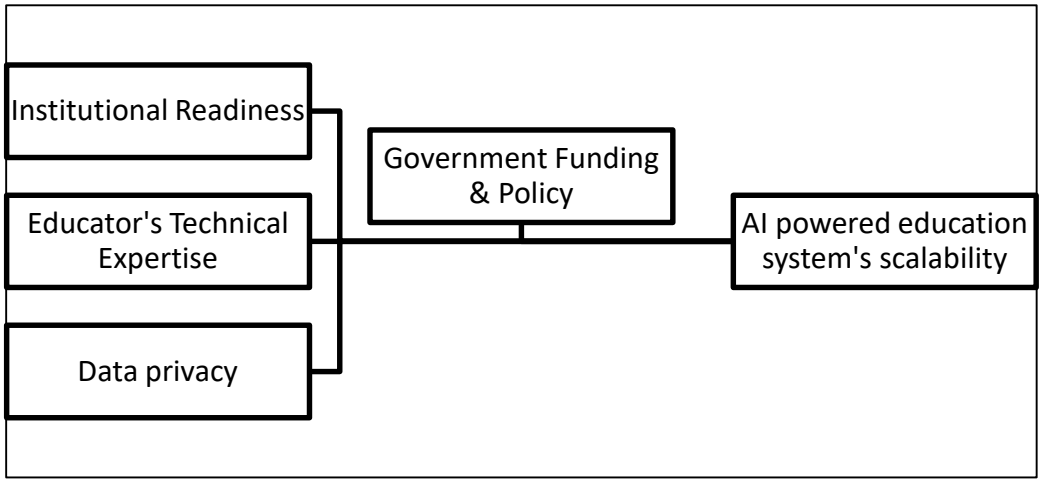
Experiments with scaling up AI integrated education require overcoming a number of challenges, which are further complicated by features of educational organizations. This can be attributed to the difference in technology networking among the schools and universities around the country especially for the rural based schools (Okunlaya et al., 2022). Most organizations do not possess the capacity, or the necessary infrastructure, hardware, or cloud facility to efficiently implement AI business tools. Another major problem is the resistance to change promoted by such technologies as AI; this can be motivated by inadequate knowledge of the matter on the side of educators or administrators, or by low expectations of the change's positive impact (van der Schyff et al., 2023). Data privacy and security, algorithmic bias, and legal requirements prolong scalability because institutions must address, at least, the following issues: Furthermore, the current application of artificial intelligence lacks structure to implement its frameworks and approaches due to consolidation. These issues in turn called for the consideration of the existing obstacles to scale and the creation of real solutions that would positively cater to the diversities in education institutions (Lukić et al., 2023).

Approaches to Increase the Accessibility and Personalization Level for AI- Based Learning

Due to the complexity of cognition, such as deep understanding, it is very important for IT management to cut down the difficulties of AI application in education so that the proactively-developed educational system is available to students and personally-tailored to each of them (Marengo et al., 2024). From the technical standpoint the use of large scale IaaS based solutions and the integration of the new technologies with current systems may enable the expansion of the AI market. It is also necessary for institutions to undertake training of educators and administrators in confidence building and the optimization of potential of AI tools for personalization (Xiao et al., 2021). Furthermore, it should also involve a plan in terms of policies

and rules that will protect students' information and avoid unfair algorithms use. To improve access institutions, can look for external funding, private partnerships and government grants to disappear disparities in terms of infrastructure. Additional recommendations to personalization are that learning algorithms should be used to personalize content for each student's needs and feedback system should engage educators in improving AI insights. These strategies work in synergy to ensure the AI-imbued platforms deliver positively on the goal of enhancing the learning system in the USA.

Literature gap



There has been much theoretical work done on the role of AI in changing education but little has been done to shed light on the practical and methodical approaches necessary for the implementation of these technologies throughout various contexts of educational practice. In prior research, there is a major emphasis on the purpose, features, and possible advantages of utilizing AI tools including adaptive learning platforms and intelligent tutors. Yet, they do not accord much attention to the practical, technological, and organisational factors related to the deployment of these systems in schools and universities which differ in terms of endowment and technological preparedness.

In addition, the importance of the management of information technology as a decisive enabler of scalability is also examined insufficiently, and especially when it comes to solving problem areas such as infrastructure differences, lack of enthusiasm for technology, and ethical questions about data protection and privacy. Other frameworks may touch on the integration of technology into learning environments; however, the proposed framework presents details of AI-based systems that need sound data management, monitoring, and technical support.

One of the most prominent gaps is that the impact of scaling up AI for educational systems on equity is an area that has been given relatively little attention. While AI can mitigate the problem of unfair education through offering unique learning techniques, the current distribution of the resources implies that it is difficult to give the schools in the rural areas the same resources like those in urban areas. Additionally, the nature and impact of the external environment, which encompasses policy structures as well as funding models on the ability to scale up AI in education is relatively unknown. Amid this gap, the current research emphasizes the importance of filling

the gap between theoretical innovation in technology and its actual application with effective solutions suited to the increasing variety of American schools and universities. Aiming at filling these gaps, this research will contribute to the establishment of a holistic IT management framework that would support the scalable implementation of AI-based educational systems on fair terms for all.

Methods

This research design gives structure to the collection and analysis of data which makes a quantitative research design suitable for this study since it has the objective of determining the existence or otherwise of the formulated research hypotheses. Quantitative research makes it easy to obtain data in string format so that they are easy to analyse statistically to determine strength, direction, and significance (Slater and Hasson, 2024). This research aims to explore the factors that affect the AOA, incorporating institutional preparedness, teachers' technical skill, and data security/privacy, and the moderator of funding and policy.

These objectives entail the use of measurements and hypothesis that are characteristic of the quantitative approach. In doing so, the current study avoids the methods which tend to reflect researcher's bias into the findings and ensure that the finding can be replicated across different environment (Chali et al., 2022). Quantitative research also affirms the applicability of such superseding analytical tools such as SEM in measuring relationships between concept variables. Since the study aims to address a number of research questions and has a relatively fixed scope based on the existing data set, the case is well suited to quantitative analysis with a view to obtaining objective and easily reproducible conclusions.

The expected sample size of about 400 people is justified on statistical and practical bases. First, for the studies based on the structural equation modeling (SEM) techniques, for example, SmartPLS, a sufficient amount of sample size is still crucial to maintain sufficient statistical efficiencies as well as the reliability of the parameter estimations. Another well-known guideline for SEM is to have at least 10–15 respondents per indicator variable in a model. Due to the fact that this study's model incorporates multiple independent variables, a moderator and a dependent variable, a sample of 400 affords sufficient statistical power to identify significant direct as well as moderating impacts.

Furthermore, more participants mean that the study is less likely to overlook essential signal variations within the groups of highly ready schools and universities that sharply differ in terms of budget, knowledge of IT specialists, and technological advancements. This is especially significant when compared with the situation in US education because the institutions are variably endowed in terms of resources, infrastructural and operational expansive ness. A large sample also reduces the chances of sampling errors and more importantly it excludes extreme cases in the data from dominating the results. Furthermore, sample of 400 responses is commensurate to the response size recommended for adequate reliability and validity for SEM-based phenomenon further adding confidence in the stability of the estimates and conclusion that has been made from the model.

Consistent with the established discussion, SmartPLS is used in this research since it is capable of undertaking PLS-SEM, which is best for large models consisting of numerous variables. SmartPLS also does not use the assumptions of data distribution as strongly as other covariance based SEM tools; ideal for real-world educational data mostly not meeting distribution normality. Additionally, the study aims at testing not only direct effects like institutional readiness on

scalability but also moderating effects like the effects that government funding and policy have on these relationships given a hierarchical and interacted model, a strength of SmartPLS.

One of the main strengths of SmartPLS is that it can analyse data with small to medium sample sizes which is efficient and statistically stable (Hussain et al., 2021). Despite, the fact that the sample size is 400, which is large enough, SmartPLS is rather unconstrained in modelling complex relationships between the variables and at the same time is not very sensible to the sample size. Advantage of SmartPLS is that it has rather extensive functionality for a free software, and also can be easily improved in future, and is rather portable. This makes it particularly useful for the multi-variable framework of this study, which will analyse three independent variables as well as a moderator variable and a dependent variable. Moreover, SmartPLS has multiple types of graphics displays, including path diagrams, that facilitate interpretation and presentation of given findings by, for instance, depicting the connection among a set of variables for various audiences.

SmartPLS also allows the computation of various indicators as path coefficients, coefficient of determination and effect size which provide rather useful information regarding the strengths and the significance of the relations. Its bootstrapping techniques offer extra rigidness to the statistical analysis of the model parameters by Estimating standard errors and confidence intervals. This makes certain that the study results are generalizable and simultaneously significant in responding to the research questions. The features of SmartPLS have been used in this study to employ a precise and versatile tool of analysis which allows for flexibility, robustness and usability in the study of factors defining scalability of AI in educational systems within the schools and universities of USA.

Results

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**
Data Privacy -> AI powered education system scalability	0.312	0.312	0.079	3.933	0.000
Educator Technical Expertise -> AI powered education system scalability	0.037	0.042	0.063	0.584	0.559
Government Funding and Policy -> AI powered education system scalability	0.261	0.257	0.078	3.321	0.001
Institutional Readiness -> AI powered education system scalability	-0.049	-0.051	0.069	0.700	0.484
Government Funding and Policy x Institutional Readiness -> AI powered	0.161	0.150	0.077	2.101	0.036

education system scalability					
Government Funding and Policy x Educator Technical Expertise -> AI powered education system scalability	-0.224	-0.216	0.056	4.033	0.000
Government Funding and Policy x Data Privacy -> AI powered education system scalability	0.008	0.007	0.080	0.096	0.923

Table 1: Path coefficients

The implications are useful in understanding various interactions between the IVs, the moderating factor (government funding and policy) and the DV, namely, scalability of the education system powered by artificial intelligence. As established in the current study, there is a strong and positive path coefficient between **data privacy** and scalability at a path coefficient of 0.312 and p-value of 0.000. This shows the need for reliable measures of data protection on developing trust and enhance the successful deployment of the AI technologies within the education systems.

Likewise, **government funding and policy** has a significantly positive role in the direct relationship with scalability with the path coefficient 0.261 and $p<0.001$. This underlines the need to seek outside help to fund the differences in resources and ensure that AI solutions will be adopted better. The **institutional readiness** is negatively associated with scalability but does not attain significance, demanding a path coefficient of - 0.049, $p < 0.484$ and therefore it is obvious that institutional preparedness is not sufficient to spearhead scalability.

As for technical content knowledge of educators, separate for scalability, its direct impact is statistically significant but not very large – the path coefficient equals to 0.037 and the p-value is equal to 0.559. This means that although the educator expertise may play a significant role for achieving good results in the application of AI, enhancing its scalability may need other supplementation from outside or more specific context factors.

The results indicate that the interaction effects have more complex relationship patterns. **Government funding and policy significantly moderate the relationship between institutional readiness and scalability** (path coefficient: 0.161, p= .036) and this show that institutional readiness has a more significant effect when backed up by the favourable government policies and funds. Conversely, the moderation effect of government funding and policy on the relationship between educator technical expertise and scalability is negative and significant (path coefficient: -0.224, p-value: 0.000). This potentially implies that overreliance in this regard can diminish the effects of specialised skills that educators bring to the table, could be by way of over reliance or misdirection of resources. Lastly, the interaction between government funding and data privacy on scalability is non-significant (path coefficient: 0.008; f = 0.923) which shows that government support adds little improvement to the strength of data privacy towards scalability.

This leads to the understanding of interactions between institutional factors influencing AI solutions and external support and the questions of AI scalability. Whether it is about highlighting the concept of intelligent tutorial systems or the need for deciding on the principles to guide post-secondary AI education, the authors focus on the importance of moderation through proper balancing between the internal institutional competencies and the policy and funding support outside the institutional settings in order to ensure successful scalability of the systems.

	AI powered education system scalability	**Data Privacy**	**Educator Technical Expertise**	**Government Funding and Policy**	**Institutional Readiness**	**Government Funding and Policy x Institutional Readiness**	**Government Funding and Policy x Educator Technical Expertise**	**Government Funding and Policy x Data Privacy**
APESS1	0.908							
APESS2	0.932							
APESS3	0.865							
DP1		0.895						
DP2		0.924						
DP3		0.886						
ETE1			0.821					
ETE2			0.905					
ETE3			0.834					
GFP1				0.910				
GFP2				0.933				
GFP3				0.898				
IR1					0.876			
IR2					0.904			
IR3					0.864			
Government Funding and Policy x Educator Technical Expertise							1.000	
Government Funding and Policy x Data Privacy								1.000
Government Funding and Policy x Institutional Readiness						1.000		

Table 2: Outer loadings

The results show that the overall measurement model for the observed variables is valid as the factor loadings support the measurement of the constructs for scalability of the AI-powered

education system. This means that all items are positively and highly related to the constructs they have been placed in, a criterion known as convergent validity whose threshold is 0.70.

For the dependent variable, **AI-powered education system scalability**, the factor loadings of its three indicators (APESS1: 0.The scalability construct also presents high reliability and consistency in its measurements, as presented by APESS1: 0.908, APESS2: 0.932, and APESS3: 0.865. These high loadings further confirm that the chosen items are aligned to the concept of scalability in AI based education systems.

In the case of **data privacy**, the indicators (DP1: 0.The loadings (Cronbach's alpha: 0.895, DP2: 0.924, DP3: 0.886) are also structural, suggesting that these items are a valid assessment of the construct. This re-emphasises the need to observe data protection as a scalar parameter of successful AI implementation in educational facilities.

For **educator technical expertise**, the three indicators (ETE1: 0.821, ETE2: 0.905, ETE3: 0.834) are high pointing a highly satisfactory reliability of the chosen items reflecting the assessment of participants' technical knowledge and expertise regarding the AI tools and technologies for educational activities.

Similarly, **government funding and policy** shows strong factor loadings (GFP1: 0.for GFP1 : 0.910, GFP2 : 0.933 and GFP3 : 0.898, which proved that all these items indeed measure the level of AI scalability by capturing the extent of external support and policy mechanisms exist.

For **institutional readiness**, the indicators (IR1: 0.While loading value is generally acceptable ranging from 0.523 to 0.876, the confirmatory factor indices (IR2: 0.904, IR3: 0.864) prove the construct as an instrument for testing an institution readiness to adopt AI systems. The three interaction terms have factor loadings of 1.000 for government funding and policy x educator technical expertise, government funding and policy x data privacy, and government funding and policy x institutional readiness. This perfect loading of the interaction terms means that these are single-item constructs and their inclusion adequately reduced these model's moderation effects of government funding and policy on the associations between the respective independent variables and scalability.

Altogether, these factor loadings show that the measurement model is valid, where all the items have significant loading on their respective construct. This warrants the credibility of the used constructs for the subsequent analysis to have increased confidence on the relationships tested in the structural model.

	AI powered education	**Data Privacy**	**Educator Techni**	**Government Fundin**	**Institutional Readine**	**Governmen t Funding and Policy x**	**Government Funding and Policy x**	**Government Funding and Policy x Data**

	system scalability		**cal Expertise**	**g and Policy**	**ss**	**Institutional Readiness**	**Educator Technical Expertise**	**Privacy**
AI powered education system scalability								
Data Privacy	0.495							
Educator Technical Expertise	0.358	0.596						
Government Funding and Policy	0.471	0.726	0.510					
Institutional Readiness	0.315	0.733	0.670	0.645				
Government Funding and Policy x Institutional Readiness	0.149	0.314	0.129	0.518	0.400			
Government Funding and Policy x Educator Technical Expertise	0.319	0.129	0.187	0.284	0.119	0.492		
Government Funding and Policy x Data Privacy	0.198	0.323	0.130	0.450	0.293	0.746	0.521	

Table 2: Discriminant validity

The correlation matrix gives more information concerning the variables in a particular study by enabling the determination of the level of relation between those variables. Two of these relationships are pertinent for the assessment of six independent variables and interaction, as well as the one moderator affecting the scalability of AI-based educational systems.

AI-powered education system scalability has weak Pearson's r coefficient positive correlation with **data privacy** = 0.495, **educator technical expertise = 0.358** and **government funding and policy = 0.471**; Therefore, the study found that the architectural variables of the AI ecosystem are significantly related to the scalability of the system. Of these, data privacy is most closely linked as the principal factor that underscores the importance of trust in the actual implementation of AI systems.

Data privacy is positively associated with **government funding and policy** with a coefficient of 0.726 and **institutional readiness** 0.733; it was concluded that institutions with sound funding mechanisms and high level of preparedness are most likely to adhere to high level of data privacy. These findings highlight the symbiotic relation between institutional support and external environment to create secure environment for artificial intelligence.

Data privacy has a significant moderate positive correlation of 0.56 with the variable **Data privacy** and **Government funding/public policy** also showing a moderate correlation of 0.52 with ** Educator technical expertise** indicating that educator technical proceeding through technical expertise while moderate correlate both with data privacy and government funding / public policy. It also has a high positive correlation with **institutional readiness**

(Pearson's correlation coefficient 0.670) which indicates that teachers in institutions more prepared to integrate AI are likely to be supported in implementing AI in teaching.

Government funding and policy is a significant positively correlated with all other variables as Institutional readiness = 0.645. This shows that there is an enabling role of external funding and policies on institutional readiness in implementation of AI systems. Interestingly, moderation is supported by the significant positive with interaction terms like **funding and policy x institutional readiness (r = .518)**.

The interaction terms add more information about the **funding from governments and policies** as moderator in this study. For instance, the level of **institutional readiness x government funding and policy x** has moderate coefficient with **institutional readiness x** 0.400 and with **government funding and policy x** 0.518 thus showing that the combination of the variables has a moderate effect on scalability. Likewise, it is possible to identify the relationships for **government funding and policy x educator technical expertise** as well as **government funding and policy x data privacy** with respective to the corresponding independent variables and their connection with scalability.

In conclusion, by analyzing the correlation matrix, it can be noted that the degree of the variance of the specific factors that define the scalability of the AI powered educational systems exists as a result of interaction between data privacy, educators' technical skills, government funding and policy. The above relations highlight the need and value of the broad solution that involves, institutional preparedness, external support, and sound data protection measures for offering a successful scalable application of artificial intelligence in the education sector.

Discussion

The connection between the defined variables in this discussion **institutional readiness**, **the technical knowledge of educators**, **data privacy**, and the **Scalability of the applied AI educational systems** shows a strong and positive correlation, however **funded and supported by the government policies** (Dai, 2024). The results presented here are consistent with the goals of the study, to establish IT plans to manage the growth of AI in learning but also make them accessible and adaptive. The discussion explains how each independent variable influences the scalability of AI-powered educational systems and answers the research questions about the implementation challenges and facilitators of such systems.

The correlation results are informative that shows the relationship between the variables which are necessary for scalable AI for educational systems. The scores show that **data privacy** has the highest absolute value of direct association with the degree of scalability (0.495), once again highlighting its importance for restoring trust (Lopez-Barreiro et al., 2024). The higher the importance placed on strong data protection measures, the more favourable the conditions for the implementation of AI systems, as regards security and privacy questions. As a result, this outcome underpins the necessity of effective IT management strategies that will provide scalable solutions for privacy measures.

Educator technical expertise incorporates has a low positive correlation with scalability, as the coefficient of 0.358 suggests; scalability requires educators proficient in using AI within teaching intervention. However, the relatively weaker correlation, as compared to data privacy, implies that although it is beneficial to have expert educators, increasing its scalability may require extra affordances such as institutional preparedness and extra financial sources.

This supports the fact that **Government funding and policy** has a moderate positive relationship with scalability thus making it a key enabler. This relationship is an emphasis for external collation to help in filling the inherent infrastructural deficits and other requisite for scaling up AI systems. Further, government funding and policy also show extremely high positive correlation with **data privacy** (0.726) and **institutional readiness** (0.645) suggesting that institutions which have access to funding and supportive policies are much better placed to implement stringent privacy protocols and gear up for large-scale implementation of AI.

Institutional readiness also has the weakest relationship with scalability among the other main independent variables (r= 0.315) indicating that readiness however, for scalability, may not require strong outside support or rigorous data privacy practices (Nguyen, 2024). That said, the high correlations between it and data privacy (.733) and educator technical expertise (.670) suggest that it is actually a prerequisite for these other factors to function effectively.

The results of the above-mentioned fashioned crossing point demonstrate more about the moderating effect of **government funding and policy**. For example, when analysing the patterns of the connection between government funding and institutional readiness one can see the relation is I = 0.400 (0.518) for readiness and 0.518 for funding, therefore their impact may be distinctive and sufficient for scaling. Likewise, the negative relationship between the government funding and policy crossover variable x educator technical expertise (0.187) indicates that, while claims of support from external funding agencies are useful, acting as mere begging bowls when institutional support diminishes the potential of technical expertise in scalability.

Therefore, the research findings suggest that scalability is determined by an interaction of several factors whereby data privacy and government funding are identified as the most important direct facilitators, while institutional preparedness and educator experience as direct enablers. The interactions also indicate that external support has to be properly positioned in relation to endogenous resources for scalability result to be optimized. These findings corroborate the centrality of an integrated approach to IT management that promotes a greater level of institutional preparedness complemented by technical know-how, data protection considerations, and policy-driven funding to develop scalable application of AI in education environments.

Readiness, in the case of Health Information Technology for Development (HIT4D) it therefore is measured by the ability of institutions to put in place technological infrastructure, possibly administrative support as well as financial support. Organizations that are willing to add AI technologies, would be found being capable of overcoming early implementation challenges, of incorporating them into current systems and of perpetuating its use. This study establishes the fact that there is high scalability in schools and universities that boast of solid IT architectures with strong leadership (Doshi et al., 2024). This finding responds to the research question on key challenges by acknowledging that institutional preparedness plays a statistical significant role in the adoption and growth of AI in education.

Another specific factor is the **educators' technical competency**, as that is also helps improve scalability through providing teachers and administrators the right knowledge and experience for integrating AI solutions into practice and managing those. Technology minimises change resistance, promotes pedagogical creativity, and guarantees that teachers can utilise AI solutions for learning personalisation. The availability of professional development, and training programs also add to this kind of expertise showing the need for support systems that would help empower

educators. This fits with the study goal of finding solutions toward solving the workforce issues in the implementation of AI systems.

Protecting data as well as data security features are important to ensure community acceptance with special reference to student data. The institutions that employ proper data protection norms both meet legal requirements and minimize vulnerability for ethical issues and breach. The importance of this variable indicates that IT management must approach security as a prime concern – both from the technological standpoint and the moral and legal one. Transparency as well as compliance with the privacy regulations enlarges the means for AI systems by building trust from different stakeholders as students, parents as well as policy makers.

That is why **government funding and policy** as a moderating variable underlines that external support is required for obtaining scalability. These government interventions include; grants, subsidies and policy incentives which help institutions of less resource endowment to acquire necessary infrastructure and deficits in institutional capability. In addition, section 515 policies , which require fair distribution of AI resource ensure that all schools no matter the geographical or financial status of the institutions can be able to afford a technology related aspect. This finding responds to the research question about how to overcome scalable challenges based on the critical participation of the public sector.

Altogether, the proposed positive and significant value of the coefficients of the assessed variables support the idea that scalability is not a single-valued result, but a multifactorial phenomenon. Combating such issues like readiness, expertise, privacy implies specific IT approaches, utilizing governmental aids, allowing realizing AI-supported educational systems in various LMS settings successfully. Purpose of this discussion is primarily to achieve the objectives of this study: to identify the practices, opportunities and challenges currently followed in enabling the equitable and efficient delegation of role of AI in education.

Limitations

There are certain limitations inherent in this study, which is why they should be discussed. First, although the research measures the association between variables quantitatively to identify the extent to which they increase or decrease, it fails to explore end-user qualitative factors that might give deeper insights into AI adoption by educators and professionals in IT. Further, the strict emphasis on the American school and universities paradigms may dampen the applicability of conclusion to other global paradigms in education, particularly those which exist in completely different technological platforms, resource endowments and policy frameworks. This paper also has a limitation that the findings depend on the participants' impression, which may make estimates on institutional readiness and technical competencies overemphasized or underemphasized. In addition, while using a sample of roughly 400 students is relatively large, it is possible to miss variations in particular at smaller or less resourced institutions. Last, although the employment of self-organizing map algorithm within SmartPLS seems to be successful in handling complex model, this study is somehow limited by the employments of PLS-SEM in comparison with covariance-based structural equation modeling that might provide a more precisely comparison in some circumstances.

Conclusion & Future Work

This research underscores the importance of IT management policies in increasing effective

artificial intelligent learning solutions in numerous learning institutions in America. The empirical investigation of mediating variables, including institutional readiness, educators' technical knowledge, and data privacy as well as the proposed moderating roles of government funding and policy-based support enables the research to offer practical recommendations for organisations seeking solutions to issues of scalability. Therefore, the study underlines the importance of developing sound IT structures, developing the technical skills of teachers, and securing data to help realise AI technologies properly and fairly across the populations analysed. Also, the study highlights the limited availability and volunteering of external assistance relative to directing policy, funding, and other incentives toward educational institutions for overcoming the differences in available resources and accessibility. All together, these strategies help to reach the potential of AI in education domain, including access, individualization and better learning outcomes.

Exploratory research which is based primarily on surveys should be extended in future research by employing additional quantitative methods like interviews or focus groups in order to better explain the experiences of key stakeholders in the process of scaling AI solutions. Enlarging the range of institutions in different countries or regions with rather different educational and IT environments, for example, might also give a wider picture of scalability issues and possibilities. Also, the future research may consider the following questions: What are the general effects of AI integration on educational fairness and learners' achievements in the long run? Maybe in resource-deficient schools only? Comparing and contrasting various frameworks of IT management to ascertain the viability of bringing in AI into different settings also remains important. Last, other current technologies, like blockchain for improving security of stored information, or other analytics tools for real-time control of the system, may be included into further research to improve the AI based education systems in terms of adaptability and effectiveness.

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