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**THE DARK SIDE OF AI: INSECURITY, SURVEILLANCE, AND
STRESS IN THE ACADEMIC FIELD AMONG STUDENTS AND
TEACHERS**

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Abstract

The study explores the negative psychological and ethical consequences of the application of Artificial Intelligence (AI) in the academic field among students and teachers. Although AI has transformed the education sector to be more efficient, accurate and accessible, its intensive use has raised some fears about job losses, invasion of privacy and even mental health issues among both teachers and learners. The study examines four key themes, including AI-induced job insecurity, AI-enabled surveillance, stress among students, and stress among teachers using such methods as a secondary qualitative approach and thematic analysis. The research is based on the Sociotechnical Systems Theory and the Technology Acceptance Model and presents the impact of automation and continuous digital surveillance on trust, autonomy, and emotional well-being in the learning context. The results indicate that even though AI has led to benefits in terms of economics and operations, it has created professional anxiety, invasion of privacy, and mental stress. The study suggests policies of ethical AI implementation, teacher training on digital literacy and support, privacy rules and measures, and improved mental health services. Altogether, this paper underlines the necessity of a moderate attitude to the use of AI, which should be concerned with both the development of technologies and the well-being of humanity in education.

Keywords: Artificial Intelligence (AI), education, job insecurity, surveillance, stress, mental health.

1. Introduction

1.1 Background of the Study

AI has been one of the most radicalizing forces of contemporary society. In the education sector, it has been widely accepted to automate learning processes, personalise learning experiences and enhance efficiency in institutions. Applications of AI in teaching and learning including automated grading systems, plagiarism detection software, and predictive analytics systems are becoming part of the learning and teaching experience (Waly, 2024). Academic institutions all over the world are integrating AI-based tools to aid instructors to give lessons and help learners to attain improved academic results. Nevertheless, as these technological improvements have come, an increasing amount of awareness of the negative implications that AI could have on the academic setting has emerged without facing major complexities.

The application of AI in the academic field has come with a new aspect of complexity into the teaching and learning process. On the one hand, it facilitates efficiency and access, on the other, it brings up issues relating to privacy, surveillance, mental health, and job security. Educators are concerned with the possibility of automation replacing their work or taking away their professional autonomy, and students complain about being constantly monitored by systems based on artificial intelligence (Rensfeldt & Rahm, 2023). These issues are causes to believe that the introduction of AI into education is not only the issue of technological advancement, but the ethical, social, and psychological importance as well. Hence, it is necessary to dive into the darker side of AI implementation in academic settings to guarantee that its usage does not threaten human values and well-being.

1.2 Significance of the Topic

The importance of the research is that the researchers developed an interest in the human dimension of technological change in education. Unintentional emotional and psychological effects of using AI have not been a topic of discussion even though most debates on the subject in the scholarly realm focus on efficiency, innovation, and data-driven decision-making. Through the analysis of the impact of AI on job insecurity, surveillance, and stress, this research is expected to illuminate the complicated connection between technology and human well-being in the academic setting (Gull, Ashfaq & Aslam, 2023). The results of the study will be useful to

policymakers, educational leaders, and technology developers who will be tasked with the responsibility of deploying AI systems in schools and universities. It will enable them to come up with policies and strategies that will be technologically advanced and at the same time ethical. Besides, it will be a valuable addition to the emerging field of digital ethics and mental health and a source of more human-centred and inclusive AI in learning.

1.3 Statement of the Problem

The introduction of AI in the educational field has received a lot of applause due to its capacity to raise the level of efficiency, accuracy, and accessibility. Nevertheless, this has also been implemented with challenges that have threatened the psychological and professional stability of the students and the teachers. Automation of AI has left many teachers scared of their work because it has taken away or reduced the workload of numerous educators (Beirat *et al.* 2025). Students, on their part, are subjected to constant digital surveillance that monitors their actions, behaviours as well as their emotions raising serious questions of privacy and autonomy. Moreover, the use of AI to evaluate and monitor and predict has developed novel sources of pressure and anxiety. Learners and educators can have a sense that machines are constantly assessing their performance, which will increase the level of stress and lose the faith in the educational system. These problems bring out the negative aspect of AI, in which technological advancement harms human trust, creativity, and health unknowingly. The main issue, thus, is to answer how AI can be applied to the lack of insecurity, surveillance, and stress in academic institutions and how it is possible to reduce the adverse effects.

1.4 Objectives of the Study

- To assess the impact of AI on job insecurity among students and teachers in the academic field.
- To examine the effects of AI-enabled surveillance on students' and teachers' privacy.
- To analyse how AI contributes to stress and mental health challenges in the academic field.
- To propose recommendations for reducing the negative effects of AI in education.

1.5 Research Questions

1. How does AI contribute to job insecurity among teachers and students?

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2. What are the effects of AI-enabled surveillance on privacy in academic settings?
 3. In what ways does AI create or exacerbate stress and mental health issues?
 4. What strategies can be implemented to minimise the negative consequences of AI in the academic field?

1.6 Scope and Limitations of the Study

The research area will be affected by the impact of AI technologies in the educational facilities, especially psychological and ethical consequences thereof. It will focus on the impact of AI on the feelings of job security, privacy, and well-being of students and teachers. The research will use only the secondary data sources including published literature, academic research, and institutional reports. The limitation of this method is that there is no first-hand primary data of real-life subjects. Nonetheless, through future research based on various existing pieces of research the study will offer a holistic insight into the topic.

1.7 Structure of the Paper

The paper will start by giving an introduction of the background, objectives, and coverage of the study. The second part will provide a literature review of the available information on AI in education and its adverse effects. The third section will describe the research methodology, which will be the secondary data collection method and the thematic analysis. The fourth section will address the main themes identified based on the analysis, and the fifth and last section will help to wrap up the research and give recommendations and future research directions.

2. Literature Review

2.1 Concept of Artificial Intelligence in Academic Field

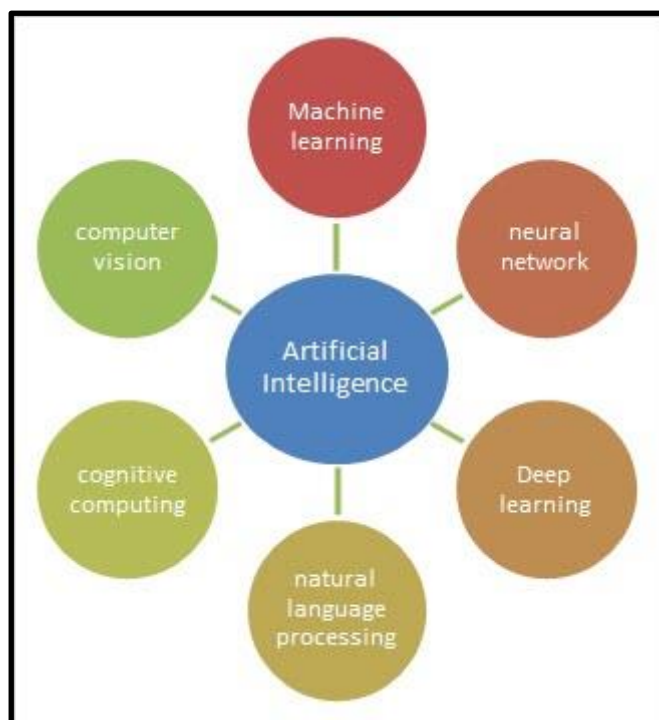


Figure 1: Concept of AI

(Source: as inspired by O'dea & O'Dea, 2023)

AI in the academic field can be defined as the application of smart computer tools with the ability to recreate the reasoning and decision-making behaviours of people to enhance the learning and teaching processes. It touches upon such apps as adaptive learning systems, virtual assistants, and data analytics platforms (O'dea & O'Dea, 2023). These systems are made to improve academic experience, but incorporation of such systems has ethical and social issues regarding human control, transparency, and accountability.

2.2 The Positive Potential of AI in Education

AI has many advantages in the field of education, including customised education, effective grading, and better access. Students are provided with personalized content that fits their learning patterns, and teachers can save time with the assistance of AI tools and concentrate on creative teaching (Shah, 2023). But these advantages should be mitigated against dangers that

are brought about when technology takes over the positions of human beings rather than complements them.

2.3 The Dark Side of AI

The disadvantageous aspects of AI are privacy intrusion, unemployment, and emotional trauma. Dependence on algorithms in making decisions may lead to the depersonalisation of learning where students and teachers become objectified. Monitoring of behaviour and prediction of academic success can also establish mistrust and lead to a decrease in the feeling of individuality in educational institutions due to the use of AI.

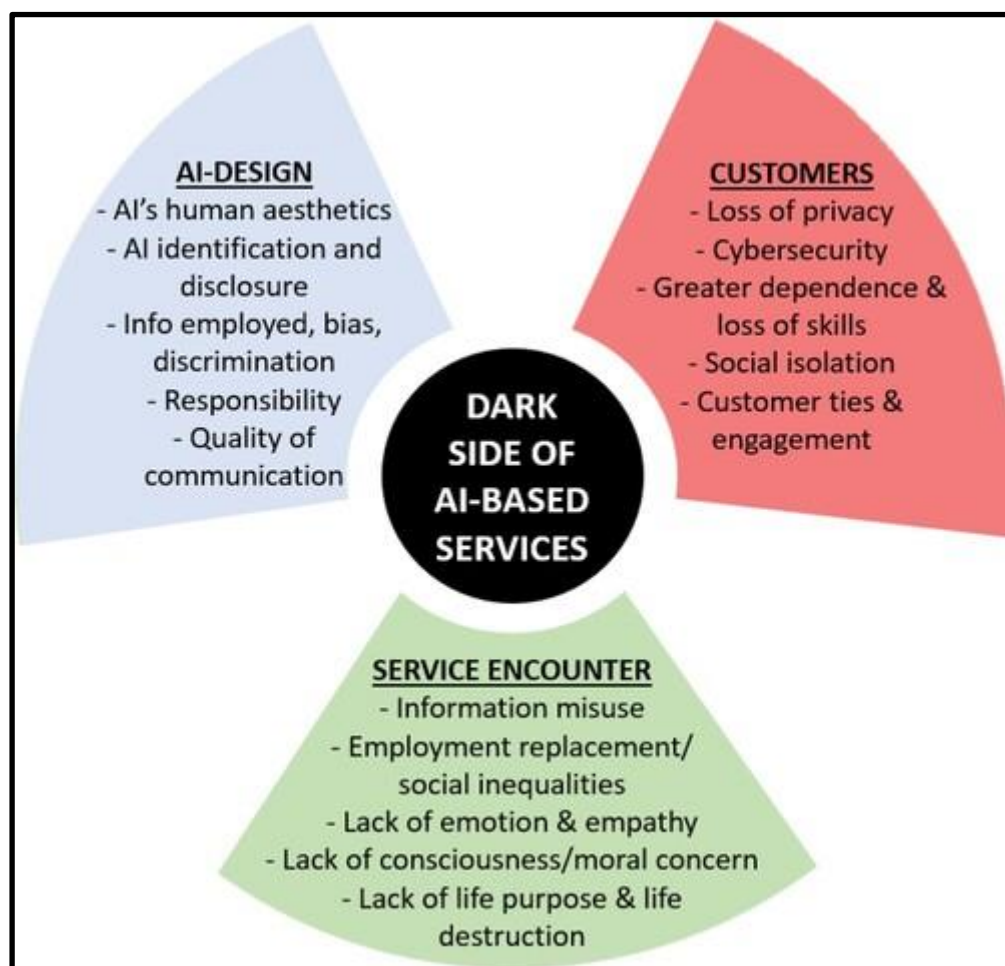


Figure 2: Dark Side of AI

(Source: as influenced by George & Wooden, 2023)

Insecurity and Job Displacement Fears among Teachers: Automation of AI is a threat to conventional teaching. The assignment evaluation or forecasting system systems can reduce

the necessity of human resources, which makes teachers feel underestimated (George & Wooden, 2023). The developed feeling of professional insecurity can impact morale and motivation, making technological adoption resisted.

AI-Enabled Surveillance and Privacy Concerns: Surveillance of students in the case of online exams and monitoring attendance are becoming popular using AI-enabled surveillance systems (Mwange *et al.* 2025). These systems usually utilise facial recognition and behavioural analytics, which could be in violation of personal privacy. This round-the-clock watching may cause a culture of fear in the students as well as teachers, where they feel that everything they do is being monitored and evaluated.

Stress and Mental Health Challenges among Students: Surveillance by AI in classrooms and online learning systems may increase the amount of stress in students. Most students claim that they are anxious when algorithms are watching them and that small mistakes or abnormal behaviours may be perceived as it is (Charles & Gwilliam, 2023). Additionally, the absence of empathy in AI-oriented settings may mean isolation and lack of motivation.

2.4 Theoretical Framework

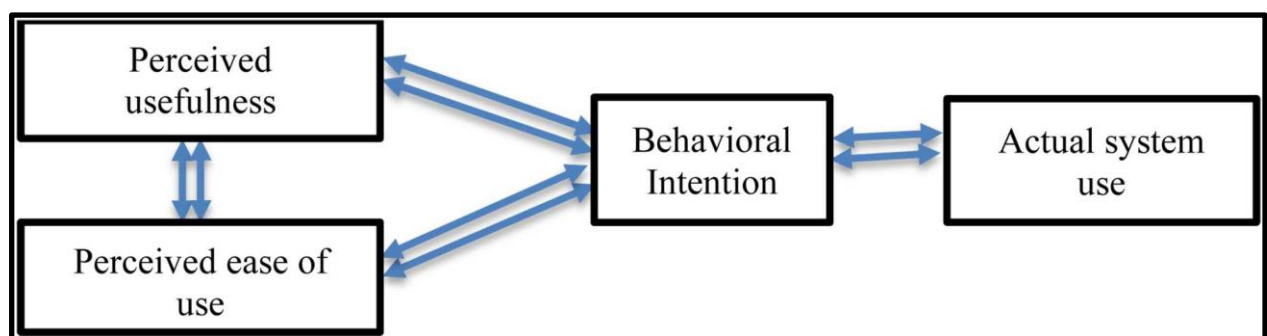


Figure 3: Technology Acceptance Model

(Source: as inspired by Mogaji *et al.* 2024)

The Sociotechnical Systems Theory and the Technology Acceptance Model will be used to direct this study. The former describes the interplay of technology and human systems, and the latter explains how people respond to and embrace new technologies (Lindgren, 2025). Combined, they offer a system of interpretation in the influence of AI on emotions, behaviour and professional identity in the academic field.

3. Research Methodology

3.1 Research Philosophy

The research will be based on the positivist philosophy. This method will help the researcher to make an objective analysis of the data and conclude on the basis of the facts presented in the existing literature. The positivist philosophy presumes that the reality is observable, measurable and explainable by empirical data, which is why it is suitable to analyse secondary sources (Maksimovic & Evtimov, 2023).

3.2 Research Approach

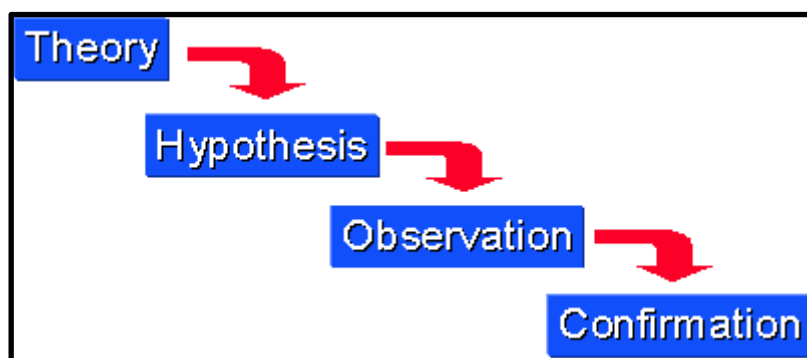


Figure 4: Deductive Approach

(Source: as influenced by Hall, Savas-Hall & Shaw, 2023)

There will be a deductive research approach. The research will start with the known theories and concepts about AI and its impact on education and will prove the notions through the available data. This will assist in proving or disapproving the assumptions regarding the association of AI with such concerns like insecurity, surveillance, and stress.

3.3 Research Design

The study will use explanatory research design. The design will enable the researcher to explore cause-and-effect relationships and describe how AI will help to address the identified challenges in the academic community. The design will aim at synthesising the available existing findings to give an exhaustive account of the phenomenon.

3.4 Data Collection Methods

The research will use secondary data only. Books, journal articles, policy papers, reports and reliable online sources will be used in gathering data. The researcher will be able to find the materials that have been published within the past five years so that the information is timely and

qualitative. Relevance to the research objectives will be used to select data, and only the credible academic and institutional sources will be included. The secondary data will be a wide and rich base of analysis without having to spend much time in the field.

3.5 Data Analysis Techniques

Thematic analysis will be used to analyse the collected data. The researcher will find common trends and cluster the data into four broad themes namely AI-induced job insecurity, AI-enabled surveillance, stress among students, and stress among teachers. The themes will be addressed individually to bring out the various ways through which AI impacts the academic environment. Thematic analysis will enable the researcher to find insights on various studies and come up with an overall knowledge of the topic.

3.6 Reliability and Validity

The reliability will be achieved through the selection of data in reliable academic databases and reliable journals. Information related to the research will be taken and will be used from the last 5 years to ensure validity as the results of various sources are compared thus achieving accuracy. The researcher will also be transparent since the process of data selecting and data analysis process will be reported.

3.7 Ethical Considerations

There will be no direct contact with human participants since the study will be carried out using secondary data. However, ethical standards will be observed by making sure that all data are well recognized and intellectual property is not violated. The study will be carried out with fairness and objectivity without any kind of plagiarism or distortion of data.

4. Data Analysis and Findings

4.1 Theme One: AI-Induced Insecurity in Academic Jobs

Teachers are bound to feel more insecure due to AI taking over some of the administrative and instructional roles. Grading, attendance, and content creation being automated might cause the apprehension of redundancy and professional demeaning.

4.2 Theme Two: AI Surveillance and Loss of Privacy

The research will assume that AI-based surveillance systems would have a detrimental impact on trust and comfort in academic institutions. Constant surveillance of both educators and learners will probably lead to invasion of privacy and the emergence of anxiety.

4.3 Theme Three: AI and Stress among Students

Students can feel a lot of pressure on constant digital monitoring and performance evaluation algorithms. The absence of human contact and emotional support in AI-based settings can contribute to the subsequent levels of mental exhaustion and disconnection even further.

4.4 Theme Four: Stress among Teachers

Educators can feel the pressure of adjusting to innovative technologies and acting on AI-based assessments. This increased workload in addition to loss of control in the decision-making process may be a cause of emotional exhaustion and decreased job satisfaction.

4.5 Economic Contribution

Despite these factors, AI will still be beneficial by increasing the efficiency and minimizing operation expenses in the education sector. Nonetheless, the institutions have to create a balance between economic gains and the ethical and psychological factors to maintain a helpful learning culture.

5. Conclusion and Recommendations

5.1 Conclusion

It will be concluded in the study that AI, as a good resource in educational development, has its own serious challenges concerning insecurity, surveillance, and stress. Otherwise, AI might transform the principles of trust and empowerment, which education is based on, into a mockery.

5.2 Linking Objectives with Findings

The research will demonstrate that AI is one of the factors that contribute to job insecurity, privacy issues and psychological stress among students and teachers. All the objectives will be tackled in terms of the four identified themes, which will provide a comprehensive perspective of the dark side of AI in education.

5.3 Recommendations

Useful methods and strategies in the form of recommendations are detailed as follows:

- Establishing AI ethical implementation in education.
- Training programs should be provided to assist teachers in changing technological changes with confidence.
- Use of surveillance tools should be limited to safeguard student and teacher privacy (Adorjan & Ricciardelli, 2023).
- Offering mental health services to people who have been mentally impacted by AI.
- Promoting the partnership between technologists, educators, and policymakers to make sure that AI promotes, but not suppresses human values.

5.4 Future Research Directions

The next research would need to include the primary data gathering in the form of surveys or interviews about students and teachers to understand personal experiences with AI better. Besides these, longitudinal studies would also be able to follow the changing association between AI and mental health in learning.

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