

# Exploring AI Readiness in Higher Education: Conceptualization and Research Proposition

**Roshan Panditharathna**

Newcastle College University Centre, United Kingdom  
Roshan.Panditharathna@ncl-coll.ac.uk

**Enis Elezi**

Westminster University Business School, United Kingdom  
e.elezi@westminster.ac.uk

---

## Abstract

*With the unprecedented level of adoption of artificial intelligence (AI) in many industries and sectors, higher education is no exception. Thus, Higher Education Institutions (HEIs) cannot afford to ignore the AI disruption which may impact education establishments market competitiveness moving forward. Derived from the service-dominant logic and technology acceptance model, this research conceptualises three main research propositions. Leadership and culture within HEIs are considered as operant resources whilst technology infrastructure is regarded as the operand resource. The conceptualisation is timely as previous research has not taken into consideration how AI readiness is higher education sector from the lens of a combined effort of service-dominant logic and technology acceptance model. This conceptual study provides valuable insights for leaders of HEIs who aim at developing an organisational-wide AI strategy, however, there is a need to agree upon a right balance of operant and operand resources that enable and leverage AI capabilities that align with AI readiness. Ultimately, AI readiness drives organisational effectiveness whilst improving student experience as well staff wellbeing. Further research requires to test the validity of the research propositions derived as an important future research direction.*

**Keywords:** AI readiness, artificial intelligence, service dominant logic and technology acceptance model