



Analyzing Students Awareness And Perceptions Towards Artificial Intelligence Technologies In Higher Education

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Abstract: This study investigates students' awareness and perceptions of artificial intelligence (AI) technologies within the context of higher education. As AI increasingly permeates various aspects of academia, understanding students' familiarity with and attitudes towards these technologies is crucial for informing educational strategies and policy. Using a mixed-methods approach, this research collects quantitative data through surveys and qualitative insights via interviews to explore how students perceive the impact of AI on their learning experiences, academic performance, and future career prospects. Preliminary findings suggest varying levels of awareness and differing attitudes based on factors such as field of study, year of study, and prior exposure to AI technologies. The results highlight both the potential benefits of AI in enhancing educational outcomes and the concerns students have regarding ethical implications and the future job market. This study aims to provide valuable insights for educators, policymakers, and technology developers to better align AI implementation with students' needs and expectations, fostering a more informed and supportive learning environment.

Keywords: Artificial Intelligence (AI), Higher Education, AI Applications, Ethical Implications of AI, Personalized Learning

I. INTRODUCTION

In the swiftly evolving landscape of higher education, the integration of artificial intelligence (AI) technologies has become increasingly prevalent, offering transformative opportunities and challenges. Central to the successful incorporation of these technologies is a nuanced understanding of students' awareness and perceptions towards AI in the educational context. This study delves into the intricate facets of students' awareness and their subjective views on AI technologies, aiming to unravel the implications for higher education institutions. The awareness of AI among students encompasses not only recognizing its existence but also understanding the scope, applications, and potential impact on their academic journey. This study seeks to assess the depth of students' awareness, shedding light on whether they comprehend the role AI plays in shaping contemporary education and how familiar they are with the specific applications within their learning environments. Perceptions, on the other hand, are subjective and multifaceted, encompassing attitudes, expectations, and concerns. Unraveling students' perceptions towards AI in higher education is crucial for deciphering the factors that influence their receptiveness or resistance to these technologies. This research aims to explore the intricate interplay of factors shaping students' perceptions, including their expectations from AI, concerns about its ethical implications, and the potential impact on their overall learning experience. Understanding students' awareness and perceptions is pivotal not only for academic institutions but also for policymakers, educators, and technology developers. As students represent the primary stakeholders in the education system, their perspectives can provide invaluable

insights into the effective integration of AI technologies. Additionally, uncovering any misapprehensions or apprehensions among students can guide educational institutions in developing targeted educational initiatives, ensuring that students are equipped with the knowledge and confidence to navigate an AI-enhanced educational environment.

This introductory phase sets the stage for a comprehensive exploration into students' awareness and perceptions of AI in higher education. Through a combination of surveys, interviews, and data analysis, this research aims to contribute nuanced insights that can inform strategic decision-making in the ongoing evolution of AI integration within higher education. In doing so, we strive to foster a harmonious and informed relationship between students and AI technologies, paving the way for a progressive and adaptive educational landscape. The contemporary landscape of higher education is undergoing a seismic transformation, primarily catalysed by the integration of artificial intelligence (AI) technologies. This paradigm shifts presents both unprecedented opportunities and nuanced challenges, the effective navigation of which hinges upon a profound understanding of students' awareness and perceptions towards AI within the educational context. This study embarks on a comprehensive exploration of these intricate dynamics, seeking to unravel the multifaceted dimensions that define students' awareness and subjective perspectives on AI technologies and their implications for higher education institutions. As technology continues to evolve, its influence permeates into every facet of society, including education. The emergence of AI technologies has opened new vistas in the educational landscape, promising personalized learning experiences, optimized administrative processes, and innovative approaches to pedagogy. Higher education institutions globally are increasingly adopting AI applications such as intelligent tutoring systems, automated grading tools, and data analytics to enhance the overall learning environment. However, the successful integration of AI hinges on the stakeholders' understanding, and students, as primary stakeholders in education, play a pivotal role.

II. LITERATURE REVIEW

This study observes the following researches for references, **Bhajneet kaur (2019)**, During the 2014 EAAI conference, Todd Neller conducted an informal survey of the participants about which topics they teach in their AI courses as well as which topics they would like to teach. The survey suggested an apparent disparity between what is taught in many AI courses and what many AI colleagues would like to teach. To study the relationship between different demographic variables with awareness level of MBA students about artificial intelligence in education system in Delhi. For the data collection a survey questionnaire consisting of 14 questions based on 5-point scale has been used. As per the conclusion drawn from the current study upon the awareness level towards Artificial Intelligence (AI) about education system among MBA students at Delhi colleges, different specialization has different level of awareness towards AI. **Olaf Zawacki-Richter and et.al (2019)**, Artificial intelligence (AI) applications in education are on the rise and have received a lot of attention in the last couple of years. AI and adaptive learning technologies are prominently featured as important developments in educational technology in the 2018 Horizon report (Educause, 2018), with a time to adoption of 2 or 3 years. The study [of artificial intelligence] is to proceed based on the conjecture that every aspect of learning or any other feature of intelligence can in principle be so precisely described that a machine can be made to simulate it. In this paper, we have explored the field of AIED research in terms of authorship and publication patterns. The lack of theory might be a syndrome within the field of educational technology in general. In a recent study, Hew, Lan, Tang, Jia, and Lo (2019) found that more than 40% of articles in three top educational technology journals were wholly theoretical. **Suvrat Jain and Dr Roshita Jain (2019)**, The future of higher education is intrinsically linked with developments on new technologies and computing capacities of the new intelligent machines. In this field, advances in artificial intelligence open to new possibilities and challenges for teaching and learning in higher education, with the potential to fundamentally change governance and the internal architecture of institutions of higher education. To study the impact of animation (artificial intelligence) on learning of students. To achieve the objectives of the study statistical tools that were applied for analysing the collected data are frequency tables/graphs and one-way ANNOVA. Data collection is done through both primary and secondary data collection methods. In conclusion, this research reveals the Students Perception on “study the perspectives of the teachers about learning through AI with special reference to the selected universities of Rajasthan” which helped in further inspecting the role of various modern artificial intelligence methods adopted by universities in successfully enhancing the learning capability. **Adebayo Emmanuel Alimi and et.al (2021)**, The use of emerging education technology in Nigerian universities is an idea that has become part of this

digital society, which characterized science, teaching, and learning in the twenty-first century. The researcher read and explained the aim of the study to the participants. The respondents got sufficient time to answer the questionnaire. Both descriptive and inferential statistics were employed to answer research questions and test the formulated hypotheses at a 0.05 level of significance. This study is premised on bridging the gap created by classroom learning by incorporating the power of current technological innovations such as artificial intelligence. This study found that most university students are not aware of and do not have access to the use of AI for learning. To adopt ICT into Nigeria's educational system, the Nigeria Government suggested that a regional fiber optic backbone network should be built to ensure high bandwidth availability, universal funding, and programs for access to emerging digital technologies such as AI. **Mr. Hamis Juma (2021)**, Artificial Intelligence (AI) technologies are making the ICT devices solve cognitive tasks as a human would have done by using real-time data. Data in this study were collected using a survey that aimed to answer the questions raised in the study. In the study, the data revealed that basic ICT technology was used in the classroom in the process of teaching and learning. Further, there was no evidence of using any Artificial intelligence tool in the class. Here the Author Conclude that the students in higher education are having access to smart devices that allow the Ai technologies to be integrated for learning and teaching. **Xuesong Zhai and et.al (2021)**, The emergence of big data, cloud computing, artificial neural networks, and machine learning has enabled engineers to create a machine that can simulate human intelligence. This study is a systematic literature review. The objectives of the review were to analyse and interpret findings based on predefined research questions and criteria which serve to point out future directions. The findings of the study are there are 23 studies in the dimension of development. the AI technique was utilized as a development tool for the construction of a smart learning environment, which can be sub classified as focusing on the development of algorithms including classification, matching, recommendation, and deep learning for teaching and learning purposes. This paper reviewed AI in education research from 2010 to 2020. It is found that the research to date could be classified into three dimensions: the dimension of development including classification, matching, recommendation, and deep learning. **Ali Al-Badi and et.al (2022)**, The emerging technologies such as AI has entered into the traditional education system with the power to transform it completely. The concept of personalized learning is not new. Educators have long strived to customize education by adapting learning opportunities and instruction to learners' unique talents and personalities. The motto is to deliver personalized learning materials and courses. This Studies questionnaire was designed on five-point (05) Likert scale (strongly agree =1 to strongly disagree = 5) to investigate the perceptions and use of AI in personalized learning. The learners are heterogeneous and have their own preferred learning paths, which is the foundation of personalized learning. It is possible to bring personalization in Learning Management Systems and tutoring systems by learning analytics, self-reporting questionnaires, formative testing, or data mining. The results of this study contribute to guiding the design and implementation of personalized learning practices by offering the means to achieve personalized learning, the choice of technology, and the success criteria. **Yelena Dergunova1 and et.al (2022)**, The communication process, which started with a letter, developed with the discovery of radio and television and communication with wider masses was established, and today it has developed with blogs, wikis, and social sharing. The aim of this research is to determine the opinions of the students of the engineering faculty of the university on artificial intelligence materials. The study group of the research consists of 98 engineering faculty students studying at the university chosen on a voluntary basis. The data were prepared by the researchers by taking expert opinions. The Study found that Students did not fully know the concept of Artificial Intelligence. When the results of the students' findings regarding the use of technology in education are examined, it has been concluded that the technological materials to be used in education contribute to education. **Agung Rinaldy Malik and et.al (2023)**, In recent years, the advancement of Artificial Intelligence (AI) has emerged as a pivotal force in reshaping educational paradigms, particularly within the realm of language instruction. The Google Forms survey link was sent to students at public and private institutions throughout Indonesia. The data in the Study provides a quantitative summary of respondents' perspectives and experiences using AI-powered writing tools for academic essays. This study highlights the positive reception of AI-powered writing tools in academic essay writing. The findings indicated that AI technologies, such as grammar and spelling checks, plagiarism detection, language translation, and AI-generated essay outlines, are widely recognized as valuable assets that improved the writing process and support students and researchers in their academic pursuits. Moreover, the data highlights that AI has a positive influence on academic writing by enhancing students' writing abilities, self-efficacy, and understanding of academic integrity. **Andrew Kelly and et.al (2023)**, The open-access release of generative artificial intelligence (GenAI) tools in late 2022 and early 2023 prompted a major disruption to the teaching and learning practices of universities worldwide. ChatGPT,

and similar GenAI tools, create sophisticated bespoke content that can pass many traditional forms of university assessment. This student survey was undertaken in March 2023 at a mid-size Australian university with over 25,000 students enrolled from a diverse range of linguistic, cultural, and socioeconomic backgrounds. Participants were all students enrolled in on-campus or online study at the time of the survey. A key finding from this study was that students had relatively low knowledge, experience, and confidence with using GenAI. Given the rapid pace at which these tools became available in late 2022 and early 2023, it is understandable why so many students were unfamiliar with them at the time. GenAI tools have significantly disrupted teaching and learning practices in universities worldwide. While there are reported positive benefits for GenAI tools in enhancing student learning and accessibility, the lack of research into student perspectives of these tools to date limits the conclusions that can be drawn about how students will engage in practice. **Cecilia Ka Yuk Chan and Wenjie Hu (2023)**, Generative AI (GenAI) encompasses a group of machine learning algorithms designed to generate new data samples that mimic existing datasets. In this study, we used a survey design to collect data from university students in Hong Kong, exploring their use and perceptions of GenAI in teaching and learning. Overall, the findings suggest that students have a positive attitude toward GenAI technologies. Unlike willingness, descriptive statistics show that students expressed a slight favor of concerns about GenAI. The study revealed that students' knowledge of GenAI technologies and frequency of use are positively correlated. In this study, student perception of GenAI technologies were investigated. According to Biggs (1999; 2011), student perceptions of their learning environment, abilities, and teaching strategies significantly influence their learning approach and outcomes, with positive perceptions leading to a deep learning approach and negative perceptions resulting in a surface approach. **Juan Dempere and et.al (2023)**, On November 30, 2022, the AI based chatbot called ChatGPT (Chat Generative Pre-Trained Transformer) was launched as a prototype by OpenAI and rapidly gathered media attention for its comprehensive and articulate responses to questions spanning many domains of technical and professional knowledge. We analysed the data both descriptively and thematically. The descriptive research focused on the bibliometric characteristics of the studies, including the number of studies, countries of origin, publication years, and the specific AI chatbots under investigation. The primary contribution of this article is the development of qualitative research on the impact of AI chatbots like ChatGPT on HEIs by employing a scoping review of the current literature. Developing AI-based tools such as ChatGPT increases the likelihood of replacing human-based teaching experiences with low-cost chatbot-based interactions. **Jocelyn H. Hua (2023)**, The widespread availability and use of these technical tools raise concerns over their potential to produce novel and attributable content, therefore eroding the differentiation between human-authored and AI-authored work. AI tool dependence is rooted in the Technology Acceptance Model (TAM) by Davis (1989), which is widely recognized for understanding technology adoption. The research technique employed in this study follows Hayes (2022) method for moderated mediation analysis utilizing GLM mediation analysis. The present study aims to examine the potential mediating effects of ethical awareness and student attitudes on the association between reliance on AI tools and academic dishonesty. The results indicate that AI tool dependence does not have a direct impact on academic dishonesty. Within the context of this study, students aged 21-23 are more likely to engage in academic dishonesty compared to students in other age groups. This study revealed the profound influence of AI tools in education, emphasizing students' significant dependence on technology. The findings, rooted in non-significant direct influences of AI tool dependence and demographic factors on ethical awareness, underscore the growing importance of technology in academic settings. **Latifa Alzahrani (2023)**, In recent years, AI is being increasingly used in education, mainly because of the advances that have occurred in technology, implying that technology can be used to enhance learning and research. The questionnaire was distributed online (using the Blackboard system) to undergraduate students in a Business Administration College at Taif University, a Saudi government university. This is the first study to evaluate the adoption of AI technology in HEIs in Saudi Arabia. We employed the UTAUT model, which normally contains four constructs: EE, PE, FC, and SI. In this study, we aimed to analyse students' attitudes and behaviour regarding the use of AI in higher education. To achieve this, we added new constructs, AWR and PR, to the UTAUT model as exogenous factors. The findings show that the variables AWR and ATT are important as ATT has a large influence over students' BI about AI technology. **Mohammed A. M. Algerafi and et.al (2023)**, The far-reaching impacts of technological revolution during the 20th century continue to shape contemporary society. This study aimed to evaluate students' acceptance of AI-based robots in higher education institutions in China. This research was undertaken at Chinese universities located in the northwest area of China, with a focus on the implementation of AI-based robots in education. In this study, the researchers used SPSS version 26 and Partial least squares structural equation modelling (PLS-SEM) version 4.0 for data analysis. The study findings revealed

that students were inclined towards the adoption of AI-based robots in education. This study assessed Chinese university students' BI to adopt AI-based robots in the education sector. The objective of this research was to examine Chinese higher education students' acceptance of AI-based robots for educational purposes. This study conducted rigorous literature review and identified that TAM3 factors are relevant for assessing the acceptance of AI-based robots among higher education students in China.

III. OBJECTIVE

The objectives of the study are to offer a thorough analysis of students' awareness levels concerning artificial intelligence (AI) technologies within higher education. It aims to identify the factors influencing students' perceptions of AI, exploring both positive and negative attitudes towards these technologies. Additionally, the study seeks to establish connections between students' awareness and perceptions of AI and their academic performance, examining how these factors interact to impact their educational experiences.

IV. METHODOLOGY

The research design for this study is analytical, employing a multistage convenient sampling technique. Initially, a comprehensive list of colleges in Coimbatore city was compiled, including 49 arts and science colleges, 1 Ayurveda college, 2 dental colleges, 63 engineering colleges, 2 homeopathy colleges, 3 medical colleges, 15 nursing colleges, 1 occupational therapy college, 10 pharmacy colleges, and 19 polytechnic colleges, totaling 165 institutions. In the subsequent stage, focusing specifically on arts and science colleges, the study targeted the 7 colleges located in the North Zone of Coimbatore, from which a sample of 50 respondents was selected from each college, resulting in a total of 350 respondents. Data collection involved primary data gathered through a structured questionnaire and secondary data sourced from relevant journals and articles for literature review. Of the 350 collected samples, 301 were deemed complete and valid for the study. For data analysis, tools including percentage analysis, Likert analysis, and rank correlation will be utilized. The study's area of focus is confined to Coimbatore city.

V. ANALYSIS

1. Simple Percentage Analysis

Based on the Simple Percentage Analysis we have the following findings:

Table No 1.1 Table Showing College Name of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Dr. N.G.P. Arts and Science College	36	11.96
2	Dr. S.N.S. Rajalakshmi College of Arts and Science	42	13.95
3	Sri Ramakrishna College of Arts and Science	37	12.29
4	PSG Arts and Science College	44	14.62
5	KG College of Arts and Science	46	15.28
6	K.S.G. College of Arts and Science	48	15.95
7	Suguna College of Arts and Science	48	15.95
TOTAL		301	100

(Source: Primary Data)

The data presented in Table 1.1 indicates that 11.96% of the respondents are affiliated with Dr. N.G.P. Arts and Science College, 13.95% with Dr. S.N.S. Rajalakshmi College of Arts and Science, 12.29% with Sri Ramakrishna College of Arts and Science, 14.62% with PSG Arts and Science College, 15.28% with KG College of Arts and Science, and 15.95% with Suguna College of Arts and Science. Majority 15.95% of the respondents are students of K.S.G. College of Arts and Science, and Suguna College of Arts and Science.

Table No 1.2 Table Showing Age of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	18 to 21 years	215	71.43
2	21 to 24 years	76	25.25
3	24 and above years	10	3.32
TOTAL		301	100

(Source: Primary Data)

According to Table 1.2, 71.43% is between the ages of 18 and 21, 25.25% of the students are 21 to 24 years old, and 3.32% is 24 and above. Majority 71.43% of the respondents belong to the age group of 18 to 21 years.

Table No 1.3 Table Showing Gender of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Male	169	56.15
2	Female	132	43.85
TOTAL		301	100

(Source: Primary Data)

Table 1.3 indicates that 56.15% of respondents are male and 43.85% of respondents are female. Majority 56.15% of the respondents are Male.

Table No 1.4 Table Showing Respondents' Year of Study

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	I UG	54	17.94
2	II UG	38	12.62
3	III UG	147	48.84
4	I PG	30	9.97
5	II PG	32	10.63
TOTAL		301	100

(Source: Primary Data)

According to Table 1.4, there are 17.94% of I UG respondents, 12.62% II UG respondents, 48.84% III UG respondents, 9.97% I PG respondents, and 10.63% II PG respondents among the total respondents. Majority 48.84% of the respondents are pursuing III UG.

Table No 1.5 Table Showing Major/Field of Study of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	B. Com.	174	57.81
2	B. Sc.	57	18.94
3	BA	54	17.94
4	Others	16	5.32
TOTAL		301	100

(Source: Primary Data)

According to Table 1.5, 57.81% belong to B.Com., 18.94% belong to B.Sc., 17.94% belong to BA. there are 5.32 people from different backgrounds. The BBA, M.Com., M.Phil., MBA, and M.Sc. are among the others. Majority 57.81% of those surveyed are in the B. Com. stream.

Table No 1.6 Table Showing Area of Residence of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Urban	116	38.54
2	Rural	107	35.55
3	Semi Urban	78	25.91
TOTAL		301	100

(Source: Primary Data)

Table 1.6 indicates that 38.54% of the participants are from the urban area, 35.55% are from the rural area, and 25.91% are from the semi-urban area. Majority 38.54% of the belongs to Urban area.

Table No 1.7 Table Showing Family Monthly Income of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Below Rs. 15,000	66	21.93
2	Rs. 15,001 – Rs. 30,000	70	23.26
3	Rs. 30,001 – Rs. 45,000	89	29.57
4	Above Rs. 45,000	76	25.25
TOTAL		301	100

(Source: Primary Data)

According to table 1.7, the respondent's family income fell into four categories: below Rs. 15,000 for 21.93% of respondents, between Rs. 15,001 and Rs. 30,000 for 23.26% of respondents, between Rs. 30,001 and Rs. 45,000 for 23.26% of respondents, and over Rs. 45,000 for 25.25% of respondents. Majority 29.57% of the respondent's family income was Rs. 30,001 – Rs. 45,000.

Table No 1.8 Table Showing Academic Performance of the Respondents

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	First Class	145	48.17
2	Second Class	45	14.95
3	Distinction	111	36.88
TOTAL		301	100

(Source: Primary Data)

Table 1.8 indicates that 14.95% of respondents have been identified as Second Class, 48.7% as First Class, and 36.88% as Distinction. Majority 48.17% of the respondent's academic performance is First Class.

Table No 1.9 Table Showing Respondents Having Laptop or Personal Computer

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Yes	271	90.03
2	No	30	9.97
TOTAL		301	100

(Source: Primary Data)

The data shown in Table 1.9 indicates that 90.03% of the respondents own a laptop or personal computer, whereas 9.97% do not own either. Majority 90.03% of the respondents own a laptop or personal computer.

Table No 1.10 Table Showing Respondents Using Laptop or Personal Computer for Academic Purpose

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (%)
1	Yes	271	90.03
2	No	30	9.97
TOTAL		301	100

(Source: Primary Data)

Table 1.10 indicates that 90.03% of participants use a laptop or personal computer for academic purposes, whereas 9.97% do not use these devices for academic purposes. Majority 90.03% of the respondents use a laptop or personal computer at home for academic purpose.

2. Likert Scale Analysis:

- 5= Fully Aware
 - 4= Aware
 - 3= Neither Aware nor Not Aware
 - 2= Not Aware
 - 1= Fully Not Aware
-
- 5= Strongly Agree
 - 4= Agree
 - 3= Neither agree nor disagree
 - 2= Disagree
 - 1= Strongly Disagree

Formula:

$$\text{Likert Scale} = \frac{\sum f(x)}{\text{Total Number of Respondents}}$$

While,

f = Number of respondents

x = Likert scale value

$\sum f(x)$ = Total score

Mid Value:

Mid value indicates the middle most value of Likert scale.

Based on the Likert Scale Analysis we have the following findings:

Table No 2.1 Table Showing Level of Awareness About AI Technologies

S.NO	FACTORS	NO OF RESPONDENTS	LIKERT SCALE(X)	TOTAL(FX)
1	Fully Aware	179	5	895
2	Aware	92	4	368
3	Neither Aware nor Not Aware	18	3	54
4	Not Aware	10	2	20
5	Fully Not Aware	2	1	2
TOTAL		301		1,339

(Source: Primary Data)

Likert Scale value 4.44 is higher than the middle value of (3), so the students are aware of Artificial Intelligence technologies for searching study materials.

Table No 2.2 Table Showing Students Perception Level About AI Technologies

S.NO	FACTORS	NO OF RESPONDENTS	LIKERT SCALE(X)	TOTAL(FX)
1	Fully Aware	79	5	395
2	Aware	164	4	656
3	Neither Aware nor Not Aware	46	3	138
4	Not Aware	8	2	16
5	Fully Not Aware	4	1	4
TOTAL		301		1,209

(Source: Primary Data)

Likert Scale value of 4.01, which is higher than the middle value of (3), so the students are aware of the use of Artificial Intelligence technologies for assignment completion.

3. Rank Correlation:

Based on the Likert Scale Analysis we have the following findings:

Table No 3.1 Table Showing Ranking Awareness of Various Artificial Intelligence Tools by Responders

PARTICULARS	R1	R2	R3	R4	R5	R6	R7	TOT	RAN
Generative AI	155 (7)	16 (6)	16 (5)	10 (4)	6 (3)	20 (2)	78 (1)	1,437	1
AI – powered chatbots	10 (7)	151 (6)	28 (5)	22 (4)	38 (3)	42 (2)	10 (1)	1,412	2
Quillbot	12 (7)	18 (6)	145 (5)	38 (4)	44 (3)	26 (2)	18 (1)	1,271	3
Gradescope	20 (7)	10 (6)	26 (5)	183 (4)	22 (3)	28 (2)	12 (1)	1,186	4
Knowji	12 (7)	42 (6)	54 (5)	16 (4)	155 (3)	16 (2)	6 (1)	1,173	5
Clickup	28 (7)	46 (6)	22 (5)	20 (4)	18 (3)	141 (2)	26 (1)	1,024	6
OpenAI	64 (7)	18 (6)	10 (5)	12 (4)	18 (3)	28 (2)	151 (1)	915	7

(Source: Primary Data)

R – Stands for Ranking.

In table 3.1, it is understood that Generative AI is ranked 1, AI – powered chatbots ranked as 2, Quillbot ranked as 3, Gradescope ranked as 4, Knowji ranked as 5, Clickup ranked as 6, OpenAI ranked as 7. Majority of the respondents ranked 1 for Generative AI based on Awareness by responders.

VI. FINDINGS

1. Percentage Analysis

- 15.95% of the respondents are students of K.S.G. College of Arts and Science, and Suguna College of Arts and Science.
- 71.43% of the respondents belong to the age group of 18 to 21 years.
- 56.15% of the respondents are Male.
- 48.84% of the respondents are pursuing III UG
- 57.81% of those surveyed are in the B. Com. stream.
- 38.54% of the belongs to Urban area.
- 29.57% of the respondent's family income was Rs. 30,001 – Rs. 45,000
- 48.17% of the respondent's academic performance is First Class
- 90.03% of the respondents own a laptop or personal computer.
- 90.03% of the respondents use a laptop or personal computer at home for academic purposes.

2. Likert Scale Analysis

(A) Level of Awareness About AI Technologies

- The students are aware of Artificial Intelligence technologies for searching study materials.
- The students are aware of the use of Artificial Intelligence technologies for assignment completion.
- The students are aware of the use of Artificial Intelligence technologies to improve transferable or general skills including leadership, problem-solving, critical thinking, and teamwork.
- The students are aware of Artificial Intelligence technologies for completing degree- level projects.
- The students are aware of Artificial Intelligence technologies for content summaries to understand difficult research articles.
- The students are aware that writing tools powered by Artificial Intelligence technologies for academic essay writings.
- The students are aware of Artificial Intelligence technologies for competitive exam preparation.
- The students are aware of Artificial Intelligence technologies for Completing Online courses.

(B) Students Perception Level About AI Technologies

- The students strongly agree with the perception of artificial intelligence technologies for future learning practices.
- The students are Agree of perception that how to use Artificial Intelligence Technologies well for their Careers.
- The students are Agree of Students perception about Artificial Intelligence Technologies for improving digital competence.
- The students are Agree of perception about Artificial Intelligence Technologies that it can help to save time.
- The students are Agree of perception about Artificial Intelligence Technologies that it can provide with unique insights and perspectives that may not have thought.
- The students are Agree of perception about Artificial Intelligence Technologies that it can provide with personalized and immediate feedback and suggestions for assignments.
- The students are Agree of perception about Artificial Intelligence Technologies for great tool as it is available 24/7.

3. Rank Correlation

- Majority of the respondents ranked 1 for Generative AI based on Awareness by responders.

VII.SUGGESTIONS

- Many students are familiar with artificial intelligence technologies, but further learning is needed to understand their potential impact on higher education.
- Students are using critical thinking to answer questions when assessing their academic performance.
- The utilization of artificial intelligence technologies has resulted in an increase in student performance. For example, a distant student may use internet for searching but it can make the work difficult, artificial intelligence technologies may furnish all search-related information with a single click.
- Students' communication skills are enhanced by utilizing artificial intelligence technologies, as they interact with the technology when they need information.
- Unexplored artificial intelligence technology tools are available for students to utilize in their

learning process.

VIII. CONCLUSION

This study's result emphasizes the importance to address the students' varying perspectives and awareness gaps about artificial intelligence in higher education. Academic success increases with positive attitudes about artificial intelligence (AI), which emphasizes the better utilization of AI technology's tools. Teachers may modify their methods to foster the use of technology and critical thinking abilities. Governments need to guarantee that AI education is accessible to everybody. This study will enable students to responsibly utilize AI's transformational potential and shape a more wealthy and inclusive future for everyone in the digital age.

IX. REFERENCES

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