

Students Knowledge, Attitude And Practices Of AI In Education

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ABSTRACT

The global expansion of Artificial Intelligence (AI) necessitates a thorough understanding of its impact on future generations. There are currently few researches examining its impact on the conduct and applications among university students in Assam. The current student is set out in order to investigate knowledge, attitude, practice (KAPs) among the university students regarding AI and to find out the factors and influence of such kind of approach. A well-structured online questionnaire was distributed among 400 students of university between the age group of 18 and above 18 throughout Assam. It is found that most of the of the students (96.3%) were aware about AI and also 43% of the students were highly acquainted with understanding of technology. Additionally, students' attitudes towards AI's role and its integration into academic and professional fields were moderately positive, with 52% expressing favourable views. Despite this, 76.3% of students reported utilizing AI in their university studies.

Keywords: Artificial Intelligence, Universities, Knowledge, Attitude, Practice, Assam.

INTRODUCTION

AI (Artificial Language) is a transformative technology that is revolutionizing education by personalizing the learning experiences for students, instructors, and tutors. As one of the most sought-after technologies in today's education system, AI is poised to significantly enhance educational practices globally. AI enables personalized learning experiences, creates smart content, broadens educational opportunities, and streamlines management and administration by tailoring information and data dissemination to the needs of specific target groups.

In the words of Marvin Minsky, the creator of artificial intelligence, AI is "the science of making machines do things that would require intelligence if done by humans". AI has attracted a lot of attention lately and is frequently seen as the foundation of the fourth industrial revolution [Q. Waymel, 2019&A. Thurzo, 2023]. Its technological advancements have been integrated throughout a number of industries, such as manufacturing, cybersecurity, legal, and finance. With applications like Siri, software to

recognize faces, and self-driving cars, artificial intelligence (AI) has ingrained itself into everyday life [D. Akiba, 2023 & Almaraz-Lopez, C. 2023]. The revolutionary influence of AI also has a significant impact on universities, which are essential for developing an informed and responsible society [Opesemowo, O.a.G, 2024].

These educational institutions need to adjust to the changing landscape brought about by this technology. To prepare students for the demands of the future labour market, AI training should be integrated into a wider range of academic programs, not just computer science [Almaraz- Mendez.F, 2022]. Having students equipped with AI skills will help them succeed in their future careers. It is also important to understand how students view and engage with AI in order to ensure its successful integration into the educational system, whether as a subject of study, a teaching tool, or a resource to support students during their academic journey

Artificial intelligence (AI) is rapidly advancing in the field of education, playing a crucial part in enhancing university level learning process. (Garrido, 2012). It

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promotes customised and personalized learning experiences (Srinivasan & Chawla, 2017), provides assessment on student performance, and engaging more the instructional process. (Popenici & Kerr, 2017; Mason, Khan & Smith, 2016). AI also improves the efficiency of teaching by delivering information in an organised and logical manner (Hearst, 1994; Luger, 2009; Russell & Norvig, 2010)

AI presents valuable opportunity in the field of education by assisting teachers with instructional tasks (Zeide, 2019; Popenici & Kerr, 2017). Key AI functions in education include tutoring through individualized learning, task automation, Intelligent Tutoring Systems (ITS) and testing. AI enhances personalized learning by tailoring instruction to individual student needs and supports blended instruction, which combines technology with head to head communication. (Singhal, S. 2019; Zawacki-Richter, O. et al., 2019). This approach aims to improve learning performance, reduce achievement gaps, and boost student independence, motivation, and participation in academic pursuits (Singhal, S. 2019; Lu & Harris, 2018; Woolf, 2015).

The developments and advancement in artificial intelligence (AI) for educational applications are promising and beneficial for instructional purposes. While AI can enhance knowledge transfer and improve teaching methods, it still faces significant challenges in character building, such as fostering pro-social behaviour, ethics, and morality, which require the personal touch of human educators (Zeide, 2019; Zhao & Liu, 2018)

Therefore, the main goal of this study are to assess the knowledge, attitude and practices among university students of Assam in regards AI and look into the problems associated with AI.

2. Review of Literature

A research survey was conducted by Chatterjee and Bhattacharjee (2020) to find out the techniques that would help the stakeholders in order to adopt AI across India. The research was helpful in adapting various theories and models such as " Unified Theory of acceptance and use of Technology " (UTAUT). It was found that the attitude of the stakeholders was towards adapting AI was affected by the effort and risk of AI adaptation. Even though performance

expectancy has limited affect as compared to other factors.

A systematic review was conducted by Chen et al (2020) which was comprehensive in nature regarding application of AI. It was revealed through this research that AI has immense impact on educational field in terms of increasing interest in education. The depth of learning in educational context is limited. Educational sector has used the National language process. It is also evident that the studies in terms of evaluation of AI technologies in the context of Education is limited.

Rahman, M. et al. (2022) conducted a research through in-depth interviews and questionnaire to explore the barriers and relevance of AI towards adapting AI in the Malaysia banking industry. Limited infrastructure, poor expertise, non-existence regulatory framework were main challenges of AI. The information and data collected through interview has subjective flaws that were not assessed by the researcher.

Bu. Q (2022) emphasized on the fundamental role of teachers in the process of application of AI in the context of education. It was found out through this study that of AI plays a crucial role in the educational context as it helps in the advancement of educational field. The educators and learners should be used to and adaptive with the new environment of AI technologies for the advancement of educational field.

Zheng and Khalid (2022) emphasized on the adaption of enterprise resource planning and business intelligent systems. It was evident through this study that most of the companies used AI technologies for the advancement and growth of business. The small and medium enterprises of Asia are well aware about the crucial role of ERPBI in order to manage institution.

Hussain (2020) has identified and evaluate the attitude of students and teachers regarding the role of artificial intelligence. The researcher used survey method to collect data. The data was collected from 323 University students and 192 University Teachers by providing two questionnaires (one for students one for teachers) on five-point rating scale. The data was analysed through descriptive statistics i.e percentage. It was found that the attitude of teachers and students

was positive towards the role of AI and its instructional role in education.

Huang et al. (2021) has found out the use of AI in the educational field in terms of teaching evaluation, virtual classroom and adaptive learning. This study has revealed that the use of AI is crucial in the educational field in terms of improving teachers' teaching techniques and learners' learning experience. At the end it revealed the barriers of AI in adapting AI in educational field.

Murat et al (2023) explored the AI from the point of view of online distance education. This study has followed a data mining process to collect data. This study examines 276 publications. Accordingly, United States, China and India are leading countries to use online distance education and online learning.

Yadav et al (2024) explored the knowledge, attitude and practice regarding the use of AI in dental academic curriculum among dental students of undergraduate and postgraduate. Questionnaire based on cross section was distributed among 545 students of final year of undergraduate and postgraduate of dental students. This study found out the various knowledge and attitude of undergraduate and postgraduate students of dental academic regarding application of AI which were very positive in nature.

Kharroubi et al (2024) emphasized on finding out the knowledge, attitude and practice (KAPs) of university students regarding application of AI. A questionnaire was distributed among 457 students between the age of 18 and above across Lebanon. Most of the students were aware about AI and its benefits and their knowledge was low to moderate regarding AI. The attitude regarding use of AI in educational field was quite positive as it was crucial for evaluation of teaching and learning experience.

3. Objectives

- i) To assess the knowledge of the students about AI
- ii) To study the attitude of students towards AI

Research Queries

- i) Whether the level of knowledge of students towards AI is high?

- ii) Whether students have machine learning (sub-type AI) and deep learning (sub-type AI) knowledge?
- iii) Whether students have attended any workshop or elective course/training on AI, outside of their regular curriculum?
- iv) Whether students have faced any challenges on usage of AI tool in education?

4. Research Methodology:

4.1. Size of Sample

The university students of Assam included in the study. According to the 2021 Report of the Ministry of Education, there were 500,874 college students in Assam. Using Yamane's formula for sample size calculation, a total of 399 respondents was needed at 95% confidence interval (CI) with an error of 5%. For convenience, the sample size was adjusted to 400.

4.2. Collection of Data

The link for conducting the survey was provided via various social media platforms such as WhatsApp, Instagram, Facebook, Twitter and LinkedIn. Consent of the students was taken into consideration before conducting the survey. After they agreed to participate, the process of survey was started (supplementary SI file) and this process took approximately 5 minutes. The privacy of the participants was taken into consideration as they were completely anonymous and voluntarily agreed to participate in the survey.

4.3. Research Instrument

The objectives of the study were quite included in the questionnaire which was distributed among university students to test their knowledge, attitude and practice regarding AI technologies. The questionnaire was divided into five sections; the first section consists of questions related to participant's socio-demographic characteristics including sex, age and Major. The second section consists of questions related to respondents' knowledge regarding AI. The third section contained respondents' attitude towards role of AI and implementing AI in educational field. The fourth section contained student's application of AI

during their university course. And fifth and final section emphasized on advantages and challenges in the implication of AI. A pilot study was also conducted in among 20 students in order to evaluate the effectiveness of curriculum, even though the data collected from collated from this phase was not included in the final result.

4.4. Techniques of Data Interpretation

The data collected from the respondents was later converted into database through Ms Excel data sheet which were coded as per the questionnaire. As the aim of this study was to test the knowledge and attitude of students regarding Artificial intelligence, thus descriptive method

i.e percentage was used to analyse the data. Through frequency distribution and percentage, the table were well structured. The scale for from highest 05 to strongly agreed (SA) to lowest 01 strongly disagreed (SDA) were used while analysing the data.

5. Results

5.1 Socio-Demographic profile of Participants

Table one represents the socio - demographic profile of the participants. This indicated that half of the participants were between the age group of 18 to 20 years old. (50.25%) and 59.2% were women among them. Apparently two - third of the students were of students of bachelor degree. (61.75%). This study included students from various major background especially from health - related field (24.25%) and from engineering (20.5%). Moreover 52.5% students were had knowledge regarding AI through internet and social media, 17.5% from curriculum and 19.5 % knew about AI without having any specific source. Most of the students had moderate knowledge about AI 49.5% and 21.75% had high knowledge regarding AI and 28.75% had very less or low amount of knowledge regarding AI.

CHARACTERSTICS		FREQUENCY (%)
Age	18-20	201 (50.25)
	21-23	130 (32.5)
	24-26	46 (11.5)
	Above 27	23 (5.75)
Sex	Male	158(39.5)
	Female	237(59.2)
	Prefer Not To Be Respond	5 (1.25)
Educational Level	Freshman (Newly Enrolled)	11 (2.75)
	Graduates	247 (61.75)
	Master, PHD	142 (35.5)
Major	Arts	40 (10)
	Science	74 (18.5)

	Commerce	45 (11.25)
	Engineering	82 (20.5)
	CS-Health Related	97(24.25)
	Others	62 (15.5)
Source Of Informtion Regarding AI	Curriculum	70 (17.5)
	Internet/Social Media	210 (52.5)
	Other	42 (10.5)
	No Source	78 (19.5)
Level Of Knowledge Towards AI	Low	115 (28.75)
	Moderate	198 (49.5)
	High	87(21.75)

Source: Field Survey

Table-1 Demographic profile of participants (n = 400).

5.2. Basic Knowledge on AI

Table two represents the basic knowledge of AI among university students. It is found that majority (96.3%) of respondents had knowledge about AI. 7% respondents had aware of AI chatbots, and a

significant majority (82.7%) acknowledged that AI involves a substantial amount of labelled data to "learn." However, knowledge regarding subtypes of AI, 43.3% of the participants were only familiar with machine learning, and 32.7% knew about deep learning.

Statements	YES (%)	NO (%)
Do have any idea and knowledge regarding artificial intelligence?	385 (96.3)	15 (3.7)
Are you aware about machine learning.? (Subordinate system of AI	173 (43.3)	227 (56.7)
Do you have in-depth knowledge regarding deep learning? (Subordinate system of AI)	131 (32.7)	269 (67.3)
Are you aware about AI Chatbot?	318 (79.5)	82 (20.5)
AI requires large amount of labelled data (information already owned by other person and clearly labelled	331(82.7)	69 (17.3)

Source: Field Survey

Table2. Respondents basic knowledge on AI

5.3. Students' Attitude towards AI

Table three outlines attitude of respondents towards the application of AI in their academic year and later on in their academic paths. 50% (A+SA=27%+23%) of the students agreed that AI enhance personal learning experience. Respondents (48%) agreed that

AI could reduce dependency on teachers in providing the educational content. More than half of the respondents (51.4%) agreed that AI make the difficult learning tasks through easy activities. It is also revealed that more than half of the respondents have positive attitude towards diversified learning style and provide 24/7 services to solve student's problem.

Statements	SDA	DA	N	A	SA
AI can enhance the students' personal learning experience	77 (19.3%)	68 (17%)	55 (13.7%)	108 (27%)	92 (23%)
AI can control students' behavior and guide them towards the most relevant topic	76 (19%)	55 (13.8%)	80 (20%)	88 (22%)	101 (25.2)
AI can reduce dependency on teachers in providing the educational content	71 (17.8%)	78 (19.5%)	58 (14.5%)	102 (25.5%)	91 (22.7%)
AI can improve the efficiency of the educational system	67 (16.8%)	74 (18.5%)	66 (16.5%)	92 (23%)	101 (25.2%)
AI can improve the accuracy of guiding students towards the suitable academic paths	54 (13.5%)	81 (20.2%)	57 (14.3%)	105 (26.2%)	103 (25.8%)
AI can offer difficult learning tasks through easy activities	79 (19.8%)	66 (16.5%)	49 (12.3)	91 (22.7%)	115 (28.7%)
AI can accommodate diversified learning styles of Students	62 (15.5%)	73 (18.2%)	57 (14.3%)	101 (25.2%)	107 (26.8%)
Intelligent tutoring system	76 (19%)	55 (13.8)	65 (15.2%)	119 (29.8%)	85 (21.2%)
Provide customized support and instruction	58 (14.5%)	67 (16.8%)	77 (19.2%)	102 (25.5%)	96 (24%)
AI enhance inclusive education	59 (14.8%)	46 (11.5%)	40 (10%)	133 (33.2%)	122 (30.5%)
AI educator is available 24/7 for them to solve their problem	73 (18.2%)	57 (14.3%)	43 (10.8%)	100 (25%)	127 (31.7%)

Source: Field Survey.

Table 3. Statements on attitude of respondents towards AI.

5.4. AI Practices

Table four provides an overview of AI-related practices among respondents. It is only 17.3% of the students have attended an internship or workshop related to AI. Even fewer, just 8.7%, are members of an AI club at their university. Additionally, 18.3% of the students have taken elective courses or workshops

focused on AI besides their regular course. Despite these lower engagement rates, a significant 76.3% of students have utilized AI technologies or applications, such as ChatGPT, during their course at university. Notably, 89.5% of these students reported that AI has made their tasks easier. About 66.5% have supported to use AI in their respective field.

Statements	YES	NO
Have you done any kind of internship/workshop related to AI?	69 (17.3)	331 (82.7)
Do you have membership of any kind of AI or technology related forum or students group at your university?	35 (8.7)	365(91.3)
Have you done any kind of workshop or training, elective course about AI besides your imposed curriculum?	73(18.3)	327 (81.7)
Did you take help of AI technologies or application during your course at University?	305(76.3)	95 (23.7)
Did you find AI helpful in making your tasks easier?	358 (89.5)	42 (10.5)
Do you support application of AI technologies and implementing it in educational field?	266 (66.5)	134 (33.5)
Do you have membership of any kind of AI or technology related forum or students group at your university?	35 (8.7)	365(91.3)

Source: Field Survey

Table- 4. Questions associated with AI practices among respondents

5.5. Challenges of AI

Table-5 summarise the challenges of using AI among the students. It is observed that 47.1% of respondents agreed the issue of security and data privacy on using artificial intelligence(AI). More than half of the percentage agreed that AI provides bias and discrimination in algorithm.56.5% of the respondents have agreed that AI in education leads to missing

traditional educational jobs. And 54.7% respondents have agreed that due to use of AI, decreases the creativity and critical thinking skills among the students.

Statements	SDA	DA	N	A	SA
Overreliance on Technology	61 (15.3%)	73 (18.2%)	45 (11.2%)	115 (28.8%)	106 (26.5%)
AI tools have led to any privacy concerns or data security issues for students	76 (19%)	80 (20%)	56 (14%)	101 (25.3%)	87 (21.8%)
Bias and discrimination in algorithm	64 (16%)	54 (13.5%)	72 (18%)	106 (26.5%)	104 (26%)
Using AI in education leads to missing traditional educational jobs	46 (11.5%)	53 (13.5%)	75 (18.8%)	94 (23.5%)	132 (33%)
Using AI in education can leads to missing the human relationship in classroom	71 (17.8%)	65 (16.2%)	58 (14.5%)	105 (26.3%)	101 (25.2%)
AI has some shortcomings in programming and difficulties dealing with errors	73 (18.3%)	56 (14%)	69 (17.2%)	111 (27.8%)	91 (22.7%)
AI decreases your creativity and critical thinking skills	58 (14.5%)	66 (16.5%)	57 (14.3%)	89 (22.2%)	130 (32.5%)

Source: Field Survey.

Table-5. Questions related to Challenges of usages of AI

6. Discussion

It has revealed in the study that participants had moderate to low level of knowledge regarding AI. As a result of the survey we have to know that 96.2% of the students were aware about artificial intelligence and only 43.3% students had knowledge about machine learning and 32.7 had in-depth knowledge regarding deep learning which are subordinate of AI technologies. About 15% of the students gathered knowledge regarding AI through their curriculum and

50.8% gathered knowledge about AI from internet and social media.

Fortunately, half of the students hold a positive attitude regarding AI as they were aware about the fact that AI may enhance their educational performance, learning experience and improve efficiency of education system, guide students towards suitable academic paths and present challenging learning tasks through easy activities

There are various Challenges in the process of implementing AI. One of them is the fear of replacing

human beings by AI in terms of job opportunities which would increase unemployment rate. Some students were of the view that excessive use of AI and dependency on AI such as ChatGPT during academic course would eventually decrease the creativity of Human beings. In order to foster this kind of Challenges extra-curricular activities should be conducted in to promote awareness among students regarding the benefits and disadvantages of AI.

CONCLUSION

At the end of the study the conclusion can be established that AI plays a vital role in higher education in terms of developing students attitude and their adaptation of AI in educational context. This study indicates the various factors that impacts the use of AI by students as a crucial tool for their learning. Through this study it was found that students have an immense interest in AI rather than other knowledge of technologies. Hence this study emphasized on implementing AI in educational context in order to develop learning experiences and teaching - learning process.

Even though the students were aware about the risk while implementing AI yet they supported this innovation in educational context for the betterment of their studies. Through using artificial intelligence students not only acquire sufficient skills and techniques for their future and career but also develop a sense of maturity while taking ethical decisions and critical thinking capacity. By removing the challenge of implementing AI in educational context the universities, policymakers can provide the next generation with knowledge of adapting AI across all the courses in future and navigate the barriers of AI.

Limitations and Future Work

One of the limitations of the study was the use of questionnaire to collect data. In order to collect more data in detail in upcoming times, the researcher may inculcate various other methods and techniques. Other than the small size of sample may hamper this study in terms of its generalization regarding all the students of Assam. In future a larger number of sample should be included in the study in order to have generalized value of the study

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