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Original Research Article

PERCEPTION OF ARTIFICIAL INTELLIGENCE (AI) IN ACADEMIA

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Abstract:

Artificial intelligence's application in education is radically changing the landscape of learning, research, and administrative functions. This research holds examination of historical evolution, present applications, and future course of AI in education while focusing mostly on students' and teachers' perceptions. In a systematic questionnaire-based approach, the research attempted to examine AI utility, perceptions regarding the implementation, ethical challenges, and the felt impact on academic productivity.

This study indicated the requirement of a strong support for AI literacy in higher education to prepare students and teachers for AI-ready workplace.

Keywords: *Artificial Intelligence, AI in academia, AI literacy, personalized learning, academic productivity, ethical considerations, competitive examinations, research assistance.*

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Introduction:

Artificial Intelligence (AI) has quickly changed many sectors, such as education, by adding intelligent mechanisms that support learning, teaching, research, and academic assessments. From AI-powered content creation and grading systems to adaptive learning platforms, the impact of AI on campus is more and more apparent. But with this change comes many questions about how it affects creativity, productivity, trust, fairness, and even the future role of teachers.

ChatGPT is an AI chatbot used for answering questions and generating text; Grammarly improves writing by checking grammar and style; Canva helps create visual content easily; Quillbot paraphrases and enhances writing clarity; Meta AI powers chatbots and AI-driven content.

The survey examines major areas including the purpose and frequency of using AI, how it affects studying, trust variables, ethical issues, and the changing role of AI in education by seeking insights from students and teachers. By analyzing reactions to queries regarding AI-aided learning, assignment preparation, competitive exam preparation, and AI-based assessment systems, this study aims to comprehend the advantages and disadvantages of AI implementation in education.

The main aim of this research paper is to analyse the degree to which AI is viewed as a tool that facilitates or upsets academic integrity, efficiency, and fairness. It further seeks to investigate if AI can be made to make

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education more equal and accessible or if it has a potential of perpetuating biases and technology dependence. As there have been ongoing controversies regarding the role of AI in education, this research focuses on a descriptive method, surveying responses for a data-based insight into attitudes toward AI in the teaching environment. The conclusions will be added to the larger debate on whether AI must be welcomed as a necessary learning aid or carefully governed to preserve academic integrity and human control. Through critical evaluation of the views obtained through the survey, this paper will present insightful information on how AI is transforming the current and future of academia, assisting us in charting the changing landscape.

Research Methodology:

Strategies for research design:

The survey design used in this study is cross-sectional prospective analysis type aimed at establishing the extent of the concept of academic abstinence and practices. Data was collected from 4-26 February 2025. The survey tool was developed using Google forms and participants agreed to it after clearly understanding why the survey is done. Owing to this, only those who agreed to participate in the survey did so.

For this particular study, interview worked out to be the best preferred research design especially where the problem needs to be explored and existing theories are very limited or inappropriate to deal with postmodern issues.

Research design:

The research approach used in this study is qualitative research, which is used when a problem or topic needs to be explored and existing theories are partial or inadequate in explaining the complexity of the problem to explore the perception of artificial intelligence (AI) in academia. A structured questionnaire was sent to people in different academic disciplines to soliciting their views which would then be analysed. It is the objective of the research to find out how much the use of AI extends as a tool, the dependence of any on this tool, the ethical issues which apply and finally the views of institutions using AI on educational allowances.

Data Collection:

The survey was prepared and disseminated on the web with the use of email, social media and online platforms. The survey was highlighted by the use of closed-end and multiple-choice questions in order to assist in the preparation and enactment of structured and comparable responses. For example, the questionnaire attempted to find out the use of AI, issues of trust, ethical concerns as well as the position of AI in tertiary institutions.

Sampling Method:

The research adopted non-probability convenience sampling method mainly in targeting the following categories; students, teachers and researchers. Participants participated voluntarily by answering the survey, resulting in a total of 206 samples. The sample involved people who were deemed educationally minded.

Results:

Characteristics of Participant:

The study surveyed a total of 206 participants from diverse demographic backgrounds. The distribution of participants based on age and occupation are:

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1. Age and Occupation Distribution

CATEGORY	Percentage (%)
Age Group	
15-20 years	32.0
21-30 years	60.2
31-40 years	Small fraction
Above 40 years	Smallest fraction
Occupation	
Students (School to Postgraduate)	85.9
Educators (Teachers/Professors)	Limited

2.AI Usage Among Participant

I] AI Tools Utilized

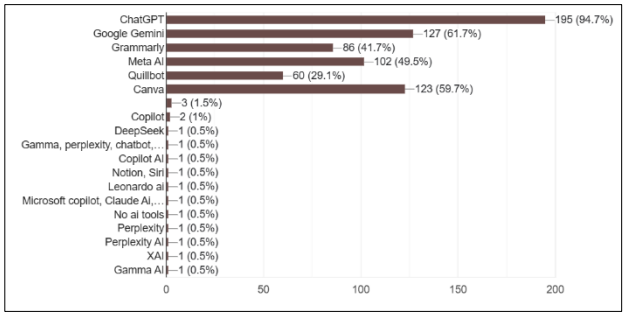

Figure 1. AI tools used by the participants

The most widely used AI tool was **ChatGPT (94.7%)**, followed by **Google Gemini (61.7%)** and **Canva (59.7%)**. Other tools, including Meta AI and Grammarly, were moderately used, while niche tools had minimal adoption.

II] Frequency of AI Usage

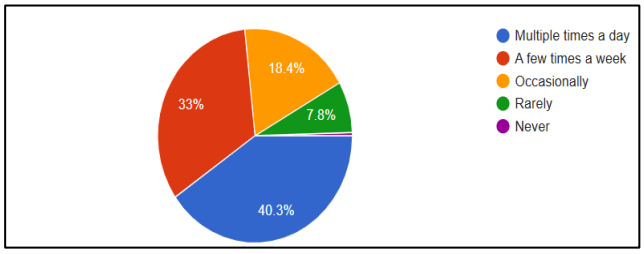

Figure 2. Number of times respondents use AI

A significant proportion (40.3%) of participants reported using AI tools multiple times a day, indicating strong integration into their daily tasks.

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Original Research Article

III] Primary Purposes for AI Usage

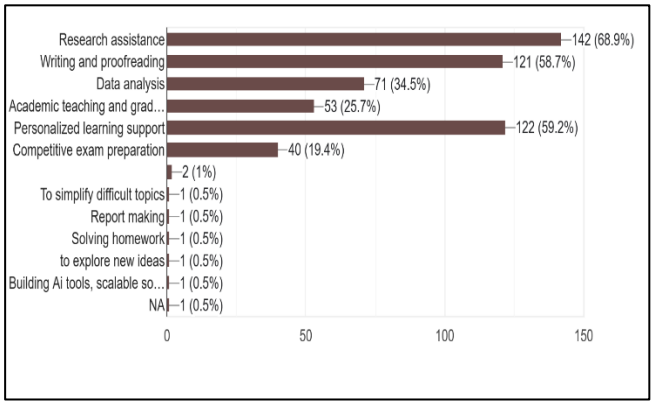

Figure 3. Primary purpose of AI as used by participants.

The primary application of AI tools was for research assistance (68.9%) and personalized learning support (59.2%), followed by writing and proofreading (58.7%). Academic-related uses such as grading and exam preparation had lower adoption rates.

IV] Impact on Creativity & Productivity

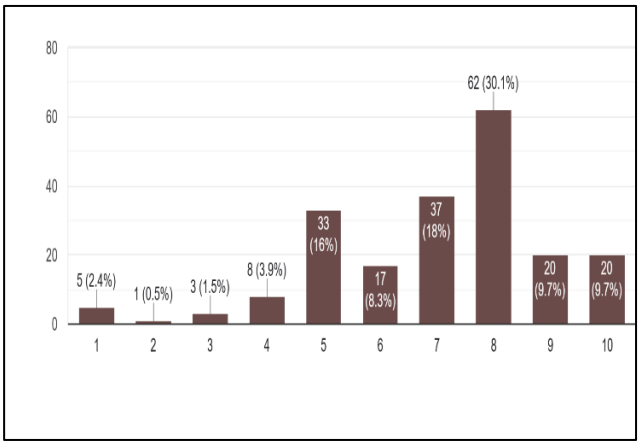

Figure 4. Perceived Impact of AI on Creativity and Productivity

Most respondents rated AI's impact on creativity and productivity between 7 and 8, with 30.1% selecting 8.

V] Factors Influencing Trust in AI

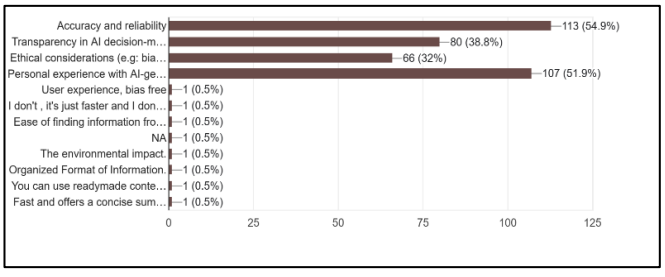

Figure 5. Key Factors Influencing Trust in AI.

The most influential factors were accuracy & reliability (54.9%) and personal experience (51.9%).

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VI] AI's Impact on Jobs

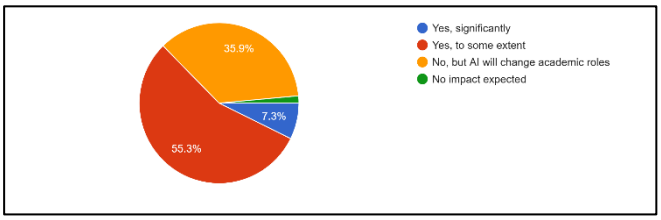

Figure 6. Perceived Impact of AI on Jobs

The majority (55.3%) believe AI will replace human jobs in education to some extent, while 35.9% think AI will change academic roles rather than replace jobs. Only 7.3% foresee significant job replacement, and a negligible percentage expects no impact.

VII] **AI literacy as a mandatory course**

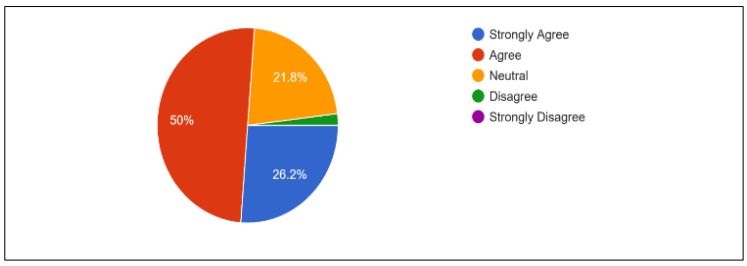

Figure 7. Support for AI Literacy as a Mandatory Course

A total of 76.2% of respondents either strongly agree or agree that AI literacy should be a required course, highlighting the growing importance of AI skills in modern workplaces

Discussion:

The findings acquired from our study furnish the gist of information regarding how students, educators as well as practitioners view the role of Artificial Intelligence (AI) in education and learning.

Based on the Patterns of AI Usage and Its Position in the Education Space our data indicates that a significant number of the participants from the age group 21 to 30 years, frequently employ AI tools, with 40% claiming multiple interactions daily and another 33% using AI a couple of times per week. This suggests that AI has already been integrated into the performance of educational responsibilities, especially since the tools are useful in research, learning, content provision, and solution-finding.

A significant number of participants predominantly use ChatGPT and Grammarly.

The Chi-Square test was conducted to determine whether there is a significant association between occupation and views on AI literacy in academia. The results of the test yielded a Chi-Square statistic which was later converted to a p-value and later it was found to be greater than the standard significance level (0.05), suggesting that there is no statistically significant relationship between an individual's occupation and their opinion on whether AI literacy should be taught as a mandatory course in universities. While there may be some variation in responses across different occupations, the observed differences are not strong enough to conclude a

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meaningful association between these two variables. This indicates that views on AI literacy are relatively independent of one's professional background and may be influenced by other factors.

While studying the aspects of creativity and productivity, most of the respondents had a positive inclination toward productivity.

According to the Chi-square, there is no statistically significant association between occupation and views on AI literacy at the 5% significance level.

A Chi-Square test for independence was conducted to determine whether AI literacy significantly influences perceptions of AI's impact on academic productivity and the statistical analysis revealed since the p-value is greater than the standard significance level of 0.05, we fail to reject the null hypothesis. This indicates that there is no statistically significant association between AI literacy levels and the perceived utility of AI in education in this dataset.

While AI literacy is expected to play a role in shaping attitudes toward AI adoption, the findings suggest that other factors—such as personal experience with AI tools, field of study, or institutional support—may contribute more significantly to perceptions of AI utility.

According to our study, the factors that were found to build greater trust in AI tools were accuracy, reliability, and transparency in AI decision-making whereas ethical considerations such as bias and plagiarism harmed its usage.

The problems related to excessive usage of AI such as oversimplification issues or emotional reliance on externally created materials also should be looked into.

Conclusion:

AI is positioned to bring transformative changes and enhanced learning experiences into examination preparation, though the challenge remains making it available to all. Although AI is capable of grading, teachers are still needed for mentoring and encouraging a student's critical thinking. AI efficiently summarizes research, but concerning is its failure to contextualize its analyses. Higher education should cautiously embrace AI with respect to the balance of its value against academic principles. Concerns on academic integrity, data privacy, and biases in AI require a regulatory and ethical response that begets responsible use.

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