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Analysis of college students' attitude towards using AI in their academic works

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Abstract

This study looks the attitudes of college students at Isabela State University towards the use of Artificial Intelligence (AI) tools in academic work. Using a descriptive quantitative approach, survey data were collected via an online questionnaire that assessed AI familiarity, usage frequency, perceived benefits, ethical concerns, and openness to institutional support. The results indicate that most students are familiar with and actively use AI tools for assignments, research, and projects, with a majority rating their experience as beneficial. However, concerns such as misinformation, accuracy, and privacy in monitored environments were also noted. Despite these challenges, students showed a strong willingness to participate in ethical and responsible AI training programs. These findings underscore the need for universities to implement AI literacy initiatives that equip students with both the technical and ethical knowledge necessary for responsible usage of AI in academic settings.

Keywords: Higher Education; Academic; Artificial Intelligence; Explanatory Data Analysis

1. Introduction

AI applications for education are being developed at a rapid pace. Furthermore, its use in education has grown significantly worldwide in the digital era. In this context, the usage of artificial intelligence educational technology in higher education institutions (HEIs) is predicted to rise significantly, revolutionizing teaching and learning [1][2][3]. GenAI models employ powerful algorithms to understand patterns and generate new content, including text, images, audio, videos, and code. GenAI tools include ChatGPT, Bard, Stable Diffusion, and Dall-E. Its capacity to handle complicated cues and produce human-like output has sparked study and interest in incorporating GenAI into various industries, including healthcare, medicine, education, media, and tourism. ChatGPT, for example, has sparked a surge of interest in applying GenAI in higher education since its introduction in November 2022 [4].

In higher education, generative AI applications have been investigated using various approaches. Researchers have investigated their possibilities for building new student-centered curricula that foster innovation and creativity [5][6]. Furthermore, there is an acknowledged need to prepare students and educators for work in a society enriched by generative AI, with novel learning outcomes such as AI literacy and a focus on interdisciplinarity and activity-based assessment [7]. The development of AI applications for education is progressing quickly. Additionally, in the digital age, its application in education has expanded dramatically on a global scale. Given this, it is anticipated that higher education institutions (HEIs) would use artificial intelligence educational technology much more frequently, transforming instruction [8][9][10]. Strong algorithms are used by GenAI models to recognize patterns and produce new text, image, audio, video, and code material. ChatGPT, Bard, Stable Diffusion, and Dall-E are examples of GenAI tools. GenAI has generated research and interest in integrating into a number of industries, including healthcare, medicine, education, media, and tourism, because to its ability to process complex inputs and generate output that is human-like. ChatGPT, for example, has sparked a surge of interest in applying GenAI in higher education since its introduction in November 2022 [11].

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Applications of generative AI in higher education have been studied in a number of ways. Scholars have examined their potential for developing innovative and creative student-centered courses [12][13]. With innovative learning goals like AI literacy and an emphasis on interdisciplinarity and activity-based assessment, it is also recognized that educators and students must be prepared for work in a society enhanced by generative AI [14]. There is currently little empirical study that focuses especially on students' attitudes regarding adopting AI tools in their academic work, despite the expanding volume of literature on the pedagogical possibilities of AI. Knowing how students view and interact with generative AI is essential as it gets more and more integrated into educational environments. Along with raising concerns about digital ethics, critical thinking, and academic integrity, their views can also affect how well these tools are used [8].

The purpose of this study is to examine how college students feel about using AI in their coursework. This study aims to support responsible AI tool integration in higher education, curriculum design, and policymaking by investigating their perceptions, concerns, and usage habits. For many stakeholders in the education industry, it is essential to comprehend how children feel about artificial intelligence in classroom settings. The findings of this study can help educators and administrators create rules, workshops, and guidelines for the moral and efficient use of AI in the classroom. HEIs must combine innovation and academic integrity as generative AI becomes a publicly available learning aid.

2. Material and methods

College students' opinions regarding the usage of artificial intelligence (AI) in their coursework were examined in this study using a quantitative descriptive research approach. Examining students' experiences, familiarity, opinions, and ethical concerns regarding generative AI technologies like ChatGPT and other comparable platforms was asked using Google Forms. Northeastern College students served as the study's respondents. Undergraduate students from a range of academic programs and year levels who willingly took the online survey made up the sample. To collect replies, convenience sampling was used. The primary data collection instrument was a structured online questionnaire designed using Google Forms. The questionnaire was divided into multiple sections that captured both demographic and perception-based data related to AI readiness and usage The survey included the following key variables such as the following:

- Demographics – Year level and department
- Technology Access – Availability of gadgets and internet connectivity
- Familiarity and Usage – Familiarity with AI, frequency of use, and application areas (e.g., assignments, research, projects)
- Perceived Benefits – How beneficial AI is to learning enhancement
- Comfort and Ethical Awareness – Comfort with AI monitoring, challenges in use, ethical knowledge, and willingness to attend training

All items were measured using Likert scales (ranging from 1 to 5) or binary/multiple-choice questions. The online survey was distributed digitally via official school communication channels, class group chats, and academic networks. Participation was voluntary, and informed consent was implied through the submission of completed questionnaires.

3. Results and discussion

The survey collected responses from students at Northeastern College across various year levels. Most participants were from 1st to 4th year, with a small proportion representing 5th year and above. Most respondents were enrolled in departments related to Information Technology and Computer Science, indicating a generally tech-savvy population with potential exposure to artificial intelligence (AI).

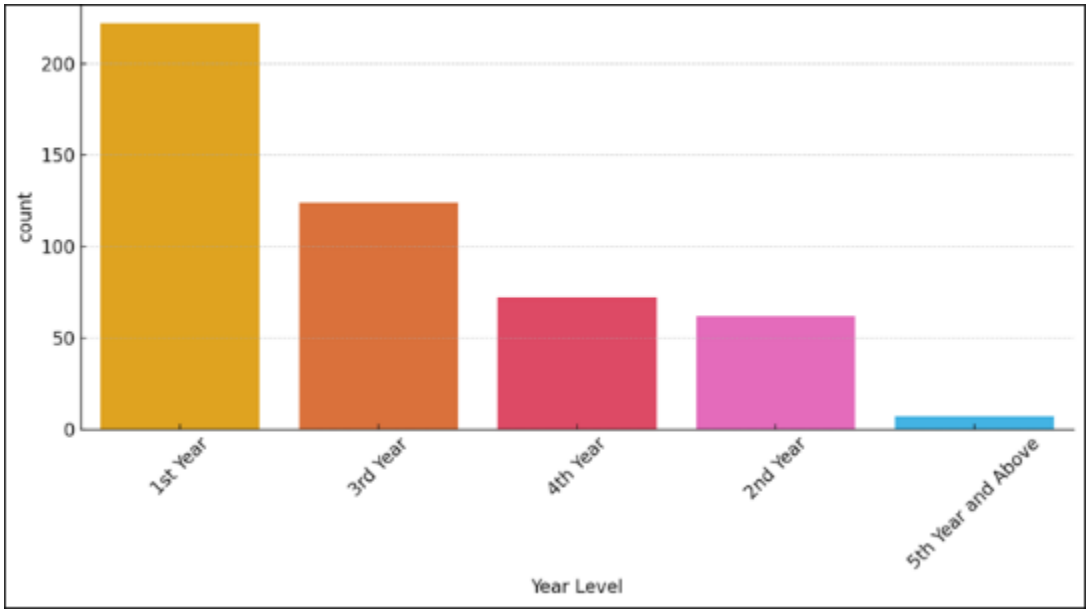

Figure 1 Visualization of Respondents by Year Level

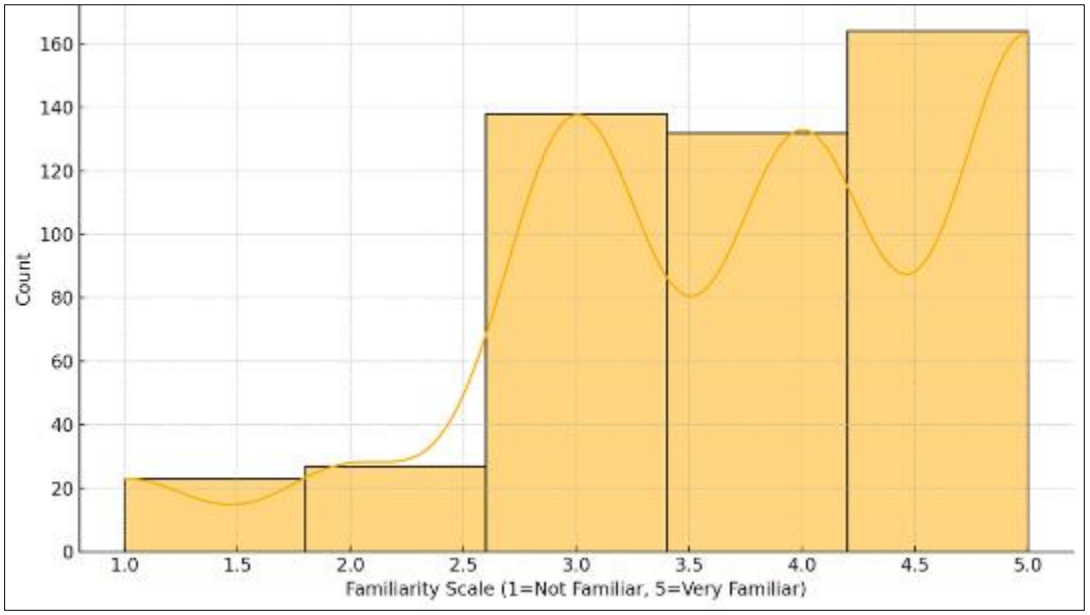

Figure 2 Familiarity with AI Technologies

The data revealed that students generally exhibit a high level of familiarity with AI tools. On a scale of 1 to 5, most respondents rated their familiarity between 3 and 5, indicating moderate to very high awareness. This aligns with the increasing integration of AI into educational and social media platforms. Nearly all students reported having access to technology and internet-enabled devices, which supports the feasibility of using AI tools for academic purposes. This level of access is critical for equitable implementation of AI-based academic support systems.

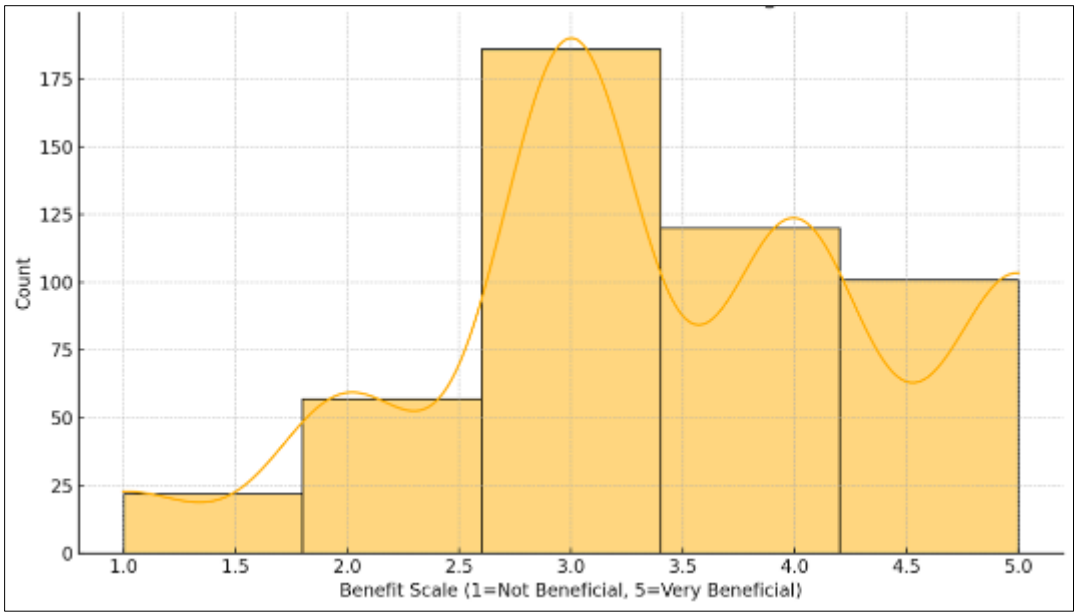

Figure 3 Perceived Benefit of AI in Learning

When asked if they'd employed AI tools for academic purposes, the majority said yes. Assignments, research, and projects were among the most used applications. Interestingly, AI usage frequency was positively correlated with perceived benefits students who used AI more frequently reported higher educational value. Respondents usually saw AI tools as useful in their learning process. The majority assessed the usefulness of AI tools as 4 or 5 out of 5. Students discussed how AI helps idea production, productivity, and autonomous learning. This was also evident in the open-ended comments, where phrases like help, ideas, learning, and efficiency were most common.

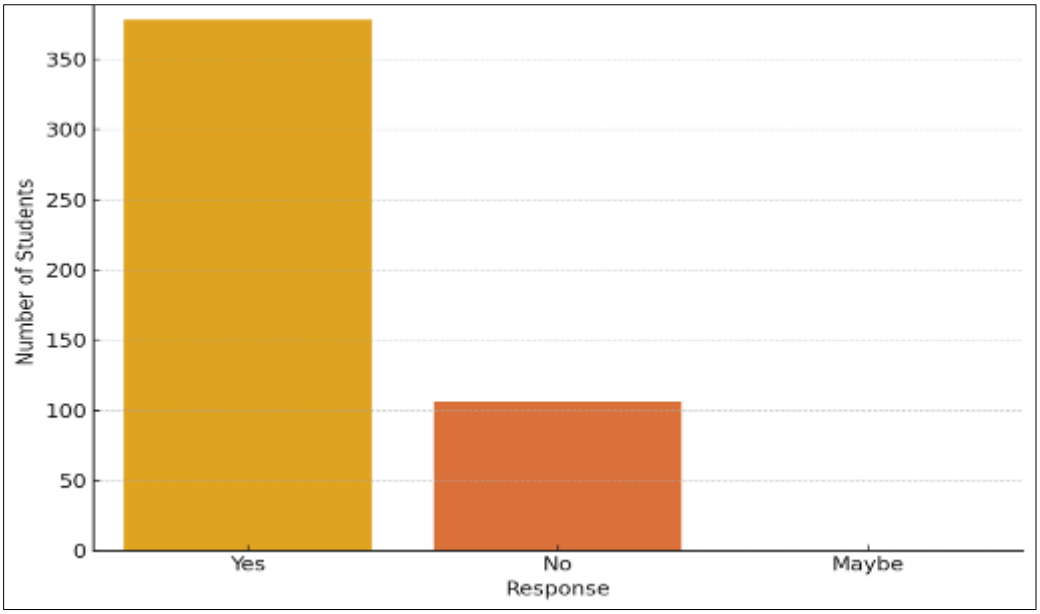

Figure 4 Willingness to Attend AI Ethics and Use Training

Despite the hopeful outlook, students raised many concerns. The most often reported difficulties were inaccuracy, disinformation, and ethical uncertainty when depending on AI outputs. These problems underscore the need for critical thinking and appropriate use, particularly when incorporating AI-generated content into academic work. There were conflicting views on whether colleges should monitor AI usage. While some students welcomed academic integrity inspections, others expressed privacy concerns. The distribution indicates the necessity for transparent AI usage norms that preserve both academic integrity and student privacy. Encouragingly, a considerable proportion of students reported a readiness to get training on ethical and effective AI use. This implies a willingness to seek institutional

assistance as well as a recognition of the necessity of understanding AI beyond its practical applications, with a focus on responsible and ethical consequences.

4. Conclusion

The findings of this study show that college students have a generally positive attitude regarding the employment of AI tools in academic contexts. Most students are not only aware of AI technology, but also actively incorporate them into their academic routines, notably for assignments and research projects. The perceived value of using AI is strong, indicating an increasing dependence on intelligent technologies to improve productivity and learning outcomes. However, the report also identifies numerous areas of worry, including the accuracy of AI-generated information, ethical implications, and privacy concerns with institutional surveillance. These concerns point to a disconnect between students' usage and their understanding of the proper use of AI.

Importantly, most respondents stated readiness to participate in training programs on ethical and effective AI use, demonstrating openness to institutional support. This gives a tremendous opportunity for institutions to undertake systematic AI literacy and ethics training, which can help students become more educated, critical, and responsible in the age of intelligent technologies. Finally, as AI continues to affect educational processes, institutions must strike a balance between innovation and integrity, empowering students to not only use AI, but also to understand it fully and responsibly.

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