Study of Students Opinion Regarding Implementation of Artificial Intelligence

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Abstract- *Artificial Intelligence (AI) is increasingly being applied in the field of education, offering opportunities such as personalized learning, intelligent tutoring and improved efficiency. However, the successful implementation of AI depends largely on the perceptions and acceptance of students, who are the primary beneficiaries of the education system. This study aims to explore students' opinions regarding the implementation of AI in education. Data was collected through a structured questionnaire focusing on awareness, perceived benefits, concerns, and readiness for AI-based learning. The survey highlights both the perceived benefits, such as personalized learning and efficiency, and concerns, including privacy, ethics, and over-reliance. Data was collected using a structured questionnaire to assess students' awareness, perceived benefits, concerns, and readiness toward AI-based learning. The findings reveal that most students view AI positively for its potential to make learning more engaging and effective. However, they also express concerns related to ethical use, academic integrity, data privacy, and over-dependence on technology. The study contributes to a better understanding of student attitudes towards AI, providing valuable insights for educators, policymakers, and technology developers to design AI systems that align with student needs and preferences.*

Keywords- AI, Artificial Intelligence, Opinion , Students Opinion.

I. INTRODUCTION

Artificial Intelligence (AI) is increasingly recognized as one of the most transformative technologies shaping modern society. Its applications extend across diverse fields such as healthcare, business, communication, and education. In the context of education, AI is being adopted to enhance teaching effectiveness, improve learning outcomes, and provide personalized learning experiences. Tools such as automated grading systems, chatbots, virtual assistants, and adaptive learning platforms are already being implemented in many higher education institutions worldwide. These innovations promise efficiency, accessibility, and individualized learning support.

However, the successful implementation of AI in education is not determined by technology alone but by how it is received by students, who are the primary stakeholders in the learning process. Students' perceptions, attitudes, and acceptance play a critical role in determining whether AI will be effectively utilized. While many students recognize the potential benefits of AI in improving access to knowledge, providing instant feedback, and assisting in academic tasks, others raise valid concerns regarding ethical issues, data privacy, and the possibility of over-reliance on technology that may reduce creativity and critical thinking. These varied perspectives, it is essential to study students' opinions and attitudes toward AI in education. Understanding these viewpoints ensures that the adoption of AI tools aligns with students' expectations and needs while also addressing their concerns. Insights from such studies can guide policymakers, educators, and institutions in promoting AI literacy, designing responsible implementation strategies, and building trust in technology. Ultimately, this approach will enable more effective, ethical, and sustainable integration of AI in higher education.

OBJECTIVES

1.To Analyse the demographic profile of the respondents.
2.To examine students' opinions on the role of AI in improving learning and academic performance.
3.To assess students' perceptions of the future prospects of artificial intelligence.

The integration of Artificial Intelligence (AI) in educational settings is increasingly prevalent, yet there is a notable gap in understanding students' perceptions, attitudes, and concerns regarding the implementation of AI in their learning environments. This study aims to investigate students' opinions on the benefits, challenges, and potential impact of AI on their educational experiences, thereby informing educators and policymakers about the needs and preferences of the student body in the context of AI-driven education. At present, there is limited understanding of students' awareness, attitudes, and concerns regarding the use of AI in academics. Therefore, it becomes necessary to study students' opinions

regarding the implementation of AI in education, so that policies and practices can be designed to ensure effective, ethical, and student-friendly adoption of AI technologies.

LIMITATION OF THE STUDY

1.The study is based on students' self-reported data, which may be biased.
2.Rapid changes in AI may make student perspectives quickly outdated.
3.Students' varying knowledge of AI could affect the accuracy of their responses.
4.Privacy and ethical concerns may limit honest feedback.
5.Over-reliance on AI might reduce creativity, critical thinking, and problem-solving skills.
6.Differences in AI familiarity may lead to inconsistent or shallow responses.

II. REVIEW OF THE LITERATURE

Pauldy C.J. Otermans, Charlotte Roberts, and Stephanie Baines (2025) examined the impact of student attitudes on AI awareness among 167 college students, primarily in higher education. They found that positive cognitive attitudes increased AI engagement, while emotional resistance reduced it. Students acknowledged AI's potential for personalized learning but raised ethical and privacy concerns. The study recommends improving AI literacy and addressing emotional barriers for effective AI integration in education.

Sarin Sok, Kimkong Heng, and Mengkorn Pum (2025) studied 315 Cambodian high school students to assess their opinions on AI tools such as language learning and tutoring software. Most students expressed positive attitudes toward AI's academic benefits, but concerns about data privacy, ethical use, and over-reliance were highlighted. The authors emphasized the importance of promoting AI literacy and ethical behavior in schools.

Laura Schneider, Jannis T. Krause, and Hannah U. Klassig (2025) investigated the experiences and attitudes of 74 students and 72 instructors at the University of Bremen, Germany, one year after ChatGPT's launch. Students mainly used AI for exam preparation and assignments, while instructors used it for proofreading and lecture preparation. Increased AI use was associated with positive attitudes and support for AI regulation, though concerns about academic integrity were noted.

Beverley Ann Pickard-Jones, Stephanie Baines, Sarah R. Thomson, and Pauldy C.J. Otermans (2024) surveyed 453 psychology and sport science students in the UK regarding their knowledge of AI, university regulations, and perceived importance for future careers. The study revealed differences in familiarity with AI tools like ChatGPT and highlighted students' desire for more guidance. Ethical issues, such as plagiarism, were seen as barriers to effective AI integration.

Griffin Pitts, Viktoria Marcus, and Sanaz Motamedi (2025) analyzed responses from 262 undergraduate students at a large public university in the United States regarding the advantages and disadvantages of AI in education. Students identified major benefits including access to information, enhanced teaching skills, study support, and feedback.

III. RESEARCH METHODOLOGY

Research Design

The study follows a descriptive research design to explore opinions towards the implementation of Artificial Intelligence (AI) in the educational process.

Sampling Technique

A random sampling technique was used to select respondents for the study.

Sampling Size

The study included a total of 125 respondents from different demographic groups.

Sampling Tools

Structured questionnaires and survey forms were used as the primary tools for data collection. The collected data were analyzed using percentage analysis to interpret the responses and identify trends in consumer behavior related to television food advertisements.

Area of the Study

The research was conducted in Coimbatore City, Tamil Nadu, which is one of the major educational and industrial hubs of South India. Known as the "Manchester of South India," Coimbatore hosts a large number of colleges, universities, and technical institutions, attracting students from across the state and beyond. The city provides a diverse student population pursuing various disciplines, making it a suitable location for studying awareness, attitudes, and acceptance of Artificial Intelligence in education. Its strong

academic environment and exposure to modern technological trends make Coimbatore an ideal setting for this research.

Period of the Study

The study was carried out over a period of one months.

Data Collection

Data collection involves gathering information or observations from various sources such as surveys, interviews, experiments, or observations. This process is crucial for obtaining empirical evidence to support research objectives and analyze trends or patterns.

Data Collection:

Data collection is a crucial step in understanding students' opinions regarding the implementation of artificial intelligence.It involves gathering accurate and relevant information directly from students through surveys, interviews, or questionnaires. This data helps reveal their awareness, attitudes, and concerns about AI technology. Proper data collection ensures the reliability and validity of the study's findings. Without it, drawing meaningful conclusions about students' perspectives would not be possible.

Methods of Data Collection

Primary Data

Primary data is firsthand information collected directly by the researcher among the students using tools such as surveys and questionnaires allowing for better insights into students' opinions and attitudes toward AI implementationin Coimbatore.

Secondary Data

Secondary data is information collected previously by other sources and is available in published formats. The secondary data collected for the study from various Journals, magazines, books, newspapers, reports, and online articles.

FINDINGS OF THE STUDY

*The majority of respondents were 18–21 years old (70.4%).
*The majority were male (60.0%).
*Most respondents were undergraduates (80.8%).
*The majority of students were from the field of Commerce (41.6%).

*Most respondents used ChatGPT or other AI chatbots (73.6%).
*The majority interacted with AI-powered systems daily (42.4%).
*The majority believe AI systems collect personal data (69.6%).
*Most respondents always read privacy policies before using AI tools (38.4%).
*The majority reported moderate trust in responsible AI development (41.6%).
*Most students felt AI has a strong impact in Education (59.2%).
*The majority believed AI will replace many human jobs (75.2%).
*Most respondents agree that AI will improve quality of life in the future (46.4%).
*The majority supported that AI development should be regulated by law (53.6%).
*Most respondents agreed AI should be included in the school/college curriculum (77.6%).
*The most common miscommunication experienced was repetitive answers (40.0%).
*The majority found it helpful if AI tools asked follow-up questions (53.6%).
*Most respondents agreed students need basic training to interact effectively with AI tools (66.4%).
*Most of student's daily interacted with AI powered systems (42.4%).

SUGGESTION

Based on the analysis, it is suggested that schools and colleges introduce AI education in the curriculum to prepare students for future demands. Institutions should organize workshops and training programs to help learners use AI tools effectively. Students must also be guided on ethical usage and data privacy to address growing concerns about information security. Developers should work on improving the accuracy of AI responses and reducing repetitive or irrelevant outputs. At the same time, students should be encouraged to develop critical thinking and creative skills that complement AI technology. Policymakers should consider clear regulations for AI use to prevent misuse. Since education is the field most influenced by AI, tools should be integrated into teaching and personalized learning. AI systems should also include follow-up questions for better communication with students. Finally, platforms can be created for students to share feedback and suggestions so that AI tools continue to evolve in line with their needs.

IV. CONCLUSION

The study clearly shows that students have a positive outlook toward AI and are already using it widely in their daily learning. The majority recognize the potential of AI in improving education and quality of life.At the same time, concerns were expressed about job displacement, as a large percentage of students felt AI could significantly replace human roles in the future. Another major area of concern was data privacy, since most students believe that AI systems collect personal data during usage. Although trust in responsible AI development is moderate, students expect greater transparency, accountability, and regulation to ensure safe and ethical deployment. Most respondents believe that AI should be included in the curriculum and that students need proper training to interact effectively with such tools. The findings highlight that students trust AI to some extent but still demand transparency and responsible development. Miscommunication issues such as repetitive or incorrect answers suggest the need for further improvement in AI systems. At the same time, the support for legal regulation indicates the importance of ethical governance. Communication challenges, such as repetitive or irrelevant responses, were frequently reported, highlighting the need for ongoing improvements in AI systems to better align with student expectations. Overall, the study concludes that AI has a transformative role in education, but its successful implementation depends on awareness, training, and regulation. By addressing these concerns, AI can become a valuable partner in learning and future careers of students.

APPENDIX

Appendixes, if needed, appear before the acknowledgement

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