

**5.****Attitude of Post Graduate Level Students towards AI  
Impact on Education in Pondicherry University****Chandan Das**

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**Abstract**

Artificial Intelligence is introduced as a computational concept in the mid-twentieth century; it has evolved from simple automation to transformative force in higher education to help all students develop skills according to their own interests with flexibility. The goal behind this system is to reduce the pressure on students in the higher education system. The aim of the study is to find out the post graduate level students attitude towards the impact of AI in Pondicherry University. The study is quantitative in nature and the research design is descriptive survey approach. The researcher used 30 questionnaires for 286 samples to collect the data through simple random sampling. For data analysis Mean, SD, Degree of Freedom and t-test have used. The results of the study reveals that, the attitude level of post graduate level students towards AI impact on education is moderate. Urban post graduate level students have shown better attitude than rural post graduate level students towards AI impact on education. It has also found that comparatively male post graduate level students have more favourable attitude towards AI impact on education than the female post graduate level students. Science stream students have comparatively more favourable attitude towards AI impact on education than the arts stream post graduate level students.

**Keywords:** Artificial Intelligence Impact, Attitude, Post Graduate Level Students.

**1. Introduction:**

The improvement of the education system is essential for the development and progress of any country. To keep pace with the times, research becomes inevitable.

Accordingly, for quality research, there is need to increase the quality of higher education and create a research-friendly attitude among students. In India the higher education system is the third largest on the globe. Since independence, various schemes have been adopted by the Government of India for the improvement of the education system. UGC has adopted different schemes at various times especially in the area of improvement in higher education and student-centred education system. AI tech innovations in 21st century revolutionizing almost every domain, including education. Artificial Intelligence (AI), a concept first introduced by John McCarthy in 1956, was originally designed to create machines capable of performing tasks that emulate human thinking, such as reasoning, learning, and decision-making. Over the past seven decades, AI has made significant progress from rule-based systems and theoretical constructs to intelligent, data-driven processes that can process language, analyze large datasets, and help solve complex problems (Durak et al., 2026). In the field of education, this technological transformation has led to a profound redefinition of learning, teaching, and academic administration. Higher education in particular has seen significant changes, as AI applications now play a central role in facilitating research, instructional support, and student engagement.

The contemporary learning environment is increasingly embracing artificial intelligence (AI)-based platforms that foster personalized learning and improve overall efficiency. Modern digital tools such as ResearchRabbit, Grammarly, Google Bird, NotebookLM, and Elicit are often used by postgraduate students for activities such as writing, literature review, data handling, and analysis. These tools help students conduct scholarly work with greater accuracy and less time constraints (Pokrivcakova, 2025). Similarly, teachers use AI-enabled systems for tasks such as automated grading, tracking student progress, and developing customized learning experiences. As a result, AI is no longer seen as a complementary technological resource but rather as a transformative educational force that redefines how knowledge is created, disseminated, and assessed (Runcan et al., 2026).

According to the Theory of Planned Behaviour proposed by Ajzen (1991), individual attitudes play a vital role in determining behavioural intentions and adoption patterns. Therefore, understanding students' attitudes towards AI in educational contexts becomes essential for designing effective educational and policy-level interventions. Positive attitudes towards AI can lead to greater innovation and effective use, whereas neutral or negative attitudes can hinder technological advancements in education. This issue gains further relevance in India, where the higher education sector is undergoing rapid digital transformation (NEP, 2020). The NEP encourages educational institutions to embrace emerging technologies to ensure inclusive and quality-driven learning opportunities (Government of India, 2020).

In Indian universities, AI is gradually being incorporated into the curricula of various disciplines in engineering, natural sciences, humanities, and social sciences. However, the level of student uptake varies significantly based on socio-pedagogical

factors such as gender, discipline, and geographical background. Research by Chew et al. (2025) and Maphosa and Khoza (2025) highlights that Students in urban areas, who typically have greater access to technological resources, exhibit more positive attitudes toward artificial intelligence. In contrast, students in rural areas often express hesitation, which may be due to limited exposure, infrastructure challenges, or low levels of digital literacy.

Gender differences have also emerged as meaningful variable influencing perceptions of AI. Usha et al. (2025) male students were found to be more confident in using AI tools, possibly due to their greater familiarity with the technology and programming environment. In contrast, female students expressed more concerns about the ethical and social implications of using AI. However, encouragingly, studies indicate that this gap is gradually closing as women increasingly engage with digital technologies and participate in higher education. (Yilmaz, 2025). Such results highlight the importance of designing AI-driven education policies that are inclusive, equitable, and aware of social diversity.

Pondicherry University provides an ideal environment for exploring this diverse perspective, as its multicultural student population comes from different regions and disciplines. The university has recently accelerated the adoption of AI technologies, especially in the wake of the COVID-19 pandemic, through initiatives such as online learning platforms, AI-assisted research tools, and digital administrative systems. This ongoing shift provides a valuable opportunity to understand how postgraduate students perceive the growing impact of AI in their educational environment.

While several studies have confirmed that students generally acknowledge the potential benefits of AI, many also express concerns regarding ethical governance, the authenticity of learning, and the risks of over-reliance on automation. Therefore, assessing postgraduate students' attitudes towards AI at Pondicherry University extends beyond academic curiosity, contributing to a deeper understanding of the evolving learning culture within Indian higher education.

AI has evolved from a futuristic concept to an essential component of modern education. Postgraduate students, positioned at the intersection of technological innovation and intellectual inquiry, are experiencing this transformation firsthand. Their perceptions, whether supportive or skeptical, can significantly influence the direction and success of the integration of AI into teaching and research. Therefore, the aim of the current study is to explore the attitudes of postgraduate students at Pondicherry University towards the educational impact of artificial intelligence, with particular attention to variables such as gender, locality and academic discipline. Through systematic analysis, this study seeks to provide empirical insights that will inform policymakers, educators and institutions to design responsible, effective and inclusive AI-based learning frameworks that are consistent with the larger goals of digital transformation in higher education.

## 2. Review of Related Literature:

Runcan et al. (2026) conducted a comprehensive investigation titled *“Exploring Students’ Attitudes Toward the Integration of Artificial Intelligence in Education.”* The aim of their research was to assess how higher education students perceive the relevance and benefits of artificial intelligence in the educational environment. Using a cross-sectional survey across several universities in Europe, this study collected data from participants at both undergraduate and postgraduate levels. The research findings revealed that positive attitudes towards artificial intelligence are primarily influenced by students' perceptions of its usefulness, its contribution to learning efficiency, and its advantages in academic tasks. Nevertheless, the researchers also observed concerns among the participants regarding ethical standards, reliability, and transparency in the use of artificial intelligence. These concerns led them to advocate for the establishment of institutional policies and ethical frameworks to ensure the responsible use of artificial intelligence technologies in the field of education.

Durak et al. (2026) designed and validated a psychometric tool known as the *“Scale for Attitudes Towards Generative Artificial Intelligence (SAGAI)”*. This is a method developed to measure the cognitive, affective, and behavioural dimensions of university students' perspectives on artificial intelligence (AI) in a learning environment. The research revealed a moderate level of acceptance of artificial intelligence among the participants, with significant differences observed based on gender and academic background. Specifically, students from science and technology disciplines, and male students, exhibited a comparatively more positive attitude than students from arts and humanities disciplines. The researchers suggest that these disparities are related to differences in exposure to digital technologies and levels of technological self-confidence.

Pokrivcakova (2025) examined the pedagogical role of AI in thesis writing among postgraduate students learning English as a Foreign Language (EFL). Her paper, *“GenAI-Supported Thesis Writing in EFL Contexts”* explored how generative AI platforms influence writing skills, student confidence, and awareness of academic integrity. The findings indicate that AI acts as a helpful tool, increasing productivity and linguistic accuracy. However, participants also expressed concerns about plagiarism and the ethical boundaries of AI-generated content. This research emphasizes the urgent need for universities to adopt clear guidelines for the ethical use of AI in academic work.

Similarly, Farran et al. (2026) conducted a study published in *Cogent Education* under the title *“Generative AI Adoption Among Arts and Design Students in Higher Education.”* Their objective was to understand the perceptions of students involved in creative fields regarding AI tools like DALL-E and Midjourney. The researchers found that while most students acknowledged the potential of AI for idea generation and conceptual expansion, many were also apprehensive about its ability to undermine originality and artistic individuality. This duality reflects what they termed *“cautious enthusiasm”* – a blend of curiosity and concern observed in the adoption of AI in creative disciplines.

Maphosa and Khoza (2025), in their research featured in Springer's *AI in Education Series*, explored the experiences of postgraduate researchers in South Africa through the study "*Exploring Postgraduate Students' Use of Generative AI as a Research Support Tool*." The research focused on the benefits and challenges associated with artificial intelligence in research processes such as literature review, data analysis, and citation management. Their findings indicate that while students value artificial intelligence for its time-saving and efficiency-enhancing features, they also expressed concerns about data authenticity, academic dependence, and the potential degradation of critical thinking skills. The authors concluded that, when used within an ethical and judicious framework, artificial intelligence can serve as a valuable aid in scholarly work.

Chew et al. (2025) undertook a study entitled "*AI Usage and Academic Performance Among Malaysian University Students*." Their goal was to analyze the relationship between students' AI usage rates and their academic performance. The results showed that those who regularly use AI-based platforms perform better academically, exhibit greater confidence, and demonstrate a higher level of technological readiness. According to the authors, frequent interaction with AI improves self-directed learning and digital literacy, which collectively enhances overall academic success.

Usha et al. (2025) examined "*Knowledge, Attitudes, and Practices of Artificial Intelligence in Dentistry*" through a cross-sectional study published in *BMC Medical Education*. Their study aimed to assess the level of awareness and preparedness among medical and dental students regarding the integration of artificial intelligence (AI) in healthcare education. The research revealed that postgraduate students demonstrated significantly higher awareness of artificial intelligence and a more favourable attitude towards it compared to undergraduate students. Usha and her colleagues emphasized that incorporating artificial intelligence into the medical curriculum can strengthen professional skills and prepare students for a technology-driven healthcare system.

Cabrera and Neville (2025) provided a critical ethical perspective through their article "*Understanding Student Perceptions on the Use of Generative AI in Higher Education*". Their study explored the ethical and trust-related aspects of adopting artificial intelligence in educational institutions. The study found that while generative AI tools such as ChatGPT and Grammarly are widely used, students often expressed concerns about data privacy, reliability, and fairness in education. The researchers concluded that universities should prioritize developing institutional guidelines that ensure transparency and ethical use of artificial intelligence in educational settings.

Yilmaz (2025), in an action research project titled "*Artificial Intelligence in the ESP Classroom: An Action Research on Vocabulary Learning in the Context of Nutrition and Dietetics*" presented in the ICERI proceedings, the study explored the pedagogical potential of AI-assisted tools in specialized language learning. The study found that AI-based instruction significantly increased student motivation, vocabulary acquisition, and engagement. The results reinforce the idea that AI can be a transformative tool in education, especially when aligned with learner-centered pedagogical strategies.

Overall, the reviewed literature reveals a consistent pattern in research findings across the globe. While students across disciplines acknowledge the transformative potential of AI in improving academic performance, creativity, and learning engagement, their overall attitudes remain moderately positive rather than overwhelmingly enthusiastic. Factors influencing these attitudes include gender, field of study, access to technology, and ethical awareness. All studies generally acknowledge that the effectiveness of AI in education depends on thoughtful integration, guided ethical practice, and institutional support. The reviewed works collectively emphasize the need for critical AI literacy, ethical training, and policy frameworks that encourage responsible use of technology, closely aligned with the focus of the current study on postgraduate students at Pondicherry University.

### **3. Statement of the Problem:**

Despite the increasing incorporation of artificial intelligence into various educational and administrative processes at Pondicherry University, systematic research exploring its impact on postgraduate student learning and research activities is still rare. Understanding student's attitudes is critical to ensure balanced AI integration that enhances learning without compromising critical thinking and originality. Hence, this study seeks to investigate: "What is the attitude of postgraduate students at Pondicherry University toward the impact of AI in education?"

### **4. Objectives of the Study:**

1. To find out the overall attitude of post-graduate students towards AI Impact on Education.
2. To find out the attitude of post-graduate students towards AI impact on Education at five levels in terms of Locality, Gender, and Educational Stream.
3. To compare attitude of urban and rural area's post-graduate students towards AI impact on Education.
4. To compare the attitude of male and female post-graduate students towards AI impact on Education.
5. To compare the attitude of post-graduate arts and science students towards AI impact on Education.

### **5. Hypothesis of the Study:**

**H<sub>01</sub>:** There is no significance difference between the attitudes of urban and rural post-graduate students towards AI impact on education.

**H<sub>02</sub>:** There is no significance difference between the attitudes of male and female post-graduate students towards AI impact on education.

**H<sub>03</sub>:** There is no significance difference between the attitudes of arts and science post-graduate students towards AI impact on education.

### **6. Operational Definition of the Terms:**

**Attitude:** In this study, the term 'attitude' has been used as state of mind or opinion of student's positive or negative feelings and beliefs towards the use and influence of AI in their education.

**Artificial Intelligence (AI):** Refers to technology capable of performing tasks that normally require human intelligence, such as reasoning, learning, and problem-solving, in academic environments.

**Impact:** The perceived influence or effect of AI on students' academic experiences and learning outcomes.

**Post Graduate Level Students:** Students who are pursuing post graduate courses in the university are called Post Graduate students.

**Rural:**In this study, students who are studying in universities and domicile to "Panchayati Raj System" are indicated as "Rural".

**Urban:**In this study, students who are studying in universities and domicile to "Municipal Corporation" are indicated as "Urban".

## 7. Methodology of the Study:

**7.1. Methods of the study:** Descriptive survey research methods have been used by the researchers for conducting this study. The approach of the study was quantitative in nature.

**7.2. Population of the study:** All the post graduate level students studying in the Pondicherry University as selected population for the present study.

**7.3. Sample of the study:** 286 post graduate level students were selected as sample for the present research.

**7.4. Sampling technique:** Simple random sampling technique has been adopted to select the samples from the population in this study.

**7.5. Tool of the study:** The investigator developed a self-made research tool followed by five-point Likert's scale i.e., Strongly Agree(SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD) and applied for collecting the data for conducting this current research. The tool consists of 30 statements with combination of positive (17) and negative (13) items.

**7.6. Statistical technique used in the study:** In the present study the researchers have been used Mean, S.D, Degree of freedom and t-test as a descriptive statistics for analysing the data.

### 7.7. Data collection:

As per previous planning, the investigator collects the data from the post graduate level students. The researcher has visited various institutions and nearby universities department. At first, permission has taken from the head of various departments for data collection, and then according to the time of the given permission, researchers go to the specific classroom for data collection. The tool has been administered on total 286 students and it has been seen that there were participated different post graduate level student combination with rural and urban area. First attempt with students, the investigator introduced him and state that what purpose behind the collection of data. After complete the introductory section, the researcher told them about the instruction of the tool and process to response the tool. The tool was fully bilingual (Tamil & English)

version and for the better understanding of the respondents the researcher has translated each statement wherever required. There was 40 minute time limitation to the rating of the scale. After completion of the response all questionnaire were collected very carefully from the participants and thanks them by the investigator.

#### 7.8. Scoring System:

Positive item scored as 1-2-3-4-5 and negative item scored as 5-4-3-2-1 by the researcher. The total process of data collection and scoring has been done very carefully and sensitively.

#### 8. Analyses and Interpretations:

After scoring the collected data from 286 post graduate level students about their attitude towards AI impact on Education, the researchers have been analysed the data by using different statistical techniques, tabular and graphical presentation. Researchers also have taken help of MS Excel 2007 software to data analyses purposes.

##### 8.1. Analysis of Data Regarding to Objective-1:

**Table-8.1.1: Attitude Distribution at Five Levels**

Levels of Achievement	Overall Students(286)	
	N	%
Strongly Favourable Attitude(126-150)	61	21.33
Favourable Attitude(102-125)	78	27.27
Moderate Attitude(78-101)	100	34.97
Unfavourable Attitude(54-77)	30	10.49
Strongly Unfavourable Attitude(30-53)	17	5.94

N= No. of Student

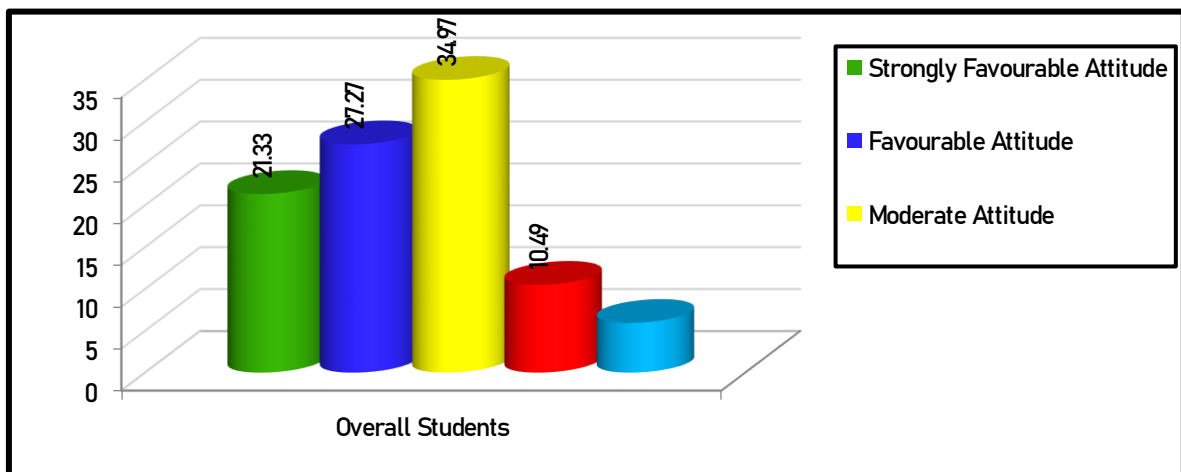


Figure-1: Levels of Attitude in Terms of Five Levels

#### Interpretation:

The table-8.1.1 convey the attitude in five levels at one indexes in terms of all students-

- a) On the basis of overall data there is 48.6 percentages of PG students have favourable attitude towards AI impact on Education, 34.97 percentages of students have moderate attitude and 16.43 percentages of students shows unfavourable attitude towards AI impact on Education.

### 8.2. Analysis of Data Regarding to Objective-2:

**Table-8.1.2: Attitude Distribution at Five Levels in terms of Locality**

Levels of Achievement	Urban Students (88)		Rural Students(198)	
	N	%	N	%
Strongly Favourable Attitude(126-150)	26	29.55	35	17.68
Favourable Attitude(102-125)	30	34.09	48	24.24
Moderate Attitude(78-101)	22	25	78	39.39
Unfavourable Attitude(54-77)	6	6.82	24	12.12
Strongly Unfavourable Attitude(30-53)	4	4.55	13	6.57

N= No. of Students

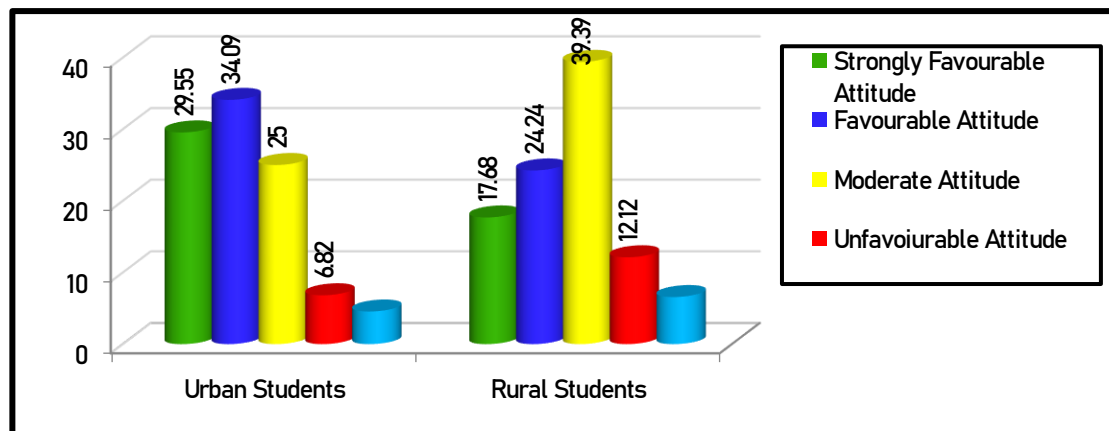


Figure-2: Levels of Attitude in Terms of Locality

#### Interpretation:

The table-8.1.2 conveys the attitude level at two indexes in terms of locality of all students-

- a) In the second dimension based on urban students data, there is 63.64 percentage of PG level students have favourable attitude towards AI impact on Education, 25 percentage of students have moderate attitude and 11.37 percentage of students shows unfavourable attitude towards AI impact on Education.
- b) In the third dimension based on rural students data, there is 41.92 percentage of PG level students have favourable attitude towards AI impact on Education, 39.39 percentage of students have moderate attitude and 18.69percentage of students shows unfavourable attitude towards AI impact on Education.

**Table-8.1.3: Attitude Distribution at Five Levels in terms of Gender**

Levels of Achievement	Male Students(175)		Female Students(111)	
	N	%	N	%
Strongly Favourable Attitude (126-150)	37	21.14	24	21.62
Favourable Attitude(102-125)	49	28	29	26.13
Moderate Attitude (78-101)	62	35.43	38	34.23
Unfavourable Attitude (54-77)	17	9.71	13	11.71
Strongly Unfavourable Attitude(30-53)	10	5.71	7	6.31

N= No. of Students

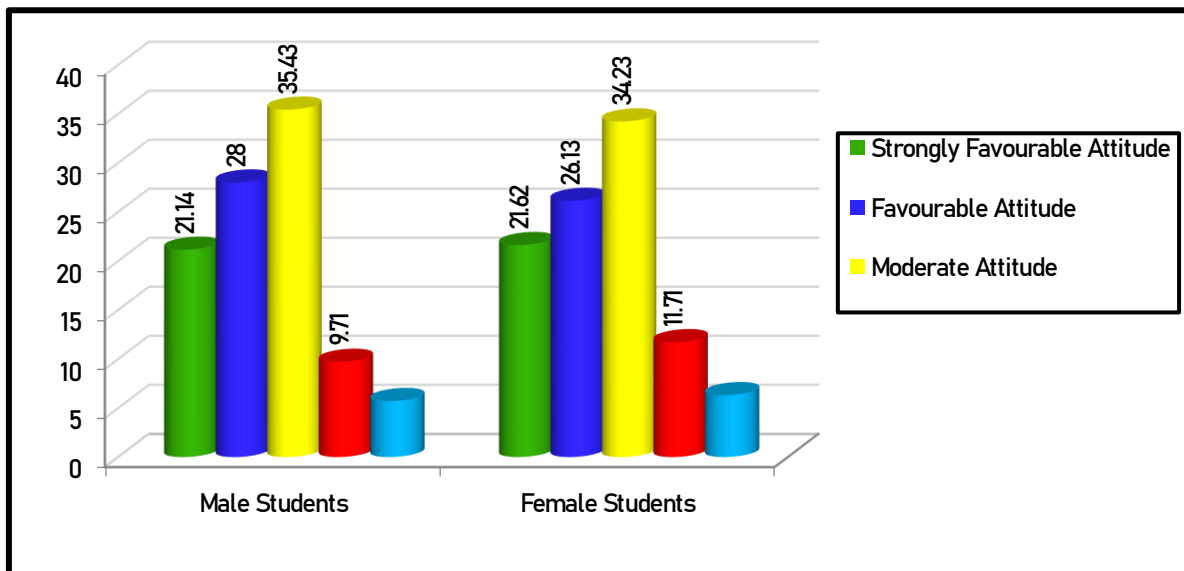


Figure-3: Levels of Attitude in Terms of Gender

**Interpretation:**

The table- 8.1.3 conveys two attitudinal indexes at five levels in terms of Gender of all students.

- In table no. 8.1.3 the first index representing the variation of male students where 49.14 percentages of male PG students have favourable attitude towards AI impact on Education, 35.43 percentages of students have moderate attitude and 15.42 percentages of students shows unfavourable attitude towards AI impact on Education.
- In table no. 8.1.3 the second index representing the variation of female students where 47.75 percentages of female PG students have favourable attitude towards AI impact on Education, 34.23 percentages of students have moderate attitude

and 18.02 percentages of students shows unfavourable attitude towards AI impact on Education.

**Table-8.1.4: Attitude Distribution at Five Levels in terms of Stream**

Levels of Achievement	Arts Students(187)		Science Students(99)	
	N	%	N	%
Strongly Favourable Attitude (126-150)	36	19.25	25	25.25
Favourable Attitude(102-125)	53	28.34	25	25.25
Moderate Attitude (78-101)	69	36.90	31	31.31
Unfavourable Attitude (54-77)	18	9.63	12	12.12
Strongly Unfavourable Attitude(30-53)	11	5.88	6	6.06

N= No. of Students

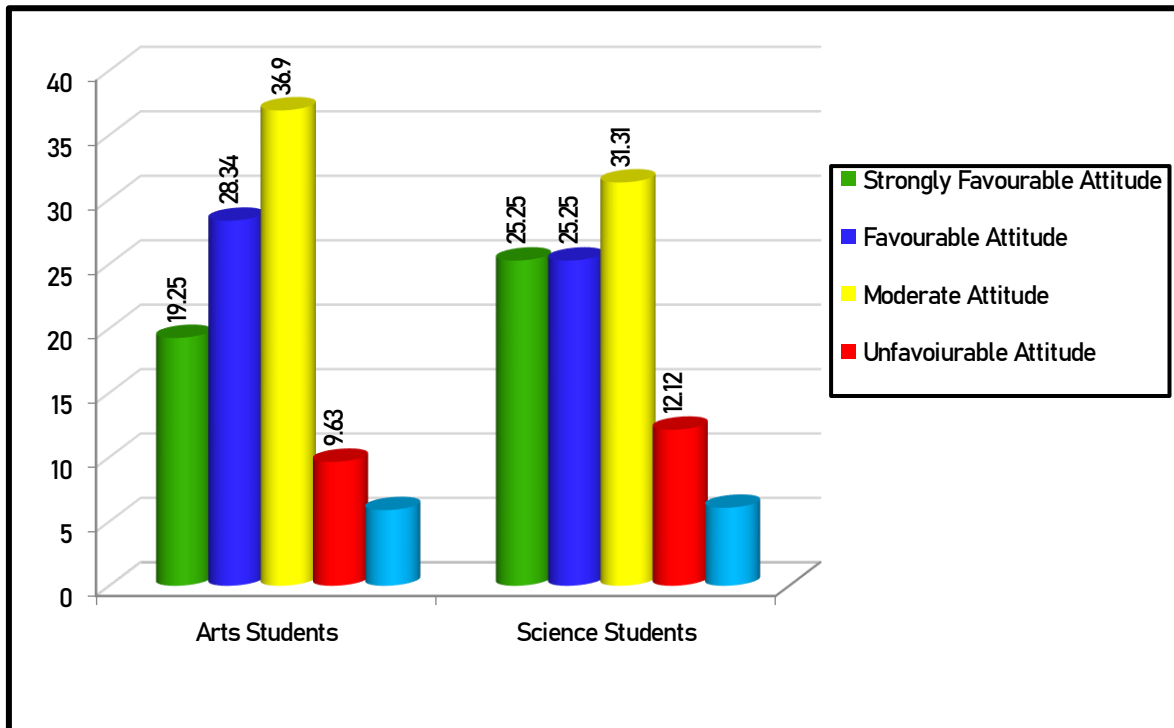


Figure-4: Levels of Attitude in Terms of Stream

**Interpretation:**

The table-8.1.4 conveys two attitudinal indexes at five levels in terms of Stream of all

students

- In table no. 8.1.4 the first index representing the variation of arts students where 47.59 percentages of arts PG level students have favourable attitude towards AI impact on Education, 36.90 percentages of students have moderate attitude and 15.51 percentages of students shows unfavourable attitude towards AI impact on Education.
- In table no. 8.1.4 the second index representing the variation of science students where 50.50 percentages of science PG level students have favourable attitude towards AI impact on Education, 31.31 percentages of students have moderate attitude and 18.18 percentages of students shows unfavourable attitude towards AI impact on Education.

### 8.2.1. Analysis of Data Regarding to $H_{01}$ :

**Table-8.2.1: Results of t-test on the basis of Locality**

Groups	Mean	SD	N	df	SE <sub>d</sub>	t-Value	Remark
Urban	109.22	27.12	88	284	3.536	3.1137	Significance at 0.01 level
Rural	98.21	27.81	198				

SD= Standard Deviation, N= Number of Students,

df= Degree of Freedom, SE<sub>d</sub>= Standard Error of Mean Difference

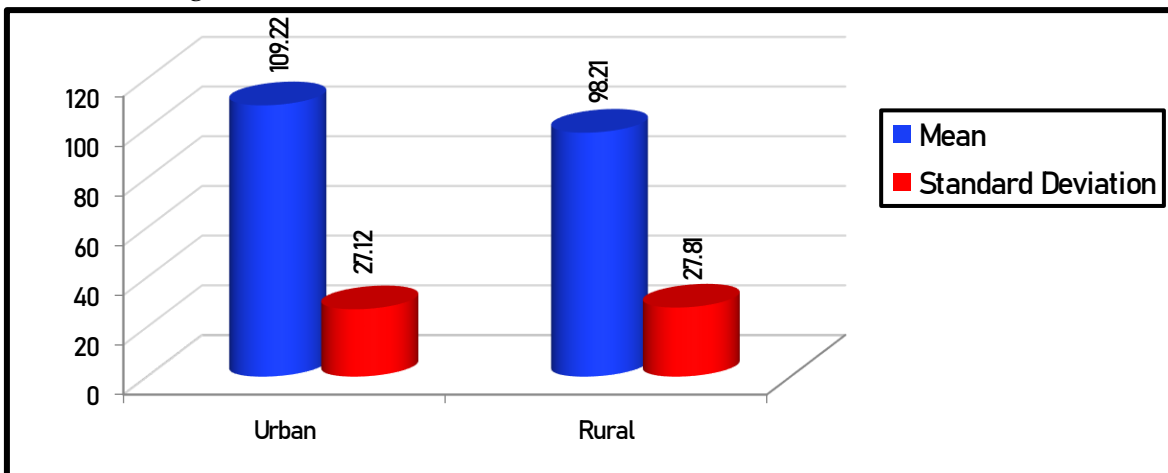


Figure-5: Mean and Standard Deviation Score of Urban and Rural Post Graduate Students

Envisage the mean attitude scores of urban and rural students the t-test has been applied to test the Null hypothesis-1. The above table reveals that the number of urban student is 88 and the number of rural student is 198. The mean and standard deviation of urban post graduate level students' attitude are respectively 109.22 and 27.12. The mean and standard deviation of rural post graduate level students' attitude are respectively 98.21 and 27.81. From the above table and figure it is revealed that the sample mean difference exist between two locality groups. The obtained t-value and degree of freedom has been found 3.11 and 284 which resulted that the mean difference in terms

of locality is statistically significant at 0.01 level of significance. Therefore, the null hypothesis-1 is rejected and it can say that the urban post graduate student's shows grater mean attitude towards AI impact on Education than the rural post graduate level student.

**Finding:** From the testing of hypothesis-1 it was found that the mean attitude of urban post graduate students towards AI impact on Education is greater than the mean attitude of rural post graduate students towards AI impact on Education.

### 8.2.2 Analysis of Data Regarding to H<sub>02</sub>:

**Table-8.2.2: Results of t-test on the basis of Gender**

Groups	Mean	SD	N	df	SE <sub>d</sub>	t-Value	Remark
Male	101.82	27.83	175	284	3.405	0.1755	Significance at 0.01 level
Female	101.23	28.42	111				

SD= Standard Deviation, N= Number of Students,

df= Degree of Freedom, SE<sub>d</sub>= Standard Error of Mean Difference

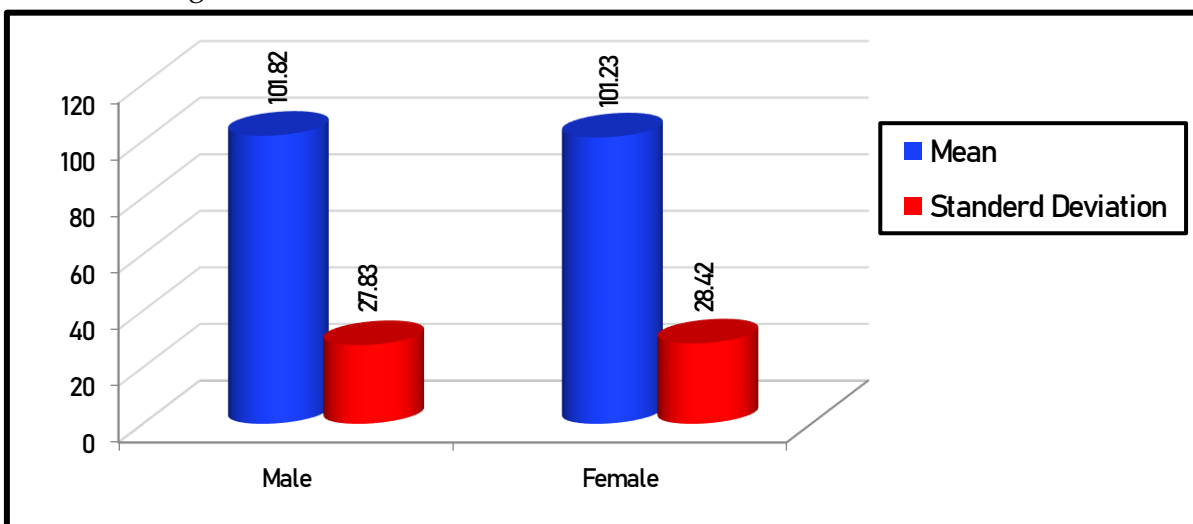


Figure-6: Mean and Standard Deviation Score of Male and Female Post Graduate Students

Envisage the mean attitude scores of male and female student's t-test has been applied to test the null hypothesis-2. The above table reveals that the number of male student is 175 and the number of female student is 111. The mean and standard deviation of male post graduate level students' attitude are respectively is 101.82 and 27.83. The mean and standard deviation of female post graduate level students' attitude are respectively is 101.23 and 28.42. From the above table and figure it is reviled that the sample mean difference exist between two gender groups. The obtained t-value and degree of freedom has been found 0.18 and 284 which resulted that the mean difference in terms of gender is statistically significant at 0.01 level of significance. Hence, the null hypothesis-2 is rejected and it can say that the male post graduate student's shows grater mean attitude towards AI impact on Education than the female post graduate level student.

**Finding:** From the testing of hypothesis-2 it was found that the mean attitude of male post graduate students towards AI impact on Education is greater than the mean attitude of female post graduate students towards AI impact on Education.

### 8.2.3 Analysis of Data Regarding to $H_{03}$ :

**Table-8.2.3: Results of t-test on the basis of Stream**

Groups	Mean	SD	N	df	SE <sub>d</sub>	t-Value	Remark
Arts	101.24	27.87	187	284	3.488	0.2946	Significance at 0.01 level
Science	102.26	28.42	99				

SD= Standard Deviation, N= Number of Students,

df= Degree of Freedom, SE<sub>d</sub>= Standard Error of Mean Difference

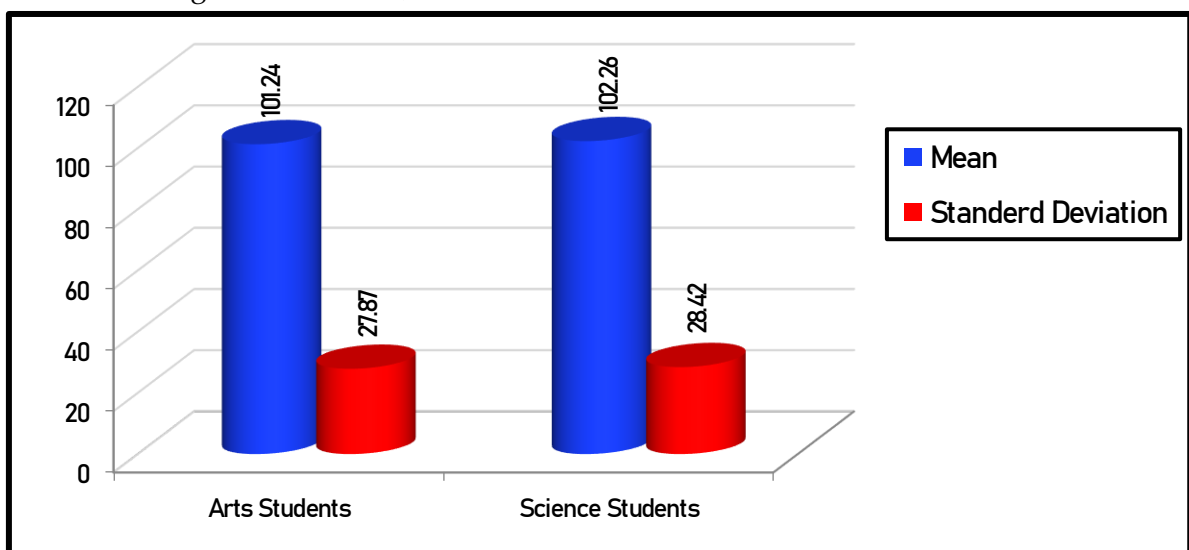


Figure-7: Mean and Standard Deviation Score of Arts and Science Post Graduate Students

Consider the mean attitude scores of arts and science student's t-test has been applied to test the null hypothesis-3. The above table reveals that the number of arts student is 187 and the number of science student is 99. The mean and standard deviation of arts post graduate level students' attitude are respectively is 101.24 and 27.87. The mean and standard deviation of science post graduate level students' attitude are respectively is 102.26 and 28.42. From the above table and figure it is revealed that the sample mean difference exist between two stream groups. The obtained t-value and degree of freedom has been found 0.29 and 284 which resulted that the mean difference in terms of stream is statistically significant at 0.01 level of significance. Thus, the null hypothesis-3 is rejected and it can say that the science post graduate student's shows greater mean attitude towards AI impact on education than the arts post graduate level student.

**Finding:** From the testing of hypothesis-3 it was found that the mean attitude of science post graduate students towards AI impact on Education is greater than the mean attitude of arts post graduate students towards AI impact on Education.

## 8. Findings Of The Study:

The present study investigated the attitudes of postgraduate students at Pondicherry University toward the impact of Artificial Intelligence (AI) on education. Based on statistical analysis of data collected from 286 participants through a structured questionnaire, the following findings were derived:

- a) **Overall Attitude:** The general attitude of postgraduate students towards the educational impact of AI was found to be moderate. About 48.6% of the students expressed a favourable attitude, 34.9% showed a neutral attitude and 16.4% expressed a hostile attitude towards AI in education. This suggests that students recognize the educational potential of AI but maintain a cautious attitude towards its integration into higher education.
- b) **Locality-Based Differences:** The analysis revealed significant differences in attitudes between urban and rural students. The mean score of urban students ( $M = 109.22$ ,  $SD = 27.12$ ) is higher than that of rural students ( $M = 98.21$ ,  $SD = 27.81$ ), and the obtained t-value (3.11,  $df = 284$ ) is significant at the 0.01 level. This indicates that urban students have more exposure to digital technology and consequently have more positive perceptions about the role of AI in education.
- c) **Gender-Based Differences:** A significant difference was also observed in the gender comparison. Male postgraduate students exhibited slightly higher mean attitude scores ( $M = 101.82$ ,  $SD = 27.83$ ) than female students ( $M = 101.23$ ,  $SD = 28.42$ ). The calculated t-value (0.18,  $df = 284$ ) was statistically significant at the 0.01 level, indicating that male students generally had more confidence and openness towards the use of AI in academic activities than their female counterparts.
- d) **Discipline-Based Differences:** When comparing students from different academic streams, science students exhibited more favourable attitudes toward AI ( $M = 101.24$ ,  $SD = 27.87$ ) than arts students ( $M = 102.26$ ,  $SD = 28.42$ ). The difference between the two groups was statistically significant at the 0.01 level ( $t = 0.29$ ,  $df = 284$ ). This finding suggests that students engaged in scientific and technical disciplines may be more familiar with AI applications and perceive them as more relevant to their studies.
- e) **Attitude Level Distribution:** Based on a five-level classification (strongly favourable, favourable, moderate, unfavourable, and strongly unfavourable), the largest proportion of respondents (about 35%) fell into the moderate attitude level, followed by 27% in the favourable level, and about 21% in the strongly favourable level. Only a small proportion (about 16%) exhibited unfavourable or strongly unfavourable attitudes toward artificial intelligence in education.
- f) **Overall Interpretation:** The findings of this study collectively reveal that while postgraduate students at Pondicherry University acknowledge the positive impact of AI on teaching, learning and research, their attitudes remain measured and cautiously optimistic. The study also noted that socio-pedagogical factors

such as locality, gender and educational stream significantly influence students' perspectives on AI integration.

#### **9. Conclusion:**

This study found that postgraduate students at Pondicherry University acknowledge the role of AI as an effective educational tool to improve access, skills and creativity in education. The findings indicate that postgraduate students generally hold a balanced or moderately positive view towards the use of artificial intelligence in education. This cautious optimism reflects an appreciation of the potential of AI to enhance academic skills and learning experiences, while also acknowledging concerns regarding ethics, authenticity and over-reliance on technology. Similar patterns have been observed in international studies, where students' attitudes towards AI are determined by their academic background, level of exposure and technical skills. To address this dynamic, it is essential for universities to shape their institutional policies around responsible adoption of AI by encouraging its use for effective teaching and research, while at the same time emphasizing the development of ethical awareness and important digital literacy skills. Such an approach will help ensure that AI integration in higher education is both meaningful and sustainable.

#### **10. References:**

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