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Knowledge, Attitude and Practice at AI in Education: Student's Perception

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Abstract
As AI becomes a bigger part of our schools and universities, it's important to get a handle on how students feel about it, what they know, and how they use it. In this study, we combined surveys and interviews to dig into these areas. We asked students about their thoughts on AI, their understanding of how it works, and their experiences using AI tools in their classes. The interviews helped us understand their responses in more depth. We found that students are generally excited about AI and its potential to make learning more personalized. However, there's a gap between their enthusiasm and their actual understanding of AI technology and its uses. This gap makes it harder for them to use AI tools effectively. Our study highlights the need for better AI education to help students bridge this gap. Schools should focus on improving students' AI knowledge and skills. By doing so, they can better align AI tools with students' needs and enhance their learning experiences. This research gives us valuable insights into how students' attitudes and knowledge about AI impact their use of these tools, helping shape more effective educational strategies.
Keywords: Attitude, Knowledge, Practice, Students

Introduction
Artificial Intelligence (AI) in education refers to the application of AI technologies, such as machine learning, natural language processing, and data analytics, to enhance and automate various aspects of the educational process. These applications can include personalized

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learning systems, intelligent tutoring systems, automated grading, and administrative tasks, all aimed at improving the efficiency, accessibility, and effectiveness of education (Luckin et al., 2016). The rapid evolution of technology has ushered in a new era of educational practices, with artificial intelligence (AI) playing a pivotal role in transforming traditional learning environments (Mahat, 2024; Mahat & Kumar, 2024). AI has moved beyond the realm of theoretical discussions and is now actively shaping the way students learn, educators teach, and institutions function. From adaptive learning platforms that tailor educational content to individual needs, to AI-driven tutoring systems that offer real-time feedback, the integration of AI in education is creating opportunities for more personalized, efficient, and accessible learning experiences. The integration of artificial intelligence (AI) into the educational sector has significantly transformed the landscape of learning and teaching. AI potential to personalize education, streamline administrative processes, and provide real-time feedback has sparked considerable interest among educators, policymakers, and students alike (Luckin et al., 2016). However, the effectiveness of AI in education is not solely determined by the sophistication of the technology itself (Parajuli, Mahat, & Lingden, 2022).

The success of AI integration is intricately linked to the knowledge, attitudes, and practices of its primary stakeholders students. As the direct beneficiaries of these AI-driven educational tools, students' understanding and perception of AI significantly influence how these technologies are utilized and how beneficial they ultimately are in enhancing learning outcomes. Therefore, it is crucial to examine students&; knowledge of AI, their attitudes towards its use in education, and their actual practices regarding AI tools. Knowledge of AI among students is a fundamental aspect that influences their engagement with AI-powered tools. Students who are well-informed about AI are more likely to adopt and effectively utilize AI-based educational technologies (Zhang et al., 2020; Aryal, Karki, Mahat, & Neupane, 2024). Conversely, a lack of understanding can lead to apprehension or misuse, underscoring the need for comprehensive AI literacy in education (Holmes et al., 2019).

Attitudes towards AI in education vary widely among students, shaped by their experiences, cultural backgrounds, and perceived benefits or risks associated with AI. While many students view AI as a means to enhance personalized learning and academic support, others express concern about privacy, data security, and the potential depersonalization of education (Wang and Li, 2021).These attitudes are crucial in determining the acceptance and success of AI technologies in educational settings (Chen et al., 2021). Practice, or the actual use of AI tools by students, reflects the extent to which AI has been integrated into their daily learning activities. The practical application of AI in education ranges from adaptive learning platforms that tailor content to individual student needs, to AI-driven tutoring systems that provide instant feedback and support (Baker & Smith, 2019; Karki, et al., 2024). The effectiveness of these tools is closely linked to student's willingness and ability to engage with them, which is influenced by both their knowledge of AI and their attitudes towards its use (Xu & amp; Yang, 2020). Exploring the knowledge, attitudes, and practices of AI in education from the student perspective is vital for understanding how these technologies can be effectively leveraged to

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enhance learning outcomes (Shrestha, Mahat, Neupane, & Karki, 2024). As AI continues to evolve, ongoing research is needed to address the challenges and opportunities it presents, ensuring that students are not only prepared to use AI but also to critically engage with it in ways that enhance their educational experiences.

Many researchers agree it can be essential in education but this does not mean it will always be beneficial and free from ethical concerns. Due to this, many researchers focus on its development and use but keep their ethical considerations in mind. Some believe that although the intentions behind AI in education may be positive, this may not be sufficient to prove it ethical. There is a severe need to understand the meaning of being "ethical" in the context of AI and education. It is also essential to find out the possible unintended consequences of the use of AI in education and the main concerns of AI in education, and other considerations. Generally, AI's ethical issues and concerns are innovation cost, consent issues, personal data misuse, criminal and malicious use, freedom and autonomy loss, and the decision making loss of humans, etc. Although, technology also enhances organizational information security and competitive advantage and enhances customer relationships. Researchers are afraid that by 2030 the AI revolution will focus on enhancing benefits and social control but will also raise ethical concerns, and there is no consensus among them. There's a possibility for a clear division regarding AI's positive impact on life and moral standing.

Although many other concerns about AI exist in education, these three are the most common and challenging in the current era. Additionally, no researcher can broaden the study beyond the scope.

Research Question

- What is the perception of students regarding the Knowledge, Attitude, and Practice of AI in education?
- What is the relationship between Knowledge, Attitude, and Practice of AI in education among students?

Research Objectives

- To assess the students perception on Knowledge, Attitude and Practice of AI in education
- To examine the relationship between Knowledge, Attitude and Practice of AI in education

Literature Review

Zawacki-Richter, Marín, Bond, & Gouverneur(2019) explored the attitudes of students towards AI in education. The authors conducted a systematic review of 146 studies on AI in higher education. They employed a thematic analysis to identify common themes and sentiments expressed by students regarding AI applications. The authors found mixed feelings among students with some expressing excitement about AI's potential to personalize learning, while others were concerned about data privacy and the impersonal nature of AI interactions. The synthesis of results presented four areas of AIEd applications in academic support services,

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and institutional and administrative services: profiling and prediction, assessment and evaluation, adaptive systems and personalization, and intelligent tutoring systems.

Yufei, Saleh, Jiahui, & Abdullah(2020) comprehensively examined the various applications of AI in educational contexts through a systematic literature review. This method involved a comprehensive search and evaluation of existing academic publications, reports, and case studies related to AI in education. This approach allowed the authors to provide a detailed synthesis of the existing knowledge on AI applications in education, highlighting the areas where AI has been most impactful and identifying opportunities for future research and development.The researchers found that AI technologies are increasingly being integrated into educational systems to enhance learning outcomes, personalize instruction, and streamline administrative processes. Additionally, AI tools were found to assist educators in managing classroom activities and assessing student progress more efficiently.

Chen, Xie, & Hwang(2020) employed a bibliometric analysis to explore the landscape of AI in education. This method involved a detailed examination of academic publications, grant databases, conference proceedings, and software tools related to AI in education. They also analyzed key institutions and researchers contributing to the field. The study identified prominent themes such as personalized learning, intelligent tutoring systems, and data-driven decision-making. They also found that the students generally have a limited understanding of AI concepts, which necessitates improved educational frameworks. The analysis underscored the need for a coordinated effort to advance AI integration in education, stressing the importance of interdisciplinary research and international collaboration to address the complex challenges associated with AI in educational settings.

Rios-Campos, et al.(2023) aimed to determine the situation of artificial intelligence and education. The study employed a mixed-methods approach, combining qualitative and quantitative analyses. They systematically reviewed 57 selected documents, carried out in the period 2018 - 2023; including: scientific articles, review articles and information from websites of recognized organizations. Additionally, they conducted interviews with educators, students, and AI experts to gain deeper insights into practical experiences and perceptions regarding AI integration in educational settings. The study concluded that AI has the potential to revolutionize education by providing personalized learning experiences, improving administrative efficiency, and enhancing educational outcomes. Key findings indicated that AI-driven tools, such as intelligent tutoring systems and adaptive learning platforms, can tailor educational content to individual student needs, thereby increasing engagement and learning effectiveness.

Al Darayseh (2023) conducted a quantitative study to investigate science teachers' acceptance of artificial intelligence (AI) in teaching science. The research used the Technology Acceptance Model (TAM) as a theoretical framework to explore the factors influencing teachers' acceptance of AI technologies. A structured questionnaire was developed and distributed to a sample of 150 science teachers from various educational institutions. Data were analyzed using statistical methods, including descriptive statistics, correlation analysis, and multiple

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regression analysis. He concluded that the successful integration of AI in science education relies heavily on addressing the perceived ease of use and usefulness of AI tools. The study emphasized the importance of providing comprehensive training and support for teachers to enhance their confidence and competence in using AI technologies.

Popenici and Kerr (2017)conducted a qualitative study to explore the impact of artificial intelligence (AI) on teaching and learning in higher education. The researchers employed a comprehensive literature review combined with thematic analysis to examine existing studies, reports, and theoretical papers on AI in higher education. The study concluded that AI has the potential to significantly transform teaching and learning practices in higher education by providing personalized learning experiences, automating administrative tasks, and enhancing the accessibility of educational resources. They found that AI-driven tools can offer tailored educational content, adaptive assessments, and instant feedback, thereby improving student engagement and learning outcomes.

Methodology

The research methodology for this study utilized a descriptive and correlational research design with a quantitative approach (Mahat, Neupane, & Shrestha, 2024). The target population consisted of students enrolled in various colleges across the Kathmandu Valley, and a representative sample was selected using convenient sampling. The sample size was determined to ensure a statistically significant number of participants, reflecting the total student population in the Kathmandu Valley.

A questionnaire was used to collect data, consisting of closed-ended questions with Likert scales to assess attitudes and practices, as well as multiple-choice questions to gauge knowledge of AI in education. The data were analyzed using SPSS (Statistical Package for the Social Sciences). Descriptive statistics (mean, standard deviation, frequency, and percentage) were calculated to summarize students' knowledge, attitudes, and practices, while correlation techniques were used to explore relationships between these variables (Mishra, Mahat, & Khanal, 2021).

Ethical considerations were prioritized throughout the study. Participation was voluntary, and students were informed about the study's nature, their right to withdraw at any time, and the confidentiality of their responses. No personal identifiers were used in the results, and the data were securely stored and accessible only to the research team. Written consent was obtained from all participants before data collection, and necessary permissions were secured from colleges and educational authorities in Kathmandu Valley to conduct the research. This methodology ensured a comprehensive and ethical approach to understanding students' perceptions of AI in education.

Table 1: Reliability

	Reliability Statistics	
Variable	Cronbach's Alpha	N of Items
Knowledge	.715	5
Attitude	.714	5
Practise	.816	5

Survey

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The reliability analysis for the variable Knowledge shows a Cronbach's Alpha value of 0.715, indicating acceptable internal consistency across the 5 items in this category. For the variable Attitude, the Cronbach's Alpha is 0.714 for 5 items, which also suggests acceptable reliability. The Practice variable has a higher Cronbach's Alpha of 0.816, indicating good internal consistency among the 5 items. Overall, these values show that the items within each category are consistent in measuring their respective constructs.

Results

Table 2: Gender and Age

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	47.5	47.5	47.5
	Female	84	52.5	52.5	100.0
	Total	160	100.0	100.0	
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	160	16.00	32.00	20.2625	2.33510

The table shows that out of 160 respondents, 76 (47.5%) were male, and 84 (52.5%) were female. The cumulative percentage reaches 47.5% for males and 100% when females are included, indicating that all participants were accounted for.

For the age variable, the descriptive statistics reveal that the sample size was 160, with respondents' ages ranging from a minimum of 16 to a maximum of 32. The mean age was 20.26 years, with a standard deviation of 2.34, indicating the average age and the degree of variation within the age data.

Knowledge of AI

Table 3: Knowledge of AI

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
KAI1	160	1.00	5.00	3.9188	.78486
KAI2	160	2.00	5.00	4.0938	.56964
KAI3	160	2.00	5.00	4.0625	.59014
KAI4	160	2.00	5.00	3.6188	.80776
KAI5	160	1.00	5.00	3.6313	.86600

The above table represents 5 questions, labeled KAI1 through KAI5, regarding the Knowledge of AI in students perception each measured on a scale from 1 to 5. For each variable, the data includes the number of valid observations (N=160), the minimum and maximum values, the mean, and the standard deviation.

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KAI1: “I have a clear understanding of what AI is” This has a mean score of 3.9188.The mean score is close to 4 on a scale (likely a 5-point Likert scale where 1 = Strongly Disagree, 5 = Strongly Agree). This suggests that, on average, respondents tend to agree that they have a clear understanding of what AI is and a standard deviation of .78486, the standard deviation indicates how much variation there is from the average (mean) response. A standard deviation of 0.78486 suggests moderate variability in responses. Most respondents' answers are within about 0.78 points of the mean, indicating that while the majority of respondents agree, there is some variation in the level of agreement. The data indicates that most respondents believe they have a clear understanding of what AI is, though there is some variation in how strongly this is felt across the group.

KAI2: “I understand the potential benefits of AI in education” This has a mean score of 4.0938 the mean score is slightly above 4 on the scale, indicating that respondents generally agree somewhat strongly that they understand the potential benefits of AI in education. This suggests a positive perception and awareness of AI's advantages in the educational context and a standard deviation of .56964, the standard deviation is relatively low, indicating that the responses are clustered closely around the mean. Most respondents have similar views, showing strong consensus that they understand the benefits of AI in education. The data suggests that respondents are not only aware of AI but also have a strong understanding of its potential benefits in education. The low standard deviation highlights that this understanding is consistently shared among the respondents.

KAI3: “I know how AI can be used to personalize learning experiences.” This has a mean score of 4.0625 the mean score is slightly above 4, indicating that respondents generally agree that they know how AI can be used to personalize learning experiences. This suggests that most respondents have a good understanding of the role AI can play in customizing educational content and approaches to individual learners' needs and a standard deviation of .59014the standard deviation is relatively low, similar to the previous item, indicating that responses are fairly consistent. Most respondents have similar views on their knowledge of AI’s application in personalizing learning, showing a shared understanding among the group. The data indicates that respondents generally agree they understand how AI can be used to personalize learning experiences. The low standard deviation suggests that this understanding is consistent across the group, with little variation in responses.

KAI4: “I am familiar with the ethical issues related to AI in education” This has a mean score of 3.6188 “I am familiar with the ethical issues related to AI in education” This has a mean score of 3.6188 and a standard deviation of .80776 and a standard deviation of .80776 The standard deviation is higher compared to the other items, indicating greater variability in responses. This suggests that while some respondents feel familiar with the ethical issues, others might be less certain or have less knowledge on this topic, leading to more diverse opinions. The data indicates that respondents generally believe they are somewhat familiar with the ethical issues related to AI in education, but there is less consensus and more variability in

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their responses. This suggests that while some respondents are confident in their understanding of AI ethics, others may need more information or education on this topic.

KAI5: "I have been exposed to AI concepts during my studies" This has a mean score of 3.6313 the mean score is around 3.63, indicating that respondents generally agree that they have been exposed to AI concepts during their studies, though the agreement is somewhat moderate. This suggests that while AI concepts have been introduced to students, the extent of exposure might vary and a standard deviation .86600, the standard deviation is relatively high, indicating a greater variability in responses. This suggests that while some respondents have had significant exposure to AI concepts during their studies, others might have had less exposure, leading to a wide range of experiences among the respondents.

Attitude of AI

Table 4: Attitude of AI

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
AAI1	160	2.00	5.00	4.1875	.66529
AAI2	160	1.00	5.00	3.9750	.79265
AAI3	160	1.00	5.00	3.9250	.74858
AAI4	160	1.00	5.00	3.4063	.83400
AAI5	160	1.00	5.00	3.8375	.75974

The above table represents 5 questions, labeled AAI1 through AAI5, regarding the Knowledge of AI in students perception each measured on a scale from 1 to 5. For each variable, the data includes the number of valid observations (N=160), the minimum and maximum values, the mean, and the standard deviation.

AAI1: "I believe AI can improve the quality of education." This has a mean score of 4.1875The mean score is slightly above 4, indicating that respondents generally agree—quite strongly—that AI can improve the quality of education. This suggests a positive perception among respondents regarding AI's potential to enhance educational quality and a standard deviation 0.66529the standard deviation is moderate, indicating some variability in responses but with most responses still fairly close to the mean. This suggests that while the majority of respondents believe in AI's potential to improve education, there is some diversity in the strength of that belief. The data indicates that respondents largely agree that AI can improve the quality of education, with the mean score reflecting a strong overall belief in AI's positive impact. The moderate standard deviation suggests that while most respondents share this belief, there is some variation in how strongly they hold this view.

AAI2: "I believe AI can provide better learning outcomes than traditional methods." This has a mean score of 3.9750 The mean score is just below 4, indicating that respondents generally agree that AI can provide better learning outcomes than traditional methods. However, the agreement is slightly less strong compared to other positive perceptions of AI. This suggests

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that while respondents are optimistic about AI's potential to improve learning outcomes, they may not see it as overwhelmingly superior to traditional methods and a standard deviation of.79265 the mean score is just below 4, indicating that respondents generally agree that AI can provide better learning outcomes than traditional methods. However, the agreement is slightly less strong compared to other positive perceptions of AI. This suggests that while respondents are optimistic about AI's potential to improve learning outcomes, they may not see it as overwhelmingly superior to traditional methods. The data suggests that respondents generally believe AI can provide better learning outcomes than traditional methods, though this belief is not as strongly held as other positive views on AI in education. The moderate variability in responses indicates a diversity of opinions, with some respondents being more cautious or uncertain about AI's superiority in this regard.

AAI3: "I think AI can help reduce the workload of teachers." This has a mean score of 3.9250 the mean score is close to 4, indicating that respondents generally agree that AI can help reduce the workload of teachers. This suggests a positive perception of AI's potential to alleviate some of the administrative and instructional burdens on educators and a standard deviation .74858the standard deviation is moderate, indicating some variability in responses. This suggests that while many respondents believe AI can reduce teachers' workload, there is a range of opinions on the extent or effectiveness of this potential benefit. The data indicates that respondents generally agree with the idea that AI can help reduce teachers' workload. The moderate standard deviation reflects a range of opinions, suggesting that while there is general support for the idea, responses vary on how significant or achievable this reduction might be.

AAI4: "I trust AI system to provide accurate and unbiased feedback." This has a mean score of 3.4063The mean score is around 3.4, indicating a more neutral to slightly positive view of trusting AI systems to provide accurate and unbiased feedback. This suggests that respondents are somewhat uncertain or cautiously optimistic about the reliability and fairness of AI in providing feedback and a standard deviation 0.83400the standard deviation is relatively high, indicating considerable variability in responses. This suggests that there is a wide range of opinions about the accuracy and impartiality of AI feedback, with some respondents expressing more trust than others. The data suggests that respondents are moderately uncertain about trusting AI systems to provide accurate and unbiased feedback. The high standard deviation indicates significant variation in opinions, reflecting diverse levels of confidence in AI's ability to deliver reliable and fair feedback

AAI5: "I believe AI should be an integral part of modern education." This has a mean score of 3.8375the mean score is just below 4, suggesting that respondents generally agree that AI should be an integral part of modern education. This indicates a positive view of AI's role and potential importance in educational settings, though not as strongly as in some other aspects and a standard deviation .75974The standard deviation is moderate, indicating some variability in responses. This suggests that while there is general support for integrating AI into modern education, opinions on the extent or manner of its integration can vary. The data indicates that respondents generally support the idea of AI being an integral part of modern education, with

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a positive but not overwhelming consensus. The moderate standard deviation reflects diverse opinions on how central AI should be in educational contexts.

Practice of AI

Table 5: Practice of AI

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PAI1	160	1.00	5.00	3.5313	.98365
PAI2	160	1.00	5.00	3.3313	.90923
PAI3	160	1.00	5.00	4.1438	.80757
PAI4	160	1.00	5.00	3.7500	.83929
PAI5	160	1.00	5.00	3.9250	.83591

The above table represents 5 questions, labeled AAI1 through AAI5, regarding the Knowledge of AI in students perception each measured on a scale from 1 to 5. For each variable, the data includes the number of valid observations (N=160), the minimum and maximum values, the mean, and the standard deviation.

PAI1: "I frequently use chatbots in my studies" This has a mean score of 3.5313 the mean score is around 3.5, indicating a neutral to slightly positive response about the frequency of using chatbots in studies. This suggests that while some respondents use chatbots frequently, others use them less often or not at all and a standard deviation .98365the standard deviation is relatively high, indicating considerable variability in responses. This means that there is a wide range of usage patterns among respondents, with some frequently using chatbots and others using them infrequently or not at all. The data suggests that respondents have a mixed experience with using chatbots in their studies, with a broad range of usage frequencies. The relatively high standard deviation reflects significant variation in how often chatbots are used, indicating that chatbot usage is not consistent across all respondents.

PAI2: "I rely on AI for personalized learning experiences" This has a mean score of 3.3313, the mean score is around 3.33, which indicates a neutral to slightly negative view regarding reliance on AI for personalized learning experiences which suggests that while some respondents do rely on AI for personalization, it is not a prevalent or significant practice for most and a standard deviation .90923 The standard deviation is relatively high, indicating substantial variability in responses. This suggests a diverse range of experiences and opinions about the extent to which AI is used for personalized learning, with some respondents relying on it more than others. The data indicates that respondents are generally neutral or slightly negative about relying on AI for personalized learning experiences. The high standard deviation reflects significant variability in how much AI is relied upon for personalization, suggesting diverse experiences and levels of integration among the respondents.

PAI3: "I use AI for researching academic topics" This has a mean score of 4.1438 The mean score is just above 4, indicating that respondents generally agree—strongly—that they use AI for researching academic topics. This suggests a high level of engagement with AI tools for

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academic research purposes and a standard deviation .80757 the standard deviation is moderate, reflecting some variability in responses. While most respondents use AI for researching academic topics, there is a range of experiences, with some using it more frequently or effectively than others. The data indicates that respondents largely agree that they use AI for researching academic topics, with a strong overall consensus. The moderate standard deviation suggests that while AI is commonly used for research, the extent of its use varies among respondents.

PAI4: "I use AI for collaborative projects with my classmates" This has a mean score of 3.7500 the mean score is around 3.75, indicating a neutral to positive view on using AI for collaborative projects with classmates. This suggests that some respondents use AI tools for collaboration, but the frequency and extent of use may vary and a standard deviation .83929 the standard deviation is moderate, indicating some variability in responses. This means that while many respondents engage in using AI for collaborative projects, the level of use and experience can differ significantly among them. The data indicates that respondents generally use AI for collaborative projects with classmates, but the extent of this use varies. The moderate standard deviation reflects a range of experiences and opinions, with some respondents using AI frequently for collaboration and others using it less often.

PAI5: "I use AI for enhancing my presentation and projects" This has a mean score of 3.9250 The mean score is close to 4, indicating that respondents generally agree that they use AI for enhancing their presentations and projects. This suggests a positive view of AI's role in improving the quality of work related to presentations and projects and a standard deviation .83591 the standard deviation is moderate, indicating some variability in how frequently AI is used for these purposes. While many respondents use AI to enhance their presentations and projects, the extent of this usage varies. The data suggests that respondents generally use AI for enhancing their presentations and projects, with a positive consensus. The moderate standard deviation reflects a range of experiences, indicating that while AI is commonly used for these tasks, the frequency and effectiveness of its use differ among respondents.

Correlation Results

Table 6: Correlation

Correlations				
		Knowledge	Attitude	Practice
Knowledge	Pearson Correlation	1	.149	.271**
	Sig. (2-tailed)		.060	.001
	N	160	160	160
Attitude	Pearson Correlation	.149	1	.475**
	Sig. (2-tailed)	.060		.000
	N	160	160	160
Practice	Pearson Correlation	.271**	.475**	1
	Sig. (2-tailed)	.001	.000	
	N	160	160	160
**. Correlation is significant at the 0.01 level (2-tailed).				

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Knowledge and Attitude: There is a weak positive correlation (r = 0.149) between knowledge and attitude towards AI, which is not statistically significant (p = 0.060). This suggests that while there may be some relationship, it is not strong enough to be conclusive.

Knowledge and Practice: There is a moderate positive correlation (r = 0.271) between knowledge and practice of AI, which is statistically significant (p = 0.001). This indicates that students with higher knowledge of AI tend to engage more in practicing AI-related activities.

Attitude and Practice: A stronger positive correlation (r = 0.475) is observed between attitude and practice, which is statistically significant (p = 0.000). This suggests that students with a more positive attitude towards AI are more likely to actively use AI tools.

Conclusion

The findings indicate that students generally understand AI concepts and recognize its benefits in education, showing consistent positive attitudes, especially regarding AI's role in personalizing learning. However, there is more variation in familiarity with AI's ethical implications and trust in unbiased AI feedback. Exposure to AI concepts during studies varies, leading to differing levels of integration. While students moderately use chatbots and AI for academic research, practical application for personalized learning is less common. This suggests that although students acknowledge AI's potential to improve education, actual usage and exposure remain inconsistent, indicating areas for further education and integration efforts.

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