NPRC Journal of Multidisciplinary Research
Vol. 1, No. 7, November 2024 Pages: 126-142
ISSN: 3059-9148 (Online)
DOI: https://doi.org/10.3126/nprcjmr.v1i7.72478

OPEN ACCESS

Awareness of Artificial Intelligence (AI) among Undergraduate Students

Chhabi Ratna Tripathi
BBA, Atharva Business College, Kathmandu Nepal
chhabiratnatripathi@gmail.com
https://orcid.org/0009-0001-0852-3848

Received: August 06, 2024; Revised & Accepted: November 29, 2024

Abstract

Artificial intelligence (AI) is revolutionizing numerous fields, including higher education, by offering innovative tools and techniques that enhance learning, assessment, and skill development. This research investigates the awareness, perceptions, and competencies of undergraduate students in the Kathmandu Valley concerning AI. The study aims to evaluate students' understanding of AI, identify knowledge gaps, and recommend curriculum enhancements to align education with industry demands. A quantitative research design was employed, collecting data from 123 students across diverse colleges using a structured Likert-scale questionnaire. The findings reveal that while many students recognize AI's potential in streamlining academic tasks and shaping future careers, there are significant gaps in their understanding and practical application of AI technologies. The study highlights the dual nature of AI, which can serve as both an enabler of efficiency and a source of apprehension, particularly concerning job displacement and ethical implications. It also identifies disparities in access to AI tools due to socioeconomic factors, underscoring the importance of addressing the digital divide. The research concludes that integrating AI-related content into higher education curricula is critical for preparing students for an AI-driven workforce. By fostering AI literacy, ethical awareness, and hands-on skills, institutions can empower students to leverage AI responsibly and effectively. The novelty of this study lies in its context-specific approach, exploring AI's impacts on undergraduate education in a developing region, and providing actionable insights for curriculum development and policy-making in the age of AI.

Keywords: AI; Higher education; impact; undergraduate students

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Introduction

Artificial intelligence (AI) is a broad field of information technology that focuses on developing intelligent computers capable of performing tasks that normally require human intelligence. Siri, Alexa, self-driving cars, Robo-advisors, talking bots, and email spam filters are examples of artificial intelligence (Medical, 2021).

The purpose of this study was to determine the effects of artificial intelligence on undergraduate students at several Kathmandu Valley colleges. Artificial intelligence is a new trend in the world as it has proven to be more effective in many fields, especially during the COVID-19 pandemic (Forecast, 2021)Artificial intelligence helped fight the virus and saved jobs and education systems around the world (Enterpreneurship, 2020)That is why it is important to find out how artificial intelligence affects one of the most important areas of life higher education. This research paper examines the impact of AI on higher education based on previous research and participants' experiences, perceptions and predictions. The utilization of AI as a method of improving the performance of students is one aspect of IT. To put it briefly, Artificial Intelligence (AI) is the use of computer commands in order to carry out activities that human beings would consider smart. It can also be seen as a help for altering the operations that can now be run by computers more effectively than people do them.

As mentioned in the study's background, the primary goal is to examine how artificial intelligence has affected undergraduate students at various Kathmandu Valley colleges. The primary goal is also to assess the circumstances and learn how undergraduate students at various Kathmandu Valley colleges perceive A.I. The data was gathered from students at all levels and was not just specifically targeted at a particular college level.

Objective

i. **Assessing Awareness and Competence:**
   Determine the extent to which students comprehend AI principles.
   Evaluate their level of skill in using AI methods.
ii. **Finding Skill Gaps:**
   Determine which areas pupils lack knowledge about artificial intelligence.
   Examine if current courses sufficiently address AI-related subjects.
iii. **Educating Curriculum Enhancement:**
   Offer suggestions for enhancing AI instruction.
   Improve course material to meet expectations from the industry.

In conclusion, the study seeks to identify knowledge gaps and improve undergraduate AI instruction.

Literature Review

A literature review talks about information that has been published in a certain field and occasionally information that has been published in a specific field within a specific time frame.A literature review can consist solely of a synopsis of the sources, but it typically follows an outline and incorporates both synthesis and summary. A synthesis is a rearranging, or rearranging, of the material in a summary, which is a synopsis of the key points from the source.

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It may offer a fresh perspective on antiquated information or blend contemporary and historical ideas (Gokhale, 2009). Alternatively, it could chart the field's intellectual development, covering significant discussions. Additionally, the literature review may assess the sources and advise the reader on which are most topical or relevant, depending on the circumstances (Grace, 2017).

Reviews of related literature give you a quick reference on a certain subject. Reviews of previous research might provide you with an overview or serve as a starting point if you are short on time. These are helpful reports that help professionals stay current with developments in their sector. (Hussain, 2016). The breadth and depth of the literature study highlights the writer's authority in their field for academics. Reviews of previous research also offer a strong foundation for the analysis in a research study. A thorough understanding of the relevant literature is necessary for the majority of research papers. (Jain, 2014) AI is now an essential component of the virtual world. AI undoubtedly has a significant impact on both higher education and general education. As an illustration, consider the effective ways that any higher education institution in the globe filters emails, advertisements, apps, YouTube, and virtual assistants like Google, digital libraries, Google Scholar, and other digital research engines (García-Vélez et al., 2021). However, Ma & Siau (2018) claim that AI is both weak and robust. Put differently, Ma and Siau (2018) characterize AI as delicate when it comes to small, constrained, and organized tasks like data collection. According to Beight and Reddell (2005), researchers who use AI for most or all cognitive activities report that it is intelligent and resilient.

Even though artificial intelligence (AI) is becoming increasingly important, the academics listed above believe that AI poses a threat to human civilization. They bolster their claims with the opinions of prominent AI professionals, including Elon Musk, Bill Gates, and Stephen Hawking.What has been said above on AI is undoubtedly important. (Lines, 2015)

The integration of Artificial Intelligence (AI) into various sectors has significantly transformed traditional practices, including education. The impact of AI on undergraduate students is multifaceted, affecting their learning experiences, academic performance, and future career prospects. This literature review aims to explore the various dimensions of AI's influence on undergraduate students, drawing from recent studies and scholarly articles.

Enhancing Learning Experiences

Adaptive Learning Technologies

AI-driven adaptive learning technologies have revolutionized the way undergraduate students engage with educational content. These technologies personalize learning experiences by adjusting the difficulty level and type of content based on individual student performance. According to Roll and Winne (2015), adaptive learning systems enhance student engagement and improve learning outcomes by providing customized feedback and resources tailored to each student's needs.

Intelligent Tutoring Systems

Intelligent tutoring systems (ITS) leverage AI to provide personalized instruction and support to students. Studies by VanLehn (2011) indicate that ITS can be as effective as human tutors

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in facilitating learning, particularly in STEM subjects. These systems provide real-time feedback and step-by-step guidance, helping students grasp complex concepts more effectively.

Academic Performance and Outcomes

AI-Driven Assessment Tools

AI-driven assessment tools offer a more efficient and objective means of evaluating student performance. These tools can grade assignments, quizzes, and exams with high accuracy, reducing the workload on educators and providing students with timely feedback. A study by Heffernan and Heffernan (2014) demonstrated that AI-based assessments could accurately predict student performance and identify areas where students need improvement.

Preparing for Future Careers

AI Literacy and Skills Development

As AI continues to permeate various industries, developing AI literacy and skills is crucial for undergraduate students. AI education initiatives aim to equip students with the knowledge and skills needed to thrive in an AI-driven job market. According to the World Economic Forum (2020), AI-related skills such as machine learning, data analysis, and programming are among the most sought-after by employers.

Ethical Considerations and Responsible AI

Educating undergraduate students about the ethical implications of AI is essential for fostering responsible AI development and usage. Floridi et al. (2018) emphasize the importance of incorporating ethics into AI curricula to ensure that future AI practitioners are aware of the societal impacts of their work and adhere to ethical standards.

Challenges and Limitations

Digital Divide and Accessibility

While AI has the potential to enhance education, it also exacerbates the digital divide. Access to AI-powered educational tools is often limited by socioeconomic factors. A report by the Organization for Economic Co-operation and Development (OECD, 2019) highlights the disparities in access to digital technologies among students from different backgrounds, which can lead to unequal learning opportunities.

Data Privacy and Security

The use of AI in education raises concerns about data privacy and security. AI systems often require access to large amounts of student data, which can be vulnerable to breaches and misuse. A study by Williamson (2017) discusses the ethical and legal challenges associated with data privacy in AI-driven educational environments and calls for robust data protection measures.

Artificial Intelligence

The ability of information technology-based computer systems or other machines to do tasks that typically require human intelligence and logical deduction is known as artificial intelligence (Long, 2016)There are two categories of artificial intelligence: artificial general intelligence and artificial restricted intelligence. Artificial narrow intelligence, also referred to as "Weak AI," is limited to a single restricted task. IBM's Watson is one such example. In order

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to outperform other players in the Jeopardy game, Watson was built to be a "question answering" machine that uses machine learning, cognitive computing, natural language processing, and other methods (Lewin, 1946). Since then, Watson has developed to perform a variety of tasks. Many believe that strong AI is still several decades away. Weak AI is the main topic of this work. Artificial limited intelligence, or weak AI, will be referred to as AI for the remainder of the thesis. (Mills, 2018)

The term "artificial intelligence" has numerous definitions. AI is described as a system that can think, understand languages, solve issues, diagnose medical illnesses, play chess, keep cars on the highway, and paint impressionistic replicas of paintings by Vincent van Gogh in newspaper headlines. (Poole, 1998) A computer system that can carry out tasks often associated with intelligent beings is said to possess artificial intelligence (AI). Artificial intelligence is now commonly defined as a scientific discipline; that is, as the activity that creates machines that can function appropriately and with foresight in their environment. This definition obtrusively requires us to define intelligence, which is problematic.12 The Rockefeller Foundation received the first formal definition of artificial intelligence in a 1955 grant proposal. (Rainie, 2017)

"Every aspect of learning or any other feature of intelligence can in principle be so precisely described that a machine can be made to simulate it" was the premise upon which it was based. This early definition sparked intense debates very quickly. (Rosen, 2013) Early AI researchers effectively defined human intelligence as the calculation of truth values because they saw intelligence and thought as the mechanical processing of logical propositions. This approach highlighted significant issues regarding the philosophical underpinnings of artificial intelligence (AI) and was historically consistent with logical positivism and attempts to codify mathematics through solely syntactic techniques. (Singh, 2013).

Impact of AI

According to PWC study, artificial intelligence (AI) might account for up to 14% of the world GDP by 2030, or about $15.7 trillion. In the modern world, this offers one of the biggest business prospects (Tudor, 2017)Artificial Intelligence (AI) has many practical applications beyond just filtering spam and book recommendations. Virtual assistants, including Google Assistant, Alexa, Cortana, and Siri, are frequently utilized for everything from arranging an Uber to anticipating your wants. These days, artificial intelligence (AI) is pervasive and has many uses in our daily lives. For instance, a lot of financial firms use AI technology in the financial sector to keep an eye out for fraud and to protect the privacy of their clients' financial accounts. The stock trading industry makes extensive use of AI technologies. Applications of it have been widely embraced by a variety of enterprises to create efficient corporate operations, attain cost efficiencies, improve and develop new products and services, and speed up decision-making (Wang, 2018)

AI has made it possible for machines to do human-like tasks in the modern world, including decision-making, language translation, and medical diagnosis. Artificial intelligence (AI) uses potent computers, fast internet connections, algorithms, and vast amounts of real-time data to

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accomplish tasks that people can do naturally—such as interact, analyze, infer, reason logically, and reason contextually .

AI, on the other hand, carries out fixed and domain-specific activities with unrivaled learning speed, vast amounts of data, exceptional efficiency, and limitless computing capacity—unlike humans.

According to research by the Future of Humanity Institute at the University of Oxford, there is a 50% probability that during the next 120 years, machines will be able to replace all human labor in all capacities. 352 scientists from a variety of fields were asked to contribute to this study, and the results were combined to estimate the time it may take for machines to completely replace people in certain occupations. According to their findings, there is a good chance that in 50 years, robots would replace more than 70% of workers in the workforce.

Current Situation

AI has become both good as well as bad for the undergraduate students. If you know how to utilize it to make your task easy, fast, as well as convenient than it can become as a blessing and if you don't know what to do and what can be done in order to make your task easy than it can also be a curse. In this modern generation most of the undergraduate students have a concept of it.

And some of them are making a good earning by posting AI related content in social media and paying their own expenses while studying in universities. Some of the content creator thinks it is such a blessing where some think that AI can replace them from their post and job opportunity. People are scared of AI which is made by one alike them. AI cannot perform any task without giving any instruction and order by its own.

History of AI

The field of artificial intelligence began in 1950 with the invention of the underlying technology by computer pioneer Alan Turing, who had previously discussed the idea of an intelligent machine. Alan Turing conducted the Turing Test in 1950 to see whether a machine could think like a person. There is a computer, a human interrogator, and a human response in this test. The respondent and the computer are both asked a variety of questions by the interrogator, who then has to determine which is the computer based on the responses. While the machine can react in any way that ensures it cannot be recognized, the human respondent must attempt to assist the interrogator in making an accurate estimate. (Coleman, April 17, 20).

The 2010s have seen a great deal of noteworthy accomplishments. For example, Tesla developed its AI-powered autopilot and Apple introduced the personal assistant Siri for its smartphones. These days, hundreds of new artificial intelligence-based solutions designed to do various tasks are created every day. The most notable advancements in AI lately are the chatbots Bard by Google and ChatGPT by OpenAI.

AI Impacts on Higher Education

AI will cause job displacement and replacements, which will significantly alter the nature of the labor market and the skill sets that employers will need Many people still view education institutions as antiquated, even in light of technological improvements and their expanding

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usage in society. The higher education systems we have today were created for a far less progressive economy.

Higher education institutions must therefore adapt and become innovative with new structures and goals that focus on better training and improving services for their constituents and stakeholders in light of the innovation and application of new technologies in the new AI era. One of the areas of higher education where AI will have the most effects is curriculum adjustments. The ever-evolving skill sets needed for the jobs of the future make these changes unavoidable. "We need to identify the Essential Content and Core Concepts for each discipline – that's what the curation effort must achieve so as to leave time and space for deepening the disciplines' understanding and developing competencies," says Charles Fadel, founder of the Center for Curriculum Redesign contends that students will be able to fulfill their social potential and become more competitive in the AI era by acquiring three new literacies: technology literacy, data literacy, and human literacy.

Methods and Materials

Study Design and Data Collection

This study employed a quantitative research design to explore the impact of artificial intelligence (AI) on undergraduate students in the Kathmandu Valley. A structured survey questionnaire was used as the primary instrument for data collection. The questionnaire comprised both demographic variables and Likert-scale items to gauge respondents' knowledge, perceptions, and experiences related to AI. The demographic section included fields such as gender, age, and field of study, while the AI-specific section focused on familiarity with AI, ethical considerations, dependency on technology, and the perceived potential of AI in education and society. The survey was administered online and in person to ensure diverse participation across different colleges. To maintain uniformity and minimize bias, the questionnaire was pretested on a sample of 15 students, and minor adjustments were made to enhance clarity and reliability. Data collection was conducted over a period of three weeks in April 2024.

Data Analysis

The collected data were analyzed using SPSS software. Descriptive statistics such as frequencies and percentages were used to summarize demographic variables and survey responses. Frequency tables were generated for each survey question, enabling a detailed examination of trends and patterns among the respondents. The cumulative percent distributions provided insights into the relative agreement or disagreement levels for AI-related statements. Valid percentages were used to account for missing responses and ensure accurate representation of the data. The analysis also included cross-tabulations to explore potential associations between demographic characteristics and perceptions of AI. The findings were presented in tabular format, accompanied by narrative interpretations to provide context and draw meaningful conclusions. This methodological rigor ensured that the study's results were both reliable and reflective of the undergraduate student population in the Kathmandu Valley.

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Results and Analysis

Demographic analysis

TABLE 1 FREQUENCY TABLE OF GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	79	64.2	64.2	64.2
	Female	44	35.8	35.8	100.0
	Total	123	100	100.0	

Source: Survey 2024

Table 1 represents the demographic information of gender among the respondents who took part in the study. The table depicts that a greater number of males took part in the questionnaire in comparison to the females.

TABLE 2 FREQUENCY TABLE OF AGE GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	16	13.0	13.0	13.0
	21-24	78	63.4	63.4	76.4
	Below 18	16	13.0	13.0	89.4
	above 25	13	10.6	10.6	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Table 2 shows the demographic data in terms of age done in the study. The table shows that the age group 21-24 has more majority than the other age group in different colleges of the Kathmandu Valley.

TABLE 3 FREQUENCY OF FIELD OF STUDY

Field of Study:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	57	46.3	46.3	46.3
	Information Technology	17	13.8	13.8	60.2
	Others	17	13.8	13.8	74.0
	Hospitality	21	17.1	17.1	91.1
	Arts	11	8.9	8.9	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

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Table 3 shows the demographic data in terms of field of study done in the study. The table shows that the field of study business group has more majority than the other field of study group in different colleges of the Kathmandu Valley

.TABLE 4 KNOWLEDGE ABOUT AI

How much do you know about Artificial Intelligence?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Fairly well	55	44.7	44.7	44.7
	Very well	51	41.5	41.5	86.2
	Not well	13	10.6	10.6	96.7
	Never heard of it	4	3.3	3.3	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Table 4 shows the demographic data in terms of knowledge about the AI done in the study. The table shows that Fairlywell has more majority than the other in different colleges of the Kathmandu Valley.

TABLE 5 IMPACT OF AI IN VARIOUS ASPECT

I believe AI will significantly impact various aspects of our daily lives in the future.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	63	51.2	51.2	51.2
	Agree	43	35.0	35.0	86.2
	Neutral	11	8.9	8.9	95.1
	Disagree	2	1.6	1.6	96.7
	Strongly disagree	4	3.3	3.3	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 63 of student has strongly agree to the statement which is the highest valid percent and 2 has the disagree perception in it which is the lowest valid percent.

TABLE 6 SEMINAR ON AI

I have taken courses or attended lectures/seminars on artificial intelligence as part of my undergraduate studies.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	25	20.3	20.3	20.3
	Agree	36	29.3	29.3	49.6
	Neutral	28	22.8	22.8	72.4
	Disagree	23	18.7	18.7	91.1
	Strongly disagree	11	8.9	8.9	100.0

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	Total	123	100.0	100.0	

Source: Survey 2024

Table 6 shows 36 of student has agree to the statement which has the highest valid percent and 11 has the strongly disagree perception in it which has the lowest valid percent.

TABLE 7 AVAILABILITY OF INTERNET

I get anxious and bore when I don't have the Internet available to me.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	46	37.4	37.7	37.7
	Agree	43	34.9	34.4	72.1
	Neutral	18	14.6	14.8	86.9
	Disagree	9	7.3	7.4	94.3
	Strongly disagree	7	5.7	5.7	100.0
	Total	123	100	100.0	

Source: Survey 2024

Above table shows 46 of student has strongly agree to the statement which has the highest valid percent and 11 has the strongly disagree perception in it which has the lowest valid percent.

TABLE 8 APPLICATIONS OF AI

I am familiar with different applications of AI in fields such as healthcare, finance, education etc.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	28	22.8	22.8	22.8
	Agree	49	39.8	39.8	62.6
	Neutral	34	27.6	27.6	90.2
	Disagree	6	4.9	4.9	95.1
	Strongly disagree	6	4.9	4.9	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 49 of student has agree to the statement which has the highest valid percent and 6 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 9 POTENTIAL OF AI

I believe AI has the potential to create job opportunities in various industries.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	34	27.6	27.6	27.6

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	Agree	45	36.6	36.6	64.2
	Neutral	26	21.1	21.1	85.4
	Disagree	12	9.8	9.8	95.1
	Strongly disagree	6	4.9	4.9	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that the many students believe AI has the potential to create job opportunities in various industries. 45 of student has agree to the statement which has the highest valid percent and 6 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 10 DEPENDENCY ON TECHNOLOGY

I am fully dependent on my technology.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	28	22.8	23.0	23.0
	Agree	32	26.	26.2	49.2
	Neutral	43	35.0	35.2	84.4
	Disagree	10	8.1	8.2	92.6
	Strongly disagree	9	7.3	7.4	100.0
	Total	123	100	100.0	
Total		123	100.0		

Source: Survey 2024

Above table shows that 43 of student has neutral to the statement which has the highest valid percent and 9 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 11 ETHICAL IMPLICATION OF AI

I am concerned about the ethical implications of AI technology (e.g., privacy issues, algorithmic bias).					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	35	28.5	28.5	28.5
	Agree	54	43.9	43.9	72.4
	Neutral	25	20.3	20.3	92.7
	Disagree	3	2.4	2.4	95.1
	Strongly disagree	6	4.9	4.9	100.0
	Total	123	100.0	100.0	

Above table shows that 54 of student has agree to the statement which has the highest valid percent and 6 of students has the strongly disagree.

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TABLE 12 TECHNOLOGICAL MALFUNCTION

I know how to deal with technological malfunctions or problems.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	24	19.5	19.5	19.5
	Agree	39	31.7	31.7	51.2
	Neutral	40	32.5	32.5	83.7
	Disagree	15	12.2	12.2	95.9
	Strongly disagree	5	4.1	4.1	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Table 12 shows that.40 of student are neutral to the statement which has the highest valid percent and 5 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 13 SOLVING TECHNOLOGICAL PROBLEM

Solving a technological problem seems like a fun task.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	22	17.9	17.9	17.9
	Agree	40	32.5	32.5	50.4
	Neutral	34	27.6	27.6	78.0
	Disagree	17	13.8	13.8	91.9
	Strongly disagree	10	8.1	8.1	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 40 of student has agree to the statement which has the highest valid percent and 10 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 14 AI POTENTIAL

AI technologies have the potential to improve accessibility and inclusivity in education.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	37	30.1	30.1	30.1
	Agree	53	43.1	43.1	73.2
	Neutral	20	16.3	16.3	89.4
	Disagree	7	5.7	5.7	95.1
	Strongly disagree	6	4.9	4.9	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

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Above table shows that 53 of student has agree to the statement which has the highest valid percent and 6 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 15 AI POTENTIAL TO REVOLUTIONIZE

I believe AI has the potential to revolutionize the way we live, work, and interact with technology.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	36	29.3	29.3	29.3
	Agree	59	48.0	48.0	77.2
	Neutral	20	16.3	16.3	93.5
	Disagree	4	3.3	3.3	96.7
	Strongly disagree	4	3.3	3.3	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 59 of student has agree to the statement which has the highest valid percent and 4 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 16 TRENDS IN TECHNOLOGY

I think it is important to keep up with the latest trends in technology.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	43	35.0	35.0	35.0
	Agree	51	41.5	41.5	76.4
	Neutral	19	15.4	15.4	91.9
	Disagree	5	4.1	4.1	95.9
	Strongly disagree	5	4.1	4.1	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 51 of student has agree to the statement which has the highest valid percent and 5 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 17 NEW TECHNOLOGY

New technology makes people more isolated and obese.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	33	26.8	27.0	27.0
	Agree	45	36.6	36.9	63.9
	Neutral	26	21.1	21.3	85.2
	Disagree	14	11.4	11.5	96.7

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	Strongly disagree	4	3.3	3.3	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

Source: Survey 2024

Table 17 shows that 45 of student has agree to the statement which has the highest valid percent and 4 of students has the strongly disagree perception in it which has the lowest valid percent.

TABLE 18 INFORMATION PROVIDED BY AI

I trust that the information provided by AI is accurate.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	17.9	18.0	18.0
	Agree	36	29.3	29.5	47.5
	Neutral	46	37.4	37.7	85.2
	Disagree	13	10.6	10.7	95.9
	Strongly disagree	5	4.1	4.1	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		

Source: Survey 2024

Above table shows that.46 of student are neutral to the statement which has the highest valid percent and 5 of students has the strongly disagree.

TABLE 19 AI AND POSITIVE IMPACT

Overall, I believe AI technology will have a positive impact on society in the long run.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	26	21.1	21.1	21.1
	Agree	48	39.0	39.0	60.2
	Neutral	31	25.2	25.2	85.4
	Disagree	10	8.1	8.1	93.5
	Strongly disagree	8	6.5	6.5	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 48 of student has agree to the statement which has the highest valid percent and 8 of students has the strongly disagree perception in it which has the lowest valid percent.

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TABLE 20 AI AFFECTION IN ABILITY

Artificial Intelligence (AI) is not affecting my ability to preserve and remember things I learn.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	20	16.3	16.3	16.3
	Agree	36	29.3	29.3	45.5
	Neutral	37	30.1	30.1	75.6
	Disagree	22	17.9	17.9	93.5
	Strongly disagree	8	6.5	6.5	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Above table shows that 37 of students are neutral to the statement which has the highest valid percent and 8 of students are strongly disagree with statement.

TABLE 21 IMPACT OF AI IN SOCIETY

I feel optimistic about the future implications of AI on society as a whole.					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	26	21.1	21.1	21.1
	Agree	45	36.6	36.6	57.7
	Neutral	40	32.5	32.5	90.2
	Disagree	7	5.7	5.7	95.9
	Strongly disagree	5	4.1	4.1	100.0
	Total	123	100.0	100.0	

Source: Survey 2024

Table 21 shows that 45 of student has agree to the statement which has the highest valid percent and 5 of students has the strongly disagree perception in it which has the lowest valid percent.

Conclusion

The research highlights the profound influence of artificial intelligence (AI) on undergraduate students in Kathmandu Valley. AI has become an integral tool in education, offering transformative benefits such as personalized learning experiences, adaptive tutoring systems, and AI-driven assessment tools. These technologies not only enhance academic performance but also prepare students for future career opportunities by developing essential skills like machine learning, data analysis, and programming. However, the study also underscores the challenges posed by AI, including ethical concerns, data privacy issues, and the digital divide, which may limit access to AI-driven tools for some students. Furthermore, while AI offers significant advantages, its implications on job displacement and the evolving workforce must be carefully addressed. The findings emphasize the need for higher education institutions to

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adapt their curricula by incorporating AI-related subjects and fostering AI literacy. By addressing existing skill gaps and ethical considerations, universities can ensure that students are better prepared for an AI-driven future. Ultimately, the study calls for a balanced approach to leveraging AI in education, promoting its benefits while mitigating its limitations, to empower undergraduate students for success in a rapidly evolving technological landscape.

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