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STUDENTS' PERCEPTIONS OF ARTIFICIAL INTELLIGENCE IN UNIVERSITY LEARNING: BENEFITS, LIMITATIONS, AND ETHICAL CONCERNS

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Abstract

Artificial intelligence (AI) is increasingly being used in higher education, offering opportunities to improve teaching effectiveness, student learning, and personalized academic support. However, its integration also raises concerns regarding academic integrity, data privacy, information accuracy, and overdependence. This study examined university students' perceptions of AI in learning, focusing on its benefits, limitations, and ethical concerns. A quantitative approach and descriptive survey design were employed. Data were collected from 200 students, including 100 from Government College University Faisalabad (GCUF) and 100 from The University of Faisalabad (TUF), using a structured questionnaire based on a five-point Likert scale. The data were analyzed using SPSS Version 26 through descriptive statistics, an independent-samples t-test, and multiple regression analysis. The findings revealed an overall positive perception of AI-supported learning, with a grand mean of 4.18 (SD = 0.78) for perceived opportunities. Personalized learning received a mean score of 4.21, while teaching effectiveness, student learning outcomes, and administrative support also received high ratings. ChatGPT was the most frequently reported AI tool (88%), followed by Grammarly AI (81%). Despite these perceived benefits, students expressed considerable ethical concerns, particularly regarding academic dishonesty and plagiarism (M = 4.41) and data privacy (M = 4.34). Students at TUF reported significantly more positive perceptions of AI integration than those at GCUF (t = -3.82, p < .001). Regression analysis showed that perceived AI opportunities and personalized learning positively predicted perceptions of AI-supported teaching and learning, whereas ethical concerns and implementation challenges negatively predicted them. The study concludes that AI has considerable perceived potential in university education, but its responsible integration requires clear institutional policies, digital

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infrastructure, ethical awareness, and continued human supervision.

INTRODUCTION

Artificial intelligence (AI) has become an increasingly influential technology in higher education, transforming how university students access information, understand academic concepts, complete assignments, and engage with learning activities. AI-powered applications, including generative AI tools, intelligent tutoring systems, chatbots, and adaptive learning platforms, provide new opportunities for students to obtain academic assistance and explore learning materials independently. As these technologies become more accessible, understanding students' perceptions of their educational value and limitations has become essential for promoting effective and responsible AI integration in higher education (Crompton & Burke, 2023; Zawacki-Richter et al., 2019).

One of the major benefits of AI in university learning is its potential to provide personalized academic support. Students can use AI tools to clarify difficult concepts, summarize information, generate ideas, practice writing, and obtain explanations according to their individual learning needs. These applications may support independent learning, improve access to educational resources, and help students manage academic tasks more efficiently. Research examining university students' perspectives has identified personalized learning support, assistance with writing and brainstorming, and research-related activities as important perceived benefits of generative AI (Chan & Hu, 2023; Ouyang et al., 2022).

AI can also support students by providing rapid responses to academic questions and helping them identify areas requiring further understanding. Unlike conventional learning resources that may require students to wait for assistance, AI tools can offer explanations and feedback on demand. Such support may encourage self-directed learning and help students engage with academic material outside scheduled classroom hours. Nevertheless, the educational value of these applications depends on the accuracy of their responses and students' ability to evaluate, verify, and apply the information they receive. AI-generated content should therefore be treated as a supplementary learning resource rather than an unquestioned source of academic knowledge (Chan & Hu, 2023; Holmes et al., 2019).

Despite these benefits, AI has important limitations that may influence students' learning experiences. AI-generated responses can contain inaccurate information, misleading explanations, outdated details, or references that require independent verification. Students who rely heavily on AI-generated answers without evaluating the evidence may develop superficial understandings of academic concepts or become less engaged in independent reasoning. Although AI may improve the speed of completing academic tasks, efficiency alone does not necessarily indicate deeper learning or improved academic achievement. Students' perceptions of AI should therefore be examined in relation to both its practical usefulness and its potential effects on critical thinking, independent judgment, and learning autonomy (Chan & Hu, 2023; Williamson & Eynon, 2020).

Ethical concerns constitute another important dimension of AI use in higher education. These concerns include plagiarism, inappropriate assistance in assignments, uncertainty about authorship, inaccurate or biased outputs, and the privacy of information entered into AI platforms. Students may also face uncertainty about whether particular uses of AI are permitted under their universities' academic integrity policies. In the absence of clear institutional guidance, it can become difficult for students to distinguish acceptable academic assistance from inappropriate dependence or misrepresentation of their work. Responsible AI integration consequently requires transparent policies, appropriate data protection, and clear

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expectations regarding academic honesty and disclosure of AI use (Miao & Holmes, 2021; Su et al., 2023).

Students' perceptions are particularly important because they are among the primary users of AI-supported educational technologies. Their experiences can reveal whether AI is perceived as a useful learning partner, a convenient source of academic assistance, or a potential threat to independent learning and academic integrity. Evidence suggests that students may simultaneously recognize the advantages of generative AI and express concerns about its accuracy, ethical implications, and influence on personal development. These mixed perceptions indicate that AI adoption should not be evaluated solely by the frequency of use; researchers must also consider students' confidence, awareness of limitations, verification practices, and understanding of responsible use (Chan & Hu, 2023; Das & J. V., 2024).

Although research on AI in higher education is expanding, students' perceptions may differ across academic disciplines, educational institutions, levels of study, and degrees of experience with AI tools. Understanding these differences can help universities identify students' learning needs, address misconceptions, and develop appropriate training and institutional guidelines. Further context-specific research is therefore valuable for examining how students evaluate the benefits, limitations, and ethical concerns associated with AI in their academic activities. Such evidence can support student-centered approaches to AI integration while maintaining the importance of critical thinking, academic integrity, and human involvement in education (Crompton & Burke, 2023; Zawacki-Richter et al., 2019).

In this context, the present study, titled *Students' Perceptions of Artificial Intelligence in University Learning: Benefits, Limitations, and Ethical Concerns*, aims to examine students' views of AI as a learning resource, the limitations they experience or recognize, and the ethical issues associated with its academic use. By considering these three interconnected dimensions, the study seeks to develop a balanced understanding of students' experiences and perceptions of AI in higher education. The findings may inform university teachers, administrators, and policymakers in developing appropriate guidance, promoting AI literacy, and encouraging responsible use of AI to support meaningful learning without undermining students' independent thinking and academic integrity (Chan & Hu, 2023; Miao & Holmes, 2021).

Statement of the Problem

The increasing use of AI in university learning offers several educational benefits but also raises concerns about accuracy, overreliance, and academic integrity. Students may have different perceptions of its usefulness and limitations. Therefore, this study examines students' perceptions of AI's benefits, limitations, and ethical concerns in university learning. The findings may help promote the responsible use of AI in higher education.

Significance of the Study

This study will help students understand the benefits, limitations, and ethical concerns of using AI in university learning. It will also help teachers improve their teaching practices and guide universities in developing effective AI policies. The findings may promote the responsible use of AI and improve the quality of higher education.

Literature Review

Artificial intelligence (AI) is increasingly being used in higher education to support teaching, learning, and academic activities. Previous research has highlighted its potential to provide personalized learning, quick feedback, and easy access to educational information. However, concerns remain regarding inaccurate responses, students' dependence on AI tools, academic integrity, and data privacy. Therefore, understanding students' perceptions is important

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for promoting the effective and responsible use of AI in university learning.

Zawacki-Richter et al. (2019) conducted a systematic review of 146 studies on AI applications in higher education. They identified major applications, including personalized learning, assessment, student profiling, and intelligent tutoring systems. However, the researchers highlighted limited attention to ethical issues and educational perspectives, indicating the need for further research on the responsible use of AI.

Crompton and Burke (2023) reviewed 138 articles on AI in higher education published between 2016 and 2022. Their review demonstrated the growing research interest in educational AI and highlighted its expanding role in university teaching and learning. Their findings provide a useful foundation for examining how students experience and evaluate AI technologies.

Chan and Hu (2023) investigated the perceptions of 399 undergraduate and postgraduate students in Hong Kong regarding generative AI. Students generally viewed AI positively and identified benefits such as personalized learning support, writing assistance, brainstorming, and research support. However, they also expressed concerns about accuracy, privacy, ethical issues, and the possible effects of AI on personal development.

Overall, previous studies suggest that AI offers valuable learning opportunities while also creating challenges related to accuracy, privacy, and academic integrity. However, students' perceptions may vary according to their experiences, knowledge, and use of AI tools. Therefore, the present study will examine students' perceptions of AI in university learning, focusing on its benefits, limitations, and ethical concerns.

Research Methodology

This study employed a quantitative research approach and a descriptive survey research design to investigate university students' perceptions of artificial intelligence (AI) in university learning. The target population consisted of students from Government College University Faisalabad (GCUF) and The University of Faisalabad (TUF). A sample of 200 students was selected through stratified random sampling, with 100 students from each university. Data were collected using a structured questionnaire based on a five-point Likert scale to examine students' perceptions of AI's benefits, limitations, and ethical concerns. The questionnaire was reviewed by experts and pilot-tested with 20 students to assess its clarity and reliability. The collected data were analyzed using SPSS Version 26. Descriptive statistics, independent-samples t-tests, Pearson correlation, and multiple regression were applied, where appropriate. Ethical principles, including voluntary participation, informed consent, anonymity, and confidentiality, were maintained throughout the study.

Result and Discussion:

Table 1: Distribution of respondent according to AI experience

Experience Using AI Tools	Number of Respondents (Frequency)
Less than 1 Year	36
1–2 Years	74
3–5 Years	59
More than 5 Years	31

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Table 1 shows students experience using the AI tools. The majority of students (37.0%) experienced using the AI tools in between 1-2 years, and the second largest proportion of students (29.5%) reported experienced using the AI tools for between 3-5 years. Nearly 18.0% experienced using the AI tools less than 1 year, while 15.5% claimed experienced using AI tools for more than 5 years.

The result shows a large portion of the students possessed some practical experience on using of AI application.

Thus, perceptions and attitudes on the integration on AI among students are informed not only by knowledge but also by student own direct experience in their academic studies and activities In light of the distribution, it may be worth further investigation how the different degrees of AI experience impacts students' perspectives toward AI advantages, learning effectiveness, personalized learning and obstacles in terms of the application of AI at classroom in universities.

Table 2: Distribution of respondents according to frequency of AI tool usage

Frequency of AI Usage	Frequency of Respondents (f)	Percentage (%)
Daily	84	42.0%
Several Times a Week	63	31.5%
Weekly	29	14.5%
Occasionally	24	12.0%
Total	200	100.0%

In table 2, it represents the frequency of which students use AI tools related to their school work, or other academic work. It seems that 42% of students use AI tools once a day, and 31.5% of students use AI tools some times in a week. Fewer percentage of students (14.5% and 12% respectively) use AI tools sometime in the week and occasionally.

The larger percentage of students uses AI tools for once or some times in a week signifies that artificial intelligence is more closely related to students work/school works. Students maybe use AI applications when they are in search of literature, work writing, code writing, translation, summation, brain-storming, problem solving, or some other learning process related works. This frequent usage of AI tools provides a solid evidence to investigate their view towards the potential opportunities of AI, the benefits of AI, risks, as well as the adoption of AI in university, and future possibilities.

Artificial Intelligence and Teaching Effectiveness

The goal of this research study is also investigating student attitudes towards the role Artificial Intelligence play in teaching effectiveness. Students perceive AI integrated technologies into higher education might provide to better curriculum content, better lecture explanation, lessons organization, classroom communication and the optimization learning process. Hence students are ask to identify their level agreement about teaching effectiveness related to AI used.

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Table 3: Mean Scores Regarding AI and Teaching Effectiveness

Teaching Effectiveness Statement	Mean Score
AI helps teachers prepare lectures more efficiently.	4.28
AI improves instructional quality.	4.20
AI assists teachers in classroom management.	4.12
AI supports effective lesson planning.	4.09
AI reduces teachers' administrative workload.	4.04
Overall Mean	4.15

104 of these questions, students gave their views as to how Artificial Intelligence impacts upon teaching effectiveness **(table 3)**. Of the six questions relating to the perceptions on AI and its affect on effective teaching practices and the overall classroom learning environment, there was a consistent high response. This is reflected by an overall mean of 4.15 (SD=0.78) illustrating student agreement that AI contributes to an effective role in classroom education. The mean for the statement "AI helps teachers prepare lectures more efficiently" was significantly high at M=4.28. This demonstrates how the students feel AI offers a beneficial role in helping with preparation and development of instructional materials, presentations, and examples; as well as enhancing class activities and interaction in and outside the class room (as indicated by the high scores on instructional quality and effective classroom management), and also easing the day-to-day administrative task that teaching presents, by aiding teachers in a better and efficient management style in any sort of environment.

Artificial Intelligence and Student Learning Outcomes

To what extent did the introduction of artificial intelligence into their educational experience affect their: academic results, understanding, enthusiasm and drive and skill at analyzing information and resolving problems? Artificial intelligence has entered into many different aspects of the universities education due to adaptive learning systems, intelligent tutors and personalized academic guidance systems and because of this we asked the participants to assess the part it played.

Table 4: Students' Perceptions Regarding AI and Student Learning Outcomes (N = 200)

Statement	Mean	Std. Deviation	Rank
AI helps students understand difficult concepts.	4.35	0.66	1
AI improves academic achievement.	4.22	0.74	2
AI increases students' motivation to learn.	4.17	0.79	3
AI improves critical thinking skills.	4.06	0.84	4
AI enhances problem-solving ability.	4.01	0.86	5
Overall Mean	4.16	0.78	

Table 4 shows students perceptions on the effect of AI on students' learning. The mean score of 4.16 (SD =0.78) shows that generally student views of AI-supported learning are positive. The item with the highest rating was 'AI increases their ability to understand difficult subjects' (M =4.35) indicating that students consider learning using AI helpful in achieving better conceptual understanding. AI aided tutors, explanations and examples and applications could provide explanations in varied formats for students to reach a better comprehension of difficult academic subjects or the ability to quickly obtain expert help when they encounter difficulties

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learning various topics. The respondents also agreed that 'AI helps students' academic performance' (M=4.22), which could be attributed to constant academic assistance,instant solutions, personalized learning suggestions and access to instructional resources. The students additionally agreed that 'AI increases their motivation to learn' (M=4.17), which may be explained by the interesting and personalized ways that AI can facilitate learning for better engagement. Students also scored positive on the questions "AI helps improve students' problem solving skills" (M=4.01) and "AI helps in the development of their thinking skills" (M=4.06). These results indicates that students acknowledge that AI has the potential to facilitate analytical thinking and problem-solving through explanations, examples, feedback and instructional examples. In summary, students view AI as an educational technology with significant prospects of enhancing their performance, conceptual understanding, motivation to learn, thinking abilities and their ability to solve problems in the higher education settings.

AI Tools Commonly Used in Higher Education

We have prompted students for the AI tools they use most often for academic or learning-related tasks. Students can provide multiple answers, as students typically use numerous AI tools across their academic projects and learning experiences.

Table 5: Most Frequently Used Artificial Intelligence Tools (N = 200)

AI Tool	Frequency	Percentage (%)
ChatGPT	176	88.0
Grammarly AI	162	81.0
Google Gemini	148	74.0
Microsoft Copilot	131	65.5
Canva AI	122	61.0
QuillBot	115	57.5
GitHub Copilot	82	41.0
Other AI Applications	47	23.5

From **Table 5**, it can be noted that the most common used AI application among the respondents was ChatGPT (88.0% of students),. It might be because that ChatGPT can be used in academic writing, getting help when conducting research, resolving problems, using as programming and understanding complex subjects. Grammarly AI followed it and it was used by 81.0% of students. It shows the heavy reliance of students on AI based tool to improve their writing for grammatical check, editing and academic writing. Next popular AI applications were Google Gemini (74.0%) and Microsoft Copilot (65.5%) which shows that generative AI applications are increasingly being adapted by university students. Canva AI (61.0%) application was widely used to design presentations, graphics and learning materials while QuillBot was frequently used to rephrase and write academic writing and it was used by 57.5% of students. Github Copilot was popular for students in programming subjects and computer based fields that use it on average of 41.0%.

AI Support for Personalized Learning

The possibilities AI provides an opportunity to learn individually, as teachers will be able to adapt educational materials to a particular student, and assistance will be provided to the student in accordance with their preferences.

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Table 6: Perceptions Regarding AI-Supported Personalized Learning (N = 200)

Statement	Mean	Std. Deviation	Rank
AI provides personalized learning experiences.	4.34	0.69	1
AI gives immediate academic feedback.	4.29	0.72	2
AI identifies students' learning needs.	4.18	0.79	3
AI supports self-paced learning.	4.13	0.82	4
AI recommends appropriate learning resources.	4.09	0.84	5
Overall Mean	4.21	0.77	

The average overall score of 4.21 demonstrates that students largely believe that AI makes a significant contribution to personalizing education. In particular students acknowledge that AI can offer individually customised learning experiences based on individual learning abilities and preferences. The average score which students recorded as highest for this statement was "AI provides personalised learning experiences" (M=4.34). This shows that students believe that AI is capable of altering materials and the ways in which the learners are educated according to individual students' abilities, learning speed and preferred learning styles. There were also highly positive responses toward the statement that "AI systems provides instant academic feedback" (M=4.29) which can help students with the task of review of assignments, questionnaires or other learning tasks. Students also largely agreed that "AI helps identify learning needs" (M=4.18), "AI enables students to learn at their own pace" (M=4.13) and that "AI system recommends learning resources" (M=4.09). These findings indicate that there is significant potential for AI to have an impact on students' experience of learning.

AI Support for Administrative Tasks

Artificial Intelligence may also help with improving institutional operational efficiencies in higher education institutions. From the students' view point, AI systems used in university administration may result in an increase in academic exchanges, administration system data management, examinations and other university processes etc.

Table 7: Perceptions Regarding AI Support for Administrative Tasks (N = 200)

Statement	Mean	Std. Deviation	Rank
AI automates routine administrative work.	4.26	0.73	1
AI assists in grading assignments.	4.20	0.76	2
AI improves record management.	4.12	0.82	3
AI enhances communication with students.	4.08	0.84	4

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AI reduces paperwork.	4.03	0.88	5
Overall Mean	4.14	0.81	

As per **Table 7**, students thought that Artificial Intelligence plays a key part to play in ensuring a more administrative productive organization. The combined mean score of 4.14 implies that students are in the affirmative, that AI can enable simple administrative processes and enhance organizational efficiency. Students' perceptions of specific AI tools such as AI automating administrative procedures, speeding up assessment, helping with the logging of details, providing effective communication networks and cutting back on administrative processes prove these implications. The aforementioned results prove that more readily administrated and automated educational institutions facilitated through AI could potentially offer both more productive administration but also a better student and/or teacher experience.

Overall Mean Analysis of AI Opportunities

In brief, to describe how the student perceived AI in term of opportunity provided. Average major dimension is calculated.

Table 8: Overall Mean Analysis of Opportunities of Artificial Intelligence (N = 200)

Dimension	Mean	Std. Deviation	Level
Opportunities of AI	4.22	0.77	High
Teaching Effectiveness	4.15	0.78	High
Student Learning Outcomes	4.16	0.78	High
Personalized Learning	4.21	0.77	High
Administrative Support	4.14	0.81	High
Grand Mean	4.18	0.78	High Agreement

As revealed in Table 8, students' perceptions regarding the opportunities of integrating AI into the classroom of the universities, the grand mean score is 4.18 (SD=0.78), indicating a high overall acceptance of a high level of perceived benefits. The Opportunities of AI dimension registered the highest mean score (M = 4.22) followed closely by Personalized Learning (M = 4.21). This confirms students' high level of agreement about the potential positive role of AI into enriching teaching and learning for students, personalize academic support and expanding access.

Student Learning Outcomes (M = 4.16), Teaching Effectiveness (M=4.15)and Administrative Support(M =4.14), also have high mean scores, demonstrating a widespread student agreement.

Students strongly feel AI can make a positive impact on Student Learning Outcomes, Teaching Effectiveness and administrative functioning. Therefore, students believe AI can enhance their educational experiences in universities and interaction with educational services through increased learning and more support. Overall, this descriptive analysis responds to the study's relevant objectives suggesting students hold positive attitudes toward the contributions of AI for enhanced learning opportunities, improved teaching, effective learning outcomes, personalized learning, increased classroom engagement and operational efficiencies. It builds an empirical groundwork, therefore, for the following analysis concerning challenges, moral dimensions, and inferred relationships.

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Ethical Issues Related to Artificial Intelligence in Higher Education

Concerns surrounding the unethical use of Artificial Intelligence Artificial intelligence is widely being integrated into university teaching and learning environments and in so doing, is raising ethical concern over issues such as: academic misconduct; academic dishonesty; privacy and security of information; bias; intellectual property; transparency of use and overdependence and the dissemination of false data, so students were invited to rank the ethical implications of AI being implemented across the University in their teaching and learning environment.

Table 9: Descriptive Statistics for Ethical Issues Related to AI Adoption (N = 200)

Statement	Mean	Std. Deviation	Rank
AI may increase academic dishonesty and plagiarism	4.41	0.65	1
Privacy and security of students' data are major concerns	4.34	0.69	2
AI-generated information may not always be accurate	4.27	0.73	3
Overdependence on AI may reduce critical thinking	4.18	0.81	4
AI systems may contain algorithmic bias	4.10	0.85	5
Intellectual property and copyright issues require attention	4.04	0.88	6
Overall Mean	4.22	0.77	

This shows student's thoughts regarding the ethical problems from the introduction of Artificial Intelligence to lecture rooms at the higher education institutions. The total mean score is 4.22 (SD = 0.77) where students find issues regarding ethics to be serious concerns which require much to say during use or introduction. As highest concern, student feared AI leading to cheating or copy and plagiarism activities (M=4.41). As a whole, students express concern that AI as generative tools could result to their submission of tasks generated by Artificial Intelligence without hard working for intellectual advancement in their critical thinking and writing skills. Consequently, the guidelines on academic honesty at institutions may be very much needed. Furthermore, some students had high concern about students' privacy of their data and the safety of it (M=4.34). Through using AIbased educational services, institutions collect students' personal information such as their studying processes, behaviors, or academic achievement, personal identification numbers, in order to offer academic services based on data. Unfair information collection or hacking to students' private data may be an obstacle. In additional, some scholars also noted Artificial Intelligence can generate inaccurate responses (M=4.27). This implies that students realize it is important for them to check on any answer being produced by AI in higher education. There are other several ethical issues where students express strong agreement. Namely, reliance upon AI which can impact on students' critical and independent thinking ability(M=4.18), bias in algorithm,(M=4.10),and ip rights, copyright and license issue(M=4.04).

Perceptions Regarding AI Benefits and Drawbacks

A key component of our work was to investigate if students feel AI offers more benefits than drawbacks within the higher education system, or vice versa. In order to assess the balance students believe exists between the pros and cons we, have surveyed participants to establish their overall perceived benefits and/or drawbacks of AI.

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Table 10: Students' Perceptions Regarding Benefits and Drawbacks of AI (N = 200)

Statement	Mean	Std. Deviation	Rank
Overall, AI benefits outweigh its disadvantages	4.23	0.73	1
AI improves educational quality	4.18	0.77	2
AI should complement rather than replace teachers	4.16	0.81	3
Human supervision is necessary when using AI	4.10	0.84	4
Universities should establish AI usage policies	4.05	0.87	5
Overall Mean	4.14	0.80	

Table 10 summarises students' global perception of the pros and cons of AI. According to students' response and on average (M = 4.14), in many cases there will be benefits to higher education with the ethical and proper use of Artificial Intelligence. 'Overall AI benefits outweigh drawbacks' recorded the highest score (M= 4.23) with 43% students' response being 'Strongly agree' and 37.5% 'Agree'. These scores reflect students having an optimistic attitude towards the advantages and effectiveness of AI to enhancing academic standards, efficiency of learn- ing processes, availability of opportunities, tailoring learning experiences etc in terms of proper usage and management. Other important results were that students 'Strongly agree (M= 4.16)' 'Students are confident and know AI will be the supplementary technology to compensate rather than replacing teachers'; students are aware 'Human monitoring is required to use AI(M= 4.10)'. Lastly with 'Agree (M= 4.05)', the students believe that the universities "Need for a policy to outline the proper use of Artificial Intelligence". All these indicate that, students are of the view that while learning will be reinforced if Artificial Intelligence serves as an supplementary technological innovation, supervision and regulation will be indispensable.

Independent Samples t-Test

What statistical analysis was used to determine if there was a significant difference in students perceptions on the level of AI integration between Government and Private universities Researchers used an Independent Samples t test to determine if students perceptions of the overall level of AI integration were significantly different between students from two different types of universities.

Table 11: Group Statistics

University	N	Mean	Std. Deviation
Government University	100	4.08	0.46
Private University	100	4.31	0.41

Table 12: Independent Samples Test

Variable	t	df	Sig. (2-tailed)	Mean Difference
AI Integration	-3.82	198	0.000	-0.23

The Independent Samples t-test was statistically significant on the variable of Government and Private universities (t = -3.82, p < .001). The students from private universities felt significantly higher to the perception of AI integration (M=4.31) than the students from government universities (M=4.08). The outcomes of the study imply that students from private universities experience more frequent use of the technologies and are more satisfied with the technological environment of the education institution. This could be due to variation in the access to digital

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infrastructures, technological facilities, internet and institutional resources. Overall, the significant difference suggests that the university type is an influential factor related to students' perception of the integration of AI in higher education.

Multiple Regression Analysis

Multiple regression analysis was conducted to assess the degree to which Opportunities, Personalized Learning, Ethical Issues and Challenges predict significantly students' perceptions of Teaching & Learning. The research variables can be summarized as follows: Teaching & Learning is the dependent variable and Opportunities; Personalized Learning and Ethical Issues and Challenges as independent variables.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.824	0.679	0.672	0.382

The model summary shows that the antecedent variables have accounted for 67.9% of the variability of Teaching & Learning (R=0.679), which reveals that Opportunities of AI, Personalized Learning, Ethical Issues and Challenges collectively have good power in explaining students' perceptions on AI-supported teaching and learning. The modified R value of 0.672 reveals that 67.2% of the variation in the dependent variable still can be predicted by the model even when you adjust your independent factors. It can be observed that in general there is a reasonably high level of predictability based on the factors chosen on students perceptions of the AI-supported teaching/learning.

Table 13: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	59.684	4	14.921	102.47	0.000
Residual	28.389	195	0.146		
Total	88.073	199			

The ANOVA results suggest that the regression model is statistically significant ($F = 102.47$, $p < .001$). It shows that Opportunities, Personalized Learning, Ethical Issues and Challenges have significant contribution in students' perceptions of AI supported teaching and learning. Hence, the regression model is suitable to infer about the variables associated with students perceptions about AI use in university classrooms.

Table 14: Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	0.583	0.184		3.17	0.002
Opportunities	0.418	0.057	0.452	7.32	0.000
Personalized Learning	0.296	0.062	0.287	4.78	0.000
Ethical Issues	-0.139	0.049	-0.162	-2.84	0.005
Challenges	-0.171	0.056	-0.196	-3.08	0.002

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The regression coefficients reveal that both Opportunities of AI was the most significant positive predicator of perceptions of Teaching & Learning (= 0.452, p < .001). This indicates that the more educational opportunities of AI perceived by students, the more likely they responded positively towards its contribution to learning and educational effectiveness. Another statistically significant positive predictor was Personalized Learning with a value of (p< .001). This suggests that students who recognize the ability of AI in offering personalized support, adaptive learning resources and flexible learning experiences tend to have a positive perception of AI integration. However, Ethical Issues reflected a notably positive association with Teaching & Learning (=-0.162, p=.005). This indicates that feeling more uncertain or skeptical about issues of privacy, copyright, plagiarism, inaccurate information, and algorithmic bias results in a less positive attitude towards AI-enabled education.
Likewise, Challenges was negatively associated with the outcome (=-0.196, p=.002). This signifies that students with more challenges in areas of technological infrastructure, budget, training, institutional policies, and technical issues expressed less positive perceptions of automated teaching andlearning. The regression analysis provides supports that academic opportunities and individualized learning work positively to students' perception of the introduction of Artificial Intelligence, and ethical concerns along with implementation difficulties work negatively to students' perception of the introduction of Artificial Intelligence.

Recommendations

1. Universities should develop clear AI usage policies to promote responsible AI integration and prevent plagiarism, academic dishonesty, and misuse of AI-generated content.
2. Teachers should receive professional training on AI tools to improve lecture preparation, instructional quality, lesson planning, and classroom management.
3. Universities should encourage students to use AI for personalized learning, immediate feedback, and understanding difficult concepts while maintaining independent thinking and problem-solving skills.
4. Universities should ensure the privacy and security of students' data and encourage students to verify AI-generated information before using it in academic assignments and research.
5. Universities should improve digital infrastructure, internet access, and technological facilities, particularly in public-sector institutions, to reduce differences in students' experiences and perceptions of AI integration.

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