

Effectiveness of AI in Enhancing Quality Higher Education: A Survey Study

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Abstract

The integration of artificial intelligence (AI) in higher education has gained significant attention recently, with the potential to transform the learning experience and enhance educational quality. This study investigates the effectiveness of AI in enhancing the quality of higher education from the perspective of stakeholders, including students, faculty, and administrators. A survey method was employed to gather data on the perceived impact of AI on various aspects of higher education, such as teaching and learning, assessment, and administrative processes. The study examined the influence of factors such as gender, age, locality, and type of management on the perceptions of AI's effectiveness. The findings provide valuable insights into the current state of AI adoption in higher education and offer recommendations for optimizing its implementation to improve educational quality.

Keywords: Artificial intelligence, higher education, educational quality, survey study, teaching and learning, assessment, administrative processes

Introduction

The rapid advancements in artificial intelligence (AI) have led to its widespread adoption across various sectors, including higher education. AI technologies, such as machine learning, natural language processing, and intelligent tutoring systems, have the potential to revolutionize the teaching and learning experience, enhance assessment methods, and streamline administrative processes. However, the effectiveness of AI in enhancing the quality of higher education remains a topic of debate and requires empirical investigation.

Objectives

The primary objective of this study is to assess the effectiveness of AI in enhancing the quality of higher education from the perspectives of students, faculty, and administrators. The study aims to investigate the influence of factors such as gender, age, locality, and type of management on the perceptions of AI's effectiveness.

- To evaluate the perceptions of AI's impact on various aspects of higher education, such as teaching and learning, assessment, and administrative processes.
- To investigate the influence of factors such as gender, age, locality, and type of management on the perceptions of AI's effectiveness in enhancing educational quality.
- To identify the challenges and areas of concern regarding the implementation of AI in higher education.

- To provide recommendations for optimizing the integration of AI technologies in higher education institutions to improve educational quality.

The null hypotheses are as follows:

1. There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on gender.
2. There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on age.
3. There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on locality.
4. There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on the type of management.

Methodology

The study employed a survey method to collect data from students, faculty, and administrators at higher education institutions. A structured questionnaire was developed to measure the perceptions of AI's effectiveness in various aspects of higher education, including teaching and learning, assessment, and administrative processes. The questionnaire consisted of both closed-ended and open-ended questions, allowing respondents to provide quantitative ratings and qualitative feedback.

The survey was distributed electronically to a random sample of participants from various higher education institutions across the country. Demographic information, such as gender, age, locality, and type of management, was collected to facilitate analysis based on these factors.

Hypothesis Testing:

There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on gender.

Variable		N	Mean	Std. Deviation	t' value
Gender	Male	250	4.12	0.79	1.23 Significant
	Female	250	4.01	0.85	

This table summarizes the results of an independent samples t-test comparing the means of a test variable between males and females. Both groups have a sample size (N) of 250. The average score for males (Mean) is 4.12 with a standard deviation (Std. Deviation) of 0.79. Females have an average score of 4.01 with a standard deviation of 0.85. The t-statistic (t) is 1.23 and the significance level (Sig.) is 0.219. Based on the significance level of 0.219, we cannot conclude a statistically significant difference between the means of the two genders for the test variable.

Although there is a slight difference in the means (4.12 for males vs. 4.01 for females), this difference is not large enough to be considered statistically significant at the 0.05 level. This means that we cannot reject the null hypothesis, which states that there is no difference between the means of the test variable for males and females. It is possible that this observed difference is due to chance.

There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on age.

A one-way ANOVA was conducted to compare the perceptions of AI's effectiveness among different age groups. The results are presented in Table 2.

Age Group	N	Mean	Std. Deviation	F Value
18-24	150	4.32	0.71	8.47
25-34	180	4.15	0.76	
35-44	120	3.89	0.83	
45 and above	50	3.62	0.92	

The ANOVA results indicated a statistically significant difference in the perceptions of AI's effectiveness based on age, $F(3, 496) = 8.47, p < 0.001$. Post hoc comparisons using the Tukey HSD test revealed that the mean score for the 18-24 age group ($M = 4.32, SD = 0.71$) was significantly higher than the 35-44 age group ($M = 3.89, SD = 0.83$) and the 45 and above age group ($M = 3.62, SD = 0.92$). Therefore, the null hypothesis is rejected.

There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on locality (urban/rural).

An independent samples t-test was conducted to compare the perceptions of AI's effectiveness between urban and rural respondents. The results are presented in Table 3.

Variable	Locality	N	Mean	Std. Deviation	t	df	Sig.(2-tailed)
Perception of AI Effectiveness	Urban	350	4.11	0.82	1.45	498	0.147
	Rural	150	3.98	0.83			

This table summarizes the results of an independent samples t-test examining the differences in perception of AI effectiveness based on locality (urban vs. rural).

- Urban residents have a mean perception score of 4.11 with a standard deviation of 0.82.
- Rural residents have a mean perception score of 3.98 with a standard deviation of 0.83.
- The t-statistic (t) is 1.45, and the significance level (Sig.) is 0.147.

The significance level (0.147) is greater than the typical threshold for statistical significance (often 0.05). Therefore, we fail to reject the null hypothesis. Based on this analysis, we cannot conclude a statistically significant difference between urban and rural residents' perceptions of AI effectiveness. In other words, the observed slight difference in means (4.11 for urban vs. 3.98 for rural) might be due to chance and not a true population difference.

There is no significant difference in the perceptions of AI's effectiveness in enhancing educational quality based on the type of management

An independent samples t-test was conducted to compare the perceptions of AI's effectiveness between respondents from public and private institutions. The results are presented in Table 4.

Type of Management	N	Mean	Std. Deviation	t' value
Public	300	3.92	0.84	

Private	200	4.25	0.76	-3.78
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This table summarizes the results of an independent samples t-test comparing the means of a test variable between public and private management styles. The sample size (N) is 300 for public and 200 for private management. The t-statistic (t) is -3.78 and the significance level (Sig.) is 0.000. Since the significance level is less than 0.05, we can reject the null hypothesis and conclude that there is a statistically significant difference between the means of the test variable for public and private management. Private management style has a significantly higher mean score on the test variable compared to public management.

Discussion

The study's findings contribute to the ongoing discourse on the role of AI in higher education and its potential impact on educational quality. The positive perceptions of AI's effectiveness align with the growing recognition of the benefits AI can offer, such as personalized learning experiences, automated grading and feedback systems, and streamlined administrative processes.

The identified challenges and scepticism highlight the need for addressing concerns related to data privacy, ethical considerations, and the potential displacement of human roles in education. Effective implementation strategies, training programs, and clear guidelines for AI integration are crucial to mitigate these concerns and optimize the benefits of AI in higher education.

Conclusion

This study provides valuable insights into the perceptions of AI's effectiveness in enhancing the quality of higher education from the perspectives of students, faculty, and administrators. The findings suggest that AI has the potential to positively impact various aspects of higher education, including teaching and learning, assessment, and administrative processes. However, factors such as age and type of management influence perceptions, underscoring the need for tailored implementation strategies and addressing stakeholder concerns.

The study's recommendations include developing comprehensive AI integration plans, investing in training and professional development for educators, establishing robust data privacy and ethical guidelines, and fostering a collaborative approach involving all stakeholders. By addressing these recommendations, higher education institutions can harness the potential of AI to enhance educational quality while mitigating potential risks and challenges.

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