Rising Adoption of Artificial Intelligence in Higher Education: A Qualitative Study on Its Application by Al-Quds University Students in the Academic Practices

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Abstract:

This research aimed to examine the role of artificial intelligence (AI) tools in student learning at Al-Quds University, focusing on the unique experiences and insights provided by participants. The researcher conducted ten semi-structured interviews with students who were selected using purposive and snowball sampling techniques. Adopting a phenomenological approach, the study aimed to capture the participants 'lived experiences with AI tools. The data were analyzed using MAXQDA (2020), which facilitated the identification of key themes and patterns. The research identifies key themes related to students 'motivations for adopting AI, its integration into academic tasks, and their experiences with these technologies. Participants were strongly motivated to use AI tools to better understand complex subjects, enhance academic performance, and boost creativity in assignments. AI was especially helpful for problem-solving, writing, and language learning, with students providing specific examples of its impact. Students typically chose free AI tools for their convenience and effectiveness, though some invested in paid versions for specialized needs. They also demonstrated awareness of academic integrity, using strategies to verify AI-generated content and avoid plagiarism. The study highlights AI's role in fostering innovation, as students described how it helped them approach assignments in new ways. The research concludes with recommendations to improve AI integration in higher education, including faculty training, clearer ethical guidelines, and a focus on the educational benefits of AI to enhance learning and student outcomes.

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Keywords: Artificial intelligence, higher education, students, Al-Quds University, language learning, creativity.

Introduction

The current time presents cultures with enormous scientific and technological advancements that drive swift developments throughout diverse subjects. Academic institutions utilize artificial intelligence (AI) as a powerful transformative instrument that addresses three crucial educational requirements: individualized learning delivery, enhanced student interest, and equalized educational resource distribution. The technology enables teachers to detect student-specific learning deficits so they can give personalized help for more comprehensive education inclusion. The performance enhancement of students through AI tools, including intelligent tutoring systems and language-learning applications, is confirmed by research due to their real-time feedback capabilities and adaptive learning style adaptation mechanisms (eSchool News, 2024). AI has achieved a central position in contemporary classrooms through modernization achievements, which significantly boost student learning abilities and resolve traditional education problems.

Acquiring educational abilities requires obtaining knowledge and developing learning skills alongside mastering their application to transform educational competencies. Artificial intelligence has expanded its use from traditional information storage and transmission to specific professional domains in human activities. Its application field has expanded to domains that people previously considered impossible for AI, such as healthcare and education, making it transform from supporting to active utilization.

Artificial intelligence provides customized educational tools through which students can enhance their capabilities together with their life skills growth. People develop language proficiency and writing ability through AI programs like

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Duolingo and Grammarly, which provide smart feedback capabilities. AI-based educational tools assist students in developing critical thinking skills along with practical abilities because they simulate real-life scenarios for learning professional and daily operational tasks (Smith & Johnson, 2023). This research investigated student reasons for employing artificial intelligence educational tools and their habits when using AI-based educational systems. Students took part in research to demonstrate their opinions about how AI applications work in educational lessons as well as their struggles with the technology while expressing their concerns about it. The study analyzed education-based innovation development in artificial intelligence through subjective student feedback instead of performance assessment data to understand the development process. Multiple essential recommendations about artificial intelligence-based improvement of educational processes have come from students for presentation to university faculty members and educational officials. The research examines how students from Al-Quds University participate with AI technologies together with their motivations for utilizing these academic tools. The implementation of AI technology throughout education keeps increasing despite lacking research regarding student involvement patterns and educational performance outcomes. This research examines how undergraduate students understand AI tools by examining their tool usage reasons and their encountered obstacles and education-related impacts from AI technology. Research focuses on student views to better understand why higher education uses AI technology. By creating implications, this study enables educational authorities to build AI implementation strategies and make decisions about enhancing teaching techniques in educational contexts across the country, not just at Al-Quds University.

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Research Questions

1. What are the key motivations and perceived impacts of artificial intelligence tools on students' academic experiences in higher education?
2. How do students integrate AI tools into their learning processes, and what challenges and benefits do they encounter in different academic tasks?
3. How do students and instructors perceive the implications of AI use in academic work, particularly concerning academic integrity, creativity, and pedagogical transformation?

Objectives of the Study

The current study aims to investigate the motivation to use artificial intelligence and its increase in education, as well as how to employ its special tools and programs in the same context, as well as the impact of artificial intelligence applications on student performance and achievement, and their opinion on how to overcome the fears that they may face, and how artificial intelligence techniques can be used as tools to aid in innovation and creativity. What are the most important recommendations that students may make to professors and officials based on their experiences using artificial intelligence to improve the educational process? This helps to explain the impact of knowledge on the degree to which students employ artificial intelligence and how it affects the educational process.

The importance of the current study is underscored by the issue, which is the growing use of artificial intelligence applications and their impact on Al-Quds University students' learning processes. The current study gives a broad theoretical framework for enhancing Arab and international libraries in general, addressing the key aspects. It also paves the way for more scientific studies to be conducted. On the practical side, we can benefit from the results of the current study and its recommendations to conduct subsequent studies covering other variables that were not addressed in the current research, in

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addition to benefiting from them in implementing programs and rehabilitation courses that contribute to identifying the correct use mechanism and reducing risks and benefiting from them. Including as much as possible in developing the educational process and developing and improving individual skills, and it is also possible to benefit from current research tools in similar research and studies.

The Limitations of the Study

- Topic: Artificial Intelligence/Education.
- Location: Al-Quds University.
- Timing: In the second semester of (2024).
- Humanity: Students of Al-Quds University.
- The results of the current research can be generalized according to the psychometric properties of the tools used, and the extent of the sincerity of the study participants response to this tool.

Theoretical Framework:

The advancements in modern technology and the information revolution have played a crucial role in making significant breakthroughs in the field of education and elevating it to a new level of development. The educational environment has focused on integrating modern technology as its foundation, making it easier for all students to access computers, mobile phones, and electronic applications. Consequently, the utilization of information technology, artificial intelligence, and their applications in educational settings contributes to the development and enhancement of students' abilities and skills.

The significance of artificial intelligence in education stems from the availability of ready-made software meant for self-learning or assisting teachers, which relies on knowledge transfer via the internet. Furthermore, the wide range of research, studies, and e-books available on the internet allows teachers to use them for their own professional growth, methods of instruction, and skill enhancement. Artificial intelligence systems provide teachers

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with improved capabilities to exchange ideas through dialogues, which enables them to handle problems effectively while keeping up with current educational practices. The adoption of artificial intelligence technology represents an essential element in building favorable learning environments that use relevant outside-classroom communication approaches that match students' external conditions. The improved student adaptability leads to better academic results since it forces learners to move from information consumption to educational participation (U.S. Department of Education, 2023; UNESCO, 2023).

Through computer science, developers build computer-based AI programs that demonstrate intellectual functions similar to human minds in artificial ways. The fundamental characteristic of this technology involves machine learning capabilities along with deduction and response generation toward unknown programming scenarios. Computer programs designed with human intelligence characteristics learn to enhance their operations while processing gathered information. The autonomous abilities of these systems produce better results through adapting mechanisms during decision-making as they analyze more information. AI's capability to boost different industries such as education, business, and healthcare services continues to gain recognition as it advances through development.

Artificial intelligence functions as a core component of contemporary educational platforms through various applications that increase the quality of learning experiences. The technology behind chatbots creates artificial interactions between users using speech as well as text. Through smartphones, students access dynamic features of objects that have been transformed into interactive elements through augmented reality (AR). Virtual reality technology enables students to experience realistic simulated environments that allow activities like virtual educational field experiences and laboratory tests. Through the

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application of expert systems, students can access human-level expertise when these systems generate decisions and answers through defined rule sets. Interactive teaching methods utilize electromechanical systems that do work based on stored programs that serve multiple educational purposes. Intelligent Adaptive Learning applies AI algorithms to customize educational resources according to students' cognitive requirements, which leads to improving both their interest and academic success. A combination of these applications creates an improved environment that provides customized and dynamic educational practices (Kamalov, Calong, & Gurrib, 2023).

The advancement of education depends fundamentally upon artificial intelligence technology progress in the future. Educational institutions confront numerous AI-related benefits together with multiple obstacles while AI continues its swift development journey that intends to reshape educational infrastructure. Educational institutions are adopting AI applications at an increasing rate for their learners and educators, which includes intelligent tutoring systems and teaching robots, as well as adaptive learning platforms. Traditional learning spaces benefit from such technologies through the AI-assisted development of adaptive educational applications, which blend AI capabilities with multiple domains. Cukurova (2024) explains that AI in education performs three distinct operational functions, which simultaneously include the transfer of human mental processes to artificial systems, the implementation of AI algorithms to modify human knowledge bases, and the enhancement of cognitive abilities when human and AI systems unite.

The importance of artificial intelligence applications for assessing student cognitive abilities alongside their self-directed learning growth becomes apparent from Gaˇsevi'c et al. (2023), Al Ka'bi (2023), Guan et al. (2020), Pikhart (2020), and

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Halagatti et al. (2023). The research by Sanusi (2022) declared that enhancing learners' online learning proficiency becomes crucial since competency includes both cognitive factors and specific skills and necessary character traits for the course during this age of AI advancement. These capabilities require further evaluation regarding their role in material development for learners through compatible technological tools and applications. The research by Halagatti et al. (2023) demonstrated how artificial intelligence systems help evaluate student results and forecast educational practices before generating essential learning data about student accomplishments and needed support for learning objectives. AI-based analytics enables fast decision-making processes that suggest alterations to educational programs. Specific AI assessment tools enable organizations to evaluate student capabilities through measures of involvement and flexibility as well as confidence and leadership traits. Artificial intelligence seems to create beneficial outcomes for learning advancement, yet it produces adverse side effects. Modern artificial intelligence systems, including text generation models along with digital writing assistants, pose challenges to educational integrity because of their recent development. The tools enable students to plagiarize content because they permit them to generate AI text that might get falsely attributed. According to Kundu et al. (2024) AI tools in educational environments need proper detection systems to combat academic fraud since they require institutions to build surveillance methods that safeguard human work integrity during assessments.

Previous Studies

Previous evaluations examined how artificial intelligence (AI) applications improve educational approaches in higher education institutions. According to Al-Maliki's research in (2023), educational institutions achieve various strategic advantages when incorporating AI by enhancing their

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administrative functions as well as educational capabilities, research capacities, and learning spaces. This study executed a narrative literature review while concentrating on organizational advantages but failed to investigate student participation or ethical implications in detail.

Al-Hakami and Madawi (2023) studied AI implementation in Saudi Arabia's general education through an investigation of important considerations and obstacles. The authors showed that AI adoption requires consideration of cultural and political elements and economic conditions, yet their study did not explore practical uses of AI within educational environments nor student attitudes toward AI.

Abu Khatwa (2022) emphasized how AI needs to prepare students in the UAE for their future careers while promoting combined robot intelligence and human inventiveness. The study explained AI benefits for education quality while raising employability but failed to present students' experiences with AI challenges, including information confirmation and academic ethical compliance.

Recent investigations demonstrate the fundamental position of artificial intelligence (AI), which advances cognitive student learning while improving academic results. The research conducted by Zhang et al. (2023) analyzed educational AI implementations, which show how adaptive learning platforms enhance the grasp of material and virtual simulations and aid educational efficiency. The combination of these technologies leads to enhanced retention through personalized learning, which makes education better and more convenient for everyone. Zhang et al. (2023) demonstrated how AI delivers cost-effective solutions, particularly in STEM education, because its algorithms drive tools that produce better learning results and academic outcomes.

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The research mainly investigated the big picture of technological developments regarding AI systems while neglecting essential information about how users utilize AI tools and their associated ethical problems. The analysis failed to investigate the problems connected to verifying AI-generated content alongside ethical issues about plagiarism and instructor oversight of student AI usage. The article points out a research requirement to examine student AI engagements within particular education along with cultural settings, but this study directly investigates Al-Quds University students' AI usage patterns in academic work.

Findings and Thematic Analysis

Past research focuses on AI's educational transforming characteristics yet lacks investigation into the particular AI adoption experiences of Al-Quds University students for academic use. Studies currently lack sufficient insights about how students from Al-Quds University interact with AI during their learning activities and encounter obstacles alongside ethical matters in AI utilization. The research adopts qualitative methods to explore both practical applications and motivation factors and related concerns in AI adoption practices within the educational system of Al-Quds University.

Methodology and Procedures

The research methodology and participant feature together with study instruments and validity assurance strategies and statistical result extraction plans will be presented in this chapter.

Methodology

This part explains the research methodology by detailing participant characteristics and study instruments while describing authentication and reliability procedures for data and statistical treatments for analysis and result extraction. The research discusses both the statistical treatments and methods that helped

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analyze data while extracting information regarding the study's primary problem. This investigation adopts phenomenology as its main qualitative research design to gather data through interview methods. The phenomenological approach was selected because it enables researchers to study student experiences in depth, which leads to a better understanding of their educational perspectives on artificial intelligence (Van Manen, 2022). The research approach has strong implications for the study because it helps the researcher understand student-attached meanings to their educational experiences through rich explanatory insights about the integration of AI into learning activities. The researcher employed interviews because they enabled the collection of comprehensive firsthand experiences of students.

Procedures

The researcher engaged in the following steps for data collection and response acquisition regarding study questions.

1. Selecting participants for the study then set appointments for interviewing them.
2. Preparing the interview questions and along with the recording tools and materials needed for the interviews.
3. Conducting remote interviews through the Zoom platform as per the pre-scheduled appointments with the students.
4. Recording the interviews and carefully documented key information and participants' responses.
5. Analyzing the interviews and extracting the results using the MAXQDA program.
6. Writing the final report and documenting the findings and recommendations.

Statistical Processors and Data Analysis

MAXQDA content analysis methods were applied to extract interview data through which students could fully express their views about AI applications in educational learning

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processes. With MAXQDA researchers achieve robust qualitative data analysis while accessing fine details of the research phenomenon and getting superior analytical efficiency (Friese, 2019). The program facilitates both thematic analysis and pattern detection when analyzing collected data. The researchers first arranged interview responses according to questionnaire-based tables for enhanced analysis. The researcher thoroughly studied all answers which were later divided into specific categories that followed the original paragraph structure. The researcher analyzed the gathered content before transforming the key findings from interview analysis into descriptive tables for the results chapter.

Study Participants

The participants of this study matched predetermined requirements that described their involvement with AI tools across academic settings. The study included present Al-Quds University students who had experience working with AI tools for educational functions. The researcher curated an announcement for Al-Quds University student recruitment through the official Facebook group of the university. The notice declared that the researcher needed participants who maintained active usage of AI tools while working on their studies and academic assignments. The researcher disseminated all information regarding the study through the post while providing relevant contact details before conducting interviews with qualified participants. Next these participants conducted the initial referrals towards students meeting the established requirements thus activating Snowball sampling methods. The researcher reached ten students through this sampling approach which enabled them to obtain important perspectives about their academic utilization of AI tools. Active student participation in AI educational practice became the main factor for selection because it ensured targeted participants who could present valuable insights regarding AI in higher education practices. The

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researcher employed the Snowball sampling method with the intention of obtaining feedback from qualified students to create a diverse sampling range as per Berg (2007).

Description of Study Instruments

Interviews

The researcher developed specialized interview questions to learn about student thoughts regarding their utilization of artificial intelligence applications when learning. The questions need moderator involvement to study students' experiences using applications for learning together with their emotional responses toward these tools.

Ensuring Trustworthiness of the Data

The validity of the interview questions was guaranteed by presenting them to three specialist arbiters. Two experts belong to the Language Center faculty at Al-Quds University and the third individual serves as supervisor and researcher specializing in educational research. This phase enabled the experts to validate the questions and make necessary changes because they examined their practicality and precision. A test interview with one student was performed to evaluate the question validity before running the full study. The researcher made questions more understandable after receiving feedback. The researcher ensured dependability by keeping detailed records of both interviews and by documenting all phases of data handling and analysis. Systematic analysis techniques were used to reinforce confirmability and prevent research bias from affecting the findings which accurately represent the participant perspectives. The study obtained greater trustworthiness through combined application of these methodological tools.

Data Analysis

This study employed semi-structured interviews with students from Al-Quds University to investigate the accelerating integration of artificial intelligence (AI) tools in academic

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settings and the implications of such use on students 'learning experiences. The qualitative data gathered from these interviews were systematically coded and thematically analyzed. Each unit of meaning was identified, labeled, and grouped with related responses to form conceptual clusters. Through this inductive process, recurring themes emerged from within and across participant responses. The resulting thematic framework provides deep insights into the motivations, experiences, challenges, and perceptions related to AI in higher education. The full list of codes and categories used in the analysis is provided in Appendix (1).

Findings and Thematic Analysis

This section presents the findings of the study based on a thematic analysis of student responses to the three guiding research questions. As this is a qualitative study, the results are organized and discussed in terms of emerging themes. Direct quotations from participants are included to provide rich, illustrative insights into each theme.

1. Addressing the First Research Question

"What are the key motivations and perceived impacts of artificial intelligence tools on students' academic experiences in higher education?", two interview questions were designed to explore students' reasons for adopting AI and their experiences with these tools. The results of the interview questions revealed several important insights into students' motivations, experiences, and perceived impacts of using artificial intelligence (AI) tools in higher education.

Students primarily adopted AI technologies to increase their motivation and engagement in the learning process, citing greater interactivity and ease in managing complex academic content. Many participants appreciated how AI tools enhanced their ability to understand difficult concepts, streamline their study routines, and improve learning efficiency. Others emphasized the creative potential of AI, highlighting its role in

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generating new ideas, offering alternative problem-solving approaches, and facilitating innovation across a range of tasks. AI was also seen as a useful aid in making data-driven decisions and simplifying complex processes, leading to improved academic performance and cognitive flexibility. Additionally, students found AI particularly beneficial in promoting self-learning, reducing academic stress, and allowing more autonomy in managing their assignments.

While a majority of students responded positively, a subset remained cautious or less enthusiastic. These students preferred traditional learning methods, voicing concerns about overreliance on AI and the potential loss of creativity and critical thinking. Some felt that AI-generated responses were overly generic or lacked the nuance needed for deep intellectual engagement. Furthermore, a few students expressed discomfort using AI in place of interpersonal collaboration or teacher interaction, suggesting that AI tools may not suit all learning styles equally. Overall, the findings underscore the multifaceted role of AI in education, highlighting its capacity to support academic tasks, foster engagement, and enhance learning outcomes, while also pointing to the need for careful integration that respects diverse learner preferences and preserves critical educational values.

To further address this research question, a deeper thematic analysis revealed four specific themes of use and perception:

Theme 1: AI as a Tool for Efficiency and Academic Support

Many students expressed that their primary motivation for using AI tools was to save time and increase academic efficiency. Tools such as writing assistants, summarizers, and coding aids helped them manage heavy workloads and better comprehend complex content. One participant noted, “AI helps me get

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through assignments quicker and makes tough readings easier to digest."

Theme 2: Selective Adoption and Limited Perceived Impact

While some students actively used AI across a range of academic tasks, others reported using it sparingly. They perceived minimal impact on their overall learning experience. As one student explained, "I employ AI tools for specific tasks, yet I do not believe their usage alters my learning process substantially." This theme highlights that the perceived value of AI tools varies significantly among students.

Theme 3: Tensions Between Creativity and Technological Support

A number of students appreciated the creative support AI provided, such as idea generation and exposure to alternative problem-solving approaches. Others were cautious, feeling that over-reliance on AI might undermine their own creative thinking. One remarked, "When AI does most of the thinking, it feels like I'm losing the chance to come up with ideas on my own."

Theme 4: Task-Specific Utility of AI Tools

Students identified particular academic tasks where AI proved especially useful, such as writing, coding, and research planning. In contrast, activities that required personal reflection or collaboration—like group projects—were seen as less compatible with AI use. This theme underscores the contextual nature of AI's utility in education.

Overall, these themes suggest that while AI tools can enhance learning efficiency and provide academic support, their benefits are not universally experienced. The variation stems from students' individual learning styles, preferences, and goals.

In summary, the integration of AI tools into students' academic experiences is shaped by a complex interplay of motivation, utility, and personal preference. While many students recognized the advantages AI offers in enhancing comprehension,

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autonomy, and creativity, others remained cautious due to concerns over authenticity and dependence. These findings suggest that successful integration of AI into higher education requires thoughtful alignment with pedagogical goals, attention to ethical considerations, and adaptive strategies that respect the diversity of learners' needs and expectations.

2. Addressing the Second Research Question

"How are AI tools practically implemented by students during academic tasks, and what challenges arise in the process?"

To answer this question, three interview questions were developed to investigate how students utilize AI tools in their academic tasks and the specific challenges they face. The analysis of responses revealed several key dimensions regarding AI integration, tool preference, faculty feedback, and barriers to effective usage.

Theme 1: Varied Engagement with AI Tools

Students exhibited diverse levels of engagement with AI tools. While some used AI regularly for tasks such as summarization, language correction, note generation, and understanding complex materials, others remained hesitant due to skepticism or a preference for traditional learning methods. For example, some students relied heavily on interactive learning applications and online lessons due to their flexibility and engaging interfaces. Others preferred AI for organizing notes, preparing memos, and breaking down challenging content. However, several students expressed little to no use of AI, reflecting differing levels of technological literacy, confidence, and perceived relevance. As one student stated, *"I stick to traditional methods because I doubt AI tools' value for my education."*

Theme 2: Task-Specific Use and Preference for Free Tools

Students reported using a variety of AI applications depending on the nature of their tasks. Many highlighted the

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usefulness of generative models like ChatGPT and Bard for writing, idea generation, and research assistance. Others preferred language learning apps such as DuoLingo and Rosetta Stone, while simulation programs and self-paced platforms like Khan Academy and Quizlet were also widely used. A preference emerged for free tools due to their accessibility and effectiveness. Students valued these platforms for providing sufficient support without financial burden, though some preferred paid tools for their personalized features and deeper learning analytics. This variation underscores the role of economic factors and personal preferences in shaping AI adoption.

Theme 3: AI Integration with E-Learning Flexibility

AI tools were praised for their compatibility with mobile learning and blended education formats. Their availability across smartphones and computers allowed students to engage in micro-learning, control pacing, and receive immediate feedback. AI-supported learning encouraged greater independence, exploration, and motivation. Students shared how interactive games, simulations, and adaptive feedback features transformed assignments from routine tasks into enjoyable, productive experiences. A student stated “It feels like I’m learning on my own terms—AI gives quick answers and keeps me curious.”

Theme 4: Instructor Reactions and Institutional Ambiguity

One significant challenge students faced was the inconsistent response of instructors toward AI-supported work. While some faculty members encouraged AI use and offered guidance, others expressed skepticism regarding academic integrity. Students reported confusion about whether their AI-assisted submissions were fully accepted. One student remarked, *"My professor seemed unsure whether my work was original when I used AI tools."* This lack of clarity reflects a broader institutional need for defined guidelines and educator training to support ethical AI integration.

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Theme 5: Common Challenges: Access, Literacy, and Overdependence

The study also revealed several obstacles. Many students faced financial or technical limitations that restricted access to advanced AI tools. Others lacked proper training or awareness of how to use AI effectively. Students voiced the need for structured tutorials or workshops to support informed usage. A recurring concern was the risk of over-reliance on AI, with fears that it might weaken critical thinking or creativity. Some participants were also wary of data privacy and ethical issues, expressing discomfort about sharing personal information with AI systems. Additionally, some students struggled to align available AI tools with specific course content or academic expectations, especially in specialized disciplines. Overall, the findings illustrate that AI tools hold significant potential to support learning, enhance academic performance, and promote student autonomy. However, their practical use is highly individualized and often constrained by external factors such as cost, digital literacy, and unclear institutional policies. The variation in engagement levels, tool preference, and faculty responses demonstrates the need for targeted support strategies. To maximize AI's educational impact, institutions must promote equitable access, provide clear usage guidelines, and offer training programs for both students and educators. These steps will ensure responsible, inclusive, and effective AI integration into the academic ecosystem.

3. Addressing the Third Research Question

"How do students and instructors perceive the implications of AI use in academic work, particularly concerning academic integrity, creativity, and pedagogical transformation?"

The analysis of student responses revealed a multifaceted and evolving perception of artificial intelligence (AI) within academic contexts, highlighting both its opportunities and its

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challenges. The findings were structured around three interrelated themes: ethical awareness, instructor attitudes, and AI's broader pedagogical impact.

Theme 1: Ethical Awareness and Responsible Use

A prominent theme was the students' strong sense of academic integrity and responsible use of AI tools. Many reported using AI as a brainstorming or clarification aid while consciously avoiding direct copying. Students explained that they routinely verify and cross-reference AI-generated content with reliable sources to ensure its accuracy. This process reflects a growing sense of ethical responsibility, with most students expressing awareness of plagiarism risks and demonstrating proactive strategies to prevent it. As one student stated, *"I utilize AI as an idea generator for which I rewrite all content in my own writing to prevent plagiarism."* Additionally, students acknowledged the importance of using external sources such as peer-reviewed journals and textbooks to validate AI responses.

Despite these positive practices, a small group of students showed limited awareness or concern for ethical considerations, using AI tools without paying attention to originality or academic honesty. These findings underscore the need for further instruction on digital ethics and responsible AI usage, particularly for those unfamiliar with proper citation practices and academic standards.

Theme 2: Instructor Attitudes and Pedagogical Ambiguity

Students described varied faculty responses to their AI usage. While some professors welcomed AI-supported work and viewed it as a tool for enhancing creativity and efficiency, others remained skeptical, expressing concerns about the authenticity of student output. One student noted, *"My professor didn't know whether to accept my work because I mentioned I used AI to organize my ideas."* This lack of consistency among instructors created confusion and hesitancy among students, reinforcing the

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necessity of clearer institutional policies and faculty training on the pedagogical integration of AI tools.

Theme 3: Academic Transformation and Cautious Optimism

Most students and instructors recognized AI's potential to transform teaching and learning by increasing comprehension, productivity, and engagement. Students appreciated AI's role in simplifying complex information, inspiring alternative perspectives, and supporting innovation in academic work. However, this enthusiasm was tempered by concerns over overreliance. Several students expressed fears that too much dependence on AI might hinder critical thinking, limit creativity, and reduce the authenticity of their learning experience. As one participant stated, *"AI is helpful, but I don't want it to replace my ability to think critically."* These responses highlight a need for balance—leveraging AI for support while maintaining opportunities for original thought.

Theme 4: Recommendations for Educators and Institutions

Students offered a range of recommendations to improve AI's educational implementation. These included encouraging instructors to accept AI-generated assistance, fostering interactive learning environments, offering workshops on educational technologies, and adopting supportive policies that promote thoughtful integration of AI into curricula. They also emphasized the need to revise assessment methods to better reflect learning outcomes in AI-enhanced tasks. However, some students expressed concerns about accessibility disparities and the risk of AI replacing human reasoning. They stressed that excessive automation could undermine the development of independent analytical skills.

In conclusion, the findings demonstrate that both students and instructors perceive AI as a powerful but complex tool in academic settings. While many students use AI responsibly and see its value in enhancing their learning, the lack of unified

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instructional approaches and ethical guidance poses challenges. There is strong student support for AI's inclusion in education, provided that it complements rather than replaces human insight. Moving forward, universities should prioritize training, policy development, and pedagogical innovation to ensure AI is used ethically, equitably, and effectively as a transformative force in higher education.

Discussion of the Results

The study's findings highlight several key factors that influence students' adoption of artificial intelligence (AI) technologies for educational purposes. Students are motivated by the promise of improved comprehension of complex topics, heightened engagement in learning activities, increased productivity, and enhanced teaching efficiency. They also appreciate the opportunity to participate in innovative learning methods. The diversity among students underscores the critical role of technology in addressing varied educational needs and optimizing learning experiences.

Similar conclusions have been drawn in previous research including Al-Maliki's (2023) study, which demonstrated the crucial role of artificial intelligence in enhancing teachers' roles, improving learners' performance, and making the learning process more efficient. In addition, the study by Al-Hakami and Madawi (2023) emphasized the importance of awareness of the importance of artificial intelligence technology in improving education and enhancing its outcomes. The researcher believes that this result is due to the progress and development of societies in various fields and sectors, most notably education. Therefore, programs and applications make life easier for them and serve them better. Accordingly, artificial intelligence, in turn, today raises the level of efficiency of the individual through speed and accuracy that exceed human ability, in addition to It achieves accuracy in calculations, saves time and effort, and reduces errors that people may commit.

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Moreover, the study showed that students use a variety of applications to learn and interact online, but they appreciate the use of artificial intelligence to improve their understanding of difficult subjects and develop their skills in various fields. This diversity in the use of technology in learning reflects the growing interest in innovative learning, which enhances the learning experience and contributes to the effective development of students' skills. Chen et al. (2020) noted that artificial intelligence is widely used in education, especially by educational institutions in various forms. Initially, artificial intelligence took the form of computer-related technologies, then moved to Internet-based intelligent learning systems and, finally, through the use of embedded computer systems. In addition, robots and human-like robots have been used to perform assignments, enabling teachers to effectively perform various administrative functions, such as reviewing and grading students' assignments more efficiently, thus achieving higher quality in their teaching activities and improving learners' experience and overall learning quality. The researcher also feels that students should be made aware of the relevance of artificial intelligence since it is a part of the future and they will live in a technologically dominated period, which will affect their thinking abilities and change their learning techniques. Today, he is also in charge of their direction in selecting future jobs. We may also enhance these principles by incorporating artificial intelligence into the school curriculum, arranging workshops and seminars on how to utilize it effectively to maximize its benefits, and encouraging kids to use technology and learn how to engage with it.

The results also showed the tools and programs that students use to apply artificial intelligence programs in education. Differences were found in students' answers and their use of a range of tools and programs, including generative

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models of artificial intelligence, language learning applications, self-education applications, simulation and experimental programs, and interactive educational games. It became clear that they use these tools and programs to increase their understanding of the subject and develop their educational skills in different ways. This diversity in the use of applications and tools for artificial intelligence may be attributed to the role of e-learning in increasing the use of applications that provide students with an opportunity to learn many skills, as learning through these applications contributes to improving the level of thinking among students, and is also attributed to the ease of using these applications. It can be accessed through smartphones and computers, in addition to the diversity of student needs, which has led to the diversity of these applications to meet all desires and trends.

The study's findings revealed that artificial intelligence apps affect students' performance and academic accomplishment in a variety of ways. It has been demonstrated that students experience anxiety and fear as a result of the impact on the individual and society and that the various methods used by students to overcome this fear include relying on guidance and support from teachers and trainers, as well as continuous development of critical thinking and problem-solving skills. Engage in technology-related debates and educational activities, as well as learn from mistakes. And get experience. This variety of clever techniques and optimistic thinking demonstrates students' capacity to tackle and overcome possible worries associated with the usage of technology in the educational process.

However, the researcher see that these applications positively affected students' performance and enhanced their academic achievement, as many students reported improvements due to their use. In addition, students stated that AI applications motivate them and increase their engagement and willingness to

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learn. Moreover, several students confirmed that using these apps reduces their stress levels by making tasks easier, thus promoting a more positive learning experience. This result is in line with Abu Khatwa's study (2022), which confirmed that the use of artificial intelligence applications in educational institutions increases the quality of education by (89.3)%. Notably, (96)% of research participants believe that AI will soon become part of every job, so students' knowledge of working with it in the classroom will prepare them for their careers.

In addition, the researcher believes that artificial intelligence technologies play an important role in enhancing students' originality and creativity. It is a useful tool for generating new ideas and solving problems more efficiently, thanks to its advanced analytical capabilities to understand problems and find solutions. Moreover, AI improves the consumption of smart data, enhances innovation and development processes in a variety of disciplines, and helps discover innovative solutions to society's technical and social difficulties.

As for the recommendations that students presented to teachers and administrators to improve the learning process using artificial intelligence technologies, they stressed the need to provide more training and workshops on the use of educational technology. This helps teachers develop their skills in using technological tools in education. In addition, the students emphasized the importance of creating an educational environment conducive to effective student participation and developing assessment and evaluation techniques to be in line with artificial intelligence applications. Moreover, it was considered necessary to adopt encouraging policies to enhance the integration of technology into the educational process. These recommendations reflect students' aspirations toward improving the quality of education.

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Conclusion

This study explored students 'motivations for adopting artificial intelligence (AI) tools in higher education and the perceived impact of these technologies on their academic experiences. The findings reveal that AI applications are largely seen as beneficial, with many students reporting increased motivation, reduced stress, and improved academic performance. AI tools were especially valued for their ability to simplify complex tasks, enhance self-directed learning, and promote engagement through interactivity and efficiency.

Students also recognized the creative potential of AI, particularly its ability to support idea generation, alternative problem-solving, and innovation across disciplines. However, the research also highlights significant variation in usage patterns and perceptions. While some students integrated AI deeply into their learning routines, others used it selectively or remained skeptical, citing concerns about overreliance, loss of critical thinking, and diminished human interaction.

Ethical considerations emerged as a critical issue, with participants expressing concerns about plagiarism, misuse of AI-generated content, and the importance of maintaining academic integrity. Many students demonstrated awareness of these risks and adopted strategies to ensure responsible AI use.

The study further revealed students 'desire for more structured support in navigating AI technologies. Recommendations included providing educators with training on effective AI integration, creating learning environments that foster active student participation, and adapting assessment methods to align with AI-enhanced learning. These suggestions reflect a broader student commitment to improving educational quality through thoughtful, ethical, and innovative uses of AI.

Overall, the research underscores AI's growing role in shaping modern education. While its benefits are substantial, its integration must be balanced with ethical awareness, pedagogical

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innovation, and sensitivity to diverse learner needs to ensure it supports—not replaces—human-centered education.

Recommendations

- The researcher suggests performing a study based on student interview results to examine artificial intelligence application effects on educational student experiences across different settings. The proposed study will reveal important information about AI tool effects on educational results together with student participation rates and brain growth in educational settings spanning multiple learning areas. Research of these impacts will lead to better AI education implementation since it creates meaningful learning opportunities for students.
- Design efforts must concentrate on developing artificial intelligence applications which focus on education. Educational developers alongside educators should use their creativity to build powerful AI tools which will boost learning activities across multiple educational fields. The applications should provide customized learning paths and adaptive tests as well as interactive educational content that lines up with curriculum goals to support the varied needs of students.
- Research focuses on understanding problems and barriers which affect the implementation of artificial intelligence solutions in educational systems. The policymaking team and teaching staff must understand the multiple barriers including technological restrictions alongside resistance to innovation as well as ethical conflicts and infrastructure deficits so they can create solutions to defeat these obstacles. An effective approach to resolving these obstacles will create better conditions for AI adoption in educational settings while ensuring equal access to benefits.

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- It is essential to understand how students interact when working with artificial intelligence educational technologies. The development of better educational AI systems depends on researching student AI interactions as well as determining acceptance factors and learning behavior effects. Research about student interaction with AI will help teachers effectively introduce AI-based tools that align with individual learning approaches and requirements.
- Universities must offer training about responsible AI usage which teaches students both ethical standards alongside proper utilization of AI and its purpose as an enhancement tool rather than a creativity replacement. Educational institutions can achieve responsible learning environments through AI by teaching students proper AI usage techniques which support critical thinking combined with innovation and deeper learning methods.

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