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RANGSIT UNIVERSITY

**ICT 402 Research Methodology in Information and Communication
Technology**

Rangsit University International College

Bachelor of Science Information and Communication Technology

AI technology for international students in academic sector at RIC

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Within a few years , artificial intelligence (AI) has been significantly changing the way university students learn, study, and complete their assignments. With AI tools now integrated into many educational platforms, students have easy access to features like generative writing assistants, coding support, and plagiarism detection systems, all of which are helping to simplify and enhance the learning experience. These technologies are not only transforming how students gather and present knowledge but are also influencing the way academic performance is assessed. However, while AI brings clear benefits, it also introduces new challenges especially ethical concerns such as academic dishonesty, plagiarism, and potential copyright violations. As students begin to rely more on AI for advanced tasks like programming and academic writing, questions are being raised about fairness, originality, and how traditional teaching and evaluation methods should evolve. This study aims to explore how AI tools are shaping the university experience, particularly focusing on their roles in classroom learning, coding practices, and the ethical implications tied to their growing use.

1.2 Problem Statement

AI technologies are increasingly used in education to enhance learning experiences for students at all levels. These tools include intelligent tutoring systems, automated feedback mechanisms, and personalized learning platforms designed to support and adapt to individual

student needs. Research has shown that such applications can improve learning efficiency, accessibility, and student engagement. Additionally, AI tools can contribute to greater academic productivity by assisting with time management, organization, and reducing the burden of routine tasks, allowing students to focus on more critical aspects of learning.

Citations:

- Maity, S., & Deroy, A. (2024). Generative AI and its impact on personalized intelligent tutoring systems. *arXiv*. Retrieved from <https://arxiv.org/abs/2410.10650arxiv.org>
- Kochmar, E., Vu, D. D., Belfer, R., Gupta, V., Serban, I. V., & Pineau, J. (2020). Automated personalized feedback improves learning gains in an intelligent tutoring system. *arXiv*. Retrieved from <https://arxiv.org/abs/2005.02431arxiv.org>
- Times of India. (2025, June 11). Beyond screen time: 10 smart ways AI can revolutionise your studying. *Times of India*. Retrieved from <https://timesofindia.indiatimes.com/education/news/beyond-screen-time-10-smart-ways-a-i-can-revolutionise-your-studying/articleshow/121756911.cms>

However, there remains a limited understanding of how these AI tools specifically affect the academic performance of university students. While the general benefits of AI in education are recognized, few studies have provided detailed evaluations of different AI technologies within real university settings. Moreover, there is a lack of insight into how students interact with these tools how frequently they use them, their perceptions of their usefulness, and the specific challenges they face in adopting AI in their academic routines.

Citations:

- Pitts, G., Marcus, V., & Motamedi, S. (2025). Student perspectives on the benefits and risks of AI in education. arXiv. Retrieved from <https://arxiv.org/abs/2505.02198arxiv.org>
- Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. arXiv. Retrieved from <https://arxiv.org/abs/2305.00290arxiv.org>
- Xiao, Y., et al. (2024). Full article: Embracing generative artificial intelligence tools in higher education: a survey study at the Hong Kong University of Science and Technology. Taylor & Francis Online. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/17516234.2024.2447195>

This study aims to investigate the impact of AI technologies on university students' academic outcomes and learning behaviors. It will seek to identify which performance indicators such as grades, engagement levels, and time management are most influenced by the use of AI. Furthermore, the research will aim to propose strategies to improve the design, implementation, and effectiveness of AI tools in higher education, ensuring they serve as meaningful support systems for students' academic success.

1.4 Research Objectives

The main purpose of this research is to explore the utilization, perceived benefits, and challenges of AI technology among international students in the academic sector at RIC. This study aims to fill a critical knowledge gap by examining how AI tools are integrated into the academic lives of international students, their perspectives on the value these tools provide, and the specific difficulties or ethical considerations they encounter. The objective is to provide understanding that will assist RIC in developing tailored support systems and guidelines for its diverse student body. To achieve the main objective, the following sub-objectives are outlined:

1. To identify the current ways international students at RIC are utilizing AI technology in their academic pursuits.
2. To assess international students' perceptions of the benefits of AI technology in enhancing their academic work at RIC.
3. To identify the challenges and concerns international students face when integrating AI technology into their academic activities at RIC.

1.3 Research Questions

The various research questions that motivated this research are as follows:

For Sub-objective 1: To identify the current ways international students at RIC are utilizing AI technology in their academic pursuits.

- What specific AI tools and applications are international students at RIC currently using for their academic work

For Sub-objective 2: To assess international students' perceptions of the benefits of AI technology in enhancing their academic work at RIC.

- How do international students believe AI technology enhances their learning experience or academic performance at RIC?

For Sub-objective 3: To identify the challenges and concerns international students face when integrating AI technology into their academic activities at RIC.

- Are there specific concerns (e.g., ethical implications, privacy, accuracy) regarding AI technology's use that international students at RIC express?

1.5 Scope of the Study

This study is designed to investigate the utilization, perceived benefits, and challenges associated with AI technology among international students within the academic sector of Rangsit University International College (RIC). The primary objective is to gain a comprehensive understanding of how AI tools are currently integrated into the academic lives of these students, their perspectives on the value and enhancements these tools provide, and the specific difficulties or ethical concerns they encounter. By focusing on these aspects, the research aims to provide insights that will be instrumental for RIC in developing tailored support systems and guidelines for its diverse international student body.

The scope of this research is specifically delimited to international students enrolled at RIC, thereby excluding domestic students or students from other educational institutions. The investigation will primarily examine the use of AI tools for academic pursuits, such as generative writing assistants, coding support, and plagiarism detection systems, and will not extend to AI applications outside of academic contexts. Data collection will focus on the contemporary period, gathering current information on AI tool utilization, perceived benefits, and challenges, without a comprehensive review of historical trends or long-term future projections of AI in education. Furthermore, this study will exclusively focus on factors directly related to AI technology and its impact on international students' academic activities, intentionally excluding other potentially influential factors on academic performance or learning outcomes not directly related to AI.

1.6 Significance of the Study

The significance of this research is reflected in its potential to address a critical knowledge gap regarding the specific experiences of international students with AI technology in higher education, particularly at Rangsit University International College (RIC). This study advances the understanding of how AI tools are integrated into the academic lives of this demographic. The findings are expected to matter significantly by providing practical insights and contributing to both institutional policy and broader academic discourse.

This study is significant because it will provide a detailed understanding of the current ways international students at RIC are utilizing AI technology in their academic pursuits. This information can directly inform RIC's strategic planning for educational technology and the development of effective support systems, much like determining optimal conditions for remote workers. Furthermore, the research will assess international students' perceptions of the benefits of AI technology, offering valuable insights into how these tools are believed to enhance their learning experience or academic performance at RIC. By highlighting the perceived value, this study can help RIC leverage the positive aspects of AI for improved student outcomes, thereby providing a deeper understanding and filling a critical knowledge gap in this specific context. Crucially, it will identify the specific challenges and concerns international students face when integrating AI technology into their academic activities at RIC, including ethical implications such as academic dishonesty, plagiarism, and potential copyright violations, as well as issues of privacy and accuracy. Addressing these identified challenges is paramount for developing proactive support systems and clear institutional guidelines to promote responsible and ethical AI use, contributing to discussions on equity and academic integrity within the digital landscape. Ultimately, the localized data from this study contributes to the wider academic conversation on

AI in higher education, offering a relevant case study for other internationalized institutions facing similar opportunities and obstacles.

1.7 Summary

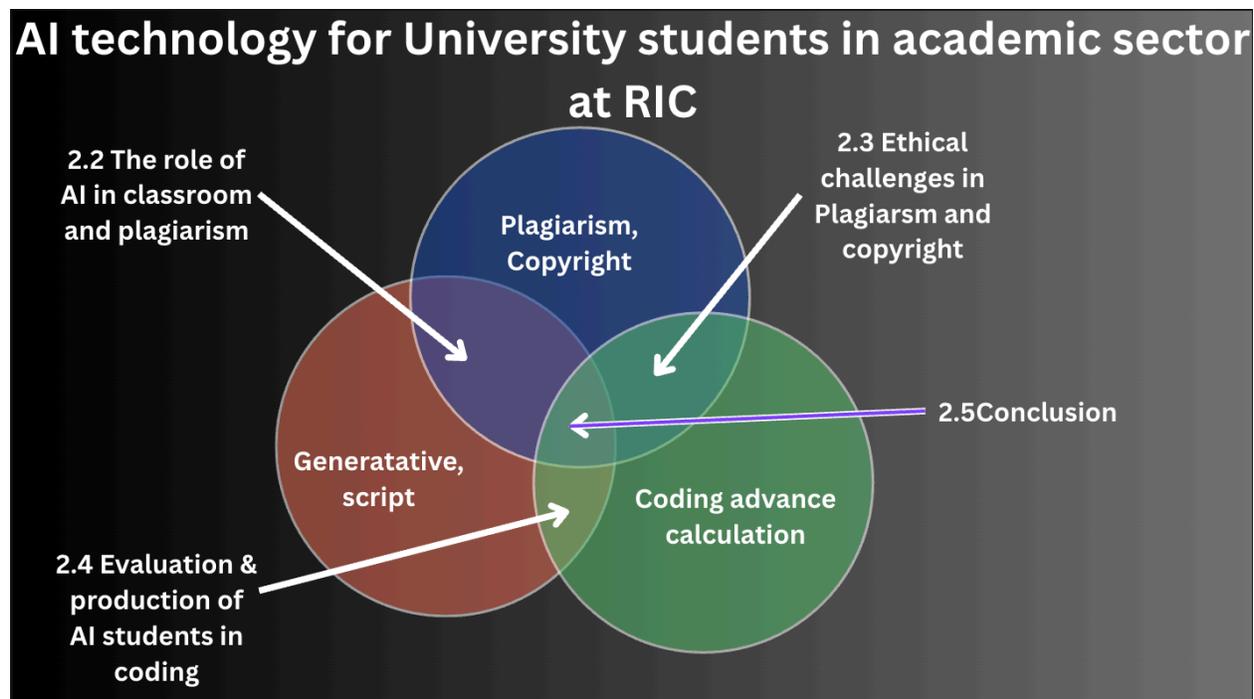
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Artificial Intelligence (AI) is transforming the landscape of higher education, particularly the manner in which students interact with academic content and present coursework. University students worldwide are progressively depending on AI-driven tools to help with writing, content generation, plagiarism detection, language translation, and even computer coding (Dwivedi et al., 2019; Fathema et al., 2015). These tools have the potential to support learning, increase productivity, and reduce academic stress (Abaricia & Delos Santos, 2023). At Rangsit International College (RIC), there are now more students using tools such as ChatGPT, Grammarly, and GitHub Copilot in completing coursework, preparing for exams, and coding. While AI provides convenience and scholarly support, it also provokes serious concerns of plagiarism, copyright, and academic integrity (Selwyn, 2016; Park, 2009).

The goal of this chapter is to synthesize current literature related to AI in the academic context, and in particular how AI affects plagiarism, ethics, and coding in university students. Following a funnel approach, this synthesis begins with a discussion of AI in classrooms generally, then narrows to more specific concerns, such as academic integrity and what that means for programming education at RIC.



2.2 The Role of AI in Classroom and Plagiarism

AI-driven tools such as ChatGPT, Quillbot, and Grammarly are widely used by students to summarize texts, paraphrase writing, and generate academic responses. While such tools promote productivity, they also make it difficult to distinguish between legitimate assistance and plagiarism (Bradley, 2021; Martin & Bolliger, 2018). The majority of RIC students are unaware where AI-assisted work ends and academic misconduct begins. As Selwyn (2016) points out, AI-generated content lacks proper attribution, and authorship is unidentifiable.

Furthermore, plagiarism detection software is not yet sufficiently able to detect AI-generated content, which challenges traditional assumptions of originality and authenticity (Alshorman & Bawaneh, 2018). Studies have discovered that students over-rely on AI without critically engaging with the content, leading to surface-level understanding and decreased learning outcomes (Eom et al., 2006). Therefore, AI use in the classroom must be accompanied by more consistent academic policies and digital literacy education.

2.3 Moral Concerns in Plagiarism and Copyright

The moral concerns of AI in education extend beyond plagiarism. Copyright concerns are evoked when students submit a work trained on copyrighted material without knowing the legal boundaries (Ahmad & Al-Khanjari, 2011; Selwyn, 2016). There are no official policies on AI-related copyright and authorship at RIC, and students and instructors are uncertain what constitutes fair use.

Park (2009) emphasizes that e-learning ethical conduct is dependent on institutional clarity, yet the majority of universities RIC being no exception have not yet amended their codes of conduct to address AI. Fathema et al. (2015) recommend incorporating AI ethics into digital literacy courses so that students are taught about the consequences of misuse. As AI technology continues to evolve, so too must the ethical frameworks that support academic integrity and legal responsibility.

2.4 Evaluation of AI Coders & Producing AI Learners

In computer science and other technical fields, AI has opened up new possibilities for students to code and debug. GitHub Copilot, Codium, and ChatGPT are some tools that are capable of generating working code in a matter of seconds. (Abaricia & Delos Santos, 2023) While helpful for learning syntax and logic, these tools also present problems with authentic assessment. RIC instructors usually cannot determine whether students coded independently or relied on AI alone.

Joo et al. (2011) observe that students tend to be satisfied with AI-assisted coding, but comprehension might be shallow. Ahmad & Al-Khanjari (2011) argue that assessment must now go beyond output correctness and include oral defenses or live coding. If instruction and assessment do not adapt, universities might find themselves with graduates unskilled in real-world coding.

Moreover, over-reliance on AI can compromise creativity and problem-solving, key technical education competencies (Means et al., 2010). As such, AI applications in coding should be cautiously incorporated and examined using balanced approaches.

2.5 Conclusion

This literature review reveals the double-edged sword of AI in the RIC academic setting: for as long as it offers practical tools for learning, it also generates novel challenges of plagiarism, copyright, and equitable assessment. The application of AI for academic writing and coding is growing, yet institutional policy and assessment practice have lagged behind. Students are utilizing AI tools without understanding their ethical and legal implications, and teaching staff lack the means to detect or act on misconduct.

These literature gaps, the comparative absence of focus on student experiences at RIC and the absence of localized academic policies point to the need for further research. This research needs to fill in how students at RIC perceive and use AI, develop clearer academic guidelines, and propose ethical integration models for AI in coursework and assessments.

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CHAPTER THREE

3.1 Introduction

This chapter explains the methods used to study how international students at Rangsit University International College (RIC) use AI technology, what benefits they experience, and what challenges they face. In Chapter One, the study discussed how AI is changing education and highlighted the lack of knowledge about international students' experiences with AI at RIC. This chapter builds on that by showing how the research will be done step by step.

It starts by introducing the conceptual framework, which explains the main ideas behind the study. Then, it describes the research design and explains why this method fits the goals of the study. After that, it gives a full explanation of the survey, the main tool used to collect data, including how it was created, who will take it, how the participants were chosen, and how the survey will be given. The chapter also mentions possible experimental elements and the planned data analysis methods. The goal of this chapter is to make the research process clear, reliable, and honest, and to help RIC better support its international students with AI guidelines and policies.

3.2 Conceptual Framework

This study's conceptual framework provides a clear way to understand how international students at RIC use AI in their academic lives. It focuses on three main areas: Technology Use, Perceived Benefits, and Challenges and Concerns. These areas are based in part on

theories like the Technology Acceptance Model (TAM), and they also include important ethical issues related to AI in education.

3.2.1 Technology Utilization

This part of the framework looks at how international students currently use AI tools at RIC. It aims to collect real data (not just personal stories) about which AI tools students are using. These tools may include writing assistants (like ChatGPT or Quillbot), coding tools (like GitHub Copilot), or plagiarism checkers. The study will examine how often these tools are used, for what types of academic tasks (like doing assignments, studying for exams, doing research, or coding), and how necessary students feel these tools are for their learning. This will help RIC improve its support systems based on actual student use.

3.2.2 Perceived Benefits

This section focuses on how international students at RIC feel that AI helps their studies. Although AI is known to improve learning, efficiency, and engagement in general, this study looks specifically at how RIC students see its value. It explores whether AI helps them manage their time, stay organized, and focus on important parts of their studies. It also looks at whether students feel that AI helps them understand better, learn independently, or get feedback that improves their academic work. These findings can help RIC decide how to make the most of AI in teaching and learning.

3.2.3 Challenges and Concerns

This part of the framework examines the problems and concerns international students face when using AI. While AI has benefits, it also brings new risks—such as academic dishonesty, plagiarism, and copyright issues. This study will explore how aware students are of school policies on AI, what they know about academic integrity when using AI-generated content, and their concerns about data privacy or incorrect AI answers. It will also look at practical problems like how hard it is to learn to use these tools, access issues, and the risk of relying too much on AI, which might reduce original thinking. By identifying these concerns, RIC can create better rules and support systems for ethical AI use.

Together, these three parts form a strong framework for studying how international students experience AI at RIC. It helps the study go beyond general opinions and focus on detailed, useful insights.

3.3 Research Design

Choosing the right research design is important to answer the study's research questions. This study will use a descriptive research design, mainly through surveys, to study how international students at RIC use AI, what benefits they get, and what problems they face. Descriptive design is a good fit because it helps describe a group or situation in detail without trying to show cause-and-effect.

3.3.1 Why Descriptive Design Was Chosen

This design helps answer key questions like:

- **“What AI tools are international students using?”**
- **“How do they think AI helps their studies?”**

Descriptive design allows the researcher to carefully describe current behavior and opinions among RIC’s international students. It gives a clear picture of the situation without needing to test deep theories or complex variables.

3.3.2 Mixed-Methods Approach (Quantitative + Qualitative)

This study uses a mixed-methods approach, combining quantitative (numerical) and qualitative (text-based) data. This gives a fuller and deeper understanding than using just one method.

- **Quantitative Data:** The survey includes questions with fixed answers (like multiple choice or rating scales) that can be measured statistically. These questions will help show how often students use AI tools, what benefits they report, and what challenges they face in numbers.

- **Qualitative Data:** The survey also includes open-ended questions that allow students to share their personal thoughts and stories. These answers can show why students use AI, what specific problems they face, or what they like or dislike about AI in their studies.

Using both kinds of data helps make the findings stronger and more reliable. Numbers can show the big picture, while words give deeper meaning and real-life context. This combined method will help RIC make informed decisions based on both trends and personal student experiences.

3.4 Surveys

Surveys are the main tool used to collect data for this study. They are useful for gathering information from many people in a short time. In this study, the survey helps explore how international students at RIC use AI, what benefits they see, and what problems they face. The survey fits well with the descriptive and mixed-methods approach of this research. It will include both closed-ended questions (for measurable data) and open-ended ones (for deeper insights), ensuring a complete picture of students' experiences with AI.

Here is your rewritten Methodology (Sections 3.4.1 to 3.6.1) in B2-level academic English for your thesis. The language is simplified but still clear, formal, and suitable for academic use:

3.4.1 Survey Instrument Development

A clear and well-structured questionnaire will be created to match the research questions and goals described in Chapter One. The survey will include both closed-ended and open-ended questions to collect both numbers (quantitative data) and detailed opinions (qualitative data).

Closed-Ended Questions:

These questions will include Likert scale items (for example, rating agreement from 1 to 5), multiple choice options (to identify AI tools students use), and demographic questions (such as age, nationality, program of study, and academic year). These will help collect measurable data that can be analyzed using statistics.

Example questions:

- **“How often do you use generative AI for writing assignments? (Never, Rarely, Sometimes, Often, Very Often)”**

- **“Which AI tools have you used for coding help? (Select all that apply: GitHub Copilot, ChatGPT, Codium, Other)”**

Open-Ended Questions:

These will allow students to explain their experiences in their own words. This gives deeper insight into their views and concerns.

Example questions:

•
“How has AI technology helped improve your academic performance at RIC?”

•
“Do you have any ethical concerns about using AI in your studies? Please explain.”

Pilot Testing:

Before the full survey is given, a small group of international students at RIC will test it. This helps find any confusing questions or technical issues. Feedback from this test will be used to improve the final version of the survey to ensure clarity, accuracy, and reliability.

3.4.2 Target Population and Sampling Strategy

The target group for this study is all international students currently studying at Rangsit University International College (RIC). This group is chosen because the study aims to understand their specific experiences with AI.

Sampling Method:

The study will use convenience sampling, which means selecting participants who are easy to reach. While this method may not fully represent all international students everywhere, it is suitable for this study because it focuses only on students at RIC and is practical for collecting data quickly.

Who Can Join:

Only international students currently enrolled at RIC will be included in the study.

Sample Size:

The number of participants will be large enough to give useful and reliable results. The goal is to include students from different programs and years of study to get a wide range of opinions and experiences. The final sample size will be chosen based on past research and how many students are available.

3.4.3 Data Collection Procedures

The survey will be given online, which is the best way to reach international students who may have different schedules and locations.

How the Survey Will Be Shared:

The survey link will be shared through official RIC channels such as:

Student emails •

Learning platforms (like Moodle or Canvas) •

Student social media groups (with permission from RIC) •

Informed Consent:

Before starting the survey, each student will see an explanation of the study. It will include:

The purpose of the research

That participation is voluntary

That their answers will be anonymous and kept private

That they can stop at any time with no consequences

Only students who agree to this will be able to continue.

Anonymity and Confidentiality:

No names or personal details will be collected. All responses will be grouped together for analysis. This ensures that students feel safe giving honest answers, especially about sensitive topics like academic honesty or AI use.

Data Security:

Survey data will be saved on secure, password-protected servers. Only the research team will have access. Data will also be de-identified (no names or IDs) as soon as possible to protect students' privacy.

3.5 Experiment

Although this research mainly uses a descriptive survey method, there is a possibility of using an experimental design in future studies if the focus shifts.

Currently, the study looks at how students use AI, what benefits they get, and what problems they face. It does not try to prove that AI causes better grades or outcomes. So, no experiments are needed now.

However, in future research, if we want to test whether an AI tool improves student performance, an experiment could be used. That might include:

- **Randomly assigning students to an AI group and a control group**

- **Using AI tools only in the experimental group**

•

Measuring student performance before and after the tool is used

•

Controlling other variables that might affect results

For this current study, the idea of “experiment” is included to show possible research directions later on. But this project focuses on exploring opinions and patterns, not testing cause-and-effect.

3.6 Data Analysis

The data collected from the survey will be analyzed using both quantitative (numerical) and qualitative (textual) methods. This matches the mixed-methods approach and helps answer all parts of the research questions.

3.6.1 Quantitative Data Analysis

Most of the numbers will come from the closed-ended questions in the survey. These will be analyzed using statistical software like SPSS, R, or Python.

Descriptive Statistics:

First, the data will be summarized. This includes:

- **Frequencies and percentages (e.g., how many students use ChatGPT)**

- **Averages (means) and standard deviations for Likert-scale questions (e.g., how useful students find AI, how serious they think challenges are)**

Inferential Statistics (if needed):

If the data allows, more advanced analysis may be done to see if there are differences or relationships between groups. For example:

- **T-tests or ANOVA to compare results between different academic programs or year levels**

- **Correlation analysis to see if frequent AI use is linked to better academic performance**

Even though this is a descriptive study, these extra tests can give helpful insights into trends and possible links between different factors.