

The Impact of Artificial Intelligence on Education: A Survey

Vincent Kibet

PhD in Research, Federation University, Australia

DOI: <https://doi.org/10.51244/IJRSI.2026.1305000051>

Received: 28 April 2026; Accepted: 04 May 2026; Published: 26 May 2026

ABSTRACT

This study presented the survey results on the attitudes towards the use of artificial intelligence (AI) in education. A convenience sample of 15 participants was recruited to complete a 10-question survey, which was designed using a combination of multiple-choice, drop-down menu, Likert, rating, and rank questions in Google Forms. The findings revealed that AI use was high, with 53% of participants reporting frequent or regular use. The mean rating of the impact was 4.13 5 (SD = 0.72). While 73% agreed that AI enhanced their learning performance, 87% also expressed concerns about AI's ethics. Using personalized learning was considered the most beneficial feature of AI. The results demonstrated the benefits and issues of incorporating AI into education, and the need for institutional policies to regulate its use.

Keywords: Artificial intelligence (AI), education, survey research, academic performance, and ethics.

INTRODUCTION

The role of artificial intelligence (AI) in various fields has evolved, and education is no exception. The innovation of embedded intelligent tutoring systems, computer-based testing, and novel AI-powered language tools such as ChatGPT is transforming learning and teaching practices (Kasneji, 2023). As the role of AI increases in the realm of academics, it is important to understand perceptions of students and faculty of AI's potential and risks in order for them to guide policy and student learning.

The advantage of AI is the personalization of the learning process, which improves accessibility and relieves teachers of the pressure to address all students' needs (Crompton & Burke, 2023). However, the development of academic integrity, discrimination, and excessive dependency pose challenges for deep learning and are the biggest concerns with the integration of AI apps in education (Baidoo-Anu & Ansah, 2023). This study provided a quantitative picture of the recent attitudes around the use of AI in education. The survey design was structured because, quantitatively, it is the best approach for measuring attitudes and behaviors within a specific sample (Zawacki-Richter et al., 2019).

Survey Design

A total of 10 questions were used in the questionnaire, and were grouped into four sections: demographic, frequency of use, impact of computing, and benefits priorities (Easterby-Smith et al., 2021). Five question types were used to meet the requirements of the various question types: multiple-choice, drop-down, Likert scale, rating scale, and ranking (Easterby-Smith et al., 2021). To supplement the quantitative data, an optional open-ended question (Q10) was included (Walliman, 2021).

The demographic items were selected as multiple-choice because they are clear categorical data that can be analyzed using statistical frequency analysis (Creswell & Creswell, 2018). The selection of the level of education was via a drop-down menu, reducing the respondent's decision-making burden in the larger listing. The use of five-point Likert scales is pinned down to attitudinal items because this type of scale measures ordinal agreement or frequency with sufficient resolution (Liamputtong, 2020). Question 6 was a numerical rating scale, allowing computation of a mean impact value. Question (Q9) was a rank-order scale, asking respondents to rank benefits rather than rate each individually, yielding more nuanced prioritization information (Saunders et al., 2019). Any

issues of ambiguity, bias, and irrelevance were observed, and the finalized survey questions for the study were finalized.

METHODOLOGY

A cross-sectional quantitative survey was used. An online survey was distributed via Google Forms to 15 participants over 7 days, using convenience sampling and network support. This type of sampling was appropriate for the exploratory nature of the study, given the limited time available (Creswell & Creswell, 2018). The participants had to be aged 18 years or above, and must have used a digital device for study purposes for more than one year.

Ethical considerations were incorporated in the study. The researchers presented all respondents with a written statement (Saunders et al., 2023) stating the study's purpose before they responded to the questionnaire, which was considered informed consent. No personal information was collected, as the demographic question was limited to a wide range of categories rather than individuals to prevent re-identification. All data were stored on a password-protected device and presented in a grouped form, in line with survey research (Israel & Hay, 2006).

RESULTS AND ANALYSIS

Demographic Profile

Most respondents were young and educated. Fig 1 demonstrated that the largest age group was 18–24 years ($n = 5$, 33%), followed by 25–34 years ($n = 4$, 27%). The 8 respondents (47%) were males, and six (40%) were females. Regarding education level, as shown in Fig. 2, the majority had a Bachelor's degree ($n = 7$, 47%), and 3 had a postgraduate degree (20%). The largest group in the occupation group was students ($n = 5$, 33%), followed by professionals ($n = 4$, 27%) and teachers ($n = 3$, 20%). These characteristics match those of a tech-savvy, well-educated sample that also had to interact with AI tools at school (Cohen et al., 2017).

Age Distribution of Respondents

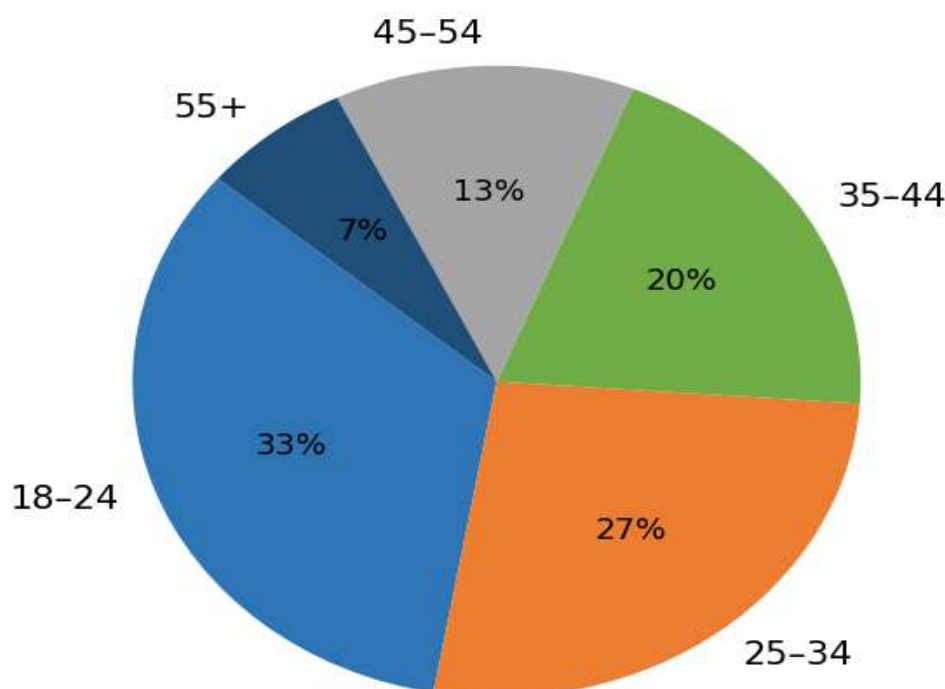


Figure 1. Age distribution of respondents ($n = 15$).

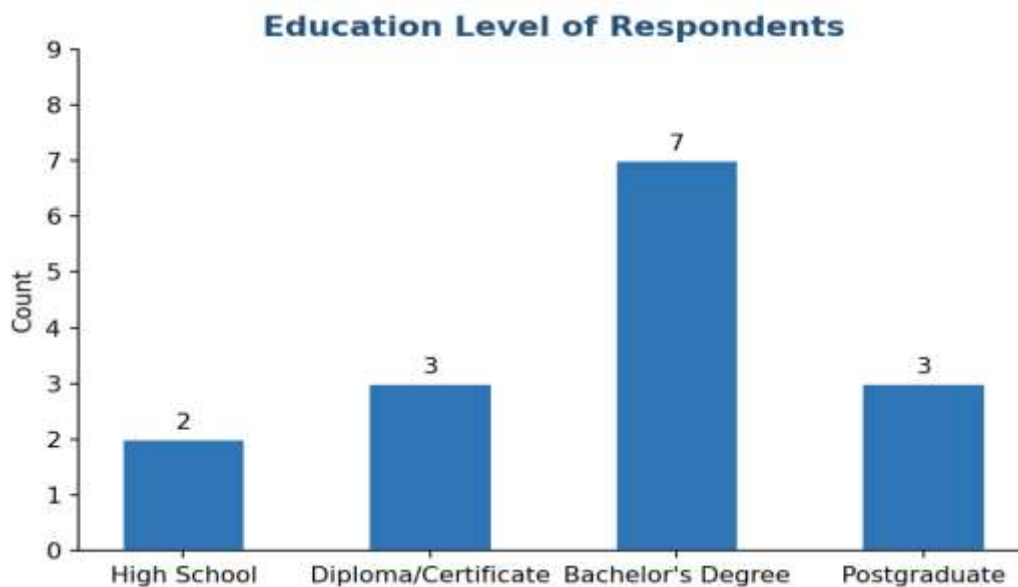


Figure 2. Highest level of education completed by respondents

AI Tool Usage Frequency

In Q5, respondents were asked to rate the frequency with which they used AI tools for their learning. The result showed a high rate of adoption in Fig. 3, with 8 (53%) respondents reporting 'Often' or 'Always' use of AI tools, and only 3 (20%) reporting 'Never' or 'Rarely'. This can be compared to Kasneci et al. (2023) (A smaller part of the sample is still in the trial period of adopting such tools since 4 students (27%) said they used AI tools "Sometimes").

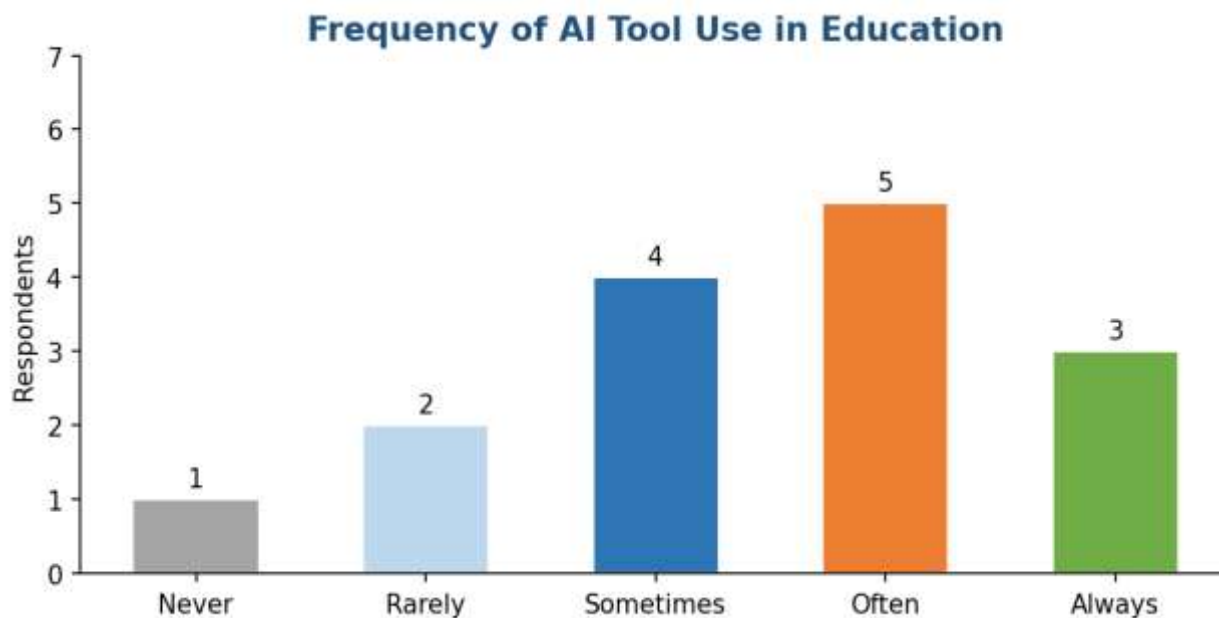


Figure 3. Frequency of AI tool use in educational contexts (Q5).

Perceived Impact on Learning

In Fig 4 and Table 1, the sample has a mean of 4.13 (SD = 0.72) on the five-point rating scale for the positive impact of AI on learning (Q6). There were no ratings below 3, and 67% of the respondents gave 4 or 5 on the scale. This aligns with Crompton and Burke (2023), who used a survey to compare learners' attitudes towards AI-enhanced learning environments. The standard deviation (SD) was low, which suggests a high level of agreement in the sample (Newhart & Patten, 2023).

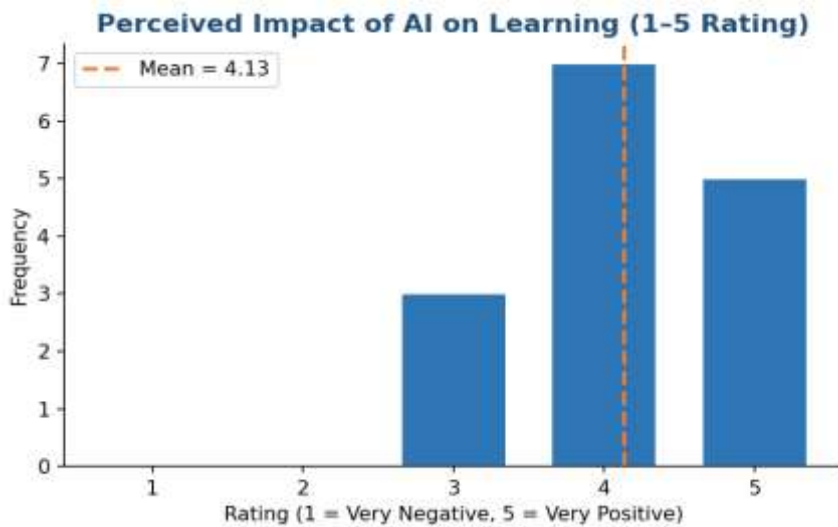


Figure 4. Distribution of perceived impact ratings with mean indicator (Q6)

Table 1. Descriptive Statistics for Perceived Impact Rating (Q6)

Mean	4.13
Standard Deviation	0.72
Minimum	3
Maximum	5
Respondents rating 4 or 5	10 (66.7%)

Academic Performance and Ethical Concerns

As shown in Fig. 5, responses to Q7 (AI tools improve academic performance) were overwhelmingly positive: 73% agreed or strongly agreed, 20% chose neutral, and 7% chose disagree. This finding supports Baidoo-Anu and Ansah (2023), who note that students increasingly see AI as a tool that enhances academic performance. The 20% of those having neutral responses could suggest a lack of understanding of causality, such as whether the AI help is causing improvements or it is one of the other factors.

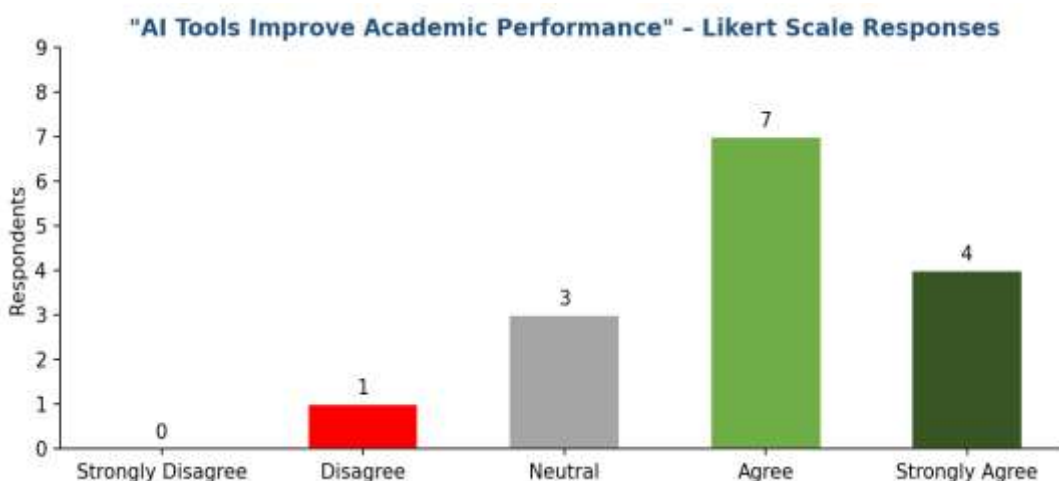


Figure 5. Responses to 'AI tools improve academic performance' (Q7).

In Fig 6 (Q8), the ethical dimension of the survey was the most significant, with 87% of participants either agreeing or strongly agreeing that the use of AI in education is a serious ethical concern, and 47% strongly agreeing. No respondent disagreed. This supports the literature warnings about risks of cheating and plagiarism, invasion of privacy, and inequitable access to AI (Zawacki-Richter et al., 2019). The unanimous high level of agreement shows the importance of professional management (Bell et al., 2019).

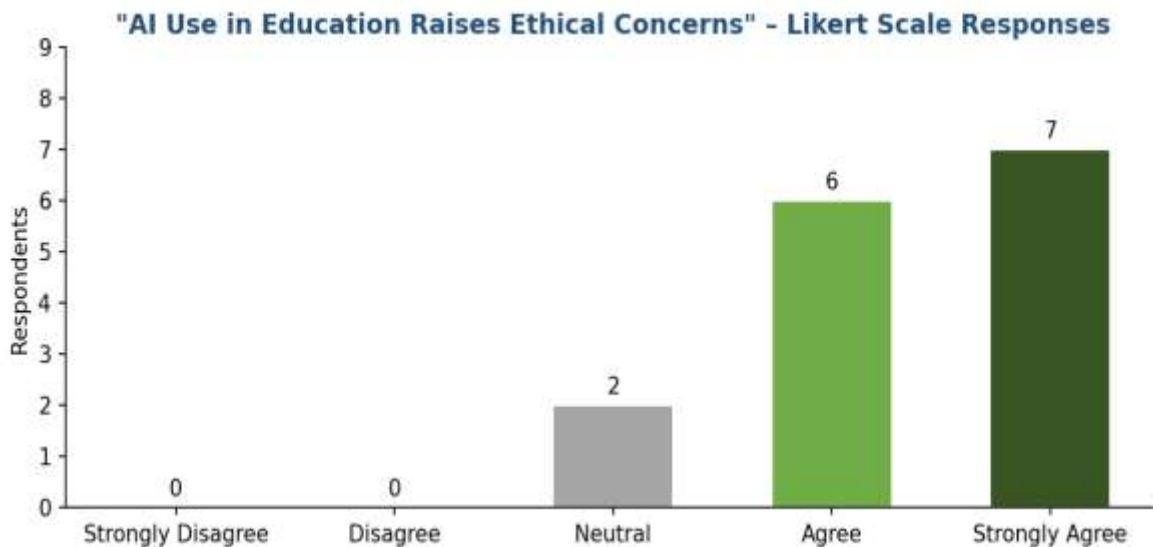


Figure 6. Responses to 'AI use in education raises ethical concerns' (Q8).

Prioritization of AI Benefits

The ranking question (Q9) asked participants to identify the benefits of AI from most important (1) to least important (5). Fig. 7 indicates that lower subjective importance was reflected in a lower average rank. They were: 'Personalized learning' (M = 1.9), followed by 'Time efficiency' (M = 2.3), 'Accessibility' (M = 3.1), 'Instant feedback' (M = 3.4), and 'Resource variety' (M = 4.3). The focus on personalized learning reflected a broader pedagogical consensus that students find personalized teaching tailored to individual needs and pace valuable (Luckin et al., 2016). The importance of time efficiency should also be considered, but educators should ensure that students do not trade off learning the content for higher speed.

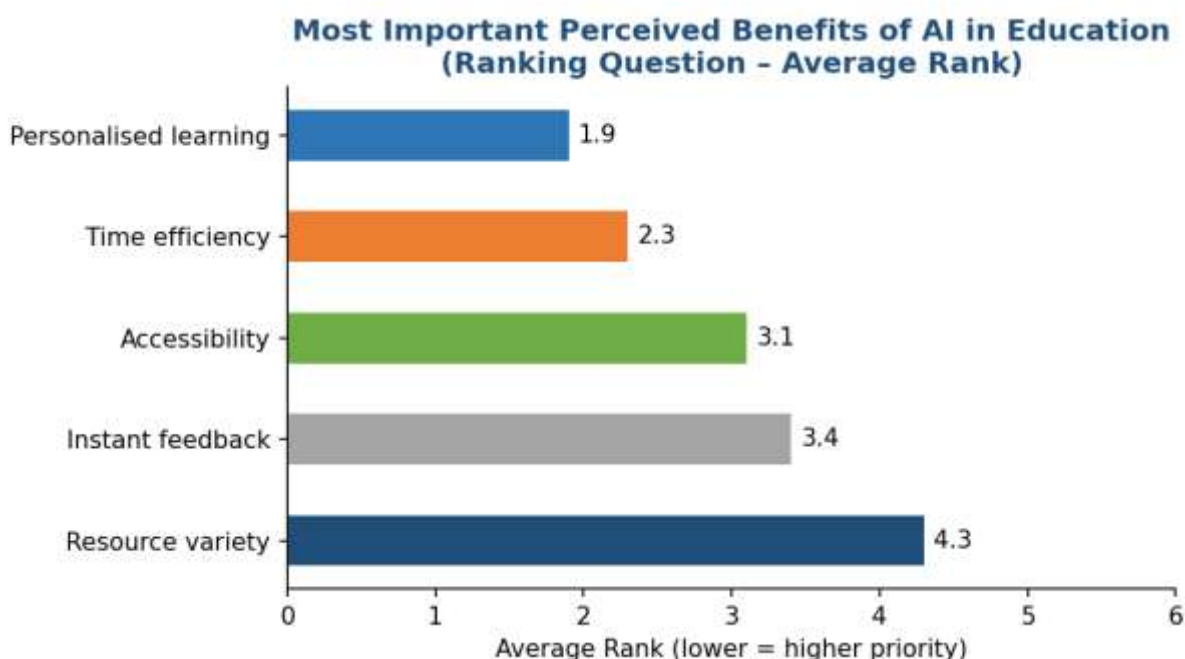


Figure 7. Average ranking of perceived AI benefits (Q9); lower score = higher priority.

DISCUSSION

The combination of very positive ratings and universal ethical interest would indicate what Kasneci et al. (2023) describe as a double awareness: that the benefits of using AI have been discovered, and that the risks of free use are both academic and social. This is not a contradiction, but it is, however, evidence of reflexive use.

The positive use of AI is in providing learning support for individuals, with practical applications. The most valuable are not those that generate content, but those that can consider particular learner needs, characteristics, and abilities, a notion consistent with that presented by Luckin et al. (2016) that the most educational potential of AI is not as a passive source of information, but as an adaptive and active learning partner.

There are several concerns with the survey. The sample size ($n=15$) is also a convenience sample, and it includes younger, higher-educated participants, making generalization difficult. Social desirability may also impact the responses, particularly to ethical questions. To provide a more accurate picture of the impacts of evolving attitudes on institutional policy development and adoption in the field of AI technologies, future research should use larger, representative samples and, to remain current, longitudinal studies.

CONCLUSION

This study added empirical evidence on the use of AI in education. It demonstrated regular use and perceived relevance of AI tools. However, to all users, ethical adoption is compulsory. Schools and governments need to address this duality by recognizing the pedagogical potential of AI and devising effective, transparent mechanisms to manage issues related to integrity, equity, and privacy.

REFERENCES

1. Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, 7(1), 52–62. <https://doi.org/10.61969/jai.1337500>
2. Bell, E., Bryman, A., & Harley, B. (2019). *Business research methods* (5th ed.). Oxford University Press.
3. Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.
4. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
5. Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20(1), 22. <https://doi.org/10.1186/s41239-023-00392-8>
6. Easterby-Smith, M., Jaspersen, L. J., Thorpe, R., & Valizade, D. (2021). *Management and business research* (6th ed.). SAGE Publications.
7. Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. SAGE Publications.
8. Kasneci, E., Sessler, K., Kuechemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Gunnemann, S., Hullermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, Article 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
9. Liamputtong, P. (2020). *Qualitative research methods* (5th ed.). Oxford University Press.
10. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.
11. Newhart, M., & Patten, M. L. (2023). *Understanding research methods: An overview of the essentials*. Routledge.
12. Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education.



-
13. Saunders, M., Lewis, P., & Thornhill, A. (2023). Research methods for business students (9th ed.). Pearson Education.
 14. Walliman, N. (2021). Research methods: The basics (3rd ed.). Routledge.
 15. Zawacki-Richter, O., Marin, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education -where are the educators? International Journal of Educational Technology in Higher Education, 16(1), 39. <https://doi.org/10.1186/s41239-019-0171-0>