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பன்னாட்டுத் தமிழாய்வு மின்னஞ்சல்

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കണ്ണിനി

AWARENESS OF ARTIFICIAL INTELLIGENCE TOOLS AMONG RESEARCH SCHOLARS IN VELLORE DISTRICT

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ABSTRACT

This paper studies the awareness of using Artificial Intelligence Tools among the Research Scholars in Vellore District. The survey method was used to collect data University users. 77 filled questionnaires from Research Scholars were received. The respondents were chosen randomly to determine their awareness of using artificial intelligence access patterns. The study examines the level of awareness of Artificial Intelligence among users. The study mainly followed the primary data collection method, based on the Random Sampling Method. Simple percentile analysis has been used for analyzing the data, besides other selective, appropriate statistical tools.

Keywords: Artificial Intelligence, Research Scholars, Awareness

INTRODUCTION

The awareness of artificial intelligence (AI) tools in academic contexts have been the subject of several studies. AI-powered research tools are used by social science professors at Tamil Nadu universities to conduct literature reviews and distribute scholarly content. (Pitchaipandi & Chinnasamy, 2024). Based on demographic variables including gender, age, and study stream, a survey of postgraduate students in Madurai District revealed no discernible variations in AI awareness (Vinothkumar & Saratha, 2024). AI technology provides cutting-edge social science education solutions, such as dynamic learning environments, fast feedback, and individualized learning. (Susyanah & Fajar, 2024). The given search query, which concerns Periyar University social science research academics' awareness and s of applying artificial intelligence for learning, is unrelated to this study. Instead, the study looks at Periyar University research scientists' knowledge of and use of reference management tools. (Kavitha, E. S., & Sathya, K.

2024). *The Namakkal district's aspiring educators are only moderately familiar with AI teaching and learning resources. (Parthiban, V., & Jai Ganesh, B., 2024).* University students' opinions on AI-assisted learning are positively impacted by peer collaboration, digital literacy, and the use of AI tools (Joseph, G. V., (et., al), 2024).

REVIEW OF LITERATURE

Nwodu, G. E. (2025) carried out a study of looked at how some Nigerian undergraduates studying communication perceived and were aware of the use of AI for learning. Undergraduate students studying communication were chosen from two Anambra State universities (both government-owned and private) using the survey research approach. According to the study, 82% of the respondents do not have access to artificial intelligence for learning, and the majority of respondents are not well-informed about its application. To encourage students to learn more about artificial intelligence, the study suggests that school administrators work to raise awareness among students about its use for academic purposes and that universities think about adding AI courses to their curricula.

Ramya, N., & Prasath, S. (2024) aimed to explore higher education; this study examines students' knowledge and opinions about artificial intelligence (AI) technologies. To guide educational practices and policies, it is essential to understand students' familiarity with and views regarding AI as it enters more and more parts of academia. Using a mixed-methods approach, this study gathers qualitative information through interviews and quantitative data through surveys to investigate how students see AI's effects on their academic achievement, learning experiences, and future employment opportunities. To better match AI deployment with students' needs and expectations and provide a more knowledgeable and encouraging learning environment, this study attempts to offer insightful information to educators, legislators, and tech developers.

Subaveerapandiyan, A., Sunanthini, C., & Anees, M. (2023) study to evaluate the surveying 245 randomly chosen participants, this study examined the s and knowledge of artificial intelligence among library and information science workers in Zambia. The findings indicate that although library and information science professionals had an upbeat attitude toward AI, they were also worried about the potential for AI to replace

librarians and the obstacles to implementing AI in Zambian libraries. According to the article, libraries should take into account the study's conclusions before introducing AI, especially concerning facilities and technology, librarians' level of AI expertise, and leadership roles in AI projects.

Guanah, J. S., & Oribhabor, O. (2023) study of the rapid emergence of artificial intelligence (AI) has had a significant impact on our society in several ways. The knowledge and attitudes of undergraduate students at Nnamdi Azikiwe University in Awka, Anambra State, Nigeria, regarding the use of AI were investigated in this study. In the study, the researchers employed the Technology Adoption Model (TAM). The survey research approach was employed by the researchers. It was suggested that the administration of Nnamdi Azikiwe University in Awka make an effort to plan lectures and other events that would instruct students on the application of artificial intelligence.

Hemavathi, B. N. (2021) demonstrated that the study of Artificial Intelligence has significantly improved human skills and changed the planet. Being aware of these resources encourages their usage, and doing so will improve the caliber of the research by assisting the researchers in making timely and appropriate selections. Participants in the two-day national workshop on Scholarly Writing: Strategies and Techniques, which was organized by Tumkur University's Department of Studies and Research in Library and Information Science, were given an open-ended questionnaire to complete as part of a pre-post survey.

Objectives

To assess the level of awareness of how Artificial Intelligence tools influence the usage of AI tools for academic purposes.

To examine how the Artificial Intelligence tool usage differs across different age groups.

To determine how gender influences AI tools in academic research.

Hypothesis

Ho: There is no significant difference in Awareness of AI tools between male and female scholars.

METHODOLOGY

The present study is descriptive and it is a survey study on the Awareness of Artificial Intelligence for Learning among the Research Scholars of Vellore District. The survey is also analytical in terms of collecting details on the use of Artificial Intelligence. The study mainly followed the Primary data collection method. A printed Questionnaire has been distributed in person to the respondents of the Social Sciences Research Scholars of Periyar University in Salem. The data was collected from seventy-seven (77) full-time Ph.D. Social Sciences field research scholars. The Questionnaire is refined and distributed among the research scholar. The study was based on the Random Sampling Method.

Demographic profile and descriptive statistics of the Surveys

Particulars	Demographic Profile	Respondents	Percentage	Mean	SD	Std. Error of Means
Gender	Male	35	45.45%	1.54	0.498	0.057
	Female	42	54.55%			
Age	Below 25	16	20.78%	2.28	0.924	0.105
	25-30	32	41.56%			
	31-35	20	25.97%			
	Above 35	9	11.69%			
Marital Status	Married	27	35.06%	1.65	0.477	0.054
	Unmarried	50	64.94%			
Area	Rural	44	57.14%	1.43	0.495	0.056
	Urban	33	42.86%			

Table shows that, 54.55% of respondents are female and 45.45% are male, the demographic profile of the respondents. Most of the respondents are between the ages of 25 and 30 (41.56%), followed by those between the ages of 31 and 35 (24.97%), and those under 25 (20.78%). Those over 35 make up a smaller percentage of responders (11.69%). Regarding marital status, 35.06% are married, while 64.94% are single. 42.86% are from metropolitan regions, while the majority (57.14%) is from rural backgrounds

Awareness of AI Tools among the Research Scholar

<i>Aware</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Yes</i>	77	100%
<i>No</i>	0	0

According to Table, every responder (100%) is well-known about the subject of the study, demonstrating complete awareness among those surveyed.

Distribution of Awareness Sources

<i>Awareness</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Workshops</i>	39	50.65%
<i>Social Media</i>	10	19.48%
<i>Seminar</i>	15	12.99%
<i>Peer discussion</i>	8	10.39%
<i>Self Exploration</i>	5	6.49%

The distribution of various awareness sources among 77 people is displayed. With 50.65% of the total, workshops are the most important sources, demonstrating the great effectiveness of structured and formal learning platforms in raising awareness. With 19.48%, social media comes in second, demonstrating its growing influence in modern communication. With a 12.99% seminar, the academic curriculum shows a moderate influence through formal schooling. Self-exploration (6.49%) and peer discussion (10.39%) have lower contributions.

Level of Awareness of AI Tools

<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Very High</i>	27	35.06%
<i>High</i>	33	42.86%
<i>Low</i>	15	19.48%
<i>Very Low</i>	2	2.60%

This table shows how respondents felt about a particular study component. The majority of participants had a generally positive view, as seen by the 42.86% who rated it as "High " and the 35.06% who rated it as "Very High." However, 19.48% believe it to be "Low" suggesting that a minority has unfavorable opinions. Of those who were unsure, just 2.60% selected "Very Low"

AI Tool Based on Academic Purpose

Particulars	SA	A	N	DA	SDA	Total	Mean	Rank	Variance
AI tools improve the quality of academic writing.	(14) 18.18%	(28) 36.36%	(17) 22.09%	(12) 15.58%	(6) 7.79%	100%	2.58	1.18	1.4
AI can help me learn faster and more effectively.	(18) 23.38%	(35) 45.45%	(14) 18.18%	(7) 9.09%	(3) 3.90%	100%	2.25	1.04	1.08
AI tools reduce the need for human supervision in research.	(23) 29.87%	(29) 37.66%	(14) 18.18%	(9) 11.69%	(2) 2.60%	100%	1.08	1.08	1.16
AI makes literature review and referencing easier.	(29) 37.66%	(25) 32.47%	(14) 18.18%	(6) 7.79%	(3) 3.90%	100%	2.08	1.11	1.23
AI is ethical and safe to use in academic research.	(22) 28.57%	(22) 28.57%	(16) 20.78%	(14) 18.18%	(3) 3.90%	100%	2.4	1.19	1.43

(SA — Strongly Agree, A — Agree, N — Neutral, DA — Disagree, SDA — Strongly Disagree, S.D — Standard Deviation)

Table shows that the majority of them think AI improves writing quality (mean = 2.58) and speeds up learning (mean = 2.25). Notably, 67.53% believe that AI reduces the need for supervision (mean = 2.19), and 70.13% value the ability to examine and reference literature (mean = 2.08), demonstrating support for best practices. A slightly more divided opinion exists on the ethicality of AI, with 28.57% strongly agreeing and 18.18% disagreeing (mean = 2.40).

FINDINGS

Out of 77 respondents, 54.55% of female, and 45.45% of male, represents the demographic profile of the respondents. The age-wise classification most of the respondents are between the ages of 25 to 30 (41.56%), and the 35 age group people make up a smaller percentage of the respondents (11.69%). Of the marital status, 35.06% are married, while 64.94% are single. The majority of 57.14% are from rural backgrounds.

Out of 77 respondents, every respondent 100% is well known about the subject of the study, demonstrating complete awareness of 77 respondents, 50.65% of the total, workshops and seminars are the most important sources, and Self Exploration (6.49%) and peer discussion (10.39%) have lower contributions.

Out of 77 respondents, 44.16% indicated high awareness, and 18.18% indicated extremely high knowledge. 14.29% indicated very low awareness, and the 6.49% who were ignorant.

Out of 77 respondents, the majority of participants had a generally positive view, as seen by the 42.86% who rated it as "Good" and 19.48% who believe it to be "Not Good," suggesting that a minority has unfavorable opinions.

Out of 77 respondents, the highest overall score was 302, and the top ranking, ChatGPT, is the most popular tool among users, and AI-Powered Data Analysis Software came in sixth place as the least popular tool.

Out of 77 respondents, the majority of them think Artificial Intelligence improves writing quality (mean = 2.58) and speeds up learning (mean = 2.25). A slightly more divided opinion exists on the ethicality of Artificial Intelligence, with 28.57% strongly agreeing and 18.18% disagreeing (mean = 2.40).

CONCLUSION

In conclusion, even though Artificial Intelligence technologies are widely recognized and positively viewed by Periyar University's Social Science Research Scholars, special awareness initiatives are necessary to close the knowledge gap for certain minority students and to raise ethical awareness. Furthermore, age-related factors may be a more fruitful area of future research, and the enduring across genders indicates equal acceptance of Artificial Intelligence. The growing importance of Artificial Intelligence in higher education emphasizes the necessity of integrating these technologies into research and learning environments efficiently and responsibly.

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அன்பான தமிழ்ச் சொந்தங்களே

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