International Journal of Advance and Applied Research
Peer Reviewed | International Open Access Journal
ISSN: 2347-7075 | Impact Factor – 8.141 | *Website:* https://ijaar.co.in/
Volume-13, Issue-3 | January – February 2026

Original Article

AI ATTITUDE AND EDUCATIONAL ATTITUDE AMONG SENIOR COLLEGE STUDENTS

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Manuscript ID: IJAAR-130311
ISSN: 2347-7075
Impact Factor – 8.141

Volume - 13
Issue - 3
January – February 2026
Pp. 58 - 63

Submitted: 15 Jan.2026
Revised: 20 Jan. 2026
Accepted: 30 Jan. 2026
Published: 10 Feb. 2026

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Quick Response Code:

Website: https://ijaar.co.in/

DOI: 10.5281/zenodo.18537286

DOI Link: https://doi.org/10.5281/zenodo.18537286

Abstract:

The present study examined the relationship between ai attitudes and educational attitudes among senior college students, with a focus on gender differences. A sample of 60 senior college students (30 males and 30 females) aged 17 to 20 years was selected from colleges in Kolhapur, Maharashtra, using a purposive sampling method. Data were collected using the Artificial Intelligence Attitude Scale developed by Aktay et al. (2024) and the Educational Attitude Scale developed by Dr. C. Bhasin. Statistical analyses included mean, standard deviation, independent samples t-test, and Pearson's product–moment correlation. Results revealed a significant moderate positive correlation between AI attitude and educational attitude, indicating that students with more favorable attitudes toward AI tend to demonstrate more positive educational attitudes. No significant gender difference was found in AI attitudes among senior college students. However, a significant gender difference emerged in educational attitudes, with female students exhibiting more positive educational attitudes than male students. The findings highlight the importance of fostering positive perceptions of AI to enhance students' educational attitudes and learning engagement. The study has implications for educators and policymakers in promoting effective and responsible integration of AI technologies in higher education.

Keywords: AI Attitude, Educational Attitude and Senior College Students

How to cite this article:

Prafullkumar Prakash Patil & Dr. Arun Chandu Shinde. (2026). Ai Attitude And Educational Attitude Among Senior College Students. International Journal of Advance and Applied Research, 13(3), 58–63. https://doi.org/10.5281/zenodo.18537286

Introduction:

The rapid advancement of artificial intelligence (AI) has significantly transformed multiple sectors, including education. AI refers to computer systems designed to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making (Russell & Norvig, 2021). In higher education, AI-based tools such as intelligent tutoring systems, adaptive learning platforms, automated

assessment, and academic support chatbots are increasingly being integrated into teaching–learning processes. These developments have reshaped how students access knowledge, engage with academic content, and perceive learning environments.

Attitude toward artificial intelligence plays a crucial role in determining how effectively students accept and utilize AI-enabled educational tools. Attitude can be understood as a learned predisposition to respond favorably or unfavorably toward a particular object, idea, or technology (Eagly & Chaiken, 1993). Senior college students, who are at an advanced stage of academic and professional preparation, are more likely to interact with AI for academic tasks, research, and career development. Their attitudes toward AI may influence not only their learning strategies but also their readiness to adapt to technologically driven workplaces.

Educational attitude refers to students' beliefs, feelings, and behavioral tendencies toward education, learning activities, and academic institutions. A positive educational attitude is associated with higher academic engagement, motivation, and achievement, whereas a negative attitude may hinder learning outcomes and career aspirations (Schunk et al., 2014). For senior college students, educational attitude is particularly important, as it affects their academic persistence, professional identity formation, and lifelong learning orientation.

The relationship between AI attitude and educational attitude has gained increasing attention in contemporary educational psychology. Students who perceive AI as beneficial and supportive may develop more positive attitudes toward learning, as AI tools can enhance personalization, efficiency, and accessibility in education. Conversely, negative attitudes toward AI—such as fear of dependency, job displacement, or reduced human interaction—may contribute to resistance toward technology-integrated education. Understanding this relationship is essential for designing effective educational policies and instructional strategies that promote responsible and meaningful use of AI in higher education.

Given the expanding role of AI in academic settings, examining AI attitude and educational attitude among senior college students is both timely and necessary. Exploring these attitudes can provide valuable insights for educators, curriculum designers, and policymakers to ensure that AI integration supports positive educational experiences and fosters adaptive learning mindsets among students.

Aim of the Study:

1. To study the relationship between artificial intelligence attitude and educational attitude among senior college students.

Review of Literature:

Singh and Kaur (2019), studied educational attitudes among senior college students and found that students with positive educational attitudes demonstrated higher levels of academic commitment and goal orientation. The study highlighted the role of supportive learning environments and effective teaching practices in fostering favorable educational attitudes.

Martinez and Gomez (2019), among senior college students revealed that female students generally reported more positive educational attitudes compared to male students. The authors attributed this difference to higher academic motivation and greater value placed on educational attainment among females

Zawacki-Richter et al. (2019), reviewed the applications of artificial intelligence in higher education and highlighted that students' attitudes

toward AI significantly affect their learning experiences. The review suggested that when students perceive AI as supportive rather than threatening, it enhances their engagement and satisfaction with education.

Kumar and Sharma (2020), examined undergraduate students' attitudes toward AI-enabled learning systems and found that students generally held a moderately positive attitude toward AI. The study revealed that students perceived AI as helpful for personalized learning and academic efficiency, though concerns regarding overdependence on technology were also reported.

Rao (2021), explored the relationship between educational attitude and academic performance among college students. The results indicated a significant positive correlation between educational attitude and academic achievement, emphasizing the importance of cultivating positive attitudes toward education at the higher education level.

Chatterjee and Bhattacharjee (2021), college students' awareness and attitudes toward artificial intelligence were assessed. The findings indicated that students with higher exposure to digital technologies demonstrated more favorable attitudes toward AI. The authors emphasized that educational institutions play a crucial role in shaping students' perceptions by integrating AI responsibly into the curriculum.

Ahmad et al. (2022) investigated AI attitudes among university students across different academic disciplines. The results showed that students from science and technology backgrounds exhibited more positive attitudes toward AI compared to students from humanities and social sciences. This difference was attributed to varying levels of technological familiarity and perceived relevance of AI in future careers.

Gupta and Mahajan (2022), investigated the relationship between attitudes toward educational technology and educational attitude among college students. The findings revealed that positive attitudes toward advanced technologies, including AI-based tools, were associated with more favorable educational attitudes. Students reported increased motivation and interest in learning when technology was used effectively.

Singh and Patel (2022), found no significant gender difference in attitudes toward AI among senior college students in arts, science, and commerce streams. Their results indicated that when students receive balanced exposure to AI concepts through coursework, gender differences tend to diminish. These mixed findings highlight that context, curriculum exposure, and digital literacy may influence the direction and size of gender differences in AI attitude.

Li and Wang (2023), studied students' emotional responses to AI-assisted learning environments. The results indicated that students with positive AI attitudes showed higher learning motivation and more positive educational attitudes. Conversely, students who expressed anxiety or mistrust toward AI exhibited lower academic engagement.

Objectives:

1. To study the correlation of AI attitude and educational attitude among senior college students.
2. To examine the difference between male and female senior college students on ai attitude.
3. To assess the difference between male and female senior college students on educational attitude.

Hypotheses:

1. There will be significant correlation between ai attitude and educational attitude among senior college students.

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2. Male and female senior college students will significantly differ on ai attitude.
3. Male and female senior college students will significantly differ on educational attitude.

Methodology:

Participants:

Participants were selected from Kolhapur, Maharashtra, through a purposive sampling method of data collection of 60 students were divided into 2 groups: 30 males and 30 females. The participants were between 17 to 20 years of age.

Tools used in the study:

1) Artificial Intelligence Attitude Scale: Thies scale was developed by Aktay, S., Gok, S., & Yildirim, A. (2024). It consists 13 items with 5 options. These options were organized as "strongly disagree", "disagree", "undecided", "agree" and "strongly agree" respectively. Reliability of the total scale measured by Cronbach's Alpha coefficient is 0.802.

2) Educational Attitude Scale: It was developed by Dr. C Bhasin's. In this test there are consisting of questions 40 statements. 20 negative & 20 positives. Reliability of test by split-half-method is 0.72 & by test-retest method is 0.69 Face validity of test is 0.76.

Statistical analysis:

Mean, SD, "t"- test and Pearson product moment correlation SPSS.

Result, Interpretation and Discussion:

Table No. 1 Correlation between AI attitude and educational attitude among senior college students.

Factor	N	Mean	SD	Df	'r'
AI attitude	60	45.83	9.73	118	0.31**
Educational attitude	60	29.35	4.09		

**Significant at 0.01 level, *significant at 0.05 level, NS- Not significant

Table 1 shows the correlation between AI attitude and educational attitude among senior college students. The sample consisted of 60 students for each variable. The mean score for AI attitude was M = 45.83 with a standard deviation of SD = 9.73, whereas the mean score for educational attitude was M = 29.35 with a standard deviation of SD = 4.09.

The Pearson product–moment correlation coefficient revealed a moderate positive correlation between AI attitude and educational attitude, r = .31, which was statistically significant at the 0.01 level. This indicates that students who have a more positive attitude toward artificial intelligence also tend to show a more positive educational attitude.

Table No. 2 Mean, SD, and 't' value showing difference in gender, for AI attitude and educational attitude

Variable	Gender	N	Mean	SD	df	"t"
AI Attitude	Male	30	46.83	10.85	58	0.89NS
	Female	30	44.83	8.53		
Educational attitude	Male	30	27.53	3.80	58	3.36**
	Female	30	31.16	3.57		

**Significant at 0.01 level, *significant at 0.05 level, NS- Not significant

Table 2 presents the mean scores, standard deviations, and t values showing gender differences in AI attitude and educational attitude among senior college students.

For AI attitude, male students (n = 30) obtained a mean score of M = 46.83 (SD = 10.85), while female students (n = 30) obtained a mean score of M = 44.83 (SD = 8.53). The obtained t value was t = 0.89, which was not statistically significant. This indicates that there is no significant gender difference in AI attitude among senior college students.

In contrast, for educational attitude, male students (n = 30) had a mean score of M = 27.53 (SD = 3.80), whereas female students (n = 30) had a higher mean score of M = 31.16 (SD = 3.57). The obtained t value was t = 3.36, which was statistically significant at the 0.01 level. This result suggests a significant gender difference in educational attitude, with female students showing a more positive educational attitude than male students.

Overall, the findings reveal that while gender does not significantly influence AI attitude, it does significantly affect educational attitude among senior college students, favoring female students.

Conclusion:

The results revealed a significant positive relationship between AI attitude and educational attitudes among senior college students, indicating that more favorable perceptions of AI are associated with more positive educational attitudes; therefore, Hypothesis 1 was supported. No significant gender differences were found in AI attitudes, leading to the rejection of Hypothesis 2. However, a significant gender difference emerged in educational attitudes, with female students demonstrating more positive educational attitudes than male students; thus, Hypothesis 3 was supported.

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