

FACTORS ASSOCIATED WITH THE USAGE OF AI-BASED EDUCATIONAL TOOLS AMONG UNDERGRADUATES OF RAJARATA UNIVERSITY IN SRI LANKA

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ABSTRACT

This study examines the usage of AI-based educational tools among undergraduates at Rajarata University of Sri Lanka, focusing on psychological and perceptual elements, such as hedonic motivation, perceived credibility, ease of use, perceived social presence, and perceived usefulness. This research problem centers on the need to identify the factors that contribute to the acceptance and effective use of AI-based educational technologies in a specific academic context. The main objective of this research was to examine the factors associated with the use of AI-based educational tools and their impact on the learning experiences of undergraduate students at Rajarata University. The methodology includes quantitative surveys, allowing for a comprehensive exploration of students' perceptions, preferences, and challenges related to AI in education. The population (8,330) of Rajarata University of Sri Lanka, including six faculties, was sampled (367) using a stratified sampling technique, considering all faculties as percentages. Findings from the study revealed a nuanced understanding of the factors associated with the use of AI-based educational tools among undergraduates. Quantitative data analysis indicated that factors such as perceived usefulness, perceived ease of use, and technological self-efficacy significantly affect students' willingness to engage with AI tools for learning purposes. The conclusions drawn from the study underscore the multifaceted nature of the factors influencing the use of AI-based educational tools. A holistic approach that considers both technological and pedagogical aspects is crucial for successful implementation. This study contributes to the existing knowledge by providing empirical evidence specific to the context of Rajarata University, enriching the literature on AI in education with insights from diverse cultural and educational settings. Furthermore, this study emphasizes the need for educational institutions and policymakers to address the identified factors to foster a conducive environment for AI integration in higher education.

Keywords: Perceived usefulness, perceived credibility, perceived ease of use, Perceived social presence, Hedonic motivation