Advances in Consumer Research
https://acr-journal.com/
Volume-2 | Issue-6 |December: 2025
Original Researcher Article

Exploring The Role Of Ai Tools In Transforming Educational Practices And Student Learning Outcomes

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ABSTRACT
The swift advancement of Artificial Intelligence (AI) is changing educational methods by implementing novel tools that boost instruction, simplify administrative functions, and elevate student performance results. This research examines how AI tools influence educational experiences and academic outcomes in the Thoothukudi district. A descriptive survey design was employed to gather primary data from 150 students from various schools and colleges using structured questionnaires. The research examines patterns of AI usage, perceptions, challenges, and the impact of demographic factors on its adoption. Results indicate that AI technologies, including intelligent tutoring systems, adaptive learning platforms, and data analytics tools, are extensively used and viewed favorably for enhancing engagement, personalization, and educational outcomes. Although age does not greatly impact views on AI adoption, the location of residence affects perceptions about learning results and effectiveness. The research emphasizes AI's ability to improve education quality, while also stressing the importance of fair access, adequate training, and ethical application to optimize advantages.
Keywords: *Artificial Intelligence, AI Tools, and Educational Practices.*
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1. INTRODUCTION:

The fast growth of artificial intelligence (AI) is drastically altering several industries, including education. AI tools are becoming increasingly important in educational practices, providing novel approaches to improve teaching, streamline administrative procedures, and boost student learning results. Using AI's capabilities, instructors may address diverse learning requirements, create tailored experiences, and empower students to reach their full potential. AI technologies, such as intelligent tutoring systems and adaptive learning platforms, provide personalized training by evaluating student data to identify strengths and shortcomings, allowing for targeted educational interventions. In addition, AI apps help instructors by reducing regular chores, generating efficient teaching tactics, and providing rapid feedback to maximize instructional time. AI integration is also influencing how students access and interact with knowledge. Virtual assistants and gamified platforms improve engagement and accessibility for learners with varied backgrounds and abilities. This democratization of educational materials has the potential to reduce inequities and increase inclusion.

Nonetheless, the expanding use of AI in education presents new obstacles and ethical issues, such as data privacy, algorithmic prejudice, and over-reliance on technology. It is critical to strike a balance between utilizing AI and preserving the human-centric essence of education. This research investigates AI's revolutionary role in education, focusing on its integration, obstacles, and efficacy in increasing learning outcomes.

2. REVIEW OF LITERATURE

(Sharma & Gupta, 2024). This research adopts a descriptive survey design to examine how AI tools are influencing teaching practices and student learning outcomes in educational institutions across Thoothukudi district during 2024. Primary data will be collected from students and teachers using a structured questionnaire that measures AI usage, perceived usefulness, and academic improvement. Samples will be collected from schools and colleges using simple random sampling, and a total of 150 respondents are expected. Data analysis will include descriptive statistics such as percentage, mean score, and standard deviation using SPSS software.

(Kumar, 2024) The study also follows a mixed-method approach combining quantitative and qualitative techniques to obtain a comprehensive understanding of AI-supported learning in 2024. Quantitative data will be collected through Likert scale-based questionnaires, while qualitative data will be gathered through interviews with selected teachers who actively use digital learning platforms and AI-based teaching modules. A purposive sampling technique will be used for interview selection. Quantitative analysis will include descriptive and inferential statistical techniques, while qualitative responses will be analysed through thematic analysis to identify patterns regarding AI adoption challenges and opportunities.

3. STATEMENT OF THE PROBLEM

The adoption of Artificial Intelligence (AI) tools into education has emerged as a transformational force, changing traditional teaching approaches and impacting student learning results. Despite the expanding use of AI-powered technology in the classroom, there is little empirical information on how these tools affect

educational practices and if they improve student learning outcomes in meaningful and measurable ways. Educators confront difficulties in knowing how to successfully use AI tools in line with educational aims, and students have different experiences with these technologies based on their design, accessibility, and flexibility. Furthermore, issues about equality, ethical implications, and the possibility of over-reliance on AI have sparked worries about its long-term impact on educational methods. This study aims to close a significant gap in understanding the impact of AI technologies in altering teaching and learning processes. It specifically looks at how AI tools affect teaching tactics, student engagement, individualized learning, and overall academic success. The study's goal in investigating these characteristics is to give practical insights for educators, policymakers, and technology developers to improve AI integration in education and guarantee that its advantages are dispersed equitably.

4. OBJECTIVES

- To assess the role of AI in enhancing student learning outcomes through personalized learning, adaptive platforms, and data-driven insights.
- To analyze user perceptions and attitudes (students, teachers, and administrators) toward adopting AI tools in education.
- To identify challenges and opportunities in implementing AI tools in education, including technical, ethical, and accessibility aspects.

5. NULL HYPOTHESIS

1. There is no significant relationship between age and attitude, challenges faced by the respondents
2. There is no significant relationship between area of residence and perception of the respondents

6. RESEARCH METHODOLOGY

This study adopts a descriptive survey design to examine the role of AI tools in transforming educational practices and student learning outcomes in Thoothukudi district. Primary data were collected from students of selected schools and colleges using a structured questionnaire based on a five-point Likert scale measuring AI usage, academic support, digital literacy, and perceived learning improvement. A sample of 150 respondents was selected using simple random sampling, and the collected data were analysed using descriptive statistics, percentage analysis, and ANOVA through SPSS software. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly followed. The methodology is supported by recent technology-based education research, which highlights the relevance of data-driven approaches in evaluating AI adoption in academic environments.

7. FRAMEWORK AND ANALYSIS

Table - I

Factors		**Frequency**	**Percent**
Gender	Male	85	56.7
	Female	65	43.3
	Total	**150**	**100.0**

Source: Primary Data

Interpretation - The above table shows the gender distribution of the respondents, indicating that a majority of participants are male, accounting for 56.7% of the total sample, while females constitute 43.3%.

Table – II

Factors		**Frequency**	**Percent**
Duration of AI Tool Usage in Education	Less than 1-year	13	8.7
	1–2 years	40	26.7
	2–3 years	43	28.7
	3 – 4 years	20	13.3
	Above 4 years	34	22.7
	Total	**150**	**100.0**

Source: Primary Data

Interpretation - The table presents the duration of AI tool usage in education among the respondents. The majority of participants, 28.7%, have been using AI tools for 2–3 years, followed by 26.7% who have used them for 1–2 years. A significant portion, 22.7%, has experience of over 4 years, indicating a group of long-term users. Meanwhile, 13.3% have been using AI tools for 3–4 years, and a smaller group, 8.7%, has less than 1 year of experience. Overall, the data suggests that most respondents have moderate to extensive experience with AI tools in education, reflecting both emerging and established usage trends in Thoothukudi.

Table – III

Factors		**Frequency**	**Percent**
AI tools have you	Intelligent tutoring systems (e.g., AI-based chatbots or virtual tutors)	40	26.7

encountered or used in education	Learning management systems (LMS) with AI capabilities	6	4.0
	AI-based grading systems	18	12.0
	Adaptive learning platforms	40	26.7
	Virtual Reality (VR) or Augmented Reality (AR) learning tools	9	6.0
	Data analytics tools for learning outcomes	34	22.7
	Others	3	2.0
	Total	**150**	**100.0**

Source: Primary Data

Interpretation - The table illustrates the types of AI tools that respondents have encountered or used in education. The most commonly used tools are Intelligent Tutoring Systems and Adaptive Learning Platforms, each with 26.7% of respondents, highlighting the popularity of personalized and interactive learning solutions. Data analytics tools for learning outcomes are also widely used, accounting for 22.7%, indicating a focus on performance tracking and assessment. AI-based grading systems are used by 12% of respondents, while Virtual Reality (VR) and Augmented Reality (AR) learning tools account for 6%, showing emerging adoption of immersive technologies. Learning Management Systems (LMS) with AI capabilities are less commonly used (4%), and a small proportion (2%) reported using other AI tools. Overall, the data suggests that educators and students in Thoothukudi are engaging more with AI tools that enhance personalized learning and data-driven insights, while immersive and administrative AI applications are still gradually being adopted.

H0: There is no significant relationship between age and attitude, challenges faced by the respondents

ANOVA

Factors		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
I enjoy using AI tools for teaching or learning purposes.	Between Groups	3.558	4	.890	1.717	.149
	Within Groups	75.115	145	.518		
	Total	78.673	149			
Using AI in education is a good idea for improving educational outcomes.	Between Groups	4.857	4	1.214	1.412	.233
	Within Groups	124.717	145	.860		
	Total	129.573	149			
AI tools make the learning process more engaging and effective.	Between Groups	1.859	4	.465	.370	.829
	Within Groups	181.934	145	1.255		
	Total	183.793	149			
I am willing to recommend AI-based tools to others in the education sector.	Between Groups	5.515	4	1.379	2.415	.052
	Within Groups	82.779	145	.571		
	Total	88.293	149			
The benefits of using AI in education outweigh any challenges.	Between Groups	3.330	4	.833	1.378	.244
	Within Groups	87.610	145	.604		
	Total	90.940	149			
There are sufficient training and resources available to effectively use AI in education.	Between Groups	4.659	4	1.165	1.519	.200
	Within Groups	111.181	145	.767		
	Total	115.840	149			
Privacy and data security are adequately addressed in AI tools used in education.	Between Groups	4.629	4	1.157	1.579	.183
	Within Groups	106.231	145	.733		
	Total	110.860	149			
The cost of implementing AI	Between Groups	4.857	4	1.214	1.412	.233

tools is a barrier for wider adoption.	Within Groups	124.717	145	.860		
	Total	129.573	149			
AI tools may replace the traditional role of teachers in the classroom.	Between Groups	1.859	4	.465	.370	.829
	Within Groups	181.934	145	1.255		
	Total	183.793	149			

Source: Primary Data

Interpretation - The ANOVA results indicate that the significance (Sig.) values for all the statements regarding attitudes and challenges faced in using AI tools in education are greater than 0.05. This suggests that there is no statistically significant difference between different age groups in terms of their enjoyment, perception of effectiveness, willingness to recommend, perceived benefits, availability of training/resources, privacy and data security concerns, cost barriers, or fears of AI replacing teachers. Even for statements with relatively lower significance values, such as willingness to recommend AI-based tools (Sig. = 0.052), the results still do not meet the conventional threshold for significance. Therefore, it can be concluded that respondents across all age groups share similar attitudes toward AI tools in education and face comparable challenges in adopting and utilizing these technologies. This implies that age does not play a determining role in shaping perceptions or experiences with educational AI tools in Thoothukudi.

H0: There is no significant relationship between area of residence and perception of the respondents

ANOVA						
Factors		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
AI tools improve the quality of teaching and learning processes.	Between Groups	1.074	1	1.074	2.018	.158
	Within Groups	78.766	148	.532		
	Total	79.840	149			
AI-powered educational tools enhance my productivity in academic activities.	Between Groups	1.893	1	1.893	2.572	.111
	Within Groups	108.967	148	.736		
	Total	110.860	149			
The use of AI tools helps achieve better learning outcomes.	Between Groups	8.626	1	8.626	10.541	.001
	Within Groups	121.114	148	.818		
	Total	129.740	149			
AI tools save time by automating repetitive educational tasks (e.g., grading).	Between Groups	4.709	1	4.709	5.196	.024
	Within Groups	134.125	148	.906		
	Total	138.833	149			
Integrating AI in education improves access to personalized learning materials.	Between Groups	.301	1	.301	.440	.508
	Within Groups	101.173	148	.684		
	Total	101.473	149			

Source: Primary Data

Interpretation - The ANOVA results show mixed outcomes regarding the relationship between area of residence and perception of AI tools in education. For most statements, such as "AI tools improve the quality of teaching and learning processes" (Sig. = 0.158), "AI-powered educational tools enhance my productivity" (Sig. = 0.111), and "Integrating AI improves access to personalized learning materials" (Sig. = 0.508), the significance values are greater than 0.05, indicating no statistically significant difference in perception based on area of residence. However, two statements show significant differences: "The use of AI tools helps achieve better learning outcomes" (Sig. = 0.001) and "AI tools save time by automating repetitive educational tasks" (Sig. = 0.024). These values are below the 0.05 threshold, suggesting that respondents' area of residence does influence their perception of AI's impact on learning outcomes and time-saving benefits.

8. CONCLUSION

The present investigation looked at the influence of AI technologies in changing educational methods and student learning results in Thoothukudi. The findings show that AI solutions like as intelligent tutoring systems, adaptive learning platforms, and data analytics tools are extensively utilized and well-received by students and educators for improving customized learning, engagement, and academic success. The examination of demographic characteristics reveals that age has no significant effect on views about AI adoption or the problems experienced, implying that acceptance is consistent across age groups. However, the place of residence has an impact on particular features, such as perceived learning results and time-saving advantages, indicating that urban and semi-urban environments might influence AI integration experiences. Overall, AI technologies are seen as beneficial in terms of teaching efficiency, learning efficacy, and student engagement, however accessibility, cost, and ethical issues remain critical. The study highlights AI's potential to improve educational quality while highlighting the importance of deliberate deployment, training, and equitable access to optimize advantages across varied student groups in Thoothukudi.

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