Journal of Management Matters

Journal of Management Matters
13(1) (2026) 41-54
@Faculty of Management Studies
Rajarata University of Sri Lanka
DOI: https://doi.org/10.4038/jmm.v13i1.111
http://www.rjt.ac.lk/mgt/pages/journal.php

A STUDY ON AWARENESS OF USING GENERATIVE AI TOOLS AMONG UNDERGRADUATES: EVIDENCE FROM STATE UNIVERSITIES OF SRI LANKA

*K.B.G.T.B. Piyarathne [1], and K.M.P.G.A.J. Bandara, [2] **
[1,2] Department of Information Systems, Faculty of Management Studies, Rajarata University of Sri Lanka.
**Correspondence: amithb@mgt.rjt.ac.lk*

Article History
Received Date: 09.10.2025
Revised Date: 07.07.2026
Published date: 02.09.2026

Abstract

This study explores the level of awareness and key influencing factors related to the use of Generative Artificial Intelligence (GAI) tools among undergraduates in Sri Lanka's state uni-versities. As AI tools such as ChatGPT, Grammarly, and Google Gemini become increasingly prevalent in higher education, understanding how students perceive and adopt these technolo-gies is critical. The study applies the Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT), and the Technology Readiness Index (TRI) to examine four independent variables: Attitude, Peer Influence, Perceived Usefulness, and Tech-nological Readiness. Data were collected from a sample of 384 undergraduates across state universities using a structured questionnaire and analyzed using SPSS. Findings reveal that technological readiness and perceived usefulness are the strongest predictors of awareness, while gaps remain in ethical understanding. The study recommends integrating AI literacy and ethical guidelines into curricula to ensure responsible use. These findings provide practical guidance for policymakers and educators in developing strategies to enhance AI awareness and readiness among undergraduates.

Keywords: *Attitude; Generative AI Tools; Peer Influence; Perceived Usefulness; Technological Readiness*

1. Introduction

Artificial Intelligence (AI) has become one of the most transformative technologies of the 21st century, influencing industries, governments, and education worldwide. In higher education, the rise of generative AI (GAI) tools such as ChatGPT, Google Bard, and Microsoft Copilot is reshaping how students learn, write, and interact with knowledge. These systems can generate essays, solve problems, and support creativity, making them highly attractive to undergraduates. At the same time, their use raises new questions about academic integrity, originality, and ethics. For countries like Sri Lanka, where technology adoption in education is still developing, the rise of GAI presents both opportunities and challenges that must be understood and managed.

Research conducted in developed contexts suggests that GAI tools improve learning efficiency, self-efficacy, and engagement (Pellas, 2023; Quinde et al., 2024). Students often recognize their usefulness for writing and collaboration, but concerns remain about overreliance, plagiarism, and the trustworthiness of AI outputs (Chan & Hu, 2023; Hua, 2023). Some studies indicate that peer networks strongly influence students' willingness to adopt AI, while others stress that technological readiness and institutional support play a greater role (S. Ahmad et al., 2015; Delcker et al., 2024). These diverse findings highlight the absence of consensus on what truly drives student awareness and adoption of GAI.

Despite the growing global literature, little empirical evidence exists from Sri Lanka and similar developing countries. Sri Lankan universities face distinct contextual barriers, such as unequal access to digital infrastructure, cultural perceptions of technology, and limited formal policies on AI integration. Without localized studies, assumptions from international research may not reflect the realities of Sri Lankan undergraduates. This creates a clear knowledge gap that must be addressed to inform educational policy and curriculum development.

The aim of this study is therefore to assess the awareness of generative AI tools among undergraduates in Sri Lanka's state universities. Drawing on the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and the Technology Readiness Index (TRI), the study focuses on four constructs Attitudes, Peer Influence, Perceived Usefulness, and Technological Readiness. Each of these variables is hypothesized to significantly shape students' awareness and readiness to use GAI in their academic work.

The research objectives are twofold first, to measure undergraduates' level of awareness of GAI tools and second, to examine how the four identified factors influence this awareness. Based on existing literature, the study hypothesizes that each variable has a significant positive relationship with awareness. This research is significant for three reasons. First, it contributes to academic theory by applying well established adoption models to a new technological context in a developing country. Second, it fills an empirical gap by providing data from Sri Lanka, where few studies on student use of GAI exist. Third, it has practical implications: the findings can guide universities and policymakers in designing AI literacy programs, ethical guidelines, and support mechanisms to ensure responsible use of GAI in education.

The major findings of the study indicate that technological readiness and perceived usefulness are the strongest predictors of awareness, while attitudes and peer influence also play significant roles. These results underline the importance of equipping students with both the skills and ethical understanding needed to engage with GAI tools responsibly. By doing so, Sri Lankan universities can ensure that undergraduates benefit from the opportunities of AI while minimizing risks to academic integrity.

2. Literature Review

A literature review provides a critical foundation for research by positioning the study within existing scholarly debates and theories. For this study, the review explores the role of generative AI (GAI) tools in higher education and examines how four independent variables Attitude, Peer Influence, Perceived Usefulness, and Technological Readiness influence students' awareness of these tools. Drawing on previous studies, this section defines key constructs, reviews empirical evidence, and highlights theoretical frameworks that support the conceptual model.

2.1 Generative AI and Awareness

Artificial Intelligence (AI) is broadly defined as the ability of machines to perform tasks requiring human-like reasoning and learning(Akgun & Greenhow, 2022; Tripathi, 2024). Generative AI (GAI) extends this by creating new content text, images, or audio through advanced algorithms such as Generative Adversarial Networks and transformer models (Feuerriegel et al., 2023; Ka et al.,2024). In higher education, tools like ChatGPT, Bard, and Copilot offer applications ranging from tutoring and writing support to accessibility services (Jin et al., 2024). Awareness of GAI tools refers to students' knowledge of their existence, functionalities, and ethical implications. Studies indicate that awareness is multidimensional, encompassing familiarity, experience, and ethical judgment (Albayati, 2024; Joseph et al., 2024; Zhu et al., 2024). While students worldwide are increasingly exposed to AI, gaps remain in ethical literacy and responsible usage (Chan & Hu, 2023). In developing contexts, disparities in infrastructure and training exacerbate these challenges (M. Ahmad et al., 2024).

2.2 Independent Variables

2.2.1 Attitude

Attitude reflects students' positive or negative evaluations of using GAI tools. According to the Technology Acceptance Model (TAM), positive attitudes strongly predict behavioral intentions to adopt technology (Davis, 1989; Hsu, 2023). Research shows that favorable perceptions of GAI's usefulness and trustworthiness encourage adoption, while negative attitudes linked to fear of plagiarism or overdependence hinder it (Arowosegbe et al., 2024; Marengo et al., 2025). Thus, attitude is a critical psychological factor shaping awareness.

2.2.2 Peer Influence

Peer influence refers to the social pressure and encouragement students experience from their networks. The Unified Theory of Acceptance and Use of Technology (UTAUT) identifies social influence as a determinant of technology adoption (Venkatesh et al., 2003). Studies confirm that students are more likely to explore GAI tools when peers recommend or actively use them (Chatterjee et al., 2021; Huang et al., 2024). However, peers can also discourage

adoption through skepticism or ethical concerns (Hockly, 2023). Peer influence therefore plays both enabling and constraining roles in shaping awareness.

2.2.3 Perceived Usefulness

Perceived usefulness, central to TAM, is the extent to which a person believes technology enhances performance (Davis, 1989). Evidence consistently shows that when students perceive GAI tools as helpful for improving academic efficiency and quality, awareness and adoption increase (Liu & Jagadish, 2024; Shahzad et al., 2024). Conversely, unclear benefits or usability challenges reduce awareness (Delcker et al., 2024). Perceived Usefulness thus remains one of the strongest predictors of GAI engagement in higher education.

2.2.4 Technological Readiness

Technological readiness describes individuals' willingness and capability to embrace new technologies. Parasuraman's Technology Readiness Index (TRI) identifies optimism, innovativeness, discomfort, and insecurity as key dimensions (Parasuraman & Colby, 2015). Research confirms that students with higher digital literacy and confidence in technology are more aware of and engaged with GAI tools (Chowdhury & Goswami, 2024; Munap et al., 2024). However, discomfort and insecurity can undermine readiness, especially in contexts with limited training or support (Blut & Wang, 2020).

2.3 Theoretical Frameworks

Three theoretical frameworks guide this study, TAM emphasizes perceived usefulness as a determinant of attitudes and adoption (Davis, 1989). UTAUT highlights social influence (peer effects) alongside performance expectations (Venkatesh et al., 2003). TRI explains how optimism, innovativeness, discomfort, and insecurity shape readiness to adopt new technologies (Parasuraman & Colby, 2015). Together, these models provide a comprehensive lens for analyzing psychological, social, and technological factors that influence awareness of GAI tools.

The literature reveals that awareness of GAI tools is shaped by a complex interplay of attitudes, peer dynamics, perceived usefulness, and technological readiness. While global studies emphasize these factors, few investigations have localized them within the Sri Lankan context. Theoretical models (TAM, UTAUT, TRI) reinforce their importance but highlight gaps in empirical testing in developing countries. This study addresses these gaps by applying established frameworks to explore undergraduates' awareness of GAI tools in Sri Lanka's state universities, thereby contributing theoretical, empirical, and practical insights into AI adoption in higher education.

3. Methodology

3.1 Conceptual Framework and Variables

The conceptual framework was derived from the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and the Technology Readiness Index (TRI). Independent variables Attitude, Peer Influence, Perceived Usefulness, and Technological Readiness were operationalized into measurable dimensions and indicators, while Awareness of Generative AI Tools served as the dependent variable. All constructs were

measured using validated Likert-scale items adapted from prior research (Davis, 1989; Parasuraman & Colby, 2015; Venkatesh et al., 2003).

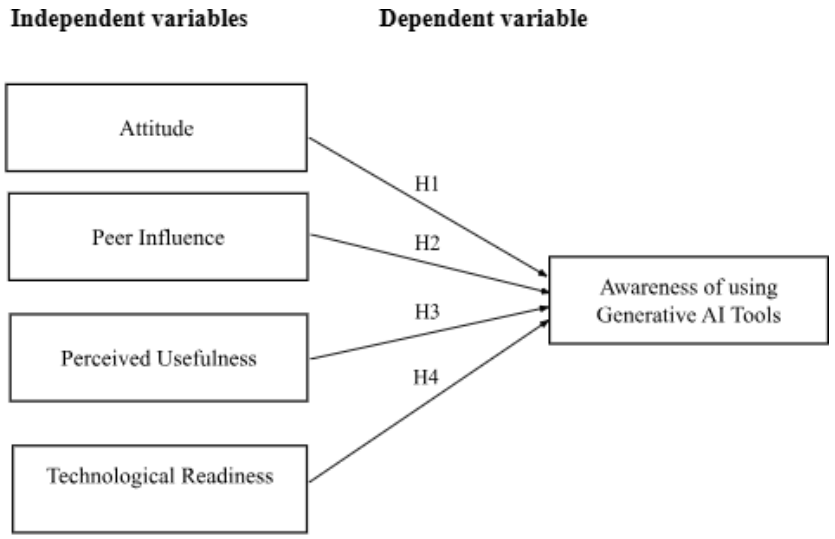

Figure 1: Conceptualization framework

It illustrates the relationships between key variables, comprising four independent variables, and based on the conceptual framework and literature review, the following hypotheses were developed to examine the influence of the identified independent variables on student awareness of using generative artificial intelligence tools.

H1: There is a significant relationship between Attitudes and the awareness of using generative AI tools among undergraduates.
H2: There is a significant relationship between Peer influence and the awareness of using generative AI tools among undergraduates.
H3: There is a significant relationship between Perceived usefulness and the awareness of using generative AI tools among undergraduates.
H4: There is a significant relationship between Technological readiness and the awareness of using generative AI tools among undergraduates.

3.2 Population and Sampling

The population comprised 170,184 undergraduates enrolled in 17 state universities in Sri Lanka (UGC, 2024). Using Krejcie and Morgan's sample size table, a representative sample of 384 students was determined at a 95% confidence level with a 5% margin of error. A quota sampling technique ensured proportional representation across gender, universities, and academic years. To ensure proportional representation, the number of students selected from each university is presented in Table 01.

3.3 Data Collection

Primary data were gathered via a structured online questionnaire (Google Form) consisting of two sections. Section A, Demographic details (gender, university, academic year, prior AI use, frequency of use). Section B, Variables measured using five-point Likert scales (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire included validated items adapted from earlier studies (Davis, 1989; Falebita & Kok, 2024; Venkatesh et al., 2003) to measure the dependent and independent variables. Secondary data sources (journal articles, reports, and policy documents) were also reviewed to contextualize findings. All variables were measured at the interval level using 5-point Likert scales, enabling statistical testing. The dependent variable (Awareness of GAI tools) was operationalized into general awareness, basic understanding, usage experience, perceived benefits, and risks. Independent variables captured dimensions of Attitude including trust, necessity, Peer Influence as normative beliefs, social visibility, Perceived Usefulness as efficiency, output quality, and Technological Readiness including optimism, innovativeness.

Table 3.1 Proportional Representation of Sample

No	Name of University	Sample
1.	Eastern University of Sri Lanka	24
2.	Gampaha Wickramarachchi University of Indigenous Medicine	5
3.	Rajarata University of Sri Lanka	21
4.	Sabaragamuwa University of Sri Lanka	22
5.	South Eastern University of Sri Lanka	19
6.	The Open University of Sri Lanka	7
7.	University of Colombo	36
8.	University of Jaffna	32
9.	University of Kelaniya	41
10.	University of Moratuwa	21
11.	University of Peradeniya	30
12.	University of Ruhuna	38
13.	University of Sri Jayawardhanapura	41
14.	University of the Visual & Performing Arts	7
15.	University of Vavuniya	8
16.	Uva Wellassa University of Sri Lanka	15
17.	Wayamba University of Sri Lanka	17
	TOTAL	384

3.4 Data Analysis

Data were analyzed using SPSS. The following procedures were applied, Descriptive statistics frequencies, means, and standard deviations to summarize demographics and awareness levels. Reliability analysis, Cronbach's alpha for internal consistency of scales. Inferential statistics. correlation and multiple regression analysis to test relationships between independent variables and awareness of GAI tools. The questionnaire, coding scheme, and anonymized dataset are available upon request. Large datasets may be deposited in an open access institutional repository with appropriate accession details to support replication and future research.

4. Results and Discussion

4.1 Reliability Test

The reliability of the measurement instruments was examined using Cronbach's Alpha, which assesses the internal consistency of scale items. All constructs exceeded the recommended threshold of 0.70, confirming acceptable reliability. Attitude (α = 0.784), Peer Influence (α = 0.717), Perceived Usefulness (α = 0.719), and Technological Readiness (α = 0.760) all demonstrated consistent measurement. The dependent variable, Awareness of Generative AI Tools, achieved the highest value (α = 0.798), reflecting strong reliability. These results indicate that the items used in the questionnaire consistently measured the intended constructs and provide confidence in the dependability of the findings.

Table 4.1 Reliability Test Analysis

Variables	Cronbach's Alpha	No. of Items
Attitude	0.784	5
Peer Influence	0.717	4
Perceived Usefulness	0.719	5
Technological Readiness	0.760	5
Awareness of using Generative AI Tools	0.798	9

4.2 Validity Test

Construct validity was assessed using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. KMO values ranged from 0.553 to 0.770, exceeding the minimum requirement of 0.5, suggesting that the data were suitable for factor analysis. Bartlett's Test results were significant for all variables ($p < 0.001$), confirming that the correlations among items were sufficient for valid analysis. Convergent validity was further supported by Average Variance Extracted (AVE) values, which were all above 0.5 (ranging between 0.536 and 0.739). Together, these outcomes confirm that the constructs are both statistically valid and capable of accurately representing the concepts being studied.

Table 4.2 Validity Test Result

Variables	KMO and Bartlett's Test	Sig value
Attitude	0.638	0.000
Peer Influence	0.553	0.000
Perceived Usefulness	0.623	0.000
Technological Readiness	0.723	0.000
Awareness of using Generative AI Tools	0.770	0.000

4.3 Descriptive Analysis

Descriptive statistics provided insight into students' general perceptions of generative AI tools. Mean scores for all constructs were high, ranging between 4.42 and 4.58 on a 5-point Likert scale. Perceived Usefulness recorded the highest mean (M = 4.58), indicating that students strongly agreed about the benefits of AI tools in their academic work. Peer Influence (M = 4.57), Technological Readiness (M = 4.56), and Attitude (M = 4.52) also scored highly, reflecting favorable attitudes, readiness, and social reinforcement. The dependent variable, Awareness of Generative AI Tools, had a mean of 4.42, showing that undergraduates were generally well aware of AI technologies. Low standard deviations (0.377–0.436) indicated that responses were tightly clustered around the mean, and negative skewness values suggested most students selected responses at the "agree" or "strongly agree" levels. These results collectively demonstrate that awareness and perceptions of generative AI are overwhelmingly positive among Sri Lankan undergraduates.

Table 4.3 Descriptive Statistics of Variables

	Mean	Std. Deviation	Skewness
Attitude	4.52	0.436	-1.783
Peer Influence	4.57	0.377	-2.325
Perceived Usefulness	4.58	0.379	-3.000
Technological Readiness	4.56	0.397	-1.974

4.4 Correlation Analysis

Correlation analysis revealed strong and significant positive associations between all independent variables and awareness of generative AI tools. Perceived Usefulness had the strongest correlation with Awareness ($r = 0.767$, $p < 0.001$), suggesting that students' recognition of academic benefits is a central driver of their awareness. Peer Influence ($r = 0.746$, $p < 0.001$) also showed a strong relationship, underscoring the importance of social dynamics and peer networks. Attitude ($r = 0.701$, $p < 0.001$) and Technological Readiness ($r = 0.652$, $p < 0.001$) were similarly significant, though slightly weaker. These results highlight that positive perceptions, usefulness, and peer engagement are highly interlinked with student awareness. The correlation analysis shows that all the independent variables Attitude, Peer Influence, Perceived Usefulness, and Technological Readiness are positively related to the Awareness of using generative AI (GAI) tools. The results highlight that Attitude, Peer Influence, and Perceived Usefulness demonstrate very strong positive relationships with Awareness, while Technological Readiness also shows a strong positive association. Furthermore, the analysis indicates that Peer Influence and Perceived Usefulness are closely interrelated, and Attitude also aligns strongly with Perceived Usefulness. Overall, the findings suggest that students' awareness of GAI tools is shaped not only by their own attitudes and technological preparedness but also, to a large extent, by the influence of peers and the usefulness they attribute to these tools.

Table 4.4 Correlation Results

	Attitude	Peer Influence	Perceived Usefulness	Technological Readiness	Awareness of using GAI Tools
Attitude	1				
Peer Influence	0.741	1			
Perceived Usefulness	0.789	0.842	1		
Technological Readiness	0.696	0.743	0.811	1	
Awareness of using GAI Tools	0.701	0.746	0.767	0.652	1

4.5 Regression Analysis

Multiple regression analysis demonstrated that the four independent variables collectively explained 63.6% of the variance in awareness of generative AI tools ($R^2 = 0.636$; Adjusted $R^2 = 0.632$). The model was statistically significant ($F = 165.569$, $p < 0.001$), indicating strong explanatory power. Among the predictors, Perceived Usefulness ($\beta = 0.365$, $p < 0.001$) had the largest influence, followed by Peer Influence ($\beta = 0.291$, $p < 0.001$) and Attitude ($\beta = 0.195$, $p < 0.001$). Technological Readiness ($\beta = 0.004$) demonstrated only a marginal effect despite being statistically significant. These findings suggest that students' awareness of generative AI tools is most strongly shaped by how useful they perceive the tools to be, supported by positive peer influences and attitudes.

This model summary shows that the correlation coefficient (R = 0.798) indicates a strong positive relationship between the independent variables and the dependent variable. The R Square value (0.636) suggests that about 63.6% of the variance in the dependent variable is explained by the model, which is fairly high. The Adjusted R Square (0.632) confirms that the model remains strong even after adjusting for the number of predictors. The Standard Error of the Estimate (0.234) indicates the average distance that the observed values fall from the regression line, showing a relatively small error, meaning the model fits the data well.

Table 4.5 Regression Analysis – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.798	0.636	0.632	0.234

This ANOVA table shows that the regression model is statistically significant. The regression sum of squares (36.159) compared to the residual sum of squares (20.639) indicates that a large portion of the variation in the dependent variable is explained by the predictors. The F-value (165.569) is very high with a significance level (Sig. = 0.000), meaning the model provides a good fit and the predictors collectively have a significant impact on the dependent variable.

Table 4.6 Regression Analysis – ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.159	4	9.040	165.569	0.000
Residual	20.639	379	0.055		
Total	56.852	383			

This coefficients table explains how each independent variable contributes to predicting the dependent variable. The constant (B = 0.566, p < 0.001) represents the baseline value of the dependent variable when all predictors are zero. Among the predictors, Attitude (B = 0.177, p < 0.001), Peer Influence (B = 0.297, p < 0.001), and Perceived Usefulness (B = 0.371, p < 0.001) all show significant positive effects, indicating that increases in these variables lead to higher awareness of using generative AI tools. However, Technological Readiness (B = 0.004, p = 0.946) is not statistically significant, suggesting that it does not meaningfully contribute to the model. Overall, the results highlight that Attitude, Peer Influence, and Perceived Usefulness are strong predictors, while Technological Readiness has little impact.

Table 4.7 Regression Analysis – Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	t	Sig.
(Constant)	0.566	0.153	3.693	0.000
Attitude	0.177	0.046	3.733	0.000
Peer Influence	0.297	0.061	4.862	0.000
Perceived Usefulness	0.371	0.073	5.099	0.000
Technological Readiness	0.004	0.053	0.068	0.000

4.6 Hypotheses Testing

All four hypotheses proposed in the study were supported by the results. Attitude (H1), Peer Influence (H2), and Perceived Usefulness (H3) each showed significant positive effects on awareness, with Perceived Usefulness emerging as the strongest predictor. Technological Readiness (H4) also demonstrated a positive relationship, though its effect size was considerably smaller. Overall, the hypothesis testing validated the conceptual framework, confirming that students' awareness of generative AI tools is shaped by a combination of cognitive, social, and technological factors.

The hypothesis testing confirmed that all four independent variables had significant positive relationships with undergraduates' awareness of generative AI tools. Attitude demonstrated a strong correlation with awareness (r = 0.701), supporting the view that students with favorable attitudes toward new technologies are more likely to recognize and engage with AI tools. Peer Influence also showed a significant relationship (r = 0.746), highlighting that students often

become aware of AI tools through their peers' usage and recommendations. Perceived Usefulness emerged as the strongest predictor (r = 0.767), confirming that students are most aware of and motivated to adopt generative AI tools when they perceive clear academic benefits. Finally, Technological Readiness, while comparatively weaker (r = 0.652), still demonstrated a significant positive association, suggesting that students with higher digital competence and confidence are more likely to be aware of AI tools. Collectively, these findings validate the study's conceptual framework and confirm that awareness is shaped by a blend of attitudinal, social, practical, and technological factors. This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

5. Conclusions and Recommendations

This study investigated the awareness of generative AI tools among undergraduates in Sri Lanka's state universities, focusing on four major determinants attitude, peer influence, perceived usefulness, and technological readiness. Using data from 384 students, the research confirmed that all four variables significantly influenced awareness, though their relative strength varied. Perceived usefulness emerged as the most important predictor, indicating that students are more likely to adopt and explore AI tools when they perceive tangible academic benefits such as improved efficiency, productivity, and creativity. Peer influence was also found to be a strong driver of awareness, reflecting the crucial role of social learning within student communities. Attitudes toward generative AI were generally positive, which further encouraged students to engage with these technologies in their academic work. Although technological readiness played a comparatively smaller role, it nevertheless supported awareness by equipping students with the confidence and skills needed to experiment with AI tools.

The findings of this study contribute to the broader literature on technology adoption by contextualizing well-established models such as TAM, UTAUT, and TRI within the Sri Lankan higher education system. While research on AI awareness has been growing internationally, limited studies have examined these issues in developing country contexts. By providing empirical evidence from Sri Lanka, this study highlights the unique cultural, social, and technological factors that shape students' engagement with generative AI. The results underscore the importance of integrating academic value, peer dynamics, and readiness into awareness-building strategies.

Based on these findings, several practical recommendations can be made for stakeholders in higher education. Policymakers and educational authorities should establish a national strategy for AI literacy that ensures responsible adoption across universities. Clear ethical guidelines and regulatory frameworks are needed to promote academic integrity while supporting partnerships between technology providers and educational institutions. At the institutional level, university administrators should integrate AI literacy into existing curricula, invest in digital infrastructure, and create resource centers to support both staff and students. Educators can strengthen awareness by demonstrating the academic benefits of generative AI tools in their teaching while guiding students on responsible and ethical use. For students, peer-led initiatives such as AI clubs, workshops, and mentoring programs should be encouraged to harness the influence of peer networks in shaping awareness and adoption. Finally, IT and

communication divisions within universities should develop accessible educational materials, tutorials, and awareness campaigns to ensure that students are well informed and confident in using these tools.

Future research should include a larger, more diverse sample of students from different institutions and regions, and use longitudinal and mixed-methods approaches to track changes in AI awareness and behavior over time. Studies should also consider factors such as digital literacy, internet access, institutional support, prior AI experience, language, peer influence, academic norms, and cultural context. Staying updated with evolving AI tools will ensure findings remain relevant and help institutions promote responsible and informed AI use.

References

Ahmad, M., Subih, M., Fawaz, M., Alnuqaidan, H., Abuejheisheh, A., Naqshbandi, V., & Alhalaiqa, F. (2024). Awareness, benefits, threats, attitudes, and satisfaction with AI tools among Asian and African higher education staff and students. Journal of Applied Learning and Teaching, 7(1). https://doi.org/10.37074/jalt.2024.7.1.10

Ahmad, S., Hashim, H., & Hassim, M. (2015). Graphical technique for root-cause analysis in inherent safety assessment. . Advanced Materials Research, 1113, 723-732.

Akgun, S., & Greenhow, C. (2022). Artificial intelligence in education: Addressing ethical challenges in K-12 settings. AI and Ethics, 2(3), 431–440. https://doi.org/10.1007/s43681-021-00096-7

Albayati, H. (2024). Investigating undergraduate students' perceptions and awareness of using ChatGPT as a regular assistance tool: A user acceptance perspective study. Computers and Education: Artificial Intelligence, 6. https://doi.org/10.1016/j.caeai.2024.100203

Arowosegbe, A., Alqahtani, J. S., & Oyelade, T. (2024). Perception of generative AI use in UK higher education. Frontiers in Education, 9. https://doi.org/10.3389/feduc.2024.1463208

Blut, M., & Wang, C. (2020). Technology readiness: a meta-analysis of conceptualizations of the construct and its impact on technology usage. In Journal of the Academy of Marketing Science (Vol. 48, Issue 4, pp. 649–669). Springer. https://doi.org/10.1007/s11747-019-00680-8

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: perceptions, benefits, and challenges in higher education. International Journal of Educational Technology in Higher Education, 20(1). https://doi.org/10.1186/s41239-023-00411-8

Chatterjee, S., Bhattacharjee, K. K., Tsai, C. W., & Agrawal, A. K. (2021). Impact of peer influence and government support for successful adoption of technology for vocational education: A quantitative study using PLS-SEM technique. Quality and Quantity, 55(6), 2041–2064. https://doi.org/10.1007/s11135-021-01100-2

Chowdhury, I. R., & Goswami, G. (2024). Leveraging Gen AI for Automated Test Script and Test Case Generation in SAP ERP Projects. International Journal of Latest Engineering and Management Research (IJLEMR) Www.Ijlemr.Com ||, 09(10), 37–43. www.ijlemr.com

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly: Management Information Systems, 13(3), 319–339. https://doi.org/10.2307/249008

Delcker, J., Heil, J., Ifenthaler, D., Seufert, S., & Spirgi, L. (2024). First-year students AI-competence as a predictor for intended and de facto use of AI-tools for supporting learning processes in higher education. International Journal of Educational Technology in Higher Education, 21(1). https://doi.org/10.1186/s41239-024-00452-7

Falebita, O. S., & Kok, P. J. (2024). Artificial Intelligence Tools Usage: A Structural Equation Modeling of Undergraduates' Technological Readiness, Self-Efficacy and Attitudes. Journal for STEM Education Research. https://doi.org/10.1007/s41979-024-00132-1

Feuerriegel, S., Hartmann, J., Janiesch, C., & Zschech, P. (2023). Generative AI. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.4443189

Hockly, N. (2023). Artificial Intelligence in English Language Teaching: The Good, the Bad and the Ugly. RELC Journal, 54(2), 445–451. https://doi.org/10.1177/00336882231168504

Hsu, H.-P. (n.d.). Special Issue: The Games People Play: Exploring Technology Enhanced Learning Scholarship & Generative Artificial Intelligence Can Generative Artificial Intelligence Write an Academic Journal Article? Opportunities, Challenges, and Implications. In Irish Journal of Technology Enhanced Learning (Vol. 7, Issue 2). http://www.ilta.ie/

Hua, J. (2023). Beyond Exams: Investigating AI Tool Impact on Student Attitudes, Ethical Awareness, and Academic Dishonesty in Online College Assessments. International Journal of Educational Management and Development Studies, 4(4), 160–185. https://doi.org/10.53378/353030

Huang, Q., Kumarasinghe, P. J., & Jayarathna, G. S. (2024). Navigating the future: exploring ai adoption in chinese higher education through the lens of diffusion theory. Interdisciplinary Journal of Information, Knowledge, and Management, 19. https://doi.org/10.28945/5277

Jin, Y., Martinez-Maldonado, R., Gašević, D., & Yan, L. (2024). GLAT: The Generative AI Literacy Assessment Test. http://arxiv.org/abs/2411.00283

Joseph, O. U., Arikpo, I. M., Victor, O. S., Chidirim, N. E., Mbua, A. P., Ify, U. M., & Diwa, O. B. (2024). Artificial Intelligence (AI) in academic research. A multi-group analysis of students' awareness and perceptions using gender and programme type. Journal of Applied Learning and Teaching, 7(1). https://doi.org/10.37074/jalt.2024.7.1.9

Ka, C., Chan, Y., & Hu, W. (n.d.). Students' Voices on Generative AI: Perceptions, Benefits, and Challenges in Higher Education.

Liu, J., & Jagadish, H. V. (2024). Institutional Efforts to Help Academic Researchers Implement Generative AI in Research. Harvard Data Science Review, Special Issue 5. https://doi.org/10.1162/99608f92.2c8e7e81

Marengo, A., Karaoglan-Yilmaz, F. G., Yılmaz, R., & Ceylan, M. (2025). Development and validation of generative artificial intelligence attitude scale for students. Frontiers in Computer Science, 7. https://doi.org/10.3389/fcomp.2025.1528455

Munap, R., Izwan, M., Badrillah, M., Subramaniam, S., & Farizan Tarudin, N. (2024). AI Revolution: How Malaysian Firms are Redefining Accounting Performance. In Information Management and Business Review (Vol. 16, Issue 3S).

Parasuraman, A., & Colby, C. L. (2015). An Updated and Streamlined Technology Readiness Index: TRI 2.0. Journal of Service Research, 18(1), 59–74. https://doi.org/10.1177/1094670514539730

Pellas, N. (2023). The Effects of Generative AI Platforms on Undergraduates' Narrative Intelligence and Writing Self-Efficacy. Education Sciences, 13(11). https://doi.org/10.3390/educsci13111155

Quinde, G. A. L., Muñoz, M. Y. T., Suárez, J. M. R., Villarreal, R. E. P., Vélez, W. A. Z., & Laínez, A. A. D. P. (2024). Perception of University Students on The Use of Artificial Intelligence (AI) Tools For The Development of Autonomous Learning. Revista de Gestão Social e Ambiental, 18(2), e06170. https://doi.org/10.24857/rgsa.v18n2-136

Shahzad, M. F., Xu, S., & Javed, I. (2024). ChatGPT awareness, acceptance, and adoption in higher education: the role of trust as a cornerstone. International Journal of Educational Technology in Higher Education, 21(1). https://doi.org/10.1186/s41239-024-00478-x

Tripathi, C. R. (2024). Awareness of Artificial Intelligence (AI) among Undergraduate Students. NPRC Journal of Multidisciplinary Research, 1(7), 126–142. https://doi.org/10.3126/nprcjmr.v1i7.72478

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. MIS Quarterly: Management Information Systems, 27(3), 425–478. https://doi.org/10.2307/30036540

Zhu, W., Huang, L., Zhou, X., Li, X., Shi, G., Ying, J., & Wang, C. (2024). Could AI Ethical Anxiety, Perceived Ethical Risks and Ethical Awareness About AI Influence University Students' Use of Generative AI Products? An Ethical Perspective. International Journal of Human-Computer Interaction. https://doi.org/10.1080/10447318.2024.2323277