SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)

RESEARCH REPORT

AN ASSESNMENT ON THE USE ARTIFICIAL INTELLIGENCES (AI) IN LEARNING AMONG COLLEGES STUDENTS:A Case of School of Library, Archives and Documentation Studies (SLADS)

BY

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A Research Report Submitted at the School of Library, Archives and Documentation Studies (SLADS) as a Partial Fulfillment for the Award of Ordinary Diploma in Library And Information Management.

2026

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CERTIFICATION

The undersigned certifies that he has read and hereby recommended for acceptance by the School of Library, Archives and Documentation Studies Research report entitled *"an **assessment on the use artificial intelligences (AI) in learning among colleges students as*** a Partial fulfillment of the requirements for the award of Ordinary Diploma in Library, Archives and Documentation Studies.

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I, OSCAR ATHANAS MSUMLE declare that this report is my own original work and that it has not been presented and not will be presented to any other Ordinary Diploma or any other award.

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ACKNOWLEDGEMENT

This research report would not have been possible without the cooperation and help of many people. Firstly, I would like to thank Almighty GOD for his creation and survival in this World, and giving me this opportunity to get Education in this college.

I sincerely appreciate my beloved sister, Neseriani Msungu for her unwavering love, encouragement and financial support. Her sacrifices and constants motivation have been instrumental in my academic journey.

I am also profoundly grateful to my institution, School of Library, Archives and Documentation Studies (SLADS- Bagamoyo), for providing me with the necessary resources and a conducive learning environment. Special thanks go to my supervisor, Sir Grayson, Lusiu whose invaluable guidance, constructive criticism, and continues support have been crucial in shaping this research.

Special thanks and honor go to my research report supervisor Si Grayson for using his time to lead guide and supervise and orient me in the writing report.

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DEDICATION

This research report is dedicated to my beloved to my parents, family member, friends and everyone who provide encouragement, support and inspiration throughout my academic journey. Their prayer, guidance, moral support and continues motivation greatly contributed to the successful completion of this study.

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LIST OF ABBREVIATIONS

SLADS	School of library, Archives and Documentation Studies
ITS	Intelligent Tutoring Systems
NLP	Natural Language Processing
AI	Artificial intelligences

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ABSTRACT

This study assesses the impact of Artificial Intelligence (AI) tools on the learning experience and academic performance of students at the School of Library, Archives and Documentation Studies (SLADS). The increasing use of AI tools such as ChatGPT, Google Gemini, Grammarly, and other AI-based applications has transformed learning by improving access to information, supporting academic writing, and enhancing research activities. However, excessive dependence on these tools may reduce students' critical thinking, creativity, and independent learning skills, making it necessary to examine their impact on students' academic performance.

The general objective of the study was to assess the impact of Artificial Intelligence (AI) tools on the learning experience and academic performance of college students. Specifically, the study aimed to identify the common AI tools used by students, examine their contribution to academic performance, identify challenges faced when using AI tools, and suggest possible solutions to improve their effective and responsible use.

The study employed a mixed-methods research design, combining quantitative and qualitative approaches through a case study of SLADS. The target population consisted of 340 students and tutors. A sample of 35 respondents was selected, involving 30students through simple random sampling and 5 tutors through purposive sampling. Data were collected using questionnaires, interviews, and observation. Quantitative data were analyzed using descriptive statistics (frequencies and percentages) with SPSS and Microsoft Excel, while qualitative data were analyzed using thematic analysis.

The findings revealed that ChatGPT (51%) was the most commonly used AI tool, followed by Google Gemini (24%), Grammarly (14%), and other AI tools (11%). The majority of respondents (91**%**) agreed that AI tools had improved their academic performance by saving study time, supporting assignments, enhancing research, and improving understanding of course content. The study also found that students mainly used AI tools for completing assignments (62%) and conducting research (29%).

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This section presents an overview of background of the study. It is categorized into several section such as background of the problem, the statement of the problem, purpose of the study, main and specific objective of the study, scope of the study, research questions/hypothesis, and limitations of the study and definition of key terms.

1.1 Background of the study

Globally Artificial Intelligence (AI) is increasingly being used in higher education around the world. AI tools such as intelligent tutoring systems, adaptive learning platforms, and writing assistants are designed to improve students' learning experiences. Ideally, AI should help students understand difficult concepts, improve academic writing, enhance research skills, and promote independent learning. In academic programs such as Library, Archives and Documentation Studies, AI can support information organization, digital archiving, and data management. If used properly, AI can prepare students for the digital workplace and improve their academic performance (Luckin et al., 2016).

In African However, many students use AI tools without proper training or clear institutional guidelines. Some students rely too much on AI for completing assignments, which may reduce critical thinking and originality. Others may not fully understand how AI systems work or how to use them responsibly (Selwyn, 2016). There are also concerns about plagiarism, academic dishonesty, and data privacy when students use AI tools without supervision In many developing countries, limited internet access and lack of digital literacy further affect effective AI use (Spector, 2018).

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In Tanzania Situation can be serious. Over-reliance on AI may weaken students' analytical and research skills. Lack of clear policies may lead to academic misconduct. At the same time, if institutions do not properly integrate AI into teaching and learning, students may fail to benefit from its full potential (Holmes et al., 2019). Therefore, there is a need to assess how college students, particularly those in the School of Library, Archives and Documentation Studies (SLADS), are using AI tools, what challenges they face, and how AI affects their academic development. This assessment will help institutions develop appropriate guidelines, training programs, and ethical frameworks for responsible AI use in higher education.

1.2 Statement of problem

Laziness and low levels of critical thinking among college students are increasing due to the growing use of Artificial Intelligence (AI) tools like ChatGPT, Grammarly, and Perplexity in learning. These tools are meant to help students understand their studies better and improve their performance, but many students depend on them too much and copy answers without fully understanding. This overuse reduces creativity, problem-solving skills, and independent thinking, and can also lead to cheating. Although AI can make learning easier and more accessible, its misuse may result in poor academic growth and lack of important skills for future careers. Therefore, it is important to examine how students at SLADS use AI and encourage proper and responsible use. According to Michael Gerlich (2025) explains that when students use AI tools too much, their critical thinking skills become weaker. This happens because of a concept called *cognitive offloading*, which means relying on technology to do thinking tasks instead of using one's own mind. For example, instead of analyzing a question, forming ideas, and solving problems step by step, students may quickly ask AI for answers and accept them without deep understanding.

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1.3 general objective

The general objective of this study is to assess the impact of artificial intelligence (AI) tools on the learning experience and academic performance of college students.

1.3.1 Specific objective

(i) To assess the common types of artificial intelligence (AI) tools used by students in learning.

(ii) To assess the contribution of (AI) tools in students` academic performance at SLADS

(iii) To assess challenges facing students when using artificial intelligence tools in learning at SLADS

(iv) To suggest possible solution to the challenges facing students in using (AI) tools for learning

1.4 Research question

(i) What types of artificial intelligence (AI) tools used by students in learning?

(ii) How does the use of AI tools affect the academic performance of students at SLADS?

(iii) What challenges facing students when using AI tools for learning?

(iv) What possible solution to the challenges facing students when using artificial intelligence tools in learning?

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1.5 significance of the study

The findings will benefit students by helping them understand both the advantages and limitations of using AI in their studies. Teachers will gain insights into how AI can be integrated effectively into teaching without reducing students' independent thinking and creativity. Additionally, school administrators and education stakeholders will use the results to make informed decisions regarding the adoption, regulation, and responsible use of AI technologies within the institution. Ultimately, the study will contribute to improving academic performance and promoting the effective and ethical use of Artificial Intelligence in education at SLADS.

1. 6 scope of the study

This study focuses on the assessment of the use of Artificial Intelligence (AI) in students' academic performance at SLADS. It covers students who are currently enrolled at SLADS and examines how they use AI tools such as educational applications, online learning platforms, and AI based study aids for academic activities.

1.7 limitation of the study

Shortage of Funds, not enough money made it tough to get things like online survey tools, print papers for questions, or pay for trips to talk to more students and teachers at SLADS. This led to fewer people joining and basic ways of doing things, so we couldn't try fancy AI apps or include as many students as we wanted.

1.7.1 Lack of Cooperation, some students, teachers, at SLADS were very busy or not sure about AI, so they didn't fully help with surveys .This meant less information gathered, so the results aren't as full and might miss what heavy AI users or non-users think.

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1.7.2 Time Constraints, the study time was too short because of school calendars and project deadlines, so we couldn't watch for months how AI changes grades. This stopped us from doing deep checks, like comparing scores before and after using AI a lot in lessons.

1.7.3 Lack of Resources, SLADS didn't have enough computers, good internet, or trained helpers to show AI tools properly during the study, which limited real testing. The research team also lacked strong data software, so we used simple ways to check info instead of better tools.

1.8 define key terms

1.8.1 Artificial Intelligence

According to Russell, S., & Norvig, P. (2020) Defined, Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, particularly computer systems. These processes include learning, the acquisition of information and rules for using it, reasoning the ability to solve problems through logical deduction and self-correction. AI can be applied to a wide variety of tasks, from simple ones like automating repetitive processes to more complex tasks like natural language understanding, visual recognition, and decision-making.

1.8.2 Learning

According to Schunk, D. H. (2018) Defined Learning, refers to the process of acquiring knowledge, skills, behaviors, or understanding through experience, study, or teaching. It can occur consciously or unconsciously and involves changes in the brain or behavior as a result of exposure to new information or experiences. In psychological and educational contexts, learning is often described as a relatively permanent change in behavior or mental processes.

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1.8.3 Academic performance

According to Pritchard, M. E., & Wilson, G. S. (2020) Defined Academic performance refers to the level of success a student achieves in their educational endeavors, typically measured by grades, test scores, assignments, or overall achievement in coursework. It reflects how well a student has mastered the skills, knowledge, and competencies that are expected at a particular level of education. Academic performance is often used as an indicator of intellectual ability, motivation, and the effectiveness of educational methods.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A literature review is a comprehensive and critical synthesis of existing scholarly research on a specific topic, serving as a foundational element in academic writing such as theses, dissertations, or research papers. It goes beyond mere stigmatization by systematically surveying relevant sources typically peer-reviewed articles, books, and other credible publications to identify key themes, methodologies, trends, and debates while highlighting gaps in current knowledge that the new study aims to address. (Booth, Papaioannou, & Sutton, 2016). This process demonstrates the researcher's familiarity with the field, establishes the credibility of their work by situating it within the broader scholarly conversation, and justifies the need for further investigation through critical analysis of strengths, limitations, and inconsistencies in prior studies.

2.1 Common Types of Artificial Intelligence (AI) Tools Used by Students in Learning

The application of Artificial Intelligence (AI) in education has gained substantial attention in recent years. AI tools have become an integral part of modern learning environments, helping students enhance their academic performance, personalize their learning experience, and facilitate their understanding of complex subjects. This literature review aims to explore the different types of AI tools commonly used by students in learning, the impact of these tools on education, and how they contribute to improving the learning process.

Intelligent Tutoring Systems are widely used to provide personalized instruction to students. These systems use AI to adapt content based on students' needs, abilities, and progress. According to VanLehn (2015), ITS can simulate the role of a human tutor by

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offering personalized feedback, hints, and explanations. These systems have been shown to help students achieve better learning outcomes, making learning more flexible and accessible. Popular ITS platforms like Carnegie Learning and Dream Box have been used in mathematics education, where they provide instant feedback and adapt to each student's learning pace.

Natural Language Processing (NLP) is another AI-driven technology that helps students improve their communication skills. NLP tools, such as chatbots and writing assistants, are becoming increasingly popular in education, especially for language learning and writing improvement. Grammarly, for instance, uses AI to correct grammar, punctuation, and style in written texts (Mazidi et al., 2019). According to Vesselinov and Grego (2012), language learning applications like Duolingo, which are powered by NLP algorithms, have gained popularity for their ability to offer personalized language lessons and real-time feedback. These NLP tools are particularly valuable for students who are non-native speakers or those who struggle with writing. They help learners refine their language skills by providing them with immediate, constructive feedback on their writing or speaking, which helps to improve fluency and accuracy.

Adaptive learning platforms are designed to customize the learning experience for each individual. Using AI algorithms, these platforms assess a student's performance and modify the content to meet their specific needs. For example, Knewton (2018) reports that platforms like Knewton and Smart Sparrow use data-driven insights to create personalized learning paths for students, ensuring that they are challenged but not overwhelmed.

The ability to adjust content based on individual progress allows adaptive learning tools to maximize engagement and optimize retention. Research by Anderson (2018) demonstrates that students using adaptive learning platforms tend to perform better because these systems provide a tailored approach to learning, offering personalized pathways and content suited to the student’s learning pace.

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Virtual assistants powered by AI, such as chatbots and digital tutors, are also gaining popularity in education. These assistants can answer questions, guide students through complex topics, and provide resources. According to Holmes et al. (2019), virtual assistants can help students with time management, set reminders for deadlines, and provide instant answers to queries about coursework.

2.2 The Contribution of AI Tools to Students' Academic Performance

The integration of Artificial Intelligence(AI) tools in education is becoming increasingly popular and is making significant contributions to improving student performance. AI tools, such as intelligent tutoring systems (ITS), adaptive learning platforms, educational apps, and virtual assistants, are designed to support students in various aspects of their learning. These tools help personalize the learning process, provide immediate feedback, and create interactive learning environments that contribute to better academic outcomes. This literature review explores how AI tools are enhancing student performance and the various ways in which they are being utilized in education today

Intelligent Tutoring Systems (ITS) are AI tools designed to mimic the role of a human tutor. These systems provide personalized guidance by analyzing a student’s progress and adjusting the learning material accordingly. According to VanLehn (2011)**,** ITS offer immediate feedback and explanations to students, which helps them learn more effectively. Research has shown that ITS can significantly improve students' academic performance by offering tailored learning experiences that address individual needs. Students using ITS have been found to perform better in subjects like mathematics and science, where concept mastery is essential for success.

Adaptive learning platforms use AI algorithms to tailor educational content to each student's abilities and progress. These systems adjust the difficulty level of the material based on a student's performance, ensuring that they are always challenged but not

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overwhelmed. The ability of adaptive learning tools to assess student weaknesses and strengths ensures that students receive the right level of support at the right time.

Natural Language Processing (NLP) tools, such as GrammarlyandTurnitin**,** use AI to improve students' writing and language skills. These tools analyze written text, providing feedback on grammar, style, and plagiarism. Holmes et al. (2019)state that NLP tools are particularly useful for students in writing-intensive courses, as they help students avoid common mistakes and refine their writing. These tools provide immediate, constructive feedback, which is essential for students seeking to improve their writing over time.

Students who use NLP tools like Grammarly often submit higher-quality written assignments, as these tools help those spot errors and improve their writing before submitting work**.** Fitzgerald et al. (2021**)** argue that using these AI tools regularly helps students develop better writing habits and enhances their overall academic performance.

2.3 Challenges Facing Students When Using Artificial Intelligence Tools in Learning

Artificial Intelligence (AI) tools have become a significant part of modern education, offering personalized learning experiences, real-time feedback, and interactive learning environments. However, despite their many benefits, students face several challenges when using AI tools for learning. This literature review explores the key challenges faced by students in adopting and effectively using AI tools, drawing on recent research and books that discuss these difficulties.

Lack of Digital Literacy and Understanding of AI, one of the main barriers' students face when using AI tools is a lack of digital literacy. Selwyn (2016) highlights that many students are not familiar with how AI systems work or how to use them effectively. While AI tools promise to enhance learning, students often struggle to fully understand the system's capabilities or how to navigate them. As Guszcza, Mahoney, & McKenna

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(2019) explain, the complexity of some AI tools can overwhelm students, especially those who are not accustomed to using advanced technology in educational settings.

Additionally, Luckin et al. (2016) argue that students may not always know how to interact with AI in a way that benefits their learning, limiting the tool's effectiveness. For instance, students might not recognize when they are not receiving adequate feedback or how to make the most out of adaptive learning systems, leading to missed learning opportunities.

Over-Reliance on AI Tools, another challenge is the over-reliance on AI tools. Johnson et al. (2019) point out that while AI systems are designed to support and enhance learning, students may become too dependent on them. This can prevent students from developing essential problem-solving and critical thinking skills. For example, AI tools like intelligent tutoring systems (ITS) provide immediate feedback and guidance, which can be useful, but students might rely too heavily on the system for answers instead of attempting to solve problems independently.

Concerns over Data Privacy and Security, With AI tools requiring access to large amounts of personal and academic data, privacy and security concerns are another challenge. According to Zuboff (2019), students may be apprehensive about how their data is used by AI systems, particularly if the tools are collecting information such as test scores, personal learning habits, or behavioral patterns. The lack of transparency about how data is stored or shared can lead to distrust among students

Technical Challenges and System Reliability,AI tools depend on technology that can sometimes fail, creating technical barriers to effective learning. Kim et al.(2017) emphasize that issues such as system crashes, slow loading times, or incompatibility with devices can interfere with students' ability to use AI tools effectively. For instance, if a student cannot access an AI-powered learning platform due to technical difficulties, they miss out on valuable learning opportunities, Baker et al. (2019) suggest that

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students may lose confidence in using AI tools if they experience repeated technical problems. This could lead to frustration and disengagement from the learning process, ultimately affecting their academic performance. It is crucial that educational institutions ensure the reliability and maintenance of AI tools to reduce these barriers.

2.4 Possible Solutions to the Challenges Facing Students in Using AI Tools for Learning

As Artificial Intelligence (AI) tools become more integrated into education, students face several challenges that hinder their effective use. These include lack of digital literacy, over-reliance on technology, privacy concerns, access issues, technical difficulties, and misalignment with learning goals. While these challenges are significant, research suggests that there are several ways to mitigate them and enhance the learning experience with AI tools. This literature review discusses the potential solutions to these challenges, drawing on recent research and books in the field.

Balancing AI Use with Critical Thinking**,** To address the issue of over-reliance on AI tools, it is crucial to encourage students to use AI as a supplement, not a substitute, for traditional learning methods. Woolf (2016) suggests that AI tools should be integrated into a well-rounded learning environment where students are encouraged to engage in critical thinking and independent problem-solving. Teachers can also play a crucial role by emphasizing the importance of developing critical thinking skills in parallel with using AI tools.

Ensuring Data Privacy and Transparency,addressing concerns about privacy and data security is essential for students to trust AI tools. Zuboff (2019) argues that transparency regarding how AI tools collect, store, and use data is critical for ensuring student trust. Educational institutions and AI developers must create clear policies on data usage and security. They should ensure that student data is anonym zed, securely stored, and not used for purposes beyond improving the educational experience.

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Improving Accessibility and Reducing the Digital Divide**,** To tackle issues related to access, particularly for students from low-income backgrounds, Spector (2018) suggests that educational institutions should work to provide equitable access to technology. One solution is to invest in providing affordable or free devices and internet access for students who cannot afford them. Universities and schools can also explore partnerships with tech companies to provide subsidized AI tools or create AI systems that work well even on less advanced devices.

Regular Maintenance and Technical Support**,** Technical issues are another significant barrier to the effective use of AI tools. Kim et al. (2020) suggest that regular maintenance and system updates are essential for ensuring that AI tools work smoothly and reliably. Educational institutions should establish dedicated IT support teams to address technical problems quickly and efficiently. This support could include troubleshooting guides, live chat options, and even on-demand troubleshooting sessions for students.

2.5 Research gap

Although many studies have discussed the use of Artificial Intelligence (AI) tools in education, there is still a clear research gap related to their use among college students, especially in specialized academic programs such as the School of Library, Archives and Documentation Studies. Previous research has mainly focused on general types of AI tools, such as Intelligent Tutoring Systems like Carnegie Learning and Dream Box, writing and language tools like Grammarly and Duolingo, and adaptive learning platforms like Knewton. These studies mostly explain the benefits of AI in improving academic performance and personalized learning. However, there is limited research that specifically assesses how college students in library, archives, and documentation studies actually use AI tools in their academic work. There is also little evidence about their level of awareness, skills, and attitudes toward AI in relation to information management and documentation practices. In addition, most studies do not deeply

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examine how AI affects students' professional preparation in fields that require strong information organization, ethics, and data management skills. While challenges such as digital literacy, over-reliance, and privacy concerns are discussed in general, there is a lack of context-specific research that shows how these challenges appear in this particular academic field. Furthermore, few studies have investigated whether the proposed solutions, such as training and technical support, are effective for students in this discipline. Therefore, there is a need for a focused assessment of AI use among college students in the School of Library, Archives and Documentation Studies to better understand their experiences, challenges, and the impact of AI on their academic and professional development.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology referred to the systematic framework and theoretical analysis of the methods applied in a research study. Unlike research methods, which focused on specific techniques such as surveys or experiments, research methodology explained why particular methods were selected and how they aligned with the overall research objectives. This chapter described the research design, research approach, study area, population of the study, sample size, sampling techniques, data collection methods, data analysis methods, validity and reliability, and ethical considerations. The methodology ensured that the study produced accurate and reliable information about the use of Artificial Intelligence (AI) in learning among college students.

3.1 Research Design

Research design referred to the overall plan or blueprint that guided the researcher in collecting, measuring, and analyzing data to answer the research questions effectively and systematically. It provided the structure that connected the research problem, research objectives, data collection methods, and data analysis procedures in a logical and organized manner. It also determined whether the study adopted a qualitative, quantitative, or mixed-methods approach depending on the nature of the research problem.

This study used a mixed-methods research design**,** which combined both quantitative (numerical)and qualitative (descriptive) approaches through a case study of the School of Library, Archives and Documentation Studies (SLADS).

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The purpose of using the quantitative approach was to collect measurable data on the use of Artificial Intelligence among students. The data included how often students used AI tools, the types of AI tools they used, and the contribution of AI to their academic performance. Questionnaires were used to collect the quantitative data, and the findings were analyzed using frequencies, percentages, and tables. This approach provided numerical information and general findings about AI usage among students.

The qualitative approach was used to obtain a deeper understanding of students' and Tutor experiences, opinions, and perceptions regarding the use of AI in learning. Interviews were conducted to collect descriptive information on the benefits, challenges, and personal experiences associated with AI tools. This approach enabled the researcher to obtain detailed information that could not be explained by numerical data alone.

3.2 Research Approach

Research approach referred to the strategy used by the researcher to collect and analyze data. Research approaches included quantitative, qualitative, and mixed methods (Johnson & Christensen, 2019).

This study used a mixed-methods approach, which combined both quantitative and qualitative approaches. The combination of the two approaches enabled the researcher to obtain a more comprehensive understanding of the use of Artificial Intelligence in learning among college students.

3.2.1 Quantitative Approach

The quantitative approach involved the collection of numerical data that could be measured and analyzed using statistical techniques. According to Cohen, Manion, and Morrison (2018), quantitative research helped researchers measure variables and identify patterns in the collected data.

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In this study, quantitative data were collected through questionnaires distributed to students at SLADS. The responses were analyzed using descriptive statistics such as frequencies, percentages, and tables. The quantitative data helped determine how often students used Artificial Intelligence tools in their learning activities.

3.2.2 Qualitative Approach

The qualitative approach focused on collecting descriptive information to understand people's experiences, opinions, and perceptions. According to Merriam and Tisdell (2016), qualitative research helped researchers understand social phenomena from the participants' point of view.

In this study, qualitative data were collected through interviews with Tutor and selected students. The interviews helped the researcher understand how Artificial Intelligence supported learning and the challenges students experienced when using AI tools.

3.3 Study Area

The study area referred to the location where the research was conducted**.** According to Orodho (2012), selecting an appropriate study area was important because it ensured that the collected data were relevant to the research objectives.

This study was conducted at the School of Library, Archives and Documentation Studies (SLADS). The institution was selected because it is one of the higher learning institutions where students use various digital technologies in their learning activities. The school provided a suitable environment for examining how Artificial Intelligence tools were used to support academic learning.

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3.4 Population of the Study

Population referred to the total number of individuals who possessed characteristics relevant to the study. According to Etikan and Bala (2017), a population included all individuals or elements that the researcher intended to study.

In this study, the population consisted of students and Tutors at the School of Library, Archives and Documentation Studies (SLADS). These individuals were selected because they were directly involved in the teaching and learning process and were likely to use Artificial Intelligence tools in their academic activities.

The total population for this study consisted of approximately 340 participants, including both students and tutors.

3.5 Sample Size

Sample size referred to the number of individuals selected from the population to participate in the study. According to Taherdoost (2017), selecting a sample enabled the researcher to collect data more efficiently while ensuring that the sample represented the entire population.

In this study, the researcher selected 35 respondents from the total population. These respondents included 30 students and 5 Tutors from SLADS. This sample size was considered adequate to provide reliable information for the study.

3.6 Sampling Techniques

Sampling techniques referred to the methods used to select respondents from the study population. According to Etikan and Bala (2017), sampling techniques helped ensure that the selected participants represented the target population. This study used purposive sampling and simple random sampling to select respondents.

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3.6.1 Purposive Sampling

Purposive sampling was a non-probability sampling technique in which respondents were selected based on their knowledge, experience, or ability to provide relevant information about the study. According to Palinkas et al. (2015), purposive sampling was useful when the researcher needed participants with specific knowledge related to the research topic.

In this study, Tutors were selected using purposive sampling because they had sufficient knowledge and experience in teaching and in the use of technology, including Artificial Intelligence, in learning. Their opinions and experiences provided valuable information that supported the study.

3.6.2 Simple Random Sampling

Simple random sampling was a probability sampling technique in which every member of the population had an equal chance of being selected. According to Taherdoost (2017), this technique reduced selection bias and improved fairness in selecting respondents.

In this study, students were selected using simple random sampling to ensure that every student had an equal opportunity to participate in the study. This method enabled the researcher to obtain representative information from the student population.

3.7 Data Analysis Methods

Data analysis referred to the process of systematically organizing, summarizing, and interpreting collected data to answer the research questions. It involved applying statistical and logical techniques to identify meaningful patterns, relationships, and trends in the data. In this study, both quantitative and qualitative data analysis methods were used**.**

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3.7.1 Quantitative Data Analysis

Quantitative data collected through questionnaires were analyzed using Microsoft Excel and the Statistical Package for Social Sciences (SPSS). The analysis involved descriptive statistics such as frequencies, percentages, and tables. According to Creswell and Creswell (2018), descriptive statistics helped summarize data in a clear and understandable manner.

The quantitative analysis enabled the researcher to present the findings using tables and percentages, making it easier to interpret the responses provided by the respondents.

3.7.2 Qualitative Data Analysis

Qualitative data collected through interviews were analyzed using thematic analysis. The researcher organized the responses into themes based on the objectives of the study, such as the benefits of Artificial Intelligence in learning, challenges experienced when using AI tools, and students' attitudes toward Artificial Intelligence.

According to Braun and Clarke (2006), thematic analysis helped researchers identify and interpret patterns and themes within qualitative data. This method enabled the researcher to explain respondents' views and experiences in greater detail.

3.8 Data Collection Methods

Data collection methods referred to the procedures used by the researcher to obtain information from respondents. According to Cohen et al. (2018), selecting appropriate data collection methods helped ensure the accuracy and reliability of research findings.

In this study, questionnaires, interviews, and observation were used to collect primary data.

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3.8.1 Questionnaire

A questionnaire was a research instrument consisting of a set of written questions used to collect information from respondents. According to Johnson and Christensen (2019), questionnaires were widely used in quantitative research because they allowed researchers to collect information from many respondents within a short period.

In this study, questionnaires were distributed to students at SLADS. The questionnaire consisted of both closed-ended and open-ended questions. The questions focused on the frequency of AI use, the types of AI tools used, and the contribution of Artificial Intelligence to students' learning.

3.8.2 Interview

An interview was a qualitative data collection method that involved direct communication between the researcher and respondents. According to Merriam and Tisdell (2016), interviews allowed participants to explain their opinions, experiences, and perceptions in detail.

In this study, semi-structured interviews were conducted with tutor at SLADS. The interviews enabled the researcher to understand how Artificial Intelligence influenced teaching and learning, as well as the benefits and challenges associated with the use of AI tools.

3.8.3 Observation

Observation was a method of collecting data by watching and recording activities as they occurred in their natural setting. According to Bryman (2016), observation enabled the researcher to obtain first-hand information about participants' behavior.

In this study, the researcher observed how students at the School of Library, Archives and Documentation Studies (SLADS) used Artificial Intelligence (AI) tools during their

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learning activities. The observation focused on the AI tools that students used, such as ChatGPT, Perplexity AI, Grammarly, Google Gemini, and other AI applications. The researcher also observed the digital devices used to access these AI tools, including laptops, desktop computers, tablets, and smartphones**.**

The researcher did not participate in the activities but only observed and recorded the information using an observation checklist. The checklist was used to record the types of AI tools used, the devices students used to access the tools, and the learning activities for which the AI tools were applied, such as searching for academic information, completing assignments, summarizing notes, improving academic writing, and preparing for examinations. This method helped confirm that students were actively using different AI tools and digital devices to support their learning activities.

3.9 Validity and Reliability

Validity referred to the extent to which research instruments measured what they were intended to measure, while reliability referred to the consistency of the research findings when the study was repeated (Creswell & Creswell, 2018).

In this study, the questionnaire and interview questions were reviewed by the research supervisor to ensure that they were clear, relevant, and appropriate for the study objectives. A pilot study was conducted with a small group of students before the actual data collection to identify and correct any weaknesses in the research instruments.

The reliability of the questionnaire was tested using Cronbach's Alpha to determine the internal consistency of the questionnaire items. These procedures helped improve the accuracy, consistency, and trustworthiness of the research findings (Bryman, 2016).

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3.10 Ethical Considerations

Ethical considerations were important in ensuring that the rights, privacy, and well-being of the participants were protected throughout the research process.

In this study, informed consent was obtained from all respondents before data collection began. The participants were informed about the purpose of the study, the procedures involved, and their right to withdraw from the study at any stage without any penalty.

Confidentiality and privacy were maintained by ensuring that respondents' identities remained anonymous and that all collected information was kept confidential and used only for academic purposes.

The researcher also ensured that no participant experienced any physical, psychological, or academic harm as a result of participating in the study. All respondents were treated fairly and respectfully regardless of their gender, academic level, or previous experience with Artificial Intelligence tools.

Finally, the researcher ensured that Artificial Intelligence technologies were discussed responsibly and ethically throughout the study. These ethical principles helped protect the participants, enhanced the credibility of the study, and maintained the integrity of the research process.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from tutors and students at the School of Library, Archives and Documentation Studies (SLADS) regarding the assessment of the use of Artificial Intelligence (AI) in learning among college students. The finding are presented in tables, followed by detailed discussion that highlight key trends, implication, and insights from both quantitative and qualitative data.

4.1 Responses Rate

The study involved 35 respondents, consisting of 30 students who completed questionnaires and 5 Tutors who participated in interviews. The questionnaires were administered to students of SLADS from NTA Level 4 to NTA Level 6. All 30 questionnaires were completed and returned, and all 5 planned interviews with tutors were successfully conducted.

Table 4.1 Response Rate (N =35)

Data collection method	Expected Respondents	Responses Obtained	Percentage
Questionnaire	30	30	100%
Interview	5	5	100%
Total	35	35	100%

Sources field Data: 2026

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The findings indicate that all the planned respondents participated in the study. Out of the 35 expected respondents, 30 students completed and returned the questionnaires, while all 5 Tutors participated in the interviews. No questionnaires were left unturned, and all scheduled interviews were conducted. This resulted in an overall response rate of 100%, providing complete data for the study.

4.2 Demographic information

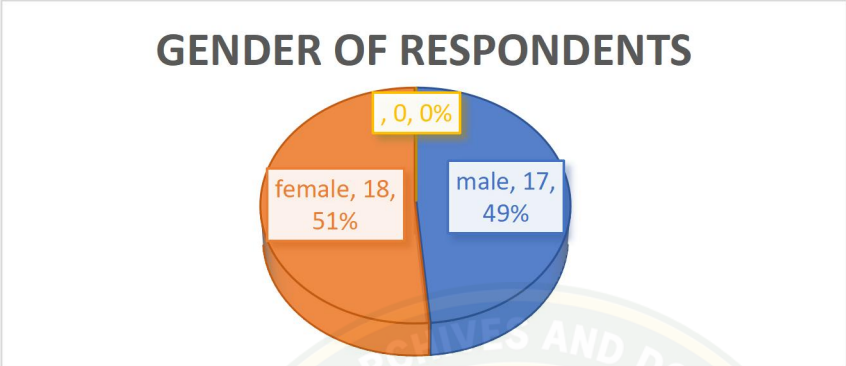
This section presents the demographic information of the respondent. The study focused on three key demographic variables: age, gender, and level of education. These variables were considered important because they may influence how respondents' access, understand, and use Artificial Intelligence tools in their learning activities. For example, respondents from different age groups may have different levels of familiarity with AI technologies. Similarly, gender differences may influence experiences and attitudes towards the use of AI in education. The level of education may also determine the extent to which respondents use AI tools for academic purposes such as research, assignments, information searching, and learning support.

4.2.1 Gender of Respondent

The question on gender was collected because it is one of the key demographic characteristics that may influence the use of Artificial Intelligence (AI) in learning among college students. Male and female students may have different experiences, levels of access to technology, digital skills, and attitudes towards the use of AI tools in their academic activities. The inclusion of gender in this study helps to determine whether the use of AI in learning varies between male and female respondents. It also helps the researcher to understand whether AI technologies are being used equally by both genders and whether there are any differences in perceptions, benefits, or challenges associated with the use of AI in education.

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Figure 4.1: Distribution of respondents by gender



Sources: **Field Data, 2026**

The finding indicates that 18 (51%) were male and 17(49%) were female. These results show that there was a fairly balanced gender distribution among the respondents, with only a small difference between the number of male and female participants.

This balanced representation is important because it ensures that the views and experiences of both genders were included in the study. As a result, the findings on the use of Artificial Intelligence (AI) in learning among college students are less likely to be influenced by the opinions of one gender only. The participation of both male and female respondents provided diverse perspectives on the use of AI tools for academic activities such as learning, research, assignments, and information searching.

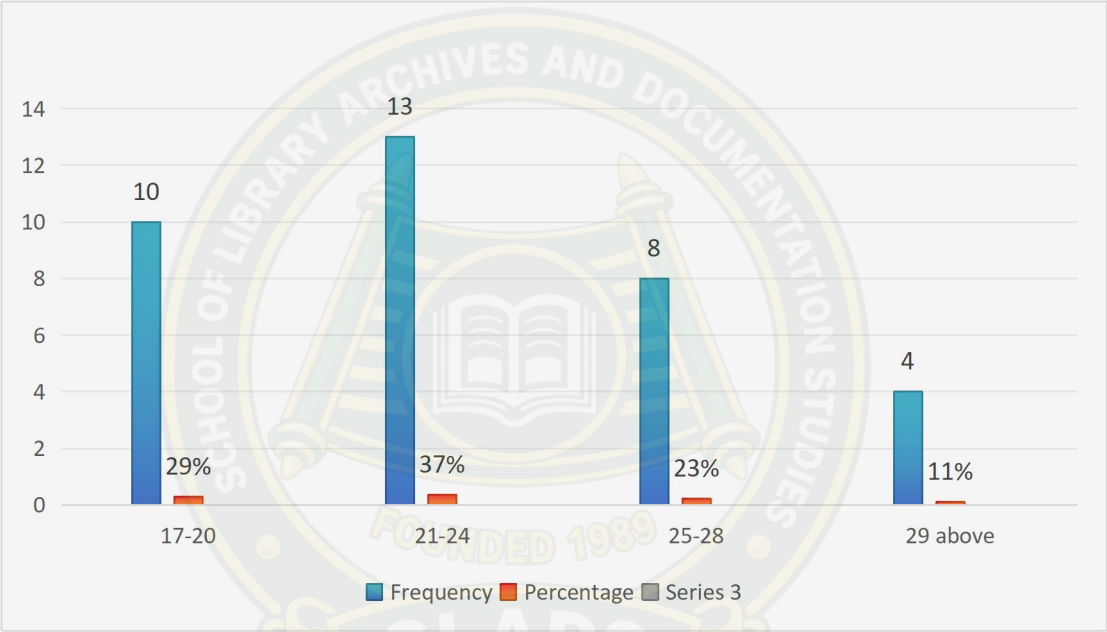
4.2.2 Age of respondent

Respondents were asked to indicate their age group. This question aimed to determine the age group that is most active in using Artificial Intelligence (AI) in learning among college students. Age is an important demographic characteristic because it may influence an individual's level of exposure to technology, digital skills, and willingness to adopt new learning tools such as AI.

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The information collected on age helps the researcher to understand whether the use of AI in learning varies across different age groups. It also provides insight into which age category is more engaged in using AI technologies for academic activities such as completing assignments, conducting research, accessing learning materials, and improving learning outcomes. The data are presented below.

Figure 4.2 Distribution of respondents by Age (N = 35)



Sources : Field Data, 2026

The findings show that out of 35 respondents, 13 (37%) were aged between 21–24 years, making this the largest age group. This was followed by 10 respondents (29%) who were aged between 17–20 years. Also , 8 respondents (23%) were aged between 25–28 years, while the smallest group was those aged 29 years and above, representing 4 respondents (11%).

These results indicate that the majority of respondents were young adults aged between 21–24 years. This suggests that this age group is the most active in participating in the study and may also be more engaged in the use of Artificial Intelligence (AI) tools in

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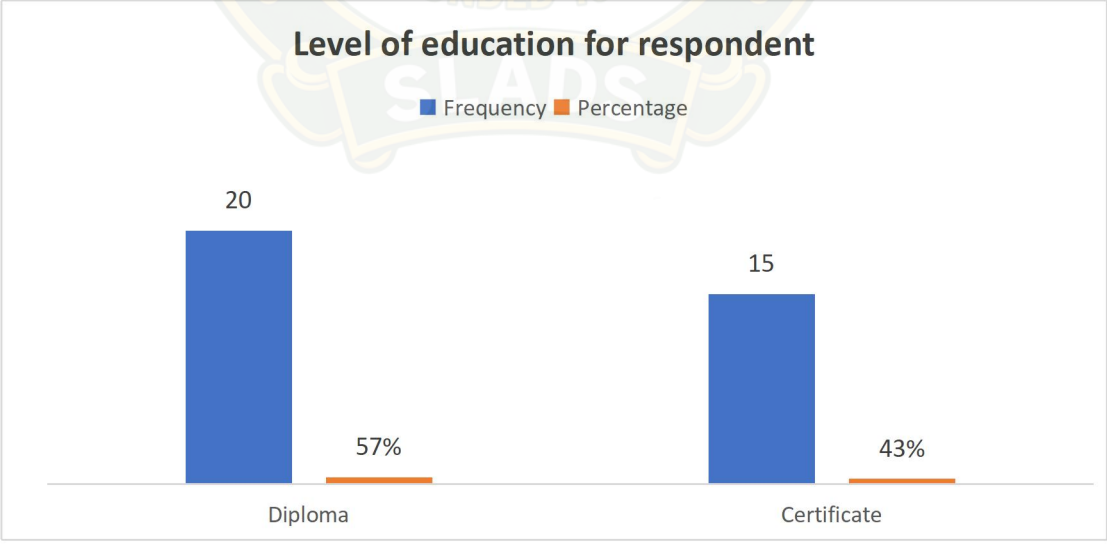
learning activities. The presence of respondents from different age groups shows that the study collected views from a variety of age categories, which helps to improve the reliability and representatives of the findings.

4.2.3 Level of education for respondent

Respondents were asked to indicate their level of education. This question aimed to identify the academic level of students at the School of Library, Archives and Documentation Studies (SLADS) and to understand how the level of study may influence the use of Artificial Intelligence (AI) in learning.

At SLADS, students are enrolled in either Certificate or Diploma education level. These two levels were considered important in this study because students at different academic stages may have different experiences in using AI tools for learning. The collected data are presented below

Figure 4.3: Distribution of respondents by level of education (N = 35)



Sources: Field Data, 2026

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The findings show that out of 35 respondents, 20 (57%) were Diploma students, while 15 (43%) were Certificate students. At SLADS, Certificate students include first-year and second-year students, while Diploma students represent third-year students. The results therefore indicate that most of the respondents were Diploma students, meaning that the majority of participants were in their final stage of study.

This suggests that third-year students were more represented in the study, which may be due to their higher engagement with academic activities such as research, assignments, and the use of digital tools, including Artificial Intelligence (AI). Diploma students are also more likely to have experience in using AI tools for academic writing, summarizing information, and supporting learning tasks.

4.3 Common Types of Artificial Intelligence (AI) Tools Used by Students in Learning

The first objective of this study was to assess the common types of Artificial Intelligence (AI) tools used by students in learning. To achieve this objective, the researcher formulated three questions that focused on students' perceptions of using AI tools, the AI tools they commonly use, and the factors that influence their choice of AI tools.

4.3.1 Perception of using Artificial Intelligence tools for learning?

Respondents were asked to indicate their perceptions of using Artificial Intelligence (AI) tools for learning. This question aimed to understand students' attitudes, opinions, and overall views regarding the use of AI technologies in their academic activities. Understanding students' perceptions helps the researcher assess how AI tools are viewed in terms of their usefulness, effectiveness, ease of use, reliability, and contribution to enhancing learning experiences, academic performance, and overall educational outcomes among students at the School of Library, Archives and Documentation Studies (SLADS).

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Table 4.2 perception of using Artificial Intelligence tools for learning?

Statement	Frequency	Percentage
Positive	**28**	**80%**
Negative	**7**	**20%**
Total	**35**	**100%**

Sources field Data: 2026

The results indicate that most students have a positive attitude toward the use of AI tools in their learning activities. This suggests that students believe AI tools are useful because they help them search for information quickly, complete assignments, understand difficult topics, generate ideas, summarize notes, and improve the quality of their academic work. The high percentage of positive responses also shows that students find AI tools easy to use and consider them valuable in supporting their studies.

4.3.2 Artificial Intelligence tool do you mostly use for learning

Respondents were asked to indicate the types of Artificial Intelligence (AI) tools they commonly use in their learning activities. This question aimed to identify the most popular AI tools among students at the School of Library, Archives and Documentation Studies (SLADS). Understanding the types of AI tools used by students helps the researcher assess how AI technologies support academic activities such as research, assignments, note-taking, information searching, content generation, and learning support.

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Table 4.3 Common Types of Artificial Intelligence (AI) Tools Used by Students in Learning (N= 35)

Statement	Frequency	Percentage %
Chart GPT	**18**	**51**
Google gemini	**8**	**24**
Grammarly	**5**	**14**
Other AI tools	**4**	**11**
Total	**35**	**100**

Source: Field Data, 2026

The findings indicate that out of 35 respondents, 18 (51%) reported using ChatGPT, making it the most commonly used Artificial Intelligence (AI) tool among students. This was followed by Google Gemini, which was used by 8 respondents (24%). Furthermore, 5 respondents (14%) reported using Grammarly, while 4 respondents (11%) indicated that they used other AI tools for learning purposes.

"The findings were also supported by the observation checklist, which showed that many students used ChatGPT more than other AI tools. Students preferred ChatGPT because it was easy to use, easily accessible, and helped them with academic activities such as searching for information, developing ideas, and completing assignments. This shows that ChatGPT is a useful learning support tool among students. Other AI tools, such as Google Gemini and Grammarly, were also used by some students depending on their academic needs.

4.3.3 factor most influences your choice of an Artificial Intelligence tools

Respondents were asked to indicate the factor that most influences their choice of an Artificial Intelligence (AI) tool for learning. The response options included accuracy of information, ease of use, speed of response, and free access. This question aimed to

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identify the most important factors students consider when selecting AI tools for their academic activities.

Understanding these factors helps the researcher determine what students value most when choosing AI tools. For example, students may prefer tools that provide accurate and reliable information, are easy to use, generate responses quickly, or are freely accessible without requiring payment. The findings provide valuable insights into students' preferences and can help educational institutions and AI developers understand the features that encourage the adoption and effective use of AI tools in learning at the School of Library, Archives and Documentation Studies (SLADS).

Table 4.4 factor most influences your choice of an Artificial Intelligence tools

Statement	**Frequency**	**Percentage %**
Accuracy of information	**6**	**17**
Ease of use	**9**	**26**
Speed of response	**18**	**51**
Free access	**2**	**6**
Total	**35**	**100**

Sources field Data: 2026.

The findings show that speed of response was the most influential factor, as reported by 18 respondents (51%). This suggests that students prefer AI tools that provide quick answers, enabling them to complete assignments, search for information, and perform other academic tasks more efficiently. The second most influential factor was ease of use, selected by 9 respondents (26%), indicating that students value AI tools that are simple to understand an easy to operate, 6 respondents (17%) identified accuracy of information as the most important factor influencing their choice of AI tools, showing that reliable and correct information is also an important consideration when using AI for learning. The least influential factor was free access, which was selected by only 2

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respondents (6%). This finding suggests that although some students appreciate free AI tools, the cost of the tool is not their main priority. Instead, students place greater importance on the quality and performance of AI tools. Overall, the findings show that students at the School of Library, Archives and Documentation Studies (SLADS) are more likely to choose AI tools that provide fast responses, are easy to use, and offer accurate information because these features effectively support their academic activities and enhance their overall learning experience.

During the interview, the tutors observed that many students use Artificial Intelligence (AI) primarily to complete their assignments rather than as a tool to enhance their learning. They expressed concern that, instead of using AI to develop critical thinking, problem-solving skills, and a deeper understanding of course content, some students rely on it to generate answers and finish tasks quickly.

4.4 Contribution of Artificial Intelligence (AI) Tools to Students' Academic Performance at SLAD

The second objective of this study was to assess the contribution of Artificial Intelligence (AI) tools to students' academic performance at the School of Library, Archives and Documentation Studies (SLADS)**.** To achieve this objective, the researcher formulated three questions focusing on whether the use of AI tools has improved students' academic performance, the academic activities supported by AI tools, and the main contributions of AI tools to students' academic work.

4.4.1 Using AI tools has improved your academic performance

Respondents were asked whether using Artificial Intelligence (AI) tools has improved their academic performance. This question aimed to determine students' views on the impact of AI tools on their learning outcomes. Understanding students' responses helps the researcher assess whether AI tools contribute to better academic performance by

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supporting activities such as completing assignments, conducting research, understanding course materials, and improving overall learning effectiveness.

Tables 4.5 using AI has improved your academic performance

Statement	Frequency	Percentage
Yes	32	91
No	3	9
Total	35	100

Sources field Data: 2026.

The findings show that the majority of respondents, 32 (91%), reported that using AI tools has improved their academic performance, while only 3 respondents (9%) indicated that AI tools have not improved their academic performance. The high percentage of respondents who answered "Yes" suggests that AI tools play an important role in supporting students' learning by helping them complete assignments, conduct research, understand course materials, and access information more efficiently. These findings indicate that students perceive AI tools as valuable resources that enhance their academic performance and contribute positively to their learning experience. In contrast, the small proportion of respondents who answered "No" may reflect individual differences in the use of AI tools, limited experience with these technologies, or the belief that AI tools do not significantly influence their academic performance. Overall, the findings demonstrate that AI tools are widely perceived as having a positive impact on students' academic performance at the School of Library, Archives and Documentation Studies (SLADS).

4.4.2 Academic activity do you AI tools help commonly

Respondents were asked to indicate the academic activity in which Artificial Intelligence (AI) tools help them most commonly. The question aimed to identify the major ways

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students use AI tools to support their academic activities. Understanding these activities helps the researcher determine how AI technologies contribute to students' learning processes, including completing assignments, conducting research, preparing for examinations, and improving understanding of course content. The findings provide insights into the role of AI tools in enhancing students' academic work and learning experiences at the School of Library, Archives and Documentation Studies (SLADS).

Tables 4.6 Distribution of academic activity do you AI tools help commonly

Statement	Frequency	Percentage
completing assignments	22	62
conducting research	10	29
preparing for examinations	0	0
Improving understanding of course content.	3	9
Total	35	100

Sources field Data: 2026

The findings show that completing assignments was the most common activity supported by AI tools, with 22 respondents (62%) indicating this response. This suggests that many students use AI tools mainly to assist them in preparing and improving their assignments by generating ideas, explaining concepts, and providing guidance during the writing process. The second most common activity was conducting research, reported by 10 respondents (29%), indicating that students also rely on AI tools to search for information, obtain explanations, and support their academic research activities. Furthermore, 3 respondents (9%) indicated that AI tools help them in improving understanding of course content, showing that some students use AI as a learning support tool to clarify difficult topics and enhance their knowledge. However, none of the respondents (0%) selected preparing for examinations, suggesting that AI tools are

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not commonly used by students for examination preparation. Overall, the findings indicate that students at the School of Library, Archives and Documentation Studies (SLADS) mainly use AI tools for completing assignments and conducting research, while their use for examination preparation and understanding course content remains limited.

"The finding was supported by an interview with a Tutor who explained that students rarely use AI tools for examination preparation. The tutors noted that most students use AI mainly for assignments and research because they have limited awareness of how AI can help in exam preparation, such as summarizing topics and explaining difficult concepts. Overall, students at SLADS mainly use AI tools for assignments and research activities."

4.4.3 Contribution of AI tools to your academic performance?

Respondents were asked to identify the main contribution of Artificial Intelligence (AI) tools to their academic performance. This question aimed to determine the specific benefits students obtain from using AI technologies in their learning activities. Understanding these contributions helps the researcher assess how AI tools support students academically, including improving grades, saving study time, enhancing understanding of subjects, and developing writing and communication skills. The findings provide insight into the role of AI tools in improving students' academic experiences and outcomes at the School of Library, Archives and Documentation Studies (SLADS).

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Table. 4.7 Contribution of Artificial Intelligence (AI) Tools to Students' Academic Performance at SLAD

Statement	Frequency	Percentage %
saving study time,	**16**	**46**
improving grades,	**7**	**20**
enhancing understanding of subjects	**9**	**26**
developing writing and communication skills	**3**	**8**
Total	**35**	**100**

Sources: Field Data 2026

The findings show that saving study time was the major contribution identified by respondents, with 16 respondents (46%) selecting this option. This indicates that students use AI tools to access information quickly, complete academic tasks efficiently, and reduce the time required for studying and completing assignments. The second contribution was enhancing understanding of subjects, reported by 9 respondents (26%). This suggests that AI tools help students understand difficult concepts by providing explanations, examples, and additional learning support. Furthermore, 7 respondents (20%) indicated that AI tools contribute to improving grades, showing that some students believe the use of AI positively affects their academic achievement. Only 3 respondents (8%) identified developing writing and communication skills as the main contribution of AI tools, indicating that fewer students use AI primarily for improving their writing abilities. Overall, the findings show that AI tools contribute positively to students' academic performance, mainly by saving study time and improving understanding of learning materials, while also supporting better academic achievement and communication skills.

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"During the interview, one tutor explained that Artificial Intelligence (AI) tools help students save study time by making learning activities easier and faster. The tutor mentioned that students can use AI tools to quickly search for information, get explanations on difficult topics, summarize learning materials, and receive support when completing assignments. This reduces the time students spend looking for information from different sources and allows them to focus more on understanding their subjects.

4.5 challenges facing students when using artificial intelligence tools in learning

The third objective of this study was to examine the challenges facing students when using Artificial Intelligence (AI) tools in learning. To achieve this objective, the researcher formulated two questions focusing on the challenge's students experience when using AI tools and the factors that limit their effective use of AI technologies in learning

4.5.1 What the challenges Facing Students When Using Artificial Intelligence (AI) Tools in Learning

Respondents were asked to identify the challenges they face when using Artificial Intelligence (AI) tools for learning at the School of Library, Archives and Documentation Studies (SLADS). This question aimed to determine the difficulties that may affect students' effective use of AI technologies in their academic activities. The response options included lack of reliable internet access, limited knowledge of how to use AI tools, lack of access to digital devices, and inaccurate or unreliable information generated by AI tools. Understanding these challenges helps the researcher identify barriers that may limit the effective adoption and use of AI tools among students and provides insight into areas that require improvement to enhance AI-supported learning.

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Table 4.8 Distribution of challenges facing student when using AI

Statement	Frequency	Percentage %
Lack of reliable internet access	**15**	**43**
limited knowledge of how to use AI tool	**9**	**26**
lack of access to digital devices	**6**	**17**
inaccurate or unreliable information	**5**	**14**
Total	**35**	**100**

Sources: **Field Data, 2026**

The findings show that lack of reliable internet access was the major challenge reported by respondents, with 15 respondents (43%) identifying it as a barrier. This indicates that poor or unstable internet connectivity affects students' ability to access and effectively use AI tools for academic activities. The second most common challenge was limited knowledge of how to use AI tools, reported by 9 respondents (26%), suggesting that some students require more training and guidance to fully benefit from AI technologies. Furthermore, 6 respondents (17%) indicated that lack of access to digital devices was a challenge, showing that availability of necessary technological resources influences students' ability to use AI tools for learning. The least reported challenge was inaccurate or unreliable information from AI tools, with 5 respondents (14%), indicating that although some students experience concerns about the quality of AI-generated information, it is a less significant challenge compared to access and skills-related issues. Overall, the findings reveal that the main barriers affecting the use of AI tools among students are related to internet access, digital skills, and availability of devices,

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highlighting the need for improved technological infrastructure and user training to support effective AI-based learning at SLADS.

"During the interview, one respondent mentioned that lack of reliable internet access is a major challenge when using AI tools for learning. The respondent explained that poor internet connectivity makes it difficult to access AI platforms and use them effectively for academic activities."

4.5.2factor limits your effective use of Artificial Intelligence tools in learning

Respondents were asked to identify the factors that limit their effective use of Artificial Intelligence (AI) tools in learning. This question aimed to determine the main barriers that prevent students from fully benefiting from AI technologies in their academic activities. The factors considered included high internet costs, lack of digital skills, and limited availability of device and Lack of training on AI tools. Understanding these limitations helps the researcher identify challenges affecting the adoption and effective use of AI tools among students at the School of Library, Archives and Documentation Studies (SLADS), and highlights areas that may require improvement to support AI-based learning.

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Table 4.9 Distribution factor limits your effective use of Artificial Intelligence tools in learning

Statement	Frequency	Percentage %
high internet costs	**7**	**20**
lack of digital skills	**18**	**51**
limited availability of devices	**2**	**6**
Lack of training on AI tools	**8**	**23**
Total	**35**	**100**

Sources field Data; 2026

The findings show that lack of digital skills was the main factor limiting the effective use of AI tools, as reported by 18 respondents (51%). This indicates that more than half of the students face difficulties related to their ability to understand and effectively use AI technologies, suggesting the need for more training and guidance on AI applications. The second challenge identified was lack of training on AI tools, reported by 8 respondents (23%), which further shows that students require additional knowledge and practical skills to maximize the benefits of AI in their academic activities. Additionally, 7 respondents (20%) indicated that high internet costs limit their use of AI tools, suggesting that the cost of accessing online services may prevent some students from using AI regularly. The least reported challenge was limited availability of devices, selected by 2 respondents (6%), indicating that access to digital devices is a less significant barrier compared to skills and training-related challenges. Overall, the findings reveal that the major factors limiting the effective use of AI tools among SLADS students are lack of digital skills and insufficient training, highlighting the importance of providing AI literacy programs and technical support to enhance students' ability to use AI technologies effectively.

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During the interview, one tutors explained that "many students do not have enough digital skills, which makes it difficult for them to use AI tools properly in their studies."tutor's view shows that students need more training and support to improve their skills and confidence in using AI tools for learning. Example some students may not know how to use proper keywords or search strategies to find relevant information.

This finding was supported by Author Bates (2019), who explained that digital skills are important for the effective use of educational technologies. The author noted that students who lack digital skills may experience difficulties in using technology-based learning tools effectively. Similarly, Jones and Hafner (2021) emphasized that digital literacy enables learners to access, understand, and use digital technologies successfully. Therefore, improving students' digital skills through training and support can help them use Artificial Intelligence (AI) tools more effectively for learnings.

4.6 Suggest possible solution to the challenges facing students in using (AI) tools for learning

The fourth objective of this study was to suggest possible solutions to the challenges facing students in using Artificial Intelligence (AI) tools for learning. To achieve this objective, the researcher formulated one question that focused on identifying possible measures that can help students overcome challenges related to the use of AI tools.

4.6.1 Possible solution to the challenges facing student in using AI tools for learning

Respondents were asked to suggest possible solutions to the challenges they face when using Artificial Intelligence (AI) tools in their learning activities. This question aimed to explore practical ways of improving the effective adoption and utilization of AI technologies among students at the School of Library, Archives and Documentation Studies (SLADS).

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Table 4.10: Suggest possible solution to the challenges facing students in using (AI) tools for learning (N=35)

Statement	Frequency	Percentage %
Improve internet connectivity	28	80
To establish AI training	7	20
Total	35	100

Sources: Field Data, 2026

The results indicate that the majority of respondents, 28 (80%), suggested improving internet connectivity as the main solution. This shows that most students believe that stable and reliable internet access is the most important factor for the effective use of AI tools in learning. Since AI tools depend heavily on internet access, improving connectivity would help students to use these tools more efficiently for academic activities.

On the other hand, 7 respondents (20%) suggested the establishment of AI training programs as a solution. This indicates that some students feel that providing proper training and education on how to use AI tools is also important. Such training would help students gain the necessary skills and knowledge to use AI tools effectively and responsibly in their studies.

During the interview, a Tutor suggested that one of the main solutions to the challenges students face in using Artificial Intelligence (AI) tools is to set up proper and well-organized AI training programs. The tutors explained that these training programs should be included in the colleges system so that students can learn both basic and advanced skills on how to use AI tools for learning.

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The Tutor also said that AI training should not only happen once in a while as workshops, but should be done regularly and in a practical way. This would help students to get real experience in using AI tools for colleges work such as research, writing assignments, analyzing data, and checking information. In addition, the training should teach students how to use AI responsibly and ethically, and how to check if the information given by AI is correct before using it in their academic work.

This finding was supported by Author Utonga, Gwanyemba, and Kilamlya (2025), who stated that access to technology and reliable digital infrastructure are important factors influencing students' adoption and effective use of Artificial Intelligence (AI) tools in higher education. The authors explained that when students have better access to internet services and digital resources, they are more able to use AI tools for academic activities

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the major findings, the conclusion, and the recommendations of the study. The study assessment the use of Artificial Intelligence (AI) in learning among students at the School of Library, Archives and Documentation Studies (SLADS). The summary was based on the objectives of the study. The conclusion was drawn from the findings, while the recommendations were provided to improve the effective use of Artificial Intelligence in learning among college students.

5.2 Summary of the Key Findings

The following are the summaries of the key finding of the study

5.2.1 Demographic Characteristics of Respondents

The study involved 35 respondents, including 30 students who completed questionnaires and 5 tutors who participated in interviews. All respondents participated in the study, giving a response rate of 100%.

Gender of Respondents, the study found that 18 respondents (51%) were male while 17 respondents (49%) were female. These findings showed that both male and female respondents were almost equally represented in the study. This balanced participation helped the researcher to collect views from both genders about the use of Artificial Intelligence in learning.

Age of Respondents, The researchers findings showed that most respondents, 13 (37%), were between 21 and 24 years old. This was followed by 10 respondents (29%) aged between 17 and 20 years, 8 respondents (23%) aged between 25 and 28 years, and 4

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respondents (11%) aged 29 years and above. The findings suggested that most respondents were young adults who were more familiar with digital technologies and AI tools used for learning.

Distribution of Respondent by Education Level, the study found that 20 respondents (57%) were Diploma students, while 15 respondents (43%) were Certificate students. This showed that Diploma students formed the largest group of respondents. The findings suggested that Diploma students had more experience in using AI tools because they were more involved in research, assignments, and other academic activities.

5.2.2 Common Types of Artificial Intelligence (AI) Tools Used by Students in Learning

The study found that students used different AI tools to support their learning activities. ChatGPT was the most commonly used AI tool, used by 18 respondents (51%). Google Gemini was the second most used AI tool with 8 respondents (24%), followed by Grammarly with 5 respondents (14%). The remaining 4 respondents (11%) reported using other AI tools.

The interview findings also showed that tutors observed that many students used AI which is ChatGPT, mainly to complete assignments instead of using it to improve their understanding of course content. The tutors believed that students should use AI as a learning support tool rather than depending on it to generate answers.

5.2.3 Contribution of Artificial Intelligence (AI) Tools to Students' Academic Performance

The study found that AI tools had supported students in different learning activities. Most respondents reported that they used AI tools every day. Specifically, 16 respondents (46%) used AI daily, 9 respondents (26%) used AI once a week, 7

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respondents (20%) used AI several times a week, and only 3 respondents (8%) rarely used AI tools.

The findings suggested that AI had become part of students' academic life. Students used AI to search for information, complete assignments, improve academic writing, prepare for examinations, and understand difficult topics. This showed that AI had contributed positively to students' academic performance by making learning easier and faster.

5.2.4 Challenges Facing Students When Using Artificial Intelligence (AI) Tools in Learning

The study identified several challenges that affected students when using AI tools. The major challenge was poor internet connection, reported by 15 respondents (43%). This showed that unreliable internet limited students' ability to access AI tools whenever they needed them.

The second challenge was lack of knowledge about AI tools, reported by 9 respondents (26%). This indicated that some students did not have enough skills to use AI effectively. In addition, 6 respondents (17%) reported inaccurate information from AI tools as a challenge. This suggested that students sometimes received incorrect information, making it necessary to verify information from reliable academic sources. Another challenge was limited access to digital devices, which was reported by 5 respondents (14%). This reduced some students' opportunities to benefit from AI technologies.

5.2.5 Suggested Solutions to the Challenges Facing Students in Using AI Tools

The study found that respondents suggested different solutions to improve the use of AI tools in learning. Most respondents, 28 (80%), suggested improving internet connectivity. They believed that reliable internet would enable students to use AI tools more effectively for learning, research, and assignments.

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The remaining 7 respondents (20%) suggested establishing AI training programmer. They believed that training would improve students' knowledge and skills in using AI tools correctly and responsibly.

The tutors also recommended regular AI training programmers. They explained that students needed practical training on how to use AI ethically, verify AI-generated information, and apply AI appropriately in academic work. The tutors believed that such training would help students gain maximum benefits from AI while maintaining academic honesty.

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5.3 CONCLUSION

The study concluded that Artificial Intelligence had become an important learning tool among students at the School of Library, Archives and Documentation Studies (SLADS). Most students had used AI tools, especially ChatGPT, to support learning activities such as research, assignments, academic writing, information searching, and examination preparation.

The study also concluded that AI had contributed positively to students' academic performance by making learning more efficient and improving access to information. However, some students had depended too much on AI when completing assignments instead of using it to improve their understanding and critical thinking skills.

The study further concluded that poor internet connection, limited knowledge of AI tools, inaccurate information, and limited access to digital devices had affected the effective use of AI in learning. Addressing these challenges would improve students' ability to use AI responsibly and effectively in their academic activities.

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6.0 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. The college management should improve internet connectivity.

The management of the School of Library, Archives and Documentation Studies (SLADS) should improve internet connectivity by providing stable, reliable, and high-speed internet services throughout the college. Since most Artificial Intelligence (AI) tools require an internet connection, improving internet access will enable students to use AI more effectively for research, assignments, academic writing, and other learning activities. The college should also ensure that Wi-Fi services are available in classrooms, the library, computer laboratories, and other learning areas so that students can access AI tools without interruptions.

2. The college should establish regular Artificial Intelligence (AI) training programmer

The college should organize regular workshops, seminars, and training programmer for both students and lecturers on the effective and ethical use of AI tools. The training should focus on how to use AI for academic purposes, including research, information searching, academic writing, and problem-solving. It should also emphasize responsible use of AI, academic integrity, and the importance of verifying AI-generated information using reliable academic sources.

3. Students should use Artificial Intelligence (AI) as a learning support tool.

Students should use AI to support their learning rather than relying on it to complete all academic assignments. AI should be used to improve understanding of difficult topics, generate ideas, summarize information, and enhance learning. Students should always evaluate and verify AI-generated information using textbooks, journal articles, and other credible academic sources before using it in their coursework.

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4. Tutors should continue guiding students on the responsible use of AI.

Tutors should educate students on the proper use of AI technologies and encourage them to use AI responsibly and ethically. They should promote critical thinking, creativity, and independent learning while discouraging overdependence on AI-generated content. Lecturers should also provide guidance on avoiding plagiarism and maintaining academic honesty when using AI tools.

5. The college should improve access to computers and other digital learning facilities.

The college should increase the number of computers and improve digital learning facilities such as computer laboratories and internet-enabled devices. This will ensure that all students, including those who do not own personal computers or smartphones, have equal opportunities to use AI tools for learning, research, and academic development.

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7.0 Areas for Further Studies

1. **The Effect of Artificial Intelligence on Students' Academic Performance**
   Future researchers should examine how the use of AI influences students' academic performance over a longer period and across different academic programs.
2. **Challenges Affecting the Use of AI in Learning**
   Further studies should investigate the barriers that limit the effective use of AI in learning, such as poor internet access, lack of digital skills, and inadequate technological infrastructure.
3. **Students' Attitudes and Acceptance of AI in Education**
   Future research should explore students' perceptions, attitudes, and willingness to adopt AI technologies for learning in different colleges and universities.

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APPENDIX I

QUESTIONNAIRE GUDE FOR STUDENTS

Instructions for Respondents

1. Please read each question carefully before answering.
2. Do not write your name. Your answers will remain confidential.
3. For multiple-choice questions, tick (✓) one answer that best represents your opinion.

My name is Oscar Msumle I am student at the school of library archives and documentation studies (SLADS), taking a diploma course of Library Information Management. I am conducting a research on an assessment on the use artificial intelligence in learning among colleges student. A case study of school of library archives and documentation studies (SLADS).

I kindly request to you, to answer the question provided, below.

SECTION A: RESPONDENTS BACKGROUND INFORMATION

1. What is your gender?

A. Male

B. Female

2. What is your age?

A.17-20

B.21-24

C.25-28

D.29 and Above

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3.What is your level of study at SLADS?

A. First Year

B. Second Year

C. Third Year

SECTION B: ARTIFICIAL INTELLIGENCE TOOLS DO YOU MOSTLY USE FOR LEARING

4.What is your perception of using Artificial Intelligence tools for learning?

A. Positive

B. Negative

4.Which Artificial Intelligence tool do you mostly use for learning?

A. ChatGPT.

B. Google Gemini

C. Grammarly

D. Other AI tools

5.Which factor most influences your choice of an Artificial Intelligence tool?

A. Accuracy of information

B. Ease of use

C. Speed of response

D. Free access

SECTION C: CONTRIBUTION OF(AI) TOOLS IN STUDENTS`ACADEMIC PERFORMANCE AT SLADS

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6. Do you think using AI tools has improved your academic performance?

A. Yes

B. No

7. Which academic activity do you AI tools help commonly?

A. Completing assignments

B. Conducting research

C. Preparing for examinations

D. Understanding course content

8. What is the main contribution of AI tools to your academic performance?

A. Improving my grades

B. Saving time when studying

C. Improving my understanding of subjects

D. Enhancing my writing and communication skills

SECTION: D CHALLENGES FACING STUDENTS WHEN USING ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING AT SLADS

9. What challenges do you face when using Artificial Intelligence tools for learning at SLADS?

A. Lack of reliable internet access

B. Limited knowledge of how to use AI tools

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C. Lack of access to digital devices

D Inaccurate or unreliable information from AI tools

10. Which factor limits your effective use of Artificial Intelligence tools in learning?

A. High internet costs

B. Lack of digital skills

C. Limited availability of devices

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APPENDIX II

INTERVIEW QUESTION FOR LECTURES

Instructions for Respondents

The information you provide will be kept confidential and used only for this study.

1. You are not required to write your name.

My name is Oscar Msumle I am student at the school of library archives and documentation studies (SLADS), taking a diploma course of Library Information Management. I am conducting a research on an assessment on the use artificial intelligence in learning among colleges student. A case study of school of library archives and documentation studies (SLADS).

I kindly request to you, to answer the question provided, below.

1. What have you noticed about students use artificial intelligence (AI) in their learning?"

2. What negative effects have you seen when students misuse AI tools?

3. Why do you think some students use AI to copy work?

4. What strategies do you think could help students use AI tools responsibly and effectively.

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APPENDIX III

OBSERVATION CHECKLIST GUIDES FOR STUDENTS

1. Devices Used

    A. Laptop

    B. Desktop computer

    C. Tablet

    D. Smartphone

2. Internet Access

    A. Does the student have access to Wi-Fi or mobile data?

    B. internet connection stable or unstable?

3. AI Tools Being Used

    A. ChatGPT

    B. Grammarly

    C. Perplexity

    D. Other AI tools

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APPENDIX IV

RESERCH BUDGET

PARTICULARS	AMOUNT	TOTAL
Transportation From Mapinga to SLADS	Per day 1400x 30	42000/=
STATIONARY COAST Pen, pencil correction fluid Full scrape two reams	10000/= 500x2	10000/= 1000/=
Communication	Voucher per day 1000 X30	30000/=
SECRETARIAL COST		
Photocopy services 35 questionnaires 1=100 Photocopy services 20 interview 1= 100	100x 35 100X 20	3500/= 2000/=

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Subsistence allowance	Meal per day 4000x30	120000/=

APPENDIX V

RESEARCH TIME SCHEDULE

ACTIVITIES	JANUARY 2026	FEBRUARY 2026	MARCH 2026	APRIL 2026	MAY 2026	JUNE 2026	JULY 202rt6	AUG 2026
RESEARCH PREPARATION								
WRITING PROPOSAL								
SUBMISSION OF RESEARCH PROPOSAL								
SUBMISSION OF RESEARCH PROPOSAL								
TO COLLECT DATA AND DATA ANALYSIS								

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REPORT SUBMISSION								

APPENDIX VI

RESEARCH LETTER FOR DATA COLLECTION

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UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

TANZANIA LIBRARY SERVICES BOARD

SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

TO:
OSCA A. MSUMILE
SLADS
P.O.BOX 227
BAGAMOYO

25/05/2026

RE: REQUEST FOR DATA COLLECTION

The above heading is concerned,

This is to inform you the permission has been granted to you to collect data on the study titled *"An Assessment on the Use of Artificial Intelligences in Learning among Colleges Students."*

We hope that the study will be used for academic purposes only and not otherwise.

With kind regards,

SCHOOL OF LIBRARY ARCHIVES AND DOCUMENTATION STUDIES
P. O. Box 227
BAGAMOYO TANZANIA

ACADEMIC OFFICER

Ukuni; Block S;Plot 96; P.O BOX 227, Bagamoyo Pwani; Tel: +255-023-2440501;Fax;023-2440338 email: slads@tlsb.go.tz/management@slads.ac.tz ;website: www.slads.ac.tz

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