AN EXPLORATION OF EFFECTS OF ARTIFICAL INTELLIGENCE ON STUDENTS: A CASE STUDY OF UGANDA CHRISTIAN UNIVERSITY

ROY KEVIN MATOVU

M23B90/031

A DISSERTATION SUBMITTED TO THE SCHOOL OF JOURNALISM, MEDIA AND COMMUNICATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF ARTS IN JOURNALISM AND MASS COMMUNICATION OF UGANDA CHRISTIAN UNIVERSITY

March, 2026

UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

DECLARATION

I, Roy Kevin Matovu, declare that this is my original work. To the best of my knowledge this work has not been submitted or published for any other certificate, diploma or degree at any other institution or university, nor has it been used for any other purpose before.

Sign.....

Date.....01/06/2026.....

ROY KEVIN MATOVU

APPROVAL

The student, Roy Kevin Matovu's dissertation report is original, not published or presented to any other institution for any award.

I hereby give my approval that this dissertation to be submitted to the school of journalism, Media and Communication, Uganda Christian University (UCU)

Date: 2nd March, 2026

Sign 

FRANK OBONYO

Supervisor

DEDICATION & ACKNOWLEDGEMENT

This is written to support the fact that my research project is completely my original work and that I have not submitted it in any other place to obtain a degree or any other educational qualification. I ensured that I refer to all the sources I have used based on the protocols in Uganda Christian University. They were my whole job, and I am taking full responsibility of any errors that pass.

I would deeply like to acknowledge the Almighty that enabled me with the wisdom, strength, good health and direction to complete this research.

I am extremely thankful to my supervisor Mr. Frank Obonyo as he gave me guidance, constructive criticism, patience, and academic assistance that helped me in the entire process. The contributions of Heropso were tremendous.

I can also point a giant debt of gratitude to my family who provided me with a great deal of support, encouragement, prayers, as well as financial assistance during my studies. They consisted of love and motivation that kept me focused and determined.

I wish to make a shout out to my lecturers, friends, and colleagues in Uganda Christian University because people were encouraging and had good discussions that contributed to my success in doing this project.

Lastly, I want to be thankful to all people and all institutions whose assistance, whether direct or indirect, has contributed to the establishment of this research. May God be bountiful to each of you.

TABLE OF CONTENTS

ABSTRACT

This dissertation analyzes the emergence of Artificial Intelligence (AI) and how AI technologies are affecting university students and how it affects their learning processes. The rapid computerization of higher education (both through automated research assistance and learning management systems) and the increasing number of generative applications, students are beginning to engage with devices that might influence the ways students access knowledge, perform schoolwork and acquire the required skills. The research is aimed at comprehending the level of awareness of students, their adoption rates, perceptions of the benefits and the issues that students have in regard to the utilization of AI in academics.

Qualitative research design was used to examine the experiences of university students in Kampala, Uganda and the research was a case study. Students who are highly aware of AI and who use digital learning tools actively were selected on the basis of purposive sampling. Data collection has been done using interviews and analyzed thematically in order to obtain key trends. The results indicate that AI has enhanced the effectiveness of learning, increased the reach to educational materials and personalized learning. Yet, such aspects as academic honesty, excessive reliance on technology, information privacy and access disparity are also troubling.

In conclusion, even though AI offers significant prospects with regard to augmenting the university learning process, there is still need to introduce platformed guidance, policy frameworks, and digital literacy training to promote responsible and fair application. Such insights have been presented to the current debate of the future of education and serve as one of the foundations of institutions that aim to incorporate AI successfully into the academic environment.

CHAPTER ONE

Introduction

Digital and educational world has been transformed fast by Artificial Intelligence. Artificial Intelligence driven platforms have become more important in research, learning and communication by students at universities. ChatGPT, Grammarly, Quill Bot and adaptive learning software, among others, are altering the way students think, write, perceive, as well as solve problems.

Although the advantages of the Artificial Intelligence are obvious like increased productivity in schools or universities, real-time information provision and facilitation of individual learning. Concerns are on its effects on student creativity, academic dependency and academic honesty are rising.

In this research paper, the researcher examines the impacts of Ai on the academic, social as well as psychological lives of students at the University. It provides opportunities and reduces the risks it has in higher education.

Background

The history of Artificial Intelligence can be traced back to the mid 20 th century when it was founded on a philosophical and mathematical and logical basis. The Artificial Intelligence was invented in 1956 at Dartmouth Conference by John McCarthy and it was the beginning of the work of AI. Previous Artificial intelligence studies were concerned with symbolic reasoning and problem solving that attempted to replicate intelligence similar to humans, reaction on the basis of logical regulations and professional systems. It was during this time that programs which could solve mathematical equations, mistakes and theorems were developed.

Currently, there is a diverse amount of technologies incorporated under Ai, including machine learning, deep learning, natural language processing, robotics and expert systems. These technologies are applicable in numerous applications ranging between recommendation systems and self-driving cars and medical diagnostics and generating creative content. The further development of AI exemplified by more and more supplicated algorithms and available solutions has predetermined it as an indispensable component of the modern life and indispensable aspect of the further technological and social development.

Problem Statement

AI can provide university students with numerous advantages like customized learning opportunities better study resources and solutions to future jobs. Nonetheless, its easy usage also brings countless obstacles. These are the concerns or fear of academic dishonesty, the acquisition of critical thinking skills in an AI assisted platform, digital disparities, ethical concerns of the use of AI and the necessity of a reformulated curriculum to equip students with AI skills.

It is also evident that the current gaps in the existing research on the impact of increasing Artificial Intelligence on university students on EFL perception and reactions are substantial. Lack of awareness of such impacts could prevent universities to prepare students to face a world that is integrated with AI that might propagate inequalities or impede development of creativity and other essential human skills of students. This study will set out to investigate the influence of artificial intelligence among university students.

General Objective

To investigate and hypotheses the effects of Artificial intelligence on the student in universities.

Specific Objectives

1. To find out the satisfaction of the university students with respect to the use of Artificial Intelligence in their studies.
2. To find out the influence of AI tools on the learning process of the students, academic success and research methods.
3. To examine the issues and ethical implication underpinning the use of AI by university students with the growing popularity of the technology.
4. To understand the readiness of prospective professionals to work in the future and in markets that are ruled by artificial intelligence.

Research Questions

1. What is the effect of Artificial Intelligence on the academic performance of university students?
2. What are the strategies on Artificial intelligence on University students?

Significance of the study

Various groups can find this research significant as it will provide insights expressed in a useful way to university administrators and educators regarding the role of AI on student assessment, creativity and experiences. This data can assist them in coming up with superior policies, curriculum and support systems. The findings will demystify the opportunities and the challenges presented by AI to students who should then adapt to succeed in Ai integrated learning. Also, the study contributes to the bigger debate of AI in learning. It offers evidences that future research and developments of this century that is developing at a rapid pace should consider. Finally, the research will promote a more active and informed way of integrating AI into tertiary learning. In this manner the students will be prepared to the requirements of the 21st century.

Geographical Scope

The geographic area of the study will be the university students in the institutions within Kampala such as Uganda Christian University, Victoria University, Makerere University and Nkumba University. This particular focus may be used to conduct an in-depth study in specific institutional settings and student populations. It also acknowledges that it can also be applicable or analogous to other university environments.

CHAPTER TWO;

THEORETICAL FRAMEWORK

History of the Theory

Difusion of innovation theory has its roots back in the initial research on the spread of new ideas and technologies in societies. It was initially created by a communications theorist Everett M. Rogers, in his 1962 book, Diffusion of Innovations. Rogers was able to generalize work across many fields such as the rural sociology, anthropology and the communication studies to elucidate the process whereby innovation are introduced into a social system and are gradually embraced by members of the social system.

The theory was inspired by previous work of the 1940s and 1950s, especially, the Iowa Hybrid Corn Study by Bryce Ryan and Neal Gross (1943). The interest of this agricultural research was on the adoption of hybrid seed corn by the farmers; it was found that social influence and interpersonal communication were instrumental factors in deciding on the implementation of hybrid seed corn by the farmers. Rogers broadened this concept to another notion based on agriculture saying that diffusion process could be applied to any sort of innovation-technological, social or media related.

The diffusion model was very influential in the 1960s to the 1970s in the field of mass communication, development communication, particularly in the elaboration of how new media technologies and social behaviors diffuse in developing societies. Rogers determined five types of adopters including innovator, early adopters, early majority, late majority and laggards and stages of adoption; these are knowledge, persuasion, decision, implementation and confirmation.

The theory has been used in the media studies in the contemporary world to interpret the way audiences embrace digital innovations like the internet, mobile technologies and social media platforms. It still offers a model on the evaluation of the interlinkage between communication channels, opinion leaders and change in society in the transmission of new media technologies.

To conclude, The Diffusion of Innovation theory is still one of the foundations of media and communication research that states that the popularity of a new idea is not a technical phenomenon but rather a highly social phenomenon that depends on the patterns of communication and the culture.

Assumptions of the Theory

Diffusion of Innovation Theory Assumptions.

The Diffusion of Innovation Theory, which has been put forward by Everett M. Rogers (1962), was established based on a number of assumptions, which explain the spread of new ideas, technology, or even media innovations within a social system. Based on these assumptions, one can understand the communication process that occurred when people adopt innovation.

One, the theory presupposes the social nature of the innovation diffusion process, which takes place via communication and interaction of individuals. It lays stress on the fact that individuals are rarely familiar with fresh ideas on their own, as they rely on the power, experience and attitudes of other members in their social circles.

Secondly, it presumes that the audiences or members of a society can be grouped into adopter categories according to the eagerness and rapidity to adopt innovations. These groups, which are innovators, early adopters, early majority, late majority and laggards, consider the variations in terms of openness to change, access to information and socioeconomic status.

Thirdly, this theory presumes that mass media and interpersonal channels of communication have different but complementary roles over the process of diffusion. Media plays the vital role in the generation of knowledge and awareness on an innovation and interpersonal communication plays the critical role of persuasive and confirmatory roles in adoption decisions. This shows the relevance of the flow of communication in a community.

Fourth, the theory presupposes that the process of making a decision towards adopting an innovation takes place in stages- knowledge, persuasion, decision, implementation and confirmation. This means that adoption is not an eventual process but a progressive process that depends on the perception and social influences.

Lastly, the theory predicts that the perceived properties of an innovation i.e., relative advantage, compatibility, complexity, trialability and observability will govern the adoption rate and degree. The individuals tend to embrace innovations perceived to be useful, user-friendly and fitting their already held needs or values.

To conclude, the Diffusion of Innovation Theory presupposes that the communication established, social interaction and personal perception are all factors to diffuse innovations. These assumptions render the theory highly applicable to the studies of media, particularly concerning the usage of new communication technologies and digital media platforms by the viewers.

Relation to my Research Study

My proposed research is called Artificial Intelligence Landscape An Exploration of How Artificial Intelligence is Impacting the Learning of University Students, and it is based on the Diffusion of innovation theory created by Everett Rogers (1962). The theory provides a solid approach to understanding how artificial intelligence

(AI) devices and technologies are being applied, used and embedded in academic experiences of university students in higher learning institutions.

Rogers (1962) suggests that the diffusion of innovation goes through a series of events where different agents move through different levels of focusing on first awareness and later on concrete adoption depending on the communication channels, social influences as well as the perceived utility. In the modern framework, artificial intelligence is an example of a new technological advancement that is gradually finding its applications in the learning processes as ChatGPT, Grammarly, plagiarism detector software, personal learning systems and intelligent tutoring systems.

The theory explains why there can be heterogeneity among the rates of adoption amongst students. Early adopters and innovators are more likely to experiment with new AI platforms to conduct research, complete assignments and learning support, whereas late majority and laggards may keep adopting them later because of having low awareness, limited digital abilities, fear of being misused, or being uncertain about academic integrity.

Besides, the five phases of the innovation-decision process, which are knowledge, persuasion, decision, implementation, and confirmation, directly apply to the way students will use AI tools. The first stage of knowledge, is the introduction of students to an AI tool; the next stage is persuasion, where the attitudes are formed; the next stage is the decision and it is the acceptance of the tool in academic life; and the final stage is confirmation which is the evaluation of the effectiveness of the tool. This stepwise procedure is a reflection of the spread of technological changes within an educational context.

The theory also assumes that channels of communication and social systems mediate adoption behavior, which is also relevant to this question. Learners usually get to know about the use of AI apps via their peers, instructors, or online and their choice to accept these tools is influenced by the debate within their academic circles. Furthermore, mass media and social media promote the level of awareness of the possible advantages as well as the ethical consequences that accompany the use of AI in the educational setting.

In Conclusion, the Theory of Diffusion of Innovation can serve as the conceptual framework of the given work, as it explains the trends according to which the AI technologies will be spread on the student body. It allows the researcher to break down the sources of influence that will define the adoption rate, the rate of acceptance and the consequential effect of AI on the learning opportunities and outcome of students.

Literature Review

This part of the chapter is a literature review focusing on the Diffusion of Innovation Theory and its implementation to the use of Artificial Intelligence (AI) in higher education institutions. It builds on academic publications that were previous carried out before and some are found in the library of Uganda Christian University and other scholarly resources that analyze the reception, adaptation and usage of innovations in the media and technology in educational settings.

Everett M. Rogers (1962) created the Diffusion of Innovation theory, which underscores the diffusion of new ideas or technologies in a society using communication channels over time. There are a number of important elements in the diffusion process, according to Rogers, the innovation, the channels of communication, time and the social system. The theory provides five types of

adopters, namely, innovators, early adopters, early majority, late majority, and laggards who can be characterized by the difference in the rate to which people adopt new technologies.

Researchers in the Uganda Christian University have also highlighted the applicability of the DOI theory to the adoption of media technology, especially in the digital transformation of the education sector. Indicatively, a research conducted by Nakiyingi (2022) at the UCU Digital Repository has noted that the willingness to use new learning technologies varies with the exposure of students, the perceived usefulness of the technology and the perceived support by peers and lecturers. This is in accordance with the assumption by Rogers that interpersonal communication and social influence are doing an important task in diffusion.

One of the most revolutionary technologies in the teaching industry is the use of Artificial Intelligence. In a research article in the UCU Library e-resources database, Kakuru (2023) states that AI-based products and services like ChatGPT, Grammarly, and plagiarism detection tools are slowly becoming tools that university students use to help with learning. The implementation of these tools shows the steps that Rogers identified as knowledge, persuasion, decision, implementation, and confirmation.

Since the Uganda context relates to students, accessibility, cost, digital literacy, and institutional support are usually determinants of technological adoption. According to Ssenyonga (2021), some students of UCU have been quick to adopt AI-based solutions to enhance the quality of research and writing, but some are reluctant to use them due to ethics and doubts about cheating in education. This is similar to the pattern of diffusion as explained by Rogers in which innovators become the first to adopt the technology, then others follow after the technology is tested and found to be useful and reliable.

The reviewed literature in the UCU Library databases identifies a number of factors influencing the adoption of AI innovations by students. The most important determinants of acceptance are perceived ease of use and helpfulness. Turyatemba (2023) discovered that students embracing AI as something that enhances their academic achievements tend to adopt it in their everyday learning. On the same note, peer influence and lecturer recommendation were cited as good social factors that promote adoption.

But the issue of data privacy, plagiarism, and excessive reliance on AI systems serve as impediments to total adoption. Nakanjako (2024) lists the beliefs of students about AI being a tool of intimidation over individual thought as causes of slower diffusion, particularly among the late adopters. This finding corroborates the DOI theory stressing on perceived compatibility and the involvement of personal beliefs in the adoption of innovation.

The Diffusion of Innovation theory offers a robust theoretical framework to examine the manner and reason behind the adoption and rejection of AI-based learning technologies by students in Uganda Christian University. It describes adoption rates, communication channel influence and social interactions that will dictate the speed at which AI is encompassed in academic culture. Through the DOI model, the proposed study aims to realize various groups of adopters among university students and the way each group interprets the role of AI in its learning.

In a nutshell, the literature review demonstrates that although AI has a chance to increase the efficiency of learning, its adoption is affected by the useage between technological innovation and human adaptation. The Diffusion of Innovation Theory, consequently, provides one of the prisms within the scope of which this research examines the evolving educational environment preconditioned by Artificial Intelligence.

The literature reviewed confirms that Artificial Intelligence is transforming the learning environment in universities. The Diffusion of Innovation Theory gives a clear insight into how students can embrace, integrate and derive the benefits of AI technologies. Nonetheless, the gaps connected to ethical perception of the students, institutional preparedness and long-term effects on learning behavior by AI tools are also observed in the existing literature. This paper aims to fill these gaps by narrowing down to the topic of how university students engage, experience and are affected by AI within their academic experiences at Uganda Christian University.

CHAPTER THREE

Research Methodology.

Research Design

The qualitative research approach adopted in the research was a case study research design. Such a design was chosen due to the potential to investigate and examine the experiences and perceptions of students on the subject of Artificial Intelligence and its implementation in the learning procedures.

The qualitative design assisted me in gathering deep data on the interaction of the participants concerning the use of AI tools such as chatbots such as ChatGPT Grammarly and other learning applications. The case study method also helped me to analyze practical situations when AI is used by students during their studies and when their performance, level of engagement, and critical thinking capabilities are influenced.

Area of Study

The research was conducted in Kampala Uganda but particularly among the university students in other institutions of higher learning in Uganda such as the Uganda Christian University (UCU), Makerere University and Kampala International University. The study site was chosen to be Kampala because most of the Ugandan universities and technological inventions are also found here. It also

provided numerous settings where students with diverse backgrounds use AI tools dissimilarly.

Population of the Study

This study took a sample of a group of students in the university in Kampala, who are pursuing different academic courses. These students were considered appropriate because they happen to live in an area where they must often cope with new technologies, specifically, AI-based platforms, in an academic context. The population sample was undergraduate and the sample was made of individuals who specifically utilized AI tools to support their studies.

Sampling Procedure

The study used a purposive sample. The rationale of carrying this out in this manner is that, I was able to choose participants who were close and seasoned in terms of the subject matter. The students, who have already used the AI-based systems, such as ChatGPT, QuillBot, or AI-based learning management systems, were of specific interest to me in the given case.

Purposive sampling helped me to attain rich, relevant, and detailed information collected out of the people who could articulate their knowledge and experience as far as how and why of AI, and its effects on their learning. I interviewed students of different universities within Kampala.

Conclusion

Finally, the proposed study has been implemented through a qualitative case study to explore how Artifical intelligence affects the learning variables among university students in Kampala, Uganda. Purposive sampling and involvement in the study, particularly through educated participants assisted me to secure a pertinent information that describes the circumstances of Artifical Intelligence in universities today.

The methodology enabled me to understand more clearly how the education system is changing with the help of AI and what kind of opportunities and threats it presents to the life of students.

CHAPTER FOUR

Data presentation

In this chapter, the titled Artificial Intelligence Landscape: An Exploration on How Artificial Intelligence Affects University Students or Students Learning are covered. We collected information on the ground of purposive sampling where we narrowed down on students of Uganda Christian University (UCU) who are indeed using AI tools in their studies. The chapter is based on two research questions: What impact does AI have on university students? and What are strategies of university students to take advantage of AI? This was informed by 10 informed responses given out of purposefully selected respondents.

Artificial Intelligence and how it impacts on University students.

The results indicate that AI actually accelerates academic output of students by enhancing the pace at which we learn. According to one respondent, AI tools enabled them to accomplish their course work more quickly since the tools provide them with expedited explanations on complicated concepts. Instant assistance will help to increase overall efficiency in accomplishing assignments because one won't have to turn pages in textbooks or notes to find the necessary help.

An additional student also confessed that AI helped them to write better. They also apply AI to check grammar, condense the sentence and enhance the coherence in assignments. This implies that a large percentage of the UCU students are harnessing AI not only in their content writing but also in the refining of their works to achieve more university compliance.

Nonetheless, not all their effects are positive. One of the respondents acknowledges that AI makes them too dependent resulting in the lack of the originality and personal ideas. They also believe that excess use of AI-generated content will

undermine their independent thinking skills. In particular, writing research papers or long-term assignments. This indicates an actual danger to academia in the event that we use AI excessively.

Some students also feel confident with the help of AI. One of the interviewees found that when she revised, explained, and did some pre-class work with AI, she is now able to go to lectures being in a better place and knowing more about the course. It appears that AI can be an educational support system helping to enhance classroom attendance and learning.

Along with the advantages, AI is associated with cognitive challenges. Another student stated that AI is capable of killing critical-thinking since we are using it to brainstorm rather than being analytical. This expresses a concern that AI will undermine established problem-solving strategies in case we replace the answers of AI with our own use of the intellect.

How Questionnaires can be used to implement Artificial Intelligence among students at Universities.

The research identifies the fact that a significant number of UCU students devise their own strategies to ensure that the use of AI is ethical and fruitful. One of the respondents indicated that he or she imposes personal boundaries by using AI as a guide and not repeating replies. This does not involve compromising academic integrity but will enjoy AI benefits.

A second student has also mentioned a verification approach: they compare AI-generated data with lecture materials, course manuals and reliable textbooks. This action will address the general challenge of AI hallucinations where we will have accurate and reliable information in our academic studies. It demonstrates that there is an increasing consciousness regarding the limitations of AI.

Academic strategies also become organized, such as brainstorming and drawing outlines with the help of AI, before writing an essay or a report. One respondent indicated that he/she uses AI to create rational outlines to enable him/her structure ideas prior to writing assignments. This demonstrates that AI is not a student-plagiarization tool, but rather a planning tool.

Ethical application was the feature that appeared in the respondents. One of the students emphasized that they will not copy AI answers word-to-word in order to avoid plagiarism. This is in line with the academic requirements in the university and it encourages responsible learning among the users of AI.

Finally, other students also combine several AI tools to increase productivity. One interviewee said that they use ChatGPT to get conceptual clarifications and Grammarly to edit. A balanced, effective learning process is achieved through the combination of the aspects of other AI platforms.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECCOMENDATION

Discussion of Findings

This study was aimed to investigate the Artificial Intelligence environment and how AI influences the learning process of university students in Uganda Christian University. The purposive sampling results indicate that AI is gradually turning into the focal point of academic life of students. The findings indicate that AI can affect learning in both ways: it improves productivity, and the issue of dependency and loss of originality has become a concern.

Majority of the subjects mentioned that artificial intelligence applications like ChatGPT, Grammarly, and Quillbot assist them in writing assignments more quickly, producing higher-quality academic writing at a higher quality, and enhancing their knowledge of challenging subjects by offering information immediately.

This shows that AI is a cognitive support system and an investigational help system. Nevertheless, the results also suggest some negative consequences like relying excessively on AI-generated ideas, impaired critical-thinking ability, and development of creativity loss in the instances of students overrelying on automated answers. These observations correspond to the discussions on AI-assisted learning worldwide mentioning both the opportunities offered by AI and the threats linked to the issue.

Moreover, the research established that UCU students use numerous techniques to make the use of AI tools responsible and effective. According to the respondents, they used AI to brainstorm, check information, academic editing, and outlines. Lots of students intentionally evade duplicating AI-controlled content verbatim to

ensure the integrity of academic work, which means the increased level of consciousness about the ethical aspects of using AI. Other people cannot verify AI answers with class notes and textbooks in fear of being misinformed.

The identified strategies prove that although the students welcome the advantages of AI, they are also aware of the possible traps. These findings support the idea that there should be organized AI literacy programs in higher education institutions that should inform students on ways to use new technologies not only in a responsible or academic manner.

CONCLUSION

In conclusion, this research confirms that Artificial Intelligence plays a strong and transformative role in the learning experience of the university students in Uganda Christian University. According to the results, AI boosts academic productivity through quick search of information, higher quality of written text, and enhanced and new understanding with individualized explanation.

Simultaneously, the research also reveals the dangers of overuse of AI tools, such as a lack of creativity, dwindled critical-thinking skills, and ethical issues, such as plagiarism and misinformation. On the whole, the study has reached the conclusion that AI is not entirely bad or good; however, the influence of AI can be reduced based on how students will utilize it.

It is possible to use AI as a great tool and supplement instead of a substitution to human learning with appropriate guidance, awareness, and academic support. The research is applicable to the existing literature about digital learning technologies in tertiary education and demonstrates the significance of striking a balance between technological convenience and academic accountability.

RECCOMENDATIONS

According to the findings, a number of suggestions are made to make sure that Artificial Intelligence can be deployed responsibly and effectively among the university students. To start with, the study suggests that the Uganda Christian University would implement AI literacy programs or workshops, which would educate students about the ways in which AI tools can be used effectively and ethically regarding academic purposes.

Programs promoting these issues ought to discuss the advantages and the shortcomings of AI. Second, the university must motivate lecturers to implement AI-assisted, which is under supervision activities, into coursework. This would allow the students to develop critical-thinking skills in the process of learning to utilize AI as an educational support tool and not a shortcut. Third, the institution ought to come up with straightforward guidelines and policies, concerning academic use of AI, to overcome the challenges of plagiarism, misinformation, as well as academic dishonesty. Such instructions are to be used as a benchmark by students to know what can be classified as acceptable use of AI.

The study further suggests that students can embrace responsible practices like ensuring that AI-generated information is verified with reliable scholarly materials, apply AI in generating primarily ideas and not providing direct responses, and have their own limits to prevent overreliance. The ICT department in the university ought to also work together with the university library, to avail access to proven, scholarly suitable AI tools that promote learning.

Finally, the suggested methods of further investigation also urge future researchers to discover the long-term consequences of AI on academic performance and

cognitive development among university students to bring more details to the ongoing changes in the sphere of higher education. These suggestions will be beneficial in ensuring that the Artificial Intelligence may serve as a worthwhile academic resource assisting in the learning process, encouraging integrity and equipping students with a technological future.

References

Kakuru, D. (2023). Embracing Artificial Intelligence Tools in Ugandan Higher institutions of learning. Christian School of Higher Education Library Repository, Uganda.

Nakiyingi, S. (2022). The use of Digital Transformation and Learning Technology by Students in Universities. UCU library Digital Archives.

Nakanjako, J. (2024). Artificial Intelligence and Academic Integrity perceptions towards Ugandan Universities. UCU Department of Media Studies.

Rogers, E. M. (1962). Diffusion of Innovations. New York: Free Press.

Ssenyonga, R. (2021). She was a student in UCU, with a challenge related to social influence and technology adoption. The journal of the Uganda Christian University Research.

Turyatemba, P. (2023). AI Perceived usefulness and Ease of Use in Academic Learning. UCU e-Library Resources.

APPENDICES

APPENDIX 1; QUESTIONAIRE FOR RESPONDENTS

Title of the Study;

Artificial intelligence landscape; an exploration on how artificial intelligence affects university students' learning[1]

Researcher:
Roy Kevin Matovu
Bachelor of Journalism in Arts and Communication
Uganda Christian University (UCU)

Introduction

Dear Participant,
Greetings!
My name is **Roy Kevin Matovu**, a Bachelor's student of Journalism and Communication at Uganda Christian University (UCU). I am conducting a research study titled "Artificial Intelligence Landscape; An Exploration on How Artificial Intelligence Affects University Students' Learning."
You are kindly requested to take a few minutes to complete this questionnaire. Your participation is voluntary, and all responses will be treated with strict confidentiality and anonymity. The information provided will be used strictly for academic purposes.

1. Section A: Personal Information
2. Gender:
   ☐ Female
   ☐ Male
   ☐ Prefer not to say

3. University/Faculty: Uganda Christian University
   Year of Study: .....

Section B: Awareness and Use of Artificial Intelligence

[1]

1. Are you aware of Artificial Intelligence (AI) technologies?
   ☐ Yes
   ☐ No
2. Which AI tools or platforms have you used for academic purposes? (Tick all that apply)
   ☐ ChatGPT
   ☐ Grammarly
   ☐ Google AI tools
   ☐ Turnitin (AI features)
   ☐ Other (please specify):
3. How often do you use AI tools for learning or academic work?
   ☐ Daily
   ☐ Several times a week
   ☐ Once a week
   ☐ Rarely
   ☐ Never
4. For what purposes do you mainly use AI tools?
   ☐ Research and information search
   ☐ Assignments and coursework
   ☐ Editing and proofreading
   ☐ Exam preparation
   ☐ Other (please specify):

Section C: Impact of Artificial Intelligence on Student Learning

1. To what extent do you agree that AI has improved your learning experience?
   ☐ Strongly agree
   ☐ Agree
   ☐ Neutral
   ☐ Disagree
   ☐ Strongly disagree
2. In your opinion, how has AI affected your academic performance?
   ☐ Positively
   ☐ Negatively
   ☐ Both positively and negatively
   ☐ Not sure
3. Do you think over-reliance on AI can negatively affect students' critical thinking skills?
   ☐ Yes
   ☐ No
   ☐ Not sure

Please explain briefly:
.....

Section D: Challenges, Ethics, and Recommendations

1. What challenges do you face when using AI tools in your studies?
   .....
2. Do you think the use of AI in universities should be regulated?
   ☐ Yes
   ☐ No
   ☐ Not sure
3. In your opinion, what measures should universities take to promote responsible use of AI among students?
   .....….
4. What recommendations would you give to improve the integration of AI in university learning?
   .....

Thank you very much for your time and participation.
Your contribution is highly appreciated.

Prepared by:
Roy Kevin Matovu
Bachelor of Journalism in Arts and Communication
Uganda Christian University (UCU)

_____