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A Study To Analyse The Role Of Ai Powered Chatbots In Enhancing Learning Outcomes Among Selected Colleges In Coimbatore

DR.P. SUGANYA*1, Mrs.T.SREEGEETHA*2, Ms.MADHUMITHAA.R*3

1. M.COM.,M.Phil.,PGDCA.,SET.,Ph.D Associate professor and HOD, DEPARTMENT OF COMMERCE CA, Dr.N.G.P. ARTS AND SCIENCE COLLEGE COIMBATORE-48, Tamilnadu
2. M.COM(FCA).,M.PHIL.,(PH.D), Assistant Professor, D, DEPARTMENT OF COMMERCE CA, Dr.N.G.P. ARTS AND SCIENCE COLLEGE COIMBATORE-48, Tamilnadu
3. III B.COM (CA), DEPARTMENT OF COMMERCE CA, Dr.N.G.P. ARTS AND SCIENCE COLLEGE COIMBATORE-48, Tamilnadu

1.1-ABSTRACT

This study examines the role of AI-powered chatbots in enhancing learning outcomes among selected colleges in Coimbatore. The research explores how these chatbots assist students by providing instant feedback, personalized learning experiences, and interactive engagement. Through surveys and case studies, the study evaluates the effectiveness of AI-driven assessments and automated feedback in improving student performance and engagement. Findings suggest that AI-powered chatbots significantly contribute to a more efficient and adaptive learning environment.

Keywords: AI-powered chatbots, learning outcomes, automated feedback, personalized learning, student engagement, higher education, Coimbatore.

1.2-INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has revolutionized various sectors, including education. One of the most significant innovations in this field is AI- powered chatbots, which are transforming the way students engage with learning materials, receive academic support, and enhance their overall educational experience.. This study aims to analyse the role of AI-powered chatbots in enhancing learning outcomes among selected colleges in Coimbatore. With the increasing adoption of digital learning platforms, institutions are exploring AI-driven solutions to improve student engagement, knowledge retention, and academic performance.

1.3-STATEMENT OF PROBLEM

AI-powered chatbots have become a useful tool in education, helping students with academic tasks, offering instant feedback, and supporting learning outside the classroom. However, it is unclear how effective these chatbots are in developing essential skills like critical thinking, problem-solving, and digital literacy. It is also important to understand whether chatbots help students manage their time better, plan their studies, and ultimately improve their academic performance. Additionally, integrating chatbots with existing educational technologies can present challenges, such as technical limitations and students' adaptability to AI-driven learning.

1.4-OBJECTIVES

1. To Explore the role of chatbots in developing critical thinking, problem solving, digital skills for college students.
2. Assess the effectiveness of chatbots in improving students time management and academic planning.
3. To Evaluate the impact of AI powered chatbots on student academic performance and learning outcomes.
4. Examining the challenges and opportunities of integrating chatbots with existing educational technologies.

1.5- LIMITATIONS OF STUDY

1. The study is limited to selected colleges in Coimbatore and may not fully represent chatbot adoption trends in other regions.
2. The effectiveness of AI chatbots may vary across different disciplines, making generalization challenging.
3. Student responses may be influenced by personal biases and prior experiences with technology.

1.6-RESEARCH METHADOLOGY

This study follows a descriptive and analytical research design to examine AI-powered chatbot usage among college students in Coimbatore. Primary data will be collected from students, while secondary data will support contextual analysis. A stratified sampling approach ensures diverse representation from five engineering and five arts & science colleges ranked in NIRF 2024. Using Slovin's formula, a sample size of 180 respondents is determined from a total population of 60,337 with a 0.0744 margin of error. The study aims to analyse chatbot adoption, effectiveness, and student perceptions in higher education.

1.7-REVIEW OF LITERATURE

Brown and Patel (2023)[1] explore the intersection of AI ethics and the use of chatbots in higher education. The study identifies ethical issues such as data ownership, transparency, and the risk of misinformation. It examines the dual role of chatbots as tools for innovation and as subjects of ethical scrutiny. The authors describe the importance of teaching students about ethical AI development through chatbot interactions. Case studies include chatbots that explain ethical guidelines, such as GDPR compliance, within the context of student projects.

Tran.N& Carter, J. (2023)[2]**,** examines how AI chatbots personalize the learning experience by analysing user interactions and adapting content delivery. It discusses ethical issues like data privacy, emphasizing the importance of anonymizing student data. The author also explore how chatbots cater to diverse educational needs, including those of students with disabilities. The study showcases case studies where chatbots significantly improved academic engagement and retention rates. The authors call for stricter guidelines to ensure that personalization does not compromise user autonomy or lead to information monopolization.

Luckin and Holmes (2022)[3] propose a comprehensive framework for ensuring ethical AI implementation in education, focusing on transparency, accountability, and inclusivity. The paper discusses the growing role of AI-powered tools, such as chatbots, in personalizing education and improving accessibility. While acknowledging the benefits, the authors stress the risks of algorithmic bias and potential misuse of student data. The study outlines principles like explainability, ensuring that AI decisions are understandable to users.

1.8-ANALYSIS AND INTERPRETATION

ANOVA (Analysis of Variance) is a statistical method used to compare the means of three or more groups to determine if there are significant differences between them. It helps assess whether variations in data are due to actual differences among groups or random chance. ANOVA is widely used in research to analyse experimental results, test hypotheses, and identify relationships between variables.

ANOVA					
PERFORMANCE_IMPROVEMENT					
	Sum of Squares	df	Mean Square	Frequency	Sig.

Between Groups	5.282	10	.587	.539	.844
Within Groups	184.962	170	1.088	-	-
Total	190.244	180	-	-	-

INTERPRETATION

The analysis of table reveals that Chatbots have the potential to enhance critical thinking and communication skills, but several challenges hinder their effectiveness. 65.5% of respondents noted that chatbots often misinterpret vague queries, while 56.1% highlighted limited memory of past interactions, preventing personalized responses.

INFERENCE

The data reveals that chatbots struggle with misinterpreting vague queries, lacking memory of past interactions, and losing context in longer conversations. They also have difficulty handling specialized knowledge, leading to generic responses. These issues highlight the need for improvements in memory, language processing, and expertise to better support critical thinking and communication skills.

The sum of squares between groups is 5.282, which reflects the variation in performance improvement due to differences between the groups. This value suggests there is some variation, but it is relatively small when compared to the within-group variation, indicating that the groups do not differ significantly from each other.

TABLE SHOWING KEY BENEFITS OF INTEGRATING A CHATBOT INTO THE ACADEMIC SCHEDULE

S.NO	KEY BENEFITS OF INTEGRATING A CHATBOT	NO OF RESPONDENTS	PERCENTAGE
1	Time-saving and efficiency in planning	47	26.10%
2	A clear overview of upcoming academic events	56	31.10%
3	Reducing distractions	44	24.40%
4	Motivation and encouragement	33	18.30%
TOTAL		180	100%

SOURCE DATA: Primary data

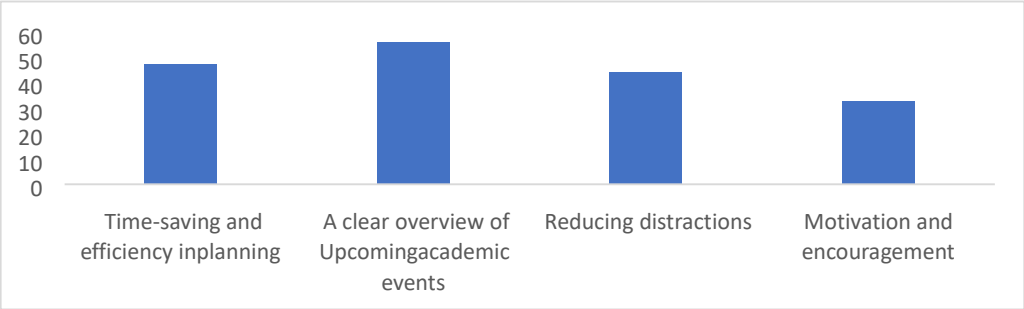
INTERPRETATION:

The above table shows Academic Routine in the study out of 180 respondents were There were 47 respondents (26.10%) for time-saving and efficiency in planning, 56 respondents (31.10%) for a clear overview of upcoming academic events, 44 respondents (24.40%) for reducing distractions, and 33 respondents (18.30%) for motivation and encouragement.

INFERENCE:

The above table infered majority of 31.10% for clear overview of upcoming academic events, indicating higher participation of survey.

CHART 4.1.16
CHART SHOWING KEY BENEFITS OF INTEGRATING A CHATBOT INTO THE ACADEMIC SCHEDULE



1.9-SUGGESTIONS

- AI chatbots have the potential to act as virtual emotional support systems for students, especially during stressful academic periods like exams, assignment deadlines, or career decision-making. While they may not replace human counsellors, they can offer instant, personalized motivation and stress-relief strategies to help students cope better. They can provide mindfulness exercises, study reminders, and positive reinforcement to keep students focused and motivated. Additionally, AI chatbots foster self-paced learning, helping students manage anxiety and build confidence. By integrating with

- AI should be viewed as a supportive tool that enhances, rather than replaces, traditional research methods. While AI chatbots can efficiently retrieve, summarize, and organize vast amounts of information within seconds, they lack the ability to analyse data with human expertise, contextual understanding, and critical reasoning. Traditional research, which involves engaging with peer-reviewed journals, books, and academic discussions, helps students develop analytical thinking, argument-building skills, and a deeper understanding of complex topics—elements that AI currently cannot fully replicate.

1.10-CONCLUSION

This study highlights the significant role of AI-powered chatbots in enhancing learning outcomes among selected colleges in Coimbatore. Chatbots provide personalized learning experiences, instant feedback, and 24/7 academic support, improving student engagement and knowledge retention. By integrating AI chatbots strategically, educational institutions can foster a more dynamic, student-centred, and technology-driven learning environment, ultimately improving academic performance and overall learning experiences**.**

1.11- BIBLIOGRAPHY

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