Exploring the Influence of Generative AI on Academic Writing among Postgraduate Students of North-Eastern Hill University.

Presented by
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Objective

•To evaluate the influence of Generative AI on academic writing among post graduate students

Hypothesis

•Increased AI engagement positively influences academic writing output among students.
•AI literacy positively influences academic writing output.
•Perceived ease of use of AI writing tools positively influences academic writing output.
•Perceived usefulness of AI writing tools positively influences academic writing output.

Data Analysis

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.804	5

Reliability Assessment:

- Cronbach's Alpha for five items reported as 0.807, demonstrating high internal consistency.
- Alpha based on standardized items slightly lower at 0.804, still reflecting strong reliability.

Objective and Data Analysis

Hypothesis1:

(H1): Increased AI engagement positively influences academic writing output among students.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.487	.553		4.500	.000
	AI_engagement	.418	.114	.347	3.666	.000

a. Dependent Variable: Academic_Writing_Output

- The results states that engaging with AI tools positively impacts academic writing output. For each unit increase in AI engagement, there is an associated increase of 0.418 units in academic writing output. This indicates a quantifiable and beneficial effect of AI tool utilization on students' academic writing capabilities, emphasizing the value of integrating AI in educational settings to enhance academic outcomes.

Data Analysis

Hypothesis 2:

(H1): AI literacy positively influences academic writing output.

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Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.065	.416		4.959	.000
	AI_Literacy	.536	.090	.516	5.969	.000
a. Dependent Variable: Academic_Writing_Output						

- AI literacy exerts a strong positive influence on academic writing output.
- This relationship is both robust and statistically significant, with a p-value of less than 0.001, highlighting the critical importance of enhancing AI literacy to improve academic outcomes.

Data Analysis

Hypothesis 3:

(H1): Perceived ease of use of AI writing tools positively influences academic writing output.

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Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.965	.325		6.042	.000
	Perceived_ease_of_use	.618	.077	.631	8.060	.000
a. Dependent Variable: Academic_Writing_Output						

- The perceived ease of use of AI writing tools significantly enhances academic writing output. Specifically, the regression analysis shows that for each unit increase in perceived ease of use, academic writing output increases by 0.618 units.
- This relationship is supported by a highly statistically significant p-value of less than 0.001, strongly affirming the effectiveness of usability in educational technologies.

Data Analysis

Hypothesis 4:

(H1): Perceived usefulness of AI writing tools positively influences academic writing output.

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.790	.395		4.537	.000
	Perceived_usefulness	.624	.089	.578	7.020	.000

a. Dependent Variable: Academic_Writing_Output

- Positive Impact of Perceived Usefulness: For each unit increase in perceived usefulness, academic writing output increases by 0.624 units.
- Statistical Significance: Supported by a t-value of 7.020 and a p-value of less than 0.001, robustly demonstrating the significant influence of perceived usefulness on academic output.

SUGGESTIONS

Institutional Adoption

Training Programs

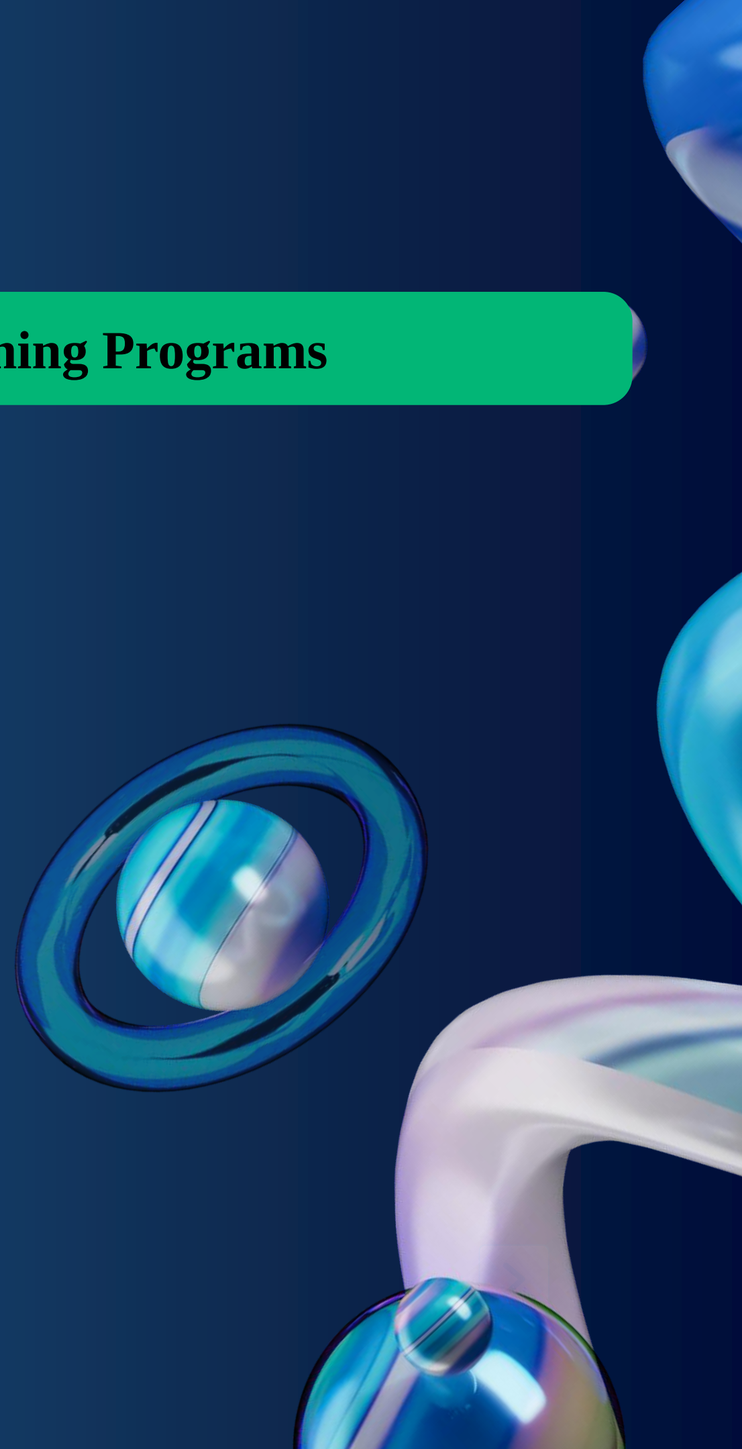
Continuous Evaluation

RECOMMENDATIONS

Ethical Use Guidelines

Accessibility Measures

Research on Long-Term Effects



THANK YOU!