

The impact of the use of artificial intelligence tools on Learning Practices of media students in Palestinian universities

Yousef Abdullah Shakarnah 

Palestine Technical University – Kadoorie

Corresponding author: Yousef.shakarnah@ptuk.edu.ps

DOI: <https://doi.org/10.22452/jidmc.v1i16>

Abstract

This study aimed to identify the impact of using artificial intelligence tools on Learning Practices among media students in Palestinian universities, and its impact on Learning Practices. Also, it is aimed to investigate the challenges students face. The study adopted a quantitative and analytical approach based on the technology acceptance model (TAM). The study population consisted of 360 students of media disciplines in Palestinian universities. The results showed that the level of media students' use of artificial intelligence tools was high with an arithmetic mean of (4.13), and the impact of using these tools in Learning Practices was high with an arithmetic mean of (4.02), while the challenges associated with their use were (3.76). The results also showed that there were no statistically significant differences in the level of use of artificial intelligence tools attributed to gender, academic level. On the other hand, differences appeared due to previous knowledge of artificial intelligence tools. The results also showed a statistically significant positive correlation between the level of use of artificial intelligence tools and the level of development of Learning Practices ($r=0.712$, $p<0.001$), and a statistically significant effect of the use of artificial intelligence tools in Learning Practices, as it explained (50.6%) of the variation in the dependent variable. The study concluded that artificial intelligence tools have become an influential part of the study practices of media students and have contributed to the development of Learning Practices and enhancement of learning efficiency.

Article History

Received 23-06-2026

Accepted 01-07-2026

Published 10-07-2026

Keywords

Artificial Intelligence, Artificial Intelligence Tools, Learning Practices, Media Students, Palestinian Universities.

Introduction

Recent years have witnessed a rapid expansion in the use of AI tools within higher education institutions, and these tools have become an essential part of the contemporary digital educational environment because of their potential in searching for information, summarizing scientific content, improving academic writing, organizing knowledge, and supporting self-learning (Bognar & Khine, 2025).

Applications of generative AI have contributed to the development of learning practices and academic research by facilitating access to information and improving the efficiency of completing academic tasks, which has been reflected in the study and

learning methods of students in various disciplines (Kasneci et al., 2023; Tlili et al., 2023; Dwivedi et al., 2023). In the Palestinian context, interest in employing these tools in university education has increased as one of the pillars of digital transformation, with promising educational opportunities and academic, ethical and technical challenges that require study and research (Hasan, 2024; Omriya, 2024).

Due to the digital nature of the discipline and the increasing reliance of its students on modern technologies in research, production, editing and content analysis, this topic is particularly important in the media discipline. With the continuous expansion of the use of artificial intelligence tools among students, these tools are playing a growing role in accomplishing academic tasks and organizing learning processes, which raises questions about the nature of their impact on Learning Practices and the extent of their contribution to the development of educational practices among media students, in addition to the challenges that may accompany their use within the university environment.

Despite the increase in studies that dealt with artificial intelligence in higher education, most of them focused on users' attitudes towards these technologies or the reality of their employment in educational institutions or their impact on achievement and learning in general, while Palestinian and Arab studies that dealt with the impact of the use of artificial intelligence tools in Learning Practices among media students are still limited. It is also noted that there is a scarcity of studies that combined measuring the level of use and revealing its impact on Learning Practices and monitoring the challenges associated with it within a single research framework.

Hence, the importance of the current study stems from its endeavour to bridge this knowledge gap by providing scientific data on the reality of media students in Palestinian universities using artificial intelligence tools and their repercussions on their study practices, which contributes to supporting academic decision makers and developing educational policies related to the responsible and effective use of these technologies.

The study seeks to measure the level of use of artificial intelligence tools by media students in Palestinian universities, analyse the impact of their use on Learning Practices, and reveal the most prominent challenges associated with them. To achieve this, the study tries to answer the following main question: What is the impact of the use of artificial intelligence tools on the Learning Practices of media students in Palestinian universities? The following questions arise: What is the level of use of artificial intelligence tools by media students in Palestinian universities in their university studies? What is the impact of using these tools on their Learning Practices? What challenges do they face when used in the university environment?

Literature review

In 1989, researcher Fred Davis developed the Technology Acceptance Model (TAM), which contributes to explaining the behaviour of individuals towards the adoption and use of modern technologies. The theory focuses on factors that influence a user's acceptance of technology and their willingness to use it for various tasks (Davis, 1989).

The theory assumes that an individual's decision to use any technology depends mainly on two main factors: PU, which means the extent to which the user believes that the use of technology will contribute to improving their performance and completing their tasks more efficiently, and perceived ease of use, and refers to the extent to which the user believes that dealing with technology will be easy and free of complexity. The theory holds that the high level of PU and ease of use leads to the formation of positive attitudes towards the technology, increasing the likelihood of its continuous use (Venkatesh & Davis, 2000).

This theory is especially important in the field of university education, where the tools of generative artificial intelligence have become modern technologies that are witnessing an increasing presence among students, because of their potential to support learning, accomplish academic tasks, and improve academic productivity. Accordingly, the degree to which students use these tools is affected by the extent to which they are aware of their usefulness, ease of use, and employability in their educational activities. A recent study that adopted the technology acceptance model showed that perceived utility, technology orientation, and expected benefits influence higher education students' acceptance and use of generative AI tools (Kanont et al., 2024).

The current study is based on the Technology Acceptance Model (TAM) as a theoretical framework for interpreting the findings rather than for empirically testing all of its original constructs (Davis, 1989). It assumes that students' awareness of the educational benefits provided by these tools, together with their perceived ease of use, contributes to increasing their reliance on them in their university studies, which may be reflected in their Learning Practices and the level of academic benefit achieved from them. The model also helps explain variations in students' levels of use and provides a theoretical lens for understanding the adoption of artificial intelligence tools in the Palestinian university environment. The theory also helps to explain the difference in levels of use among students, and to understand the factors associated with the adoption of artificial intelligence tools in the Palestinian university educational environment, which has been confirmed by recent Palestinian studies that dealt with students' attitudes towards the use of artificial intelligence and the factors affecting its adoption within Palestinian higher education institutions (Farran et al., 2025).

Previous studies have shown an increasing interest in the subject of employing artificial intelligence in higher education institutions, but this interest has taken different paths depending on the objectives of each study and the target group in it. Some studies have tended to address the reality of employing artificial intelligence at the institutional and academic levels. The study of Omriya (2025) sought to identify the level of awareness of faculty members in the Palestinian media departments of the concepts of general artificial intelligence and their attitudes towards employing it in media education, while the study of Hasan (2026) focused on the readiness of the Palestinian educational environment to integrate artificial intelligence from the perspective of digital infrastructure and information security, and Hasan (2024) dealt with the degree of employment of artificial intelligence applications in Palestinian universities from the point of view of their employees. Although processing angles

varied between these studies, their results converged on the assertion that there are positive trends towards the use of AI in education, while at the same time pointing to The comparison between the results of Arab and foreign studies also reveals a great degree of intersectionality. Almost all of them confirmed the existence of tangible educational benefits of the use of artificial intelligence tools. These educational benefits were at the level of improving academic performance or supporting learning, research and knowledge organization processes (Hunaid, Omriya, 2025; Bogнар & Khine, 2025; Sanz-Tejeda et al., 2026). In contrast, most studies such as (Hasan, 2024; Omriya, 2024; Sanz-Tejeda et al., 2026) showed clear agreement on the existence of challenges associated with this use, namely issues of scientific honesty, excessive reliance on smart tools, the need for training and guidance, in addition to some technical and organizational challenges associated with integrating these tools into the educational environment.

Despite this relative agreement between the studies, the difference between them was in the nature of the variables they dealt with. Some studies focused on awareness and trends towards artificial intelligence (Omriya, 2025), and some dealt with the readiness of educational institutions and the challenges of digital transformation (Hasan, 2024; Hasan, 2026), while other studies focused on the impact of the use of artificial intelligence on specific variables such as analytical thinking, educational achievement, learning habits, and academic reading and writing (Al-Hunaid, 2025; Bogнар & Khine, 2025; Sanz-Tejeda et al., e 2026).

By analysing previous studies, it is clear that most of them dealt with university students in general or focused faculty members and workers in educational institutions, while the category of media students did not receive sufficient research attention, despite the specificity of this specialization and its increasing reliance on artificial intelligence tools in research, information collection, editing and media content production. It is also noted that previous studies dealt with separate variables, such as learning habits, educational achievement, analytical thinking, or academic reading and writing skills, without providing an integrated model that combines measuring the level of use of artificial intelligence tools and revealing their impact on Learning Practices and monitoring the challenges associated with them in one framework (Bogнар & Khine, 2025; Sanz-Tejeda et al., 2026).

Accordingly, the research gap is represented in the limited Palestinian studies that dealt with the impact of the use of artificial intelligence tools on the Learning Practices of media students, and the scarcity of studies that combined the variables of use, impact and challenges within an integrated research model. Hence, the current study is launched to reveal the level of use of artificial intelligence tools by media students in Palestinian universities, and to show the impact of these tools on their Learning Practices, in addition to identifying the most prominent challenges they face when using them in the university environment.

Artificial intelligence tools in university education

AI tools are characterized by their ability to process and analyse information quickly and efficiently, deal with large quantities of data and diverse sources, and organize and summarize them in a way that facilitates their use in various academic activities

(Dwivedi et al., 2023). It also provides immediate and interactive responses that support self-learning and academic problem solving, and allows students to search for information, generate ideas, prepare abstracts, draft texts, translate, and develop academic content anytime and anywhere, enhancing the flexibility of the learning process (Tlili et al., 2023).

One of the most important characteristics of these tools is their ability to provide diverse outputs that suit the needs of users and the nature of the tasks required, such as texts, summaries, translations, images and analytics, which contributes to supporting self-learning and enhancing the efficiency of the educational process (Tlili et al., 2023; Dwivedi et al., 2023).

AI tools are increasingly employed in university education to support the search for information and access to scholarly sources, summarize course materials, explain complex concepts, improve academic writing, prepare reports and presentations, as well as assist in content analysis, idea generation and knowledge organization (Kasneci et al., 2023).

These tools also contribute to enhancing self-learning by providing immediate and customized support to students, improving the speed of completing assignments and educational activities, increasing academic productivity, and saving time and effort compared to traditional methods of study and research, which has made it one of the most widespread technologies in higher education institutions in recent years (Kasneci et al., 2023; Tlili et al., 2023).

Learning practices refer to the educational activities and behaviours that students employ to organize and regulate their learning effectively. These practices include searching for information, reviewing course materials, summarizing content, managing study time, organizing ideas, engaging in self-directed learning, and adopting appropriate strategies to accomplish academic tasks and achieve learning objectives (David et al., 2024; Seban et al., 2025).

Learning practices encompass cognitive, behavioural, and academic dimensions of the learning process. Artificial intelligence contributes to these practices by facilitating information seeking, academic research, idea generation, academic writing, self-directed learning, and academic performance, thereby enhancing learning efficiency and supporting more flexible and personalized learning experiences (Anghel et al., 2025).

Artificial intelligence provided advanced means to support learning, academic research, and study assignments. Its tools have contributed to accelerating access to information, analysing and organizing it, helping students summarize scientific content, understand complex concepts, and search for sources related to their subjects more efficiently compared to traditional methods. It also supported academic writing, idea generation, and educational content development, which reflected positively on students' productivity and academic performance efficiency (Kasneci et al., 2023; Tlili et al., 2023).

AI tools also enhanced self-learning by providing immediate responses and continuous feedback, in addition to supporting time management, organizing study

tasks, and facilitating the completion of assignments and educational activities, which increased the flexibility of the educational process and the ability of students to adapt to modern learning requirements (Tlili et al., 2023). In the Palestinian context, a study (Farran et al., 2025) showed that the applications of generative artificial intelligence contributed to facilitating the completion of academic tasks, improving the efficiency of academic performance, and enhancing the ability of students to employ modern technologies in learning.

Despite these benefits, the use of AI tools is associated with several academic, ethical, and technical challenges. Academically, over-reliance on them may impair some research, analysis, and critical thinking skills (Kasneci et al., 2023). There are also ethical challenges related to scientific honesty and intellectual property rights, in addition to technical challenges such as the possibility of providing inaccurate or biased information, and the difficulty of accessing or making optimal use of some advanced services. Therefore, recent literature emphasizes the importance of the conscious and responsible use of these tools to maximize educational benefit and limit their potential negative effects (Dwivedi et al., 2023; Kasneci et al., 2023).

Methodology

The study adopted the descriptive analytical approach, to suit the nature of the study and its objectives, as it is one of the most widely used approaches in educational and media studies aimed at describing and analysing phenomena as they are. This approach allows the collection of data related to the use of artificial intelligence tools among media students in Palestinian universities, and their description and analysis in a systematic scientific manner, which helps to reach accurate results about the level of use of these tools and their impact on Learning Practices.

The descriptive analytical approach also contributes to the study of the relationships between the variables of the study, by analysing the responses of the sample members and extracting the statistical indicators associated with them, which enables the detection of the impact of the use of artificial intelligence tools in the methods of study among media students, and determining the nature and level of this impact. The curriculum also allows identifying the challenges faced by students when using artificial intelligence tools in their university studies and analysing them considering the characteristics of the university educational environment.

The study relied on the sample survey method, where data were collected from the sample members using the questionnaire as the main tool of the study, and then the data were analysed using appropriate statistical methods to answer the questions of the study and test its hypotheses, thus contributing to achieving the objectives of the study and reaching results that can be used to understand the reality of using artificial intelligence tools and their impact on the Learning Practices of media students in Palestinian universities.

The study population consists of all students of media specializations in Palestinian universities at the level of diploma, bachelor's degree and postgraduate studies, which number (1458) students, according to the data of the Palestinian Ministry of Education and Higher Education contained in the latest official statistics of the numbers of

students enrolled in Palestinian higher education institutions. The community included media disciplines directly related to the field of study, such as journalism, radio and television, digital media, new media, interactive media, and media technology, while disciplines not directly related to media, such as public relations, marketing, economics, and other sub-disciplines, were excluded.

Table 1

Distribution of the study population by universities and media specializations

University	Total Students	Female Students	Master's	Approved Specialties
Palestine Technical University -Khadouri	342	279		Media Technology
Al-Najah National University	178	150		Journalism, Radio
Al-Quds Open University	238	161		New Media
Birzeit University	208	155		Media
Hebron University	86	64	16	Media, Media Technology
Bethlehem University	84	57		Interactive media and communication
Modern University College	47	34		Digital Media
Arab American University	187	162	22	Media & Journalism
Palestine Ahliya University	29	13		Media Technology
Al-Quds University	70	31	63	Media and Television
Total	1496	1106	101	

The data were prepared based on the information of the Palestinian Ministry of Education and Higher Education, Palestinian Annual Census of Higher Education 2024/2025.

The size of the study sample was determined based on the Krejcie & Morgan table (Krejcie & Morgan, 1970), where the size of the study population was (1496) students, and accordingly the appropriate sample size for the study was (306) items at a level of significance ($\alpha = 0.05$) and a level of confidence (95%). The simple random sample method was chosen, ensuring that all members of the study population can participate in the study to an equal degree, and enhancing the possibility of generalizing the results to the original study population.

The sampling frame was based on the official statistics of media students issued by the Palestinian Ministry of Education and Higher Education for the academic year 2024/2025. Data were collected through an electronic questionnaire developed using Google Forms and made available to eligible media students in the selected Palestinian universities. Participation was voluntary, and only complete and valid responses were included in the final analysis, resulting in 360 valid responses.

The study relied on the questionnaire as a main tool for collecting data from the sample. It was designed based on the literature and previous studies related to the subject of the study. It consisted of three main axes: the level of use of artificial intelligence tools, the impact of the use of artificial intelligence tools on Learning Practices, and the challenges facing students when using these tools. Respondents' responses were measured using a five-point Likert scale.

The study was determined by a set of limits that drew its scientific and procedural framework, as it was objectively limited to examining the impact of the use of artificial intelligence tools on the Learning Practices of media students, and identifying the level of use of these tools and the challenges associated with them in the university environment. In human terms, it was limited to students of media specialization in the Palestinian universities included in the study sample. Spatially, the study was applied in several Palestinian universities located in the West Bank, while its time limits were in the academic year 2025/2026 during which the study was conducted and its data were collected.

Statistical Processing

The following criterion was adopted to judge the arithmetic means: (1.00-1.80) very low, (1.81-2.60) low, (2.61-3.40) Moderate, (3.41-4.20) high, (4.21-5.00) very high.

Table 2

Characteristics of the demographic sample

Variables	Percentage (%)	Percentage (%)
Gender		
Male	118	32.8
Female	242	67.2
Educational level		
First Year	22.8	82
Second Year	22.2	80
Third Year	15.0	54
Fourth year	28.6	103
Postgraduate	11.4	41
Grade Point Average (GPA)		
Less than 70	30	8.3
70-79	175	48.6
80-89	125	34.7
90 or more	30	8.3
Extent of previous knowledge of AI tools		
Low	20	5.6
Moderate	274	76.1
High	66	18.3

As shown in Table (1), female students constitute most enrolled media students in the study population. Therefore, the gender distribution of the study sample reflects the actual composition of the target population rather than sampling bias. likewise, the variation in university representation corresponds to differences in student enrolment across universities, supporting the representativeness of the study sample.

Validity and Reliability

To verify the validity of the study tool, the questionnaire in its initial form was presented to a group of arbitrators specialized in media and communication, curricula and teaching methods, statistics, and the Arabic language, with the aim of ascertaining the appropriateness of the paragraphs to the objectives and themes of the study, the soundness of their linguistic and scientific formulation, and their clarity for the respondents. In the light of the observations and suggestions made by the arbitrators, the necessary amendments were made to some paragraphs in terms of drafting, deletion, addition and rearrangement, so that the tool in its final form became more accurate and appropriate to measure the variables for which it was developed. This is an indication that the tool has an appropriate degree of validity of the content, its validity to apply and achieve the objectives of the study.

The results of the stability test using Cronbach's Alpha showed that the study instrument has a high degree of stability and internal consistency. The value of the stability coefficient for the axis of the level of use of artificial intelligence tools in university study was (0.842), and it reached the axis of the impact of the use of artificial intelligence tools in Learning Practices (0.897), while it reached the axis of the challenges associated with the use of artificial intelligence tools (0.873). The stability coefficient of the tool as a whole reached (0.897), a high value that exceeds the statistically acceptable minimum (0.70), which indicates that the tool has a high degree of internal consistency and stability, and confirms its suitability for use in collecting data and achieving the objectives of the study with high confidence and reliability.

Finding

The first axis: The impact of the use of artificial intelligence tools on the methods of study among media students in Palestinian universities

Table 3

The impact of the use of artificial intelligence tools on the Learning Practices of media students in Palestinian universities.

Variable	Frequency	Mean	Standard Deviation
The level of use of artificial intelligence tools in university study	360	4.13	0.56
The impact of the use of artificial intelligence tools on Learning Practices	360	4.02	0.62
Challenges associated with the use of AI tools	360	3.76	0.70
Total	360	3.96	0.48

The results in the previous table show that the impact of the use of artificial intelligence tools in Learning Practices was high, which indicates that these tools have become part of the daily study practices of media students and contributed to supporting their various educational activities.

The second axis: The level of use of artificial intelligence tools by media students in Palestinian universities in their university studies

Table 4

Levels of use of artificial intelligence tools by media students in Palestinian universities in their university studies

Item	Mean	Standard Deviation	Level
I use AI tools to understand difficult concepts or topics.	4.24	0.72	Very High
I use AI tools to search for information related to my undergraduate courses.	4.22	0.66	High
I use AI tools to summarize course materials.	4.18	0.80	High
I use AI tools to generate ideas and organize the information needed to prepare assignments.	4.16	0.81	High
I use AI tools to support the completion of different study tasks	4.09	0.80	High
I use AI tools in translating academic texts and references.	4.07	0.80	High
I use AI tools to improve the drafting of academic or media texts.	4.02	0.83	High
Total	4.13	0.56	High

The results of Table No. (4) indicate that the level of use of artificial intelligence tools by media students in Palestinian universities in their university studies was high, as the arithmetic mean of the total score of the axis was (4.13) with a standard deviation of (0.56). This finding demonstrates that AI tools have become clearly present in students' daily study practices, particularly in aspects related to understanding, research, and accomplishing academic tasks.

The highest Item in the use of artificial intelligence tools in understanding difficult concepts or topics came with an arithmetic mean (4.24), followed by the search for information related to university courses with an arithmetic mean (4.22), both of which are very high.

This indicates that students employ these tools mainly as a cognitive assistant that facilitates access to information and clarifies academic concepts, which is consistent with what Tlili et al., 2023 indicated that applications of generative artificial intelligence, foremost of which is ChatGPT, provide educational support that helps students understand, learn, and accomplish academic tasks. This finding is consistent with the findings of a study (Farran et al., 2025) on art and design students in Palestinian higher education, which showed that students view generative AI positively in the accomplishment of academic tasks, and that increased use is strongly associated with higher perceived benefits.

The intersection of the results with a study (Kanont et al., 2024) that showed that the expected benefits, perceived benefit and trend towards technology affect students' adoption of generative AI tools in higher education. In contrast, this finding does not negate what the literature has indicated about the existence of ethical and academic challenges associated with the use of AI, such as accuracy, academic integrity, and

over-reliance, issues that emphasize the need for the conscious and organized use of these tools.

Considering the technology acceptance model (Tam), the high level of use can be explained by students' awareness of the practical utility of AI tools in improving understanding, accelerating access to information, and supporting the completion of coursework. The model assumes that the adoption of technology is mainly influenced by perceived utility and ease of use, and the more a student feels that the tool helps them perform their study tasks more efficiently, the more likely they are to use it (Kanont et al., 2024).

The third axis: Using artificial intelligence tools in Learning Practices among media students in Palestinian universities

Table 5

Uses of artificial intelligence tools in Learning Practices among media students in Palestinian universities.

Item	Mean	Standard Deviation	Level
AI tools helped me access information more quickly	4.35	0.75	Very High
AI tools have helped me improve the way academic research is done.	4.08	0.71	High
AI tools helped me organize my thoughts before writing assignments or reports.	4.06	0.81	High
AI tools helped me review course materials in a more effective way.	4.00	0.83	High
The use of AI tools has improved my overall academic performance.	3.98	3.98	High
AI tools enhanced my ability to self-learn.	3.96	83	High
Artificial intelligence tools have contributed to the development of my academic or media writing skills.	3.96	0.85	High
AI tools helped me better manage my study time.	3.78	0.91	High
Total	4.02	0.62	High

The results of Table No. (5) indicate that the impact of the use of artificial intelligence tools on the Learning Practices of media students in Palestinian universities came to a high degree, as the arithmetic average of the total score of the axis reached (4.02) with a standard deviation (0.62), which indicates the students' awareness of the importance of these tools and their role in supporting the educational process and improving their various study practices.

The Item related to the fact that artificial intelligence tools helped to access information more quickly came in first place with an arithmetic average of (4.35) and a very high degree, which reflects the students' reliance on these tools as knowledge sources that contribute to accelerating access to information and saving time and effort. On the other hand, the paragraph on helping artificial intelligence tools to better manage study time came last with an arithmetic average of (3.78), and despite that, it maintained a high score, which indicates that students are more aware of the benefits

of artificial intelligence in the direct cognitive and academic aspects compared to the organizational and administrative aspects related to time management.

This result is consistent with the study of (Al-Hunaid, 2025), which showed the high level of students' reliance on artificial intelligence tools and the existence of a positive relationship between their use, educational achievement and analytical thinking. However, the current study differs from it in its focus on the impact of artificial intelligence tools on the Learning Practices and daily educational practices of students. It also agrees with the results of a study (Bognar and Khine 2025) that showed that chat tools based on artificial intelligence were more useful for students in understanding academic concepts, completing assignments and accessing knowledge, and contributed to improving academic productivity and interaction with educational content.

These results are consistent with what was indicated by the study of (Tlili et al., 2023), which showed that the applications of generative artificial intelligence provide educational support that helps students in self-learning, understanding academic content and completing educational tasks more efficiently, as well as enhancing opportunities for rapid access to information and expanding learning resources. It is also consistent with the findings of the recent systematic review conducted by (Sanz-Tejeda et al., 2026), which confirmed that generative artificial intelligence has become an important tool in supporting academic writing, generating ideas, developing texts and enhancing students' independence in learning, while noting the need for conscious use to avoid over-reliance on it.

At the Palestinian level, these results intersect with a study (Hasan, 2024) that showed that the degree of employment of artificial intelligence applications in Palestinian universities came at an average level that tends to rise, while stressing the importance of spreading awareness and enhancing the benefit of these applications in the university environment. It is also consistent with the study of (Omriya, 2025), which confirmed the high level of awareness of the importance of artificial intelligence in Palestinian media education, and the awareness of academics of the opportunities it provides for the development of learning and teaching processes in the future.

These findings can be interpreted considering the Technology Acceptance Model (TAM) which posits that individuals' adoption of technology is related to the degree to which they perceive its utility and ease of use. Media students seem to view AI tools as effective educational tools that help them access information, improve academic research, organize ideas, and support the learning process, which has enhanced their level of acceptance and use of them. Accordingly, the high arithmetic averages in this axis reflect the high perceived usefulness of these tools, which explains the high level of their use and their positive impact on students' Learning Practices.

The fourth axis: Challenges facing media students when using artificial intelligence tools in their university studies.

Table 6

Challenges facing media students when using artificial intelligence tools in their university studies.

Item	Mean	Standard Deviation	Level
Using AI tools may reduce my reliance on personal thinking and analysis.	3.97	0.97	High
Paid services limit my ability to take full advantage of AI tools.	3.96	0.88	High
I fear that over-reliance on AI tools will weaken my research skills.	3.95	0.92	High
I'm having a hard time making sure that the information provided by AI tools is accurate.	3.76	0.94	High
I don't always know how to document or reference the content that AI tools help produce.	3.69	0.90	High
I'm having technical issues while using some AI tools.	3.65	0.98	High
I need university training or mentorship to use AI tools in the right way.	3.65	1.06	High
I am having difficulty choosing the right tool for the required coursework.	3.53	1.03	High
Total	3.76	0.70	High

The results of Table No. (6) indicate that the challenges associated with the use of artificial intelligence tools among media students in Palestinian universities came to a high degree, as the arithmetic average of the total score of the axis reached (3.76) with a standard deviation of (0.70), which indicates that students, despite their awareness of the great educational benefits provided by these tools and the high levels of their use, still face a set of academic, cognitive, technical and ethical challenges associated with this use.

The results showed that the highest challenges were the students' belief that the use of artificial intelligence tools may reduce their reliance on personal thinking and analysis, with an arithmetic average of (3.97), followed by the challenges associated with the economic constraints of paid services that limit the full use of the potential of these tools with an arithmetic average of (3.96), and then the fear that over-reliance on them will weaken research skills with an arithmetic average of (3.95). These findings reveal that students' main concerns are not so much related to purely technical aspects as to long-term cognitive and academic influences, reflecting a growing awareness of the nature of AI transformations in the educational process.

On the other hand, the difficulty of choosing the appropriate tool for the required study task came last with an arithmetic average of (3.53), and the technical problems and the need for university training and guidance came with relatively lower scores compared to the rest of the challenges, which indicates that students have become more able to deal with digital tools from an operational point of view, while the challenges associated with optimal use and academic and ethical dimensions remain more present and influential.

These results are consistent with the findings of Al-Hunaid, 2025 study, which confirmed that benefiting from artificial intelligence tools is linked to achieving clear educational benefits for students, but this requires rational use that preserves thinking and analytical skills and academic independence. It also agrees with the results of (Bognar and Khine, 2025), which showed that students look positively on artificial intelligence tools in supporting learning, but at the same time they expressed concerns related to excessive reliance on them and their impact on some basic educational skills.

These results are consistent with the findings of the recent systematic review of (Sanz-Tejeda et al., 2026), which confirmed that generative artificial intelligence provides great opportunities for improving academic learning and writing, but raises a number of problems related to academic integrity, excessive reliance on smart systems, and the possibility of declining some cognitive skills among students when used unstructured. The results also intersect with the study of (Hasan, 2024), which recommended the need to enhance institutional awareness and develop university policies regulating the use of artificial intelligence applications, and with the study of (Omriya, 2025), which confirmed that benefiting from artificial intelligence in media education requires addressing the ethical, professional and educational challenges associated with it.

These findings can be interpreted considering the Technology Acceptance Model (TAM), which assumes that technology adoption is influenced not only by perceived utility and ease of use, but also by perceptions associated with risks and limitations associated with use. The high level of challenges in parallel with the high level of use in the current study indicates that students do not adopt artificial intelligence tools randomly or unconsciously but are aware of their benefits and risks at the same time. This reflects an advanced stage of interaction with technology that goes beyond mere initial acceptance to the critical evaluation of its uses and academic reflections, which explains the continued high use despite the persistence of many challenges associated with it.

hypotheses

The first hypothesis: There are no statistically significant differences at the level $\alpha \leq 0.05$ in the impact of the use of artificial intelligence tools in the methods of study among media students in Palestinian universities for variables (type, academic level, cumulative average, knowledge of artificial intelligence tools)

Table 7

The results of t-test of the differences in the impact of the use of artificial intelligence tools on the methods of study among media students in Palestinian universities for the gender variable

Gender	Frequency	Mean	Standard Deviation	(df)	t-value	Sig.
Male	118	4.04	0.48	358	1.80	0.073
Female	242	3.94	0.49			

Table 8

The results of the One-way ANOVA for the differences in the impact of the use of artificial intelligence tools in Learning Practices among media students in Palestinian universities are due to the variable level of study

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.309	4	0.327	1.389	0.237
Within Groups	83.673	355	0.236		
Total	84.982	359			

The results of the One-Way ANOVA showed no statistically significant differences in the level of use of artificial intelligence tools among media students in Palestinian universities due to the academic level variable, where the value of ($F = 1.389$) at the level of significance ($\text{Sig.} = 0.237$), which is a value greater than the approved significance level ($\alpha = 0.05$). Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected, which indicates that the level of use of artificial intelligence tools is similar among students at different levels of study.

Table 9

The results of the One-way ANOVA test for the differences in the impact of the use of artificial intelligence tools in Learning Practices among media students in Palestinian universities are due to the cumulative average variable.

Source		df	Mean Square	F	Sig.
Between Groups	4.450	3	1.483	6.557	0.000
Within Groups	80.53	356	0.226		
Total	84.98	359			

The results of the single variance analysis test showed that there were statistically significant differences in the level of use of artificial intelligence tools among media students in Palestinian universities due to the cumulative rate variable, where the value of ($F = 6.557$) at the level of significance of ($\text{Sig.} = 0.000$), which is a value below the approved significance level ($\alpha = 0.05$). To determine the direction of the differences, the Tukey test was used, as it was found that the differences were concentrated between the group of students with a cumulative average of (90 and more) and all other categories. The differences came in Favor of the lower rate categories, as the category of (90 and more) recorded the lowest arithmetic average of (3.65), compared to averages that ranged between (3.93-4.05) among the rest of the categories.

This result can be explained by the fact that students with very high rates may be more conservative in relying on artificial intelligence tools in completing their study tasks, and more inclined to rely on their own academic skills and traditional learning sources, while students in other categories show a higher degree of employing these tools in studying and learning.

An alternative interpretation is that students with higher GPAs may use artificial intelligence tools more selectively rather than less frequently. They may rely primarily on their established study strategies and academic skills, while employing AI tools only when they perceive a clear educational benefit. This interpretation is consistent with the Technology Acceptance Model (Davis, 1989), which suggests that technology adoption depends on perceived usefulness rather than the frequency of use alone.

The lower level of AI tool use among students with GPAs of 90 and above may be explained by several complementary factors. One possible explanation is that high-achieving students may be more cautious in using AI tools because they seek to preserve academic integrity and avoid practices that could be perceived as plagiarism or academic misconduct under university regulations. In addition, these students may have already developed effective self-regulated learning strategies and well-established study routines, reducing their need to rely extensively on AI for academic tasks.

This interpretation is consistent with the broader literature highlighting academic integrity concerns and the importance of responsible AI use in higher education (Kasneci et al., 2023; Dwivedi et al., 2023). It is also compatible with the Technology Acceptance Model (Davis, 1989), which suggests that technology adoption is shaped not only by perceived usefulness but also by contextual considerations influencing actual use.

Table 10

The results of the One-way ANOVA test for the differences in the impact of the use of artificial intelligence tools in Learning Practices among media students in Palestinian universities are due to the variable of the extent of previous knowledge of artificial intelligence tools

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.494	2	0.747	3.193	0.042
Within Groups	83.489	357	0.234		
Total	84.982	359			

The results of the One-Way ANOVA analysis showed that there are statistically significant differences in the level of use of artificial intelligence tools among media students in Palestinian universities due to the variable of the extent of previous knowledge of artificial intelligence tools, where the value ($F = 3.193$) at the level of significance (0.042), a value less than the approved level of significance ($\alpha = 0.05$), which indicates that there are differences between the averages of the responses of the sample members.

To determine the direction of these differences, a post-comparison Tukey test was conducted, where the results showed that the differences were concentrated between the intermediate and high knowledge categories, and the differences came in Favor of

the intermediate knowledge category, which scored an arithmetic mean of (4.00), compared to the high knowledge category, which scored an average of (3.83). While no statistically significant differences were shown between the low knowledge category and the other two categories.

The finding that students with moderate prior knowledge reported greater AI use than those with high knowledge suggests that greater technical familiarity does not necessarily translate into more frequent use. Students with advanced knowledge are generally more aware of the strengths and limitations of generative AI systems, including hallucinations, inaccurate outputs, algorithmic bias, and reduced reliability when dealing with complex analytical or media-related tasks. Consequently, they may employ AI more critically and selectively, using it only when it offers a genuine educational advantage rather than relying on it routinely. In contrast, students with moderate knowledge may perceive AI primarily as a convenient and efficient academic assistant, making them more likely to use it across a wider range of learning activities without extensive verification (Kasneci et al., 2023; Dwivedi et al., 2023).

Table 11

The results of the simple linear regression analysis of the impact of the level of use of artificial intelligence tools in Learning Practices among media students in Palestinian universities

sig	F-Value	Adjusted R ²	R ²	R	The independent variable
0.000	367.191	.505	0.506	0.712	AI Tool Use

The results of Table No. (11) indicate that there is a statistically significant effect of the level of use of artificial intelligence tools in Learning Practices among media students in Palestinian universities, where the value of statistical significance reached (0.000), which is less than the approved level of significance (0.05). The correlation coefficient (R=0.712) indicates a strong positive relationship between the two variables. The value of the coefficient of determination ($R^2 = 0.506$) showed that the use of artificial intelligence tools explains about (50.6%) of the variation in Learning Practices, which is a relatively high explanatory percentage. Accordingly, it accepts the hypothesis that there is a statistically significant effect of the use of artificial intelligence tools in the Learning Practices of media students in Palestinian universities, which confirms that the employment of these tools is an influential factor in the development of their study practices.

The third hypothesis: There is no statistically significant relationship between the level of use of artificial intelligence tools and the level of development of Learning Practices among media students in Palestinian universities.

Table 12

Results of the Pearson Correlation Test Between AI Tool Use and Study Method Development Among Media Students in Palestinian Universities

Variables	Pearson Correlation (r)	Sig.	Relationship
AI Tool Use × Study Method Development	0.712	0.000	Strong Positive Relationship

The results of the Pearson correlation coefficient test showed a strong positive correlation between the level of use of artificial intelligence tools and the level of development of Learning Practices among media students in Palestinian universities, where the correlation coefficient reached ($r = 0.712$) at the level of statistical significance ($\text{Sig.} = 0.000$), which is a value below the approved significance level ($\alpha \leq 0.05$). This result indicates that the higher the level of use of artificial intelligence tools, the higher the level of development of Learning Practices among students. Accordingly, the hypothesis that there is a statistically significant relationship between the two variables is accepted.

This finding supports the findings of the simple linear regression analysis, which showed that the level of use of artificial intelligence tools explains (50.6%) of the variation in students' Learning Practices ($R^2 = 0.506$). This confirms the strength of the relationship between the two variables and their explanatory importance.

Conclusion

The results of the study showed that the level of use of artificial intelligence tools by media students in Palestinian universities was high, with an arithmetic average of (4.13), which indicates that these tools have become an essential part of students' daily study practices, especially in the areas of searching for information, understanding academic concepts and accomplishing academic tasks. The results also showed that the impact of the use of artificial intelligence tools on Learning Practices was also high, with an arithmetic average of (4.02), as these tools contributed to accelerating access to information, improving academic research, organizing ideas, enhancing self-learning, and improving the efficiency of completing academic requirements.

The results showed that the challenges associated with the use of artificial intelligence tools came to a high degree, with an arithmetic average of (3.76), and the most prominent of these challenges was the fear of their impact on thinking and personal analysis skills, and excessive reliance on them, in addition to the restrictions associated with some paid services. The results also revealed that there were no statistically significant differences in the level of use of artificial intelligence tools attributed to gender, university or academic level variables, while statistically significant differences appeared due to the cumulative average, as students with an average of (90 and more) recorded a lower level of use compared to the rest of the cumulative average categories. The results also showed differences attributable to the level of previous

knowledge of AI tools, as higher knowledge was associated with a more conscious and selective use of these tools.

The results showed a strong positive correlation between the level of use of artificial intelligence tools and the level of development of Learning Practices among media students, where the correlation coefficient reached ($r = 0.712$), which indicates that the higher the level of use of these tools, the higher the level of development of Learning Practices among students. The results of the simple linear regression analysis also revealed a statistically significant effect of the use of artificial intelligence tools in Learning Practices, which confirms that these tools represent one of the factors influencing the development of study practices and improving the learning efficiency of media students in Palestinian universities.

Considering the results of the study, the study recommends the development of clear academic policies regulating the use of artificial intelligence tools in university education to benefit from its educational potential and maintain academic integrity. It also recommends enhancing the skills of conscious use of these tools among media students by integrating them systematically into curricula and educational activities to support the development of study and learning methods.

References

- Al-Hunaid, F. S. O. (2025). *University students' reliance on artificial intelligence tools and its relationship to academic achievement and analytical thinking*. *Al-Mukhtar Journal of Social Science*, 43(2), 244–263. <https://doi.org/10.54172/xh33bv57>
- Anghel, G. A., Zafir, C. M., Matei, L., Neacşa, R. A., et al. (2025). *The integration of artificial intelligence in academic learning practices: A comprehensive approach*. *Education Sciences*, 15(5), 616. <https://doi.org/10.3390/educsci15050616>
- Bognar, L., & Khine, M. S. (2025). *Balancing enthusiasm and engagement: The impact of AI chat tools on student learning habits and perceptions in higher education*. *Journal of Education and E-Learning Research*, 12(2), 267–288. <https://doi.org/10.20448/jeelr.v12i2.6761>
- David, L., Donche, V., & Van Petegem, P. (2024). *Understanding the role of habits in university students' self-regulated learning*. *Higher Education*, 88, 1–21. <https://doi.org/10.1007/s10734-024-01199-w>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H. Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., . . . Wright, R. (2023). Opinion Paper: "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71, 102642. <https://doi.org/10.1016/j.ijinfomgt.2023.102642>
- Farran, H., Khlaif, Z. N., Saifi, A. G., Hijjawi, T., & Bani Ismail, H. (2025). Generative AI adoption among arts and design students in Palestinian higher education: impacts on task completion. *Cogent Education*, 13(1). <https://doi.org/10.1080/2331186X.2025.2594885>

- Hasan, A. (2024). *The degree of employing artificial intelligence applications in Palestinian universities in light of contemporary digital transformation trends from the perspective of their employees* (Unpublished master's thesis). Al-Quds University, Palestine. <https://dspace.alquds.edu/items/bcce9c2a-c3ef-4171-9f18->
- Hasan, R. E. (2026). *Securing the future of digital education in Palestine: A national strategy for integrating artificial intelligence in education from an information security perspective*. Journal of the Palestinian Educators Association for Literature, Educational and Psychological Studies, 12(20), 240–263. <https://doi.org/10.69867>
- Kanont, K., Pingmuang, P., Simasathien, T., Wisnuwong, S., Wiwatsiripong, B., Poonpirome, K., Songkram, N., & Khlaisang, J. (2024). Generative-AI, a learning assistant? Factors influencing Higher-Ed students' technology acceptance. *The Electronic Journal of e-Learning*, 22(6), 18–33. <https://doi.org/10.34190/ejel.22.6.3196>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., . . . & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Omriya, mohammad. (2025). Artificial General Intelligence (AGI): The Future of Media Education in Palestinian Universities – Opportunities and Challenges in the Digital Transformation Era. *Palestine Technical University Research Journal*, 13(04). <https://doi.org/10.53671/pturj.v13i04.749>
- Sanz-Tejeda, A., Domínguez-Oller, J. C., Baldaquí-Escandell, J. M., Gómez-Díaz, R., & García-Rodríguez, A. (2026). *The impact of generative AI on academic reading and writing: A synthesis of recent evidence (2023–2025)*. Frontiers in Education, 10, Article 1711718. <https://doi.org/10.3389/feduc.2025.1711718>
- Seban, P., Šikl, R., & Urban, K. (2025). University students' learning strategy preferences: investigating usage patterns, knowledge sources, and study habits. *Education Inquiry*, 1–22. <https://doi.org/10.1080/20004508.2025.2522529>
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). *What if the devil is my guardian angel? ChatGPT as a case study of using chatbots in education*. Smart Learning Environments, 10(1), 15. <https://doi.org/10.1186/s40561-023-00237-x>
- Venkatesh, V., & Davis, F. D. (2000). Venkatesh V and Davis FD (2000) A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management Science*, 46(2), 186–204. <https://doi.org/10.1287/mnsc.46.2.186.11926>