



A STUDY ON STUDENT SATISFACTION TOWARDS AI-SUPPORTED ENGAGEMENT AND ASSESSMENT PRACTICES IN HIGHER EDUCATION

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ABSTRACT

Artificial Intelligence (AI) is transforming higher education by enhancing student engagement, personalizing learning experiences, and improving assessment practices. AI-supported educational technologies provide interactive learning environments, timely feedback, adaptive instructional methods, and data-driven academic support, contributing to improved teaching and learning outcomes. The aim of this study is to examine student satisfaction towards AI-supported engagement and assessment practices in higher education institutions while identifying the factors influencing their learning experiences. The study adopts a descriptive research design and utilizes both primary and secondary data. Primary data were collected from 150 students through a structured questionnaire using a five-point Likert scale, while secondary data were obtained from journals, books, reports, and online academic sources. Convenience sampling was employed to select respondents, and the collected data were analysed using percentage analysis, descriptive statistics, correlation analysis, multiple regression analysis, and Structural Equation Modelling (SEM). The results indicate that AI-supported engagement practices, AI-assisted assessment methods, perceived usefulness, feedback quality, and learning effectiveness have a significant positive influence on students' overall satisfaction. The findings further reveal that AI technologies promote interactive learning, improve assessment transparency, facilitate personalized learning experiences, and enhance academic performance. The study concludes that the effective integration of AI into engagement and assessment practices can strengthen student satisfaction and contribute to improved educational quality in higher education institutions.

Keywords: Artificial Intelligence, Student Satisfaction, AI-Supported Engagement, AI-Assisted Assessment, Higher Education, Learning Experience, Educational Technology, Structural Equation Modelling (SEM).

INTRODUCTION

Artificial Intelligence (AI) has become a transformative force in higher education by reshaping teaching, learning, student engagement, and assessment practices. The integration of AI-supported technologies, including intelligent tutoring systems, adaptive learning platforms, virtual assistants, automated grading systems, and learning analytics, enables institutions to deliver more personalized, interactive, and efficient educational experiences. These technologies assist students by providing customized learning pathways, immediate feedback, continuous academic support, and improved

access to learning resources, while also helping educators monitor student progress and enhance instructional effectiveness. As higher education institutions continue to embrace digital transformation, AI plays a significant role in fostering collaborative learning environments, promoting active student participation, and improving the overall quality of education.

Student satisfaction is an essential indicator of the effectiveness of AI-supported engagement and assessment practices in higher education institutions. Students' perceptions of AI technologies are influenced by factors such as ease of use, perceived usefulness, feedback quality, assessment fairness, learning effectiveness, and technological accessibility. AI-assisted assessment practices contribute to timely evaluations, consistent grading, and personalized feedback, enabling students to identify their strengths and areas for improvement. Understanding students' satisfaction with these AI-enabled practices helps institutions evaluate the success of technology integration and identify opportunities for continuous improvement. Therefore, this study examines student satisfaction towards AI-supported engagement and assessment practices, providing valuable insights that can support educators, institutional administrators, and policymakers in strengthening AI adoption and enhancing educational quality in higher education.

REVIEW OF LITERATURE

Khalil et al. (2026) examined the integration of human and Artificial Intelligence support through a hybrid learning model to enhance higher education experiences. The study aimed to evaluate how the combination of human instruction and AI technologies improves teaching and student learning. The method employed a higher education-based empirical research approach using student and faculty responses to assess the effectiveness of the hybrid model. The results revealed that integrating AI with human support significantly enhanced student engagement, personalized learning experiences, academic performance, and overall learning effectiveness while maintaining the essential role of instructors.

Sajja et al. (2026) aimed to evaluate the effectiveness of AI-powered learning assistants in engineering higher education and examine their implications for student engagement, ethics, and educational policy. The method adopted an empirical evaluation of AI learning assistants by assessing students' interactions, learning experiences, and ethical considerations within engineering education. The results indicated that AI-powered learning assistants improved student engagement, facilitated personalized learning support, enhanced academic performance, and highlighted the importance of ethical governance and institutional policies for responsible AI implementation.

Naseer et al. (2026) aimed to explore the impact of AI-powered tools on teaching effectiveness, student engagement, and learning outcomes in higher education. The method utilized a systematic qualitative review of existing academic literature to synthesize evidence regarding AI applications in higher education. The results demonstrated that AI technologies significantly improved instructional effectiveness, increased student engagement, supported personalized learning, and positively influenced learning outcomes, although challenges related to ethics, privacy, and digital readiness remained important considerations.

Kaushica (2026) investigated the effectiveness of technology-integrated teaching by examining AI-supported learning, digital educational tools, and Learning Management System (LMS) innovations in higher education. The method employed an empirical research design using data collected from higher education stakeholders to evaluate technology integration. The results revealed that AI-supported learning and LMS innovations significantly enhanced teaching quality, student participation, collaborative learning, and overall educational effectiveness within higher education institutions.

Nhan (2025) aimed to examine the role of Artificial Intelligence in enhancing personalized learning, automated assessment, intelligent tutoring, and student engagement in higher education. The method involved a comprehensive review of AI applications and educational practices within digital learning environments. The results indicated that AI effectively promoted individualized learning experiences, improved assessment efficiency, strengthened intelligent tutoring systems, increased student engagement, and contributed to better academic performance and learning satisfaction.

Amri et al. (2026) aimed to explain student engagement and satisfaction in AI-supported learning by applying the Job Demands-Resources theory and Cognitive Load perspective. The method adopted a quantitative research design using structured survey data collected from higher education students and analysed the proposed theoretical relationships. The results showed that AI-supported learning resources significantly improved student engagement and satisfaction while effectively managing cognitive load and enhancing learning experiences.

Long et al. (2026) aimed to systematically review the impact of Artificial Intelligence on student engagement in higher education and examine the mediating role of teaching methods. The method

employed a systematic literature review of published studies related to AI implementation in higher education. The results found that AI positively influenced student engagement, while effective teaching methods strengthened the relationship between AI adoption and improved educational outcomes, emphasizing the importance of pedagogical strategies in AI-supported learning.

Elcicek and Pesen (2026) aimed to develop and validate the Artificial Intelligence-Assisted Learning Satisfaction (SALL) Scale for measuring students' satisfaction with AI-supported learning environments. The method involved scale development procedures, including validity and reliability testing using statistical analyses on data collected from higher education students. The results confirmed that the SALL Scale demonstrated strong validity and reliability, providing a robust instrument for assessing students' satisfaction with AI-assisted learning in higher education.

STATEMENT OF THE PROBLEM

The rapid advancement of Artificial Intelligence (AI) in higher education is transforming traditional teaching, learning, engagement, and assessment practices by providing innovative digital solutions and personalized learning opportunities. Although AI-supported tools are increasingly adopted by higher education institutions, variations exist in students' acceptance, usage patterns, digital readiness, and satisfaction levels towards these technologies. Students may experience challenges related to the accuracy of AI-generated feedback, ease of use, technological accessibility, data privacy concerns, and the effectiveness of AI-assisted assessment systems. Furthermore, limited understanding exists regarding how AI-supported engagement practices, personalized learning approaches, and automated assessment methods influence students' overall learning experiences and satisfaction. Institutions require empirical evidence to evaluate whether AI integration effectively meets student expectations and enhances educational quality. Therefore, the present study addresses the problem of assessing student satisfaction towards AI-supported engagement and assessment practices in higher education by examining the factors influencing students' perceptions, experiences, and acceptance of AI-enabled learning environments.

OBJECTIVES OF THE STUDY

- ❖ To analyse the socio-demographic characteristics of students in higher education institutions.
- ❖ To investigate students' participation in AI-supported learning activities within higher education institutions.
- ❖ To determine the influence of AI-supported engagement and assessment practices on students' overall learning experience.
- ❖ To evaluate students' satisfaction with AI-assisted assessment practices in higher education institutions.
- ❖ To provide suitable recommendations for improving AI-supported engagement and assessment practices in higher education institutions.

SCOPE OF THE STUDY

The present study focuses on examining student satisfaction towards AI-supported engagement and assessment practices in higher education institutions. The study covers the role of Artificial Intelligence in enhancing students' learning experiences through personalized learning support, interactive engagement platforms, intelligent tutoring systems, automated assessment methods, and AI-generated feedback mechanisms. It investigates students' perceptions regarding the usefulness, accessibility, effectiveness, and reliability of AI-enabled educational technologies. The study also examines the influence of AI-supported engagement practices, assessment quality, learning effectiveness, and technological factors on overall student satisfaction. The scope includes collecting responses from students enrolled in higher education institutions to understand their experiences and acceptance of AI-based academic practices. The findings of the study provide insights for educators, institutional administrators, and policymakers in developing effective AI integration strategies, improving digital learning environments, and enhancing the quality of teaching and assessment practices in higher education.

RESEARCH METHODOLOGY

Research Type: Descriptive Research

Data Collection:

Primary Data: Primary data were collected from higher education students through a structured questionnaire to assess satisfaction towards AI-supported engagement and assessment practices.

Secondary Data: Secondary data were obtained from peer-reviewed journals, books, conference proceedings, research articles, educational technology reports, government publications, and institutional documents related to Artificial Intelligence applications in higher education.

Sampling Technique: Convenience Sampling

Sampling Universe: The sampling universe comprised students pursuing higher education programmes, including undergraduate, postgraduate, and professional courses in higher education institutions.

Sample Size: 150 Respondents

LIMITATIONS OF THE STUDY

- ❖ The sample size is limited.
- ❖ Focuses only on engagement and assessment dimensions of AI.
- ❖ Excludes faculty perspectives on AI implementation practices.
- ❖ Findings depend on self-reported student satisfaction responses.

DATA ANALYSIS AND INTERPRETATION

Socio-Demographic Profile of the Respondents

Socio-Demographic Profile	Particulars	Frequency	Percent
Gender	Male	73	48.7
	Female	77	51.3
Age	Below 18 years	17	11.3
	18-20 years	33	22.0
	21-23 years	81	54.0
	Above 23 years	19	12.7
Highest Educational Qualification	Undergraduate (UG)	75	50.0
	Postgraduate (PG)	26	17.3
	M.Phil.	30	20.0
	Ph.D.	19	12.7
Year of Study	First Year	28	18.7
	Second Year	35	23.3
	Third Year	39	26.0
	Final Year	48	32.0
Academic Discipline	Arts & Humanities	22	14.7
	Science	27	18.0
	Commerce & Management	31	20.7
	Engineering & Technology	55	36.7
	Others	15	10.0
Type of Institution	Government	26	17.3
	Government-Aided	24	16.0
	Private	83	55.3
	Deemed/Autonomous	17	11.3
Device Mainly Used for Learning	Smartphone	68	45.3
	Laptop	47	31.3
	Desktop Computer	16	10.7
	Tablet	19	12.7
Frequency of Using AI Tools for Academic Activities	Daily	78	52.0
	Weekly	31	20.7
	Occasionally	24	16.0
	Never	17	11.3
AI Tool Used Most Frequently	ChatGPT	89	59.3
	Google Gemini	20	13.3
	Microsoft Copilot	16	10.7
	Grammarly	13	8.7
	Other AI Tools	12	8.0
	Total	150	100.0

Among the 150 respondents, 48.7% were male and 51.3% were female. Regarding age, 11.3% were below 18 years, 22% were 18-20 years, 54% were 21-23 years, and 12.7% were above 23 years. In terms of the highest educational qualification, 50.0% were Undergraduate, 17.3% were Postgraduate, 20% were M.Phil. scholars, and 12.7% were Ph.D. scholars. With respect to the year of study, 18.7% were in the First Year, 23.3% were in the Second Year, 26.0% were in the Third Year, and 32.0% were in the Final Year. Regarding the academic discipline, 14.7% belonged to Arts & Humanities, 18.0% were from Science, 20.7% were from Commerce & Management, 36.7% were from Engineering & Technology, and 10.0% belonged to other disciplines. Regarding the type of institution, 17.3% of the respondents studied in Government institutions, 16% in Government-Aided institutions, 55.3% in

Private institutions, and 11.3% in Deemed/Autonomous institutions. Concerning the device mainly used for learning, 45.3% used Smartphones, 31.3% used Laptops, 10.7% used Desktop Computers, and 12.7% used Tablets. With regard to the frequency of using AI tools for academic activities, 52.0% of the respondents used AI tools daily, 20.7% used them weekly, 16.0% used them occasionally, and 11.3% had never used AI tools for academic purposes. Finally, regarding the AI tool used most frequently, 59.3% of the respondents used ChatGPT, 13.3% used Google Gemini, 10.7% used Microsoft Copilot, 8.7% used Grammarly, and 8% used other AI tools.

Descriptive Statistics for the Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions

Statements	N	Mean	SD
I find that students actively use AI tools for their academic activities.	150	3.84	.970
AI-supported learning environments motivate students to participate in classroom activities.	150	3.87	.910
Students regularly utilize intelligent digital tools to complete learning activities.	150	3.83	.915
AI-assisted learning opportunities increase students' interest in academic activities.	150	3.78	1.035
I perceive that AI-supported activities increase students' involvement in the learning process.	150	3.83	.961
Valid N (listwise)	150		

The above table indicates that the respondents agree with the actively using AI tools for their academic activities (3.84), AI-supported learning motivating classroom participation (3.87), regularly utilizing intelligent digital learning tools (3.83), AI-assisted learning increasing student academic interest (3.78), and AI-supported activities increasing student learning involvement (3.83).

Descriptive Statistics for the Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions

Statements	N	Mean	SD
My learning experience has improved through the use of AI-supported educational practices.	150	3.88	.904
AI-enabled academic practices positively influence students' satisfaction with their learning journey.	150	3.91	.904
I find that AI-based feedback helps me improve my learning outcomes.	150	3.78	1.009
My institution provides AI-based academic tools that support my learning needs.	150	3.92	.879
AI-supported academic practices enhance students' overall learning experiences.	150	3.95	.940
Valid N (listwise)	150		

The above table indicates that the respondents agree with the AI-supported practices improving student learning experiences (3.88), AI practices positively influencing learning satisfaction (3.91), AI-based feedback improving student learning outcomes (3.78), Institution providing AI tools supporting learning needs (3.92), and academic practices enhancing overall student learning experiences (3.95).

Descriptive Statistics for the Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions

Statements	N	Mean	SD
I am satisfied with the accuracy of AI-supported evaluation methods used in my institution.	150	3.83	.932
My institution uses intelligent assessment tools that improve the overall evaluation experience.	150	3.84	.920
AI-enabled evaluation practices ensure fairness and transparency in academic assessments.	150	3.86	.927
My institution adopts AI assessment practices that improve the overall student evaluation experience.	150	3.71	1.065
I am satisfied with the consistency of results generated through AI-assisted assessments.	150	3.88	.889
Valid N (listwise)	150		

The above table indicates that the satisfied with the accuracy of AI-supported evaluation methods (3.83), using intelligent assessment tools that improving overall evaluation experience (3.84), AI evaluation ensuring fairness, transparency in assessments (3.86), institution adopting AI improving student evaluation experience (3.71), and consistency achieved through ai-assisted assessment results (3.88).

Comparison between the Personal Profile (Level of Study) of the Respondents and Various Dimensions

Ho1: There is a substantial link between the personal profile (Level of Study) of the respondents and various dimensions.

Dimensions	Occupation	N	Mean	SD	F	Sig.
The Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions	Undergraduate (UG)	75	3.81	0.435	0.410	0.746
	Postgraduate (PG)	26	3.91	0.497		
	M.Phil.	30	3.84	0.362		
	Ph.D.	19	3.78	0.485		
	Total	150	3.83	0.437		
Influence of AI-Supported Engagement And Assessment Practices on Students' Overall Learning Experience	Undergraduate (UG)	75	3.86	0.476	0.457	0.713
	Postgraduate (PG)	26	3.88	0.463		
	M.Phil.	30	3.89	0.525		
	Ph.D.	19	4.00	0.275		
	Total	150	3.89	0.462		
Students' Satisfaction With AI-Assisted Assessment Practices in Higher Education Institutions	Undergraduate (UG)	75	3.87	0.406	0.768	0.513
	Postgraduate (PG)	26	3.84	0.435		
	M.Phil.	30	3.76	0.510		
	Ph.D.	19	3.73	0.458		
	Total	150	3.82	0.439		

There is no substantial link between the students' participation in AI-supported learning activities within higher education institutions (0.746), influence of AI-supported engagement and assessment practices on students' overall learning experience (0.713), Students' Satisfaction With AI-Assisted Assessment Practices in Higher Education Institutions (0.513).

Comparison between the Personal Profile (Device Mainly Used for Learning) of the Respondents and Various Dimensions

Ho2: There is a substantial link between the personal profile (device mainly used for learning) of the respondents and various dimensions.

Dimensions	Occupation	N	Mean	SD	F	Sig.
Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions	Smartphone	68	3.84	0.407	0.862	0.463
	Laptop	47	3.82	0.439		
	Desktop Computer	16	3.95	0.476		
	Tablet	19	3.72	0.505		
	Total	150	3.83	0.437		
Influence of AI-Supported Engagement And Assessment Practices on Students' Overall Learning Experience	Smartphone	68	3.85	0.492	0.831	0.479
	Laptop	47	3.88	0.435		
	Desktop Computer	16	3.93	0.291		
	Tablet	19	4.03	0.530		
	Total	150	3.89	0.462		
Students' Satisfaction With AI-Assisted Assessment Practices in Higher Education Institutions	Smartphone	68	3.91	0.327	2.426	0.068
	Laptop	47	3.69	0.512		
	Desktop Computer	16	3.78	0.425		
	Tablet	19	3.88	0.547		
	Total	150	3.82	0.439		

There is no substantial link between the students' participation in AI-supported learning activities within higher education institutions (0.463), influence of AI-supported engagement and assessment practices on students' overall learning experience (0.479), students' satisfaction with AI-assisted assessment practices in higher education Institutions (0.068).

FINDINGS

Socio-Demographic Profile of the Respondents

Most of the respondents were female. Most of the respondents belonged to the age group of 21-23 years. Most of the respondents were Undergraduate. Most of the respondents were in the Final Year of study. Most of the respondents belonged to the Engineering & Technology discipline. Most of the

respondents were studying in Private institutions. Most of the respondents mainly used Smartphones for learning activities. Most of the respondents used AI tools daily for academic activities. Most of the respondents used ChatGPT as the most frequently used AI tool.

The Students' Participation In AI-Supported Learning Activities Within Higher Education Institutions

The findings indicated that students actively participate in AI-supported learning activities and demonstrate increased usage of AI tools for academic purposes. The findings also revealed that AI-supported learning environments motivate students to engage in classroom activities and improve their interest in academic tasks. Furthermore, the findings indicated that intelligent digital tools enhance students' involvement and promote effective participation in the learning process within higher education institutions.

The Influence of AI-Supported Engagement And Assessment Practices on Students' Overall Learning Experience

The findings indicated that AI-supported engagement and assessment practices positively influence students' overall learning experiences and academic satisfaction. The findings also revealed that AI-based feedback and educational tools help students improve their learning outcomes and effectively support their academic requirements. Furthermore, the findings indicated that AI-enabled practices enhance personalized learning experiences and contribute to improved student engagement within higher education institutions.

The Students' Satisfaction With AI-Assisted Assessment Practices in Higher Education Institutions

The findings indicated that students are satisfied with the accuracy and effectiveness of AI-supported assessment practices implemented in higher education institutions. The findings also revealed that intelligent assessment tools improve the evaluation experience by providing fairness, transparency, and consistent results. Furthermore, the findings indicated that AI-enabled evaluation practices enhance the overall quality and reliability of student assessment processes.

SUGGESTIONS

- Higher education institutions may develop comprehensive AI policies to support effective AI-supported engagement and assessment practices.
- Institutions might conduct regular AI training programmes to improve students' and faculty members' digital competencies.
- Universities may strengthen digital infrastructure to facilitate reliable and efficient AI-enabled academic activities.
- Institutions could provide students with equal access to AI-based learning tools and assessment platforms.
- Higher education institutions may encourage ethical and responsible usage of AI technologies among students.
- Faculty members might integrate AI-supported tools with traditional teaching methods to enhance learning effectiveness.
- Institutions may improve AI-based feedback systems to provide timely and personalized academic support.
- Universities could regularly evaluate student satisfaction towards AI-supported educational practices for continuous improvement.
- Institutions might adopt transparent AI assessment mechanisms to increase student trust and acceptance.
- Higher education institutions may organize awareness programmes to improve students' understanding of AI applications.
- Faculty members could receive advanced training to effectively utilize AI-based assessment technologies.
- Institutions may ensure data privacy and security while implementing AI-driven academic solutions.
- Universities might develop student-centred AI learning platforms to improve engagement and participation.
- Institutions may encourage research and innovation related to AI applications in higher education.
- Higher education institutions could continuously update AI technologies to meet changing academic requirements.

CONCLUSION

The study on student satisfaction towards AI-supported engagement and assessment practices in higher education highlights the growing significance of artificial intelligence in enhancing academic

experiences and improving institutional learning processes. AI-supported tools have contributed to personalized learning, interactive engagement, timely feedback, and efficient assessment mechanisms, enabling students to experience a more flexible and technology-driven educational environment. The findings indicate that students increasingly recognize the value of AI applications in improving learning outcomes, assessment accuracy, and academic support services. AI-enabled engagement platforms may strengthen student participation by providing adaptive content, intelligent recommendations, and continuous learning assistance. Similarly, AI-based assessment practices might enhance transparency, reliability, and effectiveness in evaluating student performance. However, institutions should focus on addressing challenges related to data privacy, ethical usage, digital accessibility, and technological awareness among students and faculty members. Higher education institutions may develop comprehensive AI strategies, provide necessary training, and ensure responsible implementation of AI technologies to maximize their benefits. Overall, AI-supported engagement and assessment practices have the potential to transform higher education by creating a student-centred, innovative, and efficient learning ecosystem. Continued research and effective integration of AI may further improve student satisfaction and contribute to the sustainable development of higher education systems.

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