**University Students’ Attitudes and Perceptions towards AI Tools in Pakistan: Implications for Sustainable Educational Practices**

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**Abstract**

This paper explores the attitudes and perceptions of university students towards the use of artificial intelligence (AI) tools within the higher education sector of Pakistan on the basis of a sample survey of 500 respondents from different public and private institutions. Based on the use of a validated questionnaire (Cronbach’s =0.938) and descriptive research design, the study examines the patterns of AI use in academic activities, degree of dependency in learning activities, the attitude towards the improvement of learning, the perception of the AI generated products, and some ethical considerations regarding sustainable educational practices. Results show that AI is used regularly in the preparation of exams, the generation of ideas, summarization, and partial assistance assignments, which is moderate, but not total dependency, and students are largely positive about it, with the benefits of AI in helping to improve grades, language skills, content acquisition, and learner effectiveness overall, and recognition that it does have risks to independent thought. The perceptions draw out AI outputs as persuasive and helpful in ethical use, but likely to misuse, misinformation and plagiarism issues and high ethical consciousness in terms of guideline, disclosure, privacy and institutional training requirements. Considerable differences are identified based on the type of university, the presence of formal training, age, level of academic achievement and the field of study that highlights disparities in access and exposure, leading to the productivity potential of AI and ethical considerations of how to responsibly and sustainably integrate AI into Pakistani higher education, as well as literacy rates and administrative policies.

**Keywords:** Student Perceptions, Artificial Intelligence, Higher Education, Sustainable Education, Academic Integrity.