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AI- EDUCATION FROM THE LENS OF GLOBAL LEARNERS

Aparna Sakore* and Srushti Rajendra Pawar

Department of BBA, Dr. D. Y. Patil, Arts, Commerce & Science College, Pimpri, Pune, Maharashtra, India
E-mail : aparna.sakore@dypvp.edu.in ; srushtipawar015@gmail.com
Mobile No: 9011862717; 8177902327

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ABSTRACT

This research explores the integration of Artificial intelligence (AI) with education and puts light on the perception of students from different cultures, geographical and economic backgrounds upon AI-driven education. It investigates the accessibility, effectiveness, cultural relevance of the AI tools in different regions. This study uses quantitative data derived from online surveys submitted by international students from various who actively use AI platforms such as ChatGPT, Grammarly, Duolingo, etc. The Findings reveal that global learners broadly appreciate AI for its ability to personalize academic content, higher efficiency, pace and simplification of complex topics.

However, few concerns were raised regarding limited interaction in terms of emotional intelligence, data privacy, lack of trust and algorithmic bias. Variations in satisfaction were noticed for students belonging to developing regions. And to overcome these barriers proper training or orientation sessions and improved device access is required. Students also look forward to personalized learning paths, 24/7 academic support and translated content soon.

This study calls on policymakers and educators to acknowledge the digital inequalities and to promote ethical and equitable AI integration in global education.

KEYWORDS: Accessibility, Artificial intelligence, cross-cultural education, global learner's perception, Personalized learning.

INTRODUCTION

In the past few years, the use of Artificial Intelligence (AI) has skyrocketed. AI enables use of machine and computers to stimulate intelligence like humans which includes capabilities like creativity, quick and effective decision making, problem solving, etc. Along with all aspects, AI has shown potential growth in education throughout this decade. From personalized learning to assisted chatbots, AI has made learning easier and more efficient for the students all around the world. Further, the predicted developments such as Emotionally Intelligent AI Tutor,

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Ethical and Culturally Adaptive AI will accelerate the effectiveness of education for students.
Moving forward, the globalization of education has increased. As the international students are the center to ai-education, the diversity proves that AI tools along with being smart, are equitable. Through online learning platforms education is not confined to any borders and had made the learner population more diverse. While many people get confused between 'digitalization' and 'AI', in easier terms can be defined as:

- *Digitalization*- the foundation which brings education online.
- *AI*- is the enhancer that makes education smarter and more personalized.

Well, sometimes the unavailability of well-equipped devices hampers the growth of digital learning. As the study unfolds further, the slight difficulty which students face due the economic condition of the region that they belong to. Issues like language barriers, digital divide, algorithmic bias, and cultural insensitivity may arise in such cases. Over 70-80% of the AI educational tools are developed in the U.S. And European **philosophies and linguistic preferences** which may not fit to learners of different regions and diverse domains. The adoption of AI educational tools in developed regions scales up to 60%- 80% while in the developing ones it is over 15%- 30% only which about **3 to 4 times lower**. This issue could be solved by better funding, infrastructure, and policy support. And bridging this gap requires focused efforts on digital equity, localized AI solutions, and teacher training.

This exposes the need for inclusive and culturally aware AI tools. It is highly important to understand that "one-size-fits-all" model doesn't imply in the case of AI-driven education. The policy makers need to acknowledge student's need and evaluate AI system in education **from the learner's perspective**, especially across different geographies. In order to deliver what the students actually need from the AI driven education system.

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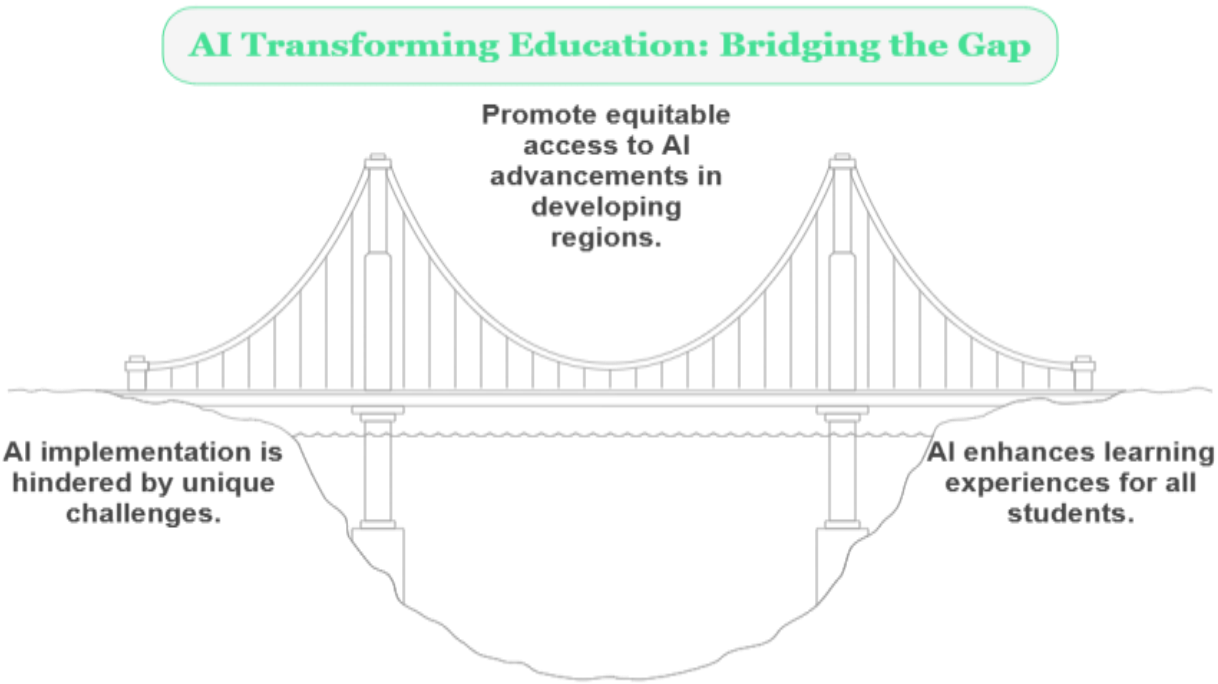

- **Objectives of the study:**
  1. To understand global learners' perceptions of AI-based educational tools.
  2. To explore cultural and domain-based differences in AI tool adoption.
  3. To identify the accessibility and usability of AI tools among international students.
  4. To analyze challenges and expectations from AI-driven education among global learners.

LITERATURE REVIEW:

1. AI for Accessible Education: Personalized Audio-Based Learning for Blind Students

AI for Personalized Audio- Grounded literacy for Eyeless scholars Authors Crystal Yang, Paul Taele Source arXiv, 2025 Link arXiv 2504.17117. This study presents Udemy, an AI- powered audio-grounded literacy platform designed to give substantiated, accessible, and engaging educational gests for eyeless and visually bloodied (BVI) scholars. Udemy uses adaptive literacy ways to customize content grounded on pupil delicacy, pacing preferences, and engagement patterns. The platform has been iteratively developed with input from over 20 preceptors specializing in availability and presently serves over 2,000 BVI scholars. The paper explores the ethical counteraccusations of AI in education, emphasizing data sequestration, security, and translucency.

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2. Generative AI and Digital Neocolonialism in Global Education: Towards an Equitable Framework.

The Authors are Matthew Nyaaba, Alyson Wright, Gyu Lim Choi Source arXiv, 2024 Link arXiv 2406.02966. This paper critically discusses how generative artificial intelligence(GenAI) might put Western testaments ononin-Western societies, immortalizing digital neocolonialism in education through its essential impulses. It further suggests strategies for original and global stakeholders to alleviate these goods. The authors argue that Gen AI can foster artistic imperialism by generating content that primarily incorporates artistic references and exemplifications applicable to Western scholars, thereby alienating scholars from Non-Western backgrounds. They propose mortal- centric reforms to prioritize artistic diversity and equity in Gen AI development.

3. An AI-based Learning Companion Promoting Lifelong Learning Opportunities for All.

All Authors Maria Perez- Ortiz, Erik Novak, Sahan Bulathwela, John Shawe- Taylor Source arXiv, 2021 Link arXiv 2112.01242 This report synthesizes how AI might change how we learn and what technological features are pivotal for AI systems in education. It presents advances within the X5GON design, aimed at erecting across-modal, cross-lingual, crosscultural, cross-domain, and cross-site substantiated literacy platform for Open Educational coffers (OER). The authors believe this is a pivotal moment for setting the foundations of AI in education in the morning of the Fourth Industrial Revolution. They aim to engage policymakers, masterminds, experimenters, preceptors, and learners in dialogue about the future of AI in education.

4. Cultural Differences in E-Learning: Exploring New Dimensions

Authors Nazia Hameed, Maqbool Uddin Shaikh, Fozia Hameed, Azra Shamim Source arXiv, 2016 Link arXiv 1607.01359 This exploration explores how artistic diversity affects elearning. The authors propose and design a new armature fore-learning systems that incorporate the artistic diversity of learners. They emphasize that diversity of culture and literacy styles should be considered when designing e-learning surroundings to attain better results. A prototype of the proposed system is enforced for confirmation.

5. Enhancing Artificial Intelligence Literacy Through Cross-Cultural Online Workshops.

Enhancing Artificial Intelligence Knowledge Through Cross-Cultural Online Workshops Authors Not specified Source Computers and Education Open, 2024 Link ScienceDirect This composition presents the results of a study conducted during the development of a transnational university course on global media education. The ideal was to examine transnational scholars' changing abstract understanding of AI knowledge. The findings show that scholars' knowledge of AI and their mindfulness of the significance of AI knowledge and media education increased significantly. The

study outlines crucial conditioning that offer interactive and participatory ways to learn AI in cross-cultural settings.

6. Adaptive literacy Using Artificial Intelligence in e-Learning A Literature Review.
The authors are not specified, and the Source is MDPI, 2023 Link MDPI This literature review discusses adaptive literacy using AI in e-learning. It highlights substantiated learning resource recommendation algorithms and AI results to help online education productivity via bodying literacy strategies. The paper also presents a frame of AI- grounded intelligent adaptive training systems and discusses the operation of AI and virtual reality technology in online course education.

7. AI in Education A Review of Personalized Learning and Educational Technology.
The authors are Oyebola Olusola Ayeni, Nancy Mohd Al Hamad, Onyebuchi Nneamaka Chisom, Blessing Osawaru, Ololade Elizabeth Adewusi Source GSC Advanced Research and Reviews, 2024 Link GSCARR This review explores the multifaceted part of AI in education, fastening on substantiated literacy and educational technology. It discusses how AI integration addresses personalized requirements, enhances pupil engagement, and optimizes learning issues. The authors examine the community between AI and education, emphasizing the transformative eventuality of AI in reconsidering traditional tutoring and literacy styles.

8. Artificial Intelligence for Personalized Learning: A Methodical Literature Review.
And the Authors Hardaker, G., Glenn, L.E. Source International Journal of Information and Learning Technology, 2025 Link Emerald Insight This methodical literature review identifies the antecedents that have enabled the relinquishment of AI in Higher Education institutions for substantiated literacy. It discusses the operation of AI technologies in tutoring and literacy processes. The paper highlights how individualized literacy remains concentrated on customizable, choice- driven education and how AI technologies enable substantiated instruction and literacy.

9. Exploring Inclusivity in AI Education comprehensions and Pathways for Different Learners
The authors for this literature review are not specified Source Generative Intelligence and Intelligent Tutoring Systems, 2024 Link ACM Digital Library This study analyses check data from 87 undergraduate scholars in Canada to identify crucial themes similar as the need for better language restatement capabilities, artistic and verbal inclusivity, and reducing bias and Eurocentrism in AI technologies. The exploration highlights the need for AI educational tools to advance technologically while remaining culturally sensitive and accessible, promoting educational equity for different learners.

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10. Artificial Intelligence in Education Transforming literacy and tutoring.
The authors of this review are Julie A. Delello, Jennifer Bailey Watters, Arlene Garcia- Lopez Source IGI Global, 2024 Link IGI Global. This chapter explores AI's implicit to revise education by enhancing tutoring and literacy. It highlights ways AI technologies can support preceptors and scholars, including content creation, task robotization. The authors bandy the benefits of using AI technology, similar as bettered learner engagement and further robust data- driven perceptivity, while also considering ethical considerations like translucency and sequestration in AI algorithms.

RESEARCH METHODS:

This research study adopts Quantitative, Descriptive method and if based on primary data which has been collected through online survey, circulated through e-mails, LinkedIn and social media. This study aims to explore and evaluating the experiences, views and shared expectations of students.

The respondents for the survey were over 20 international students from diverse cultural, economic and geographical backgrounds which also belong to different academic domains, who actively use AI tools for simpler learning. This helped us understand the variations that learners had to face based on what region the belong to. It gave us an exposure about the accessibility of AI tools and their comfort using them, the challenges they faced and what did they further expect from these tools in the coming years. The confidentiality and anonymity of the student's responses was maintained throughout the study. There were responses from various levels such as, highschoolers, undergraduates, postgraduates and doctorate students.

➢ The questionnaire included 20 questions, which were divided into 5 sections, such as:

- Demographics
- Perceptions of AI-based educational tools
- Cultural and domain-based differences
- Accessibility and usability of AI tools
- Challenges and expectations

➢ The types of Response Used in survey were as follows, making it easier for the students to express what they exactly want, according to the type of questions:

- Multiple choice, Checkboxes
- Likert scale (rating 1 to 5)
- Grid-style questions
- Short answer (for optional explanations)

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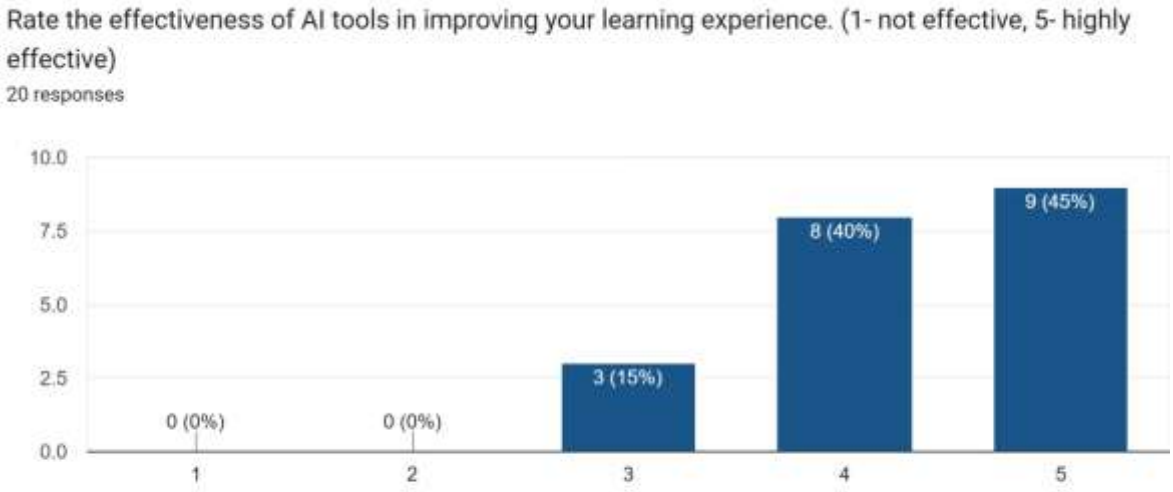
Derived data provides a foundational basis about how AI is reshaping the educational experiences of global learners. The data analysis unveils the slight need of improvement of AI tools adoption and better guidance in the developing regions such as India, Mexico, Philippines, etc. Then that of developed regions like U.S.A, Germany and Canada.

RESULTS:

The analysis of survey questions from over 20 international students revealed significant insights to this study. Their perceptions and expectations towards AI-educational tools show a slight variation as per their background i.e. Cultural, economic, geographic and academic. The results are organized according to the key research objectives and reflect both general trends and individual variations across backgrounds.

- **Positive Perception Toward AI Tools:**

Majority of the students were familiar with AI tools and systems and were active users for academic purposes. Students rated (4.30) out of (5) for the effectiveness of AI tools in their day-to-day usage. Most of the respondents (76%) say AI tools enhances engagement and personalization in learning.



- **Cultural and Domain-Based Differences Observed:**

Students from tech-related domains (e.g., STEM) reported higher familiarity and frequency of usage of the AI tools. While 65% of respondents said the academic field influences your use of AI tools. And over 70% of them say cultural or language factors affect the ability to use AI tools effectively. Few students belonging to developing regions (India, Mexico) express the lesser access of AI tools.

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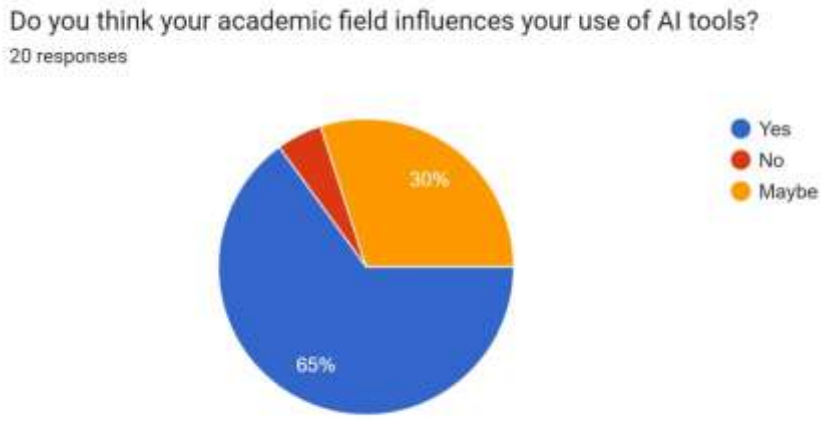
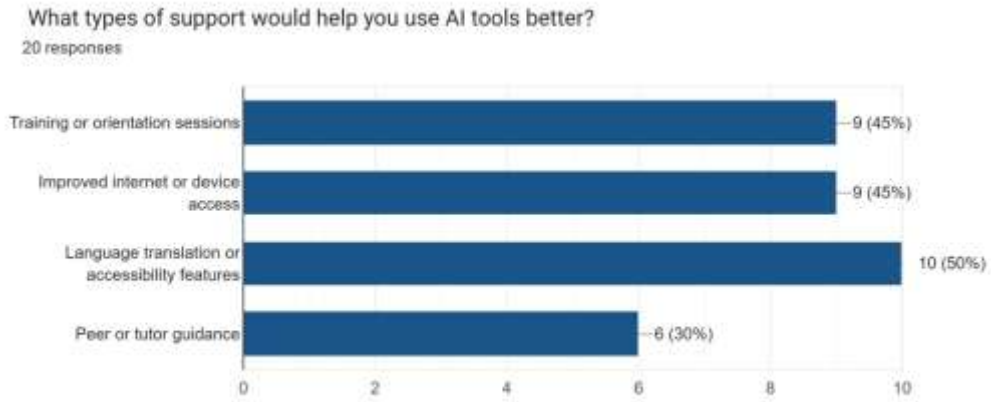


- **Accessibility Gaps**

Students residing in developed countries found AI tools more accessible and user-friendly. While, developing country students noted issues like limited tool availability, internet access, and device constraints and express their needs of better guidance, tutoring/ sessions for better understanding and ease of use. As the chart shows, majority of respondents demand for language translation and better accessibility features.



- Challenges Identified

The slight difficulties faced by students where the key concerns included: Lack of human interaction, Data privacy risks, Language and interface limitations. Over 40% expressed the need for humanistic interaction and more trustable AI-generated content. High concerns related with data privacy were expressed as well.

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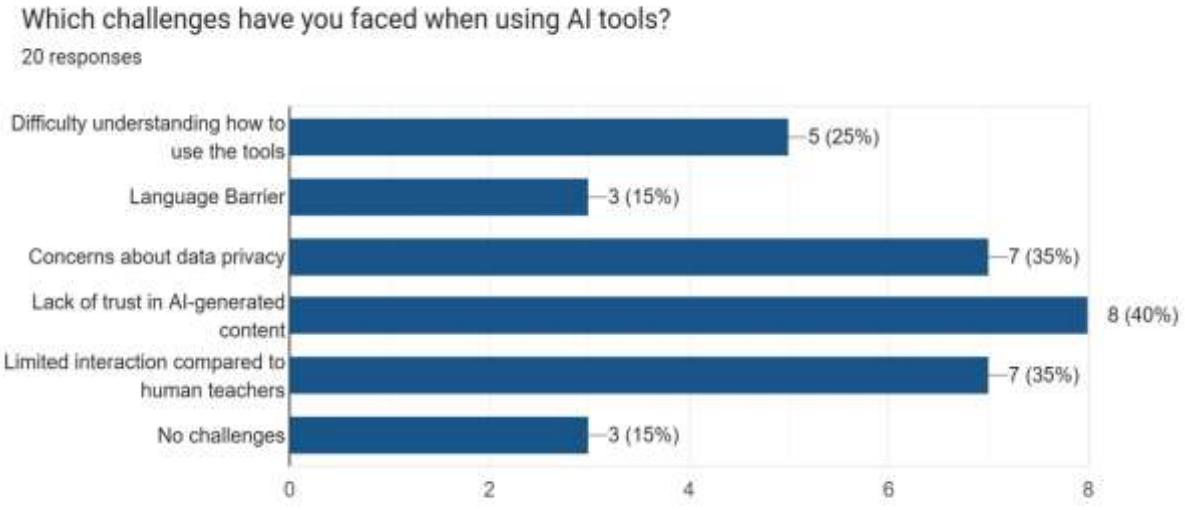
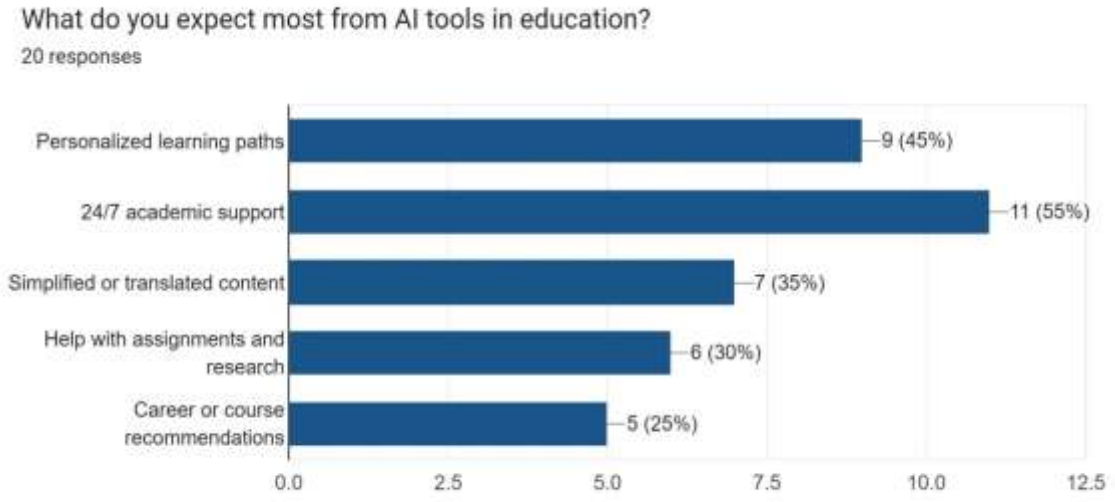


- **Expectations from AI Tools**

Most of the respondents desired features: personalized learning paths and 24/7 academic support. Students also express expectations regarding simplified content and multilingual support. There was a common expectation for AI tools to complement rather than replace traditional learning. Many of them aim to gain help in completion of the assignments and few ask for career or course recommendations from AI tools as well.



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- **High Recommendation Rate**

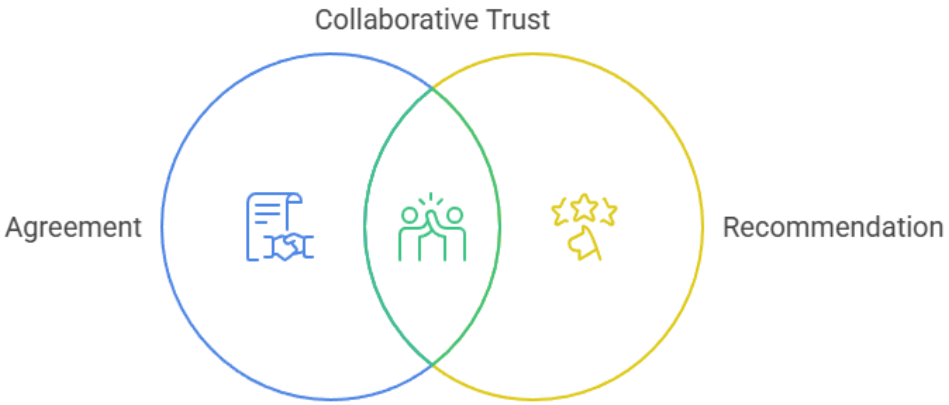
Most of the international students indicated that they would recommend AI tools to peers, tools like ChatGPT, Grammarly, and language learning apps were widely used. While some express the overuse of AI over their own thoughts must be avoided and that students must be unique and creative in their own way. Few such responses given by the students are shared below:

"Yes, I'd definitely recommend AI tools to international students. They help explain tough concepts clearly, save time with quick summaries, and even improve writing. But it's important to use them wisely—not just for answers, but to actually learn and understand."

"AI tools are really helpful in simplifying the concepts and it is also time saving. Though they cannot completely replace the traditional teaching methods totally, I would definitely recommend them as they are available anytime anywhere."

"I would recommend the use of Ai tools in education if it were used under a certain limit and if the user if familiar with simplifying the prompt."

"Yes, I would recommend ai tools in education to other international students because it just makes easy to understand a particular topic or it provides us notes, so basically makes understanding hard topics easier."



DISCUSSIONS:

The results suggest that while AI tools are largely welcomed by international students, their effectiveness and adoption are shaped by factors such as infrastructure, prior exposure, and cultural context. This section explores how these variables influence student experiences and what they imply for future AI integration in diverse learning environments, aligning the study and objectives along with the hypothesizes, whether the responses support the hypothesis or not is being explained below:

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- **HYPOTHESIS 1: Global learners have a positive perception of AI-based educational tools in enhancing learning efficiency and engagement.**

Majority of the students reported that AI tools help with quick information access, and productivity. AI Tools like ChatGPT, Grammarly, and Coursera's AI features were actively used and appreciated. Students found AI tools engaging, especially in language learning, exam preparation, and writing support.

This supports the hypothesis that global learners positively perceive AI in education.

- **HYPOTHESIS 2: There is a significant difference in AI tool adoption among international students based on their cultural backgrounds and academic domains.**

International Students from STEM domains used AI tools more frequently and confidently than those from humanities or arts. Learners from Western and East Asian regions reported higher awareness and everyday usage of AI tools. On the other hand, the students from developing or rural backgrounds were less familiar with AI tools or relied on limited features.

These patterns affirm the hypothesis that cultural and academic contexts influence AI adoption.

- HYPOTHESIS 3: International students from developed countries find AI tools more accessible and user-friendly than those from developing countries.

Students belonging to developed countries (e.g., USA, Germany, Japan) reported easier access to AI tools through university platforms and better internet infrastructure. While the students from developing regions (e.g., parts of Africa, South Asia) expressed limitations like poor connectivity, lack of training, and language barriers in using AI tools.

This difference in usability and access supports the hypothesis and reflects the slight digital divide in global education.

- HYPOTHESIS 4: International students face challenges related to data privacy, language compatibility, and lack of human interaction in AI-driven education, and expect greater personalization and inclusivity.

Many of the respondents raised concerns about data tracking and limited interaction of AI tools. Language and accent issues were expressed. Students valued human interaction and mentorship, feeling AI cannot fully replace real-time instructor guidance but could be a great companion in education.

These insights affirm this hypothesis, revealing both challenges and clear expectations for future AI development in education.

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CONCLUSION:

This research study highlights that international students generally hold a positive perception about AI-based educational tools and see their potential to enhance learning engagement, efficiency, and personalization. However, the access and impact of these tools varies significantly across cultural, academic, and economic contexts. While students from developed regions and technical domains are more familiar and comfortable with AI tools, those from developing countries face challenges related to it.

Furthermore, students expressed a clear preference for **AI tools as a companion rather than a replacement for traditional education**, expressing the need for a balanced, human-cantered approach. The findings show the importance of inclusive design, training, and policy-level support to bridge gaps in AI-driven education. Future developments must prioritize equity, personalization, and cross-cultural adaptability to ensure AI in education benefits all learners globally.

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