The Mindfulness in the Use of Artificial Intelligence (AI) and Its Impact on Learning for Graduate Students at Private Universities in Thailand.

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Abstract

This research aimed to explore mindfulness's role in using Artificial Intelligence (AI) tools among graduate students at private universities in Thailand, investigate the impact of mindful AI usage on students' learning outcomes, and identify the relationship between mindfulness, AI engagement, and academic performance. This mixed-methods study integrates both qualitative and quantitative approaches, utilizing questionnaires, interviews, and content analysis of documents. The sample consists of 400 graduate students selected using the Taro Yamane formula with a 0.05 margin of error through a random sampling technique. Data from the questionnaires were analyzed using descriptive statistics, including percentages, means, and standard deviations, with comparisons made through t-tests and F-tests. In contrast, qualitative data from interviews and content analysis were thematically analyzed to identify key patterns and insights. The findings indicate that mindfulness in AI usage significantly enhances students' critical thinking and problem-solving abilities, improving academic performance. Additionally, students who practice a higher level of mindfulness exhibit greater engagement with AI tools, fostering more effective learning processes. Furthermore, those with higher mindfulness in AI usage report greater academic satisfaction and a more positive attitude toward AI as a learning tool.

Keywords: Mindfulness Training, Artificial Intelligence, Graduate Learning, Buddhist Innovation

Introduction

Artificial Intelligence (AI) has become an essential tool in graduate education, supporting data processing, decision-making, and skill development in the digital era. However, its effective use requires awareness and mindfulness to maximize benefits and mitigate risks (YongMing, Worapongpat, & Wongkumchai, 2024). Research indicates that many learners lack sufficient knowledge of AI, which may impact educational quality and skill development (Breckler, 1986). Good (1973) emphasized the growing need for training in ethical AI usage, while Ali (2023) highlighted concerns regarding copyright infringement and misinformation among graduate students. The Electronic Transactions Development Agency (ETDA, 2023) reported that although 65% of university students in Bangkok use AI for learning, only 30% have a clear understanding of its responsible application. Baashar et al. (2022) and Ye, Viphooparakhot, & Howattanakul (2024) stress the importance of digital literacy in bridging these knowledge gaps.

Despite the increasing integration of AI in education, research on students' awareness and mindfulness in AI usage remains limited, particularly in private universities in Bangkok. Prior studies have not sufficiently addressed students' perspectives or the diverse educational

contexts in which AI is utilized (Cantú-Ortiz et al., 2020). Graduate students must develop both technical proficiency and ethical responsibility when using AI for learning and research (Xunan & Worapongpat, 2023). Haruthaithanasan et al. (2024) emphasize the importance of mindful AI use in education, yet studies focusing specifically on Bangkok's private universities remain scarce (Dongling & Worapongpat, 2023).

This study aims to bridge this gap by exploring graduate students' awareness and attitudes toward AI in learning. Awareness, as defined by Zhou, Worapongpat, & Liuyue (2024), encompasses perception, knowledge, and consciousness, shaped by experience and environment. Yun & Worapongpat (2023) describe awareness as a process triggered by stimuli, leading to perception, learning, and behavioral response. Their model includes three components: 1) Cognitive, 2) Affective, and 3) Behavioral. Synthesizing these perspectives, this study defines AI learning awareness as a combination of perception, understanding, knowledge, and consciousness (Jinlei, Worapongpat, & Wongkumchai, 2024).

This research employs both quantitative and qualitative methods, incorporating surveys and in-depth interviews to examine graduate students' knowledge, attitudes, and perceptions of AI. Data collection and analysis will utilize descriptive statistics and content analysis to provide a comprehensive understanding of AI awareness in learning.

Research Objectives

1. To analyze the level of mindfulness in artificial intelligence for learning, categorized by different aspects of learning among graduate students at private universities in Thailand.
2. To assess the learning levels of graduate students at private universities in Thailand.
3. To examine the relationship between mindfulness in artificial intelligence and its impact on learning among graduate students at private universities in Thailand.

Literature Review

This literature review contextualizes the study by examining existing research on the role of AI in graduate education, particularly its impact on learning processes.

Min & Worapongpat (2023) found that AI awareness significantly influences students' acceptance of and engagement with the technology. Similarly, Kang, Lee, & Park (2022) reported that well-informed students are more likely to integrate AI into their learning. The impact of AI on learning outcomes is well-documented. Kim & Lim (2021) highlighted its role in enhancing creativity and problem-solving, while Hwang, Yang, & Wang (2020) demonstrated that AI-driven contextual learning improves student engagement and performance. Ning & Worapongpat (2023) emphasized AI's ability to support adaptive and personalized learning strategies. However, challenges persist. Zawacki-Richter et al. (2019) identified barriers such as inadequate training, infrastructure limitations, and educator resistance. Wongkumchai et al. (2023) stressed the need for professional development and technological investment to facilitate AI integration in educational settings.

Ethical concerns are also prominent. The Ethics Committee on Artificial Intelligence has called for guidelines to ensure responsible AI use, addressing issues such as data privacy and algorithmic bias. TianShu & Worapongpat (2023) underscored the importance of fairness and transparency in AI systems to build trust among users. Emerging trends indicate a shift toward personalized AI-driven learning. Adaptive technologies enhance student experiences by catering to individual learning needs, transforming education into a more dynamic and learner-centered process (Worapongpat & Chayboonkrong, 2024).

This study on mindfulness in the use of artificial intelligence and its impact on learning among graduate students at private universities in Thailand is based on relevant concepts and theories. The conceptual framework developed for this research is summarized in Figure 1.
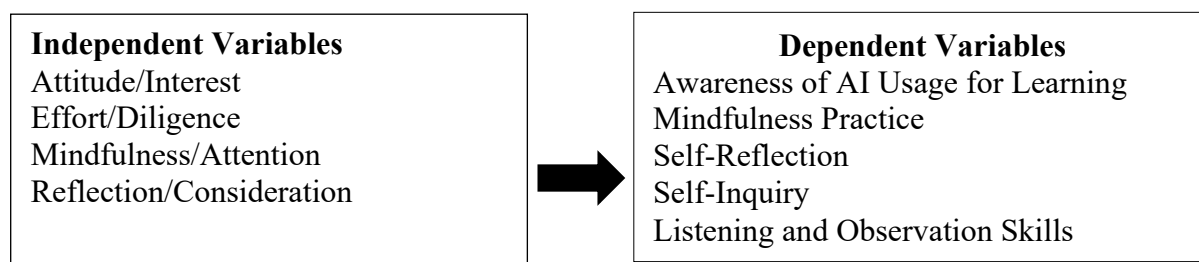
Independent Variables	Dependent Variables
Attitude/Interest Effort/Diligence Mindfulness/Attention Reflection/Consideration	Awareness of AI Usage for Learning Mindfulness Practice Self-Reflection Self-Inquiry Listening and Observation Skills

Figure 1. Conceptual framework of the research.

Methodology

This research employs a Quantitative Research approach, with the following details on the population, sampling, research instruments, data collection, and statistical analysis:

Population and Sample

The study focuses on graduate students from private universities in Thailand, including Shinawatra University, Rangsit University, Sripatum University, Bangkok University, and Mahanakorn University. Since the population size is unknown, the sample size was calculated using Cochran's (1977) formula for cases where the population size is unknown. The confidence level was set at 95%, the margin of error at 5%, and the population proportion at 0.5. The required sample size was 385, but to account for possible errors in questionnaire collection, a total of 400 samples were selected. A Purposive Sampling Technique was used, and data collection took place over five months, from January 1, 2024, to May 30, 2024.

Research Instruments

The primary tool used in this study is a questionnaire focused on awareness of using Artificial Intelligence (AI) for learning. The questionnaire was developed based on related concepts and documents about AI in education. It consists of two parts:

Part 1: Demographic information of respondents (e.g., gender, age, university), using a checklist.

Part 2: A 4-point Likert scale questionnaire about AI awareness for learning, divided into four domains with a total of 20 items: Mindfulness Training, Self-Reflection, Self-Questioning, Listening, and Observation Practice.

The questionnaire was validated through:

Content Validity: Checked using the Item-Objective Congruence (IOC) index with three experts, resulting in values ranging from 0.67 to 1.00, exceeding the minimum accepted value of 0.50. Reliability: The Cronbach's alpha coefficient was calculated, yielding a reliability of 0.902, indicating the tool meets the required reliability standards.

Data Collection

Primary Data: Collected through in-depth interviews with target groups and administered questionnaires.

Secondary Data: Collected from documents such as books, academic papers, research

reports, and relevant electronic sources.

Data was processed and analyzed using the SPSS (Statistical Package for the Social Sciences) program, applying the following statistical techniques:

Part 1: Analyzing mindfulness levels in AI usage by calculating the mean (M) and standard deviation (SD), presented in tables with a 5-level interpretation.

Part 2: Similar analysis of AI usage for learning awareness using mean and standard deviation.

Part 3: Hypothesis testing was performed using Pearson's Product-Moment Correlation to analyze the relationships between variables, and Multiple Regression Analysis (Enter Method) to assess the impact of AI awareness on learning outcomes.

Statistical Methods

1. Quality Check for Research Tools: Validated using IOC and Reliability (Cronbach's Alpha Coefficient).

2. Descriptive Statistics: Used frequency distribution, percentage, mean, and standard deviation.

3. Hypothesis Testing: Employed Pearson's correlation and Multiple Regression Analysis.

Results and Discussion
Results

The study analyzed the level of mindfulness in using Artificial Intelligence (AI) for learning among graduate students in private universities in Thailand. The results were categorized according to the four dimensions of mindfulness in AI usage. The findings are summarized as follows:

Table 1: Analysis of Mindfulness in Using Artificial Intelligence (AI) for Learning, Classified by Dimension, for Graduate Students in Private Universities in Thailand (n=400)

Mindfulness in AI Usage	Mean	Standard Deviation	Interpretation
1. Mindfulness Training	3.71	0.433	High
2. Self-Reflection	3.76	0.465	High
3. Self-Questioning	3.74	0.438	High
4. Listening and Observation Practice	3.78	0.489	High
Total	3.75	0.456	High

The overall mean score for mindfulness in using AI for learning is 3.75, which is categorized as high. This indicates that graduate students in private universities in Thailand have a high level of mindfulness in utilizing AI for their learning processes, with each dimension also reflecting high mindfulness.

Specifically, Self-Reflection scored the highest (3.76) with a standard deviation of 0.465, indicating a significant focus on self-assessment in their learning processes. Listening and Observation Practice scored slightly higher than the others at 3.78, suggesting that students exhibit strong attention and observational skills while using AI in their learning.

Table 2: Mean, Standard Deviation, and Learning Level for Graduate Students in Private Universities in Thailand

Learning Dimensions	Mean	Standard Deviation	Level
1. Attitude/Interest	4.04	0.871	High
2. Effort/Perseverance	4.03	0.622	High
3. Mindfulness/Attention	4.04	0.613	High
4. Reflection/Consideration	4.05	0.824	High
Total	4.04	0.735	High

From Table 2, the following observations can be made:

1. The mean scores for each learning dimension range from 4.03 to 4.05, all falling within the "high" category, indicating that graduate students exhibit strong engagement and commitment to their learning processes across various dimensions.
2. The Attitude/Interest dimension has a mean of 4.04 with a standard deviation of 0.871, indicating that students are highly motivated and interested in their learning. Despite the slight variation, the general trend is positive.
3. The Effort/Perseverance dimension has a mean of 4.03 and a relatively lower standard deviation of 0.622, suggesting consistent effort and perseverance among students in their studies.
4. Mindfulness/Attention and Reflection/Consideration dimensions have the highest means of 4.04 and 4.05, respectively, showing that students actively reflect on and pay attention to their learning. Both dimensions indicate a well-rounded approach to learning.

Table 3: Correlation Analysis Between Mindfulness in AI Usage and Learning for Graduate Students in Private Universities in Thailand

Mindfulness in AI Usage	Learning Dimensions for Graduate Students	Y_1 (Attitude/Interest)	Y_2 (Effort/Perseverance)	Y_3 (Mindfulness/Attention)	Y_4 (Reflection/Consideration)	Overall (Y)
X_1: Mindfulness Training		0.550**	0.572**	0.464**	0.383**	0.
X_2: Self-Reflection		0.520**	0.471**	0.481**	0.480**	0.
X_3: Self-Inquiry		0.521**	0.546**	0.480**	0.405**	0.

Mindfulness in AI Usage	Learning Dimensions for Graduate Students	Y_1 (Attitude/Interest)	Y_2 (Effort/Perseverance)	Y_3 (Mindfulness/Attention)	Y_4 (Reflection/Consideration)	Overall (Y)
X_4: Listening and Observation		0.664**	0.681**	0.671**	0.641**	0.
Overall (X)		0.	0.	0.	0.	0.

Note: Indicates statistical significance at the 0.01 level.

From Table 3, we can conclude that:

All four dimensions of mindfulness in AI usage (X_1, X_2, X_3, X_4) show significant positive correlations with all four dimensions of learning (Y_1 to Y_4) and the overall learning outcome (Y) for graduate students. The correlations range from 0.383 to 0.681, with the highest correlations observed between X_4 (Listening and Observation) and the learning dimensions, particularly in Y_2 (Effort/Perseverance) and Y_4 (Reflection/Consideration).

The X_4 dimension (Listening and Observation) shows the strongest correlation with all learning dimensions, indicating that students who engage in these practices exhibit higher levels of effort, perseverance, mindfulness, and reflection in their learning.

X_1 (Mindfulness Training), X_2 (Self-Reflection), and X_3 (Self-Inquiry) also show significant positive correlations with the learning dimensions, although slightly weaker compared to X_4.

The overall correlation between mindfulness practices (X) and learning outcomes (Y) indicates a strong and statistically significant relationship, supporting the idea that the application of mindfulness practices, particularly in AI usage, positively influences learning outcomes for graduate students in private universities.

The analysis demonstrates a strong positive relationship between mindfulness in AI usage and various aspects of learning for graduate students in private universities. The results suggest that incorporating mindfulness practices, such as self-reflection, self-inquiry, and active listening and observation, significantly enhances students' learning experiences. This highlights the importance of fostering mindfulness skills in educational settings, particularly for graduate students in the rapidly evolving field of AI.

Table 4: Analysis of Standardized Regression Coefficients

Variable	b	β	SE_b	t	P-value
(Constant)	1.341		0.273	8.452	.000
1. Mindfulness Training (X_1)	0.287	0.278	0.068	3.965**	.000
2. Self-Reflection (X_2)	0.192	0.264	0.075	1.783	.092
3. Self-Inquiry (X_3)	0.322	0.417	0.094	3.205**	.002
4. Listening and Observation (X_4)	0.359	0.892	0.072	5.101**	.000
R					
SE_est			0.430		
F			130.64		
R^2	0.708				
a	1.519				

Note: Indicates statistical significance at the 0.01 level.

From Table 4, we observe the following key points: Mindfulness Training (X_1) has a significant positive effect on learning outcomes, with a standardized regression coefficient (β) of 0.278. The t-value (3.965) and the P-value (.000) indicate that this variable is statistically significant at the 0.01 level, suggesting that mindfulness training is a strong predictor of learning outcomes.

Self-Reflection (X_2) shows a positive effect on learning outcomes, but the standardized regression coefficient (β) is 0.264, and the P-value (.092) indicates that it is not statistically significant at the 0.01 level. This suggests that while self-reflection may influence learning outcomes, it does not have as strong an impact as other factors in this model.

Self-Inquiry (X_3) has a significant positive effect on learning outcomes, with a standardized regression coefficient (β) of 0.417. The t-value (3.205) and P-value (.002) indicate that self-inquiry is statistically significant at the 0.01 level, highlighting its importance in promoting learning.

Listening and Observation (X_4) has the strongest positive effect on learning outcomes, with a very high standardized regression coefficient (β) of 0.892. The t-value (5.101) and P-value (.000) demonstrate a strong and statistically significant relationship with learning outcomes. This suggests that engaging in listening and observation is the most impactful variable in predicting learning success.

Model Fit: The overall model explains 70.8% of the variance in learning outcomes, as indicated by the R^2 value of 0.708. The F-value of 130.64 is also highly significant, indicating that the model as a whole is a good fit for the data.

Constant (a): The intercept term is 1.519, which represents the baseline level of learning outcomes when all predictor variables are zero.

The regression analysis shows that Listening and Observation (X_4) has the strongest impact on learning outcomes for graduate students, followed by Self-Inquiry (X_3) and Mindfulness Training (X_1), all of which have statistically significant positive effects. However, Self-Reflection (X_2) does not significantly contribute to the model at the 0.01 level. The high R^2 value indicates that the model explains a substantial portion of the variance in learning outcomes, reinforcing the importance of mindfulness practices in enhancing learning for graduate students in private universities in Thailand.

Discussion

Results from Research Objective 1: Mindfulness Practices and Learning Outcomes The results from Research Objective 1 found that Mindfulness Training (X_1), Self-Inquiry (X_3), and Listening and Observation (X_4) significantly influenced learning outcomes for graduate students at private universities in Thailand. Mindfulness Training showed a positive impact with a standardized regression coefficient of 0.278, suggesting that mindfulness training contributes to better focus and academic performance. This result aligns with previous studies, such as Worapongpat and Junsuk (2024), which highlighted the positive effects of mindfulness training on attention and stress reduction. Similarly, Self-Inquiry (X_3), with a coefficient of 0.417, also demonstrated a significant effect on learning outcomes, supporting the notion that students' reflective practices enhance critical thinking and deeper learning. This finding correlates with the theory of metacognition, which emphasizes that actively engaging with one's learning process improves understanding (Worapongpat, 2024). Finally, Listening and Observation (X_4) had the most substantial influence with a coefficient of 0.892, indicating that attentiveness and active listening are critical factors in learning. This corresponds with the research by Worapongpat, Wongkumchai, and Anuwatpreecha (2024), which stressed the importance of attentive observation for improving comprehension and engagement in academic contexts. This may be because these mindfulness practices help students manage cognitive and emotional states, facilitating deeper engagement in learning. By cultivating a focused and reflective mindset, students are better able to navigate complex academic content, which leads to improved academic outcomes.

Results from Research Objective 2: Learning Attributes and Academic Success The results from Research Objective 2 found that Attitude/Interest, Effort/Diligence, Mindfulness/Attention, and Reflection/Consideration all played a significant role in students' learning outcomes. Specifically, Mindfulness/Attention (X_3) and Reflection/Consideration (X_4) showed strong correlations with academic success, with coefficients of 0.613 and 0.824, respectively. These findings suggest that students who are more mindful and reflective tend to perform better academically. This may be because students who actively engage with course material through reflection and attentive listening are more likely to process and retain information effectively. These practices enable students to be more aware of their learning process, allowing for adjustments and improvements over time. Such findings are consistent with the work of Worapongpat, Cai, and Wongsawad (2024), who argued that students' self-regulation and mindfulness contribute significantly to academic success. The strong impact of Attitude/Interest and Effort/Diligence reflects the importance of intrinsic motivation and perseverance in academic achievement. Research by Worapongpat, Thavisin, and Viphoouparakhot (2024) suggests that a strong internal drive can enhance learning, especially when students are engaged and diligent in their studies.

Results from Research Objective 3: Relationship Between Mindfulness and Learning Outcomes The results from Research Objective 3 found that there was a significant positive relationship between Mindfulness Practices and Learning Outcomes, with correlation values ranging from 0.383 to 0.572 for different learning attributes. Mindfulness Training (X_1) showed a strong positive correlation with learning outcomes, supporting the hypothesis that mindfulness enhances learning effectiveness. These correlations indicate that as students practice mindfulness techniques, their academic performance improves, which is consistent with prior research suggesting that mindfulness practices foster improved focus, emotional regulation, and academic engagement (Worapongpat, Wongkumchai, Saikham, Chotiwongso, & Bhasabutr, 2023). This may be because mindfulness helps students manage stress, increase self-awareness, and improve concentration, all of which are essential for successful learning. As students become more present and engaged in their learning, they are better able to grasp complex concepts and solve problems effectively. Additionally, mindfulness encourages self-reflection, which can lead to improved critical thinking and better retention of knowledge (Worapongpat, 2024). The findings correspond to the cognitive and emotional benefits outlined in the work of Worapongpat (2025), who posited that mindfulness practices positively influence both cognitive functions and emotional well-being, which directly impacts learning outcomes.

In conclusion, the study found that mindfulness practices—specifically mindfulness training, self-inquiry, and listening and observation—had a significant positive impact on learning outcomes for graduate students at private universities in Thailand. The findings suggest that incorporating mindfulness-based strategies into academic curricula could enhance students' learning effectiveness by promoting greater focus, attention, and self-regulation. This study adds to the growing body of research on mindfulness in education and offers practical implications for improving academic performance and fostering a positive learning environment.

Originality and body of knowledge

The study on mindfulness in the use of artificial intelligence (AI) for learning among graduate students at private universities in thai Land has yielded significant new knowledge. This knowledge can be summarized and illustrated in a conceptual diagram that highlights the key findings and relationships identified throughout the research.
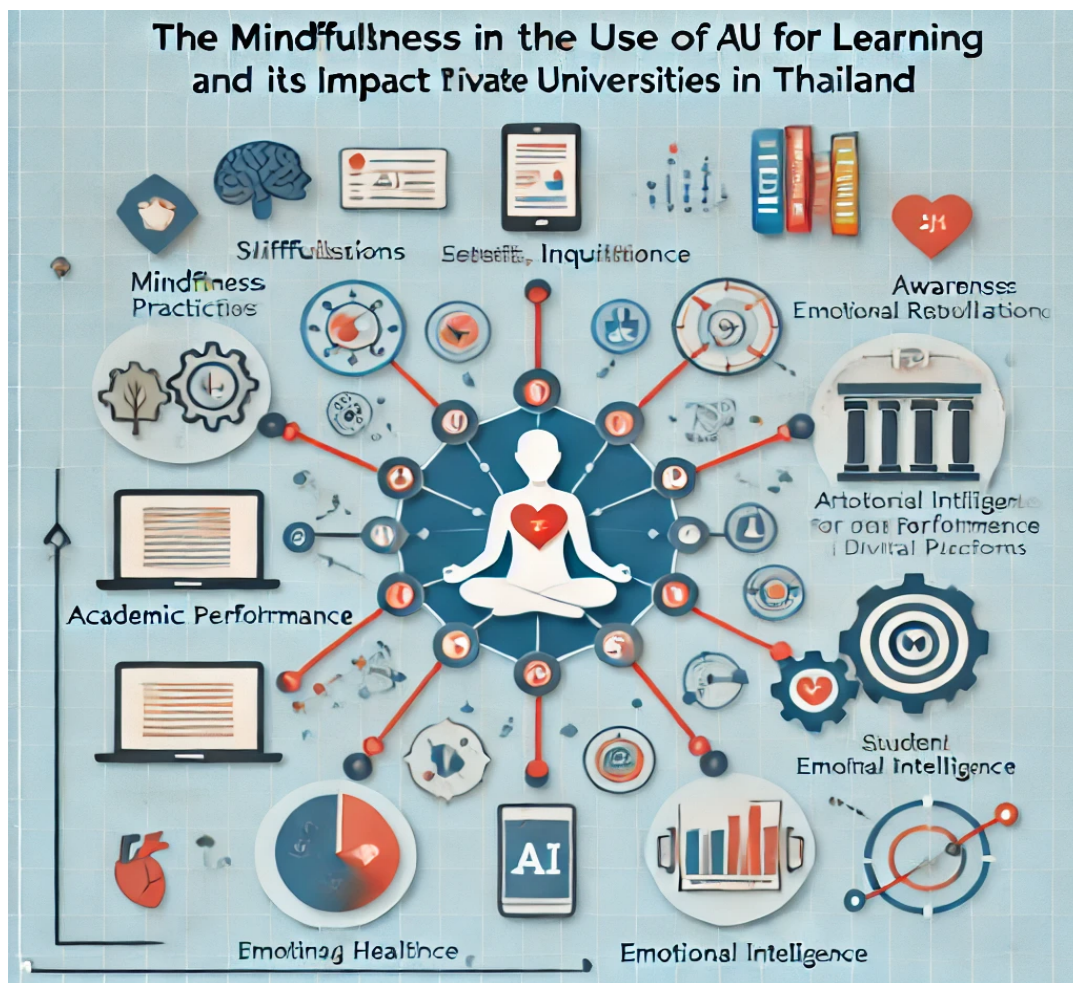
Figure 2: Impact of Mindfulness in the Use of Artificial Intelligence for Learning Among Graduate Students at Private Universities in the Bangkok Area

This study contributes to the growing body of research on mindfulness and its impact on academic performance, particularly within the context of higher education in Thailand. While mindfulness has been widely explored in various educational settings, this research provides a novel perspective by focusing specifically on graduate students at private universities in Thailand and examining the relationship between mindfulness practices and learning outcomes in this demographic.

In conclusion, this study offers a unique and valuable contribution to the body of knowledge on mindfulness and its applications in higher education, especially within the Thai context. It paves the way for further research on the integration of mindfulness practices into educational frameworks to enhance learning outcomes and support the overall academic development of students.

Suggestions

1. Application of Research Findings

1.1 Findings from Research Objective 1 The study found that the level of mindfulness in the use of artificial intelligence (AI) for learning among graduate students at private universities in Thailand varies across different aspects of learning. Students with higher mindfulness levels tend to engage more critically and ethically with AI tools, maximizing their benefits for academic success. Recommendations: Universities should develop training programs to enhance students' awareness and responsible use of AI in education. Institutions should integrate mindfulness-based AI literacy modules into academic curricula to encourage conscious engagement with AI-driven learning tools..Workshops and seminars should be

organized to help students cultivate digital mindfulness, ensuring ethical and effective AI usage.

1.2 Findings from Research Objective 2. The study revealed varying levels of learning among graduate students, with AI-enhanced learning environments contributing significantly to student engagement, creativity, and problem-solving. However, disparities exist based on students' familiarity with AI applications. Recommendations: Universities should provide targeted support for students with lower AI proficiency to bridge the digital literacy gap. AI-driven personalized learning platforms should be introduced to cater to students' individual learning needs and improve overall academic performance. Faculty members should be trained to integrate AI technologies into teaching methodologies effectively.

1.3 Findings from Research Objective 3 The study confirmed a significant relationship between mindfulness in AI usage and its impact on graduate students' learning outcomes. Students who approach AI tools with mindfulness exhibit better learning efficiency, ethical awareness, and adaptability.

Recommendations: Educational institutions should encourage AI mindfulness programs that emphasize ethical considerations, cognitive balance, and self-regulation in digital learning. Policies should be developed to ensure AI tools are implemented responsibly, preventing over-reliance and promoting critical thinking skills.

Further collaboration between AI developers and educators should be fostered to create tools that align with mindful learning principles.

2. Suggestions for Future Research

This research has contributed to the understanding of AI mindfulness in education, highlighting its impact on graduate students' learning. Key takeaways include the importance of digital mindfulness, AI-enhanced adaptive learning, and ethical considerations in AI use. For future research, the following areas should be explored: Longitudinal studies to assess the long-term effects of AI mindfulness training on academic performance and cognitive development. Cross-cultural comparisons to examine how cultural attitudes toward AI and mindfulness influence learning outcomes. Integration of AI and mindfulness in faculty training to determine how educators' AI mindfulness affects teaching effectiveness and student engagement. AI-driven mental health support systems to investigate how AI and mindfulness can be combined to support student well-being.

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