

Artificial Intelligence as a Support Tool in Journalism: A Study of Journalism Students in Mangalore City

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Abstract:

The rapid advancement of Artificial Intelligence (AI) has significantly transformed journalistic practices, redefining how news is gathered, produced, and distributed. AI-driven tools are increasingly used in newsrooms for tasks such as automated content generation, data analysis, fact checking, transcription, and audience engagement. In this evolving media environment, understanding the perceptions of journalism students toward AI as a support tool is crucial, as they represent the future workforce of the journalism industry. This study aims to examine the opinions of journalism students in Mangalore city regarding the role of Artificial Intelligence as a support tool in journalism. The research focuses on assessing students' awareness of AI applications in newsrooms, their attitudes towards human-AI collaboration, perceived benefits, and concerns related to the use of AI in journalistic practices. The study adopts a quantitative research approach, employing a structured questionnaire administered to undergraduate journalism students from selected colleges in Mangalore city. The collected data are analyzed using descriptive statistical methods. The research highlights the need for journalism education to incorporate AI literacy, practical training, and ethical awareness to prepare students for AI-assisted newsrooms.

Keywords: Artificial Intelligence; AI-Assisted Journalism; Journalism Students; Human-AI Collaboration; Journalism Education

Introduction

In recent years, Artificial Intelligence (AI) has increasingly become an integral component of media and communication industries, fundamentally reshaping journalistic practices worldwide. AI technologies such as automated content

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generation, natural language processing (NLP), and data-driven analysis tools are being deployed across newsrooms to enhance efficiency, accelerate research, and support routine reporting tasks that traditionally consumed significant time and human effort.

Studies show that journalism organizations are using AI for tasks ranging from automated reporting of structured data, transcription and translation services, to fact-checking and identifying patterns in large datasets, enabling journalists to devote more time to in-depth analysis and investigative work¹. The integration of AI into news production and editorial workflows has sparked scholarly interest in both its practical implications and ethical challenges. AI can significantly boost productivity and assist with content creation; it also raises concerns related to professional authority, ethical standards, and accuracy in news reporting². Moreover, the rapid adoption of AI tools requires journalists—and particularly journalism students preparing to enter the profession—to develop not only technical competencies but also critical awareness of AI's limitations, biases, and effects on

media integrity³. In the educational context, understanding journalism students' perceptions of AI as a support tool is crucial, as these future professionals will shape the media landscape of tomorrow. Prior research has highlighted gaps in AI literacy among student-journalists, suggesting that while many are familiar with digital platforms, they may lack comprehensive understanding of how AI integrates with journalistic norms and ethical standards⁴.

This study aims to examine the awareness, usage patterns, attitudes, and perceived impact of AI tools among journalism students in Mangalore City, thereby contributing empirical insights to the broader discourse on AI-enhanced journalism education and practice.

Objectives

1. To examine the level of awareness among journalism students about Artificial Intelligence tools used in journalism.

¹ *AI in Journalism: How Artificial Intelligence is Transforming Newsrooms*. (2025). <https://nationalskillindiamission.in/updates/4287>

² Tomás Dodds, Wang Ngai Yeung, Claudia Mellado, Mathias-Felipe de Lima-Santos. (2025). *On Controlled Change: Generative AI's Impact on Professional Authority in Journalism*. <https://arxiv.org/abs/2510.19792>.

³ Hosni Mohamed Nasr. (2025). *Educate Journalism in the Age of Artificial Intelligence: An Analytical Study Considering the Disruptive Innovation Theory*. *International Journal of Media and Mass Communication (IJMMC)*, 7(2). <https://journals.gulfuniversity.org/index.php/ijmmc/article/view/248>.

⁴ Marene A. Baslao, Godilla K. Abejaron. (2026). *Knowledge and Perception/Reception of AI Automation in Journalism Practice among Higher Education Student-Journalism*. *American Journal of Educational Research*, 14(1). <https://pubs.sciepub.com/education/14/1/3/index.html>.

2. To identify the types of AI tools journalism students are familiar with and use for academic or journalistic purposes.
3. To analyse students' perceptions of AI as a support tool in newsgathering, writing, editing, and content production.
4. To study the perceived advantages and challenges of using AI in journalism from the students' perspective.

Research Methodology

The present study adopts a Survey research design to analyse the role of Artificial Intelligence as a support tool in journalism from the perspective of journalism students. Survey method is appropriate for this study as it aims to systematically describe students' awareness, usage, and perceptions of AI tools without manipulating any variables.

The present study is carried out among journalism students in Mangalore City. The city has a considerable number of institutions offering journalism and mass communication programs, making it a suitable location for the research. Undergraduate and postgraduate students enrolled in journalism and mass communication courses from selected colleges in Mangalore City constitute the sample for the study.

A sample of 50 journalism students is selected for the study using the simple random sampling method. A structured questionnaire is used as the main tool for

data collection. The questionnaire is designed using Google Forms and includes both closed-ended and multiple-choice questions to gather quantitative data related to awareness, usage, perceptions, benefits, and challenges of AI tools in journalism.

Method of Data Analysis

The collected data is systematically tabulated and analysed using simple statistical techniques such as percentages, tables, and graphical representations. The analysis helps in interpreting students' responses and drawing meaningful conclusions.

Analysis

Table 1: Gender wise Details of Respondent

Sl. No.	Gender	Quantity	Percent
1.	Male	8	17.8
2.	Female	37	82.2
	Total	45	100

A total of 45 respondents participated in the study. Among them, 8 (17.8%) were male and 37 (82.2%) were female. This indicates that the sample was predominantly female, with more than four-fifths of the participants being women.

Table 2: Age wise Details of Respondent

Sl. No.	Age Group	Quantity	Percent
1	Below 18	1	2.2
2	18-20	23	51.1
3	21-23	18	40.0
4	Above 23	3	6.7
	Total	45	100

The majority of participants were aged 18–20 years, accounting for 23 respondents (51.1%), followed by those aged 21–23 years with 18 respondents (40%). A smaller proportion of respondents were above 23 years, representing 3 individuals (6.7%), while only 1 respondent (2.2%) was below 18 years of age. This distribution indicates that the sample was predominantly composed of young adults between 18 and 23 years, who together constitute 91.1% of the total respondents.

Table 3: Course enrolled wise Details of Respondent

Sl. No.	Course Enrolled	Quantity	Percent
1	BA	30	66.7%
2	MA	07	15.6%
3	Other	08	17.8%
	Total	45	100

The data on course enrolment shows that the majority of respondents are from the BA program, accounting for 66.7% (30 students) of the total sample. This indicates that undergraduate students form the primary group in the study. In comparison, MA students represent only 15.6% (7 students), while students from other courses make up 17.8% (8 students). The higher participation of BA students suggests that the findings of the study may largely reflect undergraduate perspectives. The relatively smaller proportion of postgraduate (MA) and other course students indicates limited representation from advanced academic levels.

Table 4: Year of Study wise Details of Respondent

Sl. No.	Year of study	Quantity	Percent
1	First year	16	35.6%
2	Second Year	9	20%
3	Final year	20	44.4%
	Total	45	100

The data regarding the year of study indicates that the largest group of respondents are Final Year students, comprising 44.4% (20 students) of the total sample. This suggests that students who are nearing completion of their course form the dominant segment of the study and may provide more mature or experienced perspectives. First Year students account for 35.6% (16 students), showing a considerable representation of newcomers who may still be adapting to the academic environment. Meanwhile, Second Year students represent only 20% (9 students), making them the least represented group.

Table 5: Awareness of AI Tools of Respondent

Sl. No.	AI tool	Quantity	Percent
1	Yes	41	91.1%
2	No	4	8.9%
	Total	45	100

The data on the usage of AI tools shows that a significant majority of respondents, 91.1% (41 students), reported that they use AI tools, while only 8.9% (4 students) indicated that they do not. This clearly demonstrates a high level of awareness and adoption of AI technology among the participants. The

overwhelming percentage of students using AI tools suggests that artificial intelligence has become an integral part of their academic or professional activities. The very small proportion of non-users indicates minimal resistance or lack of exposure to such tools.

Table 6: Details of Familiar AI Tools

Sl. No.	AI tool	Quantity	Percent
1	Chat Bots	20	40%
2	Automated news writing and editing	7	12%
3	Data analysis tool	5	11%
4	Fact checking tool	3	06%
5	Image or video editing tools	10	20%
	Total	45	100

The data on types of AI tools used by respondents shows that chatbots are the most commonly used tools, accounting for 40% (20 students). This indicates that students primarily rely on AI-powered conversational tools for assistance in academic and related tasks. Image or video editing tools are the second most used category at 20% (10 students), suggesting a considerable interest in multimedia content creation. Automated news writing and editing tools are used by 12% (7 students), reflecting moderate engagement with AI applications specific to journalism practices. Data analysis tools account for 11% (5 students), indicating limited but notable use for

research and analytical purposes. Fact-checking tools are the least used at 6% (3 students), which may suggest either a lack of awareness or lesser emphasis on verification tools among respondents.

Table 7: Details of Formal training in AI tools

Sl. No.	Training	Quantity	Percent
1	Yes	18	40%
2	No	27	60%
	Total	45	100

The data on formal training for AI tool usage reveals that a majority of respondents, 60% (27 students), have not received any formal training in using AI tools, while only 40% (18 students) reported that they have undergone structured training. This indicates that although AI tool usage is high among students, most of them are learning and using these technologies through self-exploration or informal methods rather than through institutional guidance. The lack of formal training may affect the depth of understanding and ethical application of AI tools in academic or professional contexts.

Table No. 8: Sources of Awareness among Respondents

Sl. No.	Source of awareness	Percent
1	Classroom learning	20%
2	Internet and social media	38%
3	Workshops/Seminars	11%
4	News organizations	05%
5	Friends and peers	15%

The data on sources of awareness about AI tools indicates that the Internet and social media are the primary sources, accounting for 38% of respondents. This suggests that students largely depend on digital platforms for information and updates regarding AI technologies. Classroom learning contributes 20%, showing that academic instruction plays a moderate role in creating awareness. Friends and peers account for 15%, highlighting the influence of informal discussions and social networks. Workshops and seminars contribute 11%, indicating limited exposure through structured training programs. News organizations represent the lowest source at 5%, suggesting minimal reliance on professional media outlets for AI-related knowledge. Overall, the findings reveal that students mainly gain awareness about AI tools through online platforms rather than formal educational or professional channels, emphasizing the growing influence of digital media in shaping technological knowledge.

Table No. 9: Frequency of Academic or Journalistic Purposes among Respondents

Sl. No.	Frequency	Quantity	Percent
1	Regular	11	24.4%
2	Occasionally	25	55.5%
3	Rarely	08	17.8%
4	Never	01	2.2%
	Total	45	100

The data on the frequency of using AI tools for academic or journalistic purposes

shows that the majority of respondents, 55.5% (25 students), use AI tools occasionally. This indicates that while AI tools are widely accepted, they are not consistently integrated into daily academic or journalistic activities. About 24.4% (11 students) reported regular usage, suggesting that nearly one-fourth of the respondents depend on AI tools as a routine part of their work. Meanwhile, 17.8% (8 students) use them rarely, and only 2.2% (1 student) have never used AI tools for such purposes.

Table No. 10: Purpose of Using AI Tools among Respondents

Sl. No.	Purpose of use	Percent
1	News writing	14%
2	Research and data analysis	25%
3	Editing and Proof reading	16%
4	Headline generation	05%
5	Translation and transcription	17%
6	Content generation	09%
7	Audio visual content creation	08%

The data on the purpose of using AI tools reveals that research and data analysis is the primary reason for usage, accounting for 25% of respondents. This indicates that students largely rely on AI tools to support academic research activities and analytical tasks. Translation and transcription follow at 17%, showing that AI is also valued for language-related assistance. Editing and proofreading account for 16%, suggesting that students

use AI to improve the quality and accuracy of their written work. News writing represents 14%, reflecting moderate integration of AI in journalistic content production. Content generation

(9%) and audio-visual content creation (8%) indicate growing but still limited use in creative and multimedia tasks. Headline generation stands at 5%, making it the least common purpose.

Table No. 11: Perception of AI as a Support Tool among Respondents

Sl. No.	Perception of AI	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	AI tools help journalists save time	06	27	11	01	-	45
2	AI improves accuracy and efficiency in news reporting	07	14	15	07	02	45
3	AI tools support creativity in journalism	05	21	15	03	01	45
4	AI reduces workload for journalists	08	25	10	02	-	45
5	AI enhances data-driven journalism	08	16	19	02	-	45

The perception of AI in journalism indicates a generally positive attitude toward AI tools. A majority of respondents either strongly agree or agree that AI tools help journalists save time (6 strongly agree, 27 agree), showing a strong recognition of AI's efficiency in speeding up work processes. Similarly, 8 strongly agree and 25 agree that AI reduces workload, further reinforcing the belief that AI acts as a supportive system in journalistic practice.

Regarding accuracy and efficiency in news reporting, 7 strongly agree and 14 agree, while 15 remain neutral. This suggests that although many students view AI as beneficial for improving reporting

standards, a significant proportion are uncertain about its full effectiveness. In terms of supporting creativity, 5 strongly agree and 21 agree, but 15 respondents are neutral, indicating mixed opinions about AI's creative contribution.

For enhancing data-driven journalism, 8 strongly agree and 16 agree, while 19 are neutral. This high neutral response may reflect limited practical exposure to data journalism tools. Overall, the findings reveal that students largely perceive AI as a time-saving, workload-reducing, and efficiency-enhancing tool, though some uncertainty remains about its impact on creativity and advanced journalistic practices.

Table No. 12: Impact of AI on Journalism Education

Sl. No.	Impact of Journalism Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	AI tools should be included in journalism curriculum	12	18	13	02	-	45
2	Learning AI tools will improve employability of journalism students	17	16	08	04	-	45
3	AI can replace human journalists in the future	13	15	12	04	01	45

The impact of journalism education regarding AI integration shows a largely positive attitude among respondents. A majority of students either strongly agree (12) or agree (18) that AI tools should be included in the journalism curriculum, while 13 remain neutral and only 2 disagree. This indicates strong support for formally incorporating AI training into journalism education, though a moderate number of students may still be uncertain about its necessity.

Similarly, most respondents believe that learning AI tools will improve employability, with 17 strongly agreeing and 16 agreeing. Only 4 students disagree, and 8 remain neutral. This suggests that students clearly recognize the growing importance of AI skills in the media industry and view them as beneficial for career advancement.

However, opinions are more divided regarding the statement that AI can

replace human journalists in the future. While 13 strongly agree and 15 agree, a significant number (12) remain neutral, and 4 disagree with 1 strongly disagreeing. This indicates mixed perceptions about AI's long-term role in journalism, reflecting both optimism about technological advancement and concern about job security.

Ethical Concerns and Challenges

Table No. 13: Respondents' Opinion on Whether AI-Generated News May Affect Journalistic Ethics

Sl. No.	Ethical Concerns	Quantity	Percent
1	Yes	22	48.9%
2	No	05	11.1%
3	Not Sure	18	40%
	Total	45	100

AI-generated news may affect journalistic ethical concerns regarding AI usage in journalism reveals that nearly half of the respondents, 48.9% (22

students), believe there are ethical issues associated with AI tools. This indicates a significant level of awareness about potential problems such as misinformation, bias, plagiarism, and lack of accountability. Meanwhile, 40% (18 students) reported that they are not sure, suggesting uncertainty or limited understanding about the ethical implications of AI in journalistic practice. Only 11.1% (5 students) stated that they do not see any ethical concerns, representing a small minority.

Table No. 14: Major Challenges of Using AI in Journalism

Sl. No.	Challenges	Percent
1	Lack of human judgment	30.0
2	Ethical concerns	16.0
3	Job loss	24.0
4	Accuracy issues	18.0
5	Lack of training	16.0

The major challenges of using AI in journalism shows that lack of human judgment is perceived as the most significant issue, accounting for 30% of responses. This indicates that students believe AI cannot fully replicate critical thinking, contextual understanding, and ethical decision-making that human journalists provide. Job loss is the second major concern at 24%, reflecting anxiety about automation replacing traditional newsroom roles. Accuracy issues account for 18%, suggesting doubts about the reliability and verification capabilities of AI-generated content. Ethical concerns and lack of training both stand at 16%,

highlighting worries about responsible usage as well as insufficient formal preparation to handle AI tools effectively.

Table No. 15: Perception of AI as More of a Support Tool than a Threat to Journalism

Sl. No.	A threat	Quantity	Percent
1	Yes	12	26.7%
2	No	10	22.2%
3	Not Sure	23	51.1%
	Total	45	100

The data regarding the perception that AI is more of a support tool than a threat to journalism reveals a divided and uncertain opinion among respondents. A majority of 51.1% (23 students) reported that they are not sure, indicating significant ambiguity about AI's long-term role in the field. Meanwhile, 26.7% (12 students) believe that AI functions more as a support tool, suggesting a positive outlook toward its integration in journalistic practices. On the other hand, 22.2% (10 students) view AI as a threat, reflecting concerns about job security, ethical issues, or loss of human elements in reporting.

Table No. 16: Role of AI in Journalism

Sl. No.	Role of AI	Quantity	Percent
1	Very Positive	06	13%
2	Positive	19	41.3%
3	Neutral	19	41.3%
4	Negative	02	4.3%
5	Very Negative	-	-
	Total	45	100

The role of AI in journalism indicates a generally favourable yet cautious outlook among respondents. A majority view AI positively, with 41.3% (19 students) rating its role as positive and 13% (6 students) considering it very positive. This suggests that more than half of the respondents acknowledge the beneficial contributions of AI to journalistic practices, such as improving efficiency, supporting research, and enhancing productivity. However, an equal percentage of 41.3% (19 students) remain neutral, reflecting uncertainty or balanced opinions about both the advantages and limitations of AI in journalism. Only a small minority, 4.3% (2 students), perceive AI negatively.

Conclusion

The study titled *Artificial Intelligence as a Support Tool in Journalism: A Study of Journalism Students in Mangalore City* reveals that AI has gained significant acceptance among journalism students, though accompanied by cautious optimism. The findings indicate that a vast majority of students are aware of and actively use AI tools, particularly chatbots, for academic and journalistic purposes such as research, data analysis, translation, editing, and content generation. However, the frequency of usage is largely occasional rather than regular, suggesting that AI is viewed more as a supplementary resource than a primary working tool.

The study further highlights that most students have not received formal training

in AI usage, even though they strongly support its inclusion in the journalism curriculum. A considerable number believe that learning AI tools can enhance employability, reflecting awareness of evolving industry demands. At the same time, concerns persist regarding ethical issues, job displacement, accuracy, and the lack of human judgment in AI-generated content. A significant proportion of respondents remain uncertain about whether AI poses a threat or serves mainly as a support system, indicating the need for clearer academic guidance and practical exposure.

Overall, the research concludes that journalism students in Mangalore perceive Artificial Intelligence predominantly as a supportive and efficiency-enhancing tool rather than a replacement for human journalists. While optimism about its benefits exists, uncertainty and ethical concerns underline the importance of structured training, curriculum integration, and responsible usage frameworks. Therefore, journalism education must proactively incorporate AI literacy to equip future journalists with both technical competence and ethical awareness in an increasingly digital media landscape.

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