WWW.IJRPR.COM

International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

A Study on the Influence of AI-Generated Designs on Consumer Perception

Kimaya Patil[1], Prof. Himanshu Vaidya[2]

[1](Enrolment no. PGD24077),[2]Under the Guidance
MET Institute of PGDM, Bhujbal Knowledge City, Bandra Reclamation, Bandra West, Mumbai 400050

A B S T R A C T

The study looks at how AI-generated designs affect consumer perception in the context of educational and digital content. The key objective is to understand whether AI-created visuals improve how people learn, feel, and respond, compared to traditional formats such as PPT-style videos. This research examines four key factors: visual appeal, engagement, emotional connection, and retention.

In this regard, the research applies a blended approach of both primary and secondary research. The primary data has been retrieved from a structured survey of 80 respondents who had some exposure to video formats prepared using AI and traditional methods. The quantitative approach was realized with a 5-point Likert scale for measuring understanding, attention, emotional involvement, trust, and overall satisfaction. The deeper insights into how AI affects user psychology and design perception were supported by secondary data retrieved from the literature.

The findings clearly show that AI-generated designs significantly enhance user experience. Most participants reported that AI-based visuals helped them understand concepts more, remember more information, and stay focused for longer. The respondents felt more emotionally connected, and they also found the videos more interesting and easier to follow. In fact, many said that if a website used AI-designed, brain-friendly content, they'd be much more inclined to trust such content and prefer those over others. Feedback also demonstrated that AI-generated videos felt clearer, more engaging, and less monotonous than traditional PPT-style content.

Overall, the study concludes that AI-generated designs positively shape user perception through improved clarity, recall, emotional engagement, and satisfaction. In addition, the outcomes indicate the need to balance AI technology with human ingenuity and transparency in developing meaningful and credible learning experiences.

Keywords: *Artificial intelligence, AI-generated design, AI-generated videos, consumer perception, educational video, video-based learning,*

INTRODUCTION

In today's digital era, video has become one of the most influential and widely used modes of communication. Whether it is to learn, market, entertain, or share information, video content lies at the heart of how people absorb and respond to messages. As online platforms continue to grow, people are exposed to a myriad of videos every day. The challenge now isn't just to produce content but to create content that really captures attention, emotionally connects, and favors meaningful understanding. This has become increasingly important at a time when human attention spans are declining, and competition for viewer engagement is stronger than ever.

With the rapid development of Artificial Intelligence, video creation has changed significantly. AI-based tools can produce animated visuals, scripts, voiceovers, layouts, transitions, and even the entire format of videos in just minutes. This level of speed and automation has made content creation more accessible and cost-effective. Yet, accompanying such advantages, a rather profound question arises: Do AI-generated videos influence viewers in the same way as thoughtfully designed, human-created content? Similar concerns about whether AI-generated videos can match the learning impact and emotional depth of human-designed content have been discussed by (Rahman & Naji, 2024) and in the ("As If It Was A Funhouse Mirror" Investigating Consumers' Attitudes Towards AI-Generated Videos Acknowledgement, 2024)

While AI-generated content is on the rise in education, online learning, and digital marketing, few studies have investigated how such designs influence user perception. Many AI-generated videos appear visually impressive, yet they often lack the emotional depth, cognitive structuring, and human-centered design elements that support stronger comprehension, authentic engagement, and long-term recall limitations that become especially significant in EdTech, where learning effectiveness relies on how well students can understand, connect with, and retain the material(Beautemps, 2024; Rahman & Naji, 2024).

Therefore, this study seeks to investigate how learners perceive AI-generated educational videos and whether these designs offer measurable benefits compared to traditional PPT-style formats. The research will explore the aspects of visual design, emotional cues, narration style, and interactive animation to understand how AI influences attention, comprehension, engagement, and the overall learning experience. This should provide useful insights that could help educators, EdTech platforms, and content creators to enhance the quality and impact of AI-based learning materials. The use of imagery impacts consumers' perception because it increases recall, enhances attitude toward the promoted matter, and affects behavioral intentions.(Negm & Tantawi, 2015)

The paper proceeds with a review of the literature, then describes the research methodology adopted, performs an analysis of the survey results, discusses the findings, and provides concluding insights and practical recommendations that can guide the future development and application of AI-driven educational content, particularly in enhancing digital learning experiences.

OBJECTIVES

This research forms the basis for understanding how AI-generated video designs influence consumer perceptions within education and digital learning. It scrutinizes the visual elements, communication styles, and features of design that best resonate with learners to comprehensively understand how AI-driven content shapes comprehension, engagement, trust, and the overall learning experience. Furthermore, the study compares attitudes of users toward AI-generated videos and traditional PPT-style formats in terms of variation in cognitive responses, emotional involvement, and behavioral intentions toward educational platforms.

The particular objectives of the study are as follows:

1. To understand learners' perception towards AI-designed videos.
2. To compare learning effectiveness between AI and traditional video formats.
3. Identify key AI video features that enhance attention and interest.

LITERATURE REVIEW

In today's digital era of consuming educational and marketing content, the emergence of artificial intelligence (AI) as a content generation tool has contributed significantly to transforming the way information is presented and experienced. AI has become possible to use for quick video and animation production, voiceover work, and customized learning content. But whereas this change has improved the pace and effectiveness of content production, it brings to mind a fundamental question: Can content created by AI resonate with the human mind and emotions in exactly the same way that human-created content does? This study sits at the crossroads of AI, consumer sentiment, and neuromarketing, a developing discipline that intersects neuroscience and marketing to determine how the brain is inclined to react to visual and emotional signals in media.

One of the most prevalent themes throughout the literature is the power of visual structure and animation in engaging attention and enhancing learning outcomes. In an eye-tracking study, (Beautemps, 2024) illustrated that well-structured visual pacing within educational videos greatly enhanced attention span among learners. A subsequent study by (Beautemps et al., 2025) also established that animated videos were more engaging and effective compared to the conventional static modes, such as PowerPoint lectures. This is echoed by Schnotz & Bannert (2021), who established that dynamic images decrease cognitive load, simplifying information viewing. Combined, these results indicate that visual design is more than a superficially aesthetic decision, but an important consideration in promoting cognitive engagement and recall.

Building on this, Liu et al. (2023) emphasized the function of personalization in AI-created videos. Their study indicated that learners felt more engaged with material that reacted to their needs, speed, and learning record. Becker & Lin (2022) investigated the influence of the tone of the AI-generated voiceover on viewers' perception. They discovered that human-sounding AI voices were significantly better at keeping viewers engaged than robotic or flat tones. This suggests that voice and sound design are critical in creating AI-generated content as human-like and engaging as possible.

Evidence supporting the importance of neuromarketing in content design comes from a number of recent studies. (Marques dos Santos & Marques dos Santos, 2024) utilized fMRI brain imaging to assess how audiences perceive AI-driven content and determined that videos designed according to neuromarketing principles (such as emotional pacing, gaze direction, and trust signals) induced greater levels of emotional involvement and cognitive concentration. (Deckker & Subhashini Sumanasekara, 2025), within a systematic review, highlighted the fact that AI, strategically applied, can read between the lines of subconscious behavior patterns and instruct creators on how to craft influential, human-centered experiences. This not only improves learning but also enhances content marketing results like user loyalty, trust in the brand, and emotional fulfillment.

Yet another essential component in enhancing the effectiveness of AI-made content is actual viewer feedback in real-time. (Sharma et al., 2020) merged eye-tracking and AI models to provide gaze-responsive video content to online courses, resulting in improved attention and motivation from learners. (Deng & Gao, 2023), who drew on 44 eye-tracking studies, demonstrated that eye movement tracking and emotional signals could inform the personalization of learning videos. These discoveries indicate how advanced AI methods are nowadays employed not only to present information but also to engage with people at a subconscious level.

From the consumer behaviour perspective, (Rahman & Naji, 2024) and (Laco, V. E. (2024) investigated public responses to AI-generated video material. Their research, which was grounded on the ABC model (affective, behavioural, cognitive), indicated that although most participants were interested and enthusiastic about AI videos, they also had feelings of unease based on insufficient trust and transparency. Several users had reservations regarding authenticity and ethical limits of AI-created images, particularly when they could not ascertain if the content was machine-made or human-created. This issue is even more crucial when using AI in branding or learning platforms, where trust and sincerity come into play as the most important considerations for long-term commitment.

Surprisingly, (Stamkou et al., 2025) examined how users received AI-generated content. According to them, users generally liked the functionality and look of AI designs, but slight reservations regarding security and trust persisted. (S & Ravishankar, 2025) further noted that although pleasing AI graphics enhanced client satisfaction, trust fell when the images appeared "too fake" or were perceived as lacking human touch. This serves to reinforce the need to balance automation with human-like familiarity in design.

More wide-ranging are the insights presented by (Mogaji & Jain, 2024) and (Nogueira et al., 2025), authors of a review paper on generative AI and consumer behaviour. They deduced that although AI holds immense promise for impact on attitudes, emotional understanding, and decision-making, substantial empirical research is urgently needed, particularly on the effects of visual AI content on both learning performance and marketing action in combination. Most of the studies considered approach educational involvement and consumer confidence as two distinct areas of study and seldom examine them within an integrated framework.

This is the central research gap that the current study attempts to fill. While previous research has independently investigated how AI enhances learning or impacts consumer satisfaction, few have investigated how AI-produced, neuromarketing-guided videos impact both learning efficiency and consumer activity under one framework, particularly in EdTech platforms where users are learners and potential consumers simultaneously. In addition, numerous earlier studies rely on qualitative research techniques such as interviews or small-scale user observation, which are not generalizable. There is an urgent need for quantitative, survey-based research that measures user attitudes, emotions, trust, satisfaction, and behavioral intent towards AI-generated content.

RESEARCH METHODOLOGY

To understand how AI-generated designs influence consumer perception, a well-defined and organized research process was used. The aim was to gather information directly from the applicable users in order to evaluate the impact of factors such as animation, layout, and voiceover on attention, comprehension, trust, and overall preference.

a) Research Design: Exploratory Research Design

This research is exploratory because it seeks to venture into new findings and have a better comprehension of a fairly rising topic. The topic consists of user perception toward AI-generated content a field that is yet to develop and mature hence the use of exploratory design, which does not limit the identification of patterns, opinions, and response behaviors.

b) Approach: Quantitative research approach

A quantitative research design was adopted, as the objective was to obtain numerically quantifiable data from the respondents in a systematic manner. Quantitative procedures were suitable for the analysis of numerical trends and the objective interpretation of consumer reactions.

c) Data Collection Source: Primary data

The study depended on primary data gathering, which is the process of collecting original information directly from the target market. This was important in guaranteeing that the information was first-hand, up-to-date, and relevant to the study context. The respondents were people who had previously watched AI-created educational or marketing videos giving them relevance in testing user perception within a real situation.

d) Data Collection Tool: Questionnaire

The main data collection device employed was a pre-designed questionnaire. The questionnaire contained well-designed close-ended questions designed to ensure a response from the consumer about each aspect of consumer perception be it clarity of material, visual appeal, credibility of the video, emotional appeal, and comparative choices with conventional content. This enabled respondents to answer comfortably and uniformly, and also facilitated proper aggregation and analysis of data.

e) Measurement Scale: 5-point Likert scale

A 5-point Likert scale was applied in the survey to measure the level of agreement or satisfaction with different statements. The scale ran from Strongly Disagree to Strongly Agree and assisted in the measurement of attitudes and perceptions of users towards AI-created designs in a uniform and quantifiable way.

f) Sampling Technique: Convenience sampling

The sampling technique employed was convenience sampling whereby the respondents were picked depending on their easy access and willingness to participate in the research. This was an appropriate method considering the scope and time limits of the research.

g) Sample Size: 80 respondents

The sample size comprised a total of 80 respondents, thus providing a fairly wide base of views from students, working professionals, and others aware of AI-based and conventional video content types.

h) Study Type: Cross-sectional type

The research was carried out as a cross-sectional analysis, and thus the data was gathered at once in time and not spaced out over a period of time. This enabled the capture of the immediate views and thoughts of the users towards AI-created designs, and hence the findings were applicable to current trends in the consumption of digital content.

In short, the research approach was built to make sure that first-hand relevant data could be gathered, quantified and interpreted to make meaningful conclusions regarding how AI-generated designs are viewed by consumers in education and digital media contexts.

4. DATA ANALYSIS

The purpose of this analysis is to determine how AI-generated video designs influence consumer perception in an educational context. Survey responses were analyzed to comprehend how design elements shape comprehension, emotional engagement, trust, and overall learning satisfaction among users.

Figure 1: Age distribution of respondents. A high number were within the younger age brackets, with 47.6% between 18–25 years old and 46.3% below 18 years of age, while only 6.1% fell between the ages of 25–40 years, and none were over 40 years of age. This suggests that the study expresses mainly the voices of digital-native learners who use online educational formats quite frequently. Their feedback is, therefore, especially relevant because they are the main users of EdTech platforms. Thus, their answers are relevant to explaining how AI-supported video designs influence clarity, engagement, and overall learning satisfaction. Figure 2 presents the exposure of our respondents to different types of educational videos. An overwhelming percentage, 90.2% of the total, said they had watched both traditional PPT-style videos and AI-designed videos. This supports the notion that our respondents based their opinions on first-hand comparative experiences, not because they were unfamiliar with either type of video. Such exposure strengthens the reliability of the findings and ensures judgments about strengths and weaknesses with respect to learning encounters are well-informed.

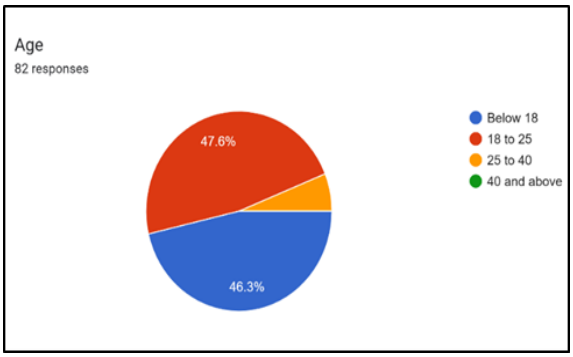

Figure 1.

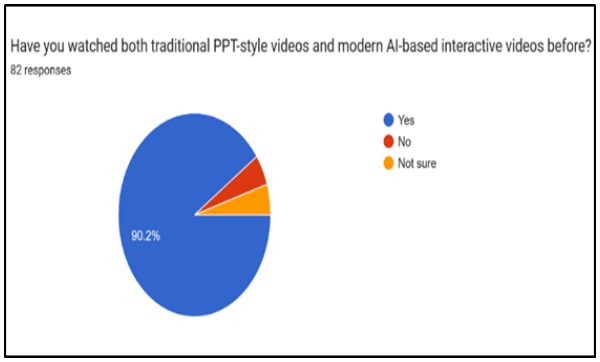

Figure 2.

Table 1

Age Group	Percentage (%)	No. of Respondents (Out of 82)
Below 18	46.3%	38
18 to 25	47.6%	39
25 to 40	6.1%	5
40 and above	0%	0

Figure 3 summarizes the respondents' perceptions of AI-designed videos about comprehension, emotional engagement, and trust. A significant number agreed that AI-generated videos enhanced their understanding and retention. This confirms the premise that structured animations, smooth transitions, and brain-friendly visual cues enhance conceptual clarity. Similarly, emotional engagement received a high level of agreement, which is expected, given that design elements such as consistent color schemes, motion graphics, and organized sequencing help sustain attention and create an immersive learning experience. Additionally, a significant number of the respondents reported increased trust in educational platforms using content that was visually more advanced and professionally designed. This would suggest that design quality improves not just learning outcomes but also contributes to brand credibility and user confidence.

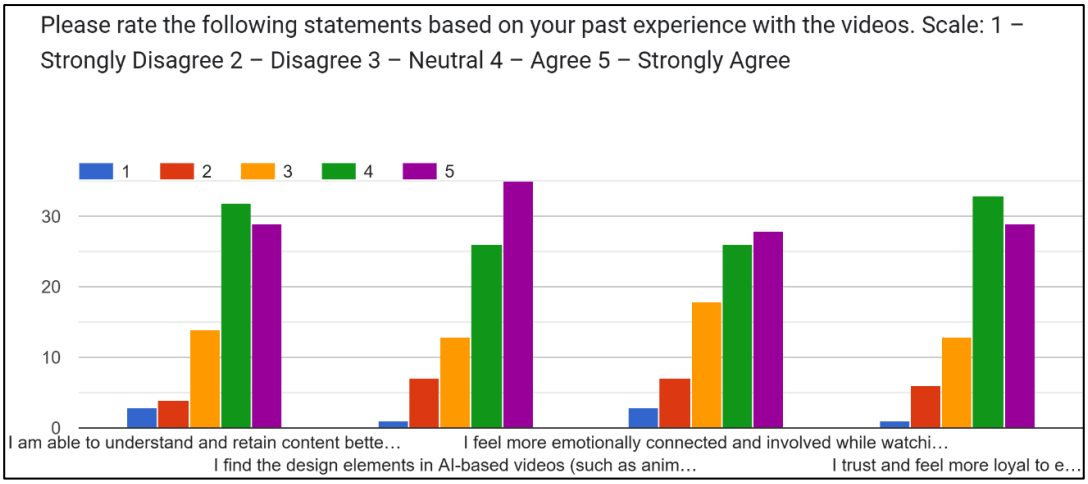

Figure 3.

Figure 4 shows learners' general assessment of AI-designed videos relative to traditional PPT-style content. Most responded that AI-driven visuals offer a more adequate learning experience. Respondents reported that the videos minimize confusion by representing ideas in a more organized and visually guided way. The second most frequent advantage concerned improvements in memory recall, as many said they remembered more from the AI-generated content. Perhaps most importantly, many would be more likely to buy or take courses if the video designs were done with AI. This points out a clear link between better visual design and consumer behaviour, where good design does correlate with intent to buy and learner engagement.

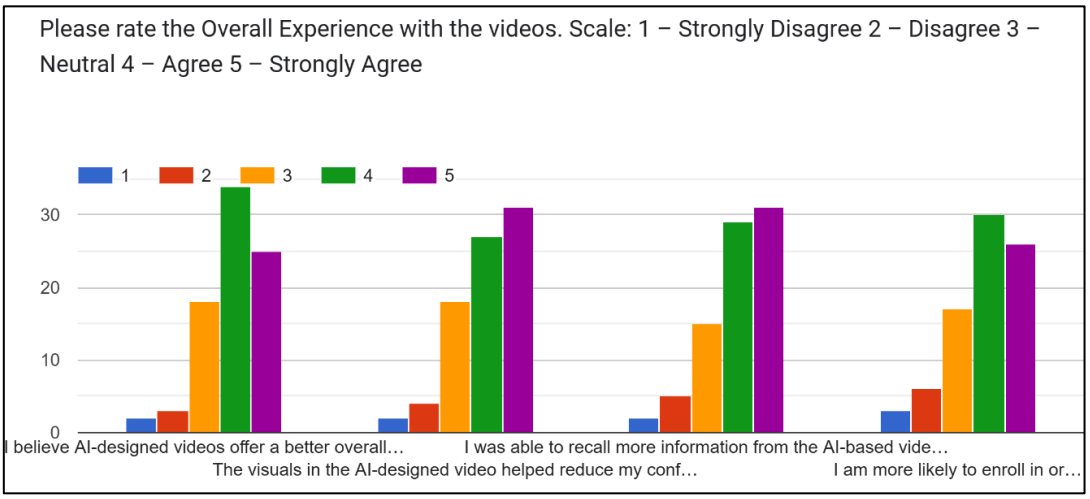

Figure 4.

The qualitative responses supported the quantitative findings. The participants described AI-generated videos as more engaging, interactive, and easier to follow than traditional slides. They underlined the reduced monotony and noticed that often, the content felt more narrative, which helped keep attention and improved retention. Although some of the respondents mentioned that certain AI visuals appeared somewhat artificial, the majority expressed a clear preference for AI-supported learning formats. The insights gleaned from Figures 1 through 4, in summation, demonstrate that AI video designs greatly enhance learner perception in improving comprehension, increasing emotional engagement, reducing cognitive confusion, enhancing memory recall, and building trust in educational platforms. Notably, the influence of AI-driven visual design extends to shaping consumer attitudes and purchase intentions beyond learning effectiveness. These findings provide substantial evidence that integrating AI-powered design elements can serve as a strategic advantage for EdTech platforms seeking to enhance user experience, strengthen credibility, and encourage greater learner participation.

FINDINGS AND DISCUSSIONS

The study aimed to investigate how AI-generated video designs would affect consumer perceptions, especially when it came to educational content. Precisely, the analysis focused on learners' understanding, emotional engagement, trust toward educational platforms, and overall satisfaction with AI-designed videos compared with traditional PPT-based formats.

The results gave a clear indication of a preference for AI-generated video designs. The majority of the respondents claimed that AI-based videos made difficult concepts easier to understand and remember. This increase in comprehension is reflected in visual learning theories, which point out the use of animations, guided transitions, and structured visual cues as principles for enhancing cognitive processing. The respondents also identified themselves as

having remained more attentive with AI-generated videos because the visuals were smoother, more colorful, and appealing. These elements helped reduce the cognitive load and, together with making the learning experience clearer, made it less monotonous than traditional, slide-based formats.

Emotional engagement emerged as a significant theme. Compared to static PPT slides, participants described the AI-designed videos as more narrative and immersive, thus creating a stronger emotional link. Emotional involvement is known to influence memory formation and learning satisfaction, and responses reflected this pattern. In addition, many learners reported having more trust in educational platforms using AI-generated visual content, perceiving them as more modern, professional, and credible. This suggests that design quality not only affects learning effectiveness but it also frames the brand perception and the platform loyalty of learners.

The comparison between traditional and AI-designed PPT-style videos yielded a consistent advantage for AI formats in aspects ranging from clarity and engagement to simplicity and emotional resonance, and even behaviors related to decision-making. Importantly, a substantial number of respondents suggested that buying and course enrollment would increase with the use of AI-designed video formats-a point supporting the commercial and strategic value of investment in AI-driven instructional design.

Collectively, these findings affirm that the objectives of the study have been effectively met. First, it has been clearly identified that the perceptions of AI-designed videos are chiefly positive in attitude. Second, the comparison of learning effectiveness showed that AI-generated videos enhance comprehension, reduce confusion, and consolidate memory recall more effectively than traditionally designed PPT-based formats. Third, the specific features that enhance attention and interest, such as animations, color schemes, pacing, transitions, and visual storytelling, were identified through the feedback provided by the participants. Overall, the findings strongly indicate that AI-based video designs have an obvious positive effect on improving learning quality and affecting customer perception. The results, therefore, suggest that the integration of AI-based visual design may significantly enhance user experience and increase trust towards educational platforms, which, in turn, has a positive influence on the learners' behavioral intentions with respect to purchase and enrollment decisions.

CONCLUSIONS

According to the findings of this research, the fact that AI-created video content is not only speedy and convenient to create but equally powerful in influencing the way users think, feel, and learn cannot be disputed. Such videos, particularly when they are made applying neuromarketing and design principles, effectively cause emotional and cognitive reactions keeping viewers attentive, making them remember the content more efficiently, and becoming more attached to the learning process.

The research reveals that AI-created videos are superior to standard formats such as PowerPoint in a number of key areas. The subjects said AI videos were more interesting, simpler to grasp, and left them with a more vivid impression. The application of storytelling, animations, smooth narration, and tailored pacing enhanced the learning experience and made it more enjoyable and effective. These elements resonate with how the human brain naturally likes to learn visually, emotionally, and interactively.

One of the most important learnings is that students nowadays are not merely passive watchers; they actively critique content quality. They like formats that are realistic, personalized, and emotionally stimulating. This paradigm shift in learner attitudes enforces the fundamental premise of neuromarketing: individuals decide and recall things not only on the basis of logic, but also because of subconscious emotional responses.

Thus, if AI content is created with human requisites in mind utilizing emotion, imagination, and intelligent visuals it can both enhance educational results and user experience. This research points towards the capability of blending technology and psychology to generate learning experiences that are not only effective but also enjoyable and authentic. AI, when applied wisely, doesn't displace the human touch; it augments it.

References

1. “As If It Was A Funhouse Mirror” Investigating Consumers’ Attitudes Towards AI-Generated Videos Acknowledgement. (2024).
2. Beautemps, J. (2024). How to Make Educational Videos More Effective: A Comprehensive Analysis of Current Practices and Possible Implications for AI-Driven Educational Videos.
3. Beautemps, J., Bresges, A., & Becker-Genschow, S. (2025). Enhancing Learning Through Animated Video: An Eye-Tracking Methodology Approach. Journal of Science Education and Technology, 34(1), 148–159. https://doi.org/10.1007/s10956-024-10162-4
4. Deckker, D., & Subhashini Sumanasekara. (2025). AI and Neuromarketing – Understanding Consumer Decision Making with Artificial Intelligence – Systematic Review. Indonesian Journal of Business Analytics, 5(2), 1929–1946. https://doi.org/10.55927/ijba.v5i2.13990
5. Deng, R., & Gao, Y. (2023). A review of eye tracking research on video-based learning. Education and Information Technologies, 28(6), 7671–7702. https://doi.org/10.1007/s10639-022-11486-7
6. Marques dos Santos, J. P., & Marques dos Santos, J. D. (2024). Explainable artificial intelligence (xAI) in neuromarketing/consumer neuroscience: an fMRI study on brand perception. Frontiers in Human Neuroscience, 18. https://doi.org/10.3389/fnhum.2024.1305164
7. Mogaji, E., & Jain, V. (2024). How generative AI is (will) change consumer behaviour: Postulating the potential impact and implications for research, practice, and policy. Journal of Consumer Behaviour, 23(5), 2379–2389. https://doi.org/10.1002/cb.2345

8. Negm, E., & Tantawi, P. (2015). Investigating the Impact of Visual Design on Consumers' Perceptions towards Advertising. International Journal of Scientific and Research Publications, 5(4). www.ijsrp.org

9. Nogueira, E., Lopes, J. M., & Gomes, S. (2025). The new era of Artificial Intelligence in consumption: theoretical framing, review and research agenda. Management Review Quarterly. https://doi.org/10.1007/s11301-025-00531-7

10. Rahman, A., & Naji, C. J. (2024). The Era of AI-Generated Video Production Exploring Consumers' Attitudes.

11. S, B., & Ravishankar, Dr. K. (2025). The Impact of Image Content Towards Client Satisfaction. International Journal for Research in Applied Science and Engineering Technology, 13(4), 4389–4393. https://doi.org/10.22214/ijraset.2025.69206

12. Sharma, K., Giannakos, M., & Dillenbourg, P. (2020). Eye-tracking and artificial intelligence to enhance motivation and learning. Smart Learning Environments, 7(1). https://doi.org/10.1186/s40561-020-00122-x

13. Stamkou, C., Saprikis, V., Fragulis, G. F., & Antoniadis, I. (2025). User Experience and Perceptions of AI-Generated E-Commerce Content: A Survey-Based Evaluation of Functionality, Aesthetics, and Security. Data, 10(6). https://doi.org/10.3390/data10060089