

## ROLE OF AI AND THE CHANGING ATTITUDES OF STUDENTS — POSITIVES & NEGATIVES

Harsh Vardhan Jajoo

Director & Professor of Practice, Nath School of Business & Technology, MGM University,

Chhatrapati Sambhajinagar

hvj@nsbtmgmu.edu.in

### ABSTRACT

This study explores evolving attitudes of students and faculty toward the use of AI in higher education. It investigates both the positive outcomes—such as improved confidence, creativity and productivity and the challenges, including over-dependence superficial learning, and ethical dilemmas. Design/methodology/approach A mixed-method design was adopted. Data was collected from 69 students and 6 faculty members at NSBT in June 2025 through structured Google Forms surveys, classroom discussions, and written reflections. Responses were analyzed using descriptive statistics, reliability analysis, and hypothesis testing. Findings Results indicate a significant rise in AI use, particularly for assignments, writing, and quick problem-solving. While students reported higher confidence and creativity, faculty observed a growing gap between polished digital outputs and genuine cognitive understanding. Both groups expressed the need for structured guidance and institutional frameworks. Originality/value This is one of the first studies from an Indian management institute that documents parallel perspectives of students and faculty on AI in the classroom, offering actionable insights for policy and practice

**Keywords:** *Artificial Intelligence, Higher Education, Student Perceptions, Faculty Perceptions, Responsible Use, Academic Integrity*

### INTRODUCTION

Artificial Intelligence (AI) is no longer at the periphery of education—it is embedded deeply in student life. While its potential is vast, it is its unintended consequences that are beginning to surface. At NSBT, we have witnessed both the promise and perils of AI integration.

One telling incident involved a student, typically responsible and conscientious, who used ChatGPT to draft a LinkedIn post about a farewell party. Unfortunately, due to incorrect input and blind copying, the post made it appear as though he was leaving the school himself—leading to confusion and personal embarrassment. I was speechless reading it. When I called the student, he immediately realized the mistake and even resolved to write a blog post to warn others.

Another growing concern is that students who are not fluent in English have begun posting and submitting highly polished work, which reflects a disconnect between their cognitive understanding and what's being produced. The mind and the paper are no longer in synchrony. This, I believe, will become the biggest struggle of the next decade and it must be addressed from school onwards.

Moreover, students are increasingly using AI tools like ChatGPT without realizing that the tool itself is not intelligent it requires intelligent questioning, clear research prompts, and contextual understanding. I am all for AI, but only if it is paired with *conscientious usage*. Inspired by the book *Conscious Capitalism*, I believe

we must coin a similarly powerful term for the AI era perhaps Conscientious AI to guide this new phase of human-technology interaction.

### Objectives

1. To assess student perceptions of AI benefits in learning.
2. To examine the link between AI reliance and shortcut behaviours.
3. To explore how responsibility and guidance needs relate to AI use.
4. To analyse faculty views on student AI use and its effects.

## BACKGROUND AND LITERATURE REVIEW

Existing literature on AI in education largely acknowledges both its positive influence and its ethical dilemmas. Studies highlight improved productivity, creativity, and access to information for students, but also report increased dependency, a decline in deep learning, and academic dishonesty. Researchers across global and Indian contexts have pointed to a “skill-performance disconnect,” where output improves but understanding remains shallow.

At the same time, several frameworks now call for integrating AI literacy into both school and college-level curricula. In India, the NEP 2020 emphasizes the importance of digital fluency, but stops short of establishing AI-specific ethical education. The present study builds upon this discourse with fresh, first-hand insights drawn from direct institutional experience—where classroom culture, real-time feedback, and behavior patterns are reshaped by AI in powerful and unpredictable ways.

Hypothesis:

H1: Students perceive AI tools as beneficial for learning, creativity and career development.

H2: High reliance on AI tools is positively associated with shortcut behaviors such as skipping difficult thinking, copying without checking and laziness.

H3: Responsible use of AI is positively associated with students perceived benefits of AI

H4: Faculty acknowledge frequent student use of AI and report both positive and negative impacts, indicating a mixed perception overall.

## RESEARCH METHODOLOGY

Research Design: Descriptive

Population: The study targeted students and faculty members of NSBT, a management institute in India.

Sample Size: Data was collected from 69 students and 6 faculty members in June 2025. After data cleaning all valid responses were retained for analysis.

Sampling Technique: Convenient Sampling

Instruments and Constructs:

Two separate but parallel instruments were designed:

1. Student Survey
2. Faculty Survey

Reliability and Validity:

1. Student constructs: Benefit scale: Cronbach's  $\alpha$  is 0.66 (acceptable for exploratory studies), Misuse scale: Cronbach's  $\alpha$  is 0.73 (good internal consistency). Convergent validity was supported: CR is 0.78 (AVE 0.47) for Benefit and CR is 0.81 (AVE 0.52) for Misuse.

2. Faculty constructs: Due to small sample size ( $n=6$ ), only descriptive consistency was assessed, not reliability testing.
3. Validity: Content validity was ensured by expert review of survey items, aligning them with the study's objectives and relevant literature.

Data Collection Instruments:

- Google Forms surveys for both students and faculty
- Excel sheets for organizing and analyzing responses
- Classroom sessions and direct conversations to add nuance and clarify insights

## DATA ANALYSIS

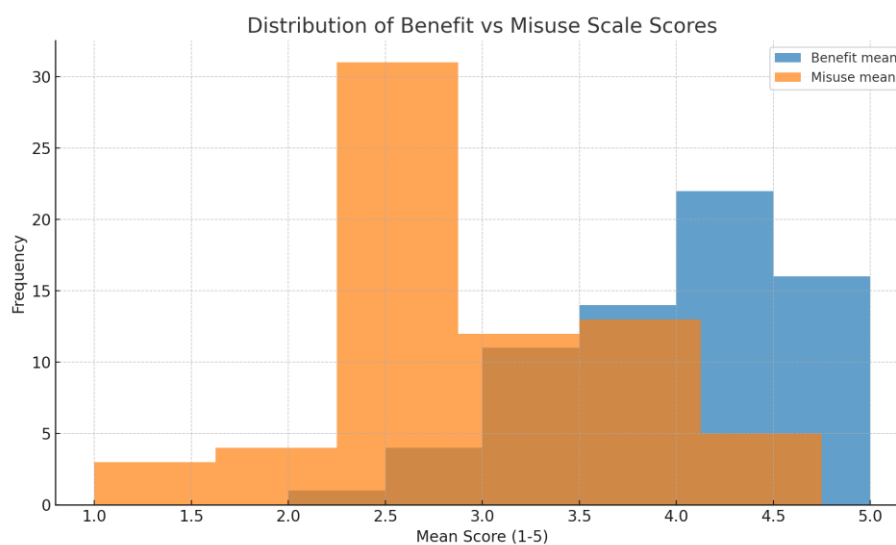
### A. Major Insights from Student Survey

| Construct / Item          | Key Finding                     | Interpretation                                                                   |
|---------------------------|---------------------------------|----------------------------------------------------------------------------------|
| AI helps learning         | 75% Agree/Strongly Agree        | Most students feel AI supports their learning process.                           |
| Builds confidence         | 50% Agree/Strongly Agree        | A majority gain confidence from AI, though not as strongly as learning benefits. |
| Enhances creativity       | 65% Agree/Strongly Agree        | Many students feel more creative using AI.                                       |
| Important for career      | 77.9% Agree/Strongly Agree      | Students widely believe AI is critical for their future careers.                 |
| Relies on AI for writing  | 35.8% Agree/Strongly Agree      | Over half admit they depend on AI for academic writing.                          |
| Skips difficult thinking  | 48.5% Agree/Strongly Agree      | About half acknowledge avoiding effort with AI support.                          |
| Copies without checking   | Only 16.2% Agree/Strongly Agree | Fewer students copy blindly, showing some caution.                               |
| Becomes lazy due to AI    | 23.5% Agree/Strongly Agree      | A minority admit becoming lazier with AI use.                                    |
| Responsible use           | 64.7% Agree/Strongly Agree      | Most students believe they use AI responsibly.                                   |
| Need for faculty guidance | 85.3% Agree/Strongly Agree      | Strong demand for structured guidance on responsible AI use.                     |

Interpretation:

Students see AI as a strong enabler of learning, creativity and career preparation. While some misuse behaviors (like skipping effort or relying too much on AI) are evident, blind copying and laziness are less common. Importantly, most students recognize the need for faculty guidance, pointing to an opportunity for institutions to provide structured frameworks and support.

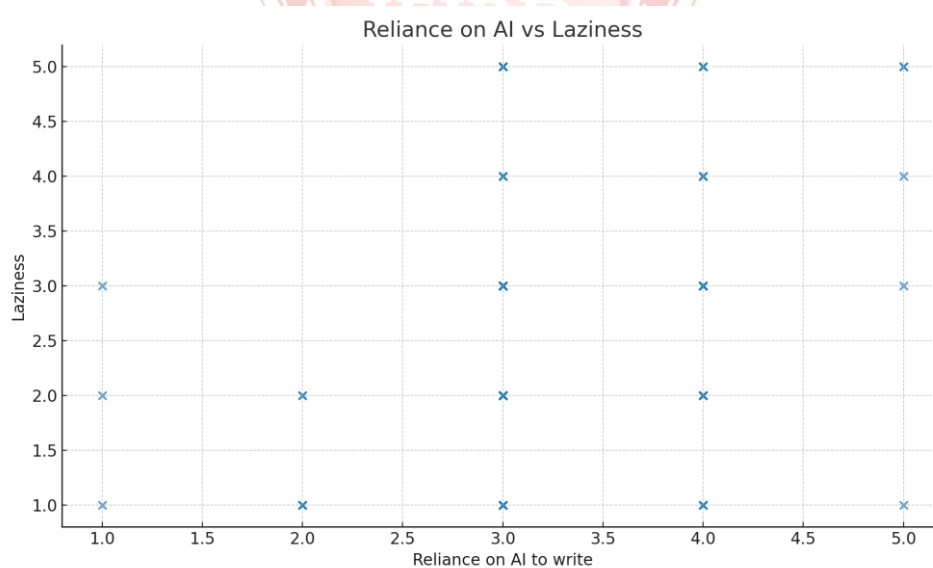
### 1. Comparison distributions of Benefit and Misuse composite scores



(Fig.1: Distributions of Benefit and Misuse composite scores)

**Interpretation:** Students generally report higher benefit scores than misuse scores, perceptions outweigh shortcut behaviors.

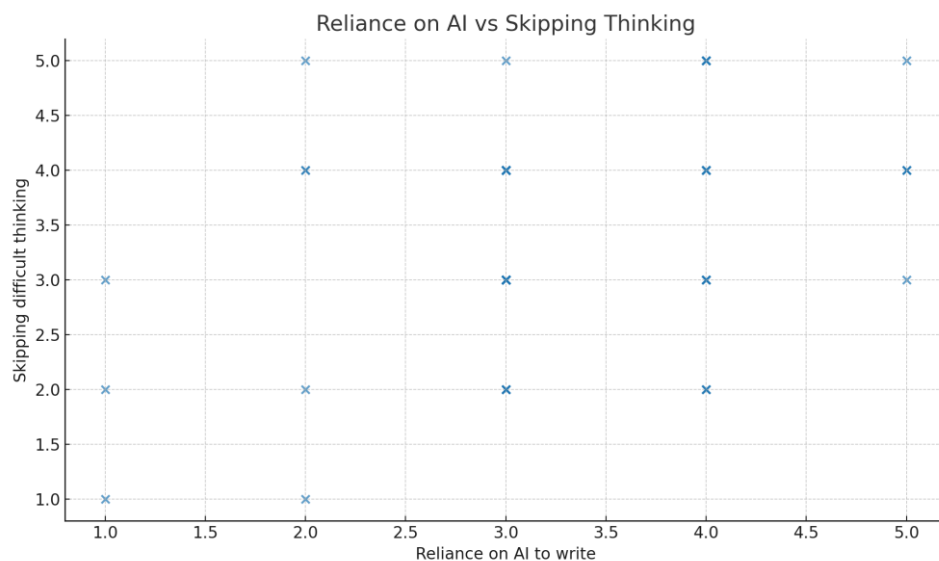
### 2. Relationship between Reliance on AI and Laziness



(Fig. 2 Relationship between Reliance on AI and Laziness)

**Interpretation:** The scatterplot shows a positive trend, suggesting students who rely on AI more often also report greater laziness.

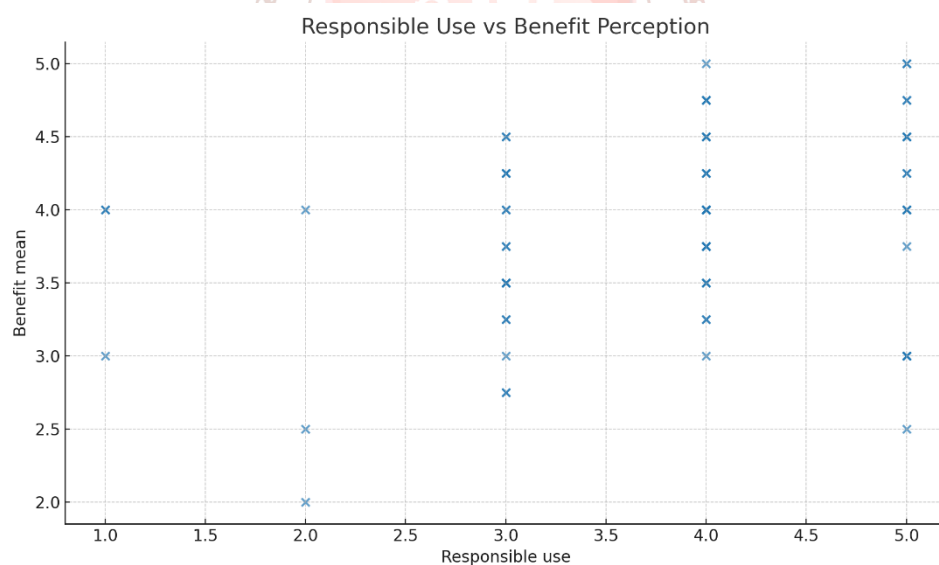
### 3. Relationship between Reliance on AI and Skipping difficult thinking



(Fig. 3: Relationship between Reliance on AI and Skipping difficult thinking)

**Interpretation:** Reliance is positively associated with skipping difficult thinking, reinforcing concerns about over-reliance.

#### 4. Relationship between Responsible use and Benefit perception



(Fig. 4: Relationship between Responsible use and Benefit perception)

**Interpretation:** A positive association suggests that students who report using AI responsibly also perceive stronger learning and career benefits.

#### B. Major Insights from Faculty Survey

| Construct / Item                            | Key Finding                | Interpretation                                            |
|---------------------------------------------|----------------------------|-----------------------------------------------------------|
| Students are using AI tools more frequently | 66.7% Agree/Strongly Agree | Faculty widely observe students using AI tools regularly. |

|                                                     |                            |                                                                                  |
|-----------------------------------------------------|----------------------------|----------------------------------------------------------------------------------|
| AI tools have improved quality of some student work | 50.0% Agree/Strongly Agree | Some faculty believe AI improves certain aspects of student writing.             |
| AI tools have reduced effort in student work        | 83.3% Agree/Strongly Agree | Faculty feel AI encourages students to put in less effort.                       |
| More cases of superficial or AI-generated writing   | 83.3% Agree/Strongly Agree | Concerns are high about superficiality and overuse of AI in assignments.         |
| Students depend too much on AI tools                | 66.7% Agree/Strongly Agree | Faculty see students as increasingly dependent on AI tools.                      |
| Adjusted teaching or assessment due to AI           | 33.3% Agree/Strongly Agree | Several faculties have changed their teaching/assessment strategies.             |
| AI can be a positive force if guided well           | 83.3% Agree/Strongly Agree | Faculty recognize AI's potential if guided properly.                             |
| Need for more discussion and policy                 | 66.7% Agree/Strongly Agree | Nearly all faculty stress the urgent need for institutional guidance and policy. |

**Interpretation:** Faculty acknowledge that students frequently use AI, but they are concerned about reduced effort, overdependence, and superficial writing. At the same time, they see potential benefits of AI in education, provided there is structured dialogue, clear policy, and faculty support mechanisms.

### HYPOTHESIS TESTING:

**H1: Students perceive AI tools as beneficial for learning, creativity, and career development.**

Test Applied: One-Sample t-test

To evaluate whether students genuinely perceive AI tools as beneficial, a one-sample t-test was performed.

Rationale: The student responses were collected on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The neutral point of the scale is 3.

Procedure: For each item within the "Benefit" construct (learning, confidence, creativity, career importance), the mean response was tested against the test value of 3.

Hypotheses Formulation:

Null Hypothesis (H0):  $\mu = 3$  (students are neutral about AI's benefits).

Alternative Hypothesis (H1):  $\mu > 3$  (students agree that AI provides benefits).

| Item                 | Mean (M) | SD   | t-value | Df (N-1) | p-value | Decision  |
|----------------------|----------|------|---------|----------|---------|-----------|
| AI helps learning    | 4.03     | 0.86 | 8.63    | 68       | <0.001  | Reject H0 |
| AI builds confidence | 3.50     | 1.01 | 3.65    | 68       | <0.001  | Reject H0 |

|                         |      |      |      |    |        |           |
|-------------------------|------|------|------|----|--------|-----------|
| AI improves creativity  | 3.75 | 0.90 | 6.11 | 68 | <0.001 | Reject H0 |
| AI important for career | 4.13 | 1.01 | 9.16 | 68 | <0.001 | Reject H0 |

(N = 69 students)

**Interpretation:** The mean scores for all four benefit-related items were significantly higher than the neutral test value of 3. This indicates that students do not hold a neutral stance, but rather agree or strongly agree that AI tools:

- Help them learn more effectively,
- Increase their confidence,
- Enhance their creativity, and
- Will be important for their future careers.

**Conclusion:** Since all items showed significant positive deviations from neutrality ( $p < 0.001$ ), the null hypothesis ( $H_0$ ) is rejected. Therefore,  $H_1$  is accepted: students perceive AI tools as beneficial for their learning, creativity and career development.

**H2: High reliance on AI tools is positively associated with shortcut behaviors such as skipping difficult thinking, copying without checking and laziness.**

Test Applied: Pearson's Correlation Analysis

Rationale: This hypothesis concerns relationships between continuous variables (Likert-scale responses). Pearson's correlation coefficient ( $r$ ) was used to test the strength and direction of association.

Hypotheses Formulation:

Null Hypothesis ( $H_0$ ): There is no correlation between reliance and shortcut behaviours ( $r=0$ ).

Alternative Hypothesis ( $H_1$ ): There is positive correlation between reliance and shortcut behaviours ( $r > 0$ )

| Reliance vs.                | R    | p-value | Decision                  |
|-----------------------------|------|---------|---------------------------|
| Laziness                    | 0.36 | 0.003   | Significant Reject H0     |
| Skipping difficult thinking | 0.29 | 0.014   | Significant Reject H0     |
| Copying without checking    | 0.18 | 0.152   | Not significant Accept H0 |

(N = 69 students)

**Interpretation:** Students who rely more on AI for writing also report higher levels of laziness and a tendency to skip difficult thinking. However, reliance on AI was not significantly linked with copying without checking, suggesting most students still apply some judgment when using AI outputs.

**Conclusion:** The hypothesis is partially accepted: reliance on AI is significantly associated with laziness and avoidance of deep thinking, but not with blind copying.

**H3: Responsible use of AI is positively associated with students perceived benefits of AI.**

Test Applied: Pearson's Correlation Analysis

Rationale: Both "Responsible use" and "Benefit perception" were measured on Likert scales. Correlation was used to test association.

Hypotheses Formulation:

Null Hypothesis ( $H_0$ ): There is no relationship between responsible use and perceived benefit ( $r = 0$ ).

Alternative Hypothesis ( $H_1$ ): Responsible use of AI is positively associated with perceived benefit ( $r > 0$ ).

| Variable Pair | r | p-value | Decision |
|---------------|---|---------|----------|
|---------------|---|---------|----------|

|                                       |      |        |                       |
|---------------------------------------|------|--------|-----------------------|
| Responsible use<br>Benefit scale mean | 0.41 | <0.001 | Significant Reject H0 |
|---------------------------------------|------|--------|-----------------------|

(N = 69 students)

**Interpretation:** The significant positive correlation indicates that students who report using AI tools responsibly also perceive greater benefits in learning, creativity and career preparation. This suggests that responsible usage enhances the value derived from AI.

**Conclusion:** Since the correlation is both positive and significant, the null hypothesis is rejected. Thus, H3 is accepted: responsible use strongly enhances the perceived benefits of AI tools.

**H4: Faculty acknowledge frequent student use of AI and report both positive and negative impacts.**

Test applied: One-sample t-tests (Likert midpoint = 3)

Rationale: Faculty responses are on a 1–5 Likert scale. To test whether the average response is above neutral, we compare each item mean to 3 (one-tailed test, H1: mean > 3).

Hypotheses Formulation:

H0: Faculty do not perceive frequent AI use or hold mixed views  $\mu = 3$  (neutral)

H1: Faculty perceive frequent AI use and hold both positive and negative views  $\mu > 3$

| Particular                        | Mean | SD   | t     | p-value | Decision                     |
|-----------------------------------|------|------|-------|---------|------------------------------|
| Students frequently use AI        | 4.00 | 1.26 | 1.936 | 0.0553  | Marginal (ns, $\alpha=.05$ ) |
| AI improves quality of work       | 3.33 | 1.21 | 0.674 | 0.2650  | Not significant              |
| AI reduces student effort         | 4.33 | 0.82 | 4.000 | 0.0052  | Significant                  |
| More superficial writing          | 4.33 | 1.21 | 2.697 | 0.0215  | Significant                  |
| Students too dependent on AI      | 4.33 | 1.03 | 3.162 | 0.0125  | Significant                  |
| Adjusted teaching due to AI       | 3.17 | 1.17 | 0.349 | 0.3706  | Not significant              |
| AI can be positive if guided well | 4.67 | 0.82 | 5.000 | 0.0021  | Significant                  |
| Need more discussion/policy       | 3.83 | 1.60 | 1.274 | 0.1293  | Not significant              |

(N = 6 Faculty)

Construct-level check (mixed impacts)

To test the “mixed” nature formally, we aggregated items into a negative impacts construct and compared it to 3 and separately tested positive potential.

| Construct                                                         | n | Mean | SD   | t     | p-value | Decision    |
|-------------------------------------------------------------------|---|------|------|-------|---------|-------------|
| Negative impacts (avg of Reduced Effort, Superficial, Dependence) | 6 | 4.33 | 0.70 | 4.671 | 0.0027  | Significant |
| Positive potential (AI positive if guided)                        | 6 | 4.67 | 0.82 | 5.000 | 0.0021  | Significant |

**Interpretation:**

1. Faculty significantly agree that AI leads to reduced effort, superficial writing and dependence (all  $p < 0.05$ ).
2. They also significantly agree that AI can be positive if guided well ( $p = .0021$ ).
3. Frequency of use is marginal ( $p = .055$ ) but aligns with the descriptive 66.7% Agree/Strongly Agree.
4. Calls for “more discussion/policy” are positive descriptively but not significant in the t-test due to small  $n$  and high variance.

**Conclusion:** Both the negative-impact construct and the positive-potential item are significantly above neutral. This statistically supports a mixed perception: faculty recognize real risks and real potential simultaneously. Therefore, H4 is accepted.

**FINDINGS****A. Student Perspective**

1. Positive Perceptions: A majority of students (over 70% in most items) agreed that AI tools help them learn better, build confidence, enhance creativity and will be important for their careers.
2. Responsible vs Misuse: Students who reported responsible use of AI also perceived greater benefits. However, reliance on AI for assignments was positively linked with skipping difficult thinking and increased laziness.
3. Need for Guidance: A substantial share of students expressed the need for more structured guidance from faculty on how to use AI responsibly

**B. Faculty Perspective**

1. Frequent Use of AI: Most faculty acknowledged that students frequently use AI in their coursework, though the statistical test only showed marginal significance due to small sample size.
2. Negative Impacts: Faculty significantly agreed that AI reduces student effort, increases superficial writing, and fosters dependence.
3. Positive Potential: Faculty also strongly agreed that AI can be a positive force if guided well, indicating recognition of its benefits alongside concerns.
4. Mixed Perceptions Overall: The construct-level analysis confirmed a dual perception—both risks and opportunities—validating the hypothesis of a balanced but cautious faculty stance.

**SUGGESTIONS**

1. Structured Guidance for Students: Develop clear guidelines and examples on how to use AI as a supportive learning tool rather than a shortcut.
2. Balanced Pedagogical Approaches: Combine AI-based learning with critical thinking exercises to prevent over-dependence and encourage deeper engagement.
3. Faculty Development Workshops: Provide training for faculty to understand AI tools, potential risks and strategies for integration into teaching.
4. Policy Framework: Establish institutional policies on acceptable AI use, including integrity standards for assignments and assessments.
5. Awareness Campaigns: Run awareness sessions for students to highlight both benefits and risks of AI, reinforcing responsible use.
9. Further Discussion:

The results underscore a growing divide between convenient knowledge generation and cognitive development. Students today are not lazy but they are being trained by default to optimize, automate, and externalize thought. While this is not inherently wrong, it becomes a problem when judgment, discipline and comprehension are no longer required for success.

We noted some positive changes among students who used AI mindfully:

- Greater confidence in drafting and writing
- More willingness to multitask and problem-solve
- Initiatives like interviewing industry mentors, showing initiative in projects

However, we also observed:

- Growing dependency on AI for expression
- Maturity gaps between digital output and emotional resilience
- Lack of understanding that AI needs well-formed inputs to give meaningful results

From a faculty side, the biggest challenge remains coordination how to align educators with shifting student behaviours, and how to foster a shared culture of responsible use. One of the lessons learned is that internal friction among faculty, if unspoken, can slow innovation. Culture-building is not a side task it is central.

And from a broader institutional perspective, NSBT has already seen its methods being copied by neighbouring institutions without always understanding the deeper “software” (values, ownership, ethos). This signals that visibility alone is not enough. Sustainability and integrity of purpose are what truly matter.

## RECOMMENDATIONS

As institutions move forward with the integration of AI into educational practice, a structured and reflective approach is critical. Based on results, researcher propose the following:

### 1. An AI Code of Conduct

Every institution must develop an AI Code of Conduct a practical, readable document to be included in:

- Student handbooks
- Faculty manuals
- Orientation sessions with parents

This code should answer basic but essential questions:

- When is AI use appropriate?
- When is it not?
- What’s the difference between *help* and *cheating*?
- What *values* should guide students when using AI?

### 5. 2. Promote Authentic Intelligence

If artificial intelligence is rising, authentic intelligence must rise alongside it. By this we mean:

- Cognitive ownership of one’s learning
- Emotional discipline in the face of technological ease
- Staying connected to real work, real thinking, real mistakes

AI should *augment* human effort—not replace it. The parallel development of technical intelligence and authentic intelligence must define the future of education.

## REFERENCES

- [1] Kumar, A. (2024). "Redefining Student Performance in the AI Era." *Economic & Political Weekly*.
- [2] Singh, R. (2023). The Rise of ChatGPT in Indian Classrooms: Tool or Temptation? *Indian Journal of EdTech*, 12(4), 55–68.
- [3] Holmes, W., Bialik, M., & Fadel, C. (2022). Artificial Intelligence in Education: Promises and Implications. *World Educational Studies*, 33(1), 20–35.
- [4] UNESCO. (2022). The Impact of AI on Education: Ethics, Challenges, and Opportunities. Paris: UNESCO Publishing
- [5] Alshahrani, H., & Ward, R. (2022). Artificial intelligence in higher education: A systematic review. *Education and Information Technologies*, 27(4), 4957–4981. <https://doi.org/10.1007/s10639-021-10759-0>
- [6] Bai, H., Hew, K. F., & Huang, B. (2021). Does artificial intelligence in education improve learning outcomes? A meta-analysis. *Educational Research Review*, 32, 100374. <https://doi.org/10.1016/j.edurev.2020.100374>.
- [7] Nguyen, A., Gardner, L., & Sheridan, D. (2021). A multi-level framework for the adoption of artificial intelligence in higher education. *Computers & Education*, 163, 104099. <https://doi.org/10.1016/j.compedu.2020.104099>.
- [8] Selwyn, N. (2019). Should Robots Replace Teachers? AI and the Future of Education. *Polity*
- [9] Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education: Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>.
- [10] Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.
- [11] Brynjolfsson, E., & McAfee, A. (2017). Artificial Intelligence: The Ambiguous Revolution in the Classroom. *Harvard Education Review*, 87(2), 164–179.
- [12] Luckin, R. et al. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson.