

A SYSTEMATIC STUDY ON ARTIFICIAL INTELLIGENCE'S EFFECTS ON STUDENTS' LIVES (WITH SPECIAL REFERENCE TO AURANGABAD CITY)

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ABSTRACT:

AI has had a significant impact on students' lives by changing many facets of their daily life and education. In certain situations, artificial intelligence (AI) can be a highly helpful learning tool. Learning is more successful when students have access to resources that are customized to meet their needs and learning preferences. AI also expedites scoring and evaluation. But there are also concerns to deal with, such the risks of depending too much on technology, issues with data privacy, and the potential for a decrease in social interaction. The effects of AI on college students and its consequences for higher education in the future are covered in this article. The rapid advancement of technology has led to the emergence of the millennial era, in which technology has become a necessity for all people, particularly young people and women. As a result, it is necessary to constantly sort out all information acquired in order to prevent negative effects because access between the worlds is easy to obtain, making it a weapon for careless people to attack an area from the next generation. This study aims to identify the different effects of technology advancements.

KEYWORDS: Artificial Intelligence, AI tools in education, Learning efficiency, Ethical awareness Plagiarism, Academic performance

INTRODUCTION

Education is only one of the many facets of contemporary life that artificial intelligence (AI) is quickly changing. For students, artificial intelligence (AI) is more than just a futuristic idea; it's a potent tool that is already changing how they study, learn, and engage with information. AI technologies are making education more accessible, effective, and customized to each student's needs.

Examples of these technologies include intelligent tutoring systems, personalized learning platforms, automated grading, and virtual assistants. It's critical to investigate how students' academic experiences, mental health, and future career prospects are being impacted by the growing integration of AI into educational institutions' systems. This article explores the complex effects of AI on student life, emphasizing both the advantages and disadvantages it poses in the current educational environment. This research paper examines how students use AI in their academic lives, the advantages it offers, and their awareness of the moral ramifications of doing so. Responses on the frequency of AI usage, the regions most affected by AI, and its effects on learning behavior and emotional well-being were gathered using a standardized questionnaire. According to the data, many students rely on AI for homework, study, and test preparation, even though the majority only use it occasionally per week. The report also emphasizes how many students are ignorant of the ethical concerns associated with the use of AI, despite the fact that it allows students to learn at their own pace and relieves stress for some. This article attempts to provide a fair assessment of how AI is affecting academic routines, mental health, and future preparedness by examining student reactions. It also emphasizes the significance of responsible and knowledgeable AI use in educational settings.

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REVIEW OF LITERATURE:

Aniella Mihaela Vieriu and Gabriel Petrea (2025) Analyze how artificial intelligence (AI) affects students' academic growth. This study offers a thorough analysis of how students' learning experiences and academic achievement are impacted by AI integration.

Chunpeng Zhai, Santoso Wibowo & Lily D. Li (2024) examines the growing worry about students' over dependence on AI dialogue systems in learning environments, with a focus on how this impacts cognitive abilities like critical thinking and decision-making. According to the study, diminished cognitive engagement is largely caused by ethical concerns related to AI, such as blind faith in its results.

Shan Wang, Fang Wang, Zhen Zhu, Jingxuan Wang, Tam Tran & Zhao Du (2024) gives a thorough introduction of AI in education (AIED), examining important application areas, research topics, and approaches through an analysis of more than 2,000 papers. It shows key applications of AI, including student profiling, intelligent evaluation, and individualized teaching. Along with highlighting gaps and unexplored regions, the study also reveals a broad spectrum of applied theories and transdisciplinary research contexts. All things considered, it provides insightful advice for academics and researchers who want to comprehend and advance the topic of AIED.

Holmes, Bialik, and Fadel (2021) examined the ways in which AI tools improve academic assistance. Their study looked at how students' academic performance was affected by AI-based technologies like Grammarly, virtual assistants, and AI instructors. The results demonstrated how these tools help students with writing, comprehension, and problem-solving. Additionally, they offer 24-hour academic support so that students can study on their own. The authors came to the conclusion that by providing scalable, individualized learning support, AI promotes increased student engagement, confidence, and academic performance.

Lastly, Selwyn (2019) presented a cautious perspective on the use of AI in education. He expressed concerns about the loss of interpersonal interactions and the crucial role that human judgment plays in pedagogy, and he questioned whether AI could or should replace human teachers. His investigation demonstrated how algorithm-driven systems could weaken the social components of learning and perpetuate current disparities. Selwyn came to the conclusion that AI should assist teachers rather than take their position.

OBJECTIVES OF THE STUDY:

1. To explore how students use AI in their academic routine.
2. To identify key benefits that students gain from using AI in their life.
3. To evaluate awareness of AI related ethical issues.

RESEARCH METHODOLOGY

In order to investigate how Artificial Intelligence (AI) impacts students' academic habits, the advantages they enjoy, and their knowledge of ethical issues surrounding AI usage, this study employs a quantitative research approach.

- **Research Design:** - A structured questionnaire was used to collect data using a descriptive survey method. This design was used in order to gather precise, quantifiable answers about how students utilize and view AI in the classroom.
- **Participants:** - Purposive sampling was used to recruit 100 undergraduate students from several Aurangabad City colleges for the study. These students were selected based on how well-versed they were in using AI tools in their academic pursuits, guaranteeing that they were pertinent to the goals of the study.
- **Data Collection Tool:** - A questionnaire was used to collect data. Three main topics were covered in the questions: the frequency and intent of employing AI; the advantages of doing so; and knowledge of ethical concerns including plagiarism and data protection.
- **Data Collection Process:** - The chosen students received the questionnaire immediately. The goal of the study was explained to them, and they were given the assurance that their answers would be kept private. For consistency, responses were gathered within a predetermined window of time.

DATA ANALYSIS AND INTEPRETATION

Table 1- Demographic Profile

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	45	45.3%
	Female	55	54.7%
Education Level	Undergraduate (UG)	60	60%
	Postgraduate (PG)	40	40%
Age Group	18–20 years	36	36.7%
	21–23 years	47	46.7%
	24–26 years	17	16.6%
Stream of Study	Arts/Humanities	30	30%
	Science	27	26.7%
	Commerce/Managem ent	23	23.3%
	Computer Applications/IT	20	20%

(Source: Primary data)

INTERPRETATION

Compared to male students (45.3%), a somewhat higher percentage of female students (54.7%) took part in the study. Since UG programs often have larger enrollment rates, the sample contains more UG students (60%) than PG students (40%), which is typical of academic groups. The bulk of students (46.7%) are in the 21–23 age range, which is typical for early PG and final-year UG students. Early UG learners are PROBABLY represented by students between the ages of 18 and 20 (36.7%). In the 24–26 age range, a lesser percentage (16.6%) can represent PG students or those who have taken vacations from their studies. Despite having a non-technical background, students from Arts/Humanities make up the largest sector (30%), indicating a great interest or curiosity about AI. A sizable fraction is also made up of the science and commerce/management streams (26.7% and 23.3%, respectively). Even though they are fewer, students from Computer Applications/IT (20%) are probably better familiar with AI technologies.

Table 2- Key Benefits of Using AI – Student Perspectives

Benefit of AI Usage	No. of Students (n)	Percentage (%)
Enhanced Academic Achievement	65	65.3%
Boosts Efficiency and Saves Time	70	70%
Availability of Quick Assistance and Clarifications	60	60%
Improved Originality and Presentation Quality	50	50%
Customized Education	43	43.3%
Lessens Stress in the Classroom	47	46.7%
Enhanced Technical and Coding Proficiency	27	26.7%
Assistance with Languages and Translation	25	25.3%
Improved Time Management	20	20%

(Source: Primary data)

INTERPRETATION:

The majority of respondents (70%) stated that AI improves their overall productivity and saves time, underscoring the technology's ability to streamline academic workload and study procedures. Furthermore, 65.3% of respondents stated that AI had increased academic performance, demonstrating its efficacy in raising comprehension and results. 60% of students valued having access to immediate assistance and clarifications, indicating that AI solutions like chatbots and virtual tutors are essential for facilitating timely learning. Because of design tools, content generators, and editing software, half of the participants (50%) said AI improved their creativity and presentation quality. AI allows for customized educational paths, as seen by the 43.3% of respondents who acknowledged personalized learning experiences. Additionally, 46.7% of students said that AI lessens academic stress, perhaps by providing greater academic help and planning. Even though just 26.7% of respondents said AI improved their technical and coding abilities, and 25.3% said it helped with language support and translation, these numbers nevertheless show a significant influence on skill growth. Finally, 20% of students thought AI products helped them manage their time more effectively. All things considered, the evidence shows that AI is generally seen as a beneficial and encouraging factor in students' educational experiences, with specific advantages in efficiency, academic support, and individualized learning.

Table 3- Awareness of AI-Related Ethical Issues (n = 100)

Ethical Issue	Aware (n)	Aware (%)	Not Aware (n)	Not Aware (%)
Plagiarism & Academic Misuse	65	65.3%	35	34.7%
Data Privacy	68	45.3%	55	54.7%
Algorithmic Bias	38	25.3%	75	74.7%
Over-Reliance on AI	45	30%	70	70%
Lack of Transparency	30	20%	80	80%
Informed Consent	27	18%	82	82%

(Source: Primary Data)

INTERPRETATION:

While 34.7% of students are unaware of this, the majority of students (65.3%) are aware of plagiarism and academic misuse related to AI tools, suggesting a general awareness of academic integrity. Only 45.3% of students said they were aware of data privacy issues, indicating that over half of the respondents are unaware of the dangers of AI platforms collecting or abusing personal data. There is a lack of knowledge about how these tools are trained and function, as evidenced by the even lower awareness of algorithmic bias, with only 25.3% admitting that AI systems can reflect or reinforce societal disparities. Furthermore, just 30% of students worry that relying too much on AI tools could impair their capacity for critical thought and unique idea generation.

Only 20% of people are aware that AI systems lack transparency. Finally, with only 18% awareness, informed consent that is, comprehending and accepting the rules of utilizing AI tools was the least acknowledged ethical concern. Students frequently interact with AI systems without fully knowing how their data might be used or shared, as evidenced by this disregard for consent. Overall, students show little knowledge of larger ethical ramifications, despite being aware of immediate ethical dangers like plagiarism. This highlights the critical need for organized instruction on AI ethics, digital rights, and responsible technology usage in academic settings.

Table 4- Positive and Negative Impacts of AI in Education

Impact of AI	No. of Students	Percentage (%)
Enhanced Academic Achievement	65	65.3%
Boosts Efficiency and Saves Time	70	70%
Availability of Quick Assistance and Clarifications	60	60%
Improved Originality and Presentation Quality	50	50%
Customized Education	43	43.3%
Lessens Stress in the Classroom	47	46.7%
Enhanced Technical and Coding Proficiency	27	26.7%
Assistance with Languages and Translation	25	25.3%
Improved Time Management	20	20%

(Source: Primary data)

INTERPRETATION

According to 100 students' replies, AI is significantly improving their educational experiences. Seventy percent of students said AI makes their study routines more efficient and simplified, saving them time. Furthermore, 65.3% of respondents cited enhanced academic performance as a result of AI tools like Grammarly, ChatGPT, and other AI-based learning platforms that help with comprehending difficult topics and improving writing and problem-solving abilities. Additionally, 60% of students thought AI was helpful for getting immediate assistance and clarifications, enabling them to study on their own and at their own speed. While 43.3% of respondents stated that AI enables customized learning experiences based on individual needs, half of the respondents (50%) agreed that AI tools improve creativity and presentation quality.

It's interesting to note that 46.7% of students claimed that AI helps them better manage their workloads and deadlines, which lessens academic stress. However, only 25.3% of students mentioned benefits connected to language support or translation, suggesting that these aspects may be underutilized or less accessible. Only 26.7% of students indicated that AI enhanced their technical or coding skills. Furthermore, just 20% of respondents said AI helped them manage their time better, indicating that although AI can help with learning, time discipline may still require habits and personal effort. Overall, the data shows that students are strongly inclined to use AI for academic support; they are especially satisfied with efficiency, performance, and learning support. However, there are still several areas particularly skill development and strategic time management where awareness and application of AI should be improved. This necessitates the integration of AI tools with ethical and critical thinking guidelines in a balanced manner.

AI fosters innovation, creativity, and acceptance of novel or inventive ideas. Technology can be used as a tool to enhance connection, communication, and the use of technology through design and implementation by human resources that are always sensitive to the advancement of science and technology (IPTEK). Teachers and lecturers play a crucial role in mentoring their pupils, and technology cannot take their place. Artificial Intelligence (AI) technology can therefore be used as a second media and a recommended tool for raising learning standards. The promise, implications, and constraints of AI-based technologies need to be better understood in a morally sound manner. People must do this in order to make the most of digital technology and get ready for its difficulties. Through the use of digital tools to support learning, the research has examined and discussed digital process activities that comprise three stages: digitalization, digitalization, and digital transformation.

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