

**ADOPTION & IMPACT OF AI IN DAILY STUDY HABITS OF GENZ COLLEGE STUDENTS****Mrs. Ujwala S. Pawar**

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**ABSTRACT**

*Technological advancements have significantly transformed everyday life, with Artificial Intelligence (AI) emerging as a powerful tool across multiple sectors, including education. AI refers to systems capable of performing tasks that require human-like intelligence, such as learning from data, understanding language, problem-solving, and decision-making. In the educational domain, AI-driven tools utilize algorithms and data to generate intelligent outputs such as predictions, recommendations, and personalized learning support. Compared to conventional education, which primarily relies on classroom instruction, textbooks, and manual evaluation, AI-enabled learning environments offer flexible, adaptive, and student-centered approaches.*

*This study examines the adoption and impact of AI technologies among Generation Z undergraduate students in higher education. AI tools such as chatbots, intelligent tutors, educational applications, and automated assessment systems support individualized learning by tailoring content to students' pace and comprehension levels. These tools facilitate immediate doubt resolution, simplified explanations of complex concepts, efficient note preparation, and exam readiness through quizzes, practice tests, and revisions. Additionally, AI assists in improving writing skills through grammar checks and content enhancement, thereby supporting overall academic development.*

*The objectives of this research include assessing the extent and frequency of AI adoption among undergraduate students, identifying commonly used AI applications for academic tasks, and evaluating the relationship between AI usage and study behaviors such as learning efficiency, time management, and perceived academic performance. Furthermore, the study explores student attitudes toward the usefulness of AI in learning and proposes evidence-based recommendations for its ethical and pedagogically sound integration into higher education curricula. The findings aim to contribute to informed decision-making regarding the responsible use of AI in academic settings.*

**Keywords:** AI [Artificial Intelligence], Generation Z [GenZ], study habits.

**INTRODUCTION**

Technological advancements lead to transformations in the everyday lives of individuals. The AI is a system that carries out tasks requiring human-like intelligence, such as learning from data, comprehending problems and resolving them, understanding language, and making decisions. AI employs algorithms and data to analyze issues and scenarios, generating smart results like forecasts, suggestions, or actions. Currently, AI is extensively utilized in sectors such as voice assistance, healthcare, education, and business to enhance work efficiency.

Conventional education primarily relies on classroom instruction, textbooks, and additional resources accessible online. Learning is initiated by the teacher, and questions are typically resolved during class time alone. Evaluation and assessment are conducted by hand. Conversely, research utilizing AI employs digital resources, online platforms, and intelligent applications that offer tailored learning techniques based on the student's requirements. AI enhances education by making it more engaging, effective, and user-friendly in comparison to conventional methods of learning. AI assists students in learning intelligently and individually, as educational content is tailored to each student's speed and comprehension. Online resources such as tutors, chatbots, and educational apps assist students in resolving questions immediately.

AI aids students in grasping concepts by offering straightforward explanations and illustrations. It can be extensively utilized for resolving doubts, enabling students to receive immediate answers beyond the classroom as well. AI tools aid in creating notes and condensing extensive study materials. Students can utilize AI for exam preparation by incorporating practice tests, quizzes, and revisions, among other resources. It assists students in examining study plans and enhances writing abilities by verifying grammar and offering suggestions for improvement.

**OBJECTIVES**

1. To assess the extent and frequency of Artificial Intelligence (AI) adoption among Generation Z undergraduate students in higher education.
2. To categorize and identify the prevalent AI applications utilized for specific academic tasks, such as research, writing, and problem-solving.
3. To evaluate the correlation between AI integration and student study behaviors, focusing on perceived learning efficiency, time allocation, and self-reported academic achievement.
4. To investigate student attitudes and perceptions regarding the functional benefits and perceived usefulness of AI in enhancing the learning experience.
5. To formulate evidence-based recommendations for the ethical and pedagogically sound integration of AI tools within the higher education curriculum.

**REVIEW OF LITERATURE**

1. Identifying the opportunities and challenges of artificial intelligence in higher education: a qualitative study- Fateme Jafari, Ahmad Keykha [2023]-This study used a **qualitative research approach** and followed the **six-step thematic analysis method** proposed by Braun and Clarke (2006). The participants were **15 PhD students specializing in Artificial Intelligence** from **Tehran University** during the years **2022–2023**. These participants were selected using **purposive sampling** because of their expertise in the field, and data was collected through **interviews**. The study identified various **opportunities created by AI in higher education**, which were grouped into **eight sub-themes**. These included benefits for faculty members, students, teaching and learning processes, assessment methods, and the development of educational, research, management structures, and academic culture. Along with these opportunities, the study also identified and categorized the **challenges** associated with the use of AI in higher education. However, the study has some limitations. The sample size was small and limited to **AI PhD students from Tehran University**, which restricts the generalization of results. Additionally, some students could not participate due to involvement in research projects or academic migration. The originality of this research lies in its **detailed identification of both opportunities and challenges of AI** at different levels of higher education. The findings add value to existing knowledge and help researchers better understand the **future impact of AI on higher education**.
2. Sarwari and Mohd Adnan (2024) conducted a study to assess how effective Artificial Intelligence (AI) and AI-related technologies are in the daily learning activities of undergraduate students in a diverse university environment. This study examined the **effectiveness of Artificial Intelligence (AI)** in the daily academic activities of undergraduate students in a modern university setting. The participants were **13 Indonesian undergraduate students** who took part in a **two-week mobility program in Malaysia**. Data was collected using a **survey questionnaire** prepared with the support of existing literature and ChatGPT. The questionnaire included **structured and open-ended questions**, and the data was analyzed using **SPSS statistical tests**.

The results showed that **most students (92.3%) had already used AI** in their daily educational activities. The study found a **strong positive relationship** between students' attitudes toward AI and their experience with AI, as well as between attitudes toward AI and the perceived effects of AI on education. Responses to open-ended questions revealed that students believed AI tools, especially **ChatGPT**, were helpful for completing assignments quickly and accessing information at any time and from any place. Overall, the study concluded that **AI and AI-based technologies have the potential to transform various aspects of modern education** by improving learning efficiency and supporting students in their academic work.

3. **"Artificial Intelligence in Everyday Life 2.0: Educating University Students from Different Majors"** by **Maria Kasinidou, Styliani Kleanthous, Matteo Busso, Marcelo Rodas, Jahna Otterbacher, and Fausto Giunchiglia** presented at the **ITiCSE 2024 conference**. This study presents an **experience report** on an introductory AI course offered to students from **different academic backgrounds**. The course included **assignments and quizzes** that helped students gain practical experience with AI processes and understand how AI systems learn. The study also reviewed **course evaluations and student performance**, which

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showed improved understanding of AI concepts. Based on the teaching experience, the authors shared important insights and discussed **future plans** for improving AI education in higher education.

#### 4. Trust in artificial intelligence rationale for implementation in students' daily lives

By Elżbieta Kacperska, Jakub Kraciuk, Katarzyna Łukasiewicz, Nataliya Horin the book mention that according to the European Parliament, an Artificial Intelligence (AI) system is a machine that can work with different levels of independence and can produce results such as predictions, recommendations, or decisions that influence real or digital environments. Recent data from the Pollster Research Institute (June 2023) shows that most people in Poland (94%) are familiar with the term artificial intelligence. As AI continues to develop, it is becoming an important part of everyday life and is attracting the interest and opinions of ordinary people. However, despite high exposure to the concept of AI, the general public has a **low level of understanding** of how AI works and how it can be used in daily life. Younger people and individuals with higher education tend to have better awareness of AI, but even they report only **low to moderate understanding**. Research suggests that **knowledge and understanding of AI are essential for building trust**, acceptance, and regular use of AI in everyday activities. This chapter focuses on explaining the **role and importance of AI in students' daily lives**, their willingness to use AI-based technologies, and their level of confidence in this technology.

#### Research design

The research utilizes a quantitative methodology, employing surveys to gather data from both undergraduate and postgraduate students. The quantitative approach is effective for analyzing the relationships among variables and making generalized inferences.

#### Population and Sampling

The focus population includes Generation Z university students (ages 17–26) currently enrolled in higher education institutions.

- **Sample Size:** 736 participants.
- **Sampling Technique:** A convenience sampling method was implemented to engage a diverse demographic of students through online academic networks. This non-probability sampling strategy was selected for its practicality and effectiveness in collecting a significant number of responses from the student population.

#### Data Collection Sources

The study integrates both primary and secondary data to ensure a robust analysis:

- **Primary Data:** Data was collected via a structured digital questionnaire administered through Google Forms. The instrument included:
  - **Categorical Questions:** To identify demographic profiles and specific AI tools used.
  - **5-Point Likert Scales:** To measure student attitudes, ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*, regarding perceived benefits and ethical concerns.
- **Secondary Data:** A comprehensive literature review was conducted, drawing from peer-reviewed journals, conference papers, institutional reports (e.g., UNESCO, FICCI), and contemporary academic books to establish a theoretical framework for AI in education.

#### Data Analysis

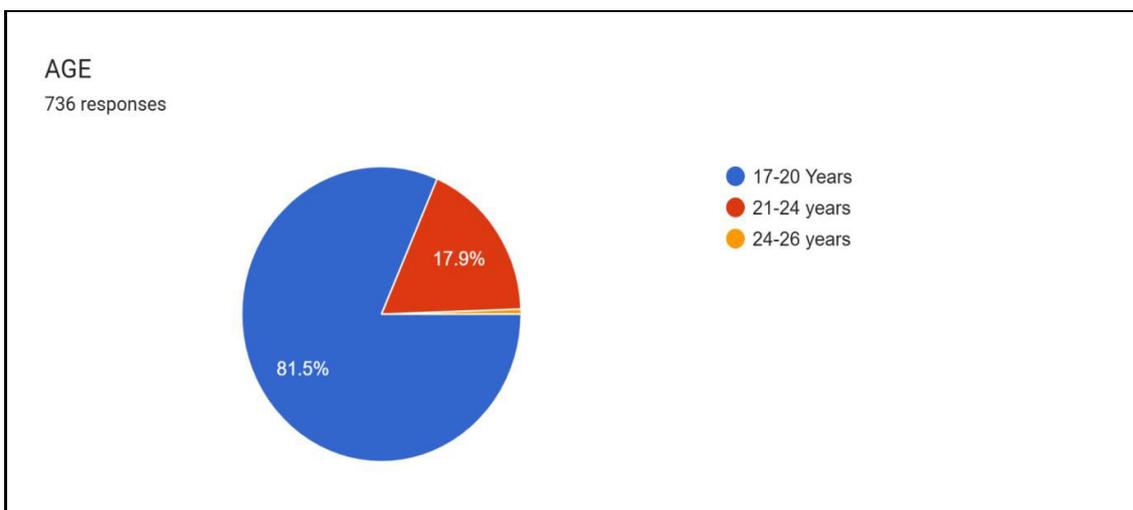
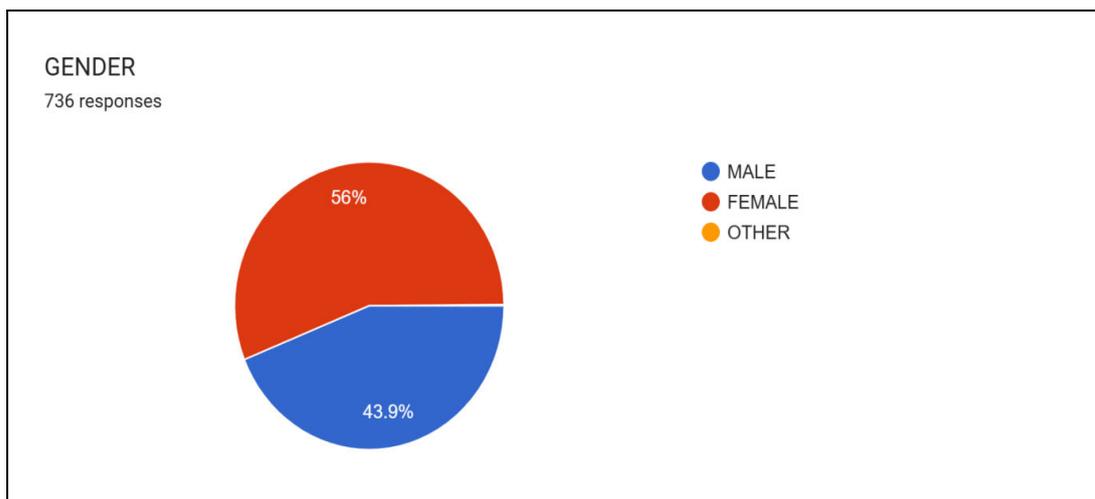
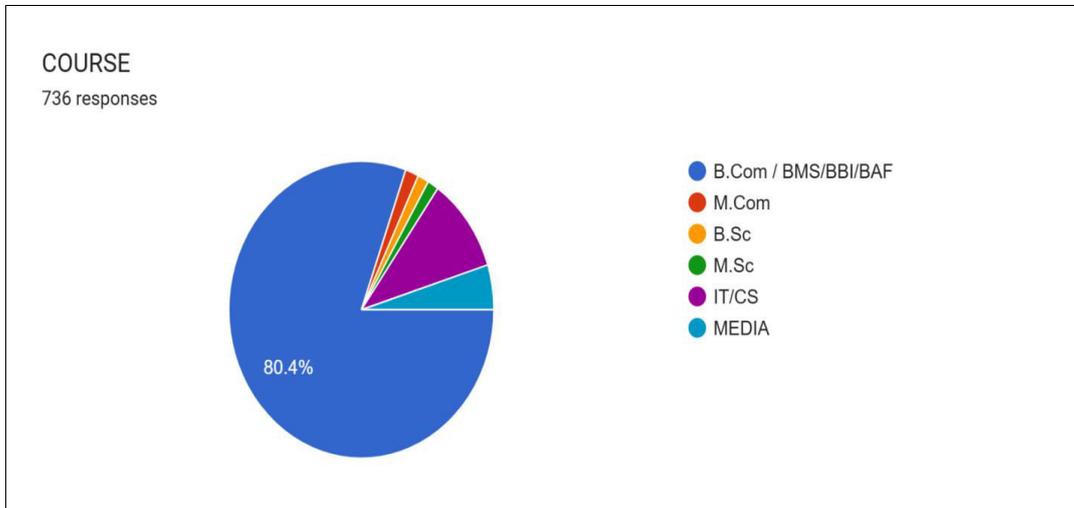
The study is based on responses from **736 undergraduate and postgraduate students**, representing Generation Z learners from commerce, science including IT/CS and Media. The respondents included both male and female students across the age groups of **17–20 years** and **21–24 years**, ensuring a diverse academic representation.

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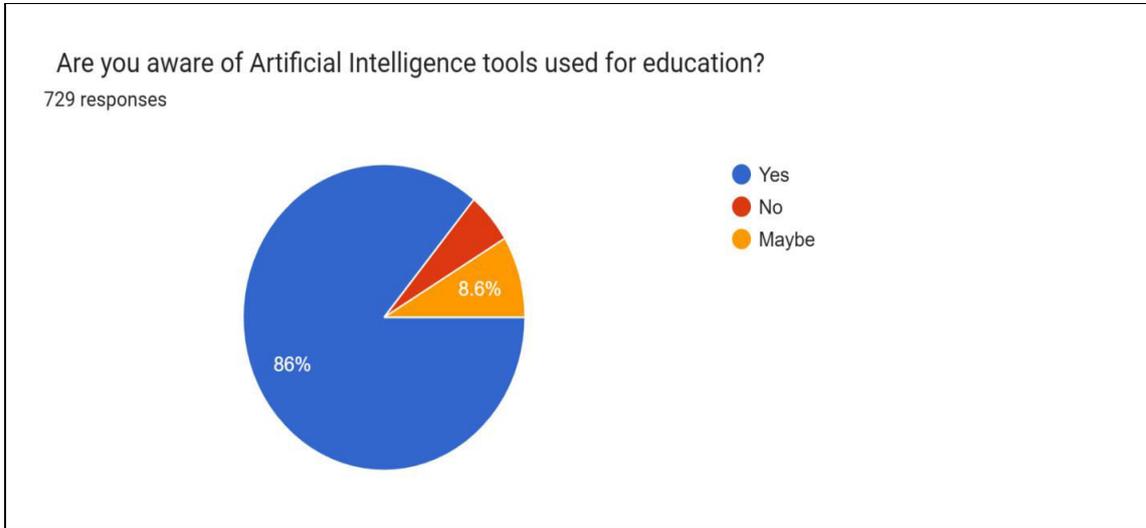
**Discussion:**



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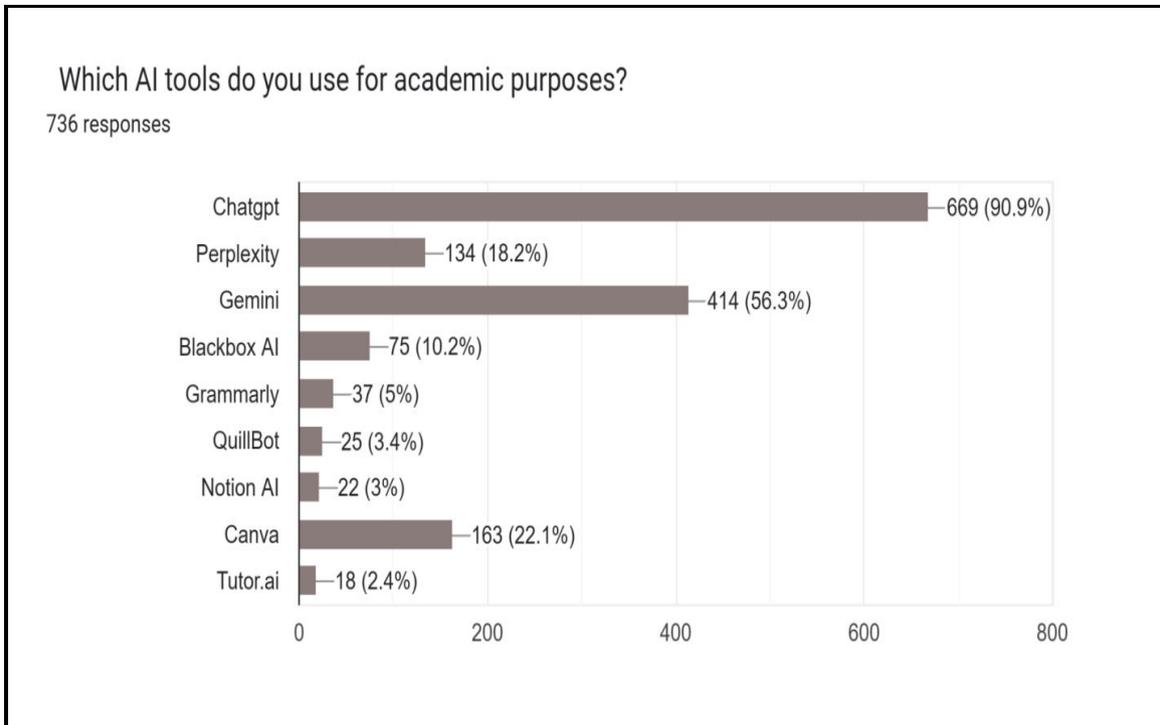


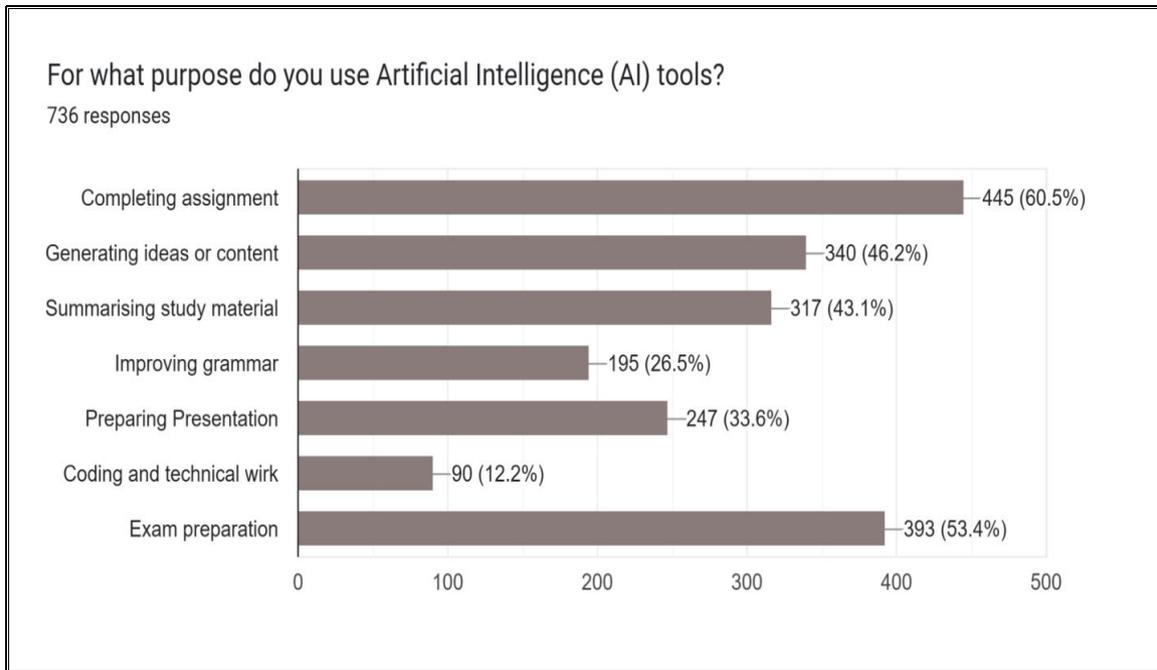
Awareness of AI in Education

The survey reveals a **high level of awareness** regarding Artificial Intelligence tools used in education.

- **627 students (86%)** reported being aware of AI-based educational tools.
- **63 students (8.6%)** indicated partial awareness.
- Only **39 students (5.4%)** reported no awareness.

This indicates that AI has become a familiar concept among Gen Z students in higher education.



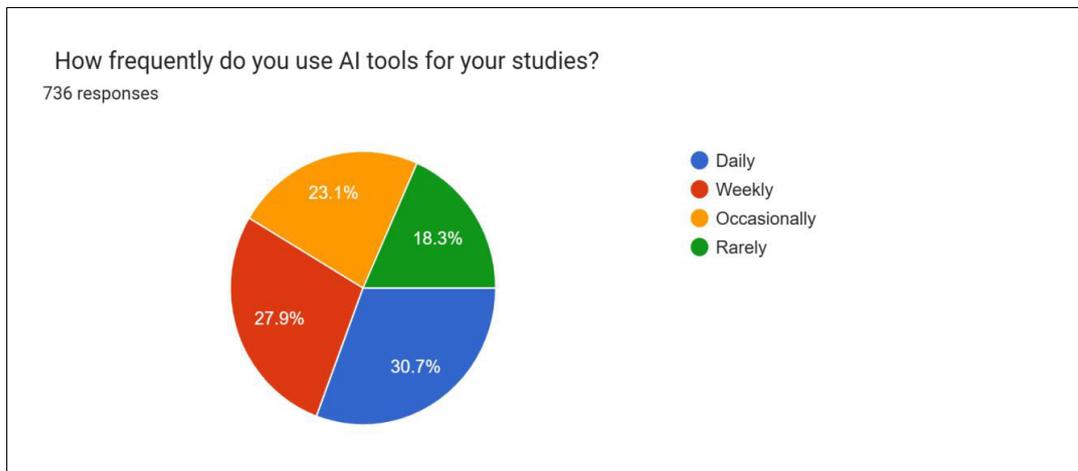


### Purpose of Using AI Tools

Students reported using AI for multiple academic activities. The most common purposes include:

- **Completing assignments**
- **Exam preparation**
- **Generating ideas and content**
- **Summarizing study material**
- **Presentation preparation and technical work**

This reflects the versatility of AI tools in supporting both routine and advanced academic tasks.



### Frequency of AI Usage

The frequency of AI usage for academic purposes shows significant engagement:

- **Daily users:** 226 students
- **Weekly users:** 205 students

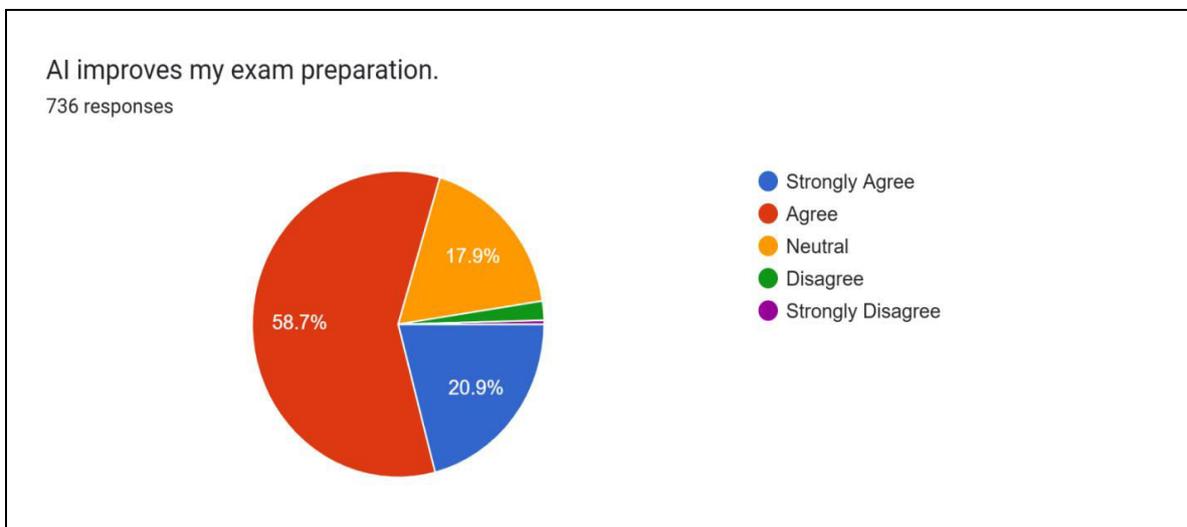
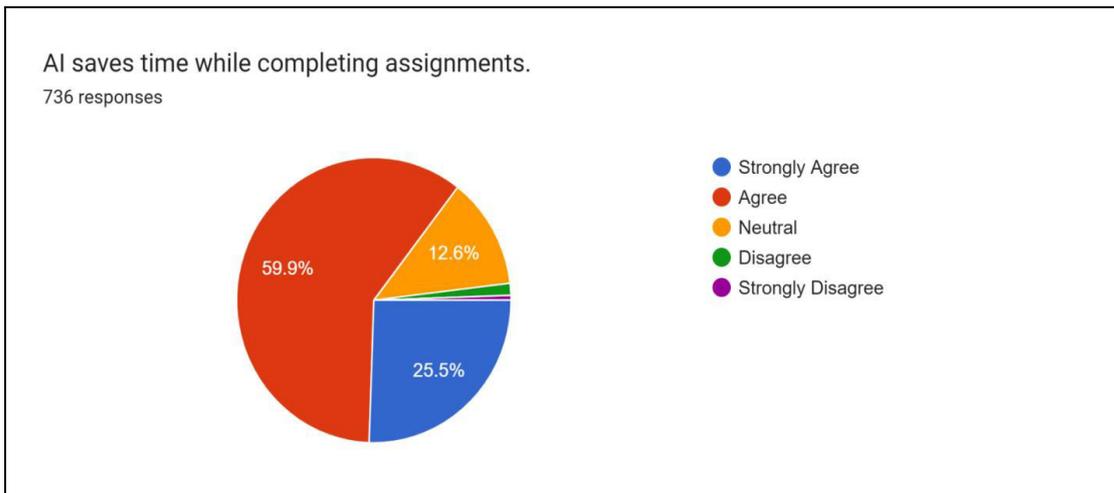
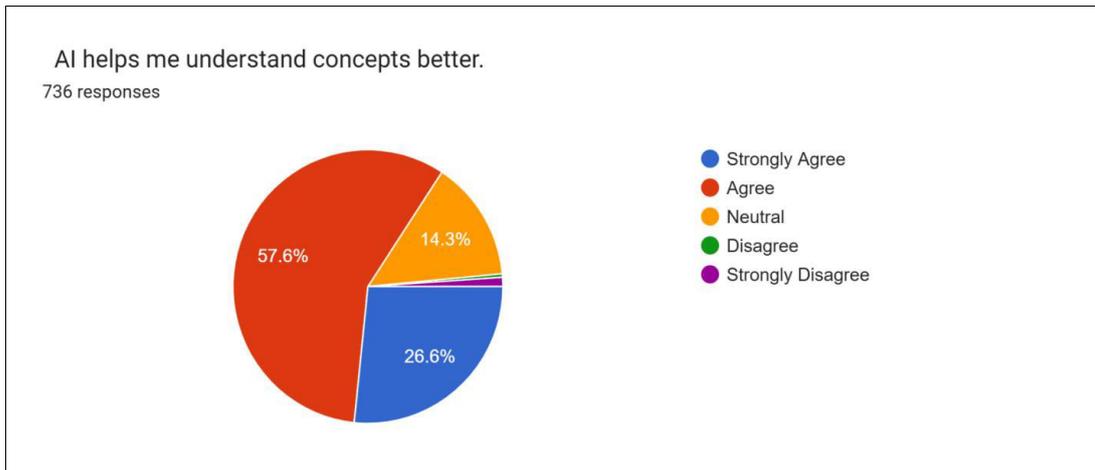
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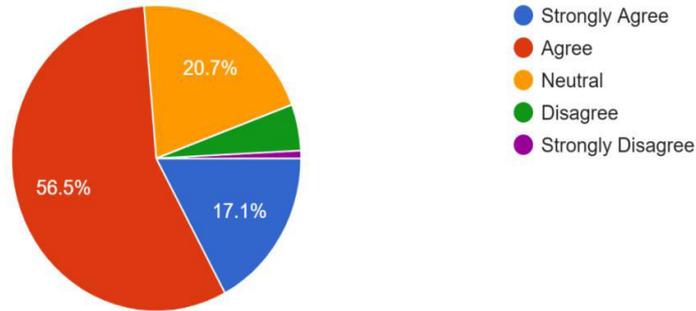
- **Occasional users:** 170 students
- **Rare users:** 135 students

The findings suggest that a majority of students use AI tools **regularly**, highlighting their growing dependence on intelligent systems for academic support.



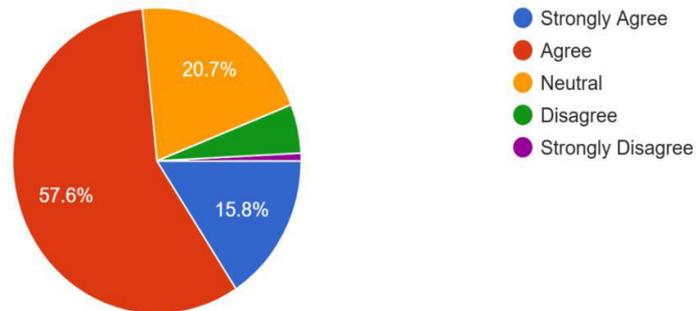
AI increases my dependency on technology.

736 responses



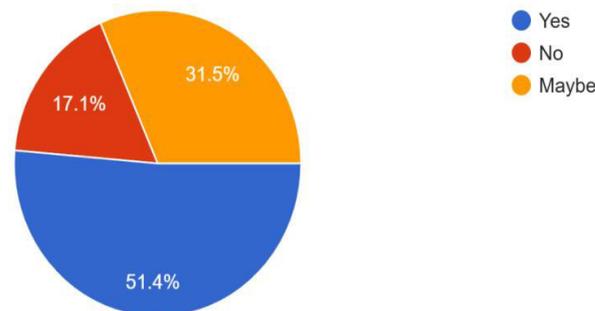
AI reduces my stress related to studies.

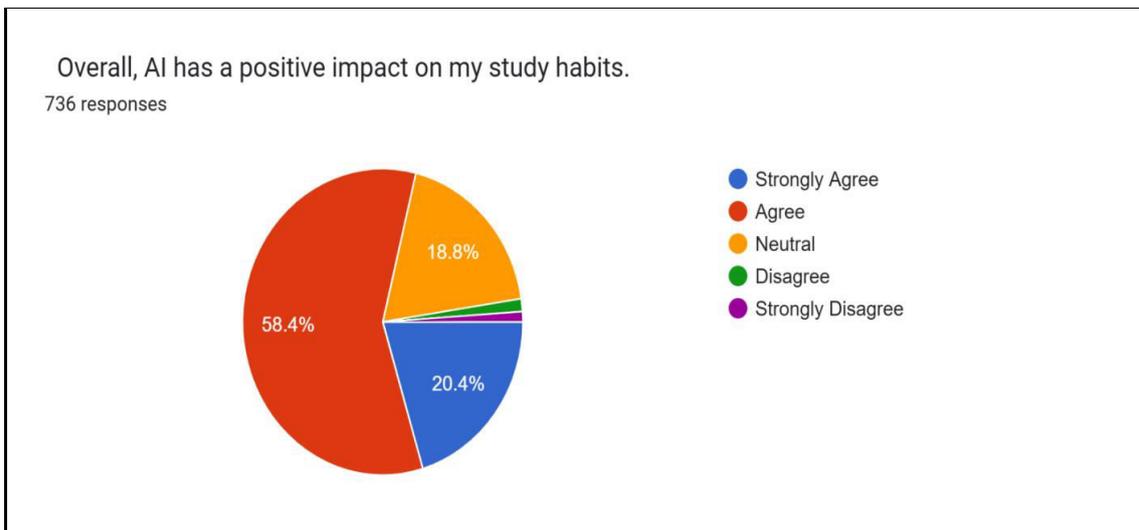
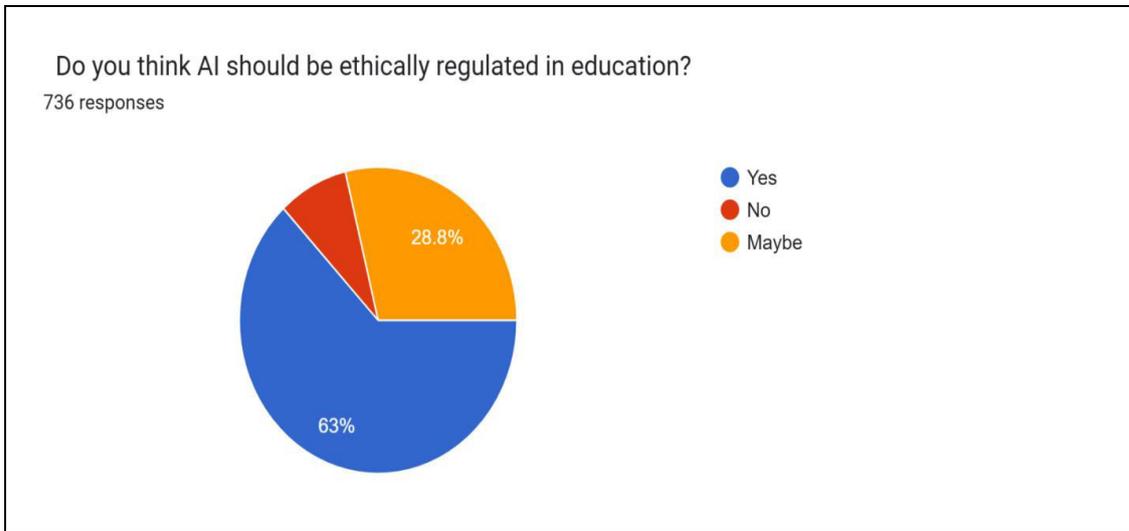
736 responses



Do you feel AI affects your critical thinking skills?

736 responses





### Impact of AI on Learning Efficiency

Student perceptions strongly indicate improved learning outcomes:

- **AI helps in understanding concepts:**

A large proportion of students either *Agreed* or *Strongly Agreed*, indicating enhanced conceptual clarity through AI explanations and examples.

- **AI saves time while completing assignments:**

- Agree: **441 students**
- Strongly Agree: **188 students**

This confirms that AI significantly improves time management and productivity.

### CONCLUSION

The data analysis clearly demonstrates that Artificial Intelligence has become an integral part of the academic lives of Generation Z students in higher education. The findings reveal a high level of awareness regarding AI tools, with the majority of respondents indicating familiarity with AI-based educational applications. Regular usage patterns, particularly daily and weekly engagement, suggest that students increasingly rely on AI to support their learning activities.

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The study further highlights that students predominantly use AI tools for academic purposes such as completing assignments, exam preparation, content generation, and understanding complex concepts. A significant proportion of respondents agreed that AI enhances learning efficiency by saving time, simplifying study material, and improving conceptual clarity. These outcomes indicate that AI contributes positively to students' study habits, time management, and academic productivity.

Additionally, the overall perception of AI among students is largely favorable, with most respondents agreeing that AI has a positive impact on their learning experience. While a small percentage expressed concerns related to dependency and critical thinking, the general consensus supports the constructive role of AI as a learning aid rather than a replacement for traditional educational practices. Importantly, the majority of students also emphasized the need for ethical regulation of AI in education, reflecting awareness of responsible and balanced usage.

In conclusion, the findings suggest that when integrated thoughtfully and ethically, Artificial Intelligence can significantly enhance the quality and effectiveness of higher education. Institutions should therefore focus on promoting responsible AI literacy, developing pedagogically sound AI-based learning frameworks, and guiding students toward the optimal use of AI tools to complement conventional teaching methods.

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