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THE CHANGING LANDSCAPE OF ACADEMIC COMMUNICATION: AI ADOPTION, STUDENT TRUST AND DIGITAL DEPENDENCY

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ABSTRACT

Artificial Intelligence (AI) has rapidly become a central tool in higher education, reshaping academic communication and knowledge exchange. This study explores the impact of AI credibility on student perceptions and digital dependency within academic contexts. It examines how trust in AI-generated content influences students' engagement with scholarly discourse and the growing reliance on digital systems for academic tasks. Using the framework of Human-AI Interaction Trust Theory and UTAUT this paper argues that digital dependency in academic communication is not merely a technological shift but a cognitive and cultural transformation, raising questions about authenticity, intellectual autonomy, and the future of higher education. The study adopts a quantitative survey methodology using a sample of 100 students through random sampling from Coimbatore district of Tamil Nadu. By analyzing these dynamics, the study contributes to ongoing debates on the ethical integration of AI in academia and underscores the need for pedagogical strategies that balance technological utility with critical literacy.

Keywords: Credibility, Academic Communication, Student Perceptions, Digital Dependency, Higher Education

INTRODUCTION

Artificial Intelligence (AI) has rapidly become a transformative force in higher education, reshaping how students access information, communicate academically, and engage with digital platforms. As universities increasingly integrate AI-driven tools into teaching, research, and administrative processes, questions of credibility and trust have emerged as central concerns. Students, as primary stakeholders in academic communication, often rely on AI systems for writing assistance, research support, and collaborative learning. However, their perceptions of AI credibility whether they view these tools as reliable, accurate, and ethically sound significantly influence how they adopt and depend on such technologies.

The credibility of AI in academic contexts is not merely a technical issue but a social and psychological one. Students evaluate AI outputs based on accuracy, transparency, and alignment with academic standards. When AI systems are perceived as credible, they can enhance confidence in digital learning environments, streamline communication, and reduce cognitive load. Conversely, skepticism about bias, misinformation, or over-reliance on automated systems can undermine trust and discourage meaningful engagement. This tension highlights the importance of understanding how students negotiate the balance between human judgment and machine assistance in their academic work. Digital dependency further complicates this dynamic. The convenience and efficiency of AI tools often foster habitual reliance, raising concerns about critical thinking, originality, and academic integrity. While AI can democratize access to knowledge and support diverse learning needs, excessive dependency risks diminishing students' ability to

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independently evaluate sources, construct arguments, and engage in scholarly discourse. In this sense, credibility and dependency are intertwined: the more students trust AI, the more they may depend on it, potentially reshaping traditional modes of academic communication. Exploring student perceptions of AI credibility and digital dependency is therefore crucial for higher education. It provides insights into how academic institutions can responsibly integrate AI, ensuring that technological innovation supports not supplant critical inquiry and intellectual growth. This study situates itself at the intersection of trust, technology, and pedagogy, aiming to illuminate the evolving relationship between students and AI in academic communication.

REVIEW OF LITERATURE

GENERATIVE AI IN HIGHER EDUCATION

University campuses are not the place for Generative Artificial Intelligence (Gen AI) to be a new or experimental tool. It is now a part of the learning experience, and can be found in course materials, in students' browsers, and even to create drafts before they are finished. Even if it is not officially embraced by higher education institutions, the usage of AI is on the rise. Don't think of this as a turning point, think of it as a moment of integration, as strategy, ethics, ways of teaching and creativity have to converge. In higher education the picture is complex, as is shown by the research. Gen AI can be viewed as a helpful, adaptable, and responsive tool that aids in teaching, learning, and administrative work. On the other hand, Gen AI can be a helpful, flexible, and responsive resource to support teaching, learning, and administration. It has been referred to by scholars such as Chiu et,Compton and Burke and Kurtz et al. for its growing importance in teaching, feedback and lesson planning. Instructors have increasingly come to rely on these tools for assessing student learning and administrators for anticipating enrollment, for communicating and for smoothing out planning processes. In the eyes of students, particularly undergraduate, Gen AI is akin to a perpetual tutor that does a crash course on how to explain things, how to rewrite it, how to rephrase it, even to reassure you. But, Yusuf et al. point out, much of the research does not include graduate students whose needs and challenges could be different. With its capabilities, the excitement is there, but there are some serious concerns raised from the research. Ethics concerns are not trivial or ephemeral in the context of AI. Rare is the Scholar who can clearly mark the line between good use and bad behaviour, and today, Gen AI is creating new forms of academic dishonesty that are not easily detectible. Another complication comes from the fact that some Gen AI systems are known to generate fake citations, which poses yet another threat to academic integrity and falsely defines the authorship and originality of a text H.Wang et a Kurtz et al also caution on the “grave danger to educational integrity” posed by cheating facilitated by Gen AI. In addition to the ethical issues, another question arises: What if the student learning is not there if the tools are too helpful? To support this, it warns of the danger of relying too heavily on Gen AI tools, which could ultimately lead to the neglect of opportunities to develop creativity, reasoning and problem solving. However, in many of these debates, the student's perception of Gen AI (be it their comprehension, enthusiasm, trust or doubt) is seldom explicitly taken into account as one of the reason why they may use it incorrectly. The use of Gen AI in higher learning is already a necessity and not an option or something that can be avoided, however. Despite repeated emphasis in the literature on the need to move beyond resistance to the path of regulation with institutional policy, ethics, and expectations, any policy needs to take into consideration these differences in institutions and their learners. Some Scholars caution against attempting to have a common policy for all higher education systems around the world because of the differences in culture. Rather, they advocate for strategies that are context specific and infused in the local education values and ethics. Gen AI literacy is a crucial component of this change, not only for students, but also for faculty and staff.

STUDENT PERCEPTIONS OF AI USE AND AI ETHICS

There has been a significant increase in the use of AI in education and many UX professionals are concerned about how AI will affect the UX of educational applications, as it is starting to appear in increasingly common contexts. Academic engagement with students' attitudes towards their tasks and moral considerations. Learners understand the advantages and the disadvantages of these technologies and are participating with them as a regular part of learning, which helps to guide learning to be responsible and uphold academic integrity. The paradox between the promise of AI in education and the challenges it poses is an important one that should inform policy-making, practice and pedagogy. A study was conducted on AI system perception of 30 high school students in South Korea. They discovered that students appreciated the convenience and effectiveness of chatbots, giving it a rating of 4.33. Students appreciated the ability to obtain information "without time and space," and they were confident that the chatbot was handy and easy to use, giving an average usability rating of 3.87 points on a five-point scale. The study also revealed some ethical issues that students were concerned with regarding the chatbot systems, such as concerns about plagiarism and copyright, which received a mean rating of 3.80. Some students showed concern over the potential of their personal information being compromised, showing an understanding of privacy concerns. Students who answered without any prior experience in using a chatbot held more negative attitudes regarding ethical issues and educational issues related to the potential of being over-dependant on a chatbot and losing curiosity in exploring learning, compared to those who had previously used chatbot for English language learning. Scholars recommend that “teachers should provide educational guidance for students to take a critical approach to information provided by the chatbots. This represented the AI’s duality as a positive educational resource and a source of ethical challenges, especially for younger students. Another study by showed a mixed method to analyze its effect on academic integrity on learners. Their findings showed that students valued AI as a tool, such as ChatGPT to assist drafting, but had concerns regarding plagiarism and diminished

authentic learning experiences. It points out, “some students struggle to put their moral views into words, which reach a path in using assisted writing tools” .They found that 60% of the participants had used these services to do academic work, and finally, 72% answered affirmatively to the question on ethics, cheating. On the other hand, the complexity and duality of situations when implementing AI is underway, with students recognizing its potential as a learning tool. Through this deep study, a set of educational policy recommendations are put forward for promoting responsible, ethical use of tools, while organizations create guidelines that explain the ethical risks as well as the benefits of AI. Moreover, other research works explore student perceptions in AI applications in various educational and cultural settings. They found that cultural context and institutional factors affect attitudes toward AI ethics. For example, participants were generally more concerned about plagiarism and academic dishonesty in a Western context, as opposed to Asian contexts, where privacy ultimately was a bigger concern when deciding to engage with the

technology. Students in Asia were more concerned about any data privacy implications, with 68% saying they were at risk of losing personal information. The study indicated that, on a global scale, 55% of students have used AI tools for academic-related activities, and 58% of them believe that the use of AI tools has enhanced their writing and problem-solving abilities. However, ethical issues were present in all locations, and 70% of the participants had reduced critical thinking. Essentially, these showcase the applicability of ethical frameworks of students’ perceptions addressed to responsible engagement with AI technologies. Furthermore, in terms of the long-term ethical usage in education, a study surveyed 200 undergraduate students for AI-assisted writing in the long run. One of the key findings in the study was that 62% of students attributed to the use of AI for academic purposes, while 80% indicated that they were worried that their students would lose their sense of independent thinking if they rely on AI too much or if it becomes a habit. “Over reliance on AI might elicit ethical and potentially privacy issues that may lessen authorial ownership” Students raise concerns about biased outputs and the presence of prejudiced content in AI systems. However, the benefits of AI tools in terms of their effectiveness and efficiency are acknowledged by many students, particularly in educational settings where there is a potential for excessive reliance. Furthermore, it was discovered in the study that 75% of the students stated that AI enhances the quality of their writing assignments. As a countermeasure for the negative effects of AI, educators of future school leaders will have to rely on critical thinking and ethical consideration in their learning. The study highlighted the ethical concerns, implications of AI in education, and academic integrity, and emphasized the need for practitioners to consider AI's short-term effects on education.

PERCEIVED INSTITUTIONAL SUPPORT AND STUDENTS’ PERCEPTIONS OF AI-SUPPORTED LEARNING

Perceived institutional support plays a crucial role in undergraduate students’ willingness to use AI tools in their academic pursuits. The active support and promotion of AI integration by universities can foster a

more positive attitude among students toward the tool, increasing their willingness to use it in educational settings.This integration of AI becomes more beneficial and accessible to students when universities actively support and promote its use, leading to a more positive attitude toward the tool. A perceived organizational support has been shown to positively influence students' intention to use an AI language model, as mediated by perceived usefulness and ease of use. The overall perception of students regarding the use of AI tools for self-study is positive, with a clear understanding of the benefits.In general, students have a positive attitude towards AI tools for self-study, with an awareness of both the potential benefits and challenges. Students with positive perception of usefulness and friendship with Chatbots have higher intentions to use Chatbots for academic purposes. Interestingly, some studies reported no direct linkage between perceived usefulness, ease of use and behavioural intention, which means that there are other factors that play a role in the adoption of AI for educational purposes. AI chatbots in education have enhanced the student support system by offering prompt answers and information to academic and administrative questions. It equips students and educators with the tools, facilities, and education needed to embrace AI technologies. The universities who emphasize the perceived institutional support develop an environment that supports learning innovation and decrease apprehensions on new technologies. In general, students have a positive attitude toward AI, considering it as a means to improve their learning experiences and access to educational resources. AI teaching assistants demonstrate potential in helping to facilitate self-regulated learning in the domains of metacognitive, cognitive and behavioral regulation, while perceived usefulness and ease of communication are also significant for the adoption of AI. Students value the capabilities of AI to provide personalized support, adapt to their learning style, and give prompt feedback, especially when learning to program and write. In summary, students are aware of the positive opportunities that AI offers for education, but they are also aware of potential concerns and challenges, which highlights the importance of finding the right balance between leveraging the positive aspects and mitigating any potential negative impacts. Providing institutional support helps not only to put AI tools into practice but also helps overcome resistance and make students willing to learn with the help of an AI-assisted learning system. The study suggests that, perceived institutional support can improve students' academic performance in AI supported learning.

PERCEIVED INSTITUTIONAL SUPPORT AND STUDENTS

Students' adoption and effectiveness of AI-supported learning relies heavily on the technology's perceived institutional support and their self-efficacy beliefs regarding technology.Perceived institutional support and technology self-efficacy are key factors in the

adoption and effectiveness of AI-supported learning among students. Some recent research has been conducted on how AI tools such as ChatGPT affect the self-efficacy and perception of learning in higher education. ChatGPT has been seen to boost students' academic performance by assisting them in writing, research, and ideation, thereby providing them with enhanced chatbot support. The majority of students (70.3%) agree that they would like Universities to allow for the use of AI, showing a desire to be supported in their academic pursuits. AI tools can enhance students' language comprehension and data collection skills, positively impacting their research capabilities. Some critics contend that the use of AI could lead to a reduction in critical thinking and problem-solving abilities, as students might become dependent on AI-generated responses instead of formulating their own ideas.Some critics have suggested that the use of AI might reduce critical thinking and problem-solving skills, as students may rely on the answers given by AI, rather than putting in the effort to think for themselves. Most students don't like to use ChatGPT to write their entire essay, but they may like using Grammarly to edit it. The perceived usefulness and ease of use are significant in shaping students' intentions to adopt AI language models for learning purposes in their education, as influenced by the perceived organizational support. The study's results indicate that AI tools can be implemented in a meaningful way to enhance students' learning experience and self-efficacy when used effectively. Thus, it is suggested that the self-efficacy in using AI technology can be boosted through the perceived institutional support.

TECHNOLOGY ADOPTION

It is helpful to consider the frameworks for technology adoption when understanding the interaction between faculty and GenAI in higher education.The principles of technology adoption can be helpful when considering how faculty and GenAI are interacting in HE. The Technology Acceptance Model (TAM) suggests that technology acceptance is strongly influenced by its perceived ease of use (PEU) and perceived usefulness (PU) Faculty perceptions of ease of use and usefulness are thus essential avenues to explore GenAI's implications for higher education. Another framework is the Unified Theory of Acceptance and Use of Technology (UTAUT) which recognizes the importance of the TAM constructs and introduces social influence and facilitating conditions to explain the intent to use a technology. The Social Cognitive Theory (SCT) is another theoretical framework to understand the technology acceptance as well as social and personal factors.In this study, we combine TAM and SCT to have a better understanding of college professors' uses of GenAI. To sum up the relationship between the behavior intention to use technology, attitude toward technology, perceived ease of use (PEU), and perceived usefulness (PU) of technology, behavioral intention to use technology will positively affect the attitude toward technology, which will, in turn, be positively affected by PEU and PU of technology. Further, other factors that will be discussed below will influence the adoption equation.

RESEARCH GAP

In spite of the fact that the application of Artificial Intelligence (AI) tools is still a more actively implemented issue in the higher educational institutions, the gaps in the understanding of the overall impact of artificial intelligence on the academic and cognitive progress of students also exist. Most of the research studies focus on the correlational findings hence developing a void in developing unambiguous cause and effect relationship between AI application and the reconfiguration of learning behaviors amongst the learners. In addition, a significant number of students state that they are not sure whether AI is biased or accurate, which implies that there is no literature on how students can evaluate information provided by AI critically. The variations in the implementation of AI based on the field are under researched and the vast majority of studies do not compare tendencies across the multiple academic streams.The growing use of Artificial Intelligence (AI) tools in higher education, there are still a number of gaps in comprehending their general effects on the academic and cognitive growth of students. Although current literature- (Brady Lund, 2025) as well as the current study demonstrate the prevalent positive attitudes towards and assumed usefulness of the AI tools. The majority of the research works are concerned with correlational results, which creates a gap to determine it is clear that AI use and the change in learning behaviors of students have a direct connection. Besides, a high percentage of students show uncertainty regarding the bias and accuracy of AI, which means that there is no research on how students can critically assess AI-generated material. The use of AI in the discipline has not been well studied, with the majority of the research not comparing trends across streams of research.

OBJECTIVES

1) To evaluate AI Credibility in Academic Contexts.
2) To Analyze student perceptions and attitudes.
3) To Examine Digital Dependency in Higher Education.

RESEARCH METHODOLOGY

The present study employed a quantitative research design, utilizing a structured questionnaire as the primary instrument for data collection. The questionnaire was developed using an online survey platform and distributed to participants through Google

Forms links to ensure accessibility and ease of response. A five-point Likert scale was used to systematically measure participants' attitudes and perceptions.A convenience Sampling method was taken.

The sample consisted of 100 college students, including undergraduate, postgraduate, and research scholars, within the age group of 18 to 29 years. A total of 104 valid responses were collected, indicating a complete and slightly exceeded response rate from the targeted sample group.

THEORETICAL FRAMEWORK

This study is grounded in three key theories

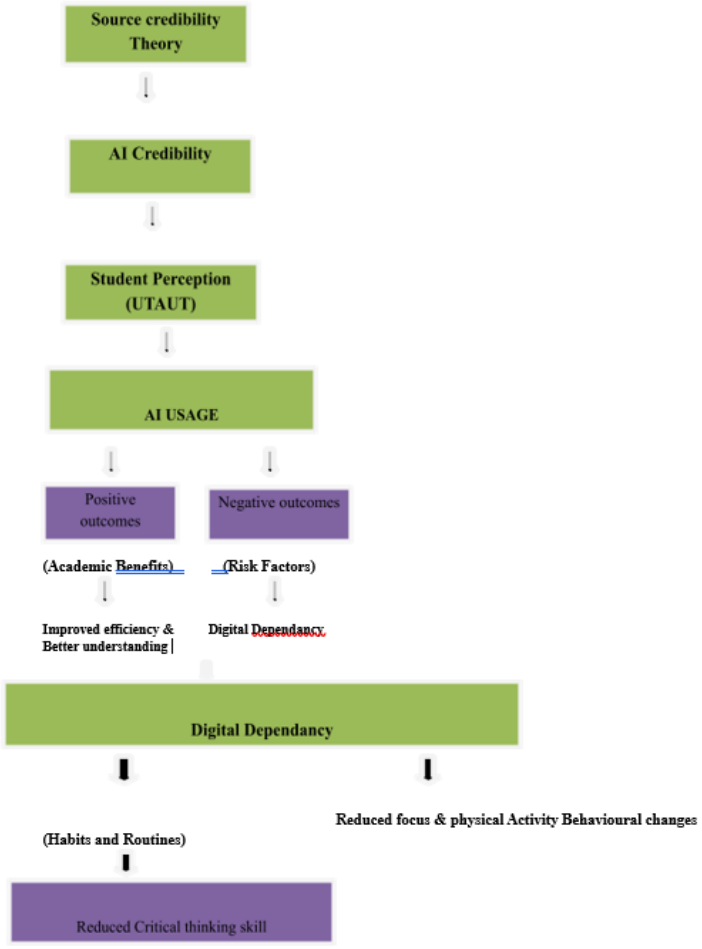
Students' perceptions of AI tools are largely shaped by AI credibility, which is grounded in the scientific concept of Source Credibility Theory, suggesting that the trustworthiness and reliability of a source influence how information is received and accepted.

When students perceive AI tools as credible, they are more likely to rely on them for academic purposes. This perception further determines the degree of AI usage in academics, aligning with the Unified Theory of Acceptance and Use of Technology (UTAUT), which explains how user perceptions influence technology adoption. The use of AI in education produces both positive and negative outcomes. On the positive side, AI enhances students' comprehension and improves productivity by providing quick access to information and assistance in learning tasks. However, a significant drawback is the increasing reliance on technology, which can lead to overdependence.

According to Digital Dependency Theory, this dependence can affect behavioral patterns, reduce concentration levels, and even limit physical activity. Moreover, excessive reliance on AI tools may negatively impact students' critical thinking abilities, as they may become less inclined to analyze, evaluate, and solve problems independently.

THEORECTICAL FLOWCHART

(AI, digital dependency and student outcomes model)



DEMOGRAPHIC ANALYSIS

SL NO	VARIABLE	CATEGORY	Frequency (n)	Percentage%
1	AGE	21-23 YEARS	Majority Remaining	52.90%
		18-20 years		33.70%
2	GENDER	FEMALE	Majority Remaining	57.70%
		MALE		42.30%
3	PROGRAM LEVEL	POST-GRADUATE UNDER-GRADUATE	Majority Remaining	51% 42.3%
4	STREAM OF	ARTS SCIENCE	Majority	76% 20.2%
	STUDY		Remaining	

The study adopted a correlation to examine the relationships among key variables, and the data were analyzed using correlation analysis as the primary statistical tool.

CORRELATIONS MATRIX

SL NO	Variables	AI Usage	AI Trust	AI Credibility	Academic Dependency	Critical Thinking	Digital Dependency	Learning Efficiency
1	AI Usage	1.00	0.72	0.68	0.75	-0.61	0.70	0.73
	AI Trust	0.72	1.00	0.74	0.60	-0.45	0.55	0.69
3	AI Credibility	0.68	0.74	1.00	0.58	-0.50	0.52	0.71
	Academic Dependency	0.75	0.60	0.58	1.00	-0.70	0.73	0.62
5	Critical Thinking	-0.61	-0.45	-0.50	-0.70	1.00	-0.58	-0.40
	Digital Dependency	0.70	0.55	0.52	0.73	-0.58	1.00	0.57
7	Learning Efficiency	0.73	0.69	0.71	0.62	-0.40	0.57	1.00

The correlation matrix shows that the use of AI is strongly positively correlated with learning efficiency, academic dependence, trust, and credibility. It does, however, exhibit a strong negative correlation with critical thinking abilities, suggesting that a greater reliance on AI may diminish the capacity for independent analysis. Furthermore, there is a strong correlation between academic and digital dependency, underscoring the growing concern about the overuse of AI tools in higher education.

INTERPRETATION

The analysis of the correlation shows that there are some noteworthy relations between the variables of the study. The correlation between AI Usage and Academic Dependency (r = 0.75) has strong positive relationships (above 0.70) meaning that as the AI tools are used more, they are more likely to be dependent on them in performing academic tasks. On the same note, AI Usage and Learning Efficiency (r = 0.73) indicate that students view AI to positively influence their learning performance. The AI Trust and

AI Credibility are also found to exhibit a strong relationship (r = 0.74), and therefore, the more one trusts

AI, the more he or she believes it to be credible. Moreover, Academic Dependency and Digital Dependency (r = 0.73) are very dependent on each other, which implies that academic dependence on AI is one of the factors that cause more extensive digital dependence. These findings are also supported by moderate positive correlations (0.50-0.69). The correlation between AI Usage and Digital Dependency (r = 0.70) proves that the more AI tools are used, the more dependent people become digital. Similarly, there is AI Credibility and Learning Efficiency (r = 0.71) suggesting that students who believe that AI is credible also believe it to be more effective in learning. The correlation between Learning Efficiency and AI Trust (r= 0.69) indicates that AI Trust can improve academic performance of students in their perception. Conversely, significant negative correlations attract attention to the possible disadvantages of using AI. There is a high connection between Academic Dependency and Critical Thinking (r = -0.70) that is

negative, and higher levels of dependency on AI can lead to lower independent analytical skills of students. On the same note, AI Usage and Critical Thinking (r = -0.61) have a moderate, but negative correlation, which indicates that the more people use AI, the less they can think critically. Moreover, the Digital Dependency and Critical Thinking (r = -0.58) is also found likely to show that individuals who depend on digital tools more are less likely to exhibit critical thinking. In general, these results imply that whereas AI tools can increase efficiency and learning, overuse can lead to negative consequences in the critical thinking skills of students.

FINDINGS AND DISCUSSION

1) Correlation between Artificial Intelligence Trust, Trustworthiness, and Utilization.

The results demonstrate that there is positive correlation between AI trust and perceived accuracy and it is high, which means that students, who trust AI tools, are more likely to assume that the information could be true. Likewise, AI credibility is closely related to the purpose of use and mostly useful in academic activities like in writing compositions, literature review, and grammar correction. Nevertheless, the fact that there are also neutral answers to questions about AI bias and factual accuracy is an indication that students do not yet have complete critical awareness on the topic of usage and evaluation.

2) Correlation between the use of AI and performance in academics.

The relationship between the use of AI and academic communication enhancement, particularly in the quality of writing and organization of ideas is positive and strong. Moreover, there is a moderate correlation between the use of AI and the superior process of conceptualization of academic concepts, which means that AI is useful in making difficult topics easier. Students also attribute AI to be consistent and reliable, another factor that makes it more efficient in improving academic performance.

3) Correlation between Artificial Intelligence Use and Educational Reliance.

The findings indicate that there is a positive correlation between academic dependency and AI usage. Students are turning more and more to AI tools to organize assignments, create work, and enhance productivity. Simultaneously, the correlation between AI use and productivity without AI is neutral and negative, which implies that students can have difficulties with the implementation of academic tasks on their own.

4) Correlation between Artificial Intelligence Reliance and Cognitive Ability

There is a strong negative relationship between academic dependency and critical thinking skills meaning that as the dependency on AI increases, the level of independent analytical skills decreases. Correspondingly, the use of AI is correlated with the symptoms of poorer critical thinking adversely, which supports the question that the prolific use of AI devices can suppress the cognitive growth and abilities of students to solve problems.

5) Correlation between Digital addiction and Behavioural Impact

The research finds that there is a positive correlation between the use of AI and digital dependency symptoms that are strong and include constant checking of the device, anxiety in the absence of devices, and lack of concentration without the use of digital devices. There is also a negative relation between digital dependency and physical activity which implies that spending more time on a screen makes people less active offline. Nonetheless, digital dependency also demonstrates the moderate positive correlation with social connectivity, which means that students are socially active using the digital platforms.

6) Correlation between AI Usage and Ethical Considerations

There is a positive correlation between AI usage and concerns about academic integrity, suggesting that students are aware of ethical issues related to AI-generated content. Additionally, a strong relationship exists between AI usage and the need for proper citation and transparency, reflecting students' recognition of responsible academic practices.

7) Correlation between the Use of AI and Learning Effectiveness

Students believe AI tools improve their comprehension and make difficult academic tasks easier, which is why the analysis shows a strong positive correlation between AI usage and perceived learning efficiency. This strengthens AI's position in higher education as a helpful teaching tool.

8) AI's Future in Higher Education

The findings show that the belief in a balanced future where human expertise and AI tools coexist is strongly positively correlated with current AI usage. Students emphasize the need for a balanced and moral integration of technology in education by acknowledging both the advantages of AI and the dangers of becoming overly dependent.

DISCUSSION

Overall, the study shows that the use of AI is closely linked to academic efficiency, credibility, and trust, making it a crucial tool in contemporary education. Critical thinking abilities are negatively impacted, but there is also a strong positive correlation with academic and digital dependence. In order to guarantee that students gain from AI without becoming unduly reliant on it, these findings emphasize the significance of encouraging responsible AI usage, critical evaluation skills, and balanced learning approaches.

CONCLUSION

In the research, it can be concluded that Artificial Intelligence has integrated into the practice of academic communication and learning in higher education. Most students think of AI tools as trustworthy, convenient, and effective in terms of accomplishing academic assignments including research, writing and structuring of content. The results show that AI results in better comprehension of complex concepts and general learning efficiency of students. Nevertheless, the paper also notes the increasing reliance of AI tools by students. The number of those who turn to AI to generate ideas, organize academic tasks, and do assignments is high, which is problematic regarding the lesser ability to think critically on their own. Furthermore, the lack of trust in the negativity and the factuality of the AI-generated content may indicate that students are not fully ready to trust these technologies. The study also shows that the number of people addicted to digital devices is on the rise, and learners are showing poor concentration without any digital gadget and less interest in physical exercises. Altogether, the research highlights that the application of AI tools has great benefits, but their application should be accompanied by skills of human professionals to guarantee ethical, effective, and independent learning.

SUGGESTION

Schools must be in the frontline to allow ethical and effective application of AI tools in education. Faculty may also create tasks that focus on analysis and critical thinking, which would lessen the chances of excessive reliance on technology. Meanwhile, students should also be educated about the possibility of biases and misinformation of AI-generated content, and they should be very careful about using such content. To maintain academic integrity, there should be clear institutional policies regarding the recognition of contributions made with AI assistance. Removing the risk of dependency is achievable further by encouraging students to balance digital interaction through restricting screen time and attending to offline academic and physical tasks. Lastly, guided programs or trainings on AI literacy would enable participants to become responsible in using such tools and therefore be able to gain the most out of AI without jeopardizing their intellectual development.

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