

**PERCEPTION OF GENERATIVE AI AMONG STUDENTS OF KBC  
NORTH MAHARASHTRA UNIVERSITY: BENEFITS, CHALLENGES,  
AND ETHICAL CONCERNS****Dr. Abhijit Hemant Salunkhe<sup>1</sup>, Dr. Vijay Pandit Palve<sup>2</sup>**<sup>1</sup> Assistant Professor, Dadasaheb Dr. Suresh G. Patil College, Chopda, Maharashtra.Email: [drabhijitsalunkhe@gmail.com](mailto:drabhijitsalunkhe@gmail.com)<sup>2</sup> Assistant Professor, VWS's Arts, Commerce & Science College, Dhule, Maharashtra.Email: [vijayppalve@gmail.com](mailto:vijayppalve@gmail.com)**Abstract**

This research discusses how students of KBC North Maharashtra University, Jalgaon, perceive generative AI. The survey was done in a structured manner with 100 Commerce and Management students using a 7-point Likert scale questionnaire. In the research, the objective was to test awareness of students, perceived benefit, ethical issues, and the difference in perception by gender. A t-test of independent samples found that there were significant gender differences in AI-enhanced learning, creativity, trust in AI, and AI integration into education, with male students reporting high means. Nevertheless, they both had certain common issues with ethics, academic integrity, and AI-generated content. These results indicate that generative AI is viewed as advantageous, but its use in academia needs attention in terms of implications.

**Keywords:** Generative AI, Student Perception, Higher Education, AI in Learning.**► Corresponding Author: Dr. M S. Patil****Introduction**

GenAI is now a more widespread part of the educational process, and ChatGPT and Gemini apps have become ubiquitous in the classroom (Almassaad et al., 2024; Kelly et al., 2023). Despite the growing popularity of such technologies, the perception of the technologies among the students should be identified. The purpose of this paper is to investigate the attitude of the students of the KBC North Maharashtra University, Jalgaon to GenAI. By examining the attitudes and experiences of students who used GenAI, this study will make an effort to informatize the role of AI in higher education (Malmstrom et al., 2023; Ngo, 2023). Such perceptions will inform educators and policymakers about the most appropriate methods to introduce GenAI into educational establishments.

**Review of Literature**

Kim et al. (2025) sampled 982 students and 76 faculty members in a study about their perceptions of generative AI in higher education. The findings showed that despite students rating AI usefulness in schoolwork, faculty members expressed some doubts about academic dishonesty and fake news. The study refers to the need of systematic AI policies in schools.

The authors of Simkute et al. (2025) explored the broad spectrum of practices and norms of employing generative AI and contrasted it with the application of calculators in education in the

past. The research was aimed at how students and teachers can resolve the ethical and pedagogical dilemmas associated with the implementation of AI tools in education. Results also show that there is a growing necessity to introduce more institutional guidelines regarding the application of AI.

**Gonsalves and Acar (2025)** analyzed the application of generative AI in the academic world and analyzed multiple discourses on the subject. In their study, they discovered that the perception of AI is very varied based on the AI literacy of students. They concluded that the knowledge gaps could be filled with the assistance of certain educational courses to promote safe AI usage.

**Torun and Sanal (2025)** studied how generative AI affects student learning and academic honesty. They determined that students with AI were more efficient and creative, but that AI also had over-reliance risks through a mixed-method method. The paper explains the importance of developing a balance between artificial intelligence-based learning and conventional critical thinking abilities.

The study by **He et al. (2024)** evaluated both behavioral and psychological reactions of students to generative AI in their academic contexts. Their research established that students who had earlier experienced AI technologies were more likely to be responsible in the use of AI tools. Nonetheless, issues of bias and misinformation were still present, and it is necessary to have AI literacy.

**Fernandez et al. (2024)** evaluated the level of trust students have in AI-generated content and the perceived trustworthiness. Their study revealed that although lots of students use AI in academic activities, they are still not convinced that AI is accurate. It is advised in the study that AI verification techniques should be incorporated into education curricula to increase the confidence of students on the use of AI in creating output.

**Sharma and Patel (2024)** investigated ethical issues associated with generative AI, especially plagiarism and copyright. The authors discovered that students tend to fail to discriminate between the ethical and unethical use of AI, and this area requires academic institutions to come up with strong AI ethics guidelines.

The study by **Nguyen et al. (2024)** represents an experimental study of the effectiveness of AI-generated feedback in student assessment. Their findings showed that feedback with AI assistance enhanced learning and performance among students. Nevertheless, a mixture of AI and human response was still favored by the students, which supports the significance of instructor engagement.

**Kumar and Rao (2023)** had examined the perceptions of students in STEM fields regarding the role of generative AI in research and problem-solving. They found that technical students are more willing to believe AI tools, as compared to students in humanities and social sciences. The results indicate discipline-based strategies of AI implementation in education.

**Lee and Park (2023)** investigated the usefulness of AI-aided learning in the long-term academic performance of students. According to their longitudinal study, although the tools of AI help to improve the learning efficiency, over-reliance on AI might impair the ability to solve problems independently. The authors support the concept of balanced AI use and ongoing evaluation of its effects on learning among students.

### **Research Design and Methodology**

This study measures the “Perception of Generative AI Among Students of KBC North Maharashtra University, Jalgaon”. The objective of the study was

**To study perception of generative AI among students of KBC North Maharashtra University, Jalgaon.**

**Hypothesis**

H<sub>0</sub>: There is no significant difference in students' perception of generative AI based on gender.  
 H<sub>1</sub>: There is a significant difference in students' perception of generative AI based on gender.

**Data Collection and Research Instrument**

In order to realize the objectives of the study, researchers undertook a survey on 100 randomly chosen commerce and management students of KBC North Maharashtra University, Jalgaon. The survey was conducted within a 30 day period so that the responses of the students were varied as well. The questionnaire was designed specially to facilitate data collection. The respondents were requested to rate eight statements of perceptions of generative AI on a 7-point Likert-type scale, where (0) means Strongly Disagree and (7) Strongly Agree. The respondents were asked to evaluate the following statements.

1. Generative AI enhances my learning experience by providing useful insights and information.
2. Using generative AI helps improve my creativity and problem-solving skills.
3. I trust the accuracy and reliability of responses generated by AI tools.
4. Generative AI reduces the need for critical thinking and independent problem-solving.
5. I am concerned about the ethical implications of using generative AI in academics.
6. Generative AI should be integrated into educational curricula to support student learning.
7. Excessive reliance on generative AI can negatively impact academic integrity.
8. I feel confident in distinguishing between AI-generated content and human-created content.

**Data Analysis**

A analysis was carried out by calculating the means, to test the significance, independent samples t-test was used.

Table-1 Group Statistics

Perception of generative AI	Gender	N	Mean	Std. Deviation	Std. Error Mean
Generative AI enhances my learning experience by providing useful insights and information.	Male	48	6.17	0.812	0.106
	Female	52	4.99	1.119	0.144
Using generative AI helps improve my creativity and problem-solving skills.	Male	48	6.02	0.910	0.120
	Female	52	5.36	0.975	0.124
I trust the accuracy and reliability of responses generated by AI tools.	Male	48	6.21	0.925	0.122
	Female	52	5.51	0.962	0.122
Generative AI reduces the need for critical thinking and independent problem-solving.	Male	48	6.44	0.726	0.094
	Female	52	6.09	0.791	0.099
I am concerned about the ethical implications of using generative AI in academics.	Male	48	6.50	0.701	0.090
	Female	52	6.48	0.755	0.093
Generative AI should be integrated into educational curricula to support student learning.	Male	48	6.46	0.756	0.098
	Female	52	6.09	0.883	0.111
Excessive reliance on generative AI can negatively impact academic integrity.	Male	48	6.12	0.844	0.111
	Female	52	6.09	0.883	0.111

Perception of generative AI	Gender	N	Mean	Std. Deviation	Std. Error Mean
I feel confident in distinguishing between AI-generated content and human-created content.	Male	48	6.33	0.816	0.107
	Female	52	6.28	0.910	0.115

**Genderwise difference in the students' perception of generative AI.**

Table-2-Independent samples t-test

Perception of generative AI	t-test for Equality of Means	
	t	Sig. (2-tailed)
Generative AI enhances my learning experience by providing useful insights and information.	6.448	0.000
Using generative AI helps improve my creativity and problem-solving skills.	4.039	0.000
I trust the accuracy and reliability of responses generated by AI tools.	4.213	0.000
Generative AI reduces the need for critical thinking and independent problem-solving.	2.939	0.007
I am concerned about the ethical implications of using generative AI in academics.	0.89	0.340
Generative AI should be integrated into educational curricula to support student learning.	2.847	0.006
Excessive reliance on generative AI can negatively impact academic integrity.	0.827	0.684
I feel confident in distinguishing between AI-generated content and human-created content.	0.916	0.412

**The Following Interpretations are made**

The independent samples t-test results indicate a significant gender-wise difference in students' perception of generative AI in several aspects. Males reported significantly higher mean scores than females in terms of AI enhancing learning ( $p = 0.000$ ), improving creativity ( $p = 0.000$ ), trust in AI reliability ( $p = 0.000$ ), reducing critical thinking ( $p = 0.007$ ), and AI integration in education ( $p = 0.006$ ). Though, no significant gender difference was found in concerns about AI ethics ( $p = 0.340$ ), its impact on academic integrity ( $p = 0.684$ ), or confidence in distinguishing AI-generated content ( $p = 0.412$ ). These results suggest that while males perceive greater benefits from AI, both genders share similar concerns about its ethical and academic implications.

**Conclusion**

The research finds that KBC North Maharashtra University students, Jalgaon, hold diverse perceptions of generative AI, and there are substantial differences between the perceived benefits by gender. Male students reported a higher degree of trust and perceived usefulness of AI in learning and creativity and problem solving on average. However, the ethical, academic

dishonesty, and AI-generated content remained the same despite the gender. These results prove that there is a need to have clear policies and ethical principles to ensure that the use of AI in the educational process is responsible. The further research could focus on the disparities between fields and the long-term outcomes of introducing AI to academic organizations.

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