

THE RELATIONSHIP BETWEEN AI AND COURSEWORK

Prepared for
Georgia State University

Prepared by

Nico Crowell

November 2025

Front Row Friends, LLC

Letter Of Authorization

November 19, 2025

Dear Dr. Curasi,

This letter serves as authorization for Front Row Friends, LLC to conduct marketing research on behalf of Georgia State University for the Marketing Research Team Project.

Project Details:

Duration: September 2025 to December 2025

Purpose: To study the correlation between students' use of Artificial Intelligence and the effect that it has on class work, as measured by grades, attitudes towards coursework, and learning ability.

Target Audience: Dr. Curasi and the rest of her marketing research team.

Authorized Activities:

The authorized party is permitted to:

1. Conduct surveys and questionnaires with business students at Georgia State University
2. Perform interviews
3. Collect and analyze customer feedback data
4. Access Marketing Research materials

Terms and Conditions:

All research activities must be conducted in accordance with applicable privacy laws and ethical research standards. Participant data will be kept confidential and used solely for the purposes outlined in this authorization. All findings and data collected remain the property of Front Row Friends LLC.

This authorization is valid from September 1, 2025, through December 31, 2025, and may be revoked at any time upon written notice.

If you have any questions regarding this authorization, please contact me directly at (404) 834-2723 or ncrowell1@student.gsu.edu.

Sincerely,

Nico Crowell

Front Row Friends, LLC

Front Row Friends, LLC

Letter of Transmittal

November 31, 2025

Dear Dr. Curasi,

With the letter of authorization dated November 19, 2025, Front Row Friends LLC was authorized to conduct a research project for Georgia State University. I am pleased to transmit the final report of that project, entitled "*The Relationship Between AI and Coursework.*"

The method used to generate the findings of this report is described in detail within the report. This study was conducted in accordance with the procedures proposed and approved at the start of the semester. We believe the findings presented here meet the research objectives established at the outset and provide meaningful insights into undergraduate student experiences.

My team and I have appreciated the opportunity to work on this project and are happy to discuss the findings or provide additional information at your convenience. Please do not hesitate to contact me at (404)-662-8548 or oallen9@student.gsu.edu should you have any questions.

Sincerely,

Nico Crowell

Front Row Friends, LLC

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Abstract/Executive Summary

This marketing research project explores the role and impact of AI within students' coursework and examines how concepts learned from using AI then apply to the efficiency at which students complete assignments. It explores how AI use affects gpa and vice versa, and how these factors tie into demographics.

In our report we've examined students' awareness, usage, experiences, and their feelings and opinions towards AI in general and in relation to coursework. We've calculated the variance in AI use across demographics and examined how students' attitudes towards AI relate to their broader academic engagement and satisfaction.

To achieve these objectives, primary data was collected through a survey and statistical analyses were conducted using SPSS software. Our analytical procedures included pearson product moment correlation, a paired sample t-test, an independent sample t-test, and a multiple regression analysis.

The findings indicate that students generally view AI as beneficial, especially for coursework.

In conclusion, AI has a strong growing influence on coursework and its integration into coursework has been seen to be beneficial. We recommend that GSU puts policies and plans into place to continue encouraging students to experiment with AI to assist with learning course material while teaching students what constitutes assistance from AI and when it leads to academic dishonesty. We also recommend Georgia State prepares Professors and Faculty about AI aid in education, and provide them additional resources to prepare for AI in the future.

Introduction

The recent rise of artificial intelligence (AI) has begun reshaping how students learn, access information, and engage with their coursework. As more courses begin to permit the usage of AI in coursework or even encourage the use of AI tools, it has become more important for students to understand how to use this technology to assist in classwork effectively and ethically in a way that supports learning.

The purpose of this study is to examine Georgia State undergraduate students' perceptions of AI in education and how AI usage relates to the completion of coursework. Specifically, our research intends to identify patterns in AI use, investigate differences across demographic groups, assess students' attitudes toward AI, and evaluate how AI influences their overall educational experience.

To address these objectives, we conducted a series of statistical analyses, including Pearson product-moment correlations, paired-samples t-tests, independent-samples t-tests, and multiple regression based on quantitative and qualitative data we've gathered. These analyses allowed us to explore relationships between variables, identify significant differences among groups, and better understand the role of AI in undergraduate coursework.

Research Objectives

1. To examine students' awareness, usage, and attitudes towards AI (Artificial Intelligence) in academic settings.
2. To assess how AI use varies across student demographics.
3. To explore how students' attitudes towards AI relate to their broader academic engagement and satisfaction.
4. To provide insights for professors and administration over how AI is affecting undergraduate education.
5. To discuss potential next steps to ensure undergraduate students are educated on how and when AI use is appropriate in relation to coursework.

Method

Our research began with qualitative data collected through forty individual interviews conducted in September 2025 by our larger research team under the supervision of our Principal Investigator, Dr. Curasi.

Insights from these interviews were used to develop research questions that informed a quantitative questionnaire. The survey consisted of three main sections: Student Opinions and Experiences with AI (19 questions), Student Opinions and Experiences with Group Projects (16 questions), and Student Opinions and Experiences with Coursework (9 questions), along with eight classification questions, for a total of 52 questions.

The questionnaire was paper-based and completed anonymously. All attitude- and experience-based items were measured using seven-point Likert scales, while classification questions included interval and ratio measurements.

The survey was administered using convenience sampling. Data was collected through self-administered paper surveys distributed to undergraduate business students on the Georgia State University campus. To prevent duplicate participation, all data collectors distributed surveys simultaneously on October 8, 2025. Surveys were distributed to classrooms containing students about to begin class as well as other high-traffic areas across campus. A total of 382 surveys were collected, of which 285 were fully completed and 95 contained missing values.

Finally, the responses were coded and analyzed using SPSS to identify trends, relationships, and differences among variables.

Descriptive Statistics

These statistics are included as an overview of the survey data collected for this report.

Table 1

Descriptive Statistics for Interval Variables

	Number of Values	Mean	Standard Deviation
AI1	382	5.03	1.602
AI2	382	5.77	1.458
AI3	382	5.03	1.554
AI4	382	4.94	1.686
AI5	382	4.77	1.750
AI6	380	4.85	1.660
AI7	382	3.77	1.678
AI8	382	3.67	1.787
AI9	381	5.23	1.681
AI10	380	5.07	1.856
AI11	378	5.56	1.406
AI12	381	5.12	1.544
AI13	379	4.90	1.778
AI14	380	4.50	1.920
AI15	380	3.85	1.833
AI16	379	3.41	1.790
AI17	378	3.90	1.800
AI18	378	5.52	1.762
AI19	378	4.53	1.854
GP1	379	4.28	1.881
GP2	378	3.87	1.551
GP3	378	4.35	1.515
GP4	378	5.24	1.459
GP5	378	5.44	1.570
GP6	377	4.42	1.446
GP7	377	4.50	1.620
GP8	378	4.77	1.651
GP9	374	4.74	1.402
GP10	376	3.64	1.842
GP11	376	4.34	1.548
GP12	376	3.73	1.623

GP13	375	4.07	1.892
GP14	376	5.17	1.581
GP15	375	3.75	1.896
GP16	376	4.25	1.710
CW1	346	5.17	1.363
CW2	342	4.85	1.649
CW3	345	4.79	1.576
CW4	343	4.87	1.456
CW5	345	4.08	1.841
CW6	343	4.81	1.859
CW7	342	3.60	1.758
CW8	342	5.27	1.456
CW9	342	4.68	1.993
Valid Number of Values (listwise)	326		

Table 2

Descriptive Statistics for Ratio Variables

Variable Name	Number of Values	Mean	Standard Deviation
Age	350	21.08	3.190
Study Hours	352	11.06	8.800
Work Hours	341	16.37	14.189
GPA	327	3.44	.454
AI Use in Number of Times Per Week	336	35.13	496.211
Valid Number of Values (listwise)	308		

Table 3

Statistics for Nominal Frequencies

	Gender	Ethnicity	Major
Number of Valid	346	350	351
Values Missing	36	32	31
Mode	1	2	13

Table 4

Gender Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Men	182	47.6	52.6	52.6
	Women	164	42.9	47.4	100.0
	Total	346	90.6	100.0	
Missing	System	36	9.4		
Total		382	100.0		

Figure 1

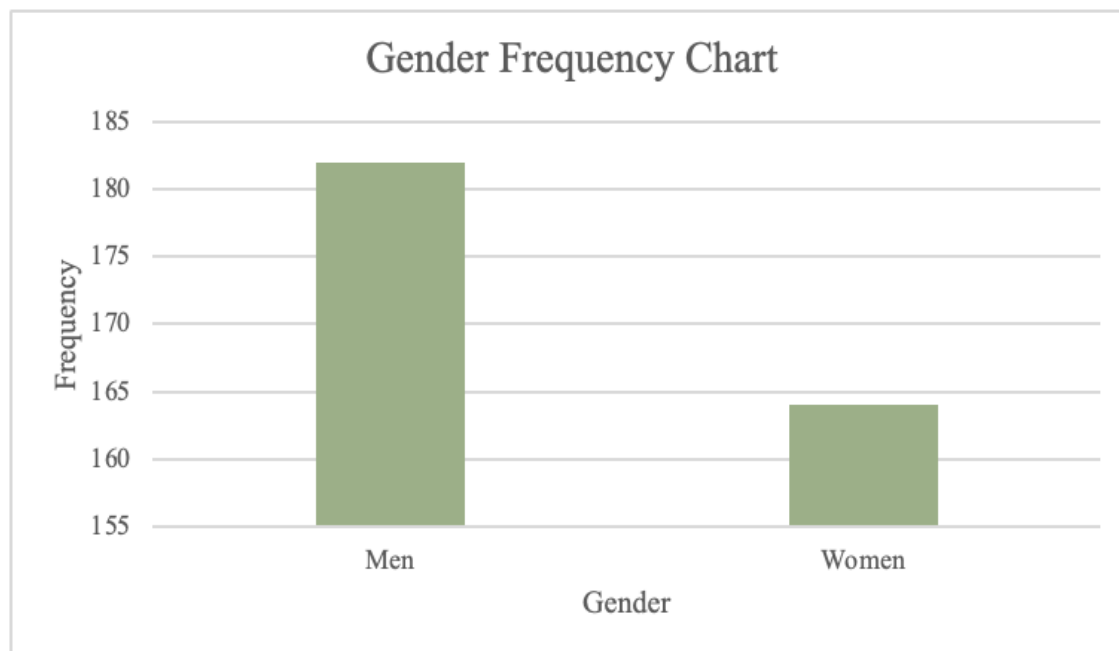


Table 5

Ethnicity Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	78	20.4	22.3	22.3
	Black	121	31.7	34.6	56.9
	Latino	63	16.5	18.0	74.9
	Multi-Racial	23	6.0	6.6	81.4
	White	60	15.7	17.1	98.6
	Other	5	1.3	1.4	100.0
	Total	350	91.6	100.0	
Missing	System	32	8.4		
Total		382	100.0		

Figure 2

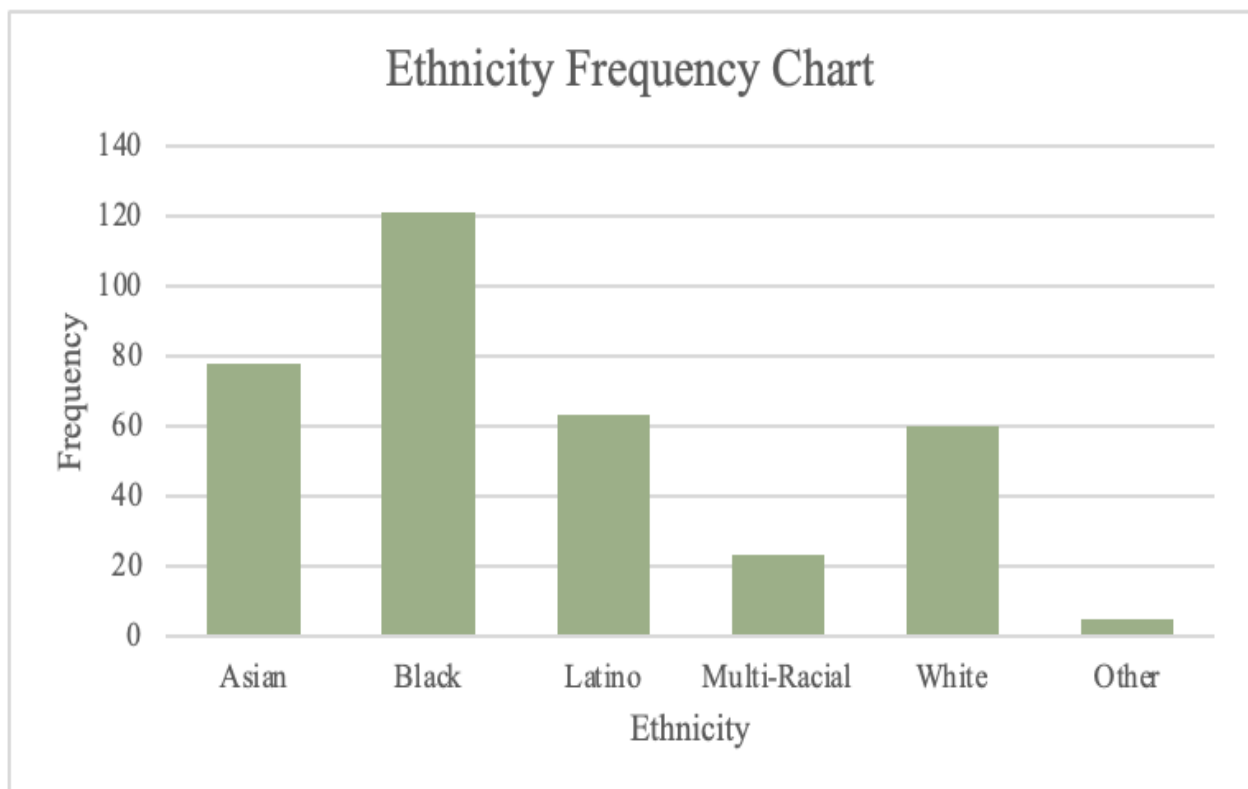
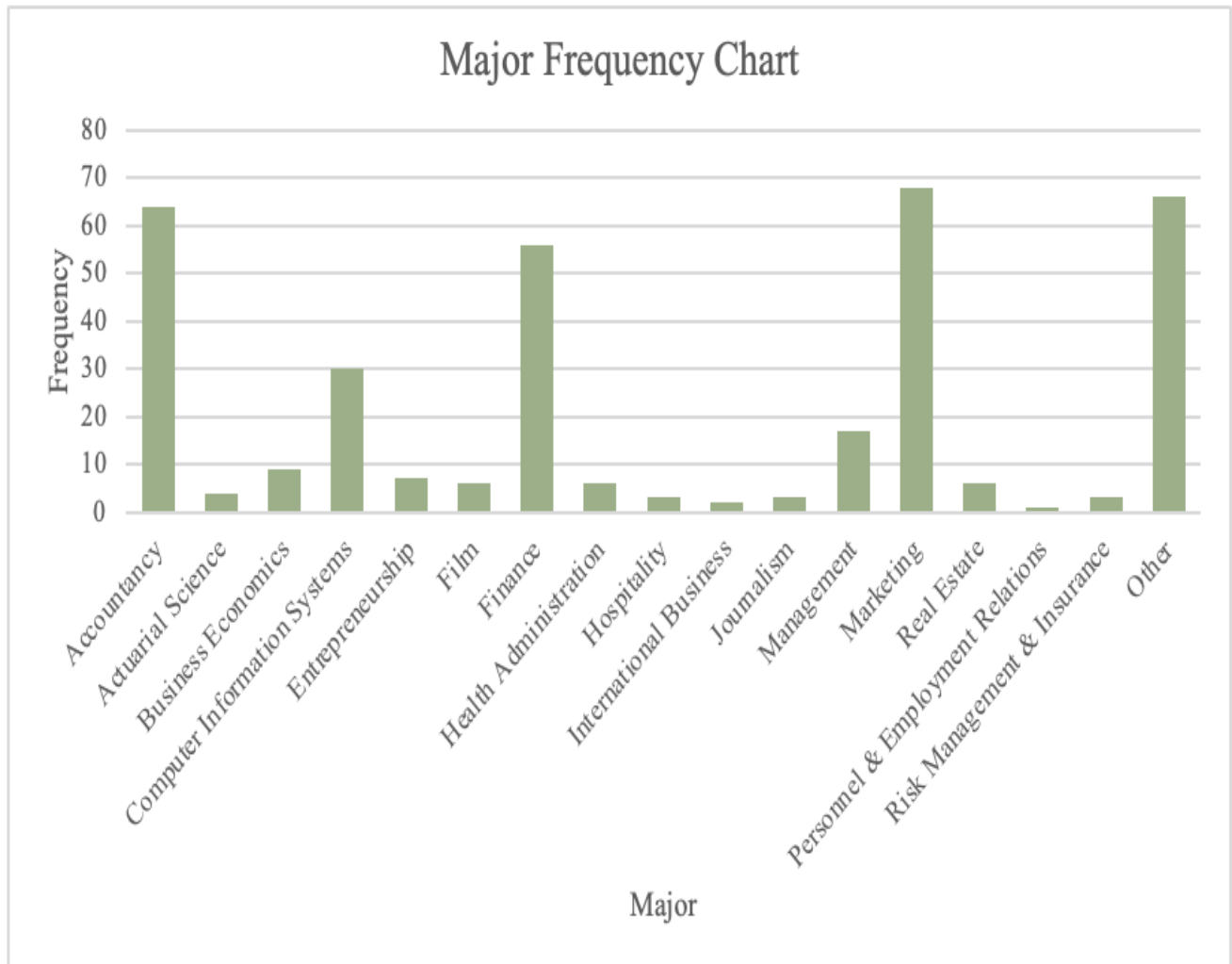


Table 6

Major Frequency Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accountancy	64	16.8	18.2	18.2
	Actuarial Science	4	1.0	1.1	19.4
	Business Economics	9	2.4	2.6	21.9
	Computer Information Systems	30	7.9	8.5	30.5
	Entrepreneurship	7	1.8	2.0	32.5
	Film	6	1.6	1.7	34.2
	Finance	56	14.7	16.0	50.1
	Health Administration	6	1.6	1.7	51.9
	Hospitality	3	.8	.9	52.7
	International Business	2	.5	.6	53.3
	Journalism	3	.8	.9	54.1
	Management	17	4.5	4.8	59.0
	Marketing	68	17.8	19.4	78.3
	Real Estate	6	1.6	1.7	80.1
	Personnel & Employment Relations	1	.3	.3	80.3
	Risk Management & Insurance	3	.8	.9	81.2
	Other	66	17.3	18.8	100.0
	Total	351	91.9	100.0	
Missing	System	31	8.1		
Total		382	100.0		

Figure 3



Results

Pearson Product-Moment Correlation

First, a Pearson Product-Moment Correlation was conducted to measure the strength and direction of relationships among certain variables in the “Opinions and Experiences with AI” section in the survey. This is to give an overview of correlated variables and determine relationships to explore further.

Table 7

Pearson Product-Moment Correlation

		AI3	AI8	AI9	AI11	AI12	AI14	AI15	AI19
AI3	Pearson Correlation	1	.495**	.014	.381**	.254**	.369**	.318**	.263**
	Sig. (2-tailed)		<.001	.785	<.001	<.001	<.001	<.001	<.001
	N	382	382	381	378	381	380	380	378
AI8	Pearson Correlation	.495**	1	.043	.425**	.197**	.501**	.495**	.202**
	Sig. (2-tailed)	<.001		.398	<.001	<.001	<.001	<.001	<.001
	N	382	382	381	378	381	380	380	378
AI9	Pearson Correlation	.014	.043	1	.089	.286**	-.028	-.027	.189**
	Sig. (2-tailed)	.785	.398		.085	<.001	.585	.596	<.001
	N	381	381	381	377	380	379	379	377
AI11	Pearson Correlation	.381**	.425**	.089	1	.164**	.389**	.292**	.149**
	Sig. (2-tailed)	<.001	<.001	.085		.001	<.001	<.001	.004
	N	378	378	377	378	378	378	378	376
AI12	Pearson Correlation	.254**	.197**	.286**	.164**	1	-.043	.058	.278**
	Sig. (2-tailed)	<.001	<.001	<.001	.001		.406	.258	<.001
	N	381	381	380	378	381	380	380	378
AI14	Pearson Correlation	.369**	.501**	-.028	.389**	-.043	1	.674**	.034
	Sig. (2-tailed)	<.001	<.001	.585	<.001	.406		<.001	.512
	N	380	380	379	378	380	380	380	378
AI15	Pearson Correlation	.318**	.495**	-.027	.292**	.058	.674**	1	-.017
	Sig. (2-tailed)	<.001	<.001	.596	<.001	.258	<.001		.736
	N	380	380	379	378	380	380	380	378
AI19	Pearson Correlation	.263**	.202**	.189**	.149**	.278**	.034	-.017	1
	Sig. (2-tailed)	<.001	<.001	<.001	.004	<.001	.512	.736	
	N	378	378	377	376	378	378	378	378

** . Correlation is significant at the 0.01 level (2-tailed).

The table displays many statistically significant correlations (PC) between specific statements about students’ attitudes and opinions towards AI.

Learning and Understanding (AI3 & AI8)

AI3 (“AI provides explanations that are clearer than my textbooks or class notes”) and AI8 (“For most of my assignments, I use AI”) show a moderately strong positive correlation ($PC=.495$, $\text{sig} < .001$). Therefore, students who find AI explanations clearer than traditional materials are also more likely to use AI regularly for their coursework, indicating a correlation between perceived usefulness and usage frequency.

Peer Influence (AI11)

AI11 (“My friends use AI for their classes”) correlates positively with several variables:

- AI8 (“For most assignments, I use AI”) is moderately strong ($PC=.425$).
- AI14 (“I often use AI in a last-minute pinch to complete my schoolwork”) is weak ($PC=.389$).
- AI3 (“AI provides explanations that are clearer than my textbooks or class notes”) is weak ($PC=.381$).

The multiple positive relationships show that there is a recurring positive correlation between peoples’ views on AI and how their friends feel, indicating that there could be some influence affecting these views.

Convenience and Reliance (AI14, AI15, AI8)

AI14 (“I often use AI in a last-minute pinch to complete my schoolwork”) and AI15 (“I often use AI to get quick answers without having to learn the material”) are strongly correlated ($PC=.674$, $\text{sig} < .001$). This shows that students who rely on AI in last-minute situations are also likely to use it for shortcuts.

Both variables also correlate significantly with AI8 (“For most of my assignments, I use AI”). AI14 has a moderate strength correlation ($PC=.501$, $\text{sig} < .001$), and AI15’s is also moderate ($PC=.495$, $\text{sig} < .001$). This shows that heavy users of AI are more likely to engage in AI use in coursework to get assignments done fast rather than assist with learning course material.

Institutional Perspectives (AI6 & AI19)

AI6 (“Professors should encourage students to explore using AI”) correlates moderately with AI15 (“I use AI for quick answers”) ($PC=.495$, $\text{sig} < .001$) and AI8 (“For most of my assignments, I use AI”) ($PC=.425$, $\text{sig} < .001$).

This suggests that students that use AI currently on assignments believe that professors should encourage students to use it.

Alternatively, AI19 (“There should be a mandatory AI education component to the Freshman Experience class”) has weaker correlations between those same variables and others relating to AI (PC values range from .149 to .278), indicating less student alignment between AI use and mandatory training.

Overall, this correlation analysis shows that perceived usefulness of AI tools correlate with frequency of AI use, indicating a possible predictor for AI use. Peer influence and faculty encouragement correlations imply the importance of how social and institutional factors impact

AI use, and students that use AI likely also prefer permission from professors to do so. Finally, certain students likely use AI for convenience over assistance, shown by the strong relationship between last-minute AI use and use of AI for shortcuts.

Paired Samples T-Tests

Three paired-samples t-tests were then conducted to compare students' perceptions of various aspects of AI (Artificial Intelligence) in academic use. These will provide more information about differences in opinions between variables or demographics.

PAIR 1: AI1 & AI3

AI1 ("I have learned a lot from using AI") was compared with AI3("AI provides explanations that are clearer than my textbooks or class notes").

Table 8

Paired Samples Statistics					
		Mean	Number of Values	Standard Deviation	Standard Error Mean
Pair 1	AI1	5.03	382	1.602	.082
	AI3	5.03	382	1.554	.079

Table 9

Paired Samples Test									
		Paired Differences		95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Standard Deviation	Standard Error Mean	Lower	Upper		One-Sided p	Two-Sided p
Pair 1	AI1 - AI3	.000	1.399	.072	-.141	.141	.000	.500	1.000

Table 10

Paired Samples Effect Sizes					95% Confidence Interval	
			Standardizer ^a	Point Estimate	Lower	Upper
Pair 1	AI1 - AI3	Cohen's d	1.399	.000	-.100	.100
		Hedges' correction	1.402	.000	-.100	.100

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

This analysis reveals that there is no statistically significant difference between students' perceptions of how much they have learned from using AI and their beliefs about whether AI provides clearer explanations than their textbooks or class notes. This suggests that students' sense of learning from AI is closely aligned with perceptions of its clarity. Essentially, students that find AI explanations clearer than textbooks and notes they would normally rely on also feel they are able to learn well using AI, thus further supporting the relationship between clarity found with AI and the learning benefit students believe they are receiving from it.

PAIR 2: AI6 & AI19

AI6 ("Professors should encourage students to explore using AI as an academic tool") was compared with AI19 ("There should be a mandatory AI education component to the Freshman Experience class").

Table 11

Paired Samples Statistics

		Mean	Number of Values	Standard Deviation	Standard Error Mean
Pair 1	AI6	4.85	377	1.658	.085
	AI19	4.53	377	1.856	.096

Table 12

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Standard Deviation	Standard Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	AI6 - AI19	.322	2.013	.104	.118	.526	3.108	376	.001	.002

Table 13

Paired Samples Effect Sizes

				Standardizer ^a	Point Estimate	95% Confidence Interval	
Pair 1	AI6 - AI19	Cohen's d		2.013	.160	.058	.262
		Hedges' correction		2.017	.160	.058	.261

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The results show a significant difference between the means of the answers given to the two statements (Paired Samples Test, two-sided $p = .002$). Students are more supportive of professors encouraging AI exploration as opposed to making AI education mandatory. Although both statements receive moderate agreement, with both falling between "Not Applicable OR Neither" and "Somewhat Agree", students show a statistically significant preference for voluntary, professor-led AI encouragement over institutionally mandated AI training. This is further supported by the correlations found between AI use and AI16 that were not present when the same variables were compared with AI19.

PAIR 3: AI2 & AI15

AI2 ("AI saves me time") was compared with AI15 ("I often use AI to get quick answers without having to learn the course material").

Table 14

Paired Samples Statistics

		Mean	Number of Values	Standard Deviation	Standard Error Mean
Pair 1	AI2	5.77	380	1.459	.075
	AI15	3.85	380	1.833	.094

Table 15

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Standard Deviation	Standard Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	AI2 - AI15	1.925	1.906	.098	1.733	2.117	19.686	379	<.001	<.001

Table 16

Paired Samples Effect Sizes

			Standardizer ^a	Point Estimate	95% Confidence Interval	
Pair 1	AI2 - AI15	Cohen's d	1.906	1.010	.886	1.133
		Hedges' correction	1.910	1.008	.884	1.131

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

The results indicate a highly significant difference (Paired Samples Test, Two-Sided $p = <.001$). Students strongly agreed that AI saves time, with a mean of 5.77 between "Somewhat Agree" and "Agree". Students are more negative about using AI to avoid learning course material, with a mean of 3.85 between "Not Applicable OR Neither" and "Slightly Disagree", but that is still more relatively ambivalent. The substantial mean difference of 1.93 points on the seven-point scale is both statistically and practically significant, suggesting students distinguish between AI as an efficiency aid versus as a shortcut.

Independent Samples T-Test

Next, we performed an Independent Sample T-test to determine how demographics' attitudes differ in relation to coursework.

The first analysis compared how students with lower GPAs (below 3.5) and higher GPAs (3.5 and above) responded to CW5 ("I often start assignments at the last minute").

Table 17

Group Statistics					
	GPA_Group	N	Mean	Std. Deviation	Std. Error Mean
CW5	Low GPA	126	4.48	1.719	.153
	High GPA	193	3.81	1.881	.135

Table 18

Independent Samples Test											
Levene's Test for Equality of Variances				t-test for Equality of Means							
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
CW5	Equal variances assumed	2.252	.134	3.219	317	<.001	.001	.671	.208	.261	1.081
	Equal variances not assumed			3.281	283.846	<.001	.001	.671	.204	.268	1.073

Table 19

Independent Samples Effect Sizes					
		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
CW5	Cohen's d	1.819	.369	.142	.595
	Hedges' correction	1.823	.368	.142	.593
	Glass's delta	1.881	.357	.129	.583

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Levene's Test for Equality of Variances was not significant (sig.=.134, which is >.05), indicating equal variances between the two groups. The independent samples test showed a statistically significant difference between low- and high-GPA students (Two-Sided $p < .001$).

Students with lower GPAs reported greater agreement with the statement "I often start assignments at the last minute" (Mean=4.48, Std. Deviation=1.72) than students with higher

GPA's (Mean=3.81, Std. Deviation=1.88). This difference of 0.67 points on the seven-point scale is statistically and practically meaningful.

In practical terms, these results suggest that students with lower GPA's are more likely to engage in last-minute assignment completion behaviors compared to their higher-performing peers. Lower-GPA students typically fell between "Not Applicable OR Neither" and "Somewhat Agree", while higher-GPA students were more likely to somewhat disagree. This finding highlights the connection between academic procrastination and performance, suggesting that time management and assignment planning are important factors distinguishing successful students from those who struggle academically.

Multiple Regression

A multiple regression analysis was then conducted to predict the frequency of AI use for assignments (AI8: "For most of my assignments, I use AI") from several attitudinal and behavioral variables.

Table 20

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AI10, AI7, AI14, AI5, AI4, AI11, AI6, AI15 ^b	.	Enter

a. Dependent Variable: AI8

b. All requested variables entered.

Table 21

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.731 ^a	.534	.524	1.229

a. Predictors: (Constant), AI10, AI7, AI14, AI5, AI4, AI11, AI6, AI15

Table 22

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	636.649	8	79.581	52.685	<.001 ^b
	Residual	555.871	368	1.511		
	Total	1192.520	376			

a. Dependent Variable: AI8

b. Predictors: (Constant), AI10, AI7, AI14, AI5, AI4, AI11, AI6, AI15

Table 23
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
1	(Constant)	.102	.430	.237	.813
	AI6	.210	.045	.196	4.629
	AI15	.166	.048	.170	3.436
	AI4	.194	.042	.184	4.621
	AI11	.205	.051	.162	4.048
	AI5	-.182	.038	-.179	-4.744
	AI7	.141	.041	.132	3.447
	AI14	.133	.047	.144	2.814
	AI10	-.087	.036	-.090	-2.399

a. Dependent Variable: AI8

The model is statistically significant (Anova Sig.<.001^b) as well as all of the independent variables (Coefficients^a Sig.<.05) except for the constant (sig.=.813), which requires it be trimmed from the formula. The model indicates that 53.4% of the variance in AI usage frequency is explained by the predictors ($R^2=.534$).

Significant predictors include:

- AI6 - "Professors should encourage students to explore using AI as an academic tool." ($\beta = .196$, Sig. < .001)
- AI4 - "AI helps me proofread my writing assignments." ($\beta = .184$, Sig. < .001)
- AI5 - "AI should not be used as a shortcut for completing assignments." ($\beta = -.179$, Sig. < .001)
- AI15 - "I often use AI to get quick answers without having to learn the course material." ($\beta = .170$, Sig. < .001)
- AI11 - "My friends use AI for their classes." ($\beta = .162$, Sig. < .001)
- AI14 - "I often use AI in a last-minute pinch to complete my schoolwork." ($\beta = .144$, Sig. = .005)
- AI7 - "Most of my professors allow me to use AI for class-related tasks (e.g., outlines, summaries)." ($\beta = .132$, Sig. < .001)
- AI10 - "I worry about the environmental impact of AI." ($\beta = -.090$, Sig. = .017)

The strongest positive predictor was AI6, indicating that when students perceive professor encouragement, they are significantly more likely to incorporate AI into coursework. Proofreading, convenience, and social influence also contributed positively to AI adoption.

Interestingly, students who hold principled objections to using AI as a shortcut tend to use it less frequently overall, suggesting that ethical considerations do moderate AI usage patterns despite other encouraging factors. This is further encouraged by the negative relationship between environmental impact concerns and AI usage.

Overall, the model demonstrates that institutional support and perceived academic utility are key drivers of student AI usage.

Another multiple regression analysis was conducted to predict AI6 (“Professors should encourage students to explore using AI as an academic tool”) to discover possible reasons that students believe this and to benefit any recommendations provided in this report.

Table 24

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	AI19, AI17, AI8, AI16, AI2, AI3, AI1 ^b	.	Enter

a. Dependent Variable: AI6

b. All requested variables entered.

Table 25

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.722 ^a	.521	.512	1.158

a. Predictors: (Constant), AI19, AI17, AI8, AI16, AI2, AI3, AI1

Table 26

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	539.051	7	77.007	57.402	<.001 ^b
	Residual	495.028	369	1.342		
	Total	1034.080	376			

a. Dependent Variable: AI6

b. Predictors: (Constant), AI19, AI17, AI8, AI16, AI2, AI3, AI1

Table 27

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
1	(Constant)	.304	.332	.914	.361
	AI1	.262	.053	.251	<.001
	AI2	.150	.056	.131	.008
	AI3	.223	.053	.208	<.001
	AI8	.163	.041	.175	<.001
	AI16	.163	.036	.176	<.001
	AI17	-.100	.035	-.109	.004
	AI19	.105	.035	.118	.003

a. Dependent Variable: AI6

This model is statistically significant (Anova sig.<.001^b) as well as all of the independent variables (Coefficients^a sig.<.05) except for the constant (sig.=.361), which requires it be trimmed from the formula. The model predicts the dependent variable, AI6, 51.2% based on the 7 independent variables included ($R^2=.512$).

Significant predictors are as follows:

- AI1 - “I have learned a lot from using AI.” ($\beta = .251$, Sig. < .001)
- AI3 - “AI provides explanations that are clearer than my textbooks or class notes.” ($\beta = .208$, Sig. < .001)
- AI16 - “I always cite the AI tool I am using, when completing work with AI.” ($\beta = .176$, Sig. < .001)
- AI8 - “For most of my assignments, I use AI.” ($\beta = .175$, Sig. < .001)
- AI2 - “AI saves me time.” ($\beta = .131$, Sig.=.008)
- AI19 - “There should be a mandatory AI education component to the Freshman Experience class.” ($\beta = .118$, Sig.=.003)
- AI17 - “When a classmate uses AI, it is unfair to students who don’t use AI for that graded assignment.” ($\beta = -.109$, Sig.=.004)

The strongest predictor was AI1, indicating that one of the primary motivations for students wanting professors to teach ethical AI use is based on how they perceive AI’s educational benefits. This finding is further supported by the positive relationships between AI3, AI16, AI2, and AI19, which collectively suggest that students value AI’s potential to enhance learning and academic efficiency.

An interesting addition is AI17, which displayed a negative relationship with AI6 shows that students do not view AI use as providing an unfair advantage over other classmates in coursework.

Also notable is the absence of variables such as AI15 (“I often use AI to get quick answers without having to learn the course material”) and AI14 (“I often use AI in a last-minute pinch to complete my schoolwork”). The lack of significance among these items implies that students do not primarily associate AI use with academic dishonesty. Instead, they appear to view AI as a legitimate tool for improving productivity and supporting their learning.

This regression was conducted using the stepwise method with all AI survey variables entered as potential independent variables. Only the variables that showed statistical significance were retained in the final model, confirming that items related to dishonest or shortcut-based AI use did not meaningfully predict attitudes toward ethical AI instruction.

Conclusion

The results of this study provide a comprehensive understanding of how Georgia State University undergraduate students perceive and use artificial intelligence in their coursework. Overall, students view AI positively, recognizing it as a helpful academic tool rather than a shortcut or form of academic dishonesty.

Correlation and regression analyses revealed that students who perceive AI as useful and clear in its explanations are more likely to use it frequently in their coursework. Social and institutional influences, particularly in the forms of peer use and professor encouragement, also emerged as strong predictors of AI use. These findings suggest that both community norms and classroom guidance shape how students engage with AI.

Paired-samples t-tests showed that students distinguish between AI as a time-saving or supportive tool and as a means of avoiding learning. They largely agree that AI helps them complete work efficiently, but they do not support using this tool to replace genuine learning. Independent-samples t-tests demonstrated that students with lower GPAs are more prone to procrastination, highlighting time management as a key differentiator in academic performance.

However, interviews conducted before the surveys revealed that some students may still use AI extensively in ways that blur the line between assistance and overreliance. As one interview participant explained, “Me, Chegg, ChatGPT, and Gemini have single-handedly aced every single online, asynchronous class I’ve had,” later clarifying, “I wouldn’t call it [academic dishonesty]... I would say using all of the available resources to me” (See Appendix C). This perspective shows the complex ethical boundary students navigate when incorporating AI into their coursework, one that can be better understood through clearer education on the distinction between using AI as a learning aid versus a substitute for academic effort. Russel describes it best in *AI and its implications for research in higher education: a critical dialogue*. The article debates where the line is between using AI for assistance versus having it write for you. Russel states, “AI offers a tool for augmentation rather than replacement”(Appendix B). Russel is arguing that, while AI is a great source as assistance for reviewing research documents, it should be used in addition to human analysis, instead of a poor substitute.

Multiple regression analyses further supported these patterns. The frequency of AI use was best predicted by professor encouragement, proofreading support, and peer influence, which ethical concerns and environmental impact were associated with lower AI use. Additionally, the analysis predicting student support for professors encouraging AI showed that students’ belief in AI’s educational value strongly drives their support of ethical AI instruction.

Taken together, these results suggest that undergraduate students at Georgia State University generally perceive AI as a legitimate, beneficial tool that enhances learning and productivity. Their attitudes emphasize responsible use and institutional guidance over mandated instruction or unregulated adoption. These insights provide statistical backing for the following

recommendations aimed at helping faculty and administrators integrate AI into academic life effectively and ethically.

Managerial Recommendations

Based on our findings from this study, students appear to benefit from using AI in their coursework. To enhance these benefits and ensure that students are using AI effectively and ethically, Georgia State University should consider implementing introductory AI literacy coursework within the undergraduate required courses, in a similar manner to the media literacy courses already supplied by the University.

These courses would help students gain familiarity with AI tools early in their college experience while teaching responsibility with these tools to support learning and productivity over academic dishonesty. Interspersing these AI literacy courses throughout required core classes, as opposed to confining them to the Freshman Learning Experience class, helps ensure this information is conveyed multiple times in various academic situations. This approach would allow students to experience a range of potential applications for AI across many academic environments, while preventing overload and promoting consistent, ethical engagement with AI for coursework.

Statistical evidence from this research indicates that many students believe AI helps them save time and improve academic efficiency, suggesting that structured instruction on AI use could further increase these positive outcomes. By providing foundational guidance on AI applications, ethics, and best practices, GSU can promote responsible use of AI while preparing students for an increasingly AI-integrated academic and professional environment.

A second recommendation is to offer faculty development workshops focused on integrating AI into instruction. Professors who understand both the capabilities and limitations of AI can better guide students toward ethical and practical use. Faculty engagement can also reduce inconsistencies in classroom policies regarding AI, ensuring students receive a cohesive message about when and how AI should be used.

Finally, the university should consider establishing clear, campus-wide AI usage guidelines. Clear communication about acceptable AI use in academic settings would help reduce confusion and potential misuse while encouraging students to use AI as a supplemental learning tool rather than a shortcut. A consistent policy would also align student behavior with faculty expectations and promote academic integrity as AI becomes more widespread.

Limitations

This study has several limitations that should be considered when interpreting the results.

Sample Size and Composition

Because we had a considerable amount of surveys come from people who are outside of The Robinson College of Business, around 17 percent, it may be hard to hold these results representative of the total RCB student population.

Methodology

Participation in the survey was voluntary, making willingness the main cause for respondents to agree to participate. Due to this, there is potential for self-selection bias by students more outgoing or interested in the topics the survey covered. Incentives could yield responses from a broader range of students. [Note: students were offered a piece of candy as a token of appreciation for their participation, but this was not considered an incentive according to the Principal Investigator, Dr. Curasi.]

Scope

Our research was all conducted simultaneously on October 8, 2025, at 1:45 pm. Surveys were distributed to classrooms containing students about to begin class, as well as other high-traffic RCB areas across campus. Consequently, students who did not have class or were not present on campus were not able to participate due to our convenience sampling method. Conducting data collection across multiple days and time would increase representativeness and reliability. This could also lead to repeat respondents, potentially requiring something to circumvent that. Overall, it would more likely provide a more diverse sample than our current and open the opportunity to receive a higher number of respondents.

External Factors

The absence of dedicated research funding constrained both the sample size and data collection methods. A larger budget could have enabled broader survey distribution and access to professional sampling services to improve diversity and response rates.

Despite these limitations, this study provides valuable insights into undergraduate students' use of AI on student coursework. Future research could strengthen these findings by conducting multiple rounds of data collection and offering more substantial participation incentives to capture a wider range of student perspectives.

Appendix A: Blank Copy of Survey

FALL 2025: MK 4200; Marketing Research Survey Questions

Strongly Disagree	Disagree	Somewhat Disagree	Not Applicable OR Neither	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Please place the appropriate number from the scale above in the blank space beside each question. There are no right or wrong answers, so don't respond as you think you are 'supposed to.' Answers are completely confidential and anonymous. You do not need to provide your name or any type of identification. This data will be used for educational purposes only. Please be completely honest.

Please Share Your Opinions and Experiences with AI (Artificial Intelligence)

1. _____ I have learned a lot from using AI.
2. _____ AI saves me time.
3. _____ AI provides explanations that are clearer than my textbooks or class notes.
4. _____ AI helps me proofread my writing assignments.
5. _____ AI should not be used as a shortcut for completing assignments.
6. _____ Professors should encourage students to explore using AI as an academic tool.
7. _____ Most of my professors allow me to use AI for class-related tasks (e.g., outlines, summaries).
8. _____ For most of my assignments, I use AI.
9. _____ Using AI ethically is important to me.
10. _____ I worry about the environmental impact of AI.
11. _____ My friends use AI for their classes.
12. _____ I am confident that I use AI ethically.
13. _____ I worry about AI reducing my job prospects after I graduate.
14. _____ I often use AI in a last-minute pinch to complete my schoolwork.
15. _____ I often use AI to get quick answers without having to learn the course material.
16. _____ I always cite the AI tool I am using, when completing work with AI.
17. _____ When a classmate uses AI, it is unfair to students who don't use AI for that graded assignment.
18. _____ I avoid using AI in situations where it is clearly prohibited (e.g., quizzes, exams).
19. _____ There should be a mandatory AI education component to the Freshman Experience class.

Please Share Your Opinions and Experiences with Group Projects

1. _____ Overall, I enjoy group projects.
2. _____ I prefer to have groupmates of the same gender as myself.
3. _____ My professors prepare me to work successfully in my group projects.
4. _____ I prefer to resolve issues with my groupmates without the professor's involvement.
5. _____ I feel anxiety when one of my teammates misses a deadline.
6. _____ I prefer to have more involvement from my professors in group projects.
7. _____ Work often gets completed at the last minute in my team projects.
8. _____ I find group projects to be stressful.
9. _____ I typically complete a majority of the work in my group projects.
10. _____ I worry that a teammate might find out if I give them a bad evaluation on team evaluations.
11. _____ Peer evaluations accurately reflect each team member's contribution.
12. _____ Group project grades accurately reflect the contributions of every team member.
13. _____ To avoid conflict, I have given a teammate a higher peer rating grade than I know they deserve.
14. _____ I feel anxious if a group member doesn't respond to communication within a reasonable amount of time.
15. _____ I am uncomfortable giving a student a poor grade on a team evaluation, even if they did very little work.
16. _____ My teams typically create a team charter for my team projects.

Please Share Your Opinions and Experiences About Your Coursework

Page 2

1. _____ I'm satisfied with my classes overall.
2. _____ I feel that my education is worth the cost.
3. _____ I recommend GSU to my friends and family.
4. _____ My classes are challenging.
5. _____ I often start assignments at the last minute.
6. _____ The rising cost of living (groceries, rent, gas, clothes, etc.) has affected my ability to focus on school.
7. _____ I am able to retain the course material better from online classes.
8. _____ I am able to retain the course material better from in-person classes.
9. _____ I worry about my financial situation.

Classification Questions

This data will be used for classification purposes only. Your answers are completely anonymous and confidential. Please be completely honest.

1. Gender? (1) Male (2) Female
2. Age? _____
3. On average, I study _____ hours per week? (Including reading assignments, Projects, homework assignments, teamwork, studying for tests, exams, quizzes, etc.)
4. On average, I work _____ hours per week? (at an internship and/or at a financially compensated job)
5. GPA as of end of Spring 2025 (or last semester enrolled): _____
6. On the average, I use AI _____ times in a typical week.
7. My Ethnicity...

Asian	1
Black	2
Latino	3
Multi-racial	4
White	5
Other	6
8. My major is located within the following academic unit: Please Circle One (Circle Two if you have a Double Major).
If you are not a Business Major, identify your Business Minor or Concentration from the list below.

1. Accountancy	10. International Business
2. Actuarial Science	11. Journalism
3. Business Economics	12. Management
4. Computer Information Systems	13. Marketing
5. Entrepreneurship	14. Real Estate
6. Film	15. Personnel & Employment Relations
7. Finance	16. Risk Management & Insurance
8. Health Administration	17. Other _____
9. Hospitality	

Thank you very much for your help!!

Appendix B

Allen, O. (2025). *Marketing Research Interview Transcript* [Unpublished raw data].

Butson, R., & Spronken-Smith, R. (2024). AI and its implications for research in higher education: a critical dialogue. *Higher Education Research & Development*, 43(3), 563–577. <https://doi.org/10.1080/07294360.2023.2280200>

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Sinnappan, Shirley, G., Ismail, N. B., Fong, W., & Wah, L. (2025, February 26). MetaC Framework: Metacognitive Prompting for AI-Driven Coursework Assessment in Tertiary Education. Bangkok. Retrieved 2025,.

Appendix C

THE RELATIONSHIP BETWEEN AI AND COURSEWORK

Olivia Allen, Nico Crowell, Miles Smith

Agenda

- ◆ Introduction and Research Objectives
- ◆ Method
- ◆ Results
 - Correlations/Associations
 - T-tests
 - Multiple Regression Analyses
- ◆ Conclusions
- ◆ Managerial Recommendations/Discussion
- ◆ Limitations/Future Directions

Introduction

- ◆ The recent rise of AI has been reshaping how students learn, access information, and engage with their coursework. With some courses beginning to allow the usage of AI in coursework it is becoming more important for some students to understand how to use AI to assist them in their classes. The general purpose of our project is to explore students' perceptions of AI in education and how AI usage relates to the completion of coursework.
- ◆ Our research aims to provide an understanding of the usage patterns and feelings towards AI, understand how AI use varies across each demographic, explore students' attitudes towards AI, and figure out how it affects undergraduate education.
- ◆ To do so we ran an independent sample t-test, a paired sample t-test, multiple regression, and Pearson product-moment correlation.

Research Objectives

1. To examine students' awareness, usage, and attitudes towards AI (Artificial Intelligence) in academic settings.
2. To assess how AI use varies across student demographics.
3. To explore how students' attitudes towards AI relate to their broader academic engagement and satisfaction.
4. To provide insights for professors and administration over how AI is affecting undergraduate education.

Method

- ◆ Our research began with qualitative data collected through forty individual interviews conducted in September 2025 by our research team.
- ◆ Insights from these interviews were used to develop research questions that informed a quantitative questionnaire.
- ◆ The survey was administered using convenience sampling. Data was collected through self-administered paper surveys distributed to RCB students on the Georgia State University campus.
- ◆ Finally, the responses were coded and analyzed using SPSS to identify trends, relationships, and differences among variables.

Associations

	AGE	SEX	ASD	ADHD	ANXI	DEPR	ANXI	DEPR
AGE	Person	1	.402**	.014	.301**	.284*	.268*	.210**
	Correlation							
SEX	Person		1					
	Correlation	-.080						
ASD	Person			1				
	Correlation	.002	.282					
ADHD	Person				1			
	Correlation	.016	.043			1		
ANXI	Person						1	
	Correlation	.002	.008	.000	.000	.000		1
DEPR	Person							
	Correlation	.000	.000	.000	.000	.000		

Table 1: Correlation matrix of the study variables (N = 100).

Associations

- ◆ The cell at the intersection of AI14 and AI15 in the correlation matrix provides the following information:
 - Pearson Correlation coefficient (r) = .674
 - Significance (2-tailed) < .001
 - $N = 380$ (sample size - the number of valid responses for both variables)
- ◆ Because the significance value (< .001) is much less than .05, we reject the null hypothesis. There is a statistically significant linear relationship between AI14 and AI15. In fact, this is a highly significant relationship

Associations

- ◆ This analysis reveals a strong, statistically significant positive relationship between students using AI in last-minute pinches to complete their schoolwork and students using AI to get quick answers without learning course material.
- ◆ The correlation of $r = .674$ ($p < .001$) indicates that students who agree with the statement "I often use AI in a last-minute pinch to complete my schoolwork" are very likely to also agree with the statement "I often use AI to get quick answers without having to learn the course material." Similarly, students who rarely use AI in last-minute situations also tend to avoid using AI for superficial quick answers.

Paired Sample T-tests

The screenshot shows SPSS output for a Paired Sample T-test. The top table is 'Paired Sample Statistics', the middle is 'Means and Standard Deviations', and the bottom is 'Standardized Residuals'.

Paired Sample	Mean	SD	SE Mean	95% CI Lower	95% CI Upper
AI12 - AI15	1.925	1.906	.309	1.311	2.539

Variable	Mean	SD	SE Mean	95% CI Lower	95% CI Upper
AI12	5.77	1.459	.236	5.30	6.24
AI15	3.85	1.833	.298	3.26	4.44

Variable	Mean	SD	SE Mean	95% CI Lower	95% CI Upper
AI12	5.77	1.459	.236	5.30	6.24
AI15	3.85	1.833	.298	3.26	4.44

Paired Sample T-tests

PAIR 1: AI1 & AI3

- ◆ AI1: "I have learned a lot from using AI" AI3: "AI provides explanations that are clearer than my textbooks or class notes"
 - This analysis reveals that there is no statistically significant difference between students' perceptions of how much they have learned from using AI and their beliefs about whether AI provides clearer explanations than their textbooks or class notes

Paired Sample T-tests

PAIR 2: AI6 & AI9

- ◆ AI6: "Professors should encourage students to explore using AI as an academic tool" AI9: "There should be a mandatory AI education component to the Freshman Experience class"
 - This analysis reveals that there is a statistically significant difference between students' beliefs about professors encouraging AI exploration and their support for mandatory AI education in the Freshman Experience class.
 - In practical terms, this means that students are more supportive of professors encouraging AI exploration than they are of making AI education mandatory in the Freshman Experience class. While both statements receive moderate agreement, students show a statistically significant preference for voluntary, professor-led AI encouragement over institutionally mandated AI training.

Paired Sample T-tests

PAIR 3: AI2 & AI15

- ◆ AI2: "AI saves me time" AI15: "I often use AI to get quick answers without having to learn the course material"
- ◆ Looking at the Paired Samples Statistics table, students rated AI2 (with a mean of 5.77 (SD = 1.459), while they rated AI15 with a mean of 3.85 (SD = 1.833). The Paired Samples Test shows a mean difference of 1.925 (SD = 1.906), which is highly statistically significant ($t = 19.686$, $p < .001$).
- ◆ In practical terms, this means that students strongly agree that AI saves them, but are much more ambivalent about using it to avoid learning course material

Independent Sample T-tests

Group Statistics									
GPAs Group	N	Mean	Std. Deviation	Std. Error Mean					
Low GPA	128	4.48	1.719	.133					
High GPA	183	3.81	1.881	.136					

Independent Samples Test									
Levene's Test for Homogeneity of Variance		F		Sig.		t		Sig. (2-tailed)	
GPAs	GPAs	1.28	183	.262		3.81	128	.000	
		t		Sig. (2-tailed)		df		Sig. (2-tailed)	
		3.81		.000		311		.000	

Independent Samples Effect Sizes				
GPAs	Cohen's d	Standardized Mean Difference	Lower	Upper
GPAs	1.810	.369	.142	.586
Hedges' correction	1.810	.369	.142	.586
Student's t-test	1.881	.357	.128	.583

a. The denominator used in estimating the effect sizes: Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control group.

Independent Sample T-tests

- Null Hypothesis: There is no significant difference between students with low GPAs and students with high GPAs in how often they start assignments at the last minute (CWS: "I often start assignments at the last minute").
- Students with lower GPAs (below 3.5) had a mean score of 4.48 (SD = 1.719), while students with higher GPAs (3.5 and above) had a mean score of 3.81 (SD = 1.881) in answer to CWS: "I often start assignments at the last minute." This difference of 0.67 points is statistically significant and meaningful.

Independent Sample T-tests

- In practical terms, this means that students with lower academic performance are significantly more likely to engage in last-minute assignment completion behaviors compared to their higher-performing peers. Students with lower GPAs tend to fall between "neither agree nor disagree" and "somewhat agree" that they start assignments at the last minute, while higher GPA students lean more toward disagreeing with this behavior. This finding suggests a clear connection between academic procrastination habits and coursework outcomes, as measured by GPA.

Multiple Regression for AI8

Model Summary					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	1.121 ^a	7	.160	11.047	.000
a. R Squared = .534					

Model Coefficients ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	1.121 ^a	7	.160	11.047	.000
a. R Squared = .534					

Model Coefficients ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	1.121 ^a	7	.160	11.047	.000
a. R Squared = .534					

Multiple Regression for AI8

Dependent and Independent Variables:

- Dependent Variable: AI8 - "For most of my assignments, I use AI"
- Independent Variables (Final Model):
 - AI6 - "Professors should encourage students to explore using AI as an academic tool"
 - AI15 - "I often use AI to get quick answers without having to learn the course material"
 - AI4 - "AI helps me proofread my writing assignments"
 - AI11 - "My friends use AI for their classes"
 - AI5 - "AI should not be used as a shortcut for completing assignments"
 - AI7 - "Most of my professors allow me to use AI for class-related tasks"
 - AI14 - "I often use AI in a last-minute pinch to complete my schoolwork"

Multiple Regression for AI8

Looking at the Model Summary table, the R Square = .534, which means that 53.4% of the variability in AI8 is explained by these seven independent variables.

- Ranked by strength of contribution (absolute Beta values):
 - AI6 (Beta = .196, Sig. < .001) - "Professors should encourage students to explore using AI" - STRONGEST PREDICTOR
 - AI4 (Beta = .184, Sig. < .001) - "AI helps me proofread my writing assignments"
 - AI15 (Beta = .170, Sig. < .001) - "I often use AI to get quick answers without learning"
 - AI11 (Beta = .162, Sig. < .001) - "My friends use AI for their classes"
 - AI5 (Beta = -.179, Sig. < .001) - "AI should not be used as a shortcut" (negative relationship)
 - AI7 (Beta = .132, Sig. < .001) - "Most of my professors allow me to use AI"
 - AI14 (Beta = .144, Sig. = .005) - "I often use AI in a last-minute pinch"

Multiple Regression for AI8

- ◆ The strongest predictor is institutional support, when students perceive that professors encourage AI use, they are significantly more likely to incorporate AI into their regular assignment workflow. Additionally, proofreading help, convenience, and social influence all contribute to increased AI adoption in coursework.
- ◆ Interestingly, students who hold principled objections to using AI as a shortcut tend to use it less frequently overall, suggesting that ethical considerations do moderate AI usage patterns despite other encouraging factors.

Multiple Regression for AI6

Variable: Course/Section of AI6					
Model	Statistics	Statistics	Statistics	Model	
1	Adjusted R ²	Adjusted R ²	Enter		
	Adjusted R ²	Adjusted R ²	Enter		
a. Dependent Variable: AI6					
b. All requested variables entered.					
Model Summary					
Model	R	Adjusted R ²	Standard Error of the Estimate		
1	.708 ^a	.676	1.078		
a. Predictors: (Constant), AI1, AI2, AI3, AI4, AI5, AI7, AI8, AI9, AI10, AI11, AI12, AI13, AI14, AI15, AI16, AI17, AI18, AI19, AI20, AI21, AI22, AI23, AI24, AI25, AI26, AI27, AI28, AI29, AI30, AI31, AI32, AI33, AI34, AI35, AI36, AI37, AI38, AI39, AI40, AI41, AI42, AI43, AI44, AI45, AI46, AI47, AI48, AI49, AI50, AI51, AI52, AI53, AI54, AI55, AI56, AI57, AI58, AI59, AI60, AI61, AI62, AI63, AI64, AI65, AI66, AI67, AI68, AI69, AI70, AI71, AI72, AI73, AI74, AI75, AI76, AI77, AI78, AI79, AI80, AI81, AI82, AI83, AI84, AI85, AI86, AI87, AI88, AI89, AI90, AI91, AI92, AI93, AI94, AI95, AI96, AI97, AI98, AI99, AI100, AI101, AI102, AI103, AI104, AI105, AI106, AI107, AI108, AI109, AI110, AI111, AI112, AI113, AI114, AI115, AI116, AI117, AI118, AI119, AI120, AI121, AI122, AI123, AI124, AI125, AI126, AI127, AI128, AI129, AI130, AI131, AI132, AI133, AI134, AI135, AI136, AI137, AI138, AI139, AI140, AI141, AI142, AI143, AI144, AI145, AI146, AI147, AI148, AI149, AI150, AI151, AI152, AI153, AI154, AI155, 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Conclusion

- ◆ Paired-samples t-tests showed that students distinguish between AI as a time-saving or supportive tool and as a means of avoiding learning. They largely agree that AI helps them complete work efficiently, but they do not support using this tool to replace genuine learning. Independent-samples t-tests demonstrated that students with lower GPAs are more prone to procrastination, highlighting time management as a key differentiator in academic performance.
- ◆ Multiple regression analyses further supported these patterns. The frequency of AI use was best predicted by professor encouragement, proofreading support, and peer influence, which ethical concerns and environmental impact were associated with lower AI use. Additionally, the analysis predicting student support for professors encouraging AI showed that students' belief in AI's educational value strongly drives their support of ethical AI instruction.

Conclusion

- ◆ Taken together, these results suggest that undergraduate students at Georgia State University generally perceive AI as a legitimate, beneficial tool that enhances learning and productivity. Their attitudes emphasize responsible use and institutional guidance over mandated instruction or unregulated adoption. These insights provide statistical backing for the following recommendations aimed at helping faculty and administrators integrate AI into academic life effectively and ethically.

Managerial Recommendations

- ◆ Based on our findings from our data students seemed to positively benefit from using AI in their coursework. A possible way to improve the quality of AI usage so that students can further enhance their learning experience is to implement an AI course in freshman and sophomore courses. This will give students a chance to familiarize themselves with AI and use it in a way to assist them with coursework. Statistical evidence shows that students agreed that AI has helped to save time and could possibly benefit students going forward.

Limitations

- ◆ **Sample Size and Composition**
 - Because we had a consistent amount of surveys come from people who are outside of The Robinson College of Business, around 17 percent, it may be hard to tell if these results are representative of the total RCB student population.
- ◆ **Methodology**
 - The main reason that we had on conducting the survey was that it was mostly voluntary, yes, we did have some of candy to reward sample, but it is hard to get anyone who is participating in the survey for the candy. If we were able to reward our participants better, we might have more varied results from a subset of more reserved people.
- ◆ **Scope**
 - Our research was only conducted simultaneously on October 8, 2025, at 1:45 pm. Surveys were distributed to classrooms containing students about to begin class, as well as other high-traffic RCB areas across campus. However, if you were a business student but didn't have class on Wednesday, or maybe you were running late, chances would not have been able to give you a survey.
- ◆ **External Factors**
 - The absence of research funding constrained both the sample size and data collection methods. A larger budget would have enabled a more extensive survey distribution and access to professional sampling services.

Future Directions

- ◆ Conduct surveys at multiple time points throughout the semester (beginning, midterm, and end) to track how AI usage patterns and attitudes change over time.
- ◆ Conduct follow-up interviews or focus groups with students to gain deeper qualitative insights into how and why they use AI in specific ways.
- ◆ "On the average, I use AI ___ times in a typical week." - Times - is vague - does opening ChatGPT once count as one time, even if you ask 10 questions? Does using Grammarly count separately from ChatGPT?
- ◆ Include "Which AI tools do you use most frequently for coursework?"
- ◆ Ask what specifically on tasks AI is used for: Write whole thing vs checking