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THE USE OF ARTIFICIAL INTELLIGENCE: STUDENT PRACTICE AND OPINIONS AT KODOLÁNYI JÁNOS UNIVERSITY.

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ABSTRACT

This study presents the results of a survey conducted by Kodolányi János University in 2024 among its students. The questionnaire was distributed via NEPTUN (the university network) and completed by 363 students. The questionnaire covered two crucial topics: the development of experiences related to the use of artificial intelligence, as perceived by students according to their educational orientation and demographic characteristics, and their opinions on the advantages and disadvantages of using artificial intelligence. In terms of usage, it can be concluded that more than half of the students had used an AI program, primarily for university assignments, and their experience was generally positive. In addition to the majority of positive opinions, some students considered the use of artificial intelligence in education to be dangerous, as they believed that the university was not prepared for it. A smaller group of students drew attention to the discriminatory consequences of using AI.

KEYWORDS

artificial intelligence, university students, opinions, experience, and discrimination

INTRODUCTION

Countless favourable and unfavorable opinions emerged in the last few years regarding artificial intelligence. These opinions are characterized by both well-established and groundless hopes and fears, even today. A 2025 survey conducted by GKI Gazdaságkutató Zrt., an economic research group, also confirmed this theory (GKI, 2025). According to this survey, students have the highest trust in artificial intelligence, which is a positive and important aspect for us. However, even professionals struggled to understand issues related to the application of artificial intelligence, as its potential usage and development are rapidly evolving. The application of artificial intelligence in education is also highly diverse. As Tao and colleagues (2025, 327. p) explained: “generative AI can respond to complex and diverse inputs in the educational domain, such as learning materials in different languages, instructions, and student performance. This redefined generative AI generates learning content and adapts teaching methods and learning materials according to

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individual student performance and feedback, providing students with a more personalized and practical learning experience." This process shed light on a rather serious risk, specifically about the social and economic dangers rising from the failure to renew the educational and training systems. Hungary's Artificial Intelligence Strategy (2025) stated that "the exponential development of AI requires *immediate and profound* changes across the whole spectrum of education" (emphasis added by us). The tasks related to this realization posed a significant challenge to domestic education.

There are fundamental questions that need to be answered: (1) In what way are the educators prepared to integrate the use of artificial intelligence? Moreover, how prepared are these educators to recognize potential warning signs and assess ethical issues? An additional aspect of this question could be when teacher training institutions will produce enough teachers who can familiarize students, at the primary and secondary levels, with artificial intelligence. Furthermore, it is important to accustom students to applying artificial intelligence at their school level while continuously updating their knowledge and teaching materials. International literature has already noted discrepancies between teachers' and students' opinions on the use of artificial intelligence, as well as differences in learning skills, preparedness, and AI usage (Ziebell & Skeat, 2023; Turnitin, 2023). (2) The second question is what knowledge and experience students have regarding the use of artificial intelligence, and if they understand its consequences. (3) The third question concerns students' attitudes about the use of artificial intelligence in higher education. This analytical stance could take various forms, which may influence the assessment of the previous questions. Our study, based on the collected data, provides some potential answers; however, it does not claim to be comprehensive or exhaustive.

LITERATURE REVIEW

Stanford University published the first handbook on artificial intelligence more than forty years ago in the United States (Barr & Feigenbaum, eds., 1981). Naturally, it cannot be compared to the handbook published more than thirty years later by Cambridge University (Frankich & Ramsex, eds., 2014). However, both publications gave the impression that Hungary faces considerable disadvantages in this field, including education. In the fields of research and application development, these disadvantages may be overcome more easily than in the case of the necessary organizational and mindset changes.

Therefore, the key issue would be the relationship between education, including adult education, and artificial intelligence. Vieriu & Petrea, for instance, highlighted in their study (2025, 343. p) that "the necessity of a structured framework for AI integration, supported by ethical guidelines, to maximize benefits while mitigating risks." Later, it was reported that more than 80% of the students approved of incorporating artificial intelligence into the curriculum. At the same time, the authors warned that the excessive reliance on artificial intelligence could remarkably reduce both creative and critical thinking. This view was shared by Malik and colleagues (2023). Lee & So (2025) put it more subtly. According to them, several social factors, including school performance, strongly influence this. High-achieving students creatively exploit the possibilities offered by AI, while lower-achieving students passively and uncritically accept the solutions provided by ChatGPT. Hu and colleagues (2025) also expressed a fundamentally positive opinion about the

impact of AI on learning. However, they added that this impact only really comes to fruition if teachers are adequately prepared and have a holistic approach. The literature is therefore not unanimous in its assessment of AI technologies such as ChatGPT. This is why Tian and colleagues (2025) called this application a "double-edged sword." However, we can safely say that the use of AI in education does not favor so-called "hard-working bees" students, who are very diligent but only strive to master the curriculum mechanically. We can therefore rightly call AI applications "bee-killer" methods.

González-Calatayud and colleagues (2021, 5467, 12 of 15. p) stated that “We must promote the collaboration between education experts and AI experts, because we cannot understand the educational potential of technologies if we do not understand the educational context, the characteristics of educational interaction, and the real users’ needs. Technology and pedagogy must walk together if we want to understand the future of the advanced technologies in education, in order to understand the new education that will arrive in the next years”. The need for this collaboration is emphasized in an editorial article by Xie and colleagues (2021, 86. p), where they state the following. “AI experts typically do not have knowledge of pedagogical methodologies or in-depth experiences in the classroom, while it is unrealistic to ask educational researchers to be equipped with domain knowledge of modern AI techniques.”

This teamwork is of importance, mainly because of the recommendations adopted at UNESCO’s Beijing Conference in 2019, titled "Artificial Intelligence and Education." These proposals will officially be implemented by 2030, provided that governments agree to them. Hornberger and colleagues (2023) highlight another crucial detail, emphasizing the importance of assessing and considering students’ existing knowledge when designing and conducting courses.

Based on international experiences, university students’ opinions about the use of AI in education are primarily positive. However, some views contain negativity regarding the topic. Baigi and colleagues. (2023) observed that most healthcare students hold a relatively positive opinion on using artificial intelligence in healthcare, despite not acquiring much knowledge about it during their education. This result reinforces the fact that a positive attitude towards AI has a mobilizing power, only if students’ perspectives and understanding are taken into consideration when developing educational content and methods. Park and colleagues (2019) warn that exaggeration, whether overly negative or positive, can be dangerous and, in their view, seriously harm the application of realistic assessment of artificial intelligence in education or other areas.

The literature cannot answer the questions raised in our study, as it is far from unanimous. For instance, Keles & Aydin (2021) argued that negative attitudes towards artificial intelligence are more common among university students than positive ones. On the other hand, they added that the difference between faculties is significant. Hornberger and colleagues (2023) reported similar results regarding the knowledge of artificial intelligence. Students in the Social Science faculty achieved the poorest results, while those in the Engineering faculty performed the best. Lukic and colleagues (2023) noted differences not only across the fields of study but also between generations. The researchers found that first-year students are generally more positive towards using AI than upper-year students. This is partly the result of the receptiveness of the younger

generation, while conversely, there is a much simpler reason. This reason was that first-year students viewed the university in a much more positive light than those who experienced all of its aspects.

Regarding educational institutions, curricula, teachers', and students' knowledge and attitudes, the literature is inconsistent. Expect to agree that the topic of artificial intelligence is essential and relevant today. We present our results regarding our investigation in the following chapter.

RESEARCH METHODOLOGY

The study was based on the research exploring the experiences and opinions of the students at Kodolányi János University. The study was conducted in 2024, and the method employed was an online questionnaire completed by 363 students. The sample cannot be considered representative, as all students received the link to complete the questionnaire, but responding was voluntary. The sample can essentially be considered an analytical sample, allowing for the examination of associations, but it cannot be generalized even for Kodolányi University.

The survey contained 15 questions, covering not only demographic variables but also the following topics: the use of artificial intelligence, experiences related to its use, and positive and negative attitudes toward AI. SurveyMonkey recorded the responses, and the data were processed with IBM SPSS 27. The anonymity of respondents was ensured by the recording method used (SurveyMonkey).

Nearly half of those who filled out the questionnaire (46%) were students from the Faculty of Economics. The students of the Faculty of Humanities had a pretty similar result (41%) in responding to the questionnaire. Among the remaining students, 7,8% were from the Faculty of New Media and Creative Industries. It is worth noting that the answers from students in the Computer Science program (5.3%) were highlighted and analyzed separately. The reason for this is that this program is considered par excellence, meaning it is closely connected to the topic of artificial intelligence. Therefore, a total of 13,1% of the completed questionnaires came from the Faculty of New Media and Creative Industries; 58% were first-year students, 25% were second-year students, and the remaining 17% were from higher years of the university.

THE RESULTS

Opinions and experiences regarding the use of artificial intelligence during higher education: descriptive statistical results

58% of the responding students had used some artificial intelligence application several times. While 12% had used it at least once, almost one-third had never used AI. The most frequently used artificial intelligence program was ChatGPT (91%), followed by Grammarly, an English grammar and translation program, at 6%, which fell considerably behind. It was reported that students use artificial intelligence to prepare and complete assignments (21,3%). We received more specific answers: 19.8% used AI for interpreting and analyzing data, 18,2% used AI programs for

summarizing topics, 17,7% used it for translation, and 10,4% of the students used it to understand complex texts. 8,9% of the students mentioned that these programs helped them organize their everyday tasks, and a relatively small portion, 3,1%, reported using them to create presentations.

Among those who had used some form of artificial intelligence, 93,1% reported positive experiences, while the remaining 6,9% considered the negative aspects more notable. Figure 1. shows the advantages of using artificial intelligence.

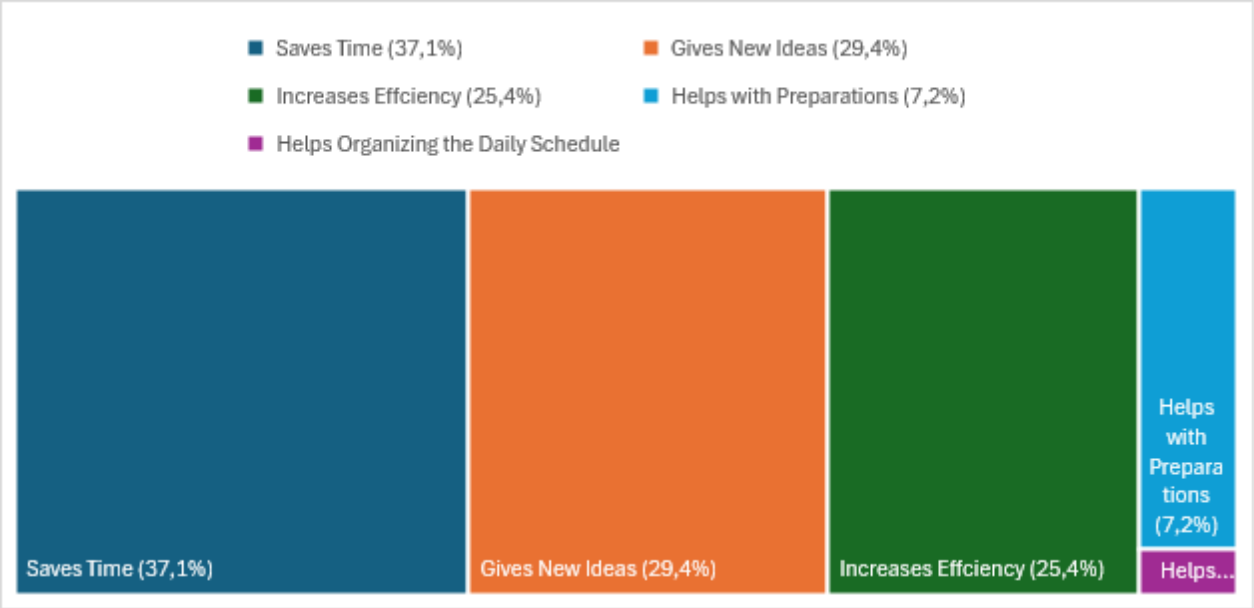


Figure 1. The advantages of using artificial intelligence according to students (%)

Source: our own editing

The students who have used artificial intelligence identified time management as its most significant benefit. Fostering creativity came close to this result, and was emphasized nearly as much. AI's efficiency-enhancing role was also mentioned with notable frequency. As previously mentioned, the literature reveals a significant difference in how students and teachers utilize AI. According to our investigation, students use artificial intelligence more frequently, and nearly two-thirds (61,7%) of the responders agreed with this statement. Over one-third of the responders (35,6%) believed that there is no difference between teachers and students regarding the use of AI. Therefore, our results confirm that reducing the "gap" between teachers and students in using AI is indeed a pressing matter.

Opinions on the usage of artificial intelligence in higher education: multivariate analysis of variance

Many studies examine students' opinions and attitudes towards artificial intelligence (E.g., Baigi and colleagues, 2023; Keles & Aydin, 2021). While outlining our study, we also emphasize this

issue, as we agree that opinions and perspectives on artificial intelligence are divided. Therefore, it is crucial to understand how students react to an institutional effort to integrate AI more intensively into education, in line with Hungary's National Artificial Intelligence Strategy (2025). Universities naturally face different situations regarding these possibilities. Some universities focus on the design, creation, development, and expansion of artificial intelligence methods into new areas. In comparison, other universities explore how AI can be applied within their own educational fields or examine the relationship between the possibilities and applications of AI and socio-economic inequalities (Kulcsár, 2023).

Consequently, the next important area of our study is investigating the relationship between students and artificial intelligence. This raises questions about how different groups of students perceive AI, their attitudes toward it, and its integration into university education.

Below, in Table 1, we present the statement, using a Likert scale (1-5), for which we asked university students' opinions.

Table 1. Opinions on the relationship between artificial intelligence and the university

Statement	Avg. (1-5)	Standard deviation (SD)	Statement	Avg. (1-5)	Standard deviation (SD)
AI helps to plan our careers	3.02	1.19	When choosing a university, it is also an advantage if AI is used in several fields	3.05	1.26
AI helps teachers prepare for classes and evaluate students	3.60	1.15	AI helps students complete assignments more efficiently in university	3.80	1.08
The university should pay much more attention to preparing students for the use of AI	3.76	1.17	AI training may help students get a job	3.76	1.18
The use of artificial intelligence must be incorporated into the curricula to meet the challenges of our time	3.47	1.24	The use of AI helps students achieve better results	3.45	1.18
I am certain that AI is just a passing trend	1.66	0.96	The spread of AI will reduce the number of permanently employed teachers	2.50	1.27
The rise of AI will reduce the importance of the humanities	2.64	1.31	The use of AI will reduce the number of face-to-face classes in universities	2.88	1.26

Those students who do not use AI are at a disadvantage	3.28	1.32	Students will have the opportunity to write their assignment using AI	2.89	1.31

Source: our own editing

The differences in agreement levels with the provided statements reveal that students do not share a uniform view of the relationship between artificial intelligence and university education. The most positive opinions centered on the use of artificial intelligence to complete university assignments and enhance job market opportunities. Almost equally strong positive evaluations emerged regarding the idea that universities should devote more attention to preparing students in this field. The fact that students place profound importance on the relationship between artificial intelligence and the university is also indicated by the consensus that the presence of AI is not a passing trend in today's society. This was one of the statements that expressed a uniform opinion of students, meaning that the variance of the scale values was the lowest here. It is worth noting that the dispersion indicators reveal that, in other cases, the evaluations were far from unanimous. Students were divided on specific statements in varying degrees.

Using the multivariate method (factor analysis), we examined how the opinions listed above could be arranged into a structured pattern based on the given data. The primary objective of this methodological procedure was to gather information on the attitudes of university students who completed our questionnaire regarding the use of AI in university education. Although the literature is divided regarding the measurement level of the Likert scale, we interpreted it as an interval-level scale. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) Value of 0.848. Bartlett's Test of Sphericity Chi-Square 1184,759 df. 91 Sig. 0,001. Based on the primary component analysis, after varimax rotation, we identified the final three factors that together explained 58.7% of the variance in the 14-dimensional space examined. This is considered a satisfactory result in social science surveys. The identification and characteristic values of the individual factors are the following:

- Positive evaluation of artificial intelligence and its advantages in university education
    - Factor eigenvalue: 4.323
    - Experienced variance: 30,9%
- Negative evaluation of artificial intelligence and its risks in university education
    - Factor eigenvalue: 2.234
    - Experienced variance: 16%
- Discriminatory risks of artificial intelligence in university education
    - Factor eigenvalue: 1.650
    - Experienced variance: 11,8%

These three factors reveal the students' varying attitudes toward the relationship between artificial intelligence and university education. The positive attitude factor is the strongest, explaining nearly one-third of the total variance. The negative attitude is also clearly present, explaining 20% of the variance. In the structure of students' attitudes toward the use of artificial intelligence in university education, the discrimination factor, albeit negative, nonetheless forms a distinct and

independent component. This highlights that this attitude manifests in both positive and negative patterns of thinking, but the discriminatory factor is not tied to either.

The relationship between the individual factors and the opinions that constitute them is shown in Figures 2 and 3. The indicator next to each statement displays how strongly that particular opinion is associated with the given factor. Moreover, to what extent does that opinion contribute to defining those statements?

In the case of a positive attitude, it is clear that not only the individual consideration plays a role. Only three units of attitude refer to the positive evaluation of personal performance and labor market advantages, while another three units demand positive changes at the university. The remaining units of attitude can be regarded as an expression of shared benefits, since the application of artificial intelligence across many university fields can attract students and provide both individual and institutional advantages.



Figure 2.

The structure of the positively evaluating relationship between artificial intelligence and the university.

Source: our own editing

Figure 3 shows the components of the negative attitude toward the presence of artificial intelligence at the university. In this case, we can observe that the negative attitude is primarily associated with the changes in university teaching methods. According to students, this would lead to a decrease in the number of instructors, a reduction of contact hours, and a decline in the overall importance of the Humanities. It is not difficult to recognize the diminishing significance of traditional forms of university education.

As previously mentioned, the third factor confirms the emergence of a more general, but negative attitude. Some students perceive a potential for discrimination with the use of artificial intelligence. This could manifest itself in both individual abilities and academic disciplines or subjects that will not be able to leverage the possibilities of artificial intelligence. Although the importance of the third factor falls short of the others, it should not be overlooked.

Thus, the factor analysis revealed three characteristic types of attitudes among university students who answered the questionnaire. The strongest factor illustrates a positive attitude towards the application of artificial intelligence in universities, but it is also evident that his positive stance is by no means absolute.

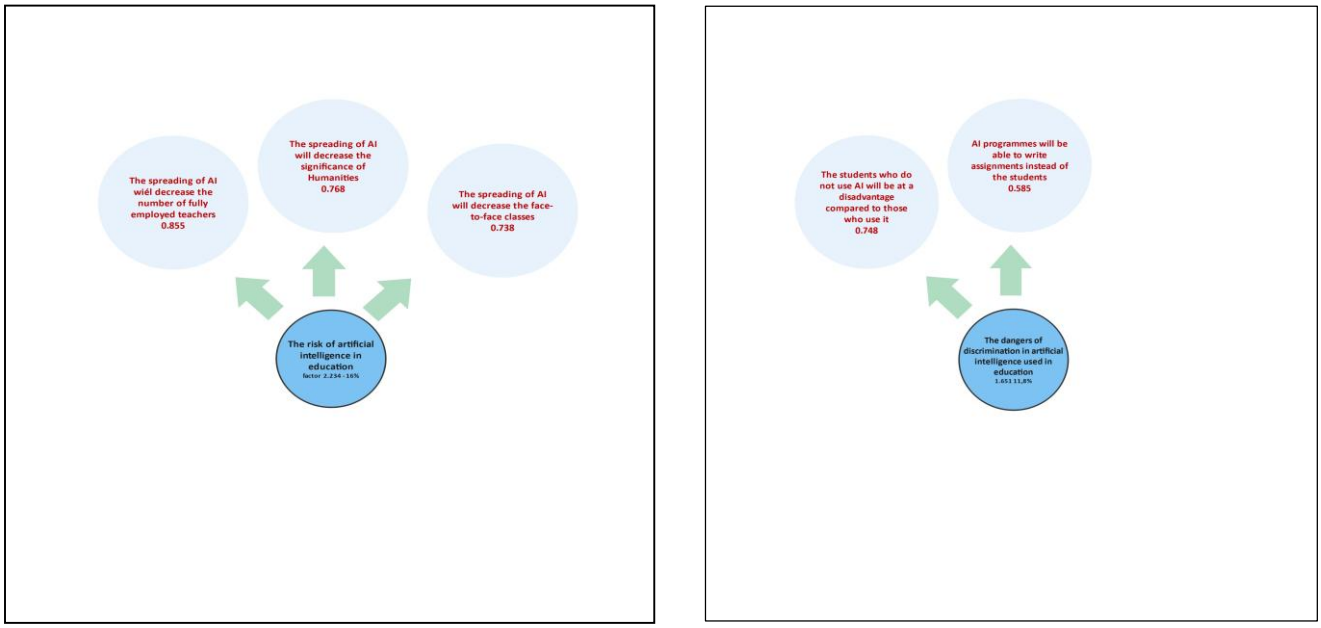


Figure 3.

The structure of the negative, risk-awareness, and discrimination warning attitude factors.

Source: our own editing

Based on the results of the factor analysis, the question arises: can these attitudes be linked to specific groups of students? As an illustration, we examined this question in a few cases, and the results are presented below.

We analyzed the distribution of the average factor scores in relation to the following variables: gender, year of study, perceived advantages of using artificial intelligence, perceived disadvantages of using artificial intelligence, and experiences with artificial intelligence applications. These variables include both factual and opinion-based questions. The results are shown in Table 2. Firstly, let us examine the relationship between "objective" variables and the factors.

Table 2.The connection between gender, year of study, and attitudes toward artificial intelligence (ANOVA).

Variables	Positive attitude (average factor score)	Negative, risk-awareness attitude (average factor score)	Discrimination-awareness attitude (average factor score)
Gender			
Men	-0.557	-0.471	0.041
Women	0.026	0.016	-0.023
F value	*0.645*	*0.392*	*0.403*
Level of significance	*0.422*	*0.532*	*0.526*
Year of Study			
First-year	0.072	0.050	0.003
Second-year	-0.122	0.103	0.013
Third-year	-0.250	-0.394	0.115
Fourth-year	-0.151	-0.120	-0.005
Fifth-year	0.711	-0.474	-0.556
F value	*3.460*	*3.110*	*1.194*
Level of significance	*0.009*	*0.016*	*0.313*

Source: our own editing

It can be said that the students' gender did not influence the connection with any other attitude groups. In many cases, such as this one, social stereotypes often sustain perceived differences between men and women. However, here it seems that no significant difference can be observed concerning the role of artificial intelligence in the university.

The following table examines the connection between attitudes toward artificial intelligence and students' experiences with it.

Table 3. The connection between experience using artificial intelligence and the attitude factors (ANOVA).

Variables	Positive attitude (average factor score)	Negative, risk-awareness attitude (average factor score)	Discrimination-awareness attitude (average factor score)
Does the use of AI bring more advantages or disadvantages?			
Advantages	0.275	-0.115	-0.023
Disadvantages	-0.716	0.359	-0.097
Cannot decide	-0.328	0.101	0.131
F value	*43.970*	*7.406*	*1.347*
Level of significance	*0.001*	*0.001*	*0.261*
What are your experiences with the use of AI?			
Only positive	0.730	-0.095	0.142
Rather positive	0.118	-0.159	-0.006
Rather negative	-1.230	0.423	-0.140
Only negative	-1.952	-1.430	-0.595
F value	*19.891*	*2.320*	*0.521*
Level of significance	*0.001*	*0.076*	*0.668*

Source: our own editing

In both cases, we observed that emphasizing the advantages and positive experiences is significantly associated with a positive attitude. However, a notable connection is also present with the negative attitude. Those who have had negative experiences also tend to hold a negative opinion about the presence of artificial intelligence in university programs.

The multivariate analysis also confirmed that those who focus on the risk of discrimination, which may occur in any group, have no fundamental connection with the analyzed objective or subjective variables.

SUMMARY

This study presents some results from a survey conducted in 2024 among the students of Kodolányi János University on their perception of artificial intelligence. The majority of students have already utilized artificial intelligence, primarily for completing assignments, and their experiences have been generally positive. During the examination of these students' attitudes, the multivariate analysis identified three types of students. The first one is clearly in favor of using artificial intelligence in university education, mainly in connection to academic performance and employment opportunities in the job market. The second one contained a negative assessment, which primarily envisioned a decline in traditional teaching methods. The third, and last, type emphasizes the risks of discrimination.

This study highlights the need to address several key questions regarding the relationship between artificial intelligence and universities in the near future.

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