



Extent of Use of Ai and Academic Behaviour Deviation among Higher Education Learners

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Abstract

AI is the science and engineering of making intelligent machines, especially intelligent computer programs. (McCarthy, 2007). The Use of AI in Higher Education academic has been increasing since the availability of AI writing tools for the Learners. The COVID influxed the extended use of AI technologies in the teaching learning process at the higher education level. Whether the AI usage increase has jeopardized the Academic integrity and academic behaviour of the learner is a facet to be intrigued upon. A deviant academic behaviour of over usage of AI for assignments, preparation of materials has been observed among the learners. Through this Paper the researchers wants to analyse the use of AI technologies like (chatbots, writing assistant, paraphrasers etc.) as well as the academic behaviour deviation among 113 higher education learners. The research uses tool AI Use Academic Behaviour Deviation Scale (AIUABD Scale) to collect the data in hybrid mode (both online and offline). The method used is survey with simple random sampling. The results indicate observed deviant academic behaviour to be related to use of increased use of AI.

Keywords: *Artificial Intelligence, Deviant Academic Behaviour, Academic Integrity, Higher Education Learners.*



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1. Introduction

AI has become a catchy word in education fascinating the learner and teachers alike. The AI technologies have been used in the education by learner's right from the understanding of syllabus to exam writing. Artificial intelligence has become part of the learning process. The vigorousness of usage of artificial intelligence is thought for as have been increased from the time of COVID 19 when the education systems across the world

where disrupted and thought for the inclusion of mobile technologies which where once banned and thought of as notorious gadgets which will derail the learning capacity of students. The boon form introduction of mobile and online platforms for synchronous and asynchronous delivery of content to student also held along different apps, games and virtual materials. The need of AI was felt when some aspects of the virtual environment

felt as repetitive for both the learner and the teacher.

UNESCO (2023) delves on Artificial Intelligence (AI) as having the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and accelerate progress towards SDG 4. However, rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks. As elaborated AI has its own boons and curses both in implementation as well as usage.

One of the most cited benefits of AI in education is its ability to personalize learning. AI-driven systems can adapt content to individual learners' needs, pacing, and preferences. For example, **Luckin et al. (2016)** argue that AI can provide "intelligent support that is personalized to the learner's context and needs" (p. 36), leading to improved engagement and mastery. Similarly, **VanLehn (2011)** found that intelligent tutoring systems (ITS) like Cognitive Tutors can produce learning gains equivalent to one-on-one human tutoring by providing immediate feedback and tailored problem sets (p. 200). These systems adjust difficulty based on learner performance, ensuring optimal challenge levels.

AI technologies also promote inclusivity by supporting learners with disabilities or those facing language barriers. **Holmes et al. (2019)** note that AI tools such as speech-to-text, real-time translation, and predictive text can "remove barriers for learners with diverse needs" (p. 24). For instance, AI-powered applications like Google's Read Along assist children with dyslexia by providing phonetic feedback. Additionally, **Bates et al. (2020)** highlight how AI-driven chatbots can offer 24/7 academic support, benefiting learners in remote or underserved regions (p. 142).

By automating grading and feedback, AI frees educators to focus on higher-order instruction. **Baker (2016)** discusses how automated essay scoring (AES) systems like E-Rater can provide consistent and rapid feedback, allowing students to revise work iteratively (p. 610). While noting the need for human oversight, Balfour (2013) concludes that AES can enhance writing skills by offering detailed grammatical and stylistic analysis (p. 59).

AI also fosters skills like critical thinking and problem-solving. **Roll and Wylie (2016)** emphasize that AI-enabled simulations and games create immersive environments where learners can experiment and learn from failures safely (p. 259). Furthermore, **Zawacki-Richter et al. (2019)** found in a systematic review that AI prepares learners for a digital economy by integrating computational thinking into curricula (p. 17).

AI can democratize access to quality education. **Li et al. (2021)** demonstrate that large-scale MOOC platforms like Coursera use AI to recommend courses and predict at-risk students, enabling timely interventions (p. 8). Similarly, **Seldon and Abidoye (2018)** argue that AI-driven platforms can scale personalized learning to millions, particularly in developing countries (p. 103).

Despite these benefits, scholars caution against overreliance on AI. **Selwyn (2019)** warns that data privacy, algorithmic bias, and the digital divide must be addressed to ensure equitable implementation (p. 45). Similarly, **Luckin (2018)** advocates for "human-in-the-loop" designs where AI supports rather than replaces teachers (p. 112). Research highlights AI's risks in education, including cognitive dependency and skill atrophy. **Warschauer and Tseng (2021)** describe "cognitive offloading" from AI tools like GPT models, which prevent the "productive struggle" needed for deep understanding and critical thinking (p. 145). **Carr (2020)** extends this, arguing that automating intellectual tasks accelerates the decline in sustained focus (p. 78).

AI worsens inequities, deskills teachers, invades privacy, and standardizes learning. **Benjamin (2019)** critiques biased algorithms creating "digital redlining" (p. 112), while **Williamson and Eynon (2020)** note personalized platforms favor privileged students (p. 230). **Selwyn (2022)** warns of "platformization" eroding teacher autonomy (p. 67); Zuboff (2019) highlights surveillance capitalism's "psychic panopticon" (p. 298); and **McRae (2022)** points to narrow metrics sidelining diverse intelligence (p. 92).

Generative AI undermines integrity and aligns poorly with education's goals. **Perkins (2023)** details how tools like ChatGPT obsolete traditional assessments, sparking an unreliable "arms race" (p. 410). **Komljenovic (2023)** reveals

edtech's focus on data extraction over efficacy, fostering proprietary lock-in (p. 204). [Biesta \(2019\)](#), [Morozov \(2019\)](#), and [Regan and Jesse \(2019\)](#) further decry the loss of relational teaching, cultural pluralism, and ethical privacy.

2. Objective of the Study:

- To find out the extent of Use of AI among Higher education learners
- To Find out whether Use of AI jeopardize the Academic integrity
- To find out whether the use of AI and Academic deviant behaviour are intertwined

3. Methodology

Survey method has been used in the study. The samples were collected randomly. The tool used is Artificial Intelligence Use Academic

Behaviour Deviation Scale (AIUABD Scale). AIUABD is a five point likert scale with responses varying in degree from strongly agree, agree, neutral, disagree and strongly disagree. The scale consisted of 40 questions out of which 20 were on AI Use and 20 were on the Deviant academic behaviour due to AI usage. The face validity and content validity of scale is ensured through expert judgments and revision of items. The internal consistency of scale is 0.78. The data was collected via online and offline from 113 respondent higher education learners.

4. Analysis

On question of usage of AI 69% of the respondents are habituated to use of AI. This is a high percentage and about 22% remained neutral indicating AI usage for academics is at large.

I often use AI Tools

113 responses

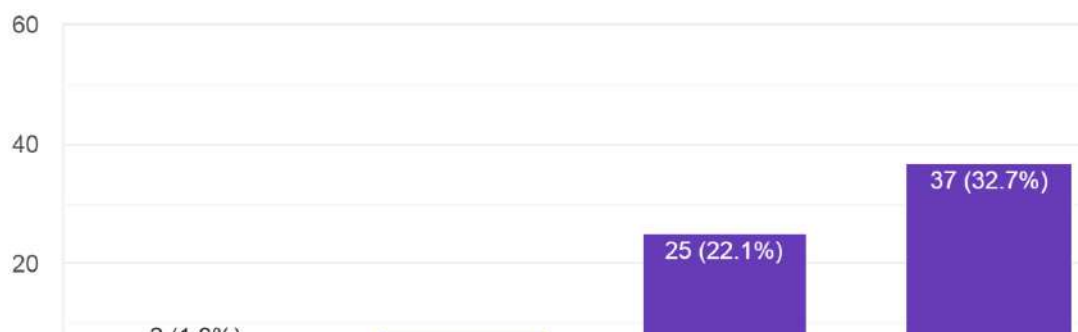


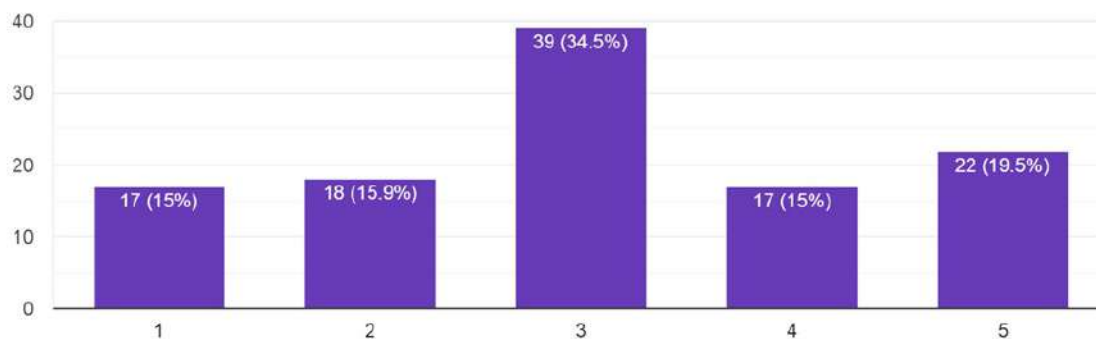
Fig: Use of AI tools among Learners

Students widely use AI tools throughout their academic tasks, strategically applying them to save time rather than relying on them indiscriminately. This purposeful adoption spans research, writing, and editing phases, demonstrating AI's deep integration into their workflows. However, ethical understanding remains moderate, complicated by a lack of formal training and unclear institutional policies. While AI improves efficiency and time management, it also risks reducing motivation and encouraging

surface-level engagement, creating a paradox where AI is both a helpful aid and a potential obstacle to deep learning. Academic integrity perspectives vary, with many considering AI-generated paraphrasing acceptable but drawing a clear line at exam use. Social pressures and career concerns further drive AI adoption, sometimes enhancing collaboration when managed appropriately.

I know ethical guidelines of AI Usage

113 responses

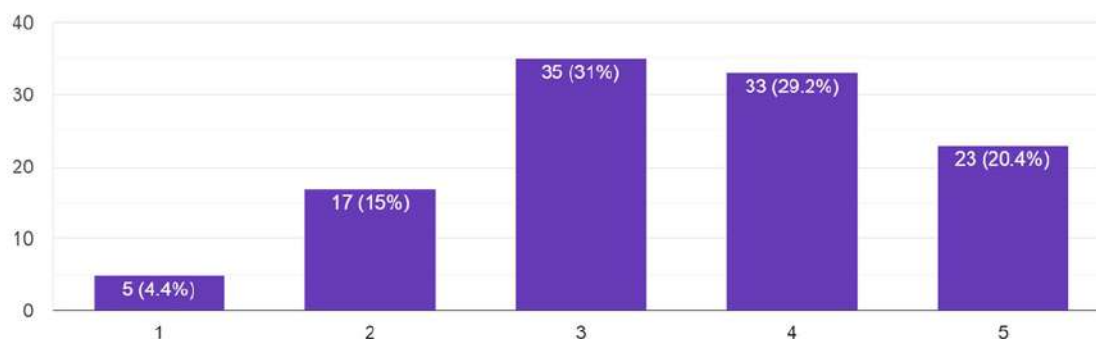
**Fig 2: Knowledge of Ethical Guidelines to use AI**

The figure reveals the Knowledge of Ethical Guidelines to use AI the data reveal that 35% saying they have some knowledge while another

30 % have no awareness on ethical guidelines and mostly would fall prey for deviant academic behaviour in AI usage.

AI makes it easier to produce work that I could not complete on my own.

113 responses



The patterns as observed in how AI tools are adopted in academic settings reveal high adoption for tasks like note-taking, summarising, editing, and brainstorming, which directly support learning efficiency as per 56% of learner view. Pattern also reveals tools assisting with writing, paraphrasing, and generating references need to

be used cautiously due to concerns about originality. Notable use of AI for exam assistance and generating content without proper attribution also raise serious ethical and academic integrity issues. These patterns show how AI diversely impacts education and behaviour.

AI makes it easier to produce work that I could not complete on my own.

113 responses

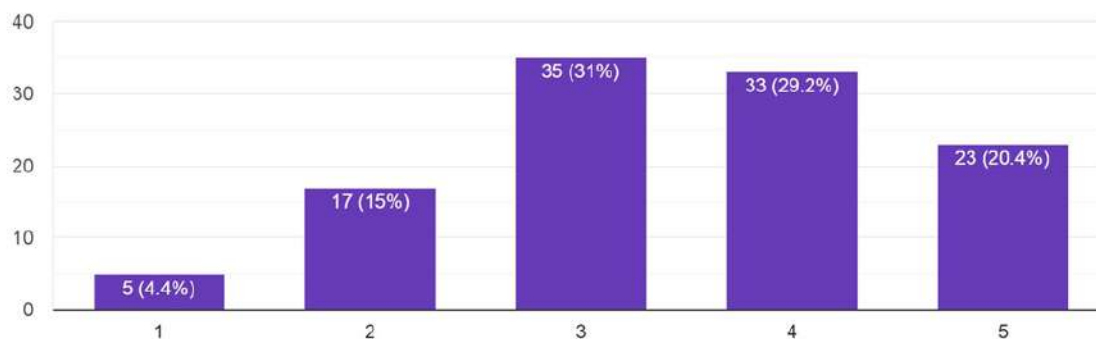


Fig 3: AI as Alternative for task management

The figure reveal AI being used excessively to accomplish task at fast rate and which need a good cognitive thinking process. AI is being used by 49% of respondents as an alternative for their own thought process or better seen by learner as beyond their capability undermining themselves.

The student rationale often involves an implicit cost-benefit analysis where students weigh time savings against potential risks. For routine tasks, the advantage of completing work more quickly usually exceeds perceived hazards.

I avoid using AI during assessments because I fear it constitutes academic dishonesty.

113 responses

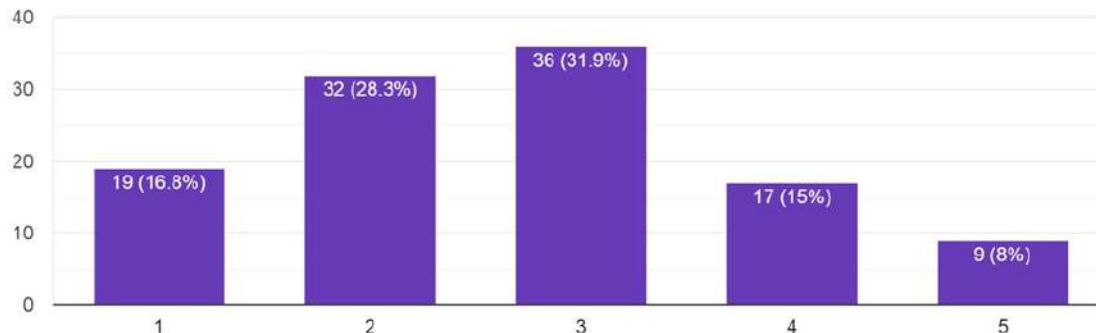


Fig 4: AI Catering Academic dishonesty in Assignments

The alarming trend as evident from fig 4, where 45.1% of the learners disagree; to avoidance of AI usage for doing assignment and they fail to link the same to academic dishonesty. This indicates AI is excessively used in Assignments. The students are unaware of academic dishonesty linked with AI usage in assignment.

Peer behavior plays a significant role in shaping social norms, influencing what is considered acceptable. Policy ambiguity allows students greater self-determination, enabling them to make choices within flexible boundaries.

Students tend to compare the efficiency benefits of shortcuts with the expected learning outcomes, balancing practical gains with educational value. Pedagogic development is evolving rapidly, driven by the increasing role of AI in education. Traditional learning habits are shifting from continuous engagement toward more strategic, task-focused approaches. Instead of relying solely on personal insight, students now leverage AI tools to deepen their understanding, enabling smarter and more efficient learning. This transition also changes skill priorities, moving from broad proficiency improvement to mastering

AI-driven tools that enhance educational outcomes. The ethical use of AI is the need of the hour (Vashishta & Harikrishnan, 2025). As AI becomes more integrated into teaching, pedagogic development highlights the importance of adapting methods to balance human creativity with technological support for optimal learning experiences.

5. Conclusion

Institutional policy must address key gaps revealed by recent data, highlighting a mismatch between student practices and established guidelines. Many students engage with academic work in ways that do not fully align with institutional expectations, often due to limited ethical awareness. Key gaps point to a need for enhanced and continuous ethical training that bridges the divide between knowledge and behavior. Additionally, advances in AI technology challenge current academic integrity frameworks, requiring institutions to update policies to reflect AI's growing capabilities while maintaining fair and transparent standards. Addressing these misalignments is crucial to foster a culture of integrity and trust in academic environments.

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