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AI in Higher Education: Empirical Evidence of Adoption, Attitudes, and Ethical Concerns from Georgia

***ABSTRACT:** The rapid integration of Artificial Intelligence (AI) into research and higher education has outpaced the available empirical evidence regarding its adoption, particularly within Eastern European contexts. This study addresses this scholarly gap by investigating the usage patterns, perceived advantages, and ethical concerns of the academic and professional communities in Georgia. Employing a cross-sectional online survey conducted between April and May 2025, data were gathered from a substantial sample of 950 respondents, including students, instructors, researchers, and professionals affiliated with five major Georgian universities. The analysis, utilizing descriptive statistics and confidence intervals, reveals an adoption rate of 72.6%. Dominant use cases identified were research and information retrieval (75.0%), writing and editing (44.9%), and curiosity-driven exploration (38.8%). Participants cited significant operational benefits, most notably time savings (91.4%) and a reduction in routine tasks (54.6%). However, critical concerns were raised regarding over-reliance (62.6%), the accuracy of AI outputs (53.8%), and the potential degradation of intellectual skills (37.2%). While 21.2% of the cohort expressed cautious expectations, the majority anticipate a sustained expansion of AI within the sector. Although focused on a specific academic cohort rather than the general population, this research provides essential empirical data for the development of institutional policies that reconcile technological innovation with ethical standards in both regional and global educational frameworks.*

Keywords: Artificial intelligence in education, AI Adoption, Generative AI, Educational and Research Methodology, Faculty and student attitudes, Innovation and policy in education, Eastern Europe, Georgia (Country)

1. Introduction

The quick adoption of AI in higher education (Gârdan et al., 2025; Miao et al., 2021) and research is a big change in how academics throughout the world work, but there aren't many real-world examples from Eastern Europe, especially Georgia. This groundbreaking study fills in this important vacuum by looking at how AI is used and adopted in Georgia's academic and professional sectors. This investigation, which took place from April to May 2025 and included “950 genuine respondents” from five major Georgian universities, is the look at the role of AI in academic society.

1.1. Background and importance

There is a lot of evidence around the world that AI can change education by making it more efficient, tailoring learning to each student, and making research easier (Asrifan et al., 2025). There are still differences between regions, though. For example, Western and Asian countries are doing a lot of research on how to use AI in their own industries, while Eastern Europe doesn't have enough detailed information on the barriers to adoption, ethical issues, and sector-specific uses (Stracke et al., 2025). Georgia's unique social and academic environment, which is growing digitally but has limited resources, makes this research even more important. To make policies that fit the needs of each community, it's important to know how AI affects people of all ages, genders, jobs, and fields of study (Foo, 2025).

1.2. Newness and range

This kind of study is not the first one carried out in Georgia (Zhghenti et al., 2024), but it is innovative because of its “scale and specificity”: it is the first large-sample AI utilization analysis in Georgia, with 950 participants from academia, research, and industry. Statistics on the use of AI are also provided by various parameters: gender, age, reasons for refusing to use, type of education received, intensity of use, AI tools, concerns and views on the future of AI.

1.3. What this means for education

The results directly indicate how desirable it would be for the Georgian education system to take into account the results obtained:

- (1) “Curriculum Design”: A lot of people (75%) use AI for research and 46.9% use it for writing, which shows that there is a need to include AI in the curriculum.
- (2) “Training for Faculty:” To address worries about intellectual reliance (37.2%), teachers need to improve their teaching skills.
- (3) “Plan for the Country:” Insights based on data could help Georgia reach its digital education goals.

2. Materials and methods

This study is a cross-sectional survey that looks at how a wide range of people academic sector in Georgia use and feel about AI products. The poll was meant to get a lot of information about how people use AI at school and work, what they think are the benefits, and what they are worried about.

2.1. Making the questionnaire

A questionnaire with three main parts was designed:

A. Information on demographics and background:

- (1) Gender: Male, Female, Non-binary, or Third gender.
- (2) Age: Under 20, 20–29, 30–39, 40–49, and 50 and up are the age groups.
- (3) Occupation/Role: High school student, Bachelor's student, Master's student, Ph.D. candidate, Professor, Lecturer/Teacher, Researcher, University administrative staff, Business professional, Writer, Painter/Photographer, Blogger, Athlete, Civil servant, Physician, Entrepreneur, Other.
- (4) Main areas of study, work, or expertise: Natural sciences, Engineering, Management, Business, Medicine, Law and jurisprudence, Humanities, Education, and Other.

- (5) How well do you know AI concepts? Very well, rather well, somewhat well, or not at all?
- (6) Reasons for not using AI tools: not knowing enough about them, not needing them, or having ethical concerns (if any reason is chosen, respondents finish the poll).

B. How AI is used:

- (1) Last year respondents used the following AI tools (multiple-choice question): ChatGPT, Grammarly, ChatSonic, Bing.com, Grok, Prowritingaid.com, Whitesmoke.com, Google Gemini, Hemingwayapp.com, WordTune, Github.com, Copilot.microsoft, Wolfram Alpha, DeepSeek, QuillBot, chatbots that use GPT-4o/DeepSeek/Gemini/Claude, and they also used mobile AI tools like ChatGPT, Canva, Gboard, Other (specify).
- (2) Incendivity of AI tools use: Every day, every week, every month, rarely, or never?
- (3) The main goals of using AI are: to do research or get information, write or edit, code or programing, solve problems, teach or create educational materials, do administrative tasks, use an intellectual search engine, get medical advice, answer general questions, or other (please specify).

C. How people feel about and think about artificial intelligence

Statements: (5-point Likert scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- (1) I can do my job better.
- (2) AI makes things easier, but also makes me less able to think critically.
- (3) AI tools are reliable and accurate.
- (4) I worry about privacy and plagiarism.
- (5) AI should fit in better with schools and workplaces.
- (6) AI gives completely wrong answers.
- (7) AI are as smart as people.

The main benefits of AI tools are: save time, improve quality, allow for individualized learning, help with tasks that are too hard for me, help with business management, boost creativity, help with everyday tasks.

Main problems or worries: Cost, Accuracy, Too much dependence, Decreased user's cognitive abilities, Ability to make bad or harmful suggestions.

What AI tools are expected to do in the future: mimic human intelligence, play a key role in the learning process, make them more useful for research, improve cognitive workflows, help creative thinking and making strategic decisions.

2.2. Survey management

Google Forms was used to conduct the questionnaire, which was available online from April 11 until May 21, 2025. Five major Georgian universities—Ivane Javakhishvili Tbilisi State University, Georgian Technical University, Tbilisi State Medical University, Ilia State University, and The University of Georgia—used their own public relations networks to spread the word about the invitation to participate or their students were directly contacted via email networks. To get people to take part, they were promised “Useful AI Handbook”, an English version of which is available on Amazon (Author, 2025), and a month's worth of access to the AI that scored highest in the survey.

2.3. Collecting and analyzing data

It is thought that 13,000 students and faculty members were asked to take part in survey. People from different parts of society also joined through them. There were 950 valid responses to the survey. To protect the privacy of the people who took the poll, all of the answers were collected without asking for names or surnames. Only the authors could see the results of the poll. They then downloaded it in CSV format and put it into Microsoft Excel (version 2019) to do descriptive statistics and frequency analysis. When it was appropriate, chi-square tests were used.

3. Results

A total of 950 people took part in the study – 284 males (30%) and 665 females (70%). One person who answered chose not to disclose their gender; thus, they were excluded from the rest of the study, as it didn't significantly influence the overall results. The difference in gender fits with what is known to happen in Georgia, where women are enthusiastically involved in school and civic activities.

3.1. Use of AI

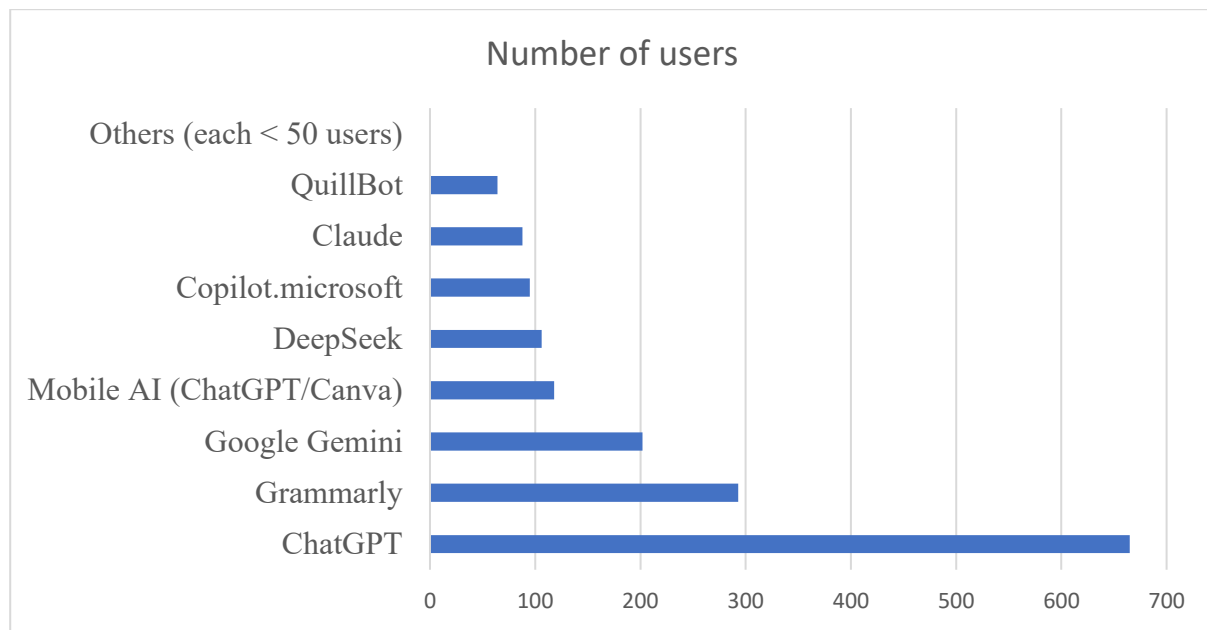
689 people (72.6%) of those who answered said they used AI tools. There were 212 males and 477 females who used AI. To accurately compare adoption rates by gender, it was necessary to find out what percentage of AI users were men and women.

- 74.6% of men (212 of 284; 95% CI: $\pm 5.1\%$) said they used AI.
- 71.7% of women (477 out of 665; 95% CI: $\pm 3.4\%$) said they used AI.
- Overall using AI 72.5% (95% CI: $\pm 2.8\%$).

The confidence intervals show that there is more uncertainty in the male subgroup because the sample size is smaller.

The vast majority of respondents who use AI tools prioritize ChatGPT, with 665 respondents (96.5% of AI users) indicating its use. Other commonly used tools include Grammarly (293 users), Google Gemini (202), and mobile AI applications such as ChatGPT or Canva (118). Usage drops off sharply for other tools (each < 50 AI users, Figure 1). In total 36 AI tools were mentioned by all survey participants.

Figure 1. Priority AI tools by survey participants (multiple-choice questions)



3.2. Use of AI by age group

There were five age groups for the people who answered: under 20, 20–29, 30–39, 40–49, and 50 and older (Table 1).

Table 1. AI utilization by age

Age group	Use AI (Yes)	Use AI (No)	Total respondents	% Using AI	Lower–upper
Under 20	86	22	108	79.63%	72.15% – 87.11%
20-29	214	74	288	74.31%	69.35% – 79.27%
30-39	126	44	170	74.12%	67.51% – 80.73%
40-49	97	36	133	72.93%	65.23% – 80.63%
50+	166	84	250	66.40%	60.56% – 72.24%

Note. * $p < .05$.

AI adoption is consistently high (between 72.9 and 74.3%) in the 20–49 age categories, with the Under 20 age group using AI at the highest rate (around 79.6%) with a somewhat tight confidence range. The 50+ age group has a somewhat lower AI usage rate (66.4%), with a confidence interval showing reasonable precision.

3.3. Occupation and use of AI

Survey respondents who use AI indicated 31 types of professional activities. Some of them were quite rare, so the analysis concentrated on the 11 most prevalent fields (Table 2).

Table 2. Utilization of AI by occupation

Profession / Occupation	Use AI	Don't use AI	Total respondents	% Using AI	Lower–upper
Student (Bachelor)	219	69	288	76.04%	71.23% – 80.85%
Lecturer/Teacher	175	60	235	74.47%	68.93% – 80.01%
Professor	126	47	173	72.83%	66.14% – 79.52%
Researcher	91	30	121	75.21%	67.67% – 82.75%
Ph.D. Uni	81	26	107	75.70%	67.57% – 83.83%
administrative staff	64	29	93	68.82%	59.53% – 78.11%
Doctor	58	27	85	68.24%	58.35% – 78.13%
Student (Master)	48	12	60	80.00%	69.89% – 90.11%
Civil servant	25	13	38	65.79%	50.55% – 81.03%
Entrepreneur	16	6	22	72.73%	54.04% – 91.42%

Note. * $p < .05$.

Across all professions surveyed, AI usage is generally high, with the majority of groups reporting usage rates exceeding 65%. The greatest use of AI is observed among Master's students (80%) and Bachelor's students (76%), indicating that students are actively using AI tools. Due to smaller sample sizes, the broader confidence intervals for smaller categories (civil servants, and entrepreneurs) represent higher levels of uncertainty.

3.4. Utilization of AI in education

Ninety-two educational fields were documented and subsequently aggregated into broader categories for study Table 3).

Table 3. Application of AI in educational disciplines

Education field	Use AI	Don't use AI	Total respondents	% using AI	Lower–upper
Medical	254	81	335	75.82%	71.28% – 80.36%
IT	151	71	222	68.02%	61.94% – 74.10%
Education	139	50	189	73.54%	67.20% – 79.88%
Humanities	85	39	124	68.55%	60.35% – 76.75%
Natural sciences	77	35	112	68.75%	60.26% – 77.24%
Economics and Business	64	18	82	78.05%	68.97% – 87.13%
Management	46	13	59	77.97%	66.85% – 89.09%
Engineering	34	8	42	80.95%	69.11% – 92.79%
Law and jurisprudence	32	18	50	64.00%	50.38% – 77.62%

State activities	27	15	42	64.29%	49.87% – 78.71%
Political Science	20	8	28	71.43%	54.59% – 88.27%
Social sciences	43	6	49	87.76%	78.30% – 97.22%

Note. * $p < .05$.

The confidence intervals show the accuracy of estimations; smaller groupings, such as Political Science and State Activities, have broader intervals.

3.5. Rationale for avoiding AI

Among non-users ($n=260$), the predominant reasons mentioned were “lack of awareness” (164 respondents, 63%), “no need” (70 respondents, 26.9%), and “apprehensions over data protection” (26 respondents, 10 %). Since this was a multiple-response question, some respondents mentioned inadequate digital competencies and limited access to essential technology.

3.6. Intensity and objectives of AI utilization

The intensity of AI users reported as “Extensively” (265 daily and 281 weekly), “Monthly” 85 and “Rarely” 58 responses. Summarizing in broader clusters, the main goals for utilizing AI (multiple-choice answers, Table 4) the most common objective for AI use was research or information gathering (75.0%, 95% CI: 71.8%–78.3%). Writing or editing (46.9%, 95% CI: 43.2%–50.6%) and satisfying curiosity about general issues (38.8%, 95% CI: 35.1%–42.4%) were also frequently reported. Less common objectives included specialized or creative uses, each reported by less than 1% of AI users.

Table 4. Objectives of AI utilization

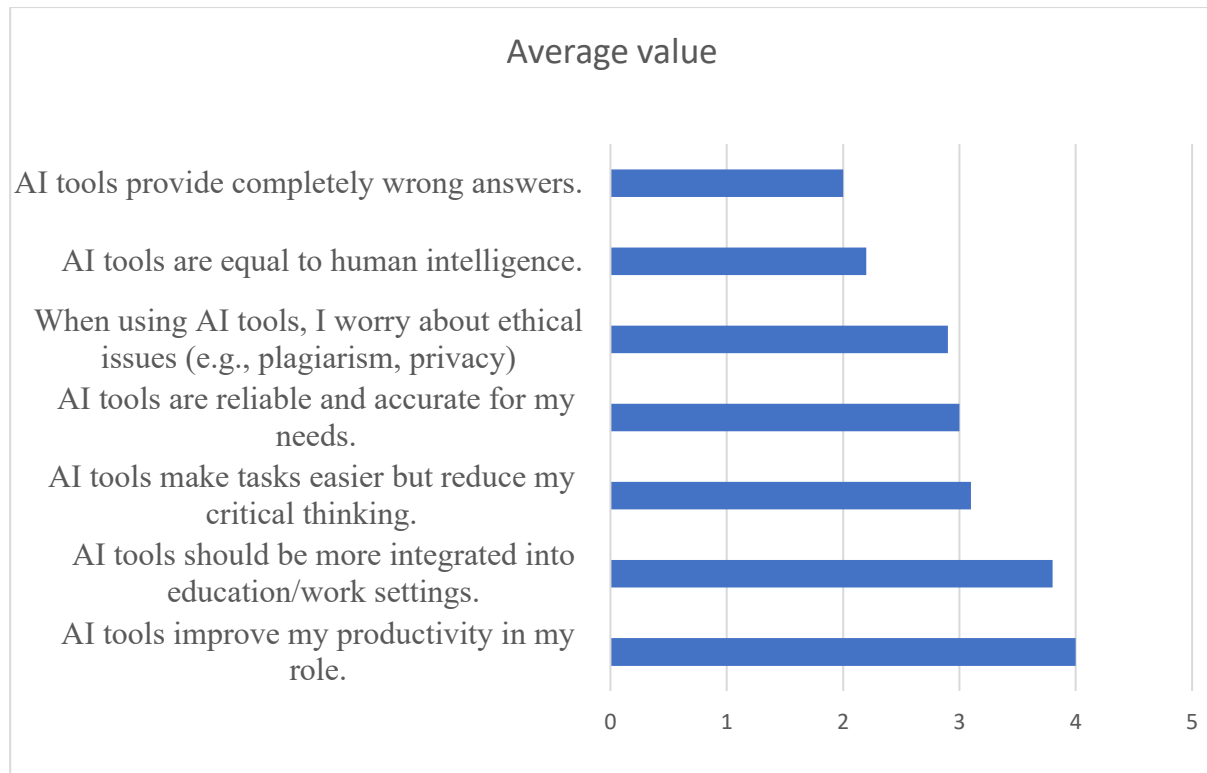
Objective	% of AI users	Lower–upper
Research or information gathering	75.0%	71.8% – 78.3%
Writing or editing	46.9%	43.2% – 50.6%
Satisfy curiosity about general issues	38.8%	35.1% – 42.4%
Teaching or preparing educational materials	35.1%	31.6% – 38.7%
Problem-solving	23.5%	20.3% – 26.7%
Intellectual search engine	19.9%	16.9% – 22.9%
Medical problems consulting	10.0%	7.8% – 12.3%
Coding or programming	6.5%	4.7% – 8.4%
Administrative tasks	5.1%	3.4% – 6.7%
Study harder concepts in ChatGPT	0.15%	0.00% – 0.43%
Summary/overview of study materials	0.15%	0.00% – 0.43%
Notes/flashcards for classes/quizzes	0.15%	0.00% – 0.43%
Create copyright-free photos for learning apps	0.15%	0.00% – 0.43%

Note. * $p < .05$.

3.7. Perspectives on AI Advancement

Survey participants expressed their personal opinions on the prospects for using AI in Georgia on a scale from 0 (no prospects) to 5 (extremely high prospects), yielding a mean score of 3.4 (SD = 1.1, Figure 2). The predominant reported advantages were heightened efficiency (62%), improved access to information (51%), and augmented educational chances (39%). The primary worries encompassed data privacy (48%), employment displacement (36%), and ethical dilemmas (29%).

Figure 2. Recognized advantages and issues



The main benefits responders can see in AI utilization are shown in Table 5 (multiple-choice answers). The percentages and 95% confidence intervals (CIs) for the reported benefits of AI use among the 689 respondents who use AI are also calculated.

Table 51. Benefits of AI according to survey participants

Benefit	Number of respondents	% of AI users	Lower–upper
Saves time	630	91.4%	89.3% – 93.5%
Acts as a creative assistant	273	39.6%	35.8% – 43.4%
Reduces routine work	376	54.6%	50.6% – 58.6%
Enhances quality	195	28.3%	24.9% – 31.7%
Personalizes learning	161	23.4%	20.1% – 26.7%

Solves tasks that I am unable to tackle myself	122	17.7%	14.7% – 20.7%
Helps to run business	20	2.9%	1.6% – 4.3%

Note. * $p < .05$.

These findings illustrate how users in this academic and professional community view AI's many benefits. Efficiency was cited as the main perceived advantage by the overwhelming majority of AI users (91.4%), who stated that AI saves time. Nearly 40% view AI as a creative assistant, while more than half (54.6%) said it decreases routine work. Notable advantages also included improving quality (28.3%) and customizing instruction (23.4%). Only 2.9% of responders rely on artificial intelligence for business efficiency, and 17.7% use AI to carry out activities that are too hard for them.

3.8. Concerns

The key areas of concern were also pointed out by responders (Table 6, multiple-choice answers). Percentages and 95% confidence intervals (CIs) are given for respondents' views.

Table 6. Key areas of concern

Concern	Number of respondents	% of AI users	Lower–upper
Over-reliance on AI tools is a concern	431	62.6%	58.8% – 66.3%
The accuracy of AI tools is questionable	371	53.8%	49.9% – 57.7%
Decrease in intellectual abilities	256	37.2%	33.5% – 41.0%
Cost	233	33.8%	30.2% – 37.5%
Less effective in my native language	225	32.6%	29.0% – 36.3%
Ability to develop harmful proposals	67	9.7%	7.5% – 12.3%

Note. * $p < .05$.

These results underscore the complex landscape of user apprehensions surrounding AI adoption, balancing enthusiasm for AI benefits with caution about its limitations and risks.

3.9. AI future perception

In Table 7, the percentages and 95% confidence intervals (CIs) are given for respondents' views on the future roles of AI among the 689 AI users:

Table 7. AI future perception

Future role of AI	Number of respondents	% of AI users	Lower–upper
Increased role as research tools	392	56.9%	53.0% – 60.8%
Take a leading role in education	226	32.8%	29.3% – 36.3%

Free up time for imaginative thinking	224	32.5%	29.0% – 36.0%
Improve intellectual work processes	191	27.7%	24.3% – 31.1%
Approaching human intelligence	146	21.2%	18.1% – 24.3%

Note. * $p < .05$.

Out of 689 AI users, the majority (56.9%, 95% CI: 53.0%–60.8%) think that AI will increase its role as a research tool in the near future, and this opinion proves AI importance for academic research and data analysis. A lesser percentage (21.2%, 95% CI: 18.1%–24.3%) predicts AI nearing human intelligence, indicating some doubts on the evolution of AI towards human-like thinking and consciousness.

4. Discussion

This study investigated the application of AI inside a community comprising teachers, researchers, professors, and students. The poll results showed that about 72.55% of respondents indicated they have used AI. This was confirmed for 74.65% of men and 71.73% of women. Since the confidence ranges are rather good given the sample sizes, the difference between men and women is not statistically significant. Considering the community's likely familiarity with and access to emerging technologies, these findings indicate a significant level of engagement with AI use within this poll group.

While these results provide valuable information about the utilization of AI by individuals associated with universities, it is important to highlight the limitations of the applicability of the findings. The survey's results were initially intended to be generalized to the broader population of Georgia. But because of the way the sample was chosen, this kind of generalization would not be methodologically sound. The survey was mainly carried out through university networks, so it was mostly sent to those who are younger, better educated, and more tech-savvy than most Georgians. Because older people, people who live in rural areas, and people who work outside of academia are not well represented, this approach would cause a big sample bias.

Because of this, the rates of AI use found in this study are definitely higher than virtually existing in the wider population (this kind of study has not been carried out in Georgia yet). The confidence intervals computed here do not account for this systematic bias; they only indicate the variation within the surveyed group. From our subjective point of view, AI use statistics among the general population is expected to be lower than in this academic society, due to significant differences in need and expediency of use, although due to the intensive implementation of AI by all leading IT companies in their daily used digital products (e.g. search engines, language translation systems of texts, general information systems in mobile applications), users do not even realize that in reality they are already using AI tools..

4.1. Gender and the adoption of AI

The gender-specific AI usage rates are 74.6% for males (95% CI: 69.5%–79.7%) and 71.8% for females (95% CI: 68.4%–75.2%). There is no statistically significant difference between the two groups, as seen by the overlapping confidence intervals. This finding contrasts with trends in

developing nations, where gender gaps in technology adoption often exceed 15% due to socioeconomic barriers (Sundaram & Wesselbaum, 2025). Women in Pakistan use AI 18% less than men (Nawaz & Ali, 2025). Georgia's gender equality in this aspect is similar to that of wealthy countries like Sweden, where there aren't many differences in how men and women use AI (Löfgren, 2025). The lack of a significant gender disparity indicates equal access to internet resources, likely influenced by Georgia's cultural focus on female involvement in social activities, as evidenced by the survey's 69% female response rate. The sample's gender imbalance (31% male, 69% female) influenced also from the existing gender distribution among higher education students - 47.2% male, 52.8% female (GeoStat, 2025).

4.2. AI use according to the age

This study examined the prevalence of AI utilization within the academic and professional community across diverse age demographics. The results suggest that in the category under 20 y.o. approximately 79.6% use AI instruments and in over 50 y.o. age respondents about 66.4% are familiar with AI. It is interesting to mention that, taking into account the lower confidence interval for young people and the upper interval for seniors, we see the same level of AI utilization for both and this is feasible according to statistical theory. Respondents between the ages of 20 and 49 had AI usage rates that remain rather stable, in the mid-70% range. Based on the 95% confidence intervals these estimates are statistically significant for the sample that was polled, and logically it is understandable: younger individuals tend to be early adopters due to their familiarity and natural interest in digital tools. Logically thinking, we should assume older people are less likely to use AI technology due to existing habits, shifting academic and life interests and reduced need. But the fact that even the older generation is actively using AI technology illustrates how it is becoming more popular in a society that values research and education.

It's important to note that these results only apply to the polled group—professors, teachers, researchers, and students. The sentiments of the entire Georgian population or International community may differ from poll results. The poll involved digitally educated individuals because it was distributed through academic networks.

We got valuable information on utilization of AI by individuals having an academic background and belonging various age groups. It reveals extensivity AI usage, the difference between age groups, and also provides extra knowledge about how responders use modern AI instruments.

4.3. AI and the status of respondents

The most common users of AI are students working on their bachelor's degrees (76.0%) and master's degrees (80.0%). This proves that currently AI technologies are really important for study and helps students to learn. The recent studies indicate that younger individuals especially in the early stages of education process are more willing to use AI for articles and term paper generation and editing, programming, personalized learning (Kim et al., 2025).

About 73–76% scholars and academics, including Ph.D. holders, professors, researchers, and lecturers, utilize AI extensively. This is consistent with known trends in higher education in general. It is reported that AI is increasingly being used to boost productivity, facilitate research,

and automate routine tasks (Sarala et al., 2025). Although some expressed worries about the moral issues and job security, the fact that so many academics and researchers are adopting it may mean that people are starting to see how AI may support intellectual activities (Menard & Bott, 2025).

AI is used by administrative staff of universities, clinicians, public officers, and entrepreneurs, but according to survey, not as much (65% to 73%). The larger confidence intervals in these smaller groups prove that AI methods are being employed outside of universities, which means that AI is becoming important in many fields, like healthcare and government. (Gursoy & Cai, 2025; van Noordt et al., 2025).

The fact that academics, students, and professionals indicated AI impact on contemporary research and educational settings and it proves the need to keep discussing what AI means for study and work, and how higher institutions should implement it not violating ethical rules.

According to the research respondents of various scientific fields use AI technology to different extents: 87.8% of social sciences, 81.0% engineering, and 78.1% economics and business had the highest rates of AI usage. Medical (75.8%), management (78.0%), and educational (73.5%) sectors also showed considerable statistics. Law and Jurisprudence (64.0%) and State Activities (64.3%) embrace a notable number of users. These findings underline differences across disciplines.

The poll results are coherent with tendency identified in other international surveys and contemporary research. AI's ability to explain non-trivial and complicated ideas, sum-up large amounts of information, and help with computer programs writing has made it popular among students all over the world. For example, studies show that by the end of 2025, 40–60% of students will use it, with Australia currently having about 58% and Cambridge having 47.3% rate (Rohail, 2025). The extensive AI penetration in engineering and social sciences designate the potency of AI technology for complex systems' data analysis, research assistance, societal trends and human behavior. In the same way, the increasing use of AI for automation, forecasting, and decision-making is linked to its rapidly increasing use in economics, business, and management (Abbas, 2024; Rohail, 2025; Saleem et al., 2025).

The increased utilization of AI in specific human activities compared to others may be attributed to ethical, practical, or regulatory challenges currently existing in certain fields (Laux et al., 2024). The confidence intervals, on the other hand, show that AI use is growing even in these previously passive spheres of human activity, which is in line with the AI tools actually in all existing professional fields (Anokhina, 2025).

There are still some concerns in all fields of education about ethical implications, data privacy, and fears on jobs shrinking and academic integrity (Freeman, 2025). Nevertheless, by the end of 2025 the AI market size in the education industry will reach billions of dollars (Al Labadi & Ly, 2025). Educational principles and technologies are actively adapting and AI practices are rapidly becoming legally accessible for students, making personalizing learning available and effective. It is very important to have clear universal global standards and support systems because institutional approaches and guidelines in all countries and even in different universities within a country are different, and even many lecturers and teachers still have a vague idea of what AI can do and how use it ethically.

This research enhances our understanding on how representatives of different disciplines imagine the future of AI. The results described in this research contribute to the ongoing discourse regarding the future of education in the AI world.

4.4. Goals of using AI

The investigation related to AI adoption objectives of academic and professional circles reveals that AI is utilized i various purposes in daily tasks and workflows. Seventy-five percent (95% CI: 71.8%–78.3%) of AI users indicated that "Research and information collecting" was the most important task of AI for them. Access to analytical instruments, knowledge, image and movie creation, and effective methods for text documents' analysis are essential for the respondents of this research and they emphasizing how beneficial AI could be for working faster and providing evidence-based answers.

46.9% of respondents use AI for writing manuscripts or editing content (95% CI: 43.2%–50.6%) that reveals that utilizing LLM for creating, editing, and checking of academic and professional papers is quite important function of AI. AI makes writing faster and sometimes better, but it also raises questions about academic honesty and the need for clear regulations regarding writing academic and fiction manuscripts with AI help.

A significant proportion of individuals (35.1%, 95% CI: 31.6%–38.7%) reported use AI for general educational purposes, whereas 38.8% (95% CI: 35.1%–42.4%) indicated its use to satisfy their curiosity on various topics. These findings indicate that AI could serve not only as a resource for research and productivity, but in addition to facilitating the acquisition of common knowledge and enhancing education. The usage of AI to make educational materials may be a hint of the need to increase the number of AI-powered tools for creating general topic content, not necessarily based on an approved scholarly syllabus.

23.5% of respondents indicated that AI is highly suitable for complicated problems solving (95% CI: 20.3%–26.7%) and AI integration with search engines (19.9%, 95% CI: 16.9%–22.9%) significantly simplifies the process of the necessary information searching. This flexibly is very important for helping people think creatively and uncover information that takes long to get and analyze. The survey participants gave relatively low ratings to medical problem consulting (10.0%, 95% CI: 7.8%–12.3%)., and programming (6.5%, 95% CI: 4.7%–8.4%). This result could be explained by the fact that these jobs are more specialized and require different degrees of confidence or AI technology understanding to successfully use AI in these areas. Though according to the worldwide trend, the situation is changing very swiftly in this regard.

A small number of users indicated AI use in weird or specific ways, including to learn more sophisticated topics, produce notes or flashcards, or make visuals for educational apps without copyright issues. And vice versa, to deal with very primitive tasks. Use in such areas was indicated in less than 1% of answers, but this indicates how people are trying out AI in new and fascinating ways.

The study results show how deeply AI is a part of the academic community's research, teaching, and creative activity. What is important is that AI technologies are very versatile since

they may be employed in many ways and deployed on different platforms. This also shows that the needs of people in higher education and related fields are permanently changing.

4.5. Using of AI instruments

ChatGPT's dominance among Georgian respondents is notable and somewhat exceeds global academic trends, where ChatGPT is popular, but not to the same extent. This could be explained by its accessibility, popularity, and the broad awareness it obtained in both academic and general audiences. Grammarly and Google Gemini (both pay and free tier resources) are very popular among academia that corresponds with global trends in academic writing and research support.

Strangely, certain specialized well-known academic AI programs (such MathPix, ScopusAI, and Elicit) in our poll have only one user apiece. This means that even if there are a lot of distinct AI solutions out there, mainstream and general-purpose tools are still the most popular. They are free of charge to some extent, easier to use, fit well with existing processes, web-installed and these factors attract common users. Maybe respondents are unaware of more specialized AIs.

Mobile AI tools and creative platforms like Canva and Dream by Wombo are among the most popular choices. This indicates that some respondents use mobile and multimodal AI, although these projects still are not as popular as internet-based test assistants. The long list of AI instruments on the survey that aren't used very often could mean that new platforms are just on try by respondents.

The fact that almost everyone in this sample uses ChatGPT is important and may be due to local factors like language support, institutional recommendations, recent exposure, and plenty of information and ads on social networks that are very popular in Georgia. The poll results indicate that although academics are receptive to exploring new technologies, they focus on a limited number of predominant platforms.

The survey results show how responders value AI tools that are making academic and professional work easier and more efficient. The best ability of AI in everyday routine is that it speeds up both routine and complex jobs. It is very important that 91.4% of users (95% CI: 89.3%–93.5%) claimed that AI helps them save time in many aspects specifically in non-academic fields, where businesses are using AI mainly to speed up job processes.

More than half of the respondents (54.6%, 95% CI: 50.6%–58.6%) felt that AI makes everyday tasks easier. This illustrates that they rely on AI to undertake dull or monotonous activities. People can now focus on more important tasks. 39.6% of users (95% CI: 35.8%–43.4%) declared that AI was a "creative helper." This suggests that some individuals are prepared to collaborate with AI to come up with new ideas, and produce content, to evolve innovations.

Some other benefits mentioned are: greater quality solved problems (28.3%, 95% CI: 24.9%–31.7%), personalized learning (23.4%, 95% CI: 20.1%–26.7%) that is currently under discussion in Georgian and world-wide, and particularly essential in educational and research activities. The poll results indicate that according to respondent's' view AI technologies enhance

the quality of learning by making it more flexible, tailored, and efficient. This could help people learn faster and better.

A smaller but still considerable proportion of users (17.7%, 95% CI: 14.7%–20.7%) claimed that AI helps them do things they couldn't do without it. This illustrates that the technology can help people increase productivity and face tough problems. Only a small number of people (2.9%, 95% CI: 1.6%–4.3%) employ AI to assist in running their businesses. This can be because the survey was carried out in an academic environment, and most people who use AI are more interested in school and research activities so far, and at least in Georgia.

These results indicate how an academic community appreciate the merits and constrains of AI in an analytical way and how AI is changing from a simple tool like a knowledge DB to an electronic virtual partner in creativity, problem-solving, and tailored learning. But this indicates once more major concerns about data privacy, ethical use, and the need for development and implementation of the regulatory framework in educational institutions to make sure AI is utilized properly.

To sum up this said, members in this academic field like AI because technology can help people learn efficiently and be more creative, automate boring work, and save time. These proved facts help us comprehend why and how to move in the way to officially implementing AI technology to make the most of its benefits in higher education institutions.

4.6. Hurdles to AI implementation

The poll participants' worries over AI indicate an understanding of its advantages and disadvantages, consistent with findings in published in numerous publicly available contemporary research. 62.6% of users (95% CI: 58.8%–66.3%) shared "Over-reliance on AI tools" as the most common worry. Surveys from other researches demonstrate that both executives and ordinary employees think seriously about over-reliance on conversations with AI and retaining of their intellectual level in a company that intensively uses AI. These are the common fears that may make it harder for individuals to think critically and solve problems (Söllner et al., 2025).

Another fear of the responders with 53.8% weight was the "accuracy of AI tools" (95% CI: 49.9%–57.7%). This firmly corresponds with what the research has shown: bias, model reliability, and data quality are still important issues that could temporarily create barriers to AI implementation in academic environment. Occasionally AI gives wrong or misleading results, which are sometimes called "hallucinations" and this behavior creates problems for safety and trust in AI, especially in critical areas of activity, like healthcare and research (Klingbeil et al., 2024; Litherland & Mørch, 2025; Passi & Vorvoreanu, 2022).

37.2% of poll respondents (95% CI: 33.5%–41.0%) claimed they were worried about a "decrease in intellectual abilities" because they afraid of impair their cognitive abilities due to excessive implementations of AI. These sentiments are a common theme of discussions about whether AI affects creativity and thinking abilities of human beings and how avoid it. This confirms the need for further "intellectual" development of AI, in a direction that would enhance human cognition rather than suppress it. (Söllner et al., 2025).

32.6% responders (95% CI: 29.0%–36.3%) consider AI is functioning "less successfully in native languages" and its "cost" (33.8%, 95% CI: 30.2%–37.5%) is too high and these factors hinders its effective usage. Cost is still a barrier for some users, even if AI solutions are becoming more efficient and affordable (Sundaram & Wesselbaum, 2025). Many AI instruments are designed primarily for English-speaking society, creating challenges for non-English users and highlighting the need for further AI advancement (Litherland & Mørch, 2025). Currently, most AI instruments are equipped with poor Georgian language support.

A small group of responders (9.7%, 95% CI: 7.5%–12.3%) claimed they worry about AI's "Ability to develop harmful proposals " which that is connected to safety and ethics. This is what most people know about the dangers of AI being used for evil things, such as generating harmful content or supporting fraud. Governments and AI companies are permanently improving the algorithms of AIs and legal frameworks of their functioning to eliminate these risks and make AI more responsible. (Passi & Vorvoreanu, 2022; Söllner et al., 2025). They develop policies that focus on ethical, open, and reliable AI use (The 2025 AI Index Report, 2025).

The dramatic increase of AI use around the world explains why people and companies struggle to establish the correct balance between safety and extremely rapid AI implementation (Söllner et al., 2025). People's attitude also depend on where they live and on the laws in different countries. Chinees and Indonesians are more hopeful than people in North America and Europe, who are more careful in their assessments (Alfiani & Santiago, 2024).

Actually, the problems brought up by this study show how complicated the relationship is between AI's ability to accelerate technological and social progress of humanity and problems inherent to it at this stage to solve these problems, additional funding and efforts are to be added, making AI more accurate, less biased, easier to use across language and cost barriers, and building robust legal and ethical frameworks.

4.7. AI Future: from the poll participants' point of view

According to survey respondents express some optimism on AI's future role as a research tool - 56.9% (95% CI: 53.0%–60.8%), underlining its potential to enhance academic efficiency. The digital infrastructure in Georgia is quite developed (Zhghenti et al., 2024), and this makes the idea of intensive implementation of AI research in the academic institutions quite realistic. In coherence with this, a Pew Research survey from 2025 (Al Labadi & Ly, 2025) shows that most AI experts think AI would help research and education over the next 20 years. Many of them point out that AI can improve human creativity and intellectual abilities instead of replacing them (Ooi et al., 2025).

Meanwhile, 32.8% (95% CI: 29.3%–36.3%) expect AI will support the education process. The comparatively low level of confidence may be attributed to respondents viewing AI systems as ancillary tools for human educators. Theoretically, AI is expected to have a huge impact on education ("AI for Students and Researchers," 2025) as personalized learning instrument, automated material generator, and adaptive teaching technology would become important instruments in schools in Georgia and in the rest the world. Generative AI will enable effective personalized learning and administrative tasks in elementary and high schools (Johnson, 2025;

Pasquini, 2025; Toews, 2024). These changes suggest that AI will eventually change and improve how we teach despite the doubts raised in this study.

32.5% (95% CI: 29.0%–36.0%) of respondents believe AI will free time for “imaginative thinking”, matching some thoughts on human-AI collaboration (McClain et al., 2025). Likewise, 27.7% (95% CI: 24.3%–31.1%) of responders consider AI can improve humans' intellectual potential.

Surprisingly despite the recent enormous fast evolution of AI in a very short historical period, only 21.2% (95% CI: 18.1%–24.3%) anticipate AI would reach human intelligence level, possibly due to fear caused by movies like Terminator. The AAAI 2025 (AAAI, 2025) Presidential Panel stresses how important it is to improve AI's ability to think like a human in order to fully realize its promise in scientific discovery and problem-solving.

5. Conclusion

Conclusions set up in every paragraph of this study are only true for a certain group of professionally active, future-looking students, tech-savvy academics, and researchers, and they can't be applied to the whole population of Georgia. The survey's distribution via academic networks basically restricted participation to individuals belonging to the academic sector, possessing advanced digital literacy and access. Taking into consideration the relatively high level of the education system in Georgia, we consider that the presented conclusions could be extended (in any case, be interesting and applicable) to many countries of the world.

Future research can utilize more representative samples, encompassing a variety of age groups, socioeconomic backgrounds, and occupations, to enhance the comprehension of AI adoption within the general population. Qualitative studies can explain ethical dilemmas, obstacles, and incentives across various contexts, hence controlling inclusive policies and educational initiatives.

Ongoing research will produce more dependable and largely applicable insights essential for facilitating effective, equitable, responsible, and safe AI inclusion across the Georgian educational system and all over the world.

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Appendix

Figures

- Figure 1. Priority AI tools by survey participants (multiple-choice questions).
- Figure 2. Recognized Advantages and Issues.

Tables

- Table 1. Artificial Intelligence Utilization by Age.
- Table 2. Utilization of AI by Occupation.
- Table 3. Application of AI in Educational Disciplines.
- Table 4. Objectives of AI Utilization.
- Table 52. Benefits of AI according to survey participants.

Table 6. Key areas of concern.
Table 7. AI Future Perception.