



ARTIFICIAL INTELLIGENCE AND EDUCATIONAL TRANSFORMATION: ENHANCING COMPETITIVENESS AND INNOVATION IN UNIVERSITIES

INTELIGENCIA ARTIFICIAL Y TRANSFORMACIÓN EDUCATIVA: MEJORA DE LA COMPETITIVIDAD Y LA INNOVACIÓN EN LAS UNIVERSIDADES

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ABSTRACT

Purpose of the article was to study AI's role in higher education learning transformation, identifying practical usage and university opportunities to enhance competitiveness and innovation via AI tools. Methodology include Quantitative survey (170 economics students) and qualitative interviews/observations. Data covered AI tool usage frequency, perceived impact, purposes, usability, stress, and instructor encouragement. Academic performance was measured via average grades. Spearman's correlation assessed AI usage frequency's link to academic performance. By the results, students increasingly adopt AI, positively influencing learning. Most use AI weekly for resource access, efficiency, and concept understanding. A positive correlation emerged between AI usage frequency and academic performance; most perceive AI improves outcomes, reduces stress, and aids planning. Opinions divide on AI-derived vs. traditional knowledge, and instructors generally don't encourage AI. Human-AI collaboration fosters new skills, enhancing specialist competitiveness. This research provides empirical evidence on student perceptions and AI's impact on academic performance, aiding practical AI integration. Methodologically, it demonstrates mixed methods for evaluating AI's educational role. Theoretically, it supports universities' need to adapt systems, curriculum, and training to leverage AI for innovation and student competitiveness.

Keywords:

Education, Digital Transformation, Digital Technology, Technology Productivity, Innovation in Universities.

RESUMEN

El propósito de este artículo fue estudiar el papel de la IA en la transformación del aprendizaje en la educación superior, identificando su uso práctico y las oportunidades universitarias para mejorar la competitividad y la innovación mediante herramientas de IA. La metodología incluyó una encuesta cuantitativa (170 estudiantes de economía) y entrevistas/observaciones cualitativas. Los datos abarcaron la frecuencia de uso de las herramientas de IA, el impacto percibido, los propósitos, la usabilidad, el estrés y el apoyo del profesorado. El rendimiento académico se midió mediante las calificaciones promedio. La correlación de Spearman evaluó la relación entre la frecuencia de uso de la IA y el rendimiento académico. Según los resultados, los estudiantes adoptan cada vez más la IA, lo que influye positivamente en el aprendizaje. La mayoría utiliza la IA semanalmente para acceder a recursos, mejorar la eficiencia y comprender conceptos. Se observó una correlación positiva entre la frecuencia de uso de la IA y el rendimiento académico; la mayoría percibe que la IA mejora los resultados, reduce el estrés y facilita la planificación. Las opiniones se dividen entre el conocimiento derivado de la IA y el conocimiento tradicional, y los profesores generalmente no fomentan la IA. La colaboración entre humanos e IA fomenta nuevas habilidades, mejorando la competitividad de los especialistas. Esta investigación proporciona evidencia empírica sobre las percepciones de los estudiantes y el impacto de la IA en el rendimiento académico, lo que facilita la integración práctica de la IA. Metodológicamente, demuestra métodos mixtos para evaluar el papel educativo de la IA. En teoría, respalda la necesidad de las universidades de adaptar sus sistemas, planes de estudio y formación



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para aprovechar la IA en pro de la innovación y la competitividad estudiantil.

Palabras clave:

Educación, Transformación Digital, Tecnología Digital, Productividad Tecnológica, Innovación Universitaria.

INTRODUCTION

The full use of the potential of artificial intelligence in higher education requires both the constant application of existing tools and continuous research and development of new methods and strategies for AI integration (Gileva, 2024; Pavlova, 2024; Smelyanskaya et al., 2025). The rapid evolution of these technologies has created new possibilities for teaching, learning, assessment, research, and academic management, while simultaneously raising questions about how universities should respond to an environment characterized by continuous technological change. Artificial intelligence is therefore no longer a peripheral technological resource but an increasingly relevant component of the educational ecosystem. Its integration requires universities to reconsider traditional educational practices and determine how technological innovation can contribute to meaningful learning without undermining academic integrity, critical thinking, student autonomy, or the fundamental role of educators.

This transformation extends beyond the introduction of new digital applications into classrooms. It involves reconsidering the competencies students need to participate effectively in academic, professional, and social environments increasingly mediated by intelligent technologies. Predicting future trends, analyzing ethical implications, and adapting curricula to new technological realities are crucial (Anapiyayeva et al., 2025). Universities consequently face the challenge of anticipating technological developments while ensuring that educational programs remain academically rigorous, socially relevant, and responsive to changing professional demands. This requires an institutional approach in which technological adoption is accompanied by pedagogical reflection, appropriate policies, faculty development, and systematic evaluation of the educational consequences of artificial intelligence.

Just as the use of mobile phones and laptops has become an integral part of everyday life, AI tools as assistants are becoming increasingly common and have a significant impact on our daily activities (Denning & Denning, 2020). Their increasing accessibility has changed how individuals search for information, communicate, create content, solve problems, and organize complex tasks. In educational environments, students can now interact with systems capable of generating explanations, synthesizing

information, translating texts, suggesting solutions, supporting writing processes, and providing immediate responses to academic questions. Such capabilities can expand access to educational support beyond the temporal and physical boundaries of conventional classrooms.

However, as with new technologies, there is a need to adapt education to these changes. The availability of sophisticated tools does not automatically guarantee improvements in educational quality. Their effectiveness depends substantially on how they are incorporated into learning activities and on whether students possess the competencies required to evaluate their outputs critically. The educational challenge therefore involves moving from simple technological adoption toward purposeful, responsible, and pedagogically grounded integration. Students must learn not only how to operate artificial intelligence systems but also how to determine when their use is appropriate, how to verify generated information, and how to distinguish technological assistance from the intellectual processes that they themselves must develop.

Analyzing researchers' opinions, several key conclusions can be drawn, indicating the important role of higher education in developing skills related to AI use (Chen et al., 2022; Harrison et al., 2023; Serebrennikova, 2024). Higher education institutions occupy a strategic position because they prepare professionals who will work in environments where artificial intelligence is increasingly incorporated into decision-making, information management, communication, analysis, and production processes. Accordingly, the ability to interact effectively with these systems is gradually becoming an important component of professional preparation across disciplines rather than a competence limited exclusively to computer science or technology-related programs.

These conclusions point to the need to acquire relevant competencies in the learning process, as well as the need for universities to adapt their curricula to the growing demand for AI skills (López-Fernández, 2026; Narimani, 2026). Curricular adaptation should not be understood simply as the addition of isolated courses on artificial intelligence. Instead, it may require the integration of technological competencies into different disciplinary areas according to their particular characteristics and professional applications. Students in different fields need opportunities to understand how artificial intelligence affects the methods, practices, responsibilities, and ethical standards associated with their future professions.

In this area, students should be aware of the opportunities and risks associated with AI technologies (Volosova, 2023). Such awareness is particularly important because the increasing sophistication of generated content can make it difficult to identify inaccuracies, biases, incomplete

information, or inappropriate interpretations. Responsible use therefore requires critical judgment and the capacity to verify information rather than accepting technological outputs uncritically. Universities have an important educational responsibility in developing this critical perspective so that students can recognize both the possibilities and limitations of artificial intelligence.

Moreover, acquiring skills in asking AI questions and competently using AI tools is becoming increasingly important for future specialists (Abdullayev et al., 2024), including in the economic sphere. The quality of interaction with artificial intelligence frequently depends on the user's capacity to formulate precise questions, provide relevant contextual information, evaluate responses, refine requests, and compare generated results with reliable sources. Consequently, effective use involves a combination of technological literacy, disciplinary knowledge, analytical reasoning, communication skills, and critical evaluation. These competencies are likely to become increasingly valuable as artificial intelligence systems are incorporated into professional environments.

Therefore, universities should adapt their curricula to current trends and labor market needs to ensure students' competitiveness in the labor market and prepare them for the conscious and responsible use of AI technologies (Belikova, 2024; Zaitseva, 2023; Zharova, 2024). Preparing students for employment in technologically transformed environments requires more than teaching them how to use specific applications that may rapidly become obsolete. Higher education should instead foster transferable competencies that allow graduates to understand emerging technologies, learn new systems independently, evaluate their relevance to particular professional tasks, and use them according to ethical and professional standards. This perspective positions artificial intelligence literacy as part of broader lifelong learning competencies.

Research results show that students are increasingly using AI-based technologies in their learning, which significantly improve the learning process and organization. The growing presence of these technologies can be observed in activities ranging from information retrieval and writing support to translation, problem solving, planning, and revision. Their accessibility can provide students with additional forms of assistance and facilitate more flexible approaches to learning. Nevertheless, differences in technological competence, access, academic discipline, and patterns of use may influence the extent to which students benefit from these resources.

ChatGPT helps students generate ideas, write essays, solve problems, and answer questions in various fields, offering instant support and corrections. Its conversational structure allows students to formulate questions, request

explanations, explore alternative perspectives, and revise responses through successive interactions. In this sense, generative artificial intelligence can function as an additional learning resource when its use is accompanied by appropriate critical evaluation and academic guidance. At the same time, its capacity to produce extensive and apparently coherent responses reinforces the importance of teaching students to assess accuracy, relevance, evidence, and authorship rather than considering generated content inherently reliable.

DeepL, an advanced AI-based translator, helps students translate academic texts and scientific materials into various languages, which is especially useful for conducting research and writing scientific papers (Zaitseva, 2021). Translation technologies can contribute to reducing linguistic barriers in higher education by facilitating access to academic literature produced in different languages. They can also support international academic communication and enable students to engage with a broader range of scientific materials. Nevertheless, their educational use should remain accompanied by attention to disciplinary terminology, contextual meaning, and the possibility that automated translations may require human revision.

The most important advantage of AI in education is the personalization of the learning process (Okishev et al., 2024). Traditional educational environments frequently face difficulties in addressing differences in students' prior knowledge, learning pace, academic needs, and levels of understanding. Artificial intelligence offers possibilities for developing more adaptive learning experiences by providing differentiated explanations, exercises, recommendations, and forms of assistance according to individual needs. This potential is particularly relevant in higher education settings characterized by diverse student populations and varying levels of academic preparation.

AI provides personalized learning, adapting material to the student's needs and abilities. This allows students to focus on complex areas, developing their skills at their own pace. Such flexibility can strengthen student autonomy and facilitate the identification of specific difficulties that might remain unnoticed in standardized learning environments. Artificial intelligence can also provide opportunities for repeated practice and individualized explanations without the temporal limitations associated with conventional forms of academic assistance. However, personalization should complement rather than replace meaningful interaction with teachers and peers, since higher education also depends on dialogue, collaboration, disciplinary discussion, and human judgment.

AI also provides support in the form of instant feedback, which is crucial for effective learning (Strzelecki, 2023). Immediate feedback can help students recognize errors,

reconsider strategies, and improve their work during the learning process rather than only after completing an activity. This capacity may encourage more iterative forms of learning in which students test ideas, receive responses, make adjustments, and progressively improve their understanding. When appropriately integrated into educational practice, this feedback can complement teacher assessment and provide additional opportunities for self-regulated learning.

At the same time, the growing incorporation of artificial intelligence into higher education introduces challenges that require systematic investigation. Questions concerning reliability, transparency, ethical use, academic integrity, privacy, technological dependence, and the quality of generated information cannot be separated from discussions about educational benefits. The speed at which new tools are introduced also means that institutional policies and pedagogical practices may develop more slowly than students' actual patterns of technology use. This creates a need for empirical evidence capable of informing decisions about how artificial intelligence should be integrated into higher education and what competencies students need to use these technologies effectively.

At the same time, research on the application of AI in the educational sphere mainly focuses on evaluating specific AI tools or their applications in specific educational contexts (Valko & Osadchyi, 2020). Although these studies provide important evidence about particular technologies and learning scenarios, a broader understanding is needed of how students perceive, adopt, and use artificial intelligence as part of their academic activities. Examining these dimensions can help identify not only the educational benefits associated with artificial intelligence but also the competencies, attitudes, difficulties, and risks that influence its effective use. Such knowledge is essential for universities seeking to develop evidence-based strategies for curricular adaptation and to prepare students for academic and professional environments in which artificial intelligence will increasingly form part of everyday practice.

MATERIALS AND METHODS

To achieve the aim of the study, which was to identify opportunities for increasing competitiveness and innovation in universities through the implementation of AI-based tools in the student learning process, a mixed-methods approach was adopted. This involved conducting a quantitative survey complemented by qualitative interviews and observations. The study was carried out in 2025 over a two-week period.

A questionnaire was administered among economics students, with a total of 170 respondents participating.

The survey was voluntary and anonymous, which, while ensuring candor, meant not all students participated. To supplement the quantitative data, insights were also gathered through interviews and observation. The demographic characteristics of the surveyed students are summarized in Table 1.

Table 1: Structure of respondents according to the studied characteristics

Characteristics	Number	%
Biological sex		
Female	96	56,5
Male	74	43,5
Age		
17-19	27	15,9
20-22	115	67,5
23-25	16	9,4
Above 26	12	7,2
Level of education		
Bachelor's degree	159	93,5
Master's degree	11	6,5
Study mode		
Full-time	159	93,5
Part-time	11	6,5

The questionnaire was designed to gather information on students' use of various AI tools in learning and time management. Key areas explored included:

- Frequency of AI tool usage: Assessed using a Likert scale with five options:
 1. Never used AI
 2. Less than once a month
 3. Once a week
 4. Several times a week
 5. Every day
- Perceived impact of AI-based applications on academic performance.
- Main purposes for using AI-based tools in education: Students could select multiple options from a predefined list (e.g., facilitating access to educational resources, improving learning efficiency, understanding complex concepts, study planning, enhancing academic performance, personalization, increasing motivation, text editing, solving examination tasks).
- Usability of AI-based applications: Students' opinions on the ease of use.
- Impact of AI-based applications on reducing academic stress.



- Benefits of using AI for study planning and time management.
- Views on the value of AI-derived knowledge compared to traditionally acquired knowledge.
- Whether instructors encourage the use of AI-based tools in the learning process.

The academic performance of the surveyed students was analyzed based on their average grades for the studied period, obtained from the university's academic office. Academic performance was measured using a unified percentage-based grading scale.

Spearman's rank correlation coefficient was calculated to determine the presence and strength of a monotonic correlation between students' frequency of AI tool usage (assessed via the Likert scale) and their academic performance indicators. All statistical analyses, particularly the calculation of Spearman's correlation coefficient, were performed using STATISTICA 13.3 software.

A limitation of the study is that it was conducted over a two-week period, which might limit the long-term observation of behavioral changes or impacts. Additionally, the voluntary and anonymous nature of the survey, while beneficial for response honesty, meant that not all students participated, which might introduce some selection bias. The study focused specifically on economics students at one institution, which may limit the generalizability of the findings to other disciplines or universities.

RESULTS AND DISCUSSION

The study focused on analyzing students' use of AI-based tools to support learning and its impact on their academic performance.

The first line of inquiry examined the frequency with which students use AI-based tools for learning support. The results are shown in Figure 1.

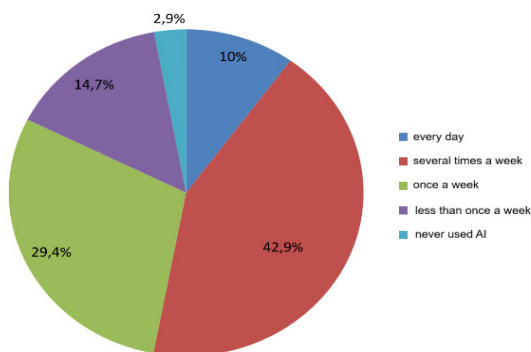


Figure 1: Frequency of using AI-based applications for learning support.

The largest share of respondents (42.9%) reported using AI several times a week, while 2.9% indicated that they had never used AI for academic purposes.

To determine whether a correlation exists between students' frequency of AI tool usage and their academic performance, Spearman's rank correlation coefficients were calculated. Academic performance was measured using a unified percentage-based grading scale, and the frequency of AI usage was assessed using a Likert scale, where:

- 1 – never used AI,
- 2 – less than once a month,
- 3 – once a week,
- 4 – several times a week,
- 5 – every day.

The results of the analysis revealed a positive correlation between academic performance and the frequency of AI tool usage ($p = 0.432$, $p < 0.01$).

These findings were further supported by students' responses to the question regarding the perceived impact of AI-based applications on improving academic performance (Figure 2).

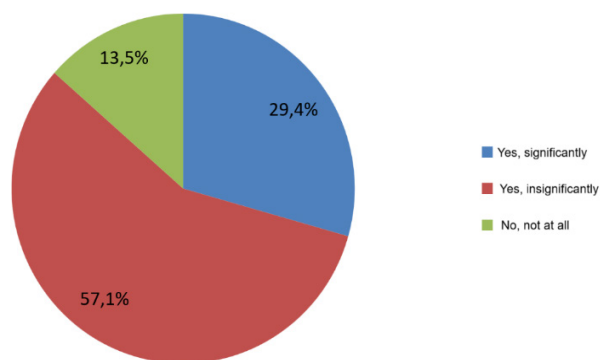


Figure 2: Impact of AI-based applications on improving academic performance.

According to the survey, 57.1% of students stated that AI had somewhat improved their academic performance. Another 29.4% reported that AI had significantly improved their performance. These positive responses suggest that AI applications to some extent enhance students' academic outcomes. In contrast, 13.5% of respondents believed that AI tools had no impact on their academic performance. Responses to the question about the main purposes of using AI-based tools in education are presented in Table 2.

Table 2. Main purposes of using AI-based tools in education.

No.	Purpose of Use	% of responses
1	Facilitating access to educational resources	63.9%
2	Improving learning efficiency	58.6%
3	Understanding complex concepts and problems	56.2%
4	Facilitating study planning and time management	39.1%
5	Enhancing academic performance	38.5%
6	Personalization of the learning process	24.3%
7	Increasing learning motivation	14.8%
8	Text editing	0.6%
9	Solving examination tasks	0.6%

The survey results clearly show that the primary purpose of using AI-based tools in education is to facilitate access to educational resources (Table 2). This option was selected by 108 respondents (63.9%). Other common purposes included improving learning efficiency (58.6%) and helping students understand complex concepts and problems (56.2%). High response rates were also observed for improving study planning and time management, as well as enhancing academic performance. Very few respondents reported using AI for text editing or solving examination tasks—only 0.6% each.

Respondents were also asked about the usability of AI-based applications (Figure 3).

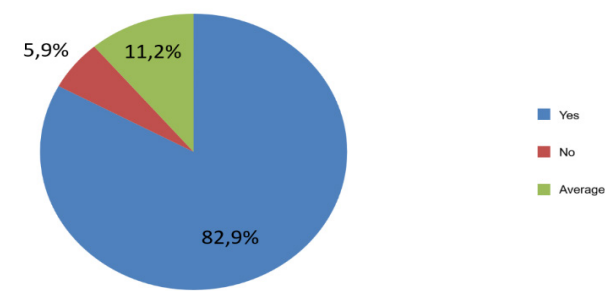


Figure 3: Respondents' opinions on the usability of AI-based applications.

A majority of respondents (82.9%) stated that they did not experience difficulties using such applications. However, 5.9% reported challenges in using them. These results indicate that AI-based applications are generally simple and intuitive. Another important aspect of the study was determining whether AI-based applications help reduce students' academic stress (Figure 4).

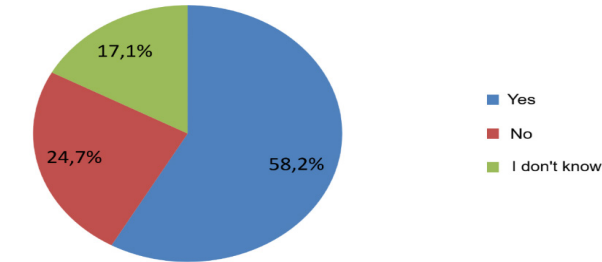


Figure 4: Respondents' opinions on whether AI-based applications reduce study-related stress

The findings show that for a considerable proportion of respondents (58.2%), the use of AI applications helps reduce stress. However, 24.7% indicated that AI tools do not reduce stress levels, and 17.1% answered “I don't know”. Survey results regarding the impact of AI applications on study planning and time management indicate that these tools are beneficial for most students (Figure 5).

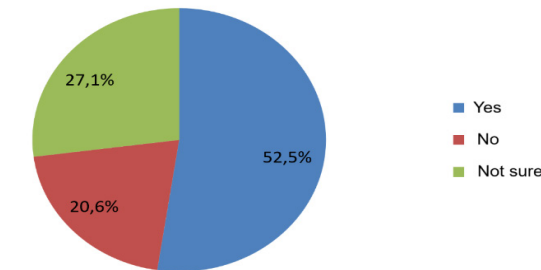


Figure 5: Respondents' opinions on the benefits of using AI for study planning and time management.

In response to this question, 52.4% gave a positive answer, while 20.6% expressed the opposite opinion. Meanwhile, 27.1% were unsure whether these applications improve study planning and time management efficiency.

A more contentious issue is whether AI-generated knowledge can compete with traditionally acquired knowledge (e.g., in classroom settings) (Figure 6).

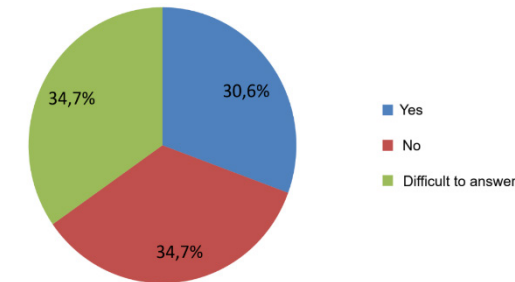


Figure 6: Respondents' views on the value of AI-derived knowledge compared to traditional learning methods.

Opinions were almost evenly divided: 34.7% of respondents believed that traditionally acquired knowledge is more valuable, while an equal share were unsure. At the same time, 30.6% agreed that AI can compete with long-established learning methods.

Furthermore, 55% of respondents stated that instructors do not encourage the use of AI-based tools in the learning process, representing more than half of the survey participants (Figure 7). Only 14 students (8.3%) reported the opposite. This suggests that instructors generally do not hold AI tools in high regard.

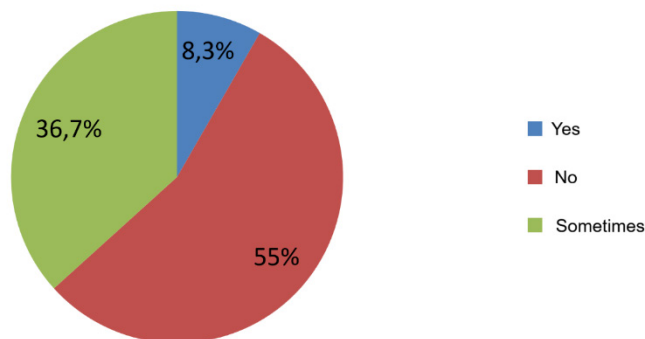


Figure 7: Respondents' views on whether instructors encourage the use of AI tools in learning.

The study results indicate that most students agree that AI-based technologies are transforming the traditional learning model. They believe these technologies can help them become better students and accelerate the learning process. However, based on prior research, it should be noted that not all information obtained from tools such as ChatGPT is accurate or reliable (Gileva, 2024; Smelyanskaya et al., 2025). Therefore, researchers emphasize the need for additional verification of AI-generated responses through other sources.

While scholars do not completely dismiss the use of AI in learning, they underline the importance of maintaining a critical approach. They advocate using AI tools as supplementary instruments that save time and complement traditional sources of knowledge (Anapiyayeva et al., 2025; Pavlova, 2024). Other notable advantages include AI's accessibility, allowing students to learn anytime and anywhere, and its potential for highly individualized learning experiences (Denning & Denning, 2020). On the other hand, it is crucial to recognize AI's limitations, as it remains a relatively new tool in education, and not all of its aspects have been fully explored or refined.

One significant risk is students' excessive dependence on AI-based tools, including ChatGPT (Harrison et al., 2023). There is growing concern about unintentional content duplication and reduced engagement in the learning process when AI is used as a primary assistant. Thus, while

AI can support learning, over-reliance on it may lead to diminished independent thinking and lower student engagement in academic activities (Serebrennikova, 2024). It is therefore essential to balance AI's advantages with the need to promote students' autonomy and creativity. Maintaining equilibrium between traditional and modern learning methods is crucial (Chen et al., 2022).

Technological, social, and economic changes demand an immediate transformation of the educational system to effectively prepare young people for a rapidly evolving professional environment. The vast majority of business leaders believe that the knowledge students currently acquire may soon become outdated or even obsolete—a signal that curriculum developers should take seriously. The prospect of “continuous learning” and AI's role as a professional mentor are becoming increasingly relevant, underscoring the need for flexible learning throughout an individual's entire professional life.

CONCLUSIONS

Collaboration between humans and AI, particularly in education, can foster the development of new skills and stimulate students' creativity, thereby enhancing the competitiveness of young specialists in the labor market.

To fully leverage AI's potential, individuals must acquire new competencies, including an understanding of the technology itself, its limitations, and the ability to communicate and collaborate effectively with AI systems. Therefore, instructors' involvement in the development and improvement of AI-based systems is essential for driving innovation in a dynamically changing educational environment. It is crucial to ensure that educators receive appropriate training, enabling them to make full use of AI's capabilities.

On one hand, providing educators with proper training will enhance the effectiveness of their work with AI tools. On the other hand, integrating AI-driven capabilities that are in demand in the labor market into the learning process will increase student competitiveness.

Such a comprehensive approach will help improve the university's educational system, promote innovation, and enhance the institution's overall competitiveness.

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