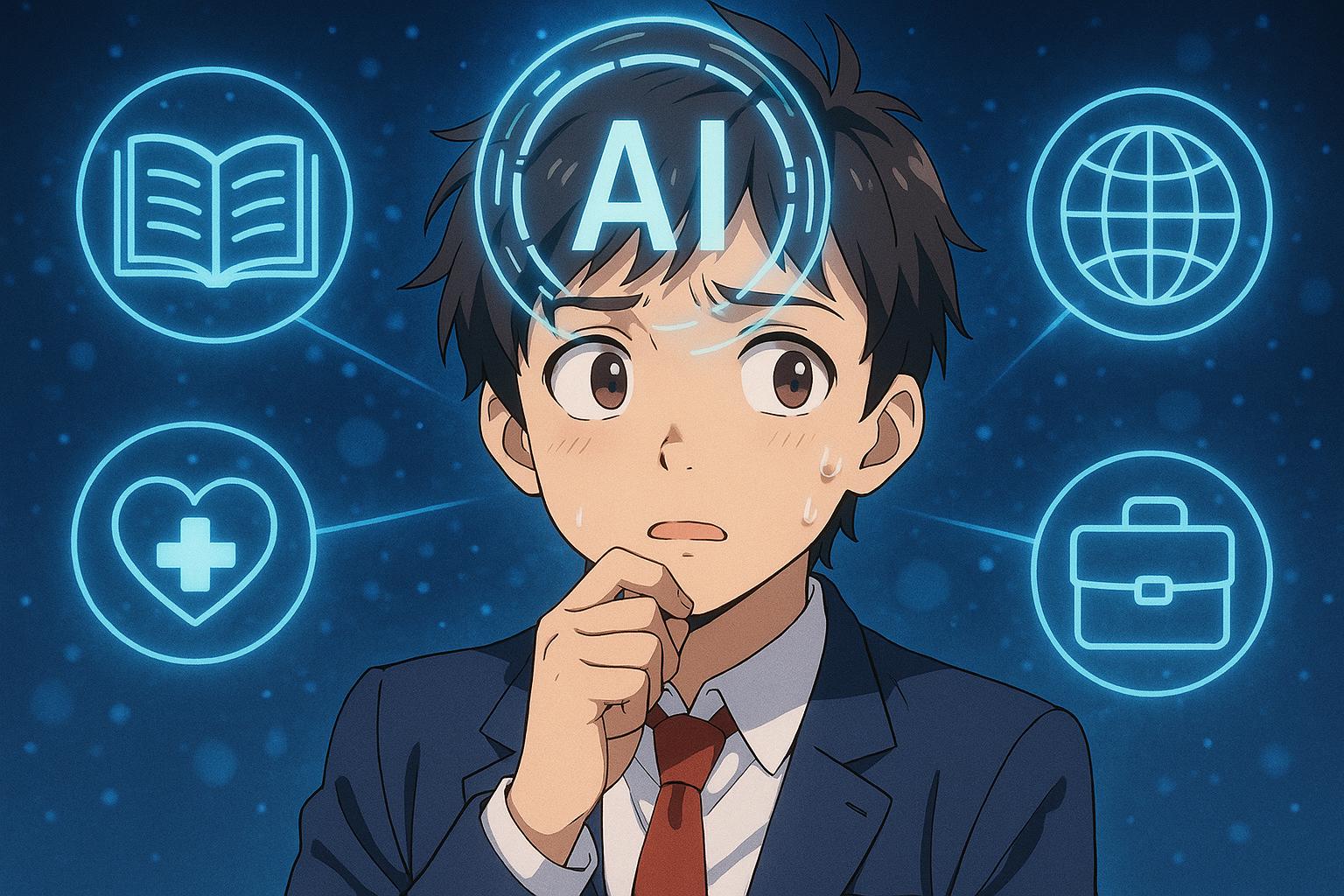
# UK students hopeful but wary as AI reshapes education and jobs



A recent global study conducted by Yugo, a prominent international student housing brand, has unveiled intriguing insights into students' perceptions of artificial intelligence (AI). Engaging over 7,000 students from its residences across nine countries, the study reveals both enthusiasm and apprehension regarding the influence of AI on education and future job prospects.

In the UK, almost half of the surveyed students—44%—expressed excitement about AI's potential, particularly its applications in healthcare, education, and environmental sustainability. A significant proportion, 43%, are already leveraging AI tools to enhance their academic work, using them for tasks such as proofreading, grammar checking, and idea generation. This enthusiasm is tempered by apprehension, as 78% of British students worry about the technology's impact on their future employment opportunities, and 56% are concerned about a potential decline in human intelligence as reliance on AI grows.

Yugo's Chief Operating Officer, Joe Persechino, highlighted the dual-edged nature of this sentiment, stating, “This research is groundbreaking in both its size and geographical reach... It reveals much excitement about the potential of AI, particularly in education, healthcare, and technology. But there is clear concern about its threat to students’ job prospects.” To address these concerns, Yugo has initiated "The Power of AI" training programme, aiming to equip students with essential skills for an AI-centric future through interactive workshops and hands-on training sessions as part of their Live Your Best Life initiative.

The perceived benefits of AI extend beyond the classroom for UK students. More than half believe that AI could significantly enhance healthcare delivery (57%) and improve work-life balance (55%), while nearly half (48%) see it as a potential catalyst for quicker climate change solutions. Interestingly, a growing number (22%) hope AI can also enhance access to mental health resources—areas historically underfunded and difficult to access.

However, societal concerns are prevailing. The survey reveals a notable disparity in apprehension between genders, with 65% of female students in the UK expressing fears about the erosion of human interactions due to AI compared to 50% of male counterparts. This reflects a broader trend of heightened AI hesitance among female students, indicative of a need for more inclusive discussions around technology's role in society.

Such concerns are echoed by other studies indicating a global trepidation surrounding AI's integration into education. Research published in the International Journal of Educational Technology in Higher Education found a generally positive attitude towards generative AI among students, recognising its potential for personalised learning. However, concerns about accuracy, privacy, and ethical implications were also prevalent. Similarly, a survey by the Digital Education Council revealed that over half of students believe excessive reliance on AI could devalue their educational experiences.

Despite the enthusiasm for AI's capabilities, there is a palpable fear that its misuse could lead to a decline in critical thinking and academic integrity. Reports highlight that many students express fears of becoming complacent or losing essential skills as a result of AI's growing presence in academic life. An American study found that while students appreciate AI tools for their supportive roles in study and research, there are mounting worries about overreliance and data privacy.

With a changing educational landscape, the necessity for academic institutions to adapt is clear. Higher education must undertake discussions around the ethical use of AI and implement robust frameworks to manage its integration into curricula. Comprehensive AI education, alongside ethical standards, can bridge the gap between its advantages and potential pitfalls.

Ultimately, as Yugo's research captures, students are eager to embrace AI, yet they navigate an array of fears about its implications, thus underscoring the importance of preparing both students and educational institutions for the realities of an AI-driven future.

### Reference Map

1: Paragraphs 1, 2, 4, 5, 6, 7, 9  
2: Paragraph 3  
3: Paragraph 8  
4: Paragraph 6  
5: Paragraph 8  
6: Paragraph 8  
7: Paragraph 8

Source: [Noah Wire Services](https://www.noahwire.com)

## Bibliography

1. <https://pbsanews.co.uk/2025/05/15/yugo-study-reveals-students-views-about-ai/> - Please view link - unable to able to access data
2. <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00411-8> - A study published in the International Journal of Educational Technology in Higher Education explores university students' perceptions of generative AI technologies, such as ChatGPT, in higher education. The survey of 399 undergraduate and postgraduate students from various disciplines in Hong Kong revealed a generally positive attitude towards generative AI in teaching and learning. Students recognized the potential for personalized learning support, writing and brainstorming assistance, and research and analysis capabilities. However, concerns about accuracy, privacy, ethical issues, and the impact on personal development, career prospects, and societal values were also expressed. The study emphasizes the importance of understanding students' perceptions to effectively integrate generative AI technologies into higher education and inform policy development around their use.
3. <https://blogs.worldbank.org/en/education/100-student-voices-on-ai-and-education> - A report by the World Bank presents insights from 100 students across emerging countries regarding their views on artificial intelligence (AI) in education. The study highlights that while students are embracing AI for tasks ranging from essay writing to complex data analysis, they are also acutely aware of its pitfalls. Concerns include the potential for AI to make students 'lazy thinkers' and the risk of job displacement due to automation. The report underscores the need for comprehensive AI education across all disciplines, robust ethical frameworks, and hands-on skill development opportunities to prepare students for the future job market.
4. <https://www.timeshighereducation.com/news/students-fear-over-reliance-ai-devalues-higher-education> - A survey conducted by the Digital Education Council Global AI Student Survey 2024, involving over 3,800 students from 16 countries, found that more than half (55%) believed overuse of AI within teaching devalued education, and 52% said it negatively impacted their academic performance. The report emphasizes that while students are open to incorporating AI into their education, they perceive the dangers of becoming over-reliant on it. The study calls for universities to better communicate policies regarding AI use to maintain the value and quality of education.
5. <https://arxiv.org/abs/2505.02198> - A recent study titled 'Student Perspectives on the Benefits and Risks of AI in Education' surveyed 262 undergraduate students at a large public university in the United States to understand their views on AI chatbots in educational settings. The study identified several benefits, including feedback and study support, instructional capabilities, and access to information. However, students also expressed concerns about academic integrity, accuracy of information, loss of critical thinking skills, overreliance on AI, and ethical considerations such as data privacy and system bias. The study suggests that institutions should establish clear policies regarding AI use and develop curricula around AI literacy to effectively integrate AI into education while preserving the integrity of the learning process.
6. <https://www.gse.harvard.edu/ideas/usable-knowledge/24/09/students-are-using-ai-already-heres-what-they-think-adults-should-know> - A report from the Harvard Graduate School of Education presents findings from a survey of over 1,500 teens aged 13 to 17 regarding their use of generative AI. The survey revealed that while many teens use AI for academic purposes, they also highlighted positive academic experiences with generative AI, viewing it as a modern approach to learning. The report emphasizes that AI is not only used to cheat and that teens can be trusted to use it responsibly, such as for assistance in starting papers or creating individualized learning plans.
7. <https://www.mdpi.com/2071-1050/16/19/8668> - A study published in the journal Sustainability examines university students' attitudes and perceptions towards AI tools and their implications for sustainable educational practices. The research reveals that students are skeptical about the detectability and accuracy of AI-generated results and the ability of AI to produce human-like content. Students believe that AI-generated content can be incorrect, poorly structured, and not in line with academic standards. The study emphasizes the importance of educating students about the latest developments in AI, reminding them of academic integrity, and providing training on how to effectively use AI tools to enhance academic performance while understanding their limitations.