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Tracking Shifts in Student Attitudes on Generative AI Usage: Survey Results Across Two Years*

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Abstract

As it is well known for today, students' perceptions of Generative AI significantly influence their learning outcomes. In order to study university students' opinions about several aspects of Generative AI in their lives, we have conducted a survey study in April 2024. We managed to get about 80 individual responses of which about one quarter arrived from foreign students. Although these results are already interesting and highlight some important aspects of the use of the new technology, in this study we do not only rely on the results of this single set of data. 20 months later in December 2025 we sent out the same questionnaire to a similarly sized, similarly educated set of students to see how their views on the topic had changed. We present the key findings of the first and the second round of the survey and more importantly, we compare how these have changed while GenAI tools went through a rapid and widespread development and became widely used in education.

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Introduction and Methodology

As it was predicted about 2 years ago and today is unquestionable, students' perceptions of Generative AI significantly influence their learning outcomes [1, 2]. In order to get an overview of the actual state of students of Hungarian universities, we conducted a survey study in April 2024 that we repeated in December 2025. As a short summary of the structure of our survey created at 2024, we define 5 main topics that we are interested in the opinion of university students [3]. Based on these results, we expect to be able to answer questions from students related to the below topics.

- Section 1: the overall opinion on the productivity implied by the use of GenAI tools.
- Section 2: the aspects of Adoption and Integration of GenAI.
- Section 3: the key challenges and opportunities during the adoption and integration.
- Section 4: the possible (and likely uniform) ways of measuring productivity.
- Section 5: the future of GenAI.

In each section 4 questions were asked to be answered by the students. The possible answers always were numbers from 1 to 5 plus the possibility to mark if the student had no base to decide.

The students filling the questionnaire were all 2^{nd} or 3^{rd} year BSc students (both for 2024 and 2025). The exact numbers of valid responses can be seen on Table 1. Note that for both cases we received approximately 80 individual responses where one quarter of the data came from foreign students.

Table 1. Valid responses of the questionnaires by Hungarian and foreign students in 2024 and 2025

	April 2024	December 2025
Hungarian students	61	61
Foreign students	20	22

Results

While providing narrative for the per-question results may be interesting and important our main focus this time is to reveal the trends of the changes in students' opinion in the related questions.

As some representative results see below our most important observations:

- In most of the cases we have observed notable changes in the averages of the answers but there is no clear overall trend in this change. Overall we can say that in one third of the questions the shift in the results was above 0.3.

- Based on the results on the individual level students feel even more confident in the benefits of the use of Generative AI today, however they (especially the foreign students) would welcome better adoption of the tools by their universities.
- Though in many aspects students of the University showed similar opinions regardless of their nationality, in some cases (e.g. AI adoption by the University) we observed that foreign students have significantly different views.
- As some sign of uncertainty we also observed that students feel less certain about the relative profit of AI tools compared to the efforts needed to be invested to their use. According to our narrative this result shows that students have a better understanding now on this topic as they had about 2 years ago.

Our findings indicate a widening gap between perceived individual productivity gains and confidence in institutional capacity to integrate GenAI effectively. Universities seeking productivity gains from GenAI should prioritize cross-unit coordination, resourcing and staff development, clear strategy, and robust evaluation frameworks to translate individual benefits into sustainable, system-level educational impact.

References

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