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Role of AI in Academic and Financial Decision-Making among students in and around Hyderabad

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Abstract:

Artificial intelligence, or AI, is now a staple of higher education, giving students new tools to improve their academic performance and personal finances. Students are using AI-driven tools such as conversational agents, learning platforms, budgeting apps and financial advisory systems to help them with school, obtain information, track expenses and make informed decisions. The study explores the awareness, usage pattern, perceived usefulness and challenges faced by students in and around Hyderabad in the use of AI tools in academic and financial decision making. The research is based on primary data that is collected from the students from different academic disciplines through structured questionnaire. Descriptive and inferential statistical techniques are used to analyse the students' responses and to identify the factors influencing AI adoption. The study also examined the relationship between AI use and greater academic efficiency, financial planning and decision confidence. The results are anticipated to shed light on students' attitude towards AI and its increasing role in assisting educational and financial decisions. The findings have implications for educational institutions, technology developers and policy makers in supporting responsible and effective AI use among students in and around Hyderabad and adds to the growing body of research on digital innovation in commerce and higher education.

Keywords: Artificial Intelligence, Students, Academic Decision-Making, Financial Decision-Making, Financial Literacy, Technology Adoption, Digital Learning.

Introduction:

Artificial intelligence has become more and more a part of everyday student life. What was once perceived as a technology for businesses and technology professionals is now being used by students to study, search for information, prepare assignments, learn new concepts and even manage their personal finances. AI chatbots, customized educational platforms, budgeting apps, and financial advisory systems are examples of such tools that help students easily find information and get assistance when they need it. Students' approach to academic and financial decisions is beginning to change, along with increased availability of these tools.

University students may find it challenging to make the right choices in these two areas. Students are expected to do their coursework, understand difficult subjects, meet due dates and find reliable information. Additionally, many students are starting to experience financial responsibilities, such as paying monthly expenses, budgeting, saving, and making spending decisions. AI tools can quickly assist with both, but just because students have access to these technologies doesn't mean they will use them effectively and responsibly.

This growing use of AI tools by students raises a crucial question:

What motivates students to take up these tools and how useful do they find them.

AI might also be appealing to students because it's easy, fast and can give a personal response.

But concerns about inaccurate information, overdependence, privacy, lack of awareness, and the reliability of AI-generated advice can also affect their willingness to use such tools. These are especially relevant when students use AI for financial decision-making, as bad judgment or wrong information could have immediate consequences. However, despite the considerable increase in gh research on artificial intelligence in education, there is room to understand how university students use AI out of academic purposes. More attention should be paid to the association between AI adoption, academic efficiency and financial decision-making of students. Understanding students' experience and perception of artificial intelligence can help shed light on whether it is actually helping them make better decisions, or simply making some tasks more convenient.

In this context, the present study explores the adoption of AI tools for academic and financial decision making by university students of India. It emphasizes students' awareness, usage patterns of AI, perceived usefulness, and the challenges students encounter while using these technologies. The study also considers if the use of AI correlates with better academic efficiency, improved financial planning and more confidence when making decisions. The study seeks to give a practical understanding of how AI is becoming embedded in the academic and financial lives of students, and what can be done to encourage its effective and responsible use, looking at these together.

Objectives of the Study:

- To explore the acceptance of Artificial Intelligence tools for academic and financial decisions among university students.
- To evaluate the awareness and familiarity of university students with AI-tools for academic and financial purposes.
- To investigate students' perceptions on the usefulness of AI in enhancing academic performance and assisting financial decision-making.

Need for Study:

Artificial intelligence is becoming part of everyday student life. Today's university students are using AI tools not just to look up information or understand difficult topics, but to prepare assignments, generate ideas, solve problems and manage their time. At the same time, students are more and more required to make financial decisions, including managing their expenses, planning their budgets, saving money and choosing appropriate financial products. AI tools can be useful in both areas, so it's important to understand how students are really using these technologies.

Prior research generally found that students perceived AI as useful to enhance learning, productivity and academic efficiency. Research has also shown a positive correlation between AI use and student financial decision making. However, students' willingness to adopt these tools is influenced by trust, awareness, financial knowledge and familiarity with AI.

At the same time, the application of AI is not without concerns. Students may become overly dependent on AI-generated information. Issues like inaccurate responses, privacy, cybersecurity, bias and lack of human judgement can affect the quality of decisions made using AI. These concerns become especially relevant when AI is used for financial decision making, where misinformation could directly affect a person's money.

Much of the current research has been either on AI in education or AI in financial decision making. In comparison, less attention is paid to university students' use of AI in both areas together. This necessitates understanding students' awareness, actual usage patterns, perceived usefulness and challenges in the use of AI for academic and financial purposes.

Hence, this study is needed to understand whether AI is really helping university students to make their academic and financial decisions more

efficiently and confidently, and what factors influence their adoption of these tools.

Statement of the problem:

Artificial Intelligence has brought information and support for decision making closer to the university students. Students can now leverage AI tools in seconds to understand academic concepts, generate study material, analyse information, and get suggestions on financial planning. This convenience can make student life easier, but it also raises questions about how much students are using these tools, why they are using them, and how much they trust the information produced by AI.

The problem is that access to AI does not always mean that it is being adopted effectively or responsibly. Some students might use AI regularly to save time and make difficult tasks easier, while others might hesitate because they are concerned about accuracy, privacy, dependence or lack of understanding. In the same way, students may be comfortable using AI for academic purposes but may be more cautious about using it for financial decisions.

Prior research has explored AI adoption in education and financial decision-making, but these domains have typically been examined independently. Hence, it is important to think of the two together and to understand the role AI plays in the daily decision-making of university students.

The present study thus aims at investigating the adoption of AI tools for academic and financial decision making by university students, with particular focus on their awareness, usage patterns, perceived usefulness, challenges and confidence in using AI for these purposes.

Review of Literature:

AI is more and more used in higher education and financial decision-making. Recent research has shown that students use AI to aid their learning, access information, receive academic assistance and solve problems, while in finance AI is used for forecasting, risk assessment, investment decision making, fraud detection and personalised financial services. The following studies will provide a background to understand AI adoption among university students, particularly in academic and financial settings.

Grájeda et al. (2024) studied the use of AI tools and its perceived impact in higher education. The study examined the students and teachers' experiences of AI and ChatGPT in terms of academic effectiveness, proficiency and advanced AI skills. The findings indicated that students largely had positive views of AI, particularly concerning its ability to enhance understanding, creativity and productivity. However, concerns were also found regarding privacy, transparency, misuse and over-dependence. The study shows that artificial intelligence can be a useful tool in higher education, if students and teachers are skilled in the use of artificial intelligence.

Sova, Tudor, Tartavulea and Dieaconescu (2024) explored the determinants of AI adoption by economics students. Survey data gathered from Romanian university students were used to analyse awareness, training, perceived usefulness, attitudes and concerns about AI, among others. The findings revealed that the students' perception of AI usefulness was positively affected by their awareness and familiarity with AI. The use of AI was helped by training and institutional support but positive attitudes were diminished by concerns over the technology. The study is important because it demonstrates that it is not only access to AI that drives its adoption. Students' awareness, knowledge and confidence count too.

Córdova et al. (2024) investigated the use of AI tools in finance education, including student perceptions and affective responses, as well as faculty perspectives. The study concluded that students generally perceived AI as helpful for learning and academic support. Moreover, AI-supported learning was associated with positive emotions and increased engagement. But critics have questioned the reliance, the ethical concerns and the oversight needed. The study also called

for the use of AI to augment, not replace, students' own learning and critical thinking.

Akhtar et al. (2024) investigated the acceptance of FinTech by university students based on knowledge of financial services, familiarity with AI, government support, and user innovativeness. The study collected data from 410 university students and the findings showed that financial knowledge and awareness of AI have positive impact on FinTech adoption. The findings indicate that students who are aware of financial services and are comfortable with AI-based technologies are more likely to adopt technology-driven financial services. This is especially true in the current study that examines the association between AI and students' financial decisions.

Antonoudi, Rollins-Koons, and McCoy (2026) examined the influence of trust, gender, and academic performance on the use of ChatGPT by undergraduate students in financial planning. The more frequently they used it, the more they trusted the AI. And students who used ChatGPT more often were more likely to be receptive to the idea of using AI to give financial advice. The findings suggest trust is a key factor in the adoption of AI, especially by students who use AI to make decisions about their own financial situation.

Agarwal & Sharma (2026) studied the impact of artificial intelligence on financial decision making of college students of Agra City. The questionnaire was used as tool to collect primary data from 120 students of different streams. Correlation and regression analysis were used to examine the relationship between AI use and financial decision making. The positive and statistically significant effect on students' financial decision making was due to AI use, according to the study. But the study also flagged concerns about over-reliance, privacy and security, and said students should still use their own judgement when they are relying on AI.

Ponnanna & Chavan (2026) examined awareness, adoption, benefits and challenges of AI in financial decision making. Study purpose data was primary and collected from 100 respondents. The study found that 70% of respondents use AI-based financial services often or very often. The biggest concern was data privacy and cybersecurity, and the biggest benefit was better accuracy. Many respondents also consider AI to be essential for the future of financial services. These results indicate an increased acceptance of AI in finance, but also concerns regarding security and human judgement.

Kavitha et al (2025) explored the role of AI in financial decision making, covering investment management, risk assessment, credit scoring, algorithmic trading and fraud detection. The study demonstrated the ability of AI to process large datasets and enhance the speed and accuracy of financial decisions. It also spotlighted crucial concerns like algorithmic bias, transparency, data security and regulatory issues. Thus, the study supports the view that artificial intelligence can improve financial decision making, but that its use needs to be supported by proper human supervision and responsible practices.

Adebowale (2025) explored the growth of AI applications in financial decision-making. The study said AI has evolved from performing simple automated tasks to assisting with more complex activities such as financial forecasting, fraud detection, credit assessment and investment decisions. Artificial intelligence can increase efficiency and reduce certain kinds of human error, but there remain significant challenges, including poor quality data, lack of transparency, ethical issues, and cybersecurity. The study emphasises the need for balance between technological efficiency and human judgement and good governance.

Ünvan and Alsokhni (2026) conducted a bibliometric analysis of 483 research articles published between 2010 and 2025 to analyse the evolution of research on AI and finance. The researchers found that the research on AI and finance is growing strongly. In recent times, more studies have been focusing on generative AI, explainability, ethics, regulation and conversational AI. It shows a shift in research

from the technical performance of AI, to a bigger focus on human behaviour, trust and responsible adoption.

Research Methodology:

The study adopts a quantitative research approach based on primary data collected through a structured questionnaire administered to students in and around Hyderabad. A total of 100 responses were collected using Google Forms through convenience sampling. The questionnaire covered students' demographic profile, AI usage patterns, commonly used AI tools, academic and financial applications, perceived usefulness, benefits, verification practices and concerns related to AI use. The collected data was analysed using frequency and percentage analysis, mean scores to examine students' perceptions and the relationship between AI usage and perceived academic and financial benefits. The study focuses on understanding how AI is being used by students in their academic and financial decision-making and the factors that influence its effective and responsible use.

Research Gap:

As the existing literature clearly suggests, standard artificial intelligence can help students academically as well as help in financial decision-making. But most studies have looked at them separately. Research in education mainly focuses on learning, academic performance and the use of the chatbot, whereas research in finance is mainly concerned with FinTech, financial institutions or general users. However, there is relatively less research on the integrated use of AI by university students for academic and financial decision making. This is especially in the Indian context.

Thus, this study is intended to fill this gap and study adoption of AI tools for academic and financial decision making among university students. The study aims to investigate students' awareness, usage patterns, perceived usefulness and challenges of AI, and the relationship of AI usage to academic performance, financial planning and confidence in decision making.

Scope of the Study:

- **Academic decision-making:** The study examines how students use AI for academic activities such as understanding difficult concepts, research, information gathering, completing tasks and improving productivity.
- **Financial decision-making:** The study covers students' use of AI for financial-related activities such as understanding financial information, budgeting, tracking expenses, saving and obtaining investment-related information.
- **AI usage and adoption:** The study looks at students' awareness, familiarity, frequency of AI usage and the AI tools they commonly use, including tools such as ChatGPT and Google Gemini.
- **Perceived benefits:** The study examines whether students feel that AI helps them save time, understand information, improve their academic work and make more informed financial decisions.
- **Trust and responsible use:** The study considers students' trust in AI-generated information and their practice of verifying information. It also covers concerns such as overdependence, inaccurate information, privacy and security.
- **Relationship between AI use and decision-making:** The study examines whether students who use AI more frequently tend to perceive greater academic and financial benefits from its use.

Overall, the study aims to provide a student-level understanding of how AI is being used for academic and financial decision-making and whether students view it as a useful tool in their everyday lives.

Survey Analysis:

Sample size: 100 respondents:

1. Age Distribution:

Age group	Frequency	Percentage
Below 18	12	12%
Under 18	2	2%
18–20	56	56%
21–23	20	20%
24 and above	10	10%
Total	**100**	**100%**

Interpretation: The majority of respondents were between **18–20 years (56%)**, followed by those aged 21–23 (20%).

2. Gender:

Gender	Frequency	Percentage
Female	50	50%
Male	50	50%
Total	**100**	**100%**

Interpretation: The sample has an equal representation of male and female respondents.

3. Level of Study:

Level	Frequency	Percentage
Undergraduate	82	82%
Postgraduate	18	18%
Total	**100**	**100%**

Interpretation: Most respondents (**82%**) were undergraduate students.

4. Field of Study:

Field	Frequency	Percentage
Commerce/ Management	61	61%
Science	15	15%
Engineering/ Technology	12	12%
Arts/Humanities	12	12%
Total	**100**	**100%**

Interpretation: Commerce/Management students formed the largest group, accounting for **61%** of the sample.

5. Frequency of AI Usage:

Frequency	Frequency	Percentage
Daily	32	32%
Several times a week	30	30%
Occasionally	27	27%
Rarely	9	9%
Never	2	2%
Total	**100**	**100%**

Interpretation: AI usage is quite common among respondents. **62% use AI daily or several times a week**, while only 2% reported never using AI.

6. AI Tools Used:

This was a **multiple-response question**, so the percentages do **not** have to add up to 100%.

AI tool	Respondents	Percentage
ChatGPT	74	74%
Google Gemini	59	59%
Perplexity	26	26%
AI features in other applications	22	22%
Microsoft Copilot	18	18%

Interpretation: ChatGPT was the most commonly used AI tool (74%), followed by Google Gemini (59%). Since respondents could select more than one tool, the total exceeds 100%.

7. Main Purpose of Using AI:

This was also a **multiple-response question**.

Purpose	Respondents	Percentage
Academic purposes	69	69%
Information/research	61	61%
Personal productivity	56	56%
Financial purposes	30	30%

Interpretation: Academic purposes were the most commonly reported use of AI (**69%**), followed by information/research (**61%**). Financial purposes were reported by **30%**.

8. AI Use for Academic Purposes:

Frequency	Respondents	Percentage
Frequently	53	53%
Sometimes	40	40%
Rarely	5	5%
Never	2	2%
Total	**100**	**100%**

Interpretation: 93% of respondents use AI either frequently or sometimes for academic purposes. This shows that academic use of AI is substantially higher than financial use.

9. Academic Benefits:

Statement	Mean	Agree/Strongly Agree
AI helps understand difficult academic concepts	**3.76/5**	59%
AI helps make better academic decisions	**3.76/5**	59%
AI saves time when completing academic tasks	**3.94/5**	**70%**

Interpretation: Among the academic benefits, **saving time received the highest mean score of 3.94/5**. This suggests that students particularly value AI for making academic tasks quicker and more manageable.

10. Verification of AI Information:

Response	Respondents	Percentage
Strongly disagree	7	7%
Disagree	9	9%
Neutral	23	23%
Agree	35	35%
Strongly agree	26	26%

Therefore, **61% agree/strongly agree** that they verify AI-generated information before using it for important academic work.

Interpretation: Most students show some awareness of the need to verify AI-generated information, although a significant proportion are neutral or do not consistently verify it.

11. AI Use for Financial Purposes:

Frequency	Respondents	Percentage
Frequently	12	12%
Sometimes	31	31%
Rarely	37	37%
Never	20	20%
Total	**100**	**100%**

Interpretation: Only **43%** use AI frequently or sometimes for financial purposes, while **57% use it rarely or never**.

This is one of your strongest findings:

Academic AI use = 93%

Financial AI use = 43%

This shows that students are considerably more comfortable using AI for academic purposes than for financial purposes.

12. Financial Benefits:

Statement	Mean	Agree/Strongly Agree
AI helps understand financial information better	**3.50/5**	46%
AI helps make more informed financial decisions	**3.46/5**	46%
I consider AI information when making personal financial decisions	**3.41/5**	46%
AI increases confidence in financial decisions	**3.49/5**	49%

Interpretation: The results show a **moderately positive perception** of AI in financial decision-making. However, the scores are lower than the academic-use results, indicating greater caution toward financial applications.

13. Major Concerns About AI:

This was a **multiple-response question**, so percentages can exceed 100%.

Concern	Respondents	Percentage
Overdependence on AI	**53**	**53%**
Lack of trust	34	34%
Difficulty verifying information	31	31%
Incorrect information	30	30%
Privacy concerns	30	30%
No major concerns	19	19%

Interpretation: The biggest concern was **overdependence on AI (53%)**. This was followed by lack of trust (34%) and difficulty verifying information (31%). These results highlight the importance of responsible and informed AI use.

14. Overall Perception of AI:

Perception	Respondents	Percentage
Strongly Positive	17	17%
Positive	36	36%
Neutral	37	37%
Negative	4	4%
Strongly Negative	6	6%
Total	**100**	**100%**

Interpretation: 53% of respondents had a positive or strongly positive view of AI's impact on academic and financial decision-making. However, **37% remained neutral**, showing that a considerable number of students are still uncertain about its overall impact.

Statistical Tests — Cross-Checked:

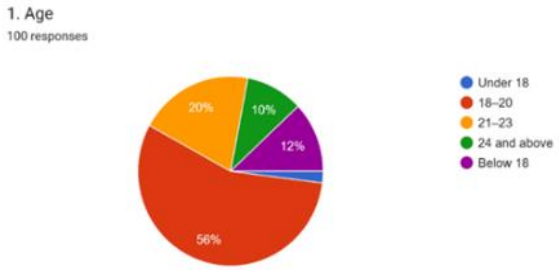
I also checked the tests against the **raw 100 responses**, rather than simply repeating the earlier figures.

1. Reliability Test — Cronbach's Alpha:

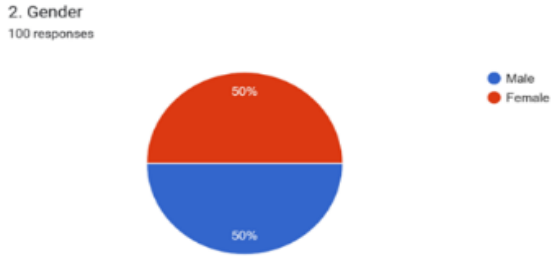
Scale	Cronbach's Alpha	Interpretation
Academic items	**0.858**	Good reliability
Financial items	**0.837**	Good reliability

Both are above **0.80**, indicating good internal consistency.

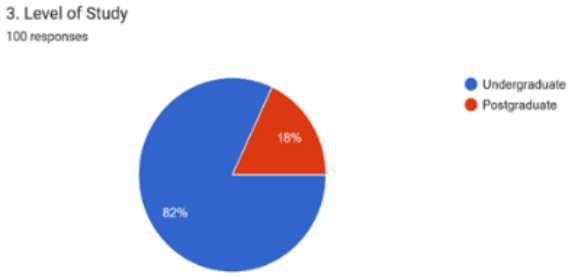
Data Interpretation and Analysis;



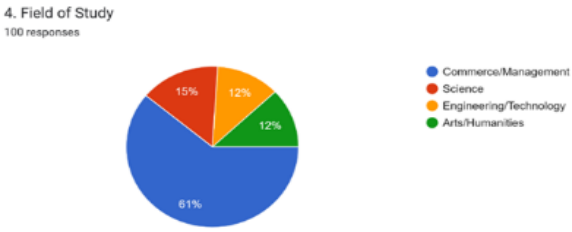
The sample is largely concentrated among respondents aged 18–20 years, indicating strong representation from students in the early stages of higher education. Respondents from other age groups form a smaller proportion of the sample.



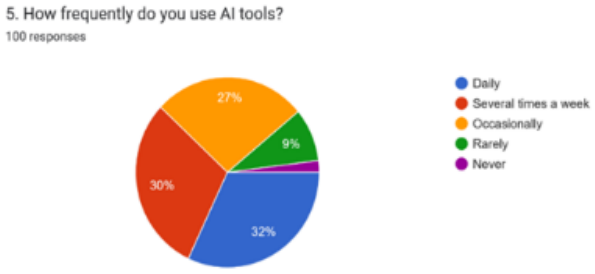
The gender distribution is evenly divided, with male and female respondents each accounting for 50% of the sample. This provides a balanced representation of both groups in the study.



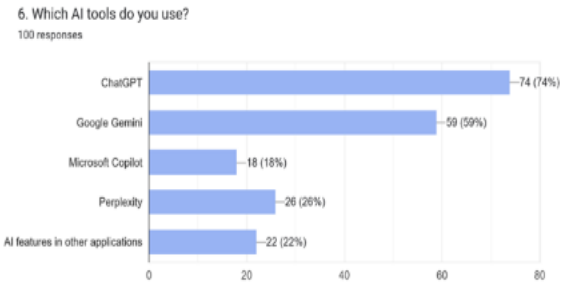
Undergraduate students constitute the majority of respondents at 82%, while postgraduate students account for 18%. The findings therefore primarily reflect the experiences and perceptions of undergraduate students.



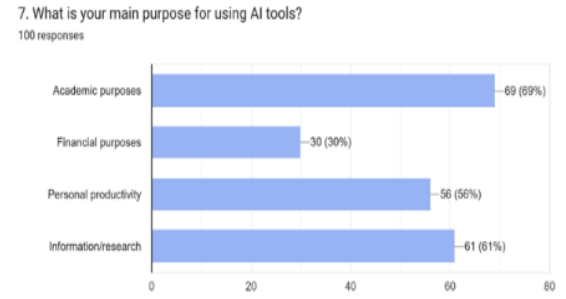
Commerce and Management students form the largest group at 61%, followed by Science, Engineering/Technology, and Arts/Humanities students. This indicates that the sample has a strong commerce-oriented representation.



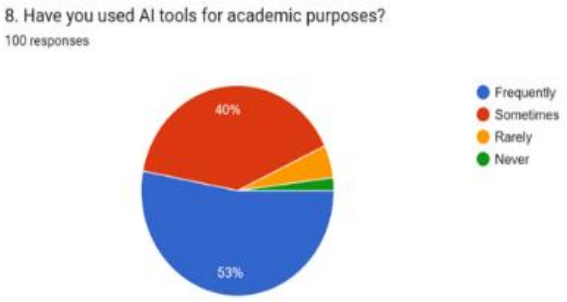
AI usage is relatively frequent among the respondents, with 32% using AI tools daily and 30% several times a week. A further 27% use them occasionally, showing that AI has become a regular part of students' academic and personal activities.



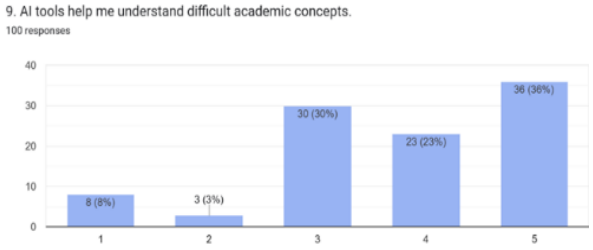
ChatGPT is the most widely used AI tool, reported by 74% of respondents, followed by Google Gemini at 59%. Perplexity, AI features in other applications, and Microsoft Copilot record comparatively lower usage. This indicates a clear preference for conversational AI platforms among students.



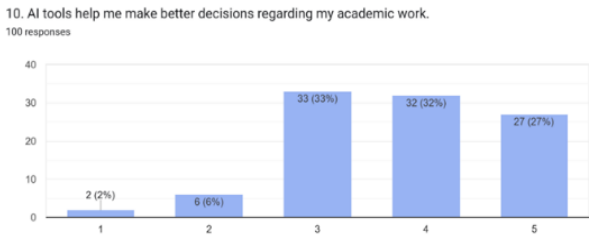
Academic purposes represent the leading reason for AI usage at 69%, followed by information and research at 61% and personal productivity at 56%. Financial purposes account for 30%, indicating that students currently use AI more extensively for academic and general information needs than for financial activities.



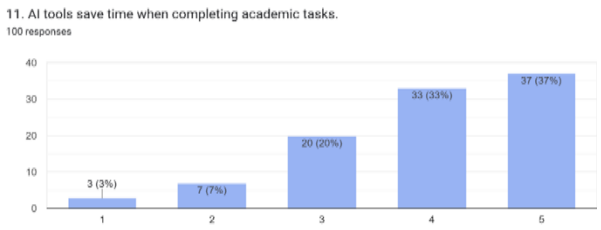
A majority of respondents use AI for academic purposes frequently or sometimes, accounting for 53% and 40% respectively. This demonstrates substantial adoption of AI tools in students' academic activities.



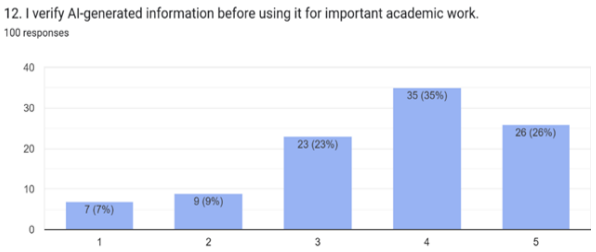
Most respondents show a positive perception of AI in understanding difficult academic concepts. A combined 59% agree or strongly agree with the statement, while 30% remain neutral. This suggests that AI is perceived as a useful supplementary learning tool.



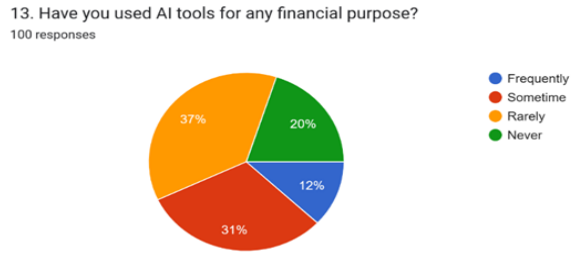
A majority of respondents believe that AI supports better decisions regarding their academic work. While 59% agree or strongly agree, a considerable proportion remains neutral, indicating that the perceived influence of AI on academic decision-making varies among students.



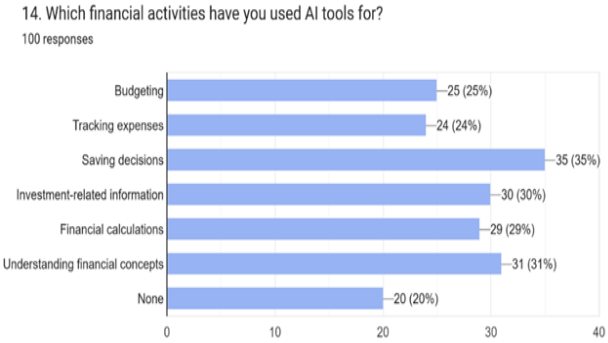
The responses indicate a strong perception that AI saves time when completing academic tasks. Around 70% of respondents agree or strongly agree, highlighting efficiency as one of the major benefits associated with AI adoption.



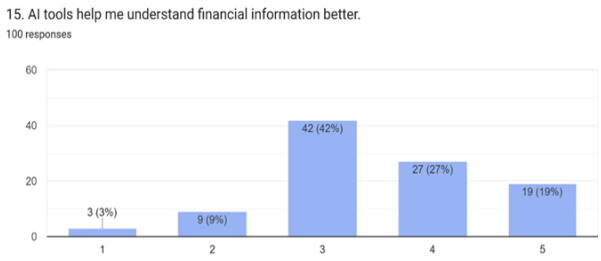
Most respondents report verifying AI-generated information before using it for important academic work. About 61% agree or strongly agree with this practice, suggesting a reasonable level of caution towards AI-generated content.



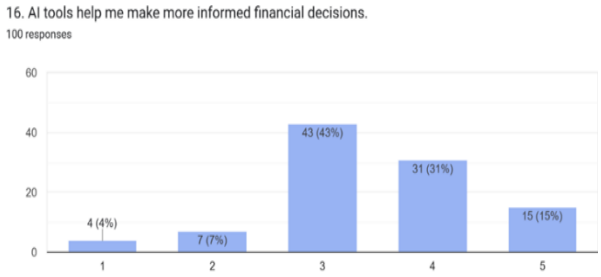
Financial use of AI is comparatively limited. Only 12% of respondents use AI frequently for financial purposes, while 31% use it sometimes and 37% rarely. A further 20% have never used AI for financial purposes, indicating that financial applications remain less established than academic uses.



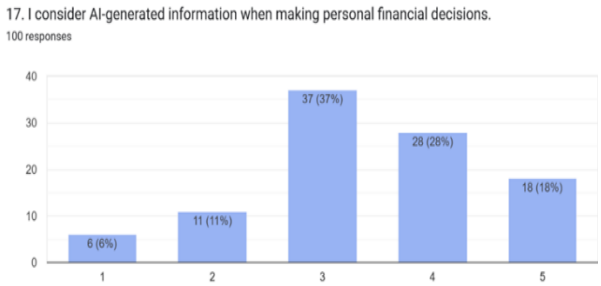
Saving decisions are the most commonly reported financial activity involving AI at 35%, followed by understanding financial concepts at 31% and investment-related information at 30%. Budgeting and expense tracking are also reported, indicating that students use AI for a range of basic financial activities.



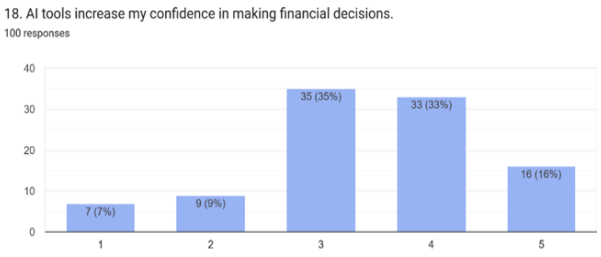
Responses show a largely neutral to positive perception of AI in understanding financial information. While 46% agree or strongly agree, 42% remain neutral. This suggests that AI's contribution to financial understanding is recognised but is not yet strongly established among all respondents.



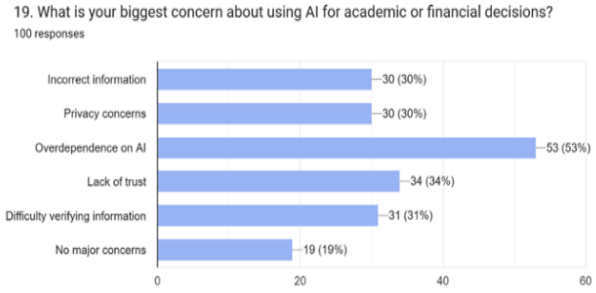
A majority of respondents either remain neutral or agree that AI helps them make more informed financial decisions. The results indicate a moderate perceived contribution of AI to financial decision-making, although strong reliance on AI is not evident across the sample.



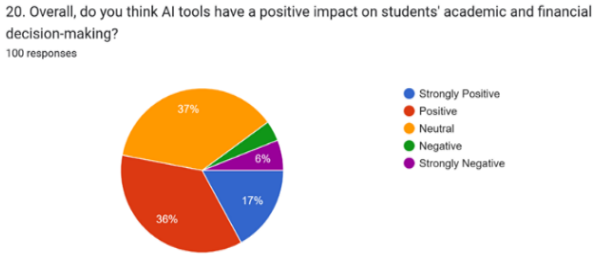
The findings show moderate consideration of AI-generated information in personal financial decisions. While 46% agree or strongly agree, 37% remain neutral. This indicates that students may use AI as a supporting source rather than relying on it independently for financial decisions.



AI appears to provide a moderate level of confidence in financial decision-making. About 49% of respondents agree or strongly agree that AI increases their confidence, while 35% remain neutral. The result suggests that AI has some influence on financial confidence, although its impact is not uniform.



Overdependence on AI is the leading concern, reported by 53% of respondents. Lack of trust, difficulty verifying information, incorrect information, and privacy concerns are also significant issues. These responses indicate that students recognise the usefulness of AI while remaining aware of its limitations and risks.



The overall perception of AI is generally positive, with 17% describing its impact as strongly positive and 36% as positive. However, 37% remain neutral, while a smaller proportion reports a negative impact. The findings indicate that students broadly recognise the usefulness of AI, although many remain cautious about its influence on academic and financial decision-making.

Key Findings:

- **AI is widely used for academic purposes:** 93% of respondents use AI frequently or sometimes for academic activities such as learning, understanding concepts and completing tasks.
- **AI helps students save time:** 70% of respondents agreed or strongly agreed that AI helps them save time while completing academic work.
- **Financial use is comparatively lower:** Only 43% of respondents use AI frequently or sometimes for financial purposes, showing greater caution in financial decision-making.
- **Overdependence is the main concern:** 53% of respondents identified overdependence on AI as a major concern, followed by issues related to trust, accuracy, verification and privacy.
- **AI shows a positive relationship with perceived benefits:** The analysis found positive relationships between AI usage and both academic and financial benefits, with the strongest relationship found between financial AI use and perceived financial benefits

Limitations of the Study:

- **Geographical limitation:** The study focuses on students in and around Hyderabad. Therefore, the findings may not fully represent students from other cities or regions.
- **Sample size:** The study is based on **100 respondents**. Although the responses provide useful insights, a larger sample could give a broader picture of students' use of AI.
- **Sampling method:** The study uses convenience sampling, as responses were collected from students who were accessible and willing to participate. A large proportion of the responses came from the researcher's own college, which may influence the overall representation of the sample.
- **Self-reported responses:** The study is based on responses collected through a Google Form. Therefore, the findings reflect what students reported about their AI usage, perceptions and decision-making, which may

not always be identical to their actual behaviour.

- **Limited financial experience:** Students may have different levels of experience with personal financial decisions. Therefore, their responses regarding AI and financial decision-making may mainly reflect everyday financial activities rather than complex financial decisions.
- **Changing nature of AI:** AI tools and their features are developing rapidly. Students' usage patterns and perceptions may therefore change as new tools and technologies become available.

Conclusions:

The study concludes that Artificial Intelligence has a meaningful role in students' academic and financial decision-making. Its use is particularly visible in academic activities, where students value AI for saving time, understanding difficult concepts and supporting their academic work. Financial use, although comparatively lower, shows that students are gradually exploring AI for financial information and decision-making.

At the same time, the findings highlight that access to AI alone is not enough to ensure effective use. Concerns regarding overdependence, accuracy, trust, verification and privacy remain important. Therefore, students need to approach AI as a supporting tool rather than a replacement for their own judgement.

Overall, the study suggests that AI can contribute positively to students' academic efficiency and financial decision-making when it is used with awareness, critical thinking and responsibility. Encouraging students to verify AI-generated information and understand its limitations can help them make better use of these technologies while reducing the risks associated with excessive dependence.

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7. There is a small discrepancy here: in our earlier ROL we called this *"Ponnanna & Chavan (2026)"*, but the uploaded/current publication record identifies the authors as Vithan Ponnanna A. H. and Kiran Sangamesh Giddappagol. (IJFMR)

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