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EXPLORING THE POTENTIAL OF AI IMPLEMENTATION IN BUSINESS AND MANAGEMENT EDUCATION

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ABSTRACT

The paper examines the potential of using AI in business and management education. As AI is one of the most emerging technologies in recent years, its implementation in education should be the next logical step after its digitalisation. However, there is still a lack of research regarding students´ opinions about AI involvement in their education. This paper aims to demonstrate the significant potential of AI in business and management studies based on students' views to fill this research gap. In detail, around 300 students of business and management studies in the Czech Republic were asked, using an online questionnaire, for example, about their recent experiences with AI in their education, the form of AI, or their expectations and concerns. The resulting data were analysed, and the results confirmed that AI is not often used in business and management studies at present, but can be a beneficial and welcoming technology to improve this field of education. Student's positive opinions were found more often than negative concerns. This is an important finding because students will receive this type of education, yet their views are rarely considered.

KEYWORDS: *AI, education, students´ opinions, digitalisation*
JEL CLASSIFICATION CODES: *I23, M19, O33*

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INTRODUCTION

In most educational institutions, digitalisation has been used only to share teaching materials, facilitate communication between teachers and students, or serve as a new form of administering tests. The digitalisation of essential parts of courses could save teachers time and improve, for example, their work-life balance, as well as help students by providing them with study materials whenever they need them. However, all of these tools only support standard teaching and do not replace the role of the teacher. Another way to use the increasing availability of information and communication technologies (ICT) is to transfer the entire teaching process to a digital environment. In that case, education would not be limited by the maximum capacity of classrooms but would be made available to everyone. Additionally, many people, often limited by the distance between their homes and the teaching location, could attend the lectures.

On the other hand, according to Kotzee and Palermos (2021), the so-called bandwidth problem arises in the online education of thousands of students. This problem refers to the teacher's capacity to address each student and provide individual feedback. Feedback on student progress or individual consultation is essential to the learning process and strongly impact student success (Hattie, 2009; Wisniewski, Zierer, and Hattie, 2020).

In most cases, feedback still depends on the teacher and the individual approach to the student's current situation and needs. According to Howe et al. (2019), the conversation between the student and the teacher fundamentally impacts the learning process and its success. It helps the student develop critical thinking, motivates them to analyse the topic under discussion more deeply, ask "why" and "how" questions, and then engage in discussion and contribute strong arguments. Students involved in dialogue show better learning outcomes and are more likely to participate in the lesson. The problem of teacher resource capacity can be addressed by artificial intelligence (AI), which would replace specific teacher roles as needed.

Implementing AI in education has several benefits and barriers that must be considered. Moreover, the suitability of AI implementation in education depends on the field of study. Given that the authors are researchers in the field of business administration and management, their emphasis is naturally directed towards this area of expertise. Thus, the main aim of this paper is to demonstrate AI's significant potential in business and management studies. The results of this exploratory study are based on the opinions of business and management students who are the intended beneficiaries of this type of education.

The paper starts with a brief theoretical background regarding the barriers and benefits of AI use in education. This is followed by the methodology section, after which the results are presented and discussed.

THEORETICAL BACKGROUND

Wollny et al. (2021) mention three main categories of AI in education: the Learning Role, in which AI chatbots are used as a tool for teaching selected material (theoretical lectures or practical exercise) at the request of the student (for example, via text or voice) to simplify issues or explain the topic in more depth; the Assisting Role, which helps students facilitate daily activities by providing information about schedules, submission deadlines and other administrative matters of the university; and the Mentoring Role, where, as the name suggests, the purpose is to focus on the personal development of students and support them in the area of learning management. In this role, chatbots offer individual feedback on the student's study progress and, based on this, adjust the pace of learning or create review quizzes with relevant questions.

The adoption of AI technology in higher education is a highly current issue that researchers pay considerable attention to. Authors most often examine what influences the adoption of ChatGPT or other types of AI by students (Ivanov et al., 2024; Pillai et al., 2024; Al-Mamary & Abubakar, 2025; Bui, Phan & Nguyen, 2025; Sergeeva et al., 2025; Yahaya Nasidi et al., 2025), how students use AI (Chen, Tallant & Selig, 2025), whether they feel stressed by deploying AI in university courses (Routray & Khandelwal, 2024), or what impact AI adoption has on education (Tran, 2025).

Moreover, several studies (Ivanov et al., 2024; Tummalapenta et al., 2024; Abulail et al., 2025; Liu, Deng and Ayub, 2025; Sergeeva et al., 2025) use technology adoption theories, such as Diffusion of innovations (DOI), the Technology-Organisation-Environment (TOE) framework, or the Unified Theory of Acceptance and Use of Technology (UTAUT). However, since this research is not aimed at examining the adoption process and was conducted strictly to identify students' opinions on the possible implementation of AI in learning, it is not necessary to introduce them in more detail.

The key advantages of implementing AI in education, identified by Kim et al. (2022), include the possibility of personalising educational content and adjusting the pace of teaching for each student individually. If students encounter a problem in understanding the material, they can turn to an AI assistant who will help them understand the issue better. The most funda-

mental advantage, in combination with the digitalisation of teaching, is addressing the problem of teacher resource capacity. Teaching would be accessible to thousands of students (including those with disabilities that limit their attendance in traditional clesses) without losing the opportunity to interact with the "teacher" and receive individual feedback on their progress. AI also saves teachers time; thus, it further addresses the problem of resource capacity. The teacher can, therefore, focus on further improving teaching, updating and supplementing content, or planning and implementing creative, practical activities for students. Thus, the involvement of AI in the educational process brings many advantages for both students and teachers.

Unfortunately, the integration of AI into education also brings certain pitfalls. For example, according to Yılmaz (2024), there are technical challenges, economic barriers (costly implementation), and still unsolved questions about data privacy. Resistance to change from traditional teaching approaches to AI-based approaches is also one of the barriers (Fadlelmula & Qadhi, 2024). Several barriers from the students' point of view were described by Kim et al. (2022). For example, there is a risk of developing a certain dependence on AI when students overly rely on AI technologies, which could weaken critical thinking and the ability to solve problems independently. Students may lose motivation to learn if they know AI will solve all their tasks. Some students may suffer from a lack of human interaction during education. Technology does not fully replace human characteristics such as empathy, which can create a barrier in communicating with an AI educational assistant. Due to low levels of social interaction, some students may have difficulty working in a team. The quality, reliability, and relevance of content could be questionable if AI is insufficiently or poorly trained. Lastly, institutions must properly handle the personal data of students who interact with AI assistants. To overcome some of the barriers related to students, Bui, Phan and Nguyen (2025) propose that universities consider the inclusion of additional AI-related courses, as this could significantly enhance students' proficiency and skills in the field of artificial intelligence.

The aforementioned roles of AI in education often function as chat assistants or information messages, lacking a specific visual form. With the rise of the publicly available internet and chat platforms, society has become accustomed to text-based communication. However, the question remains whether this form is suitable for study purposes and engaging conversation.

An AI educational assistant can be digitally visualised as an avatar (a humanoid character) with a unique appearance, voice, and personality. According to So et al. (2023), visual and animated avatars (for example, head movements and eye blinks) contribute to increased emotional involvement. They are perceived as more empathetic and friendlier but the interacting individual is still aware that they are conversing with a digital AI avatar. At the same time, conversation with digital avatars can reduce social anxiety and does not create a feeling of evaluation or judgment. Thus, students do not have to feel ashamed to ask questions. Overall, adding a visual appearance to an AI assistant can help students communicate more effectively, reduce social anxiety, and allow them to ask questions for which they know they will receive unbiased and relevant answers.

A review of the integration of AI in education was conducted by Ayeni et al. (2024). The findings demonstrate that personalised learning, enabled by AI algorithms, tailors learning experiences to each student's unique needs, preferences, and pace. However, the review primarily focuses on the integration of AI into curriculum development, content creation, and assessment methods, offering insights into how these technologies can augment teaching and learning.

To summarise, the implementation of AI in education represents a significant opportunity, bringing both benefits and disadvantages. In light of the literature findings, three research questions were formulated to demonstrate AI's significant potential in business and management studies:

RQ1: Do students' expectations regarding the implementation of AI in education outweigh their concerns?
RQ2: Is there a difference in AI perception between full-time students and combined-form students?
RQ3: Is there a difference in AI perception of AI between bachelor's and master's students?

DATA AND METHODS

The data for this study were collected through a survey conducted by the Faculty of Economics at the University of West Bohemia from September 2024 to January 2025. The survey aimed to map students' experience with AI in their learning process and their attitudes towards its future involvement. It contained 29 questions, including several closed-ended questions (twenty-one scale questions and three multiple-choice questions), three open-ended questions, and two background questions. The survey was distributed to both study forms, full-time and combined, to identify possible differences (in the Czech Republic, the combined study program blends traditional on-campus lectures with self-paced distance learning and is typically designed for students who work full-time).

TABLE 1. Respondents' profile

The year of study / the form of studies	Full-time	Combined	Total sum
1st year (bachelor)	132	11	143
2nd year (bachelor)	41	13	54
3rd year (bachelor)	34	0	34
1st year (master)	14	3	17
2nd year (master)	55	3	58
Total sum	276	30	306

SOURCE: Authors' calculations (2025)

In the scale questions, respondents were asked to evaluate their level of agreement or disagreement with the statements on a scale of 1-5 or 1-10 (most of the statements can be found in Tables 3 and 5; the other two were analysed separately). The survey was carried out using an online questionnaire administered via Survio software.

To present the results, basic descriptive statistics and graphical presentations are used. When applicable, the Chi-square test of independence is employed to determine whether responses depend on the study form or year of study (to answer RQ2 and RQ3). For the same purpose, the Mann-Whitney U test is applied to analyse more complex questions based on the Likert Scale. Both tests can be used to compare groups with different sample sizes and are well-suited to exploratory studies.

First, the data for these complex questions are tested for normality using the Shapiro-Wilk test. Since the data do not follow a normal distribution, the non-parametric Mann-Whitney U test is employed instead of traditional t-tests. The null hypothesis for this test states that the distributions of the two populations are equal. All calculations are conducted using STATISTICA 12 software (StatSoft CR, s. r. o).

RESULTS AND DISCUSSION

A total of 306 students participated in the questionnaire survey. The distribution of students by year and form of study is shown in Table 1. The largest number of students (132) was in the first year of full-time bachelor's studies. In contrast, only 30 students from the combined form of the study responded to the questionnaire. In the following text, when possible, the data are further analysed to reveal differences between these groups of students (full-time and combined; bachelor's and master's).

The first question concerned students' previous experiences with using AI in teaching and learning process. The results showed that more than half of the respondents (54%, 165 respondents) had not yet encountered AI in their learning process. The differences in responses between full-time and combined students, as well as between bachelor's and master's students, were not statistically significant (calculated using the Chi-Square test of independence, $p = 0.28$ and $p = 0.09$). Students who had encountered AI reported that the most common form of AI involvement in the course they studied was as a virtual assistant who answers students' questions (41% of those who had encountered it; 116 respondents), while the least common form was as a moderator of discussion forums (7 respondents). The results are shown in Figure 1.

Differences in students' answers were analysed. In the second and third columns of Table 2, the responses of bachelor's and master's students are shown (the relative and total numbers of students in each type/form of study equal 100%). Several differences can be observed; for example, virtual assistants and automated task and test graders were encountered more often by students in bachelor's studies. On the other hand, adaptive educational platforms and digital lecturers were encountered more often by students in master's studies (the higher percentage is shown in bold). This association was also confirmed by the Chi-square test of independence ($p = 0.02$). The fourth and fifth columns of Table 2 show the same responses divided into groups of combined and full-time students. In this case, no statistically significant differences were confirmed by the Chi-square test of independence ($p = 0.60$).

Regarding students' interest in AI involvement in their education (scale 1-5), most respondents (90%; 276) reported being interested, with 114 somewhat interested and 162 completely interested. Only six respondents indicated that they were not interested

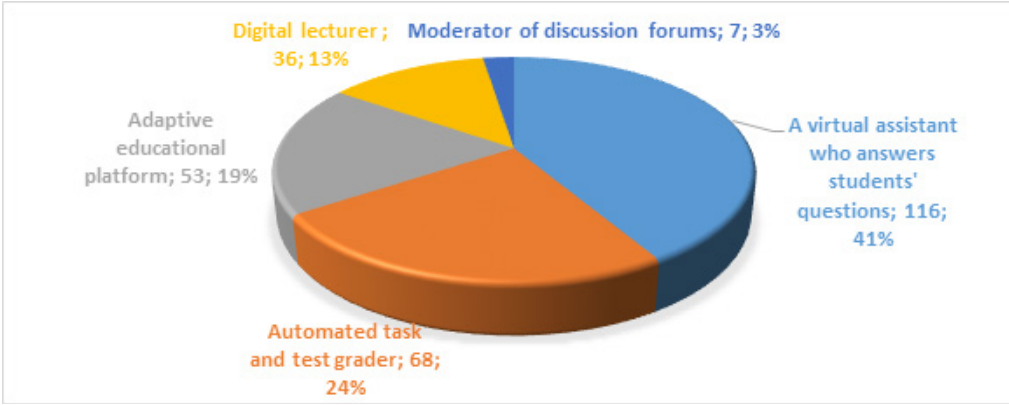

FIGURE 1. types of AI Involvement Encountered in Education
SOURCE: Authors' calculations (2025)

TABLE 2. Type of AI Involvement Encountered in Education – results divided by groups

Type and form of studies/ Type of AI	Bachelor studies (n=215)	Master studies (n=65)	Com-bined (n=29)	Full-time (n=251)
A virtual assistant who answers students' questions	**44%**	32%	48%	41%
Automated task and test grader	**26%**	18%	24%	24%
Adaptive educational platform	17%	**25%**	21%	19%
Digital lecturer	10%	**23%**	3%	14%
Moderator of discussion forums	3%	2%	3%	2%

SOURCE: Authors' calculations (2025)

(values 1 and 2). Among those interested, the highest level of enthusiasm (value 5) was reported more frequently by the students in the combined form of study (63% compared to 52% of full-time students) and by master's students (61% compared to 58% of bachelor's students). However, according to the Chi-square test of independence, these differences were not statistically significant ($p = 0.30$ and $P = 0.60$).

Students were asked to evaluate statements regarding their expectations and concerns about AI's involvement in their education (scale 1-5). To answer the first research question (RQ1), the overall average results (see the second and third columns of Table 3) indicate that expectations (green colour) outweighed concerns. This aligns with the findings of Routray and Khandelwa (2024), who concluded that students are not afraid of or worried about new technologies. On the other hand, all statements are rated above average (2.5), i.e., both expectations and concerns are relevant and demonstrate the importance of AI in teaching. The highest expectations are associated with the possibility of watching a lecture at any time and in parts according to the student's individual time availability, and the opportunity to practice difficult concepts, followed by the possibility of receiving instant feedback on assignments and tests. The greatest concerns are related to the accuracy and reliability of information provided by AI and the ability of AI to answer complex questions or understand the specific needs of students. The least consistent responses (see standard deviation) concern replacing personal contact with the teacher and causing a feeling of isolation during the study.

The fourth and fifth columns show the average values of full-time and combined students' responses, and the sixth and seventh columns present the average values of bachelor's and master's students' responses. The higher value is written in bold. To test these differences statistically, the data were first tested for normality. As expected, the hypothesis of normality was rejected using the Shapiro-Wilk test ($p < 0.05$). Therefore, the Mann-Whitney U test, the non-parametric equivalent of the unpaired two-sample t-test, was

TABLE 3. Statement evaluations – expectations and concerns about AI in education

The statement (scale 1- 5)	Avg. value	St. Dev.	Avg. Full. (n=276)	Avg. Comb. (n=30)	Avg. Bach. (n=231)	Avg. Mast. (n=75)
AI could improve the accessibility and flexibility of education.	**4.38**	0.70	**4.38**	4.37	4.36	**4.43**
AI could help me practice difficult concepts and provide personalised learning.	**4.52**	0.74	4.51	**4.60**	4.52	**4.53**
Access to AI would give me instant feedback on my assignments and tests.	**4.46**	0.79	4.44	**4.60**	***4.50**	*4.31
AI could make education more fun and interactive.	**4.30**	0.86	**4.33**	4.03	4.26	**4.43**
With the help of AI, I could better prepare for exams and gain key knowledge and skills.	**4.29**	0.90	4.29	**4.33**	***4.3**6	*4.10
I like the option to watch the lecture at any time, even in parts, according to my time availability.	**4.52**	0.86	4.50	**4.67**	4.52	4.52
I am concerned that AI could replace personal contact with a teacher, which I find important.	**3.18**	1.28	3.17	**3.23**	**3.19**	3.15
I would lack human empathy and understanding when using AI.	**3.50**	1.20	3.47	**3.83**	3.50	**3.52**
I am concerned about the accuracy and reliability of information provided by AI.	**3.98**	1.04	*3.95	***4.30**	*3.90	***4.21**
Using AI could cause a feeling of isolation while studying.	**3.12**	1.27	**3.14**	2.87	3.04	**3.35**
I am concerned that AI may not be able to answer complex questions or understand the specific needs of students.	**3.72**	1.20	3.70	**3.90**	*3.64	***3.99**

SOURCE: Authors' calculations (2025)

used. The null hypothesis for this test states that the distributions of the two populations are equal. In most cases, equal distribution of both populations was observed ($p > 0.05$). However, in some instances, the null hypothesis was rejected. These statistically significant results are marked with an asterisk (*).

Looking at the fourth and fifth columns of Table 3 (RQ2), only one statistically significant result was found. However, when examining the average values for these two groups, it is evident that combined students generally report higher average expectations and concerns. A higher average value was calculated for full-time students only in the case of the statement that AI could make education more fun and interactive. The full-time students were also more concerned about AI causing a feeling of isolation while studying than combined students. This may be due to the fact that combined students already experience a higher level of isolation than full-time students and therefore do not expect the situation to worsen significantly. Overall, the average results suggest that combined students could benefit more from AI implementation, which is logical because they do not have the opportunity to attend as many classes as full-time students, discuss the topics with the teacher or practice concepts as extensively. On the other hand, the average concern ratings suggest that combined students are more aware of the potential disadvantages of AI and are more worried about them, especially regarding the accuracy and reliability of information provided by AI, which is the highest-rated concern in this group. This is also the only statement for which the differences between the responses of these two groups were confirmed as statistically significant by the Mann-Whitney U test. Thus, it can be concluded that combined students are more concerned about data quality than

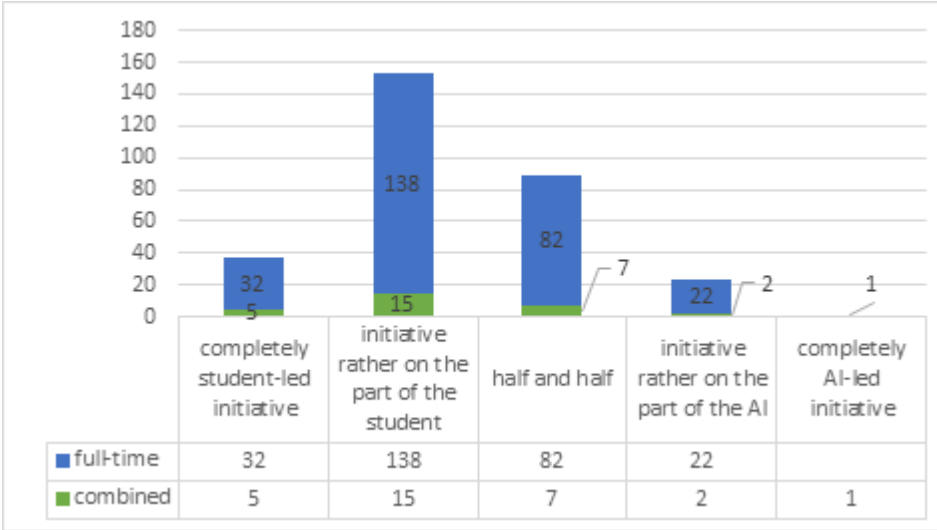

FIGURE 2. An initiative to study when AI is used
SOURCE: Authors' calculations (2025)

full-time students.

Regarding differences between the responses of bachelor's and master's (RQ3) (see the sixth and seventh columns of Table 3), the results concerning expectations cannot be easily generalised; however, the average concern values are higher among master's students, except for the statement, "I am concerned that AI could replace personal contact..." This may be explained by the fact that most of the responses from the master's students were obtained from students in their final year of study, who are usually completing their diploma thesis and do not have as many courses; therefore, they already have limited personal contact with teachers.

Between these two groups, several statistically significant differences were found. Bachelor's students expect that AI could provide instant feedback on assignments and tests to a greater extent than master's students. They also believe that AI could help them prepare for exams and gain more knowledge to a greater extent than master's students. Regarding concerns, the accuracy and reliability of information represent the primary concern of master's students (as well as bachelors' students; however, in their case, the value is significantly lower). In addition, master's students are the most concerned group regarding the AI´s ability to answer complex questions.

Next, students were asked about their initiative to study if AI is used in education. As showing in Figure 2, most students assume that when AI is involved, they will rather take the initiative to learn (50%; 153 respondents) or share the responsibility with AI (29%; 89 respondents). Twenty-seven respondents indicated that they would leave the initiative entirely to AI. Overall, the positive conclusion is that most students expect to remain proactive even when AI is involved. A similar distribution of responses between full-time and combined students is also visible in Figure 2.

When asked how AI should be integrated into education, it is clear from Figure 3 that students prefer to use AI as an assistant to the lecturer for organisation and evaluation (48%; 147 respondents) or as a supplement without a significant impact on the educational process (39%; 118 respondents). Only 13% of students prefer AI to completely replace part of lecturers' teaching (40 respondents), which is in line with Pillai et al. (2024), who found that students tend to prefer learning from human teachers, which influences their use of AI.

Differences in responses between the groups of students were analysed. In the second and third columns of Table 4, the responses of bachelor's and master's students are shown (both relative and absolute values). Differences between the responses of these groups were found (to answer RQ2 and RQ3), and it is evident that bachelor's students are more open to implementing AI in a more active role than merely as a supplement. This association between the type of study and the response was also confirmed by the Chi-square test of independence ($p = 0.038$). The fourth and fifth columns of Table 4 show the same responses divided into combined and full-time student groups. In this case, no statistically significant differences were confirmed by the Chi-square test of independence ($p = 0.75$).

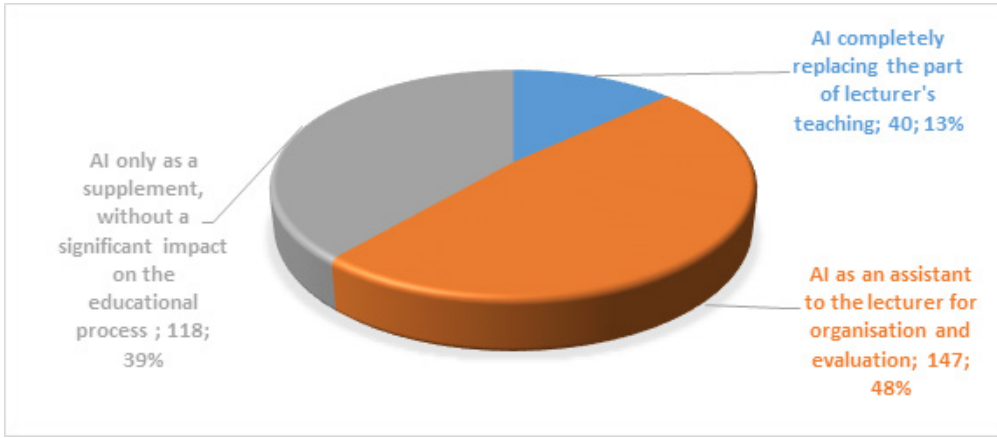

FIGURE 3. The form of preferred AI involvement
SOURCE: Authors' calculations (2025)

TABLE 4. The form of preferred AI involvement – results divided by

Type and form of studies/ Preferred AI involvement	Bachelor studies (n=231)	Master studies (n=75)	Combined (n=30)	Full-time (n=276)
AI completely replacing the part of the lecturer's teaching	16%	5%	17%	13%
AI as an assistant to the lecturer for organisation and evaluation	39%	36%	33%	39%
AI only as a supplement, without a significant impact on the educational process	45%	58%	47%	48%
I cannot say	0	1%	3%	0

SOURCE: Authors' calculations (2025)

Table 5 provides an overview of possible forms of AI integration in education; all statements are again rated above the midpoint, i.e., they demonstrate the potential of AI integration in education. The highest-rated and most consistently rated option is chatbots or virtual assistants available to students 24/7 to answer questions, provide support for homework, and allow practice. Hybrid lectures with AI enhancement and adaptive learning platforms were also highly rated.

As in the previous table, the fourth and fifth columns show the average values of full-time and combined students' responses, while the sixth and seventh columns present the average values of bachelor's and master's students' responses. The higher value is written in bold, and statistically significant differences are marked with an asterisk (*) based on the results of the Mann-Whitney U test (the hypothesis about normality was again rejected by using the Shapiro-Wilk test; therefore, a non-parametric test was applied).

Looking at the fourth and fifth columns of Table 5 (RQ2), it is evident that full-time students are generally more interested in AI integration, except in the case of chatbots, adaptive learning platforms and AI as a support for self-management and study planning, where the average value was higher among combined students. However, these differences were not statistically significant, except for the item concerning virtual simulation. Full-time students would appreciate virtual simulation significantly more than combined students. No statistically significant differences were found between bachelor's and master's students (RQ3); however, the data showed that bachelor?s students rated these statements slightly higher than master's students (with the exception of virtual simulation). This may be explained by the fact that bachelor's students expect to remain at the university for several years and therefore perceive greater long-term benefits of AI implementation. In contract, master's students know that they will complete their studies soon and may not expect AI to be implemented in time to support them.

TABLE 5. Statement evaluations – a possible form of AI integration in education

The statement (scale 1- 10)	Avg. value	St. Dev.	Avg. Full. (n=276)	Avg. Comb. (n=30)	Avg. Bach. (n=231)	Avg. Mast. (n=75)
Chatbots or virtual assistants available to students 24/7 to answer questions, give support for homework, and allow practice.	8.19	1.84	8.17	**8.40**	**8.27**	7.95
Hybrid lectures with AI enhancement – AI generates notes, summaries, or lecture transcripts and makes them available to students online.	8.10	2.20	**8.13**	7.90	**8.18**	7.87
Adaptive learning platforms – personalised learning applications that adapt to students' individual needs, adjust the content and pace of learning and recommend resources and repetition.	7.67	1.94	7.66	**7.67**	**7.76**	7.36
AI, as a support for self-management and study planning, helps with time planning and motivation, creates study plans, reminds of important deadlines, monitors mental health, and provides advice for reducing stress.	7.44	2.22	7.39	**7.83**	**7.49**	7.24
Virtual simulation – using AI in a safe environment for experiments and simulations.	6.54	2.40	***6.66**	*5.46	6.39	**7.01**
AI-assisted discussion forum – AI serves as a moderator in course discussion forums, finding resources requested by students and encouraging collaboration.	6.24	2.43	**6.29**	5.73	**6.27**	6.12
A lecture with an AI digital lecturer responding to student questions can be watched anytime, anywhere, using virtual glasses.	6.24	2.78	**6.31**	5.60	**6.31**	6.03
Automated courses with human supervision – AI leads basic explanations and exercises; a human lecturer supervises and intervenes in the event of deeper discussions or when solving more complex topics	6.15	2.53	**6.17**	5.80	**6.20**	5.95

SOURCE: Authors' calculations (2025)

Regardless of the form of AI implementation, social influence, social recognition, and perceived usefulness have a significant effect on AI adoption by students (Tummalapenta et al., 2024; Yahaya Nasidi et al., 2025).

To answer RQ2 and RQ3, several results must be considered. Regarding RQ2, the differences between full-time and combined students suggest that combined students seem more mature and readier for this technology. They report higher expectations but also more concerns (although these trends were not statistically significant in most cases). This suggests that they may approach this technology with both caution and enthusiasm. In terms of the preferred form of AI, chatbots or virtual assistants appear to fit their needs best. Regarding RQ3, the differences between master's and bachelor's students are less clear, and it is more challenging to draw firm conclusions. However, when considering only the statistically significant results in Table 3, it can be concluded that bachelor's students have higher expectations and lower concerns than master's students. Furthermore, Table 4 indicates that bachelor's students would prefer to more active AI implementation (for example, a higher proportion

of bachelor's students preferred replacing the teacher with AI compared to master's students). In Table 5, regarding possible forms of AI integration, bachelor's students almost consistently rate all forms higher than master's students. Therefore, it can be concluded that this group of students is more eager but less worried when it comes to AI. This can be seen as a positive aspect; however, it may also indicate that they could be less cautious, trust AI too readily, or share personal data sufficient consideration. Consequently, it is necessary to educate students on how to work with AI responsibly and critically.

Generally, the survey results demonstrate, on the one hand, the current low level of students' experience with AI in education and, on the other hand, their high expectations regarding its future involvement, accompanied by concerns about whether this involvement will be effective and will not have a counterproductive effect on the learning process.

CONCLUSION

As AI becomes increasingly involved in our lives, its implementation in education will likely only be a matter of time. This study aimed to demonstrate that AI has significant potential in education. In particular, the opinions of students, as the primary beneficiaries of this implementation need to be examined. This research, which investigates the opinions of students in business and management studies, aims to contribute to the ongoing discussion on this topic.

To conclude, students' expectations regarding the implementation of AI in education outweighed their concerns (answer to RQ1). Therefore, the adoption of this technology among students should not represent a significant issue.

Some differences were revealed regarding the opinions of different groups of students. Regarding RQ2, combined students show higher expectations concerning AI involvement in education, but at the same time, they also express more concerns (although these trends were not statistically significant in most cases). This suggests that they could benefit more from the implementation because they may be more eager to try it and, at the same time, more careful when working with AI. In terms of the form of AI integration they would appreciate, chatbots or virtual assistants appear to best meet the specific needs of this group.

Regarding master's and bachelor's students (RQ3), it is more challenging to draw clear conclusions, especially concerning expectations, as some are rated more highly by master's students and others by bachelor's students. However, when considering only the statistically significant results, it can be concluded that bachelor's students have higher expectations and lower concerns than master's students. In addition, the bachelor's students would prefer more active AI implementation. This suggests that the introduction of AI should be carefully communicated to this group to avoid potential mistakes that could arise from less cautious use. These findings may be important for educators preparing the AI-based courses for students, as well as policymakers discussing how to support AI implementation in education.

The results of this study can contribute to a better understanding of the specific needs of students when implementing AI in business and management studies and will be used in ongoing projects regarding AI implementation in higher education in the Czech Republic. Regarding generalisability, the authors acknowledge that analysing the opinions of students from only one country represents a limitation. However, the study can be replicated in other countries to determine whether cultural differences exist.

Several other limitations of this study should be acknowledged. First, the study utilises a non-representative convenience sample of students from a single faculty. The sample is significantly skewed toward first-year bachelor's students (n=132), reflecting the faculty's natural demographic distribution but limiting the generalisability of the findings to the broader student population. However, because the Mann-Whitney U test and Chi-square tests were used, the disparity in group sizes does not affect the validity of the statistical comparisons. Second, the survey instrument was specifically developed by the authors to explore students' immediate perceptions and was not based on pre-existing validated scales or a formal pilot study. Third, the data analysis relies primarily on descriptive and basic inferential statistics (Mann-Whitney U and Chi-Square tests) to map the current landscape of students' perceptions of AI, rather than establishing causal relationships through advanced statistical modelling.

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ISTRAŽIVANJE POTENCIJALA PRIMJENE UMJETNE INTELIGENCIJE U POSLOVNOM I MENADŽERSKOM OBRAZOVANJU

SAŽETAK

Rad istražuje potencijal primjene umjetne inteligencije u poslovnom i menadžerskom obrazovanju. Budući da je umjetna inteligencija jedna od najnaprednijih tehnologija posljednjih godina, njezino uvođenje u obrazovanje može se smatrati sljedećim logičnim korakom nakon procesa digitalizacije. Ipak, još uvijek nedostaje istraživanja koja se bave stavovima studenata o uključivanju umjetne inteligencije u njihov obrazovni proces. Cilj ovoga rada jest, na temelju stavova studenata, ukazati na značajan potencijal umjetne inteligencije u poslovnim i menadžerskim studijima te time doprinijeti popunjavanju postojeće istraživačke praznine.

U istraživanju je putem online upitnika sudjelovalo oko 300 studenata poslovnih i menadžerskih studija u Češkoj Republici. Studenti su, između ostaloga, ispitani o svojim nedavnim iskustvima s primjenom umjetne inteligencije u obrazovanju, o oblicima njezine primjene te o svojim očekivanjima i mogućim zabrinutostima vezanima uz njezino korištenje. Analiza prikupljenih podataka pokazuje da se umjetna inteligencija trenutno još uvijek ne koristi često u poslovnim i menadžerskim studijima, no rezultati istodobno upućuju na to da bi mogla predstavljati korisnu i dobrodošlu tehnologiju za unapređenje ovoga područja obrazovanja. Također je utvrđeno da su pozitivni stavovi studenata prema primjeni umjetne inteligencije češći od izraženih zabrinutosti. Ovaj je nalaz osobito važan jer su upravo studenti oni koji će sudjelovati u takvim obrazovnim procesima, a njihovi se stavovi u istraživanjima i praksi relativno rijetko uzimaju u obzir.

KLJUČNE RIJEČI: *umjetna inteligencija; obrazovanje; stavovi studenata; digitalizacija*