

AI IN EVERYDAY LIFE: A SOCIOLOGICAL ANALYSIS

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ABSTRACT

Artificial Intelligence (AI) has become an integral part of students' daily lives. It influences their learning patterns, communication styles, and social behaviour. This study examines digital engagement and social behaviour associated with AI use among undergraduate students of college. Based on primary data collected from 210 respondents, the paper analyses awareness, usage patterns, and social interaction with AI tools. The findings reveal that, while AI is widely used for academic and informational purposes, its integration into social life remains partial and marked by hesitation. The study highlights emerging sociological concerns related to digital dependency, changing interaction patterns, and ethical considerations. The paper contributes to contemporary sociological discourse on technology and youth culture.

KEYWORDS: Artificial Intelligence, Digital Engagement, Social Behaviour, Youth, Sociology

Introduction:

The rapid expansion of Artificial Intelligence (AI) has transformed everyday life, particularly among youth. College students increasingly rely on AI tools for academic and personal purposes. This move reflects broader changes in digital engagement and social behaviour. From a sociological perspective, AI is not merely a technological innovation but a social phenomenon shaping communication, learning, and identity (Castells, 2010). The increasing integration of AI into everyday life raises important questions about its impact on human interaction and social relationships. This study explores how AI use influences social behaviour among students, focusing on awareness, usage patterns, and interaction practices.

Objectives of the Study:

- To examine the level of awareness and usage of AI tools among college students.
- To understand how frequently and for what purposes AI is used.
- To understand the impact of AI on students' social behaviour and interaction practices.

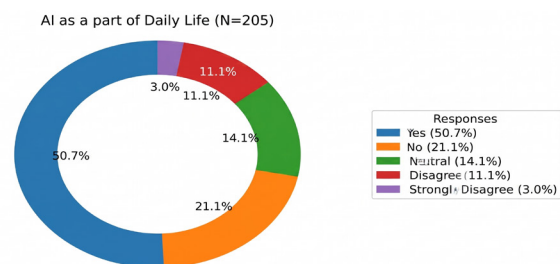
Methodology:

The study is based on primary data, collected through a structured questionnaire,

administered to 205 undergraduate students of Govt First Grade College, Navanagar, Bagalkot. A simple random sampling method was used. The study uses a descriptive research design, and data were analyzed using basic statistical tools such as percentages and frequency distribution.

Data Analysis and Interpretation:

Diagram 1.1: Showing that AI is a Part of Daily Life of Students



Source: Primary Data

The analysis of data collected from 205 undergraduate students offers meaningful insights into how artificial intelligence (AI) is becoming embedded in students' everyday lives. The findings not only highlight usage patterns but also reflect broader shifts in learning behavior, digital engagement, and social interaction. The data clearly indicates that AI has moved beyond being a novel technological tool and has

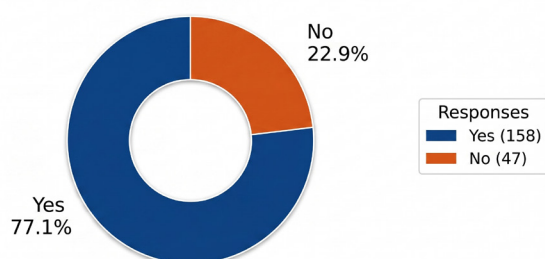
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become a routine component of students' daily activities. A significant proportion of respondents acknowledged that AI forms an integral part of their everyday life. This suggests that students are increasingly comfortable interacting with AI-powered platforms for tasks such as searching information, completing assignments, and solving academic problems. However, a small section of students either disagreed or remained neutral, indicating that while AI penetration is high, it is not yet universal. This variation may be influenced by factors such as digital literacy levels, access to technology, or personal attitudes toward AI.

Diagram 1.2: Showing the Use of AI Applications

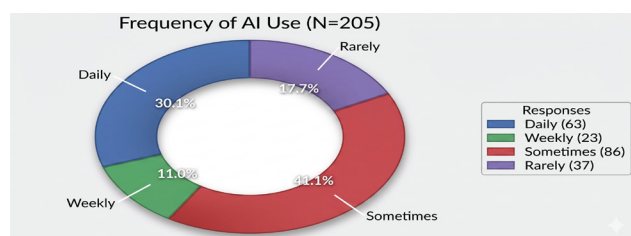
Use of AI Applications (N=205)



Source: Primary Data

A substantial majority of students reported using AI applications, reflecting widespread acceptance and adoption of these technologies. This high level of usage indicates that AI tools have become accessible, user-friendly, and relevant to students' academic and informational needs. At the same time, nearly one-fourth of the respondents reported not using AI applications. This highlights the presence of a digital divide, which may stem from lack of awareness, limited access, or skepticism toward AI technologies. Overall, the findings demonstrate that AI is no longer a specialized tool but a commonly used resource among students.

Diagram 1.3: Showing the Frequency of AI Use in Students

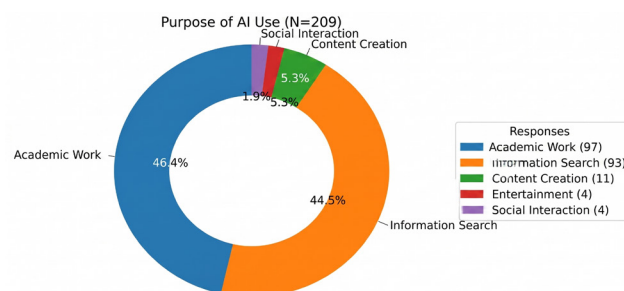


Source: Primary Data

The frequency distribution reveals that most students engage with AI tools on an occasional basis (41.1%), followed by daily users (30.1%). This pattern suggests that AI is not continuously used throughout the day but is accessed when needed, particularly for specific academic or informational

tasks. The presence of daily users indicates that for some students, AI has become an essential part of their routine learning process. In contrast, those who use AI rarely may still rely more on traditional methods or may lack familiarity with these tools. This moderate yet consistent usage pattern reflects a balanced integration of AI into students' lives, where technology supports rather than dominates their activities. Taken together, the findings paint a picture of a generation that is digitally engaged but not digitally dependent. Students are actively using AI to enhance their learning and access information, yet they maintain a certain distance when it comes to emotional or social reliance on technology. AI is clearly becoming a support system in education, helping students navigate academic demands more efficiently. However, it has not replaced traditional study methods or human interaction. Instead, it exists alongside them, complementing rather than substituting established practices. This balance reflects a transitional phase in which students are adapting to new technological possibilities while still holding onto familiar social and learning structures.

Diagram 1.4: Showing the Purpose of AI Use of Respondents



Source: Primary Data

The findings show that AI is predominantly used for academic work (46.4%) and information search (44.5%), with relatively limited use for entertainment or social interaction. This indicates that students primarily perceive AI as a functional and instrumental tool rather than a social companion. AI assists in completing assignments, clarifying concepts, generating content, and accessing information quickly. The limited use of AI for social purposes (4%) also suggests that students still prefer human interaction for emotional and social needs. This distinction highlights the role of AI as a knowledge resource rather than a substitute for human relationships. Overall, the purpose-driven use of AI reflects a pragmatic approach among students, where technology is valued for its efficiency and utility.

Discussion:

The findings of the study highlight the growing presence of artificial intelligence (AI) in the everyday lives of college students. However, its influence extends beyond mere usage, shaping patterns of learning, interaction, and digital engagement in nuanced ways.

1. Digital Engagement

The high level of AI usage among students reflects an increasing integration of digital technologies into academic and personal routines. AI tools are not perceived as complex or distant technologies but as accessible and practical resources that support day-to-day tasks. At the same time, the predominance of occasional usage suggests that students are not overly dependent on AI. Instead, they use it selectively, primarily when it adds value to their work. This indicates a balanced digital engagement, where technology complements rather than dominates students' activities.

2. Social Interaction

While students actively engage with AI tools, the study reveals a noticeable hesitation in using them for personal or emotional expression. Most respondents do not treat AI as a medium for sharing personal thoughts or building emotional connections. This reflects a clear distinction in students' minds between functional interaction (with AI) and emotional interaction (with humans). In this context, AI is viewed as a tool rather than a companion. This observation resonates with Anthony Giddens' idea of trust in modern systems, where individuals interact with abstract systems like technology but maintain a cautious distance when it comes to personal trust and emotional involvement.

3. Learning and Knowledge Practices

AI has significantly enhanced students' access to information and learning resources. It serves as a quick and efficient tool for clarifying concepts, generating ideas, and completing academic tasks. Students' reliance on AI for academic and informational purposes reflects a shift toward more networked and technology-mediated learning environments. This aligns with the idea of the "network society," where knowledge is increasingly accessed through digital systems rather than traditional sources alone. However, the moderate frequency of use suggests that AI supplements conventional learning methods such as textbooks, classroom teaching, and peer discussions, rather than replacing them entirely.

4. Ethical Concerns and Awareness

The findings also point to an emerging awareness among students regarding issues such as privacy, data protection, and the limitations of AI. The hesitation to share personal information with AI tools reflects a cautious approach and a recognition of potential risks. This indicates that students are not passive users of technology but are developing a critical understanding of its implications. Such concerns are part of broader sociological debates on technology, where questions of trust, surveillance, and ethical use are increasingly significant. At the same time, the presence of uncertainty suggests the need for structured awareness programs to guide students toward responsible and informed use of AI.

Key Findings:

- A majority (77.1%) of students use AI applications, indicating strong digital engagement.
- AI is primarily used for academic and informational purposes rather than social interaction.
- Students exhibit moderate usage patterns, suggesting balanced engagement.
- There is noticeable hesitation in sharing personal thoughts with AI, indicating limited emotional integration.

Suggestions:

- Educational institutions should actively foster a comprehensive understanding of AI technologies among students to enhance their digital competencies.
- Institutions should introduce structured programs focusing on privacy, data protection, and the ethical use of artificial intelligence.
- AI tools and applications should be systematically incorporated into teaching and learning processes to improve educational outcomes.
- Students should be guided to maintain a healthy balance between digital engagement and meaningful face-to-face social interactions.

Conclusion:

The study concludes that artificial intelligence has become an important part of college students' digital lives, particularly in the context of academic work and information access. A majority of students actively use AI applications, demonstrating a high level of digital engagement and adaptability to emerging technologies. However, the impact of AI on social behaviour remains limited and selective. Students continue to value human interaction for emotional and

social needs, indicating that AI has not replaced interpersonal relationships. Instead, it functions as a supportive tool, enhancing efficiency and convenience without fundamentally altering social bonds. The findings reflect a broader sociological reality in which technology is deeply embedded in everyday life but coexists with traditional practices and values. Students are navigating this digital landscape with a sense of balance-embracing the advantages of AI while maintaining boundaries around its use. This study contributes to ongoing discussions on the relationship between technology and society by highlighting how young people integrate AI into their lives in thoughtful and purposeful ways. It also underscores the importance of promoting digital literacy, ethical awareness, and balanced usage to ensure that AI serves as a beneficial and responsible resource in education and beyond.

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