

2025

Global Student Survey

Chegg



ABOUT

Chegg

Chegg provides individualized learning support to students as they pursue their educational journeys. Available on demand 24/7 and powered by over a decade of learning insights, the Chegg platform offers students AI-powered academic support thoughtfully designed for education coupled with access to a vast network of subject matter experts who ensure quality. No matter the goal, level, or style, Chegg helps millions of students around the world learn with confidence by helping them build essential academic, life, and job skills to achieve success.

Chegg's research is carried out in partnership with Chegg.org, the social impact and advocacy division of Chegg that tackles the challenges faced by today's students.



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Executive Summary

Each year, Chegg's Global Student Survey aims to uncover student perspectives on the most pressing key issues shaping their lives – from finances and mental health to the growing influence of technology and their hopes for the future. In view of the many challenges students are facing today, we surveyed 11,706 undergraduates students across 15 countries to better understand their experiences, needs, and expectations for tomorrow.

GenAI and Learning

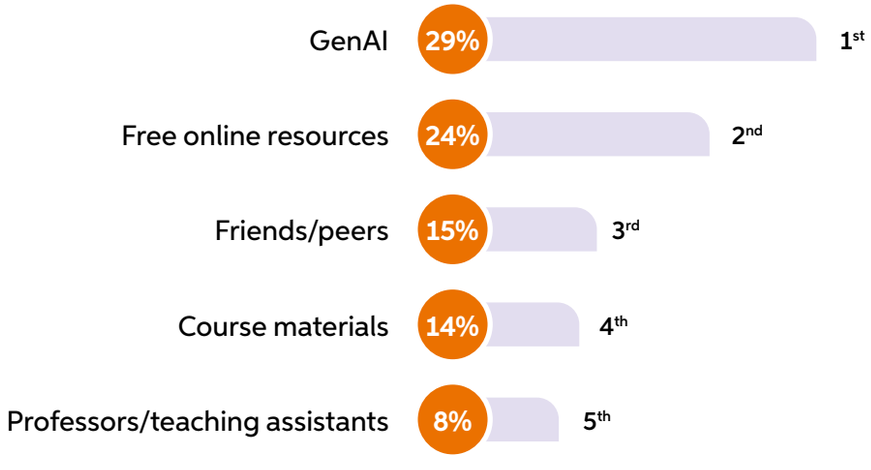
How many students are using GenAI to support their studies?

GenAI adoption has reached an overwhelming majority of students worldwide, with four in five (80%) of all undergraduates surveyed reporting they have used GenAI tools to support their university studies. In some countries such as Indonesia and Malaysia, the proportion of students saying they had used GenAI to support their studies reached 90% or more. In every surveyed country, over two-thirds (67%) of students reported leveraging GenAI for their studies.



Four in five
of students (80%) we surveyed have used GenAI to support their university studies, while only 20% said they had not used it.

Students have also shifted in where they turn first for academic assistance. In Chegg's 2023 Global Student Survey, the most popular immediate source of help for students was "free online resources", and just 10% said they turned to GenAI tools first when stuck on a concept or assignment. Today, 29% of students report turning to GenAI tools first, surpassing free online resources (24%), friends/peers (15%), course materials (14%), and professors/teaching assistants (8%). This marks a 190% year-over-year increase.



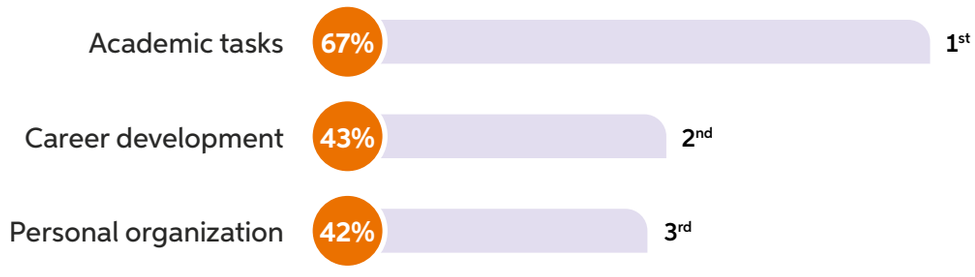
Additionally, students who use GenAI tools to support their studies are doing so with overall greater frequency than in 2023. Of those who use GenAI for academic support, over half (57%) input a question once a day or more often (up from 50% in 2023), while one in three (31%) said they do so either once or twice a week (no change from 2023). In Saudi Arabia, four in five of students (81%) who used GenAI to support their studies said they input a question once a day or more often – the highest proportion of any country surveyed. In Canada, 70% of students reported the same frequent use, with India close behind at 69%.

What are students using GenAI for – and what benefits is it delivering?

Globally, over two-thirds (67%) of students said that they use GenAI for "academic tasks" – ahead of both "career development" (43%) and "personal organization" (42%). Among students who said they had used GenAI to support their studies, more than half (56%) said they mostly use AI in their school/university work for "understanding a concept or subject." When we asked why they used GenAI to support their university studies, 55% did so because it helps them learn faster, while more than one-third (35%) said it personalizes their learning.

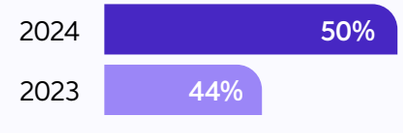
Top 3 uses of GenAI among students

To find the question and its complete findings see page 13

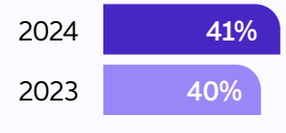


We also inquired about the benefits students feel they are getting from using GenAI. Of those students who used GenAI to support their studies, half (50%) said that their understanding of complex concepts or subjects has improved (up from 44% in 2023), while 49% reported improved ability to complete course assignments (up from 44% in 2023), and 41% said they are better able to organize their workload (up from 40% in 2023). Our survey indicates that students are reaping even greater benefits from GenAI today compared to 2023, particularly in these key areas.

Improved understanding of complex concepts



Better able to organize their workload



Do students trust today's mass-market GenAI tools?

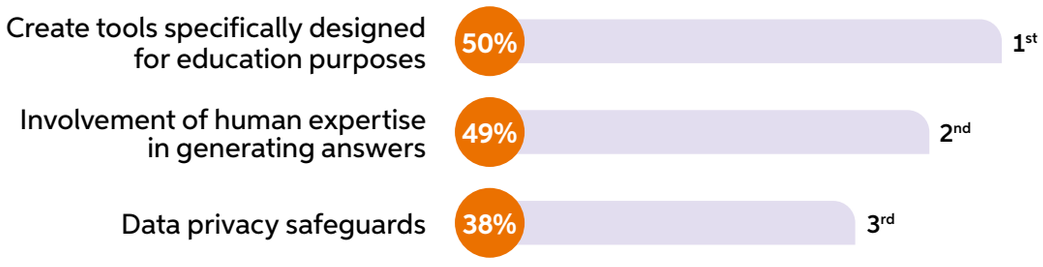
While the majority of students globally (80%) have used GenAI to support their studies, many still have reservations about aspects of current GenAI technologies not built specifically for learning. Nearly two in five students (38%) cited concerns about the accuracy of GenAI-generated content as a key reason for not using it, while one-third (33%) cited their institution's restrictions on the use of GenAI tools. In seven of the 15 countries we surveyed – Australia, Canada, Indonesia, Malaysia, South Africa, UK and US – 40% or more of students cited concerns about the accuracy of GenAI-generated content as a primary reason for not using it.

Additionally, of those students who used GenAI to support their studies, **more than half (53%) are concerned about "receiving incorrect or inaccurate information" when using GenAI tools that are not built specifically for education. This concern was ahead of others such as "data privacy" (36%).**

Improving the accuracy of GenAI responses would significantly benefit students who rely on GenAI tools. However, students are also looking for broader improvements in GenAI. Half of surveyed students (50%) worldwide said that, to assist their learning, they would like to see the creation of GenAI tools specifically designed for education purposes. Nearly half (49%) would like to see the involvement of human expertise in generating answers, while 38% would like data privacy safeguards.

Top 3 improvements students would like to see in GenAI tools

To find the question and its complete findings see page 19



What support do students need from their universities?

One of the most important findings of our survey was that students want their institutions to actively support them when it comes to providing GenAI tools and AI learning opportunities.

More than two-thirds of students (69%) believe that their college or university should provide them with GenAI tools to support their studies – a sentiment shared by 60% or more of students in almost every country surveyed.

Similarly, more than two-thirds of students (69%) want their curriculum to include training in AI tools relevant to their future career – up from 65% in 2023. In this context, we also found that two in five students worldwide (40%) think their degree will be more useful in an AI-assisted workplace, while 30% think it will have the same usefulness as before, and only 18% think it will be less useful than before.

Students would like their curriculum to include training in AI tools relevant to their future career



However, when it comes to online learning, some students still have reservations about the teaching they receive from their institution. Over one-quarter (28%) of students reported that their teachers/ professors do not know how to teach effectively online.



Two in five students worldwide think their degree will be more useful in an AI-assisted workplace

Health, Wellbeing, and Social Attitudes

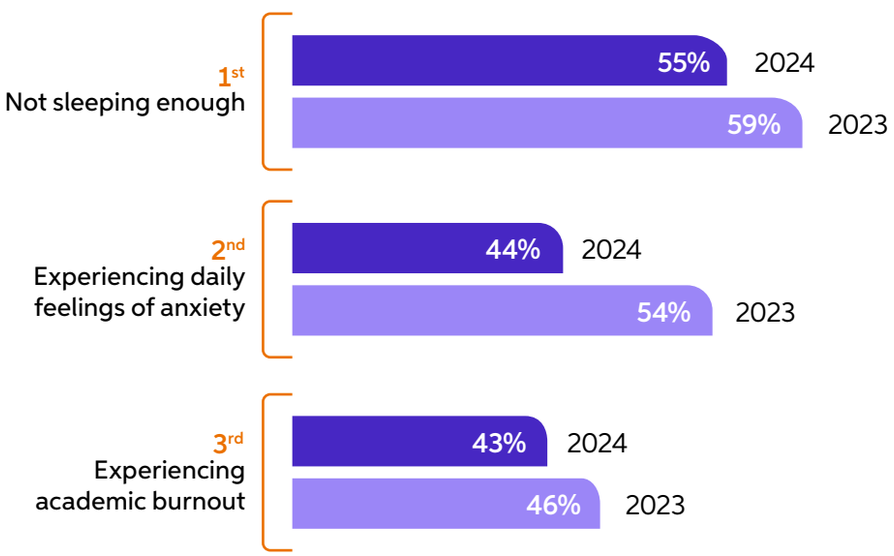
To better understand what students are thinking and feeling, Chegg's survey explored concrete challenges in their daily lives, including financial worries, health issues, and wellbeing. Strikingly, **just 58% rated their overall mental wellbeing as "good" or "excellent," while 13% rated it "poor" or "very poor.**

The survey also found that alarming numbers of students worldwide are experiencing mental health difficulties while studying. More than half of students (55%) are not getting enough sleep, while 44% said they had experienced daily feelings of anxiety. Globally, more than two in five of students (43%) experienced academic burnout in 2024, with rates exceeding 50% in Australia, Indonesia, Mexico, South Korea, and Spain. While student mental health remains a challenge, it is notable that globally the number of

students experiencing each of these difficulties has fallen since 2023 – when 59% had experienced not sleeping enough, 54% had experienced daily feelings of anxiety, and 46% had experienced academic burnout.

3 most common mental health challenges faced by students

To find the question and its complete findings see pages 44-58



Despite these challenges, students remain highly positive about their future. In 2024, nearly three in four surveyed students (73%) felt optimistic about their future (up from 65% in 2023), while just 12% said they felt pessimistic (down from 16% in 2023).

Growing Economic Confidence

Across a range of indicators, the survey found that students were slightly more economically confident than a year ago. More than three in four students (77%) felt hopeful about their finances in the future (up from 75% in 2023), while 78% believe they will own their own home before they are 35 years old (up from 75% in 2023). Additionally, four in five students (81%) agreed that their education was preparing them well for the job market (up from 79% in 2023), while 72% agreed that their university education is good value for money (up from 70% in 2023).

However, immediate financial concerns persist. Compared to 2023, students are even keener to see a reduction in the financial pressures associated with studying. In 2024, 70% agreed that they would rather their university offer more online learning options if it meant paying lower tuition fees (up from 66% in 2023), while nearly the same share worldwide (69%) prefer their university degree to take a shorter time to complete if it were cheaper (up from 67% in 2023). Notably, a majority of students in all 15 countries surveyed in 2024 agreed with both these statements.

Students would rather their university offered the choice of more online learning if it meant paying lower tuition fees



Students would prefer their university degree take a shorter time to complete if it were cheaper



The Path Ahead in the Age of AI

We hope these findings offer meaningful insights that inspire educators, institutions, and policymakers to better support students and enhance the quality of education worldwide. In a time of rapid technological advancement, it is more important than ever to equip students with the skills and tools needed to thrive. With AI and emerging technologies transforming education, careers, and industries at an unprecedented pace, we must collectively ensure that students are prepared to thrive, holistically, in a future that is constantly being redefined.

Methodology

Each year, the Chegg Global Student Survey aims to **uncover how higher education students around the world feel about the issues closest to them.** To achieve this in 2025, Chegg commissioned **Yonder Consulting** to conduct a survey of **undergraduate students** (those taking their first degrees) aged **18-21 years** across **15 countries**. This research had the objective of understanding a global range of student views on a variety of issues, including Generative AI* usage.

The survey was conducted using an online methodology between the **1st and 23rd October 2024**. Countries were selected to represent a broad range of student views across the globe. The total global sample size was 11,706, with sample sizes ranging from 500 to 1,002 in each country.

On average, across all countries, 45% of respondents were men, 54% were women, 10% were parents or guardians of children (under 18) in their household, and 20% were international students**. Globally, 11% of respondents were working full-time, 33% were working part-time, and 56% were not working.

Methodological note: Where results for each response given do not sum to 100 percent, this may be due to rounding, multiple responses, or the exclusion of "don't know" categories. Yonder Consulting is a member of the British Polling Council and abides by its rules. For more details go to **www.yonderconsulting.com**

The countries included in the research are:

Australia
Brazil
Canada
India
Indonesia
Kenya
Malaysia
Mexico
Saudi Arabia
South Africa
South Korea
Spain
Turkey
United Kingdom
United States

** Generative artificial intelligence, or GenAI, is a type of AI that can generate text, images, or other media based on prompts. Well-known GenAI tools include ChatGPT, Gemini, Microsoft Copilot, and DALL-E.*

*** Students who are undertaking all or part of their education in a country other than their own and have moved to that country for the purpose of studying.*



TOP 5
Global Takeaways



1. **80%** of students worldwide say they have **used GenAI to support their studies**.

2. **29%** of students globally **turn first to GenAI tools for help when stuck on a concept or assignment**.

3. **69%** of students worldwide would like **their curriculum to include training in AI tools relevant to their future career**.

4. **58%** of students around the world **rated their mental health as "good" or "excellent" in the current academic term**.

5. **70%** worldwide agree that they would **rather their university offered the choice of more online learning if it meant paying lower tuition fees**.

Global Findings

GenAI and Learning

KEY TAKEAWAYS

1

Four in five

80%

of students worldwide say they have used GenAI to support their university studies.

2

29%

of students turn first to GenAI when stuck on a concept or assignment.

3

Of those students who have used GenAI to support their university studies

53%

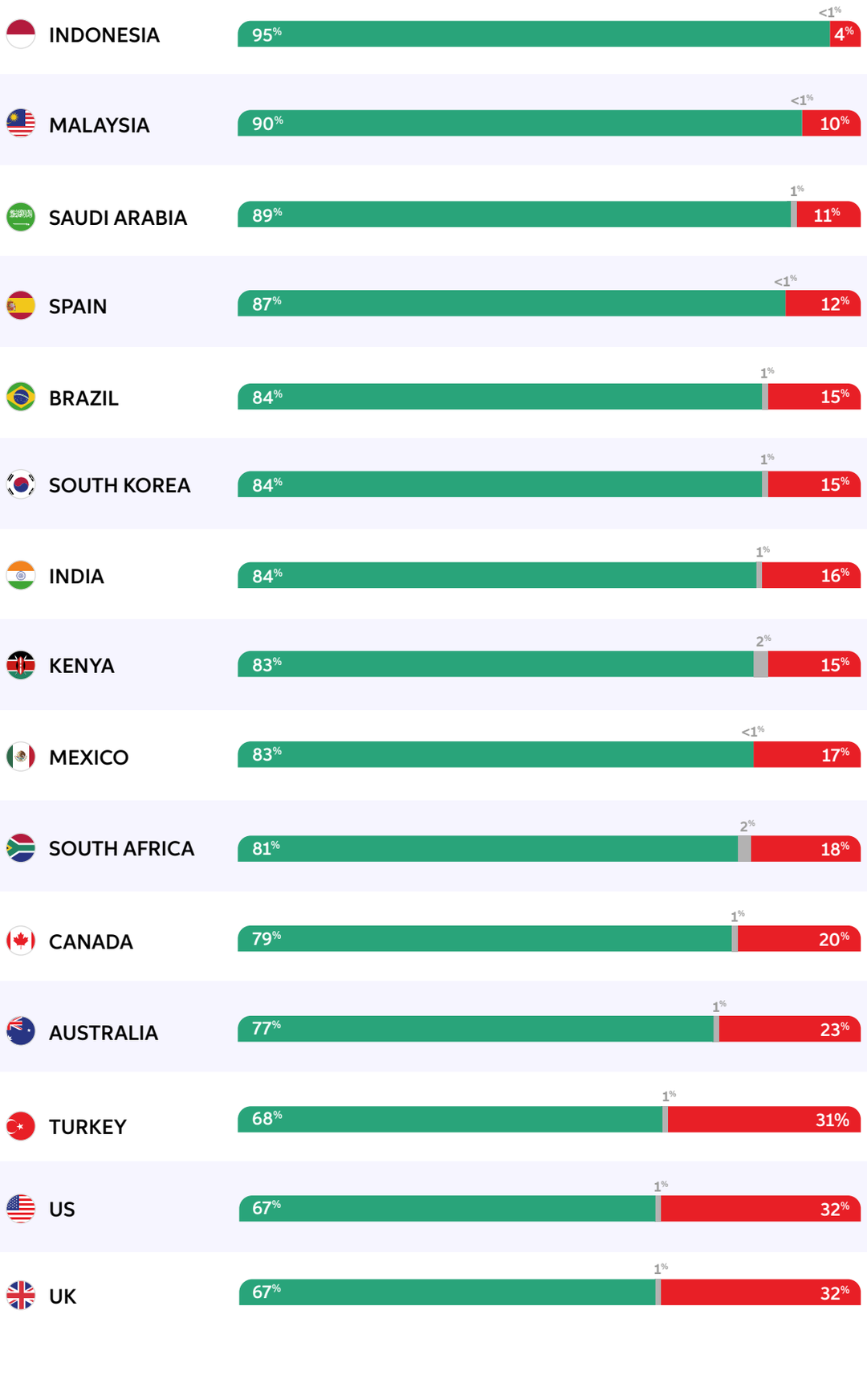
say that they are concerned about “receiving incorrect or inaccurate information”.

GENAI AND LEARNING

4 in 5 students worldwide (80%) say they have used GenAI to support their university studies.



Q. Have you used **GenAI to support your university studies?**



Question: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)? Answers: a. Yes; b. No; c. Prefer not to say. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

GENAI AND LEARNING

More than two-thirds of students worldwide (67%) said they mainly use GenAI for academic tasks.

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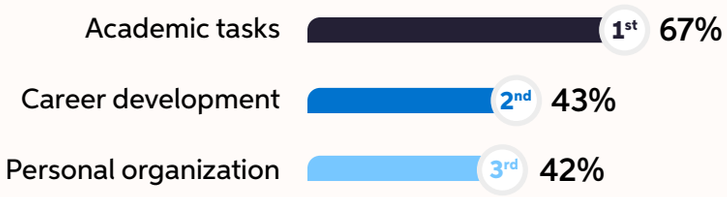

Q. Which of the following, if any, **best describes how you use GenAI?**

- Academic tasks
- Personal organization
- Entertainment
- Social interaction
- Career development
- Paid work (part-time/full-time) tasks
- I don't use GenAI tools

Question: Which of the following, if any, best describes how you use GenAI (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)? Answers (Please pick your top 3 in order): a. Academic tasks; b. Personal organizations; c. Entertainment; d. Social Interaction; e. Career Development; f. Paid work (part-time/full -time) tasks; g. I don't use GenAI tools. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

	1st	2nd	3rd
AUSTRALIA	Academic tasks (67%)	Personal organization (45%)	Career development (41%)
BRAZIL	Academic tasks (74%)	Personal organization (45%)	Career development (37%)
CANADA	Academic tasks (57%)	Personal organization (47%)	Career development (46%)
INDIA	Academic tasks (75%)	Career development (58%)	Personal organization (42%)
INDONESIA	Academic tasks (86%)	Career development (52%)	Personal organization (33%)
KENYA	Academic tasks (82%)	Career development (52%)	Personal organization (32%)
MALAYSIA	Academic tasks (82%)	Career development (43%)	Social interaction (39%)
MEXICO	Academic tasks (73%)	Personal organization (44%)	Paid work (34%)
SAUDI ARABIA	Academic tasks (58%)	Career development (48%)	Personal organization (48%)
SOUTH AFRICA	Academic tasks (78%)	Career development (48%)	Personal organization (42%)
SOUTH KOREA	Academic tasks (72%)	Personal organization (37%)	Social interaction (33%)
SPAIN	Academic tasks (74%)	Personal organization (47%)	Career development (38%)
TURKEY	Academic tasks (51%)	Career development (42%)	Personal organization (42%)
UK	Academic tasks (53%)	Career development (39%)	Personal organization (39%)
US	Academic tasks (57%)	Personal organization (44%)	Career development (41%)

GENAI AND LEARNING

Nearly two in five students (38%) said they did not use GenAI to support their university studies because they were concerned about the accuracy of GenAI-generated content.

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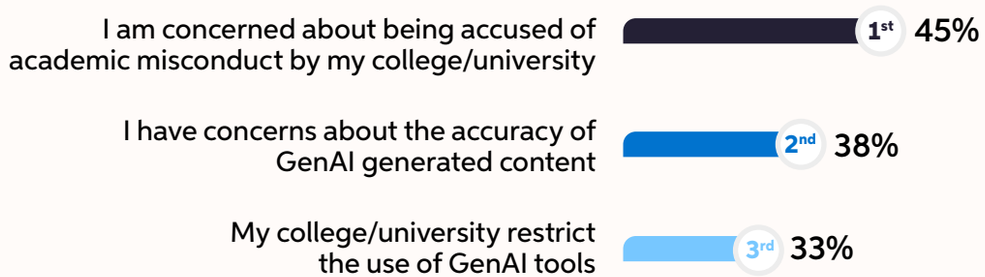

Q. What are the primary reasons **you do not use GenAI tools to support your university studies?**

- I have concerns about the accuracy of GenAI-generated content
- I find GenAI tools difficult to use
- I am concerned about being accused of academic misconduct by my college or university
- My college or university restricts the use of GenAI tools
- I don't find GenAI tools useful
- I can't afford to pay for GenAI tools
- I have data privacy concerns
- Other (Please Specify)
- None of these

Question: What are the primary reasons you do not use GenAI tools to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)? Answers: a. I have concerns about the accuracy of GenAI-generated content; b. I find GenAI tools difficult to use; c. I am concerned about being accused of academic misconduct by my college or university; d. My college or university restricts the use of GenAI tools; e. I don't find GenAI tools useful; f. I can't afford to pay for GenAI tools; g. I have data privacy concerns; h. Other (Please Specify); i. None of these Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

	1st	2nd	3rd
AUSTRALIA	I am concerned about being accused of academic misconduct by my college/ university (63%)	I have concerns about the accuracy of GenAI generated content (55%)	My college/university restricts the use of GenAI tools (43%)
BRAZIL	I have concerns about the accuracy of GenAI generated content (34%)	I have data privacy concerns (30%)	I am concerned about being accused of academic misconduct by my college/ university (28%)
CANADA	I am concerned about being accused of academic misconduct by my college/ university (52%)	I have concerns about the accuracy of GenAI generated content (46%)	My college/university restricts the use of GenAI tools (39%)
INDIA	I can't afford to pay for GenAI tools (46%)	I have concerns about the accuracy of GenAI generated content (34%)	I am concerned about being accused of academic misconduct by my college/ university (30%)
INDONESIA	I am concerned about being accused of academic misconduct by my college/ university (43%)	I can't afford to pay for GenAI tools (43%)	I have concerns about the accuracy of GenAI generated content (40%)
KENYA	I am concerned about being accused of academic misconduct by my college/ university (41%)	I can't afford to pay for GenAI tools (33%)	My college/university restricts the use of GenAI tools (28%)
MALAYSIA	I am concerned about being accused of academic misconduct by my college/ university (68%)	I have concerns about the accuracy of GenAI generated content (50%)	My college/university restricts the use of GenAI tools (36%)
MEXICO	I am concerned about being accused of academic misconduct by my college/ university (44%)	My college/university restricts the use of GenAI tools (37%)	I have concerns about the accuracy of GenAI generated content (36%)
SAUDI ARABIA	I am concerned about being accused of academic misconduct by my college/ university (32%)	I have concerns about the accuracy of GenAI generated content (30%)	My college/university restricts the use of GenAI tools (30%)
SOUTH AFRICA	I am concerned about being accused of academic misconduct by my college/ university (58%)	My college/university restricts the use of GenAI tools (43%)	I can't afford to pay for GenAI tools (36%)
SOUTH KOREA	I have concerns about the accuracy of GenAI generated content (42%)	I am concerned about being accused of academic misconduct by my college/ university (35%)	I don't find GenAI tools useful (20%)
SPAIN	I have concerns about the accuracy of GenAI generated content (44%)	I am concerned about being accused of academic misconduct by my college/ university (39%)	I have data privacy concerns (38%)
TURKEY	I can't afford to pay for GenAI tools (35%)	I have data privacy concerns (27%)	I have concerns about the accuracy of GenAI generated content (21%)
UK	I am concerned about being accused of academic misconduct by my college/ university (54%)	My college/university restricts the use of GenAI tools (40%)	I have concerns about the accuracy of GenAI generated content (38%)
US	I am concerned about being accused of academic misconduct by my college/ university (56%)	I have concerns about the accuracy of GenAI generated content (46%)	My college/university restricts the use of GenAI tools (41%)

GENAI AND LEARNING

Of those students who have used GenAI to support their university studies, the majority (55%) said they did so because it helps them learn faster.

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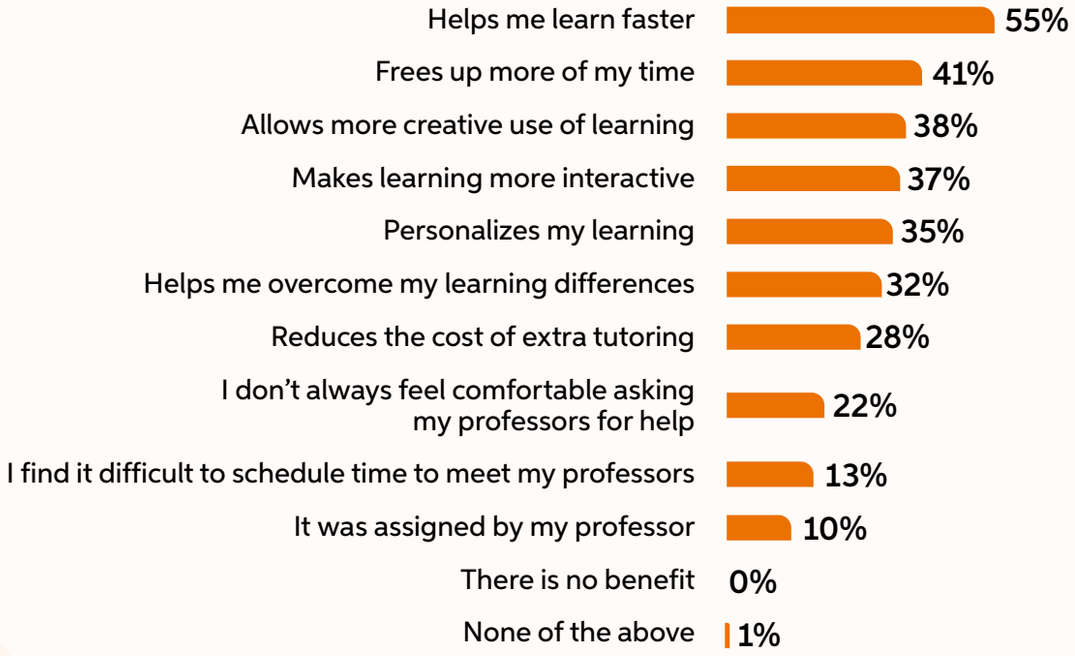

Q. Why do you use GenAI for your university studies?

Question: Why do you use GenAI for your university studies? (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E) Answers: a. Personalizes my learning; b. Allows more creative use of learning; c. Reduces the cost of extra tutoring; d. Makes learning more interactive; e. Helps me learn faster; f. Frees up more of my time; g. Helps me overcome my learning differences; h. I don't always feel comfortable asking my professors for help; i. I find it difficult to schedule time to meet my professors; j. It was assigned by my professor; k. There is no benefit; l. None of the above. Base: 2024 Those who said they use GenAI to support their studies: Total (9318), Australia (765), Brazil (842), Canada (789), India (835), Indonesia (669), Kenya (415), Malaysia (449), Mexico (826), Saudi Arabia (443), South Africa (405), South Korea (420), Spain (437), Turkey (683), UK (673), US (667).

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
Helps me learn faster	62%	56%	51%	63%	71%	50%	72%	46%	42%	63%	45%	51%	48%	49%	55%
Frees up more of my time	43%	33%	38%	47%	63%	18%	33%	60%	38%	31%	45%	33%	33%	34%	42%
Allows more creative use of learning	31%	44%	34%	49%	44%	47%	55%	32%	35%	46%	24%	28%	36%	29%	39%
Makes learning more interactive	29%	44%	38%	49%	31%	47%	46%	37%	37%	43%	17%	33%	38%	30%	33%
Personalizes my learning	36%	38%	38%	45%	28%	29%	28%	36%	34%	35%	34%	23%	39%	32%	42%
Helps me overcome my learning differences	32%	26%	36%	41%	28%	25%	50%	23%	37%	38%	23%	31%	28%	27%	33%
Reduces the cost of extra tutoring	25%	22%	32%	43%	28%	26%	23%	25%	25%	41%	15%	22%	25%	25%	34%
I don't always feel comfortable asking my professors for help	29%	30%	17%	24%	17%	10%	20%	21%	17%	23%	24%	21%	24%	23%	23%
I find it difficult to schedule time to meet my professors	12%	9%	19%	14%	7%	6%	10%	12%	18%	14%	10%	13%	18%	13%	16%
It was assigned by my professor	10%	7%	17%	9%	8%	3%	13%	5%	22%	5%	11%	7%	12%	14%	15%
There is no benefit	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%
None of the above	2%	1%	1%	0%	1%	0%	1%	0%	0%	1%	2%	2%	1%	2%	0%

GENAI AND LEARNING

Of those students who have used GenAI to support their university studies, more than half (56%) say they mostly use AI in their school/university work for “understanding a concept or subject”.

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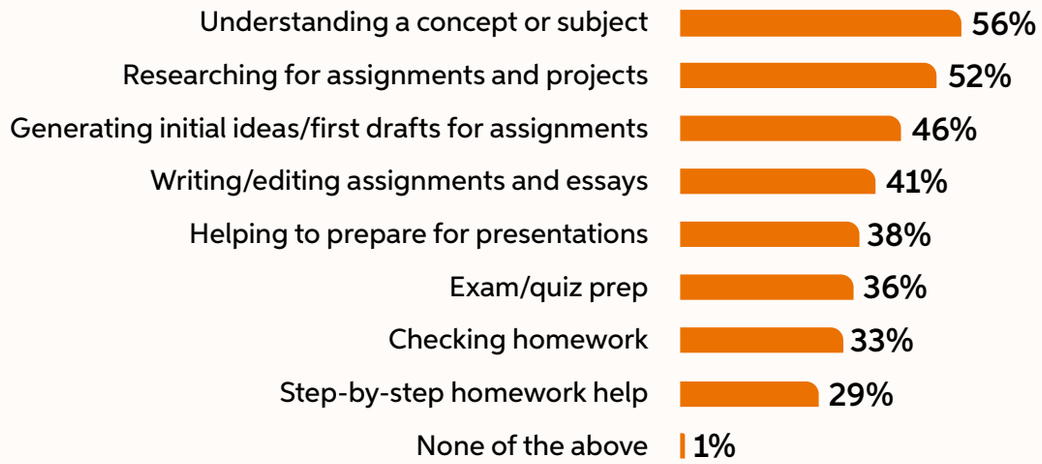

Q. How do you mostly use GenAI for your university studies?

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
Understanding a concept or subject	65%	62%	49%	64%	64%	63%	68%	60%	41%	73%	35%	51%	40%	55%	51%
Researching for assignments and projects	46%	59%	44%	64%	55%	72%	59%	48%	50%	67%	51%	45%	52%	40%	40%
Generating initial ideas/first drafts for assignments	54%	53%	41%	41%	61%	31%	65%	44%	35%	44%	47%	49%	42%	39%	39%
Writing/editing assignments and essays	39%	37%	36%	58%	49%	28%	48%	42%	36%	50%	39%	29%	42%	35%	42%
Helping to prepare for presentations	30%	37%	35%	55%	51%	33%	55%	28%	40%	42%	28%	29%	41%	32%	33%
Exam/quiz prep	46%	42%	37%	46%	31%	25%	39%	27%	33%	40%	26%	33%	33%	34%	42%
Checking homework	34%	40%	39%	29%	23%	14%	36%	40%	32%	24%	29%	36%	25%	32%	46%
Step-by-step homework help	25%	31%	35%	30%	18%	21%	37%	33%	35%	24%	17%	40%	25%	24%	37%
None of the above	1%	1%	1%	<1%	1%	<1%	<1%	<1%	<1%	<1%	1%	<1%	1%	1%	1%

Question: How do you mostly use AI for school/university work? (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E). Answers: a. Generating initial ideas/ first drafts for assignments; b. Researching for assignments and projects; c. Writing/editing assignments and essays; d. Step-by-Step homework help; e. Checking homework; f. Exam/quiz prep; g. Helping to prepare for presentations; h. Understanding a concept or subject; i. None of the above. Base: 2024 Those who said they use GenAI to support their studies: Total (9318), Australia (765), Brazil (842), Canada (789), India (835), Indonesia (669), Kenya (415), Malaysia (449), Mexico (826), Saudi Arabia (443), South Africa (405), South Korea (420), Spain (437), Turkey (683), UK (673), US (667).

GENAI AND LEARNING

Of students who have used GenAI to support their university studies, 56% say they input a question once a day or more.

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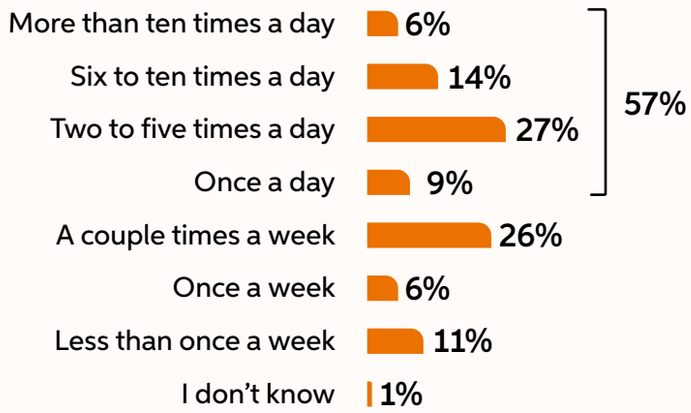

Q. On average, how often do you input a question into **GenAI to help with your university studies**?

	More than ten times a day	Six to ten times a day	Two to five times a day	Once a day	A couple times a week	Once a week	Less than once a week	I don't know
AUSTRALIA	5%	9%	18%	8% (40%)	29%	9%	21%	1%
BRAZIL	5%	7%	25%	8% (45%)	36%	5%	12%	2%
CANADA	9%	26%	26%	9% (70%)	16%	6%	7%	1%
INDIA	13%	14%	32%	11% (70%)	23%	3%	4%	<1%
INDONESIA	9%	17%	32%	6% (64%)	27%	3%	6%	1%
KENYA	9%	14%	28%	6% (57%)	32%	5%	4%	1%
MALAYSIA	9%	12%	27%	6% (55%)	30%	4%	10%	1%
MEXICO	4%	10%	30%	12% (55%)	32%	6%	6%	<1%
SAUDI ARABIA	6%	30%	35%	9% (81%)	16%	2%	2%	<1%
SOUTH AFRICA	5%	7%	24%	5% (41%)	31%	9%	17%	2%
SOUTH KOREA	2%	12%	23%	7% (44%)	21%	10%	23%	2%
SPAIN	3%	8%	25%	19% (54%)	24%	6%	15%	0%
TURKEY	7%	17%	24%	10% (58%)	25%	6%	8%	2%
UK	1%	10%	31%	9% (51%)	20%	10%	17%	2%
US	6%	16%	29%	12% (63%)	19%	5%	10%	1%

Question: (to all those who said yes to question 11) On average, how often do you input a question into GenAI to help with your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)? Answers: a. More than 10 times a day; b. 6-10 times a day; c. 2-5 times a day; d. Once a day; e. A couple of times a week; f. Once a week; g. Less than once a week; h. I don't know. Base: 2024 Those who said they use GenAI to support their studies: Total (9318), Australia (765), Brazil (842), Canada (789), India (835), Indonesia (669), Kenya (415), Malaysia (449), Mexico (826), Saudi Arabia (443), South Africa (405), South Korea (420), Spain (437), Turkey (683), UK (673), US (667).

GENAI AND LEARNING

29% of students turn first to GenAI when stuck on a concept or assignment.

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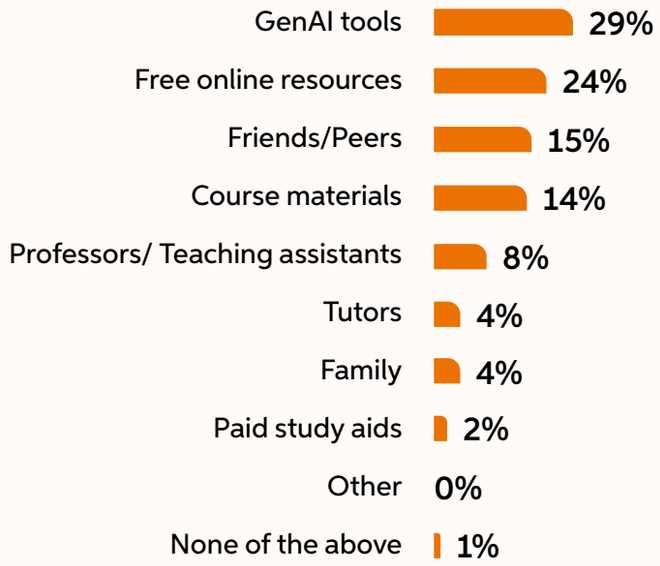

Q. When you get stuck on a concept or assignment, where do you first turn to for help?

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
GenAI tools	23%	20%	34%	38%	45%	42%	28%	25%	40%	30%	27%	25%	24%	19%	27%
Free online resources	18%	38%	19%	32%	22%	16%	24%	23%	17%	22%	21%	18%	27%	22%	23%
Friends/Peers	18%	13%	13%	12%	18%	15%	22%	15%	9%	12%	20%	24%	15%	19%	12%
Course materials	26%	11%	14%	6%	9%	20%	11%	11%	7%	22%	17%	12%	11%	20%	14%
Professors/ Teaching assistants	6%	9%	9%	6%	3%	6%	9%	13%	8%	8%	8%	8%	6%	6%	10%
Tutors	4%	3%	3%	2%	0%	1%	2%	7%	12%	5%	1%	4%	9%	5%	4%
Family	4%	3%	7%	4%	1%	1%	2%	4%	4%	1%	3%	8%	4%	6%	6%
Paid study aids	1%	1%	2%	1%	0%	0%	1%	1%	3%	0%	2%	2%	3%	1%	4%
Other	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
None of the above	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%	0%	1%	1%	1%

Question: When you get stuck on a concept or assignment, where do you first turn to for help? Answer: a. GenAI tools; b. Tutors; c. Friends/ Peers; d.Family; e. Free online resources; f. Paid study aids; h. Course Materials; i. Professors/Teaching Assistants; j. Other; k. None of the above. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

GENAI AND LEARNING

Half of students worldwide (50%) would like to see the creation of tools specifically designed for education purposes.

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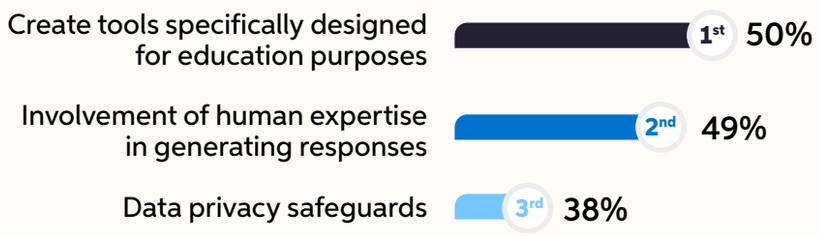

Q. What improvements, if any, would you like to see in GenAI tools to assist your learning?

- A. Involvement of human expertise in generating responses (e.g. factchecking or adding additional content)
- B. More affordable options
- C. Data privacy safeguards
- D. More user-friendly interfaces
- E. Greater interactivity
- F. Clear policies from GenAI companies around acceptable use
- G. Additional features specially designed for education purposes
- H. None of the above

Question: What improvements, if any, would you like to see in GenAI to assist your learning? (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E). Answer (Please pick your top 3 in order): a. Involvement of human expertise in generating responses; b. More affordable options; c. Data privacy safeguards; d. More user-friendly interfaces; e. Greater interactivity; f. Clear policies from GenAI companies around acceptable use; g. Additional features specially designed for education purposes; h. None of the above. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

	1st	2nd	3rd
AUSTRALIA	Involvement of human expertise in generating responses (57%)	Create tools specifically designed for education purposes (55%)	Data privacy safeguards (36%)
BRAZIL	Create tools specifically designed for education purposes (57%)	Involvement of human expertise in generating responses (53%)	Data privacy safeguards (39%)
CANADA	Involvement of human expertise in generating responses (46%)	Create tools specifically designed for education purposes (45%)	Data privacy safeguards (39%)
INDIA	Create tools specifically designed for education purposes (52%)	Data privacy safeguards (45%)	Involvement of human expertise in generating responses (42%)
INDONESIA	Create tools specifically designed for education purposes (53%)	Involvement of human expertise in generating responses (52%)	Greater interactivity (42%)
KENYA	Create tools specifically designed for education purposes (54%)	Involvement of human expertise in generating responses (49%)	Data privacy safeguards (31%)
MALAYSIA	Involvement of human expertise in generating responses (63%)	Data privacy safeguards (51%)	Create tools specifically designed for education purposes (48%)
MEXICO	Create tools specifically designed for education purposes (58%)	Involvement of human expertise in generating responses (50%)	Data privacy safeguards (38%)
SAUDI ARABIA	Create tools specifically designed for education purposes (44%)	Data privacy safeguards (43%)	Involvement of human expertise in generating responses (42%)
SOUTH AFRICA	Create tools specifically designed for education purposes (61%)	Involvement of human expertise in generating responses (55%)	More affordable options (38%)
SOUTH KOREA	Involvement of human expertise in generating responses (53%)	Create tools specifically designed for education purposes (41%)	Data privacy safeguards (40%)
SPAIN	Create tools specifically designed for education purposes (56%)	Involvement of human expertise in generating responses (51%)	Data privacy safeguards (38%)
TURKEY	Create tools specifically designed for education purposes (40%)	More affordable options (39%)	Data privacy safeguards (38%)
UK	Create tools specifically designed for education purposes (45%)	Involvement of human expertise in generating responses (44%)	Data privacy safeguards (37%)
US	Create tools specifically designed for education purposes (47%)	Involvement of human expertise in generating responses (46%)	Data privacy safeguards (37%)

GENAI AND LEARNING

Of those students who have used GenAI to support their university studies, 53% say that they are concerned about “receiving incorrect or inaccurate information”.

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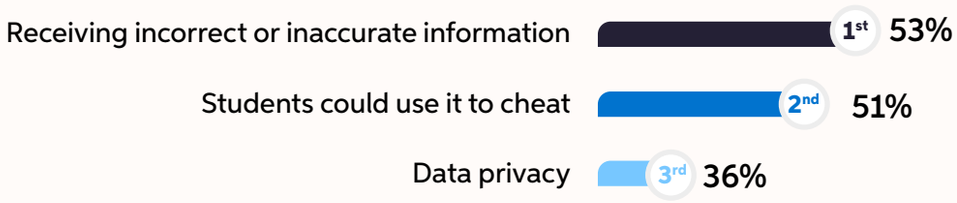

Q. What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

- A. Receiving incorrect or inaccurate information
- B. Difficult to use
- C. Hinders students learning
- D. Students could use it to cheat
- E. Data privacy
- F. It could lead to machines controlling humans
- G. Carbon footprint of powering AI technology
- H. There will be a divide between those that can access it and those that can’t
- I. Something else
- J. I have no concerns
- K. None of the above

Questions: What are your concerns, if any, about using GenAI tools that are not bulilt specifically for education to support your university studies? (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E). Answers (Please pick your top 3 in order): a. Receiving incorrect or inaccurate information; b. Difficult to use; c. Hinders students learning; d. Students could use it to cheat; e. Data privacy; f. It could lead to machines controlling humans; g. Carbon footprint of powering AI technology; h. There will be a divide between those that can access it and those that can’t; i. Something else; j. I have no concerns; k. None of the above. Base: 2024 Those who said they use GenAI to support their studies: Total (9318), Australia (765), Brazil (842), Canada (789), India (835), Indonesia (669), Kenya (415), Malaysia (449), Mexico (826), Saudi Arabia (443), South Africa (405), South Korea (420), Spain (437), Turkey (683), UK (673), US (667).

	1st	2nd	3rd
AUSTRALIA	Receiving incorrect or inaccurate information (67%)	Students could use it to cheat (57%)	Hinders students learning (37%)
BRAZIL	Students could use it to cheat (62%)	Receiving incorrect or inaccurate information (58%)	Hinders students learning (37%)
CANADA	Students could use it to cheat (47%)	Receiving incorrect or inaccurate information (44%)	Data privacy (42%)
INDIA	Students could use it to cheat (48%)	Data privacy (41%)	Receiving incorrect or inaccurate information (40%)
INDONESIA	Students could use it to cheat (67%)	Receiving incorrect or inaccurate information (64%)	Data privacy (33%)
KENYA	Students could use it to cheat (49%)	Receiving incorrect or inaccurate information (48%)	Hinders students learning (33%)
MALAYSIA	Receiving incorrect or inaccurate information (65%)	Students could use it to cheat (61%)	Data privacy (39%)
MEXICO	Receiving incorrect or inaccurate information (52%)	Students could use it to cheat (50%)	Hinders students learning (38%)
SAUDI ARABIA	Receiving incorrect or inaccurate information (42%)	Data privacy (40%)	Students could use it to cheat (35%)
SOUTH AFRICA	Students could use it to cheat (67%)	Receiving incorrect or inaccurate information (56%)	Hinders students learning (38%)
SOUTH KOREA	Receiving incorrect or inaccurate information (60%)	Students could use it to cheat (52%)	Data privacy (31%)
SPAIN	Receiving incorrect or inaccurate information (59%)	Students could use it to cheat (43%)	Data privacy (40%)
TURKEY	Receiving incorrect or inaccurate information (43%)	Data privacy (41%)	Students could use it to cheat (39%)
UK	Students could use it to cheat (52%)	Receiving incorrect or inaccurate information (50%)	Data privacy (40%)
US	Receiving incorrect or inaccurate information (48%)	Students could use it to cheat (42%)	Data privacy (33%)

GENAI AND LEARNING

Of those students who have used GenAI to support their university studies, 50% say that their understanding of complex concepts or subjects has improved since using GenAI.

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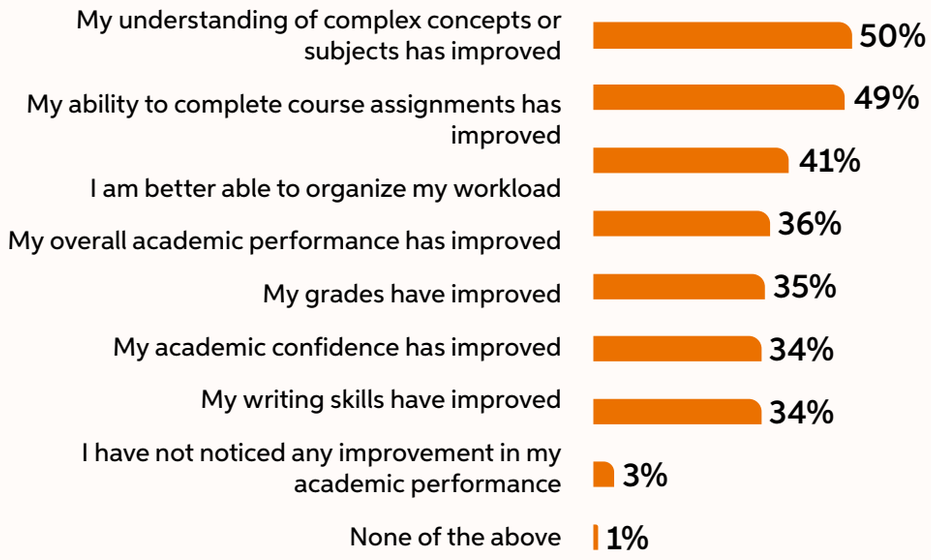

Q. Thinking about your learning at college/university since using GenAI, which, if any, of the following best describes you?

Question:Thinking about your learning at college/university since using GenAI tools, which, if any, of the following best describes you? (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E). Answer (please select all that apply): a. My understanding of complex concepts or subjects has improved; b. My ability to complete course assignments has improved; c. My writing skills have improved; d. My grades have improved; e. My overall academic performance has improved; f. My academic confidence has improved; g. I am better able to organise my workload; h. I have not noticed any improvement in my academic performance; i. None of the above. Base: 2024 Those who said they use GenAI to support their studies: Total (9318), Australia (765), Brazil (842), Canada (789), India (835), Indonesia (669), Kenya (415), Malaysia (449), Mexico (826), Saudi Arabia (443), South Africa (405), South Korea (420), Spain (437), Turkey (683), UK (673), US (667).

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
My understanding of complex concepts or subjects has improved	54%	51%	38%	52%	65%	66%	64%	50%	43%	59%	41%	45%	41%	39%	44%
My ability to compete course assignments has improved	46%	47%	42%	55%	70%	47%	64%	46%	39%	55%	48%	46%	50%	38%	43%
I am better able to organize my workload	42%	40%	43%	44%	41%	31%	45%	41%	37%	43%	27%	41%	41%	38%	45%
My overall academic performance has improved	31%	44%	38%	40%	35%	44%	37%	32%	42%	39%	29%	29%	36%	30%	37%
My grades have improved	27%	38%	41%	40%	31%	33%	36%	32%	39%	44%	20%	24%	35%	33%	46%
My academic confidence has improved	37%	32%	37%	41%	26%	40%	41%	29%	36%	40%	22%	23%	29%	34%	42%
My writing skills have improved	32%	27%	43%	39%	27%	31%	46%	41%	35%	48%	19%	19%	28%	34%	42%
I have not noticed any improvement in my academic performance	8%	5%	3%	2%	2%	1%	1%	2%	2%	2%	6%	4%	1%	5%	2%
None of the above	2%	2%	1%	0%	1%	0%	1%	1%	1%	0%	3%	1%	1%	2%	2%

GENAI AND LEARNING

More than one-third of students (34%) said they would like education-focused tools that offer GenAI and human expert help.

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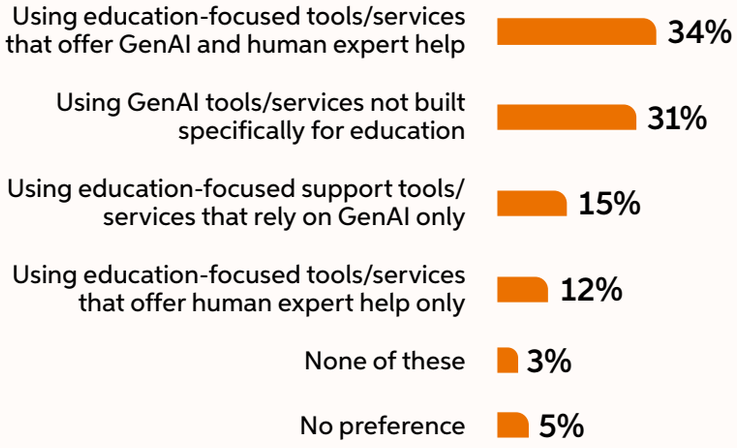


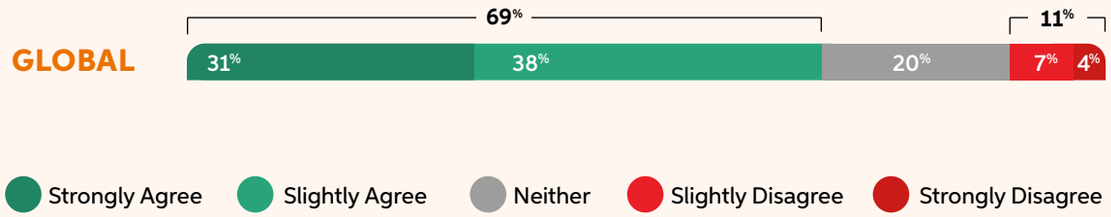
Q. When considering learning support tools/services for your university studies, which type of tools/services would make you feel most confident in your learning?

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
Using education-focused tools/services that offer GenAI and human expert help	40%	38%	27%	32%	31%	52%	40%	31%	20%	48%	41%	26%	21%	32%	37%
Using GenAI tools/services not built specifically for education	24%	28%	38%	39%	47%	25%	38%	31%	40%	22%	22%	39%	37%	20%	24%
Using education-focused support tools/services that rely on GenAI only	9%	15%	17%	17%	9%	10%	9%	19%	31%	11%	18%	16%	14%	20%	12%
Using education-focused tools/services that offer human expert help only	15%	10%	11%	7%	8%	8%	9%	13%	6%	15%	9%	13%	16%	15%	14%
None of these	5%	4%	3%	3%	3%	2%	1%	1%	1%	2%	4%	2%	4%	4%	4%
No preference	8%	6%	5%	3%	2%	3%	2%	5%	3%	2%	7%	4%	7%	9%	9%

Question: When considering learning support tools/services for your university studies, which type of tools/services would make you feel most confident in your learning? Answer (please pick one): a. Using GenAI tools/services not built specifically for education; b. Using education-focused support tools/services that rely on GenAI only; c. Using education focused tools/services that offer Gen AI and human expert help; d. Using education-focused tools/services that offer human expert help only; e. None of these; f. No preference. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

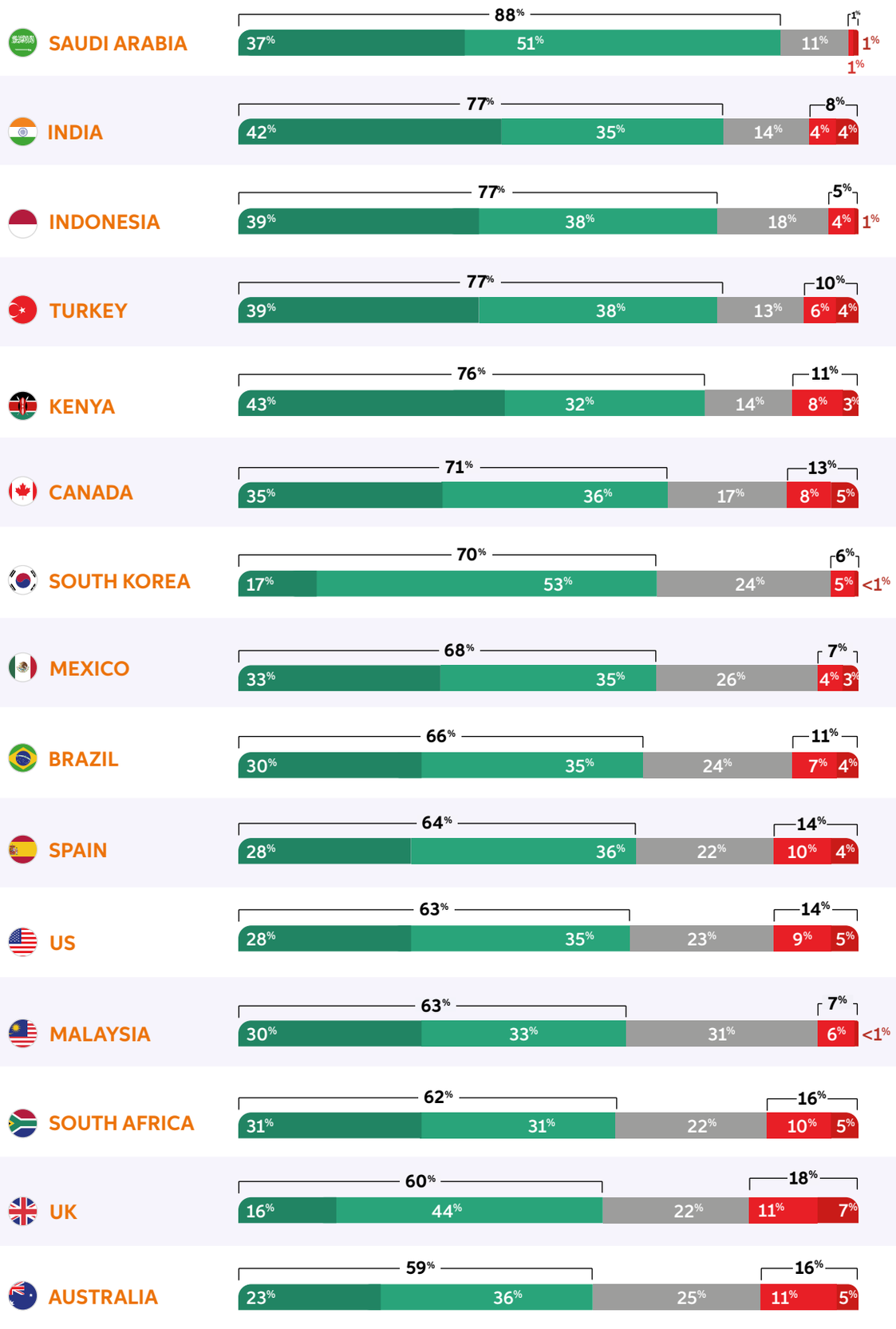
GENAI AND LEARNING

More than two-thirds of students worldwide (69%) agree that their college/university should provide them with GenAI tools to support their university studies.



Q. To what extent do you agree or disagree with the following statement: **My college/university should provide me with GenAI tools to support my university studies.**

Question: To what extent do you agree or disagree with the following statements?: My college/university should provide me with GenAI tools to support my university studies. Answer: a. Strongly agree; b. Slightly agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



Online Learning

KEY TAKEAWAYS

1

More than three in five

62%

of students worldwide think their teachers/professors know how to teach effectively online.

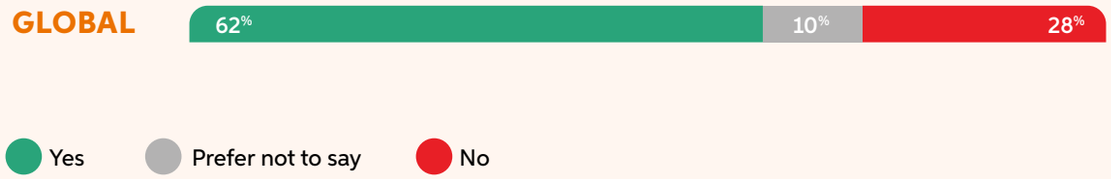
2

70%

of students worldwide agree that they would rather their university offered the choice of more online learning if it meant paying lower tuition fees.

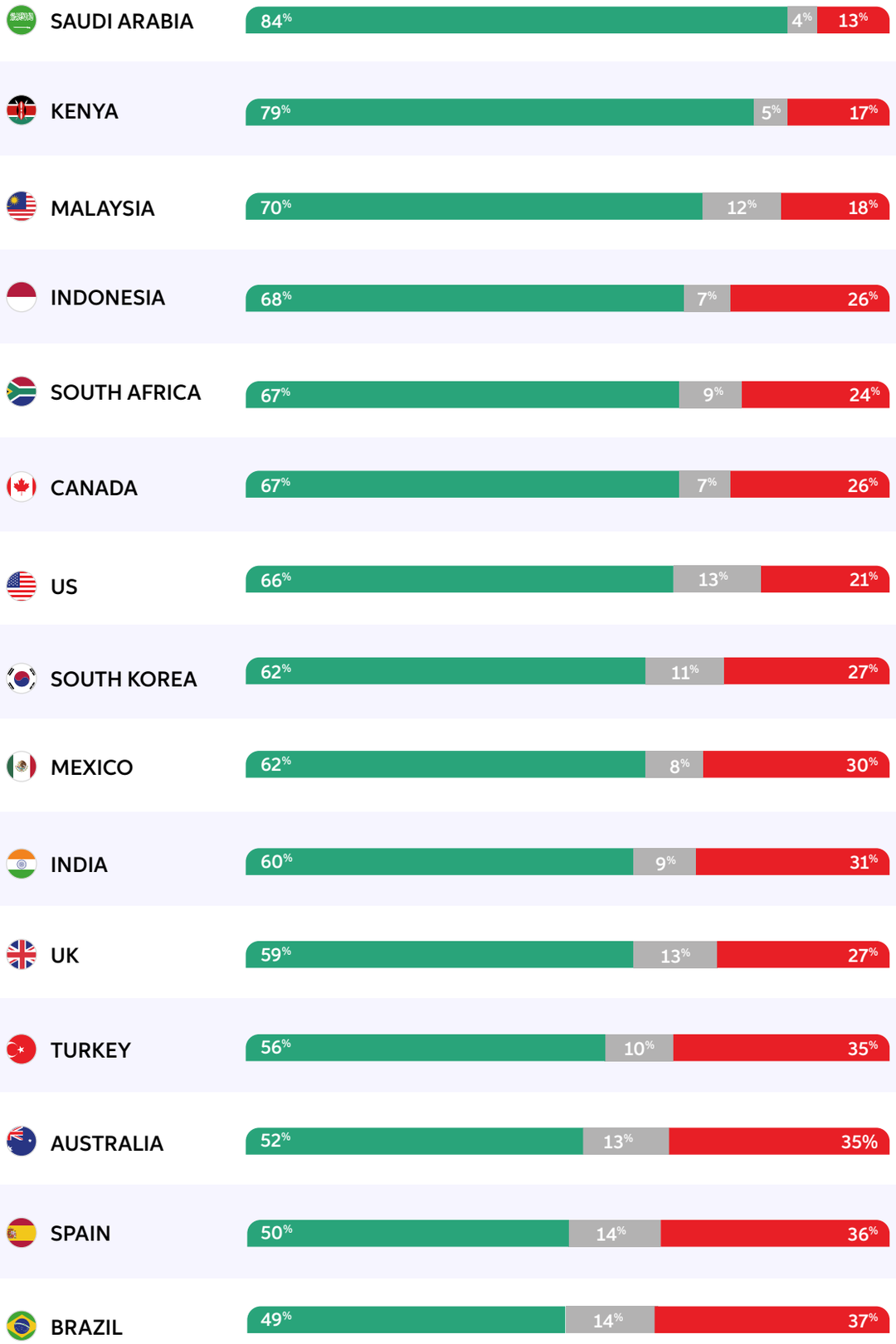
ONLINE LEARNING

More than three in five students worldwide (62%) think their teachers/ professors know how to teach effectively online. However, more than one-quarter (28%) disagree.



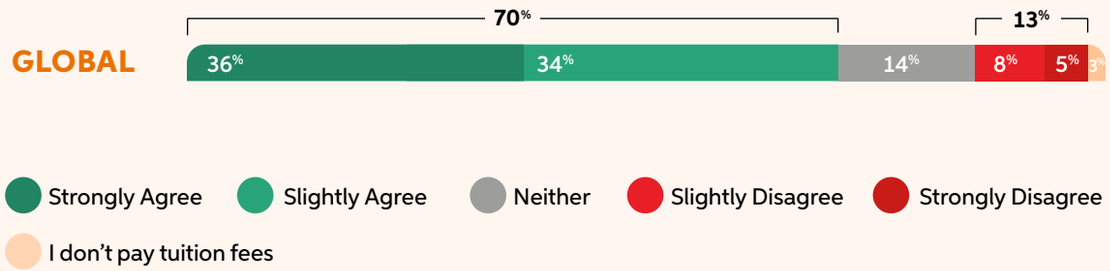
Q. Do you think that your teachers/professors know how to teach effectively online?

Question: Please answer yes or no to the following questions: Do you think that your teachers/ professors know how to teach effectively online? Answers: a. Yes; c. No; c. Don't Know. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



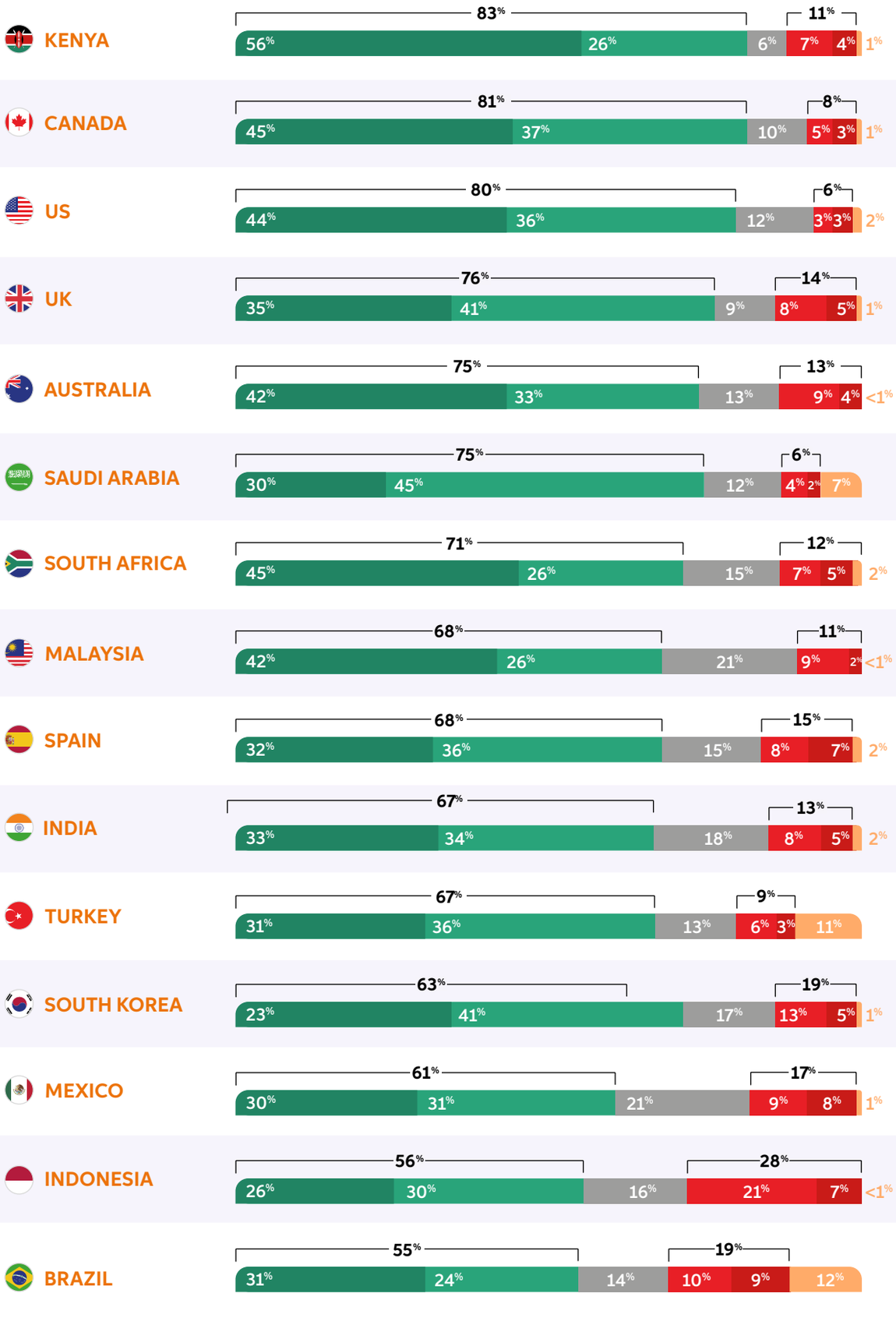
ONLINE LEARNING

70% of students worldwide agree that they would rather their university offered the choice of more online learning if it meant paying lower tuition fees.



Q. To what extent do you agree or disagree with the following statement: **I would rather my university offered the choice of more online learning if it meant paying lower tuition fees.**

Question: To what extent do you agree or disagree with the following statement: I would rather my university offered the choice of more online learning if it meant paying lower tuition fees. Answers: a. Strongly agree; b. Slightly agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree; f. I do not pay tuition fees. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



Skills and careers

KEY TAKEAWAYS

1

More than four in five

81%

of students worldwide agree that their education is preparing them well for the job market.

2

Two in five

40%

of students worldwide think their degree will be more useful in an AI-assisted workplace.

3

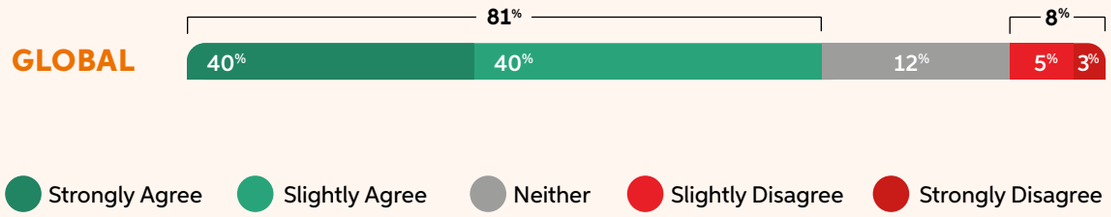
More than two-thirds

69%

of students worldwide would like their curriculum to include training in AI tools relevant to their future career.

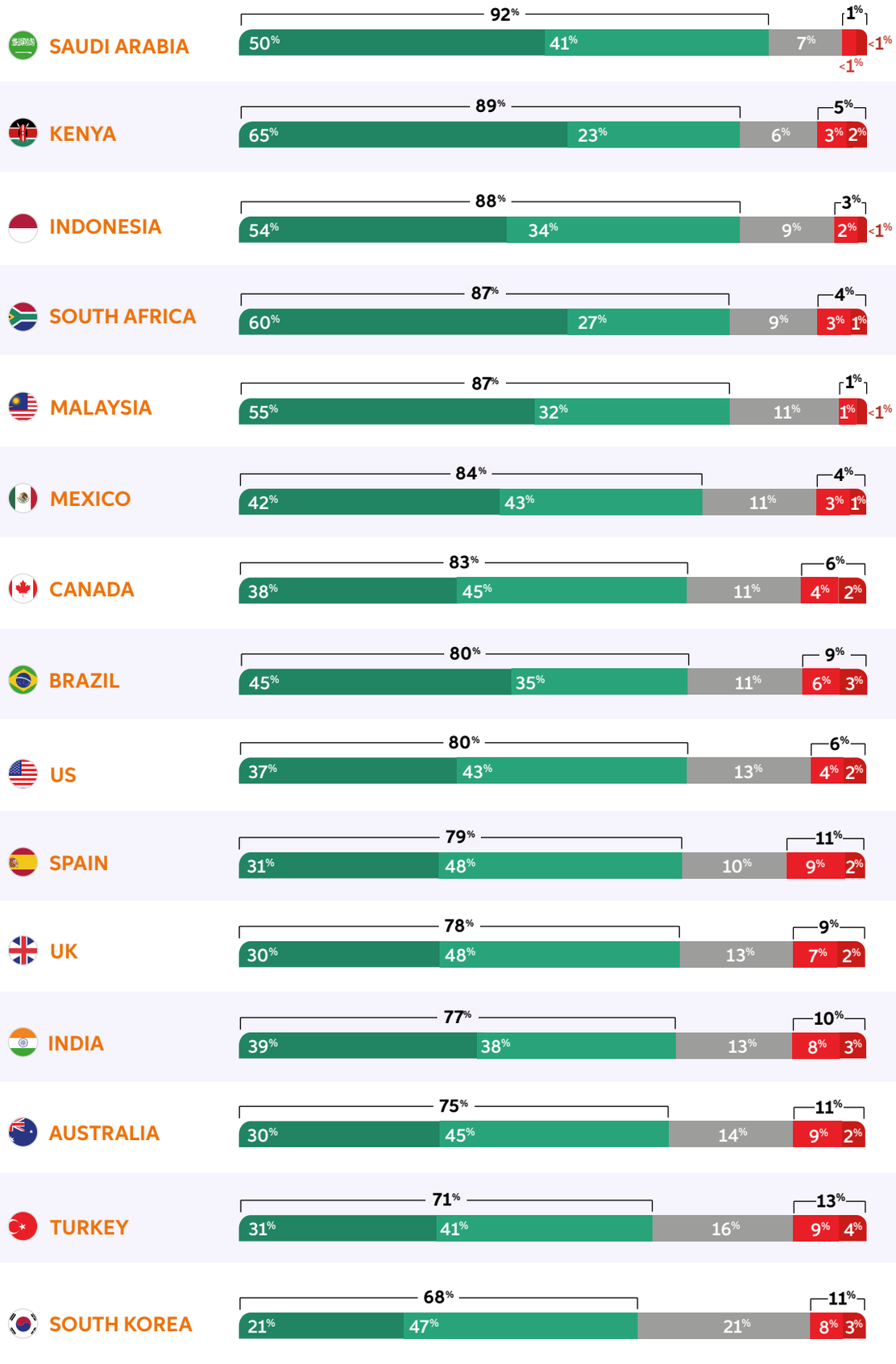
SKILLS AND CAREERS

More than four in five students worldwide (81%) agree that their education is preparing them well for the job market.



Q. To what extent do you agree or disagree with the following statement: **My education is preparing me well for the job market.**

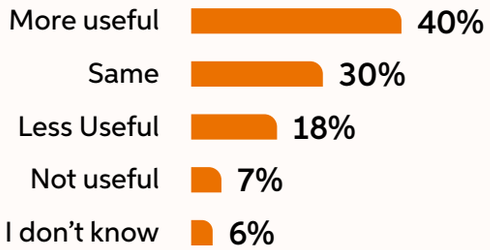
Question: To what extent do you agree or disagree with the following statements?: My education is preparing me well for the job market. Answers: a. Strongly agree; b. Slightly agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya 500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



SKILLS AND CAREERS

Two in five students worldwide (40%) think their degree be more useful in an AI-assisted workplace. However, 18% think it will be less useful.

GLOBAL



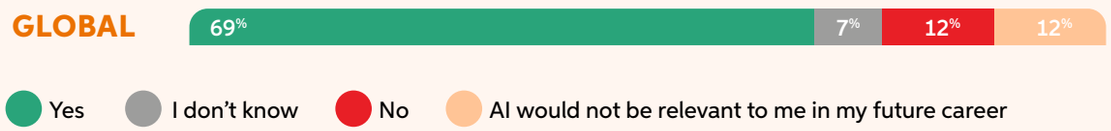
Q. How useful, if at all, do you think your degree will be in an AI assisted workplace?

	More useful	Same	Less useful	Not useful	I don't know
AUSTRALIA	36%	34%	14%	8%	8%
BRAZIL	30%	31%	23%	7%	9%
CANADA	46%	31%	12%	6%	5%
INDIA	51%	23%	15%	6%	6%
INDONESIA	39%	33%	12%	7%	10%
KENYA	54%	13%	17%	7%	9%
MALAYSIA	36%	31%	23%	4%	7%
MEXICO	29%	40%	20%	6%	6%
SAUDI ARABIA	45%	29%	18%	3%	4%
SOUTH AFRICA	42%	25%	17%	9%	7%
SOUTH KOREA	45%	28%	16%	5%	7%
SPAIN	24%	32%	30%	10%	3%
TURKEY	44%	19%	24%	9%	5%
UK	38%	32%	18%	6%	6%
US	41%	35%	13%	6%	6%

Question: How useful, if at all, do you think your degree will be in an AI assisted workplace? Answers: a. Not useful at all; b. Less useful than before; c. The same as before; d. More useful than before; e. I don't know. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

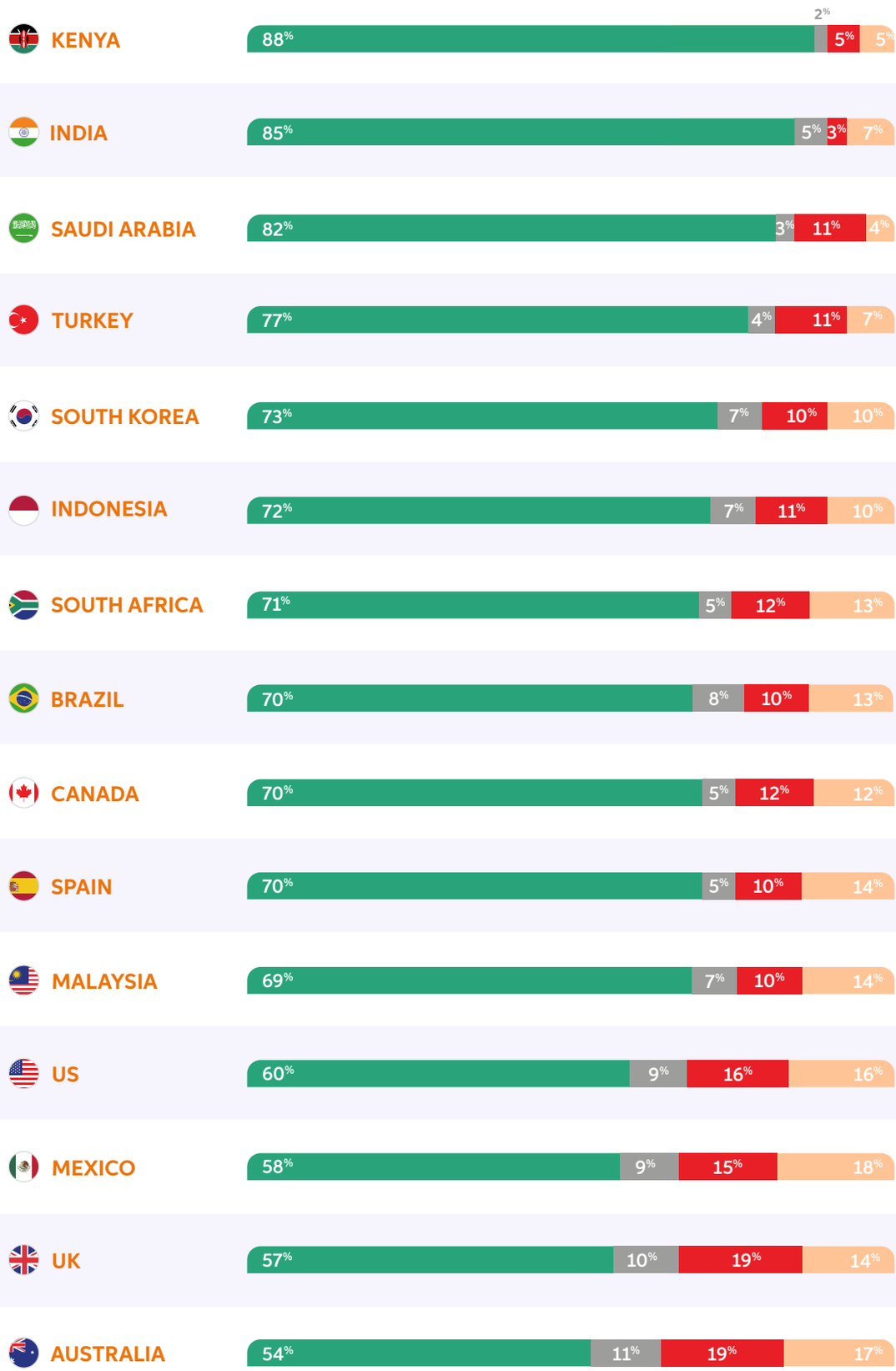
FINANCES

More than two-thirds of students worldwide (69%) would like their curriculum to include training in AI tools relevant to their future career.



Q. Would you like your curriculum to include training in AI tools relevant to your future career?

Question: Would you like your course curriculum to include training in AI tools relevant to your future career? Answer: a. Yes; b. No; c. AI would not be relevant in my future career; d. I don't know. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



Health, wellbeing, and social attitudes

KEY TAKEAWAYS

1

Less than two-thirds

58%

of students worldwide rated their mental wellbeing as “good” or “excellent” in the current academic term.

2

More than half

55%

of students worldwide say they have experienced not sleeping enough.

3

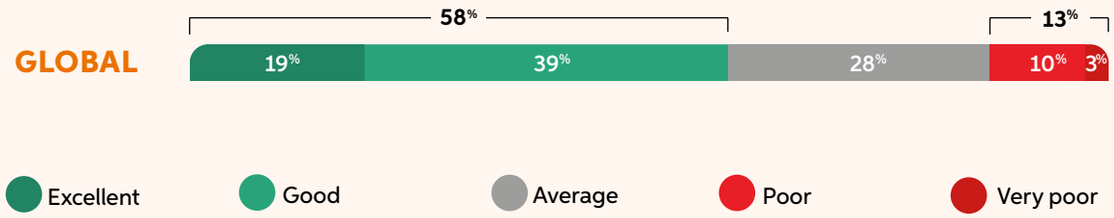
Nearly three in four

73%

of students worldwide agree that their country is a good place to live.

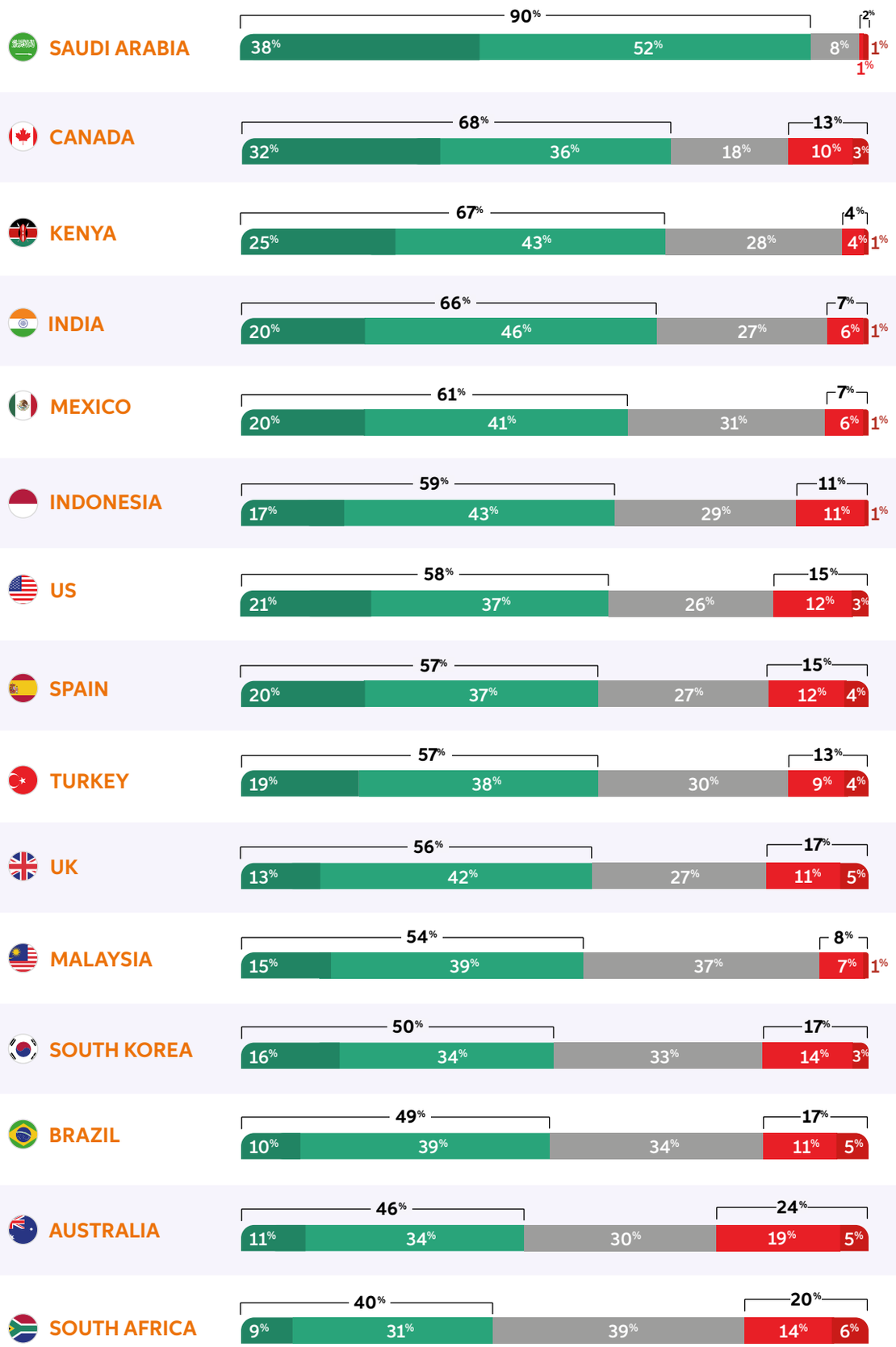
HEALTH, WELLBEING, AND SOCIAL ATTITUDES

Just 58% of students worldwide rated their mental wellbeing as “good” or “excellent” in the current academic term. 13% rated it “poor” or “very poor”.



Q. How would you rate your overall mental wellbeing during the current academic term?

Question: How would you rate your overall mental wellbeing during the current academic term? Answers: a. Excellent; b. Good; c. Average; d. Poor; e. Very Poor. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



HEALTH, WELLBEING, AND SOCIAL ATTITUDES

More than half of students worldwide (55%) say they have experienced not sleeping enough.

GLOBAL



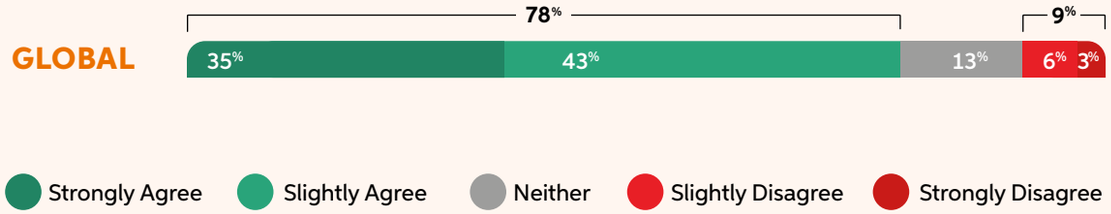
Q. Which of the following mental health challenges, if any, have you faced as a student in higher education?

Questtion: Which, if any, of the following mental health challenges, if any, have you faced as a student in higher education? Answers: a. Trouble meeting new people/making friends; b. Not sleeping enough; c. Not being able to practice healthy habits; d. Experiencing daily feelings of anxiety; e. Experienced academic burnout; f. I feel demeaned or disrespected by professors; g. Engaged in unhealthy behaviours; h. Not feeling supported by my university; i. Other (Please Specify); j. None of these; k. Prefer not to say. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

	AUSTRALIA	BRAZIL	CANADA	INDIA	INDONESIA	KENYA	MALAYSIA	MEXICO	SAUDI ARABIA	SOUTH AFRICA	SOUTH KOREA	SPAIN	TURKEY	UK	US
Not sleeping enough	66%	58%	48%	51%	60%	28%	73%	60%	38%	72%	46%	62%	50%	54%	56%
Experiencing daily feelings of anxiety	57%	55%	47%	40%	35%	34%	28%	42%	28%	58%	32%	48%	36%	49%	48%
Experiencing academic burnout	70%	17%	48%	36%	56%	19%	45%	56%	26%	49%	56%	52%	29%	44%	46%
Not being able to practice healthy habits	53%	46%	35%	44%	42%	30%	47%	38%	26%	47%	34%	44%	30%	35%	39%
Trouble meeting new people/ making friends	48%	32%	40%	36%	33%	37%	34%	27%	25%	44%	31%	25%	29%	39%	41%
Not feeling supported by my university	22%	19%	17%	21%	10%	8%	6%	16%	11%	12%	19%	16%	17%	16%	13%
Engaged in unhealthy behaviours	20%	11%	21%	9%	9%	6%	4%	7%	19%	15%	13%	16%	12%	24%	18%
I feel demeaned or disrespected by professors	10%	12%	16%	13%	11%	2%	7%	10%	13%	3%	8%	15%	18%	12%	8%
None of these	5%	8%	10%	7%	3%	9%	6%	14%	19%	2%	10%	6%	10%	6%	13%
Prefer not to say	0%	2%	0%	1%	1%	2%	1%	1%	3%	0%	1%	0%	1%	1%	0%

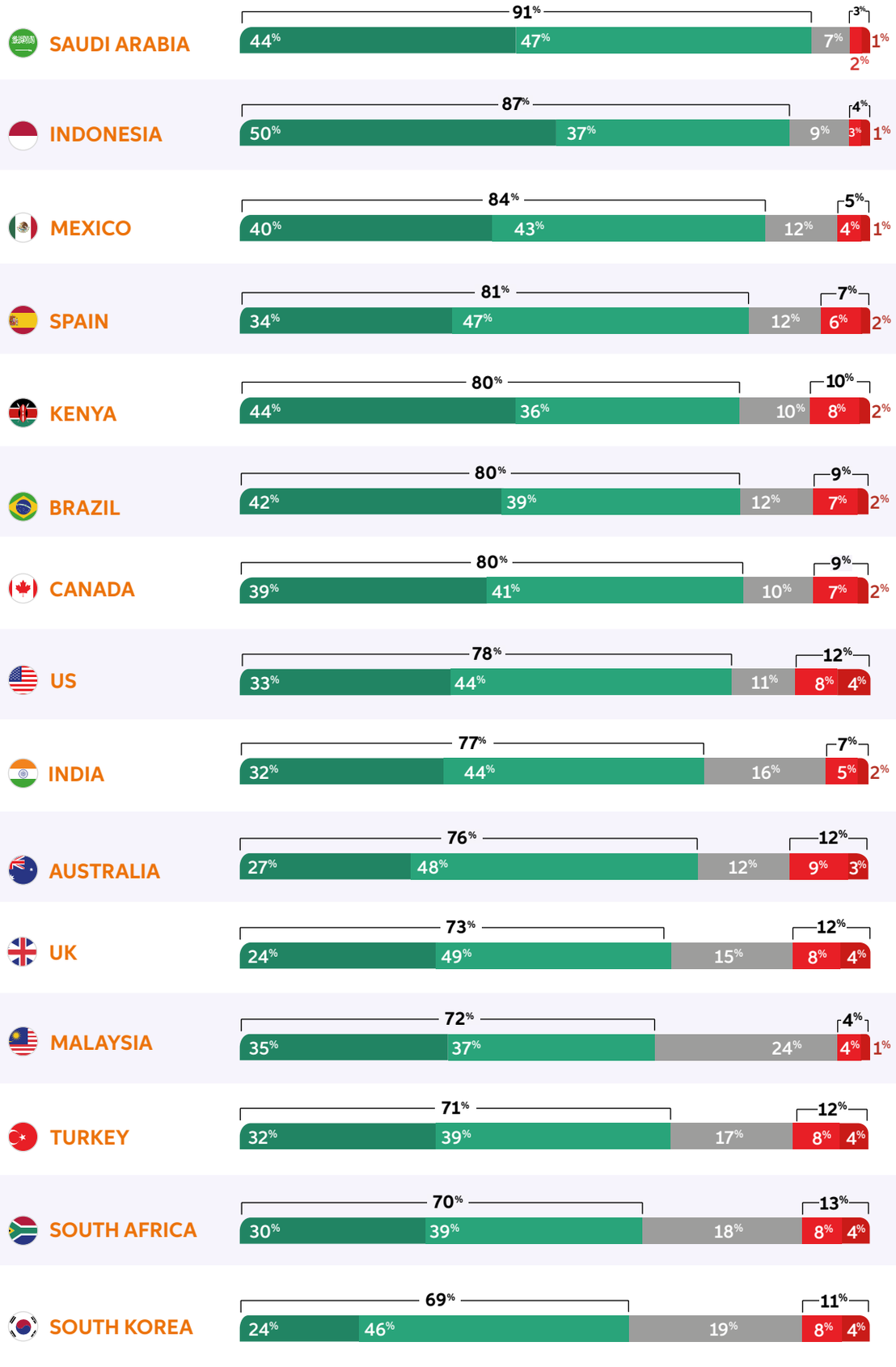
HEALTH, WELLBEING, AND SOCIAL ATTITUDES

Nearly four in five of students worldwide (78%) agree that in general, all things considered, they feel happy.



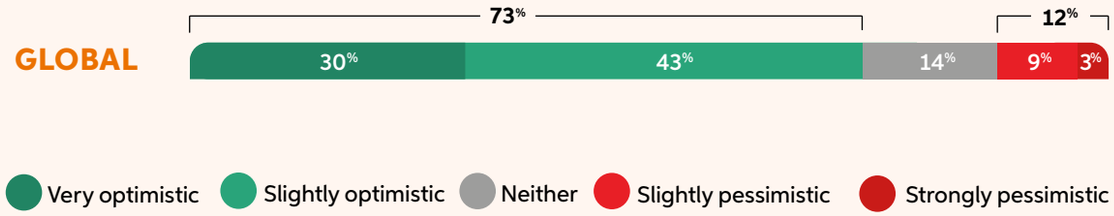
Q. To what extent do you agree or disagree with the following statement: **In general, all things considered, I feel happy.**

Question: To what extent do you agree or disagree with the following statements?: In general, all things considered, I feel happy. Answers: a.Strongly agree; b. Slightly agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



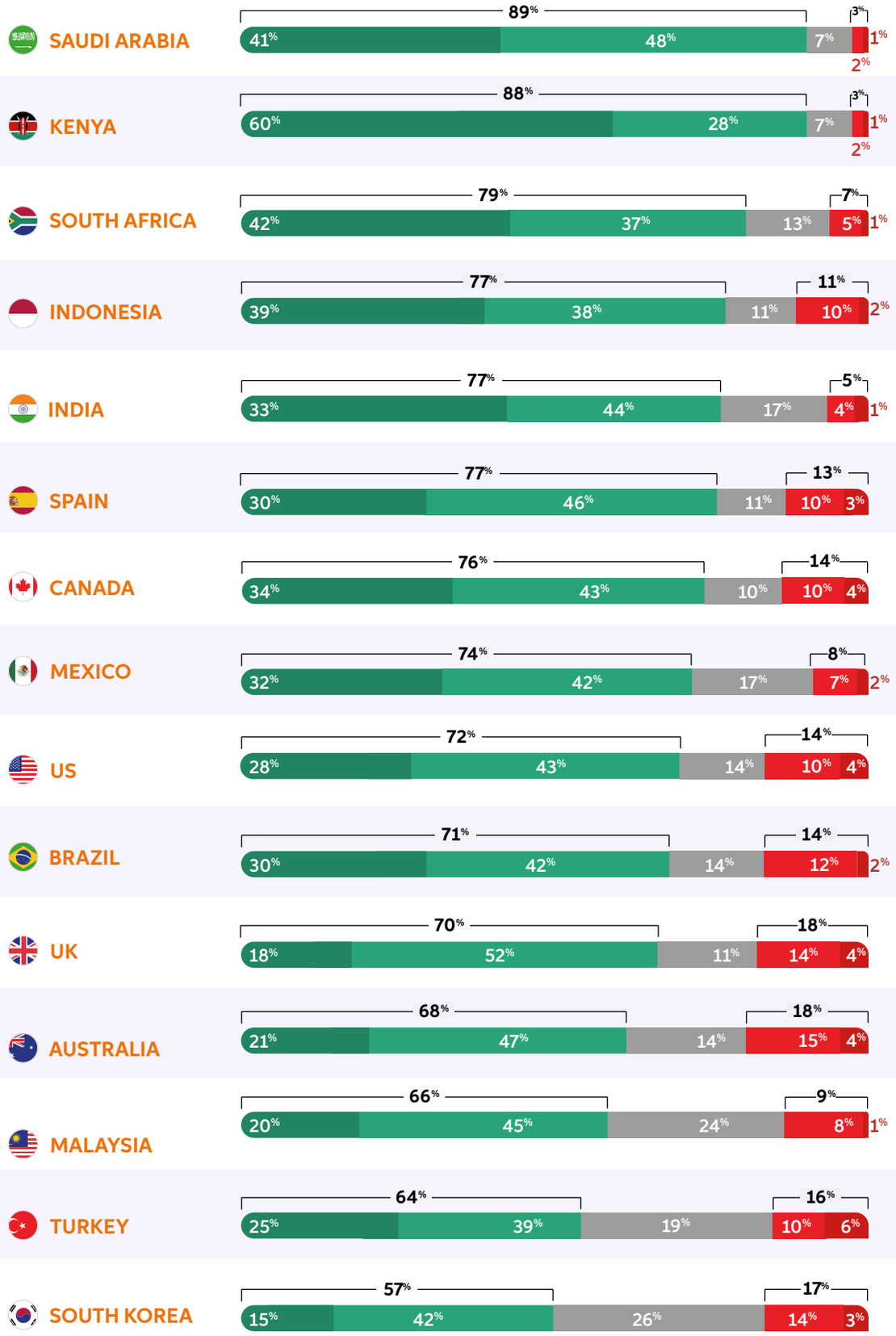
HEALTH, WELLBEING, AND SOCIAL ATTITUDES

Nearly three in four students worldwide (73%) say they currently feel optimistic about their future.



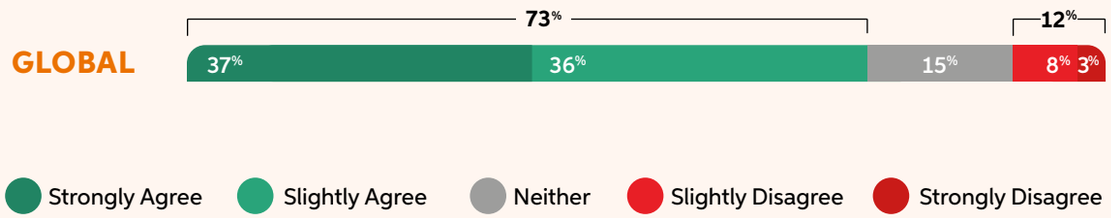
Q. We'd now like you to think about your mental health and wellbeing. **To what extent do you currently feel optimistic or pessimistic about your future?**

Question: We'd now like you to think about your mental health and wellbeing. To what extent do you currently feel optimistic or pessimistic about your future? Answer: a. Very optimistic; b. Slighlty optimistic; c. Neither optimistic nor pessimistic; d. Slightly pessimistic; e. Very pessimistic; f. Prefer not to say. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



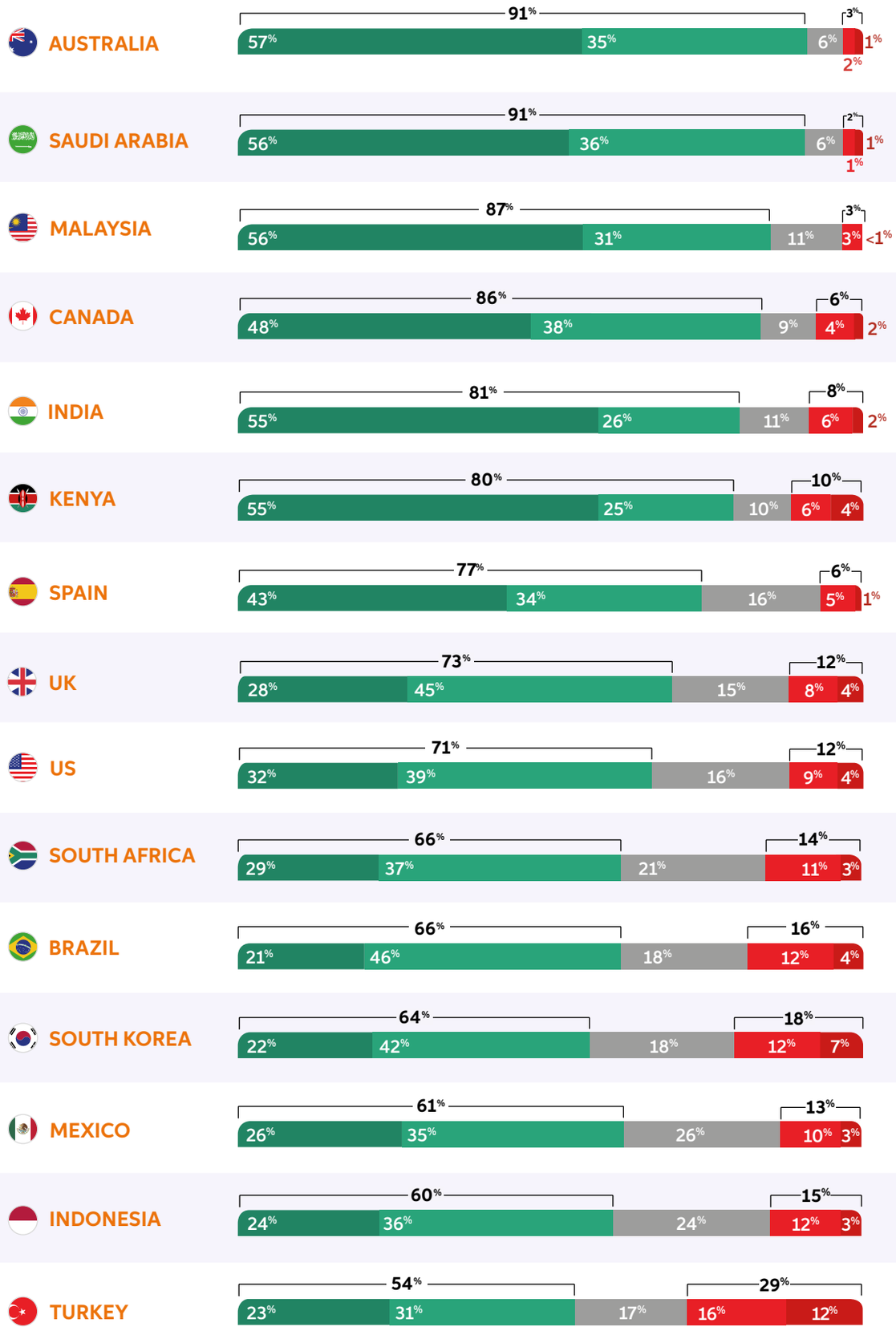
HEALTH, WELLBEING, AND SOCIAL ATTITUDES

Nearly three in four students worldwide (73%) agree that their country is a good place to live.



Q. To what extent do you agree or disagree with the following statement: **My country is a good place to live.**

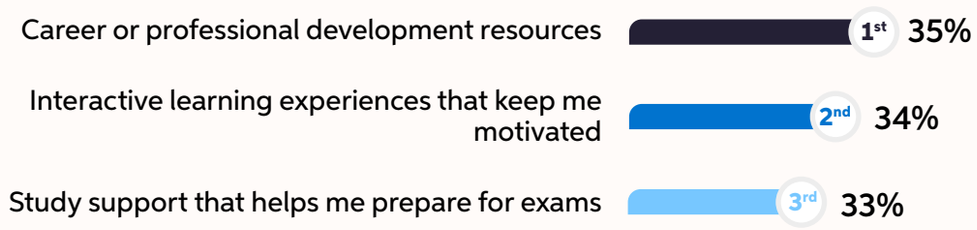
Question: To what extent do you agree or disagree with the following statements?: My country is a good place to live. Answers: a. Strongly agree; b. Slightly Agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



HEALTH, WELLBEING, AND SOCIAL ATTITUDES

More than one-third of students worldwide (35%) say that “career or professional development resources” are an important type of support for them outside the classroom.

GLOBAL



Q. Outside the classroom, which of the following types of support, if any, are important to you?

Question: Outside the classroom, which of the following types of support, if any, are important to you? Answers: Please pick your top 3 in order: a. 24/7 study support that gives me access to a human expert; b. Study support that adapts to my specific learning goals; c. Study support that helps me prepare for exams; d. Interactive learning experiences that keep me motivated; e. Social and collaborative options for learning with peers; f. Support that helps me improve my time management; g. Financial guidance; h. Support managing accommodations for learning differences or disabilities; i. Career or professional development resources; j. Mental health support tools; k. Other (please specify); l. None of these. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).

	1st	2nd	3rd
AUSTRALIA	Interactive learning experiences that keep me motivated (37%)	Career or professional development resources (35%)	Social and collaborative options for learning with peers (34%)
BRAZIL	Mental health support tools (40%)	Career or professional development resources (36%)	Interactive learning experiences that keep me motivated (35%)
CANADA	Interactive learning experiences that keep me motivated (33%)	Career or professional development resources (32%)	Support that helps me improve my time management (31%)
INDIA	Career or professional development resources (43%)	Study support that helps me prepare for exams (36%)	Mental health support tools (33%)
INDONESIA	Interactive learning experiences that keep me motivated (48%)	Career or professional development resources (45%)	Support that helps me improve my time management (39%)
KENYA	Financial counselling and guidance (41%)	Interactive learning experiences that keep me motivated (39%)	Career or professional development resources (36%)
MALAYSIA	Interactive learning experiences that keep me motivated (42%)	Study support that helps me prepare for exams (41%)	Study support that adapts to my specific learning goals (36%)
MEXICO	Mental health support tools (37%)	Career or professional development resources (36%)	Interactive learning experiences that keep me motivated (34%)
SAUDI ARABIA	Support that helps me improve my time management (34%)	Study support that helps me prepare for exams (33%)	Study support that adapts to my specific learning goals (31%)
SOUTH AFRICA	Study support that helps me prepare for exams (45%)	Mental health support tools (39%)	Support that helps me improve my time management (35%)
SOUTH KOREA	Career or professional development resources (40%)	Study support that adapts to my specific learning goals (37%)	Study support that helps me prepare for exams (36%)
SPAIN	Study support that helps me prepare for exams (38%)	Support that helps me improve my time management (38%)	Mental health support tools (34%)
TURKEY	Career or professional development resources (41%)	Interactive learning experiences that keep me motivated (33%)	Support that helps me improve my time management (32%)
UK	Study support that helps me prepare for exams (35%)	Career or professional development resources (33%)	Mental health support tools (33%)
US	Mental health support tools (37%)	Career or professional development resources (35%)	Interactive learning experiences that keep me motivated (31%)

Finances

KEY TAKEAWAYS

1

69%

of students worldwide say they would prefer their university degree take a shorter time to complete if it were cheaper.

2

Nearly three in four

72%

of students worldwide agree that their university education is good value for money.

3

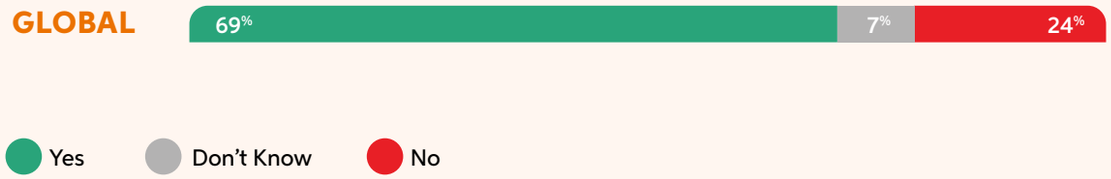
More than three in four

77%

of students worldwide agreed that they feel hopeful about their finances in the future.

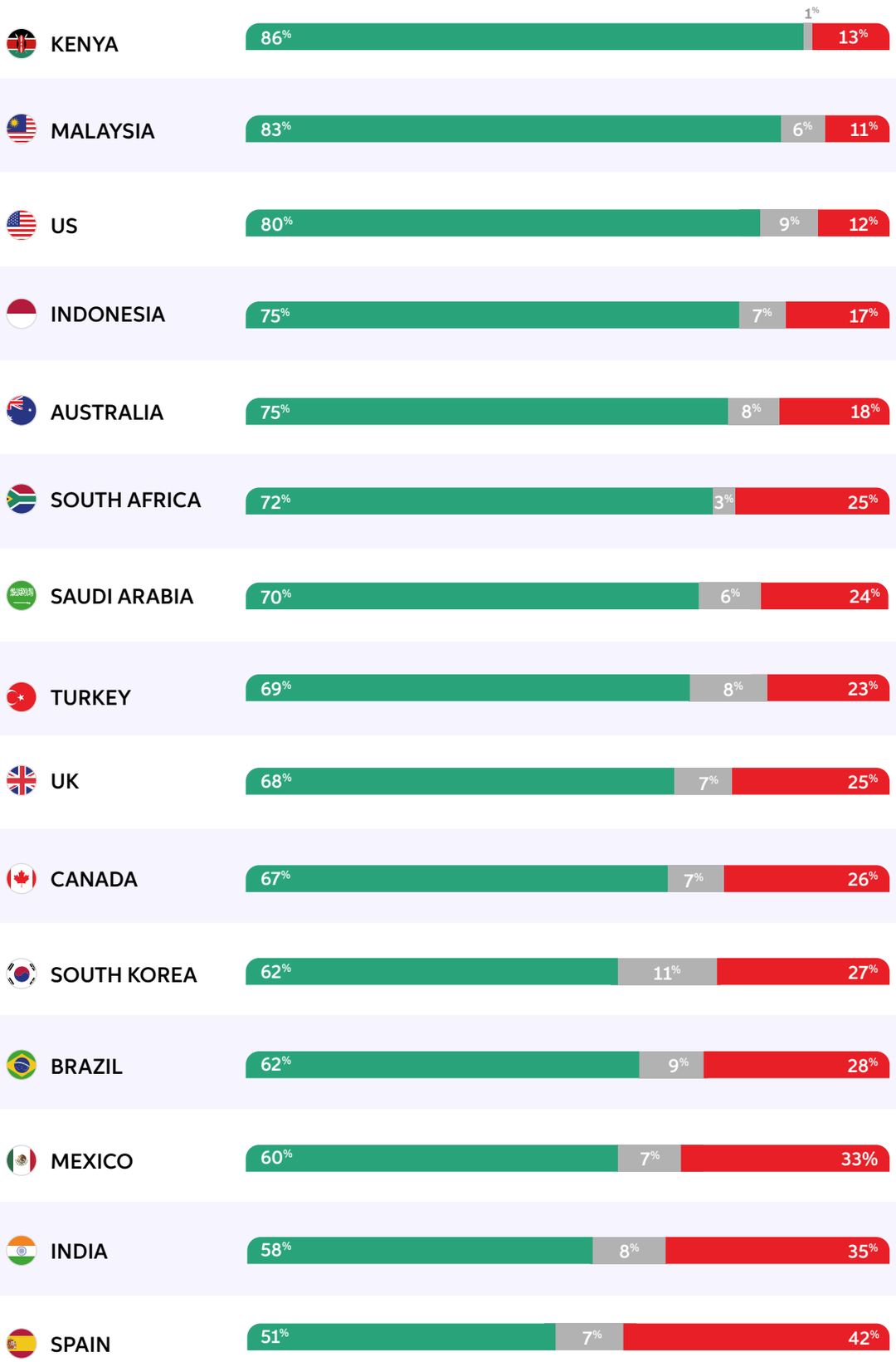
FINANCES

69% of students worldwide say they would prefer their university degree take a shorter time to complete if it were cheaper.



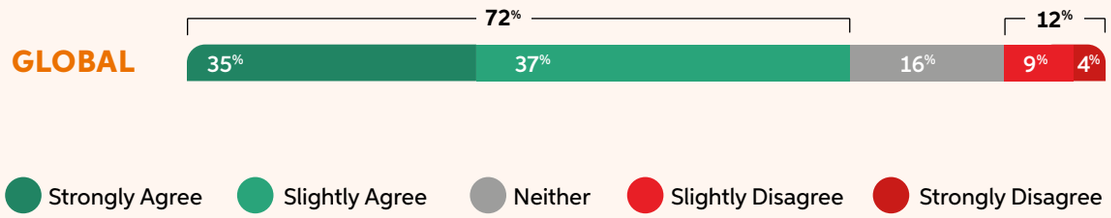
Q. Please answer yes or no to the following questions: **If it was cheaper, would you prefer your university degree take a shorter amount of time to complete?**

Question: Please answer yes or no to the following questions: If it was cheaper, would you prefer your university degree take a shorter amount of time to complete? Answers: a. Yes; b. No; c. Don't Know. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



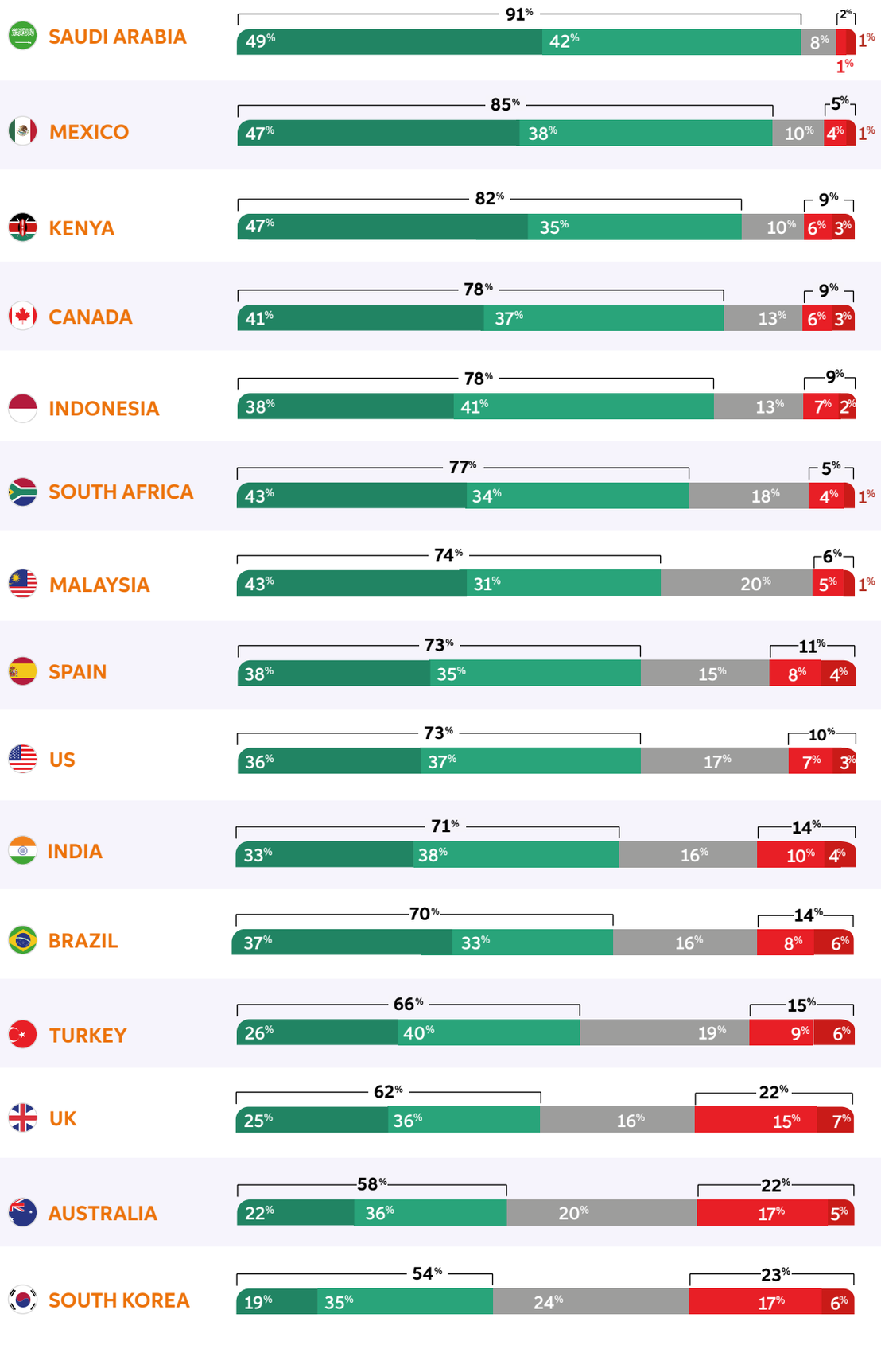
FINANCES

Nearly three in four students worldwide (72%) agree that their university education is good value for money.



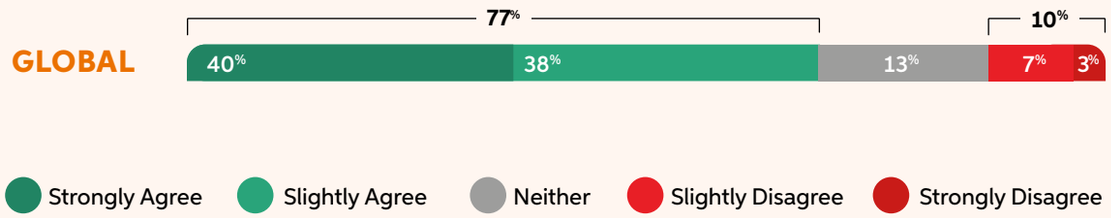
Q. To what extent do you agree or disagree with the following statement: **My university education is good value for money.**

Question: To what extent do you agree or disagree with the following statements?: My university education is good value for money. Answers: a. Strongly agree; b. Slightly agree; c. Neither agree nor disagree; d. Slightly disagree; e. Strongly disagree. Base: 2024. All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



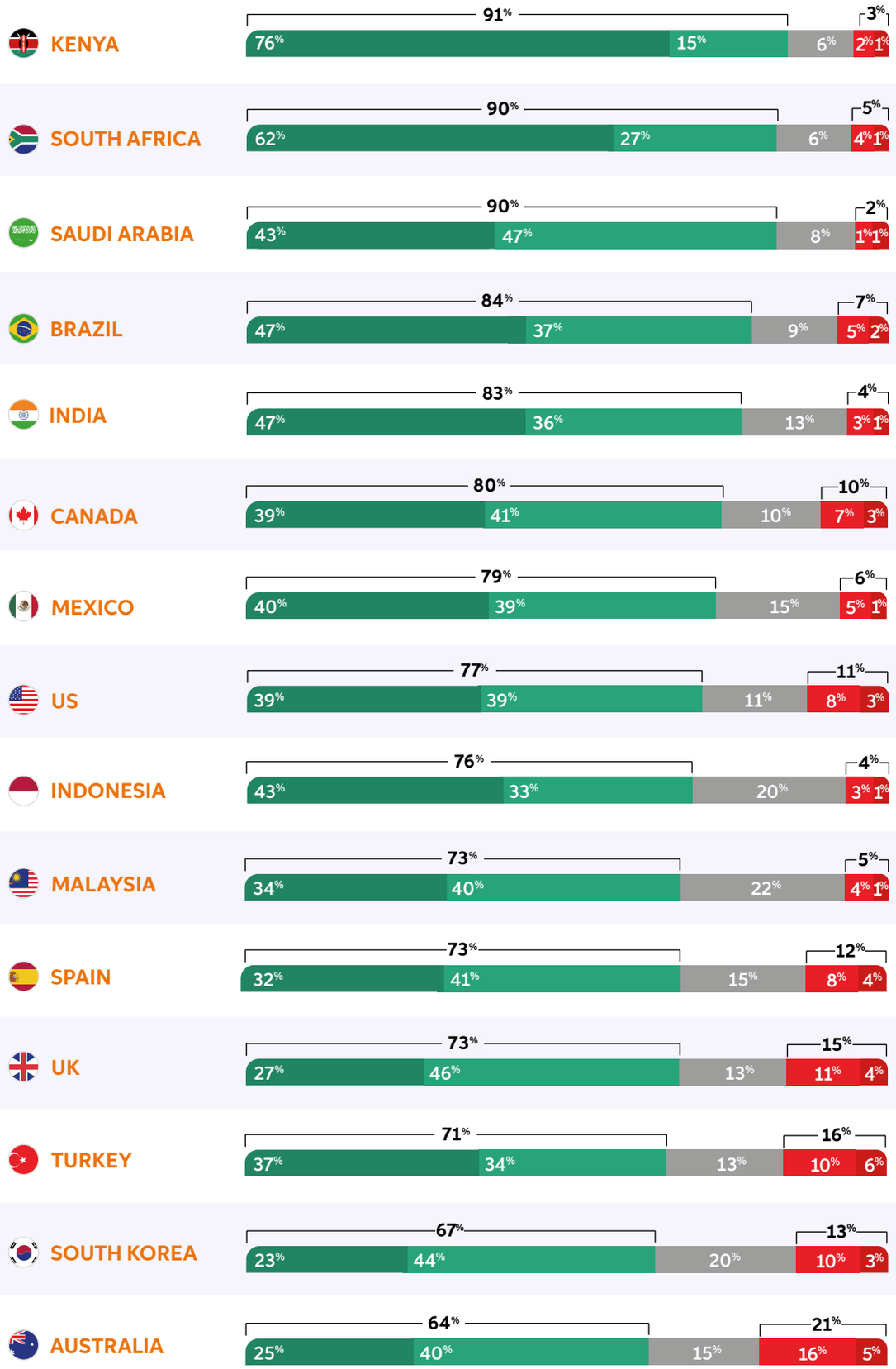
FINANCES

More than three in four students worldwide (77%) agreed that they feel hopeful agreed that they feel hopeful about their finances in the future.



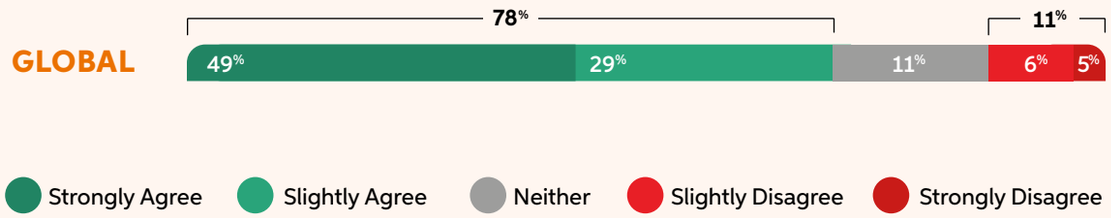
Q. To what extent do you agree or disagree with the following statement: **I feel hopeful about my finances in the future.**

Question: To what extent do you agree or disagree with the following statements?I feel hopeful about my finances in the future. Answers: a. Strongly Agree; b. Slightly Agree; c. Neither agree nor disagree; d. Slightly Disagree; e. Strongly disagree. Base: 2024. All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



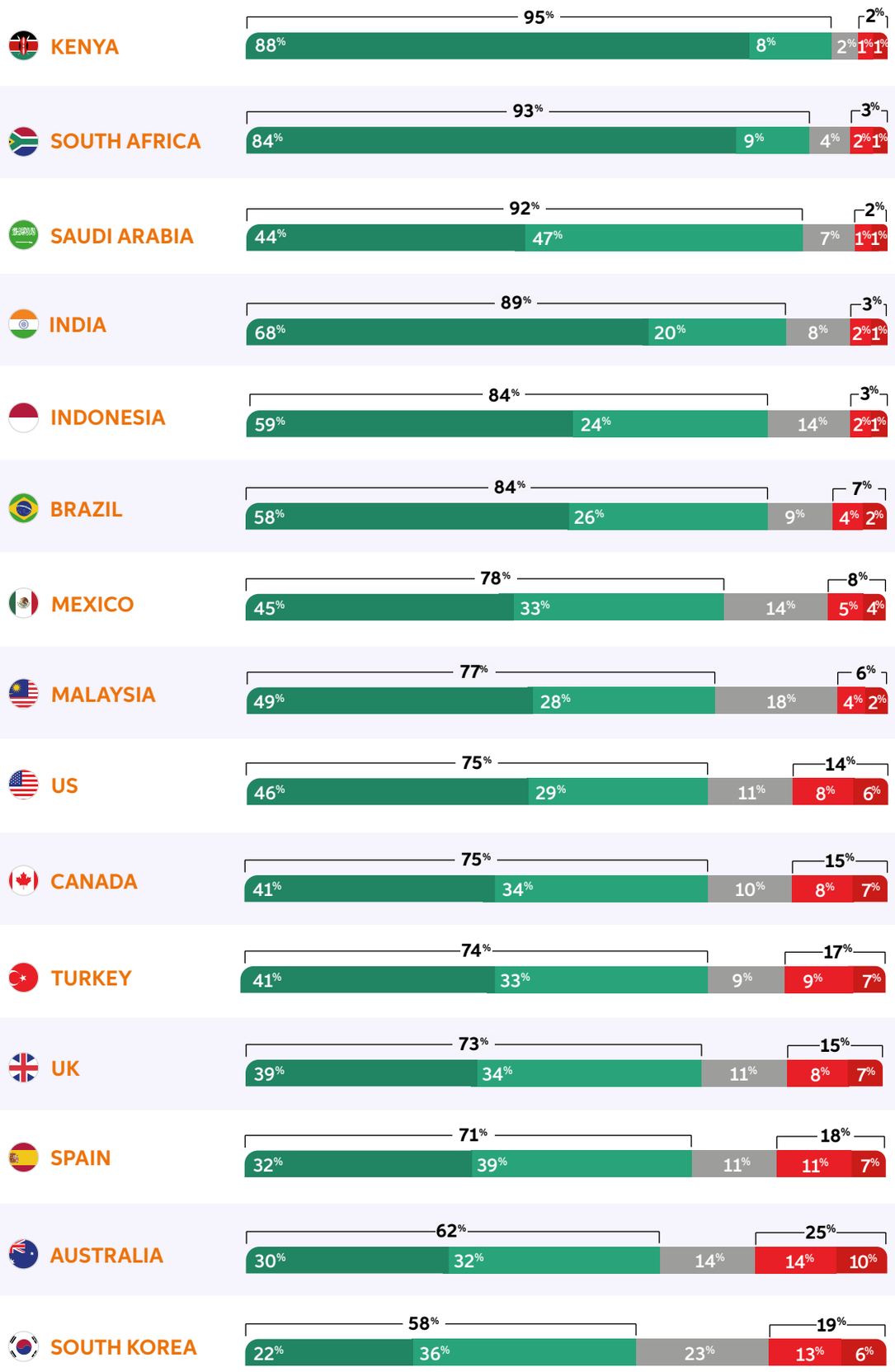
FINANCES

Nearly four in five students worldwide (78%) believe they will own their own home before they are 35 years old.



Q. To what extent do you agree or disagree with the following statement: **I believe I will own my own home before I am 35.**

Question: To what extent do you agree or disagree with the following statements? I believe I will own my own home before I am 35. Answers: a. Strongly agree; b. Slightly agree; c. Neither agree nor disagree. d. Slightly disagree; e. Strongly disagree. Base: 2024 All respondents: Total (11,706), Australia (1000), Brazil (1000), Canada (1000), India (1000), Indonesia (701), Kenya (500), Malaysia (500), Mexico (1000), Saudi Arabia (500), South Africa (502), South Korea (500), Spain (500), Turkey (1002), UK (1001), US (1000).



Key Country Findings

Highlights for **Australia**

77% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

67% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

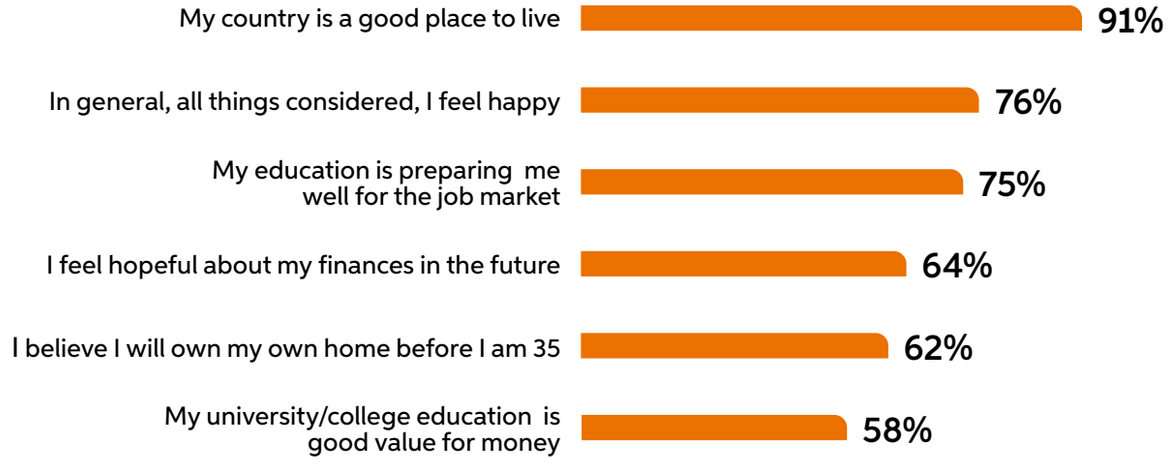
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

23% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

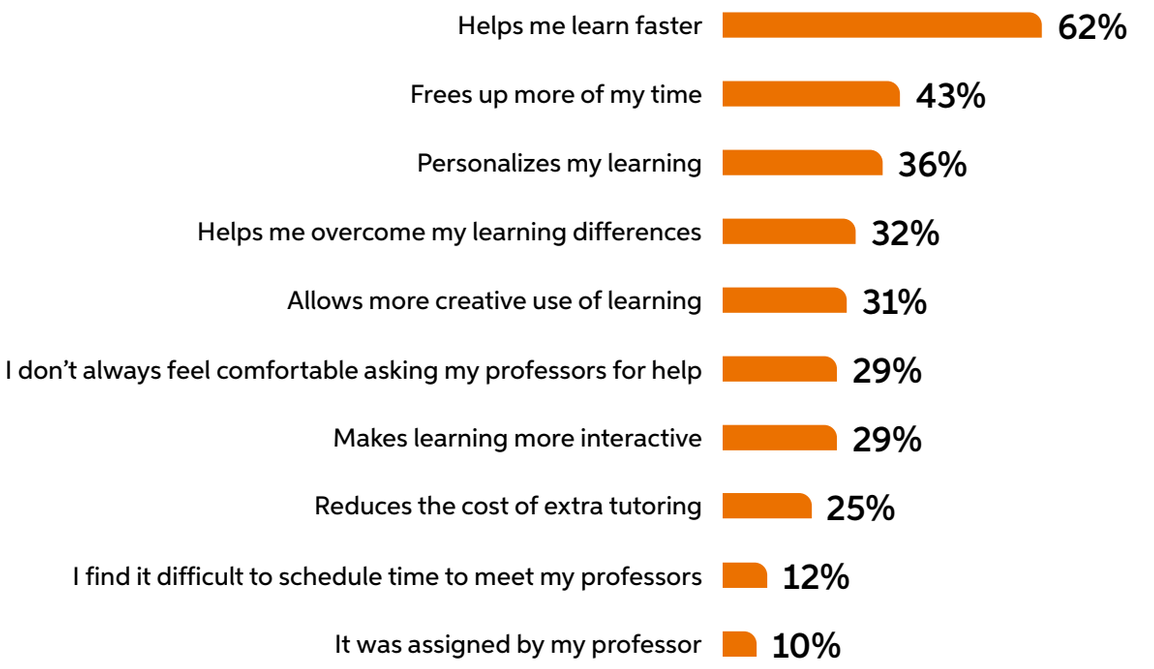
These are the key Australia findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



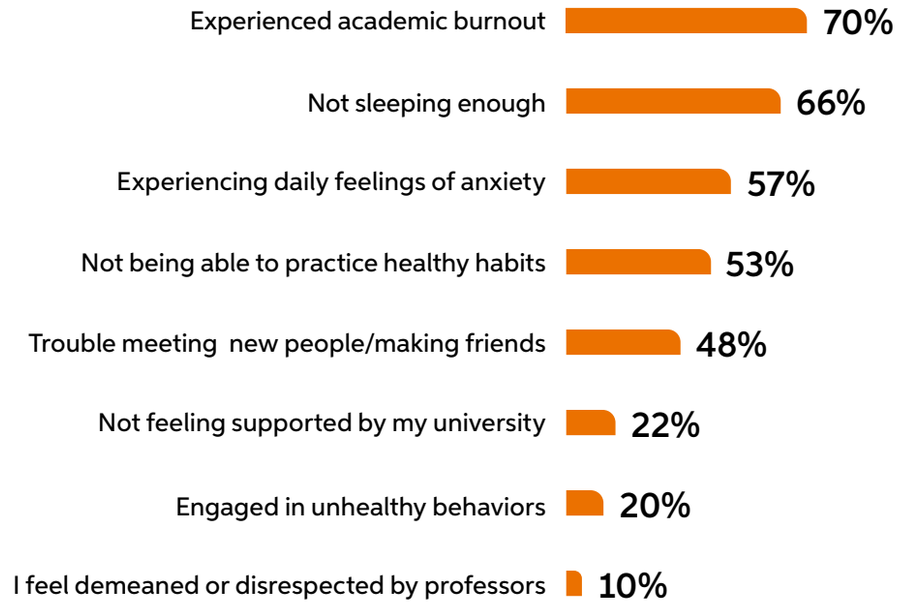
Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Australian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Australia aged 18-21 years 2024 (1000)

Highlights for **Brazil**

84% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

58% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

20% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

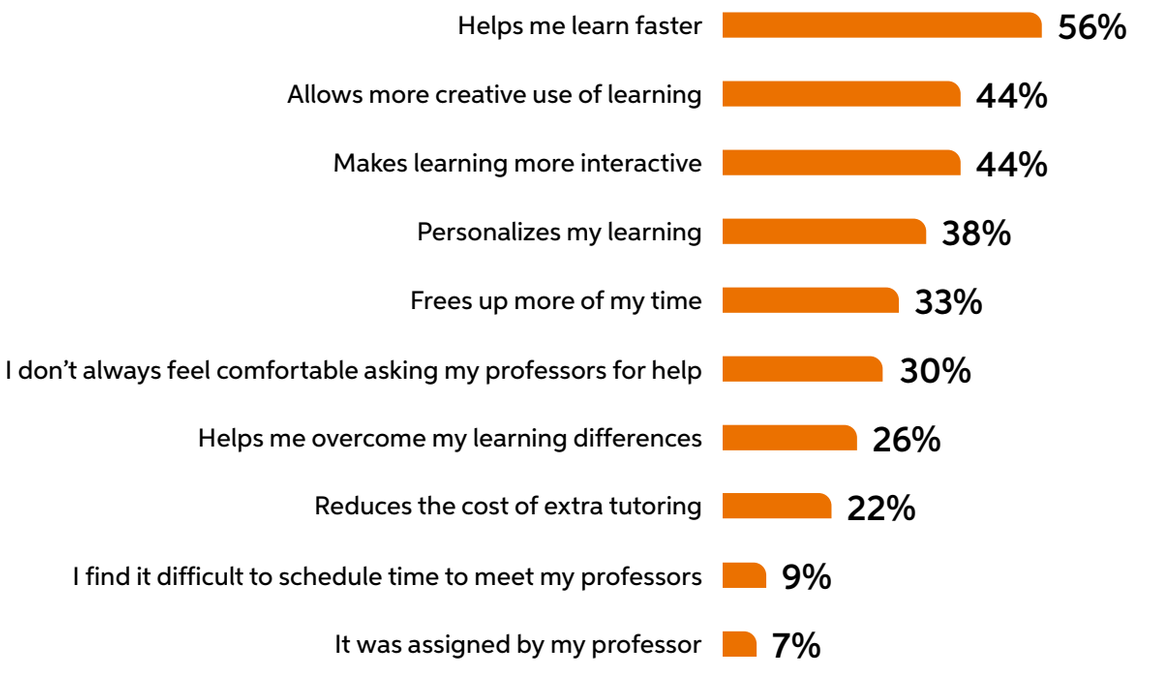
These are the key Brazil findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



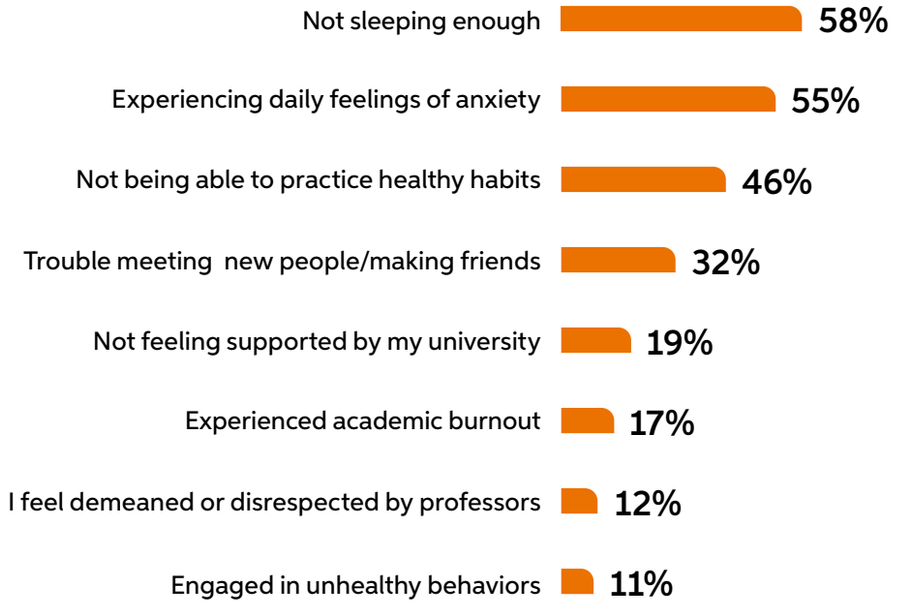
Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Brazilian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Brazil aged 18-21 years 2024 (1000)

Highlights for **Canada**

79% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

44% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

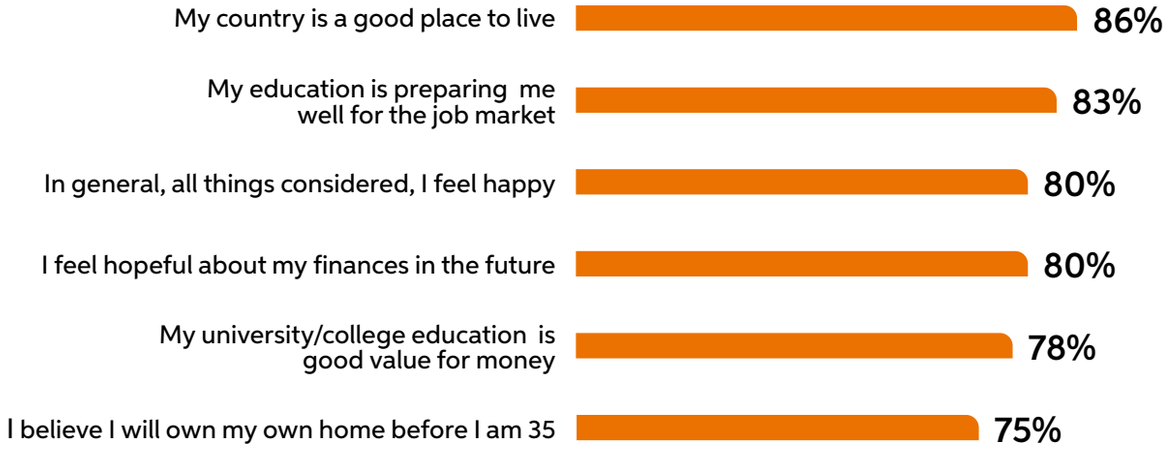
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

34% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

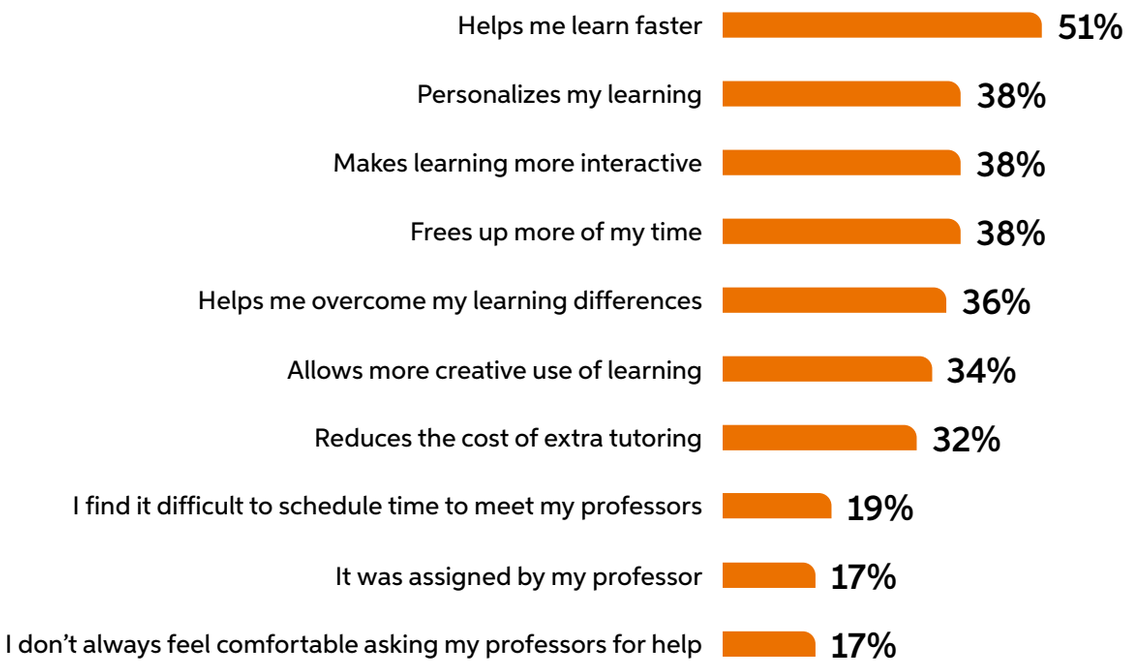
These are the key Canada findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Canadian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Canada aged 18-21 years 2024 (1000)

Highlights for **India**

84% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

40% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

38% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

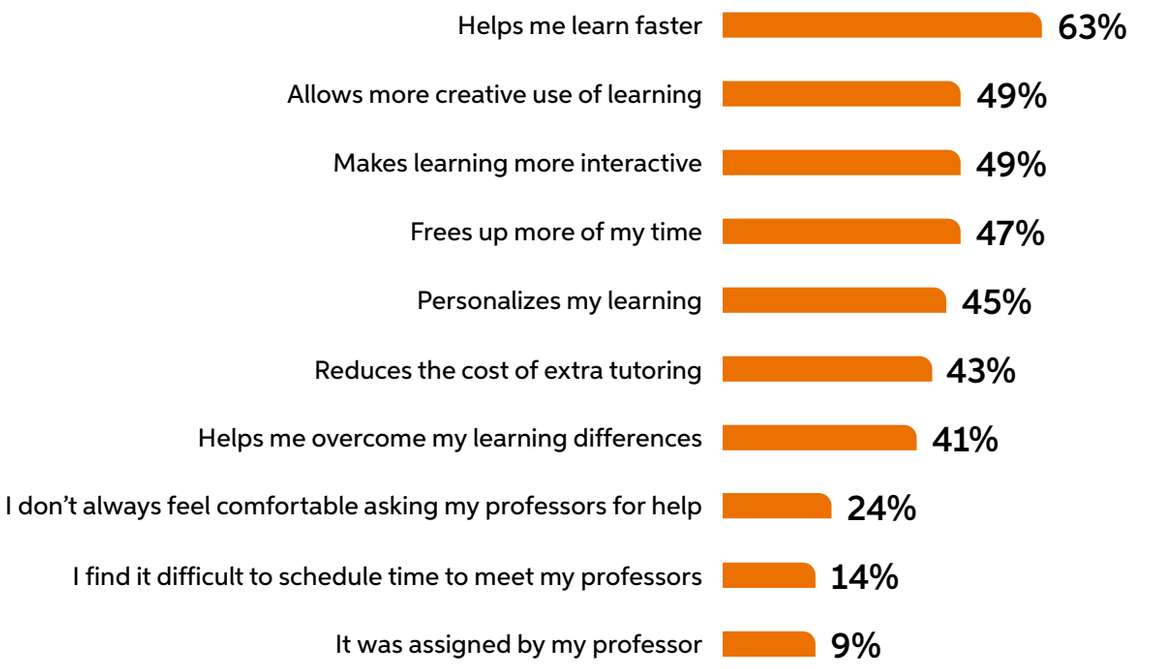
These are the key India findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Indian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in India aged 18-21 years 2024 (1000)

Highlights for **Indonesia**

95% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

64% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

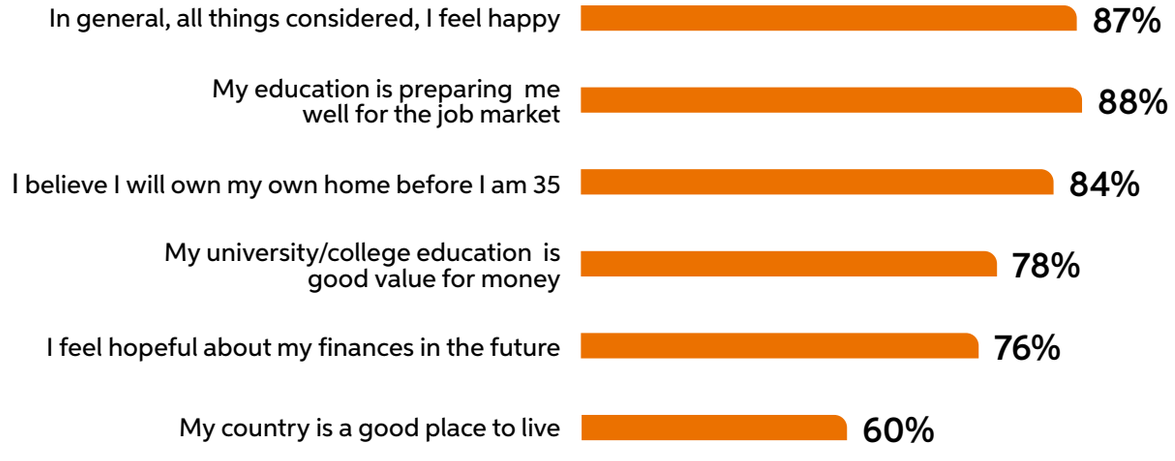
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

45% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

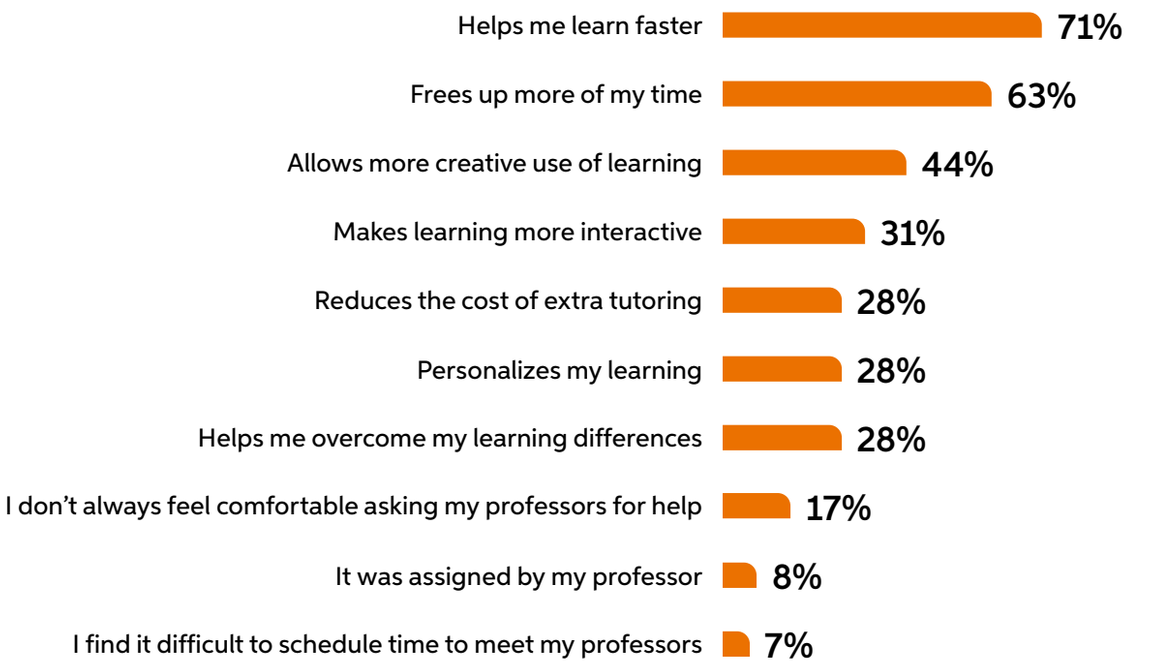
These are the key Indonesia findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Indonesian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Indonesia aged 18-21 years 2024 (701)

Highlights for **Kenya**

83% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

48% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

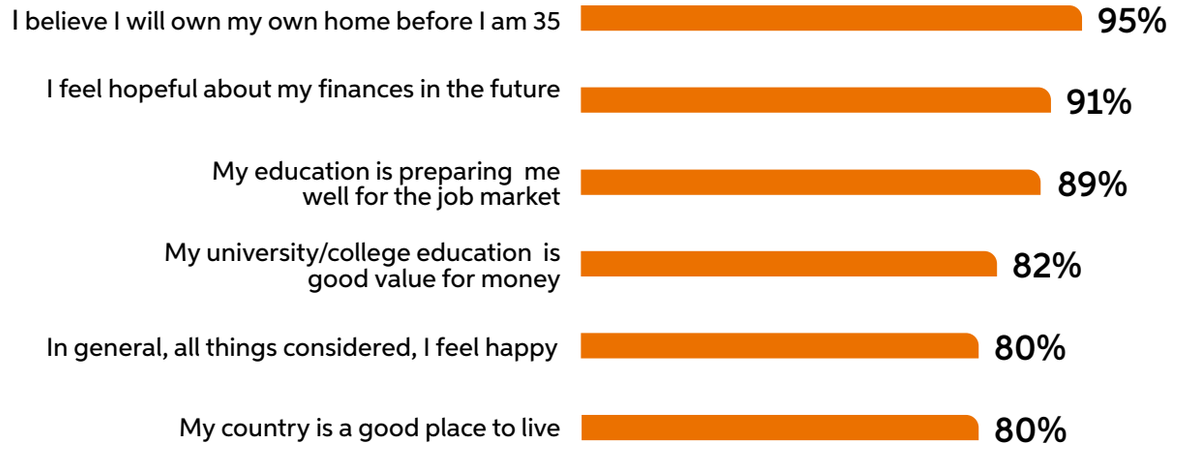
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

42% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

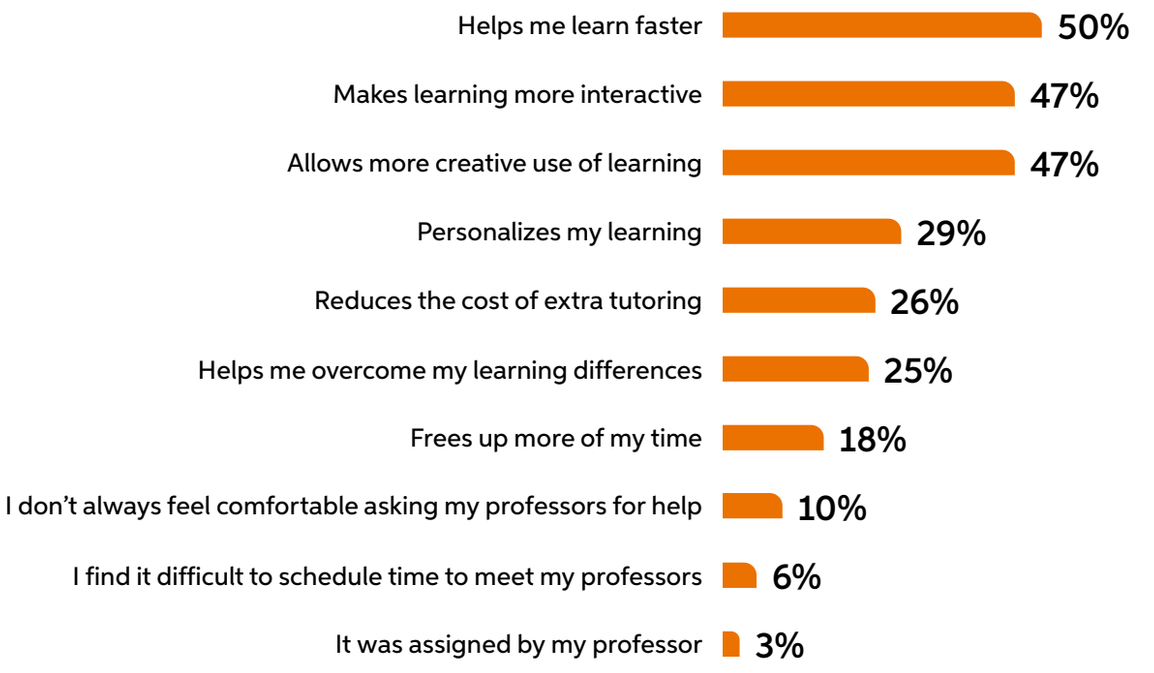
These are the key Kenya findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



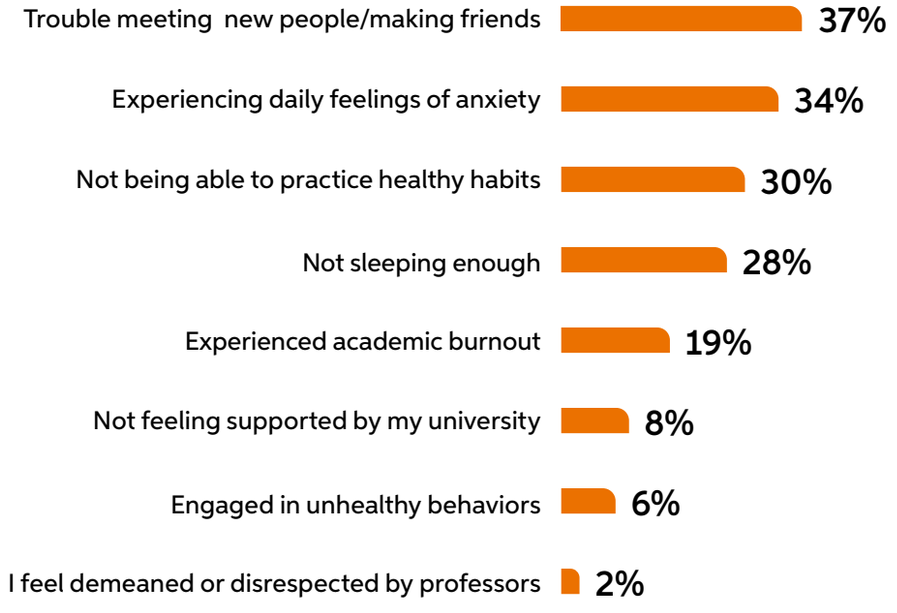
Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Kenyan respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Kenya aged 18-21 years 2024 (500)

Highlights for **Malaysia**

90% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

65% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

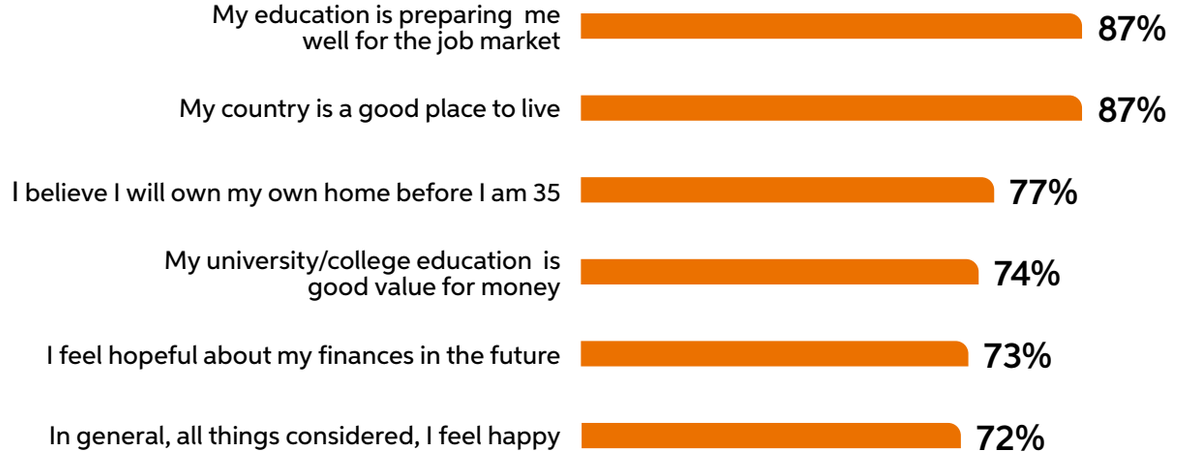
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

28% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

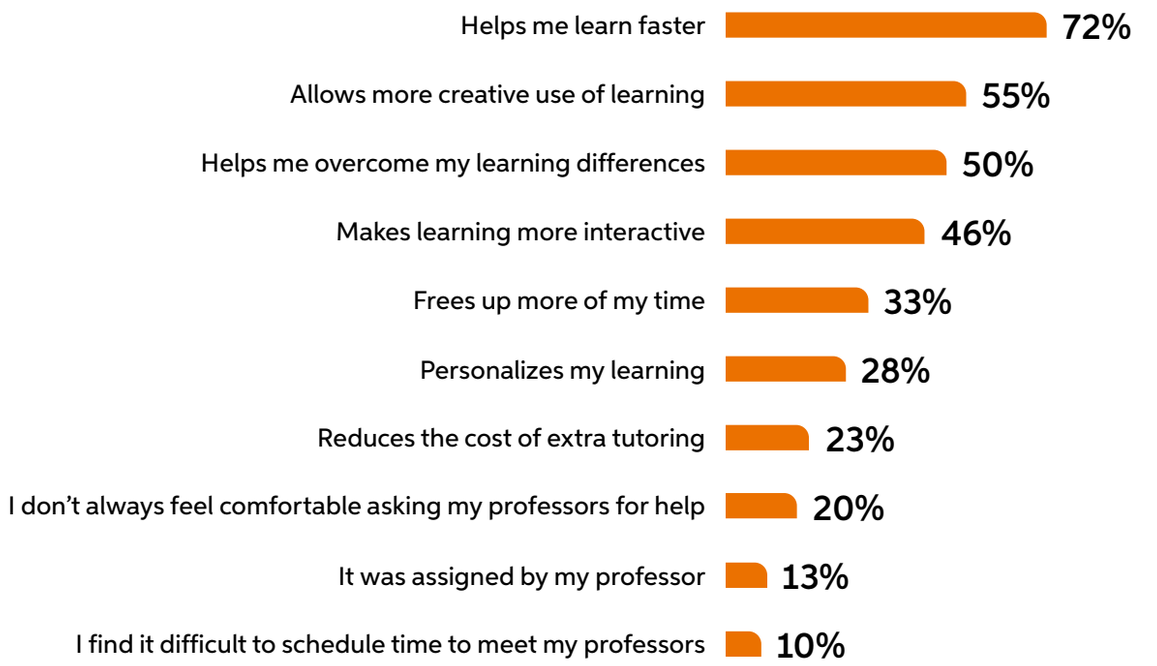
These are the key Malaysia findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Malaysian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Malaysia aged 18-21 years 2024 (500)

Highlights for **Mexico**

83% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

52% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

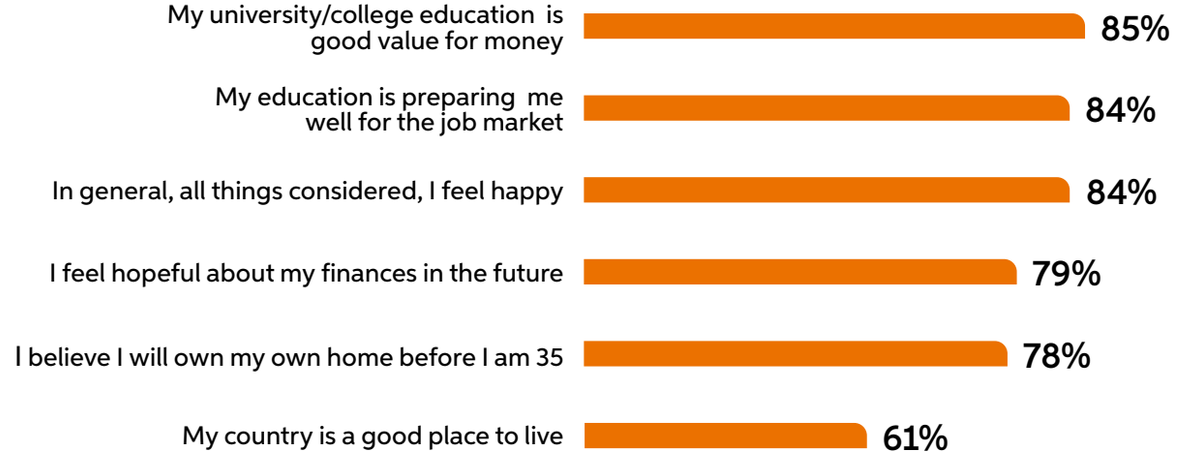
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

25% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

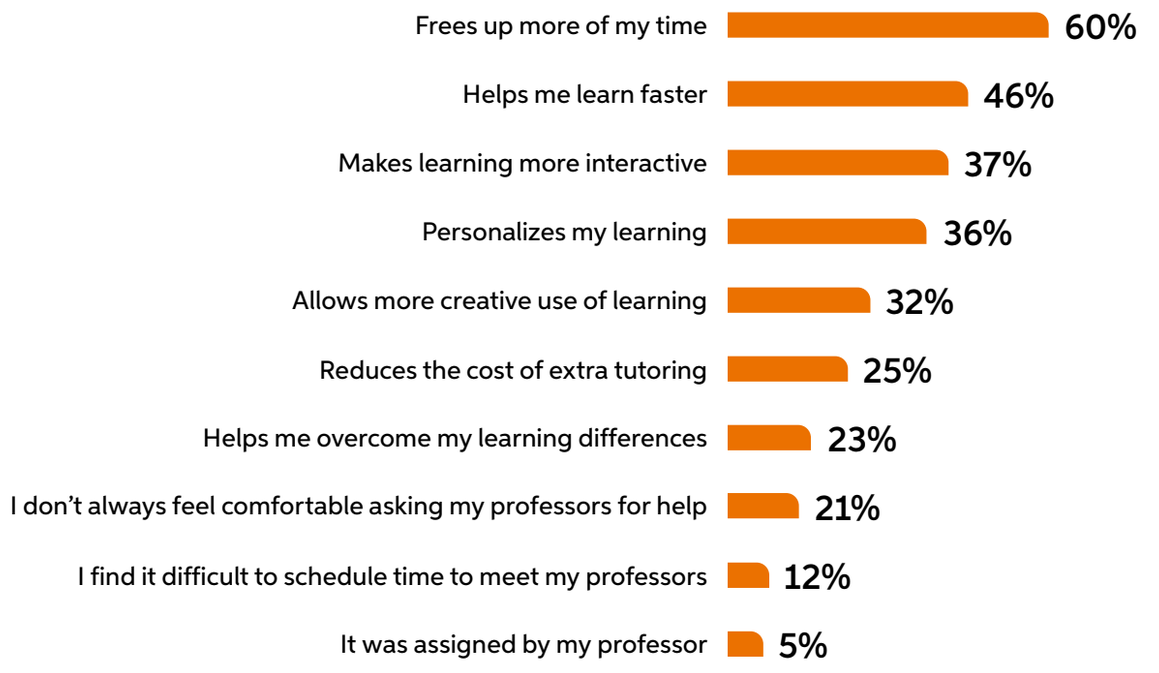
These are the key Mexico findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Mexican respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Mexico aged 18-21 years 2024 (1000)

Highlights for **Saudi Arabia**

89% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

42% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

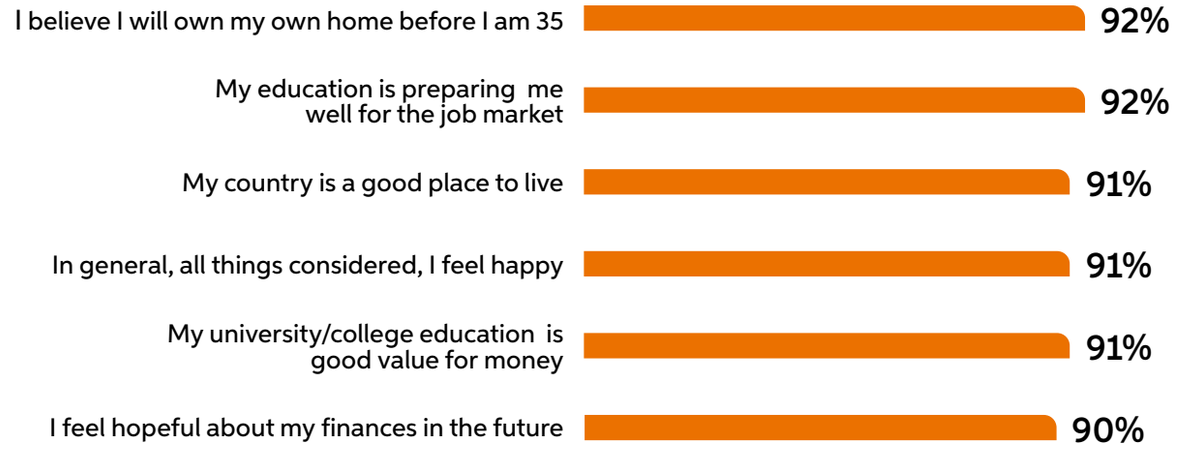
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

40% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

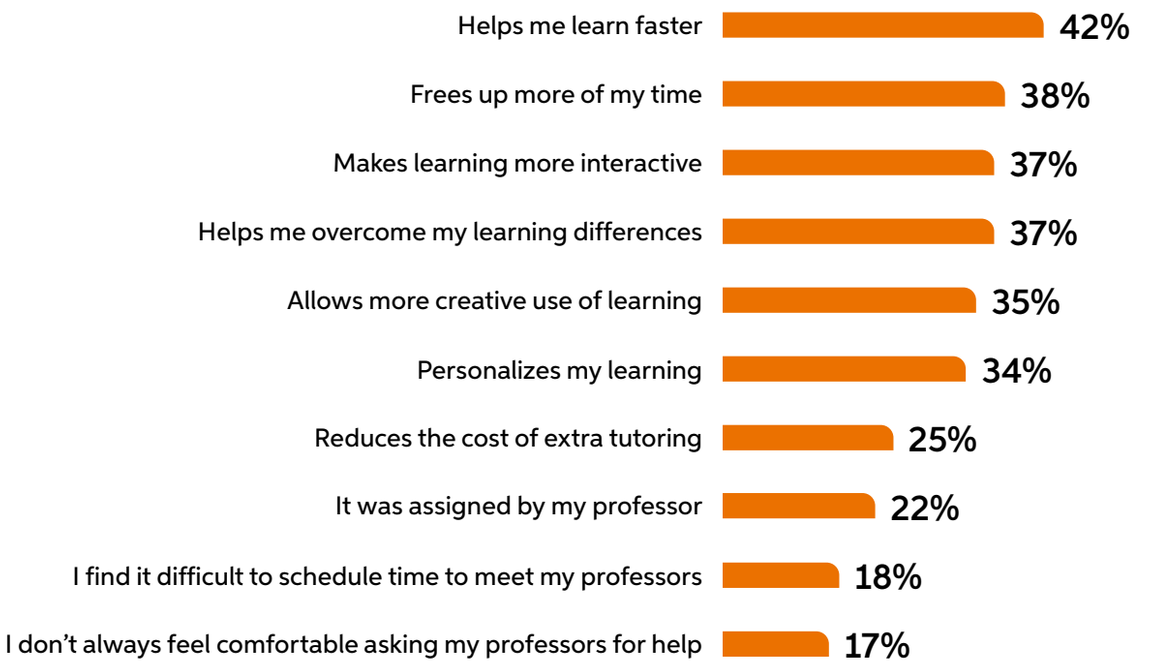
These are the key Saudi Arabia findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Saudi Arabian respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Saudi Arabia aged 18-21 years 2024 (500)

Highlights for **South Africa**

81% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

56% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

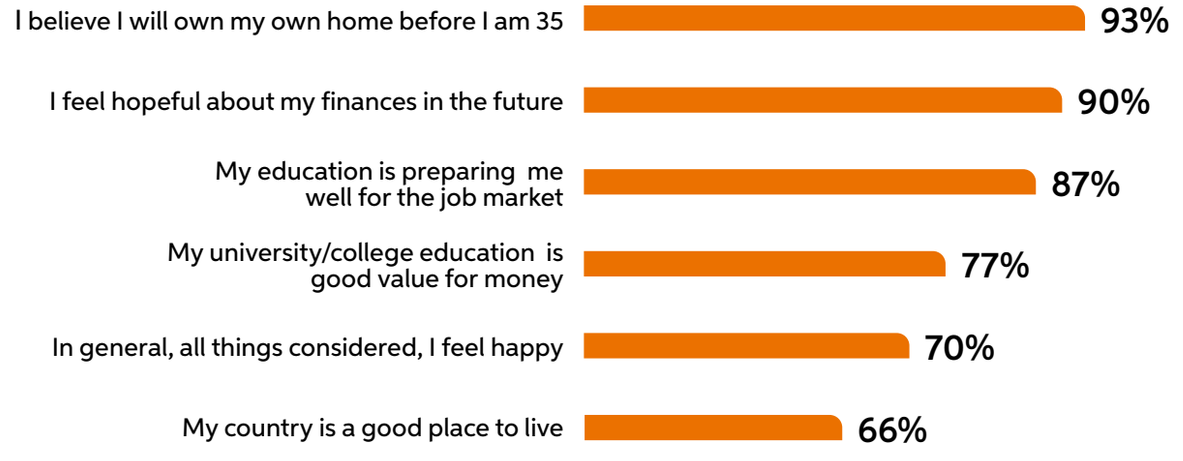
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

30% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

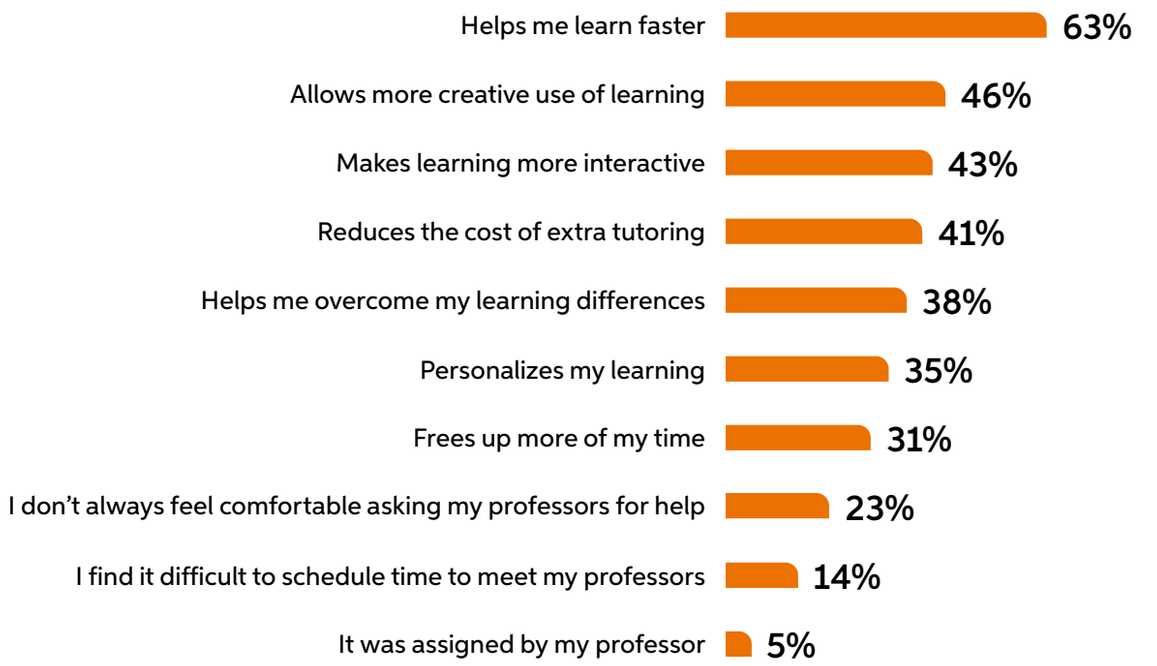
These are the key South Africa findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: South African respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in South Africa aged 18-21 years 2024 (502)

Highlights for **South Korea**

84% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

60% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

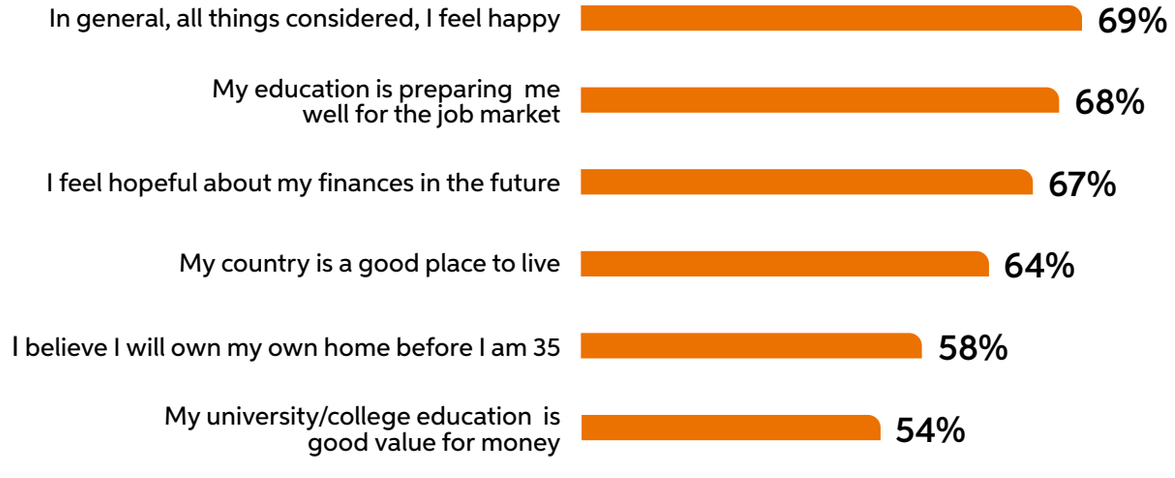
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

27% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

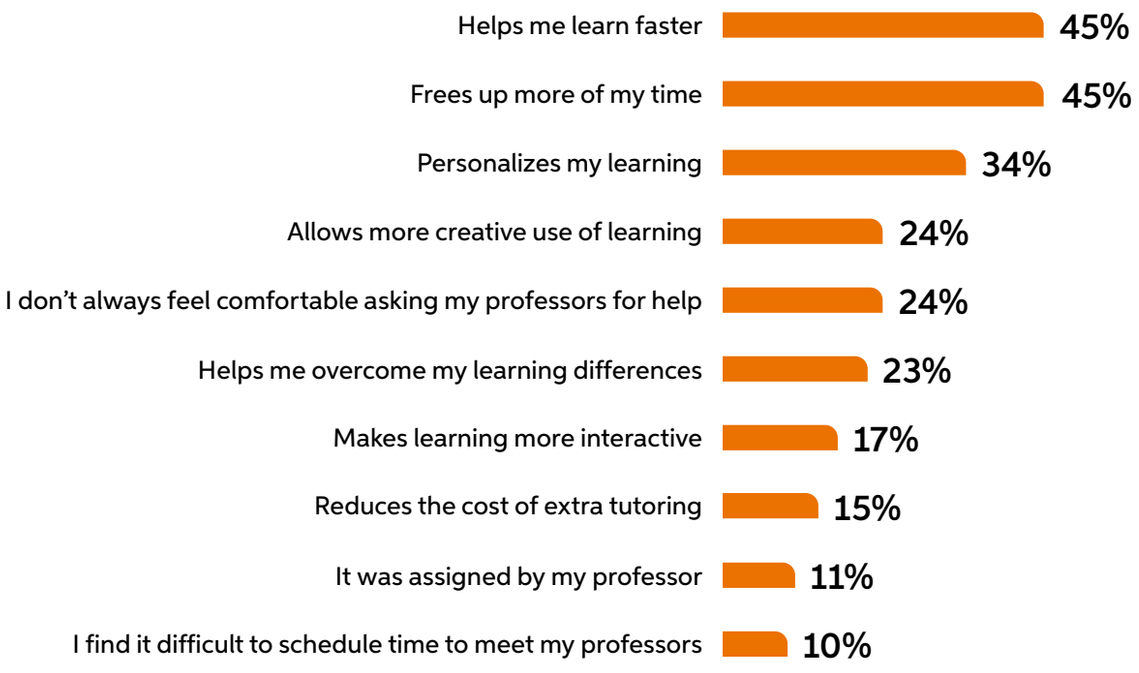
These are the key South Korea findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: South Korean respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in South Korea aged 18-21 years 2024 (500)

Highlights for **Spain**

87% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

59% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

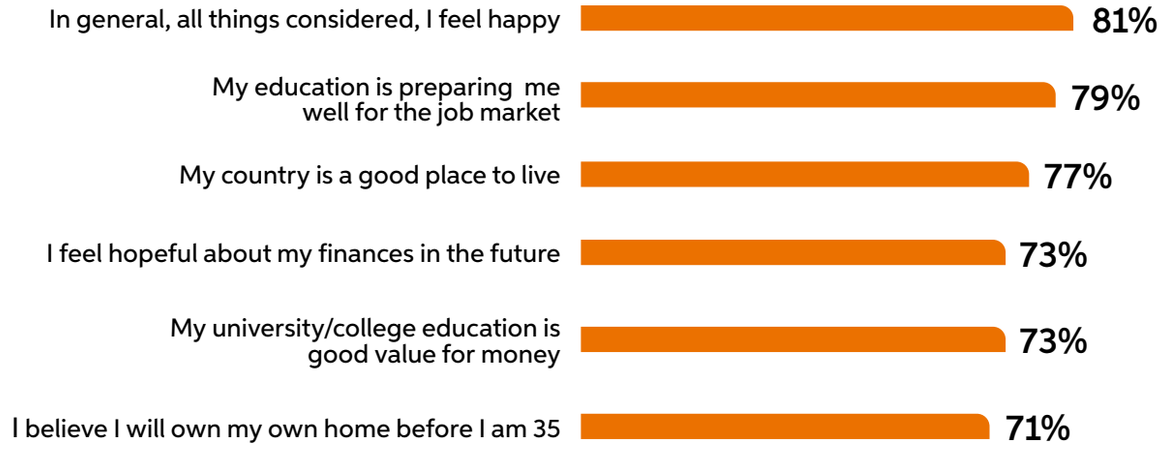
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

25% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

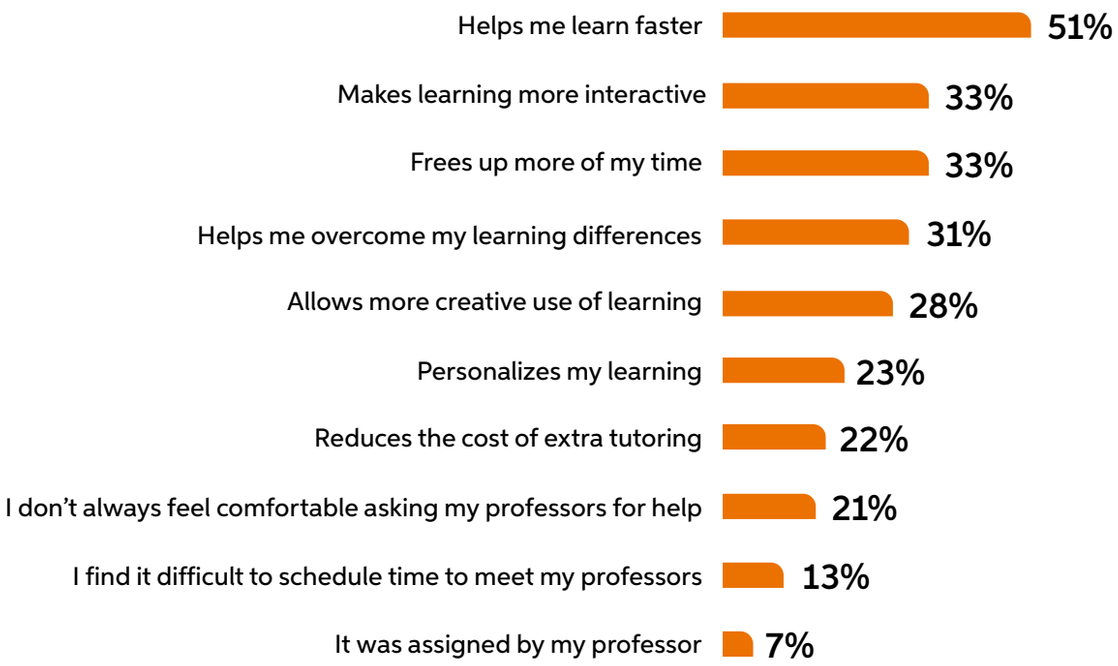
These are the key Spain findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



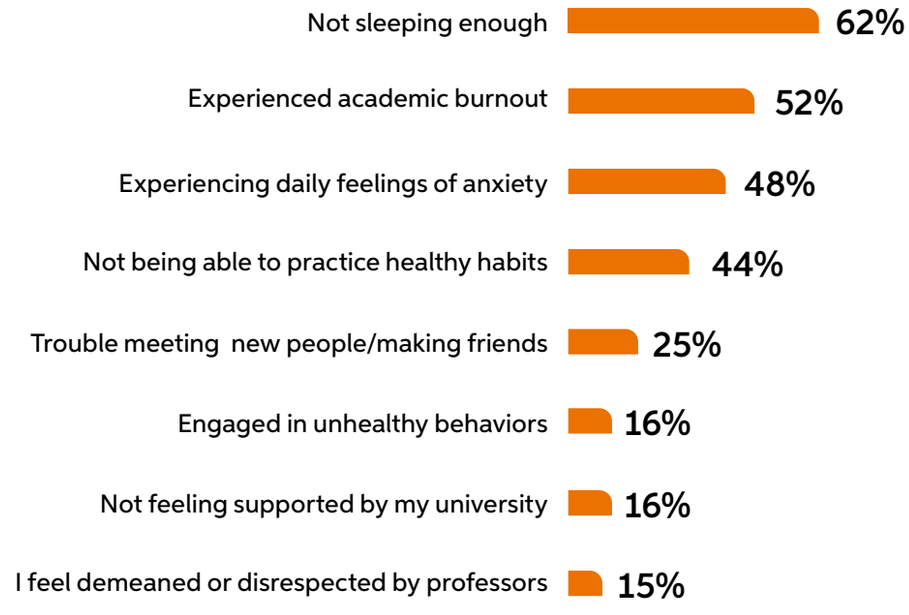
Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Spanish respondents who used AI 2024 (437)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in Spain aged 18-21 years 2024 (500)

Highlights for **Turkey**

68% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

43% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

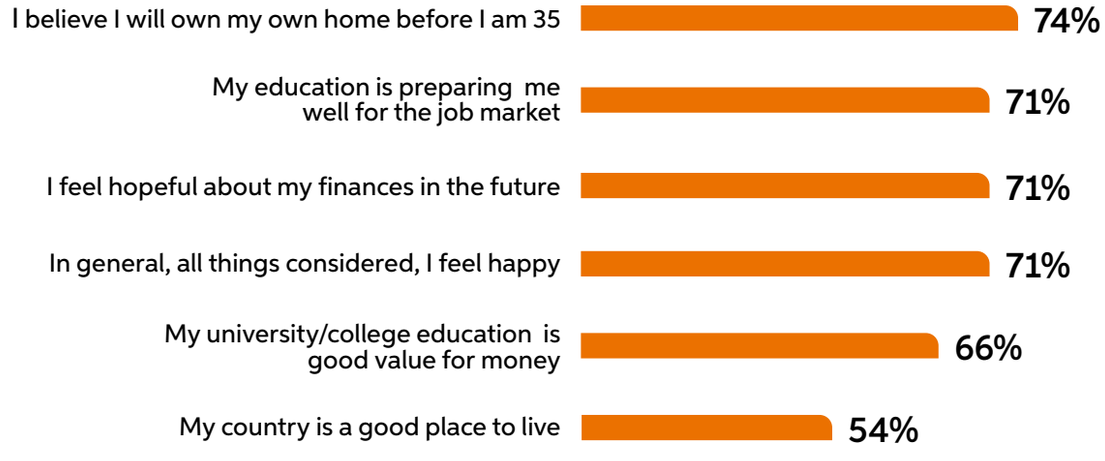
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

24% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

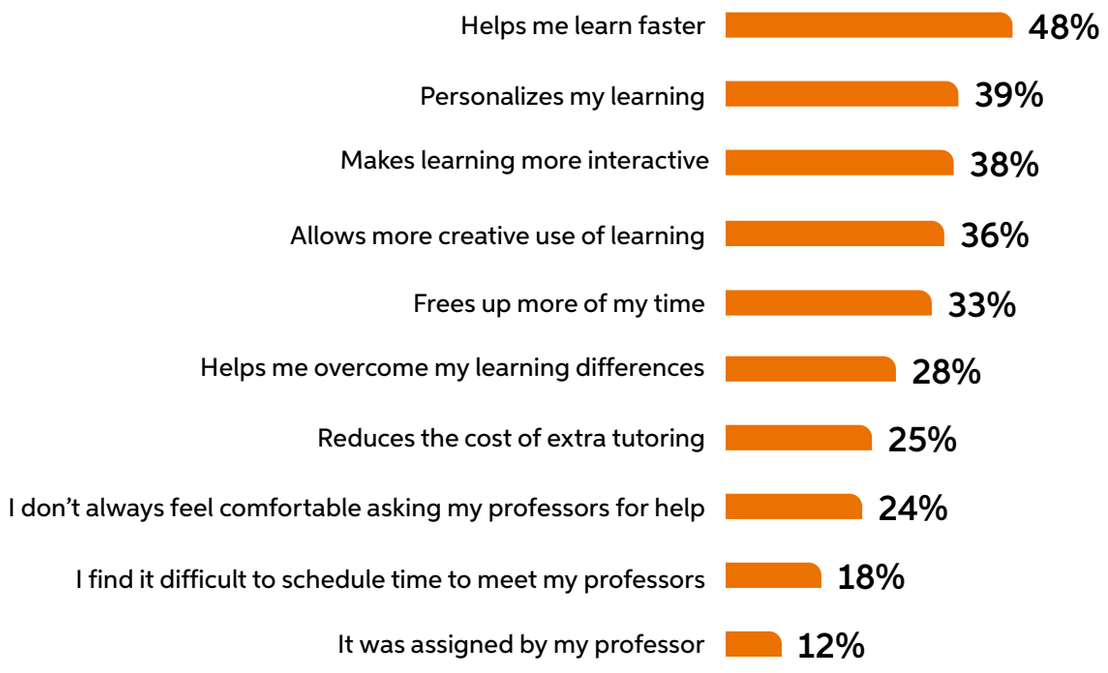
These are the key Turkey findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: Turkish respondents who used AI 2024 (308)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in UK aged 18-21 years 2024 (1001)

Highlights for **UK**

67% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

50% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

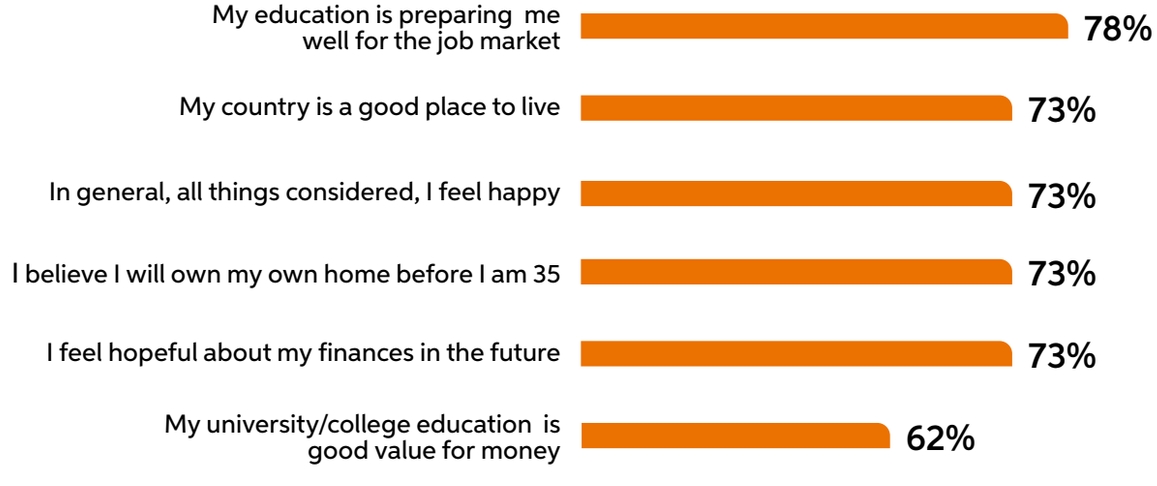
Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

19% first turn to GenAI tools for help when they are stuck on a concept or assignment

Q: When you get stuck on a concept or assignment, where do you first turn to for help?

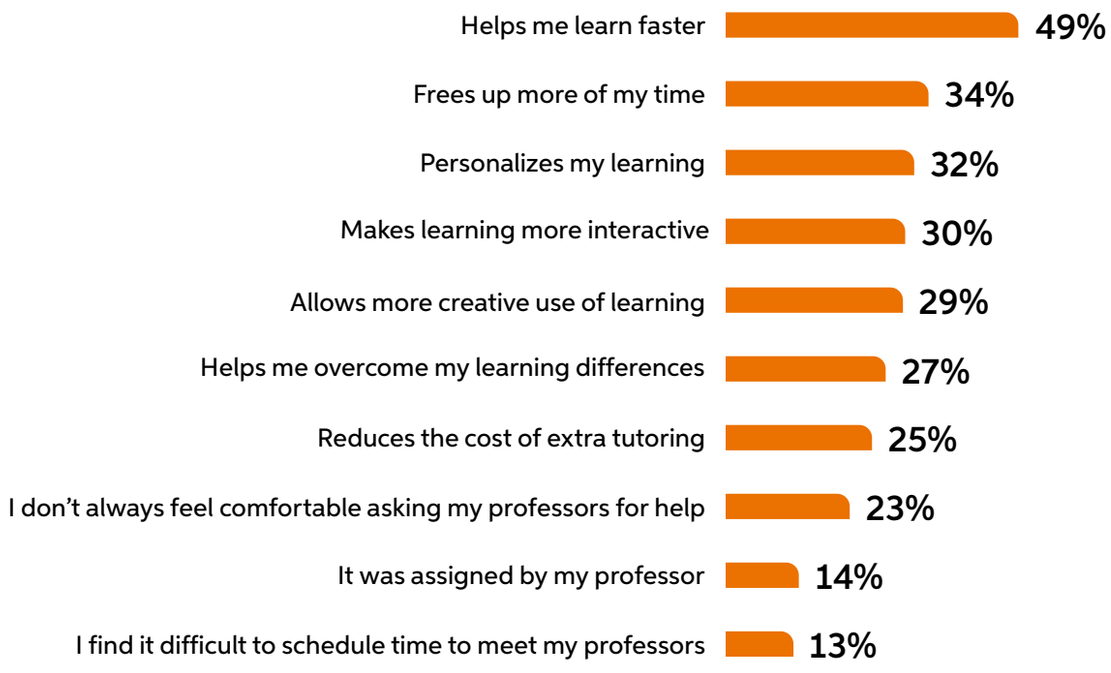
These are the key UK findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

Do you agree with the following statements?



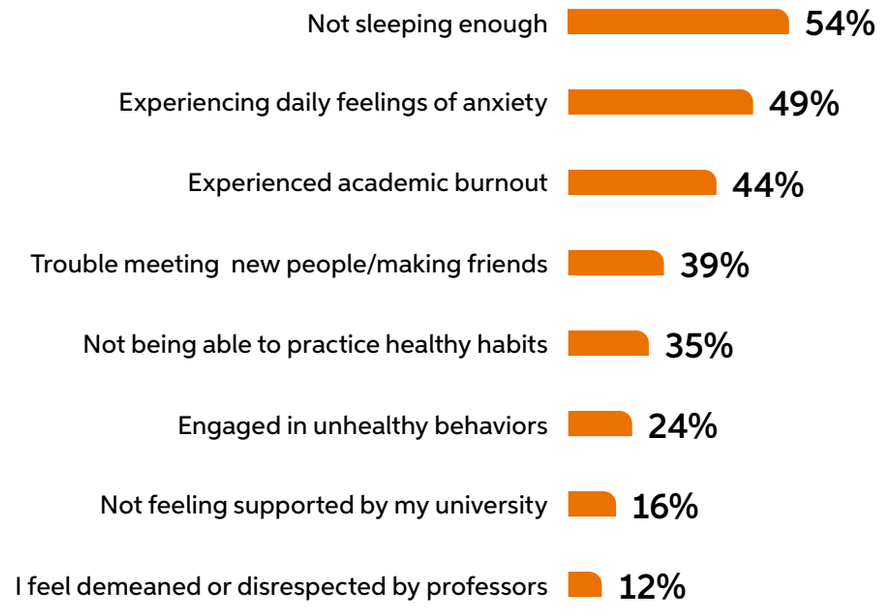
Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: British respondents who used AI 2024 (187)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in UK aged 18-21 years 2024 (1001)

Highlights for **US**

These are the key US findings from the Global Student Survey 2025, which looks at the lives, hopes and concerns of undergraduate students across 15 countries in the age of AI.

67% have used GenAI for university studies

Q: Have you used GenAI to support your university studies (Well-known GenAI tools could include ChatGPT, Gemini, Microsoft Copilot and DALL-E)?

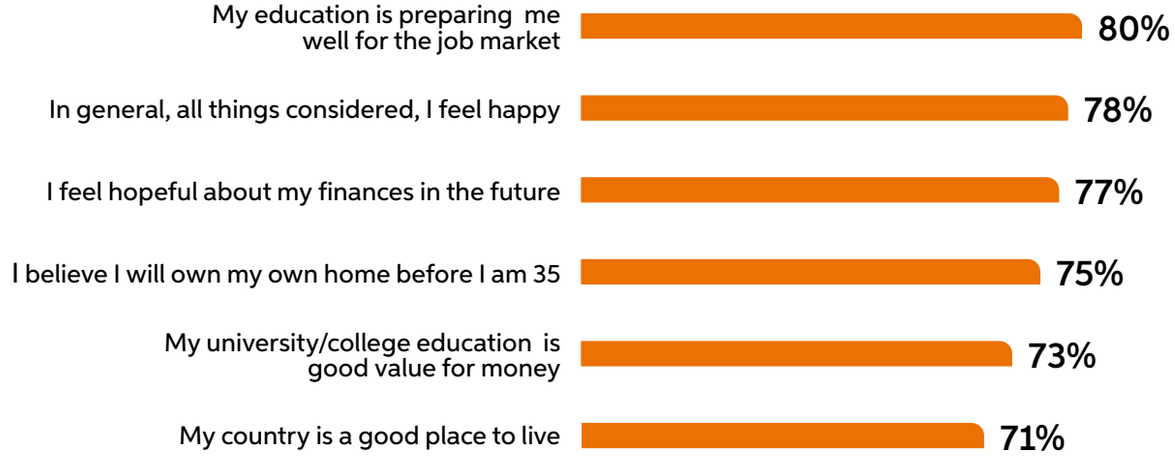
48% of students who have used GenAI to support their university studies are concerned about receiving incorrect or inaccurate information when using GenAI tools not built specifically for education.

Q: What are your concerns, if any, about using GenAI tools that are not built specifically for education to support your university studies?

27% first turn to GenAI tools for help when they are stuck on a concept or assignment

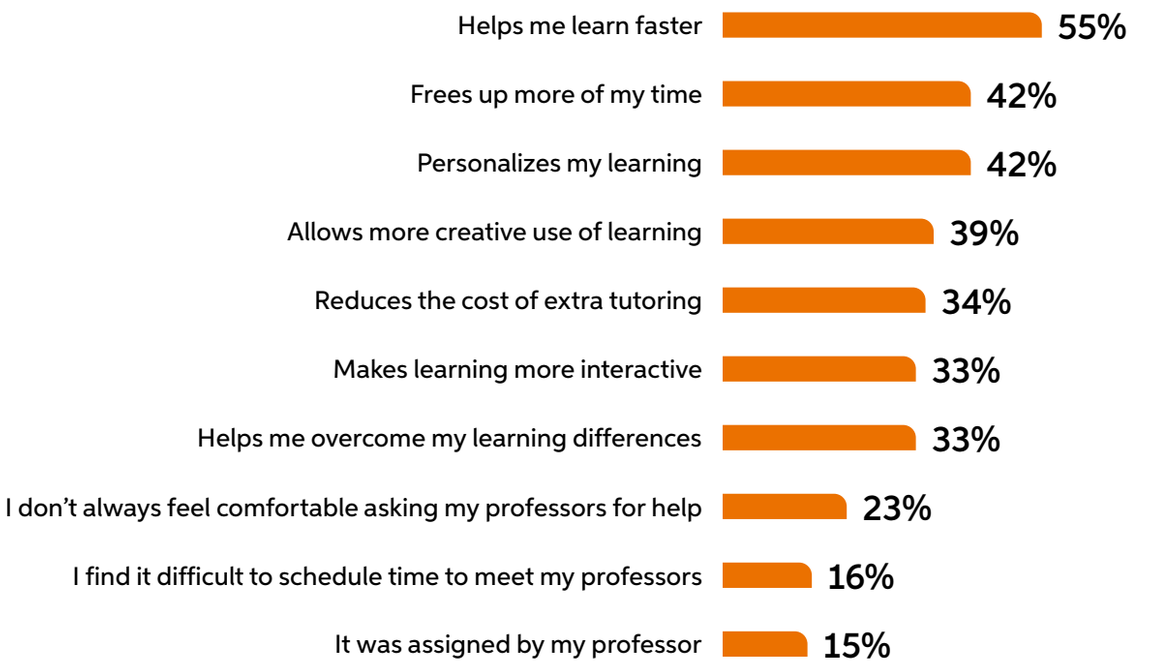
Q: When you get stuck on a concept or assignment, where do you first turn to for help?

Do you agree with the following statements?



Reasons for using GenAI for university studies

Q: Why do you use GenAI for your university studies? • Base: American respondents who used AI 2024 (203)



Mental health challenges faced as a student in higher education

Q: Which of the following mental health challenges, if any, have you faced as a student in higher education?



Base: starting sample size of undergraduates in US aged 18-21 years 2024 (1000)

Conclusion

Among the many findings of this year's Global Student Survey, none was more striking than the extent to which students worldwide have now adopted GenAI for educational use. It now seems likely that, alongside classroom learning, AI tools are here to stay. This transformation underscores the urgent need for governments, universities, and educational providers to engage deeply with students' perspectives. By doing so, they can collaboratively unlock the full potential of GenAI, ensuring these tools evolve to meet students' changing needs.

Students were clear about their priorities. They called for improvements in the accuracy and reliability of AI-generated content, a significant concern for both current users and those hesitant to adopt these tools. Additionally, there is a growing appetite for GenAI solutions built specifically for learning.

Beyond technology, the survey revealed ongoing challenges that cannot be overlooked – mental health struggles, financial pressures, and widespread anxiety. Yet, students also conveyed optimism for their future, even as they navigate these hurdles.

As technological change accelerates, adaptability will be critical for all stakeholders – whether in addressing how GenAI shapes education, supporting students' well-being, or preparing them for the demands of a rapidly evolving workforce. By remaining flexible and forward-thinking, we can create the conditions for today's students to thrive and succeed in an ever-changing world.

2025

Global Student Survey

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