THE IMPACT OF ARTIFICIAL INTELLIGENCE ON NEW GENERATION: OPPORTUNITIES, CHALLENGES AND FUTURE PERSPECTIVES

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ABSTRACT

Recent developments in the field of artificial intelligence (AI) are profoundly impacting new generation, shaping the processes of learning, communication and social inclusion. AI-based technologies offer opportunities for personalizing education, fostering creativity and expanding digital skills, equipping young people with new tools to cope with the demands of modern society. However, the uncontrolled use of AI raises important concerns, including technology addiction, reduced critical thinking and the risk of information manipulation. This paper aims to analyze young people's (Student's), perceptions and experiences of the impact of AI on their academic, social and professional lives. Preliminary results suggest that, although AI is largely perceived as an empowering tool, the lack of ethical guidance and critical education makes its use potentially problematic. Scientific research argues for the need for educational strategies and public policies to ensure a sustainable and ethical integration of AI, balancing its benefits and risks for the new generation.

Keywords: Artificial Intelligence (AI), Education, Digital Literacy, Social Impact, Ethics, Critical Thinking, Technology and Society.

1.Introduction

Artificial Intelligence (AI) is advancing at a rapid pace, enabling efficient and scalable practices that significantly reduce software time-to-market while simultaneously enhancing productivity (Deshmukh, 2023). Despite its numerous benefits, the rise of AI introduces new challenges concerning data privacy and security. Once considered a concept confined to science fiction, AI has now become a prevailing force in everyday life. It seeks to optimize existing systems by automating tasks and improving operational efficiency through intelligent data processing (Gupta, 2025).

However, it is important to emphasize that a thorough examination of the core concepts is still lacking, resulting in generative AI possessing an undefined and ambiguous informational foundation. To address this gap, it is essential to study the fundamentals of generative AI, including its key concepts, applications, and challenges. (Banh, 2023)

It explains how a machine or system can imitate human intelligence. The main goal of AI is to create a machine that can think and act like a human. (Madanchian, 2025)

Although artificial intelligence has made significant progress in various fields, this study aims to explore its impact on younger generations in terms of opportunities, challenges, and future perspectives (Uddini, 2025).

AI outlines the approach used to analyze recent developments, providing a comprehensive review and offering a deeper analysis of its current use and situation. (Hasan, 2024)

According to studies, artificial intelligence is a force that is disrupting businesses worldwide, as well as a wide range of other sectors. The introduction of AI into organizational and managerial operations presents a number of new barriers and challenges. Some of these challenges include identifying, integrating, and cleaning various data sources, as well as incorporating AI applications into existing processes and systems. (Enholm, 2021). In this paper, we present recent research and advancements in the field of Artificial Intelligence. The study is based primarily on research conducted among the younger generation, specifically university students from the Faculty of Economics and Agribusiness, the Faculty of Law, and the Faculty of Economics in Tirana. The data collection method used was Google Forms.

2. Literature Review on IA

Artificial Intelligence today has a powerful influence on societies around the world. It is not just a technological advancement, but an important part of daily life. This study examines the impact of AI on the younger generation, including areas such as education, employment, social interactions, and more. (Ambe, 2024).

One of the most common debates about artificial intelligence and machine learning concerns the hopes, concerns, and uncertainties expressed by different communities regarding the future. This has become especially evident recently, as new technologies have attracted increasing attention due to their potential economic and social impacts. (Brandao, 2025).

In recent years, AI has been widely used in academic settings, influencing the role of traditional teaching methods. While traditional education encourages students to take an active role in the learning process by developing skills in research, analysis, and problem-solving, AI now enables students to quickly process information and receive answers provided by AI. This raises questions about the differences between "human learning" and "machine-based learning." (Vieriu, 2025). AI is also widely used by various businesses, with many companies integrating it into their practices to improve the quality of their products and services, as well as to enhance their competitiveness in the market. (Jobstreibizer, 2025).

3.Results of the study

This study primarily focused on university students from different universities in Albania to examine the impact of AI. The questionnaire mainly addressed the use of AI in daily life, and the research focused on factors such as gender, age, education, status, and key questions about AI. These included how familiar the respondents are with AI, where they most often encounter AI in everyday life, whether AI offers more opportunities or risks for the younger generation, the role of AI in education, AI's impact on the creation of more jobs in the future, concerns different generations have about AI, how they will adapt to changes driven by AI, and whether decisions made by AI will be fair. The figures below presents descriptive statistics about AI.
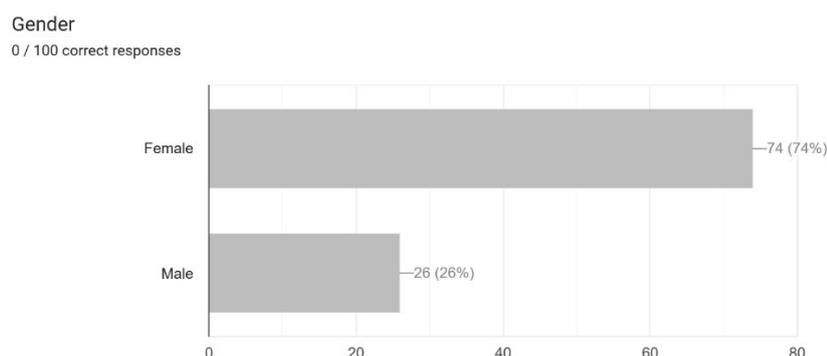

Figure 1. Gender of Respondents for AI

The figure above presents the gender distribution of the respondents. Out of 100 participants, 74% are female and 26% are male.
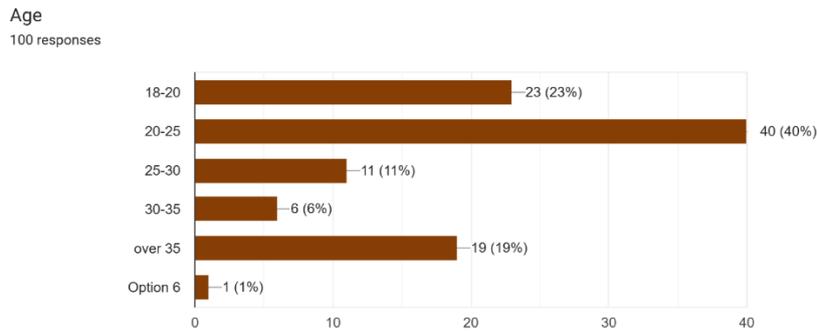

Figure 2. Age of Respondents for AI
The figure above presents the age distribution of the respondents. Out of 100 participants, 23% are aged 18–20, 40% are aged 20–25, 11% are aged 25–30, 6% are aged 30–35, 19% are over 35 years old, and 1% belong to the elderly age group.
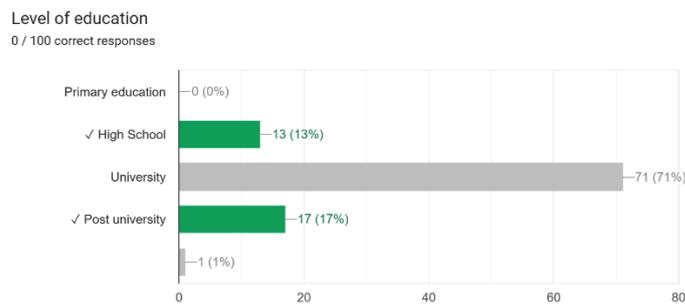

Figure 3. Education Level of Respondents for AI
The figure above illustrates the educational background of the respondents. Out of 100 participants, 71% have higher education, 13% have secondary education, and 17% possess postgraduate qualifications.
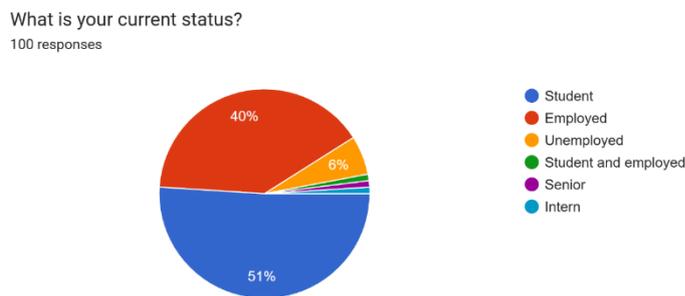

Figure 4. Current Status of Respondents
The figure illustrates the current status of the respondents. Out of 100 participants, 51% are students, 40% are employed, 6% are unemployed, and 3% fall into the mixed category.
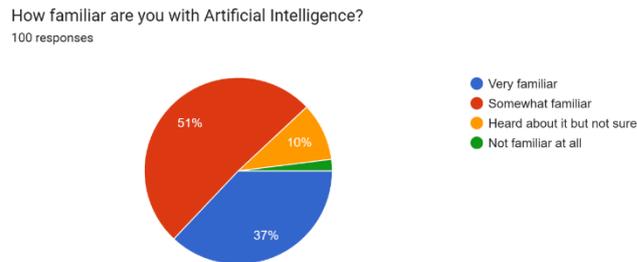
Figure 5. Respondents' Familiarity with AI
The results above show how familiar the respondents are with artificial intelligence (AI). Out of 100 participants, 51% are somewhat familiar with AI, 37% are very familiar, 10% have heard of it but are not sure, and 2% are not familiar with it at all.
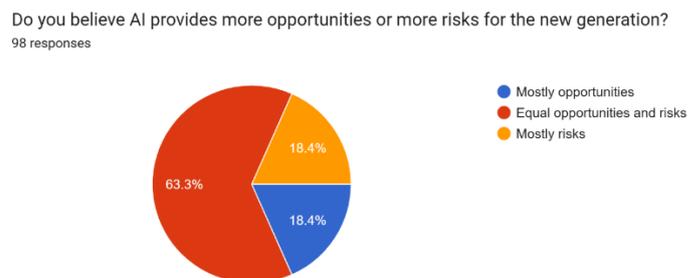

Figure 6, Do you believe that artificial intelligence offers more opportunities or more risks for the younger generation?
The figure above shows respondents' opinions on whether artificial intelligence presents more opportunities or more risks for the younger generation. Out of 100% of respondents, 63.3% believe that opportunities and risks are about equal, 18.4% think AI offers more opportunities, and 18.4% consider it to pose more risks.
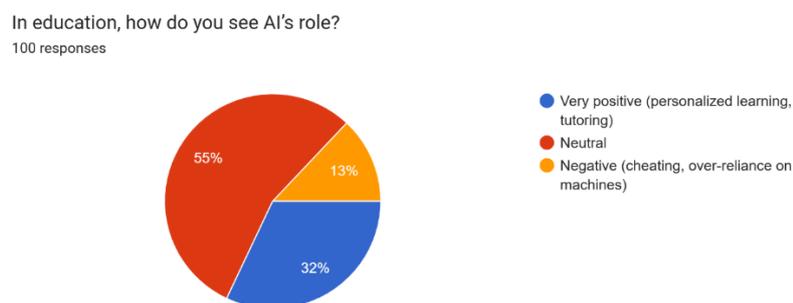

Figure 7. Perceptions of the Role of AI in Education

The figure above illustrates how respondents perceive the role of artificial intelligence (AI) in education. According to the survey results, 55% of respondents are neutral, 32% view it very positively, and 13% perceive it negatively.

Hypothesis: H1: Gender, Age, education, employment status and knowledge of AI have an impact on perception of IA
Dependent Variable: Perception of IA (opportunity vs risk)
Table 1. Econometric results
Method: Least Squares
Date: 10/02/25 Time: 13:20
Sample: 1 107
Included observations: 107

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Gender	-0.039037	0.110088	-0.354595	0.7236
Age	-0.010430	0.050618	-0.206051	0.8372
Education	-0.059546	0.069006	-0.862917	0.3902
Employment status	-0.022331	0.085480	-0.261242	0.7944
Hoë familiar are you ëith IA	-0.099854	0.106972	-0.933458	0.3528
C	0.692447	0.287123	2.411671	0.0177
R-squared	0.021025	Mean dependent var		0.420561
Adjusted R-squared	-0.027439	S.D. dependent var		0.495972
S.E. of regression	0.502731	Akaike info criterion		1.516917
Sum squared resid	25.52655	Schëarz criterion		1.666795
Log likelihood	-75.15504	Hannan-Quinn criter.		1.577675
F-statistic	0.433824	Durbin-Ëatson stat		0.059747
Prob(F-statistic)	0.824037			

Source: E-Views, 2025

Interpretations

Gender: Coefficient = -0.039 indicates that gender does not have a significant impact on the perception of AI (p-value = 0.7236 > 0.05), which means it is not statistically significant.
Age: Coefficient = -0.010 shows that increasing age has a very small negative effect on AI perception (p-value = 0.8372), which is not significant.
Education: Coefficient = 0.059 suggests that higher education is slightly associated with a more negative perception of AI (viewing it as more risky than opportunistic) (p-value = 0.3902), but this is not significant.
Employment Status: Coefficient = -0.022 indicates that employment status does not have a notable effect (p-value = 0.7944 > 0.05), thus not significant.
How familiar are you with AI: Coefficient = -0.099 implies that the more knowledge young people have about AI, the more likely they are to see it positively (or less risky). However, this effect is not statistically significant (p-value = 0.3528 > 0.05).

4.Conclusions
According to the study, about 74% of AI users are female. The age group that uses AI the most (40%) is between 20 and 25 years old. Additionally, 71% of respondents have higher education. The majority of respondents, approximately 51%, are students, while 40% are employed. Regarding familiarity with AI, 51% of respondents are somewhat familiar with AI, and 37% are very familiar.
In daily life, artificial intelligence is most commonly encountered on social media (70%), educational platforms (12%), and for health-related reasons (9%).

Regarding whether AI offers more opportunities or risks for the younger generation, 63.3% of respondents believe that opportunities and risks are balanced, while 18.4% think AI offers more opportunities and another 18.4% see it as more risky.

Concerning the role of AI in education, 55% of respondents are neutral, 32% view it very positively, and 13% view it negatively.

Regarding the creation of more jobs in the future through AI, 35% of respondents disagree, 29% agree, 17% are neutral, 11% strongly agree, and 8% strongly disagree.
The biggest societal concerns related to artificial intelligence involve privacy issues (33%), job loss (30%), impact on mental health (29%), and concerns about bias, injustice, and climate change (8%), among others.

Regarding the use of AI-based tools (e.g., ChatGPT, image generators, recommendation systems), 43% of respondents use these tools occasionally, 23% use them often, 22% rarely, and 9% very often. Concerning the usefulness of AI in education, 42% of respondents believe AI is useful, 28% are neutral, 20% think AI is somewhat useful, 6% consider it not useful, and 4% view it as very useful. Regarding trust in AI systems to make fair decisions, 36% of respondents are neutral, 30% trust them somewhat, 19% mostly trust AI systems to make fair decisions, 13% do not trust them at all, and 2% fully trust them.

Finally, concerning how prepared respondents feel to live and work in an AI-driven society, 34% feel somewhat unprepared, 25% are neutral, 23% feel unprepared, 16% feel prepared, and 2% feel very prepared.

This study shows that variables such as gender, age, education, and employment do not have a positive impact on AI perception; in other words, they do not have a positive attitude towards AI. Today's youth may feel at risk, which clearly explains the role AI plays, especially in their workplaces, primarily in the IT field. The risk and uncertainty affect job loss by partly replacing humans.

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