



Learning with Generative AI: Teacher Responsibility, Peer Collaboration, and Psychological Well-Being Among University Students

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ABSTRACT

In recent times, the influence of generative artificial intelligence has grown on higher education; however, the link between generative AI and the psychological well-being of students is more complex than mere technology usage. In this research, teacher responsibility, efficiency of learning aided by generative AI, peer collaboration, and psychological well-being were analyzed for a sample of 1,558 university students via quantitative cross-sectional methodology. The constructs were assessed using reliability and descriptive statistics, after which Pearson correlation and multiple regression analysis were conducted. All four constructs demonstrated strong internal consistency, with Cronbach's alpha values ranging from .876 to .957. Responsibility of teachers, generative AI-assisted learning effectiveness, and collaboration among peers were all positively related to psychological well-being. The variable that had the highest bivariate relationship with well-being was peer collaboration ($r = .737, p < .001$) followed by generative AI-assisted learning effectiveness ($r = .690, p < .001$) and teacher responsibility ($r = .679, p < .001$). In the regression analysis, peer collaboration was found to be the strongest predictor of psychological well-being ($\beta = .407$) followed by generative AI-assisted learning effectiveness ($\beta = .241$) and teacher responsibility ($\beta = .208$). The model accounted for about 60.8% of the variance in psychological well-being. These results indicate that the successful implementation of GenAI needs to incorporate technology and healthy interaction with peers and teachers to achieve good experiences among students in higher education.

Keywords

Generative artificial intelligence; teacher responsibility; peer collaboration; psychological well-being; higher education; AI-supported learning

1. INTRODUCTION

The rapid adoption of generative artificial intelligence (GenAI) into modern higher education has impacted students' access to information, performance of academic tasks, communication of thoughts, and interaction with learning sources. In addition to the increasing presence of artificial intelligence within universities, which is becoming prevalent in teaching, assessment, tutoring, and learning analytics, there is evidence that there will

be further technological developments that would lead to more technology-based learning environments (Crompton & Burke, 2023). This transition has been catalyzed by the development of software such as ChatGPT, which enables students to get instant help with writing, ideation, problem solving, and knowledge discovery (Baig & Yadegaridehkordi, 2024).

GenAI is generally viewed as beneficial for

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personalized learning, generating ideas, writing essays, conducting research, and performing analysis, although there are some concerns about the accuracy, ethics, dependency, and academic integrity of its application (Chan & Hu, 2023). This indicates that the process of learning with the help of GenAI should not only be seen from the technological perspective but also as an evolving experience involving human judgment and interaction. Empirical literature reviews point out that GenAI can help foster learning and feedback in real time; however, excessive usage and misguidance could lead to reduced learner involvement and change the nature of student interaction (Albadarin et al., 2024). Issues such as ethical use, privacy, false information, and human-AI interaction thus become crucial for the adoption of conversational AI in education (Tlili et al., 2023).

Despite this, recent findings have shown that GenAI can play a positive role in promoting student learning, as long as this is done under proper instructional conditions. Meta-analyzing findings from experimental research, some researchers found positive impacts on academic achievement, higher order thinking, and affective motivational effects, which vary in terms of size due to learning context and implementation approach (Deng et al., 2025). It is clear then that learning efficiency perception is not only about access to technology but also about its environment.

In this context, teachers are still important players. Teaching is related to instructional assistance, accessibility, organization, motivation, and monitoring of student academic achievements. The mentioned elements may affect the perception of difficulties in learning and the use of new technologies. According to research among university students, the teacher's support along with good relations among peers is correlated with improved mental health outcomes, thus showing the significance of interpersonal aspects in education (Feng & Zhang, 2022). Social support may be especially crucial for students who are experiencing fast changes in the learning environment because strong social ties have shown higher psychological well-being (Holliman et al., 2022).

Working together with peers is yet another important aspect of the modern-day learning

process. Collaboration through discussion, problem-solving, coordination, and feedback might be a source of both academic and social support that may aid students in being more engaged and connected. Research at the university level has shown that such support may mitigate the stressors influencing the well-being of students, showing that the importance of the supporting environment extends far beyond just personal traits (Plakhotnik et al., 2021). It is particularly important in relation to the increasing role of GenAI in academic tasks.

The relationship between the three has already been considered by some recent studies; however, the dimensions are usually examined independently from each other. The recent systematic review has highlighted the importance of not only examining the educational outcomes of ChatGPT on students' academic performance but also psychological well-being and collaboration and has mentioned the large number of gaps in terms of interaction between the mentioned dimensions at the higher education level (Abdallah et al., 2025). Thus, the analysis of teacher accountability, learning effectiveness with the help of GenAI, peer collaboration, and psychological well-being as an integral whole seems relevant.

The present study therefore addresses the following objectives:

- 1.To assess the levels of teacher responsibility, GenAI-supported learning effectiveness, peer collaboration, and psychological well-being among university students.
- 2.To examine the relationships among teacher responsibility, GenAI-supported learning effectiveness, peer collaboration, and students' psychological well-being.
- 3.To determine the relative contribution of teacher responsibility, GenAI-supported learning effectiveness, and peer collaboration to students' psychological well-being while accounting for relevant demographic characteristics and duration of GenAI use.

2. METHODOLOGY

2.1 Research Design and Data Source

A quantitative secondary analysis of cross-

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sectional data was used in this study to explore the interrelationships between teachers' responsibilities, effectiveness of learning using generative AI support, peer collaboration, and psychological well-being of university students. The data used were based on the survey responses of 1,558 university students in Vietnam conducted using a structured questionnaire on students' learning experience, use of generative AI, peer collaboration, and psychological well-being (Nguyen, 2026).

2.2 Variables and Measurement

The four major constructs were studied. The teacher responsibility (TR) was evaluated using 13 items on teacher support, availability, course organization, encouragement, and caring about the learning of students. The generative AI-supported learning effectiveness (ASLE) was evaluated through four questions on the use of the generative AI for increasing the efficiency of learning processes.

Fellow Student Collaboration (FSC) comprised of four questions that measured peer discussion, cooperation, collaborative problem solving, and feedback. On the other hand, Student Psychological Well-being (SPW) was tested through 11 questions on optimism, confidence, relaxation, energy, clear-headedness, decision making, seeking out new experiences, and good emotional function.

Substantive variables were measured using a five-point Likert scale with responses from 1 to 5 (from strongly disagree to strongly agree). The composite variable was computed as an average of the scores of all items in the construct, with a higher score reflecting a stronger perception of that dimension.

Demographic variables measured were gender, kind of university attended, year of study, course of study, and period of usage of generative AI. The duration of regular GenAI use was categorized as less than one year, one to less than two years, and two years or more.

2.3 Data Preparation and Reliability Assessment

The data were scrutinized for completeness, consistency in coding, and appropriate response ranges. All substantive items fell into the range of

1-5, with no need for imputation of missing values. Coding of variables was also cross-checked with the questionnaire prior to analysis.

Internal reliability of the four scales, which consist of multiple items, was tested using Cronbach's alpha. Item statistics and relationships with other items were also checked for ensuring consistency in the measurement of the constructs by the indicators.

2.4 Statistical Analysis

The descriptive statistics were initially employed to provide information about the properties of the participants and distribution of the four main constructs. Mean and standard deviation were used for composite scores, whereas frequency and percentages were applied for categorical variables.

Pearson correlation was subsequently applied to analyze the degree of association between teacher responsibility, the effectiveness of learning facilitated by generative AI, peer collaboration, and psychological well-being.

Moreover, multiple linear regression analysis was conducted with psychological well-being as the dependent variable. Teacher responsibility, generative AI-assisted learning efficacy, and peer collaboration served as the main independent variables. The adjusted model controlled for gender, university type, year of study, and duration of regular generative AI use. Respondents classified in the "Other" year of study category (2 individuals) were omitted in the adjusted regression due to its small size, leaving a total sample size of 1,556 participants. Academic major was not controlled for in the adjusted model due to the sample concentration in one area of study.

The regression analysis results were evaluated by using unstandardized coefficients, standardized beta coefficients, 95% confidence intervals, p-values, R^2 , and adjusted R^2 . The multicollinearity was checked with the help of variance inflation factors. For residual independence, Durbin Watson test was applied, while for homoscedasticity, the Breusch-Pagan test was used. The statistical significance was tested at $p < .05$.

3. RESULTS

3.1 Participant Characteristics

This study involved 1,558 university students, who were predominantly female (92.8%), and mostly studying in public universities (94.5%). The first year level comprised the highest proportion of students (34.0%), followed by the second year level (30.6%), third year level (21.2%), and fourth year level (14.1%). This study also had a high number of respondents (96.1%)

from the field of education. These demographic features have been highlighted in Table 1.

A total of 42.4% had used generative AI regularly for two years or more, while 39.3% reported one to less than two years of use. The remaining 18.3% reported less than one year of regular use. Only 18.3% used the technology frequently for less than a year. Figure 1 illustrates the distribution of experience with generative AI, with most of the students having already implemented these technologies in their education for more than one year.

Table 1. Participant characteristics (N = 1,558)

Characteristic	Category	n	%
Gender	Male	112	7.2
	Female	1,446	92.8
University type	Private/non-public	85	5.5
	Public	1,473	94.5
Year of study	Year 1	529	34.0
	Year 2	477	30.6
	Year 3	330	21.2
	Year 4	220	14.1
	Other	2	0.1
Major	Education	1,498	96.1
	Economics	17	1.1
	Engineering	36	2.3
	Languages	4	0.3
	Other	3	0.2
Regular GenAI use	<1 year	285	18.3
	1 to <2 years	613	39.3
	≥2 years	660	42.4

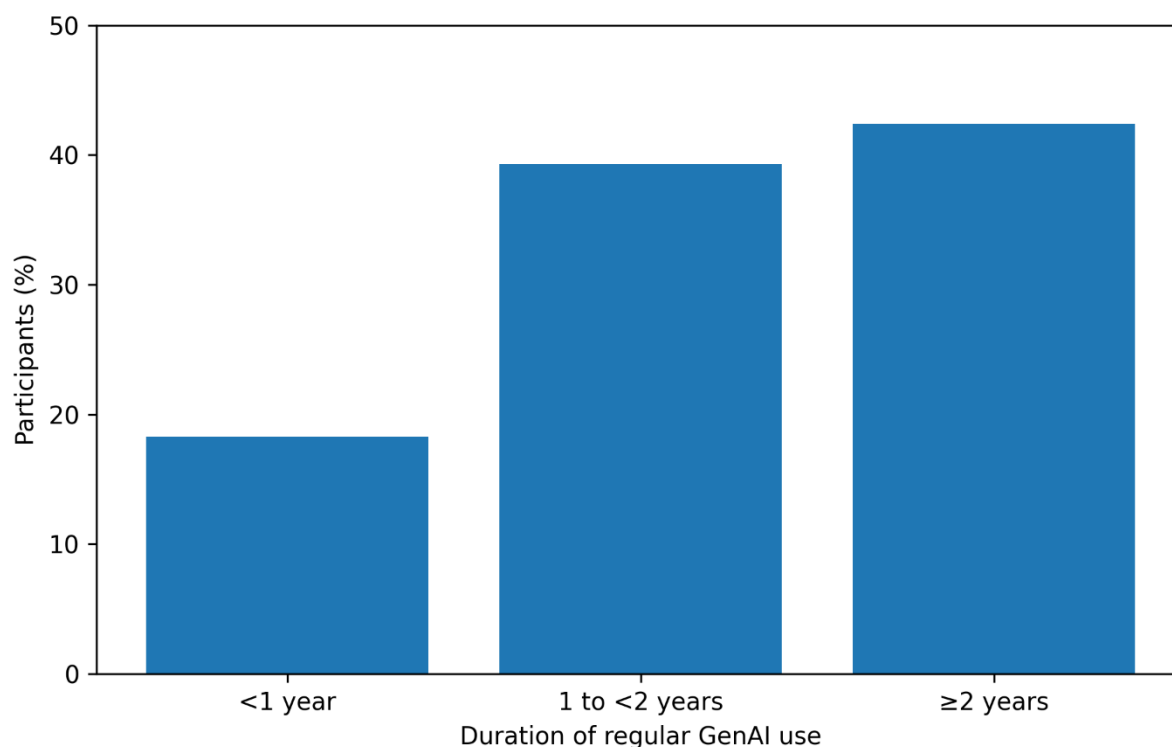


Figure 1. Distribution of regular generative AI use among university students

3.2 Descriptive Statistics and Reliability of the Study Constructs

As can be seen from overall response averages, relatively positive perceptions were shown by all four constructs. Teacher's responsibility emerged as the construct with the highest average rating ($M = 3.96$, $SD = 0.73$), whereas peer cooperation was the second one with an average rating of ($M = 3.89$, $SD = 0.74$) and generative AI supported learning effectiveness was third ($M = 3.88$, $SD = 0.76$). Psychological well-being had the lowest mean among the four constructs, although it remained above the midpoint of the five-point scale ($M = 3.81$, $SD = 0.70$). The results are presented in Table 2 and Figure 2.

All the four scales were found to have high levels of internal consistency. The value of Cronbach's

alpha for the scale on teacher responsibility was .957, that on generative AI-assisted learning effectiveness .876, that on peer collaboration .883, and that on psychological well-being .939. These values supported the use of composite measures in the subsequent analyses.

Item-wise, the most highly ranked factor in teacher responsibility was related to ensuring that students understand basic knowledge of the course ($M = 4.01$). In relation to generative AI-assisted learning, improvement in learning outcomes or grades was the most highly ranked item by the students ($M = 3.90$). Group discussion towards solving learning tasks had one of the highest ratings in peer collaboration ($M = 3.93$). In the context of psychological well-being, interest in novelty ranked highest ($M = 3.92$) while confidence was comparatively lower ($M = 3.74$).

Table 2. Descriptive statistics and reliability of the study constructs

Construct	Number of items	Mean	SD	Cronbach's α
Teacher responsibility	13	3.96	0.73	.957
GenAI-supported learning effectiveness	4	3.88	0.76	.876
Peer collaboration	4	3.89	0.74	.883
Psychological well-being	11	3.81	0.70	.939

Note. All composite measures were scored on a 1–5 scale, with higher scores indicating higher levels of the

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 respective construct.

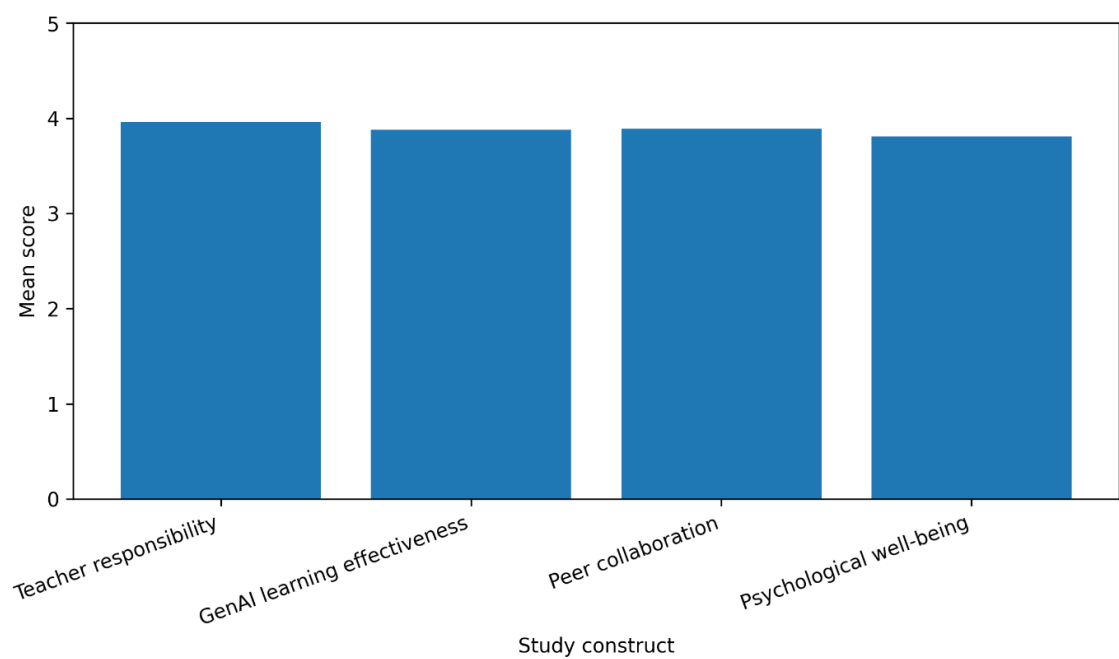


Figure 2. Mean scores for the four principal study constructs

3.3 Relationships Among the Study Constructs

All four study constructs were positively and significantly related to one another. Teacher responsibility was strongly associated with generative AI-supported learning effectiveness ($r = .720, p < .001$), peer collaboration ($r = .733, p < .001$), and psychological well-being ($r = .679, p < .001$). Similarly, generative AI-supported learning effectiveness showed strong positive relationships with peer collaboration ($r = .739, p < .001$) and

psychological well-being ($r = .690, p < .001$).

The strongest bivariate association involving psychological well-being was observed for peer collaboration ($r = .737, p < .001$). This indicates that students who reported stronger collaborative interactions with fellow students also tended to report higher psychological well-being. The full correlation matrix is shown in Table 3, while Figure 3 highlights the comparative strength of the three relationships with psychological well-being.

Table 3. Pearson correlations among the principal study constructs

Construct	1	2	3	4
1. Teacher responsibility	1.000			
2. GenAI-supported learning effectiveness	.720***	1.000		
3. Peer collaboration	.733***	.739***	1.000	
4. Psychological well-being	.679***	.690***	.737***	1.000

Note. *** $p < .001$, two-tailed.

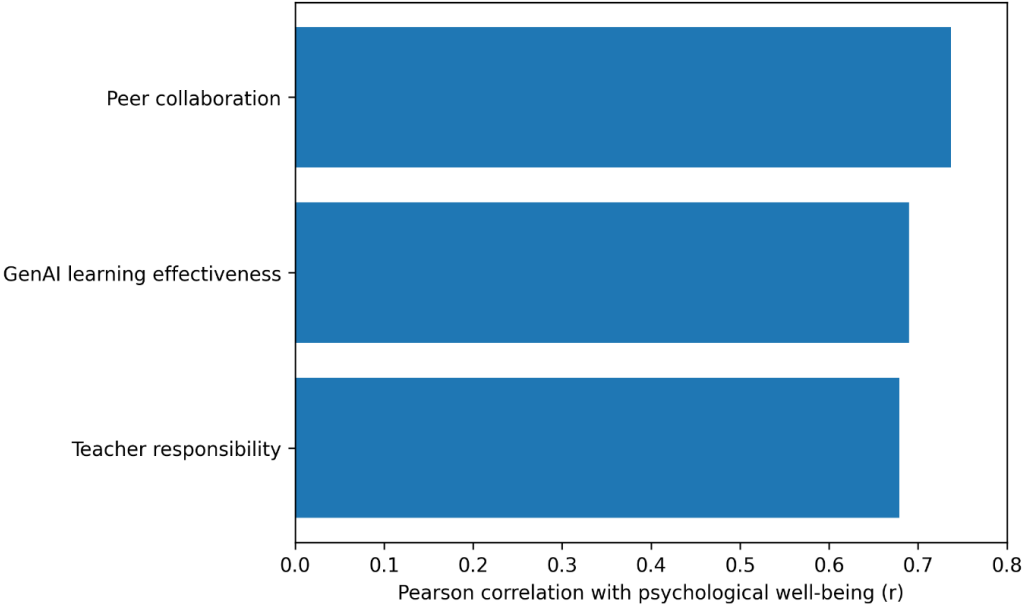


Figure 3. Strength of associations between the principal explanatory variables and psychological well-being

3.4 Factors Associated with Psychological Well-Being

Teacher responsibility, generative AI-supported learning effectiveness, and peer collaboration jointly explained a substantial proportion of variation in psychological well-being. The initial regression model containing these three predictors was statistically significant, $F(3, 1554) = 799.61, p < .001$, and accounted for 60.7% of the variance in psychological well-being ($R^2 = .607$; adjusted $R^2 = .606$).

Among the three predictors, peer collaboration showed the strongest independent association with psychological well-being ($\beta = .407, p < .001$). Generative AI-supported learning effectiveness also made a significant contribution ($\beta = .240, p < .001$), followed by teacher responsibility ($\beta = .207, p < .001$).

After adjustment for gender, university type, year of study, and duration of regular generative AI use, the pattern of associations remained almost

unchanged. The adjusted model explained 60.8% of the variance in psychological well-being ($R^2 = .608$; adjusted $R^2 = .606$). Peer collaboration remained the strongest independent correlate ($B = 0.382, \beta = .407, 95\% \text{ CI } [0.334, 0.430], p < .001$), followed by generative AI-supported learning effectiveness ($B = 0.221, \beta = .241, 95\% \text{ CI } [0.174, 0.267], p < .001$) and teacher responsibility ($B = 0.197, \beta = .208, 95\% \text{ CI } [0.150, 0.245], p < .001$). The adjusted coefficients are reported in Table 4, and their relative magnitude is illustrated in Figure 4.

The demographic controls and duration of regular generative AI use were not independently associated with psychological well-being after the three principal constructs were included in the model. Regression diagnostics also indicated acceptable model performance, with variance inflation factors ranging from approximately 2.56 to 2.69, a Durbin-Watson statistic of approximately 2.00, and a non-significant Breusch-Pagan test ($p = .688$).

Table 4. Adjusted multiple linear regression predicting psychological well-being

Predictor	B	95% CI for B	β	p
Teacher responsibility	0.197	[0.150, 0.245]	.208	<.001
GenAI-supported learning effectiveness	0.221	[0.174, 0.267]	.241	<.001
Peer collaboration	0.382	[0.334, 0.430]	.407	<.001
Female gender	-0.004	[-0.097, 0.090]	—	.941
Public university	0.072	[-0.036, 0.180]	—	.191

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Year 2	-0.009	[-0.065, 0.047]	—	.749
Year 3	0.008	[-0.056, 0.073]	—	.798
Year 4	0.031	[-0.041, 0.103]	—	.394
AI use: 1 to <2 years	-0.037	[-0.101, 0.028]	—	.263
AI use: ≥2 years	0.011	[-0.055, 0.076]	—	.751

Note. $N = 1,556$. $R^2 = .608$; adjusted $R^2 = .606$. Reference categories were male gender, private/non-public university, Year 1, and less than one year of regular generative AI use. B = unstandardized regression coefficient; β = standardized regression coefficient; CI = confidence interval.

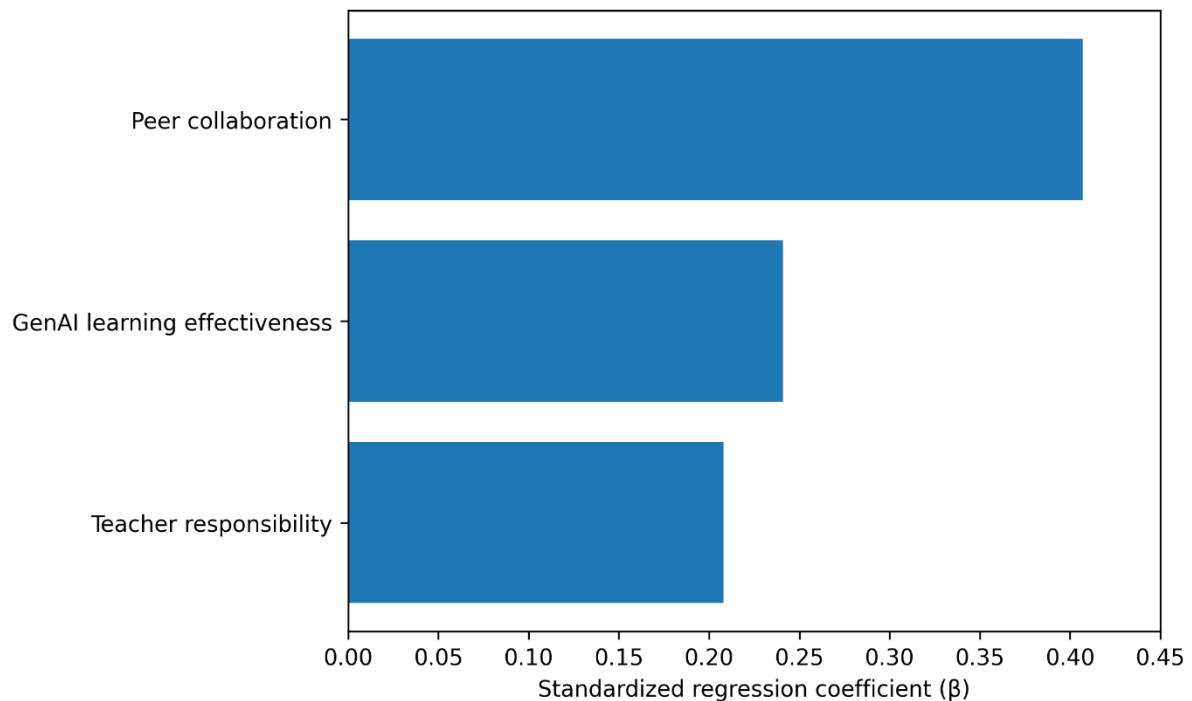


Figure 4. Standardized coefficients of the principal variables associated with psychological well-being

4. DISCUSSION

The results reveal that the students' experiences of generative AI-supported learning are contextualized within a larger environment of education and social interaction instead of being isolated technological processes. Positive associations were found between teachers' responsibility, the perceived effectiveness of generative AI-supported learning, and peer collaboration and psychological well-being, and these factors accounted for a significant amount of variance in psychological well-being. Of the three variables, peer collaboration turned out to be the strongest predictor of psychological well-being, followed by the effectiveness of generative AI-supported learning and teachers' responsibility. It can be inferred from this result that, while AI can

facilitate learning, good interpersonal relations during learning cannot be overlooked.

The relatively higher levels of teachers' responsibility, peer cooperation, and perception of learning effectiveness via GenAI suggest a positive experience of students within their learning process. In particular, peer cooperation demonstrated the highest correlation with psychological well-being both prior to and following the control for demographic factors. Such findings support the idea that collaborative learning is not only about academic help. Communication with peers can provide an opportunity to discuss issues, solve problems, comfort each other, and give mutual feedback, which will increase students' engagement and involvement. Moreover, in the AI-assisted setting, peer cooperation can help assess information

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provided by AI critically, consider various perspectives, and not depend solely on automatic answers. In addition to that, the studies conducted previously have proved that the implementation of generative AI in higher education can go hand-in-hand with collaboration and critical thinking when using technology tools in the learning process, rather than replacing people with technologies (Ruiz-Rojas et al., 2024).

The significance of peer cooperation is also in line with the general evidence related to university student mental wellbeing. Social connections might act as buffers if the students feel any kind of academic pressure, confusion, or adjustment difficulties. Those who receive more social support are likely to cope with stress more effectively and maintain positive psychological functioning. Consequently, the positive correlation observed in the current study implies that collaboration among peers may contribute to a supportive social learning environment. This assertion is corroborated by research which shows that social support plays a critical role in the mental well-being of college students and necessitates the development of adequate interpersonal and psychological support mechanisms within higher learning institutions (Hyseni Duraku et al., 2023).

There was also an independent positive relationship between the effectiveness of learning with support from generative AI and psychological well-being. Learners who perceived the utility of GenAI as helpful in achieving good learning results, mastering academic competencies, and conducting self-study appeared to have better psychological well-being regardless of other educational and demographic variables taken into account. The rationale behind this relationship could be that the effective use of generative AI would help alleviate certain academic difficulties. If students feel that such technologies increase their capabilities and do not interfere with learning, then they can feel more confident and able to cope with academic challenges. In turn, there is evidence from the domain of AI-enhanced higher education which shows that AI literacy and self-regulated learning are positively associated not only with academic success, but also with well-being of students (Shi et al., 2025).

These findings, nonetheless, must not be taken to mean that increased use of AI leads to improved well-being. Regular usage of GenAI was found not

to be linked to well-being independent of the quality of learning experience, teacher involvement, and peer cooperation. It is critical to draw this distinction since the impact of use may depend more on the integration of AI in meaningful and engaging learning tasks rather than mere frequency or duration of use. Conversely, research on the motivation of students when it comes to ChatGPT reveals that their engagement with this type of generative AI is contingent on their perception of the value and usefulness of the task performed by the AI within the specific learning environment (Hmoud et al., 2024). Therefore, educational approaches need to focus more on proper usage than just increased exposure to AI.

Teacher responsibility remained independently associated with psychological well-being. Supportive, available, organized, and engaged teachers could assist students in coping with academic difficulties as well as uncertainties caused by constantly evolving technology in education. Despite the availability of GenAI tools for students, teachers were still required to establish expectations, give feedback, explain problematic topics, and assist students with learning issues. Previous research indicates that the involvement of teachers is capable of enhancing positive academic emotions, self-efficacy, engagement, and persistence in technology-mediated learning situations (Ma et al., 2023). The current findings extend this viewpoint by suggesting that teacher accountability is still significant for psychological well-being despite the combination of AI-assisted learning and peer interaction.

The connection between teacher accountability and well-being also emphasizes the continued relevance of the human factor of teachers in technologically-transformed universities. While generative AI can offer quick information and personal help, it is unable to substitute the relational components of teaching, such as empathy, encouragement, responsiveness, and an awareness of the challenges faced by students. The link between teacher care and support and the well-being of university students also confirms the necessity of sustaining relational teaching alongside the advances of technology (Wang, 2023).

The following practical implications can be drawn

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from these results. Universities should view integration of AI technologies as a combination of a technical, pedagogical, and social aspect. Teaching students how to utilize AI should go together with peer discussion and group evaluation of AI-generated materials. Teacher development programs should also focus on proper integration of AI without compromising teacher-student communication. Considering that peer cooperation was the best predictor of psychological well-being, such an educational model could prove to be especially helpful.

These results need, however, to be considered in light of the design of this research. The cross-sectional design used does not permit drawing conclusions about time or causality, while the use of self-reporting measures could have led to methodological commonalities. Additionally, the sample is composed predominantly of women, students from public universities, and students studying education. Further research needs to be done on the stability of these relations in different fields, institutions, and uses of AI technology. However, despite all these limitations, one can say that psychologically supportive education via AI does not solely depend on the capabilities of the generative AI technology but on the quality of peer relations and teaching as well.

5. CONCLUSION

The role of Generative AI has become increasingly significant in the higher educational context, yet the relationship between GenAI-supported learning and student well-being appears to depend on the broader instructional and social context in which GenAI is used. According to the results obtained, the factors such as teacher accountability, Generative AI-based learning efficiency, and peer collaboration were positively correlated with psychological well-being.

Collaboration among peers was found to be the most important independent correlate of psychological well-being, indicating that the importance of discussion, problem solving, feedback, and social interaction in digitally-mediated learning spaces remains very much alive. The efficiency of generative AI-enabled learning process was also an important independent correlate of well-being, pointing at the potential for students to gain from their use of AI technology in terms of being beneficial for their

academic activities and self-study. Teacher accountability proved important even after accounting for demographic variables.

This implies that GenAI implementation in universities should not be considered merely as a technical effort. Alternative ways of implementing GenAI may involve responsible AI utilization and peer interactions and collaboration, as well as consistent guidance from teachers. The fact that there is no independent effect of time spent using GenAI further suggests that the quality and context of GenAI use may matter more than duration of use alone.

The cross-sectional design and reliance on self-reported responses limit causal interpretation, while the demographic concentration of the sample restricts broad generalization. Future research should examine these relationships longitudinally and across more diverse disciplines, institutions, and student populations to determine how AI-supported learning environments influence psychological well-being over time.

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