

# AMBA & BGA AI Survey 2024

The rise of large language  
models in education







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# Introduction

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In a rapidly evolving digital landscape, the integration of AI tools such as ChatGPT into both personal and professional spheres has garnered significant attention. According to the OpenAI CEO, ChatGPT has 100 million weekly users, with McKinsey's research finding that 75 per cent of professionals expect generative AI to cause "significant or disruptive change in the nature of their industry's competition" over the next three years.

The potential of these tools to enhance productivity, streamline tasks and offer innovative solutions is particularly relevant in higher management education, where business school leaders are increasingly exploring the benefits and implications of such technologies.

This report presents the findings of a comprehensive survey conducted by AMBA & BGA between April and June 2024, targeting senior leadership at global business schools within the associations' network.

The survey aimed to capture insights into the adoption and impact of ChatGPT on personal and professional practices, ethical considerations and the future of AI in business education.

Special thanks go to Colette Doyle, Head of Editorial, AMBA & BGA, for her work on the final report, as well as to Veronica Kallenbach for her impressive design work. We hope you find the insights in this report both interesting and useful.

**Ellen Buchan**  
**Insight, Content and PR Manager**  
**AMBA & BGA**



# Executive summary

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## KEY FINDINGS:

### 1. Adoption and usage:

- Personal use: A significant 71 per cent of business school leaders are using ChatGPT in their personal lives. The most common uses include asking for recommendations (60 per cent), seeking advice (42 per cent), and translations (39 per cent).
- Professional use: An even larger proportion, 78 per cent, use ChatGPT professionally. The tool is most frequently used for idea generation (74 per cent), followed by classroom learning (37 per cent) and translation tasks (32 per cent).

### 2. Impact on productivity and satisfaction:

- Productivity: A large majority (75 per cent) believe ChatGPT has increased their productivity, while 91 per cent report satisfaction with their experience using the tool.
- Satisfaction: Men report higher satisfaction levels than women, with 33 per cent of men being “very satisfied” compared to 13 per cent of women.

### 3. Ethical considerations:

- Concerns: The primary ethical concerns associated with ChatGPT usage in business schools include data privacy, bias, transparency and cheating, with cheating being the most pressing concern (48 per cent of respondents declared themselves as “very concerned”).

### 4. Student use:

- Usage: 67 per cent of business school leaders said students were allowed to use the tool. In 15 per cent of cases, they were not.
- Quality of work: 53 per cent of respondents indicated that ChatGPT improves the quality of students’ work, with an additional two per cent stating that it significantly improves quality.

### 5. Training and Policy:

- Training: Only 24 per cent of respondents have received formal training on using ChatGPT, though 70 per cent of those without training expressed interest in receiving it.
- Policies: Only 24 per cent of institutions have a formal policy on ChatGPT usage, while 34 per cent have a designated individual who oversees AI implementation.

### 6. Future impact and educational integration:

- Curriculum impact: Respondents expect ChatGPT to significantly impact course content creation (60 per cent) and student assessment (57 per cent) over the next five years.
- Preparedness: Only 35 per cent of business school leaders believe their institutions are adequately preparing students for a future where AI tools such as ChatGPT are essential.

# Methodology

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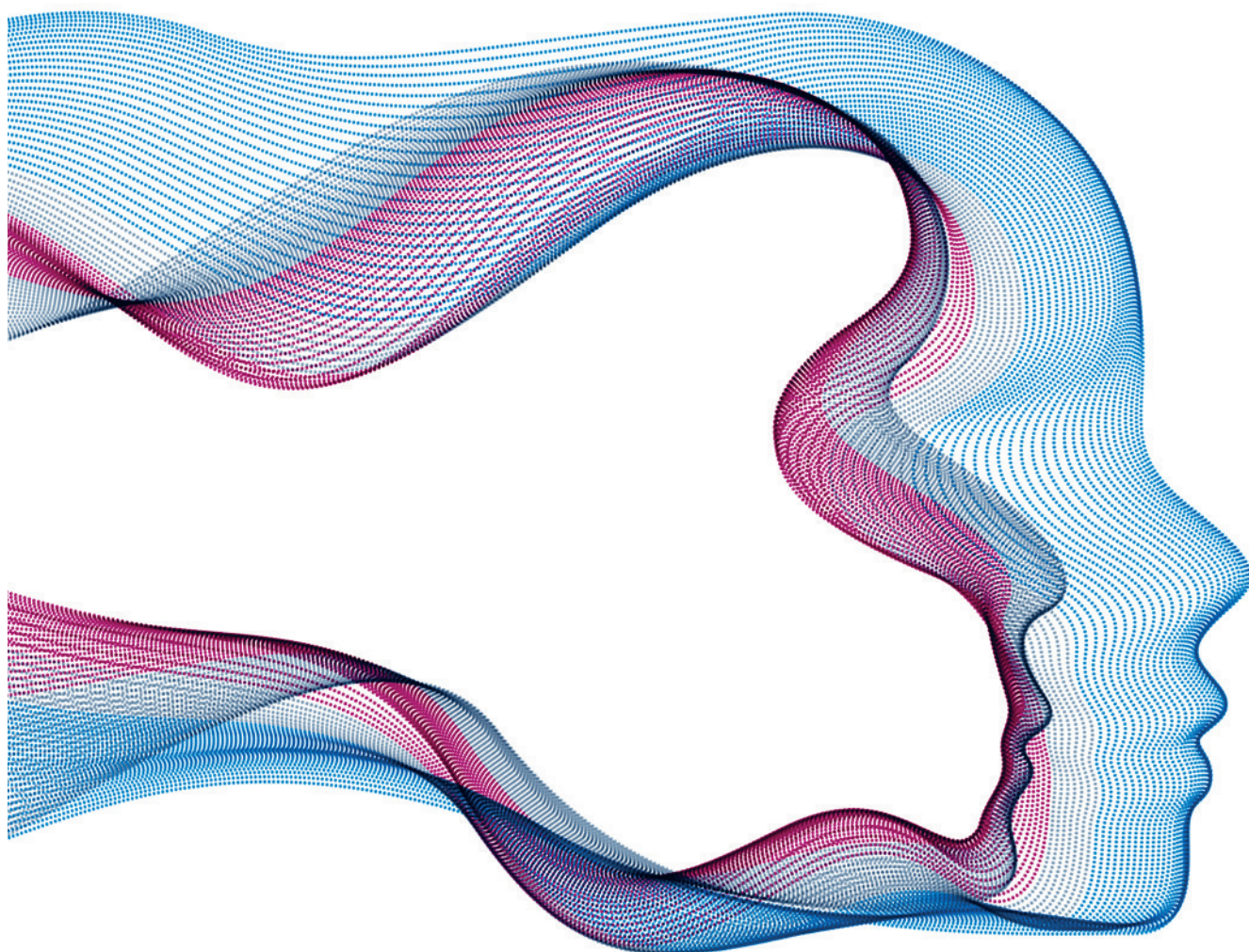
Between April and June 2024, AMBA & BGA conducted an online survey, reaching out to senior leadership at global business schools within the AMBA & BGA network. The survey received responses from 142 business school leaders.

In terms of regions, 49 per cent of respondents came from Europe, 18 per cent from Latin America, 10 per cent from the UK, seven per cent from Africa, seven per cent from India, four per cent from Asia and the Middle East, four per cent from China and two per cent from Oceania.

Regarding job roles, 37 per cent indicated they work as a senior director at a business school (i.e. either as a dean or director), 21 per cent as a business management academic, 17 per cent in designing or delivering management programmes at business schools and a further 15 per cent in another capacity within a business school. Moreover, one per cent said they work with management students and graduates, while eight per cent selected "other".

A total of 50 per cent of respondents were male, 49 per cent were female, and one per cent identified as "other".

Finally, we asked the ages of the participants: Six per cent were 25-34, 16 per cent were 35-44, 45 per cent were 45-54, 24 per cent were 55-64, seven per cent were 65-74, and two per cent were 75-78.

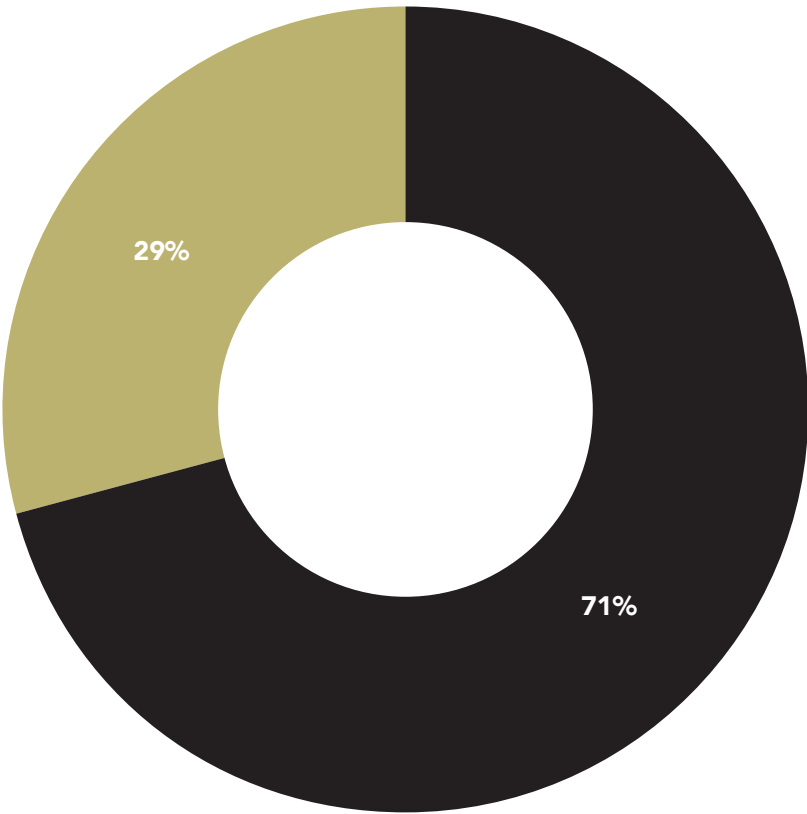


# Part one:

## Use of ChatGPT in personal life

FIGURE 1: DO YOU USE CHATGPT IN YOUR PERSONAL LIFE?

■ Yes ■ No



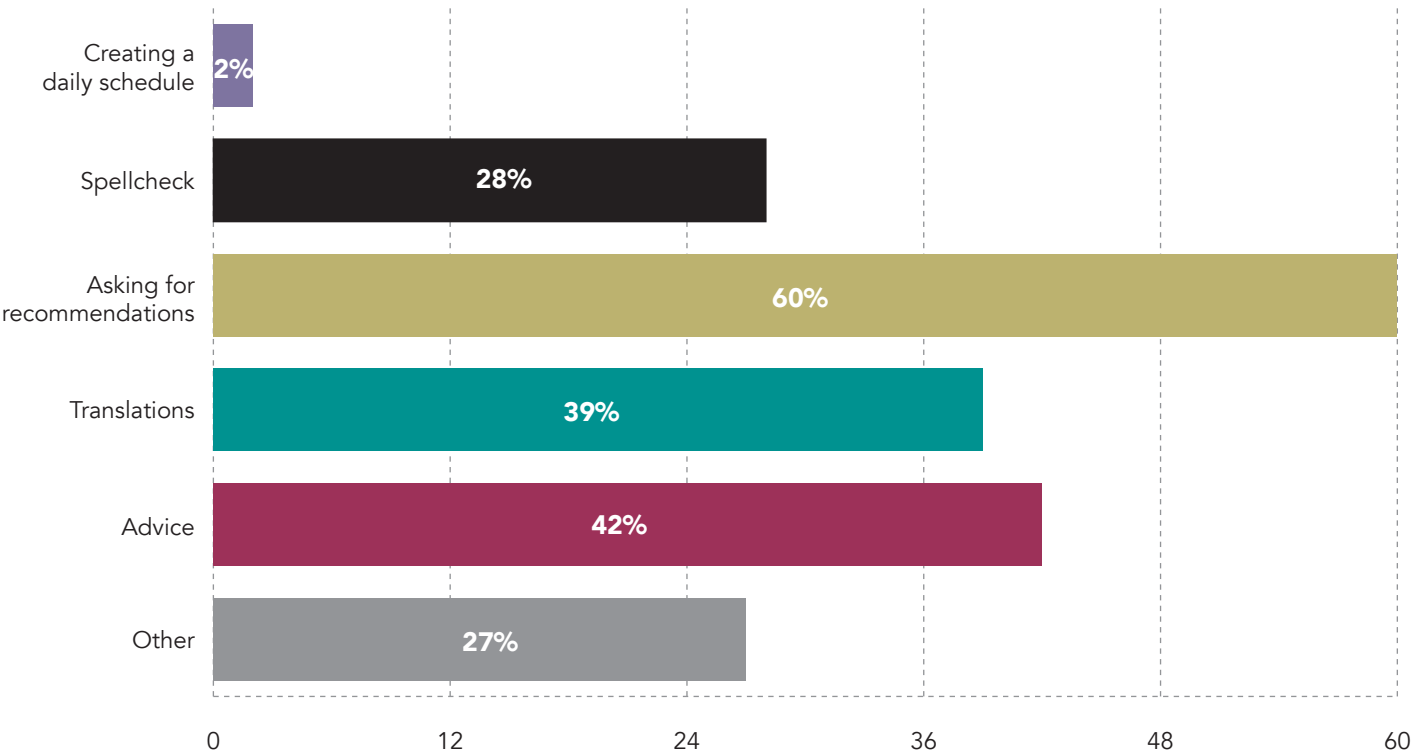
We first wanted to understand whether ChatGPT was being used by business school leaders in their personal lives. Nearly three-quarters (71 per cent) reported that they do use this tool in their personal life, while 29 per cent said they do not.

It appears that a majority of business school leaders are either already using ChatGPT or considering its use in their personal lives, indicating an openness to this tool among business school leaders.

For those who did not already use the tool, the survey specifically asked if they were interested in using ChatGPT in their personal lives in the future. These results were more evenly split, with 58 per cent expressing interest, while the remainder indicated no interest in using the tool in their personal lives.

PURPOSE OF USE

FIGURE 2: HOW DO YOU USE CHATGPT IN YOUR PERSONAL LIFE?



For those who already used the tool in their personal lives, we asked how they were using it and for what purposes.

The most popular use was asking for recommendations, which was chosen by 60 per cent of respondents.

Other common uses included seeking advice (42 per cent) and translations (39 per cent).

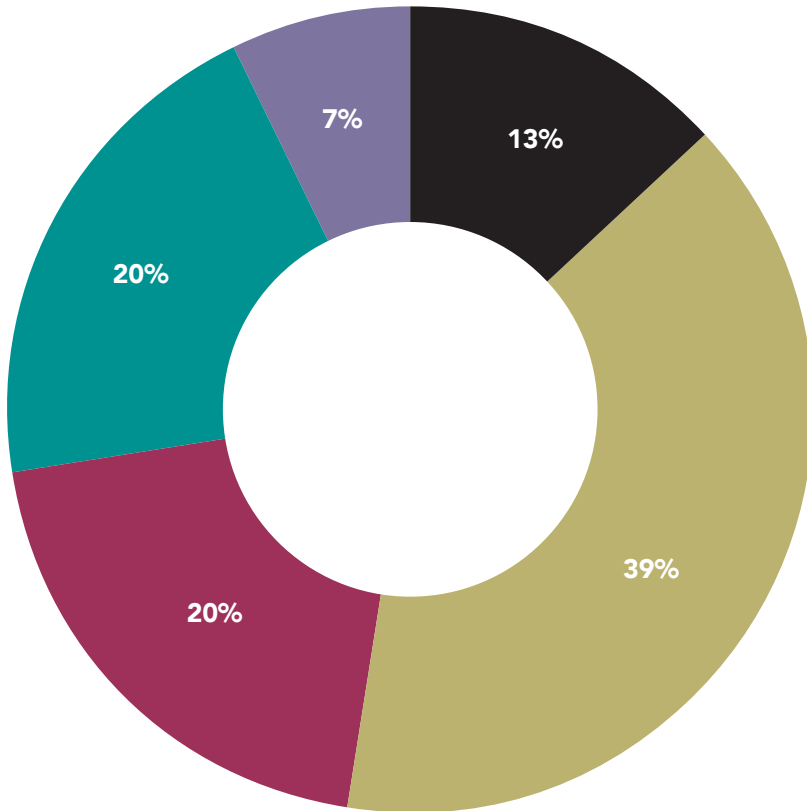
Less popular uses of the tool included spell check (28 per cent) and creating a daily schedule (two per cent).

Participants were also encouraged to specify other ways they had used ChatGPT in a free-text box, with common responses including creating simpler explanations, summarisation, brainstorming and drafting texts.



**FIGURE 3: HOW OFTEN DO YOU USE CHATGPT IN YOUR PERSONAL LIFE?**

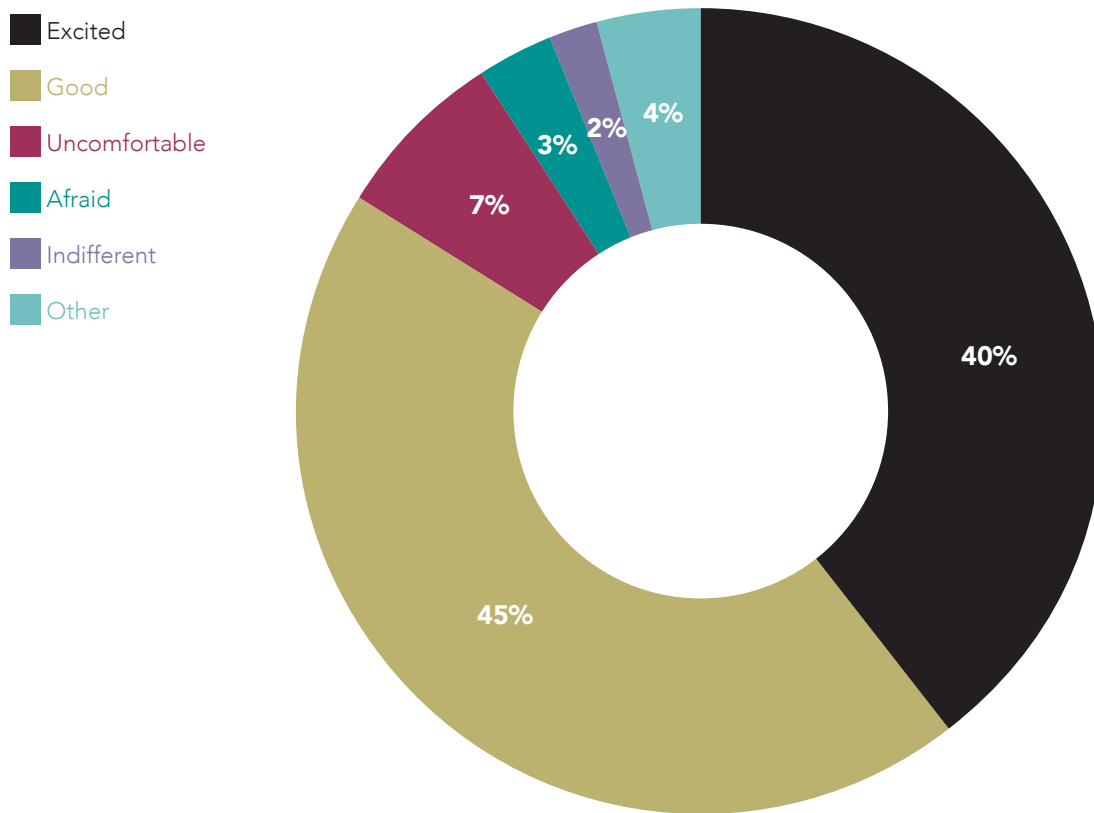
■ Every day ■ More than once a week ■ Once a week ■ Once a month ■ Less than once a month



We went on to ask how often they used ChatGPT in their personal lives. Only 13 per cent used the tool every day, while 39 per cent used it more than once a week. A further 20 per cent used it once a week, while another 20 per cent used it once a month. Only seven per cent were using it less than once a month.



**FIGURE 4: IN GENERAL, HOW DO YOU FEEL ABOUT FURTHER DEVELOPMENTS IN AI TECHNOLOGY – SUCH AS CHATGPT?**



## FURTHER DEVELOPMENTS IN AI

The survey aimed to find out exactly how business school leaders felt about further developments in AI tools such as ChatGPT. The respondents tended to be very positive about this, with 40 per cent stating they were excited and 45 per cent saying they felt good about any new developments.

A small number of respondents had negative feelings towards future developments in AI, with only seven per cent saying they were uncomfortable. Three per cent of respondents were afraid, and two per cent were indifferent.

A small four per cent of respondents selected "other" in response to the question, with answers including:

- "Mixed, monitoring the spread of use among students, facilitating skilful and ethical use"

- "Angry"
- "Concerned"
- "Concerned that the younger generation will lose the ability to think independently"

We also asked if they thought that ChatGPT and similar tools were here to stay or just a passing trend.

A significant 93 per cent of respondents said they believe ChatGPT is an innovation that is here to stay.

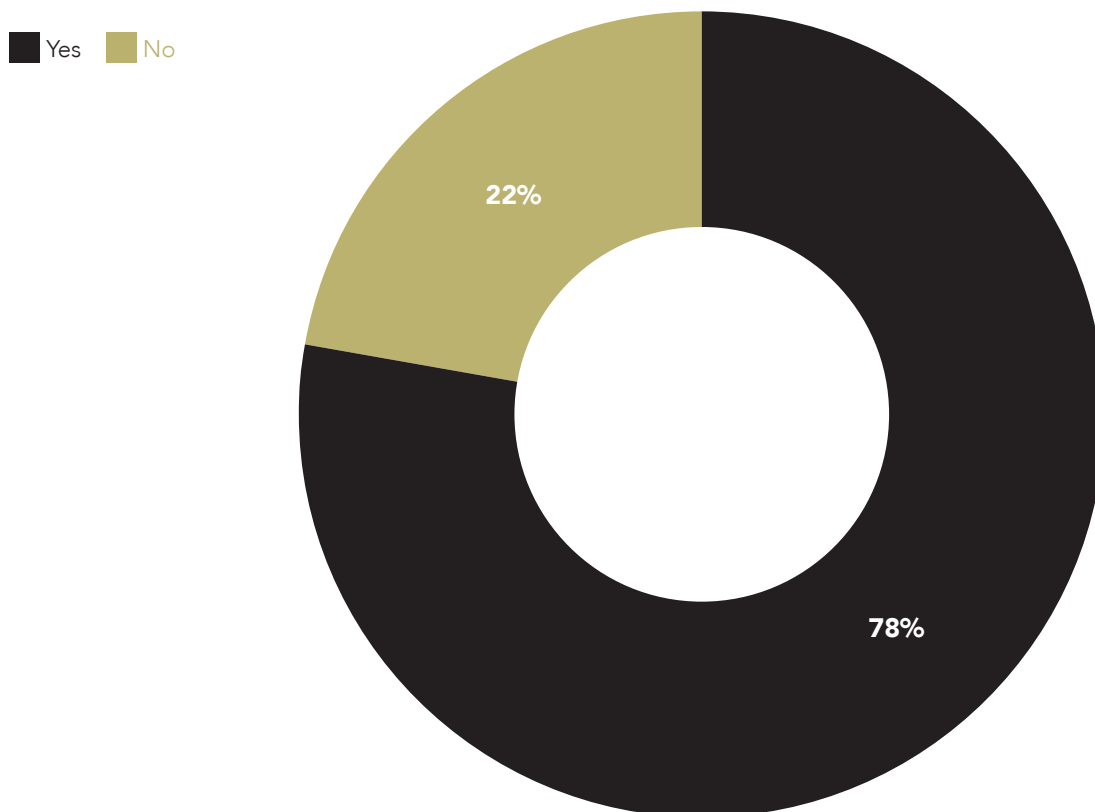
Only seven per cent believed that it is just a passing trend.

## Part 2:

# Use of ChatGPT in professional life

The survey went on to ask about the use of ChatGPT in the business school professional's work life.

**FIGURE 5: DO YOU USE CHATGPT IN YOUR PROFESSIONAL LIFE?**

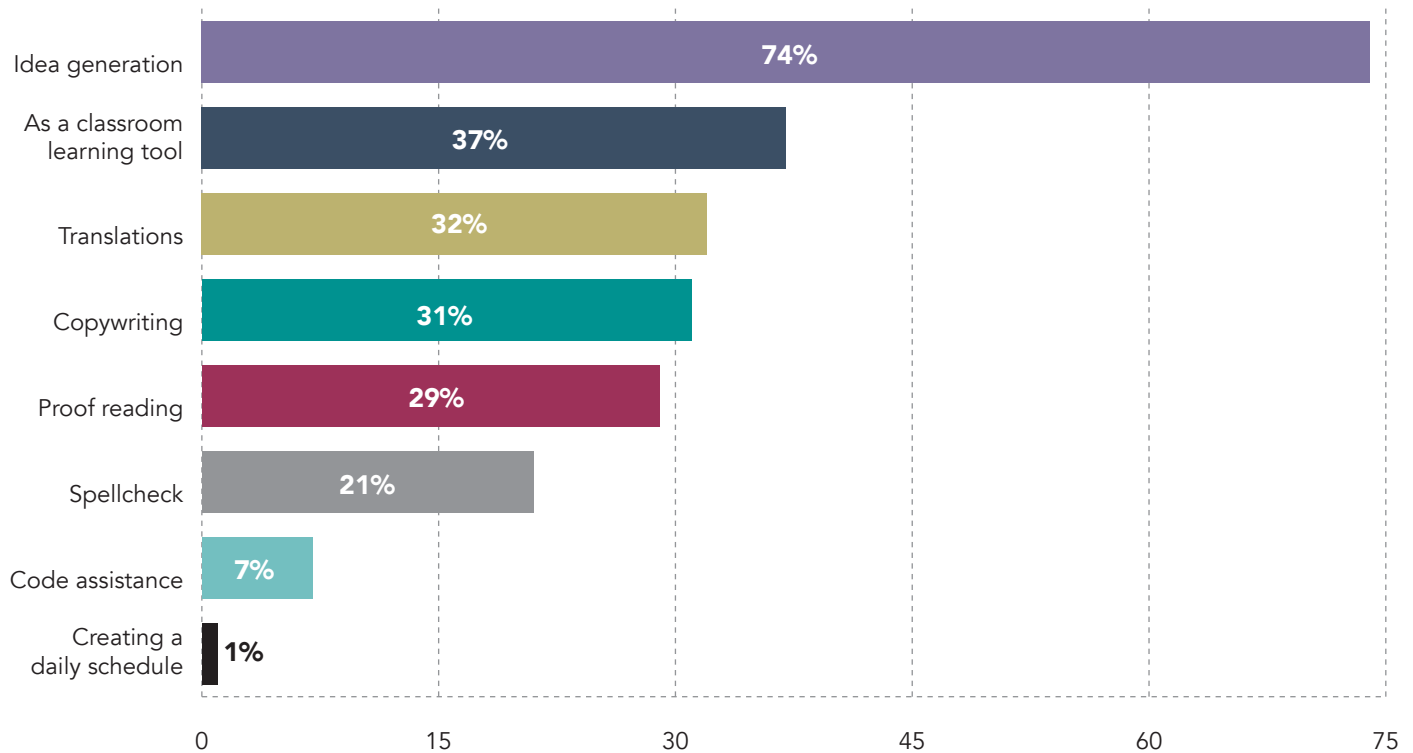


The survey asked participants whether they used ChatGPT in their professional lives, with 78 per cent saying that they did, compared to 22 per cent who said they did not. It is interesting to note that more respondents used it in a professional setting rather than in a personal one.

We were curious to find out if there was a difference between genders in the use of ChatGPT. It was observed that men were slightly more likely to use this technology, with 86 per cent indicating they did, compared to 70 per cent of women.

For those who said they did not already use ChatGPT, the survey went on to ask if they planned to use the tool in the future. Once again, a majority planned on adopting the technology, with nearly three-quarters (74 per cent) saying they intended to use it in the future.

**FIGURE 6:** HOW DO YOU USE CHATGPT IN YOUR PROFESSIONAL LIFE?



The survey went on to ask the business school professionals how they used the tool while they were working.

The vast majority of respondents used the tool for idea generation (74 per cent) –by far the most popular use for the tool.

The other most popular uses included using it as a class learning tool (37 per cent), as a translation tool (32 per cent) and copy writing (31 per cent).

## PRODUCTIVITY

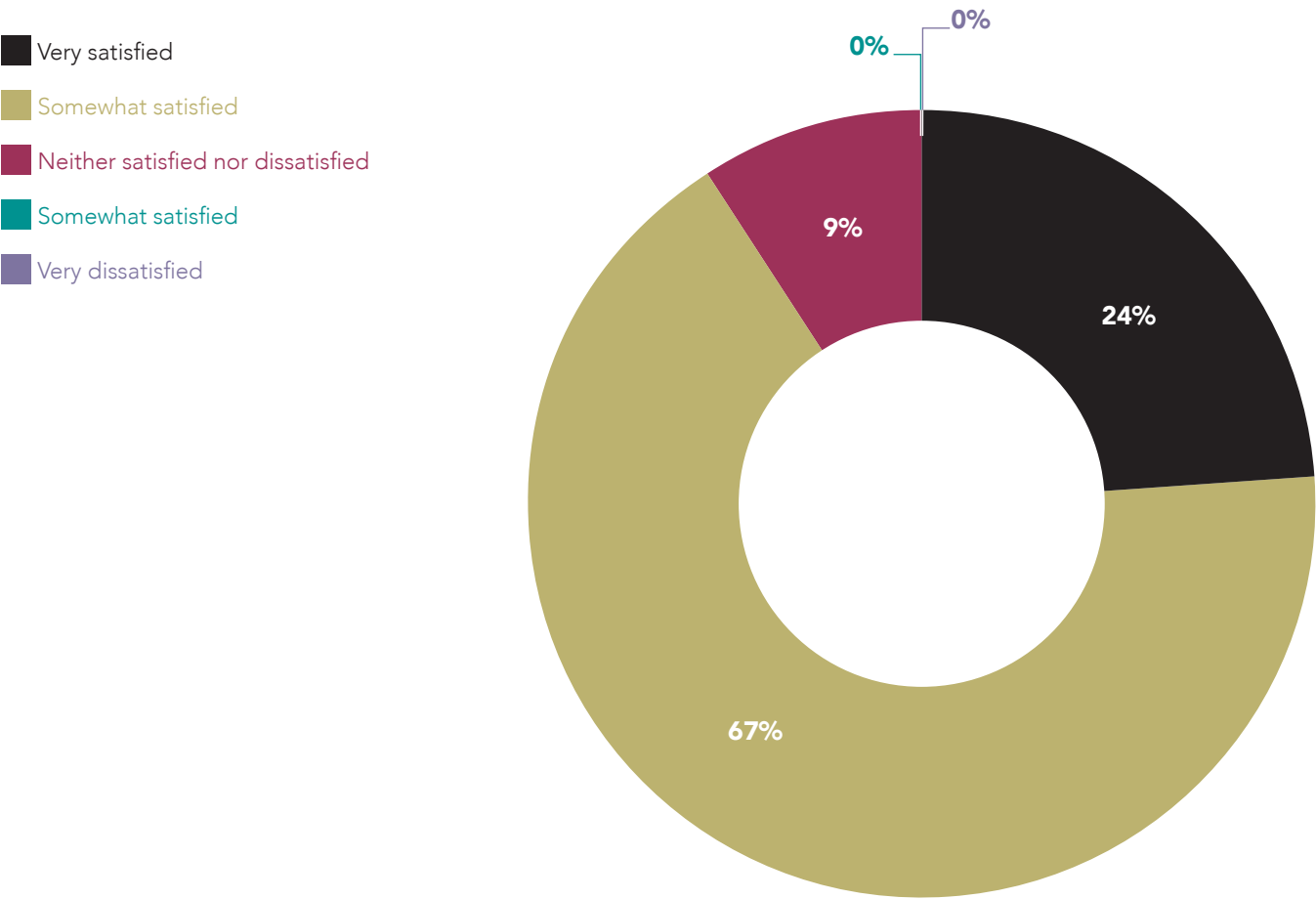
We asked if the business school leaders thought that ChatGPT has increased productivity. The business schools were very positive about this, with 75 per cent of respondents saying that it has indeed increased productivity, with only 12 per cent saying it had not increased. Another 13 per cent didn't know if it had impacted their productivity or not.





## SATISFACTION

**FIGURE 7:** HOW SATISFIED ARE YOU WITH THE EXPERIENCE YOU HAVE HAD WITH CHATGPT?



Participants were asked how they felt about their experience of using ChatGPT in general. As expected, given the number of people who said it had increased their productivity, satisfaction levels were high. A total of 91 per cent said they were either “very satisfied” or “somewhat satisfied” with their experience of ChatGPT.

Men were more likely to rate their satisfaction with ChatGPT higher, with 33 per cent saying they were “very satisfied” compared to only 13 per cent of women who said the same.

While none of the participants were dissatisfied, a small number (9 per cent) were neither satisfied nor dissatisfied.

## EXTERNAL INFLUENCES

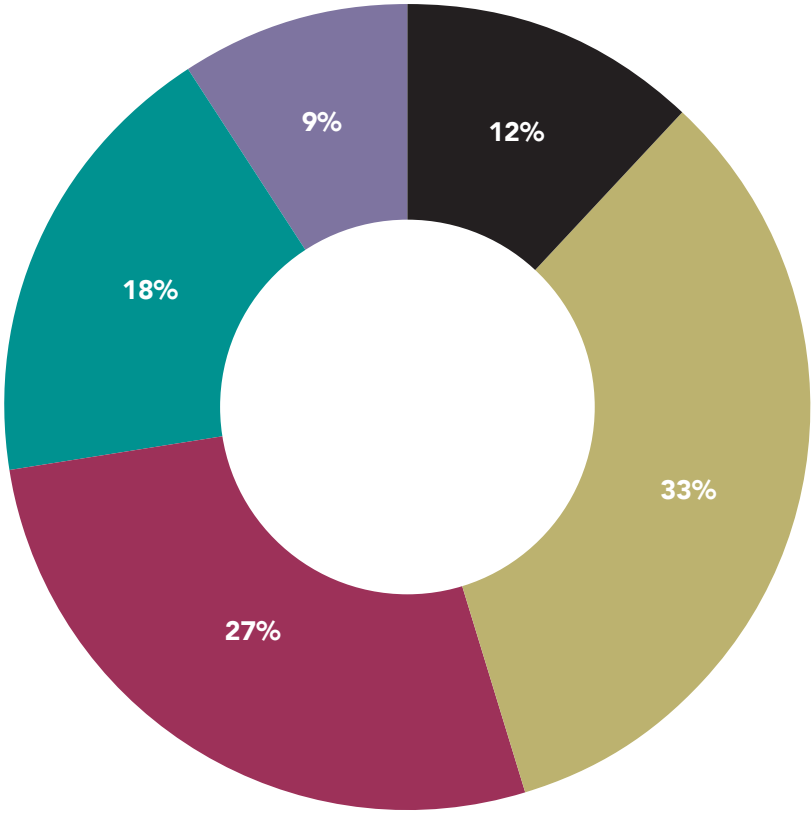
For some, the use of an AI tool might be seen as lazy or not allowed in an organisation. We wanted to know if business school leaders felt comfortable with their line managers being aware that they used ChatGPT.

The majority of respondents indicated that their line managers were aware, with 81 per cent reporting this. The rest said that their managers did not know that they used ChatGPT.

Women tended to be more open about their use of ChatGPT, with 87 per cent saying that their managers knew, compared to 76 per cent of men.

USAGE

FIGURE 8: HOW OFTEN DO YOU USE CHATGPT IN YOUR PROFESSIONAL LIFE?



Overall, business school leaders used the tool quite frequently. While only 12 per cent used it every day, a third (33 per cent) used it more than once a week, and another 27 per cent used it once a week.

At the other end of the scale, 18 per cent said they used it once a month, while nine per cent said they used it less than once a month.

GENERAL USE

While the above results show a generally positive attitude towards ChatGPT in the respondents’ own sphere of working life, they also highlight the significant impact that ChatGPT has had on the industry since its launch in late 2022.

We asked the respondents if they believed that business schools using ChatGPT would be more competitive in the business school market. A substantial 83 per cent of respondents indicated that they thought this was the case.

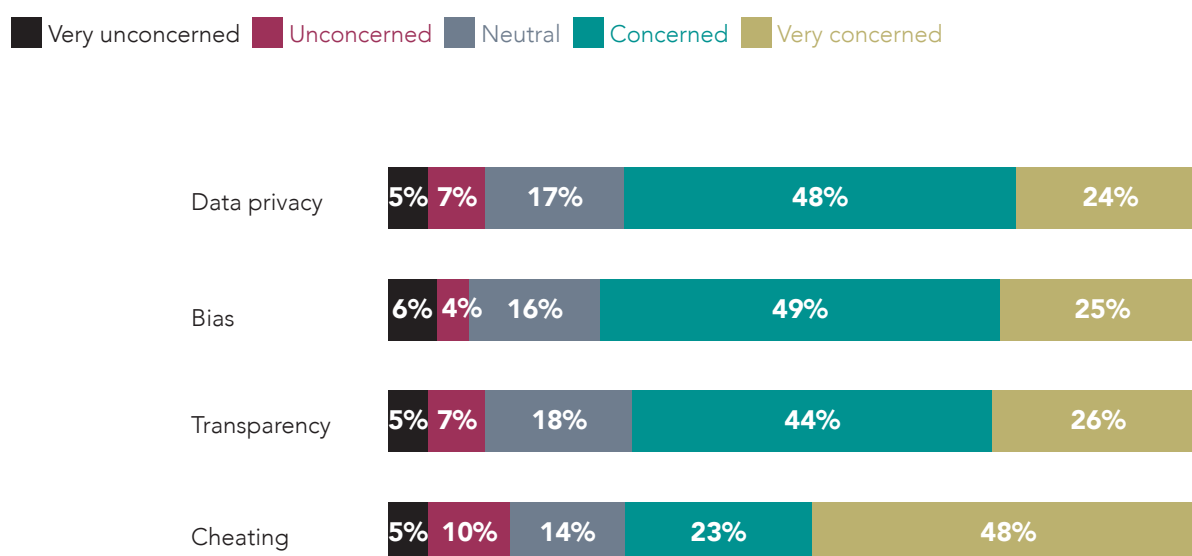
Respondents were confident about the security of their jobs despite the expanding use of AI in the workplace. When asked, “Do you believe that in the future tools like ChatGPT might make your job redundant?” only a small number, seven per cent, expressed concern.

Four-fifths (79 per cent) of the respondents said they were not worried, while a further 13 per cent said they didn’t know if they were worried or not.

## Part 3:

# The ethical implications of the use of ChatGPT in business schools

**FIGURE 9:** HOW DO YOU FEEL ABOUT THE FOLLOWING ETHICAL IMPLICATIONS OF CHATGPT BEING USED IN BUSINESS SCHOOLS?



We asked business school leaders for their thoughts on the ethical implications associated with the use of ChatGPT in business schools, specifically in relation to data privacy, bias, transparency and cheating.

There were similar levels of concern for all of these issues, but it seems that business school leaders were most concerned about the impact of ChatGPT on cheating. A total of 48 per cent of respondents said they were “very concerned” about this, with a further 23 per cent also expressing some level of concern.

The respondents were worried about the impact of bias in business schools too. A quarter (25 per cent) said they were “very concerned” about this, with a further 49 per cent saying they were concerned.

# Part 4:

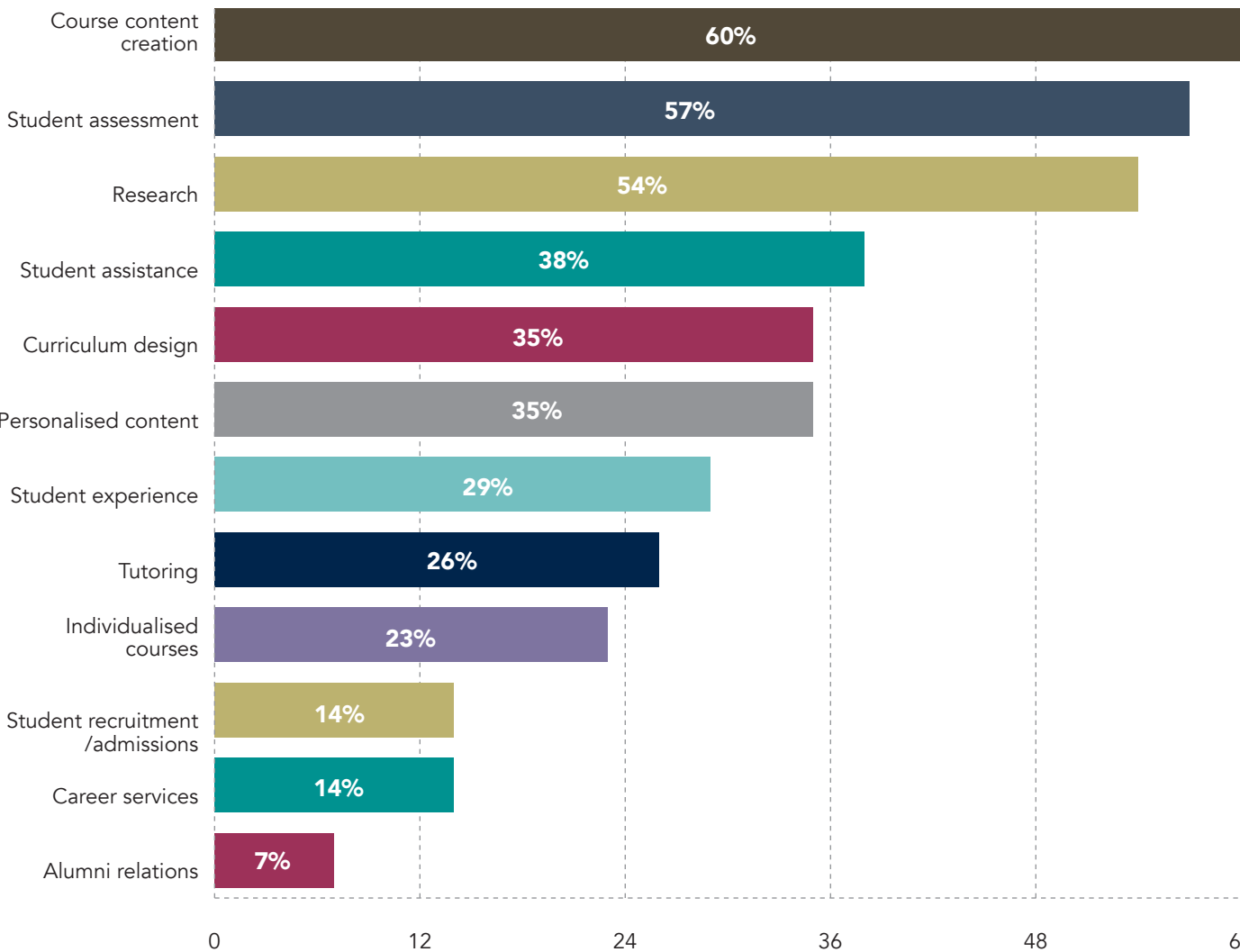
## Impact & training

### IMPACT

Considering the number of business school leaders already using the ChatGPT tool, it is clear that it is already having a significant impact on the operations of business schools globally. With the constant updates to ChatGPT and similar technology, this impact is only expected to grow.

We wanted to know which elements of business school operations leaders foresaw undergoing the most significant changes.

**FIGURE 10:** IN THE NEXT FIVE YEARS, WHERE DO YOU SEE CHATGPT HAVING THE BIGGEST IMPACT ON YOUR BUSINESS SCHOOL?





Some 60 per cent of business school leaders thought the biggest impact would be on course content creation. Trailing this was the impact on student assessment (57 per cent), followed by research (54 per cent).

At the lower end of the scale, business school professionals saw it having less of an impact on student recruitment/admissions and career services – both of these came in at just 14 per cent. Alumni relations was lowest on the list for impact from AI in the next five years, with only seven per cent choosing this option.

## TRAINING

One of the positives of ChatGPT as a tool is its ease of use – with its familiar chat box function, most people can log in and start using it without needing any training. However, users should be aware of its tendency to fill in gaps with incorrect information and there are also considerations regarding the safety of personal data on the platform.

Due to the risks associated with ChatGPT, it would be understandable that those using it in a professional setting might need training to ensure they understand its limitations and implications. We asked business school leaders, therefore, if they had received any training on how to use the tool; fewer than a quarter (24 per cent) said that they had.

There is clearly a desire for training, as 70 per cent of those who had not received any expressed interest in it. Only 16 per cent said they would not like training, while 13 per cent were unsure.

For those who had already received training on ChatGPT, we asked if further training would be helpful for their professional development. Three-quarters (75 per cent) said that additional training would be beneficial. Only nine per cent said no, and 16 per cent were unsure.



# Part 5:

## Policy & perception

### POLICY

Most organisations believe that it is important to have a policy in place when it comes to using ChatGPT, particularly due to concerns over data privacy, confidentiality and transparency. We asked respondents if their organisations had a policy on staff using ChatGPT – only 24 per cent said that they did. A further 16 per cent didn't know if they had a policy or not. The rest of the organisations stated that they did not have such a policy.

For those organisations that did have a policy, we asked where the policy was controlled. Nearly half (47 per cent) said it was controlled by the university; only a quarter (28 per cent) said it was controlled by the business school.

A small percentage mentioned that the business school and the university had separate policies, while another small percentage indicated that their business school was not attached to a university. The remaining 19 per cent said they didn't know if there was a policy or not.

We asked respondents how they felt about their organisation's policy on ChatGPT. There was a general sense of agreement. Half of respondents (47 per cent) said they agreed with the policy, while 28 per cent strongly agreed. Only six per cent of respondents disagreed with the policy.

The impact of AI is so significant that many organisations are employing a dedicated representative to oversee the implementation and use of the technology. The institutions represented in the survey were divided on whether there was someone in their organisation responsible for AI implementation. A third (34 per cent) said they did have someone, another third (34 per cent) said they didn't, while the final third (31 per cent) said they didn't know.

### PERCEPTION

Due to some contention around the use of ChatGPT in organisations as a result of the aforementioned complications, we wanted to know how it was perceived in business schools.

We asked, 'How do you feel the use of ChatGPT by staff is perceived in your organisation?' Most felt it was encouraged – 60 per cent said it was, with 16 per cent believing that it was "strongly encouraged".

For 38 per cent, it was neither encouraged or discouraged, with only three per cent saying it was "strongly discouraged".



## Part 6:

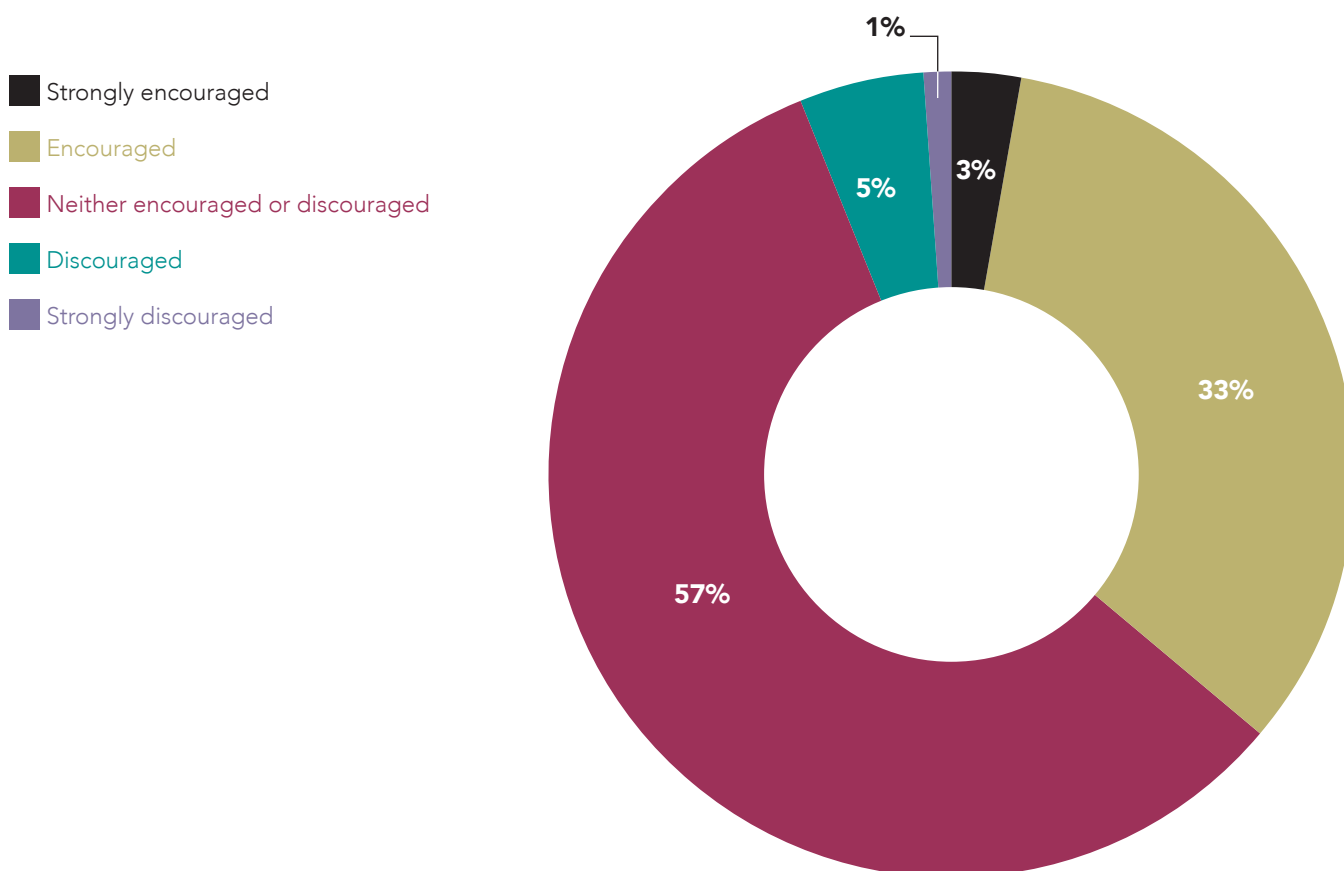
# Student use of ChatGPT in business schools

So far, the survey has focused on the use of ChatGPT by business school leaders, but what about students? Are they being encouraged to use it and what is the impact of its use on their work?

We first asked respondents if students were allowed to use ChatGPT in their business schools. Well over half, 67 per cent, said students were allowed to use the tool. Some 15 per cent said students were not allowed to use it and 18 per cent didn't know.

While the use of ChatGPT is permitted in most of the schools surveyed, we wanted to understand how its use by students is perceived within the business school.

**FIGURE 11:** HOW DO YOU FEEL THE USE OF CHATGPT BY STUDENTS IS PERCEIVED IN YOUR ORGANISATION?

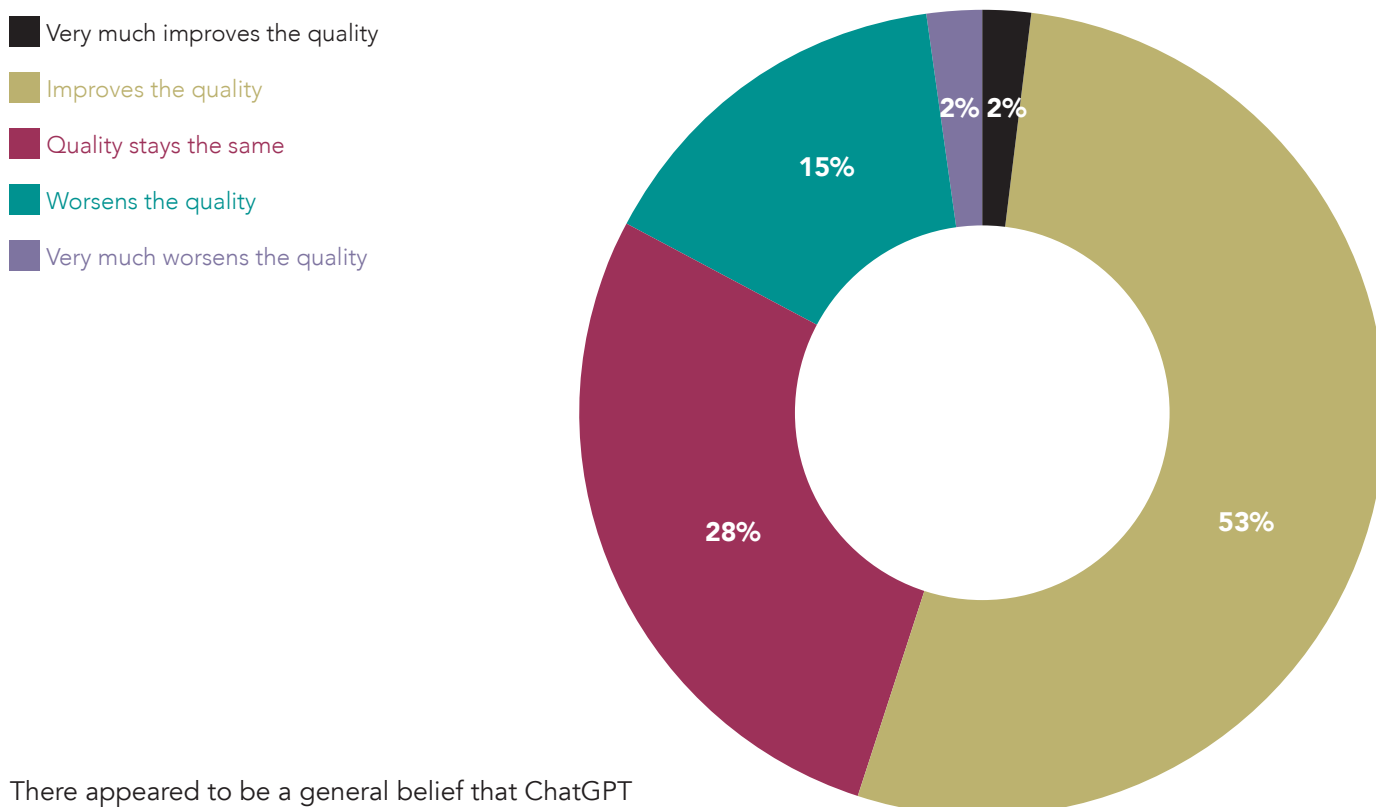


For most there was a neutral feeling towards ChatGPT – 57 per cent said that it was “neither encouraged or discouraged”. One third of respondents felt like their institutions encouraged it and three per cent they thought it was “strongly encouraged”.

Based on the number of business schools who said that their students were allowed to use ChatGPT, the survey went on to assess if they had to declare it or not. The survey asked: ‘Do students have to declare they have used ChatGPT in assignments?’ Some 64 per cent of respondents said they did have to declare its use. A surprisingly large percentage, 17 per cent, didn’t have to declare they were using ChatGPT in their assignments. 18 per cent of respondents said they were unaware if they had to declare it or not.

ChatGPT can be a great learning tool – if it’s going to be used in organisations then students will need to know how to use it. Because of this we asked respondents ‘Is ChatGPT taught as subject matter in any of the modules on business courses?’ Respondents were split on this – 36 per cent said it was, compared to 43 per cent who said it was not. A further 22 per cent said they didn’t know if it was taught as subject matter. We asked respondents how they thought that ChatGPT impacted the quality of work that students submit.

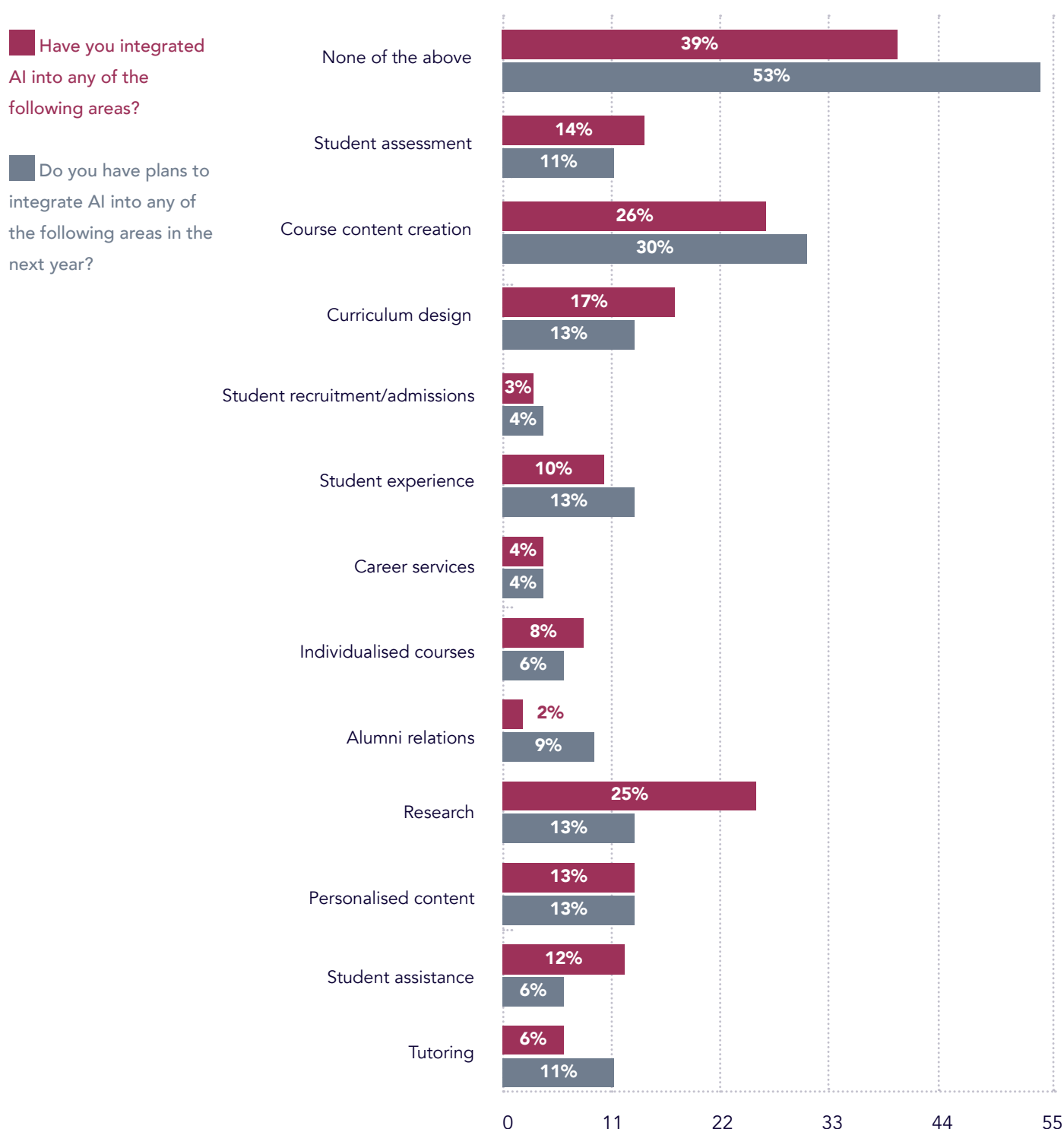
**FIGURE 12:** HOW DO YOU BELIEVE THAT THE USE OF CHATGPT IMPACTS THE QUALITY OF WORK THAT STUDENTS SUBMIT?



There appeared to be a general belief that ChatGPT either maintains or enhances the quality of students’ work. Just over half of respondents, 53 per cent, indicated that it improves the quality of work, with an additional two per cent stating that it significantly improves quality.



**FIGURE 13: INTEGRATION OF AI INTO BUSINESS SCHOOLS**



The survey went on to ask in which areas the business schools had already implemented AI. The most popular areas included course content creation – with 26 per cent of schools saying they had implemented it. The next most popular area was in research where 25 per cent had implemented AI.

Although 53 per cent said they weren't going to be implementing AI into any of the areas listed, 30 per cent said that they would implement it into course content creation. Other popular areas to implement AI were in curriculum design, research and personalised content – 13 per cent of schools said they would implement it in each of these three areas.

## Part 7:

# The future of AI in business schools

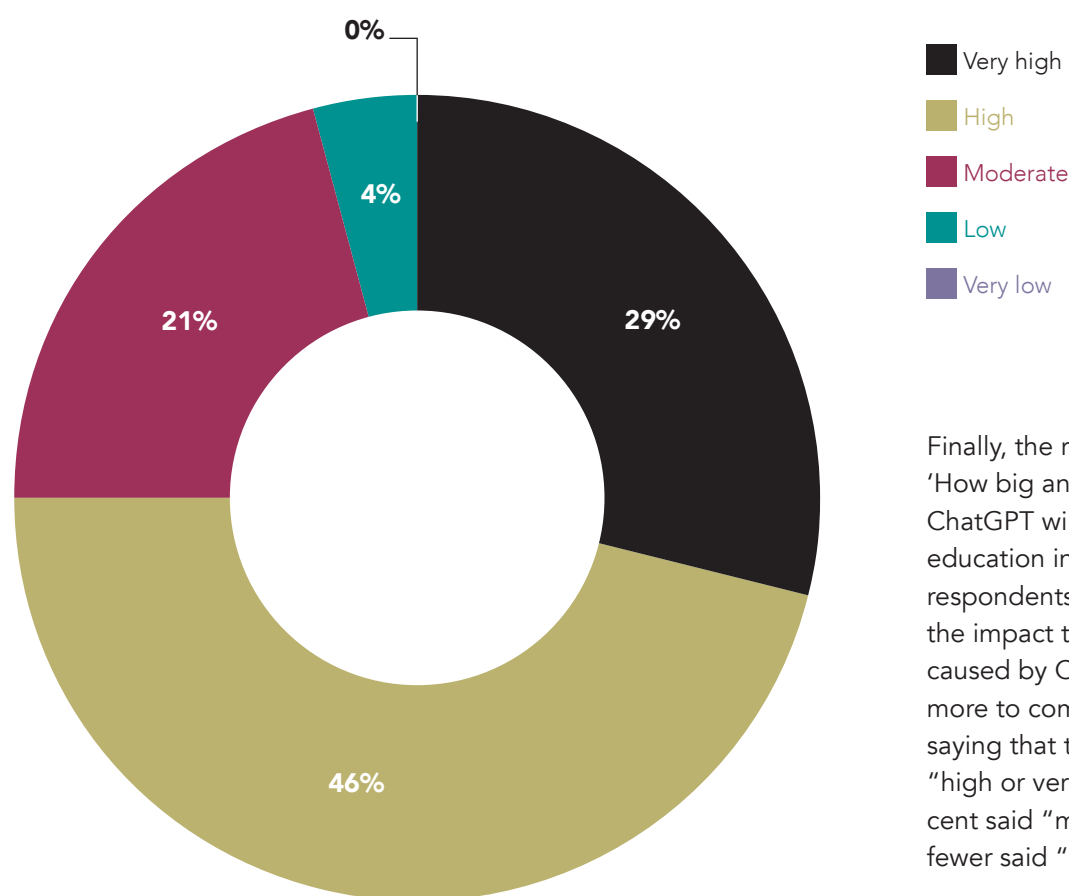
A key responsibility of business schools is to cultivate the leaders of tomorrow. As ChatGPT and similar AI tools are poised to become integral in the future, it is essential that business schools equip students with the skills to effectively use these technologies.

We asked respondents, “Do you think that your business school is teaching students the right tools to remain relevant in the job market when it comes to using ChatGPT?” The responses were notably divided.

Only 35 per cent of respondents were confident that their institutions were providing the necessary skills, while 38 per cent believed that they were not adequately preparing students. A further 28 per cent were uncertain.

These findings suggest a significant opportunity for business schools to enhance their curricula in order to better prepare students for the evolving demands of the job market.

**FIGURE 14: HOW BIG AN IMPACT DO YOU THINK CHATGPT WILL HAVE ON BUSINESS EDUCATION IN THE NEXT FIVE YEARS?**



Finally, the respondents were asked, ‘How big an impact do you think ChatGPT will have on business education in the next five years?’ The respondents were sure that on top of the impact that has already been caused by ChatGPT there was still more to come, with 75 per cent saying that the impact would be “high or very high”. Only 21 per cent said “moderate” and even fewer said “low.”

# Conclusions

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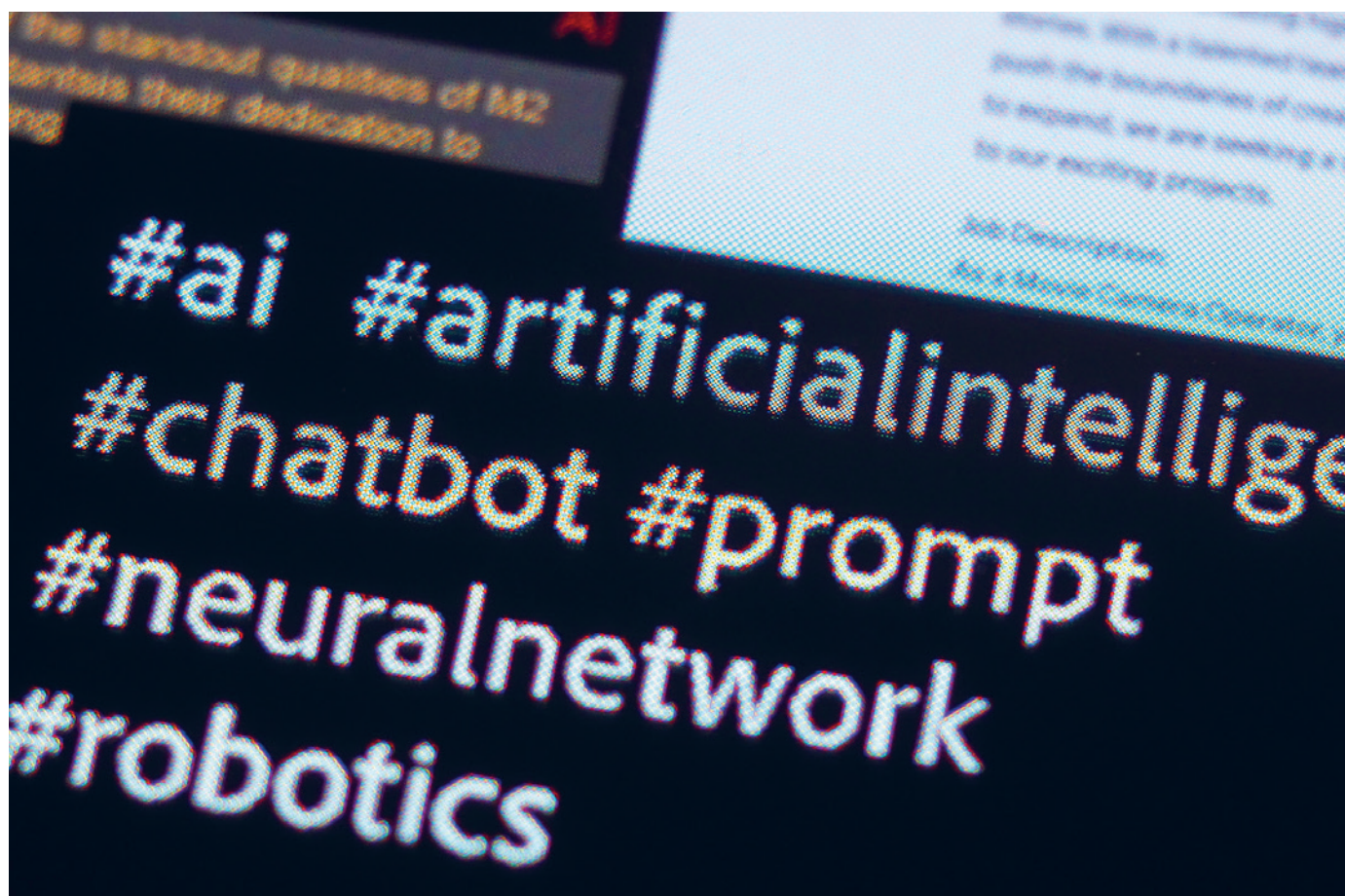
The survey indicates a high level of adoption of ChatGPT among senior business school leaders both in their personal and professional lives. With 71 per cent using it personally and 78 per cent professionally, it is clear that ChatGPT is being integrated into the fabric of all aspects of our lives.

While there are general fears about the future of AI, this wasn't necessarily the case with business school leaders. They reported a positive sentiment towards AI tools, with 85 per cent of respondents feeling either "excited" or "good" about further developments, showing that there is a broad acceptance and optimism about the potential of AI.

These positive sentiments were backed up by the majority of respondents (75 per cent), who reported an increase in productivity due to ChatGPT. Some 91 per cent expressed satisfaction with their experience using the tool – showing that ChatGPT is already streamlining and improving processes at business schools.

Despite the general positive attitude towards ChatGPT, there were significant ethical concerns, especially around the themes of cheating, bias, data privacy and transparency. Cheating posed a particular threat, with 71 per cent indicating that they were "concerned" or "very concerned". However, the survey revealed that only 24 per cent of institutions had policies governing the use of ChatGPT, which shows a gap that needs to be addressed.

With 75 per cent of respondents predicting a "high" or "very high" impact of AI on business education in the next five years, it is evident that the technology will play a pivotal role in shaping the future of business schools. There is a clear opportunity for schools to take a more strategic leadership approach and develop appropriate policies in relation to the use of AI within the management education sector.







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