

Unwavering Threat of Generative Artificial Intelligence and Frightening Future of Business Researches in Public Policy and Social Science Domains

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Abstract

AI is predominantly ruling the present era much above the IT innovations and industrial revolutions. Its potential impact has to be addressed globally on multiple issues including the present challenges faced by the academicians. The extensive, uncontrolled, and unethical use of generative AI contents in the public policy and social science research domain may ruin the future developmental planning required for achieving the country's Sustainable Development Goals. AI-Based Tools (ABTs) and Large Language Models (LLMs) that leverage Artificial Intelligence and Natural Language Processing (NLP) technologies using Chat Generative Pre-trained Transformers are now impacting all facets of the higher education system, research, and policy formation thereof on day-to-day basis.

The peril of Generative AI (GAI) and the menace of deep fake content are so profusely penetrated in higher education research, that it are far beyond the anticipation and imaginations of academicians, forward thinkers, and policy makers since it is working without human interventions, using innovative AI technologies, readily available on a voice command to activate the smart assistant to perform the desirable work output right from conceptualization to delivery in almost all fields including higher education and research. Thus an attempt has been made to develop a concept paper highlighting the state of affairs of present business researchers working in the public policy and social science domains in the era of Generative AI and to put forward directions for future and factual research. An outline of the current literature survey on the AI concepts has been elaborated to understand the unwavering threats, which is likely to destroy the future of unaware business researchers in the present era of AI. There is a strong need for self-imposed ethical code of conduct while using GAI contents which shall be supported by a self-declaration that it is AI-generated content and does not require authentication.

Keywords

Artificial Intelligence (AI), Chat GPT, Deep fake, Generative AI, Public policy, Sustainable Development Goals (SDGs), and Social Science Research.

1. Introduction to AI

Presently the foretaste of AI can be well experienced globally in almost all internationally spoken popular languages such as English, French, German, Italian, Portuguese, Spanish, and of course in Hindi too. The AI basically is an improvised concept of logic-based approach to problem-solving, and discussions of machine learning and it comprises numerous types of other intellectual activities based on various kinds of searches as manifested. In general, the Smart Assistants searches used in Machine Learning (ML) are based on three types of AI models namely Artificial Narrow, Artificial General, and Artificial Super Intelligence.

In the present era of AI, there are many Advance Persistent Threats (APTs), like Anomaly detection, Phishing attacks, Malware, Ransomware, and Insider threat leading to the failure of automated threat response system and Ransomware digital arrest in real-time basis leading to Distributed Denial of Service (DDoS) attack, IoT and Botnet attacks.

There are countless unwavering threats of Generative Artificial Intelligence (Gen AI) emerging day-by-day due to its excessive and uncontrolled use by generation Z, who are unaware about its future consequences which may even pose high risk and security breaches leading to data theft, cyber fraud and even leak of top secret govt. documents pertaining to policy formulation, financial budgeting, future planning and important developmental research framework documents. Thus an attempt has been made by the author to tag a few known sophisticated threats that are most likely to harm the future of business researches particularly in the public policy and social science domain in order to edify the senior academicians of higher educational institutes, policy makers and regulators to be aware on the possible threats encountered while dealing with Gen AI contents by them and to fight against the cyber adversaries of digital ecosystem penetrating the higher education research.

2. Objective of the Study

The main academic objective of depositing this concept paper is primarily to spread knowledge amongst young academic researchers on AI and to warn them of the deep fake generative AI content, which is readily available on search engines, as they seem to be quite unaware about its implications and future

consequences on their research outcomes being presented for public policy formation in the social science domains for development of higher education and achieving the Sustainable Development Goals (SDGs).

The secondary objective is to introduce all senior academicians, faculty members, research guides, project leaders, and other associated higher management personnel, who are not found so conversant and computer savvy, with this emerging advanced AI technology of the present era, which they are not able to utilize properly due to their present age, lack of sufficient time to learn, busy schedules owing to high academic work pressures, project completion deadlines, non-availability of proper learning resources, manpower and other financial constraints.

3. Research Methodology

To unlock the stigma of not declaring openly that, nowadays researchers are using AI generated content in their presented business research data, it was felt very necessary to map the perceptions of the respondents to draw the immediate attention of academicians, forward thinkers, and policy makers of the developing countries by presenting the current state of affairs found emerging due to the excessive and uncontrolled use of AI-generated contents by the business researches around the globe. The exploratory research methodology was adopted for putting forward the recommendations based on the conclusions from the analysis of the secondary data in order to undertake future research in the era of generative AI.

A conceptual research study was thus conceived by the researcher by undertaking the survey in the four different cities of the state of Madhya Pradesh utilizing only convenient sampling method for collecting the personal responses from the 40 numbers of confrere respondents of researcher acquaintances comprising business administration students, junior researcher scholars and their senior faculty members within the selected age group of 20 to 65 years as per the sole convenience of the researcher to know the exact number and percentage of AI users in the domain and to know the extent of use of Gen AI fields in their day to day classroom assignments, literature reviews, data collections, related data analysis, and driving business inferences for their research works, with the reported limitations and time duration without taking any financial assistance and with no conflict of interests.

Though, it was a quite challenging task but an attempt has been made to maintain the high degree of confidentiality by following the ethical principles of very small representative samples, comprising of working professors, research

scholars and management students across the selected cities of the researcher's consociates without disclosing their identities. In present academic world, first of all, no one is ready to accept that one has used the Generative Artificial Intelligence (Gen AI) content in any form and secondly, no one is easily accepting that the presented research work is at stake due to the use of AI-generated content and last but not the least, that most of the present era business researchers are totally unaware that use of Gen AI is actually harming their classical research capabilities of thinking and reasoning and their AI-generated research conclusions are posing unwavering threat to the policy makers and regulators who are engaged in the formulation of public policies based on their presented research inferences?

4. Review of the Literature

Unbelievably the concept of AI was found to exist much before the revolutionized launch of the World Wide Web on 1st August 1991, In recent past, how we connect to machine was first introduced by an English Mathematician and logician, Alan Mathison Turing, who encountered it through his initial machine learning research and later described it in his Turing Test Theory (1948).

The Turing Test Theory is best known to certify any AI-based software programs likely to be run on machines using any computer language to give the desired outputs without involving human interactions. The unethical use of artificial intelligence techniques has increased multifold since launch of the Chat GPT on the 30th November 2022, which engulfed even the higher education institutes with profuse penetration of deepfake contents in the research domain alongside tabulating data, tutoring, and Chat GPT-based conversational agents to promote learning experiences using large language models and to develop future AI Tutors. The author has just tried to refer few current research findings across the globe to raise his ethical concerns on the peril of deepfake contents and the menace of AI-generated higher education research, being promoted for the formulation of public policies based on the AI-generated interpretations and inferences of the social science research and its future educational implications on the academic integrity, only very recent & current academic year research studies have been cited.

As guest editors of the special issue on Generative AI in Education, Marc Alier, Francisco Jose Garcia Penalvo, and Jorge D. Camba in Feb (2024) shared the journey of generative AI in education from its deceptive to present disruptive format and focused on its ethical consideration and challenges related to

academic integrity concerning the authenticity and authorship of the delivered work using Gen AI models. Very recently in 3rd International Scientific Conference on Challenges of Modern Economy and Society through the Prism of Green Economy and Sustainable Development (CESGED-2024), held at Novi Sad, from 25-28, April 2024, Eleonora Benova and Silvia Trelova (2024), from Faculty of Management Slovakia, Comenius University Bratislava, presented their research paper titled “Is it Plagiarism or Just Using Artificial Intelligence Tools?”

A semi-systematic literature review was also done by Alshahrani, Pileggi, and Karimi (2024), on the social perspective of AI in the Higher Education System, highlighting the Application of Artificial Intelligence in Education (AIEd) and its negative and collateral effects on pedagogical, ethical and social dimensions. Journal of English as a Foreign Language Education (JEFLE) in its very current edition has also published a systematic literature review made by Suryanti, Ramdhanti (2024) on students’ writing using Generative AI in higher education from Universitas Tanjungpura and a bibliometric analysis on the integration of AI in education was conducted with a comprehensive review of literature of last 10 years by Verma Anuj et al. Recently, version 1 of a systemic literature review, which is still awaiting its peer review, was also found published on 10th July 2024, from Universiti Tunku Abdul Rahman, Bandar Sungai Long, 43000 Kajang Petaling, Selangor, Malaysia by Md Sozon, Omar Hamdan Mohammad Alkharabsheh, Pok Wei Fong, Sia Bee Chaun to identify the most prevalent types of cheating and plagiarism in higher education institutions (HEIs) and to provide useful insight for educators and policymakers to solve the complicated recurring problem of online cheating and plagiarism.

5. Current Global Scenarios

Taking cognizance to the recent fourfold increase in the open AI searches using countless Smart Assistants, to name few of them in an alphabetical order such as, Abhi, Ad Sense, Andy, Ava, Alexa, Ally, Azure, Bard, Bing, Bixby, Brave, Chat Generative Pre-trained Transformers (GPT), Canva, Clara, Claude, Cleo, Colab, Copilot, Cortana, Deep Face, Deep Mind, Eddy, Exa, Face ID, Face Net, Fireflies, Fliki, Fyle, Gemini, Github, Google Assistant, Grammarly, Grok, Hoppy Copy, Hostinger, Hugging Face, Jasper, Komo, Llama, Lovo, Maya, Mistral, Motion, Murf, Nia, Otter, Pandas, Perplexity, Polly, Pytorch, Rekognition, Ring Sense, Rytr, Sage Maker, Search GPT, Sivi, Strawberry, Synthesia, Tensor, Theano, Transcribe, Translate, Travis, Tykr, Watson, Waymo, Write Sonic, Yep, You.com and so many more in built with other

AWS, Java, Prolog, Python, R, Tensor Flow and Natural Language Processing (NLP) based general purpose AI application systems built on the public web data utilizing Corpora like C4, Dolma, and Refined Web in particular, it has nearly become impossible to differentiate the deep fake generative contents originating from AI (.ai) for its genuineness and originality of content particularly in the field of current higher education and business research.

The researcher has tried to explore a few of very currently published research papers from the journals of repute on the subject domain for having an academic overview.

Abdullahi Yusuf et al (2024) highlighted the threat to academic integrity through generative AI and suggested the reformation of higher education in a study conducted across 76 countries and address concerns related to Gen AI and the need for robust ethical guidelines and policies responsive to cultural and ethical expectations. Abu Sobaih (2024), also raised an ethical dilemma impacting the growth of pseudoscience due to the extensive use of chatbot in the field of scientific research if not overcome albeit many consider it as a common good approach, but responsible and ethical use of chatbot in the field of research and publication in developing countries needs immediate policy interventions. Bryony N. Parsons et al. (2024), surveyed the student perspectives on the use of assistive technologies like GAI and Chat GPT at Liverpool University, UK, and suggested the formulation of clear policies on the use of GAI technology with equal access to all groups of university students for adhering to academic integrity code of practice. Kershnee Sevnarayan and Mary-Anne Potter (2024) of the University of South Africa, studied student voice on generative artificial intelligence influence in the open distance e-learning university education program and suggested transformations to counter the challenges faced in ensuring academic integrity. Al-Zahrani and Alasmari (2024), has investigated the impact of the prevalence of AI in the higher education system on its uses, purpose, negative experiences, ethical and social implications of the future role of AI in teaching and learning and addressed data ethics and privacy concerns in AI implementation of higher education in the Kingdom of Saudi Arabia. Abbas et al. (2024), has examined the cause and consequences of GAI usage among overseas university students and found that overall concerning time pressure of workload use of Chat GPT is likely to increase, and for students sensitivity to rewards were not found encouraged to use Chat GPT to increase their academic performances in contrast its use was found to develop tendencies for procrastination and memory loss leading to dampen the student's academic performances.

Bukar et al. (2024) presented a case study on Chat GPT, illustrating decision-making framework of the Generative AI model for its effective utilization in educational environments through a flexible regulatory framework for protecting the academic integrity, privacy, safety security, and legal compliance including copyright issues. Hyanghee Park and Daehwan, Ahn (2024) were able to deeply describe the prose and peril of using Chat GPT in the higher education system with real opportunities and its design implications for utilizing Chat GPT in higher education for university students. Law Kian Seng et al. (2024), provided solutions for deepfake identification and prevention to ensure AI integrity and to stop the spread of false information through their study to foster societal trust, mitigate risk and cultivate a more robust digital environment. Valery Okulich-Kazarin et al. (2024) also analyzed the threat of AI to higher education sustainability and recently published an article in the prestigious sustainability journal on the students' views and cautioned that AI may hurt the sustainability in higher education as envisaged by SDG 4.3, thus a safe learning environment is required for expanding the use of AI in higher education.

6. Related Indian Studies

So far the use of Smart Assistants in the domain of public policy and social science research are not commonly noticed in India. However, few young researchers who are pursuing their higher studies in overseas countries were found engaging themselves in the use of Open AI Technologies for conducting their online research, which shall be judged very cautiously while formulating public policies based on their findings. Sanagana (2024), has studied various patterns of evolving threats of AI and came up with an automated response system, which can be very well used for early detection of incoming cyber security threats in the field posture of the organizations against the modern cyber adversaries. George et al. (2024), called for data transparency copy right misinformation, trust, and accountability for intellectual property protection owing to the growing danger of AI-generated harmful misinformation spreading quickly through social channels to develop a global accountability framework to govern information quality and data security for vital social functions for keeping pace and managing risk of civil society stakeholders. Iankumaran, G. et al. (2024) along with four others Indian researchers also published their recent findings in the May 2024 issue of the academy of marketing studies journal and concluded that the use of AI in the realm of higher education poses challenges and call for establishing a harmonious equilibrium between ingenuity and accountability to necessitate cautious navigation by acknowledging and confronting the obstacles of ethical implications linked to Artificial Intelligence.

The ethical considerations, future prospects, and challenges of using Gemini, ChatGPT and, other similar Gen AI platforms for enhancing the learning by students and improving the quality of teaching by educators, must integrate safeguards and data privacy measures to address bias for ensure transparency and academic integrity was emphasized by Nitin L Rane, (2024). Generative AI tools for effective and collaborative content creation were also studied by Malakar and Leeladharan (2024) to aid academia in strategic tool selection for scholarly endeavors during digital evolution. Yogesh K Dwivedi (2024) with his fellow English researcher Marcello Mariani, put forwarded ten themes of future research developments in the field of innovation management studies related to Generative AI, Danish Gulzar et al. (2024) surveyed attitudes of respondents in the context to education to understand multifaceted perspective and highlighted concern towards loss of jobs and lack of human interactions besides data security and privacy. Sahu Atul of TISS and Sahu Arvind of BIT (2024), cataloged revolutionary applications and implications of Generative AI in the Higher Education Institutes (HEIs) at digital commons libraries of University of Nebraska Lincoln and R. Leelavathi and Reddy, C. Surendhranatha (2024), evaluated the effectiveness of ChatGPT in the management education and to know its potential as AI tool for enhancing active learning, promoting critical thinking and fostering creativity in classroom scenarios, Soumya Ranjan Das et al. (2024) while studying perceptions of students towards ChatGPT usage in higher education noticed its benefits, limitations, and user ethical concerns. Raghu Raman et al. (2024) tried to analyze research trends of fake news and established linkage to Sustainable Development Goals (SDGs) and Generative AI.

Raman R, et al. (2024) also tried to evaluate the UN SDG literacy of Generative AI tools like Chat GPT and recommended enhancing its collaboration competencies, critical and system thinking to achieve the SDGs as envisaged by the UNO. Overall the scenario is the same locally as well as globally and unwavering threats of AI are frightening the future of business research, particularly in the public policy and social science domains at large, which is seeking an immediate attention of the academicians and policy makers.

7. Data Sources

The author has personally retrieved most of the secondary data depicted in the presented concept paper from the open-access sources available to him through his academic and institutional affiliations with due citations and acknowledgments. The literature survey was assessed through online data bases of reputed publication houses of subject domain journals and periodicals such as

Nature, Springer, Elsevier, Research Gate, AMSJ, BMC, EATP, Electronic, Emerald, JALT, JSTAR, IEEE, IJTE, MDPI, PUIRP, OIJI, UNI-R, SABA, and Sustainability to name a few.

Table 1:- Types of Selected Respondents

Types of Respondents	Total Nos.	Nos. of AI Users	% age of Gen AI Users
Management Students	25	24	96% College goers/stud
Jr. Researcher Scholars	10	08	80% Project/Fin Mangr
Sr Management faculty	05	01	20% Professors/As Prof

Source:- (July to September, 2024).

Table 2:- Respondents Profiles

Types of Respondents	Age Group	Course/Discipline	Use of Gen AI Fields
Management Students	20-25	BBA/IMBA/MBA	Classroom Assignment
Jr. Researcher Scholars	25-35	M. Phil/PhD/DBA	Lit Survey& Data Anal
Sr Management faculty	55-65	Busi Mgt/commer	Grammar& speech-text

Source:- (July to September, 2024).

Table 3:- Reported AI Uses

Research Work Type	Reported AI Uses	Research Work Type	Reported AI Uses
Hypotheses Testing	Highly-significant	Literature reviews	Highly-significant
Virtual online survey	Highly-significant	Managing answers	Highly-significant
Biblio-Metric Type Literature Analysis	Highly-significant	Online Perception Mapping Survey	Highly-significant
Hosting electronic questionnaire online	Highly-significant	Online Statistical processing of quest	Highly-significant
Forming opinions of respondent using AI	Highly-significant	Arriving on Facts using new techno.	Highly-significant
Paragraphing/Styling Indexing/Formatting	Highly-significant	Spellings/grammar Speech to text-App	Highly-significant
Referencing/Citation	Highly-significant	Driving Inferences	Highly-significant

Source:- (July to September, 2024).

8. Data Interpretations

On the basis of statistical analysis of the above primary data it is prominently evident that the use of generative AI content was obviously found quite common amongst the generation Z sample group, which comprises students mostly pursuing their bachelor's and master's degree in management studies in the higher educational institutes of India. Almost all of them were found to use Gen AI technologies for doing classroom assignments on day-to-day basis. Similarly, majority of the research scholars, project and marketing managers, finance, HR, and business research data analyst were found frequently engaged in utilizing AI-Based Tools (ABTs) to capture primary and secondary data, to analyze their AI-generated data, to carry out literature surveys, to conduct online interviews and to collect their questionnaire responses since they were more acquainted with the use of innovative and generative AI techniques for ease of doing research. However the senior faculties were not found so conversant with the latest available technologies as they are in general not so computer savvy, and due to their higher age group they were conveniently found ignoring the same owing to high academic work pressure, lack of time and their inability to make out the actual difference between real and AI-generated research contents presented to them for going-over and putting forward to the higher-ups for better understanding and recommending public policy formulations for the society. Thus there is an immense need to spread awareness amongst them to enable them to clearly distinguish the generative AI contents as it is threatening the future of social science research in higher educational institutes globally and is worrisome for the future business researchers of the domain.

9. Research Inferences

Since the selected representative sample size was too small, the overall inferred results cannot be generalized as per the standard code of practice. However, it is clearly evident from the statistical data analysis of the primary data that the Generation Z is found to be mostly engaged in using Gen AI technologies as compared to their higher age group of respondents. The young business researchers were also found conveniently using AI-Based Tools to present their findings. However the senior management faculty members were having age and work pressure-related constraints, thus they were not found engaged as frequent users of generative AI technologies in their day-to-day work, however, they sometimes use speech-to-text and grammar-related AI applications just to assign project work, classroom test and evaluate the presented research and

project work using speech to text and to merely check spellings and grammar as per their elderly inherent nature to make such corrections in the student's work assignments put up to them for examinations, etc. Thus it is strongly felt to impose some ethical code of conduct for higher education studies that whenever a student is using Generative Artificial Intelligence (Gen AI) content, it shall invariably be supported by his self-declaration in overall interest stating that: "This is an AI-Generated content and does not require authentication"?. Thus global policymaker's needs to be very careful while dealing with AI generated data and related pre trained research publications.

10. Limitations of Research

This conceptual research study was just conducted for a very short period per the sole convenience and limited available resources of the author himself, between 12 July 2024 and 30 September 2024, while serving as the Joint Chief Controller of Explosives, in the Petroleum and Explosives Safety Organization (PESO), Bhopal Circle office located in the state of Madhya Pradesh in his last spell and found to be quite conclusive in fulfilling its academic objectives as envisaged. Hope in the future, further research studies may perhaps be conducted on the highlighted issue since it calls for an immediate intervention of the country's top most academicians, forward thinkers and policymakers to address the consequences likely to arise due to excessive, unethical, and uncontrolled use of Generative AI technologies, used without human intervention by the generation next engaged in the field of higher education training and research, who are utilizing the readily available AI-based applications just for the sake of getting their citations published and increasing their personal count of number of research papers publications in the journals of repute to gain the higher academic credits without actually conducting the real research in the public policy and social science domains, which may result into ruinous planning failure in achieving the country's desired levels of Sustainable Developmental Goals (SDGs). Only 40 respondents from all types of respondents were taken into into account to conceptualize the presented research study, which was based on a huge population of interest. Respondents were randomly selected from the four visited cities of state of the Madhya Pradesh during the specified period of a research study conducted by the researcher. The survey was conducted mostly in Bhopal, Dhar, Indore, and Ujjain cities at the sole convenience of the researcher from the acquaintance respondents only without availing any financial support or research funding and as such there was no conflict of interest was found present.

11. Research Implications

The major implication of this conceptual research study conducted on the un-governed use of generative AI applications, which is working without any human interventions and are being extensively used in the field of public policy and social science research, is in fact that, we won't be able to fix the responsibilities on its possible false outcomes, as in that scenario who will be held responsible for the generation of deepfake contents and who will be blamed physically for system faults or who will own the moral responsibility? The higher academic world, in the recent past, has already witnessed the outcomes of the Covid-19 lockdown around the world, which has resulted in the publication of countless numbers of unverified research findings during 2020-2022, using the AI-generated research papers through online mode working from home and not actually conducting any physical research work, which got published globally in the so-called international journals of repute of Medical Sciences, Business Management, and Social Science Domains. This call for spreading complete and systematic awareness of generative AI technologies, to all those unaware business researchers who are presently engaged in doing business research in the era of AI, which is most likely to destroy the future of academic research, since there is a strong need of self-imposed ethical code of conduct, to be followed while using unregulated generative AI contents.

Though, presently in Indian Higher Education Institutions (HEI), Center for Advanced Studies (CAS), Institutions of Eminences (IOE), Central Universities, and Deemed to be Universities like IISC, IITs, IIMs, NITs, AIIMS, PGIs, Scientific Research and Development (R&D) Laboratories, and all other such state and private entities the threats due to unethical use of Generative AI pre trained research contents are not found reported to frighten the future of researchers so far. However, in any such cases it is advisable to remain cautious enough and be prepared authoritatively to curb the deepfake menace arising due to excessive and uncontrolled use of Gen AI content. Therefore the basic awareness campaigns for all concerns especially for those placed at higher levels are necessary to be divulged without fail by the regulatory bodies at their earliest and wherever generative AI contents are found to be unenthusiastically used in the academic research domain, the author thus suggest providing a mandatory disclaimer or a self-declaration mentioning that, this is an AI-generated content and does not require authentication?

12. Recommendations

On the basis of outcomes of this conceptual research study, it is finally recommended by the author that the use of generative AI content in the Business Research in the era of Gen AI shall be avoided as it is judged harmful to overall development of the country since business recommendations of the researchers are put forward to the government and regulators and are mostly taken into account for public policy formulation and future planning for developing the resilient infrastructures for generation next of the country, in order to attain the overall sustainability in terms of economic growth and industrial development to achieve the desired levels of Sustainable Development Goals in the field of Higher Education by the year 2030.

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14. Disclaimer

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