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REVIEWER'S REPORT

Manuscript No.:IJAR-57882

Title: Cognitive Dependency on Artificial Intelligence Among Students: A Comparative Study of Independent Problem-Solving Performance After AI-Assisted Learning.

Recommendation:

Accept as it is .....

Accept after minor revision Yes

Accept after major revision .....

Do not accept (*Reasons below*).....

Rating	Excel.	Good	Fair	Poor
Originality		yes		
Techn. Quality		yes		
Clarity		yes		
Significance		yes		

Reviewer's ID: Dr. Bharti Bisht

Detailed Reviewer'sReport

Here is a concise review report based on the abstract:

This study examines the relationship between artificial intelligence (AI) dependency and cognitive ability among students aged 15–18 through a quantitative survey-based approach. The research evaluates two hypotheses: whether AI-assisted learners exhibit lower independent problem-solving performance compared to low or non-AI users, and whether higher AI dependency is associated with reduced cognitive ability. The findings indicate that although AI-assisted learners achieved slightly lower average scores in independent problem-solving tasks than low/non-AI users, the difference was not statistically significant, resulting in the rejection of the first hypothesis. However, the study identified a strong and statistically significant negative correlation between AI dependency and self-reported cognitive ability, supporting the second hypothesis. These results suggest that excessive reliance on AI tools, rather than AI usage itself, may negatively influence cognitive engagement and independent thinking skills. The study contributes valuable preliminary insights into the educational impact of AI technologies, highlighting the importance of balanced AI integration in learning environments. Nevertheless, the relatively small sample size limits the generalizability of the findings, and the authors appropriately recommend larger-scale, longitudinal studies to further investigate the long-term effects of AI dependency on cognitive development.