

**A STUDY ON SIGNIFICANCE AND IMPACT OF CHATGPT ON  
COLLEGE STUDENTS**

**PROJECT REPORT**

(Submitted in partial fulfilment of the requirement for the award of degree of)

**BACHELOR OF BUSINESS ADMINISTRATION**

Submitted by

**JOY DEBORAH G**

**(E22BA019)**

Under the guidance of

**DR.H.S.RUPA**

**HEAD OF DEPARTMENT**

**Department of Business Administration**



**SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV**

**COLLEGE FOR WOMEN (AUTONOMOUS)**

**Affiliated to University of Madras and Re-Accredited with 'A+' Grade by NACC**

**CHROMPET, CHENNAI - 600 044**

## **CERTIFICATION**

This is to certify that the Project “**A STUDY ON SIGNIFICANCE AND IMPACT OF CHATGPT ON COLLEGE STUDENTS**” submitted by **JOY DEBORAH G** in partial fulfilment of the curriculum of **BACHELOR OF BUSINESS ADMINISTRATION** course 2022-2025, under the guidance of **DR.H.S.RUPA MBA., PGDMM., SET., PHD.,** Head of the department (BBA).

**DR.H.S.RUPA**

**Faculty Guide**

**DR.H.S.RUPA**

**Head of Department**

**EXTERNAL EXAMINER**

## **DECLARATION**

I, **JOY DEBORAH G** a bonafide student of **III BBA, SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV COLLEGE FOR WOMEN CHROMPET CHENNAI-44**, would like to declare that the project entitled **“A STUDY ON SIGNIFICANCE AND IMPACT OF CHATGPT ON COLLEGE STUDENTS”** in partial fulfilment of BBA is my original work.

**Place :**

**Date :**

**Student Name**

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# CHAPTER I



# INTRODUCTION

## 1.1 INTRODUCTION TO CHATGPT:

ChatGPT is an artificial intelligence (AI) chatbot that uses natural language processing to create humanlike conversational dialogue. The language model can respond to questions and compose various written content, including articles, social media posts, essays, code and emails. ChatGPT is similar to the automated chat services found on customer service websites, as people can ask it questions or request clarification to ChatGPT's replies. The GPT stands for "Generative Pre-trained Transformer," which refers to how ChatGPT processes requests and formulates responses. ChatGPT is trained with reinforcement learning through human feedback and reward models that rank the best responses. This feedback helps augment ChatGPT with machine learning to improve future responses.

### Who created ChatGPT?

OpenAI -- an artificial intelligence research company -- created ChatGPT and launched the tool in November 2022. It was founded by a group of entrepreneurs and researchers including Elon Musk and Sam Altman in 2015. OpenAI is backed by several investors, with Microsoft being the most notable. OpenAI also created Dall-E, an AI text-to-art generator.

### How does ChatGPT work?

ChatGPT works through its Generative Pre-trained Transformer, which uses specialized algorithms to find patterns within data sequences. ChatGPT originally used the GPT-3 large language model, a neural network machine learning model and the third generation of Generative Pre-trained Transformer. The transformer pulls from a significant amount of data to formulate a response.

ChatGPT currently provides access to GPT-3.5 and limited access to the GPT-4o language model. ChatGPT Plus provides access to GPT-4 and GPT-4o. GPT-4 can handle more complex tasks compared to GPT-3.5, such as describing photos, generating captions for images and creating more detailed responses up to 25,000 words.

ChatGPT uses deep learning, a subset of machine learning, to produce humanlike text through transformer neural networks. The transformer predicts text -- including the next word, sentence or paragraph -- based on its training data's typical sequence.

## **ChatGPT updates:**

In August 2023, OpenAI announced an enterprise version of ChatGPT. The enterprise version offers the higher-speed GPT-4 model with a longer context window, customization options and data analysis. This model of ChatGPT does not share data outside the organization.

In September 2023, OpenAI announced a new update that allows ChatGPT to speak and recognize images. Users can upload pictures of what they have in their refrigerator and ChatGPT will provide ideas for dinner. Users can engage to get step-by-step recipes with ingredients they already have. People can also use ChatGPT to ask questions about photos -- such as landmarks -- and engage in conversation to learn facts and history

In November 2023, OpenAI announced the rollout of GPTs, which let users customize their own version of ChatGPT for a specific use case. For example, a user could create a GPT that only scripts social media posts, checks for bugs in code, or formulates product descriptions. The user can input instructions and knowledge files in the GPT builder to give the custom GPT context. OpenAI also announced the GPT store, which will let users share and monetize their custom bots.

In December 2023, OpenAI partnered with Axel Springer to train its AI models on news reporting. ChatGPT users will see summaries of news stories from Bild and Welt, Business Insider and Politico as part of this deal. This agreement gives ChatGPT more current information in its chatbot answers and gives users another way to access news stories. OpenAI also announced an agreement with the Associated Press to use the news reporting archive for chatbot responses.

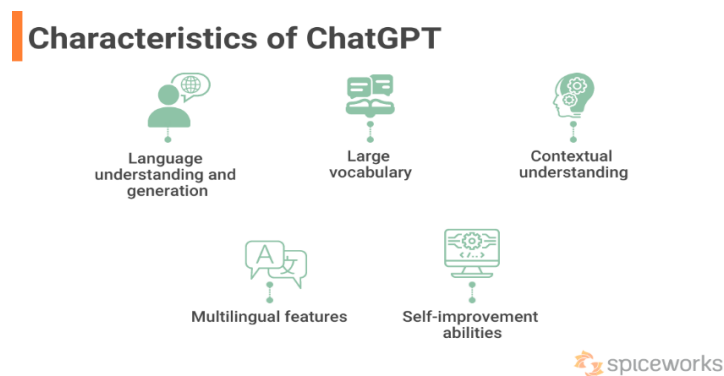
In May 2024, OpenAI released the latest version of its large language model -- GPT-4o -- which it has integrated into ChatGPT. In addition to bringing search results up to date, this LLM is designed to foster more natural interactions. These include voice interactions, allowing users to speak to ChatGPT and receive spoken responses; multimodal input, so ChatGPT can process and generate images as well as words; and an overall improvement in the program's ability to maintain context over lengthy conversations.

On Oct. 31, 2024, OpenAI announced ChatGPT search is available for ChatGPT Plus and Team users. The search feature provides more up-to-date information from the internet such as news, weather, stock prices and sports scores. This new feature allows ChatGPT to compete with other search engines -- such as Google, Bing and Perplexity.

On Dec. 5, 2024, OpenAI added the ChatGPT Pro tier for \$200 monthly. This plan gives users access to its advanced OpenAI o1 model to solve more complex problems and reasoning for AI capabilities. This plan also offers unlimited access to o1-mini, GPT-4o and the Advanced Voice feature.

## 1.2 CHARACTERISTICS OF CHATGPT:

ChatGPT presents several key characteristics that make it far better than traditional chatbots and other AI models. Let's understand some prominent features of ChatGPT that make it unique.



### 1. Language understanding and generation:

ChatGPT uses natural language processing (NLP) effectively to allow the model to understand the everyday language of humans rather than limiting itself to specific commands or keywords. The chatbot also recognizes language nuances such as sarcasm, ironic remarks, puns, and cultural references, which allows it to generate appropriate responses. Moreover, the tool uses deep learning algorithms to learn complex patterns and relationships in language data to generate more sophisticated responses in a nuanced way.

### 2. Large vocabulary:

ChatGPT is trained on text databases from the internet, which is around 570 GB of data. With the chatbot being exposed to such an enormous amount of data, it naturally boasts a large vocabulary. This implies that the bot is capable of not just recognizing commonly used words, terms, and phrases but is also advanced enough to interpret uncommon and technical words.

### 3. Contextual understanding:

The AI tool is designed to grasp the context of a conversation, use that information to learn the pattern, and then generate subsequent responses that are more relevant. This simply means that

ChatGPT considers previous messages, sentences, and even entire conversations in user interaction and then adjusts its responses.

#### **4. Multilingual features:**

ChatGPT is a versatile tool having multilingual capabilities. Since the model is trained on text data from multiple languages, it can generate responses in various languages, including English, French, German, and Spanish, among others. Thus, the language barrier problem has already been taken care of by ChatGPT.

#### **5. Creative offerings:**

ChatGPT is proficient enough to generate coherent responses. However, it also has the ability to use natural language creatively. For example, ChatGPT can write poems, jokes, puns, film stories, song lyrics, and so on for its users.

#### **6. Self-improvement abilities:**

ChatGPT learns, adapts, and improves over time. As the tool receives feedback on its responses, it optimizes and adjusts its language generation algorithm to generate responses that align with users' feedback.

### **1.3 BENEFITS OF CHATGPT:**

ChatGPT has many benefits, including:

#### **1. Personalization:**

ChatGPT can be trained to recognize individuals and provide personalized responses based on their interactions and training needs.

#### **2. Cost efficiency:**

ChatGPT can reduce costs and provide valuable data for analysis.

#### **3. Increased productivity:**

ChatGPT can streamline tasks, adapt to various writing styles, and offer personalized recommendations.

#### **4.Content management:**

Marketers can use ChatGPT to create content for campaigns, such as slogans and social media posts.

#### **5.Multilingual:**

ChatGPT can understand and respond to a wide range of user inputs in multiple languages.

#### **6.Efficiency:**

ChatGPT can generate responses to queries in seconds, saving businesses time and resources.

#### **7.Enhanced accuracy:**

ChatGPT can learn from its own mistakes, allowing it to adapt to new contexts and produce more accurate results.

### **1.4 SWOT ANALYSIS OF CHATGPT:**

A SWOT analysis of ChatGPT can help identify its strengths, weaknesses, opportunities, and threats. Here are some of the findings from a SWOT analysis of ChatGPT:

#### **Strengths:**

ChatGPT can generate plausible answers using a natural language model, and can provide personalized and real-time responses. It can also help increase access to information, and can facilitate personalized learning.

#### **Weaknesses:**

ChatGPT's responses can be inaccurate or made up, and can be biased or harmful. It also lacks contextual understanding, and can't draw upon personal experiences or subjective perspectives.

#### **Opportunities:**

ChatGPT can promote accessibility and inclusivity, and can help democratize access to quality education. It can also provide language support for non-native speakers of English.

#### **Threats:**

ChatGPT can threaten academic integrity, and can perpetuate discrimination in education. It can also lead to declining high-order cognitive skills.

Other considerations include:

**Ethical considerations:** Some scholars are concerned about the ethical considerations of ChatGPT.

**Negative effects on assessment practices:** Some scholars are concerned about the potential negative effects of ChatGPT on assessment practices.

**Scientific integrity:** Some scholars are concerned about the potential negative effects of ChatGPT on scientific integrity.

## **1.5 USES OF CHATGPT:**

### **1. Academic Assistance:**

Students use ChatGPT to clarify doubts, generate ideas for assignments, and draft essays or reports.

### **2. Research assistance:**

Another practical use for ChatGPT is research assistance. The tool can generate research ideas and questions, which can help students to find a focus for their research projects. ChatGPT can also help with summarizing articles and papers, which can make them easier to read and understand. This can save students time and effort in their research and make their work more effective.

### **3. Improving writing skills:**

One practical use for ChatGPT is improving writing skills. The tool can generate writing prompts for practice and provide instant feedback on grammar, tone, and coherence. This can help students to develop their writing skills and become better writers. ChatGPT can also suggest alternative phrasing and word choices, which can help students expand their vocabulary and improve their writing style.

### **4. Study aid:**

ChatGPT can also be used as a study aid. Students can use the tool to create flashcards and study guides, which can help them to memorize and retain information. ChatGPT can also help with answering study questions and providing additional information on a topic. This can make studying more efficient and effective.

## **5. Language learning:**

ChatGPT can also be a useful tool for language learning. Students can practice conversation with the tool, which can help them to improve their language skills. ChatGPT can also help with grammar and vocabulary, which are essential components of language learning. This can make language learning more engaging and effective.

## **6. Personal development:**

Finally, ChatGPT can be used for personal development. Students can use the tool to generate writing prompts for journaling or personal reflection, which can help them to explore their thoughts and feelings. ChatGPT can also help with creative writing exercises and brainstorming, which can help students to develop their creativity and imagination.

## **7. Programming and Coding:**

The tool aids in debugging code, learning new programming languages, and completing projects.

## **8. Creative Work:**

Supports students in creating content, such as poetry, stories, or graphic designs.

## **1.6 IMPACT CREATED BY CHATGPT**

The introduction of ChatGPT has reshaped the learning environment,

### **POSITIVE IMPACT:**

- Improves academic performance and resource utilization.
- Encourages curiosity and exploration of subjects beyond the curriculum.
- Provides mental support by reducing stress associated with academic challenges.
- Simplifies complex topics, making it easier for students to understand challenging concepts.
- Speeds up assignments, research, and study preparation, enhancing productivity.
- Enables personalized and flexible learning tailored to individual needs.
- Supports improvement in writing, problem-solving, and programming skills.
- Helps students manage academic workloads by providing quick solutions and assistance, reducing stress.
- Sparks innovative ideas for projects, presentations, and academic tasks, boosting creativity.

- Offers equal access to resources for students in remote or underprivileged areas.
- Assists non-native speakers with grammar, vocabulary, and academic writing, improving language skills

### **NEGATIVE IMPACT:**

- Over-reliance on ChatGPT can hinder the development of critical thinking and problem-solving skills.
- Encourages unethical practices if students misuse the tool for plagiarism or academic dishonesty.
- Occasionally provides inaccurate or outdated information, leading to potential errors in academic work.
- May discourage students from engaging deeply with their studies by offering easy solutions.
- Struggles with understanding highly specific or nuanced topics, offering limited contextual understanding
- Responses may reflect biases present in the training data, potentially misleading students.
- Excessive use for non-academic purposes can divert focus from studies, causing distraction.
- Raises questions about academic integrity and the fair use of AI tools in education, sparking ethical concerns
- May spread misinformation if users rely solely on AI-generated content without verification.

## **1.7 LIMITATIONS OF CHATGPT:**

### **1. Lack of common sense:**

While ChatGPT can generate human-like responses and has access to a large amount of information, it does not possess human-level common sense — and the model also lacks the background knowledge we have. This means that ChatGPT may sometimes provide nonsensical or inaccurate responses to certain questions or situations



## **2. Lack of emotional intelligence:**

While ChatGPT can generate responses that seem empathetic, it does not possess true emotional intelligence. It cannot detect subtle emotional cues or respond appropriately to complex emotional situations.

## **3. Limitations in understanding context:**

ChatGPT has difficulty understanding context, especially sarcasm and humor. While ChatGPT is proficient in language processing, it can struggle to grasp the subtle nuances of human communication. For example, if a user were to use sarcasm or humor in their message, ChatGPT may fail to pick up on the intended meaning and instead provide a response that is inappropriate or irrelevant.

## **4. Trouble generating long-form, structured content:**

At this time, ChatGPT has some trouble generating long-form structured content. While the model is capable of creating coherent and grammatically correct sentences, it may struggle to produce lengthy pieces of content that follow a particular structure, format, or narrative. As a result, ChatGPT is currently best suited for generating shorter pieces of content like summaries, bullet points, or brief explanations.

## **5. Limitations in handling multiple tasks at the same time:**

The model performs best when it's given a single task or objective to focus on. If you ask ChatGPT to perform multiple tasks at once, it will struggle to prioritize them, which will lead to a decrease in effectiveness and accuracy.

## **6. Potentially biased responses:**

ChatGPT is trained on a large set of text data — and that data may contain biases or prejudices. This means the AI may sometimes generate responses that are unintentionally biased or discriminatory.

## **7. Limited knowledge:**

Although ChatGPT has access to a large amount of information, it is not able to access all of the knowledge that humans have. It may not be able to answer questions about very specific or niche topics, and it may not be aware of recent developments or changes in certain fields.

## **8. Accuracy problems or grammatical issues:**

ChatGPT's sensitivity to typos, grammatical errors, and misspellings is limited at the moment. The model may also produce responses that are technically correct but may not be entirely accurate in terms of context or relevance. This limitation can be particularly challenging when processing complex or specialized information, where accuracy and precision are crucial. You should always take steps to verify the information ChatGPT generates.

## **OBJECTIVES OF THE STUDY:**

- ❖ To analyze the demographic profile of the respondents
- ❖ To study the role of chatgpt in enhancing academic performance
- ❖ To explore the impact of chatgpt on students learning experiences
- ❖ To identify the challenges student's encounter while using chatgpt
- ❖ To gather and assess student's suggestions about their chatgpt experiences

## **LIMITATIONS OF THE STUDY:**

- ❖ Due to time constraints the sample collected in this study was only 50.
- ❖ The data may not be accurate as it was collected from different age group of students.
- ❖ The students may give incorrect information sometimes.
- ❖ The major focus was students who are already aware of CHATGPT.
- ❖ The suggestions are given only to the research knowledge of the research.

# CHAPTER II

## LITERATURE REVIEW

**MUNEER ALSHATER [2022]:** This study examined the potential of artificial intelligence, particularly natural language processing (NLP), in improving academic performance, using economics and finance as examples. Through a case study of Chatgpt, the analysis highlighted its capabilities, applications, and limitations in advancing research. Chatgpt aided researchers in data analysis, generating scenarios, and communicating results, presenting significant opportunities for enhancing academic work. However, challenges such as issues with generalizability, reliance on data quality, lack of domain expertise, limited contextual understanding, and ethical concerns were considered. Therefore, Chatgpt was used alongside human analysis to address these limitations and improve research outcomes.

**DAMIAN OKAIBEDI EKE [2023]:** This research studied the emergence of Openai's Chatgpt and its impact on academic integrity, highlighting the growing focus on generative ai (gen-ai) systems in academia. the paper provided an overview of current debates surrounding Chatgpt and academic integrity, concluding that while these technologies had the potential to revolutionize academia, their use could also undermine academic integrity if not properly managed. to mitigate the risks and maximize the benefits of generative ai, the study emphasized the need for institutional and multi-stakeholder efforts to establish guidelines and safeguards.

**MUHAMMAD HAMDAN [2023]:** This research examined the influence of Chatgpt on students from various perspectives. It highlighted the tool's role in enhancing language proficiency, facilitating personalized learning experiences, simplifying information retrieval, assisting students with disabilities, and positively impacting their mental health and overall well-being. Nonetheless, it was crucial to recognize that Chatgpt should have served as an aid in the learning process rather than a replacement for human engagement. As technological advancements continued, it was essential to strike a balance between leveraging these tools to enrich education and ensuring that students received the necessary social and emotional support. While Chatgpt presented numerous advantages, it was vital to remain aware of its potential drawbacks. Students had to navigate the use of technology for educational purposes while also cultivating their social and emotional competencies through face-to-face interactions. Educators and parents should have promoted critical thinking, independent problem-solving, and the verification of information obtained from Chatgpt against other reliable sources.

**DINESH KALLA & NATHAN SMITH [2023]:** This research investigated Chatgpt, an innovative technology that employs sophisticated artificial intelligence methodologies to produce natural language responses based on specific prompts or inputs. Its applications span a variety of domains, including natural language processing, customer service, and content generation. The study delved into the origins of Chatgpt, its operational mechanisms, and its influence across multiple fields of study. It assessed both the benefits and drawbacks of Chatgpt, along with its limitations and distinctive features. Furthermore, the research addressed the implications of Chatgpt in academia, cybersecurity, customer support, software development, employment, and information technology, as well as its prospective uses for researchers and scholars.

**DAISUKE AKIBA & MICHELLE C. FRABONI [2023]:** The research investigated the potential of artificial intelligence, particularly Chatgpt, to enhance academic advising for university students. Chatgpt, an AI-driven application, produced text responses that closely resembled human communication and found applications across various fields, including healthcare. Academic advising played a vital role in student achievement but often encountered obstacles such as limited availability. The research assessed Chatgpt's capability to respond to frequently asked questions from students enrolled in a teacher education program. Findings indicated that Chatgpt delivered high-quality, clear, and supportive answers, particularly regarding career-related topics. The study concluded that although AI tools like Chatgpt could not substitute for human advisors, they could serve as valuable complements, improving accessibility and potentially fostering educational equity by enabling students from diverse backgrounds to seek guidance more readily.

**NISAR AHMED & NORAFFANDY YAHAYA et.al., [2024]:** This research investigated the influence of Chatgpt on students' academic achievement and readiness for their careers, with an emphasis on the development of cognitive skills, acquisition of career-related knowledge, and overall preparedness. The results indicated that regular engagement with Chatgpt significantly improved cognitive abilities and career knowledge, while personalized learning experiences further facilitated this growth. Enhanced cognitive skills contributed to increased academic performance and better career readiness; however, career knowledge alone was not a sufficient predictor of career success, highlighting the necessity for practical experience and interpersonal skills. The study also identified challenges such as excessive dependence on artificial intelligence and the potential for misinformation, underscoring the

need to integrate AI with conventional teaching methods and critical thinking skills to achieve well-rounded educational outcomes.

**ARIF MAHMUD & AFJAL HOSSAN et.al., [2024]:** This study explored how factors within the extended value-based adoption model influenced university students' attitudes toward using Chatgpt for educational purposes. It focused on factors such as social influence, self-efficacy, and personal innovativeness. A hybrid analytical approach, integrating various advanced techniques, was used to assess the data. The study found that personal innovativeness had the most significant impact on students' attitudes, followed by self-efficacy, enjoyment, usefulness, social influence, technicality, and cost. Data were collected through an online survey, and analysis revealed key drivers of students' perceptions of Chatgpt. The findings suggested that these factors played an important role in shaping students' willingness to adopt AI tools for learning. Prioritizing student-centered services could help improve academic performance and professional efficiency. The results provided insights for designing better learning management systems.

**FARROKHIA & SEYYED KAZEM et.al., [2024]:** This research examined the potential effects of Chatgpt on education through the lens of a SWOT analysis. The investigation detailed the strengths, weaknesses, opportunities, and threats related to this AI tool. Among its strengths were the utilization of an advanced natural language model for generating credible responses, its capacity for self-improvement, and its provision of personalized, real-time interactions. These attributes contributed to enhanced access to information, supported complex learning processes, and alleviated the teaching burden, thus improving educational efficiency. Conversely, identified weaknesses included a superficial understanding of content, challenges in assessing the quality of responses, risks of bias and discrimination, and a deficiency in promoting higher-order thinking skills. The study also pointed out several threats to education, including a lack of contextual comprehension, potential threats to academic integrity, the normalization of plagiarism, the risk of reinforcing discrimination, and a decline in advanced cognitive abilities. The research concluded with recommendations for educational practices and future inquiries in the context of Chatgpt.

**ZEBUA, J. A. & KATEMBA, C. V. [2024]:** This study explored students' perceptions of using the Chatgpt OpenAI application to enhance their writing skills. Chatgpt, a rapidly developing AI language model, demonstrated the potential to assist in improving writing. A quantitative approach was employed, with data collected via a Likert-type closed questionnaire.



Students from various academic programs, who had used Chatgpt for at least four months, participated in the study. The results indicated that most respondents held a positive view of using Chatgpt to increase learning motivation, provide user-friendly and comprehensive features, and assist in correcting grammar errors in writing. However, some respondents expressed neutrality regarding Chatgpt's ability to provide explanations that could improve writing skills. The findings suggested that Chatgpt was a valuable tool for enhancing students' English writing skills and highlighted the potential for further development in offering more detailed explanations.

**XI LIN [2024]:** This study examined Chatgpt's potential as a virtual tutor to support self-directed learning (SDL) among adult learners in asynchronous online environments. It highlighted how Chatgpt could assist in goal setting, finding resources, creating personalized learning plans, and tracking progress. The study also addressed challenges such as the need for instructor guidance, the risk of over-reliance on the tool, and the importance of institutional policies for proper use. Additionally, it emphasized the need for ongoing improvements in AI systems to reduce errors and ensure relevant information. The research aimed to inform adult educators on integrating Chatgpt to enhance SDL in online learning.

**MICHAEL H. WANG & MEIHUA LEE [2024]:** This study examined the growing use of AI tools like Chatgpt in academia, highlighting both their potential and challenges. While these tools offered opportunities for coding, idea generation, and planning, they also raised concerns about academic integrity. Students may have been tempted to use AI to complete assignments and exams without putting in their own effort. The study presented an approach to addressing these concerns by evaluating student performance in engineering and communication technology groups and developing guidelines to prevent the direct copying of AI-generated answers. The research emphasized that managing AI's impact on education would require continuous adaptation as these tools evolved.

**J SEDLBAUER & J CINCERA et.al., [2024]:** This study investigated how undergraduate students interacted with Chatgpt and the challenges AI brought to higher education. While initial attitudes varied, with some students being enthusiastic and others cautious or even refusing to use the tool on ideological grounds, most students embraced it after their first experience. The study found that Chatgpt appeared to enhance critical thinking in some students, although there were also instances of unquestioned reliance on the AI's outputs. Additionally, students showed a tendency to personify the chatbot in their essays. These

findings highlighted both the potential benefits and risks of integrating AI tools like Chatgpt into academic settings.

**KEVIN AYOUBI [2024]:** This study explored the role of Chatgpt (Generative Pre-trained Transformer) in enhancing learning experiences, focusing on three key factors: perceived learning value, satisfaction, and personal innovativeness. It examined how these factors influenced students' intentions to use AI-driven learning platforms. A survey of university students revealed that these factors significantly impacted students' willingness to engage with Chatgpt for learning. The findings offered valuable insights for AI developers, educators, and policymakers, helping to ensure that AI technologies aligned with users' needs and were effectively integrated into educational settings.

**ZAHARA AND HASANAH et.al., [2024]:** This study explored the significant positive effects of Chatgpt ai technology on student learning. it highlighted how Chatgpt enhanced learning quality, engagement, and interest, while also fostering critical thinking, creativity, and digital skills. by enabling real-time interaction and adaptive learning, Chatgpt tailored the educational experience to individual needs. it also assisted teachers by providing personalized responses, improving teaching efficiency. the research, based on a literature review, demonstrated that Chatgpt contributed to better learning outcomes, greater student independence, and prepared learners to tackle challenges in the digital age.

**SAMALA AND XIAOMING ZHA et.al., [2024]:** This study provided a comprehensive review of Chatgpt's impact on education, analysing multiple articles using the prisma methodology. it highlighted the benefits of Chatgpt, such as offering personalized learning, providing instant feedback, and increasing accessibility. however, the study also identified potential challenges, including the lack of emotional intelligence, privacy issues, and the risk of students over relying on technology. the research suggested that while Chatgpt had significant potential in education, further investigation was needed to understand its limitations and mitigate risks, such as invisible manipulations in educational content. the study concluded with a call for ongoing research to explore the broader implications of Chatgpt for the future of education.

# CHAPTER III

## **RESEARCH AND METHODOLOGY**

### **RESEARCH:**

The term "research" refers to the serious consideration of study of a specific subject or problem utilising scientific methods. According to Earl Robert Babbie, an American sociologist, "research is a methodical study to characterise, explain, forecast, and regulate the observed phenomena." It employs both inductive and deductive methodologies."

### **RESEARCH DESIGN:**

The framework of market research methodologies and procedures adopted by a researcher is referred to as research design. The design adopted by the researchers allows them to use the appropriate procedures for the study and to set up their investigations effectively in the future. The research design might be qualitative, quantitative, or combined. Researchers can select from a variety of study methodologies under various research designs, including experimental studies, surveys, correlational studies, and quasi-experimental review studies. There are also subtypes of research methods, such as experimental design, problem definition, and descriptive studies.

### **DATA COLLECTION:**

The method of gathering, measuring, and evaluating correct insights for study using established approved techniques is characterised as data collection. On the basis of the facts gathered, a researcher might assess their hypothesis. In most situations, regardless of the subject of study, data gathering is the first and most significant stage. Depending on the information requested, the approach to data gathering differs for different topics of research.

Data collection breaks down into two methods. The two methods are:

#### **➤ PRIMARY DATA**

This is original, first-hand data acquired by data researchers, as the name indicates. This is the first phase in acquiring information, and it is completed before any more or related research is conducted. Primary data results are very accurate if the information is collected by the researcher. However, there is a drawback: first-hand research may be time-consuming and costly.

## ➤ **SECONDARY DATA**

Secondary data is data that has been gathered by other parties and has already been statistically analysed. This data is either information that the researcher entrusted to others or information that the researcher searched up. Simply, it's second-hand knowledge. Secondary information, while quicker and less expensive to access than primary information, poses problems about veracity and validity. The vast bulk of secondary data is quantitative in nature. The research design is descriptive in nature and quantitative approach and survey method was used to conduct the study.

### **A. MODE OF DATA COLLECTION**

The primary data was collected with the use of a structured questionnaire to the sample respondents in order to carry out the study with the above specified aims in mind.

Secondary data was gathered from a variety of sources, including peer reviewed publications, research articles published in national and international journals, books, and departmental publications. The questionnaire was created using Google Forms. A questionnaire was given to a variety of students via social media platforms, and their responses were recorded.

### **B. SAMPLE**

The sample technique used in this study is Convenience sampling.

#### **CONVENIENCE SAMPLING:**

A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach; for example, standing at a mall or a grocery store and asking people to answer questions. This type of sampling is also known as grab sampling or availability sampling. There are no other criteria to the sampling method except that people be available and willing to participate. In addition, this type of sampling method does not require that a simple random sample is generated since the only criterion is whether the participants agree to participate.

### **C. SAMPLE SIZE**

The survey included students. The minimum age requirement was 17 - 24 years old. The information was gathered primarily from students who are using chat GPT. For the present study a number of 50 responses were collected through questionnaire.

### **D. PERIOD OF STUDY**

The project period was for 6 months.

## TOOLS AND TECHNIQUES OF STUDY:

### ➤ PERCENTAGE ANALYSIS

Percentage analysis is applied to create a contingency table from frequency distribution and represent the collected data for better understanding.

$$\text{PERCENTAGE} = \frac{\text{NO. OF RESPONDENT}}{\text{NO. OF RESPONDENT}} * 100$$

### ➤ CORRELATION

A correlation is a single number that describe the direction and the degree of relationship between two variables.

#### Assumptions:

- The variables must be normally distributed.
- The variables must be linear.

#### Purpose:

- A correlation is single number that describes the direction and the degree of relationship between two variables.

#### Hypothesis:

- Null hypothesis H0: there is no significance between the variables.
- Alternative hypothesis H1: there is significance between the two variables

### ➤ Chi square:

A chi-square test is a statistical test that is used to **compare observed and expected results**.

#### Assumption:

- The two variables that are to be applied in chi square analysis must be of type category
- The total number observations used in this test must be large i.e.,  $n \geq 30$ .
- It is frequency-based test.

#### Purpose:

- Chi square which is available in cross tab is used to test whether there is a significant association between two variables.

#### Hypothesis:

- Null hypothesis H0: there is no significance between two variables.
- Alternative hypothesis H1: there is significance between two variables

# CHAPTER IV

## DATA ANALYSIS AND INTERPRETATION

### PERCENTAGE ANALYSIS

**TABLE 4.1: AGE GROUP OF THE RESPONDENTS**

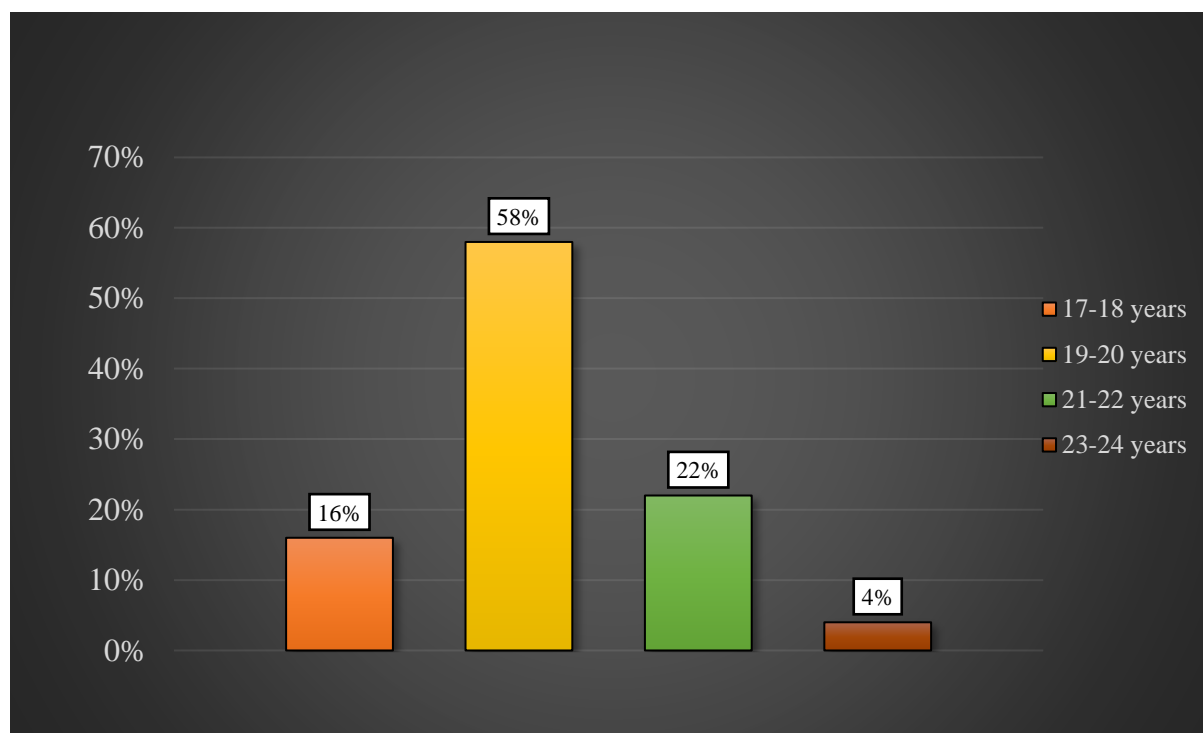
<b>S.NO</b>	<b>AGE GROUP</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	17-18 years	8	16%
2	19-20 years	29	58%
3	21-22 years	11	22%
4	23-24 years	2	4%
	<b>TOTAL</b>	50	100%

#### INTERPRETATION:

- ❖ It is inferred from the above table that the majority 58% of the respondents belong to the age group of 19 to 20 years.
- ❖ 22% of the respondents belong to the age group of 21 to 22 years.
- ❖ 16% of the respondents belong to the age group of 17-18 years
- ❖ 4% of the respondents belong to the age group of 23-24 years



**CHART 4.1: AGE GROUP OF THE RESPONDENTS**



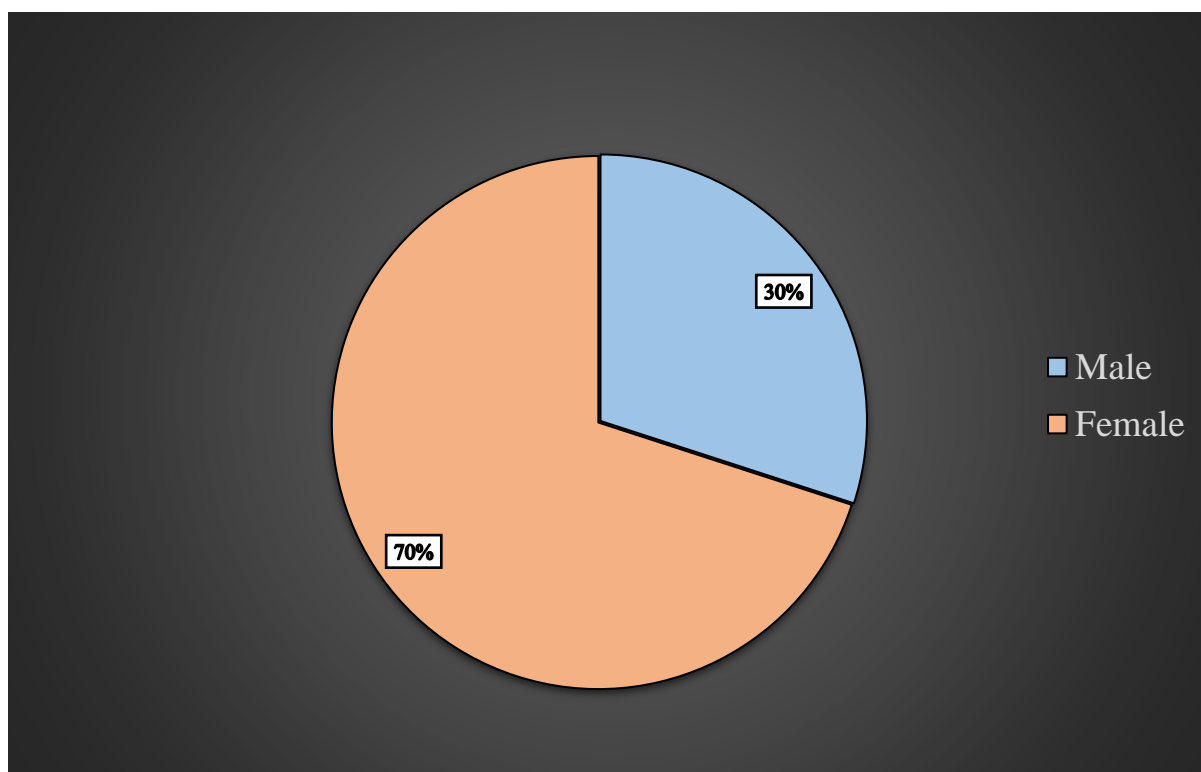
**TABLE 4.2: GENDER OF THE RESPONDENTS**

<b>S.NO</b>	<b>GENDER</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Male	15	30%
2	Female	35	70%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 70% of the respondents are female.
- Remaining 30% of the respondents are male.

**CHART 4.2: GENDER OF THE RESPONDENTS**



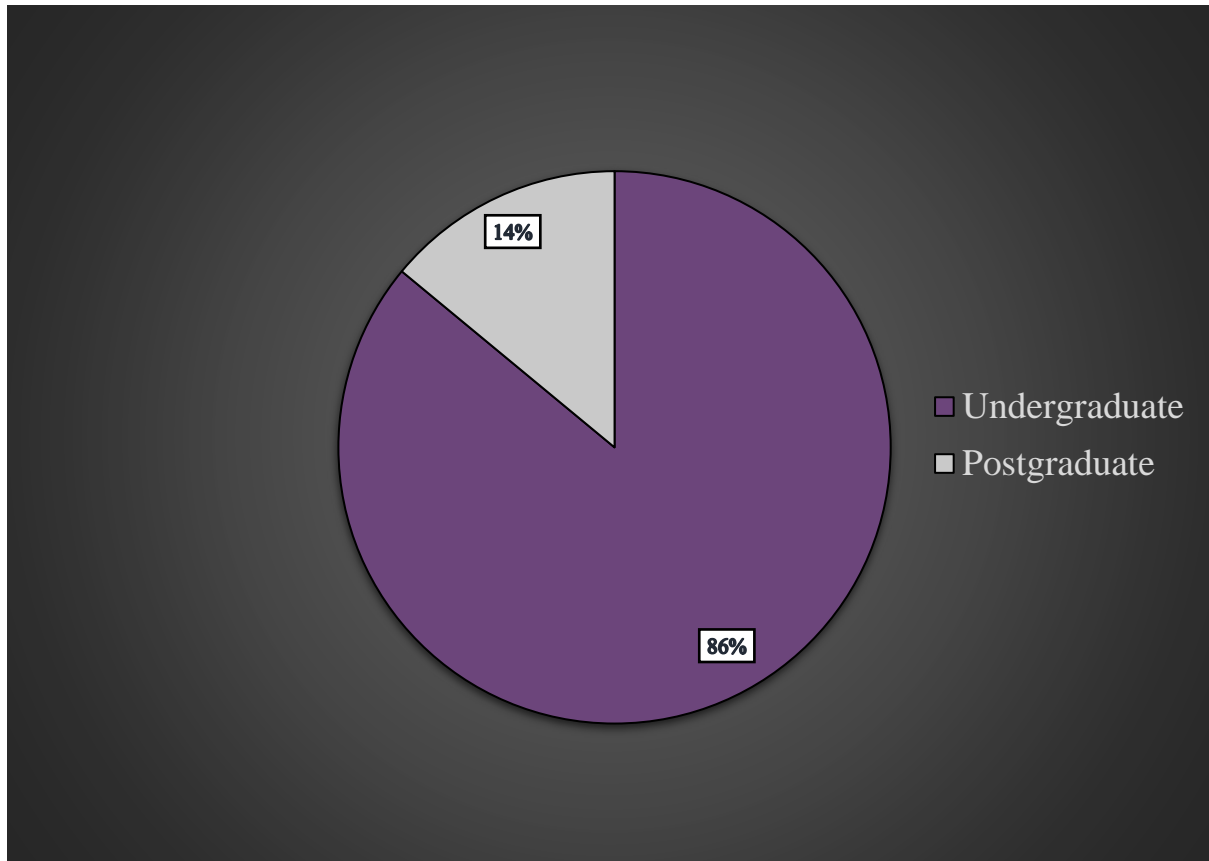
**TABLE 4.3: EDUCATIONAL QUALIFICATION OF THE  
RESPONDENTS**

<b>S.NO</b>	<b>EDUCATIONAL QUALIFICATION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Undergraduate	43	86%
2	Postgraduate	7	14%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 86% of the respondents are undergraduate.
- Remaining 7% of the respondents are postgraduate.

**CHART 4.3: EDUCATIONAL QUALIFICATION OF THE RESPONDENTS**



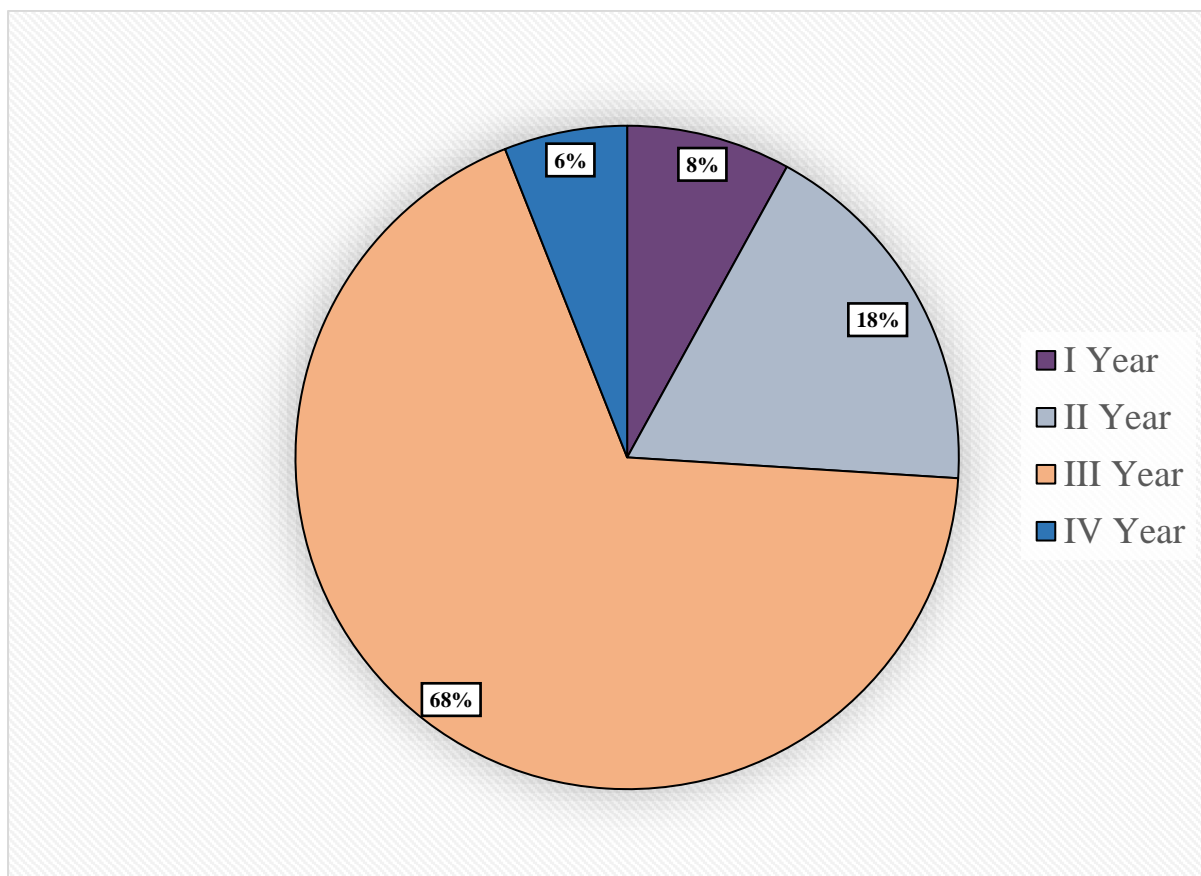
**TABLE 4.4: YEAR OF STUDY OF THE RESPONDENTS**

<b>S.NO</b>	<b>YEAR</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	I Year	4	8%
2	II Year	9	18%
3	III Year	34	68%
4	IV Year	3	6%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 68% of the respondents from III Year
- 18% of the respondents from II Year
- 8% of the respondents from I Year
- And 6% of the respondents from IV Year

**CHART 4.4: YEAR OF STUDY OF THE RESPONDENTS**



**TABLE 4.5: FIELD OF STUDY OF THE RESPONDENTS**

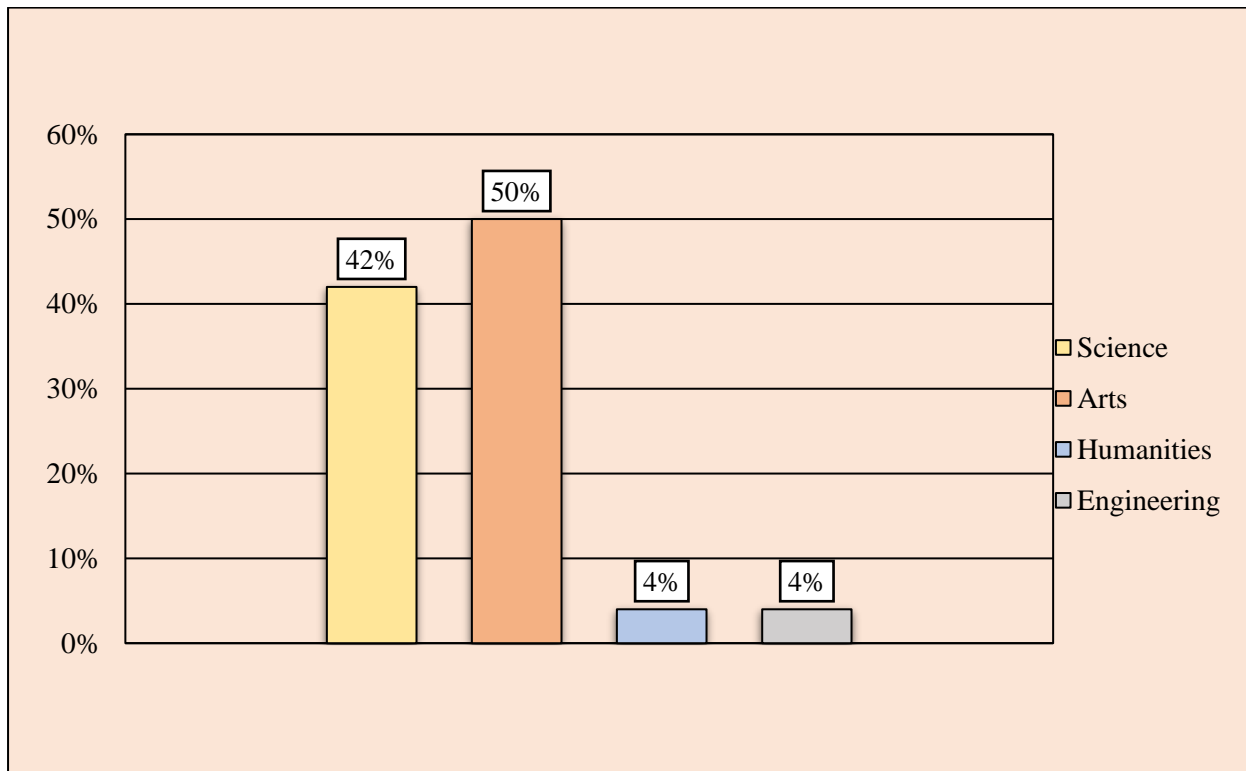
<b>S.NO</b>	<b>FIELD</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Science	21	42%
2	Arts	25	50%
3	Humanities	2	4%
4	Engineering	2	4%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 50% of the respondents belong to the field of Arts
- 42% of the respondents belong to the field of Science
- 4% of the respondents belong to the field of Humanities
- 4% of the respondents belong to the field of Engineering



**CHART 4.5: FIELD OF STUDY OF THE RESPONDENTS**



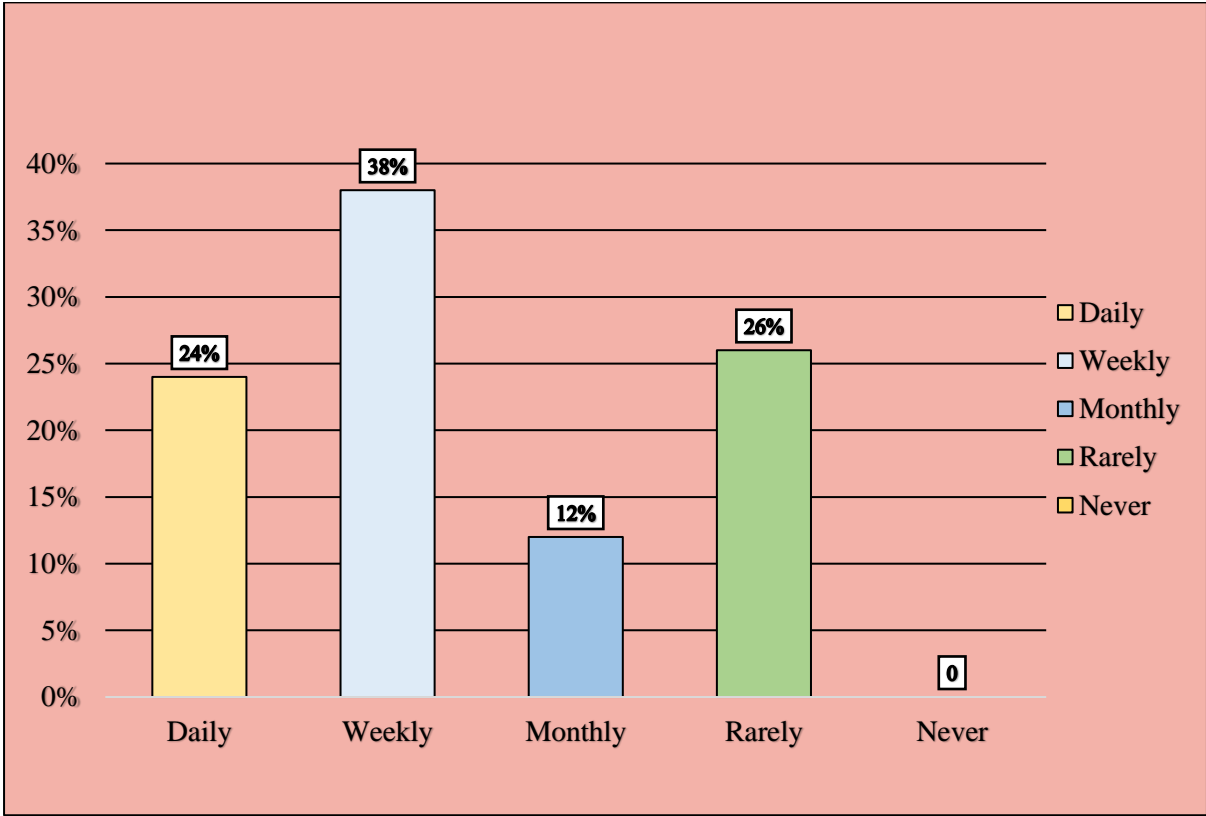
**TABLE 4.6: FREQUENCY OF USING CHATGPT FOR ACADEMICS  
BY THE RESPONDENTS**

<b>S.NO</b>	<b>FREQUENCY</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Daily	12	24%
2	Weekly	19	38%
3	Monthly	6	12%
4	Rarely	13	26%
5	Never	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 38% of respondents use chatgpt Weekly for their academics
- 26% of respondents use chatgpt Rarely
- 24% of respondents use chatgpt Daily
- 12% of respondents use chatgpt Monthly

**CHART 4.6: FREQUENCY OF USING CHATGPT FOR ACADEMICS  
BY THE RESPONDENTS**



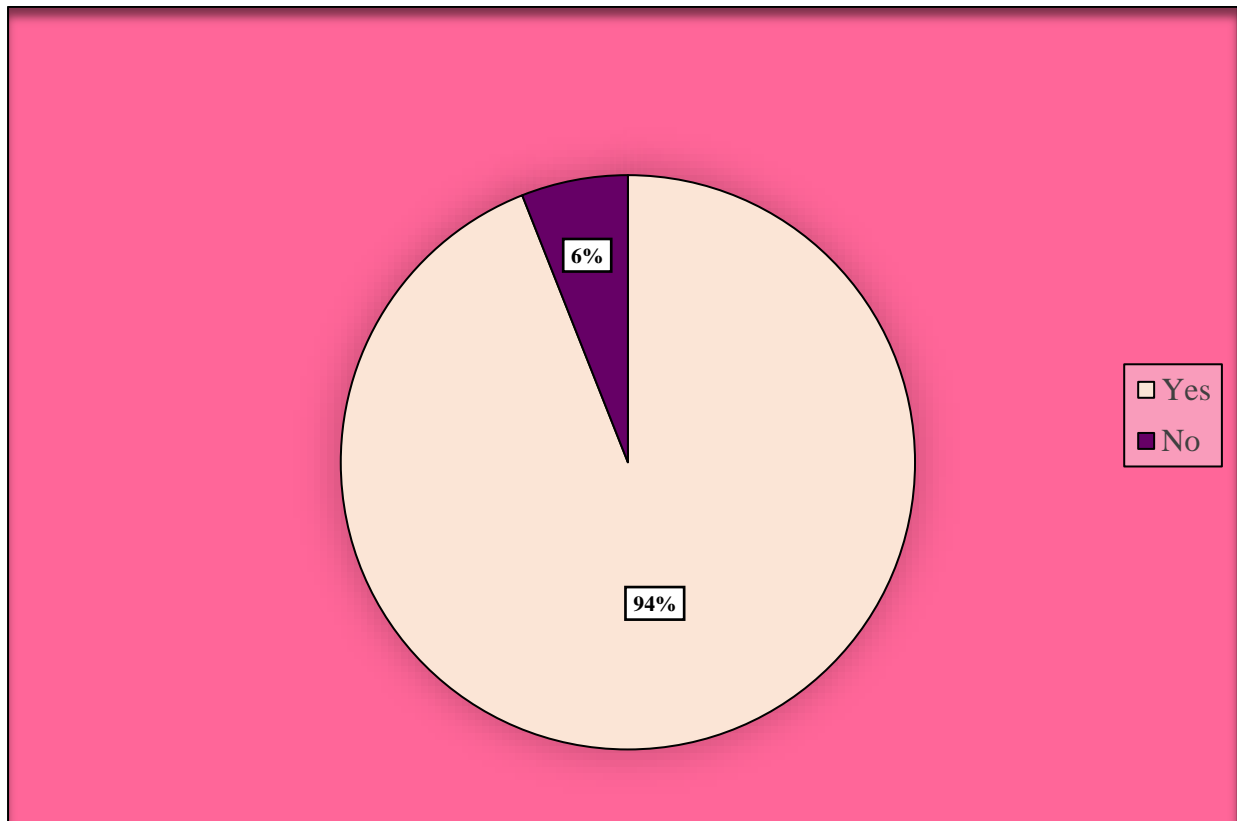
**TABLE 4.7: HELPFULNESS OF CHATGPT IN EXAMS FOR THE RESPONDENTS**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Yes	47	94%
2	No	3	6%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 94% of the respondents find chatgpt helpful during their exam preparation
- Remaining 6% of the respondents do not find chatgpt helpful during their exam preparation

**CHART 4.7: HELPFULNESS OF CHATGPT IN EXAMS FOR THE RESPONDENTS**



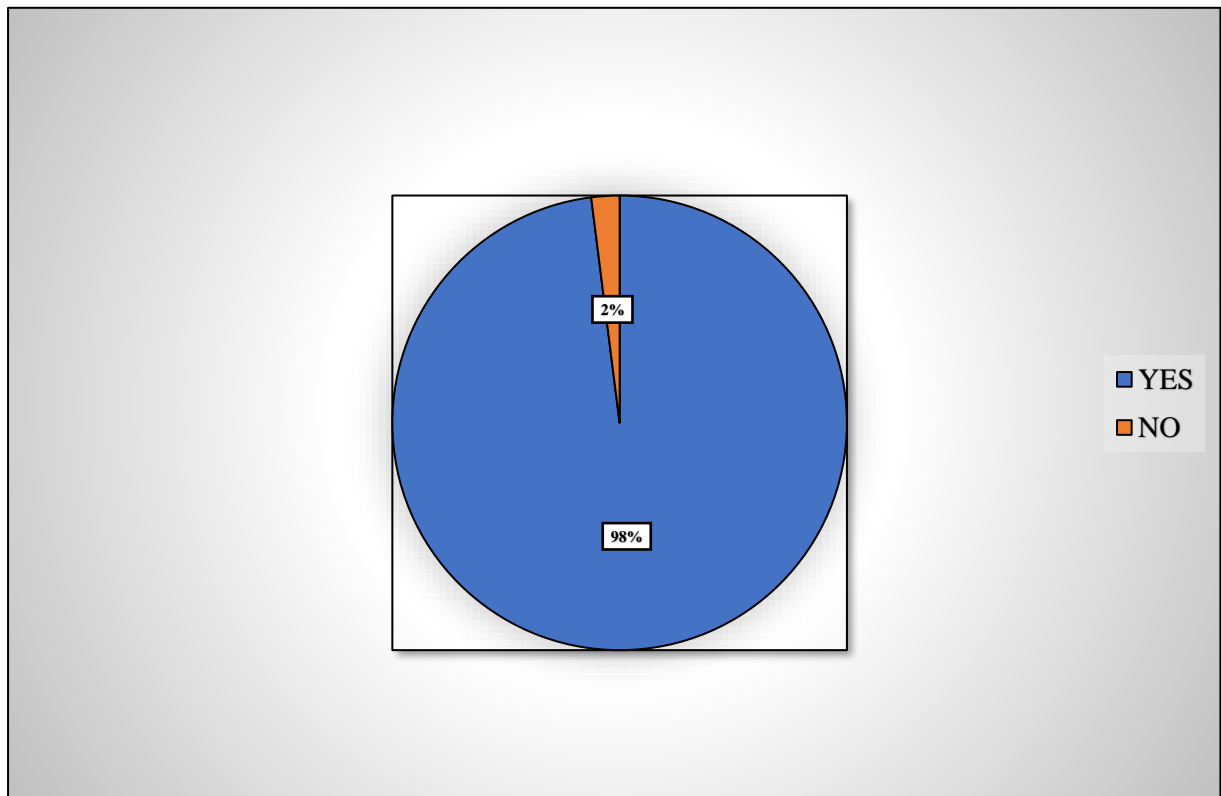
**TABLE 4.8: TIME SAVED BY THE RESPONDENTS ON ACADEMICS  
BY USING CHATGPT**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Yes	49	98%
2	No	1	2%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 98% of the respondents save their time by using chatgpt on academics.
- Remaining 2% of the respondents do not save time by using chatgpt on academics.

**CHART4.8: TIME SAVED BY THE RESPONDENTS ON ACADEMICS  
BY USING CHATGPT**



**TABLE 4.9: CHATGPT AS A STUDY TOOL FOR THE RESPONDENTS**

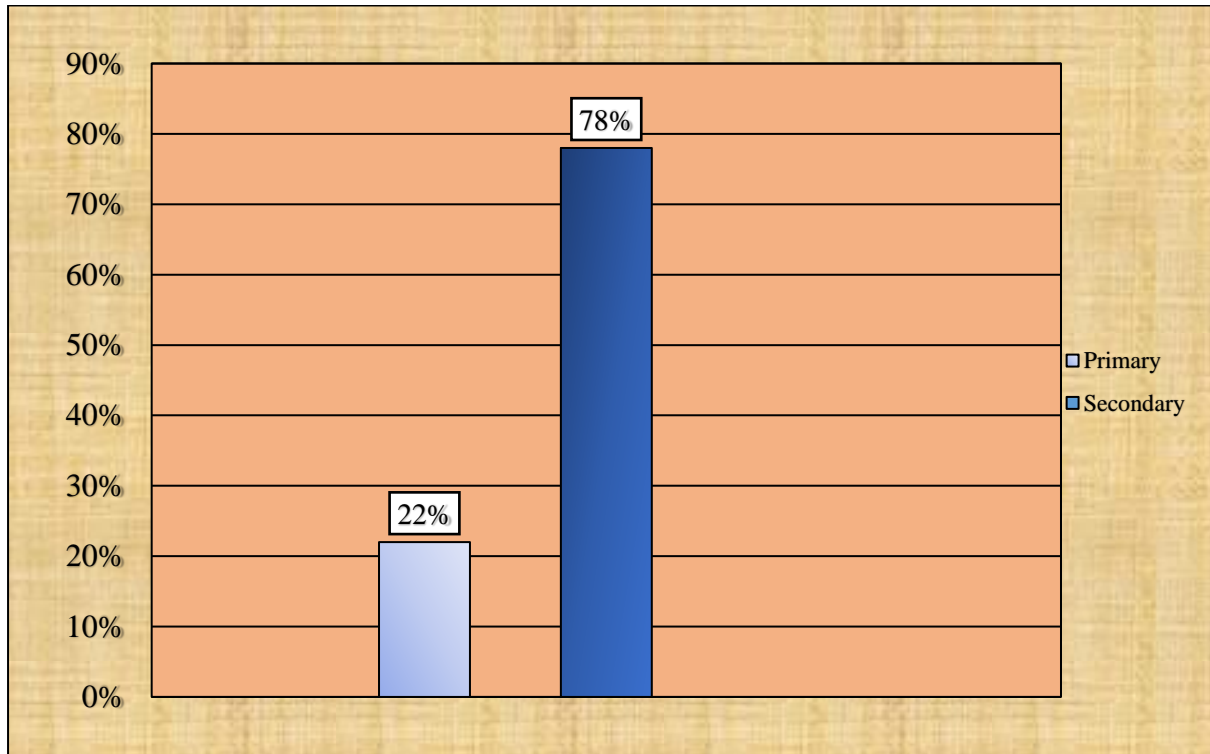
<b>S.NO</b>	<b>STUDY TOOL</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Primary	11	22%
2	Secondary	39	78%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 78% of the respondents use chatgpt as a Secondary study tool
- Remaining 22% of the respondents use chatgpt as a Primary study tool



**CHART 4.9: CHATGPT AS A STUDY TOOL FOR THE RESPONDENTS**



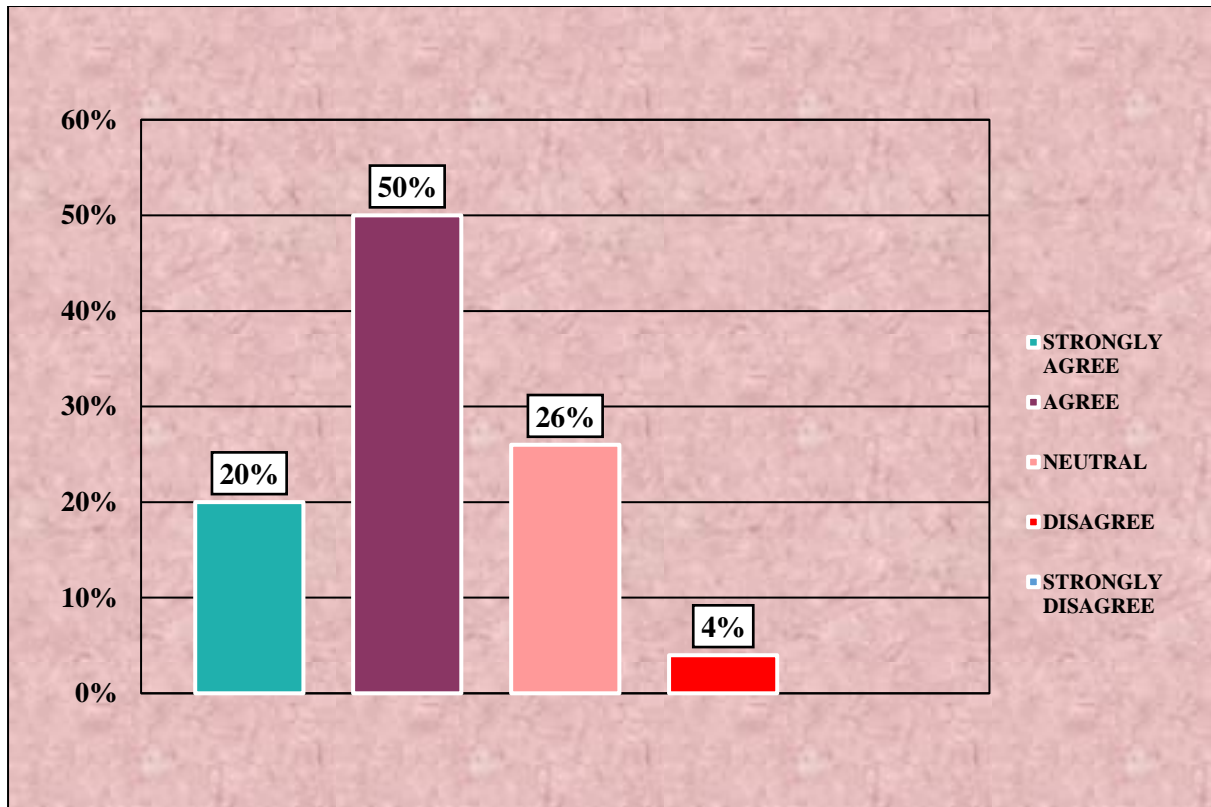
**TABLE 4.10: RESPONDENT'S CONFIDENT'S IN STUDIES AFTER  
USING CHATGPT**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Strongly Agree	10	20%
2	Agree	25	50%
3	Neutral	13	26%
4	Disagree	2	4%
5	Strongly Disagree	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the 50% of the respondents Agree that using chatgpt has improved their confidence in studies.
- 26% of the respondents are Neutral
- 20% of the respondents Strongly Agree
- 4% of the respondents Disagree

**CHART 4.10: RESPONDENT'S CONFIDENT'S IN STUDIES AFTER  
USING CHATGPT**



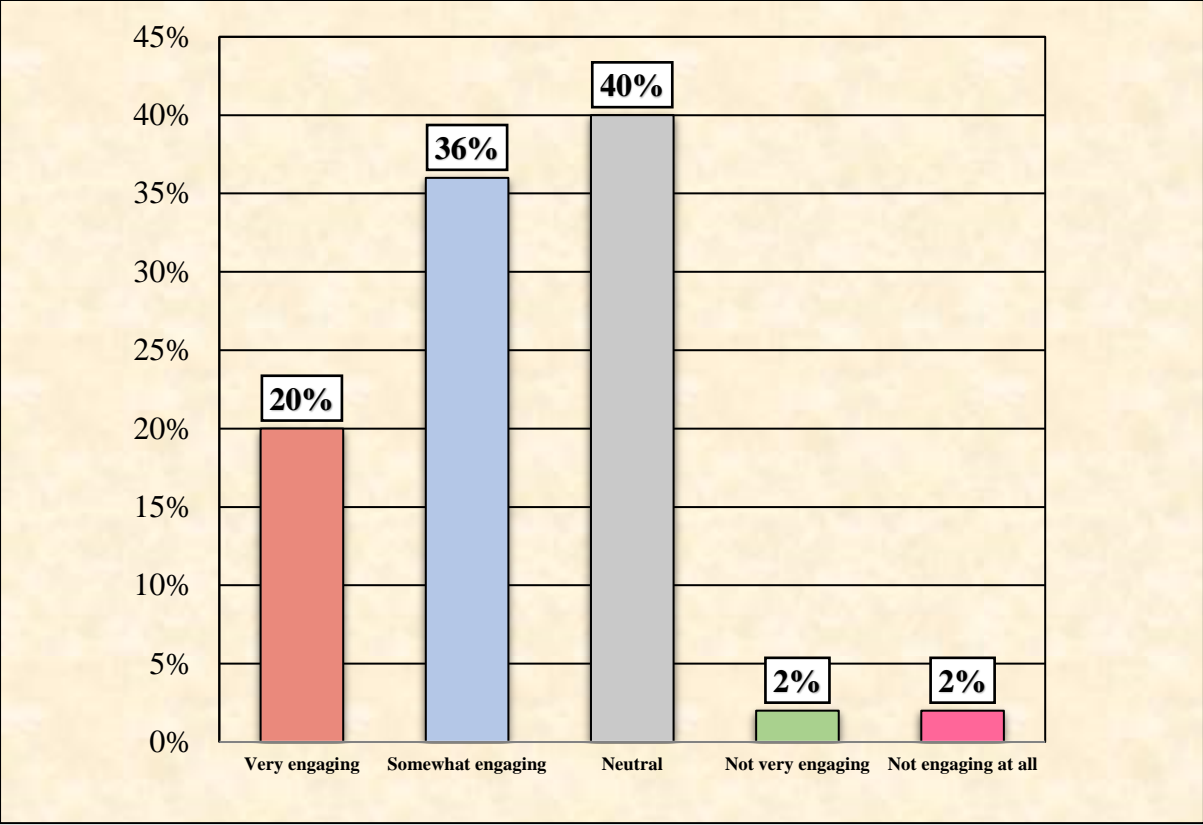
**TABLE 4.11: ENGAGEMENT LEVEL OF CHATGPT FOR LEARNING  
OF THE RESPONDENTS**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Very engaging	10	20%
2	Somewhat engaging	18	36%
3	Neutral	20	40%
4	Not very engaging	1	2%
5	Not engaging at all	1	2%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 40% of the respondents are Neutral about chatgpt's engagement level in learning
- 36% of the respondents felt Somewhat engaging
- 20% of the respondents felt Very engaging
- 2% of the respondents felt Not very engaging
- 2% of the respondents felt Not engaging at all

**CHART 4.11: ENGAGEMENT LEVEL OF CHATGPT FOR LEARNING  
OF THE RESPONDENTS**



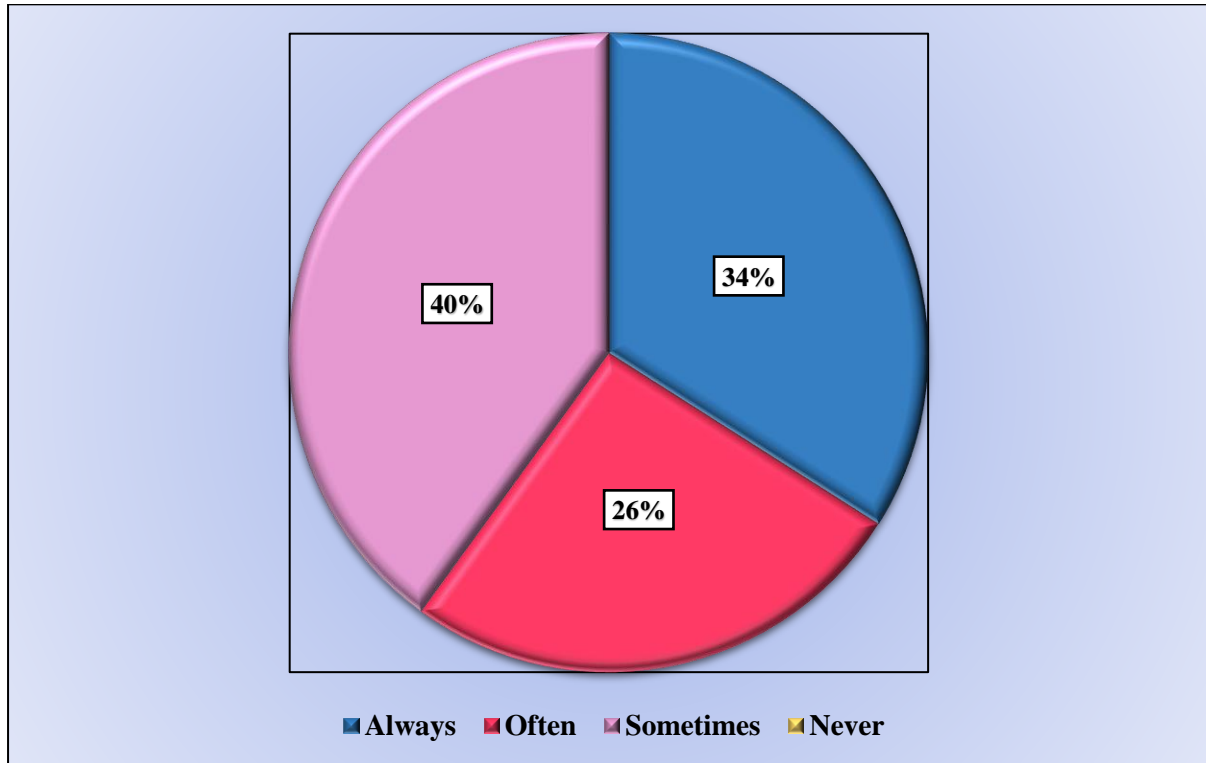
**TABLE 4.12: RESPONDENT’S USE OF CHATGPT FOR DOUBT  
CLARIFICATIONS**

<b>S.NO</b>	<b>FREQUENCY</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Always	17	34%
2	Often	13	26%
3	Sometimes	20	40%
4	Never	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 40% the respondents use chatgpt Sometimes for their doubt clarification
- 34% of the respondents use Always
- 26% of the respondents use Often

**CHART 4.12: RESPONDENT'S USE OF CHATGPT FOR DOUBT CLARIFICATIONS**



**TABLE 4.13: RESPONDENT’S FIND CHATGPT RESPONSE EASY TO UNDERSTAND**

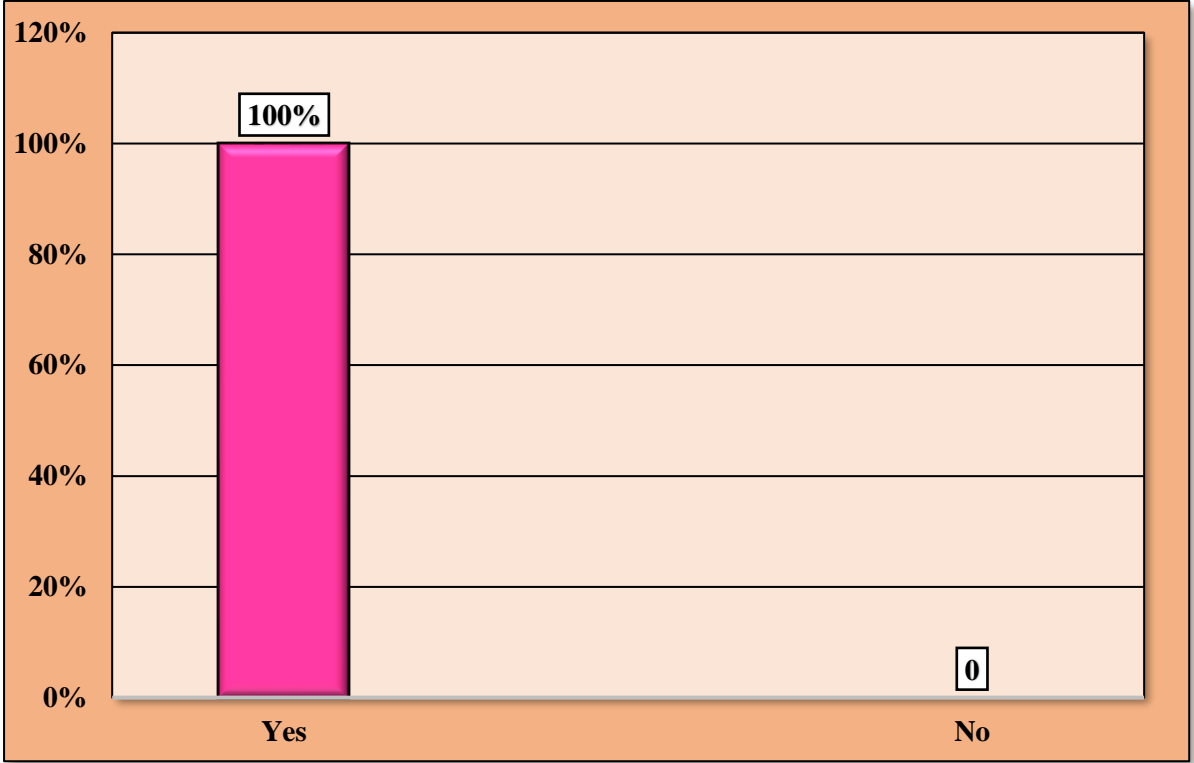
<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Yes	50	100%
2	No	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 100% of the respondents felt chatgpt responses easy to understand



**CHART 4.13: RESPONDENT’S FIND CHATGPT RESPONSE EASY TO UNDERSTAND**



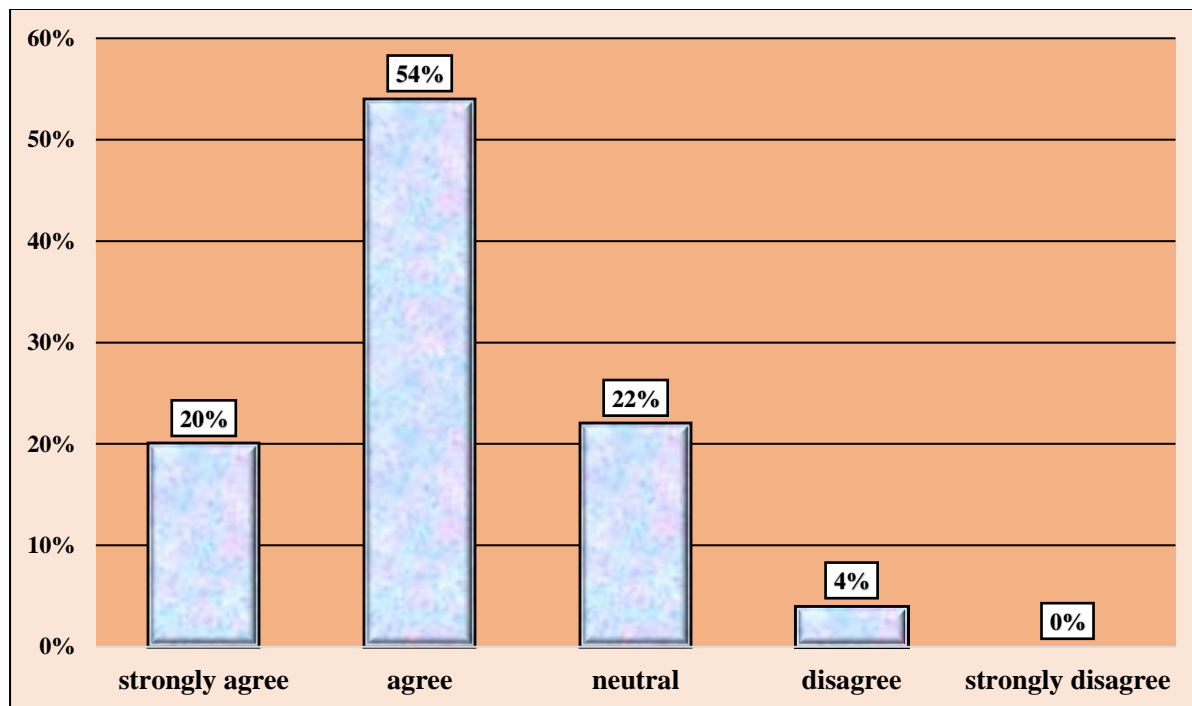
**TABLE 4.14: RESPONDENT'S INDEPENDENT LEARNING  
THROUGH CHATGPT**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Strongly Agree	10	20%
2	Agree	27	54%
3	Neutral	11	22%
4	Disagree	2	4%
5	Strongly Disagree	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 54% of the respondents Agree that using chatgpt engages independent learning
- 22% of the respondents are Neutral
- 20% of the respondents Strongly agree
- 4% of the respondents Disagree

**CHART 4.14: RESPONDENT'S INDEPENDENT LEARNING  
THROUGH CHATGPT**



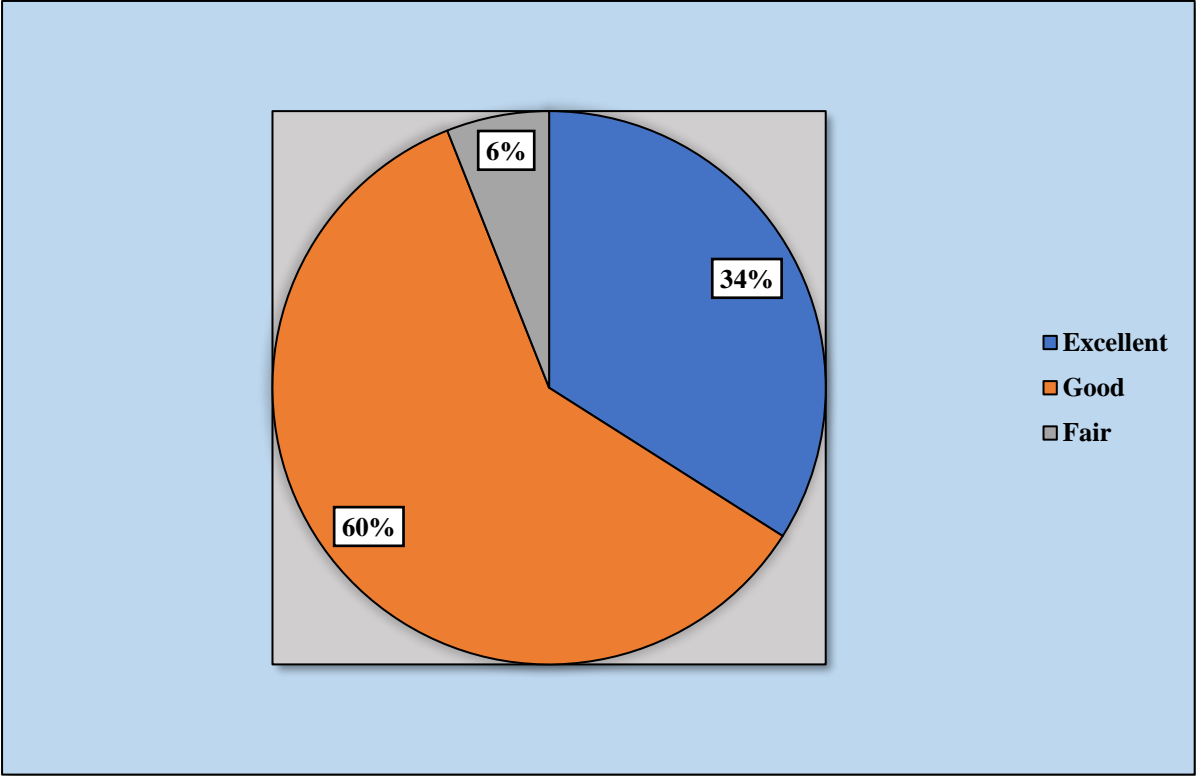
**TABLE 4.15: OVERALL LEARNING EXPERIENCE WITH CHATGPT  
BY THE RESPONDENTS**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Excellent	17	34%
2	Good	30	60%
3	Fair	3	6%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 60% of the respondents felt that the overall learning experience with chatgpt is Good
- 34% of the respondents felt Excellent
- 6% of the respondents felt Fair

**CHART 4.15: OVERALL LEARNING EXPERIENCE WITH CHATGPT  
BY THE RESPONDENTS**



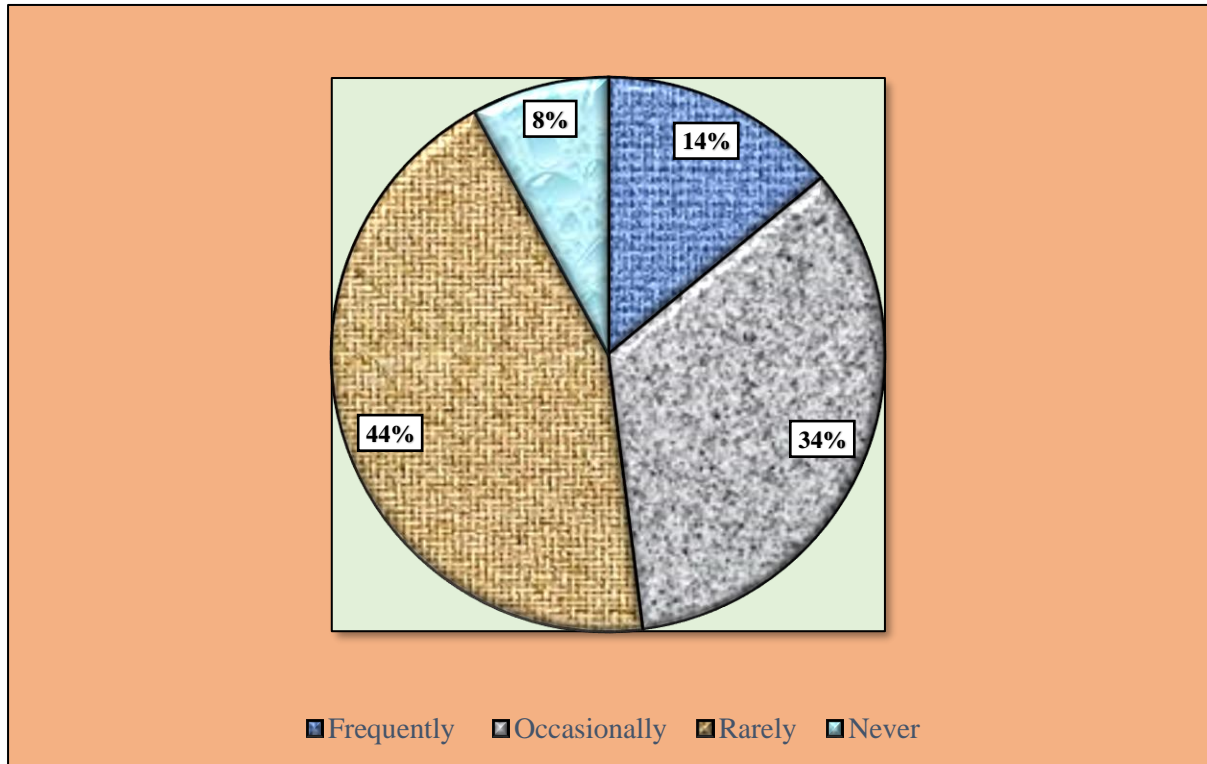
**TABLE 4.16: DIFFICULTIES FACED BY THE RESPONDENTS WHILE USING CHATGPT**

<b>S.NO</b>	<b>FREQUENCY</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Frequently	7	14%
2	Occasionally	17	34%
3	Rarely	22	44%
4	Never	4	8%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- ❖ It is inferred from the above table that 44% of the respondents face difficulties Rarely while using chatgpt
- ❖ 34% of the respondents face difficulties Occasionally
- ❖ 14% of the respondents face difficulties Frequently
- ❖ 8% of the respondents Never face difficulties

**CHART 4.16: DIFFICULTIES FACED BY THE RESPONDENTS  
WHILE USING CHATGPT**



**TABLE 4.17: CHALLENGES ENCOUNTERED BY THE  
RESPONDENTS WHILE USING CHATGPT**

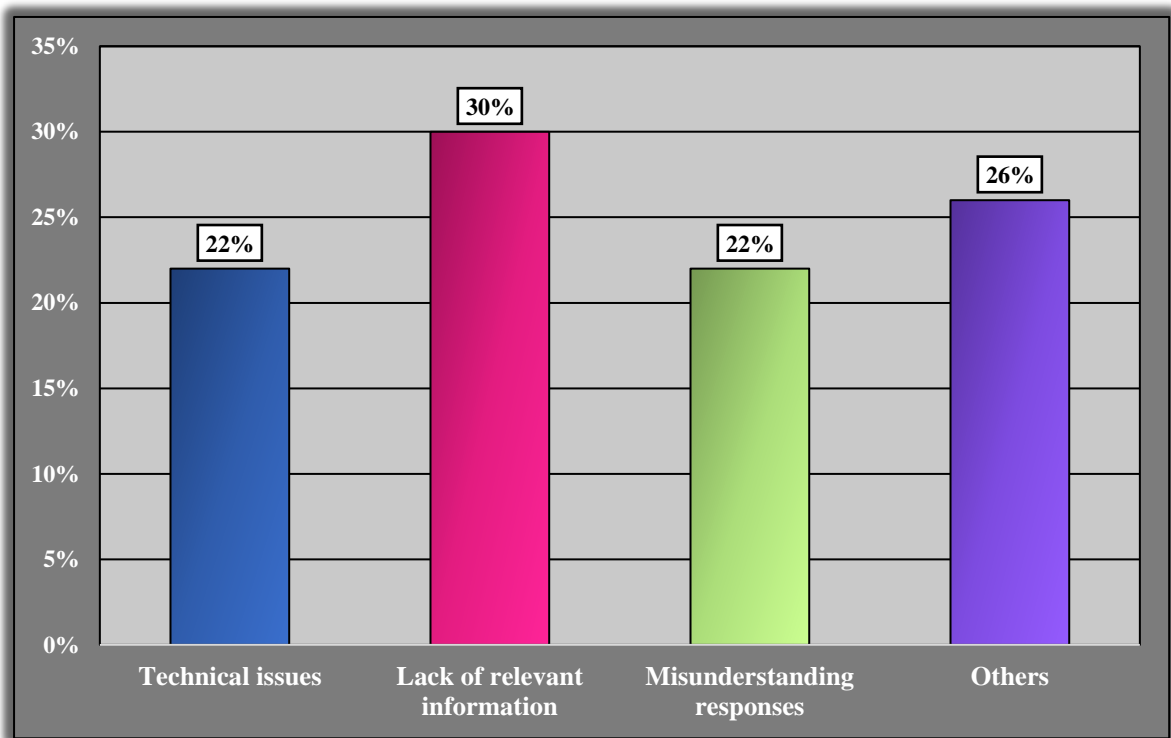
<b>S.NO</b>	<b>CHALLENGES</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Technical issues	11	22%
2	Lack of relevant information	15	30%
3	Misunderstanding responses	11	22%
4	Others	13	26%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 30% of the respondents encountered Lack of relevant information while using chatgpt
- 26% of the respondents encountered Other issues
- 22% of the respondents encountered Technical issues
- 22% of the respondents encountered Misunderstanding responses



**CHART 4.17: CHALLENGES ENCOUNTERED BY THE RESPONDENTS WHILE USING CHATGPT**



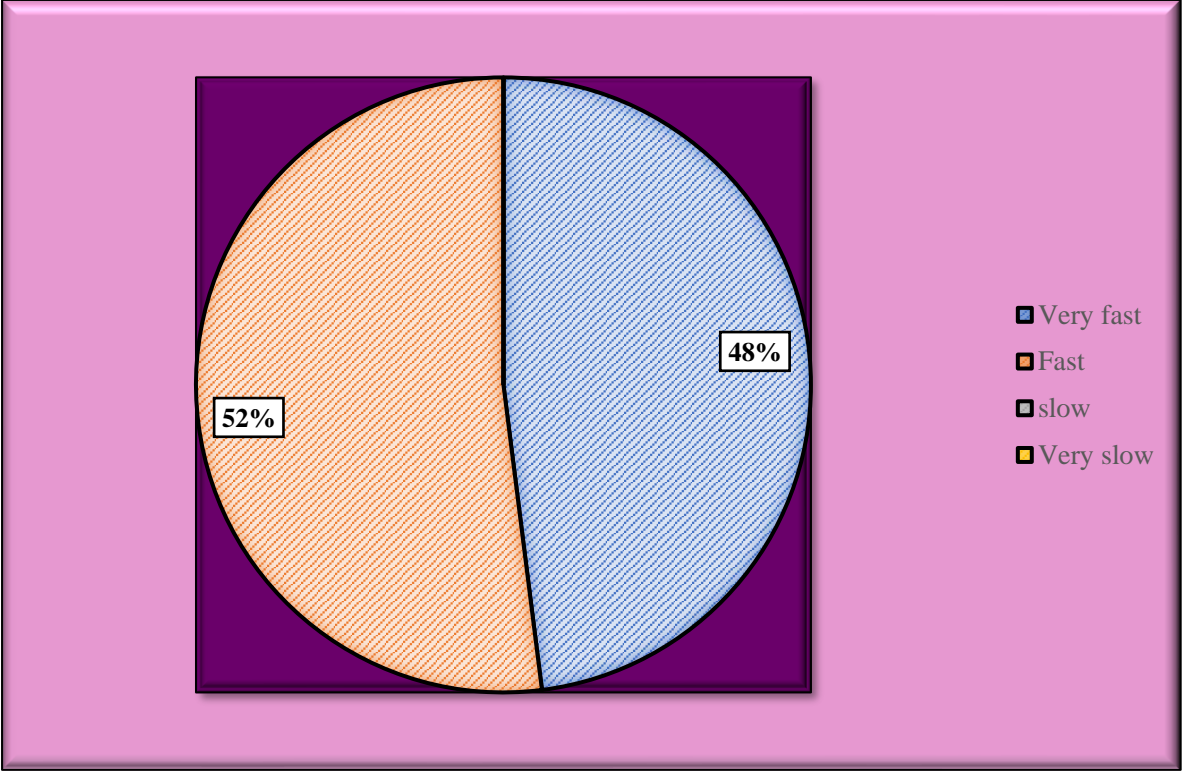
**TABLE 4.18: RATING THE RESPONSE TIME OF CHATGPT BY THE RESPONDENTS**

<b>S.NO</b>	<b>RESPONSE TIME</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Very fast	24	48%
2	Fast	26	52%
3	Slow	0	0
4	Very slow	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 52% of the respondent's rate the response time of chatgpt as Fast
- 48% of the respondent's rate the response time of chatgpt as Very fast

**CHART 4.18: RATING THE RESPONSE TIME OF CHATGPT BY THE RESPONDENTS**



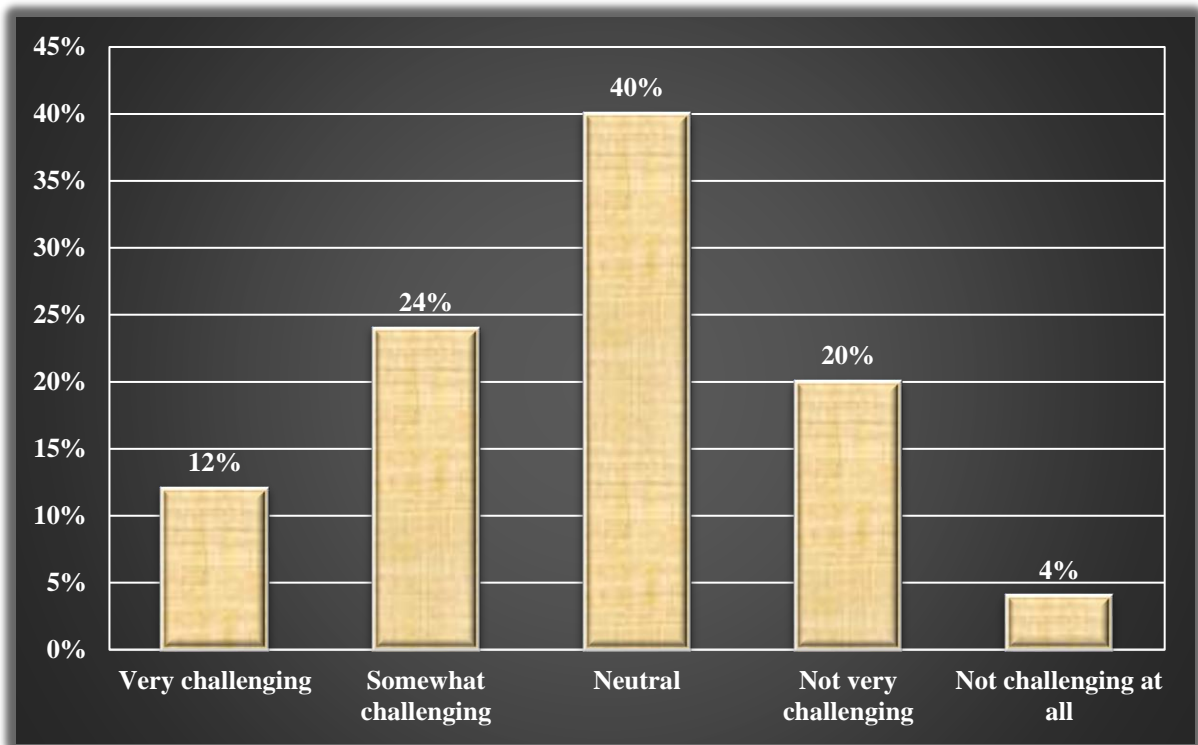
**TABLE 4.19: RESPONDENT’S CHALLENGE IN PHRASING  
QUESTION ON CHATGPT**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Very challenging	6	12%
2	Somewhat challenging	12	24%
3	Neutral	20	40%
4	Not very challenging	10	20%
5	Not challenging at all	2	4%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 40% of the respondents are Neutral about the challenges in phrasing question on chatgpt
- 24% of the respondents felt Somewhat challenging
- 20% of the respondents felt Not very challenging
- 12% of the respondents felt Very challenging
- 4% of the respondents felt not challenging at all

**CHART 4.19: RESPONDENT'S CHALLENGE IN PHRASING  
QUESTION ON CHATGPT**



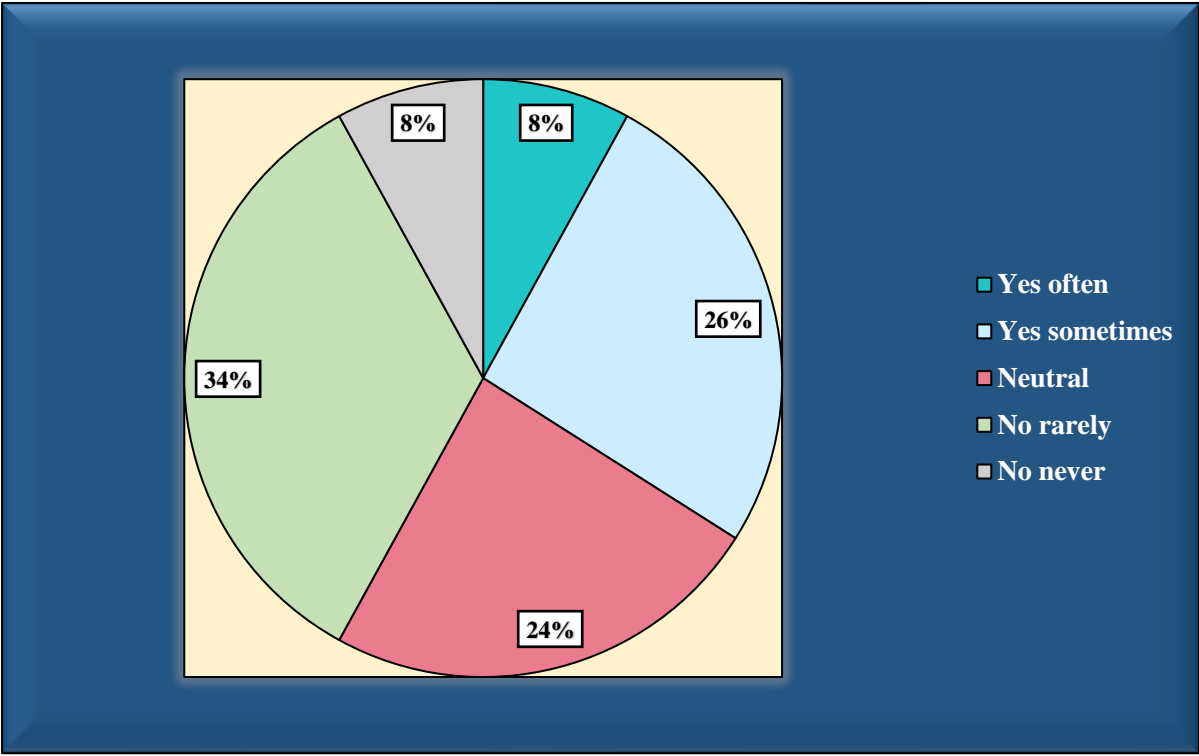
**TABLE 4.20: INCORRECT INFORMATION RECEIVED BY THE RESPONDENTS FROM CHATGPT**

<b>S.NO</b>	<b>FREQUENCY</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Yes often	4	8%
2	Yes sometimes	13	26%
3	Neutral	12	24%
4	No rarely	17	34%
5	No never	4	8%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that 34% of the respondents felt rarely they receive incorrect information from chatgpt
- 26% of the respondents felt sometimes they receive incorrect information from chatgpt
- 24% of the respondents are Neutral about receiving incorrect information from chatgpt
- 8% of the respondents felt, often they receive incorrect information from chatgpt
- 8% of the respondents never receive incorrect information from chatgpt

**CHART 4.20: INCORRECT INFORMATION RECEIVED BY THE RESPONDENTS FROM CHATGPT**



**TABLE 4.21: LEVEL OF SATISFACTION WITH CHATGPT  
EXPERIENCE BY THE RESPONDENTS**

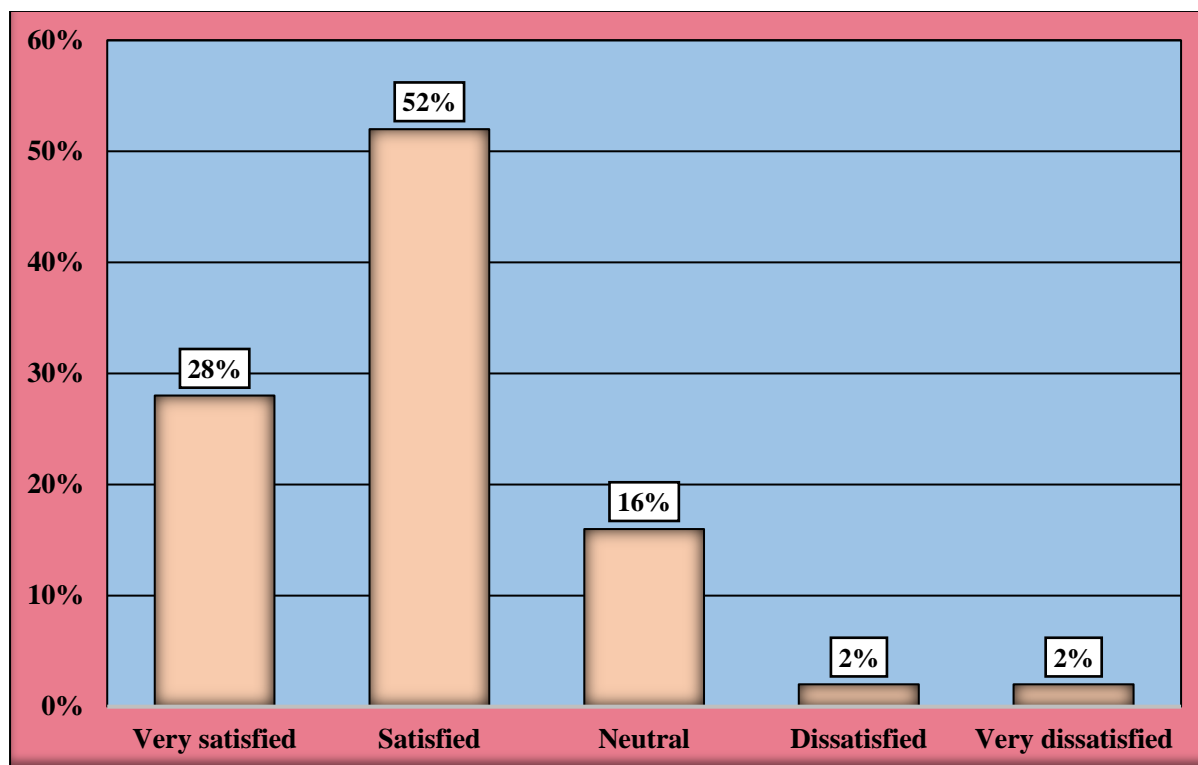
<b>S.NO</b>	<b>LEVEL OF SATISFACTION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE%</b>
1	Very satisfied	14	28%
2	Satisfied	26	52%
3	Neutral	8	16%
4	Dissatisfied	1	2%
5	Very dissatisfied	1	2%
	Total	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 52% of the respondents are Satisfied with their experience using chatgpt
- 28% of the respondents are Very satisfied
- 16% of the respondents are Neutral
- 2% of the respondents are Dissatisfied
- 2% of the respondents are Very dissatisfied



**CHART 4.21: LEVEL OF SATISFACTION WITH CHATGPT  
EXPERIENCE BY THE RESPONDENTS**



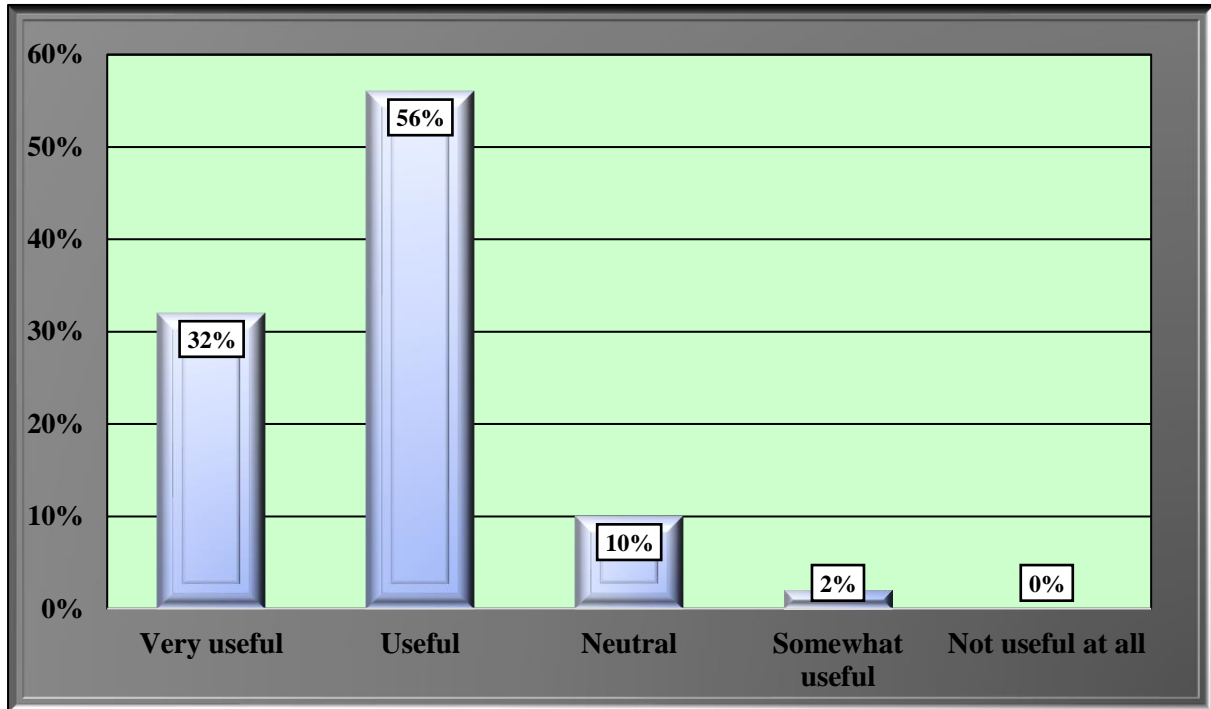
**TABLE 4.22: RESPONDENT’S PERCEPTION OF CHATGPT’S  
USEFULNESS IN STUDIES**

<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Very useful	16	32%
2	Useful	28	56%
3	Neutral	5	10%
4	Somewhat useful	1	2%
5	Not useful	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 56% of the respondent’s perception is that chatgpt is Useful in their studies
- 32% of the respondent’s perception is that chatgpt is Very useful
- 10% of the respondent’s have a Neutral perception
- 2% of the respondent’s perception is that chatgpt is Somewhat useful

**CHART 4.22: RESPONDENT'S PERCEPTION OF CHATGPT'S  
USEFULNESS IN STUDIES**



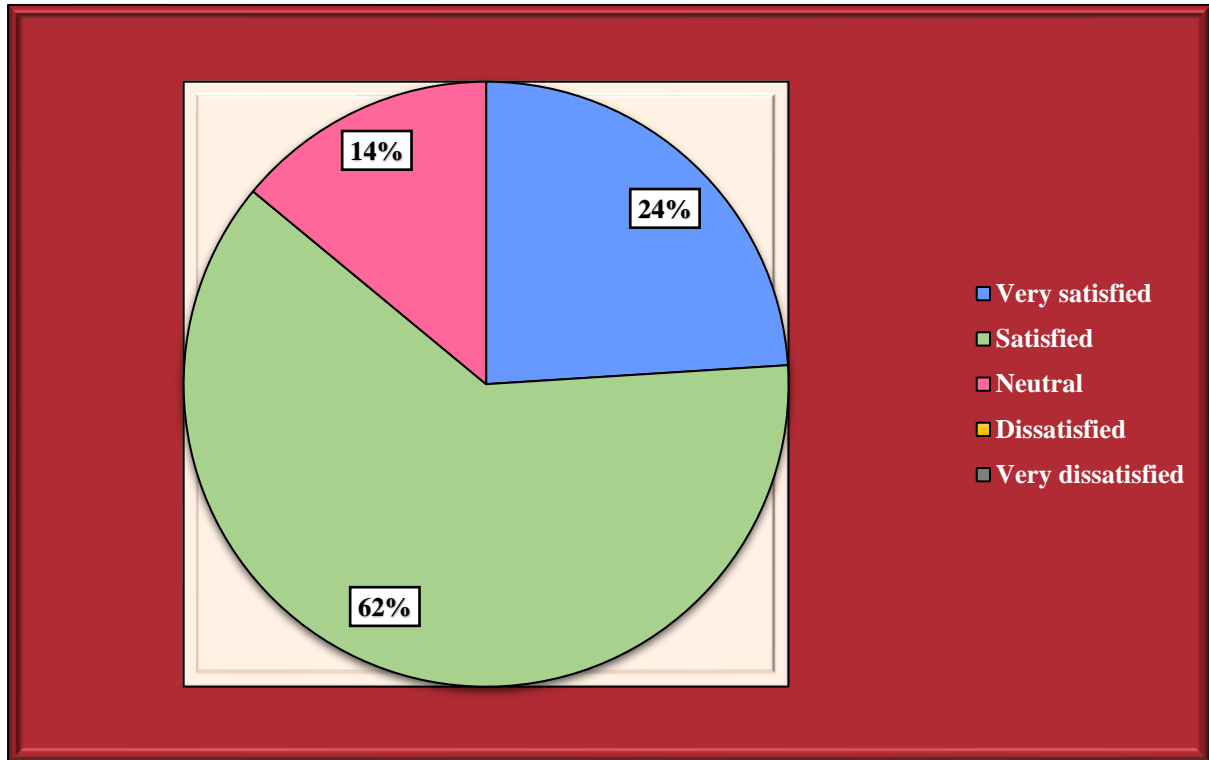
**TABLE 4.23: RESPONDENT’S LEVEL OF SATISFACTION WITH  
CHATGPT’S VARIETY OF TOPICS**

<b>S.NO</b>	<b>LEVEL OF SATISFACTION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE%</b>
1	Very satisfied	12	24%
2	Satisfied	31	62%
3	Neutral	7	14%
4	Dissatisfied	0	0
5	Very dissatisfied	0	0
	Total	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 62% of the respondents are Satisfied with the variety of topics that chatgpt can assist with
- 24% of the respondents are Very satisfied
- 14% of the respondents have a neutral opinion regarding the variety of topics that chatgpt can assist with

**CHART 4.23: RESPONDENT'S LEVEL OF SATISFACTION WITH  
CHATGPT'S VARIETY OF TOPICS**



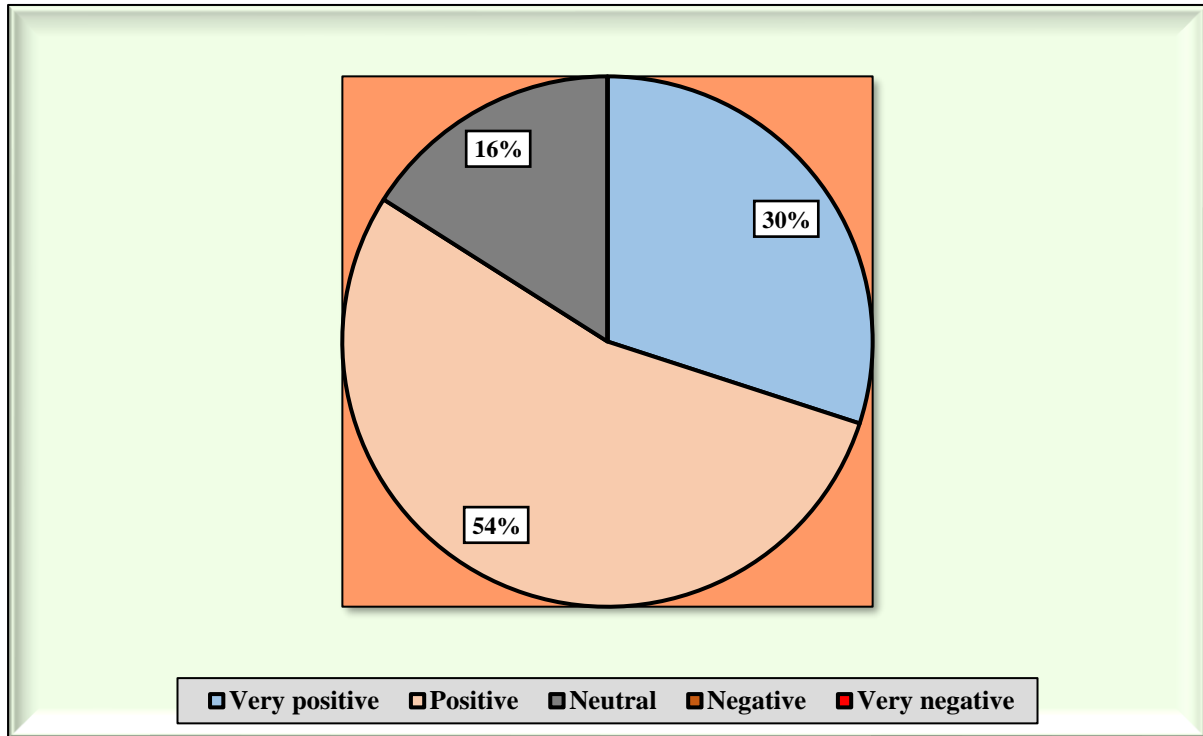
**TABLE 4.24: IMPACT OF CHATGPT ON THE RESPONDENT'S  
EDUCATIONAL PERFORMANCE**

<b>S.NO</b>	<b>IMPACT</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Very positive	15	30%
2	Positive	27	54%
3	Neutral	8	16%
4	Negative	0	0
5	Very negative	0	0
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 54% of the respondent's opinion is that chatgpt has created a Positive impact on their educational performance
- 30% of the respondent's opinion is that chatgpt has created a Very positive impact on their educational performance
- 16% of the respondents have a neutral opinion regarding the impact of ChatGPT on their educational performance

**CHART 4.24: IMPACT OF CHATGPT ON THE RESPONDENT'S  
EDUCATIONAL PERFORMANCE**



**TABLE 4.25: RESPONDENT’S WILLINGNESS TO RECOMMEND  
CHATGPT TO OTHERS**

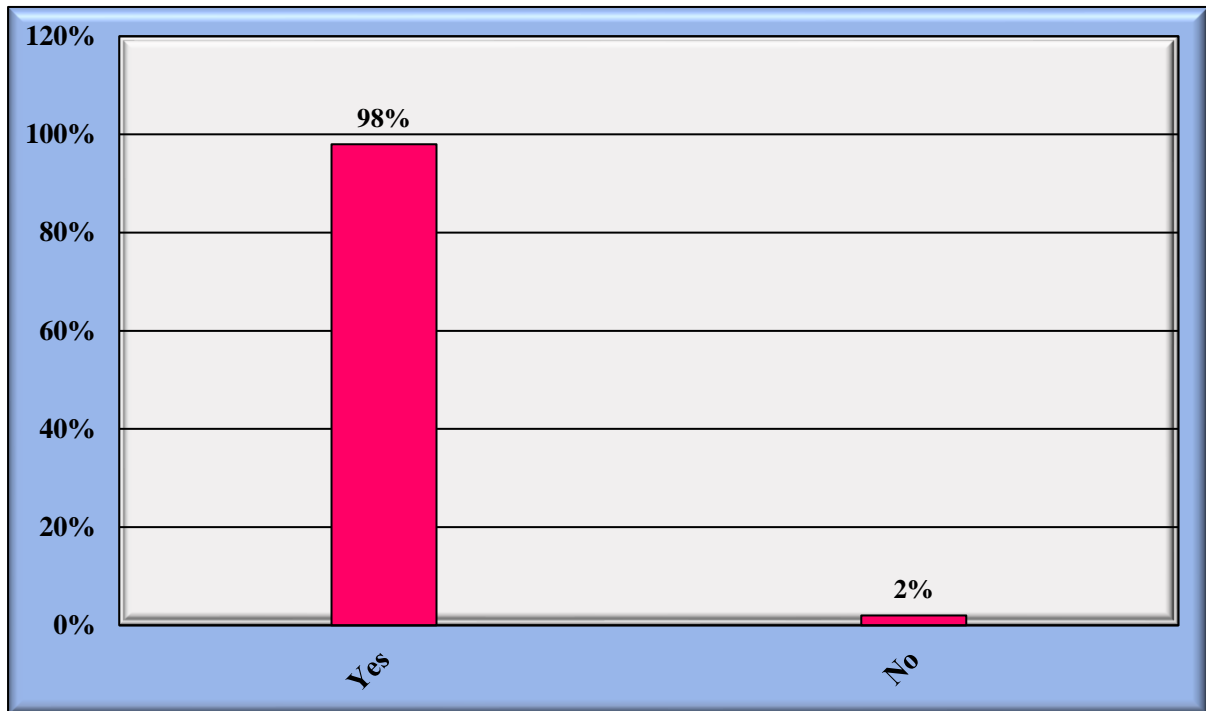
<b>S.NO</b>	<b>OPINION</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	Yes	49	98%
2	No	1	2%
	<b>TOTAL</b>	50	100%

**INTERPRETATION:**

- It is inferred from the above table that the majority 98% of the respondents may recommend chatgpt to others for academic activities
- Only 2% of the respondents may not recommend chatgpt to others for academic activities



**CHART 4.25: RESPONDENT'S WILLINGNESS TO RECOMMEND  
CHATGPT TO OTHERS**



## CHI SQUARE ANALYSIS

**TABLE 4.26**

ASSOCIATION BETWEEN GENDER GROUP AND CHALLENGES ENCOUNTERED  
BY THE RESPONDENTS USING CHATGPT

H0: There is no significant association between gender group of the respondent and challenges encountered by the respondents using chatgpt

H1: There is significant association between gender group of the respondent and challenges encountered by the respondents using chatgpt

### GENDER GROUP AND CHALLENGES ENCOUNTERED BY THE RESPONDENTS USING CHATGPT

Gender group	Technical issues	Lack of relevant information	Misunderstanding responses	Others	Total
Male	3	6	4	2	15
Female	8	9	7	11	35
Total	11	15	11	13	50

### CHI-SQUARE TESTS

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.288 <sup>a</sup>	3	.515
Likelihood Ratio	2.422	3	.490
Linear-by-Linear Association	.605	1	.437
N of Valid Cases	50		

CHI-SQUARE: 2.288

P VALUE: 0.515

**INTERPRETATION:**

The calculated value is 2.288 and P value is 0.515 which is higher than the table value 0.05. Therefore, the null hypothesis has been accepted. So, there is no significant association between gender group of the respondent and challenges encountered by the respondents using chatgpt.

## **CORRELATION ANALYSIS**

**TABLE 4.27**

**RELATIONSHIP BETWEEN AGE GROUP AND EXPERIENCE OF THE  
RESPONDENTS TO USING CHATGPT**

H0: There is no significant relationship between age group of the respondent and experience of the respondents to using chatgpt

H1: There is significant relationship between age group of the respondent and experience of the respondents to using chatgpt

### **AGE GROUP OF THE RESPONDENTS**

<b>S.NO</b>	<b>AGE GROUP</b>	<b>RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
1	17-18 years	8	16%
2	19-20 years	29	58%
3	21-22 years	11	22%
4	23-24 years	2	4%
	<b>TOTAL</b>	50	100%

### EXPERIENCE OF THE RESPONDENTS TO USING CHATGPT

S.NO	LEVEL OF SATISFACTION	RESPONDENTS	PERCENTAGE%
1	Very satisfied	14	28%
2	Satisfied	26	52%
3	Neutral	8	16%
4	Dissatisfied	1	2%
5	Very dissatisfied	1	2%
	Total	50	100%

### CORRELATIONS

		AGE GROUP OF THE RESPONDENT	EXPERIENCE OF USING CHATGPT
AGE GROUP OF THE RESPONDENT	Pearson Correlation	1	.071
	Sig. (2-tailed)		.624
	N	50	50
EXPERIENCE OF USING CHATGPT	Pearson Correlation	.071	1
	Sig. (2-tailed)	.624	
	N	50	50

### **INTERPRETATION:**

The P value, as per Pearson correlation, is 0.624, which is higher than the table value 0.05. Therefore, the null hypothesis has been accepted. So, there is no significant relationship between age group of the respondent and experience of the respondents to using chatgpt.

# CHAPTER V

## FINDINGS

- ❖ Majority 58% of the respondents belong to the age group of 19 to 20 years.
- ❖ Majority 70% of the respondents are female.
- ❖ Majority 86% of the respondents are undergraduate.
- ❖ Majority 68% of the respondents from III Year
- ❖ 50% of the respondents belong to the field of Arts
- ❖ 38% of respondents use chatgpt Weekly for their academics
- ❖ Majority 94% of the respondents find chatgpt helpful during their exam preparation
- ❖ Majority 98% of the respondents save their time by using chatgpt on academics.
- ❖ Majority 78% of the respondents use chatgpt as a Secondary study tool
- ❖ 50% of the respondents Agree that using chatgpt has improved their confidence in studies.
- ❖ 40% of the respondents are Neutral about chatgpt's engagement level in learning
- ❖ 40% the respondents use chatgpt Sometimes for their doubt clarification
- ❖ 100% of the respondents felt chatgpt responses easy to understand
- ❖ Majority 54% of the respondents Agree that using chatgpt engages independent learning
- ❖ Majority 60% of the respondents felt that the overall learning experience with chatgpt is Good
- ❖ 44% of the respondents face difficulties Rarely while using chatgpt
- ❖ 30% of the respondents encountered Lack of relevant information while using chatgpt
- ❖ Majority 52% of the respondent's rate the response time of chatgpt as Fast
- ❖ 40% of the respondents are Neutral about the challenges in phrasing question on chatgpt
- ❖ 34% of the respondents felt rarely they receive incorrect information from chatgpt
- ❖ Majority 52% of the respondents are Satisfied with their experience using chatgpt
- ❖ Majority 56% of the respondent's perception is that chatgpt is Useful in their studies
- ❖ Majority 62% of the respondents are Satisfied with the variety of topics that chatgpt can assist with
- ❖ Majority 54% of the respondent's opinion is that chatgpt has created a Positive impact on their educational performance
- ❖ Majority 98% of the respondents may recommend chatgpt to others for academic activities



## SUGGESTIONS

- ✓ Students can explore different ways in which chatgpt can enhance their academic performance such as summarization, research assistance and providing detailed explanation on complex project.
- ✓ Students should use chatgpt responsibly, ensuring it complements their learning rather than replacing critical thinking and problem- solving skills.
- ✓ Chatgpt can be used as a brainstorming tool to develop ideas for essays, projects and presentation etc.
- ✓ Chatgpt can assist students in language translation and grammar correction, making it a valuable tool for improving their writing skills.
- ✓ Students should cross-check chatgpt generated information to avoid potentially incorrect or biased responses.
- ✓ Students should be aware of the ethical implications of using chatgpt in academics and ensure they use it responsibly to maintain academic integrity.
- ✓ Students should be cautious while using chatgpt for academic writing, ensuring they maintain originality and avoid unintentional plagiarism.
- ✓ Students are advised to avoid sharing personal or sensitive information with chatgpt and feel free to ask for assistance or clarification when needed.
- ✓ Students should balance their dependence on chatgpt with traditional learning methods, such as books and peer discussions, to develop well rounded knowledge.
- ✓ Students should be aware of the importance of using chatgpt effectively for their academic growth.
- ✓ Students can provide feedback, to help chatgpt improve its responses and enhance its accuracy over time.

# CHAPTER VI

## CONCLUSION

In conclusion, the study on the significance and impact of ChatGPT on college students has revealed that many students are aware of ChatGPT as an AI-powered tool that assists in academics, research, and problem-solving. It utilizes advanced machine learning algorithms to provide human-like responses, helping students with assignments, brainstorming ideas, and improving their learning experience. Some students have reported that ChatGPT enhances their understanding of subjects, facilitates discussions, and serves as a valuable resource for information retrieval.

At the same time, some students have expressed concerns about its limitations. Since ChatGPT is not a human, it lacks emotions, real-life experiences, and true reasoning abilities. Additionally, there are risks of misinformation, overreliance, and ethical concerns regarding academic integrity. Students should be mindful of its limitations, such as occasional inaccuracies, biases in responses, and the inability to provide truly personalized guidance.

Overall, ChatGPT has proven to be a powerful and accessible tool for learning, research, and skill development. However, it is essential for students to use it critically, ensuring they verify information and apply their own analytical skills to maximize its benefits while mitigating potential drawbacks.

# CHAPTER VII

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# CHAPTER VIII

## **ANNEXURE**

### **A study on significance and impact of ChatGPT on college students**

- i. To analyze the demographic profile of the respondents

#### Age

- 17-18
- 19-20
- 21-22
- 23-24

#### Gender

- Male
- Female

#### Education

- Undergraduate
- Postgraduate

#### Year of Study

- I year
- II year
- III year
- IV year

#### Field of Study

- Science
- Arts
- Humanities
- Engineering



ii. To study the role of chatgpt in enhancing academic performance

How often do you use ChatGPT for academic purposes?

- Daily
- Weekly
- Monthly
- Rarely
- Never

Does ChatGPT help in preparing for exams?

- Yes
- No

Do you save time on academic work by using ChatGPT?

- Yes
- No

Do you use ChatGPT as a study tool for your academics?

- Primary
- Secondary

Do you feel confident in your studies after using ChatGPT?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

iii. To explore the impact of chatgpt on students learning experiences

How engaging do you find using ChatGPT for learning?

- Very engaging
- Somewhat engaging
- Neutral
- Not very engaging
- Not engaging at all

How often do you use ChatGPT to clarify doubts?

- Always
- Often
- Sometimes
- Never

Do you find the response from ChatGPT easy to understand?

- Yes
- No

Do you feel that ChatGPT encourages independent learning?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

How would you rate your overall learning experience with ChatGPT?

- Excellent
- Good
- Fair

iv. To identify the challenges student's encounter while using chatgpt

Have you ever faced difficulties while using ChatGPT?

- Frequently
- Occasionally
- Rarely
- Never

What type of challenges do you encounter most often

- Technical issues
- Lack of relevant information
- Misunderstanding responses
- Others

How would you rate the response time of ChatGPT?

- Very fast
- Fast
- Slow
- Very slow

Do you find it challenging to phrase your question for ChatGPT?

- Very challenging
- Somewhat challenging
- Neutral
- Not very challenging
- Not challenging at all

Have you ever received incorrect information from ChatGPT?

- Yes, often
- Yes, sometimes
- Neutral
- No, rarely
- No, never

v. To gather and assess student's suggestions about their chatgpt experiences

How satisfied are you with your experience using ChatGPT?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

How would you rate the overall usefulness of ChatGPT in your studies?

- Very useful
- Useful
- Neutral
- Somewhat useful
- Not useful

How satisfied are you with the variety of topics that ChatGPT can assist you with?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Overall, how do you perceive the impact of ChatGPT on your educational performance?

- Very positive
- Positive
- Neutral
- Negative
- Very negative

Would you recommend ChatGPT to your friends for academic activities?

- Yes
- No