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**THE INFLUENCE OF CHATGPT ON UNIVERSITY STUDENTS SELF-LEARNING IN HO CHI MINH CITY**

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**Abstract**

The use of ChatGPT in learning has created significant changes in the way students approach self-study. Many others appreciate the supportive value that this tool brings. However, this tool also causes many mixed opinions. Some students are concerned that overusing ChatGPT can reduce their ability to think independently and lead to dependence on technology.

***Purpose:*** This study explores factors influencing ChatGPT usage decisions and frequency, its impact on learning outcomes, and students' expectations, analyzing its role in self-study.

***Method:*** Data were collected from a survey of 858 students at universities in Ho Chi Minh City and analyzed using machine learning models such as XG-Boost, Random Forest, SVM, Logistic Regression, ANN and TF-IDF.

***Results and Findings:*** The models achieved high accuracy (up to 90%). Students' use of ChatGPT for learning is the key factor across all three questions, emphasizing its central role in supporting education. Factors like prioritization, daily usage frequency, and positive perceptions of ChatGPT are also crucial in optimizing its effectiveness in education.

***Originality:*** This study highlights ChatGPT's dual role as a learning support tool and a potential barrier to independent thinking, providing insights to optimize its integration into education.

***Limitation:*** The study focuses on a specific geographic area and demographic (students in Ho Chi Minh City), which may limit the generalizability of findings.

***Implication:*** The research proposes strategies to optimize ChatGPT use, balancing technology with self-learning development.

**Keywords:** ChatGPT, University Students, Data Preprocessing, Supervised Learning Models, TF-IDF.