STUDY ON UTILIZING CHATGPT FOR STUDENT ENGAGEMENT AND EDUCATIONAL SUPPORT

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ABSTRACT

In recent years, the emergence of artificial intelligence has revolutionized various industries, including education. One notable application of this technology is ChatGPT, which has made its way into classrooms and educational institutions worldwide. This study aims to examine the usage of ChatGPT by students, highlighting its effectiveness in increasing student engagement and providing a comprehensive overview of its potential contributions to the learning process. ChatGPT is a powerful AI language model that generates content. It is capable of generating human-like responses in a clear and conversational manner. The impact of ChatGPT on modern education is expected to be transformative. The objective of this research is to evaluate the merits of integrating ChatGPT into modern education by employing hypothetical testing, questionnaires, interviews, or case studies as methods to draw conclusions from the research.

INTRODUCTION

Modern education is undergoing a tech-driven transformation, with ChatGPT, an AI-powered language model, at its forefront. ChatGPT has swiftly evolved from an AI curiosity to an essential tool in education, promising to revolutionise both learning and teaching. This study explores the multifaceted impact of ChatGPT on education.

The integration of AI technology across various sectors highlights its potential to reshape traditional practices. In education, ChatGPT's capabilities, from providing accurate answers to assisting with essay writing, are already changing the educational landscape. The present study comprehensively examines ChatGPT's influence on education, going beyond pedagogical support and explores how technology has affected students, educators, and the fundamentals of teaching and learning.

However, ChatGPT's introduction into education also presents challenges, such as concerns about academic integrity and ethical considerations. This paper offers a holistic perspective on ChatGPT in education, analysing its capabilities, limitations, and broader implications. Furthermore, the integration of ChatGPT necessitates a reevaluation of pedagogical strategies and assessments. Educators must adapt to the collaboration between technology and human teaching, developing new skills and revisiting long-standing educational frameworks.

REVIEW OF LITERATURE

Montenegro-Rueda, Marta, José Fernández-Cerero, José María Fernández-Batanero, and Eloy López-Meneses. (2023): The review encompasses 12 relevant studies, highlighting ChatGPT's potential benefits and challenges in the classroom. ChatGPT is seen as a promising tool that can enhance teaching and learning, offering personalised support and improving motivation. However, it emphasises the importance of training teachers to use the tool effectively to prevent misuse. The review identifies three emerging research areas, focusing on the role of teachers in AI-driven education, the impact of AI in the classroom, and the socioeconomic and technological factors influencing AI implementation. While research in this area is still in its early stages, ChatGPT has the potential to transform education with proper ethical considerations and training for educators and students.

Sukhpal Singh Gill, Minxian Xu, Panos Patros, Huaming Wu, Rupinder Kaur, Kamalpreet Kaur (2023): This article examines ChatGPT's influence in modern education, highlighting its varying performance across subjects and its potential as an online tutor, while also addressing concerns about generating inaccurate content due to its extensive, potentially biased training data. The study recommends updating educational standards for plagiarism prevention and integrating AI into learning and evaluation approaches, emphasising teacher training for ChatGPT usage and plagiarism detection, as well as student education about its capabilities and limitations. Furthermore, the article calls for the serious consideration of regulations to mitigate potential risks associated with ChatGPT's educational use.

Xiaoming Zhai (2023): This note discusses the impact of AI, particularly ChatGPT, on education. The author suggests that educators should reconsider literacy requirements, emphasising the need for students to use AI language tools. The ability to write accurate sentences may become less important as AI advances. The note also highlights the importance of integrating AI into subject-domain tasks, emphasising the role of AI in solving real-world problems. Furthermore, it discusses how AI like ChatGPT can influence assessment practices, potentially leading to changes in assessment goals and formats. Overall, ChatGPT is seen as a catalyst for educational reform, offering opportunities to engage students in learning and reduce the workload on human intelligence.

Tlili, A., Shehata, B., Adarkwah, M.A. *et al* **(2023):** The author employed a three-stage instrumental case study that examined the use of ChatGPT in education, with a focus on early adopters. The results highlighted the importance of using ChatGPT cautiously and safely, stressing the need for guidelines. The study also suggested directions for further research, contributing to the debate on chatbots in education and the development of relevant theories. It emphasised the necessity of upskilling competencies for both teachers and students. The study did acknowledge limitations, such as a small participant sample and a qualitative analysis. Future research could explore the integration of ChatGPT into teaching practices and the collaborative roles of human tutors and AI in education.

Kamil Malinka, Martin Perešíni, Anton Firc, Ondřej Hujňák, Filip Januš. (2023): The study examined the misuse of AI, such as ChatGPT, in education, raising concerns about academic integrity and the potential for producing low-quality graduates due to plagiarism and cheating. It stressed the need for more than mere restrictions, emphasising the importance of preparing students for responsible AI use. However, the study also highlighted the positive impact of AI, particularly AI assistants, in bridging performance gaps among students and accelerating the learning process. It pointed to the potential for AI to become a valuable resource for understanding new technologies quickly. The study anticipates further research confirming the quality and usability of AI tools for educational purposes, driving the need for necessary adaptations in the academic model.

Grant Cooper (2023): This study explores the transformative potential of generative artificial intelligence, with a specific focus on ChatGPT, in the field of science education. It investigates ChatGPT's responses to science-related questions, suggests ways educators can integrate it into their teaching, and reflects on its use as a research tool. While ChatGPT's responses align with research themes, it poses ethical concerns like environmental impact and content moderation. Educators are advised to model responsible use of AI, prioritise critical thinking, and adapt AI-generated resources to their teaching contexts. The study serves as a catalyst for discussions on the role of generative AI in science education, emphasising both its promise and the need for responsible implementation.

Ali, J., Shamsan, M., A., A., Hezam, T. & Mohammed A. A. Q. (2023): This study examines the influence of ChatGPT on motivation in English language learning. Data was gathered from 80 teachers and students who utilised ChatGPT in its early 2023 phase. The findings reveal that ChatGPT generally motivates the development of reading and writing skills, but opinions on its impact on listening and speaking skills remain neutral. This study encourages the use of ChatGPT as a learning tool and calls for additional research to comprehensively understand its potential benefits and potential negative effects in English language programs, aiming to aid educators in making informed decisions about its integration.

Fatemeh Mosaiyebzadeh, Seyedamin Pouriyeh, Reza Parizi, Nasrin Dehbozorgi, Mohsen Dorodchi, and Daniel Macêdo Batista. (2023): One of the primary concerns regarding ChatGPT technology is its potential for misuse by students, who may rely on it to solve assignments and essays. This misuse can lead to a significant problem of plagiarism in educational settings, with current plagiarism-detection tools struggling to distinguish between AI-generated and human-authored content. As a result, educators and institutions are actively seeking AI-based detection tools to address this issue and maintain academic integrity. Furthermore, the technology poses a substantial threat to online exam integrity, which compromises the fairness and validity of assessments. To counter this problem, some propose a return to invigilated and oral exams, although this is not an ideal solution. In the future, the development of AI systems and machine learning tools capable of detecting ChatGPT outputs in real-time may be crucial to ensure exam integrity. These challenges underline the importance of addressing potential misuse and plagiarism while harnessing the benefits of ChatGPT in education and research.

Thị Thu Giang. (2023): Through this, it can be concluded that ChatGPT is more likely to benefit students, faculty, and educational institutions. However, ChatGPT is not without the risks of cheating in learning, the reliance on AI can affect the thinking development of learners, reducing direct interaction between teachers and learners. Therefore, these issues need to be addressed to enable effective use of ChatGPT for education. On that basis, the author has also proposed a number of solutions for ChatGPT to be applied in higher education, contributing to improving quality in higher education. Students and faculty should be encouraged to use ChatGPT to derive maximum benefits from it,

however, great attention should be paid to ensure the effective, fair, transparent and ethical use of ChatGPT. In the future, universities need to improve the quality of education, conduct research to further examine the effectiveness and effectiveness of integrating ChatGPT smart applications in education, making the most of ChatGPT for educational purposes.

Velibor Božić. (2023): The use of GPT in education has yielded mixed results, with some studies showing promise while others raise concerns. For instance, GPT-based chatbots have proven effective in enhancing language proficiency, but their success depends on quality and design. Students' preference for human interaction suggests that GPT should complement, not replace, human teachers. Similarly, GPT-generated writing prompts can be diverse and sophisticated, contingent on data and algorithms. This technology offers personalised learning and improved writing skills but warrants thoughtful implementation, addressing concerns like accuracy and bias. The potential for revolutionising education with GPT is promising, yet challenges such as cheating, privacy, and bias must be addressed. Successful integration depends on a balanced approach, unlocking GPT's potential to transform education and empower students while mitigating its limitations. Educators and policymakers play a crucial role in this Journey.

Chung Kwan Lo, The Education University of Hong Kong. (2023): This review highlights the urgent need for immediate action in response to the impact of ChatGPT on education. It emphasises the necessity of updating assessment methods and institutional policies to effectively address the challenges arising from the use of AI-generated content in student assignments. Before the launch of GPT-4 on March 14, 2023, educators could incorporate multimedia elements to deter plagiarism. However, GPT-4's ability to process images and videos requires instructors to adopt alternative strategies, like integrating digital-free components such as oral presentations. In addition, institutions should provide AI-based writing detection tools for instructors and establish clear anti-plagiarism guidelines. Both instructor training and student education are vital in responding to ChatGPT's impact, involving teaching instructors how to identify its use and educating students about its limitations, while promoting academic integrity.

Rosemary Luckin (2007): Rose Luckin's "Artificial Intelligence in Education" explores AI's integration into educational settings, emphasizing its potential to enhance learning and improve educational outcomes. The book covers intelligent tutoring systems, personalized learning, and data analytics, addressing ethical considerations. A notable study highlighted in the book found that just 15 minutes of training, combined with AI tools like ChatGPT, significantly improved students' abilities to make accurate inferences about social policies through diagrammatic representations. Diagram construction also enhanced their reasoning by 10%. This illustrates the value of AI-driven support, like ChatGPT, in enhancing policy reasoning in education.

Reza Hadi Mogavi Chao Deng, Justin Juho Kim , Pengyuan Zhou , Young D. Kwon, Ahmed Hosny Saleh Metwally, Ahmed Tlili, Simone Bassanelli, Antonio Bucchiarone , Sujit Gujar , Lennart E. Nacke, Pan Hui,(2023): Our study delved into the role of ChatGPT in education by examining data from social media. We found that ChatGPT is widely used across various educational contexts, notably in higher education, K-12, and skills development. The primary application is content creation and editing, making up 78.11% of use cases. While ChatGPT offers promising advantages for learning, such as aiding in content creation, it also carries certain risks, including potentially limiting critical thinking and creativity. Our research provides recommendations for the responsible integration of ChatGPT in educational settings and underscores the need for ongoing research to assess its impact on learning outcomes, as he outlines a research agenda for the future.

Prof. Dr. C. Karthikeyan. (2023): ChatGPT's presence has added an edge to the academic community to increase their alacrity levels as well as a benchmark for their academic outcome. The ChatGPT can aid better the learning community too if used protectively. Still, the victimisation of ChatGPT can be done by the superior intelligent brain of humans, who gave birth to this ChatGPT with another version that makes the life of the learning community better to outwit or outclass ChatGPT, hence till then the era of ChatGPT for good, better or best supportive sixth sense of human brain rather than a competitor to the professional identity that humans have, come what may human brains have the capacity to bloom out for the better and evolve as invincible in the times to come. At the same time, the realisation does exist that, AI-powered ChatGPT will impact the education system, but still can remain valuable for the teachers and students for supporting their time scale for other activities. The danger of loss of creativity in both the students and teachers stands as the biggest of the fears, which requires time to reveal the real results. The hope as an academician is that it is used for good than inappropriate ones.

Wardat Y, Tashtoush MA, AlAli R, Jarrah AM. ChatGPT (2023): A two-stage instrumental case study found that ChatGPT is valuable for teaching arithmetic, but emphasises the need for caution and safe usage guidelines. The study suggests considering human relationship theories in chatbot development, adapting an educational philosophy, and enhancing teacher and student competences. Future research should focus on effective chatbot-based education methods and address study limitations, providing a foundation for further exploration of chatbot integration in education.

Sullivan Miriam ,Kelly Andrew McLaughlan Paul (2023): While ChatGPT's release stirred controversy in higher education, it presents clear opportunities for enhancing learning and access. News analysis shows the focus on academic integrity and innovative assessments, with a need for greater student input. Academics and universities should carefully frame their media discussions, as this can shape public perceptions. This underscores the need for

further research on AI's ethical use, innovative teaching, and equitable access to education. Universities must adapt to AI tools to better prepare students for a digital world.

Kelum A.A. Gamage, Shyama C.P.K. Dehideniya, Xu Zhiheng, Xiaobin Tang. (2023): The study emphasises the need for integrating AI into education, promoting collaboration between educators and policymakers to utilise AI-based tools effectively. It recognizes AI's potential to enhance education and offers precise answers, academic support, and time-saving capabilities. However, concerns about academic misconduct and maintaining academic quality in an AI-driven environment are also highlighted. The focus is primarily on educators and their perspectives, with less attention given to students' views. Ethical AI usage, redefining assessments to emphasise critical thinking, and educating students on plagiarism are suggested as countermeasures. Additionally, combining AI with human skills is seen as a promising approach. The paper suggests updating academic integrity policies, providing AI training, and further research to explore various aspects of ChatGPT's impact on education.

OBJECTIVES OF THE RESEARCH

1. To Investigate the impact of ChatGPT on students' academic performance in translating learning objectives into engaging lesson plans, generating ideas for class preparation
2. Analyze the potential effects on students' personalized learning experiences, real-time support, and promoting critical thinking skills in the usage of ChatGPT.
3. Evaluate the potential of students on the usage of chat GPT towards personalised learning.
4. Leverage the AI Capabilities in utilising ChatGPT and to provide assistance in enhancing students' skills and offer personalized feedback that improves student effectiveness

DATA COLLECTION

Primary data
- Primary data encompasses information acquired directly from personal experiences or evidence, serving as raw, firsthand details utilized notably in research.
- The data for this research is being collected through structured format by collecting responses from respondents.
- We also spoke one on one with the respondents regarding their opinions on use of chatGPT in modern education for understanding their diverse opinions on our research topic.

Secondary data
- Secondary data refers to pre-existing information collected by someone else, often for a different purpose but repurposed for a new analysis or research.
- We have gone through various research journals published by University students, professors and authors.
- We also went through books published by publishing houses into the market.
- We accessed the internet information and newspaper to collect efficient and necessary data for our research paper.

This following data provides insights into the distribution of respondents across different demographic categories such as age, gender, marital status, qualification, and occupation.

Frequency table			
Particulars		**Frequency**	**Percent**
Age	25-30	5	16.1
	Below 25	26	83.9
	Total	**31**	**100**
Gender	Female	21	67.7
	Male	10	32.3
	Total	**31**	**100**
Education level	Under-graduation	15	48.4
	Postgraduation	16	51.6
	Total	**31**	**100**

Stream	Commerce	20	64.6
	Science	11	35.4
	Total	**31**	**100**
Current status	Occupation	8	25.8
	Studying	23	74.9
	Total	**31**	**100**

Age distribution: About eighty-four percent of those who participated in the survey, are aged below 25 years. This suggests us that ChatGPT has been successful in attracting younger audience, possibly students or young professionals, in modern education.

Gender Distribution: Greater proportion of females, that is according to statistics approximately sixty- eight percent of the survey sample. It is possible that this concludes that ChatGPT has successfully promoted the software to a wide variety of users, including a significant percent of female users.

Education Level: There is a close cut off in majority of respondents when it comes to education level. About fifty-two percent of postgraduates have inculcated ChatGPT into their education compared to Under-graduates, suggesting us that ChatGPT has a wide capacity of helping in higher education also0.

Stream: The majority of the sample survey in consideration to stream is commerce students being sixty-four percent compared to the science stream. This puts forward the impression that the Science background students have not been able to ingrain ChatGPT into their learning curve.

Current Status:

The majority of respondents, which account for seventy- four percent of the total are currently studying individuals. It may be deduced that ChatGPT is actively used in learning curve and education process whereas ChatGPT is not enthusiastically used by working professionals.

ANALYSIS

Based on the collected data, it seems that ChatGPT has been successful in inculcating and immersing modern education to a wide range of persons, with a significant presence among young people, notably students. There is a possibility that the learning aid provided by ChatGPT were effective in appealing to person of both sexes as well as those with varying levels of educational accreditation. In order to arrive at conclusions that are more detailed and definitive on ChatGPT's excellence or deficiency in modern education, further data and research would be required going forward.

ChatGPT has positively influenced your academic productivity

S.NO	Responses	Frequency	Percent
1	Strongly Agree	11	35.5
2	Agree	13	41.9
3	Neutral	6	19.4
4	Disagree	1	3.2
5	Strongly Disagree	0	0
	Total	**31**	**100**

Interpretation: The results show that the majority of the participants that makes forty-two percent, agree with the statement, concerning positive influence of ChatGPT in academic productivity. Additionally, thirty-five percent of participants strongly agree with the assertion. About nineteen percent of the sample size are neutral about their opinion and three percent disagree with the statement. This distribution reflects a high degree of statement among the participants on the positive influence of charge GPT in academic growth. The high agreement answers imply that a considerable number of participants realise and recognise the tremendous influence of ChatGPT in their daily educational activities leading to growth in their knowledge banks and learning curve, which coincides with the traditional method of education system. Whereas a small percentage of the sample disagrees with the notion of ChatGPT leading to growth of an individual on academic basis.

ChatGPT helps you in understanding academic concepts better

S.NO	Responses	Frequency	Percent
1	Strongly Agree	10	32.3
2	Agree	15	48.9
3	Neutral	4	12.9
4	Disagree	2	6.5
5	Strongly Disagree	1	3.2
	Total	**31**	**100**

Interpretation: The survey data indicates a predominantly positive perception of ChatGPT's impact on understanding academic concepts, with 80% of respondents either strongly agreeing or agreeing with the statement. While a notable proportion expressed a neutral stance, and a small minority disagreed, the overall trend suggests that ChatGPT is generally seen as a valuable tool for educational support. These findings offer valuable insights for educators and developers to further enhance the application of ChatGPT in educational settings, addressing potential concerns and optimizing its benefits for a diverse range of learners. Future studies can explore why some people disagreed with the idea that ChatGPT helps in understanding academic concepts. By understanding their reasons, we can find ways to make ChatGPT even better for education. This could help us improve how ChatGPT is used in schools and learning environments.

It is righteous to integrate ChatGPT in academics

S.NO	Responses	Frequency	Percent
1	Strongly Agree	7	22.6
2	Agree	9	29
3	Neutral	10	32.6
4	Disagree	4	12.9
5	Strongly Disagree	1	3.2
	Total	**31**	**100**

Interpretation: Approximately 52% expressed a positive view, with 23% strongly agreeing and 29% in agreement. In contrast, 16% opposed the integration, comprising 13% in disagreement and 3% strongly disagreeing. Notably, 32% maintained a neutral stance. The results highlight a varied landscape of perspectives, emphasizing the need for nuanced considerations when contemplating the ethical implications of incorporating ChatGPT in academic settings. The data highlights the existence of a divided sentiment within the surveyed population regarding the righteousness of integrating ChatGPT in academic settings. While a majority leans towards a positive view, a significant portion remains neutral or holds a negative perspective. Further exploration and analysis may be necessary to understand the underlying reasons and concerns behind these diverse opinions, providing valuable insights for decision-makers contemplating the integration of ChatGPT into academic contexts.

I am aware of the potential ethical concerns related to using ChatGPT for academic purposes, such as plagiarism

S.NO	Responses	Frequency	Percent
1	Strongly Agree	10	32.3
2	Agree	12	38.7
3	Neutral	7	22.6
4	Disagree	2	6.5
	Total	**31**	**100**

Interpretation: Survey results indicate a consensus (70%) among respondents affirming ethical concerns regarding the use of ChatGPT in academia, particularly in relation to plagiarism. A substantial neutral stance (22.6%) suggests a need for nuanced discussions. While a minority (6.5%) disagrees, the absence of strong disagreement underscores a general acknowledges the importance for people to be aware and talk regularly about the ethical challenges of using ChatGPT in education. Most people agree that there are concerns, especially about plagiarism. Some are unsure, showing that people have different opinions. Ongoing conversations are crucial. By discussing these issues regularly, educators and decision-makers can create guidelines to use ChatGPT responsibly in education. This helps everyone

involved understand and address ethical concerns, making sure that the technology is used in a way that benefits education without causing problems.

Have you ever faced challenges related to plagiarism while using ChatGPT

S.NO	Responses	Frequency	Percent
1	Strongly Agree	5	16.1
2	Agree	8	25.8
3	Neutral	10	32.3
4	Disagree	5	16.1
5	Strongly Disagree	3	9.7
	Total	**31**	**100**

Interpretation: There is a range of opinions regarding challenges related to plagiarism while using ChatGPT. The majority of respondents fall into the "Neutral" category, suggesting that a significant portion neither agrees nor disagrees with facing challenges related to plagiarism. However, a noteworthy percentage of respondents "Agree" or "Strongly Agree" that they have faced challenges related to plagiarism while using ChatGPT. Conversely, a smaller percentage "Disagree" or "Strongly Disagree." In conclusion, while there is a diversity of perspectives, a considerable number of respondents acknowledge or strongly acknowledge challenges related to plagiarism when utilizing ChatGPT, indicating that this is a recognized issue for a substantial portion of the users.

ChatGPT is better than traditional education method

S.No	Responses	Frequency	Percent
1	Strongly Agree	4	12.9
2	Agree	6	19.4
3	Neutral	9	29
4	Disagree	8	25.8
5	Strongly Disagree	4	12.9
	Total	**31**	**100**

Interpretation: The data reveals a diverse range of opinions on the effectiveness of ChatGPT compared to traditional education methods. Approximately half of the respondents express a positive view, indicating that they strongly agree or agree with the superiority of ChatGPT. On the other hand, around 39% hold a contrary opinion, expressing either disagreement or strong disagreement. The presence of a substantial neutral stance (29.03%) suggests a significant proportion of participants remain undecided or ambivalent about the issue. This underscores the need for further exploration into the reasons behind this neutrality, such as potential concerns, unfamiliarity with ChatGPT, or a balanced consideration of its merits and drawbacks. In essence, the data underscores the ongoing debate and variability in perspectives surrounding the efficacy of ChatGPT as an educational tool. It emphasizes the importance of continued research, discussion, and clarification to better understand the factors influencing these diverse viewpoints.

ChatGPT is user friendly

S.NO	Responses	Frequency	Percent
1	Strongly Agree	10	32.3
2	Agree	12	38.7
3	Neutral	7	22.6
4	Disagree	2	6.5
5	Strongly Disagree	0	0
	Total	**31**	**100**

Interpretation: It seems that users generally find ChatGPT to be user-friendly. The majority of respondents either "Strongly Agree" (32.26%) or "Agree" (38.71%) that ChatGPT is user-friendly. A notable portion of respondents also expressed a "Neutral" stance (22.58%), while a smaller percentage "Disagree" (6.45%), and no respondents chose "Strongly Disagree." Overall, the positive responses suggest that the user base generally perceives ChatGPT as being   user-friendly.

The overwhelmingly positive feedback on ChatGPT's user-friendliness is a valuable asset for developers, affirming successful design choices. This data provides a clear roadmap for maintaining and enhancing the positive user experience. The few neutral responses indicate potential areas for improvement, guiding future design decisions. In conclusion, ChatGPT is well-positioned for ongoing refinement, ensuring it continues to meet and exceed user expectations.

ChatGPT impacted your critical thinking skills

S.NO	Responses	Frequency	Percent
1	Strongly Agree	11	35.5
2	Agree	5	16.1
3	Neutral	8	25.8
4	Disagree	5	16.1
5	Strongly Disagree	2	6.5
	Total	**31**	**100**

Interpretation: The survey results suggest varying perceptions regarding the impact of ChatGPT on users' critical thinking skills. A significant proportion (35.48%) strongly agrees that ChatGPT has positively influenced their critical thinking, while a smaller percentage (16.13%) agrees. On the other hand, an equal number of respondents (16.13%) disagrees, and a smaller portion (6.45%) strongly disagrees. The middle ground is occupied by 25.81% of respondents who hold a neutral stance on the matter. The data indicates a diverse range of opinions, with a notable positive impact on critical thinking skills for a substantial portion of users. However, there is also a contingent that disagrees, emphasizing the need for further exploration into the nature and context of this impact. This nuanced feedback can be valuable for developers and educators to better understand and address the varied experiences users have with ChatGPT in relation to critical thinking skills.

One should entirely depend on ChatGPT

S.NO	Responses	Frequency	Percent
1	Strongly Agree	2	6.5
2	Agree	3	9.7
3	Neutral	2	6.5
4	Disagree	11	35.5
5	Strongly Disagree	13	41.9
	Total	**31**	**100**

Interpretation: The survey indicates a diverse range of opinions regarding the extent to which one should depend on ChatGPT. A significant majority (41.94%) strongly disagrees with the idea of entirely depending on ChatGPT, and an additional 35.48% disagrees. Conversely, only a small proportion either strongly agrees (6.45%) or agrees (9.68%) with the notion. A minority (6.45%) holds a neutral stance on the matter. The data underscores a prevailing sentiment against complete dependence on ChatGPT, with a substantial number expressing strong disagreement. This feedback highlights the importance of maintaining a balanced approach to technology use, acknowledging both the benefits and limitations of relying on AI models like ChatGPT. The nuanced perspectives captured in the survey can be valuable for fostering a responsible and informed use of such tools.

ChatGPT could be improved for better academic support

S.NO	Responses	Frequency	Percent
1	Strongly Agree	8	25.8
2	Agree	15	48.4
3	Neutral	7	22.6
4	Disagree	1	3.2
5	Strongly Disagree	0	0
	Total	**31**	**100**

Interpretation: The survey results indicate a widespread sentiment that ChatGPT could be improved for better academic support. A significant majority, comprising 48.39% who agree and 25.81% who strongly agree, suggests that there is room for enhancement in this aspect. Meanwhile, 22.58% of respondents hold a neutral stance, and only a small proportion (3.23%) disagrees, with no respondents strongly disagreeing. In conclusion, the data highlights a consensus among users that there is potential for refining ChatGPT to provide better academic support. The feedback from a substantial portion of respondents can guide developers in addressing specific areas of improvement, contributing to the ongoing enhancement of ChatGPT's utility in educational contexts.

FINDINGS

1. **Influence on Academic Productivity:** A significant proportion of respondents believe that ChatGPT has positively influenced their academic productivity.
2. **Understanding Academic Concepts:** Many participants feel that ChatGPT helps them better understand academic concepts.
3. **Integration in Academics:** Some respondents strongly believe in the righteous integration of ChatGPT in academic settings.
4. **Awareness of Ethical Concerns:** Participants demonstrate awareness of potential ethical concerns associated with using ChatGPT for academic purposes.
5. **Challenges Related to Plagiarism:** Some participants acknowledge facing challenges related to plagiarism while using ChatGPT.
6. **Comparison with Traditional Education:** Opinions vary on whether ChatGPT is better than traditional education methods.
7. **User-Friendliness:** A substantial number of respondents find ChatGPT to be user-friendly.
8. **Impact on Critical Thinking Skills:** Respondents generally agree that ChatGPT has a positive impact on their critical thinking skills.
9. **Dependence on ChatGPT:** There is a notable reluctance among respondents to entirely depend on ChatGPT for academic tasks.
10. **Improvement for Better Academic Support:** Respondents believe that ChatGPT could be improved to offer better academic support.

SUGGESTIONS:

Clear Guidelines and Policies: Establish clear guidelines on the ethical use of AI tools in education. Communicate the consequences of misuse and promote a culture of academic integrity.

Combination with Human Interaction: Encourage a balance between AI assistance and human interaction. AI can complement traditional teaching methods but should not replace essential aspects of human-to-human learning.

Continuous Monitoring and Evaluation: Regularly assess the impact of ChatGPT on education. Monitor student performance and feedback to identify any unintended consequences and make adjustments accordingly.

Educator Training: Provide training to educators on how to integrate AI tools effectively into the learning environment. Educators should be equipped to guide students in using AI responsibly.

Customization and Control: Allow educators to customize the use of ChatGPT based on their teaching styles and preferences. This may include setting limits on AI usage during exams or specific assignments.

Privacy and Security Measures: Implement robust privacy and security measures to protect student data and ensure the secure use of AI tools within educational settings. By carefully considering these factors and implementing appropriate safeguards, educators can harness the benefits of ChatGPT while mitigating potential drawbacks in the context of modern education.

CONCLUSION

The research study reveals a broad consensus on the profound opinions of people towards modern education being inculcated with extensive usage of chatGPT.The findings highlight a nuanced balance between the potential advantages and challenges associated with this technological advancement.

On the positive side, respondents expressed enthusiasm for the enhanced learning experiences facilitated by ChatGPT. Its ability to provide personalized assistance, offer 24/7 accessibility, and adapt to individual learning styles resonated positively among participants. Many recognized the potential for improving educational outcomes and supporting students in their academic journey.

However, the study also brought to light concerns related to academic integrity. Instances of cheating in exams and dishonest assignment submissions were identified as potential drawbacks. Participants emphasized the importance of clear guidelines, robust policies, and proactive measures to mitigate the risk of misuse.

The consensus underlines the need for a careful and well-thought-out approach to integrating ChatGPT into educational settings. Striking a balance between leveraging AI for enhanced learning and preserving the integrity of

the educational process is crucial. The study suggests that educators, policymakers, and technology developers must work collaboratively to establish frameworks that promote responsible and ethical use of ChatGPT in education.

As we navigate the evolving landscape of modern education, the research findings underscore the significance of continuous monitoring, adaptation, and training for both educators and students. By addressing concerns, fostering responsible AI use, and maintaining a commitment to the core principles of education, the integration of ChatGPT has the potential to be a transformative force in shaping the future of learning.

References

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