

Use and Perception of ChatGpt for learning among UG Science students of S.B. College of Science, Kalaburagi: A Study

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ABSTRACT

This study examined how undergraduate science students at S.B. College of Science in Kalaburagi perceive and utilize ChatGPT, specifically about their academic activities and learning experiences. It aimed to evaluate students' opinions on the merits and demerits of ChatGPT, the factors influencing its acceptance, and the ethical considerations associated with its use in education. Moreover, the research focused on how these students incorporated ChatGPT into their studies and learning methods. A Survey methodology was adopted, using a descriptive survey design, which involved 550 undergraduate science students from Sharnbasveshwar College of Science, Kalaburagi. The results show that ChatGPT significantly influences the academic and learning experiences of undergraduate science students. The research revealed that ChatGPT assists students in managing their time, preparing for exams, conducting research, serving as a personal tutor, and encouraging self-directed learning by providing instant feedback and thorough explanations of different concepts. However, the study also pointed out concerns regarding the trustworthiness of the information provided by ChatGPT and the potential adverse effects on creativity and critical thinking.

KEYWORDS: Use, Perception, ChatGpt, Science, Undergraduate student.

1. INTRODUCTION

In the fast-changing digital era, tools powered by Artificial Intelligence (AI) have gained significant traction in educational settings. ChatGPT, a language model created by OpenAI, is one such tool that excels at producing text responses akin to those of a human. This AI assistant is extensively utilized across various fields for activities like writing support, research assistance, programming, and exam preparation. Especially those pursuing science, the adoption and perception of ChatGPT are on the rise. The recent fusion of education and technology has notably transformed the ways students can access information, and engage with their studies, and complete their assignments. One of the most important benefits in this area is ChatGPT, an innovative language model from

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OpenAI. This tool is adept at generating coherent, contextually appropriate, and often sophisticated responses to a variety of prompts, quickly becoming an essential resource for learners and educators internationally.

In higher education is evolving alongside digital advancements, science students are progressively incorporating artificial Intelligence tools like ChatGPT into their academic practices. These students, typically enrolled in demanding fields such as engineering, medicine, computer science, and natural sciences, encounter challenging coursework that necessitates accuracy, analytical thinking, and thorough research. Given the obstacles of limited access to academic resources, large class sizes, and time limitations, many find ChatGPT to be a valuable supplementary educational resource.

Nevertheless, the growing use of ChatGPT raises crucial questions: How are science students utilizing it? Do they regard it as a dependable academic collaborator or merely as a handy shortcut? Are they mindful of the ethical considerations surrounding AI-assisted learning? Additionally, how do their viewpoints mirror broader trends in educational technology throughout the nation?

This article examines the practicalities of ChatGPT usage among science students in S.B College of science, drawing insights from students' experiences, testimonials, and the changing academic landscape. It aims to illuminate both the possibilities and challenges that AI presents in the realm of science education and to reflect on how institutions and students can effectively and responsibly navigate this new digital landscape.

2. ABOUT THE COLLEGE

Sharnbasveshwar College of Science was established in 1956, operating under the auspices of the Sharanbasaveshwar Vidya Vardhaka Sangha. It is affiliated with Gulbarga University, Kalaburagi, and holds an accredited CGPA of 2.98 on a four-point scale at B++ Grade, as well as ISO certification. This institution stands as one of the earliest science colleges in the Hyderabad-Karnataka region. Over the years, it has gained recognition as a prestigious institution, consistently developing its infrastructure and focusing on providing quality education with both human resources and materials. Situated on a hilltop, the college spans approximately 4 acres and is surrounded by a beautiful landscape filled with lush greenery. Anyone with a curious mind may wonder how this esteemed institute successfully carries out its educational activities while fostering a culture of excellence among its faculty.

3. REVIEW OF LITERATURE

Jangjarat et al., (2023) This research seeks to examine the elements that shape public attitudes toward accepting ChatGpt as a Robo-Assistant, utilizing a mixed method approach. The findings indicate that awareness and usage of ChatGpt are affected by factors such as age, gender, education level, and social media engagement. However, occupation and monthly income were found to have no significant impact. The model incorporating all independent variables accurately predicted the use of ChatGPT as the Robo-Assistant in Thailand with an accuracy of 96.3%. Additionally, the study verifies that Thai individuals accept ChatGPT and highlights the necessity of creating sociable robots that take human interaction into account. This research greatly contributes to our understanding of public perceptions, acceptance, and the potential results are integration of ChatGPT as the Robo-Assistant.

Bodani et al.,(2023) This research sought to assess the general public's knowledge, attitudes, and practices regarding the use of ChatGPT. From January to March 2023, individuals from Karachi, Pakistan, are participate in the study. The findings revealed that 400 participants, representing 76.2%, were aware of ChatGPT. While 51.4% of respondents are not frequently use ChatGPT, 50.1% were concerned that relying on it could impair their cognitive skills. Nonetheless, a considerable portion of participants (40.0%) did not show worries about possible privacy and security risks associated with using ChatGPT. The study illustrated that most participants recognized ChatGPT's capability to comprehend and answer user inquiries. They also expressed a moderate level of confidence in the accuracy of the information provided by ChatGPT, indicating a general trust in the tool. Interestingly, some participants voiced apprehensions about the potential negative effects on cognitive abilities from excessive reliance on ChatGPT.

Al Murshidi et al., (2024) the author examines the perceptions of GAI among 366 students in the United Arab Emirates The study revealed a high awareness among respondents regarding the benefits, limitations, and risks of using ChatGPT. The research confirms that awareness of potential benefits is related to the intention to use ChatGPT in the future. Current study provides new insights into the importance of informing individuals about the limitations and risks of ChatGPT, in addition to its benefits, as these factors are closely related to making a positive decision regarding its further usage.

Aljabr, (2023) The author explores the levels of awareness and attitudes of Saudi EFL learners regarding the use of ChatGPT. The findings indicate that students demonstrate a significant awareness and a moderate use of ChatGPT in their language learning activities. Furthermore, the results reveal a positive relationship, implying that as students' understanding of ChatGPT improves, their preference for its use also increases. The students are knowledgeable about both the benefits and drawbacks of ChatGPT. These results emphasize the potential of ChatGPT as an educational resource, especially when students are informed of its features and limitations.

Firaina & Sulisworo, (2023) The research seeks to enhance the understanding of lecturers' perspectives and reasoning regarding the use of ChatGPT in education. It outlines how educators implement this technology in their teaching and their motivations for either adopting or rejecting it. The study also concludes that ChatGPT can serve as an intriguing and effective alternative for learning, while highlighting the necessity for users to approach it critically and discerningly. Future research should include additional interviews and case studies to achieve a more thorough comprehension of ChatGPT's role in education. Despite its limitations, participants believe that utilizing ChatGPT can boost productivity and enhance learning efficiency.

Delello et al., (2023) The writer intends to investigate college students' understanding of AI and ChatGPT in the United States. The research indicated that a significant majority of the student participants (98.2%) had some familiarity with AI, while (71.5%) were acquainted with ChatGPT. Moreover, students mentioned that college instructors are not fully leveraging the potential of AI and ChatGPT, which might be partly attributed to a lack of regulations regarding AI usage on academic campuses. Additionally, students expressed various thoughts on the advantages and drawbacks of utilizing AI and ChatGPT. For example, one noted benefit was AI's ability to tailor learning experiences.

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Shahzad et al., (2024) This research explores the awareness, acceptance, and implementation of ChatGPT, a cutting-edge language model created by OpenAI, within higher education institutions in China. The findings indicate that awareness of ChatGPT strongly affects the likelihood of its adoption. Factors such as perceived ease of use, perceived usefulness, and perceived intelligence play a significant role in mediating the relationship between awareness and adoption intentions for ChatGPT. Furthermore, perceived trust considerably influences how perceived ease of use, usefulness, and intelligence relate to awareness of ChatGPT. To ensure that students continue to develop critical thinking skills and creativity in their assessment writing, future evaluations need to encourage the responsible use of ChatGPT.

Ojubanire et al., (2025) This research examines the factors that promote the adoption of ChatGPT in higher education institutions (HEIs) across Africa. The results indicate that these factors positively influence both the perceived usefulness and recognition of ChatGPT. Additionally, the study points out that awareness of ChatGPT significantly affects its perceived usefulness, with knowledge acting as a mediating factor. This research adds to the existing body of literature by offering empirical evidence regarding the adoption of ChatGPT in African HEIs and highlights the critical roles of awareness and knowledge in improving perceived usefulness.

Oyefeso & Abdulazeez, (2024) This research conducts an in-depth examination of the awareness and use of ChatGpt, an advanced AI-based language model, among the academic staff at the Federal College of Education, Kontagora. The results indicated that 68% of participants were aware of ChatGpt, while 32% utilized it regularly. Further insights obtained from interviews confirm that factors such as knowledge of AI technologies, opportunities for training, and perceived advantages were critical in shaping the rate of adoption. The study also identified challenges like inadequate technological infrastructure, worries regarding AI's effect on traditional teaching approaches, and the necessity for customized professional development as obstacles to broader integration. Suggestions include creating specific training programs, encouraging collaboration between AI experts and educators, and establishing a supportive environment for technological advancements within Federal Colleges of Education.

KANGIWA & ABUBAKAR, (2024) This study presents to examine into the awareness and utilization of ChatGPT, a state-of-the-art AI-powered language model, among academic staff of the Federal College of Education (technical) Bichi. The findings revealed that 68% of the respondents demonstrated awareness of ChatGPT while 32% currently made practical use of it often. Further analysis from interviews affirms that factors such as familiarity with AI technologies, training opportunities, and perceived benefits played pivotal roles in influencing the adoption rate. Challenges including technological infrastructure, concerns about AI's impact on traditional teaching methods, and the need for tailored professional development were identified as barriers to wider integration. Recommendations among others include the development of targeted training programs, fostering collaboration between AI specialists and educators, and creating conducive environment for technological innovation among the Federal Colleges of Educations in Nigeria.

4. OBJECTIVES OF THE STUDY

The following are important objectives of the study:

- ✓ To investigate the views on the use of ChatGpt among undergraduate science students at S.B College of Science in Kalaburagi.
- ✓ To analyze the application and objectives of ChatGpt among undergraduate science students.
- ✓ To explore the effects of ChatGpt on the learning experience of undergraduate science students.
- ✓ To assess the ethical considerations related to the use of ChatGpt for academic purposes.
- ✓ To evaluate the advantages and disadvantages of utilizing ChatGpt among undergraduate science students.

5. METHODOLOGY

The study has considered UG Science of Sharnbasveshwar college of Science, Kalaburagi, The survey method was adopted and a structured questionnaire was prepared through using Google Forms and the same link has been shared through the students WhatsApp groups to collect the primary data. A total of 800 responses were targeted out of which 550(68.75%) responses were received from UG Science students of academic year 2024-25. The data was obtained and analyzed in the MS Excel.

6. DATA ANALYSIS AND INTERPRETATION

Table 6.1 Demographic Information

Category	Gender			Age group			
	Male	Female	Total	18-20	21-23	Above 23	Total
Respondents	126	424	550	366	184	0	550
Percentage	22.91%	77.09%	100.00%	66.55%	33.45%	0.00%	100.00%
Total	550			550			

The table no.6.1 shows that majority of the respondents are male (77.09%), with females accounting for only 22.91%. Most students (66.55%) are aged between 18–20, 184(33.45%) of students are 21-23 age groups aligning with typical undergraduate demographics.

Table 6.2 Demographic Information

Sl.No.	Year of the Study	Response	Percentage
1	I Year	208	37.82%
2	II Year	170	30.91%
3	III Year	172	31.27%
Total		550	100.00%

Table 6.2 shows that information gathered from 550 participants shows the distribution of students by academic year who took part in the study: First-year students account for the largest share with 208 responses (37.82%), followed closely by second-year students with 170 responses (30.91%), and third-year students with 172 responses (31.27%). This suggests a relatively proportional representation across all three years of study, although first-year students have a slight edge in numbers. The slightly increased response rate from first-year students may indicate: a heightened interest and eagerness to engage with new technological tools like ChatGPT.

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Table 6.3 About ChatGpt

Sl. No.	Hard about ChatGpt	Response	Percentage
1	Yes	534	97.09%
2	No	16	2.91%
Total		550	100.00%

Table no.6.3 data reveals the level of awareness among students regarding ChatGPT, with 534 out of 550 respondents (97.09%) indicating that they are familiar with it. In contrast, only 16 respondents (2.91%) reported not know ChatGPT. This notably high level of awareness implies that ChatGPT has become a well-recognized resource among students.

Table 6.4 Frequency of Use of ChatGpt

Sl. No	Frequency of use ChatGPT	Response	Percentage
1	Daily	158	28.73%
2	Weekly	164	29.82%
3	Occasionally	192	34.91%
4	Never	36	6.55%
Total		550	100.00%

Table no.6.4 representing utilize ChatGPT to varying degrees, with different patterns of frequency the most prevalent usage is occasional (34.91%), which indicates that students primarily turn to ChatGPT when necessary, rather than as a part of their daily routine. A notable proportion also accesses the tool on a weekly (29.82%) and daily (28.73%) basis, signifying a growing reliance on or incorporation into their academic routines. Only 6.55% have never engaged with ChatGPT.

Table 6.5 Purpose of using ChatGPT

Sl. No	Purpose of using ChatGPT	Response	Percentage
1	Homework/Assignments	136	24.73%
2	Exam Preparation	176	32.00%
3	Research	56	10.18%
4	General Knowledge	110	20.00%
5	Programming/Coding	28	5.09%
6	Entertainment	1	0.18%
7	Other	43	7.82%
Total		550	100.00%

The table no 6.5 data indicates that the primary reason for using ChatGPT is for academic support a substantial portion of users, 32%, engages with it for exam preparation, implying that students find ChatGPT beneficial for quick clarifications and reinforcing concepts during their study sessions. Additionally, 24.73% utilize it for homework and assignment help, demonstrating their dependence on the tool to resolve questions and inspire ideas. Usage for general knowledge stands at 20%, while 10.18% of users employ it for research purposes, suggesting that students consider ChatGPT as a valuable supplementary resource beyond their immediate academic needs. Smaller

fractions utilize it for programming and coding (5.09%), entertainment (0.18%), or various other unspecified reasons (7.82%), indicating that non-academic use is limited within this student demographic

Table 6.6 Access the ChatGPT

Sl. No	Where do you access ChatGPT	Response	Percentage
1	Mobile Phones	509	92.55%
2	Laptop/Desktop	20	3.64%
3	Digital Library/Computer Lab	21	3.82%
4	Other	0	0.00%
Total		550	100.00%

The table no.6.6 data shows that the vast majority of students (92.55%) utilize ChatGPT via their mobile phones, highlighting the widespread use of smartphones and their convenience for quick access while on the move. Access through digital libraries or computer labs (3.82%) and personal laptops or desktops (3.64%) is considerably lower.

Table 6.7 Learn about ChatGPT

Sl. No	learn about ChatGPT	Response	Percentage
1	Through Friends	163	29.64%
2	Teachers	113	20.55%
3	Social Media	227	41.27%
4	Other	47	8.55%
		550	100.00%

Table no.6.7 data indicates that social media serves as the most significant channel for awareness of ChatGPT, with more than 41% of students citing it as their source. This highlights the considerable impact of digital platforms like YouTube, Instagram, and Twitter on students' familiarity with new technologies. The second-largest source of information is peer influence, with 29.64% of students discovering ChatGPT through their friends, showing the importance of informal networks and word-of-mouth in spreading technology knowledge. Notably, only 20.55% of students mentioned their teachers as a source of information about ChatGPT, suggesting a limited integration or promotion of AI tools in formal educational environments. The "Other" category, which comprises 8.55%, may encompass news articles, websites.

Table 6.8 ChatGPT helpful of Students

Sl. No	Do you find ChatGPT helpful for your studies	Response	Percentage
1	Very helpful	365	66.36%
2	Somewhat helpful	157	28.55%
3	Not helpful	4	0.73%
4	Never used it	24	4.36%
Total		550	100.00%

Table no.6.8 data findings demonstrate a strong appreciation and dependence on ChatGPT among students: A large portion (more than two-thirds) of students view ChatGPT as highly beneficial, indicating its effectiveness in

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fulfilling their academic requirements, including providing explanations, guidance, or clarifying uncertainties. Approximately 29% of respondents consider it somewhat useful, implying they recognize its benefits but may encounter limitations in specific situations or use it less often. Merely 0.73% of students regard it as unhelpful, a practically insignificant statistic, while 4.36% have never utilized the tool, likely due to factors such as lack of access, knowledge, or personal preference.

Table 6.9 Accurate of ChatGPT

Sl. No	How accurate do you think ChatGPT's	Response	Percentage
1	Very accurate	274	49.82%
2	Sometimes accurate	217	39.45%
3	Rarely accurate	22	4.00%
4	Not sure	37	6.73%
Total		550	100.00%

Table No.6.9 data shows total of 89.27% of students (both very accurate and sometimes accurate) feel that ChatGPT tends to deliver accurate or at least somewhat accurate answers, reflecting a strong level of trust in the platform's information. Almost half of those surveyed (49.82%) consider it to be very accurate, which further strengthens ChatGPT's reputation as a reliable academic resource. A small percentage (4%) views it as rarely accurate, and 6.73% express uncertainty—this highlights the necessity for increased awareness regarding the importance of verifying facts and conducting critical evaluations, particularly for sensitive or complex subjects.

Table 6.10 ChatGPT improved your academic performance

Sl. No	ChatGPT improved your academic performance	Response	Percentage
1	Yes	308	56.00%
2	No	217	39.45%
3	May be	25	4.55%
Total		550	100.00%

Table 6.10 shows that the comprising 308 students (56.00%), indicated that ChatGPT has positively influenced their academic performance. In contrast, 217 students (39.45%) claimed that ChatGPT did not enhance their academic outcomes. A small number of respondents, specifically 25 students (4.55%), expressed uncertainty by selecting "Maybe."

Table 6.11 ChatGPT can replace traditional Learning

Sl. No	ChatGPT can replace traditional learning methods	Response	Percentage
1	Yes	248	45.09%
2	No	148	26.91%
3	May be	154	28.00%
Total		550	100.00%

Table No. 6.11 data shows that a total of 248 students, representing 45.09%, think that ChatGPT has the potential to replace traditional educational methods. This figure highlights a notable increase in trust towards AI tools as independent learning solutions. Conversely, 148 students, or 26.91%, answered "No," demonstrating a strong conviction that traditional learning approaches are essential and cannot be substituted. Additionally, 154 students, accounting for 28.00%, chose "Maybe," indicating a possibility that they believe ChatGPT could enhance traditional learning but not entirely take its place.

Table 6.12 ChatGPT Integrated with Academic learning

Sl. No	ChatGPT integrated into academic learning	Response	Percentage
1	Strongly agree	69	12.55%
2	Agree	296	53.82%
3	Neutral	160	29.09%
4	Disagree	15	2.73%
4	Strongly disagree	10	1.82%
Total		550	100.00%

Table No. 6.12 data representing that a total of 365 students, 66.37%, support the concept of officially incorporating ChatGPT into academic learning, with 69 students (12.55%) strongly in favor and 296 students (53.82%) expressing agreement. Additionally, 60 students (29.09%) remained neutral on the issue, suggesting that nearly one-third of the participants are uncertain about ChatGPT's long-term effects. Conversely, only 15 students (2.73%) disagreed with the integration, and 10 students (1.82%) strongly opposed it, making up a total of 4.55% of the surveyed group.

Table 6.13 Concern about ChatGPT

Sl. No	Concern about the ChatGPT	Response	Percentage
1	Privacy issues	104	18.91%
2	Inaccuracy of information	69	12.55%
3	Over-dependence	82	14.91%
4	Ethical issues (e.g., plagiarism)	16	2.91%
4	No Concern	279	50.73%
Total		550	100.00%

Table 6.13 data shows that the majority of participants — 279 students (50.73%) — indicated that they had no issues with ChatGPT. A total of 104 students (18.91%) voiced concerns about privacy, which was the most commonly mentioned issue among those who reported difficulties. Additionally, 82 students (14.91%) worried about becoming too reliant on ChatGPT. Meanwhile, 69 students (12.55%) pointed out inaccuracies as a significant concern. Only 16 students (2.91%) mentioned ethical issues, such as possible plagiarism.

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Table 6.14 Recommendation of ChatGpt

Sl. No	recommend ChatGPT to your friends/classmates	Response	Percentage
1	Yes	490	89.09%
2	No	60	10.91%
Total		550	100.00%

Table no.6.14 representing that a significant number of students 490, accounting for 89.09% stated “Yes,” suggesting that they would recommend ChatGPT to their classmates. In contrast, only 60 students, or 10.91%, answered “No.”

FINDINGS AND SUGGESTIONS FOR THE STUDY

- Majority of that is 97.09% of participants indicated familiarity with ChatGPT, while only 2.91% (16 respondents) stated they were unaware of it.
- Among different usage patterns, the most common frequency of engagement is occasional, reported by 34.91% of students.
- The study finds that 32% of respondents utilize the tool for exam preparation, suggesting that students find ChatGPT useful for quick clarifications and reinforcing concepts during their studies. Furthermore, 24.73% turn to it for assistance with homework and assignments, reflecting their reliance on ChatGPT for resolving queries and generating ideas.
- The majority of students, 92.55%, access ChatGPT via mobile phones, underscoring the prevalent use of smartphones and their convenience for quick access while on the go. Access through digital libraries or computer labs is notably lower at 3.82%, and 3.64% use personal laptops or desktops.
- The study shows that social media is the most influential platform for learning about ChatGPT, with over 41% of students identifying it as their source of information.
- A significant 66.36% of students consider ChatGPT to be highly beneficial, indicating its effectiveness in meeting their academic needs, such as offering explanations, guidance, and clarifying doubts.
- The studies also find Out of 365 students, 66.37% support the idea of officially integrating ChatGPT into academic learning. Among them, 12.55% (69 students) strongly endorse it, while 53.82% (296 students) agree.
- The study highlighted that largest group of respondents, 279 students (50.73%), reported having no problems with ChatGPT.
- 248 students, or 45.09%, believe that ChatGPT could potentially replace traditional educational methods.
- Most participants, 279 students (50.73%), indicated no issues with ChatGPT. Meanwhile, 18.91% (104 students) expressed concerns regarding privacy, which was the most frequently cited issue among those experiencing difficulties. Additionally, 14.91% (82 students) feared becoming overly dependent on ChatGPT, while 12.55% (69 students) raised concerns about inaccuracies. Only 2.91% (16 students) mentioned ethical issues, including potential plagiarism.

CONCLUSION

The data reveals that ChatGpt is widely known, actively used, and highly valued by students, particularly for academic purposes such as exam preparation and assignments. While there is overwhelming support for its integration into academic systems, concerns regarding accuracy, dependence, and privacy still exist. The results suggest that with appropriate guidance and institutional oversight, ChatGpt has the potential to become a powerful supplementary tool in modern education. Educators and policymakers should consider these findings when exploring the role of AI in the academic landscape.

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