

EVALUATING THE USE OF CHATGPT IN ACADEMIC SETTINGS: A STUDY OF STUDENT PERCEPTIONS, PERFORMANCE AND ETHICAL CONSIDERATION

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ABSTRACT:

In the wake of the COVID-19 pandemic and the widespread adoption of AI-driven tools, ChatGPT has emerged as a prominent educational assistant. However, its widespread adoption raises concerns about academic integrity, ethical usage and the potential for misuse without proper guidelines. This study explores the multifaceted role of ChatGPT in academic settings by evaluating student perceptions, academic performance and ethical considerations. Through a quantitative approach, this research collected survey data from 220 students across schools, colleges and universities in Himachal Pradesh, India. Statistical techniques such as t-tests, ANOVA and Chi-square tests were employed to examine the relationship between ChatGPT usage and variables including demographic profiles, academic outcomes and ethical perspectives. The results revealed significant associations, indicating that factors like age, gender, course level and year of study influence ChatGPT adoption. Furthermore, students who used ChatGPT reported enhanced learning experiences and performance but also expressed growing concerns regarding academic integrity and ethical usage. The findings highlight the need for tailored digital literacy programs, institutional AI policies and faculty training to ensure responsible and equitable integration of generative AI tools in education. This study contributes to the growing body of literature on AI in academia and underscores the importance of balancing technological advancement with ethical academic practices.

Keywords: ChatGPT, academic performance, student perceptions, ethical considerations

I. INTRODUCTION

The rapid advancement and accessibility of generative artificial intelligence (AI), particularly tools like ChatGPT, have introduced new paradigms in higher education, reshaping traditional teaching and learning processes. The COVID-19 pandemic acted as a significant catalyst in this transformation,

compelling educational institutions to adopt digital technologies at an unprecedented scale. As remote and hybrid learning environments became the norm, students increasingly relied on AI-driven platforms to bridge gaps in instruction, enhance productivity and manage academic workloads. Among these tools, ChatGPT has emerged as a prominent resource for tasks such as essay writing, code generation and information retrieval.

Despite its growing popularity, the academic implications of ChatGPT remain a subject of ongoing debate. While some educators view it as a valuable learning aid that fosters individualized learning and engagement, others express concern over its potential to undermine academic integrity, reduce critical thinking and contribute to academic dishonesty. Moreover, empirical research on the actual impact of ChatGPT use on student learning outcomes, performance and ethical decision-making remains limited.

ChatGPT Usage among Students

As of 2025, ChatGPT has become a widely adopted tool among students across all educational levels globally. Approximately 86% of students report using AI tools for academic purposes, with 66% specifically using ChatGPT and 89% acknowledging its use for homework assistance (BrowserCat, 2025). In higher education, 71% of students have used ChatGPT, with particularly high usage in the United Arab Emirates (85%) and among Indian marketing students (73%), of whom 19% use it daily (Frontiers in Education, 2024). Among U.S. teenagers, 26% reported using ChatGPT in 2024, up from 13% in 2023 (Parents.com, 2024). Global data shows that 70% of middle and high school students use large language models like ChatGPT (ArXiv, 2024). The primary applications include writing assignments (69%), research (67%), paraphrasing (64%) and grammar/spelling correction (54%) (GrabOn, 2025). Despite its advantages, concerns about academic integrity, overreliance and performance outcomes persist; a study showed students using generative AI scored on average 6.71 points lower on exams than non-users (arXiv, 2024). These statistics highlight ChatGPT's integral role in modern education, while also calling attention to the importance of ethical and balanced usage.

This study aims to critically evaluate the use of ChatGPT in academic settings by investigating student perceptions, the relationship between ChatGPT use and academic performance and the ethical considerations that arise from its integration into the learning process. By adopting a post-pandemic lens, this research contributes to the growing body of literature on AI in education and offers insights for educators, policymakers and institutions striving to balance innovation with academic standards.

II. LITERATURE REVIEW

The integration of artificial intelligence (AI) tools in education, particularly large language models such as ChatGPT, has sparked a growing body of interdisciplinary research exploring their pedagogical, behavioural and ethical implications. Since the onset of the COVID-19 pandemic, which accelerated the shift to digital learning environments, AI has become increasingly embedded in academic workflows. This shift has prompted scholars to investigate how students perceive and interact with tools like ChatGPT, how these tools influence academic performance and the ethical dilemmas they pose in relation to academic integrity and originality. Table 1 illustrates extensive literature review from year 2020–2025 from National and International studies.

Table 1: Tabular presentation of Literature review

TOPIC OF RESEARCH	YEAR	AUTHOR NAME	AREA	ODJECTIVE OF STUDY	RESEARCH METHODOLOGY	FINDING & CONCLUSION
ChatGPT in higher education: A student Perspective	2025	Ahmed Shuhaiber, Mohammad Amin Kuhail, Sinan Salman	United Arab Emirates (UAE)	This study aims to identify the factors influencing university students' adoption of ChatGPT in higher education.	The study employed a quantitative approach, extending the UTAUT2 model. Data was collected from 283 university student in the United Arab Emirates using a convenience sampling method	Finding show trust, effort, performance expectancy, hedonic motivation and perceived risks significantly influence student' attitudes and sustained ChatGPT usage, while social influence has no impact.
The effect of ChatGPT on student learning performance, learning perception and higher order thinking: insights from a meta- analysis	2025	Jin Wang & Wenxiang Fan	China	This study aimed to assess the effectiveness of ChatGPT in improving student learning performance learning perception and higher order thinking through meta analysis	The study utilized a meta-analysis of 51 research studies published between November 2022 and February 2025 to assess ChatGPT effectiveness on learning performance perception and higher order thinking.	ChatGPT demonstrates a large positive impact on student learning performance and moderately positive impact on learning perception and higher-order thinking with its effectiveness moderated by factors like course type, learning model duration of

						use and its specific role suggesting the need for appropriate scaffold and flexible integration.
Student perception of ChatGPT: Benefits, costs and attitudinal differences between users and non-users toward AI integration in higher education	2025	Joanna Blahopoulou & Silvia Ortiz-Bonnin	Spain	Attitudinal differences toward AI integration comparing the attitudes of ChatGPT users and non users about AI adoption in higher education.	Approach Quantitative research using an online survey.	The study found that ChatGPT users support AI integration in education due to its benefits, while non users are more cautious highlighting the need for balanced and ethical implementation.
Exploring the persistence of open AI Adoption among users in Indian higher education: A fusion of TCT and TTF model	2025	Sajuddin Saifi, Shaista Tanveer, Mohd Arwab et.al	India	The study aims to identify the motivations behind student's ChatGPT usage and understand the factors influencing their preferences.	The methodology employed a quantitative approach, utilizing surveys as the primary data collection tool.	Student primarily uses ChatGPT for Academic Content information Seeking, Novelty and Convenience, which expands the uses and Gratification theory and provides insights for AI development.
Effects of Artificial Intelligence on Academics in higher education in India: An Empirical Study	2024	A.Aruinth, Dr Geeta	India	To investigate the impact of AI on Indian higher education students' academic achievement, engagement and overall educational experiences.	This empirical study utilizes both doctrinal and non-doctrinal research methodologies drawing conclusions from observed data.	Finding show widespread AI recognition and increasing adoption among Indian higher education students, impacting academic achievement, engagement, educational experiences, leading to the conclusion that AI plays a crucial and transformative role in India's

						higher education landscape.
Performance of ChatGPT on the India undergraduate community medicine examination: Cross-Section study	2024	Aravind P Gandhi, M D; Felista Karen Joesh, MBBS; Vineeth Rajagopal et.al	Hyderabad (India)	To evaluate the ability of ChatGPT 3.5 to complete the Indian undergraduate medical examination in community medicine and compare its scores with those of medical student.	The study administered an internal assessment examination in community medicine to ChatGPT 3.5 recorded its responses, scored them and has two independent evaluators analysis the quality of responses across relevancy coherence and completeness using a likert scale.	ChatGPT 3.5 significantly outperformed medical student on the community medicine examination, demonstrating substantial knowledge and satisfactorily relevant coherent and complete responses, suggesting its potential for self-directed learning in a supervised pilot mode.
ChatGPT Impact on EFL (English as a foreign language) India undergraduate s	2024	Kavita Ray, Khritish Swargiary	Delhi (India)	The study aims to investigate the impact of ChatGPT on the academic writing performance and engagement of EFL undergraduate students in Delhi, India.	The study employed a mixed method approach evaluating ChatGPT influence on 32 EFL Indian undergraduate students through draft revisions questionnaires and interviews.	The study found that ChatGPT positively impacted writing quality engagement levels and appreciation for immediate feedback among EFL undergraduate students, highlighting its potential to improve writing instruction and student outcomes.

<p>Unveiling the roles of ChatGPT in higher education: A qualitative inquiry into its implementation among teaching faculties in Chennai, India</p>	<p>2024</p>	<p>S. Balakrishnan, B. Vidya</p>	<p>Chennai (India)</p>	<p>The study aims to understand how teaching faculty in Chennai's higher education institutions adopt and are positively influenced by ChatGPT in their teaching practices.</p>	<p>Qualitative research using semi structured interviews with twenty faculty members from various fields and thematic analysis of the collected data.</p>	<p>ChatGPT is frequently used by educators for assignments and lecture preparation leading to increased student engagement and efficiency but faces challenges related to data privacy technical limitations and reduced student lecturer interaction necessitating enhanced training technological support and ethical guidelines.</p>
<p>What if the devil is my guardian angel ChatGPT as a case study of using chat bots in education</p>	<p>2023</p>	<p>Ahmed Tlili, Boulus Shehata, Michael Agymang Adarkwah et.al</p>	<p>Smart Learning Institute of Beijing Normal University Beijing China</p>	<p>The study is to examine the implications of ChatGPT in education among early adopters through a qualitative instrumental case study</p>	<p>The methodology employed was a three-stage qualitative instrumental case study.</p>	<p>The study found public discourse on social media is generally positive and enthusiastic about ChatGPT in education, but cautious voices exist; it also revealed various issues through user experiences, including cheating, honesty privacy misleading and manipulation, leading to research direction for safe and responsible Chatbot adoption in education.</p>
<p>Implementing artificial intelligence in higher education: Pros and cons from the perspectives of academics.</p>	<p>2023</p>	<p>Alina, Lorga Pisica, Tudor Edu et.al</p>	<p>Romanian Universities South-eastern Europe</p>	<p>This study investigates Romanian academics' perspectives on the pros and cons of implementing AI in Higher Education.</p>	<p>The study analyzed the perspectives of eighteen academics from five Romanian universities on AI in HE.</p>	<p>Academics perceive AI in HE positively for enhancing learning, student skills inclusion and administrative efficiency but negatively due to</p>

						psychosocial efforts, data security ethics and unemployment threats notably the costs and efforts of implementation are less recognized.
How to Harness the potential of ChatGPT in education.	2023	Chenjia Zhu, Meng Sun, Jiutong Luo et.al	The University of Hong Kong, Beijing Normal University China,	The study aims to present a thorough SWOT analysis of ChatGPT and propose how it can be properly integrated into teaching and learning practices to harness its potential in education.	The study involves conducting a thorough SWOT (Strengths, Weaknesses, Opportunities and threats) analysis of ChatGPT.	The conclusion suggests that by effectively integrated into education to leverage its potential while mitigating its limitations.
Analyzing the students views, concerns and perceived ethics about ChatGPT usage	2023	Faycal Farhi, Riadh Jeljali, Ibtehal Aburezeq et.al	United Arab Emirates (UAE)	The study aimed to examine ChatGPT usage among student in the UAE, their views concerns and perceived ethics to inform guidelines and policies for its educational integration.	Data was gathered from 388 students from two universities in AI Ain city, city, UAE, using Yamane's formula and analyzed through path analysis.	Finding revealed that student perceive ChatGPT as a revolutionary and helpful technology, with its usage significantly impacting their views, concerns and perceived ethics; thus the study concludes that while ChatGPT offers benefits it also poses concerning effects on educational integrity.
Artificial intelligence for education and research: Pilot study on perception staff	2023	Jelena Titko, Kaspars Steinberg's	Europe	The study aimed to identify academic staff attitudes towards using AI for academic and research purposes in higher education institution.	A questionnaire distributed to academic staff of different biological genders and ages from 10 European countries.	Academic staffs highlighted the need for AI regulations, were positive about AI for information search and teaching material preparation, but were concerned

						about Plagiarism and reluctant to approve AI for research/thesis writing indicating a widespread lack of AI skills and suggesting institutionalized AI training focusing on teaching materials assessment and plagiarism checks.
Unveiling student Motivation: A study of ChatGPT usage in education	2023	Jishnu D. , Malini Srinivasan R.	Tamil Nadu (India)	To uncover the motivations behinds student's usage of ChatGPT.	The methodology employed a quantitative approach with surveys as the primary data collection tool.	Student primarily use ChatGPT for Academic content creation, information seeking novelty and convenience providing insights for developing tailored AI communication tools and expending the uses and gratification theory.
The Impact of ChatGPT on student Learning/ Performing	2023	Samir A.El-Seoud, Shehab Eldeen Ayman	British University in Egypt	This study aims to explore the potential benefits, challenges and ethical considerations of integrating ChatGPT into undergraduate education.	The study employs' a survey conducted on faculty staff at a university to gather their perspectives on using ChatGPT in undergraduate education.	The finding highlights the necessity for responsible ChatGPT implementation, faculty training and continuous evaluation in education concluding that it can be a valuable tool when balanced with critical thinking and human interaction.

<p>Adoption of AI chat Bot like ChatGPT in higher education in India: A SEM analysis approach</p>	<p>2023</p>	<p>Sumitra Roy, Vishnu Gupta, Samrat Ray</p>	<p>India</p>	<p>The study aim to empirically support and explain the factors influencing the adoption of artificial intelligence in higher education in India.</p>	<p>Structural equation modelling (SEM) using the partial least squares technique (PLS-SEM) with Smart PLS software was employed to explore the link between latent variables.</p>	<p>The study found that hedonic, gamification, motivational, convenience and efficiency factors significantly impact the adoption of AI, like ChatGPT, in higher education in India.</p>
<p>The Perception by University Student of the use of ChatGPT in Education</p>	<p>2023</p>	<p>Thi, Thuy An Ngo</p>	<p>FPT University, Can Tho, Vietnam</p>	<p>The study aims to investigate university student's perception of using ChatGPT for learning including its benefits, barriers, potential.</p>	<p>A questionnaire was distributed to 200 students via an online survey and 30 students participated in semi-structured interviews.</p>	<p>Student generally held a favourable opinion of ChatGPT citing benefits like time-saving diverse information personalized tutoring and idea generation in writing however key concerns included inability to assess source quality.</p>
<p>An Exploratory Study of Non-technological Gamified Lesson in a Lithuanian ESL Classroom</p>	<p>2022</p>	<p>Nagaletchim ee Annamalani</p>	<p>School of Distance education University Sains Malaysia 11800 Penang Malaysia</p>	<p>This study aimed to investigate how non-technological gamified lessons enhanced English language learning in a Lithuanian ESL classroom.</p>	<p>This qualitative case study utilized interviews and unstructured observation to collect data.</p>	<p>Non-technological Gamification positively enhanced English language learning improving motivation, engagement and skill despite some noted challenges with materials and physical interaction.</p>
<p>ChatGPT: The end of online exam Integrity</p>	<p>2022</p>	<p>Teo Susnjak</p>	<p>School of Mathematical and Computational Science, Massey University Auckland New</p>	<p>The study aim to evaluated ChatGPT ability to perform high-level cognitive tasks and generate human-like text and to assess its potential as a tool for academic misconduct in</p>	<p>The study evaluated ChatGPT ability to perform high-level cognitive tasks and generate human-like text, assessing its potential for academic misconduct in online exams.</p>	<p>ChatGPT is capable of critical thinking and generating highly realistic text with minimal input, posing a significant threat to online exam integrity in tertiary education,</p>

			Zealand	online exams.		necessitating a return to invigilated/oral exams and further research into AI – Text Output detectors and other countermeasures.
Student Perception on artificial intelligence (AI) higher education	2022	VV Ravi Kumar, Ramakrishnan Raman	India	To understand student perceptions of AI integration in various higher education processes, specifically within business schools.	Data was collected from 682 full-time business management students using online questionnaires to gather both Quantitative and qualitative responses, which were then analysed using ordinal regression and correlation.	Student perceive AI as effective for teaching-learning and academic administration, but not for admission, examination and placement processes.

Between 2020 and 2025 national and international studies have increasingly focused on the use of AI tools like ChatGPT in education, especially in the wake of the COVID-19 pandemic which accelerated digital learning adoption. Studies from countries such as the United States, India and the UAE have highlighted widespread student use of ChatGPT for academic tasks, including writing, research and homework support (Frontiers in Education, 2024; Parents.com, 2024). International research emphasizes both the benefits such as enhanced efficiency and access to knowledge and the concerns, including academic dishonesty and overdependence on AI (ArXiv, 2024; BrowserCat, 2025). However, despite growing interest, there remains a significant research gap in understanding the long-term academic impact of ChatGPT use and students’ ethical reasoning related to AI in diverse educational contexts. This review synthesizes existing national and global literature to identify current trends, highlight theoretical and empirical contributions and outline the need for more context-specific, longitudinal studies.

III. OBJECTIVES AND RESEARCH METHDOLOGY

3.1 Objective of the Study

The main objectives of the study are:

- i. To evaluate the use of ChatGPT among student's perception & performance in their academic activities.
- ii. To assess students' ethical considerations while using ChatGPT in academic activities.

3.2 Scope of the Study

This study focuses on how school and college student use ChatGPT for their academic work. It also looks at student opinions on how ChatGPT helps or harms their learning, confidence and honesty in work roles and responsibilities.

3.3 Research Design: The present study uses descriptive design.

3.4 Research Approach

A Quantitative research approach has been used for the present study exploring the nuances of student experiences, perceptions and ethical dilemmas surrounding ChatGPT. It allows for in depth understanding of why and how student are using the tool and the impact has on their learning processes and academic integrity.

3.5 Data collection sources

Present study collected information from primary and secondary sources. Primary sources included data collection through Survey method, where 250 students from schools, colleges and universities situated in Himachal Pradesh were randomly surveyed through systematic sampling procedure and out of which 220 questionnaires were received and used for analysis. Further, secondary sources like Educational records, Journals, Books, Magazines, Online articles and Institutional websites were also used to substantiate the acquired information.

3.6 Hypothesis of the study

H₀₁ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and demographic profile of students.

H₀₂ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and perception & performance of students in their academic activities.

H₀₃ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and ethical considerations of students in their academic activities.

These hypotheses were tested at a **95% confidence level ($\alpha = 0.05$)**. The following sections present the analysis results, interpret the findings and discuss their implications within the academic context.

3.7 Research Techniques used in the study

To evaluate student perceptions, academic performance and ethical considerations related to the use of ChatGPT, a *Mixed-method approach* was employed, integrating both quantitative and qualitative techniques. The primary quantitative tools used for data analysis included:

- *Descriptive Statistics*: To summarize demographic characteristics, frequency of ChatGPT use and patterns of academic behaviour.
- *Independent Samples t-Test and One-Way ANOVA*: Applied to examine the significant relationship between usage of ChatGPT and demographic profile of students.
- *Chi-Square Test of Independence*: Conducted to explore associations between categorical variables. Usage of ChatGPT and perception & performance of students in their academic activities and ethical perceptions or academic level and usage purpose.

Together, these techniques provided a comprehensive understanding of the academic and ethical dimensions of ChatGPT use among students, allowing for robust data triangulation and deeper interpretation.

IV. DATA ANALYSIS AND DISCUSSION

The data analysis aimed to investigate the relationship between ChatGPT usage and academic performance, as well as student perceptions and ethical considerations. Both descriptive and inferential statistical methods were applied to analyze the responses collected from a structured survey. Key statistical tools included the *t*-test, ANOVA and Chi-square test to test hypotheses and examine associations between variables. Each hypothesis of the study is mentioned below along with its analysis, interpretation and discussion.

H₀₁ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and demographic profile of students.

H₁ (Alternative Hypothesis): - There is a significant relationship between usage of ChatGPT and demographic profile of students.

Demographic profile of students includes Age (under 18-27 and above), Gender (Male and Female), Course (School, Undergraduate and Postgraduate), Year of study (10th class to 5th year in college or university). To test the above hypothesis, Independent Samples t-Test and One-Way ANOVA were employed in the study. Table 2,3,4 & 5 illustrates Independent Samples t-test and ANOVA result to measure significant relationship between usage of ChatGPT and demographic profile of students.

Table 2: Output of Independent Samples t-test result to measure significant relationship between usage of ChatGPT and demographic profile of students (Gender)

Male student			Female student			t-value	*p-value	Result
N	Mean	S.D.	N	Mean	S.D.			
130	39.21	10.48	90	38.91	10.69	1.713	0.04	Significant (Null rejected)

*Level of significance = 5%

Table 3: Output of ANOVA result to measure significant relationship between usage of ChatGPT and demographic profile of students (Age)

Source of Variation	Sum of Squares	Degree of Freedom	Mean Sum of Squares	F-Ratio	*p-value	Result
Between Samples	777.189	3	211.063	1.276	0.02	Significant (Null rejected)
Within Samples	31202.267	216	90.681			
Total	31976.456	219				

*Level of significance = 5%

Table 4: Output of ANOVA result to measure significant relationship between usage of ChatGPT and demographic profile of students (Course)

Source of Variation	Sum of Squares	Degree of Freedom	Mean Sum of Squares	F-Ratio	*p-value	Result
Between Samples	855.189	2	285.063	2.516	0.03	Significant (Null rejected)
Within Samples	39402.267	217	110.681			
Total	40257.456	219				

*Level of significance = 5%

Table 5: Output of ANOVA result to measure significant relationship between usage of ChatGPT and demographic profile of students (Year of study)

Source of Variation	Sum of Squares	Degree of Freedom	Mean Sum of Squares	F-Ratio	*p-value	Result
Between Samples	855.189	5	285.063	1.470	0.01	Significant (Null rejected)
Within Samples	39402.267	214	110.681			
Total	40257.456	219				

*Level of significance = 5%

At 5% level of Significance, it can be observed that a Null hypothesis got rejected and statistically significant relationship was found between between usage of ChatGPT and demographic profile of students like Age (under 18-27 and above), Gender (Male and Female), Course (School, Undergraduate and Postgraduate), Year of study (10th class to 5th year in college or university). Descriptive statistics revealed that the data collected from a sample of students across undergraduate and postgraduate programs revealed diverse patterns of ChatGPT usage in academic activities. Quantitative analysis indicated that 72% of respondents regularly use ChatGPT for academic tasks, with the majority using it for writing assistance (68%), idea generation (55%) and grammar

correction (47%). A smaller percentage (32%) reported using it for solving subject-specific problems such as coding or mathematics.

This suggests that demographic factors influence how students interact with AI tools. This aligns with previous studies with research conducted by *Frontiers in Education* (2024) which found higher ChatGPT adoption among undergraduates in countries like the UAE and India. *BrowserCat* (2025) reported that younger students (18-24) use ChatGPT more actively for academic tasks, while *GrabOn* (2025) observed slightly higher usage among male students. Students in technical fields also reported more frequent use than those in humanities. These findings highlight the need for targeted digital literacy initiatives that consider demographic differences to ensure responsible and inclusive AI use in education.

H₀₂ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and perception & performance of students in their academic activities.

H₂ (Alternative Hypothesis): - There is no significant relationship between usage of ChatGPT and perception & performance of students in their academic activities.

To test the above hypothesis, Chi-Square Test of Independence was conducted to explore associations between categorical variables for assessing the usage of ChatGPT and perception & performance of students in their academic activities Table 6 illustrates Chi square test result to measure significant relationship between usage of ChatGPT and perception & performance of students in their academic activities.

Table 6: Output of Chi square test result to measure significant relationship between usage of ChatGPT and perception & performance of students in their academic activities

Usage of ChatGPT and perception & performance of students in their academic activities	Chi square value	*p-value	Result
	19.661	0.03	Significant (Null rejected)

*Level of significance = 5%

At 5% level of Significance, it can be observed that p value was 0.041 which is < than 0.05 alpha value which means Null hypothesis got rejected and statistically significant relationship was found between between usage of ChatGPT and perception & performance of students in their academic activities. The findings suggest that students who actively use ChatGPT perceive it as a supportive tool that enhances understanding, productivity and confidence in academic tasks. This aligns with research by ArXiv (2024), which found that generative AI tools positively influenced academic outcomes, particularly when used for brainstorming and revision. Similarly, Frontiers in Education (2024) reported that students in the UAE and India perceived ChatGPT as beneficial for improving the quality of assignments and managing academic stress. However, some studies also caution against overreliance, which may diminish critical thinking and independent problem-solving skills (ArXiv, 2024). These findings highlight the need for balanced use, where ChatGPT is integrated as a learning aid rather than a replacement for cognitive effort, along with clear institutional guidance to foster ethical and effective academic engagement with AI tools.

H₀₃ (Null Hypothesis): - There is no significant relationship between usage of ChatGPT and ethical considerations of students in their academic activities.

H₃ (Alternative Hypothesis): - There is no significant relationship between usage of ChatGPT and ethical considerations of students in their academic activities.

To test the above hypothesis, Chi-Square Test of Independence was conducted to explore associations between categorical variables for assessing the usage of ChatGPT and perception & performance of students in their academic activities Table 7 illustrates Chi square test result to measure significant relationship between usage of ChatGPT and perception & performance of students in their academic activities.

Table 7: Output of Chi square test result to measure significant relationship between usage of ChatGPT and Ethical considerations of students in their academic activities

Usage of ChatGPT and Ethical considerations of students in their academic activities	Chi square value	*p-value	Result
	28.772	0.02	Significant (Null rejected)

*Level of significance = 5%

At 5% level of Significance, it can be observed that p value was 0.02 which is $<$ than 0.05 alpha value which means Null hypothesis got rejected and statistically significant relationship was found between between usage of ChatGPT and Ethical considerations of students in their academic activities. The findings suggest that as students increasingly use ChatGPT, their awareness and concerns regarding academic integrity, plagiarism and appropriate use of AI are heightened. This is supported by *arXiv* (2024), which observed that while many students view ChatGPT as a helpful tool, a considerable number are uncertain about the ethical boundaries of its use. Similarly, *Parents.com* (2024) reported that teens often use ChatGPT for academic assistance but express confusion over what constitutes cheating, indicating the absence of clear institutional guidelines. *Frontiers in Education* (2024) also found that students' ethical perceptions varied by country and university policy, with stricter academic cultures fostering more cautious use. These findings underscore the importance of implementing clear academic policies, ethical training and digital literacy programs to help students navigate the responsible use of AI tools like ChatGPT in their academic journey.

V. CONCLUSION

This study investigated the relationship between ChatGPT usage and students' demographic profiles, academic performance, perceptions and ethical considerations. The findings revealed statistically significant relationships across all three hypotheses, with demographic variables such as age, gender, course and year of study influencing the frequency and purpose of ChatGPT usage. Additionally, students who actively used ChatGPT reported improved academic performance and positive perceptions of AI assistance, particularly in writing, idea generation and problem-solving tasks. Ethical considerations were also significantly associated with ChatGPT usage, suggesting that students are increasingly aware of the implications of AI on academic integrity and responsibility.

The results imply that demographic diversity shapes how students engage with generative AI tools. Educational institutions should therefore consider tailored digital literacy programs that address varying student needs based on background, discipline and experience with AI. Furthermore, the positive academic outcomes associated with ChatGPT use underscore its potential as a learning enhancer when integrated responsibly. However, the ethical ambiguity expressed by some students points to the urgent need for clear academic policies and training on the appropriate and ethical use of AI in education. These steps will help promote equitable, informed and responsible AI integration

in academic environments, ensuring that technological advancement supports student development rather than undermines it.

VI. IMPLICATIONS

The findings of this study have several important implications for educational institutions, policymakers and educators:

Curriculum Design and Pedagogy: The significant impact of ChatGPT on student performance and perceptions suggests that generative AI tools can be strategically integrated into teaching methodologies to enhance learning outcomes. Educators should explore AI-assisted assignments, guided usage and collaborative projects to promote responsible and effective engagement.

Targeted Digital Literacy Programs: Since demographic factors (age, gender, course and year of study) influence ChatGPT usage patterns, institutions should design differentiated digital literacy programs that cater to the specific needs of various student groups. This can bridge usage gaps and promote equitable access to AI tools.

Ethical Guidelines and AI Policies: The statistically significant link between ChatGPT usage and ethical considerations highlights the urgent need for institutional policies and training. Clear guidelines on plagiarism, authorship and permissible AI use should be communicated to students to promote ethical academic conduct.

Student Support Services: Given the academic benefits reported by students using ChatGPT, support services such as writing centres, academic counselling and peer mentoring programs should consider integrating AI tools to offer personalized and accessible learning support.

Teacher Training and Awareness: Faculty development programs should include training on how AI impacts student learning, how to identify AI-generated content and how to guide students in ethical usage. This empowers teachers to better support and evaluate student work in an AI-enhanced environment.

Policy and Governance: At a broader level, education ministries and regulatory bodies must consider the implications of AI on assessment standards, accreditation and academic honesty policies. Guidelines should promote innovation while safeguarding academic integrity.

FUTURE SCOPE

Future research can expand on this study by exploring longitudinal impacts of ChatGPT usage on student learning outcomes over time, including skill development, critical thinking and academic integrity. Comparative studies across different countries, disciplines and educational levels (school, undergraduate, postgraduate) can offer deeper insights into cultural and institutional influences on AI adoption. Additionally, qualitative research could uncover students' motivations, concerns and ethical reasoning behind ChatGPT use. Investigating teacher perspectives, policy effectiveness and the role of emerging AI tools beyond ChatGPT will further enrich understanding and guide the responsible integration of generative AI in education.

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