

ChatGPT Adoption among University Students: Opportunities and Challenges.

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Abstract

In higher education, the speedy advancement of artificial intelligence has improved learning as well as teaching. Nowadays ChatGPT is very famous AI instrument, both students and teachers use it for achieving their own goals. This research paper examines the ChatGPT usage by students of Hazara University Mansehra, it focused on the advantages and disadvantages of ChatGPT use. It investigated whether ChatGPT supports the students, comprehend their lessons well, complete tasks swiftly, feel extra confident during discussion in class and advance or decrease their critical thinking skills. It is a quantitative survey research and Uses & Gratifications theory is applied on it. The data was gathered from fifty students of Media and Communication Studies Department, Hazara University. The online questionnaire was prepared through Google Forms. The picked up data was assessed using statistics like frequencies and percentages. The outcomes indicated that 86 percent of the participants agreed or strongly agreed that ChatGPT develops knowledge and academic learning. Likewise 86 percent of respondents said that it supports them finish their tasks with extra ease and quickness. Additionally, 52% of the students said that ChatGPT increases their self-confidence in classroom conversation. Though, 72 percent of the survey members agreed that too much use of ChatGPT could lessen their thinking skills.

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Introduction

What is Artificial Intelligence (AI)? Saha (2021) states that it is a technology that assists machines to think, learn as well as deal with problems just like human. Furthermore, Silva and Janes (2022) describes that Chat Generative Pre-trained Transformer (ChatGPT) is very famous AI device established by OpenAI. It is used in research and education and writes just like human. Moreover, Atlas (2023) and Hu (2023) explained that ChatGPT was launched on November 30, 2022. It developed very fast. Within two months, it has got 100 million monthly users and then it is widely used in the field of education. Additionally, Gleason (2022) and Adehola and Adepoju (2024) says that it is very simple in design, cool in access and has the facility to give high level answers. All of these have made ChatGPT a handy tool to help students in academics.

Opportunities of ChatGPT adoption

ChatGPT's use in post-secondary education in altering research, learning, writing, and teaching by providing convenient study assistance. It is more helpful to students in writing essays, answering questions, knowing different notions and receiving feedbacks, which can enhance study related performance. It also contribute to students activities related to research, they can write better

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research gaps, produce new ideas and it is the best for individual learning. It makes the hard topics cleared in order to make the learning environment better (Himang et al. (2026). ChatGPT refines learning-related writing, brainstorming, workplace communication and personal knowledge. It also improve the students' thoughts and bring uniformity to their scholarly writing. It can easily write the official emails and reports with proper order. The students who use English as a second language can fully benefit from it. It can prepare quizzes, articles, assignments, study plans for students in quick way to fulfill their needs (Atlas, 2023). ChatGPT can heighten team-based learning by assisting scholars to participate in activities and discussion which are accrued in classroom. Those students who use ChatGPT for discussion and debates can take part keenly in any classroom environment and display more attention as compared to students in traditional classrooms. So ChatGPT is helpful in group learning in post-secondary education (Guo et al. 2023; Alkaabi et al. 2025)

Challenges of ChatGPT Adoption

Even with its advantages, depend heavily on ChatGPT may affect students' academic writing, self-learning, critical thinking and ability to solve hurdles. It may be harmful to academic honesty like cheating in writing assignments and in exams. Too much use of artificial intelligence responses decrease the students' talent to express ideas, creativity and intellectual growth. It has got substantial attention in higher education with the passage of time because it has a strength to change in research, learning, teaching and academic script writing. Many researches have investigated its merits, limitations and its usages in the field of medical knowledge and academic publishing, much less research on the pupil's sentiments and the factors that affect their utilization of ChatGPT. As a result, additional care is needed to study students' approval and use of this technology in academic settings (Alshammari & Alshammari, 2024). An interview was conducted about the use of ChatGPT of staff members of a private institution in Pakistan, the results showed that academic cheating and plagiarism were there. These were considered big fear and hurdles to use of ChatGPT in teaching, thus ethical issues connected to use it in higher education (Alkaabi et al; 2025)

Research questions

1. Does ChatGPT improve students' academic learning and understanding?
2. Does ChatGPT help students complete assignments more efficiently?
3. Does ChatGPT increase students' confidence in classroom discussions?
4. Does ChatGPT reduce students' critical thinking skills?

Objectives

1. To investigate whether ChatGPT improves students' academic learning and understanding.
2. To examine whether ChatGPT helps students' complete assignments more efficiently.
3. To observe whether ChatGPT increases students' confidence in classroom discussions.
4. To assess whether ChatGPT reduces students' critical thinking skills.

Literature Review

In the recent years, the use of Artificial Intelligence (AI) has increased in the field of education. It has become one of the common AI instrument in academic organization. It is very supportive for teaching and learning activities. Students can easily understand their lesson through it. The students use it for study and it can show notes in different interesting styles that makes study easy for them

and so it discourages rote learning. They learn new ways of study in classroom by using this tool (Balkees et al., 2024). The language of ChatGPT is pure and natural and it is easily understandable for the students and scholars. So they take full benefit from it. If it is implemented in education especially in higher, it can boost teaching, learning and research activities and it can introduce a novel fields in education. Academic performance and research skills of students which are essential in higher education will improve by implementing it in education (Mahmud et al., 2024). ChatGPT enhance and improve the students' critical thinking. It provides them new ideas and thus students learn and study more deeply. If students have no guidance and they use too much, it is dangerous from them, it can decrease the skills to think independent in their life. As Pakistani universities go through digital transformation, therefore, they should utilize ChatGPT with full care during teaching and learning process (ipek et al; 2023). Even though the ChatGPT's mounting popularity and merits, using it for academic research have got some troubles and harms. It can write and summarize all the provided information but it occasionally can give old, wrong and fabricated information. Sometimes its quotation and references are wrong and fake and its scientific information are obsolete. It effects the research credibility when it provides incorrect references (Bhandula, 25).

Methodology

This research paper employed a quantitative research strategy as well as a survey technique to examine ChatGPT usage among Hazara University learners. This mode was appropriate because it assists the researchers gather and evaluate numerical data about the opinions of the students on welfare and challenges of using ChatGPT in education.

Population and Sample

The population comprised of students from Hazara University's Department of Media and Communication Studies. Overall the study had fifty students. The members covered male and female students from diverse ages and semesters participated in it.

Data Collection Instrument

The researcher made an organized online questionnaire with Google Forms and the data was gathered using that questionnaire. It contained two sections. The first collected information related to demographic, like age, gender, semester and department and the second section consisted of statements related to the adoption of ChatGPT, task completion, classroom confidence, its effects on academic learning and critical thinking abilities. A five-point Likert scale was used to measure the responses.

Data Collection Procedure

The online questionnaire was sent to the survey students through social media platform WhatsApp. The survey members were all volunteers. The respondents were informed that their answers would kept secret and used merely for academic purpose. It is due to online survey that data gathered from participants very quickly.

Theoretical Framework

The Uses and Gratification Theory (UGT) was applied on this study. It tells that individuals use media & technology to meet their desires and needs. The UGT helps describe why university

learners use ChatGPT for learning and academic requirements. It helps detect the obstacles pupils may face when utilizing ChatGPT.

Data Analysis

The obtained data was taken from Google Forms and examined with descriptive statistics. Frequencies and percentages were used to describe respondents' demographic characteristics as well as their perceptions of the opportunities and limitations of ChatGPT usage. The results were provided in tabular format, followed by descriptive interpretations to meet the research objectives and questions.

Findings

Table #1

Respondents' Demographic Profile (N=50)

Variable	Category	Frequency	Percent
Gender	Male respondents	26	52.0
	Female respondents	24	48.0
	Total	50	100.0
Age	Aged 18-20 years	11	22.0
	Aged 20-22 years	28	54.0
	Aged 22-24 years	7	14.0
	Aged 24-26 years	4	8.0
	Total	50	100.0
Semesters	Second	1	2.0
	Third	7	14.0
	Fourth	9	18.0
	Fifth	12	24.0
	Sixth	4	8.0
	Seventh	6	12.0
	Eighth	7	14.0
	MPhil	4	8.0
	Total	50	100.0
Department	(MCS) Media & Communication Studies	50	100.0
	Total	50	100.0

Table#1 shows the demographic characteristics of the respondents. Out of 50 responders, 26 (52.0%) were male and 24 (48.0%) were female. The majority of responders (56.0%) were aged 20 to 22. The majority (24.0%) were enrolled in the fifth semester. All 50 responders (100.0%) were from the Department of (MCS) Media and Communication Studies.

Table #2

ChatGPT improves students' academic learning and understanding.

Response	Frequency	Percent	Valid Percent	Cumulative
Strongly Agree (SA)	14	28.0	28.0	28.0
Agree (A)	29	58.0	58.0	86.0
Neutral (N)	4	8.0	8.0	94.0
Disagree (D)	3	6.0	6.0	100.0
Strongly Disagree (SD)	0	0.0	0.0	100.0
Total	50	100.0	100.0	

Table #2 shows that of the valid replies, 28.0% strongly agreed, 58.0% agreed, 8.0% were neutral, and 6.0% disagreed with the statement.

Table #3

ChatGPT helps students' complete assignments more efficiently.

Response	Frequency	Percent	Valid Percent	Cumulative
SA	16	32.0	32.0	32.0
A	27	54.0	54.0	86.0
N	6	12.0	12.0	98.0
D	0	0.0	0.0	98.0
SD	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table #3 reveals that of the valid replies, 32.0% strongly agreed, 54.0% agreed, 12.0% were indifferent, and 2.0% strongly disagreed with the statement.

Table #4

ChatGPT increases youth confidence in classroom discussions.

Response	Frequency	Percent	Valid Percent	Cumulative
S.A	12	24.0	24.0	24.0
.A	14	28.0	28.0	52.0
.N	17	34.0	34.0	86.0
.D	6	12.0	12.0	98.0
.S.D	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Table #4 shows that of the valid replies, 24.0% strongly agreed, 28.0% agreed, 34.0% were neutral, 12.0% disagreed, and 2.0% strongly disagreed with the statement.

Table #5

ChatGPT reduces students' critical thinking skills.

Response	Frequency	Percent	Valid Percent	Cumulative
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.S.A.	14	28.0	28.0	28.0
.A.	22	44.0	44.0	72.0
.N.	9	18.0	18.0	90.0
.D.	5	10.0	10.0	100.0
.S.D.	0	0.0	0.0	100.0
Total	50	100.0	100.0	

Table #5 reveals that of the valid replies, 28.0% strongly agreed, 44.0% agreed, 18.0% were indifferent, and 10.0% disagreed with the statement.

Discussion

The present research study investigated the ChatGPT usage among the students of Hazara University, its main focus on its merits and demerits in academics learning. The results demonstrated that the students had an optimistic and positive opinion about ChatGPT as a learning instrument. Maximum number of students thought that ChatGPT improves and enriches understanding and learning, helps them to finish any kind of assignment in speedy manner and they participate in class with full confidence. Some of the students with the view that too much dependent is harmful for them, it may decrease their reasoning skills.

The first objectives of this research paper was to discover whether ChatGPT advance the academic understanding and learning of the students. The study revealed that 86% of the contributors agreed that it is helpful in the academic learning and only 6 percent disagreed to that statement. These outcomes are alike to the results of Balqees et al. (2024) and Mahmud et al. (2024). They found that ChatGPT encourages learning by giving fast details, individualized feedback and simple access to academic related information. These conclusions promote the Uses and Gratification theory which advices that students use media and technology actively and meet their information as well as learning needs.

The second aim was to assess whether ChatGPT facilitated students finalize academic work more successfully. The outcomes displayed that 86 % of survey members agreed with this assertion. This indicated that the university students considers ChatGPT as a useful helper. The result is same as the results of the research of Atlas (2023) who confirmed that ChatGPT is helpful in students' brainstorming, communication, making assignments easier. In the same way, Himang er al. (2026) found that ChatGPT expands knowledge and wisdom by providing rapid answers, assist in writing related to academics and help in suggesting research topics.

As far as the third objective is concerned, it was to observer whether ChatGPT plays a role in increasing the confidence of students during classroom discussions. The results displayed mixed views. Around 52% of the participants of online survey agreed that it enhances their confidence, though 34% remained neutral and 14% showed disagreement. The outcomes suggests that ChatGPT assists some pupils prepare for participation in classroom. But its influence on confidence is less solid than its influence on completing class assignments and learning. The finding somewhat agree with Guo et al. (2023) and Alkaabi et al. (2025) who found that ChatGPT can motivate collective learning and discussion in classroom.

The last objective was to examine whether ChatGPT decrease the problem-solving capabilities of survey's male and female learners. The paper showed that 72 percent of students agreed that the

extreme use of ChatGPT can decline problem-solving aptitudes whereas only 10 percent did not agree. From that, one thing is cleared that the students already know the dangers of excessive usage of AI content. Ipek et al. (2023) found that too much use of ChatGPT diminish the problem-solving proficiencies and independent thinking. Likewise Bhandula (2025) described that ChatGPT may deliver false information, deceptive content and forged references. So, students must verify the information before accepting it.

Generally, the data demonstrate that the students of Hazara University Mansehra considers ChatGPT as a suitable tool for improving knowledge and success in their journey. They are fully aware of the ethical and academic issues related to it. These results are in line with Uses & Gratification theory as the university students use ChatGPT purposely to meet their information and academic needs. To avoid negative effects on learning and education, they also know that Chat GPT must be used reliably.

Conclusion

It is cleared from the study that ChatGPT has become a valuable educational and learning instrument for the students of Hazara University. The majority of the respondents told that it assists them learn well, finish tasks without any difficulty and help in their studies. These outcomes indicates that AI can be beneficial in higher education by giving pupils with fast and simple educational help. The major portion of students thought that too much usage of ChatGPT can decrease their critical thinking abilities. It means that the students must not fully depend on it, they should use as supportive instrument. They should think in their minds for themselves, check the date and information and grow their own ability to solve problems. Based on the study results, all universities should motivate students to use ChatGPT sensibly. Teachers must provide guideline to the students of accurately using AI. ChatGPT must encourage students' learning, not substitute their thinking.

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