Chat GPT And Academic Integrity: Analyzing Its Influence On College Students' Study Practices And Performance

Dr. Amarnath Paswan[1*], Vipin Gupta[2]

[1*]Assistant Professor cum Assistant Director, Centre for the Study of Social Inclusion, Faculty of Social Sciences, Banaras Hindu University, Varanasi, India, amarnath.fss@bhu.ac.in
[2]Research Scholar, Department of Sociology, Faculty of Social Sciences, Banaras Hindu University, Varanasi. vip_in@bhu.ac.in

Abstract
There has been much discussion around the integration of AI in education, particularly the prospect of using a tool such as ChatGPT and how it may enhance academic performance in college students. It is the intention of this research to understand the impact of ChatGPT on students and their performance in the learning process based on aspects such as scoring, comprehension of difficult concepts, and productivity. ChatGPT, developed by OpenAI, offers personalized assistance, instant feedback, and access to vast information that makes it a valuable resource for students. To establish the impact of ChatGPT on academic performance, this study employs both qualitative and quantitative research methods. Quantitative is obtained using a questionnaire and qualitative data, through semi-structured interviews from 100 college students who have been using ChatGPT for at least one semester. These students have been drawn from different fields of study to help us cover all areas of experience and impact. During the interviews, students are asked if their study patterns have changed and what are their attitudes towards academic honesty when using ChatGPT and their overall academic achievement. We also consider the advantages and disadvantages of using ChatGPT, its contribution to students' understanding of complex concepts, and how it affects their academic performance. This information is transcribed and analyzed using the method of thematic analysis in order to find patterns and trends. The quantitative data is analyzed using descriptive and inferential statistics. This research aims at enhancing the knowledge on how the use of AI tool- ChatGPT affects academic performance. By focusing on the personal experiences and perceptions of the students, we aim to uncover how ChatGPT either helps or hinders academic success.

Keywords: AI, ChatGPT, Academic performance, Personalized assistance, Instant feedback.

Introduction:
The use of Artificial Intelligence within educational practices hits a very important milestone in the development of learning and teaching. Artificial intelligence has increasingly infiltrated different facets of education in the last decade, ranging from areas of administrative work to those entailed in personalized learning. One of the more widely recognized AI tools in this genre is OpenAI's ChatGPT. ChatGPT, released only on November 2022, just before that, became a topic that enthuses and causes controversy at the same time when it comes to a change in ways of students' academic learning and interacting with course materials. The advent of AI in education is not merely a technological advancement; it is also a transition of epic proportions in the world of education, greatly challenging extant norms and practices. Historically, education has been a human-centered affair, with its very essence lying in the direct interface between learners and teachers. However, with the emergence of AI tools like ChatGPT, this is set to change drastically: novel dynamics will emerge that may redefine the role not only of students and educators but even the educational institutions

themselves. These results are expected to be on both the bright and painful sides of using ChatGPT with academic work. For one, the associated general perception with ChatGPT is that it would be an aid in fostering good grades for students by enhancing their levels of understanding and thereby overall learning efficiency. This is likely to make personalized assistance and instant feedback offered by ChatGPT particularly beneficial for those students who experience a level of difficulty in some sections of their coursework. On the other hand, the study is likely to reveal notable challenges that may be associated with the use of ChatGPT. These might, for example, include questions of academic integrity, as students might succumb to the temptation to use the technology to complete assignments while not actually engaged with the material in the course. Second, over-reliance on ChatGPT can lead to a loss of critical thinking and problem-solving skills as students become more and more dependent on AI-generated content. This study may further elucidate differences in the use and perception of ChatGPT by students from various academic disciplines and backgrounds, therefore revealing an underlying concern about how AI could increase already-existing educational inequalities. These results should have significant implications for educators, policymakers, and students. This will give the educators insight into how students are using ChatGPT and similar tools with AI for optimal improvement in learning. Such information could be very informative in developing some guidelines or best practices related to AI in education that ensures the positive potential of the technologies mentioned above while decreasing possible misuses. The study would, therefore, offer evidence-based recommendations for policymakers on how to regulate the use of AI in education such that safeguards balance the need for innovation against a need to protect academic integrity. Finally, it will enable the students to have an enriched understanding of the potential benefits and possible pitfalls of AI use in their academic work, for further empowering them to make well-informed decisions on how to incorporate the tools into their strategies for learning.

The Evolution of AI in Education:
Understanding the entire impact of ChatGPT thus requires one to appreciate the broader picture of AI in education; this is because AI has slowly but steadily become integrated with the educational systems worldwide, from automated grading to adaptive learning platforms. Such technologies are purposed to make processes in education more efficient, resources for learning more accessible, and learning itself—that is, personalized according to the unique needs of a student. Underlying factors behind adoption of AI in education include increasing digital data, which makes the development of AI systems to analyze and respond to student needs in real time. Data-driven education offers an opportunity for teachers to intervene properly and at the right time in order to help students overcome diverse challenges in learning, hence realizing better academic outcomes. This increasing emphasis on personalized learning has influenced the development of AI tools that are able to adapt to learners' preferences and styles while providing each student with customized support and guidance. However, integration of AI into education does present certain problems. While AI is supposed to deliver an enhanced learner experience, there are certain important ethical, social, and pedagogical questions. For instance, using AI tools might impair the development of the students' critical thinking and problem-solving skills because they will often find themselves depending on these artificial systems for their academic success. ChatGPT is a language-based model that uses deep learning techniques to generate human-like responses to text-based inputs. With fine-tuning in a large-scale training corpus of text data, it understands and generates human-like responses for a wide range of topics. It is due to the high-level outputs of ChatGPT that students have found it as one of the most important tools, providing customized help, immediate response, and sufficient information for guidance. The development of ChatGPT in the education sector has brought much debate in intellectual circles. On one side, it raised a lot of enthusiasm about the technology because of its potential to change education by giving the students an instrument for increasing learning tremendously. They underscore ChatGPT's capacity to help learners manage their academic work, like writing essays, solving complex problems, and conducting research. ChatGPT empowers students by facilitating personalized support to understand the most difficult concepts, enhancing their writing skills toward better grades in academics. On the other hand, some opponents of ChatGPT identify the threat of technology in undermining academic integrity and student learning. One of the main concerns is for students, using ChatGPT to complete all or part of their assignments and assessments, without them completely comprehending what they were doing. This then gives them a superficial understanding of the subject matter, greatly devaluing both the educational process and the academic qualifications these students obtain. Besides, such use of ChatGPT in academic work raises ethical issues related to authorship and originality because the difference between human-generated and machine-generated content become indistinguishable.

Sociological Perspectives on AI in Education:

The rise of AI in education, especially tools like ChatGPT, can be understood through different sociological lenses. One such perspective is social construction of technology (SCOT), which argues that technology is not a neutral force but is shaped by social, cultural, and economic factors. From this perspective, the innovation and subsequent use of ChatGPT reflect the push for increased efficiency and productivity in education, escalated focus on technological innovations, and increased reliance on data for making decisions. Another sociological framework to consider is that of symbolic interactionism, focusing on how people and groups interact with and interpret technology. Symbolic interactionism is the theory that describes ChatGPT as having no fixed meaning; its meaning is created when students, teachers, and the technology interact. This states how the students will, in fact, use and perceive ChatGPT to be a function of their experiences, expectations, and social norms within the environment of their education. Similarly, the reactions of educators and institutions to ChatGPT are conditioned by their understandings of the tool and its likely impacts on the educational process. The third sociological point of view that can be useful when dealing with AI in education is the digital capitalism theory which investigates the ways in which digital technologies are infused and upholds capitalist economic structures. Through this lens, ChatGPT can be viewed as a product of the digital economy that seeks to optimize effectiveness and efficiency in the educational process. At the same time, the commodification of education with AI technologies brings a few concerns about more surveillance and data exploitation.

Research Objectives and Methodology:

The present study is an attempt to investigate the benefits and challenges of using ChatGPT in academic work and the impact of ChatGPT on the academic performance of college students at Banaras Hindu University, Varanasi, India. In this research, a mixed-method approach quantitative and qualitative data collection techniques has been used. The cross-sectional research design follows a single-point-in-time data capture from a diversified group of students within BHU. This design allows current patterns of use, perceptions, and impacts of ChatGPT on the academic practices and outcomes of students to be explored. For this study, participants have been drawn from the student population of Banaras Hindu University, including undergraduates, postgraduates, and PhD students. A random sampling method has been used in selection of the students who have used ChatGPT for academic purposes. With a sample size of 100 students for the questionnaire and semi-structured interviews, it will ensure a representative mix across different disciplines and academic levels. There are two major means of data collection: structured questionnaires and semi-structured interviews. This will feature closed-ended and Likert-scale questions related to various aspects of ChatGPT use, such as the frequency of its use, for types of academic tasks it supports, the perceived benefits, the problems faced, and any palpable improvement in academic performance. The questionnaire has been conducted online using Google Forms, which is easy to reach and respond to; data is collected anonymously to ensure ethical consideration. These quantitative data are complemented by individual in-depth, semi-structured interviews conducted with 15 students. The objective of the interview is to probe deeper into how personal experiences and perceptions influenced nuanced ways that ChatGPT has impacted study habits and academic outcomes. Quantitative data from the questionnaire is analyzed using the SPSS software. Descriptive statistics summarize the data, which gives a general outline of the pattern of usage by students concerning ChatGPT. Thematic analysis method is used to analyze the resulting qualitative data, therefore allowing for the identification of themes and patterns within students' experience with ChatGPT. This provides an in-depth understanding of the effects so far on their academic practices and views on academic integrity. The research adheres to ethical standards throughout the data collection and analysis process. This methodology is designed to provide a comprehensive understanding of how ChatGPT affects the academic performance of students at Banaras Hindu University, drawing on both broad quantitative insights and detailed qualitative narratives.

Results and Discussion:

The quantitative responses from the questionnaire on the use of ChatGPT among students from Banaras Hindu University provide insightful data on the impact of the tool on their academic activities, study habits, and overall academic performance.

Field of Study:

Most respondents are PhD students (42%), followed by PG students (36%), and UG students (22%). This distribution suggests that ChatGPT is being utilized across various levels of higher education, with a significant representation from those engaged in advanced research.

One-Sample Chi-Square Test Summary

Total N	100
Test Statistic	6.320[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.042

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 33.333.
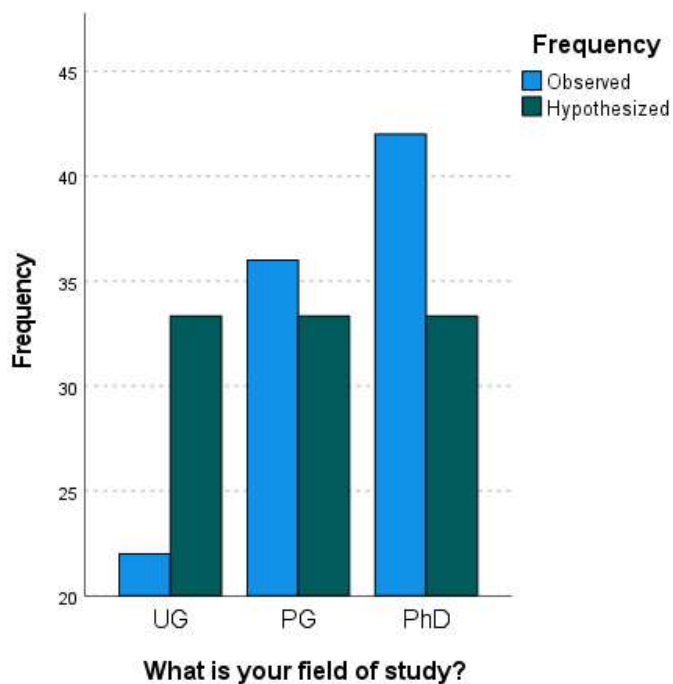
Frequency of Use:
When asked about the frequency of ChatGPT use, most students indicated they use it "As per the requirements" (89%). This is followed by a smaller group that uses it "Weekly" (5%) and "Daily" (6%). This indicates that while ChatGPT is a valuable tool for many students, its usage varies depending on specific academic needs.

One-Sample Chi-Square Test Summary

Total N	100
Test Statistic	139.460[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.000

a. There are 0 cells (0%) with expected values less than 5. The minimum expected value is 33.333.
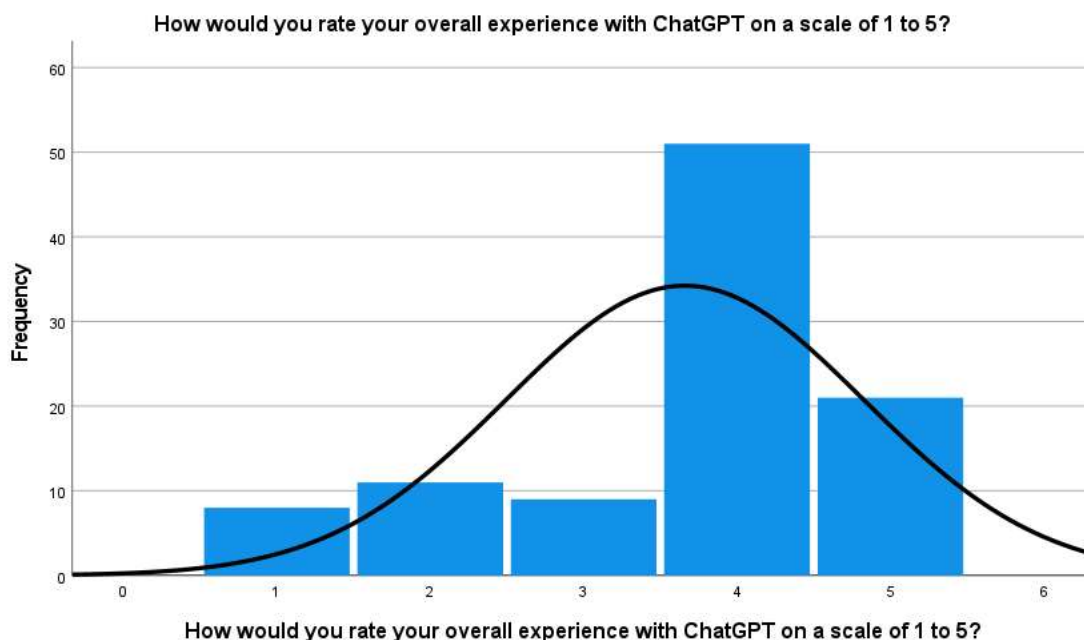
How often do you use ...
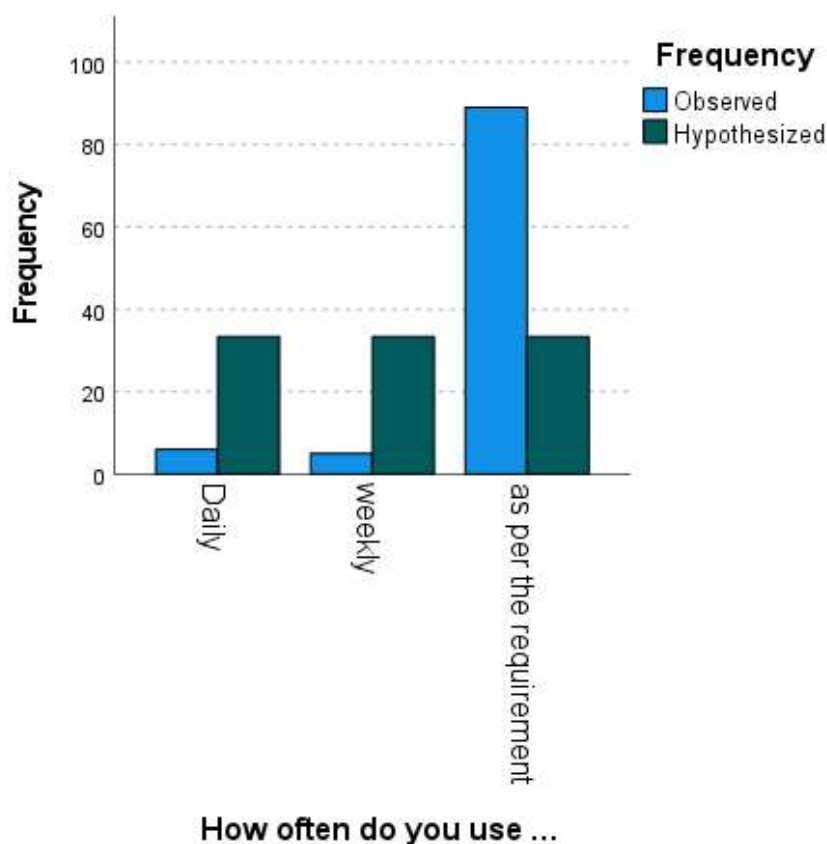
Duration of Use:
In terms of how long they have been using ChatGPT, most students have been utilizing the tool for "6 months" (41%) and "1 year" (23%). A smaller portion has used it "Since its arrival" (23%), and some (13%) have just recently started using it. This suggests that the adoption of ChatGPT is relatively recent but has steadily grown among students.

Types of Academic Tasks:
Students reported using ChatGPT for a variety of academic tasks. The most common tasks include "studying for exams" (40%), "research" (35%), and "homework" (10%). A few students mentioned using it for other purposes, such as checking grammatical errors, framing ideas, or gathering news and information. This indicates that ChatGPT serves as a versatile tool for multiple academic purposes, with exam preparation and research being the most frequent uses.

Experience Rating:
Based on the provided ratings, the overall experience with ChatGPT appears to be predominantly positive. Out of the responses, 51% of users expressed satisfaction and 21% expressed a high level of satisfaction with their experience, indicating that most users find the tool beneficial and effective. A smaller percentage (11%) reported dissatisfaction while using ChatGPT whereas 8% of respondents reported high dissatisfaction. The remaining users (9%) indicated a neutral stance, reflecting a balance between positive and negative aspects. This analysis suggests that ChatGPT is generally well-received, though some users experience issues or limitations that affect their satisfaction.

How would you rate your overall experience with ChatGPT on a scale of 1 to 5?

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Impact on Study Habits:
The responses show that ChatGPT has positively impacted the study habits of many students. 63% reported that it has made their study habits "more structured and efficient." However, a significant portion (37%) noted "no change" in their study habits, indicating that the impact of ChatGPT varies among users.

Study Time:
When asked if ChatGPT has affected the amount of time they spend studying, most students indicated they study "more" amount of time than before (40%). However, some reported studying "less" (30%), while others study "same" (30%). This suggests that while ChatGPT is a helpful tool, it does not necessarily alter the time spent on studying for most students.

CHI-SQUARE TEST:
THE RELATIONSHIP BETWEEN STUDY TIME AND IMPACT ON GRADES
HO: There is no significant association between study time and impact on grades.
H1: There is a significant association between study time and impact on grades**.**

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.333[a]	2	<.001
Likelihood Ratio	24.905	2	<.001
Linear-by-Linear Association	8.967	1	.003
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.00.
**Level of significance: 5% or a=0.05**

From the table, p value of chi square test is less than 0.05. So, we are rejecting null hypothesis and accepting alternative hypothesis. So, there is significant association between study time and impact on grades.
Understanding of Complex Subjects:
Most of the students (77%) stated that ChatGPT has helped them better understand complex subjects. This indicates that ChatGPT is perceived as an effective tool for simplifying and clarifying difficult concepts, which may contribute to improved academic outcomes.

One-Sample Binomial Test Summary

Total N	100
Test Statistic	77.000
Standard Error	5.000
Standardized Test Statistic	5.300
Asymptotic Sig. (2-sided test)	<.000
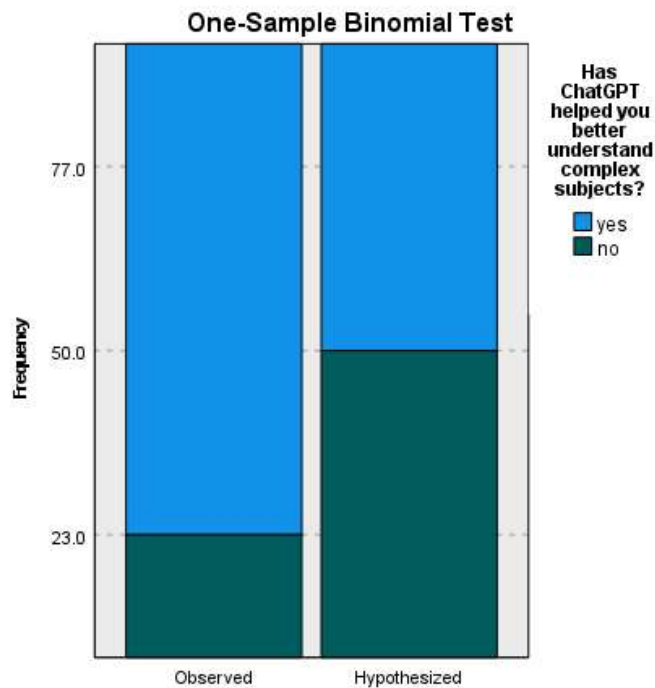
Impact on Grades:

Regarding changes in grades, a majority (80%) reported noticing a positive change in their grades since using ChatGPT, while 20% did not observe any significant change. This indicates that while ChatGPT positively impacts some students' academic performance, it may not universally translate to improved grades for all users.

One-Sample Binomial Test Summary

Total N	100
Test Statistic	80.000
Standard Error	5.000
Standardized Test Statistic	5.900
Asymptotic Sig.(2-sided test)	<.000
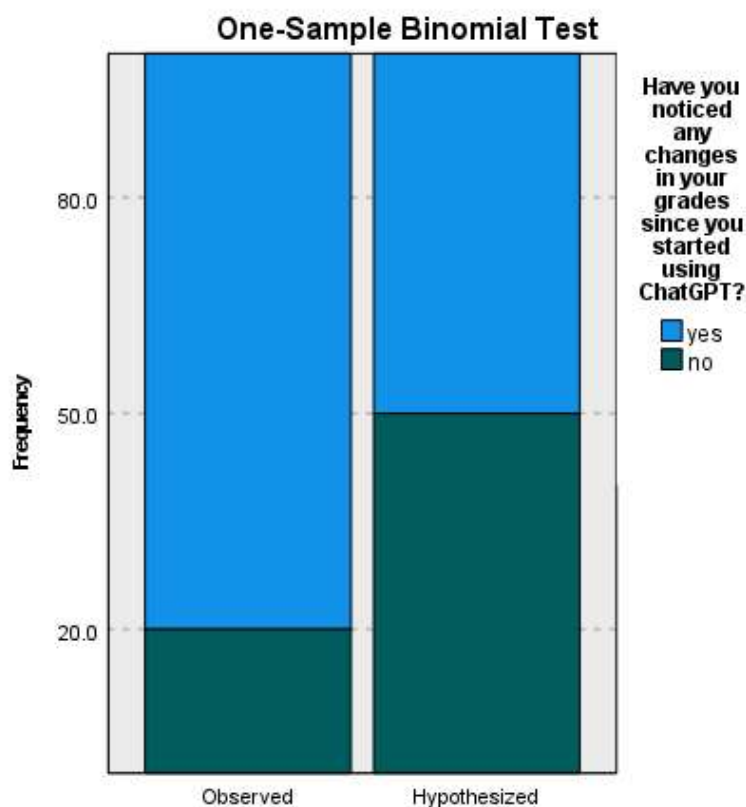
Overall, the data suggests that ChatGPT is a widely used tool among students at different levels of higher education. It is particularly valued for its ability to enhance study efficiency, structure study habits, and aid in understanding complex subjects. However, its impact on study time and academic performance varies among users.

Benefits:
The responses of the students to questions of a qualitative nature point to several important things about the gains in using ChatGPT for their academic work. One of the most common benefits that cropped up has to do with the fact that ChatGPT simplified concepts perceived as complicated, hence becoming more understandable to the users who can further easily digest them. Most students were appreciative of how the tool could dissect difficult concepts into parts that are easier to comprehend, and more often than not, it gave relevant examples that clarified the material. In this manner, making the content simpler not only helps in the comprehension but also in effectiveness of studying, as the student can grab the small concepts and definitions easily without losing much time. Furthermore, ChatGPT has been noticed to escalate academic skills, especially in response writing and strategic thinking. Students reported that it helped in shaping the answer well and that it offered individualized learning support that responds to one's specific academic needs. The help that is so personalized also comes in handy for research purposes: ChatGPT can help in the conduction of a well-structured research proposal and give speedy access to diversified information, thereby streamlining the research process in general. Besides, by enabling a dynamic approach to finding information and motivating a learner towards a deeper study, ChatGPT fosters exploration and curiosity. While the majority of reactions are extremely positive and students note that the tool has a lot of knowledge in it and helps to boost their academic performance, there are those who say that ChatGPT gives basic concepts with no deep detail. However, the consensus is that ChatGPT is a valuable resource within the academic setting that provides enormous support in understanding difficult topics, developing good study habits, and supplying research aid. These insights throw light on the diverse yet generally positive impact that ChatGPT has on students' academic experiences, making it a tool that effectively adds value to their educational journey.

Concerns:
On the other hand, responses to problems and issues with ChatGPT present a mix of experiences, with some repeating the issue of whether the information given by the tool is accurate or reliable. Most students commented that ChatGPT sometimes gives wrong or misleading information; hence, the information needs to be thoroughly checked and cross-checked if it is detailed or complicated. This issue of inaccuracy, however, also has to do with the quality of fact-finding and referencing that a few users complained was not sufficient in several contexts. For example, long or complex questions presented a problem for many respondents, and often ChatGPT repeated the same information after clarification was being called for. This tendency can be quite exasperating if one expects an answer to be more specific or detailed. A few students also commented that sometimes, ChatGPT does not come up with detailed explanations, which makes it less effective for someone in need of more extensive knowledge on a topic. The latter challenge indicated by the users was the technical limitations of the platform, such as logging into the platform, the limited capacity of responding within a short time, and limiting responses by the free version of the tool. Moreover, a few students also expressed their dissatisfaction regarding the absence of graphical presentations, which they felt should be incorporated into the tool to make it more usable. In all other aspects, a majority of the respondents had no major issues using ChatGPT, and their experience was generally positive. Still, the overall concern is about the need for users to be extremely cautious about information presented by ChatGPT and to cross-check and validate the information so as not to stand on information that can turn out to be inaccurate or incomplete. The analysis has further justified much caution and critical usage of AI tools like ChatGPT, especially in academic settings, where reliance on accuracy and comprehensive content takes precedence.

Academic Integrity:
The responses from students reflect that they are quite conscious about the kind of ethical challenges ChatGPT poses for them when used in an academic practice concerned with maintaining integrity. They further appreciated that while ChatGPT can be of fast help to brainstorm some ideas and make concepts clear, it would raise a very big problem regarding authenticity and originality. They feared using too much AI might cause them to plagiarize or submit work not representative of their own level of understanding or effort. Students have, on many occasions, expressed guilt in using ChatGPT, questioning whether this is true engagement with the material or a loophole that could potentially sabotage their growth as a student. This guilt is also often accompanied by a broader concern over the fairness and ethics of using the AI tools, especially when the others might be strictly following the traditional study methods. Therefore, there is always an undertone in their reflections on the potential of blurring lines between receiving help and academic dishonesty. In fact, students lay a lot of emphasis on setting very clear boundaries and guidelines for the ethical use of AI. They called for more direct guidance from educational institutions on using tools like ChatGPT in a way that would not compromise academic integrity. This suggests a more general concern—that if students are given unguided access to AI, they will use it to undermine integrity either through the means of expediency or to quench the spirit of performance. In the very end, though students confessed to some of the benefits the ChatGPT offers, their reflections were more dedicated to a root concern for truth and honesty in their academic work. This implored of them a balanced approach in using the new technologies on one hand and preserving the core values of academic integrity on the other.

Desired Improvements:
Critical feedback on potential improvements and further features for ChatGPT, to align it better with academic needs, stressed a couple of salient points: that its accessibility should be more universal because some users felt that those advanced features in ChatGPT, available in the Plus version, must be accessible universally. Another issue is the clarity of language, with students feeling that in some instances, ChatGPT uses complex or non-understanding words to explain something. This factor was addressed when users recommended enhancement of language simplicity and precision. Quite a good number of them called for more factual accuracy and reliability, indicating that, at times, it gives wrong information and in other times, it has no proper citing and referencing. This has consequently prompted some ideas that the tool should use more original sources and include a list of references to help the user crossverify the information. According to the students' requests, visuals can also be added with the use of diagrams, figures, and pictographs in the descriptions. This would in turn help the student understand better the explanations that would be more wholesome for complex topics. A few users also expressed that ChatGPT must show the current updates and the interlinking of related topics for a more detailed, current explanation. Very useful also would be the integration of external sites and resources that could allow users to verify whether the information presented by ChatGPT is valid or continue reading on the subject. It could also be enhanced through the addition of image and video support for richer content and a more lively learning experience. Generally, users find

ChatGPT to have much potential, though it would be more useful for academics if it were improved on accuracy, accessibility, clarity of language, and addition of more visual and multimedia content. These improvements will make sure ChatGPT effectively reflects the varied needs of students and does so clearly.

Conclusion:

The application of ChatGPT in academic settings has been the source of a great shift in how college students view their studies, therefore proving some opportunities and challenges. AI tools like ChatGPT might be utilized to improve learning efficiency, increase grades, and enhance the understanding of complex subjects. It does, however, raise important questions regarding the changing nature of academic engagement, possible undermining of practices for deep learning, and threats to academic integrity. From a sociological perspective, creativity and innovation have no origins in individual cognition but instead are found totally dependent in social contexts and interactions. The dynamic relationship between social stimuli and human consciousness is of basic importance to creativity; that is, it is intrinsically a social process. In this way, AI like ChatGPT is not able to produce an original academic work. Human creativity could be changed with the social environment, which remains a characteristic of only human beings. With AI tools on the rise, the real emphasis should be on ethics of adoption and continued cultivation of critical thinking, creativity, and deep engagement with academic material. This study dictates the necessity for a balanced view which will recognize the gains from AI yet protect the vitally important human dimensions of academic practice.

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