



Analyzing The Utilisation of ChatGPT for Academic Purpose: Exploring Student Motivations

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ABSTRACT

While praising ChatGPT for its ability to produce complex and human-like text, it was hailed as the best AI chatbot ever released to the public. It was also noted that the output was on par with what a competent student could do, suggesting that teachers would have significant challenges down the road. The purpose of this study was to investigate what drives students to use ChatGPT for schoolwork. This study used a descriptive research approach to describe the opinions of Arts and Science College students in the Coimbatore District. The study used a questionnaire to get data from the students' opinions. In all, 450 people participated in the survey. The academic community frequently turns to ChatGPT for help with homework, studying, and understanding difficult ideas. Yet, it has the potential to reduce the capacity for independent thought. In spite of these problems, ChatGPT encourages students to actively participate in their education by providing them with relevant materials, guidance, and interactive features that spark their curiosity. When implemented properly, ChatGPT have a substantial impact on educational advancement, leads to better outcomes, and keeps students motivated to learn.

Introduction

In November 2022, OpenAI released Chat Generative Pre-Trained Transformer, or ChatGPT for short (Roose, 2022). Utilising supervised and reinforcement learning approaches, it is built around OpenAI's GPT-3 language model family. Quickly after its release, ChatGPT gained praise for its all-encompassing solutions and articulate responses in every field. There are a number of possible applications for ChatGPT, an advanced AI language model. It has become an invaluable tool in many fields due to its ability to give thorough and consistent answers across several domains of knowledge. These fields include academic research, media, and education. In addition, it is a powerful tool for everyday scenarios in academic and educational environments, among many

others, thanks to its application of reinforcement learning and transfer learning protocols. A combination of supervised and reinforcement learning techniques from GPT-3.5 was used to enhance ChatGPT. In supervised learning, this AI technology gives conversational examples; in reinforcement learning, it rates replies; and it makes advanced contributions to human feedback, improving user performance. A number of iterations of Proximal Policy Optimisation (PPO) were performed to refine the reward models that were constructed from ranked answers.

Gameplay, composing and debugging computer programs, making music lyrics, answering exam questions, creating poetry and other lyrical forms, and

simulating human conversation are just a few of the many uses for the versatile ChatGPT software. Unlike its forerunner, InstructGPT, ChatGPT is able to understand computer languages and Internet phenomena, remember previous prompts within a conversation, and is supervised to prevent rude replies. But it has a few drawbacks, such as making people answer incorrectly and not being able to see beyond the year 2021. Algorithmic bias in its training data and a preference for longer responses from human assessors have been demonstrated. There has been a complete ban on political speech since December 2022, however studies show a left-libertarian bias that leans towards environmental protection.

Artists, authors, and programmers all find ChatGPT to be an indispensable tool due to its ability to compose computer programs, music, poetry, and other creative works. Also, it's useful for students and researchers because it can answer test questions and give information on many other topics. In addition, it is a unique tool for personalised therapy and counselling because it can remember previous ideas within a conversation. Despite these various challenges, ChatGPT and other advanced AI language models have a lot of potential benefits. With the advancement of technology, ChatGPT and similar models are expected to play an ever-growing role in fields such as education, healthcare, and the arts. Thus, researchers, programmers, and politicians all need to work together to address these systems' limitations while making the most of their many benefits for the sake of people and the planet. With its many features, ChatGPT attracted a lot of attention when it first came out, and people had mixed feelings about it. Various individuals from various fields shared their unique viewpoints on the chatbot, including journalism, academics, programming, and business.

The ability of ChatGPT to produce complex and human-like text was praised by Roose (2022), who described it as the best AI chatbot ever released to the public. It was also noted that the output was on par with what a competent student could do, suggesting that teachers would have significant challenges down the road. The Atlantic Magazine's Breakthroughs of the Year for 2022 featured ChatGPT as part of the generative-AI eruption. The magazine asserted that ChatGPT might have major influences on our work, mental processes, and understanding of human creativity. The tendency of ChatGPT to produce hallucinatory responses has been a source of concern. A stochastic parrot was the comparison made to ChatGPT. Because of the factually dubious answers generated by ChatGPT, the question and answer platform Stack Overflow banned its use, and

the International Conference on Machine Learning followed suit, banning the undocumented use of ChatGPT and other big language models in submitted manuscripts. Following ChatGPT's introduction the Guardian news organisation called for government oversight of artificial intelligence and investigated the credibility of internet content.

Review of Literature

Using surveys to probe its goals, Jishnu, D. (2023) investigates how students interact with ChatGpt, an artificial intelligence language model. The findings reveal that students mostly use ChatGpt for educational objectives, as well as for novelty, convenience, and information retrieval. This research has the potential to enhance our understanding of how humans interact with media by guiding the creation of more effective AI communication tools that are customised to meet the needs of students. A survey conducted by Lee, S. K. (2025) examined the perspectives and evaluations of college students who utilised ChatGPT for academic purposes. Using ChatGPT for active involvement and as a research guide significantly predicted actual use levels, according to the results. Still, I felt more comfortable with the technology when I used the study guides and had fun with them. Although some students were impressed by ChatGPT's features, others cited worries about its reliability and limitations. The results have relevance to the notion of satisfactions and uses. Farhi, F. (2023) delves into the usage of ChatGPT and other AI-driven language models among UAE students, illuminating their viewpoints, concerns, and perceived ethical considerations. According to the results obtained from 388 students, ChatGPT is not only a game-changing technology, but it also has major consequences for students' honesty in the classroom. According to the research, educators and lawmakers may find a middle ground when it comes to using AI in the classroom, encouraging children to think critically, creatively, and honestly while yet maintaining high ethical standards.

Rejeb, A. (2024) uses web mining and NLP to investigate how people see the educational effects of ChatGPT. In addition to fostering interactive learning, it discovered that ChatGPT enhances students' writing skills. But it also brings up moral questions around academic dishonesty, cheating, and plagiarism. Institutions should form guidelines for the use of AI in education, according to the report. Implications for implementing ChatGPT in educational settings are offered by the results, both theoretically and practically. Sumathi, S. (2024) investigates ChatGPT's utilisation among college students by looking at patterns of use, perceived advantages, and domains of application. The results

demonstrate enhanced educational opportunities, homework help, and psychological well-being services. We identify the challenges that students have and offer ways to help them make the most of ChatGPT. In 2023, the authors were von Garrel and Mayer. Nearly two-thirds of German students surveyed utilise AI-based technology for schoolwork, with more than half citing ChatGPT or GPT-4 as a tool they use. The majority of students who use these technologies are majoring in engineering, mathematics, or the natural sciences. Students utilise AI-based technology in various ways, as demonstrated by the study. One common usage is to solve comprehension problems and understand subject-specific concepts better.

Muñoz (2023) examined the impact of ChatGPT on student engagement and motivation, focusing on the perspectives of both teachers and learners. There was a significant relationship between students' listening skills and their interest in learning, according to a poll of 350 students and teachers. The motivation and engagement were greatly affected by ChatGPT, and the listening skills and interest in learning were affected by the experienced instructors. If lawmakers are serious about helping students learn, they should push for its use in the classroom, according to the report. According to **Ravšelj, D (2025)**, 23218 students hailing from 109 different countries utilised ChatGPT for various purposes, including idea generation, text summarisation, research article writing, and even professional writing. While students found ChatGPT useful for clarifying difficult concepts, they found it less dependable when it came to imparting new information. They were in agreement that AI legislation was necessary and thought it would improve digital communication, content creation skills, and AI literacy. Interpersonal skills, decision-making, numeracy, fluency in one's native language, and critical thinking were less helped. This study's results should be considered by administrators and teachers alike as they craft new curricula and pedagogical approaches.

Data Analysis and interpretation

Table no: 1 Utilization of ChatGPT in the Academic Purpose

Sl. No	Factor	Always	Often	Sometimes	Rarely	Never	Total		
1	Writing my assignments.	150	61	124	78	37	450	2.54	1.326
		33.3	13.6	27.6	17.3	8.2	100		
2	Preparing my seminar presentation.	75	60	98	98	119	450	3.28	1.415
		16.7	13.3	21.8	21.8	26.4	100		
3	Writing research papers.	149	60	148	72	21	450	2.46	1.23
		33.1	13.3	32.9	16	4.7	100		

Investigating how students' motivation to learn is affected by ChatGPT is the focus of **Siregar, F. H. (2023)**. According to a poll of 500 teenagers from Medan, Indonesia, younger students used ChatGPT more frequently and male students used it more frequently than female students. Results reveal that ChatGPT has a favourable effect on students' motivation to learn, with younger students and male students using it more frequently and at greater rates, respectively. **Shoufan (2023)** reports that research carried out among senior students at a computer engineering institution revealed that the students had a positive perception of ChatGPT because of its ease of use, human-like interface, and practical features. On the other hand, they think that ChatGPT can't do its job well without additional background information. Students should be aware of ChatGPT's limits, according to the study, even though it is capable and useful for instructional reasons. While developers work to improve the accuracy of their models, educators should instruct students in effective prompting tactics and assess the quality of student-generated responses. Findings from the study help direct future research and development of ChatGPT by highlighting its advantages and disadvantages in educational settings.

Objectives:

The study aimed to explore the motivational factors of the students to utilise the ChatGPT for the academic purpose.

Methodology:

Descriptive research design adopted this study which describes the opinion of students in Coimbatore District who studied in Arts and Science College. To collect the opinion from the students, the study adopted questionnaire method to collect the data. The study collected 450 responses. The collected responses analyzed with SPSS and presented in the tables.

		84	83	217	30	36	450	2.67	1.1
4	Writing a thesis/dissertation/project.	18.7	18.4	48.2	6.7	8	100		
5	To prepare my daily study notes.	106	79	196	55	14	450	2.54	1.074
		23.6	17.6	43.6	12.2	3.1	100		
6	To write a summary of some topic	80	85	146	74	65	450	2.91	1.28
		17.8	18.9	32.4	16.4	14.4	100		
7	To get Information about a topic.	201	118	58	48	25	450	2.06	1.225
		44.7	26.2	12.9	10.7	5.6	100		
8	To gather Information for personal and academic growth.	73	232	96	41	8	450	2.29	0.905
		16.2	51.6	21.3	9.1	1.8	100		
9	To validate or verify the Information.	174	165	58	28	25	450	2.03	1.125
		38.7	36.7	12.9	6.2	5.6	100		
10	To get extra Information related to the course.	100	196	125	26	3	450	2.19	0.87
		22.2	43.6	27.8	5.8	0.7	100		
11	To gather Information on planning and decision -making.	187	38	116	51	58	450	2.46	1.444
		41.6	8.4	25.8	11.3	12.9	100		
12	To gain insights about various topics.	72	80	203	57	38	450	2.8	1.115
		16	17.8	45.1	12.7	8.4	100		
13	For exam preparation.	104	72	186	67	21	450	2.62	1.131
		23.1	16	41.3	14.9	4.7	100		
14	I utilize ChatGPT because it is new.	31	64	69	154	132	450	3.65	1.231
		6.9	14.2	15.3	34.2	29.3	100		
15	I utilize ChatGPT because it is innovative.	212	45	124	42	27	450	2.17	1.278
		47.1	10	27.6	9.3	6	100		
16	I utilize ChatGPT as it is unusual.	134	89	150	40	37	450	2.46	1.232
		29.8	19.8	33.3	8.9	8.2	100		
17	I utilize ChatGPT because of the initial social hype.	127	90	159	54	20	450	2.44	1.149
		28.2	20	35.3	12	4.4	100		
18	I want to explore a recent trend.	194	98	76	60	22	450	2.15	1.247
		43.1	21.8	16.9	13.3	4.9	100		
19	I like to explore new possibilities for AI.	130	121	96	52	51	450	2.5	1.32
		28.9	26.9	21.3	11.6	11.3	100		
20	It saves a lot of time.	53	77	73	112	135	450	3.44	1.378
		11.8	17.1	16.2	24.9	30	100		
21	I utilize ChatGPT as it is accessible anywhere.	104	83	123	76	64	450	2.81	1.347
		23.1	18.4	27.3	16.9	14.2	100		
22	It is available 24*7.	88	53	122	82	105	450	3.14	1.414
		19.6	11.8	27.1	18.2	23.3	100		
23	It is user-friendly.	227	63	107	39	14	450	2	1.171
		50.4	14	23.8	8.7	3.1	100		
24	It reduces human effort.	78	81	193	71	27	450	2.75	1.101

It was observed that 33.3% of students consistently used ChatGPT, while 13.6% often employed it for completing their tasks. Approximately 27.6% of the students sometimes used ChatGPT for composing their tasks. 17.3% of students seldom used ChatGPT, while 8.2% never employed ChatGPT for their assignment writing. It was observed that 16.7% of students consistently used ChatGPT, whereas 13.3% often employed it for preparing their seminar presentations. Approximately 21.8% of students sometimes using ChatGPT for the preparation

of their seminar presentations. 21.8% of students infrequently used ChatGPT, while 26.4% never employed it for preparing their seminar presentations. It was observed that 33.1% of pupils consistently used ChatGPT, whereas 13.3% often employed it for composing their research articles. Approximately 32.9% of students sometimes used ChatGPT for composing their research papers. 16% of the pupils seldom used ChatGPT, whereas 4.7% never utilized it for composing their research articles. It was observed that 18.7% of

students consistently used ChatGPT, while 18.4% of respondents often employed ChatGPT for writing their thesis, dissertation, or project. Approximately 48.2% of the students sometimes used ChatGPT for writing their thesis, dissertation, or project. 6.7% of the students seldom used ChatGPT, while 8% of the respondents never employed ChatGPT for writing their thesis, dissertation, or project.

It was observed that 23.6% of respondents consistently used ChatGPT, while 17.6% often employed it for the preparation of their daily study notes. Approximately 43.6% of respondents sometimes using ChatGPT to prepare their daily study notes. 12.2% of respondents seldom used ChatGPT, while 3.1% never employed ChatGPT for the preparation of their daily study notes. It was observed that 17.8% of respondents consistently used ChatGPT, whereas 18.9% often employed it for summarizing various themes. Approximately 32.4% of respondents sometimes used ChatGPT to summarize certain subjects. 16.4% of respondents seldom used ChatGPT, while 14.4% never employed it for summarizing certain subjects. It was observed that 44.7% of students consistently used ChatGPT, whereas 26.2% often employed it to get knowledge on a subject. Approximately 12.9% of students sometimes used ChatGPT to get knowledge on a subject. 10.7% of students seldom used ChatGPT, while 5.6% never employed ChatGPT to get knowledge on a subject. It was observed that 16.2% of students consistently used ChatGPT, while 51.6% often employed it for the acquisition of information pertinent to personal and academic development. Approximately 21.3% of the students sometimes used ChatGPT to get information for personal and academic development. 9.1% of students seldom used ChatGPT, while 1.8% never employed it for acquiring information for personal and academic development.

It was observed that 38.7% of the students consistently used ChatGPT, whereas 36.7% often employed it to authenticate or check information. Approximately 12.9% of the students sometimes used ChatGPT to authenticate or corroborate information. 6.2% of students seldom used ChatGPT, while 5.6% never employed it to authenticate or verify information. It was observed that 22.2% of students consistently used ChatGPT, while 43.6% often employed it to get more information pertinent to the course. Approximately 27.8% of the students sometimes used ChatGPT to get supplementary information pertinent to the course. 5.8% of the students seldom used ChatGPT, whereas fewer than one percent never employed ChatGPT for supplementary course-related information. It was

observed that 41.6% of students consistently used ChatGPT, whereas 8.4% often employed it for information gathering related to planning and decision-making. Approximately 25.8% of the students sometimes used ChatGPT for information collecting related to planning and decision-making. 11.3% of the students seldom used ChatGPT, while 12.9% never employed ChatGPT for information collecting related to planning and decision-making.

It was observed that 16% of the students consistently used ChatGPT, while 17.8% often employed it to get insights on different subjects. Approximately 45.1% of the students sometimes used ChatGPT to get insights on diverse subjects. 12.7% of the pupils infrequently used ChatGPT, while 8.4% never employed it to get insights on numerous issues. It was observed that 23.1% of students consistently used ChatGPT, while 16% often employed it for test preparation. Approximately 41.3% of the students sometimes using ChatGPT for test preparation. 14.9% of students infrequently used ChatGPT, while 4.7% never employed it for test preparation. It was observed that 6.9% of students consistently used ChatGPT, whereas 14.2% often employed it due to its novelty. Approximately 15.3% of the students sometimes used ChatGPT due to its novelty. 34.2% of students seldom used ChatGPT, while 29.3% never utilized it due to its novelty. It was observed that 47.1% of students consistently used ChatGPT, whereas 10% often employed it due to its unique nature. Approximately 27.6% of the students sometimes used ChatGPT due to its creative nature. 9.3% of students seldom used ChatGPT, while 6% never utilized it due to its creative nature.

It was observed that 29.8% of the students consistently used ChatGPT, whereas 19.8% often employed the tool, which is atypical. Approximately 33.3% of the students sometimes used ChatGPT, since it is atypical. 8.9% of students seldom used ChatGPT, while 8.2% never utilized it, since it is considered atypical. It was observed that 28.2% of students consistently used ChatGPT, whereas 20% often engaged with it due to the first social boom. Approximately 35.3% of the pupils sometimes used ChatGPT due to the initial social enthusiasm. 12% of the students seldom used ChatGPT, while 4.4% never engaged with it due to the initial social excitement. It was observed that 43.1% of pupils consistently used ChatGPT, whereas 21.8% often employed it to investigate a contemporary trend. Approximately 16.9% of the students sometimes used ChatGPT to investigate a contemporary trend. 13.3% of students seldom used ChatGPT, while 4.9% never utilized it, as they preferred to

investigate a contemporary trend.

It was observed that 28.9% of students consistently used ChatGPT, while 26.9% often employed it, motivated by their interest in exploring new AI capabilities. Approximately 21.3% of students sometimes used ChatGPT due to their interest in exploring new AI potential. 11.6% of the students seldom used ChatGPT, while 11.3% never engaged with it, since they preferred to explore new possibilities in AI.

It was observed that 11.8% of students consistently used ChatGPT, while 17.1% often employed it due to its significant time-saving benefits. Approximately 16.2% of the students sometimes used ChatGPT due to its significant time-saving benefits. 24.9% of the students seldom used ChatGPT, while 30% never employed it, citing significant time savings. It was observed that 23.1% of students consistently used ChatGPT, whereas 18.4% often employed it due to its ubiquitous accessibility. Approximately 27.3% of the students sometimes used ChatGPT due to its ubiquitous accessibility. 16.9% of students seldom used ChatGPT, while 14.2% never utilized it, despite its accessibility anywhere. It was observed that 19.6% of students consistently used ChatGPT, while 11.8% often employed it due to its 24/7 availability. Approximately 27.1% of the students sometimes used ChatGPT due of its 24/7 availability. 18.2% of students seldom used ChatGPT, while 23.3% never utilized it, despite its 24/7 availability. It was observed that 50.4% of students consistently used ChatGPT, whereas 14% often employed it due to its user-friendly nature. Approximately 23.8% of the pupils sometimes used ChatGPT due of its user-friendly nature. 8.7% of students seldom used ChatGPT, while 3.1% never utilized it due to its user-friendliness. It was observed that 17.3% of students consistently used ChatGPT, while 18% often employed it due to its capacity to minimize human effort. Approximately 42.9% of the pupils sometimes used ChatGPT due to its capacity to diminish human effort. 15.8% of students seldom used ChatGPT, while 6% never employed it due to its reduction of human effort.

Results and Discussion

The study reveals that 33.3% of students consistently use ChatGPT for various tasks, while 13.6% use it for completing tasks. Similarly, 27.6% use it for composing tasks, while 17.3% seldom use it. 16.7% use it for preparing seminar presentations, while 21.8% use it for research papers. 18.7% use it for writing thesis, dissertation, or project, while 48.2% use it for study notes. 17.8% use it for summarizing themes, while 16.4% use it for summarizing certain subjects. 44.7% use it for acquiring knowledge on a subject, while 12.9% use it for

personal and academic development. 38.7% use it to authenticate or check information, while 36.7% use it to authenticate or corroborate information. 22.2% use it to get more information pertinent to the course, while 27.8% use it for supplementary information. 41.6% use it for information gathering related to planning and decision-making, while 45.1% use it for insights on diverse subjects. 12.7% use it infrequently, while 8.4% never use it for information gathering.

The study reveals that 23.1% of students consistently use ChatGPT for test preparation, while 16% use it for test preparation. The majority of students use ChatGPT for novelty, creativity, and exploring contemporary trends. The tool's unique nature is also a significant factor, with 47.1% of students using it. The tool's atypical nature is also a significant factor, with 29.8% of students using it. The first social boom and subsequent social enthusiasm are the primary reasons for using ChatGPT. The majority of students use ChatGPT to investigate contemporary trends, with 21.3% exploring new AI capabilities. The tool's time-saving benefits are also a significant factor, with 17.1% using it for time-saving. Its ubiquitous accessibility is another significant factor, with 17.1% using it for accessibility. ChatGPT's 24/7 availability is another important factor, with 19.6% of students using it. The tool's user-friendliness is another significant factor, with 23.8% using it for its user-friendliness. The tool's ability to minimize human effort is another significant factor, with 42.9% using it for reducing human effort.

Conclusion

ChatGPT, a virtual instructor, offers benefits like improved language proficiency and writing support, but also poses risks like plagiarism and reliance on the program. It aids students in writing prompts, translations, and idea generation, but its ethical implications need to be understood. ChatGPT is commonly used for academic purposes, assisting with academic pursuits, test preparation, and elucidating complex concepts. However, it can diminish autonomous reasoning abilities. Despite these challenges, ChatGPT fosters student curiosity and engagement, supporting their educational journey through practical resources, assistance, and interactive functionalities. When used successfully, ChatGPT significantly contributes to advancing educational progress and achieving improved outcomes, sustaining students' drive to learn.

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