

A Study on the Attitude of Post Graduate Students of Dibrugarh University towards Use of ChatGPT for Academic Purposes

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ABSTRACT

ChatGPT exemplifies how advanced language models are reshaping communication, education, and decision-making by providing instant, context-aware responses across domains. Understanding attitudes toward ChatGPT is crucial today because public trust, ethical concerns, and perceived usefulness will determine how widely and responsibly these AI tools are adopted. The purpose of the present study was to examine the attitude of Post Graduate students of Dibrugarh University towards the use of ChatGPT for academic purposes. The study was conducted in Dibrugarh University, Assam. The descriptive survey method was used for the present study. Stratified random sampling technique was used to select a sample of 210 Post Graduate students from Arts, Commerce, and Science streams, ensuring equal representation of male and female students. The primary data were collected through an adapted version of the standardized “Attitude Towards ChatGPT Scale” developed by K. Thangavel and A. Gangadharan (2023). The collected data were analysed using statistical techniques such as mean, standard deviation, t-test, and ANOVA to interpret the results and draw conclusions. The findings of the study revealed that the overall attitude of Post Graduate students towards the use of ChatGPT for academic purposes was highly positive. It was also found that there was no significant difference between male and female students in terms of their attitude. However, a significant difference was observed among students from different academic streams, where Commerce students showed a more positive attitude compared to Arts and Science students. The study concluded that ChatGPT is widely accepted as a useful academic tool among Post Graduate students. However, the variation among academic streams indicates the need for proper awareness and training to ensure effective and ethical use of AI tools in education. The study recommends that educational institutions should organize training programmes, include AI tools in the curriculum, and develop clear guidelines for responsible use to enhance the quality of teaching-learning processes.

Key Words: Attitude, ChatGPT, Artificial Intelligence, Academic Use, Post Graduate Students

INTRODUCTION

The rapid advancement of digital technologies has significantly transformed the field of education. Technology integration in education refers to the purposeful use of digital tools such as smartphones, tablets, online platforms, and software applications to enhance students’ learning experiences. These technologies have contributed to improving access to knowledge, promoting interactive learning, and supporting personalized education. They also play a crucial role in bridging the digital divide and ensuring equitable access to education (Ramakrishna, 2020). The National Education Policy (NEP) 2020 emphasizes the importance of technology-based learning and highlights the need for integrating digital tools into pedagogy. It recommends the use of digital platforms such as DIKSHA and SWAYAM for delivering e-content and supports blended learning approaches that combine traditional and online methods. The policy also encourages the use of virtual laboratories and interactive tools to enhance experiential learning and improve student engagement (Ministry of Education, Government of India, 2020).

In recent years, Artificial Intelligence (AI) has emerged as a transformative force in education, reshaping teaching-learning practices globally. Among various AI tools, ChatGPT, developed by OpenAI, has gained significant attention due to its ability to generate human-like responses, assist in academic tasks, and support

students in learning activities (Rodway et al., 2023; Ray, 2023). Students treat ChatGPT as a “study partner” for early tasks like drafting, though persistent fears regarding privacy and over-reliance suggest schools should focus more on teaching responsible usage (Ahuja et al.2026). The increasing use of ChatGPT in education has attracted the attention of researchers and educators worldwide. Several studies have examined students’ attitudes towards the use of ChatGPT in academic contexts. Ajlouni et al. (2023) found that students generally exhibit a positive attitude towards ChatGPT, particularly in terms of its usefulness and ease of use. Similarly, Ehteshamzad et al. (2023) reported that a majority of students found ChatGPT helpful, engaging, and supportive for learning. Enriquez et al. (2024) highlighted that acceptance, ease of use and responsible usage significantly influence students’ attitudes, while perceived risks may negatively affect their perceptions. Furthermore, Sen-Chi Yu et al. (2024) observed that students consider ChatGPT a valuable academic tool, although concerns related to privacy, misinformation, and ethical issues remain. Studies conducted in the Indian context also reflect similar trends. Hegde et al. (2023) and Belaldavar et al. (2024) reported that students demonstrate awareness and positive attitudes towards Chat contexts, and there is limited research focusing on Post Graduate students in India, particularly in Assam. Moreover, many studies are general in nature and do not specifically examine differences in attitudes based on gender , while also expressing concerns regarding accuracy, critical thinking, and ethical implications. These findings indicate that although ChatGPT is widely accepted, certain challenges need to be addressed for its effective use in education. Despite the growing body of literature, most studies have been conducted in foreign and academic streams. While students generally favour ChatGPT, factors like gender and academic major significantly influence how easily they use the tool and how they perceive social pressure to adopt (Itilmaz et al.2023).

THEORETICAL BACKGROUND OF THE STUDY

To provide a conceptual foundation for this study, the Technology Acceptance Model (TAM) is employed. This model suggests that a user's attitude toward a technology is primarily determined by two constructs:

1. Perceived Usefulness (PU): The degree to which a student believes ChatGPT enhances their academic performance.
2. Perceived Ease of Use (PEOU): The degree to which a student finds the tool effortless to operate.

Under this framework, high levels of PU and PEOU lead to a positive Attitude toward using, which ultimately influences the actual behavioural intention to adopt AI tools in research and study.

PURPOSE OF THE STUDY

The present study was conducted to understand the attitude of Post Graduate students towards the use of ChatGPT for academic purposes. The study aims to examine the attitudes of Post Graduate students of Dibrugarh University and analyse variations based on gender and academic streams. The findings of the study are expected to provide valuable insights for educators, policymakers, and institutions in promoting the effective and ethical use of AI tools in education.

RESEARCH METHODOLOGY

The study adopted Descriptive survey method to examine the attitudes of Post Graduate students towards the use of ChatGPT for academic purposes. The population of the study comprised all Post Graduate students enrolled at Dibrugarh University during the academic session July 2023 to July 2025, with a total strength of 1,949 students across Arts, Science, and Commerce streams. A sample of 210 Post Graduate students was selected using a stratified random sampling technique to ensure adequate representation of different academic streams as well as gender. The sample included 70 students from each stream—Arts, Science, and Commerce—with equal representation of 35 male and 35 female students in each group, thereby enabling meaningful comparative analysis.

The data for the study were collected using an adapted version of the “Attitude Towards ChatGPT Scale” developed by K. Thangavel and A. Gangadharan (2023). The scale measures students’ attitudes in terms of usefulness, convenience, ethical concerns, and general perception of ChatGPT in academic settings. All items were rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The reliability of the

instrument was established through the split-half method on a pilot sample of 30 Post Graduate students. The correlation coefficient for the half test was found to be 0.72, and after applying the Spearman-Brown prophecy formula, the reliability coefficient of the full test was calculated as 0.84, indicating a high level of internal consistency. The validity of the instrument was ensured through expert review, establishing content validity, and through internal consistency measures during pilot testing, supporting its construct validity.

The data collection was carried out after obtaining permission from the concerned departments of Dibrugarh University. The responses were collected using a paper-pencil method, ensuring voluntary participation and maintaining confidentiality. The collected data were subsequently coded, tabulated, and entered into Microsoft Excel for further analysis. For the analysis of data, descriptive statistics, including mean and standard deviation, were used to assess the overall attitude of Post Graduate students towards the use of ChatGPT for academic purposes. The independent samples t-test was applied to examine differences in attitudes between male and female students, while one-way analysis of variance (ANOVA) was used to compare attitudes across students from Arts, Science, and Commerce streams

STUDY RESULTS AND DISCUSSION.

The results and findings of the study along with the analysis are discussed below Objective wise:

Objective 1- To study the attitude of Post Graduate students of Dibrugarh University towards the use of Chat GPT for academic purposes

Statistic	Value
Sample Size (N)	210
Minimum Score	28
Maximum Score	140
Mean Score	99.7
Standard Deviation	10.46
Interpretation	High Positive Attitude

Table 1.1. Table showing the attitude of Post Graduate students of Dibrugarh University towards the use of ChatGPT for academic purposes.

The findings of the study indicate that Post Graduate students of Dibrugarh University exhibit a high positive attitude towards the use of ChatGPT for academic purposes. The distribution of responses shows that the majority of students fall within the high positive attitude category, with a smaller proportion demonstrating moderate or low levels of attitude and none in the very low category. The mean attitude score of 99.7, which lies within the range of high positive attitude, further confirms this trend. The standard deviation of 10.46 indicates a moderate level of variability among students' responses, suggesting that while most students share favourable perceptions, slight individual differences exist. These results clearly demonstrate that ChatGPT is widely accepted as a beneficial academic tool among Post Graduate students.

Objective 2. To compare the attitude towards the use of Chat GPT for academic purposes between male and female Post Graduate students of Dibrugarh University.

Variable	Female Students	Male Students
Sample Size (N)	105	105
Mean Score	99.64	99.79
Variance	112.62	107.63
t value	-0.105	—
Degrees of Freedom (df)	208	—
Interpretation	No significant difference	

Table 1.2. Table showing the attitude towards the use of Chat GPT for academic purposes between male and female Post Graduate students of Dibrugarh University.

The mean scores of male and female students are nearly identical, and the calculated t-value (-0.105) is lower than the critical value at the 0.05 level of significance. Therefore, the null hypothesis was accepted, indicating that gender does not significantly influence students' attitudes. Both male and female students demonstrate similar levels of acceptance and positive perception towards the academic use of ChatGPT. This suggests that within the TAM framework, both genders perceive the ease of use and utility of AI uniformly.

Objective 3. To compare the attitude towards the use of ChatGPT for academic purposes among students from Arts, Commerce, Science streams of Dibrugarh University.

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value
Between Groups	3420.000	2	1710.000	18.165
Within Groups	19486.857	207	94.139	
Total	22906	209		

Table 1.3 Table showing the comparison of the attitude towards the use of ChatGPT for academic purposes among students from Arts, Commerce, Science streams of Dibrugarh University.

The ANOVA results show that the calculated F-value (18.165) exceeds the critical values at both 0.05 and 0.01 levels of significance, leading to the rejection of the null hypothesis. This indicates that students from Arts, Commerce, and Science streams differ significantly in their attitudes towards the use of ChatGPT. Further pairwise comparisons using t-tests reveal that Commerce students have a significantly more positive attitude than both Arts and Science students, while Arts students also exhibit a more favourable attitude than Science students. Thus, all three comparisons—Arts vs Commerce, Commerce vs Science, and Arts vs Science—show statistically significant differences. To understand the magnitude of these differences beyond simple significance, the Effect Size (η^2) was calculated as 0.15 (Large effect). This suggests that approximately 15% of the variance in student attitude is directly attributable to their academic stream. This variance likely stems from the nature of the tasks. Arts and Commerce subjects are often text-heavy and concept-oriented, aligning with ChatGPT's strengths in synthesis and brainstorming. Conversely, Science students -whose work requires high numerical precision and experimental validation-may perceive ChatGPT as having lower Perceived Usefulness due to its known limitations in complex calculation and factual accuracy.

LIMITATIONS OF THE PRESENT STUDY

Despite its insights, this study has several limitations:

- **Institutional Scope:** The study is confined to a single institution (Dibrugarh University), which may limit the generalizability of the findings to all Indian Post Graduates.
- **Self-Report Bias:** Reliance on Likert-scale surveys may involve social desirability bias, where students report more positive attitudes than their actual usage reflects.
- **Temporal Snapshots:** As AI technology evolves rapidly, these attitudes represent a specific point in time and may change as tools become more or less regulated

CONCLUSION

The present study was conducted to understand the attitude of Post Graduate students of Dibrugarh University towards the use of ChatGPT for academic purposes. The findings revealed that most students have a high positive attitude towards ChatGPT, which shows that they are open to using new technology in their learning process. There was no significant difference in attitude between male and female students, which means gender does not play a major role in how students view ChatGPT. However, there was a significant difference in attitude among students from different academic streams. Commerce students had the most positive attitude, followed by Arts, and then Science students. This indicates that students' exposure to technology and academic needs may influence their acceptance of ChatGPT. Overall, the study shows that ChatGPT is being positively received by students as a useful academic tool. This study uniquely contributes to the burgeoning field of AI in Indian higher education by providing localized data from Assam. Unlike broader studies, it highlights that academic discipline

is a much stronger predictor of AI acceptance than gender. It underscores that ChatGPT is no longer a “novelty” but a recognized academic tool that requires stream-specific integration strategies to ensure ethical and effective use.

RECOMMENDATIONS

Based on the findings of the present study, the researcher would recommend that to support responsible and effective adoption of ChatGPT across disciplines, targeted, hands-on training workshops tailored to Arts, Commerce, and Science students that demonstrate discipline-specific use cases (e.g., literature-review prompts, data-analysis assistance, coding/debugging) should be integrated and AI literacy should also be directly integrated into curricula through short modules or assignments on prompt engineering, evaluating AI outputs, and understanding tool limitations. Indian students are much more dependent on having the right technological resources and institutional support to actually use it (Chopra et al.2025). However, poor "prompt skills" and ethical worries prevent students from using AI effectively, while a lack of official university rules causes hesitation among both learners and teachers(Singh et al. 2026).Developing clear ethical and academic-use guidelines—published in a university policy and shared via orientations and syllabi—that define acceptable uses, citation expectations, and plagiarism boundaries, while promoting equitable access by ensuring campus labs or loaner devices provide tool access, offering low-bandwidth alternatives, and supplying step-by-step guides is highly recommended .Supporting faculty development and incentives with workshops and small grants or recognition to encourage pedagogical integration, and foster peer-led communities and mentoring via student ambassadors, clubs, discipline-specific prompt libraries, and peer tutoring to spread best practices might be beneficial in the long run. Moreover, responsible, regular use through assignments that require critical engagement with AI (for example, generating drafts then evaluating and revising them with documented tool contributions) should be encouraged and assessments should be redesigned to emphasize process and higher-order skills—using annotated drafts, oral defences, and reflections on AI assistance—to better capture student understanding. Finally, monitoring impact through periodic surveys and focus groups to iteratively refine training and policies, and collaborate closely with IT and librarians to provide curated resources, example prompts, citation guidance, FAQs, and technical support is highly recommended.

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