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PERCEPTIONS AND ATTITUDES TOWARD CHATGPT IN ACADEMIC WRITING: A STUDY OF SAUDI LANGUAGE AND LINGUISTICS STUDENTS

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ABSTRACT

This study aims to explore and understand the attitudes and perceptions of language and linguistic students regarding the use of ChatGPT in academic writing. Semi-structured interviews were conducted with a sample of 16 people from the Language and Linguistics department, including undergraduates, graduates, and Ph.D. candidates. The research examines demographic variables, including age, gender, academic program, and length of study, to provide a more comprehensive picture of the subjects. Results show a fair distribution of genders, a wide age range of participants (19–40 years), and a concentration of participation in the field of language and linguistics. Most respondents (68.8%) reflect students' engagement in academic writing. The study examined how people perceived technology's ease of use and comfort. The results showed that people were generally satisfied with ChatGPT's ease of use (mean = 6.19) and had a moderate degree of comfort (mean = 6.44). Factors influencing attitudes toward ChatGPT involve ease of use, fear of failure, laziness, desire for easy understanding, and the provision of furnished writing. The study also reveals varying intentions among participants regarding the future use of ChatGPT, with 50% expressing a strong intention to use it. External factors influencing the decision to use or not use ChatGPT explored ease of use, laziness, lack of interest in academic writing, the threat of AI detection, and university restrictions. These external factors provide context for understanding the dynamics shaping participants' decisions. The results offer significant perspectives for academics, investigators, and programmers seeking to comprehend and improve the incorporation of artificial intelligence instruments in learning environments.

KEYWORDS: Academic Writing, Artificial Intelligence, Attitudes, ChatGPT, Perceptions.

1. INTRODUCTION

1.1. Artificial Intelligence

The world's educational practices have changed dramatically over the past ten years, mostly as a result of technological breakthroughs (Alam 2021). This period has witnessed a substantial shift in how education is delivered, facilitated, and experienced (Lee, Suh et al. 2019). The integration of innovative technological solutions has not only revolutionized traditional teaching methods but also introduced new possibilities and opportunities for both educators and learners. As a result, the educational sector has undergone a remarkable evolution, adapting to the digital era and leveraging technological breakthroughs to enhance the overall quality, accessibility, and effectiveness of educational processes on a global scale (Qureshi, Khan et al. 2021).

Certainly, among all these technologies, artificial intelligence (AI) has the greatest impact. Machine learning has recently advanced and expanded, resulting in the creation of complex digital content like Generative artificial intelligence (GAI) that provides support to students and improves their writing skills (Farrelly and Baker, 2023). GAI is a machine learning framework used in an unsupervised or partially supervised manner (Hu, Li et al. 2021).

1.2. Chat GPT

In the last few months, the discussion of GPT models heated the conversation after the launch of OpenAI ChatGPT, a technology that is frequently addressed as a game-changer. GPT technology analyzes and generates human-like prose by utilizing a vast amount of publicly available digital content. It also demonstrates creativity in crafting texts that are convincingly written on a variety of topics. It is intended to produce human-like, realistic dialogues in response to user input (Haleem, Javaid et al. 2022). ChatGPT employs advanced dialogue management techniques along with a transformer network that is built on GPT-3, the biggest unsupervised language model yet developed (Roumeliotis and Tselikas, 2023). Consequently, compared to conventional rule-based or keyword-matching chatbots, this enables the production of more complicated and natural-sounding dialogues. ChatGPT is appropriate for a variety of applications, including virtual assistants and customer support bots (Hadi, Qureshi et al., 2023).

Students have been amazed by the AI-powered bot's capacity to converse fluently and intelligently in response to user input. Although some people are concerned about possible privacy issues, most people have been impressed by its conversational abilities and amusing comments (Lambert and Stevens, 2023). In just a few months since its launch, ChatGPT reached an amazing milestone with an estimated 100 million monthly active users and has become the fastest-growing consumer application ever (Fazekas 2023).

The excessive usage of ChatGPT in academic writing likely stems from the increasing integration of AI and natural language processing tools in various domains, including education (Meyer, Urbanowicz et al., 2023). ChatGPT, being a language generation model, is a potential tool for assisting students in academic writing tasks (Rasul, Nair et al., 2023). This study has great potential to investigate how students perceive and engage with ChatGPT in the context of academic writing. Academic writing is a crucial skill for students, and AI tools can assist in improving writing proficiency (Gayed, Carlon et al., 2022). Investigating students' attitudes and perceptions helps gauge the overall user experience with ChatGPT (Tiwari, Bhat et al., 2023). This study includes understanding whether students find the tool user-friendly, efficient, and effective in meeting their academic writing needs. Understanding students' attitudes also sheds light on ethical considerations related to AI in education.

Additionally, issues such as plagiarism, proper attribution, and maintaining academic integrity arise in university assignments (Ng, Leung et al. 2021). The study explores how students navigate these ethical challenges when using AI tools. Students' Attitudes and Perceptions toward using ChatGPT for academic writing have not yet been explored widely in the literature.

This study aims to examine students' attitudes and perceptions about using ChatGPT in academic writing. Neural networks produce literature even in the manner of the great masters. Consequently, the goal of the current study is to assess university students' attitudes and perceptions regarding ChatGPT's use in academic writing to ascertain whether it fosters students' creativity and writing skills or whether the hazards outweigh the potential advantages.

The main objective of this research is to evaluate how university students perceive the use of ChatGPT in academic writing and what students' intentions are behind the use of ChatGPT. **The specific questions this study seeks to answer are as follows**

- What attitudes and perceptions do language and linguistic students have about using

ChatGPT in academic writing?

- What level of acceptance of the content was created with the help of ChatGPT in their respective universities?
- How much does the use of ChatGPT help students in developing their writing skills?

This research has great importance and offers insightful information to the fields of education, academics, and AI application development. The results of this study shed light on the viability and efficacy of incorporating ChatGPT and other AI tools into academic writing training for teachers, curriculum designers, and legislators. The creation of instructional strategies that use AI to enhance learning results is guided by an understanding of students' attitudes (AlZaabi, ALamri et al., 2023). This study contributes to the development of AI-based writing support systems by investigating students' perspectives. The research adds to the current conversation about digital literacy in the classroom. Efforts to develop digital literacy skills, which teach students how to use AI resources positively. This information is crucial for developers and educators seeking to enhance the functionality of such tools to better meet the needs of students and educators.

Developers and researchers identify areas for development by using the data to highlight gaps in current AI systems. This research holds special significance for improving ChatGPT or creating new AI tools that more closely conform to the demands of academic writing assignments. This study provides an understanding of how AI technologies affect student involvement and motivation in academic writing by examining views towards ChatGPT. This study is crucial to determine whether students find AI assistance motivating or discouraging to increase student involvement and enthusiasm for writing projects. Given the growing prevalence of AI technology, it can be beneficial to the workforce of the future to have a better knowledge of how students view and use these tools in the classroom.

2. LITERATURE REVIEW

2.1. Students Perceived Usefulness

Artificial Intelligence study increases writing productivity and has a favorable influence on academic writing assignments' pace, efficacy, or general productivity (Strobl, Ailhaud et al. 2019). Students perceive that AI has a positive impact on improving their writing skills. This perception was influenced by a few factors, including how quickly the tool produces content, offers insightful recommendations, or makes the writing process easier. Students' perceptions reveal that ChatGPT is a useful tool for improving the effectiveness of their writing projects, possibly saving time and effort in comparison to more conventional writing techniques (Tanrıkulu 2022).

Students' views and desires to include ChatGPT in their academic writing practices were influenced by this favorable perception. Investigating and comprehending the apparent increase in writing productivity offers important new perspectives on the acceptability and possible advantages of using ChatGPT and other AI-based tools in educational environments (Elbanna and Armstrong, 2023).

2.2. Students' Perceived Ease of Use

Students perceived ease in interacting with ChatGPT because of multiple factors, such as the layout, navigation, and overall design of the ChatGPT interface (Woithe and Filipec, 2023). The intuitiveness and well-organized interface provide clear instructions, prompts, and tutorials that contribute to a positive perception of ease of interaction.

In addition, students feel more confident while using ChatGPT because of proper guidance. The speed and responsiveness of the ChatGPT interface impact the perceived ease of use, and a quick and smooth interaction enhances the overall user experience (Jo, 2023). Accessibility features, such as readability and language support, influence students' perspectives and engage students with the ChatGPT interface. Consistency in the behavior of the ChatGPT interface and the tool's responses contributes to a sense of predictability, making it easier for students to understand and use (Shoufan, 2023). Availability of help features or technical support within the interface also contributes to students' perception of ease and feeling supported in case of any issues (Nguyen 2021).

2.3. Students' Attitude towards ChatGPT

According to Dr. Frederick Edward T. Fabella (2023), investigations were being conducted into college students in the Philippines who were purportedly using ChatGPT to complete their academic assignments, indicating questionable behavior (Fabella). Diverse users' perceptions and attitudes influence students' emotional reactions to the utilization of AI. Satisfaction was evoked by the novelty of interacting with a language model as well as the possible advantages. Students thus frequently show their excitement and inquiry (Li, Gibbons et al.).

Students also feel empowered by the AI support,

which enhanced their emotional reactions (Bin-Nashwan, Sadallah et al, 2023). However, some studies claimed that difficulties and dissatisfaction caused by technical problems, miscommunications, or unanticipated results create frustration and lead to a negative emotional response (Acharya, 2023). Students notice constraints that impact their emotional experience or find certain parts of dealing with AI tools bewildering. Emotionally pleasant reactions were influenced by positive events. Some students, according to earlier studies, are worried about how AI tools can affect their education. They were also worried about relying too much on technology or about potential biases in AI-generated content, which can cause unfavorable emotional reactions (Chan and Hu, 2023). The emotional reaction was also characterized by flexibility and receptivity. Therefore, students perceived that AI tools improve their skills and contribute to positive emotional experiences. Moreover, the students who were open to technology advancements were more likely to view AI as a tool and have a positive emotional response. (Mortazavi 2023).

2.4. Academic AI Policies

The external factors influencing university students' attitudes and beliefs about using AI technologies in their academic writing were one of the study's primary focuses. SA Okaiyeto et al. claim that students cheat or plagiarize on their written assignments and exams by using generative AI technologies (Okaiyeto, Bai et al., 2023. Furthermore, a third of US college students have completed written homework assignments using AI chatbots like ChatGPT, according to a previous study; of these, 60% have completed more than half of their tasks with the help of the programs. This was because certain students had cheated by using ChatGPT's generative AI capabilities, which imitate human writing. (Sullivan, Kelly et al., 2023). Researchers have discovered evidence that some professors are in favor of using ChatGPT in their classes, while others are against it and have joined efforts to outlaw these kinds of AI technologies (Lau and Guo, 2023). According to 46% of students in earlier polls, their teachers or institutions have outlawed the use of the app for homework, which has resulted in stringent rules and sanctions for academic dishonesty. (Elzubeir and Rizk 2003).

An additional concern was that because students were depending more on automated tools to finish their work, their writing and critical thinking skills were declining as a result of the use of generative AI. According to several scholars, the use of AI tools impairs student learning outcomes and has a detrimental effect on the standard of education. Owing to these worries, generative AI has been outlawed in some academic programs at several universities (Tlili, Shehata et al., 2023). J Rudolph et al. claim that students at 8 of the 24 elite UK Russell Group universities—including Oxford and Cambridge—have admitted to using AI bots for assignments. In the meantime, numerous other colleges around the globe have intended to examine their policies about plagiarism (Rudolph, Tan et al. 2023).

Certain Australian universities have returned to using pen and paper for their exams and assessments (Chan, 2023). Some, on the other hand, asserted that personalized feedback has the potential to enhance learning. According to some experts, AI helps people pinpoint their areas of weakness and develop their talents in a flexible way (Baidoo-Anu and Ansah, 2023).

2.5. Students' Behaviour Towards AI Tools

As per the report, generative AI technologies have gained public accessibility in recent months and have been swiftly incorporated into many disciplines and companies. Universities now urgently need to adopt an AI education policy that equips students to work with and comprehend the fundamentals of this technology (Pedro, Subosa et al. 2019).

AI technology has now been used more often in a variety of economic sectors, such as banking, healthcare, and transportation. Thus, to be successful in these disciplines, graduates need to have a solid understanding of AI principles (Cantú-Ortiz, Galeano Sánchez et al. 2020). The knowledge and abilities students need to work with AI professionally are imparted by an AI education policy. Numerous facets of society, including education, could be completely transformed by AI (Markauskaite, Marrone et al. 2022).

Studies indicate that AI enhances learning for students by adapting to their individual learning preferences and providing personalized feedback in real-time (Majid and Lakshmi 2020).

As stated earlier, in order to maintain academic integrity and discourage cheating, students need to understand the fundamental ideas of artificial intelligence (AI) as its application in education and evaluation becomes more common (Chan, 2023). Students are given guidelines by an AI education policy regarding the ethical issues related to AI, including bias and justice, as well as the possible repercussions of utilizing AI in academia (Holmes, Porayska-Pomsta et al. 2021).

As a result, many educators think that creating an AI curriculum for college is crucial to preparing students for the future. AI-related training ensures and assists students in navigating the ethical, social, and economic issues that will inevitably arise as AI is utilized more widely. This way, students will be prepared to construct society and contribute to its growth. These programs train students to use AI responsibly and competently in their daily lives (Luckin and Holmes, 2016). Ray (2023) claims that earlier AI approaches in education did not foresee the degree of progress that text-based GPT 3.5 and 4 have now made (Ray 2023). Thus, there was a continuing need to create an appropriate AI education policy that addresses the problems and offers recommendations on the moral application of AI, given the potential advantages and difficulties related to the use of GAI in education.

The incorporation of AI into teaching and learning dates to the 1970s, according to C Guan et al. (2020). Today, various applications of these technologies are used in a variety of educational contexts, including the use of information systems that assist with school administration and management tasks and personalized learning and assessment applications (Guan, Mou et al. 2020).

This model offers a theoretical framework that may help explain the relationship between attitudes, intentions, and behavior. (Alshammari and Rosli 2020).

The TAM's ability to forecast technological acceptance and adoption with robustness and economy was empirically proven (Cheng 2019). TAM states that a person's attitude towards a particular behavior is affected by their intention to carry out that behavior. Perceived utility and perceived ease of use are two particular criteria that are thought to be the primary drivers of consumer acceptability (Lanlan, Ahmi et al. Several theoretical models have been presented to explore and elucidate the components that embody people's attitudes and beliefs regarding the use of ChatGPT in academic writing. The technology acceptance model (TAM) was created and developed by Davis (1989) using the Theory of Reasoned Action (TRA), Ajzen and Fishbein's model as a foundation. 2019). According to TAM, the intention to engage in a behavior, one's attitude towards the behavior, and societal pressure to engage in the behavior all influence one another. The TAM claimed that by using the model on ChatGPT users now in use, future use of the platform could be forecasted. (Malatji, Eck et al. 2020).

2.6. Technology Acceptance Model

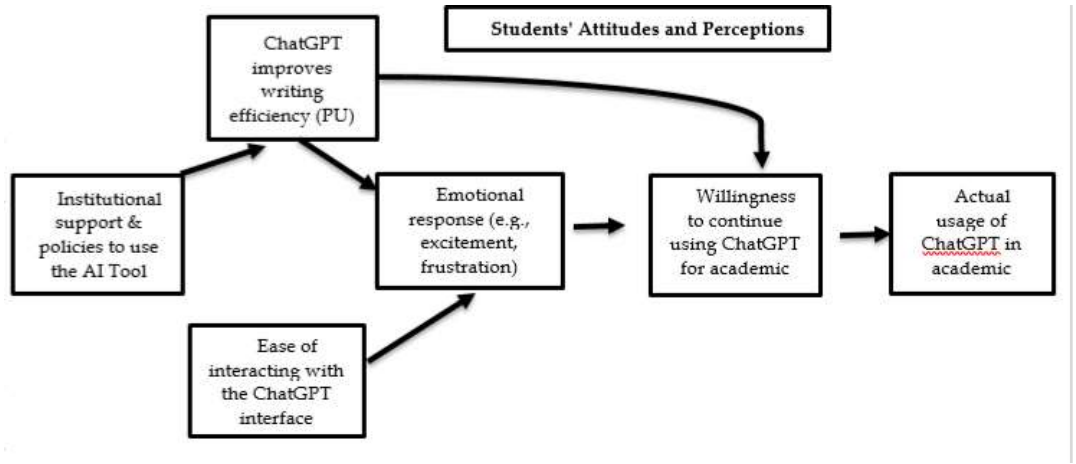

Figure 1: Technology Acceptance Model (Granić and Marangunić 2019).

3. RESEARCH METHODOLOGY

In this study, data were collected from students in the Department of Language and Linguistics at Saudi Arabian universities through a semi-structured interview design. This qualitative methodology was deemed suitable for obtaining in-depth insights into students' perceptions and attitudes toward the use of ChatGPT in academic writing within the framework of the Technology Acceptance Model (TAM). The semi-structured questionnaire, developed based on an extensive review of previous literature, comprised both closed and open-ended questions to ensure a comprehensive exploration of participants' views. Ethical considerations were strictly observed, with prior consent obtained from all participants and confidentiality maintained throughout the process.

A purposive sampling strategy was employed to identify participants who could provide informed

and relevant responses. The final sample consisted of 17 participants—12 undergraduate and graduate students and 5 PhD candidates—from the Department of Language and Linguistics. Although this sample size allowed for the collection of rich qualitative data, it remains relatively small, which may limit the generalizability of the findings. Furthermore, the participants' shared disciplinary background may restrict the diversity of perspectives.

To ensure the credibility of the analysis, the data were examined for internal consistency, and emerging themes were identified using a descriptive analytical approach. Nevertheless, future research could incorporate triangulation or inter-coder reliability measures to enhance data validation and strengthen the overall rigor of the study.

4. RESULTS AND INTERPRETATION

4.1. Demographic Data Analysis

Table 1: Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Q2 Age	16	19	40	25.13	5.999
Valid N (listwise)	16				

The above data in Table 1 represent the ages of the interview participants, who are a total of 16 individuals.

The ages range from 19 to 40 years, including undergraduates, graduates, and PhD students. The average (mean) age of the sample is 25.13 years. The standard deviation of 5.999 suggests some variability in ages around the mean because all the participants studied in the same department of the university, but enrolled in different programs.

Table 2: Q3 Gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	8	50.0	50.0	50.0
	Male	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

In this study, the sample consists of 16 individuals. 50% of the total sample was male, and the rest were female.

The cumulative percent indicates that all individuals in the sample have been accounted for in the gender distribution. The data in Table 2 shows that both genders equally participated in this study, which reflects gender equality and provides different points of view.

Table 3: Q3 Gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	8	50.0	50.0	50.0
	Male	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

In this study, the sample consists of 16 individuals. 50% of the total sample was male, and the rest were female. The cumulative percent indicates that all individuals in the sample have been accounted for in the gender distribution. The data in Table 3 shows that both genders equally participated in this study, which reflects gender equality and provides different points of view.

Table 4: Q4 Academic Major.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Language and Linguistics	16	100.0	100.0	100.0

As Table 4 shows, all participants of the sample were associated with the academic discipline of "Language and Linguistics". There is no diversity in terms of academic disciplines in this sample. The researcher entirely focused on the students of the Language and Linguistics department.

Table 5: Q5 Year of Study.

		Frequency	Percent	Valid Percent		Cumulative Percent
Valid	1st	4	25.0	25.0		25.0
	2nd	1	6.3	6.3		31.3
	3rd	3	18.8	18.8		50.0
	4th	1	6.3	6.3		56.3
	Final	7	43.8	43.8		100.0
	Total	16	100.0	100.0		

The above Table 5 provides the details of the participants, who consist of 16 individuals. The distribution of individuals across different years of study is 1st-year undergraduate students were 25.0%, 2nd-year postgraduate students were 6.3%, 3rd-year undergraduate students were 18.8%, 4th-year undergraduate students were 6.3%, and the final-year PhD students were 43.8%.

The cumulative percent indicates the overall progression of individuals through the different years of study. The data clearly reflect that all the participants were enrolled in different degree programs and different levels of study, which provides the researcher with multiple insights from the data.

4.2. Students' Attitudes towards ChatGPT

Table 6: Q8 Were you aware of ChatGPT before participating in this survey.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	100.0	100.0	100.0

The above statistics in Table 6 clearly state that all 16 participants were already familiar with ChatGPT.

There were zero responses in the "No" category, which suggests that none of the respondents were unaware of ChatGPT before starting the interview. This data also provides insight that the students were very much aware of the new AI tools.

Table 7: Q9 If yes, Were You Aware of ChatGPT before Participating in This Survey?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A friend told me	5	31.3	31.3	31.3
	Internet	4	25.0	25.0	56.3
	News Channel	2	12.5	12.5	68.8
	Social media	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

The above data in Table 7 stated that the students' awareness sources were different. 31.3% mentioned that their friend told them about ChatGPT. 25.0% were aware while browsing different sites on the internet. 12.5% said that they heard about the use of ChatGPT when news channels discussed this AI tool, and 31.3% said that they got awareness through different social media platforms. This data also helps the researcher to understand and evaluate the attitudes of students toward using ChatGPT.

The data in Table 8 highlight the factors that influence the students' attitude to using ChatGPT in academic writing. 25.0% of the respondents stated that they were inclined towards ChatGPT because it is easy to use. 31.3% said that they have a fear of failure, which inclines them to get help from this AI tool to reduce the chances of failure and complete their assignments in a proper way. 18.8% said that laziness is the main factor that inclines them to take help from ChatGPT and complete the assignments in no time.

Table 8: Q11 What Factors Influence Your Attitude Toward Using ChatGPT in Academic Writing? Please Explain.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	easy to use	4	25.0	25.0	25.0
	Fair of Failure	5	31.3	31.3	56.3
	Laziness	3	18.8	18.8	75.0
	Provide easy understanding	1	6.3	6.3	81.3
	Provide furnished writing	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

6.3% mentioned that they incline towards ChatGPT because it provides an easy understanding of any kind of difficult topic. 18.8% mentioned that they were inclined towards ChatGPT because this tool provides furnished writing. The researcher gained insight from this information about the many concerns people have about using ChatGPT for academic writing.

The above data in Table 9clearly provide the details about the engagement of students in academic writing. The total sample size of this study was 16, with whom the researcher conducted the interviews with the help of a semi–structured questionnaire. The response of 68.8% of the population clearly stated that they were frequently engaged in academic writing to complete their university assignments. At the same time, the response of 31.3% of the participants stated that they were weekly engaged in academic writing, mostly on the weekend when they complete their university assignments.

Table 10: Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Q10 On a scale of 1 to 7, indicate your agreement with the following statement: "I believe using ChatGPT can enhance my academic writing." _____ (1 = Strongly Disagree, 7 = Strongly Agree).	16	4	8	6.63	1.147
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Valid N (listwise)	16				

The responses of 16 participants regarding their agreement or disagreement with using ChatGPT to improve academic writing are represented in the statistics above in Table 10. On a scale of 1 to 7, the

agreement ratings range from a minimum of 4 to a maximum of 8. With a mean rating of 6.63, the respondents generally showed a high degree of agreement. The moderate degree of variability around the mean indicated by the standard deviation of 1.147 suggests that respondents' ratings differ to some extent.

The high mean rating indicates that most respondents think that utilizing ChatGPT helps them improve their academic writing. There have been minor variations in the respondents' levels of agreement, as suggested by the standard deviation of the responses.

Table 11: Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Q12 On a scale of 1 to 7, indicate your agreement with the following statement: "I believe using ChatGPT would make my academic writing more effective." (1 = Strongly Disagree, 7 = Strongly Agree). _____	16	1	7	3.13	2.156
Valid N (listwise)	16				

The responses of 16 students regarding whether they use ChatGPT to improve the quality of their academic writing are represented in the statistics, as shown in Table 11. On a scale of 1 to 7, the agreement ratings fall between a minimum of 1 and a maximum of 7. With a mean rating of 3.13, the respondents generally showed a moderate level of agreement. The very high degree of variability around the mean is indicated by the standard deviation of 2.156, which suggests that the respondents' ratings differ significantly from one another. The respondents generally agree to a moderate extent that using ChatGPT improves the effectiveness of their academic writing. The large standard deviation suggests that there was a substantial range of responses, with some people firmly agreeing and others disagreeing.

Table 12: Q13 In What Specific Ways Do You Think ChatGPT Could Be Useful in Improving Academic Writing?

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Help to identify your mistakes		4	25.0	25.0	25.0
	Provide a detailed understanding		5	31.3	56.3	56.3
	Provide Guidelines in an easy and understandable way		4	25.0	81.3	81.3
	Strong Paraphrasing capabilities		3	18.8	100.0	100.0
	Total		16	100.0		25.0
Valid	Yes	16	100.0	100.0	100.0	

The information shown in Table 12 was gathered via an open-ended question, and themes were derived from the responses of the participants. These factors shed light on the ways in which students feel ChatGPT enhances their academic writing. 25.0% of respondents said that ChatGPT is useful for identifying errors. 31.3% of respondents thought that this AI tool offered in-depth comprehension. 18.8% of respondents said that ChatGPT has good paraphrasing skills to enhance academic writing, while 25.0% of respondents thought the platform provided guidelines in an easy-to-understand manner. This data offers insightful information on how useful people believe ChatGPT is for improving many facets of academic writing.

4.3. Perceived Ease of Use

The responses of 16 participants regarding their comfort level and prior experience with using technology for academic purposes are shown in the statistics in Table 13. On a scale of 1 to 10, the ratings range from a minimum of 5 to a maximum of 8. The respondents gave their whole experience and comfort a 6.44 rating, which indicates a modest level of comfort. The comparatively low degree of variability around the mean is indicated by the standard deviation of 1.031, which suggests that the ratings were closely clustered. With a small variance in their answers, it appears that most of the people who were surveyed feel rather comfortable using technology for educational purposes

Table 13: Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Q7 On a scale of 1 to 10, how would you rate your overall comfort and experience with using technology for academic purposes? (1 = Not comfortable at all, 10 = Very comfortable). _____	16	5	8	6.44	1.031
Valid N (listwise)	16				

Table 14: Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Q14 On a scale of 1 to 7, indicate your agreement with the following statement: "I find using ChatGPT for academic writing easy." (1 = Strongly Disagree, 7 = Strongly Agree. _____	16	5	7	6.19	.834
Valid N (listwise)	16				

The responses of 16 people regarding whether they agreed that using ChatGPT for academic writing was as simple as represented in the data above in Table 14. From a minimum of 5 to a maximum of 7, on a scale of 1 to 7, the agreement ratings extend. The respondents gave a mean rating of 6.19, which indicates that they generally agreed with the statement. The ratings appear closely clustered together, as indicated by the standard deviation of 0.834, which shows a small degree of fluctuation around the mean. As seen by the high mean rating, most respondents regard ChatGPT to be straightforward to use when writing academically. Since there was minimal fluctuation in the responses, the low standard deviation implied that respondents' perceptions were consistent.

4.4. Challenges to Using ChatGPT in Academic Writing

Table 15: Q15 What challenges, if any, do you foresee in using ChatGPT for academic writing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of Academic Integrity	6	37.5	37.5	37.5
	Limited words	1	6.3	6.3	43.8
	Sometimes, facts were not correct	4	25.0	25.0	68.8
	Too much concise	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

The information in Table 15 above illustrates the difficulties students had when utilizing ChatGPT for academic writing. A percentage of 37.5% mentions ChatGPT's impact on academic honesty. 6.3% of people think that this AI tool only provides brief, succinct information and does not have the capability to elaborate in the same way that a human can. 25.0% of respondents felt that ChatGPT's facts were occasionally inaccurate, while 25.0% said the information was presented in an extremely clear and simple manner. The percentages add up to 100%, indicating that respondents mentioned more than one issue. In relation to users' stated difficulties and worries with using ChatGPT for academic writing, this data offers insightful information.

4.4. Students' Behaviour to Use ChatGPT

Table 16: Q16 On a Scale of 1 to 7, Indicate Your Agreement With the Following Statement: "I Intend to Use ChatGPT in My Future Academic Writing." (1 = Strongly Disagree, 7 = Strongly Agree).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	2	12.5	12.5	12.5
	6	6	37.5	37.5	50.0
	7	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

Results regarding the intention to use ChatGPT in upcoming academic writing are provided in the information mentioned in Table 16. A significant proportion of participants (50.0%) strongly agreed that they have the intention to utilize ChatGPT in their upcoming academic writing projects. At the same time, 50% of people were still unsure.

4.5. External Factors

The table 17 highlights the external factors that influence the decision of students to use or not use ChatGPT in academic writing. 6.3% believe they use ChatGPT because this tool is easy to use. 18.8% used the tool because of laziness. 18.8% decide to use the tool in the future because they have no interest in academic writing. 25.0% decide that they will not use the tool because their university has an AI detection tool. 31.3% believe they discontinued the use of ChatGPT because of the university restrictions.

Table 17: Q17 What Factors Might Influence Your Decision to Use or Not Use ChatGPT in Your Academic Writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easy to use	1	6.3	6.3	6.3
	Laziness	3	18.8	18.8	25.0
	Not interested in academic writing	3	18.8	18.8	43.8
	Threat of AI Detection	4	25.0	25.0	68.8
	University Restrictions	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

5. DISCUSSION

Based on the data analysis presented above, it is evident that a small percentage of students use ChatGPT positively. Kanaba (2023) also claims that some students find the technology useful; they only use it as an additional resource. Students cared about learning in the real world and thought that using AI-based tools to create essays was a great way to develop critical thinking abilities (Kanabar, 2023). The above data analysis clearly states that the majority of students use ChatGPT negatively to complete assignments and not for learning purposes. According to SA Bin-Nashwan et al., the stakeholders—academic institutions, publishers, and programmers of AI language models—should collaborate to establish the essential rules for the moral application of AI chatbots in research and academic activities (Bin-Nashwan, Sadallah et al. 2023). This study also suggests that academic institutions and other stakeholders should collaborate to develop proper guidelines and effectively use ChatGPT. According to JKM Ali, rather than being afraid of ChatGPT's negative effects, universities should use ChatGPT as a learning resource. Additional benefits of ChatGPT for various language domains were explored by research, which also highlights some of its drawbacks to assist teachers in mitigating them in English language programs (Ali, Shamsan et al. 2023). Therefore, universities positively integrate AI learning into their academic curricula, as this is what the current generation needs.

6. LIMITATIONS OF THE STUDY

This research focuses on a specific field of study, which provides limited insights. The sample was limited due to the time constraint. The interview was based on a semi-structured questionnaire, which restricted the interviewee to a limited extent.

7. PRACTICAL IMPLICATIONS

The research on students' attitudes and perceptions about using ChatGPT in academic writing has several practical implications that can guide technological integration, educational practices, and future studies. For example, educators can use the study's findings to inform curriculum design, ensuring that students have the skills they need to use AI tools like ChatGPT in academic writing. To better prepare students for the changing nature of academic writing, writing courses should embrace technology-enhanced writing tools. Institutions of higher learning can help students become more proficient in using AI tools responsibly and efficiently by offering training programs and support services. Writing centers and support services within educational institutions can incorporate AI tools into their repertoire, offering students additional resources for improving their writing skills. Institutions can launch awareness campaigns to inform students about the capabilities and limitations of AI tools like ChatGPT. Educators can design engaging assignments and activities that encourage students to actively explore and utilize AI tools for academic writing.

8. CONCLUSION

This study reveals insightful information about how students feel about using ChatGPT for academic writing. The results show that students had both generally positive and negative attitudes toward the use of AI technologies, with many of them realizing the potential advantages of improving their writing processes. The study determines the influences, obstacles, and outside variables that mold their perspectives. The practical implications of this include the requirement for specialized training programs, support services, and curriculum design to provide students with the tools they need to utilize AI products responsibly and effectively. It's critical to comprehend students' views toward new technologies like ChatGPT as the educational landscape changes. This study adds to the current discussion about the role of AI in education and lays the groundwork for future investigations and the creation of instructional plans that meet the needs of students and academic goals. In the end, the knowledge gathered from this research helps educators, organizations, and tech developers build a more knowledgeable and encouraging environment for students navigating the nexus

between artificial intelligence and academic writing.

Although this study offers meaningful insights into how students perceive the use of ChatGPT in academic writing, future research could take a broader approach. Comparative studies across different departments and universities would help show whether students from various academic fields view AI tools differently, depending on their study area, institutional culture, or access to technology. Including participants from disciplines such as the sciences, humanities, and social sciences could provide a more complete picture of how different academic contexts shape students' experiences with AI. Future studies could also follow students over time to see how their attitudes change as AI technologies evolve and become more common in education. In addition, exploring the views of teachers and university administrators could help create a more balanced understanding of the opportunities and challenges of using AI in academic settings. Together, these future directions would support the development of fair, practical, and well-informed strategies for integrating AI responsibly in higher education.

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