ChatGPT and AI Tool Usage among Students
Survey Report

June 4, 2024

In the spring semester of 2024, a survey was conducted with the participation of 40 students at TED University. The primary aim of this survey was to assess how students utilize AI-powered tools, particularly ChatGPT, for academic purposes, as well as their perceptions of these tools and their universities' policies on AI usage. Participants were asked about their frequency of use, satisfaction levels, perceptions of reliability, and the impact of AI tools on their academic performance. The collected data provide valuable insights into students' overall tendencies toward AI tools and the integration of these technologies into the educational process.

Table 1 illustrates students' prior experience with AI-powered academic tools. The results indicate that all participants have used an AI-powered chatbot or virtual assistant before, and the vast majority (97.5%) have utilized ChatGPT or similar AI tools for academic purposes. However, institutional guidance on AI usage appears to be limited, as only 15% of students reported receiving guidelines from their instructors, and 25% received information or guidance from either instructors or peers.

Table 1. Students' Prior Experience on AI-Powered Academic Tools

Question		Yes	No
Have you ever used an AI-powered chatbot or virtual assistant before?	f	40	0
	%	100	0
Have you used ChatGPT or AI powered tools for academic purposes?	f	39	1
	%	97.5	2.5
Did your instructors provided guidelines about how to use ChatGPT or AI powered tools for academic tasks?	f	6	34
	%	15	85
Have you received any information/guidance from instructors or peers regarding the use of AI tools like ChatGPT in your academic work? If yes, please share their comments or observations.	f	10	30
	%	25	75

Table 2 highlights the various academic uses of AI-powered tools among students. The most common purposes include seeking clarification on course material (85%) and exploring new topics (80%). Additionally, many students use AI for generating ideas (65%) and research assistance

(62.5%). However, fewer students rely on AI for writing full essays or papers (35%), which indicate that AI is primarily used as a support tool rather than a direct content generator.

Table 2. Academic Use of AI-Powered Tools among Students

Question	Item		Yes	No
In what ways have you used ChatGPT or AI powered tools for academic tasks?	Seeking clarification on course material	f	34	6
		$\%$	85	15
	Generating ideas for assignments or projects	f	26	14
		$\%$	65	35
	Asking for research assistance or literature suggestions	f	25	15
		$\%$	62.5	37.5
	Getting help with writing or proofreading	f	23	17
		$\%$	57.5	42.5
	Exploring new topics or expanding knowledge	f	32	8
		$\%$	80	20
	Writing essays or papers	f	14	26
		$\%$	35	65

Table 3 shows that most students (47.5%) use AI-powered tools for academic tasks several times a week, with 15% using them daily.

Table 3. Frequency of AI-Powered Tool Usage for Academic Tasks

		Daily	Several times a week	Once a week	Occasionally	Rarely	Never used
How frequently do you use ChatGPT or AI powered tools for academic tasks?	f	6	19	3	9	3	0
	$\%$	15	47.5	7.5	22.5	7.5	0

Table 4 indicates that a significant majority of students are satisfied with the assistance provided by AI-powered tools for their academic tasks. Specifically, 50% of students reported being satisfied, while 30% expressed being very satisfied.

Table 4. Student Satisfaction with AI-Powered Academic Assistance

		Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
How satisfied are you with the assistance and information provided by ChatGPT or AI powered tools for your academic tasks?	f	12	20	6	2	0
	$\%$	30	50	15	5	0

The three most widely agreed-upon statements include the influence of AI tools on time management (60%), their role in assisting with the structuring and organization of assignments (52.5%), and their contribution to improvements in academic performance or productivity (37.5%). Conversely, the least discussed aspects are the citation of information obtained from AI tools in academic work (12.5%), the existence of institutional policies on the ethical use of AI (15%), and the requirement for AI to be used in coursework (25%). Specifically, 52.5% of students strongly agree that they possess the necessary knowledge to use AI tools effectively, and 82.5% intend to continue using them in the future. Moreover, 75% of students reported that they are aware that AI-generated answers are detectable by plagiarism detection tools like Turnitin.

Table 5. Students' Perceptions and Experiences with AI-Powered Tools

Item		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Information provided by ChatGPT or AI powered tools for academic purposes is reliable.	f	7	14	13	5	1
	%	17.5	35	32.5	12.5	2.5
ChatGPT or AI powered tools provided incorrect or misleading information for university-related tasks.	f	3	14	12	10	1
	%	7.5	35	30	25	2.5
ChatGPT or AI powered tools are secure and protects my privacy and confidential information.	f	4	9	21	4	2
	%	10	22.5	52.5	10	5
I have noticed improvements in my academic performance or productivity as a result of using ChatGPT or AI powered tools.	f	15	15	5	5	0
	%	37.5	37.5	12.5	12.5	0
ChatGPT or AI powered tools influences my time management in relation to academic tasks.	f	24	13	2	1	0
	%	60	32.5	5	2.5	0
ChatGPT or AI powered tools assist me in structuring and organizing my essays or assignments.	f	21	12	4	3	0
	%	52.5	30	10	7.5	0
I have the knowledge necessary to use ChatGPT or AI powered tools.	f	21	13	4	2	0
	%	52.5	32.5	10	5	0
I intend to continue using ChatGPT or AI powered tools in the future.	f	33	7	0	0	0
	%	82.5	17.5	0	0	0
I cite information obtained from ChatGPT or AI powered tools in my academic work.	f	5	10	10	10	5
	%	12.5	25	25	25	12.5

I know that the answers generated by ChatGPT or AI powered tools are detected in plagiarism applications such as Turnitin.	*f*	30	8	1	1	0
	%	75	20	2.5	2.5	0

Table 5 (*Continued*)

I am aware of ChatGPT's and other AI powered tools privacy policy.	*f*	15	7	11	4	3
	%	37.5	17.5	27.5	10	7.5
My university does not have policy regarding how to use AI tools ethically or responsibly.	*f*	6	7	18	6	3
	%	15	17.5	45	15	7.5
I have had course in spring semester 2024 or in fall 2023 that required me to use AI as a part of course work (assignment, projects etc.)	*f*	10	7	3	4	16
	%	25	17.5	7.5	10	40
I have had at least one instructor discussed the ethics of using AI in assignments, projects.	*f*	13	13	5	1	8
	%	32.5	32.5	12.5	2.5	20
Using AI tools to complete assignments or exams is cheating or plagiarism.	*f*	15	6	6	7	6
	%	37.5	15	15	17.5	15

Table 6 illustrates the various purposes for which students use AI tools like ChatGPT. The most common uses include seeking ideas related to courses and receiving academic support. In contrast, AI tools are less frequently used for tasks such as writing essays or doing homework (8 mentions), entertainment or chatting, developing programming language skills, creating digital content and translation or grammar checking.

Table 6. Purposes of AI Tool Usage Among Students

	Codes	*f*
	Getting ideas about courses	29
	Academic purposes/support	27
For what purposes do you use the AI tools like ChatGPT? If yes, please share their comments or observations?	Writing essays or doing homework	8
	Entertainment or chatting	8
	Programming language skills	5
	Creating digital contents	5
	Translate/grammer check	5