



Exploring Students' Views, Concerns and ChatGPT Usage: A Sequential Mixed-method Analysis of the Factors of Neutral Views in the Use of ChatGPT

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Abstract

This study explores students' views, concerns, and usage of ChatGPT, focusing on the factors behind their neutral views toward the tool. Employing an explanatory sequential mixed-method design, the research gathered quantitative data from 150 education students at Western Mindanao State University using a standardized questionnaire adapted from Farhi (2023), followed by qualitative interviews with 15 participants. Descriptive and inferential statistical analyses using SPSS revealed that the respondents' overall ChatGPT usage ($M = 9.45$, $SD = 3.49$) and views ($M = 7.68$, $SD = 3.50$) were interpreted as neutral, while their concerns ($M = 6.75$, $SD = 1.99$) were low. One-way ANOVA results indicated no significant differences in usage, views, and concerns across programs, while Pearson correlation analysis found strong and significant relationships between ChatGPT usage and students' views ($r = 0.820$, $p < 0.01$). The qualitative phase uncovered three major themes explaining the respondents' neutrality: (1) doubt in accuracy and source reliability, (2) balanced perceptions of usefulness and limitations, and (3) worries about overreliance and diminished analytical thinking. These findings suggest that while students acknowledge ChatGPT's convenience and educational potential, skepticism about accuracy and fear of dependency temper their enthusiasm, leading to neutral perceptions overall. The study underscores the need for promoting AI literacy, responsible usage, and critical evaluation skills among students to ensure meaningful and ethical integration of ChatGPT into academic learning.

Keywords: ChatGPT, artificial intelligence, student views, student's concern, CHATGPT usage, AI literacy, educational technology



1. Introduction

1.1 Background of the study

The progress of ChatGPT has attracted much attention to AI (artificial intelligence) platforms, which can form materials that showcased in what way might affect different domains (Duong et al., 2023). Technologies or systems with human-like abilities, such as the ability to solve problems, analyze data, and train themselves, are referred to as AI (Chan & Tsi, 2024) and are related to the recreation of human intellects in devices that are operated to think. This AI is highly beneficial to society, where most people are now dependent on this AI. This AI increasingly revolutionizes many views in our everyday living, affecting the way people express, collect information, make decisions, and engage in activities (Choi & Moon, 2023). This type of technology is relevant at this time, as the world is evolving, and this technology is continuing to level up. There are many applications related to this technology, and in this era, the ChatGPT is the most well-known application with respect to artificial intelligence (AI). The ChatGPT was introduced by OpenAI on November 22, 2022, and this application or website resulted in breakthroughs in several fields (Hsu & Silalahi, 2024). However, one of the most notable applications is the effects on the education field (Baek et al., 2024). This application caused concern to educators about how, when, and where should be used by the learners (Poucke, 2024). The ChatGPT is an instrument recently utilized under the educational system because of its ability to make suggestions and elaborations (Liebrenz et al., 2023). User perceptions may be further enhanced by the unmatched efficiency and capacity of ChatGPT. In fact, the general population has started to voice worries about the harmful misuse of ChatGPT (Yan et al., 2024).

However, ChatGPT has become an everyday lifestyle for all students (Albayati, 2024). This AI tool needs an in-depth understanding because of its widening influence, and most investigations are conducted mostly at international universities regarding views and concerns about the usage of the ChatGPT. In other universities, students have also viewed ChatGPT because of its strong potential instrument, which is important in improving their writing skills (Meniado et al., 2024), and this instrument is also known to provide human texts (Kim et al., 2025). The messages it produces are commonly organized, logical and properly constructed (Barrot, 2023). On the other hand, unexpectedly, minority students stated that the use of the ChatGPT could affect student learning results (Sundkvist & Kulset, 2024), and the ChatGPT was highly concerned with various issues (Qi et al., 2024). Like reliance on the application, cheating using this application and the effects of this cheating on the students. The goal of this study is to target specific respondents to determine the level of usage of ChatGPT. Moreover, addressing these aspects aims to resolve the possible challenges in using this tool in the field of education.



This study's main objective is to investigate students' usage, views, and concerns using ChatGPT (Farhi et al., 2023). In the use of AI tools, it is important to have background knowledge on the proper usage of AI tools to avoid harm to everyone; as people integrate AI tools into their daily lives, it is also important to acquire digital skills (Rice et al., 2024) as a means to have a smart community and be part of our society. Knowing the effects of using ChatGPT in school works in terms of how it positively or negatively affects the students' ability to rely on it or make it a guide to make works efficiently. The use of AI tools has different views depending on the different perspectives of the students; others see that it can help schools work easily and efficiently, whereas research indicates that overreliance on ChatGPT could cause feelings to become inferior to limit interactions with other people and lead to weak critical thinking aspects and problem solving (Reham et al., 2024). There are also positive effects of using ChatGPT in school, as it involves the potential strengthening of learning in students doing tasks with the help of AI tools to acquire different skills (Kasneci et al., 2023), such as writing skills, problem solving, physics, and literature. To explore this topic further, this study aimed to fill the population and knowledge gap, specifically by employing respondents from the College since no studies have been conducted on a local topic. All specializations were assessed to investigate their usage, views, and concerns toward ChatGPT usage.

1.2 Research questions

In this study, the researcher aims to investigate education students' usage, views, and concerns toward ChatGPT. Specifically, this study aims to answer the following questions:

1. What is the respondents' level of usage of ChatGPT?
2. What are the respondents' views of ChatGPT usage?
3. What are the respondents' concerns with ChatGPT usage?
4. Is there a significant difference in the respondents' level of usage of ChatGPT when the data are grouped across programs?
5. Is there a significant difference in the respondents' views of ChatGPT usage when the data are grouped across programs?
6. Is there a significant difference in the concerns of the respondents toward ChatGPT usage when the data are grouped across programs?
7. Is there a significant interrelationship between views, concerns, and ChatGPT usage?
8. What are the factors that explain why respondents have neutral views on the use of ChatGPT?



2. Review of Related Literature

2.1 Usage of ChatGPT

ChatGPT identifies its own as an important and relevant tool among various spheres, incorporating information searching, generation content, and participant support, using outstanding capability that is easily clear and fascinating discourse (Baker & Utku, 2023). This approach aims to provide subjective knowledge by involving instructive content to obtain the wants of every student (Song et al., 2024). The use of ChatGPT assists in determining how to utilize this instrument (Parker et al., 2024) for different objectives (Moravec et al., 2024). Since the release of ChatGPT in late 2022, the interest of people in this chatbot has been impressively high, particularly among learners (Bin-Nashwan et al., 2023). On the other hand, as students vary, there are also numerous challenges and opportunities for users in the use of AI (Beege et al., 2024). In the field of teaching, across educational areas and different groups of teachers and learners, ChatGPT's intuitive and user-friendly interface potentially reduces barriers to its wide adoption (Stohr et al, 2024). From the perspective of field education, the utilization of innovative AI applications has been investigated in many ways (Acosta-Enriquez et al., 2024). Understanding how individuals are associated with ChatGPT. Development is key for increasing its ability and conveying any limitations (Hussain et al, 2024).

Furthermore, in the field of education, schools and other educational institutions are developing and looking forward to actively promoting the acceptance of modern tools in educational settings (Almogren et al., 2024), as the use of any AI tool technologies continues to develop in the educational field (Alkamel & Alwagieh, 2024). Institutions might be developed to utilize ChatGPT, expanding acknowledgment by people who are utilizing any of these tools in educational activities (Habibi et al., 2023). When ChatGPT is used, students can more easily explore how advancements that are not designed principally for learning goals might be effectively used by students (Tram et al., 2024). AI literacy learning was previously taught mainly at institutions (Ma et al., 2024); however, it has recently broadened to grade school (Yim, 2024). As schools evolve, communities also change and stay relevant and adapt to needs as our world changes, and AI literacy is one of these needs (Luckin et al., 2022; Ng et al., 2021). Additionally, students use AI tools when they are aware of good or bad practices (Robinson, 2020).

The adoption of artificial intelligence (AI) tools such as ChatGPT in the field of education is a lasting development that reveals a change in the way the students learn, the way the teacher educates them, and how the academe developed. As artificial intelligence (AI) becomes more accessible and user friendly, this tool is not only for individual learning but can also support gaps in understanding, engagement, and originality. This is also important for learners preparing for the upcoming future, where this tool, called ChatGPT, is more relevant in the future. By accepting these kinds of tools, educational fields are not only developing educational end results but also preparing students with the abilities and



perceptions necessary to excel in a virtual environment. Therefore, understanding how to use artificial intelligence (AI) efficiently in the field of education is critical not only for innovation purposes but also for ensuring inclusiveness, versatility, and purposeful learning experiences.

2.2 Perspective of the student

ChatGPT and other AI applications can benefit from their own study instruments, helping students gain information, facilitating groups, answering questions, and unraveling questions immediately (Stöhr et al., 2024). As universities become smart universities, AI has a large effect on how to use technology and enhance skills (Almulla, 2024). AI has become increasingly important in school institutions, and AI can help students write different types of literature and creative content (Cooper, 2023). AI-generating tools can also help enhance the activities of researchers across different disciplines (Albayati, 2024), which is advantageous for seeking assistance in different studies (Haleem et al., 2023). Many functions are present in the use of AI-generating tools in school institutions, as they help with the personalized learning process (Albayati, 2024) in different ways that can help students and rely on it with proper usage. Previous investigations have suggested that undergraduates generally have positive perceptions of the ChatGPT as an essential tool for assisting their knowledge and developing their skills (Acosta-Enriquez et al., 2024).

AI (artificially intelligent), such as the application of ChatGPT, assists learners by means of supplying information, helping team work, and improving creative writing and research skills. This transition involves not only developing educational performance with the help of individualized teaching but also preparing learners to be digitally skilled for advancing in terms of technology in the near future. This type of tool has a helpful role in educational growth, strengthening their ability to provide important knowledge assistance in college education.

2.3 Concerns of the students

Even though ChatGPT has many advantages that can help students, academic conversations have voiced some ethical concerns about the manifestation of ChatGPT in classroom writing (Koltovskaia et al., 2024), and AI tools such as ChatGPT can reveal risks to sensitive user information in many ways (Lopez et al., 2025). Concerns can extend to the possible vulnerability of personal information (Alkamli, & Alabduljabbar, 2024). In terms of feedback, AI can also be a tool for feedback (Yu, 2024), in addition to peer feedback or teacher feedback, to increase confidence and direct to point feedback; however, AI-generated tools may help provide feedback, especially to those students who are not confident enough with their work and help them be motivated as a reward for making efforts to their work and remain engaged in what they are doing (Kasneci et al., 2023). Additionally, AI-generated tools can be threatened, as there is a fear that students cannot make their own writing activities or perhaps can use them in cheating and concerning integrity. AI-generating tools can also



lead to challenges in detecting plagiarized content (Bege et al., 2024), which can potentially harm students.

This study aims to understand the perspective and concerns of the students of the College of Teacher Education. The usage of this application provides assistance (Southworth et al., 2023) to focus on how to utilize tools for different objectives (Moravec et al., 2024). Since the launch of this application, the interest of everyone, especially students, has been richly high (Bin-Nashwan et al., 2023). Artificial intelligence (AI)-generating instruments can help improve research activities across different phases (Albayati, 2024). AI instruments such as the ChatGPT can present risks to people in many ways. Worries can extend to the sensitivity of personal details (Alkamli & Alabduljabbasr, 2024).

As AI tools such as ChatGPT have been incorporated into learning, it is important to address their positive and negative aspects. While this provides important learning support, worries about information security, plagiarism, and learning honestly must be carefully handled. Understanding learners' viewpoints can help teachers and organizations enhance instructions for fair and productive AI integration. Assuring it enhances education without consisting of uniqueness, protection, or educational work.

3. Methodology

3.1 Research design

This study utilized an explanatory sequential mixed method design. This type of research design aims to collect and analyze quantitative data initially and then further explain them through qualitative data, with the aim of explaining, analyzing, and providing a deeper understanding through initial quantitative findings. This involves gathering and assessing data for each variable to determine whether there is significance among the variables. To check the research assumptions, the researcher utilized a cross-sectional approach since the data were collected only once and in a short period of time. The researcher utilized this tool because of its resilience and relevance in comparable study environments to ensure the consistently good quality of the findings (Moravec et al., 2024). The goal of this study is to determine whether the respondents depend on the use of ChatGPT in their everyday living, and the research design utilized in this study is a quantitative study (Bouteraa et al., 2024). In the qualitative phase, the researcher conducts multiple shots of interviews so that the answers of the respondents can be measured and the reasons why respondents have a neutral view of the ChatGPT can be determined. Combining these two approaches provides an in-depth understanding and enables more description of the research questions.



3.2 Respondents

In this study, the sample consists of a total of 150 undergraduate students enrolled in the university. The participants were selected from the first year to the fourth year to ensure that the study captured a comprehensive and in-depth perspective on the utilization of ChatGPT in academic work. To gather sufficient and representative data, a stratified random sampling technique will be employed, wherein respondents will be grouped according to their year level, with 30 participants selected from each level to ensure fair distribution. For the qualitative phase, the researcher employs a purposive sampling technique, selecting three respondents per course. These individuals will participate in a semistructured interview designed to gain a deeper understanding of their views, concerns, and ChatGPT usage in academic work.

3.3 Research instrument

In this study, the researcher adapted a research questionnaire (Groothuijsen et al., 2024) from the recent study of Faycal Farhi, titled "Analyzing the students' views, concerns, and perceived ethics about ChatGPT usage", a 5-point Likert scale with three (3) variables composed of 16 items such as ChatGPT usage (6 items), Student's views (5 items) and students' concerns (5 items). To measure reliability, the researcher conducted a reliability test for each variable, and the results were good, with a Cronbach's alpha of 0.877. To test the distribution of items, the researchers performed a normality test since the sample population was exactly 150. The researcher used the Kolmogorov-Smirnov test, and the results revealed a score higher than the standard score of 0.05, which implies that the items are normally distributed and that the tool to be used is parametric. The research questionnaires were measured on a five (5)-point Likert scale (Chellappa & Luximon, 2024): one (1) for strongly agree, two (2) for agree, three (3) for neutral, four (4) for disagree, and five (5) for strongly disagree.

3.5 Data collection procedure

Before the researcher gathered the data, the researcher surveyed the population of the respondents, and after reviewing that the population was suitable, the researcher prepared the research instrument along with providing informed consent. In the quantitative phase, the researcher utilized a traditional method of gathering data where survey questionnaires were disseminated to the participants alongside the informed consent explaining that all the responses would be secured and confidential and that only the researcher would maneuver throughout the data analysis. Moreover, the researcher will also enlighten the participants that they have the right to decline or accept being involved in the study without facing any consequences. In addition, in answering the questionnaire, the researcher will explain that it will only take approximately 3--5 minutes of their time answering a total of 16 survey questions. In the qualitative phase, the researcher's data gathering process is conducted through semi-structured interviews wherein the researcher will approach participants in their programs and ask them questions related to the



researcher's study. This interview lasted at least 5--10 minutes. In this section, before the researcher will proceed, the researcher will ask for consent to record the interviews. Furthermore, since this research involves human participation, it does not constitute any physical, psychological, or legal risks. Participation in both the quantitative and qualitative sections will be entirely voluntary, and all respondents will be informed of their rights. After the research has ended, all the collected data, whether traditional or electronic, will be destroyed.

3.6 Trustworthiness of the Data

In the collection of data, such as voice recordings, transcriptions, and interpretations, the researcher compiles them in a file where they are placed in a single folder together with the consent that no one has access to them. Before the responses were read multiple times, the researcher ensured that, during the data analysis, initial coding, interpretation and finalizing of the results were performed, which made the results reliable. For suitability, the researcher ensured that the results were secured from manipulation, especially in gathering and analyzing data, to avoid biases. The result was drawn from the raw data gathered.

3.6 Data analysis procedure

In the quantitative phase, the researcher utilized IBM SPSS Statistics version 20 to analyze the data, whereas the researcher thoroughly computed and analyzed the data needed for this study, such as the data's mean, standard deviation and other data necessities (Dalalah & Dalalah, 2023). This study utilized 5-point Likert-scale items (Chan & Tsi, 2024), where the researcher can easily view the data that have been gathered. After the completion of data collection, the data from the respondents were then coded. The population profile used for the respondents' details included gender, where the researcher used 1 for males and 2 for females. For coding, numerical codes assigned to represent each academic program to identify it more easily 1 for the program of BCAED, 2 for BEED, 3 for BSNED, 4 for BECED, and 5 for the BSED. To interpret the descriptive question, the researcher performed an equal interval and computed 1.00--1.79 (very low usage, views, and concerns), 1.80--2.59 (low usage, views, and concerns), 2.60--3.39 (neutral), 3.40--4.19 (high usage, views, and concerns), and 4.20--5.00 (very high usage, views, and concerns).

3.7 Ethical considerations

All the personal information that the researcher is gathering, for both the quantitative and qualitative sections, will be subjected to constant monitoring and protection throughout the research process. During the quantitative and qualitative phases, the researcher ensured that the respondents were aware that their participation was voluntary by giving them consent and that all their provided information would be treated with the utmost confidentiality. The researcher stated that their information provided would not be disclosed to the public and that they would be responsible for protecting the shared personal and sensitive information.



3.8 Storage and transmission of data

To ensure data security, only the researcher will have access to the data collected. For the quantitative section, the data are secured in a storage box where only the researcher has information on the location of the box to ensure the safety of the respondents. For the qualitative phase, all the electronic data, including voice recordings, are kept at encrypted storage sites where only the researcher knows the password. When accessing and transmitting the data, it will only be performed privately by complying with ethical guidelines.

3.9 Disposal and Destruction of Data

All personal and private information will be kept until the research study is completed. After the researcher is successfully completed, all the data, whether electronic or physical, will be permanently destroyed without leaving any traces to ensure the safety of the respondents.

3.10 Terms of Use

The research abided by ethical standards and data protection laws, including the Data Privacy Act of 2012. The collected data will be used solely for academic purposes related to this research study and will not be shared with any third party. Participants are free to withdraw from the study at any time, and their data will be excluded upon request.

3.11 Disclosure of Conflicts of Interest

The researcher declares that there are no conflicts of interest in conducting this research study. No personal, financial, or even professional relationships influenced the research process, findings, or interpretation of the results.

4. Results and Discussion

Table 1. Respondents' level of usage, views, and concerns toward ChatGPT usage

Variables	Mean	Std. Deviation	Interpretation
ChatGPT Usage	9.45	3.49	Neutral
Students' Views	7.68	3.50	Neutral
Students' Concerns	6.75	1.99	Low Concerns

The raw data were processed and analyzed via SPSS ver. 20 to obtain the means and standard deviations of the descriptive data. The table shows the results of the respondents' level of usage, views, and concerns toward ChatGPT. The findings revealed that among the



three (3) variables, two (2) variables, ChatGPT usage and students' views, gained a neutral interpretation as a result. These results imply that learners do not strongly recommend or reject this tool, which may indicate that the learners are still exploring the application's capabilities. The last variable, the students' concern, gained a low level of concern as an interpretation of the result, which implies that the respondents have low concerns with this variable when using ChatGPT (Teng, 2024). The mean ChatGPT usage is 9.45, and the standard deviation is 3.49, which indicates a neutral interpretation. The students' views have a mean of 7.68 and a standard deviation of 3.50, which indicate a neutral interpretation among the respondents (Rizvi et al., 2023). Finally, the students' concerns have a mean of 6.75 and a standard deviation of 1.99, which means that they have a low level of concern.

Table 2. Difference: Respondents' level of usage, views, and concern toward ChatGPT across programs

Variables	Mean	SD	p value	F value	Interpretation
Dependent	Independent				
ChatGPT	1	9.26	3.929		
Usage	2	9.70	3.097		
	3	8.40	2.252	0.301	1.230
	4	10.33	3.968		Not Significant
	5	9.56	3.856		
Students'	1	7.80	3.736		
Views	2	8.20	3.336		
	3	6.40	2.966	0.072	2.200
	4	8.83	3.630		Not Significant
	5	7.20	3.507		
Students'	1	6.53	1.870		
Concerns	2	6.96	1.920		
	3	6.03	0.964	0.060	3.256
	4	7.73	2.827		Not Significant
	5	6.50	1.655		

The researcher utilized one-way ANOVA and employed a parametric tool to examine and determine the significance differences among the different variables. The table is composed of variables, P values and interpretations. The table shows the results of the significance difference of every variable in this study. ChatGPT Usage has a P value of 0.301, Students' Views has a P value of 0.072, and the two (2) variables have no significance (Youssef et al., 2024). The last variable is students' concerns, with a P value of 0.060, which indicates that the education students had the same patterns of usage, views, and concerns about the



AI tool, which is the ChatGPT. This indicates that learners of each academic program have comparable practices in their usage, views, and concerns about the ChatGPT.

Table 3. Significant interrelationship between Views, Concerns, and ChatGPT Usage.

Variables		p value	Interpretation	r value	Interpretation
ChatGPT Usage	Students' Views	0.000**	Significant	0.820	Strong
Students' Views	Students' Concerns	0.000**	Significant	0.391	Weak
Students' Concerns	ChatGPT Usage	0.000**	Significant	0.329	Weak

**. The correlation is significant at the 0.01 level (2-tailed).

This table shows the significant interrelationship between the variables shown in the table. In this table, the researcher employed Pearson correlation analysis to examine and acquire the significant relationships among the variables. The table includes the variables, p values, r values, and interpretations. The first variables, ChatGPT Usage (CGPTU) and Students' Views (SV), have significant and strong correlations, with a p value of 0.000 and an r value of 0.820, suggesting that learners who have positive views of ChatGPT often utilize it more often. Moreover, in terms of the intercorrelations between the variables of students' views (SV) and students' concerns (SC), the p value is 0.000, and the r value is 0.391. There are different ways in which students view the ChatGPT, with a positive impact on the academic factor, and there are also drawbacks. (Alkamel & Alwagieh, 2024). The Students' Concern (SC) and ChatGPT Usage (CGPTU) results in a p value of 0.000, whereas the r value is 0.329, which is weak, despite the weak interpretation of the r value. The interpretation of the p value shows a significant result.

4.4.1 Quantitative findings

Respondents' interviews were formulated according to the following research questions: (1) What is the respondents' level of usage of ChatGPT? (2) Why do respondents have neutral views in utilizing ChatGPT? Related views and responses are organized and clustered to allow for a more detailed analysis, through which themes develop.

4.4.2 Contributing reasons why respondents have neutral views of ChatGPT

On the basis of the analysis, three (3) main themes were recognized, and the researcher discussed each theme thoroughly. These themes indicate the contributing reasons why respondents have neutral views of ChatGPT in three (3) unique perspectives.

4.4.3 Theme 1: Doubt in Accuracy and Source Reliability



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Six out of 15 respondents or 40% of the respondents shared a common problem regarding the accuracy and reliability of ChatGPT's responses. On this theme, the respondents recognized the doubt regarding where the data came from and the responses it accurately provided to a neutral viewpoint toward the tool.

The following are excerpts drawn from the participants' responses:

"I think that most students who use ChatGPT have neutral opinions because it has advantages for academic use, as it can provide direct-to-point answers, unlike on Google, and you still need to read the whole article or website to look for the answer that you need. However, the disadvantage is that some sources are not reliable, and it may sometimes give you the wrong answers due to the technicalities."

(Respondent 1)

"I think some people feel neutral about ChatGPT because they see both good and bad signs to it. Maybe they haven't used it enough for a strong opinion or they're unsure how accurate or helpful it truly is. Some might also be cautious because of privacy concerns or mixed experiences."

(Respondent 3)

"I think it is because they're hesitant to use the app itself, like they do not know if it provides legitimate answers or solutions to a certain problem."

(Respondent 7)

"One of the factors that influence me to have a neutral opinion about chatgpt because we cannot deny that chatgpt has a good impact on us; we can easily access it and provide you with right-away information, and we cannot be too dependent on it because some information is not that reliable and is evident in what is searching."

(Respondent 9)

"About one of the factors that I consider is to have a neutral view about the ChatGPT is the reliable sources and accuracy. In some cases, ChatGPT's responses are not always accurate or unbiased. Like, we do not know from what sources it comes, if the sources are reliable or not. So sometimes, the answer is from Wikipedia, Brainly, like that. So I cannot make sure if it could truly be good information that could be used in certain activities. Therefore, there is potential for misinformation, especially in sensitive areas such as healthcare. Therefore, awareness and limitations should also be considered. Because, sometimes, ChatGPT's response is, you know, it has potential flaws. Like, usually it's just an opinion, like that. Especially concerning academic integrity."

(Participant 14)



"I believe, the contributing reason why respondents have neutral views toward ChatGPT is that the users are not satisfied with the service of ChatGPT, such as the responses or "feedback given by ChatGPT. for example, I am looking for a topic that is not familiar to me and I want it to elaborate with ChatGPT or in a more detailed, but ChatGPT responded not so clearly, so it would be a factor or reason why I have neutral views toward ChatGPT."

(Participant 15)

The respondents shared concerns about the accuracy and reliability of the tool, which added to the respondents' neutral views of ChatGPT. Although Respondent 1 recognized the advantages of the tool, specifically in providing immediate answers to any queries, compared with the conventional or traditional web search tool, Respondent 1 clearly stated that some of the sources are not reliable and may provide the wrong answers due to technicalities. This was supported by Keiper et al. (2023), who showed that this tool has issues in terms of reliability, as it depends on the information entered into the system that might result from inconsistency, biased output, and incorrect information. This finding shows that there are only some issues with reliability when ChatGPT is used, especially because there is misinformation that circulates in any source online. Moreover, Respondent 3 shared a neutral viewpoint of uncertainty, pointing out that they are neutral toward the tool because it has good and bad impressions, indicating that "they haven't used it enough for a strong opinion or they're unsure how accurate or helpful it truly is", clearly pointing out having low trust in the tool generating information. Respondent 7 supported this view, clearly stating that "they're hesitant to use the app itself" because of the answers to or solutions provided by the tool. Similarly, Respondent 9 emphasized that although the tool can be beneficial, it can also provide information that is not very reliable. Furthermore, Respondent 14 provided a detailed explanation of the issue, stating that "ChatGPT's responses are not always accurate or unbiased", adding that the information the tool provides is from Wikipedia or Brainly, which can lead to potential misinformation. Finally, Respondent 15 shared a neutral view of how the tool is giving unclear and poorly detailed responses, particularly when unfamiliar topics are asked. In terms of reliability, copyright issues can also be challenging; during a new prompt, a full sentence or paragraph may be available, which can lead to copyright and plagiarism issues (Kasneci et al., 2023). These findings indicate that the use of this tool can cause problems with copyright and plagiarism, which are major problems, especially in the academic field, and can affect students' school work and activities.

4.4.4 Theme 2: Neutral Views of usefulness and Limitations

Three out of 15 or 33.33% of the respondents shared their thoughts regarding the usefulness and limitations of the tool, ChatGPT, which is a different type of neutral view of



the tool. The respondents identified a commonality that although the tool can be accessible, it also has limits.

The following are excerpts drawn from the participants' responses:

"I think factors such as overreliance are one, and if you have said neutral, then I can say that's its worth positive and negative. The negative side is overreliance, and the positive side can help us. It will be like it can benefit us. Thats why I have my neutral view about ChatGPT."

(Respondent 2)

"I think it would be the experience they've encountered while using ChatGPT. To be honest, as someone who also uses this tool on a certain type of struggle faced, I completely do not let myself rely on this tool, as it can lead to something bad that can affect my attitude and behavior. The more I engage myself to use this, I have observed myself being too lazy to think on my own lately. With that, I believe that it is the experience that might contribute to having a neutral opinion about the ChatGPT, as others might consider this a very great tool in their everyday life but not too good for others owing to its downsides."

(Respondent 5)

"There are many factors we need to consider that might influence people in using ChatGPT, this is used for school purposes for easy and fast thing for some research and prompts, it can also be used to help improve our grammar for communication."

(Respondent 8)

In this context, the respondents shared neutral views of ChatGPT, as they acknowledged both the advantages and limitations of the tool. Respondents 2 and 5 mentioned that while the tool can be helpful, it may also increase their concerns. Respondent 2 clearly stated, "I can say that it's worth positive and negative. The negative side is overreliance, and the positive side can help us. That's why I have a neutral view about ChatGPT," which shows that the tool can help them even if it has dysfunction; likewise, Respondent 5 shared, "I completely do not let myself rely on this tool. I have observed myself being too lazy to think on my own lately. Others might consider this a very great tool. However, not too good for others due to its downsides," which means that the tool can make them lazy at work. Meanwhile, respondent 8 highlighted its functional use, stating that "this is used for school purposes for easy and fast thing for some research and prompts; it can also be used to help improve our grammar for communication." These responses showed that their neutral viewpoint is molded by their awareness, as the tool offers accessibility and guidance. Students must keep in mind that it also has negative effects on critical thinking skills. It cannot be denied that using this tool can be useful, yet there are still threats to it.



ChatGPT can make it easy to gather and analyze information from different data that can be human-like results (Dalalah & Dalalah, 2023). This can also help improve genuine work and enhance critical thinking skills. These tools can process information and data, but they cannot be that reliable in regard to decision making and problem solving (Dalalah & Dalalah, 2023). It is evident that it is more effective if students rely on their decisions personally.

4.4.5 Theme 3: Worries regarding overly reliant and Decreased Analytical thinking

Five out of 15 or 20% of the respondents highlighted the problem of excessive use of ChatGPT. Overuse of the tool may lead to overdependence and laziness, and it can decrease the critical thinking and creativity of users. Although the tool is helpful and useful, it may delay cognitive growth if used irresponsibly.

The following are excerpts drawn from the participants' responses:

"For me, there are advantages and disadvantages. There are instances in which ChatGPT helps

to make our work easier, but it results in allowing us to be dependent on the application."

(Participant 4)

"I think some may think ChatGpt is a good tool to use and others say that it can be used for cheating when doing your essay or answering some question that you need a clear answer."

(Participant 6)

"One of the factors that influence me to have a neutral opinion about chatgpt because we cannot deny that chatgpt has a good impact on us; we can easily access it and provide you with right-away information, and we cannot be too dependent on it because some information is not that reliable and evident on what is searching."

(Participant 9)

"I think one of the factors that make me hesitate or stay neutral about using ChatGPT regularly for my academic inquiries is the reliability of the answers because we don't know where did it come from that's why it is important to do fact checking."

(Participant 11)

"For me, I think one of the factors that might influence respondents to have neutral opinions about the ChatGPT is that not all people, not all students, truly enjoy utilizing the ChatGPT. Like, most of us use ChatGPT just for assistance, just for guidance, or you only use it once in a blue moon. However, some truly utilize ChatGPT to the extent



that ChatGPT will perform all of the tasks that they are letting ChatGPT do. Therefore, we can see that it is balanced. This is why it is one of the factors that influences this neutral result. Because not all of the students use this too much, and some of the students use it like, what do you call this, just use it like average? Yeah, they just use it like for assistance and for guidance. We cannot say that there are no students utilizing ChatGPT. That is why it is neutral. Because it is in between. There are students who use it too much, and there are students who just use it like once in a blue moon. Like that." (Participant 13)

The respondents shared concerns regarding the potential of overreliance toward the tool and how it negatively affects students' ability to think critically and independently. Respondent 4, from their experience, said that "there are instances that ChatGPT helps to make our work easier, but it results in allowing us to be reliant on the tool." Rely on this tool might harm the essential goal of academics, which may adversely affect students' critical thinking and creative writing (Farhi et al., 2023). This insight into dependence was reflected by respondent 9, who stated that "we cannot be too dependent on it because some information is not that reliable and evident on what am searching." In the same way, respondent 11 noted the need to verify information because of the uncertainty of the tool's source, stating, "the reliability of answers because we don't know where did it come from that's why it is important to do fact checking." A different viewpoint was recognized through respondent 6, where both usefulness and misuse of the tool can occur in a single situation, stating, "some may think ChatGPT is a good tool to use and others may say that it can be used for cheating when doing your essay or answering some question." The growing use of the tool in the academic field is expanding, with researchers actively exploring its implications (Teng, 2024). Finally, Respondent 13 indicated that the tool can be used in different ways: "Some truly utilize ChatGPT to the extent that ChatGPT will do all of the tasks. In addition, some of the students use it. Just for assistance and for guidance. That is why it is neutral. Because it is in between." These respondents noted that while the tool offers educational guidance, it also increases concerns about overreliance and decreased analytical thinking. Creativity and self-reliance lead to a neutral view.

5. Conclusion

This study aimed to investigate respondents' views on the use of ChatGPT. The findings revealed that participants generally held a neutral viewpoint, suggesting that most respondents are still in the process of exploring ChatGPT's capabilities rather than fully supporting or rejecting their use. The results also indicated low levels of concern regarding ChatGPT, implying that learners do not yet perceive the tool's potential risks as a significant issue. With respect to inferential statistics, one-way ANOVA revealed no significant differences in respondents' usage, views, or concerns across academic programs, suggesting that these perceptions were consistent regardless of disciplinary background. However, correlation analysis indicated that students with more favorable views of ChatGPT were also



more likely to use it frequently. Although concerns demonstrated a weak correlation with both views ($r = 0.391, p = 0.000$) and usage ($r = 0.329, p = 0.000$), this suggests that while concerns exist, they do not strongly hinder learners' engagement with the tool. Collectively, these findings highlight ChatGPT's potential for broader acceptance as learners become increasingly familiar with its advantages. Nevertheless, the low level of concern may also reflect a lack of awareness of possible educational risks, underscoring the need to advance ethical discussions on AI use in academic contexts. In summary, students' views significantly influence their usage patterns, and future studies could examine how sustained interaction with ChatGPT affects educational outcomes and learning performance.

The qualitative analysis further enriched these findings by showing that students' neutral viewpoints are shaped by a dynamic balance of recognition, critical inquiry, and prudence. While the respondents acknowledged ChatGPT's practical benefits, such as quick access to information and assistance with academic tasks, they also emphasized notable limitations. Several participants expressed doubts about the accuracy and reliability of ChatGPT's information, noting that it sometimes draws content from questionable platforms such as Wikipedia or Brainly, which may yield biased answers. This uncertainty about informational validity, particularly in educational contexts, contributed to students' cautious acceptance of the tool. Only one out of 15 respondents explicitly underscored the need for fact-checking and verification when ChatGPT was used, whereas others focused on its usefulness balanced against its limitations. Additionally, many respondents voiced concerns about over overreliance on ChatGPT and its potential to diminish students' cognitive skills, critical thinking, creativity, and academic integrity. These perspectives suggest that learners' neutral views are not passive but instead arise from a careful weighing of ChatGPT's usefulness against its risks. These findings emphasize the importance of the responsible and balanced use of AI tools in educational contexts.

Overall, the study's quantitative and qualitative findings converge to show that learners' views on the ChatGPT tool are shaped by a concern between utility and caution, which equates to neutrality. While the students appreciate the tool's accessibility and support in academic workloads, they remain hesitant because of concerns over the accuracy, reliability, and overdependence they may acquire. This underscores the necessity of guiding learners toward critical and ethical engagement with AI in education.

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