# UNDERGRADUATES' APPLICATION OF CHATGPT IN ACADEMIC WRITING: PERCEPTIONS, PROBLEMS AND PROSPECTS

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## ABSTRACT

In this era of evolving technology, the education sector is witnessing a growing interest in exploring the benefits and challenges associated with integrating AI tools, as ChatGPT, into the writing process. The emergence of ChatGPT, a Generative pre-trained transformer (GPT) utilising supervised learning methods, has captured global attention. Different professionals across different sectors are using this tool, and many have argued that it is one of the best discoveries of our time. Employing a descriptive survey design, with a questionnaire administered to undergraduate students at a University in Nigeria, the study unravelled the multifaceted landscape of undergraduates' engagement with ChatGPT. The study delved into how students perceive the integration of AI technology in their writing practices, exploring both the advantages and challenges that arise from using ChatGPT. It also discussed the potential of ChatGPT in writing, highlighting its evolving role in enhancing students' writing skills. Ultimately, this research connects AI technology with writing, uncovering perceptions, obstacles and future opportunities. The results could have implications for educators and institutions aiming to improve writing instruction and student engagement through the incorporation of AI tools, like ChatGPT.

**Keywords:** Academic Writing, AI integration, ChatGPT, Perceptions, Undergraduates

## 1.0 INTRODUCTION

Over the years, academic writing has undergone significant changes due to the inclusion of artificial intelligence (AI) advancements. One notable innovation is ChatGPT, a language model created by OpenAI, which has become a tool with the potential to improve how we write and communicate effectively. As the educational sphere endeavours to align itself with the burgeoning advancements in AI, integrating ChatGPT into the academic writing process has drawn both attention and inquiry (Oyenuga et al, 2024). The educational sector is endeavouring to keep pace with the influence of ChatGPT, particularly in academic writing. Teachers are engaged in a debate on the utilisation of it and whether it should be permitted. At the same time, students seek guidance or authorisation (Jisc, 2023) on the appropriate manner and circumstances for its usage. Simultaneously, countermeasures in the form of AI tools designed to identify AI-generated text are being developed. Considering the learning capabilities of

tools, it's quite plausible to expect that a tool could be trained to generate text that eludes detection by artificial intelligence.

The impact of AI-driven technologies on industries is becoming more apparent as they reshape sectors (Mohammed et al., 2023; Alam et al, 2024). Researchers like Jarrah, Wardat, and Fidalgo (2023) have highlighted how machine learning models and the internet of things (Apata et al, 2024) have evolved from predicting patterns in data to generating content. This advancement in AI models has opened up possibilities across fields, including education, though its adoption in Africa has been slow (Oyenuga & Omale, 2024). Incorporating AI into writing offers an opportunity to streamline the writing process by providing students with instant feedback, grammar assistance and even content generation when needed (Graham, 2019). One notable tool, in this regard, is ChatGPT, known for its ability to produce contextually relevant text that can potentially support students in navigating the complexities of writing.

The advancements made by ChatGPT have been impressive, to the point where there is currently a lot of research on the use of this cutting-edge technology. Prior iterations of GPT were less advanced and did not accurately reflect its current capabilities. Nevertheless, the utilisation of calculators in the field of education has undergone extensive investigation (Ellington, 2003; Mao et al., 2017). During the 1970s, the use of calculators in education was a subject of controversy, similar to the current debate around ChatGPT. Therefore, it is intriguing to make a comparison between the two. The majority of studies validate that calculators have a dual impact. Firstly, pupils are afforded additional time to concentrate on the tasks of problem-solving and comprehension. Conversely, to utilise a calculator well, it is crucial to comprehend its functioning, meaning that pupils should possess the ability to perform the same activity manually. What a calculator is to mathematics students is what ChatGPT is to academic writing students, though the latter offers much more than the former.

Academic writing at the undergraduate level is a fundamental endeavour that serves as a cornerstone of higher education. As students begin their endeavours (Oyedele & Iember 2021), they enter the world of academic discussion, where conveying ideas, effectively engaging in critical thinking and conducting thorough analysis are crucial. In writing, there is a focus on following certain norms and guidelines to ensure effective communication within the academic community. This type of writing involves presenting arguments, theories and research outcomes in a manner guided by principles such as reasoning and evidence-based support. The tone of writing is both authoritative and respectful, showcasing the writer's engagement with existing work and their ability to think critically. At its essence, undergraduate academic writing serves purposes, including fostering thinking skills by encouraging students to evaluate and analyse information from different sources. By constructing organised arguments and clear explanations, students not only deepen their understanding of the subject matter but also enhance their ability to communicate complex ideas effectively. Additionally, undergraduate academic writing plays a role in sharing knowledge and allowing students to contribute to discussions and the advancement of academic knowledge in their respective fields. Through participation in this discourse, students help shape the body of knowledge that influences their areas of study and enriches their endeavours.

Additionally, writing in college is crucial for achieving the objectives of education. It helps students acquire communication skills that can be applied across fields and work environments (Cox, 2015). Being able to express thoughts, present arguments convincingly and interact with audiences is extremely valuable in today's society driven by knowledge. Moreover, mastering academic writing ties in with the mission of universities to promote independence and critical thinking (Kinkead, 2003). As students learn how to navigate texts, combine information and create narratives, they lay a solid groundwork for continuous learning and meaningful engagement in academic and professional settings. Essentially, academic writing, at this level, acts as a pathway for students to interact with the community, develop critical thinking skills and play a part in expanding knowledge. The established norms, goals and importance of this type of writing highlight its role in shaping individuals who are well-rounded, prepared for intellectual pursuits, and capable of effective communication, in the varied realm of higher education.

However, despite the advantages of incorporating AI into writing, it's crucial to thoroughly examine all aspects of this technological shift. With the good also come concerns around relying on AI tools and how they affect the writing abilities of students (Yousef et al., 2021). As such, tools become increasingly essential in any setting, there is a need to assess where they truly fit into the goals of higher education institutions. This study aims to discover the perceptions of the students regarding the application of ChatGPT in their writing practices and pinpoint the problems that are encountered in applying it, concerning the points that must be observed.

Through the lens of this investigation, the research aims to provide insights into undergraduates' experiences while also providing educators, curriculum developers, and technology designers with information about the unfolding dynamics of AI-assisted academic writing. As institutions continue to evolve and adapt to this shift in education, exactly how students interact with AI-based tools like ChatGPT starts to become an important part of improving teaching strategies and effective integration toward improved learning outcomes. The objectives of this investigation are, therefore, as follows:

1. How do undergraduate students perceive the use of ChatGPT in their academic writing tasks?
2. What are the anticipated benefits and potential drawbacks of integrating ChatGPT into the academic writing process for undergraduate students?
3. What strategies and solutions can be recommended to mitigate challenges encountered by undergraduate students when using ChatGPT for academic writing?

## 2.0 METHODOLOGY

The study adopted a descriptive survey research methodology in ascertaining the perceptions, advantages, disadvantages, and suggested antidotes that contribute to the use of ChatGPT in academic writing among undergraduate students at Adekunle Ajasin University. This procedure adopted in this method allowed quantitative data gathering with an organised online survey sent through Google Forms.

The sample involved 100 undergraduate students drawn from various faculties at Adekunle Ajasin University in Nigeria. A stratified random sampling technique was adopted in choosing a sample of 100 to ensure a representative distribution across demographic factors such as age and gender, as well as field of study. This sampling methodology gave room for diversity of viewpoints and personal experiences about the usage of ChatGPT.

The information was gathered during four weeks. The online questionnaire on Google Forms, accessible on the university's communication platforms, was created to be as convenient and accessible for participants. In addition to the research questions, the questionnaire has been divided into three major parts, including perceptions toward ChatGPT's benefits and drawbacks and proposed strategies for best utilisation. Respondents were asked to provide answers using the Likert scale, where they could indicate the level of their agreement or disagreement with a set of statements.

Student demographics, age and gender, as well as field of study, were collected to capture the effects of these variables on their responses. Different fields of study were reported by students with different levels of adoption and utility of ChatGPT. Students who are majoring in Arts and Social Sciences tend to be more favourable in thinking that ChatGPT is a useful tool which can help generate ideas and improve one's writing quality, but students in sciences tend to be more sceptical of potential plagiarism issues and too much reliance on the tool.

The data were analysed using the statistical tools and also the descriptive statistics like Mean, Standard Deviation, Frequency Distribution, and Percentages. Further, the analyses were presented in tables to give an explicit and comprehensive understanding of the results. Descriptive statistics were used in this study to concisely interpret the data: they detected the trends and patterns that generally exist in the students' perspectives and experiences with ChatGPT.

## 3.0 LITERATURE REVIEW

### 3.1 Theoretical Framework

Innovation Diffusion Theory has been a foundational framework in understanding how new ideas, technologies, and practices are disseminated through a social system since its inception by Everett Rogers. It considers the different stages of adopting innovation, factors influencing decisions, and communication channels to spread innovations. Current studies into the theory repeatedly affirm and expand upon ideas first introduced by Rogers with modern insights into the diffusion of innovations, particularly in the school environment.

Kapoor et al. (2014) conducted an extensive analysis and collation of Rogers' innovation adoption characteristics. They underlined the role of relative advantage, compatibility, complexity, trialability and observability in the adoption of innovations. Kapoor et al. (2014) further, also underscored these features to develop strategies that encourage the effective adoption of innovation. Moreover, Benhabib et al.,(2021) develop a model that describes the interaction between innovation and technology diffusion in determining the productivity distribution and driving aggregate economic growth. Their work focuses on the interaction between innovation and adoption, which has deep implications for long-run growth and the overall adoption environment.

Recently, Alhammadi et al. (2023) investigated how IDT, or Information Diffusion Theory, and TRI, or Technology Readiness Index, could influence the adoption of smart learning in the UAE. They conclude that IDT and TRI both have a very strong impact on people's attitudes toward smart learning. Therefore, this impact is mediated by behavioural intention, essentially a reminder of the focus on resistance to change in embracing new technologies.

Undergraduates' application of ChatGPT in academic writing employs the IDT as its analytical framework when studying how students perceive, integrate, and use ChatGPT. Classification of adopters into innovators, early adopters, early majority, late majority, and laggards sets up a framework for understanding students' different levels of adoption. Factors that affect the choice to adopt or reject ChatGPT are:

**Relative Advantage:** The perceived superiority of applying ChatGPT over traditional writing methods.

**Compatibility:** The extent to which ChatGPT aligns with the present writing patterns of the students and academic standards

**Complexity:** The ease of use of ChatGPT and how understandable it can be

Trialability is the chance given to the students to try out the experimental use of ChatGPT before it's finally and fully absorbed into their workflow.

Observability is the measure by which it will be easy to determine the benefits that flow from the use of ChatGPT toward better quality writing or efficiency.

Peer discussions, teacher-class discussions, online forums, and social media are also channels of communication important in sharing knowledge and raising awareness about ChatGPT. Analyse these communication patterns, identifying influential people and effective approaches toward using ChatGPT in composing assignments. Implementing such ideas will help educators, along with technology developers, in implementing AI tools more effectively in school environments, ensuring that they supplement, not replace, critical thinking and writing abilities.

### 3.2 Empirical Reviews

As opined by Utami et al. (2023), academic writing demands specific techniques and practices to ensure that ideas and structure are authentically and soundly conceived. Thus, they argued that teaching the students the skills of doing research, critical observation, and utilising other references in their writing endeavours is vital. Furthermore, they stressed that a favourable student attitude can accelerate the embracing and adoption of technology, applied in this case, artificial intelligence, in the academic writing context.

Utami et al. (2023) conducted a study that examined the positive influence of AI technology on students' writing skills, with the focus on an area which had not been studied before in Indonesian research. The overall assessment of the study was the implementation of AI in teaching academic writing in the Indonesian setting. Quantitative and qualitative approaches were drawn from three state high schools in Central Java. While the AI technology allowed the

students to research and draft easily, there were editing capabilities that were lacking in the technology, especially in the Indonesian language. These scholars highlighted a lacuna in the study on AI influence over the authenticity and accuracy of information, which they proposed as a future course to be taken.

Bonsu and Baffour-Koduah (2023) conducted a study wherein they studied the influence artificial intelligence had on the educational sector with special reference to ChatGPT. Investigating the attitude and intention of students toward adopting ChatGPT in higher education, they used mixed methods. There was no statistical association, but impressions and intentions are good, which could indicate the potential for more adoption. Students reported a desire and preparedness to adopt ChatGPT into their studies, suggesting that using it could be adding to best practice in teaching.

Additionally, Chai et al. (2021) wrote about the growing interest in AI and the surging interest in educators. They have explored their research within the contours of the Theory of Planned Behaviour (TPB) and the elementary school children's behavioural intentions towards learning AI. They have surveyed many elements using an online survey, such as self-efficacy in AI learning, being ready to interact with AI, opinions related to the impact of AI on society, AI literacy, and finally, behavioural intention. Their SEM revealed that these characteristics can predict students' intention to learn AI; hence, this has opened avenues for AI education advocates.

Alrahmi et al. (2019) undertook intensive research on how the IDT would impact the behavioural intentions of university students when accessing e-learning. The authors were interested in the five main characteristics of IDT: relative advantage, compatibility, complexity, trialability, and observability. As the results of the survey indicate, these factors played a substantial role in shaping students' intentions: most technologies adopted were compatible with their academic practices and with their personal preferences. The need for simpler and more user-friendly solutions was established, and the possibility to test the e-learning system before its definitive adoption enhanced readiness. Observability also led to the acceptance of the concept because learners noticed tangible improvements in their performance.

Pinho et al. (2021) conducted a study on the student use of Moodle LMS at Portuguese universities. They followed the IDT for their discussion. Results of their research work came out with the fact that perceived compatibility and trialability highly influenced the acceptability of technology. The researchers also found out that more students will embrace Moodle if it matches their existing learning patterns and personal preferences. Another factor for the adoption of Moodle was the possibility of testing out Moodle to experiment with before fully embracing it.

Extensive research of Brem et al. (2021) has concentrated attention on the adoption of digital innovation, particularly on IoT and big data analytics, in the context of digital entrepreneurship. It highlights the significance of the IDT in explaining the adoption and diffusion process of such technologies across industries. Relative advantage, compatibility, and complexity were the most important factors involved in the adoption of those technologies. It provided workable

ideas about the best way to utilise recently invented technologies to encourage entrepreneurship and innovation.

According to Tate et al. (2023), the rapid integration of AI-based tools, such as ChatGPT, into learning settings was investigated. They pointed out that while ChatGPT had many positive features, the inclusion of incorrect responses and sexism may limit its broader adoption. This conclusion is in line with the principles of IDT, which suggests that proper technological imperfections and ethical issues need to be addressed to enhance acceptance and usage of technology.

Dahmen et al. (2023) explored whether ChatGPT could be applied to academic writing and research. The researchers found there were significant advantages in the formulation of material and development of hypotheses, while also acknowledging ethical issues and the possibility of plagiarism as disadvantages. These are consistent with IDT's important considerations of innovative characteristics and the perceptions of those who adopt them, highlighting the necessity for strong norms to guarantee the integrity of academic work. These works emphasise the continued relevance of IDT in current research, demonstrating its utility in numerous technical developments and modes of instruction. In that respect, these empirical reviews improve our understanding of how innovations are adopted and used in different contexts by considering different aspects of technology adoption.

## 4.0 RESULTS AND DISCUSSION

**Research Question 1:** How do undergraduate students perceive the use of ChatGPT in their academic writing tasks?

**Table 1: Perceptions of ChatGPT in Academic Writing**

| Item | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | Total | Mean | Std |
|---|---|---|---|---|---|---|---|
| 1. Use of ChatGPT enhances my all wr ng experience | 1 | 7 | 74 | 18 | 100 | 3.09 | 0.707 |
| 3 I find ChatGPT helpful in generating ideas and content for my academic writing | 11 | 4 | 62 | 23 | 100 | 2.97 | 0.782 |
| 4 ChatGPT improves the quality of my academic writing | 2 | 10 | 68 | 20 | 100 | 2.26 | 0.782 |
| | 1 | 8 | 67 | 23 | 100 | 3 | 0.833 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | I believe that integrating ChatGPT into my academic writing tasks is a valuable innovation | | | | | | | |
| | **TOTAL** | | | | | | **2.26** | **0.6208** |

**Discussion**

About three-quarters of the respondents (74%) agreed to the fact that ChatGPT enhances their writing experience, with 18% agreeing with this statement very strongly. This opinion tallies well with the current literature synthesis, which describes and emphasizes how AI makes the process of writing optimized and then gives instant feedback. About 62% of the respondents indicated that ChatGPT aided in producing ideas and material, but the latter's effectiveness hints at it's becoming a useful instrument to overcome the challenges of writer's block, as suggested by Dahmen et al. (2023).

Although 68% of respondents agreed, the mean score suggests that the impact on quality of writing is only moderate in nature. This therefore implies that the quality of content provided by AI is yet to be improved or even limited. About two-thirds (67%) of respondents considered ChatGPT as a valuable innovation for academic writing, implying that students appreciate use of AI in their writing assignments.

From the provided tables, it's evident that most undergraduates found ChatGPT significantly useful for academic writing because it maximizes their improvement in writing experience and supports ideas generation. However, the issue has to do with the impact of AI on critical thinking and the creative sense and education, so it makes a holistic approach necessary when used in settings of learning. This investigation serves to bring up the importance of providing adequate training in developing an encouraging environment in ensuring that AI tools such as ChatGPT are availed to complement rather than substitute critical capabilities of learning.

The findings suggest that a vast majority of the participants (74.3%) agreed that ChatGPT enhanced their writing experience and that 18.1% strongly agreed. This finding is in line with studies in the literature, which seem to suggest that AI may ease the writing process and offer instant feedback (Jarrah et al., 2023). Moreover, 61.9% of students rated ChatGPT as helpful in generating ideas and content, thereby suggesting it is used to serve as a creative support in overcoming the blocks, as noted by Dahmen et al., (2023).

**Research Question 2:** What are the anticipated benefits and potential drawbacks of integrating ChatGPT into the academic writing process for undergraduate students?

**Table 2: Benefits and Drawbacks of ChatGPT Integration**

| S/N | Items | Strongly Disagree | Disagree | Agree | Strongly Agree | Total | Mean | Std |
|---|---|---|---|---|---|---|---|---|

| | | 1 | 2 | 3 | 4 | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | ChatGPT helps me explore different perspectives and ideas for my writing | 9 | 5 | 71 | 15 | 100 | 2.92 | 1 |
| 2 | ChatGPT may lead to plagiarism or unoriginal content | 2 | 30 | 60 | 8 | 100 | 2.48 | 0.707 |
| 3 | ChatGPT can hinder my ability to learn and improve my writing skills | 14 | 40 | 36 | 10 | 100 | 2.42 | 1 |
| 4 | The integration of ChatGPT improves my confidence in approaching academic writing tasks | 3 | 12 | 71 | 14 | 100 | 2.96 | 0.667 |
| 5 | Using ChatGPT leads to time savings in generating content for my academic assignments | 2 | 5 | 77 | 16 | 100 | 3.07 | 0.333 |
| | **TOTAL** | | | | | | **2.77** | **0.707** |

**Discussion**

The ability of ChatGPT to give various opinions is critically used in academic writing because a combination of several viewpoints has to be presented and discussed. ChatGPT can be used to create varied content and even suggest new approaches for a solution, which will help increase creativity and alleviate a student's writing block. This coheres well with the broader body of work regarding the role that artificial intelligence can play in enhancing cognitive abilities and promoting several intellectual outlooks.

On the other hand, the report highlights some significant concerns. 60% of students reported ethical concerns about plagiarism, which emphasizes that there is a strong need to apply strict norms in academics to avoid misuse. The problem of ChatGPT generating unoriginal work or enabling academic dishonesty is thus the main concern that needs urgent action from educational institutions. Resilient plagiarism detection technologies must be implemented. Education for students should also be comprehensive, where the subject matter is dealt with so that dangers are avoided. Ethical use of AI within academia is necessary to ensure that educational evaluations remain free from bias and integrity.

Our findings show that 36% of the students believe that overusing ChatGPT and using AI tools day-to-day badly affects the enhancement of their writing skills, whereas the present scenario is full of worrisome imaginations in which students may be damaging their progress in some leading skills such as argument constructions, logical flow, and fine writing styles. Where educators may find the greater challenge balancing using AI tools with more traditional teaching techniques of writing skills(Yousef et al. 2021), which stress autonomy in writing. If

properly balanced, students can benefit from using AI as an add-on rather than the go-to tool when augmenting their own skills and benefiting from technological innovations.

Despite these challenges, 71% percent of participants felt a greater sense of confidence related to their writing projects when they used ChatGPT. This would mean that AI technologies can increase confidence in academic writing. Confidence is important for successful academics; it makes students willing to participate and engage in studies actively as well as take up some intellectual challenges. The supportive role of the AI system-the ability to provide instant feedback and provide such important suggestions-can also relieve some pressure experience in writing assignments and help boost confidence.

77% of students confirmed the time-saving advantage of using ChatGPT, which also reflects that AI tools are much more effective at doing academic writing tasks. Using AI tools might save them a significant amount of time, and hence they will spend more time researching and critically thinking rather than the technical details involved in this process. The overall outcome might be a better performance, and most importantly, a better use of time.

To sum up, the inculcation of ChatGPT in scholarly writing is of immense value with respect to the generation of ideas, confidence levels, and saving of time. However, it does raise ample and serious ethical and developmental concerns. To make an optimum utilization of the capability of AI in enhancing the academic writing skills one needs to address these issues by laying out suitable teaching methodology and protocol.

**Research Question 3:** What strategies and solutions can be recommended to mitigate challenges encountered by undergraduate students when using ChatGPT for academic writing?

**Table 3: Recommended Strategies and Solutions**

| Items | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | Total | Mean | Std |
|---|---|---|---|---|---|---|---|
| Adequate training and guidance on using ChatGPT could enhance its effectiveness in academic writing | 8 | 3 | 72 | 17 | 100 | 2.98 | 3 |
| ChatGPT contributes to the enhancement of my academic writing in terms of clarity and coherence | 8 | 7 | 75 | 10 | 100 | 2.87 | 3 |
| Recommendations about ChatGPT from peers and instructors influenced my decision to use it for academic writing | 4 | 10 | 75 | 11 | 100 | 2.92 | 4 |
| **Total** | | | | | | **2.92** | **3.33** |

**Discussion**

A significant majority of 72% believe that they need training to adequately use ChatGPT. Such a discovery underlines the importance of educational interventions in order to maximise the benefits of artificial intelligence in the field of academic writing (Bonsu & Baffour-Koduah,2023). Proper training equips the students with being ability to utilise ChatGPT in the most optimal way possible, maximising the former's benefits and minimising possible adverse effects. The actual training programs could be how to apply AI technologies in supporting their writing skills, and not rely too much on those. This balance needs to be kept so that the integrity of the learning process can be maintained and the students can gain some essential writing skills independently.

It is interesting that the research conducted by Pinho et al. (2021) demonstrated that as many as 75% of users believed that their written products, in comparison to those they would have produced without ChatGPT, were better organised and coherent. That fact supersedes all other evidence for the success of such a tool in enhancing the quality of written work. It will help organise ideas, develop logical arguments, and craft language, all essential for writing tight, coherent texts for the academic writer. ChatGPT provides immediate comments and ideas that guide students to identify and solve their problems, optimise their workflow in writing, and yield coherent and fine-tuned works.

The impact of peer and instructor recommendations on the adoption of ChatGPT by students again highlights how enrollment into the educational environment has a strong social-based nature, as pointed out by Chai et al. (2021). Social influence plays an essential role in technology adoption (Apata et al, 2025) since most students seek advice from their peers and teachers about the use of new tools and practices. Reputable endorsements should be considered a factor in how broadly and constantly the AI tool, such as ChatGPT, is used. Social validation is a stimulus to early uptake and also drives further adoption and study of features of the tool.

Furthermore, it focuses on training and mentorship to address ethical questions about the use of AI in academic settings. Suitable education would facilitate these students to learn how to use ChatGPT in the right way, and from this, the risk of plagiarism and other such examples would be diminished, and their integrity would be preserved for their work. Teachers may also include education about intellectual integrity and the ethical consequences of using AI technologies to create a culture of mindful and informed use.

This introduction of AI-aided tools, such as ChatGPT, into academic writing provides several benefits in terms of the lucidity and coherence of the essay, increased self-confidence, and the saving of time. However, it can be completed only if the students are adequately prepared and supported to use these tools. It is the educational institution that caters to the necessary preparation and support to guide the student through the complexities of an AI-assisted composition process.

## 5.0 FINDINGS, CONCLUSION AND RECOMMENDATION

The following are the findings from the study;

**Improvement of Writing Experience:** 92.4% of respondents indicate agreement or strong agreement with improvement in their experience with writing through the use of ChatGPT. This may have been because it generates ideas, helps in the process of writing, and suggests options for grammar and style. ChatGPT allows students to free their minds from the burden of tedious grammar and style edits so that they concentrate better on substance and the organisation of ideas. Relief of tedious tasks can facilitate the writing process, thus giving a possibility to write more, be less intimidating, and open an avenue to a conducive learning environment.

**Conceptualisation:** About 84.8% of the students find that ChatGPT is helpful for idea and content brainstorming. The inspiration device that ChatGPT would prove to be easy for breaking writer's block and inspiring a new insight might especially come in handy for students who often have problems starting with writing assignments. ChatGPT's functionality can foster creativity and motivate students to research different perspectives and methodologies in their writing, hence increasing their academic productivity.

**Enhancing Quality:** As much as 86.7% of respondents believe ChatGPT helps improve the quality of their paper. This belief can be attributed to the AI's ability to better use language, as it helps students in structuring their arguments better with coherent language and using advanced vocabulary. ChatGPT works like a tutor offering suggestions for writing improvement and pointing out places that need further development so the students can increase the quality of their work. Counselling could be particularly beneficial to students for whom English is a second language or those who need more help with linguistic nuances.

**Importance of Academic Writing:** It's found that 91.5% of the students think it's worth the investment when the tool is used in the context of writing for academic purposes. Such a high degree of agreement reflects such awareness and, possibly, dependency on AI tools in learning environments. Students appreciate an AI tool which can help with all aspects of writing: brainstorming and refining the final draft. The fact that students accept new technologies shows they want to use tools to improve achievement at the academic level and make their job more efficient.

**Speed and Effectiveness:** 96.2% agree that ChatGPT makes writing go faster and more efficiently!!! Such findings may bring out that students regard ChatGPT as a big time-saver, which seems to be in line with the stress these environments have to do things within very narrowly defined time boundaries to get things done. The ability to produce better content quickly allows a lot of time to be spent researching, analysing, and doing other academic work. Such efficiency in learning must necessarily result in good performance with reduced stress levels, hence a more productive learning process.

**Enhancing Critical Thinking and Writing Abilities:** Notably, 64.8% of respondents admit to the fact that using ChatGPT decreases their dependency on critical thinking and writing skills. It also provokes crucial questions about what changes AI tools could bring in the development of children's cognitive abilities. While this is assisting them with their writing assignments, it has a potential negative side - the dependency on AI may prevent the development of key skills, such as critical thinking, argumentation, and independent writing. A way to resolve this issue would be for educators to ensure the use of AI technologies in

supplementing, rather than replacing, conventional learning approaches that encourage critical thinking.

**Issues regarding Plagiarism and Originality:** About 67.6% of the students are afraid that the AI model ChatGPT is going to be used for plagiarism or something non-original. This again goes to the heart of the ethical and pedagogical problem concerning its use for academic purposes. Academic honesty needs to be guaranteed, and therefore, strict procedures ought to be developed to prevent this abuse or misuse. Educators need to teach their students the importance of uniqueness and outline specific expectations regarding the responsible use of AI tools. Academic integrity will also need to be included with AI introduction into academic settings because of its potential risks in content generated by AI.

**Education and Academic Progress:** A large proportion of people think that ChatGPT would hamper their ability to learn something new and improve their writing skills, to an extent of 76.2%. This clearly shows that people are concerned that the entire process of knowledge acquisition may be hampered by reliance on AI technologies. While AI can be of significant support, students must themselves engage in the writing process and further their talents. In order to balance the use of AI technologies, leaders should be wary of the challenges in adopting innovation (Jafar et al, 2025), and those in education should strike a balance between using AI and encouraging activities that foster independent writing and critical thinking among pupils.

**Assurance in Scholarly Writing:** Most of the participants opined that the tool is making them more confident in attempting to write academically. Therefore, it shall also act as an enabler and help students receive support so that complex writing tasks can be mastered. More elaborate suggestions and swift responses from the tool ChatGPT can increase self-confidence in the minds of students and enable them to take up challenging writing tasks and intellectual challenges.

**Education and Instruction:** The vast majority of respondents believe that the training and guidance provided would enhance the effectiveness of ChatGPT. The above results show only too well that educational interventions are sorely required to maximise the benefits of using ChatGPT effectively in the academic field. A holistic training program will enable the students to learn the appropriate use of ChatGPT efficiently and ethically, thereby maximising the benefits from such technology while ensuring that their educational journey is safe. Fundamentally, teachers need technologically-enhanced training (Oyedele et al, 2024) to develop wide-ranging courses of training, both in terms of technical aspects that are involved in the use of AI tools and ethical issues related to it.

**Impact of Peers and Instructors:** Finally, a high percentage of 86.6% said that friends and teachers influence them in the decision-making to adopt ChatGPT. That is to say, it underlines the social aspect of technology integration in the learning institutions. To what extent the students are willing to try out this new technology depends on the recommendation of such a source. The educators can exploit this social effect to entail responsible use as well as effective use of AI tools in academic writing.

In conclusion, data from the survey shows the number of undergraduate students finding usefulness in ChatGPT for academic purposes in writing. It has improved the quality of their writings, enabled them to come up with ideas, and raised the work to a quality standard. However, it is still concerning whether cognitive reasoning, creativity, and learning are affected as well. These findings indicate the necessity of adopting a well-rounded strategy when incorporating AI tools such as ChatGPT into educational environments. It is crucial to utilise these technologies as supplementary aids that enhance rather than substitute fundamental academic abilities. To optimise the advantages of AI in academic writing and minimise any potential disadvantages, it is crucial to offer comprehensive instruction and cultivate a nurturing atmosphere.

The summary of findings is presented in the table and figure below:

**Table 4:**

| Responses | Percentage |
|---|---|
| Enhancement of Writing Experience (EWE) | 92.4 |
| Idea Generation (IG) | 84.8 |
| Quality Improvement (QI) | 86.7 |
| Value in Academic Writing (VAW) | 91.5 |
| Speed and Efficiency (SE) | 96.2 |
| Critical Thinking and Writing Skills (CTWS) | 64.8 |
| Plagiarism and Originality Concerns (POC) | 67.6 |
| Learning and Improvement (LI) | 76.2 |
| Confidence in Academic Writing (CAW) | 85.7 |
| Training and Guidance (TG) | 89.5 |
| Influence of Peers and Instructors (IPI) | 86.6 |
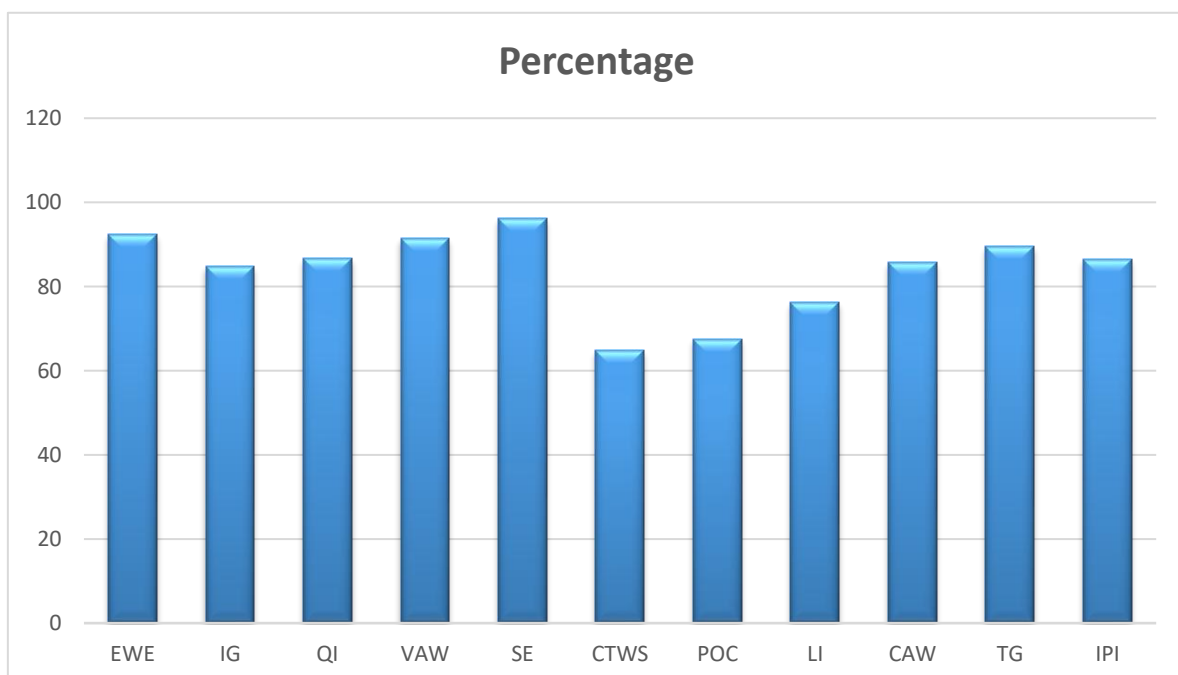
**Fig. 1: Students' Perception of the Use of ChatGPT for Academic Writing**

**5.1 Implications and Future Directions**

Though the use of artificial intelligence by students can distort critical thinking and writing skills, nevertheless, it is illogical to prohibit the use of this technology for students who will inhabit a society where this technology will have a significant impact (Kung, 2022). Hence, it is imperative to establish two distinct categories of tasks: (a) activities that prohibit the use of tools such as ChatGPT, similar to a mathematics examination that disallows calculators and (b) tasks that openly use technologies like ChatGPT, such as homework assignments. Regarding the initial category, little modifications are required. Nevertheless, it can solely be evaluated under a regulated setting. Using AI to detect the use of AI is impractical, despite efforts to create such detection systems. The second type requires substantial modifications. It is no longer possible to utilise open-ended homework projects that require students to write text. Alternatively, educators need to adapt this technology (Oyenuga & Jeresa, 2025) should consider designing assignments that necessitate a fusion of both skills or that entail a subsequent oral assessment or presentation. Consequently, assignments must be more demanding, and students' critical thinking and communication skills can be enhanced through presentation. It is evident that ChatGPT has become a veritable tool in academic writing; the primary obstacle is the potential for it to generate responses that sound accurate but are logically flawed. This places a substantial responsibility on the teacher, who is required to rectify the outcomes. Furthermore, this can also lead to a cobra effect (Oyedele, 2025) where undergraduate students might tend to use ChatGPT to conduct their final-year research rather than searching through literature on their own. These actions will manipulate accurate scientific information, encourage the act of copying others' work, and disseminate false or misleading information.

Applications like ChatGPT can serve as both companions and tutors, providing support for self-regulated learning. However, they can also be used as a means to pass tests without exerting any effort, resulting in minimal, if any, actual learning. Like many other things, ChatGPT occasionally performs very well or adequately, yet at times it may also encounter failures. Depending on the nature of the assignment and the specific question being asked, the answers provided can be either useful, amusing or incorrect and misleading. Although the training datasets are projected to continue growing and thus lessen the issue, it is still the responsibility of humans to examine and assess these replies. Therefore, it is necessary to reconsider the approach to designing learning experiences for learners to cultivate essential skills, such as critical thinking, complex problem-solving, creativity, and decision-making. This should consider different educational environments (e.g., classrooms, meeting rooms, industry settings) and utilise innovative digital tools and materials (Pappas & Giannakos, 2021).

Though undergraduate students can have AI tools like ChatGPT inculcated into their curriculum (Shrivastava, 2022), it is crucial to acknowledge that ChatGPT should be utilized as an adjunct to, rather than a substitute for, conventional instruction and human-teacher engagement.

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