



Attitude towards Chat GPT among B.Ed. Students

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Abstract

The study aimed to assess the attitude of B.Ed. students towards ChatGPT. The study used the descriptive survey method. A sample of 50 B.Ed. students from Sikkim, were selected using simple random sampling technique. Data were collected using the Attitude towards ChatGPT scale developed by Thangavel and Gangadharan (2024). The findings showed that most of the B.Ed. students demonstrated a favourable attitude towards ChatGPT, with the majority falling within the moderate to high levels of attitude, while a limited number of students displayed a low level of attitude towards its use. The study further revealed no significant gender differences in attitude towards ChatGPT among B.Ed. students. However, the study also highlights the need for orientation and awareness programmes to support students who display comparatively lower levels of positive attitude towards AI-based tools.

Keywords: ChatGPT, B.Ed. students, attitude, gender differences, AI in education

1.0 Introduction

ChatGPT, developed by OpenAI, is an AI-powered chatbot built on the GPT model family. It uses natural language processing techniques to hold conversations that resemble those with humans and can create diverse types of content such as articles, summaries, and recommendations (Belcic & Stryker, 2025). This versatile tool can handle a wide range of functions beyond simple conversations, such as coding and debugging, creating music, drafting emails, summarizing various media, producing social media posts, solving mathematical problems, optimizing content for SEO, and supporting tasks like job applications and creative writing (Hetler, n.d.).

Recent research by Sahito et al. (2024) highlights the transformative role of artificial intelligence (AI) in K-12 education, particularly in enhancing personalized learning. Their study demonstrates that AI-driven tools significantly improve student engagement and academic performance by tailoring learning experiences and providing immediate feedback. However, the authors also caution about challenges such as data privacy and the digital divide, emphasizing the need for equitable access and continuous teacher development to fully realize AI's potential in education. Another research by Pitts et al. (2025) explored how undergraduate students perceive the use of AI chatbots, such as ChatGPT, in educational settings. The study found that students commonly recognize benefits like improved access to information, support with studying and assignments, and enhanced instructional capabilities. While students appreciated these advantages, the research also highlighted concerns about the accuracy of AI-generated content and the potential for academic misuse. These findings underscore the dual role of AI tools as both supportive learning aids and sources of ethical complexity in education. Another study by Fosner (2024) explores university students' use and perceptions of AI tools in Slovenia, highlighting both the benefits and concerns associated with their integration into education. While students recognize AI's efficiency in enhancing learning, they worry about its effects on academic integrity and learning quality. The findings reveal that usage varies by field and academic level, emphasizing the need for a balanced and sustainable approach to AI in higher education that addresses ethical and psychological challenges while promoting long-term educational and societal benefits (Fosner, 2024).

As the use of AI tools becomes increasingly common in higher education, understanding students' attitudes toward such technologies is essential. Eagly and Chaiken (2007), drawing on their original definition from 1993, described attitude as a psychological tendency to evaluate an object, idea, or behaviour positively or negatively, reflecting an individual's overall favourability or unfavorability toward it. Accordingly, it may influence students' adoption of and engagement with AI tools such as ChatGPT in educational activities. Recent studies have explored students' attitudes toward the use of AI tools in education across various contexts. Rosmayanti (2024) found that English language learners

generally held positive views, with the majority reporting improved writing skills, increased learning efficiency, and enhanced academic self-efficacy when using AI tools like ChatGPT and Grammarly. However, concerns were raised about overdependence and potential misuse. In a broader higher education context, Tang et al. (2025) developed a survey to assess student attitude towards generative AI in higher education, revealing key dimensions such as societal concern, policy clarity, and career impact. Male and multilingual students showed greater acceptance of GenAI in writing tasks, while first-year students expressed more societal concerns. The study highlights how student background influences perceptions of AI in academic settings. Further to this, some studies explored gender differences in the adoption and use of AI tools, with findings indicating no significant disparities in perceived effectiveness between male and female students (Iddrisu et al., 2023). Shettigar et al. (2023) investigated gender-based differences in the adoption of Open Educational Resources (OER) among university students in Karnataka using the Technology Acceptance Model. The findings indicated no significant gender disparities in perceived usefulness, perceived ease of use, or behavioural intention to adopt OERs, with the exception of differences observed in registration and enrollment activities on OER platforms. These studies underscore the importance of understanding diverse student perspectives to ensure equitable and responsible integration of AI in educational settings.

Bachelor of Education (B.Ed.) students represent a particularly important group in this context. As future teachers, their current attitude towards AI tools are likely to shape their future pedagogical practices and technology integration in classrooms. If they view tools like ChatGPT positively, they may be more open to employ AI in teaching, while negative views may lead them to oppose its use due to concerns about misuse or dependency. However, despite the growing interest in AI, there is limited empirical research focusing specifically on the perceptions and attitudes of teacher trainees.

Given this background, the present study aims to examine the attitude of B.Ed. students towards ChatGPT, using a standardized tool. It further seeks to explore whether significant differences exist

based on gender, thus contributing to a deeper understanding of how prospective teachers perceive and may incorporate AI in their professional practice.

2.0 Objectives of the Study

- i. To assess the overall attitude of B.Ed. students towards ChatGPT.
- ii. To compare the attitudes of male and female B.Ed. students towards ChatGPT.

3.0 Hypothesis

H₀₁ There is no significant difference in the attitude of male and female B.Ed. students towards ChatGPT.

4.0 Methods and procedures

The study adopted a descriptive survey design to assess the attitude of B.Ed. students towards ChatGPT. The sample consisted of 50 B.Ed. final year students from Sikkim, selected using simple random sampling technique. Data were collected using the Attitude towards ChatGPT Scale developed by Thangavel and Gangadharan (2024). Data were analysed using descriptive statistics such as mean, standard deviation, and percentage analysis. Additionally, to examine differences between male and female students in attitude towards ChatGPT, the independent samples *t*-test was used.

5.0 Data Analysis and Interpretation

5.1 Overall attitude of B.Ed. students towards ChatGPT

The B.Ed. students were categorised under the different level of attitude towards ChatGPT as per the norms mentioned in the tool developed by Thangavel and Gangadharan (2024).

Table 1

Levels of attitude towards ChatGPT among B.Ed. students

Level	No. of Students	% of Students
Very high positive attitude	5	10
High positive attitude	14	28
Moderate attitude	24	48
Low attitude	4	8

Very low attitude	3	6
Total	50	100

Table 1 shows that majority of the B.Ed. students (48%) have moderate level of attitude towards ChatGPT. The percentage of students in different level of attitude towards ChatGPT are represented through the following bar graph (Fig. No. 1).

Figure 1

Levels of attitude towards ChatGPT among B.Ed. students

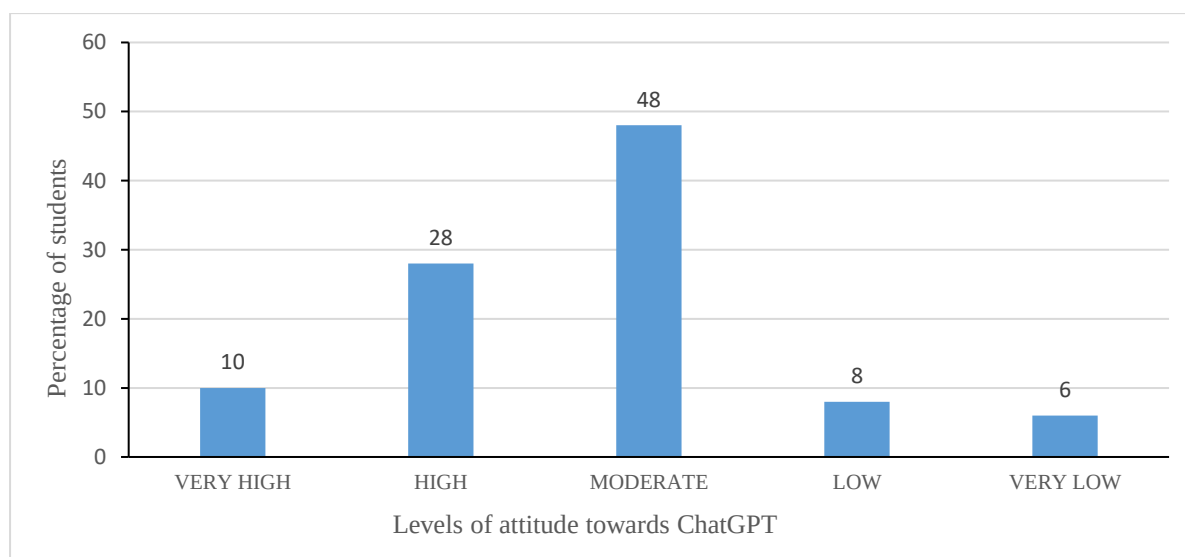


Figure 1 shows that 48% of B.Ed. students have a moderate level of attitude towards ChatGPT. This is followed by 28% of students who exhibit a high positive attitude. Further, 10% of the students demonstrate a very high positive attitude towards ChatGPT, while 8% show a low attitude and 6% exhibit a very low attitude towards ChatGPT. Overall, the findings indicate that the majority of B.Ed. students hold a favourable attitude towards ChatGPT, as more than three-fourths of the respondents fall within the moderate to very high attitude categories.

5.2 Comparison of attitude of male and female B.Ed. students towards ChatGPT

Table 2

Difference in Attitude towards ChatGPT between Male and Female B.Ed. Students

Variable	Male (12)		Female (38)		<i>t</i> (48)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Attitude towards ChatGPT	109.00	15.77	113.16	13.73	.883	.382

An independent-samples *t*-test was conducted to examine differences in attitude towards ChatGPT between males ($n = 12$) and females ($n = 38$) B.Ed. students. The analysis showed that the difference in mean attitude scores for males ($M = 109.00$, $SD = 15.77$) and females ($M = 113.16$, $SD = 13.73$) B.Ed. students was not statistically significant, $t(48) = 0.883$, $p = .382$. This suggests that attitude towards ChatGPT do not significantly differ by gender in the present sample.

6.0 Conclusion

Overall, the findings imply that B.Ed. students predominantly hold a favourable attitude towards ChatGPT, regardless of gender. This favourable attitude highlights the potential of ChatGPT as a supportive educational tool in teacher education programmes. The results also suggest that, if appropriate supervision and ethical use are prioritized, prospective teachers are likely to embrace the incorporation of AI-based tools such as ChatGPT into teaching-learning methods. However, the presence of a small proportion of students with low and very low attitude towards ChatGPT indicates the need for orientation and training programmes to enhance awareness, understanding, and effective utilization of ChatGPT.

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