Chatgpt Support Vs. Dependence: Striking the Balance in Infuencing the Learning Outcomes of Beed Students

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ABSTRACT

This study explored second year BEEd students' perspective of ChatGPT as an assistive educational tool and as an enabling source of dependence. The researcher used a quantitative descriptive-comparative design to understand some of the opportunities and limitations of ChatGPT, as perceived by the students, around their academic learning and performance. Data were collected using a survey questionnaire and by a documentary analysis of GWA between two groups of students; who used ChatGPT as a learning aid and for who used it as an adjunct to their learning. Survey results showed agreement on writing, grammar, and conceptual understanding (M = 3.79–3.89) but neutral concerns about misinformation and motivation. Supplementary users averaged a 90.93 GWA (Very Satisfactory) while dependent users averaged 88.84 GWA (Satisfactory); the difference was significant ($t = 2.36$, $p = 0.0215$). Overall mean GWA = 89.27 ± 2.48 fell short of the mastery benchmark (90). The study concludes that ChatGPT enhances learning only when used as a scaffold, not as a crutch, and recommends monitored, guided integration. The study briefly theorizes the balancing of AI integration by using Technology Acceptance Model (TAM), Student Development Theory (SDT), and the framework of Vygotsky's ZPD, and recommend educators and students professionally moderate the use of ChatGPT in education to utilize it responsibly so that students learn with technology, without compromising academic integrity and cognitive development. This paper concludes with a comprehensive account of educational implications for educators, policymakers, and learners for the advancement of AI in their learning and education.

Keywords: ChatGPT, artificial intelligence, academic support, dependence

INTRODUCTION

The integration of Artificial Intelligence (AI) in education has transformed how students access information and complete academic tasks. ChatGPT, an AI-powered language model, is increasingly used as a supplementary learning tool. While it provides academic assistance, concerns remain regarding overreliance and ethical use. This study investigates students' perceptions of ChatGPT as an academic support tool and evaluates its impact on learning efficiency and academic task completion. Artificial Intelligence (AI) is developing fast and transforming education globally as it provides innovative opportunities to improve teaching and learning. ChatGPT, for example, is an example of generative language model as natural language processing is used to have conversations that are human-like. ChatGPT is a multipurpose educational tool that could quickly explain complex concepts, improve assignments, give personalized feedback to students, etc. AI tools such as ChatGPT can not only improve engagement and increase efficiency in education, but it is also imperative we balance this out with developing students' independent critical thinking skills that are essential for the best learning outcomes. There have been many recent studies reporting on the rapidly evolving cognitive and skills capacities of AI systems and the implications for education. For example, Schleicher (2023) examined the development of cognitive skills, using tasks equivalently sampled from the Programme for International Assessment (PISA) to assess conversational AI systems like ChatGPT in a global yardstick, which involves over 80 countries. He reported that during the period of March 2022-March 2023, ChatGPT's performance in Mathematics rose from 28% to 46% and from 65% to 85% in Science. He warned growing gaps between the rapidly moving capacities of artificial intelligence systems and the knowledge confined in education that has not automatic and digitized.

He argued that schools need to be more future-oriented and progress towards developing explicitly human skills - those that are less likely to be automated, for example - creativity, critical thinking, and problem solving. The publication points to the dire need for the education systems around the world to innovate; to redesign curricula, rethink learning outcomes, and create new assessment models that create AI grade cards. To note, internationally endorsed research by an OECD studying PISA, Schleicher's findings and recommendations problem is very much globally relevant and will weigh on countries' education policy to reconsider policies and policies that prepare students to face a future that is rapidly intertwined with AI. Additionally, Grilo (2024) also confronted a dilemma within the educational system. The student population continues to use AI tools to assist them in their work, specifically ChatGPT, leading to shortcuts and less legitimate educational effort on the part of students. As students increasingly employ AI to complete assignments, many are forsaking deep, intentional learning, often settling for mediocre grades with little work on their part. This does not just diminish critical thinking and intrinsic motivation; it also diminishes the thinking process for students, as they continue to receive answers from ChatGPT that were quickly styled and processed for them, thus pulling them further away from what they are learning. Utilizing data from a survey of 249 participants, Grilo conducted Partial Least Squares Structural Equation Modeling (PLSSEM) to show the impact on students' seriousness toward academia and their accountability. The outcomes of the study collectively indicate that steps must be taken after considering the finding to curb the negative impacts of AI use to support effective and authentic engagement with learning content, in order to ensure the quality of education and the integrity of academic responsibility is not jeopardized into the future.

The Technology Acceptance Model (TAM) predicts technology adoption through two user beliefs which constitute perceived ease of use and perceived usefulness for new tool acceptance. Fred Davis developed TAM during the 1980s to solve constant technology rejection problems. The present study uses TAM to measure second year BEEd students' perceptions of ChatGPT through its usability and usefulness which will help determine their usage patterns of the tool.The theory of student development investigates the complete development process which college students experience through their psychological and social and cognitive and moral and life experience development which progresses through Chickering's 7 vectors and Perry's intellectual development stages and Kohlberg's moral development theory and Kolb's experiential learning theory and Sanford's challenge support model. Vygotsky's Zone of Proximal Development ZPD shows that learning reaches its highest point when learners obtain the right scaffolding which helps them move from their current skills to their complete potential. ChatGPT operates as a short term ZPD support tool which improves learning results when used correctly but users who depend on it after this learning period will stop developing their ability to solve problems and think critically.

The Proposed Original Model (POM) is to uphold the fragile balance students need to achieve through the use of AI as a tool for support to enrich the learning experience while ensuring commitment and engagement of accountability in the classroom learning process. In this regard, AI tools, such as ChatGPT, serve as a helpful assistant, by offering clear explanations for the learning process, promoting critical thinking, and speeding up the process of learning. However, POM warns its students of the risk from overdependence that AI has for completing assignments or for solving problems. This dependence may reduce their learning experience because they do not fully develop independent learning skills, critical thinking skills, along with responsibility.

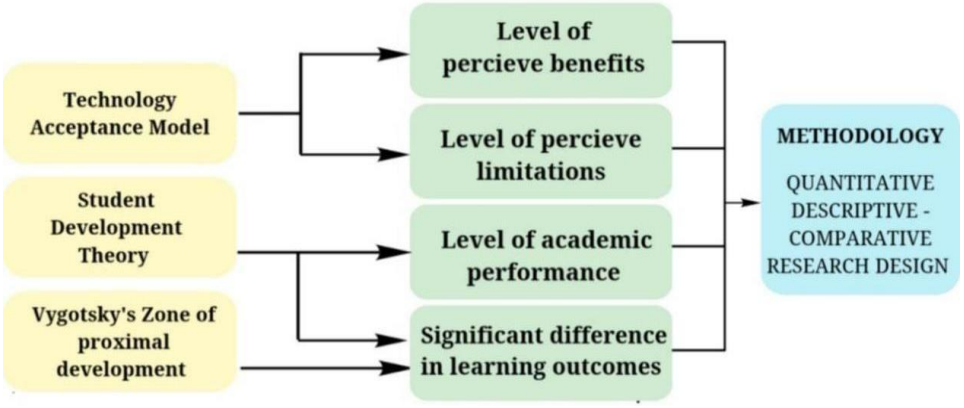

Figure 1. Proposed Original Model (POM)

METHODOLOGY

This study employed a quantitative descriptive-comparative research design. A structured survey questionnaire was distributed to sixty-four (64) second year Beed students to assess their perceptions of ChatGPT utilization. The instrument measured indicators including comprehension of complex concepts, efficiency in assignment completion, time-saving capability, timely submission of tasks, and reflective learning. Descriptive statistics, particularly mean scores, were used to analyze the data.

RESULTS AND DISCUSSION

The findings revealed that students generally agreed that ChatGPT enhances academic performance. The highest mean was observed in completing assignments efficiently (M = 3.89), followed by understanding complex academic concepts (M = 3.79). Timesaving (M = 3.68) and timely submission of tasks (M = 3.70) also received favorable ratings. Reflecting on one's learning process obtained a mean of 3.54, indicating that students recognize ChatGPT as supportive in metacognitive engagement. Overall, the results suggest that ChatGPT functions as a helpful supplementary academic tool, improving efficiency while reinforcing learning processes when used responsibly.

Tab1e 1. Level of Perceive Benefits and Limitations of using ChatGPT of the second year BEEd Students

INDICATORS FOR PERCEIVED BENEFITS	MEAN	DESCRIPTIVE QUIVALENT
1. This tool help me understand complex academic concepts	3.79	Agree
2.This tool enhances my ability to complete assignments efficiently	3.89	Agree
3.This tool provides assistance that saves me time when doing schoolwork	3.68	Agree
4.This tool helps me submit assignments on time with guidance and support	3.70	Agree
5. This tool helps me reflect on my own learning process	3.54	Agree
6. This tool support my grammar and writing skills Perceived Limitations	4.01	Agree
1. This tool sometimes gives me inaccurate or misleading information	3.68	Agree
2. This tool sometimes reduces my motivation to think critically or solve problems independently	3.57	Agree
3. I find this tool difficult to verify sources of chatgpt responds	3.40	Neutral
4. This tool struggles to interpret questions written in Filipino or local dialect	3.15	Neutral
5. This tool makes overly dependent on technology for academic work	3.39	Neutral
6. This tool does not always align with my instructor's expectation	3.34	Neutral
Overall Mean	3.60	Agree

Legend:*5.00-4.21-SA, 4.20-3.41-Agree,3.40-2.61-Neutral,2.60-1.81-Disagree, 1.80-1.00-DA*

The second year BEEd students evaluated ChatGPT through **3.60** ratings which indicates a **Agree** indicating a positive yet cautious perception of the tool. The students rated "This tool helps me support my grammar and writing skills" as their most beneficial feature with a mean score of **4.01** which indicates **agree**. The research by Park and Kim (2023) demonstrates that AI writing assistance leads students to achieve better grammar scores and improved vocabulary usage and clearer writing. The research by Zhang and Wu (2023) demonstrates that AI chatbots help students develop better writing skills which results in more organized and coherent essays. The research by Dwivedi et al. (2023) demonstrates that generative AI tools enable students to develop their writing abilities while creating more structured academic work. The students agree that ChatGPT functions best as a writing tool according to help them with their assignments.

Table 2. Level of Academic Performance of BEEd students who use ChatGPT as a Supplementary Tool versus Academic Overreliance

Level of Academic Performance of Students who use ChatGPT as Supplementary		**Level of Academic Performance of Students who are Dependent in the use of ChatGPT**	
Average	**Descriptive Equivalent**	**Average**	**Descriptive Equivalent**
90.12	Very Satisfactory	88.50	Satisfactory
91.39	Very Satisfactory	81	Fair
93	Very Satisfactory	85.06	Satisfactory
92	Very Satisfactory	87.88	Satisfactory
89.31	Very Satisfactory	86.40	Satisfactory
89.78	Very Satisfactory	87.15	Satisfactory
92.45	Very Satisfactory	85	Satisfactory
91.54	Very Satisfactory	88	Satisfactory
90	Very Satisfactory	85.08	Satisfactory
91.69	Very Satisfactory	88.87	Satisfactory
93	Very Satisfactory	85	Satisfactory
91.43	Very Satisfactory	84	Fair
93	Very Satisfactory	85	Satisfactory
91.35	Very Satisfactory	86	Satisfactory
91.52	Very Satisfactory	85	Satisfactory
90.65	Very Satisfactory	86.05	Satisfactory
90.61	Very Satisfactory	87.25	Satisfactory
90.23	Very Satisfactory	87.57	Satisfactory
89.87	Very Satisfactory	85.03	Satisfactory

90	Very Satisfactory	86.02	Satisfactory
91.08	Very Satisfactory	85.08	Satisfactory
90	Very Satisfactory	87.37	Satisfactory
91.83	Very Satisfactory	885	Satisfactory
89.96	Very Satisfactory	85.70	Satisfactory
90.30	Very Satisfactory	85	Satisfactory
90.74	Very Satisfactory	87.07	Satisfactory
89.88	Very Satisfactory	86.80	Satisfactory
90.60	Very Satisfactory	86.50	Satisfactory
89	Very Satisfactory		
89.30	Very Satisfactory		
93.70	Very Satisfactory		
95.03	Very Satisfactory		
89.50	Very Satisfactory		
90	Very Satisfactory		
90.08	Very Satisfactory		
89.70	Very Satisfactory		
90.93	Very Satisfactory	88.84	Satisfactory

Legend:*96-100-Ouitstanding,89-95-Very Satisfactory,85-88-Satisfactory, 80-84-Fair,Below 80-Needs Improvement*

Table 2 present the results of SOP 2. Based on the table 2, this study examined the level of academic performance of second year BEED students based on how they used ChatGPT, those who are using ChatGPT as a support has a general average of **90.93** which indicates a **Very Satisfactory** while those who are using ChatGPT as a dependence has a general average of **88.84** which indicates a **Satisfactory** . It compared two groups, those who used ChatGPT as a support tool and those who were dependent on it. The findings showed clear differences between the two groups, proving that the way students use ChatGPT strongly affects their learning outcomes.

Table 3. Learning Outcomes of BEEd Students who use ChatGPT as a Supplementary Scaffolding Tool versus those who Exhibit Academic Overreliance

Statistic	**Value**
Sample Size (n)	64
Mean	89.27

Standard Deviation	2.48
Hypothesized Mean	90
t-value	-2.36
p-value	0.0215

The mean of the students (M=89.27, SD=2.48) was compared to the mean 0f 90 which was the hypothesis. The outcome of the one sample t-test showed that there is a statistically significant difference, t(63)= -2.36, p=0.0215. In the view of the fact that the p-value is lower than the level of significance of 0.05, the null hypothesis is rejected. It means that despite being allowed to use ChatGPT as a supplementary scaffolding aid, the academic performance of second BEED students much lower than the mastery standard of 90.

CONCLUSION

The study concludes that ChatGPT is widely perceived as a beneficial academic support tool among students. It enhances efficiency, supports understanding of complex topics, and assists in timely completion of academic tasks. However, institutions should establish clear ethical guidelines to promote responsible use and prevent dependency. ChatGPT should complement, rather than replace, critical thinking and independent learning. And also this study underscore the necessity for educators and policymakers to formulate explicit ethical guidelines that encourage the responsible utilization of AI tools such as ChatGPT, ensuring these tools function as scaffolds rather than crutches in the educational process.To improve this balance, professors could use AI-integrated assessments like oral defenses or live lesson planning, which require students to show what they know without using screens. This would make students more accountable and engaged. General education programs can also teach prompt engineering as a core skill. This will help BEED students learn how to use AI to come up with different points of view while also using their own judgment to choose and improve the best one. These strategies not only support the study's finding that ChatGPT works best as a supplement, but they also protect academic integrity, encourage independent critical thinking, and get future teachers ready to deal with classrooms that are becoming more and more connected to AI.

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