



The Current Situation of ChatGPT Use in University Students' Learning

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ARTICLE INFO	ABSTRACT
Published Online: 13 December 2025	This study investigates the current use of ChatGPT in university students' learning at Hanoi University of Textile Industry, focusing on their perceptions, skills, benefits, and challenges. A quantitative descriptive method was applied through an online survey of 528 valid responses, analyzed using descriptive statistics. Results reveal that 70% of students have used ChatGPT, and 36% use it regularly. Students rated ChatGPT as easy to use, time-saving, and helpful, with an average perception score of 4.03/5 and benefit score of 4.25/5. However, difficulties were found in information reliability (3.74/5) and prompt creation skills (3.00/5). The study concludes that ChatGPT positively supports learning, enhancing flexibility and personalized learning, but emphasizes the need for critical thinking and guided use. Appropriate orientation from teachers and institutions is crucial to help students apply AI as an ethical and effective educational tool.
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I. INTRODUCTION

The rapid advancement of artificial intelligence (AI) in recent years has profoundly transformed various aspects of social life, including higher education. Among the most prominent technologies is ChatGPT – a language model developed by OpenAI, capable of processing natural language and generating intelligent text. This tool is increasingly regarded as a virtual learning assistant, enabling learners to access knowledge swiftly, from multiple perspectives, and with a high degree of personalization. According to Holmes, Bialik, and Fadel (2019), the emergence of AI in education opens up opportunities to innovate teaching methods, fostering learners' critical thinking, creativity, and self-directed learning capacity. In the context of Vietnam's education system accelerating digital transformation and the adoption of smart technologies, exploring effective ways to integrate ChatGPT into learning has become particularly essential.

Alongside its significant benefits, the use of ChatGPT also poses challenges to students' learning methods and cognitive development. On the one hand, ChatGPT helps learners save time in searching for materials, consolidate knowledge, and enhance their ability to articulate ideas. On the other hand, if students over-rely on the tool without developing critical thinking skills, they may become dependent on machines, thereby diminishing their capacity for independent learning and creativity (Kasneci et al., 2023). This issue requires educators to clearly identify the extent, manner, and effectiveness of ChatGPT usage in the learning process, so as

to provide appropriate guidance that enables students to harness AI as a knowledge-supporting tool rather than a substitute for human reasoning.

Against this backdrop, assessing the current state of ChatGPT use in the learning practices of Vietnamese university students carries both theoretical and practical significance. This study focuses on examining students' perceptions, skills, benefits, and challenges in employing ChatGPT during their studies. The findings not only reflect students' readiness for the digital transformation wave in education but also serve as a foundation for proposing solutions to enhance the effectiveness of AI integration in higher education. Ultimately, this contributes to the successful implementation of Vietnam's education development strategy for the period 2021–2030, with a vision toward 2045 set forth by the Ministry of Education and Training.

II. RESEARCH METHODOLOGY

2.1 Research design

This study employed a descriptive quantitative approach, using an online questionnaire survey to collect data. Such a method allows for an objective reflection of students' actual use of ChatGPT in learning, while also identifying factors related to their perceptions, skills, benefits, and challenges in using the tool. The questionnaire was designed based on a five-point Likert scale (ranging from 1 – strongly disagree to 5 – strongly agree), enabling the quantification of respondents' level of agreement with given statements.

2.2 Participants and sample

The research participants were undergraduate students from various academic disciplines at Hanoi Industrial Textile Garment University. A total of 528 valid responses were obtained, of which 97.8% were female and 2.2% male, reflecting the distinctive training structure of the institution. The surveyed students belonged to five main fields of study: Garment technology (45%), Industrial management (23%), Fashion design (22%), Marketing (6%), and Electrical-electronics (4%). The questionnaire also recorded information regarding the frequency of ChatGPT use, students’ familiarity with the tool, and their purposes for employing it in learning, thereby providing a comprehensive description of their engagement and application behaviors.

2.3 Instruments and data collection procedure

The questionnaire was structured around four key content areas: (1) Frequency of ChatGPT use, (2) Skills in using ChatGPT, (3) Benefits of ChatGPT in learning, and (4) Challenges encountered when using the tool. Each area comprised specific statements for respondents to evaluate on the five-point Likert scale. Data were collected online in an anonymous format to ensure honesty and objectivity in the survey results. Following collection, the data were checked, coded, and statistically processed to support subsequent analysis and presentation of findings.

2.4 Data analysis method

The data were analyzed using descriptive statistical methods, focusing on mean values (Mean) and percentage distributions (%). Results were presented through tables and charts to clearly illustrate students’ perceptions, skills, benefits, and challenges in their use of ChatGPT.

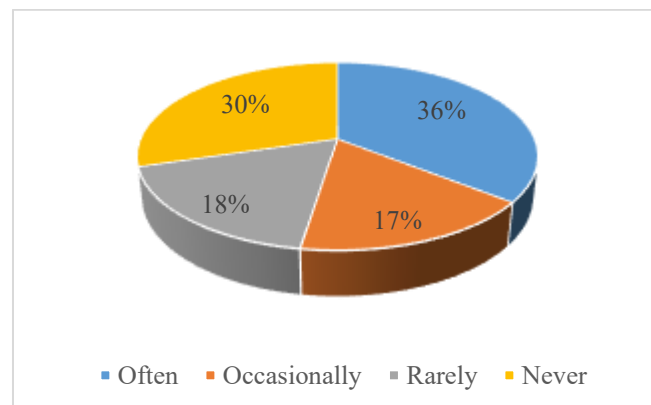


Figure 1. Extent of Students’ Use of ChatGPT in learning

3.1.2. Students’ perceptions and evaluations

Table 1. Students’ perceptions and evaluations of ChatGPT use in learning

No.	Content	Score
1	ChatGPT is very easy to use.	3.96
2	ChatGPT can provide quick answers.	3.68
3	ChatGPT makes me lazy to think.	4.85
4	ChatGPT functions like a search engine.	3.80
5	ChatGPT can be used with multiple input languages.	4.26
6	ChatGPT is a useful tool for learning.	3.64
7	Average	4.03

(Source: Compiled by the author from survey data)

III. RESULTS AND DISCUSSION

3.1 Research findings

3.1.1 Frequency of ChatGPT use

The findings indicate that 70% of students reported having used ChatGPT for academic purposes. This proportion is striking, underscoring the growing influence and potential of artificial intelligence technologies in both education and professional practice. The result reflects students’ willingness to embrace and favor technological tools as a means of supporting their learning and work. Notably, 36% of students reported frequent use of ChatGPT for study and research, while 30% indicated that they had heard of and explored information about ChatGPT but had never actually used it.

The survey results indicate that the majority of students hold positive perceptions regarding the use of ChatGPT in learning. Most respondents agreed that ChatGPT is easy to use, provides quick responses, and supports multiple languages, thereby facilitating their ability to search, summarize, and comprehend academic content. The average score of 4.03/5 reflects a relatively high level of satisfaction with the tool. Many students also emphasized that ChatGPT offers flexibility, enabling them to study anytime and anywhere, while assisting in information retrieval across diverse fields without relying solely on traditional sources. At the same time, the study highlights the dual impact of ChatGPT on students’ thinking and self-learning capacity. On the one hand, the tool helps learners develop skills in self-exploration, access information rapidly, and practice formulating purposeful questions. On the other hand, if students use ChatGPT passively, their critical thinking and creativity may decline, leading to dependence on the tool. Approximately 64% of students admitted that they sometimes rely too heavily on ChatGPT’s answers instead of analyzing or cross-checking with other sources. This finding suggests that, although ChatGPT is a valuable learning assistant, its

effective use requires proper guidance, monitoring, and orientation from lecturers and educational institutions.

3.1.3. Skills in using ChatGPT

Table 2. Students’ self-assessment of ChatGPT skills in learning

No.	Content	Score
1	Have studied/read about how to use ChatGPT effectively.	3.65
2	Know how to create effective prompts (titles) for ChatGPT to query information.	3.00
3	Know how to provide sufficient contextual information for ChatGPT to generate better results.	3.21
4	Using prompts in Vietnamese yields the best results when working with ChatGPT.	3.28
5	Using prompts in English yields the best results when working with ChatGPT.	3.34
6	Using single-sentence prompts leads to effective queries.	3.37
7	Using complex prompts leads to more effective queries.	3.84
8	Average	3.38

(Source: Author’s synthesis from survey data)

The survey results indicate that students’ skills in using ChatGPT remain at a moderate level, with an overall mean score of 3.38/5. Although most students have become familiar with the tool and are able to employ it to support their learning, their ability to create effective prompts, provide contextual descriptions, and select appropriate input languages is still limited. Many students have not yet mastered how to formulate questions or instruct ChatGPT to perform specific tasks, which often results in responses that are neither fully accurate nor comprehensive.

In terms of prompt creation, the average score was only 3.00, the lowest among all evaluation criteria. This suggests that the majority of students have not developed the habit of constructing effective queries, frequently posing short or general questions that make it difficult for ChatGPT to identify the user’s intended purpose. Meanwhile, the skills of providing contextual information and choosing suitable input languages scored 3.21 and 3.28 respectively, reflecting a lack of flexibility in adjusting expressions when using either Vietnamese or English. Furthermore, students’ understanding of how to exploit the tool effectively remains limited. Many restrict their use of ChatGPT to answering questions or drafting text, without exploring its broader functions such as data analysis, research support, or the enhancement of critical thinking skills. These findings suggest that, in order to maximize learning outcomes in the digital era, students need to be equipped with the ability to use ChatGPT proactively, with clear orientation and the capacity to verify information. Only then can they fully harness the value of AI tools in their academic and research activities.

3.1.4. Benefits of using ChatGPT

Table 3. Students’ evaluation of the benefits of ChatGPT in learning

No.	Content	Score
1	ChatGPT can help students save time.	4.32
2	ChatGPT can provide information across various fields.	4.18
3	ChatGPT can be used to translate study materials into different languages, making them more accessible.	3.86
4	ChatGPT can help students better understand theories and concepts.	4.64
5	ChatGPT can enhance students’ learning by offering personalized and adaptive learning experiences.	4.08
6	ChatGPT can explain ideas in written form.	4.26
7	ChatGPT can act as a personal tutor, providing feedback tailored to students’ learning needs and progress.	4.41
8	Average	4.25

(Source: Author’s synthesis from survey data)

The survey results show that students highly value the benefits of using ChatGPT in their studies, with an overall average score of 4.25/5. Most respondents agreed that ChatGPT helps them save time, gain a clearer understanding of theoretical concepts, and personalize their learning process according to individual needs. The ability to access academic content quickly and accurately enables students to be more proactive in reviewing lessons, preparing assignments, and expanding knowledge beyond the curriculum. ChatGPT is also regarded as a flexible support tool that can replace the step of searching and synthesizing materials from multiple sources, thereby reducing the workload in self-study.

In particular, many students considered ChatGPT to function as a “virtual tutor” – always ready to respond, explain concepts, guide approaches to problems, and assist in correcting mistakes in assignments. The tool allows them to learn at their own pace, pose questions in various ways, and receive instant feedback. Continuous interaction with ChatGPT helps students practice expression, question formulation, and knowledge consolidation in a natural manner. Consequently, ChatGPT is not only an intelligent learning aid but also contributes to the creation of an open, flexible, and highly personalized learning environment, aligning with the current orientation of digital transformation in higher education.

3.1.5. Difficulties and limitations

Table 4. Students’ evaluation of the challenges in using ChatGPT for learning

No.	Content	Score
1	ChatGPT may provide unreliable information on topics with few references.	3.89
2	ChatGPT may generate inaccurate or fabricated references.	3.93
3	ChatGPT can not cite sources accurately.	3.68
4	ChatGPT can not appropriately substitute words or use idiomatic expressions	3.4
5	The quality of ChatGPT’s responses may decline after several paragraphs.	3.7
6	ChatGPT can not verify the quality and reliability of source materials.	3.86
7	ChatGPT may exhibit logical errors and inconsistencies.	3.80
8	ChatGPT can not comprehend the value of complex mathematical formulas.	3.69
9	Average	3.74

(Source: Author’s synthesis from survey data)

Alongside the evident benefits, the survey results also reveal that students encounter several notable challenges when using ChatGPT in their studies, with an overall average score of 3.74/5. The most frequently reported issue concerns the accuracy and reliability of the information provided by ChatGPT. Many students noted that although ChatGPT’s responses are often coherent and persuasive, they are not always factually correct or updated in real time. In some cases, the tool generated information or references that appeared plausible but were in fact nonexistent, making it difficult for learners to determine which sources were truly reliable.

Another limitation lies in the verification of sources and the precision of semantic expression. ChatGPT often fails to provide specific links or references, which creates obstacles for students who wish to validate the authenticity of the content. Moreover, the tool occasionally employs language or sentence structures that are not fully aligned with academic conventions, thereby reducing the accuracy of expression and comprehension. In addition, some students observed that the quality of ChatGPT’s responses tends to decline as conversations progress, leading to repetitive or superficial information. These limitations highlight the need for students to develop skills in evaluating and filtering information, while using ChatGPT proactively and critically. By cross-checking with academic sources and exercising independent judgment, students can ensure the reliability and intellectual value of the knowledge they acquire through AI-assisted learning.

3.2 Discussion

3.2.1. Significance of the research findings

The findings clearly reflect the emerging trend of applying artificial intelligence in Vietnamese higher education, particularly the increasing initiative of students in accessing and utilizing intelligent learning tools such as ChatGPT. The fact that more than 70% of surveyed students reported having used ChatGPT for academic purposes indicates that AI is gradually becoming an indispensable component of learners’ study and research processes. This trend aligns with the digital transformation goals pursued by Vietnamese universities, contributing to the development of a generation of students who can swiftly adapt to technology and are well-prepared for the digital-era workplace.

Moreover, the results highlight the potential of ChatGPT in enhancing students’ self-learning capacity. By engaging with the tool, learners can actively explore knowledge, formulate questions, analyze, and approach information from multiple perspectives. ChatGPT supports the cultivation of essential lifelong learning skills, including searching, filtering, and systematizing knowledge. However, to maximize these benefits, students need to be guided to use the tool purposefully, combining critical thinking, information verification, and creativity in their learning practices. This underscores the important role of ChatGPT not merely as a supportive instrument, but also as a catalyst for change in learning methods and the development of students’ autonomy in learning.

3.2.2. Comparison with previous studies

The findings of this study reveal that Vietnamese students’ perceptions and levels of ChatGPT usage share many similarities with international research. Ngo (2023) pointed out that university students in various countries tend to view ChatGPT as a useful learning support tool, helping them broaden their knowledge, enhance self-study efficiency, and improve academic writing skills. This aligns with the current survey results, in which most students evaluated ChatGPT as easy to use, responsive, and conducive to a positive learning experience.

However, the present study also highlights several notable differences compared with the research conducted by Dang Van Em, Nguyen Dinh Loan Phuong, and Nguyen Thi Hao (2024) on the application of ChatGPT among students at Vietnam National University, Ho Chi Minh City. Specifically, while students in large urban environments often demonstrate more flexible skills in using ChatGPT and greater proficiency in creating effective prompts, students in technically oriented institutions such as Hanoi Industrial Textile Garment University primarily employ ChatGPT at a basic level, mainly for information retrieval and drafting documents. This divergence partly reflects differences in learning conditions, technological environments, and levels of information access among student groups in distinct educational contexts.

Overall, the findings of the current study both reaffirm the widespread adoption and potential of ChatGPT in higher education and highlight specific limitations in skills and usage habits among Vietnamese students. This suggests the need for additional support programs and targeted guidance to help learners utilize ChatGPT proactively, effectively, and in alignment with training objectives within the ongoing digital transformation of education.

3.2.3. Implications for lecturers and universities

Based on the research findings, it is evident that students’ increasing initiative in accessing and using ChatGPT for learning poses new requirements for the role of lecturers and educational institutions. First and foremost, there is a need to strengthen guidance on how students can use ChatGPT ethically and effectively. Lecturers should not only help learners understand the potential and limitations of the tool but also equip them with skills in prompt creation, evaluating the reliability of information, and applying results appropriately in study and research. Academic integrity education in the context of artificial intelligence is crucial, enabling students to recognize the boundary between legitimate learning support and academic misconduct, thereby fostering habits of honesty, autonomy, and creativity in learning.

In addition, universities should consider integrating ChatGPT and other AI tools into digital learning systems to support personalized learning for students. ChatGPT can serve as a virtual learning assistant in e-learning environments, allowing learners to interact directly with course content, pose questions, receive instant feedback, and practice critical thinking skills. Integrating this tool with learning management systems (LMS) will contribute to the creation of flexible, interactive, and adaptive learning models, consistent with the digital transformation agenda in higher education.

Thus, orienting, training, and monitoring students’ use of ChatGPT not only enhances learning quality but also contributes to the development of digital competence and self-learning capacity - two core skills for students in the era of artificial intelligence.

IV. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The research findings indicate that university students hold positive perceptions and demonstrate a relatively high level of ChatGPT usage in their learning. Most students evaluated ChatGPT as a useful, user-friendly tool with multilingual support and the ability to respond quickly to academic needs. Approximately 70% of surveyed students reported having used ChatGPT, with more than one-third using it regularly for information retrieval, drafting documents, or reinforcing theoretical knowledge. This reflects a positive trend in learners’ engagement with artificial intelligence and highlights their capacity to adapt swiftly to modern learning tools. Alongside its evident benefits, the study also reveals certain limitations in ChatGPT’s application. Specifically,

students highly valued its ability to save time, provide information, and personalize the learning process, yet they also recognized risks related to accuracy, reliability, and source verification. Furthermore, excessive reliance on ChatGPT may reduce students’ critical thinking capacity and foster dependence on the tool. In sum, the findings affirm that the use of ChatGPT in learning requires appropriate orientation, combining technological support with independent thinking to achieve sustainable effectiveness.

4.2 Recommendations

4.2.1. For Students

Students need to recognize the proper role of ChatGPT as a supportive learning tool rather than a substitute for independent thinking. Its use should be considered part of the self-learning process, assisting in information retrieval, suggesting problem-solving approaches, and reinforcing knowledge, rather than serving as a means of copying or relying entirely on generated results. At the same time, students should cultivate critical thinking skills, practice information filtering and cross-checking, and combine insights from ChatGPT with disciplinary knowledge and academic resources to ensure accuracy and objectivity in their learning.

4.2.2. For Lecturers

Lecturers play a pivotal role in orienting and guiding students to use ChatGPT effectively and responsibly. It is essential to strengthen activities that train students in information search skills, prompt creation, and evaluation of the quality and reliability of ChatGPT’s outputs. In addition, lecturers should integrate academic integrity education and the responsible use of technology into their teaching. Creating a learning environment that encourages students to use ChatGPT to foster creativity, rather than merely to complete assignments, will contribute to improving the quality and sustainability of AI applications in education.

4.2.3. For Universities

Higher education institutions should proactively integrate training on digital skills and AI ethics into both formal curricula and extracurricular programs. This will help students develop responsible technology use, understand the limitations of AI tools, and strengthen their capacity for self-learning and independent research in digital learning environments. Universities should also establish clear policies and guidelines on the use of ChatGPT in study and research, ensuring consistency, transparency, and compliance with academic standards. Furthermore, lecturers should be encouraged to apply ChatGPT in designing digital learning materials, thereby creating interactive, personalized, and modern learning environments aligned with Vietnam’s higher education digital transformation strategy.

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