

Adoption of ChatGPT Among LIS Research Scholars: A Comparative Study of the University of Delhi and Babasaheb Bhimrao Ambedkar University, Lucknow

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ABSTRACT

Artificial intelligence (AI) tools such as ChatGPT are increasingly transforming academic research by enhancing information retrieval, content generation, and knowledge discovery. This study examines the adoption and perceptions of ChatGPT among Library and Information Science (LIS) research scholars at Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, and the University of Delhi (DU). Data were collected during the 2024–25 academic session through a structured questionnaire comprising 15 open- and closed-ended questions. A total of 62 valid responses were received, including 32 from BBAU and 30 from DU. Using the Unified Theory of Acceptance and Use of Technology (UTAUT) as the theoretical framework, the study explores scholars' experiences, perceived benefits, and concerns regarding the use of ChatGPT. The findings reveal a generally positive attitude toward ChatGPT: 46.8% of respondents consider its information somewhat accurate, and 56.5% are willing to recommend it for academic purposes. The most frequently reported advantage was its free and 24/7 availability (80.6%). However, 69.4% of respondents expressed concerns about overreliance on AI. Additionally, 90.3% reported the absence of institutional policies on AI use, while only 9.7% had received faculty guidance regarding ChatGPT. The study highlights the growing acceptance of AI tools in LIS research and emphasizes the need for institutional policies and ethical guidelines to support their responsible academic use.

Keywords: Academic Integrity; Digital Literacy; ChatGPT; UTAUT Model; AI Tools; BBAU; DU.

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1. INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has significantly transformed how information is created, accessed, and used across sectors, including education and research. One of the most notable developments in this field is ChatGPT, “a conversational AI system developed by OpenAI

and launched on 30 November 2022” Aithal and Aithal (2023). OpenAI, an AI research organisation founded in 2015 in San Francisco, introduced ChatGPT, a large language model capable of generating human-like responses to natural language queries. Built upon the Generative Pre-trained

Transformer (GPT) architecture and further refined through Reinforcement Learning from Human Feedback (RLHF), ChatGPT can engage in meaningful conversations, answer questions, generate content, and assist users in a wide range of academic and professional tasks. Its ability to produce coherent, contextually relevant, and creative responses has contributed to its widespread adoption worldwide.

The growing integration of AI-powered tools such as ChatGPT is reshaping academic research and scholarly communication. These tools support researchers in activities such as literature searching, information summarization, content drafting, idea generation, language refinement, and data interpretation. By facilitating faster access to information and enhancing productivity, ChatGPT has the potential to transform traditional research workflows. At the same time, its increasing use raises important concerns regarding the accuracy and reliability of AI-generated content, academic integrity, ethical usage, copyright issues, and the potential overreliance on automated systems.

Within the discipline of Library and Information Science (LIS), AI technologies offer significant opportunities to improve information retrieval, knowledge organisation, metadata creation, digital library services, and user support systems. As information professionals and researchers increasingly engage with AI-driven technologies, understanding their perceptions and patterns of use becomes essential. Research scholars, in particular, represent an important group for examining the adoption of emerging technologies, given their active involvement in knowledge creation, scholarly communication, and research activities.

In the context of higher education, the acceptance and utilization of ChatGPT among research scholars can provide valuable insights into levels of digital literacy, technology adoption, and changing research practices. As AI tools continue to influence academic writing, information-seeking behaviour, and critical thinking processes, it is important to evaluate how

scholars perceive their benefits and limitations. Therefore, this study investigates the awareness, adoption, and perceptions of ChatGPT among Library and Information Science (LIS) research scholars at Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, and the University of Delhi (DU). By examining scholars' experiences, perceived advantages, and concerns, the study seeks to contribute to the growing body of knowledge on AI adoption in higher education and to provide evidence for developing institutional policies and guidelines for the responsible use of AI technologies in academic research.

2. REVIEW OF LITERATURE

Since its launch in November 2022, ChatGPT has attracted significant attention from educational and research communities, sparking extensive discussions about its opportunities and challenges. Researchers have increasingly examined its adoption, effectiveness, ethical implications, and impact on teaching and learning practices.

Tlili et al. (2023a) investigated public perceptions of ChatGPT in education through a sentiment analysis of 2,330 tweets posted by 1,530 Twitter users. Their findings revealed a predominantly positive attitude toward the use of ChatGPT in educational settings. However, qualitative interviews with early adopters highlighted concerns related to educational quality, ethical issues, emotional engagement, usefulness, and the broader implications of AI integration in learning environments. Similar concerns were reported by Cotton et al. (2023) and Vaishya et al. (2023), who identified issues such as academic dishonesty, privacy risks, prompt reliability, fairness, and potential misuse of AI-generated information.

Several studies have emphasized the educational benefits of ChatGPT. Kasneci et al. (2023) noted that large language models can support teaching and learning by facilitating collaborative work, distance education, personalized learning, and accessibility for students with disabilities. The study

also highlighted ChatGPT's potential to assist educators with lesson planning, assessment design, and instructional support. Likewise, Mogavi et al. (2023) analysed discussions on Reddit, Twitter, YouTube, and LinkedIn and found that ChatGPT is widely used in higher education, school education, and professional training. Users reported that the tool enhances learning motivation, confidence, and engagement.

Despite these advantages, concerns regarding academic integrity remain prominent. Susnjak (2022) argued that ChatGPT can perform complex cognitive tasks and generate sophisticated written content, thereby posing a challenge to the integrity of online assessments. Subsequent studies by Van Wyk et al. (2023) and Santandreu et al. (2023) confirmed that AI-generated academic content can be difficult to distinguish from human-authored work, increasing concerns about plagiarism and unauthorized assistance. To address these challenges, Chaka (2023) recommended adopting alternative assessment methods, including oral examinations and AI-detection tools.

The technical capabilities of ChatGPT have also been critically evaluated. Frieder et al. (2023) examined its performance in mathematical problem-solving and found that the model frequently produced inaccurate solutions, particularly for complex calculations. However, subsequent advancements in GPT-4 have significantly improved computational accuracy and problem-solving abilities through enhanced reasoning capabilities and specialized plugins (Abramski et al., 2023; Santandreu et al., 2023).

Although the existing literature provides valuable insights into the educational applications of ChatGPT, most studies have been conducted in Western contexts. Limited research has examined the adoption and perceptions of ChatGPT among research scholars in developing countries, particularly in Library and Information Science (LIS) education. Chaka (2023) and Ifelebuegu (2023) highlighted the need for context-specific investigations to understand the opportunities and

challenges of AI adoption across diverse educational settings. Furthermore, the rapid evolution of generative AI technologies from GPT-3.5 to GPT-4 and beyond necessitates continuous examination of user awareness, acceptance, and utilization patterns (Rudolph et al., 2023b; Gimpel et al., 2023).

In view of these developments, there remains a need for empirical studies that investigate the adoption and perceptions of ChatGPT among LIS research scholars in India. The present study seeks to address this gap by examining the awareness, usage patterns, benefits, and concerns associated with ChatGPT among research scholars at Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, and the University of Delhi (DU).

3. STATEMENT OF THE PROBLEM

The emergence of generative AI tools, particularly ChatGPT, has introduced significant changes in the way academic research and scholarly communication are conducted. By assisting users in information retrieval, content creation, language enhancement, data interpretation, and research support, ChatGPT has become an increasingly popular tool among students, educators, and researchers. However, the rapid adoption of such technologies has also raised important questions regarding their reliability, ethical use, academic integrity, and long-term impact on research practices.

Research scholars, who are actively engaged in knowledge creation and scholarly writing, represent a key group for understanding the implications of AI-assisted technologies in higher education. While ChatGPT offers opportunities to improve research efficiency and productivity, concerns remain regarding the accuracy of AI-generated information, overreliance on automated systems, plagiarism, and the absence of clear institutional guidelines governing its use. Furthermore, variations in digital literacy, technological awareness, and acceptance levels may influence how scholars perceive and utilize these emerging tools.

Despite the growing use of ChatGPT in academic environments, limited empirical research has examined its adoption and perceptions among LIS researchers in the Indian context. Therefore, there is a need to investigate scholars' awareness, usage patterns, perceived usefulness, trustworthiness, and ethical concerns related to ChatGPT. This study seeks to address this gap by examining the adoption and perceptions of ChatGPT among LIS research scholars at the University of Delhi (DU) and Babasaheb Bhimrao Ambedkar University (BBAU), thereby providing insights that may support the development of institutional policies and responsible AI practices in higher education.

4. OBJECTIVES OF THE STUDY

- (i) To assess the level of awareness and familiarity with ChatGPT among LIS research scholars.
- (ii) To identify the patterns, purposes, and frequency of ChatGPT usage in academic and research-related activities.
- (iii) To examine scholars' perceptions of the accuracy, reliability, usefulness, and effectiveness of ChatGPT in supporting research and learning processes.
- (iv) To investigate the ethical concerns, challenges, and academic integrity issues associated with the use of ChatGPT in higher education and research.
- (v) To analyze the perceived benefits and limitations of ChatGPT from the perspective of research scholars.
- (vi) To explore institutional support, policies, and faculty guidance regarding the use of AI-powered tools in academic environments.
- (vii) To suggest recommendations for the responsible, ethical, and effective integration of ChatGPT into academic and research practices.

5. RESEARCH METHODOLOGY

The present study employed a *quantitative research approach*, using a *descriptive, cross-sectional survey design*. A quantitative method was considered appropriate because it facilitates the collection of measurable data and enables the statistical analysis of respondents' attitudes, experiences, and acceptance of emerging technologies. The study was guided by selected constructs of the *Unified Theory of Acceptance and Use of Technology (UTAUT)* model, namely *Performance Expectancy (PE)*, *Effort Expectancy (EE)*, and *Social Influence (SI)*, to assess the factors influencing the adoption and use of ChatGPT for academic and research purposes.

The target population comprised all research scholars enrolled in the DLIS at Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, and the University of Delhi (DU), Delhi, during the academic session 2024–25. These scholars were selected for their active involvement in research and for their potential to use AI-based tools for information seeking, academic writing, and knowledge creation. The study population consisted of 70 research scholars (N= 70).

The study used *convenience sampling* to select respondents from the target population. This sampling method was considered appropriate given participants' accessibility and the practical constraints of data collection within the specified timeframe. Research scholars who were readily accessible and willing to participate in the survey were included in the study. Participation was voluntary, and only completed responses were included in the analysis.

Primary data were collected through a *structured online questionnaire* designed to gather information on respondents' awareness, usage patterns, perceptions, and concerns regarding ChatGPT. The questionnaire consisted of both open- and closed-ended questions. It was distributed electronically via *WhatsApp* to research scholars in the DLIS at BBAU, Lucknow, and the DU. Data

collection was conducted over approximately 3 weeks, from 17 April 2025 to 05 May 2025.

To ensure adherence to research ethics and maintain the quality of the collected data, several measures were implemented. Participation in the survey was voluntary, and respondents were informed about the objectives and significance of the study before completing the questionnaire. Confidentiality and anonymity were strictly maintained, and no personally identifiable information was collected. The responses were used solely for academic and research purposes. Furthermore, appropriate response-control settings were implemented to minimize duplicate submissions and improve data accuracy.

6. SCOPE AND LIMITATIONS OF THE STUDY

The scope of the study is geographically confined to research scholars enrolled in the DLIS at Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow, and the University of Delhi (DU), Delhi, during the academic session 2024–25. Therefore, the findings reflect the experiences and perceptions of LIS research scholars from these two universities and may not be generalized to scholars from other disciplines or institutions.

Despite its contributions, the study has certain limitations. The population was limited to 70 research scholars, and the final analysis was based on 62 valid responses, comprising 32 respondents from BBAU and 30 respondents from DU. The use of a convenience sampling technique may limit the generalizability of the findings. Furthermore, the study relies on self-reported data, which may be influenced by respondents' perceptions, experiences, and individual biases. The rapidly evolving nature of AI technologies may also affect the long-term applicability of the findings.

7. DATA ANALYSIS AND INTERPRETATION

The data collected from 62 respondents through a structured questionnaire comprising 15 questions were systematically organized and analyzed to achieve the objectives of the study. For analytical purposes, the questionnaire was divided into six major sections: (i) Demographic Information, (ii) Awareness and Use of ChatGPT, (iii) Purpose of Using ChatGPT, (iv) Perceived Advantages of ChatGPT, (v) Challenges Associated with ChatGPT Usage, and (vi) Integrity and Ethical Considerations.

The collected data were coded, tabulated, and presented using appropriate tables and figures. Descriptive statistical techniques, including frequencies, percentages, means, and standard deviations, were employed to summarize and interpret the responses. Where appropriate, inferential statistical methods were used to examine relationships and differences among selected variables. The analysis provides insights into research scholars' awareness, adoption patterns, perceptions, and concerns regarding the use of ChatGPT in academic and research activities.

7.1 Demographic Information

Demographic characteristics constitute an important component of social science research, as they provide essential background information about the respondents and facilitate a better understanding of the study population. In the present study, demographic variables such as gender, age, educational status, and institutional affiliation were collected to describe the respondents' profiles. These characteristics provide the contextual foundation for interpreting findings on the adoption and perception of ChatGPT among LIS research scholars. The demographic distribution of the respondents is presented in Table 1.

Table 1: Demographic Information of Respondents (n=62)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	36	58.1
	Female	26	41.9
Age Group	21-25	03	04.8
	26-30	39	62.9
	Above 30	20	32.3
University Enrolled	Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow	32	51.6
	University of Delhi (DU), Delhi	30	48.4

Source: Author's own work.

Table 1 presents the demographic profile of the respondents. Of the 62 research scholars who participated in the study, 36 (58.1%) were male, and 26 (41.9%) were female, indicating a slightly higher representation of male respondents. Regarding age distribution, the majority of respondents, 39 (62.9%), belonged to the 26–30 years age group, suggesting that most participants were in the early stages of their research careers. Only 3 respondents (4.8%) were aged 21–25 years, while 20 respondents (32.3%) were aged 30 or older.

Regarding institutional affiliation, although an equal number of questionnaires (35 each) were distributed to both universities, the response rates varied slightly. BBAU contributed 32 respondents (51.6%), while the DU contributed 30 respondents (48.4%). The nearly equal representation from both institutions provides a balanced sample and strengthens the comparative nature, reliability, and validity of the study findings.

7.2 Awareness and Use of ChatGPT

ChatGPT, a conversational artificial intelligence tool developed by OpenAI, was publicly

launched on 30 November 2022. Based on the Generative Pre-trained Transformer (GPT) architecture, the tool has rapidly gained recognition across educational and research communities for its ability to generate human-like responses, assist with information retrieval, support academic writing, and facilitate learning and research activities. Its diverse functionalities have attracted considerable interest among students, research scholars, faculty members, educators, and information professionals seeking to enhance productivity and academic performance.

Despite its growing popularity and wide range of applications, ChatGPT is not without limitations. Concerns regarding the accuracy of generated information, potential bias, ethical use, academic integrity, and overreliance on AI continue to be subjects of discussion among researchers and educators. Therefore, it is important to assess the level of awareness and extent of ChatGPT usage among research scholars. The findings related to respondents' awareness and use of ChatGPT are presented in Table 2.

Table 2: Awareness and use of ChatGPT by LIS students (n=62)

University Name	No. of Respondents	Aware of ChatGPT	Awareness (%)
Babasaheb Bhimrao Ambedkar University	32	32	51.6
University of Delhi	30	30	48.4
Total	62	62	100

Source: Author's own work.

Table 2 presents respondents' level of awareness of ChatGPT. A total of 62 LIS research scholars participated in the study, comprising 32 respondents (51.6%) from BBAU and 30 respondents (48.4%) from the DU. The findings reveal that all respondents (100%) were aware of ChatGPT, demonstrating its widespread recognition and acceptance among research scholars. This high level of awareness reflects the growing visibility and influence of generative AI technologies in academic and research environments. The result also suggests that ChatGPT has become a familiar tool among LIS scholars, likely due to its increasing use in information retrieval, academic writing, literature review, and research-related activities.

7.3 Purpose of Using ChatGPT

The growing adoption of ChatGPT in higher education has generated considerable interest regarding its role in supporting academic and research activities. While the tool offers significant

benefits in areas such as content generation, information retrieval, language enhancement, and idea development, concerns have also been raised regarding its potential misuse and implications for academic integrity. Researchers and educators have highlighted the risk that excessive reliance on AI-generated content may compromise originality, critical thinking, and independent learning, particularly when such content is presented as a student's own work.

To better understand the academic applications of ChatGPT among research scholars, respondents were asked to indicate the purposes for which they use the tool and how it supports their academic and research tasks. The responses provide insights into the practical uses of ChatGPT in scholarly activities and help identify the areas in which the tool contributes most effectively to research and learning. The findings are presented in Table 3.

Table 3. Purpose of using ChatGPT (n=62)

S.No.	Particular	No. of Respondents (%)
Frequency of Using ChatGPT		
1.	Daily	17 (27.4%)
2.	Weekly	30 (48.4%)
3.	Monthly	06 (09.7%)
4.	Rarely	09 (14.5%)
Types of academic tasks do you use for*		
1.	Generating ideas for assignments/projects	50 (80.6%)
2.	Text and content generation	41 (66.1%)
3.	Designing PowerPoint presentations and graphic works	25 (40.3%)
4.	Paraphrase the content	17 (27.4%)
5.	Spellings and grammar correction	18 (29.0%)
6.	Review of related literature	26 (41.9%)
7.	Analyses and summarize the article	38 (61.3%)
Perceive the accuracy of the information provided by ChatGPT		
1.	Somewhat accurate	29 (46.8%)
2.	Not very accurate	17 (27.4%)
3.	Very accurate	14 (22.6%)
4.	Not accurate at all	02 (03.2%)
Would you recommend using ChatGPT for other students' academic purposes?		
1.	Yes, highly likely	25 (40.3%)
2.	Maybe, somewhat likely	35 (56.5%)
3.	No, not likely	02 (03.2%)

Note: *Multiple answers are permitted.

Source: Author's own work.

Table 3 presents the frequency of ChatGPT usage, its academic applications, users' perceptions of information accuracy, and their willingness to recommend the tool to others. The findings indicate that ChatGPT has become an important academic support tool among LIS research scholars. Nearly half of the respondents (30, 48.4%) reported using ChatGPT weekly, while 17 (27.4%) reported daily use. These results suggest a substantial level of engagement and demonstrate the growing integration of AI-assisted tools into routine academic and research activities.

Regarding purposes of use, the most frequently reported application was generating ideas for assignments and research projects, cited by 50 respondents (80.6%). This highlights ChatGPT's value as a brainstorming and idea-generation tool. Other prominent uses included text and content generation (41 respondents; 66.1%) and summarizing or analyzing scholarly articles (38 respondents; 61.3%), indicating its effectiveness in simplifying complex information and supporting academic writing. Furthermore, 26 respondents (41.9%) reported using ChatGPT for reviewing related literature, demonstrating its utility in the research process. Comparatively fewer respondents used the tool for grammar and spelling correction (18 respondents; 29.0%) and paraphrasing content (17 respondents; 27.4%), suggesting that these functions are viewed as secondary benefits rather than primary reasons for use.

The findings also reveal mixed perceptions of ChatGPT's information accuracy. Nearly half of the respondents (29, 46.8%) considered the information provided by the tool to be somewhat accurate, while 14 (22.6%) rated it as very accurate. However, 17 respondents (27.4%) rated the information as not very accurate, suggesting some skepticisms about the reliability of AI-generated content. Only 2 respondents (3.2%) reported that the information was not accurate at all. These results suggest that although ChatGPT is generally regarded as a useful source of information, users remain cautious and recognize the

need to verify AI-generated outputs before incorporating them into academic work.

Respondents were also asked about their likelihood of recommending ChatGPT to fellow scholars. The majority, 35 respondents (56.5%), indicated that they were somewhat likely to recommend the tool, while 25 respondents (40.3%) stated that they were highly likely to do so. Only 2 respondents (3.2%) expressed reluctance to recommend ChatGPT. This overwhelmingly positive response reflects high user satisfaction and acceptance, despite concerns about information accuracy and reliability.

7.4 Advantages of Using ChatGPT

The increasing adoption of ChatGPT among research scholars can be attributed to its numerous academic and research-related benefits. The tool assists users in generating ideas, drafting and refining content, summarizing information, improving language quality, and obtaining quick responses to research queries. By enhancing productivity and reducing the time required for routine academic tasks, ChatGPT serves as a valuable support system for researchers. Furthermore, it encourages creativity, facilitates knowledge exploration, and provides immediate access to information, making it particularly useful for scholarly activities. The various advantages perceived by LIS research scholars are presented in Figure 1.

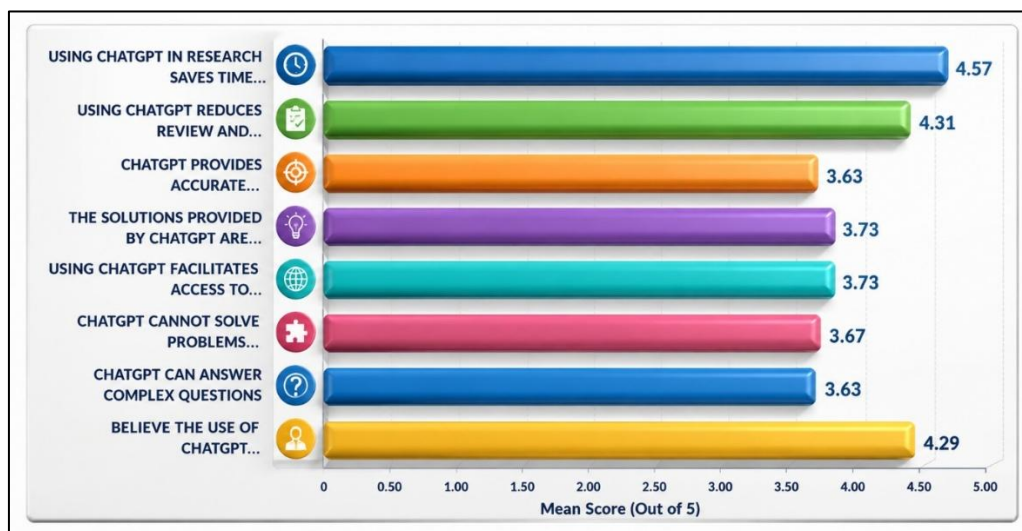


Figure 1: Advantages of using ChatGPT (n=62)

Note: *Multiple answers are permitted ** M = Mean (Average)

Source: Author's own work.

Figure 1 illustrates the mean scores of respondents' perceptions regarding the advantages of ChatGPT in academic and research activities. The findings indicate that research scholars generally hold favourable views of ChatGPT's usefulness. Among the evaluated benefits, the highest mean score was recorded for the statement that ChatGPT saves time and effort ($M = 4.57$), highlighting its effectiveness in improving productivity and reducing the time required to complete academic tasks. Similarly, respondents strongly agreed that ChatGPT helps reduce the costs associated with research review and publication processes ($M = 4.30$), suggesting that the tool may improve efficiency in scholarly work.

The respondents also acknowledged ChatGPT's role in facilitating easy access to information ($M = 3.73$) and providing useful solutions to academic and research-related problems ($M = 3.73$). These findings indicate moderate confidence in the tool's ability to support information-seeking, knowledge discovery, and decision-making processes. Furthermore, the mean scores for its ability to answer complex questions ($M=3.63$) and provide accurate academic information ($M=3.63$) reflect a generally positive perception of its

knowledge capabilities. However, users remain cautious about the accuracy and reliability of AI-generated responses.

Interestingly, the statement that ChatGPT cannot effectively solve problems requiring high-level cognitive abilities received a moderate mean score ($M=3.67$). This suggests that respondents hold mixed opinions regarding the tool's capacity to perform tasks involving critical thinking, creativity, and advanced analytical reasoning. While many scholars recognize ChatGPT as a valuable academic support tool, they also acknowledge its limitations in addressing complex intellectual challenges that require human judgment and expertise.

7.5 Challenges of Using ChatGPT

Despite its numerous advantages, adopting ChatGPT in academic environments raises several challenges and concerns. One of the primary issues relates to the accuracy and reliability of AI-generated content. As noted by Sharma and Yadav (2022), educators may encounter difficulties verifying the accuracy and quality of information generated by

ChatGPT, making critical evaluation essential before its use in academic work.

Another significant challenge concerns academic integrity. The growing use of ChatGPT to generate assignments, essays, and other academic content raises concerns about plagiarism, originality, and authentic learning. According to Grassini (2023), educators may find it difficult to distinguish between students' original work and AI-generated content, thereby complicating the assessment of genuine learning outcomes and academic performance.

Furthermore, monitoring and regulating students' use of AI tools requires additional time and effort from educators, potentially diverting attention from

teaching and research responsibilities. There is also concern that excessive dependence on ChatGPT may reduce opportunities for independent learning, critical thinking, and problem-solving. Jeon and Lee (2023) further argued that the widespread use of AI tools could contribute to skill obsolescence and increased reliance on automated systems for academic and administrative tasks. These challenges underscore the need for clear institutional guidelines, ethical frameworks, and responsible usage practices to ensure that ChatGPT serves as a supportive tool rather than a substitute for human intellectual engagement (Figure 2).

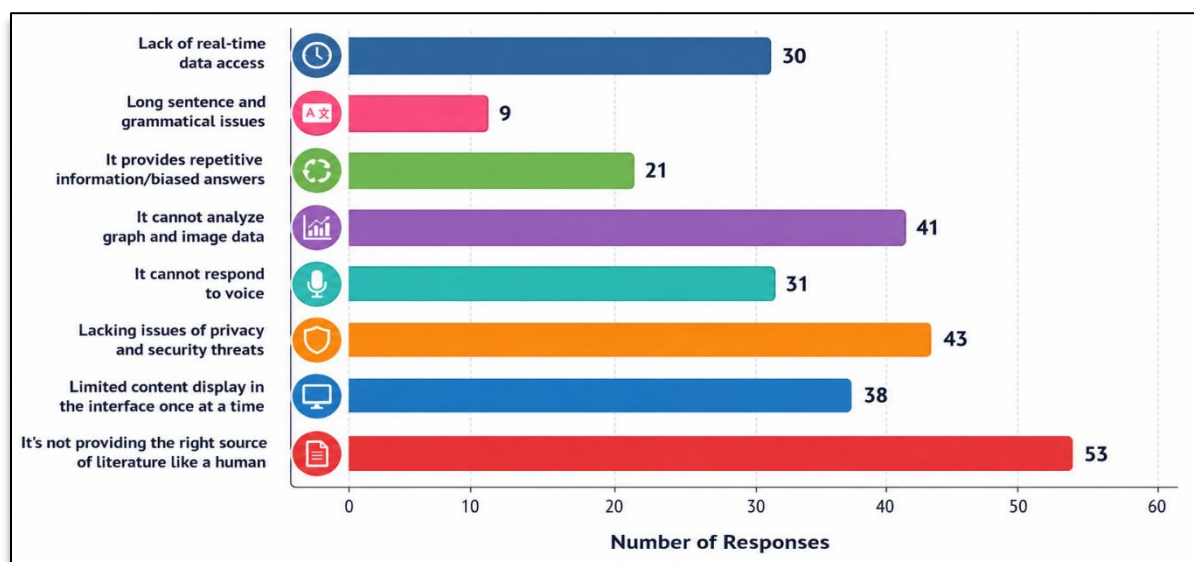


Figure 2: Challenges of using ChatGPT (n=62)

Note: *Multiple answers are permitted

Source: Author's own work.

Figure 2 highlights the major challenges encountered by LIS research scholars while using ChatGPT for academic and research-related activities. The findings indicate that although ChatGPT is widely regarded as a useful tool, respondents identified several limitations that may affect its effectiveness in scholarly work.

The most frequently reported challenge was the lack of reliable citations and references to scholarly literature, including books, journal articles, and other academic sources, as reported by 53 respondents (85.5%). This limitation significantly reduces the tool's suitability for academic writing and literature-based research, where verifiable and authoritative sources are essential. Another major concern was privacy and data security, cited by 43 respondents (69.4%), reflecting users' apprehension about sharing

sensitive or confidential information with AI-powered systems.

A substantial proportion of respondents (41, 66.1%) indicated that ChatGPT is unable to effectively analyse graphs, charts, and image-based data, limiting its applicability in visually oriented or data-intensive research. Similarly, 38 respondents (61.3%) expressed dissatisfaction with the limited amount of content displayed within a single interaction, which can hinder the completion of extensive academic tasks and detailed analyses.

Other challenges identified by respondents included the absence of voice-command functionality (31 respondents; 50.0%) and the inability to access real-time information and current data (30 respondents; 48.4%). These limitations limit the tool's usefulness in situations that require up-to-date information or alternative modes of interaction. In addition, 21 respondents (33.9%) reported concerns regarding repetitive, generic, or potentially biased responses, while 9 respondents (14.5%) experienced grammatical inconsistencies in longer outputs.

The findings also suggest that while ChatGPT offers considerable benefits for academic support, its limitations related to source reliability, privacy, data analysis capabilities, and access to current information remain significant concerns. Addressing these challenges will be essential for promoting the

effective, responsible, and ethical use of AI tools in higher education and research environments.

7.6 Integrity and Ethical Considerations of Using ChatGPT

The increasing integration of ChatGPT into academic and research activities has generated important discussions concerning academic integrity and ethical responsibility. While AI-powered tools can enhance productivity and support scholarly work, their use also raises concerns related to plagiarism, authorship, transparency, accountability, and the authenticity of academic outputs. Consequently, educational institutions are increasingly recognizing the need to establish clear policies and guidelines governing the responsible use of AI technologies.

The absence of well-defined institutional frameworks may create uncertainty regarding acceptable practices, potentially leading to misuse or unintentional violations of academic standards. Researchers have emphasized the importance of ethical awareness, disclosure of AI-assisted work, and the development of institutional policies to ensure that AI tools complement rather than compromise scholarly integrity. In this context, respondents were asked to express their views on ethical issues, institutional support, and the responsible use of ChatGPT in academic and research activities. The findings are presented in Table 4.

Table 4. Integrity and Ethical Consideration of Using ChatGPT (n=62)

S.No.	Particular	No. of Respondents (%)
Do you have any institutional policy on students using ChatGPT or other AI tools?		
1.	Yes	19 (30.6%)
2.	No	43 (69.4%)
Have your professors recommended using ChatGPT or any AI tool for academic/research work?		
1.	Yes	06 (9.7%)
2.	No	56 (90.3%)

Source: Author's own work.

Table 4 presents respondents' views on institutional policies, faculty guidance, and ethical considerations related to the use of ChatGPT in academic and research activities. The findings reveal a significant lack of institutional frameworks governing the use of AI tools in higher education. Only 19 respondents (30.6%) reported the existence of institutional policies or guidelines related to the use of ChatGPT, whereas the majority, 43 respondents (69.4%), indicated that no such policies were available within their institutions. This absence of formal regulations highlights the need for comprehensive guidelines to ensure the responsible and ethical use of AI technologies in academic environments.

The lack of institutional policies raises several ethical concerns. First, it creates ambiguity regarding authorship and intellectual ownership, as AI-generated content may blur the distinction between human and machine contributions, potentially affecting the originality and authenticity of scholarly work. Second, the improper acknowledgement or citation of AI-generated content raises issues of academic transparency and research ethics. Third, concerns about data privacy and confidentiality arise when researchers input sensitive information, unpublished findings, or personal data into AI systems. Fourth, excessive reliance on ChatGPT may increase the risk of plagiarism, academic misconduct, and diminished critical thinking, particularly when AI-generated content is used without adequate verification or attribution. Finally, the lack of clear accountability mechanisms makes it difficult to address situations in which ChatGPT generates inaccurate, misleading, or biased information.

The findings further indicate limited faculty engagement in promoting the use of AI tools for academic purposes. A substantial majority of respondents (56, 90.3%) reported not having received recommendations or guidance from faculty members on the use of ChatGPT or similar AI technologies in their academic work. In contrast, only 6 respondents

(9.7%) indicated that their professors had encouraged the use of such tools for research or learning activities. This suggests that, despite the growing presence of AI in higher education, faculty members remain cautious about recommending its use, possibly due to concerns about academic integrity, ethical implications, and the lack of institutional policies. These findings highlight the urgent need for higher educational institutions to develop clear AI governance policies, ethical guidelines, and faculty training programs to support the responsible, transparent, and effective use of ChatGPT and other generative AI tools in academic research and scholarly communication.

7.7 UTAUT-Based Analysis and Independent Samples t-Test

The descriptive statistics revealed relatively high mean scores across all three UTAUT constructs, indicating a generally positive attitude toward adopting ChatGPT among respondents. The findings suggest that research scholars perceive ChatGPT as a useful tool that can enhance their academic performance (Performance Expectancy), is relatively easy to learn and use (Effort Expectancy) and is increasingly accepted within their academic and social environment (Social Influence).

The comparatively high scores across these dimensions indicate a favourable level of technology acceptance and suggest that ChatGPT has gained considerable recognition as a supportive tool for academic and research activities. To further explore differences in users' perceptions, an independent samples t-test was conducted. The results of the analysis are presented in Table 5 and provide insights into the extent to which demographic characteristics influence the acceptance and perceived usefulness of ChatGPT among LIS research scholars.

Table 5. The Levels of awareness of BBAU & DU Research Scholars about ChatGPT (n=62)

Variable	N	Minimum	Maximum	Mean	Std. Dev	Skewness	Kurtosis
	Statistics	Statistics	Statistics	Statistics	Statistics	Std. Error	Std. Error
PE	62	9	899	14.5	2.046	0.201	0.413
EE	62	5	519	8.37	1.681	0.698	0.781
SI	62	5	486	7.84	1.058	0.583	0.222
Valid N (Listwise)	62						

Variable	Mean ($\bar{X}$)	T-Statistic	P-Value	Interpretation
Performance Expectancy (PE)	14.50	36.56	< 0.001	Highly significant: ChatGPT is seen as a performance-enhancer.
Effort Expectancy (EE)	8.37	15.79	< 0.001	Highly significant; users find it easy to use.
Social Influence (SI)	7.84	21.14	< 0.001	Highly significant; peer opinion positively affects usage.

Source: Author's own work.

A one-sample t-test was conducted to determine whether the mean scores of the three UTAUT constructs—Performance Expectancy (PE), Effort Expectancy (EE), and Social Influence (SI)—differed significantly from the neutral test value of 5, which represents the midpoint of a Likert-scale measurement. The results revealed that all three constructs were statistically significant at $p < 0.001$, indicating that respondents expressed perceptions significantly above the neutral level.

Among the three constructs, Performance Expectancy (PE) recorded the highest mean score ($M = 14.50$), suggesting that research scholars strongly believe that ChatGPT enhances their academic performance, productivity, and research efficiency. This finding indicates that respondents perceive ChatGPT as a valuable tool for supporting scholarly activities, including information retrieval, content generation, and research-related tasks.

Similarly, Effort Expectancy (EE) demonstrated a high mean score ($M = 8.37$), reflecting respondents' agreement that ChatGPT is easy to learn, understand, and use. The positive perception of ease of use suggests that minimal technical barriers exist for the adoption of ChatGPT among research scholars. Furthermore, Social Influence (SI) also recorded a favourable mean score ($M = 7.84$), indicating that respondents perceive growing acceptance and encouragement of AI tools within their academic and social environments.

Since all three constructs showed statistically significant positive perceptions, the null hypotheses stating that there are no significant perceptions regarding ChatGPT's usefulness, ease of use, and social influence were rejected. The findings therefore confirm that research scholars view ChatGPT as a beneficial, user-friendly, and socially accepted technology, supporting its growing adoption and relevance within academic and research settings.

8 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed to promote the responsible, ethical, and effective integration of ChatGPT into academic and research activities:

- (i) *Develop Research-Oriented AI Training Programs:* Higher educational institutions should organise structured training programs and workshops to familiarise research scholars with the effective use of ChatGPT in academic research. Such programs should focus on practical applications, including literature searching, idea generation, academic writing, proposal development, data interpretation, and research communication.
- (ii) *Formulate Institutional Policies and Ethical Guidelines:* Universities should establish comprehensive policies governing the use of AI tools in academic and research activities. These policies should clearly address academic integrity, authorship, plagiarism, transparency, the citation of AI-generated content, and data privacy to ensure responsible use.
- (iii) *Enhance AI Literacy and Critical Evaluation Skills:* Research scholars should be encouraged to develop AI literacy competencies to assess AI-generated outputs critically. Training should emphasize source verification, fact-checking, identification of biases, and the ethical implications of AI use in research and scholarly communication.
- (iv) *Promote Human–AI Collaboration:* ChatGPT should be viewed as a supplementary research assistant rather than a replacement for human expertise. Scholars should use the tool for tasks such as brainstorming, summarisation, language enhancement, and preliminary drafting, while maintaining responsibility for critical analysis, interpretation, and scholarly judgment.
- (v) *Strengthen Academic Integrity Mechanisms:* Institutions should adopt appropriate AI-detection and plagiarism-screening tools to

maintain academic integrity and ensure transparency in scholarly outputs. Clear disclosure practices regarding AI-assisted work should also be encouraged to promote accountability and ethical research conduct.

- (vi) *Encourage Faculty Engagement and Institutional Support:* Faculty members should be provided with training and guidance on the pedagogical and research applications of AI tools. Their active involvement can help students and research scholars adopt ChatGPT responsibly while maximizing its academic benefits.

9 CONCLUSIONS

The findings reveal a high level of awareness and growing acceptance of ChatGPT among research scholars, with many respondents utilizing the tool for idea generation, content development, literature exploration, and other academic activities. The UTAUT-based analysis demonstrated positive perceptions across the three key constructs: Performance Expectancy ($M = 14.50$), Effort Expectancy ($M = 8.37$), and Social Influence ($M = 7.84$). The results of the one-sample t-test confirmed that these perceptions were statistically significant ($p < 0.001$), indicating that respondents view ChatGPT as a useful, easy-to-use, and socially accepted technology for academic and research purposes.

Despite these positive perceptions, several challenges and concerns were identified. The most prominent limitations included the inability to provide reliable scholarly references (85.5%), concerns regarding privacy and data security (69.4%), and limitations in analyzing graphical or image-based data (66.1%). Furthermore, the study revealed notable institutional and ethical gaps. A majority of respondents (69.4%) reported the absence of institutional policies governing AI use, while only 9.7% indicated that faculty members had recommended the use of ChatGPT for academic or research activities.

The findings suggest that ChatGPT holds considerable potential to enhance academic productivity and research efficiency. However, its successful integration into higher education requires the development of institutional policies, ethical frameworks, AI literacy initiatives, and mechanisms

for faculty support. Future studies should include larger and more diverse samples across multiple universities and academic disciplines to provide broader insights into the adoption and impact of AI technologies in higher education and research.

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