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Perception of Chat GPT among GENZ in Mizoram University: A Boon or Bane

***Zairemmawii** ****Dr. F. Chanchinmawia#** *****Lalduhzuali**

* Research Scholar, Department of Library and Information Science, Mizoram University, Mizoram 796004, INDIA: Email: zairemikhiangte@gmail.com
** Assistant Professor, Department of Library and Information Science, Mizoram University, Mizoram 796004, INDIA: Email: mzut294@mzu.edu.in
*** Research Scholar, Department of Library and Information Science, Mizoram University, Mizoram 796004, INDIA: Email: duhzuali@gmail.com
# Corresponding author.

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Abstract

Education and information management have undergone tremendous change due to the rapid adoption of technology, particularly artificial intelligence (AI), in the field of library science. Chat GPT has become one of the most widely used AI tools for students, especially those in Generation Z (Gen Z), which is the group born between 1997 and 2012. This study examines the knowledge, accessibility, benefits, and constraints of Gen Z students at Mizoram University regarding the use of Chat GPT. The study employs a qualitative methodology to survey 203 students from various departments, aiming to understand their perceptions of Chat GPT as a learning tool. The outcomes show that although Chat GPT has many advantages for academic support, task evaluation, and content creation, it also creates issues with over-reliance, critical thinking, and the possible decline of traditional.

Keyword: ChatGPT, Gen Z, Artificial intelligence (AI), Academic performance.

1. Introduction

The rapid integration of technology into all aspects of information management and access has led to significant developments in library science during the digital transformation era. Libraries have long been the backbone of knowledge acquisition, providing carefully chosen and trustworthy materials that promote critical thinking and in-depth study. The digital revolution has led to significant changes, and libraries have evolved in several ways as a result. The library, renowned as the gateway to knowledge and the primary repository of information, is continually developing technical advancements to meet the needs of its users. With all the changes and developments, one of the most notable examples commonly used for seeking information is Artificial Intelligence (AI), like ChatGPT.

The introduction of Artificial Intelligence among students and in the field of study made a significant impact. It has become one of the primary sources for generating information and knowledge. Many artificial intelligence-based systems are used in the field of education. Among those, Gen Z users are considered the most technologically advanced generation.

When we refer to Gen Z, it refers to people born between 1997 and 2012. They are among the primary users of AI-related tools. They are the generation that grew up with smart phones, immediate information, social media and interactive technology Educational technologies driven by artificial intelligence (AI) are progressively being used to automate and support various learning activities (Cavalcanti et al., 2021; Deeva et al., 2021). Chat GPT has gained widespread adoption among multiple user groups and organizations, including students, teachers (Zhai, 2022). This technology is not only significantly impacting and shaping how society produces, lives, and communicates, but it is also fundamentally changing society and the very nature of humanity itself (Hill-Yardin et al., 2023).

Generation Z are the first generation to grow up with the Internet daily. Presently, they are the second youngest generation, and they are also known as Digital Natives; they are the generation that has experienced the most significant social, digital, and technological changes. Gen Zers generally hold strong beliefs in sustainability and racial fairness. Most Gen Z expect businesses and organisations to make sustainability pledges, and many Gen Zers identify as environmentally conscientious. They grow up in an era where working, shopping and meeting friends are all easily done through the internet. For seeking information, such as reviews and news, they mostly look up on the internet rather than going to other places. They utilized various online platforms, each contributing to their online ecosystem in distinct ways. As they spend most of their time scrolling and watching the internet, they get to design their personality based on what they have seen online.

GPT Chat is a search engine similar to Google, but it utilizes a chat or dialogue interface. GPT chat is a tool for information retrieval and communication, supporting scientists and learning (Roumeliotis & Tselikas, 2023). An AI-based technology that has recently attracted attention on a global scale, particularly in the context of education, is the Chat Generative Pre-trained transformer, popularly known as “Chat GPT” (García-Peñalvo, 2023). It was developed over the following years, during which new improvements and generation capabilities became apparent. Chat GPT has gained widespread popularity as it can generate human-like responses, assist with content creation, answer questions, and engage in meaningful dialogue. Currently, Chat GPT offers limited access to the GPT-3.5 and GPT-4o language model. GPT-4 and GPT-4o are accessible through Chat GPT Plus, compared to GPT-3.5, GPT-4 is capable of handling more complex tasks like describing photos, creating captions for images, and producing more in-depth answers to 25,000 words(Sam Altman, 2023) CEO of Open AI. Not only can it provide information, but it can also remember the information it has provided during the conversation. It is a multitasking application that offers mental health advice, simulates interviews, generates quizzes, and helps with brainstorming as well.

2. Literature review

Several literature reviews and research have been conducted to assess various aspects of the field of Chat GPT. It was found with proper direction and oversight; students can use Chat GPT effectively for task evaluation, logical thinking, and more profound comprehension in their academic works, even though it can have a negative impact by interfering with their creative way of thinking and productivity (Stepanenko & Stupak 2023). It was highlighted that a more thorough examination of the relationship between students' academic achievement and Chat GPT revealed that learning motivation had a beneficial effect on the students' use of Chat GPT. (Caratiquit & Caratiquit, 2023). Technology has become a significant factor for science teachers and students, and it is in tandem with scientific

advancements. Even though Chat GPT cannot take the position of a teacher's labour and expertise, it is nevertheless crucial for academic work for both teachers and students. (Purnama, Edi, Megahati, Wijanarko, 2023). Chat GPT does, in some ways, match language literacy, and the information it provides is also adaptable for younger generations. However, it is also clear that ChatGPT needs to provide more customized responses to cater to specific user communities. (Murgia, Pera, Huibers & Landoni, 2023). Chat GPT's capacity to offer students individualized support is having a significant impact on education today. However, with all the knowledge and advice, students can use resources in a balanced manner. (Swargiary, 2023).

3. Objective of the Study

1. To find out and explore the awareness level of ChatGPT among GenZ students.
2. To study the advantages and limitations it can cause by its use.
3. To investigate a boon or a bane for academic works.
4. To conduct a deeper investigation on how much it affects their critical thinking and whether it alters their traditional habit of learning.

4. Scope, Methodology, and Limitation

This research aims to understand the perception of ChatGPT among Generation Z students at Mizoram University, focusing on its benefits and drawbacks in their academic experience. The research is limited to Gen Z students and scholars at Mizoram University, providing insights into how AI tools like ChatGPT impact their academic performance. A qualitative approach is used to capture the diverse experiences of these students, with data collected through a structured questionnaire. A random sample of 250 questionnaires was distributed across 40 departments, with 203 responses received.

5. Analysis of the data

The data received from the respondents are interpreted and analysed according to research objectives.

5.1 Awareness of Chat GPT

Table 1 shows that out of all the respondents, the majority of 201 (99%) are aware of Chat GPT, and the other 2(1.0%) respondents are unaware of Chat GPT. According to this survey, most participants are aware of Chat GPT.

Table - 1: Awareness of ChatGPT

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Yes	201	99.0	99.0	99.0
	No	2	1.0	1.0	100.0
	Total	203	100.0	100.0	

5.2 Using ChatGPT for Academic Purposes

Table 2 depicts that out of all the respondents, 120 (59.1%) use ChatGPT occasionally for their academic purpose and 47(23.2%) used weekly. 30(14.8%) are using daily and the remaining 6(3.0%) did not use ChatGPT for their academic purpose at all.

Table - 2: Using ChatGPT for academic purposes

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Daily	30	14.8	14.8	14.8
	Weekly	47	23.2	23.2	38.0
	Occasionally	120	59.1	59.1	97.1
	Never	6	2.9	2.9	100.0
	Total	203	100.0	100.0	

5.3 Assessing the Helpfulness of ChatGPT in Improving Academic Performance

Table 3 shows that most respondents rate ChatGPT as moderately helpful 87(42.9%), with 65(32%) finding it quite useful and 29(14.3%) considering it highly beneficial. However, a small portion, 5(2.5%), feel it offers no help, and 17(8.4%) consider it only minimally helpful. ChatGPT is primarily seen as a valuable academic tool, though its effectiveness may vary for individual users.

Table - 3: Assessing the Helpfulness of ChatGPT in Improving Academic Performance

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Scale1	5	2.4	2.4	2.4
	Scale 2	17	8.4	8.4	10.8
	Scale 3	87	42.9	42.9	53.7
	Scale 4	65	32.0	32.0	85.7
	Scale 5	29	14.3	14.3	100.0
	Total	203	100.0	100.0	

5.4 Impact of ChatGPT on the Effectiveness of Academic Work

Table 4 shows that the majority of respondents, 109 (53.7%), agree that ChatGPT has made their academic work more effective, with 25(12.3%) strongly agree 60(29.6%) remain neutral. In comparison, only a small number of 8(3.9%) disagree and 1(0.5%) respondent strongly disagrees.

Table - 4: Impact of ChatGPT on the Effectiveness of Academic Work

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Strongly agree	25	12.3	12.3	12.3
	Agree	109	53.7	53.7	66.0
	Neutral	60	29.6	29.6	95.6
	Disagree	8	3.9	3.9	99.5
	Strongly disagree	1	0.5	0.5	100.0
	Total	203	100.0	100.0	

5.5 Concerns about using ChatGPT for Academic Purposes

Table 5 indicates that the primary concern among respondents (76, 37.4%) is the accuracy of information provided by ChatGPT, followed by over-reliance on technology (46, 22.7%). Plagiarism issues were raised by 24(11.8%) of respondents, while 57(28%) noted other concerns.

Table - 5: Concerns about using ChatGPT for Academic Purposes

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Accuracy of Information	76	37.4	37.4	37.4
	Over reliance of tech.	46	22.7	22.7	60.1
	Plagiarism issues	24	11.8	11.8	71.9
	Others	57	28.1	28.1	100.0
	Total	203	100.0	100.0	

5.6 Perception of ChatGPT: Boon or Bane in Academic Life

Table 6 indicates that the majority of respondents, 90 (44.3%), perceive ChatGPT as a helpful tool in their academic life, while 85(41.9%) view it as both beneficial and potentially distracting. Only 13(6.4%) respondents consider it a harmful distraction, and 15(7.4%) respondents feel it has no significant impact.

Table - 6: Perception of ChatGPT: Boon or Bane in Academic Life

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Boon	90	44.3	44.3	44.3
	Bane	13	6.4	6.4	50.7
	Both	85	41.9	41.9	92.6
	Neither	15	7.4	7.4	100.0
	Total	203	100.0	100.0	

5.7 Critical and Independent Thinking

Table 7 depicts that majority of respondents 80(39.4%) feel that using ChatGPT has not affected their ability to think critically and independently. However, 53(26.1%) believe it has impacted their critical thinking, while 70(34.5%) feel there has been no impact at all.

Table 7- Critical and Independent Thinking

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Positive impact	53	26.1	26.1	26.1
	Negative impact	80	39.4	39.4	65.5
	No impact	70	34.5	34.5	100.0
	Total	203	100.0	100.0	

5.8 Influence of Chat GPT on Traditional Study Habits

Table 8 shows that the majority of respondents, 104(51.2%), feel that using ChatGPT has improved their traditional study habits, while 31(15.3%) believe it has worsened them; 68(33.5%) report no change. This indicates that while many users see positive changes in their study approach, a smaller group feels that ChatGPT had an adverse effect or hasn't altered their habits at all.

Table - 8: Influence of ChatGPT on Traditional Study Habits

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Yes, for the better	104	51.2	51.2	51.2
	Yes, for the worse	31	15.3	15.3	66.5
	No change	68	33.5	33.5	100.0
	Total	203	100.0	100.0	

5.9 Plans to Continue Using ChatGPT for Academic Purposes

Table 9 indicates that the majority of respondents 102(50.2%) plan to continue using ChatGPT for academic purposes in the future, while 70(39.90%) are uncertain (maybe). Only 18(8.9%) do not plan to use it, and 13(6.4%) selected "neither."

Table - 9: Plans to Continue Using ChatGPT for Academic Purposes

		Frequency	Percent	Valid Percent	Cumulative %
Valid	yes	102	50.2	50.2	50.2
	No	18	8.9	8.9	59.1
	Maybe	70	34.5	34.5	93.6
	Neither	13	6.4	6.4	100.0
	Total	203	100.0	100.0	

6. Major Findings and Discussion

- The majority of respondents, comprising 99%, are aware of ChatGPT, while the remaining 1% are unaware.
- Almost half of the respondents 59.1% are using ChatCPT occasionally for their academic purpose followed by 23.2% respondents that are using weekly. 14.8% of respondents use it daily, while 2.9% of respondents do not use ChatGPT for their academic purposes at all.
- The helpfulness of ChatGPT is calculated on a scale of 1-5, and as a result, 42.9% of the respondents find it slightly helpful, 32.0% find it helpful, followed by 14.3% of respondents who find it very helpful in their academic life. On the other hand, 8.4% of respondents felt that ChatGPT is less unhelpful in their studies, and 2.4% of the respondents found it very unhelpful.
- The majority of respondents believe that ChatGPT plays a highly effective role in their academic work, with 53.7% agreeing to its effectiveness, followed by 12.3% who strongly agree. 29.6% are neutral, and 3.9% of respondents disagree with the effectiveness, with 0.5% that strongly disagree.
- Among all those negative concerns about ChatGPT, 37.4% of respondents are most aware of the accuracy of the information provided by ChatGPT. 28.1% respondents used ChatGPT for other purposes.
- Mostly majority of the respondents that is 39.4% felt that ChatGPT has no impact in their Critical and independent thinking habit and 51.2% felt that it improves their traditional study habits. While fewer respondents (15.3%) felt that ChatGPT worsened their traditional study habits, and had no impact (26.1%) on their independent and critical thinking skills.
- Among all the respondents half of them (50.2%) are planning to use ChatGPT for their academic work in the future while 34.5% are uncertain and 8.9% of the respondents are not planning to use ChatGPT in the future at all.

7. Conclusion

The use of ChatGPT has significantly impacted the learning system among students. It opens up a broader way for students to generate ideas and gain a better understanding. ChatGPT is convenient and easy, which is one of its aims. ChatGPT answers any question by collecting data from various sources. It’s essential to question whether it always provides relevant and

authentic information. Users need to be aware of that and must not easily rely on all the information it has provided. While ChatGPT excels in providing instant assistance and explanations, human tutors offer personalized feedback and deeper engagement that ChatGPT cannot replicate. A hybrid model of using both could potentially optimize learning outcomes. To avoid over-dependence, it's essential to establish clear guidelines for using ChatGPT—leveraging its strengths in research and organisation while ensuring that core skills, such as critical thinking and independent problem-solving, remain central to the learning process. With the development of our digital world, AI will also become a part of our academic life. It is essential to keep in mind that although ChatGPT is of great use and assistance, we must not rely on it too heavily and must maintain a balanced approach to its use.

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