

Research Article

UTILIZATION OF CHATGPT FOR LEARNING AT DAYSTAR AND STRATHMORE UNIVERSITY: A STAKEHOLDER'S PERSPECTIVE

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Abstract

Artificial intelligence has become ubiquitous, raising widespread concerns, even panic, across various sectors of society. This study explored the utilization of ChatGPT for teaching and learning by Daystar and Strathmore University lecturers and students, against the backdrop of growing concerns among parents and scholars in Kenya. The research objectives guided the study and informed the research questions: To find out the Daystar and Strathmore University students' and lecturers' views on using ChatGPT for teaching and learning. To investigate the influence of ChatGPT on teaching and learning on Daystar and Strathmore University students and lecturers. To examine the ethical considerations used when utilizing ChatGPT by Daystar and Strathmore University students and lecturers. The study's target population was final-year Bachelor students in the School of Communication and lecturers from the same school at Daystar and Strathmore University. Snowball sampling was used, and the study was qualitative, adopting an exploratory research design to understand the perceptions, experiences, and insights of the key stakeholders—lecturers and students—on ChatGPT's role in education. Thematic analysis was employed to analyze data from semi-structured interviews. The study revealed five themes corresponding to the research objectives and questions which were as follows, Embracing ChatGPT for learning was welcomed by students and lecturers. Concerns and criticisms were raised by both groups. ChatGPT was seen as efficient and timesaving, boosting productivity. Students had to use other sources to cite and be transparent about using ChatGPT due to its citation restrictions and potential inaccuracies, ensuring honest feedback from lecturers. No ethical considerations on ChatGPT Utilization provided room for ethical malpractice.

Key Words: Artificial Intelligence, Generative Artificial Intelligence, Generative Pre-Trained Transformer

Introduction:-

Artificial intelligence (AI) is a branch of computer science focused on building smart computers to perform tasks requiring human intelligence. These machines can model and exponentially improve human cognitive abilities (Schroer, 2023). AI is already present in education in various forms (Niemi et al., 2023). Among AI tools, ChatGPT stands out for its popularity and global use across different organizations. Recently, this AI-powered tool has been utilized to perform tasks that revolutionize human interaction with technology in a conversational way (Strzelecki, 2023).

Universities have appropriated ChatGPT for problem-solving and learning (Chen et al., 2020). However, its adoption varies by region, with Africa lagging in its use in higher education institutions (Mokgonyana, 2023). This limited adoption can be attributed to several reasons, with a major concern being that ChatGPT might undermine credibility, hard work, and integrity in learning and tertiary institutions of higher learning.

There is concern that ChatGPT has engendered a culture of laziness among students regarding their homework (Nyaundi, 2023). This has caused significant panic and resistance. In Kenya, Business Daily reported, “Student homework is dead. ChatGPT, a new chatbot by Microsoft, is the murderer. Learning will never be the same again. Future education is undoubtedly going to be different” (Ndemo, 2023). This reflects the current perception of AI tools in Kenyan society.

Additionally, an article from The Standard highlights concerns about ChatGPT raised by Mr. Omondi, a lecturer at the University of Nairobi (Kitengele, 2023). He noticed that ChatGPT gives different answers to the same question and found the responses good enough for students to earn B or C grades, which worries him because of the inconsistency of responses and its potential impact on academic performance.

Furthermore, students from Multimedia University (MMU) and Catholic University of Eastern Africa (CUEA) admitted to using ChatGPT for assignments and sharing it with friends (Kitengele, 2023). Despite resistance from educators, ChatGPT's use is rapidly growing among students in Kenya. Parents, scholars, and institutions worry that this trend could undermine traditional learning methods without modern technology (Kitengele, 2023). Additionally, lecturers are adapting differently to this new technology across the country and worldwide.

The research aimed to investigate how students and lecturers at Daystar and Strathmore University in Kenya were using and perceiving AI tools, particularly generative AI like ChatGPT, for learning. Although some studies have examined AI use in higher education, there is still limited knowledge about GenAI tools, especially in the context of learning in Kenyan universities. This research gap informs the choice to focus on exploring the issue from the perspective of students and lecturers at these specific universities.

Therefore, there is a need for an empirical study to validate the extent of ChatGPT's use for learning purposes and explore perceptions of this tool among university students and lecturers in Kenya. This study aimed to explore how Daystar and Strathmore University students and lecturers utilize and perceive ChatGPT for learning purposes.

Objectives:-

General Objective

To evaluate the use and impact of ChatGPT for learning among students and lecturers at Daystar and Strathmore University, including their views, the tool's influence on learning outcomes, and the ethical considerations associated with its use.

Specific Objectives

1. To find out the Daystar and Strathmore University students' and lecturers' views on the utilization of ChatGPT for learning.
2. To investigate the influence of ChatGPT on learning on Daystar and Strathmore University students and lecturers.
3. To examine the ethical considerations used when utilizing ChatGPT by Daystar and Strathmore University students and lecturers.

Materials And Methods:-

Research Design

The study was qualitative and employed an exploratory research design. As described by Kothari (2004), exploratory research design focuses on discovering ideas and insights with the flexibility to consider various aspects of the problem. This design was suitable and chosen to allow exploration of the perceptions and experiences of Daystar and Strathmore University students and lecturers on using ChatGPT for learning, given the limited knowledge on the topic.

Sample Size

Hennink and Kaiser (2022) define data saturation as the point where no new information emerges in qualitative research. They suggest 9-17 interviews; Subedi (2021) recommends 1 to 20 participants, and Boddy (2016) suggests 20-30. Based on this, the researcher sampled 1-16 final-year students and lecturers from Daystar and Strathmore University's School of Communication, achieving saturation at interview 15, with one additional interview conducted. The sample included 4 lecturers (2 from each university) and 12 bachelor's students (7 from Daystar and 5 from Strathmore).

Sampling Technique

This study used a snowball sampling technique. Parker et al. (2019) state that snowball sampling is popular in qualitative research. The researcher sought participants through the School of Communication at Daystar and Strathmore University, targeting BA Communication lecturers and final-year students. Potential participants were invited to join the study and informed about it. Upon consenting, participants were asked to recommend others who fit the study's criteria. This technique utilized networking characteristics, of the sampling technique as final-year students suggested peers and lecturers recommended other lecturers fitting the study's criteria.

Data Collection Procedures

This research used semi-structured interviews, defined by Trull (2014) as an information exchange between two individuals, allowing participants to elaborate on their experiences with ChatGPT (Busetto et al., 2020). Interviews were conducted via Google Meet, participants were informed of the study's purpose, assured confidentiality through use of pseudonyms, and they could withdraw anytime. Consent was obtained to record interviews for transcription. Using snowball sampling, participants recommended others fitting the study's criteria. The researcher then analyzed responses to the seven interview questions to identify themes.

Data Analysis Method

This study used thematic analysis, which presents themes and analyzes data making it ideal for exploring students' and lecturers' perceptions of ChatGPT for learning (Alhojailan, 2012). The thematic analysis involved gathering and reviewing data related to each developed theme. Interviews were transcribed using Cockatoo software, with five themes emerging from the collected data. All data was transcribed, read, and reread, then the initial thoughts were noted. The researcher identified and organized codes into tentative themes, reviewing data in line with these themes for analysis.

Ethical Considerations

Ethical considerations for this study followed Daystar University's principles and APA 7th edition guidelines, ensuring academic integrity through proper citation and attribution. Permissions were obtained from Daystar University's Institutional Scientific and Ethical Review Committee and the National Commission for Science, Technology, and Innovation for compliance with scientific and regulatory standards. An introduction letter from Daystar's School of Communication facilitated the receipt of a letter of ethical clearance from Strathmore University. Informed consent was obtained from all participants, ensuring they understood the study's purpose, benefits, and potential risks. Confidentiality and anonymity were maintained to protect participants' identities and shared information.

Results:-

The research findings were discussed in line with the research objectives of the study which informed the research questions. The analysis of interviews revealed the perceptions and utilization of ChatGPT in learning.

Research Question 1: What were the views of Daystar and Strathmore University students and lecturers on the use of ChatGPT for learning? Analysis of interview data presented two themes responding to the first research objective and question. The themes originating from the data collected were as follows: i) Embracing ChatGPT for Learning, ii) Concerns and criticisms of ChatGPT in Learning. These themes are explained in detail below.

Embracing ChatGPT for Learning

In the ever-evolving education landscape, cutting-edge technologies like ChatGPT have entered the classroom, sparking discussions among students and lecturers in tertiary institutions. Interviews with students and lecturers from Daystar and Strathmore University revealed that they

view ChatGPT as a welcome technological advancement and encourage its use for learning. The insights from these interviews highlighted the intersection between education and artificial intelligence, with ChatGPT emerging as a potential partner in enhancing learning experiences.

As stated by Participant 1 (Student):

"For me, I think it has both sides, and I think it's an area that lecturers can explore, or universities can explore, and look at those areas that they can use to help students in their learning process because I think there are areas that can be incorporated in the learning system for good use."

Furthermore, Participant 16 (Lecturer) states:

"I would say the step in the right direction, and a very welcome move, because that is where the world is heading, that is AI. So we cannot do it without it, and actually education and educationists should be at the forefront of using it in their work."

The analysis of interview data underscored the positive perception of this AI tool in learning. In this sense, the enthusiastic endorsement of the lecturer for the integration of the AI tool in learning and the balanced view provided by the student were noteworthy. This is because they emphasized that the emergence of AI tools such as ChatGPT in education was not a passing trend but one that required further exploration for effective integration.

The analysis of the interview data posited the emergence of ChatGPT in education as an imperative tool in this modern educational landscape. In this sense, the adoption and embracing of Generative AIED was essential for both students and educators as emphasized by the participants. The analysis indicated the advent of ChatGPT should be welcomed and a means of integrating this technology should be found. As per the interview data analysis, the convergence of views highlighted the pivotal role AI played in shaping learning and teaching.

As stated by Participant 14 (Lecturer):

"There are areas where you can ask questions for ChatGPT to guide you. For example, a student could ask for help on aspects of narrowing even the Thesis statement. Out of the Thesis statements that ChatGPT will come up with, the student will pick the angle that they think they can explore. That way, ChatGPT has just enhanced the creativity of the students to think. From there, they can recraft the thesis statement they've got, and then they can go out to perhaps ask ChatGPT to give them a rough outline. From the rough outline, they can draft a real outline that they're going to use for class. For me, that is learning."

As per the interview analysis above, there were specific instances which ChatGPT could be very helpful for the students and assisted them in cutting down on a lot of time that was spent in the research process. Therefore, students had faster access to support and they could generate multiple ideas and enhance their learning through the support offered by the AI tool. In this regard, this helped the students synthesize the information they had with their thoughts in a manner they could approach research more easily, clearly, and systematically.

Concerns and Criticisms of ChatGPT in Learning

Despite students and lecturers acknowledging that ChatGPT was helpful to their learning process and made life simpler, they also raised concerns and criticisms of the AI Tool. From the interview analysis, students and lecturers were open to sharing the downsides of the AI tool despite being inclined to its integration into learning.

According to Participant 10 (Student):

“Okay, so, it's really helpful to begin with, but you know, too much of something can be poison, so I feel like students right now are not using their brains. Okay, I am one of them, so I don't use it all the time, but I feel like it's now, we can call it the student's brain, because if anything happens, they are on ChatGPT. Assignments and CATS, ChatGPT. So everything they do, they fully depend on ChatGPT, which can be a really major crisis in the future. Because when you're told to present your work, or just present what you've done there, you don't even know what happened, the processes that took place, why? Because ChatGPT did all the work for you. So as much as it has a positive impact, it also has a negative bit of it.”

From the discussion above, the student noted their colleagues over reliance on ChatGPT for learning instead of taking time to study. This was a challenge despite the multiple benefits ChatGPT presented to students. In this sense, an environment where deep learning occurred was required so that students would not result in ceding control to the AI tool but rather take interest in the concepts, they engaged with to ensure learning occurs.

Furthermore, Participant 12 (Student) states that:

“I created a ChatGPT account a month ago. I used to see people signing up for ChatGPT and I loved it. I used to see people saying they trust ChatGPT, but I never used to do that because I never used to use ChatGPT in my studies. So the first time I used it academically, it was for an exam. Each question I used ChatGPT for in that exam and directly copy pasted the information on e-learning I failed. So, since that day, I have never trusted it blindly. If I'm doing the rest of my other submitting assignments, I can't just submit the assignment, because once I doubted it from that exam, I said, okay, I'm gonna be trying to verify information from other sources, like using Google Scholar and using other sources just to verify information before posting, because some youth have failed to realize that ChatGPT can produce inaccurate information.”

In this instance, the above participant practically learned that ChatGPT tended to generate inaccurate answers that may sound correct. However, when these responses given by ChatGPT were analyzed at a deeper level, it was noticeable that they were faulty. Furthermore, the interviews showed that lecturers advocated that it was vital for students to test the limitations of ChatGPT.

Participant 16 (lecturer) states:

“I always weigh its answers and confirm another source. In some cases, I take what it is giving me with very few adjustments especially things such as writing a letter.”

Furthermore, Participant 14 (Lecturer) states:

“We must also look as academicians for what angle are we going to use the AI tools? Like I'm saying for me, it's things like Grammarly. For me that's a good tool to use for my students. Quillbot, helping students to summarize. These are things that students can also borrow. You come up with the idea, the idea is yours, and then you go out and research... ChatGPT could also come in here, but ChatGPT also has, can really be misused for class. And that is why I am hesitant about fully introducing it because I feel they should come up with an educational component. Let me just put it like that. A component that can help students think, at the same time work with ChatGPT. That if I'm a student, there's a level that students cannot go past. So it limits the student to now start thinking.”

The above discussions indicated students needed to be informed on the utilization of ChatGPT and AI tools effectively to be in a position to critically assess the information provided. In addition, students are required to learn how to work collaboratively with the AI tool rather than ceding control to it thus heightening the need for proper instruction and guidance on ChatGPT integration into learning. In this way, there could be an academic environment which fosters deep learning and academically competent students.

Research Question 2: What was the influence of ChatGPT on learning for Daystar and Strathmore University students and lecturers? Analysis of interview data presented one theme

responding to the second research objective and question. The themes originating from the data collected were Efficiency and the Time-Saving Nature of ChatGPT.

Efficiency and Time-Saving Nature of ChatGPT

Efficient time management was required for students to attain their objectives without experiencing burnout. Having classes, assignments, conducting research, studying, being vibrant socially, extracurricular activities and having personal time for individual activities can be a daunting task especially as the semester concludes. In this regard, students would find themselves facing multiple deadlines and in a crunch battle. Therefore, analysis of interview data showed students were highly appreciative of how ChatGPT cut down research and study time.

As noted by participant 5 (Student):

"I feel it's actually helpful and especially to students because you get to source out a lot of information really quickly and you get to have a broader version compared to reading a physical book and it's fast."

Furthermore, participant 12 (Student) notes:

"I think that ChatGPT has made things easier and has made things effective... for someone like me who's doing humanities journals.... Sometimes I want to revise and I need some things. I don't have time to go through a lot of tabs on Google because it's just going to go through the browser just like it does in Google. So I think it's easier and more effective."

From the above discussions, the "efficient and timesaving" characteristic of ChatGPT was highlighted as things that took hours to do were cut down significantly. In this sense, the capacity of the students was multiplied as they had more time at their disposal with the advent of this AI Tool. In addition, the interview analysis also revealed a discussion with a lecturer who believes ChatGPT does save time thus enhancing the efficiency of their students.

As posited by participant 16 (Lecturer):

"I encourage its use and I show my students how to use it and It saves time and makes them more efficient. So I tend to think we cannot avoid it. And what I have done, actually since I started using it myself, I have recommended it to my students. And so it's a good move. I support it completely. What I say is that it helps you, it gives you some ideas when you're drafting an article. It helps you write an article and fight writer's block. Because every time you're using it, it will just ask you a question and give you a list of what you are interested in."

In addition, Participant 15 (Lecturer) states:

"A computer is a learning tool. Tablets are learning tools. All these things that we have, even a calculator was a learning tool. It is used to make things better, make things easier, help us to save on time by doing computations, which would have taken much, much longer. So this is of efficacy. That is efficiency and effectiveness."

In this sense, the heightened level of efficiency and effectiveness was greatly appreciated by students and acknowledged by lecturers. Much of the student's day is spent attending to multiple activities which require a substantial amount of time and effort. Therefore, students were always faced with the challenge of finding a way to make their lives much simpler, easier and getting more efficient processes to avoid a crunch battle. In this sense, students appreciated the heightened efficiency in their learning process as it boosted their productivity.

Research Question Three: What ethical considerations did Daystar and Strathmore University students and lecturers factor in the use of ChatGPT for learning? Analysis of interview data presented two themes responding to the third research objective and question. The themes originating from the data collected were as follows: i) Consulting other sources and transparency

of ChatGPT Utilization, ii) Not having any ethical considerations On ChatGPT Utilization. These themes are explained in detail below.

Consulting Other Sources and Transparency of ChatGPT Utilization

From the interview data analysis, the responses indicated that students opted to consult other sources once they received information from ChatGPT. This can be attributed to several reasons such as ChatGPT's characteristic to generate inaccurate responses and attribution of information. As it stands, there is no way to reference work generated by ChatGPT. Therefore, students used other sources due to this limitation. In academics, attribution and providing factual information is a key cornerstone of ethical considerations in the learning process.

As stated by Participant 8 (Student)

"I get the information from ChatGPT and I use that as a guiding tool for the rest of my research. So for instance, I would talk about, like say, the framing theory, that defines the framing theory. Like I would get the prompts from ChatGPT and then look at Google Scholar to give me a bit more detailed information, plus I need citations and things like that which It can offer but they're not pretty accurate. So then I would look into other sources."

As stated by Participant 3 (Student):

"I do like to put in my own work. Mostly what I use ChatGPT for is either to revise the work that I've done or for research in terms of other AI systems as well as ChatGPT. So it gives me ideas. For example, I want categories of something, or I want subsets of something. So I'll research the subsets, or maybe I want different reading materials that I can gather information on something. I'll get the reading material from ChatGPT, and then I'll go search for the reading material. The precise areas that I should be researching. The final work since the research paper, it's the original work that I do."

From the discussions above, it was noted students used ChatGPT to gain information because of its "One-stop shop" characteristic. However, they did not stop there as they sought out other websites having attained the required information to ensure they meet ethical considerations of the learning process by being accurate.

Participant 6 (Student) states:

"You can use it but don't use it like don't just take what it tells you and put in the paper but if you want it for that, then take what it gives you and go do the proper research, now where you go to books and then you go to, if it's Google, where you now go to proper sites. Because the main thing also, it's not about, if it's an exam, it's not about passing, it's also about you being learned.... When you do the in-depth research then you at least you'll have the content."

From the interview data analysis, student realized that ChatGPT can be highly inaccurate at times. In this sense, students resort to using Google Scholar to guide them to alternative information sources so that they verify the information provided. Furthermore, they also seek alternative sources of information to have a way to cite the information received from ChatGPT since there is currently no provision for citing work done by ChatGPT in academia.

Participant 12 (Student) stated:

"So I think transparency and citation by giving credits. Whereby, if you source your work from ChatGPT, just say, man, I got my work from ChatGPT. Sometimes we see you present your work, the lecturer starts asking, where did you get this information from? Okay, some people start like, okay, I just read it somewhere. So I think you should start being transparent so the lecturer can give honest feedback or an honest response that you know what, people should be using ChatGPT in this way don't just be using it blindly, so I think we should start being transparent like, because most people who use the ChatGPT in the assignments don't want to be honest, this is the thing that has been affecting us students the most because if you don't accept, there's no way the lecturer is going to correct you, you're

going to be wrong, you're still denying that you're using ChatGPT so let's be transparent in as much as anything you are not fooling the lecturer, you are fooling yourself, be accountable. Do some research at least, and find out more. Don't just do it for the sake of something, because at the end of the day, you'll get good marks, but who is the fool here? Not the lecturer, So, you should be accountable."

From the interview analysis, transparency was a key issue that needed to be encouraged in academia. Therefore, when lecturers create an environment whereby utilization of ChatGPT is not frowned upon and showed students how to utilize the AI tool, then students can reciprocate by being transparent about their utilization with their instructors fostering a relationship built on trust. However, the lack of transparency could be attributed to the fear students have because of the multifaceted reactions and reservations especially those held by some instructors. In this case, it is better to operate conventionally as each instructor would not be open and ready for such levels of honesty due to alternative views on the Utilization of ChatGPT in learning.

Participant 13 (Lecturer) states:

"Just the information, availability of information, and that currently you can access information through this channel and other channels... So you basically want to use a machine that's easily accessible to you, but as long as you can then acknowledge."

From the response above, lecturers also share a similar view whereby students failing to present accurate information is ethical misconduct. In this sense, as illustrated by the above responses, students factor this in mind to prevent having inaccurate information that cannot be cited. ChatGPT has its limitations, and this is one of the ways students mitigate the major limitation of inaccurate information provided by ChatGPT.

Not having any ethical considerations On ChatGPT Utilization

Despite most of the students having some ethical considerations, others were willing to admit they had none. Given that GenAI in education is still novel, proper policies guiding utilization do not exist.

Participant 9 (Student) states:

"To be honest, I've never had any ethical considerations when it comes to ChatGPT. Let me not lie. Yeah. I've never even thought about it in that perspective, ethically and everything else. So that's quite new to me. Okay. So like for sure I think I'm using it unethically but I can't even think of anything ethical I can add to now. As for now, because I have never thought about it in that way. Yeah. I just use it as a means to an end."

Participant 7 (Student) states:

"When I see there is Turnitin on e-learning, of course I'll have to do the work by myself but where it's like there is group work and I'll have to send the group work on email or maybe it's just a presentation about a set topic, of course I'll use ChatGPT. With us having now ChatGPT, you really don't have time to go now, look for content or, do it the old school way, like, go to the library, find a book, or go to the school online library and try and figure out step to step, step by step, like, finding the content. But now with ChatGPT being there, I can just ask ChatGPT to give me the answer. So, on my side, I've been a bit lazy, now trying to research and grow myself academically, because I have ChatGPT. But still, at the end of the day, it's here to stay. and the lecturers also and also asked me to find a way on how we can now work with ChatGPT and find ways where we can still grow and work hand in hand with the AI tools."

The interview data analysis indicated that access to paraphrasing tools such as Quillbot lowered the possibility of tools such as Turnitin detecting AI-generated text. The rapid advancement of AI tools requires frequent discussions on what policies can be implemented in academics so that students do not resort to using ChatGPT as a means to an end.

Participant 1 (Student) stated:

"I won't lie. I think for me, I really have not dived into the ethics part of it all, because I don't think I've been yet to be faced with such a challenge."

Participant 11 (Student) stated:

"Yeah, so personally I wouldn't say that I have specific guidelines that I use when using ChatGPT, but personally I believe if I want to grow myself as a person, there has to be that self-discipline and to figure out that if I keep on getting information from ChatGPT and using it the way it is, it is me that keeps on getting stupid at the end of the day because I don't allow my mind to think."

The discussions above indicated a gray area as the ethics revolving utilization of ChatGPT for learning were purely based on the user. There are no set guidelines that cut across the board for all students hence this challenge. In this sense, it is vital for policies to be generated and for students to receive training on the responsible use of AI tools for education.

Discussions: -

The discussion of findings is guided and engaged in line with the study's research questions that were informed by the study objectives.

Research Question 1: *What were the views of Daystar and Strathmore University students and lecturers on the use of ChatGPT for learning?*

The interview data analysis revealed differing views on ChatGPT's use for learning. Some participants saw ChatGPT as a valuable collaborator in the learning process, advocating for its embrace as education becomes increasingly technology driven. However, concerns and criticisms were also raised regarding its potential for unethical use, the generation of inaccurate answers, and students ceding control to the AI tool. Fitria (2021) agrees that AI plays a central role in the technologically driven educational process. Therefore, collaboration between students and lecturers is crucial for the effective adoption of ChatGPT in learning.

This collaboration is supported by Ethan Molick, an associate professor at the Wharton School, who incorporated an AI policy into his curriculum, requiring students to use ChatGPT for learning (Wood & Kelly, 2023). He provides resources on his website to help students use ChatGPT effectively (Mollick, 2023). Molick argues that just as people were taught to use calculators for math, it's time for educators to teach students how to incorporate AI into learning (Wood & Kelly, 2023). The findings show that ChatGPT is highly regarded by students for its benefits and is not seen as a threat, despite its shortcomings. The positive endorsements from both instructors and students indicate the potential enhancement of the learning process through its use.

The findings also revealed concerns held by students and instructors regarding the utilization of AI tools in learning. This concern is also prevalent within Kenya as highlighted by the article from *Business Daily* which posits "Student homework is dead. ChatGPT, a new Chabot by Microsoft, is the murderer. Learning will never be the same again. Future education is undoubtedly going to be different" (Ndemo, 2023, para. 1). This news article is a reflection on

the perception of AI tools in Kenyan society currently. There is fear and misconception in regard to utilization of this AI tool for learning.

Despite concerns raised, the interview data analysis revealed that the use of ChatGPT for learning among students is high and rapidly increasing. This highlights the need for further discussion and guidance on ChatGPT's utilization in education. Aiken and Epstein (2000) agree, emphasizing that discussions on the philosophical premises of AI in education are necessary before it proliferates further in classrooms. Without such discussions, the effectiveness and positive contributions of generative AI in learning may be limited.

Research Question 2: *What was the influence of ChatGPT on learning for Daystar and Strathmore University students and lecturers?*

The findings emphasized that the efficient and time-saving nature of ChatGPT boosted productivity and output of students and lecturers as they could get tasks completed at a faster rate due to the immediate support offered by the AI tool. In this regard, the above findings indicated boosted capacity and competencies of students when GenAI is utilized efficiently and responsibly. Instead of students and lecturers going through a lengthy research process, they use ChatGPT to gain information much quicker.

The enhancement of competencies of both students and lecturers is advocated for by Tlili et al. (2023). The researchers posit the importance of instructors seeking a means to bolster their competencies and level of efficiency to meet the needs brought forth by GenAI like ChatGPT. In this sense, the advent of ChatGPT has not only influenced the students in the learning process but also influenced the lecturers who are key drivers and mediators in this process. As a result, instructors cannot be left behind. Furthermore, Tlili et al. (2023) still argued that a new teaching Philosophy may be birthed courtesy of the implication raised by ChatGPT. It is expected that the competencies of ChatGPT improve drastically over time. In this regard, new ways of assessing student's competencies and teaching may be birthed to ensure high levels in academia are upheld.

Research Question Three: *What ethical considerations did Daystar and Strathmore University students and lecturers factor in the use of ChatGPT for learning?*

The interview data analysis revealed that consultation with other sources and transparency of ChatGPT utilization was vital as students were not capable of citing work generated from ChatGPT. Plagiarizing ChatGPT's work by students as their own was a key ethical challenge that presented itself. In this sense, some students were faced with the temptation of not attributing or consulting other sources but rather picking the information provided by ChatGPT word for word as there are no principles that guided the utilization of ChatGPT for learning.

Mhlanga (2023) urges instructors to encourage students to challenge ChatGPT's output. Fostering an environment where students critically analyze AI tools' output is an instructor's responsibility. Data analysis shows that students have begun challenging ChatGPT's output by seeking confirmation from secondary sources due to its inaccuracies. Most students do not fully trust ChatGPT, as its information is outdated (up to 2023). As a result, they consult other sources

to ensure their work is factual. Additionally, there is no way to reference ChatGPT's generated work, so students seek credible sources to support their submissions. Accurate information and proper citation are essential ethical considerations in academia.

Conclusions: -

The study explored ChatGPT's use for learning at Daystar and Strathmore Universities, focusing on students' and lecturers' perceptions. Findings revealed positive attitudes towards ChatGPT, noting its potential to enhance learning by handling routine tasks. The study highlighted the need to address both the benefits and ethical considerations of AI in education and stressed the importance of ongoing dialogue among students, instructors, and institutions for its responsible and effective integration into learning.

Recommendations: -

Future studies could examine the use of other Generative AI tools, like Bard, to understand how students use these tools for learning. Utilizing quantitative or mixed methods research designs could offer new perspectives, informing educators and policymakers about various Generative AI tools and their utilization.

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