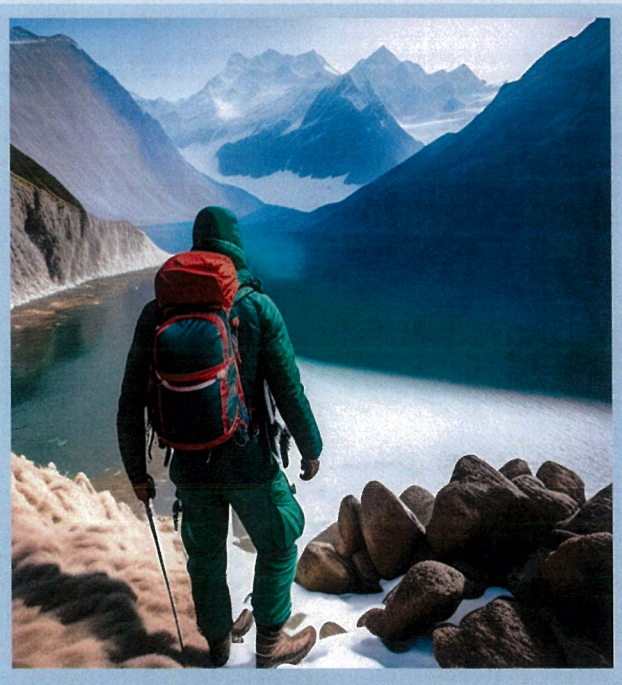
This book serves as a testament to the exciting and transformative potential of cross-disciplinary research. By breaking down the barriers between traditional academic silos, researchers have been able to tap into a rich tapestry of insights, methodologies, and perspectives. The chapters included in this volume reflect the remarkable diversity of disciplines, ranging from the natural and social sciences to the humanities and engineering, each contributing its unique lens to the multidimensional challenges we face.



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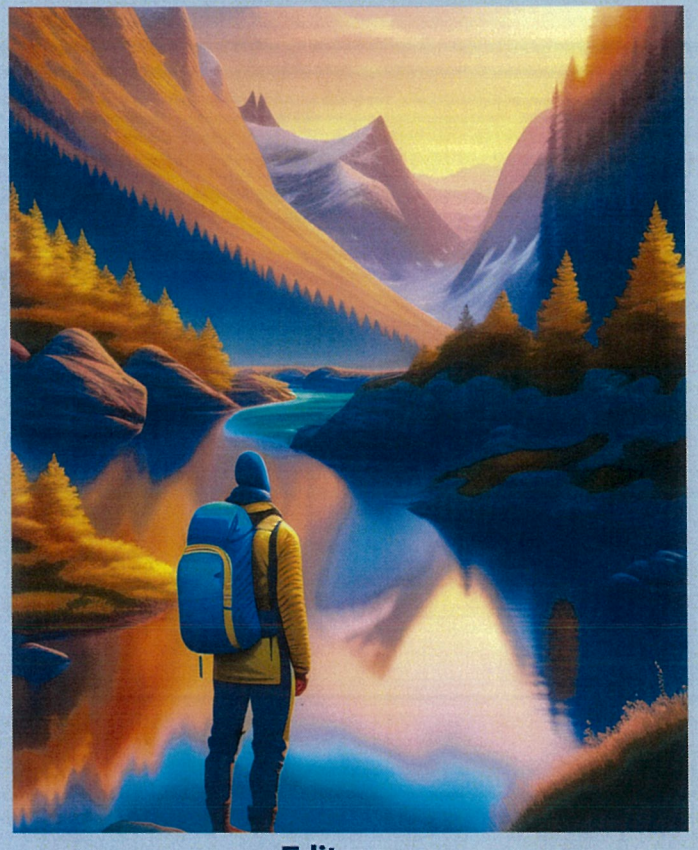
Divya Choudhary

INFINITE HORIZONS: EXPLORING THE UNKNOWN



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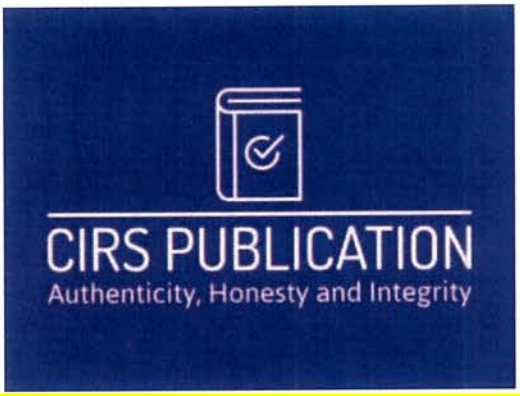

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10. Exploring the Preferences of Students Towards Adoption of ChatGPT Compared to Other Ai Tools

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ABSTRACT:

The study was conducted to explore the preferences of students towards adoption of ChatGPT and their motivations for using it compared to other AI tools like Google search engine. A survey has been conducted amongst 202 students of undergraduate and post graduate studying in colleges at Mumbai region. For the purpose of conduction survey, a structured questionnaire in the Google Form was created and link was sent through WhatsApp group and emailed to the students studying in Mumbai region. The respondents were free to respond the questionnaire through the use of Desktop Computer, Laptop, Tablet, and Smart Phone. The responses were later analyzed using Graph, Mean, Median, Mode and Chi-Square Test. Responses from the respondents show that there are significant e-learning challenged faced by the students. 82.70% of the respondents are aware about ChatGPT but they are not using ChatGPT regularly. From the survey it is found that students do not preferred ChatGPT compared to other AI tools Google search engine.

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Keywords: Adoption, Artificial Intelligence, ChatGPT, Google and Preference

I. INTRODUCTION:

ChatGPT stands for Chat Generative Pre-trained Transformer. It is a large language model based chatbot developed by OpenAI and it has been launched on 30th November, 2022. Revolution in technology is taking place every day. One of the greatest developments in the technology is the introduction of AI models like ChatGPT. This study explores to what extent the students are preferred ChatGPT, their motivations for using it compared to other AI tools like Google search engine.

II. SIGNIFICANCE OF THE STUDY:

The study will help to understand the preference of students towards adoption of ChatGPT compared to other AI tools.

III. OBJECTIVES OF THE RESEARCH PAPER:

The objective of the present study is as follows:

1. To find out the level of awareness about ChatGPT among students.
2. To explore the preferences of students towards adoption of ChatGPT compared to other AI tools.

IV. HYPOTHESIS OF THE RESEARCH PAPER:

The hypothesis of the present study is as follows:

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H0: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

H1: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

V. RESEARCH METHODOLOGY:

In the present study, the research has used both methods primary and secondary method of data collection. The study is conducted in Mumbai region.

PRIMARY METHOD OF DATA COLLECTION:

In primary method, researcher has collected data from 202 respondents. A sample size of 202 was selected using the convenience sampling method. The samples are included only students studying in higher education in Mumbai region.

Survey method is used for collection of data from the sample. The structured questionnaire was designed for the same to collect data (responses) from the sample. However, the discussion, observation and personal interviews have been conducted to collect responses from the sample of the study.

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SECONDARY METHOD OF DATA COLLECTION:

The secondary data are those which have already been collected and passed through statistical process. The secondary data for the study were based on Annual reports, Newspapers, Journals, Published Research Papers, Ph.D. Thesis etc. The articles in magazines, Internet, Video has also been considered for the purpose of secondary data collection.

VI. LIMITATIONS OF THE STUDY:

The study was confided only in Mumbai region and limited to only 202 respondents.

VII. ANALYSIS AND INTERPRETATION OF DATA OF THE PRESENT STUDY:

Data were collected from 202 respondents from different college located in Mumbai region. Respondents were undergraduate and post graduate students from 10 colleges located in Mumbai. Data collected by respondents were coded and tabulated. This data further used for drawing findings and conclusions based on the objectives and hypotheses of the study. Analysis particularly in case of surveys involves estimating the values of unknown parameters of the population and testing of hypothesis for drawing inferences. Analysis therefore categorized as descriptive analysis and inferential analysis which is often known as

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statistical analysis. The data collected from the 202 respondents were analyzed using simple percentage method, Mean, Median, Mode and One Sample T-Test.

SAMPLE PROFILE:

In the present study, research has used simple random sampling for collection of responses from respondents. In the Table no. 1.1, researcher has presented details the respondents according to their gender wise distribution.

Table No. 1:

Gender wise distribution of respondents

Gender	Frequency	Percent
Male	66	32.70
Female	136	67.30
Total	**202**	**100**

Sources: Compiled from Primary Data

Table No. 1 reveals the number of respondents with respect to gender. For the present study, 66 Males and 136 Females were deliberately and randomly selected for the response to questionnaire.

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In the table no. 1.2, the researcher has presented details of the respondents according to their stream.

Table No. 2: Stream

Stream	Frequency	Percent
Commerce	87	43.07
Arts	48	23.76
Science	55	27.23
Diploma	12	5.94
Total	**202**	**100**

Sources: Primary Data

Table No. 2 reveals details of the respondents according to their stream. Out of 202 respondents, 87 respondents were from Commerce stream, 48 respondents were from Arts stream, 55 respondents were from Science and 12 respondents was from Diploma.

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In the Table No. 3, researcher has presented details of respondents about their class.

Table No. 3: Class

CLASS	Frequency	Percent
FY	43	21.29
SY	58	28.71
TY	63	31.19
1st Year of PG	15	7.43
2nd Year of PG	23	11.39
Total	**202**	**100**

Sources: Compiled from Primary Data

Table No. 3 reveals class of respondents such as FY, SY, TY, 1st Year of Post Graduate and 2nd Year of Graduate. 43 respondents were studying in FY class, 58 respondents were studying in SY class, 63 respondents were studying

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in TY class, 15 respondents were studying in 1st Year of Post Graduate whereas 23 respondents were studying 2nd year of Post Graduate.

Table No. 4: Courses

Stream	Frequency	Percent
Aided		
Self-Financing		
Total	**202**	**100**

Sources: Primary Data

Table No. 4 reveals details of the respondents according to their stream. Out of 202 respondents, 87 respondents

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were from Commerce stream, 48 respondents were from Arts stream, 55 respondents were from Science and 12 respondents was from Diploma.

In the Table No. 1.5, researcher has presented details of the respondents about awareness of ChatGPT.

Table No. 5: Awareness of ChatGPT

Have you heard about ChatGPT?	Frequency	Percent
Yes	167	82.70
No	35	17.30
TOTAL	**202**	**100**

Sources: Compiled from Primary Data

Table No. 5 reveals awareness of ChatGPT. 82.70% of respondents have heard

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about ChatGPT whereas 17.30% of the respondents have not heard about ChatGPT.

ANALYSIS OF DATA OF THE PRESENT STUDY:

To study preference of students towards adoption of ChatGPT compared to other AI tools, the respondents were asked to express their views on the five points benefits scale. The codes for which are given below.

SA = Strongly Agree = 5
A= Agree = 4
N = Neutral = 3
D= Disagree = 2
SD = Strongly Disagree = 1
The details of responses are given in the following table.

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Table no. 6: Preference of students towards adoption of ChatGPT Compared to other ai tools **in frequency**

SR. No.	Preference of students towards ChatGPT	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1.	I have found ChatGPT is more useful for educational purpose than other search engines like Google for answering my questions.	59	29.2	77	38.1	48	23.8	14	6.9	4	2
2.	ChatGPT provides more accurate and reliable information compared to Google.	36	17.8	77	38.1	72	35.	15	7.4	2	1
3.	ChatGPT is more user-friendly and intuitive than Google.	51	25.2	68	33.7	66	32.7	14	6.9	3	1.5
4.	I feel more confident in using ChatGPT than Google.	38	18.8	73	36.1	74	36.6	15	7.4	2	1.0

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5.	ChatGPT's natural language processing capabilities make it easier to interact with than Google.	48	23.8	79	39.1	60	29.7	12	5.9	3	1.5
6.	I prefer using ChatGPT over Google when seeking explanations or in-depth information on a topic	41	20.3	78	38.6	62	30.7	16	7.9	5	2.5
7.	I believe ChatGPT is more innovative and advanced solution than Google	49	24.3	74	36.6	62	30.7	14	6.9	3	1.5

Sources: Compiled from Primary Data

Above table no. 6 shows responses of the respondents in frequency and percentage in respect of preferences of students towards adoption of ChatGPT compared to other AI tools like Google.

In the next table, researcher has shown descriptive parameters related to Preference of students towards ChatGPT.

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Table No. 7: Descriptive parameters related to Preference of students towards ChatGPT.

	Preferences of students to adoption of ChatGPT	Mean	Median	Mode	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
1	I have found ChatGPT is more useful for educational purpose than other search engines like Google for answering my questions.	3.86	4	4	-.655	.171	.006	.341
2	ChatGPT provides more accurate and reliable information compared to Google.	3.64	4	4	-.207	.171	-.286	.341
3	ChatGPT is more user-friendly and intuitive than Google.	3.74	4	4	-.339	.171	-.389	.341
4	I feel more confident in using ChatGPT than Google.	3.64	4	3	-.171	.171	-.364	.341
5	ChatGPT's natural language	3.78	4	4	-.448	.171	-.086	.341

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	processing capabilities make it easier to interact with than Google.							
6	I prefer using ChatGPT over Google when seeking explanations or in-depth information on a topic	3.66	4	4	-.470	.171	-.046	.341
7	I believe ChatGPT is more innovative and advanced solution than Google	3.75	4	4	-.398	.171	-.264	.341

Sources: Complied from Primary Data

Interpretation:

Above table no. 7 shows descriptive parameters such as Mean, Median and Mode related to preference of students towards adoption of ChatGPT compared to other AI tools like Google search engine. From the above table, it can be concluded that the mean of preference towards adoption of ChatGPT is less than 4. Median is 4 whereas mode is also 4 except for I feel more confident in using ChatGPT than Google. Median for I feel more confident in using ChatGPT than Google is 3.

HYPOTHESES TESTING OF THE STUDY

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HYPOTHESIS 1:

$H0_1$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

$H1_1$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 8: Chi-Square

	Value	df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	24.441[a]	32	.828
Likelihood Ratio	28.773	32	.631
Linear-by-Linear Association	.147	1	.702
N of Valid Cases	202		

a. 53 cells (80.3%) have expected count less than 5. The minimum expected count is .33.

Observation:

From above table no. 8, p value is .828 which is more than significance p value 0.05.

Interpretation:

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P-value is 0.828 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

$H0_2$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

$H1_2$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 9 : Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	167.719[a]	160	.322
Likelihood Ratio	144.116	160	.811
Linear-by-Linear Association	.376	1	.540
N of Valid Cases	202		

a. 194 cells (98.0%) have expected count less than 5. The minimum expected count is .03.

Observation:

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From above table no. 9, p value is 0.322 which is more than significance p value 0.05.

Interpretation:

P-value is 0.322 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

$H0_3$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream.

$H1_3$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 10: Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	73.652[a]	96	.956
Likelihood Ratio	48.732	96	1.000
Linear-by-Linear Association	.049	1	.825
N of Valid Cases	202		

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a. 119 cells (90.2%) have expected count less than 5. The minimum expected count is .00.

Observation:

From above table no. 10, p value is .956 which is more than significance p value .05.

Interpretation:

P-value is 0.450 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream (commerce, science and arts).

$H0_4$: There is no significant difference in student's preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

$H1_4$: There is significant difference in student's preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 11: Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	28.300[a]	32	.654
Likelihood Ratio	33.955	32	.373

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Linear-by-Linear Association	.069	1	.793
N of Valid Cases	202		

a. 53 cells (80.3%) have expected count less than 5. The minimum expected count is .40.

Observation:

From above table no. 11, p value is .654 which is more than significance p value .05.

Interpretation:

P-value is 0.654 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

VIII. FINDINGS OF THE STUDY:

From table no. 8, 9, 10 and 11 it is found that there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

IX. CONCLUSIONS:

In this study, researcher has studied the students' preference towards adoption of ChatGPT compared to other AI like Google search engine. Researcher has conducted a survey on 202 students via a structured

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questionnaire. The questions are designed in a such way that they capture different aspects ChatGPT. Students don't prefer ChatGPT compared to other AI tool such Google search engine due to inadequate answers, unavailability of latest information. Students are not more confident in using ChatGPT than Google. 82.70% of the respondents are aware about ChatGPT but they are not using ChatGPT regularly.

X. SUGGESTIONS AND RECOMMENDATION:

1. Enough study material should be available in all languages.
2. Data should be updated regularly to provide current information.
3. Reference should be provided.
4. Sufficient and accurate information should be provided

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THIS CERTIFICATE IS PROUDLY PRESENTED TO

Mr./Mrs./Ms./ /Prof./Dr.: **Mangesh Vasudeo Panchal**

For contributing one chapter in **Edited Book** titled **"Infinite Horizons: Exploring the Unknown", ISBN-13: 979-886688653-1,** published by International Publisher **CIRS Publication**, Patna, India, on **30th October 2023**. His/her well written chapter has been included in this book as **chapter no 10.** We appreciate his/ her valuable **Book Chapter** contribution.

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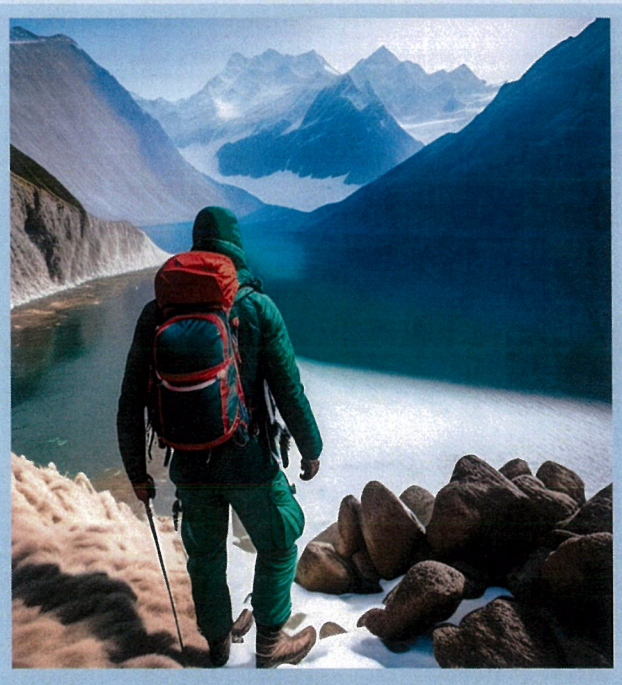

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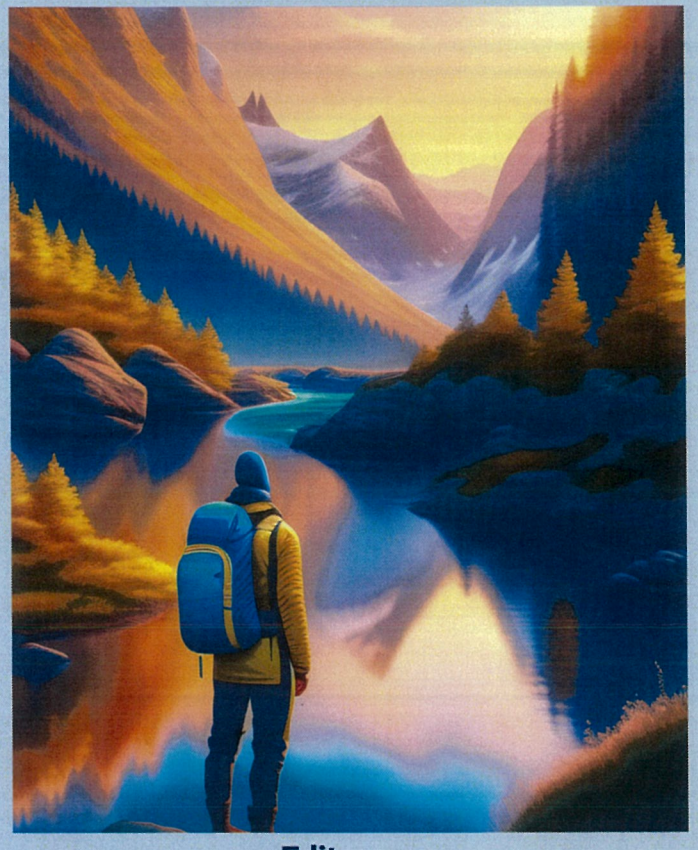

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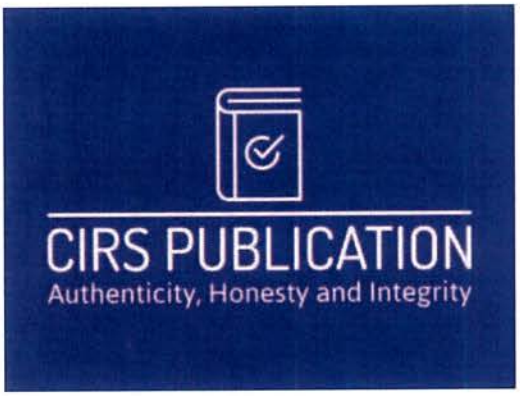

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10. Exploring the Preferences of Students Towards Adoption of ChatGPT Compared to Other Ai Tools

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ABSTRACT:

The study was conducted to explore the preferences of students towards adoption of ChatGPT and their motivations for using it compared to other AI tools like Google search engine. A survey has been conducted amongst 202 students of undergraduate and post graduate studying in colleges at Mumbai region. For the purpose of conduction survey, a structured questionnaire in the Google Form was created and link was sent through WhatsApp group and emailed to the students studying in Mumbai region. The respondents were free to respond the questionnaire through the use of Desktop Computer, Laptop, Tablet, and Smart Phone. The responses were later analyzed using Graph, Mean, Median, Mode and Chi-Square Test. Responses from the respondents show that there are significant e-learning challenged faced by the students. 82.70% of the respondents are aware about ChatGPT but they are not using ChatGPT regularly. From the survey it is found that students do not preferred ChatGPT compared to other AI tools Google search engine.

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Keywords: Adoption, Artificial Intelligence, ChatGPT, Google and Preference

I. INTRODUCTION:

ChatGPT stands for Chat Generative Pre-trained Transformer. It is a large language model based chatbot developed by OpenAI and it has been launched on 30th November, 2022. Revolution in technology is taking place every day. One of the greatest developments in the technology is the introduction of AI models like ChatGPT. This study explores to what extent the students are preferred ChatGPT, their motivations for using it compared to other AI tools like Google search engine.

II. SIGNIFICANCE OF THE STUDY:

The study will help to understand the preference of students towards adoption of ChatGPT compared to other AI tools.

III. OBJECTIVES OF THE RESEARCH PAPER:

The objective of the present study is as follows:

1. To find out the level of awareness about ChatGPT among students.
2. To explore the preferences of students towards adoption of ChatGPT compared to other AI tools.

IV. HYPOTHESIS OF THE RESEARCH PAPER:

The hypothesis of the present study is as follows:

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H0: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

H1: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

V. RESEARCH METHODOLOGY:

In the present study, the research has used both methods primary and secondary method of data collection. The study is conducted in Mumbai region.

PRIMARY METHOD OF DATA COLLECTION:

In primary method, researcher has collected data from 202 respondents. A sample size of 202 was selected using the convenience sampling method. The samples are included only students studying in higher education in Mumbai region.

Survey method is used for collection of data from the sample. The structured questionnaire was designed for the same to collect data (responses) from the sample. However, the discussion, observation and personal interviews have been conducted to collect responses from the sample of the study.

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SECONDARY METHOD OF DATA COLLECTION:

The secondary data are those which have already been collected and passed through statistical process. The secondary data for the study were based on Annual reports, Newspapers, Journals, Published Research Papers, Ph.D. Thesis etc. The articles in magazines, Internet, Video has also been considered for the purpose of secondary data collection.

VI. LIMITATIONS OF THE STUDY:

The study was confided only in Mumbai region and limited to only 202 respondents.

VII. ANALYSIS AND INTERPRETATION OF DATA OF THE PRESENT STUDY:

Data were collected from 202 respondents from different college located in Mumbai region. Respondents were undergraduate and post graduate students from 10 colleges located in Mumbai. Data collected by respondents were coded and tabulated. This data further used for drawing findings and conclusions based on the objectives and hypotheses of the study. Analysis particularly in case of surveys involves estimating the values of unknown parameters of the population and testing of hypothesis for drawing inferences. Analysis therefore categorized as descriptive analysis and inferential analysis which is often known as

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statistical analysis. The data collected from the 202 respondents were analyzed using simple percentage method, Mean, Median, Mode and One Sample T-Test.

SAMPLE PROFILE:

In the present study, research has used simple random sampling for collection of responses from respondents. In the Table no. 1.1, researcher has presented details the respondents according to their gender wise distribution.

Table No. 1:

Gender wise distribution of respondents

Gender	Frequency	Percent
Male	66	32.70
Female	136	67.30
Total	**202**	**100**

Sources: Compiled from Primary Data

Table No. 1 reveals the number of respondents with respect to gender. For the present study, 66 Males and 136 Females were deliberately and randomly selected for the response to questionnaire.

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In the table no. 1.2, the researcher has presented details of the respondents according to their stream.

Table No. 2: Stream

Stream	Frequency	Percent
Commerce	87	43.07
Arts	48	23.76
Science	55	27.23
Diploma	12	5.94
Total	**202**	**100**

Sources: Primary Data

Table No. 2 reveals details of the respondents according to their stream. Out of 202 respondents, 87 respondents were from Commerce stream, 48 respondents were from Arts stream, 55 respondents were from Science and 12 respondents was from Diploma.

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In the Table No. 3, researcher has presented details of respondents about their class.

Table No. 3: Class

CLASS	Frequency	Percent
FY	43	21.29
SY	58	28.71
TY	63	31.19
1st Year of PG	15	7.43
2nd Year of PG	23	11.39
Total	**202**	**100**

Sources: Compiled from Primary Data

Table No. 3 reveals class of respondents such as FY, SY, TY, 1st Year of Post Graduate and 2nd Year of Graduate. 43 respondents were studying in FY class, 58 respondents were studying in SY class, 63 respondents were studying

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in TY class, 15 respondents were studying in 1st Year of Post Graduate whereas 23 respondents were studying 2nd year of Post Graduate.

Table No. 4: Courses

Stream	Frequency	Percent
Aided		
Self-Financing		
Total	**202**	**100**

Sources: Primary Data

Table No. 4 reveals details of the respondents according to their stream. Out of 202 respondents, 87 respondents

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were from Commerce stream, 48 respondents were from Arts stream, 55 respondents were from Science and 12 respondents was from Diploma.

In the Table No. 1.5, researcher has presented details of the respondents about awareness of ChatGPT.

Table No. 5: Awareness of ChatGPT

Have you heard about ChatGPT?	Frequency	Percent
Yes	167	82.70
No	35	17.30
TOTAL	**202**	**100**

Sources: Compiled from Primary Data

Table No. 5 reveals awareness of ChatGPT. 82.70% of respondents have heard

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about ChatGPT whereas 17.30% of the respondents have not heard about ChatGPT.

ANALYSIS OF DATA OF THE PRESENT STUDY:

To study preference of students towards adoption of ChatGPT compared to other AI tools, the respondents were asked to express their views on the five points benefits scale. The codes for which are given below.

SA = Strongly Agree = 5
A= Agree = 4
N = Neutral = 3
D= Disagree = 2
SD = Strongly Disagree = 1
The details of responses are given in the following table.

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Table no. 6: Preference of students towards adoption of ChatGPT Compared to other ai tools **in frequency**

SR. No.	Preference of students towards ChatGPT	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1.	I have found ChatGPT is more useful for educational purpose than other search engines like Google for answering my questions.	59	29.2	77	38.1	48	23.8	14	6.9	4	2
2.	ChatGPT provides more accurate and reliable information compared to Google.	36	17.8	77	38.1	72	35.	15	7.4	2	1
3.	ChatGPT is more user-friendly and intuitive than Google.	51	25.2	68	33.7	66	32.7	14	6.9	3	1.5
4.	I feel more confident in using ChatGPT than Google.	38	18.8	73	36.1	74	36.6	15	7.4	2	1.0

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5.	ChatGPT's natural language processing capabilities make it easier to interact with than Google.	48	23.8	79	39.1	60	29.7	12	5.9	3	1.5
6.	I prefer using ChatGPT over Google when seeking explanations or in-depth information on a topic	41	20.3	78	38.6	62	30.7	16	7.9	5	2.5
7.	I believe ChatGPT is more innovative and advanced solution than Google	49	24.3	74	36.6	62	30.7	14	6.9	3	1.5

Sources: Compiled from Primary Data

Above table no. 6 shows responses of the respondents in frequency and percentage in respect of preferences of students towards adoption of ChatGPT compared to other AI tools like Google.

In the next table, researcher has shown descriptive parameters related to Preference of students towards ChatGPT.

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Table No. 7: Descriptive parameters related to Preference of students towards ChatGPT.

	Preferences of students to adoption of ChatGPT	Mean	Median	Mode	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
1	I have found ChatGPT is more useful for educational purpose than other search engines like Google for answering my questions.	3.86	4	4	-.655	.171	.006	.341
2	ChatGPT provides more accurate and reliable information compared to Google.	3.64	4	4	-.207	.171	-.286	.341
3	ChatGPT is more user-friendly and intuitive than Google.	3.74	4	4	-.339	.171	-.389	.341
4	I feel more confident in using ChatGPT than Google.	3.64	4	3	-.171	.171	-.364	.341
5	ChatGPT's natural language	3.78	4	4	-.448	.171	-.086	.341

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	processing capabilities make it easier to interact with than Google.							
6	I prefer using ChatGPT over Google when seeking explanations or in-depth information on a topic	3.66	4	4	-.470	.171	-.046	.341
7	I believe ChatGPT is more innovative and advanced solution than Google	3.75	4	4	-.398	.171	-.264	.341

Sources: Complied from Primary Data

Interpretation:

Above table no. 7 shows descriptive parameters such as Mean, Median and Mode related to preference of students towards adoption of ChatGPT compared to other AI tools like Google search engine. From the above table, it can be concluded that the mean of preference towards adoption of ChatGPT is less than 4. Median is 4 whereas mode is also 4 except for I feel more confident in using ChatGPT than Google. Median for I feel more confident in using ChatGPT than Google is 3.

HYPOTHESES TESTING OF THE STUDY

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HYPOTHESIS 1:

$H0_1$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

$H1_1$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 8: Chi-Square

	Value	df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	24.441[a]	32	.828
Likelihood Ratio	28.773	32	.631
Linear-by-Linear Association	.147	1	.702
N of Valid Cases	202		

a. 53 cells (80.3%) have expected count less than 5. The minimum expected count is .33.

Observation:

From above table no. 8, p value is .828 which is more than significance p value 0.05.

Interpretation:

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P-value is 0.828 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender.

$H0_2$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

$H1_2$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 9 : Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	167.719[a]	160	.322
Likelihood Ratio	144.116	160	.811
Linear-by-Linear Association	.376	1	.540
N of Valid Cases	202		

a. 194 cells (98.0%) have expected count less than 5. The minimum expected count is .03.

Observation:

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From above table no. 9, p value is 0.322 which is more than significance p value 0.05.

Interpretation:

P-value is 0.322 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to class.

$H0_3$: There is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream.

$H1_3$: There is significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream.

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 10: Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	73.652[a]	96	.956
Likelihood Ratio	48.732	96	1.000
Linear-by-Linear Association	.049	1	.825
N of Valid Cases	202		

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a. 119 cells (90.2%) have expected count less than 5. The minimum expected count is .00.

Observation:

From above table no. 10, p value is .956 which is more than significance p value .05.

Interpretation:

P-value is 0.450 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to stream (commerce, science and arts).

$H0_4$: There is no significant difference in student's preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

$H1_4$: There is significant difference in student's preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

For testing above hypothesis, researcher has used Chi-Square Test.

Table No. 11: Chi-Square

	Value	**df**	**Asymp. Sig. (2-Sided)**
Pearson Chi-Square	28.300[a]	32	.654
Likelihood Ratio	33.955	32	.373

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Linear-by-Linear Association	.069	1	.793
N of Valid Cases	202		

a. 53 cells (80.3%) have expected count less than 5. The minimum expected count is .40.

Observation:

From above table no. 11, p value is .654 which is more than significance p value .05.

Interpretation:

P-value is 0.654 which is more than 0.05. Therefore, we accept null hypothesis i.e. there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to course (aided or self-financing).

VIII. FINDINGS OF THE STUDY:

From table no. 8, 9, 10 and 11 it is found that there is no significant difference in students' preference for the adoption of ChatGPT compared to other AI tools with respect to gender, class, stream and course.

IX. CONCLUSIONS:

In this study, researcher has studied the students' preference towards adoption of ChatGPT compared to other AI like Google search engine. Researcher has conducted a survey on 202 students via a structured

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questionnaire. The questions are designed in a such way that they capture different aspects ChatGPT. Students don't prefer ChatGPT compared to other AI tool such Google search engine due to inadequate answers, unavailability of latest information. Students are not more confident in using ChatGPT than Google. 82.70% of the respondents are aware about ChatGPT but they are not using ChatGPT regularly.

X. SUGGESTIONS AND RECOMMENDATION:

1. Enough study material should be available in all languages.
2. Data should be updated regularly to provide current information.
3. Reference should be provided.
4. Sufficient and accurate information should be provided

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