INTERNATIONAL JOURNAL OF SOCIAL SCIENCE EXCEPTIONAL RESEARCH

# The Use of Artificial Intelligence in Learning: A Survey of Students at Hanoi Metropolitan University

**Nguyen Thi Thuan**
Hanoi Metropolitan University, Hanoi, Vietnam

* Corresponding Author: **Nguyen Thi Thuan**

## Article Info

**ISSN (online):** 2583-8261
**Impact Factor (RSIF):** 8.41
**Volume:** 05
**Issue:** 03
**May-June 2026**
**Received:** 09-04-2026
**Accepted:** 08-05-2026
**Published:** 07-06-2026
**Page No:** 189-193

**Abstract**
This study examines the current use of artificial intelligence in the learning activities of students at Hanoi Metropolitan University. The study employed a descriptive quantitative design using an online questionnaire on the Google Forms platform, comprising 12 items organised into three content groups concerning the level and frequency of use, the purposes of use, and perceptions of benefits and barriers. Data were collected from 240 students over a six-week period and were processed using descriptive statistics together with difference tests. The results indicate that all students in the sample used artificial intelligence in their learning to varying degrees, with ChatGPT being the most widely used tool and information searching and synthesis the purpose with the highest level of use. Students' perceptions of benefits and risks coexist, with a high level of concern about the risk of dependence and the reliability of information. The study identifies differences in use according to year of study and field of study. The findings provide reference data for the development of digital competence, the formulation of guidelines for the responsible use of artificial intelligence, and the adjustment of teaching activities at the university.

**DOI:** https://doi.org/10.54660/IJSSER.2026.5.3.189-193

**Keywords:** Artificial intelligence, ChatGPT, students, learning, higher education, Hanoi Metropolitan University

## Introduction

The rapid diffusion of generative artificial intelligence tools, particularly following the public release of ChatGPT in late 2022, has changed the way students approach learning activities in higher education (Kasneci *et al*., 2023) [5]. Large language models are capable of generating text, explaining concepts, supporting writing, and answering questions in a conversational format, thereby expanding the range of resources that learners draw upon beyond textbooks and lectures (Strzelecki, 2023) [8]. Within a short period, the use of these tools has shifted from an experimental phenomenon to a relatively common learning practice at many higher education institutions, posing new demands for teaching, assessment, and institutional management.

In addition to the potential benefits of personalised learning and support for completing academic tasks, students' use of AI also raises issues concerning academic integrity, the reliability of information, and the risk of dependence (Sullivan *et al*., 2023) [10]. These concerns indicate that understanding the current state of AI use among students is a necessary condition for developing appropriate policies and guidelines, rather than merely permitting or restricting such use.

In Vietnam, preliminary studies have documented the level of interest in and use of AI among students at several higher education institutions, while also identifying concerns related to critical thinking and academic honesty (Dang *et al*., 2024; Đat, 2024) [2]. However, most of the existing publications focus on the intention to use or the perceptions of students in language-related disciplines, whereas data on actual usage behaviour at specific institutions remain limited (Duong *et al*., 2023). This gap creates difficulties for comparing results across institutions with different student characteristics and fields of study.

Hanoi Metropolitan University is a multidisciplinary institution with a student body spanning various fields, including teacher education. This characteristic gives the current state of AI use among the university's students reference value for both current training activities and the preparation of digital competence for prospective teachers. To date, no published study has systematically examined this issue at the university.

On the basis of the above considerations, this study was conducted to examine the current state of AI use in the learning of students at Hanoi Metropolitan University. The study seeks to address the following questions: at what level and frequency do students use AI tools; what are the common tools and purposes of use; are there differences in use according to field of study, year of study, and gender; and how do students perceive the benefits and barriers of using AI. The research findings provide a data basis for developing guidelines for AI use and adjusting teaching activities at the university.

**Literature Review and Related Studies**

Generative artificial intelligence is understood as a group of technologies based on large language models, capable of producing new content in the form of text, images, or code from large-scale training data (Kasneci *et al*., 2023) [5]. In the learning context, tools such as ChatGPT are used by students for various tasks, including searching for and synthesising information, supporting writing, explaining concepts, learning foreign languages, and preparing for examinations (Adiguzel *et al*., 2023) [1]. Accessibility and conversational interaction are regarded as factors that promote the use of these tools among students.

To explain learners' technology use behaviour, two theoretical frameworks are commonly applied: the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT). UTAUT, proposed by Venkatesh *et al*. (2003) [12], identifies four core constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions, together with the moderating role of demographic variables. The extended version, UTAUT2, adds constructs such as hedonic motivation, price value, and habit, making the model more applicable to contexts of voluntary individual technology use. These frameworks provide a basis for analysing the factors associated with the level and purpose of students' AI use.

At the international level, many studies have applied UTAUT2 to examine the acceptance and use of ChatGPT. Strzelecki (2023) [8] added the construct of personal innovativeness to UTAUT2 and reported that habit, performance expectancy, and behavioural intention were important predictors of the usage behaviour of university students in Poland. Foroughi *et al*. (2023) also reported significant effects of performance expectancy, effort expectancy, hedonic motivation, and learning value on the intention to use. Large-scale surveys of students indicate a substantial level of use and a high intention to continue using, alongside differences by gender, field of study, and level of training. In addition, several studies emphasise that AI-generated content may contain inaccurate or biased information, raising the requirement for responsible use (Sallam, 2023) [7].

In Vietnam, the research direction on AI use among students is expanding but remains fragmented in scope. Duong *et al*. (2023) surveyed the factors influencing students' intention to use ChatGPT and reported generally positive attitudes. Vo and Nguyen (2024) [13] applied the TAM model with English-major students and showed that learners tended to assess ChatGPT as more useful for reading and writing skills than for listening and speaking. With respect to the current state and impact, Dang *et al*. (2024) [2] described the situation of ChatGPT application in students' learning and research, while the study by Đat (2024) documented the concern of most participants about the risk of declining critical thinking when depending on this tool, along with challenges related to information verification and academic ethics. The study by Phan and Nguyen (2023) [6] also identified challenges in using ChatGPT from the perspectives of lecturers, students, and administrators.

The review above indicates that existing research focuses mainly on the intention to use or the perceptions of specific student groups, predominantly in language-related disciplines. The number of studies describing actual usage behaviour at individual multidisciplinary institutions remains limited, and no study has been conducted at Hanoi Metropolitan University. The choice of UTAUT2 as the analytical framework enables this study both to describe the current state of use and to consider associated factors, thereby contributing additional data for the Vietnamese higher education context.

**Research Methods**

The study used a descriptive quantitative design with a questionnaire survey method to examine the current state of AI use in the learning of students at Hanoi Metropolitan University.

The research sample consisted of 240 students enrolled at the university, selected using convenience sampling. The sample composition was described according to three demographic characteristics: year of study, field of study (natural sciences and social sciences), and gender. These characteristics also served as grouping variables for comparing differences in AI use.

The data collection instrument was an online questionnaire designed on the Google Forms platform. In addition to the demographic information section, the questionnaire comprised 12 items organised into three content groups corresponding to the research questions. The first group examined the level and frequency of use and the AI tools commonly used by students. The second group examined the purposes of using AI in learning. The third group examined students' perceptions of the benefits, limitations, and barriers of using AI. The items assessing levels were constructed on a five-point Likert scale and drew on measurement scales from previous studies (Strzelecki, 2024; Foroughi *et al*., 2023) [8]. The reliability of the scale was assessed using Cronbach's alpha, which reached a value of 0.87.

Data were collected from 2 March 2026 to 15 April 2026. The link to the questionnaire was sent to students together with information about the research purpose. Participation in the survey was voluntary, and responses were collected anonymously.

After collection, the data were cleaned and processed using SPSS software. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to describe the current state of AI use. Difference tests, including the independent samples t-test and one-way analysis of variance, were applied to examine differences

according to year of study, field of study, and gender. The level of statistical significance was set at the threshold $p < 0.05$.

## Results

The survey obtained 240 valid responses. The demographic characteristics of the sample are presented in Table 1.

**Table 1:** Characteristics of the survey sample (n = 240)

| Characteristic | Subgroup | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 96 | 40.0 |
| | Female | 144 | 60.0 |
| Year of study | First year | 54 | 22.5 |
| | Second year | 66 | 27.5 |
| | Third year | 72 | 30.0 |
| | Fourth year | 48 | 20.0 |
| Field of study | Natural sciences | 102 | 42.5 |
| | Social sciences | 138 | 57.5 |

The survey sample had a higher proportion of female than male students and was relatively evenly distributed across years of study. Students in the social sciences accounted for a higher proportion than those in the natural sciences.

The results of the first group of questions indicate that all students in the sample had used and were using AI in their learning, with differences in frequency, duration of use, level of proficiency, and choice of tools. Details are presented in Table 2.

**Table 2:** Level, duration, skill, and tools of AI use (n = 240)

| Item | Subgroup | Frequency | Percentage (%) |
|---|---|---|---|
| Frequency of use | Daily | 66 | 27.5 |
| | Several times a week | 102 | 42.5 |
| | Several times a month | 48 | 20.0 |
| | Rarely | 24 | 10.0 |
| Duration of use | Less than 6 months | 60 | 25.0 |
| | From 6 to 12 months | 108 | 45.0 |
| | More than 12 months | 72 | 30.0 |
| Self-assessed skill | Basic | 36 | 15.0 |
| | Intermediate | 132 | 55.0 |
| | Proficient | 72 | 30.0 |
| Frequently used tools* | ChatGPT | 216 | 90.0 |
| | Translation tools (Google Translate, DeepL) | 162 | 67.5 |
| | Google Gemini | 138 | 57.5 |
| | Microsoft Copilot | 78 | 32.5 |

*The item allowed multiple selections; percentages are calculated against the total of 240 students.

The group using AI several times a week accounted for the highest proportion, followed by the group using it daily. Most students had used AI for between 6 and 12 months and self-assessed their skills at an intermediate level. ChatGPT was the most frequently selected tool, followed by translation tools. The test results indicate a statistically significant difference in frequency of use according to year of study, with third-year and fourth-year students having a higher frequency of use than first-year students ($p < 0.05$).

The results of the second group of questions on the purposes of use are presented in Table 3.

**Table 3:** Purposes of AI use in learning (n = 240)

| Purpose of use | Mean (M) | Std. deviation (SD) | Level |
|---|---|---|---|
| Searching for and synthesising information | 4.12 | 0.78 | High |
| Explaining concepts and solving exercises | 3.85 | 0.86 | High |
| Supporting essay and report writing | 3.64 | 0.91 | High |
| Learning and practising foreign languages | 3.38 | 1.02 | Medium |

Among the purposes of use, searching for and synthesising information had the highest mean value. The purpose of learning and practising foreign languages was at a medium level and had the largest standard deviation, indicating dispersion in the responses. Analysis by field of study indicates that students in the natural sciences used AI for explaining concepts and solving exercises at a higher level than students in the social sciences ($p < 0.05$).

The results of the third group of questions on perceptions of benefits, limitations, and barriers are presented in Table 4.

**Table 4:** Students' perceptions of benefits, limitations, and barriers (n = 240)

| Item | Mean (M) | Std. deviation (SD) | Level |
|---|---|---|---|
| AI helps save study time | 4.05 | 0.74 | High |
| Concern about the risk of dependence and decline in critical thinking | 3.92 | 0.80 | High |
| Concern about the accuracy and reliability of information | 3.79 | 0.83 | High |
| AI helps improve comprehension | 3.58 | 0.88 | High |

Students rated highly the benefit of saving time when using AI. At the same time, the items related to concern about dependence, decline in critical thinking, and the reliability of information were also at a high level, indicating that students' perceptions of benefits and risks coexist. Difference tests by gender and year of study for these items did not show statistical significance ($p > 0.05$).

## Discussion

The results indicate that all students in the sample used AI in their learning, with frequency concentrated at the levels of several times a week and daily. This level of use is consistent with the trend documented in international studies on the acceptance and use of ChatGPT among university students (Foroughi *et al*., 2023; Strzelecki, 2024) [4, 9], as well as in the Vietnamese context (Duong *et al*., 2024) [3]. The fact that ChatGPT had the highest selection rate, followed by translation tools, reflects the role of performance expectancy and effort expectancy in promoting usage behaviour within the UTAUT framework, given that these tools are accessible and perceived as useful for learning tasks.

The difference in frequency of use according to year of study, in which third-year and fourth-year students used AI more than first-year students, may be explained through the habit construct in the UTAUT2 model (Strzelecki, 2024) [9]. The accumulation of learning experience and the increasing demands for report writing and research in the final years contribute to reinforcing the habit of use. The difference by field of study, with natural sciences students using AI for explaining concepts and solving exercises at a higher level, indicates that the purpose of use is associated with the specific characteristics of the learning tasks in each field.

Regarding the purposes of use, searching for and synthesising information had the highest mean value, while learning and practising foreign languages was at a medium level with large dispersion. This result is consistent with the observation that AI is used by students mainly as a tool supporting access to and processing of information (Kasneci *et al*., 2023) [5]. The dispersion in use for the foreign language purpose is consistent with the finding of Vo and Nguyen (2024) [13], in which students assessed AI as more useful for reading and writing skills than for listening and speaking, leading to differences among individuals depending on the skills prioritised.

One point to note is that students' perceptions of benefits and risks coexist. In addition to rating highly the benefit of saving time, students also expressed a high level of concern about the risk of dependence, the decline in critical thinking, and the reliability of information. This result is consistent with analyses of academic integrity challenges when using ChatGPT (Sullivan *et al*., 2023) [10], with the reliability of AI-generated content (Sallam, 2023) [7], and with the documented concern about critical thinking among Vietnamese students (Truong *et al*., 2025) [11]. The coexistence of the perception of benefits and concern indicates that students do not adopt AI passively but have formed a considered attitude.

On the basis of the above results, several implications are proposed for training activities at the university. First, the development of digital competence and AI use competence for students should be integrated into the curriculum, focusing on the skill of assessing the reliability of information. Second, the university needs to develop guidelines for the responsible use of AI linked to regulations on academic integrity. Third, forms of assessment may be adjusted toward emphasising the process and products that demonstrate learners' thinking, in order to limit the risk of dependence. These implications aim to harness the benefits of AI while controlling the risks identified by students.

## Conclusion

This study examined the current state of AI use in the learning of students at Hanoi Metropolitan University through a survey of 240 students. The results indicate that all students in the sample used AI in their learning to varying degrees, with frequency of use concentrated at the levels of several times a week and daily, and ChatGPT being the most commonly selected tool. Students used AI for multiple purposes, with searching for and synthesising information having the highest level. Students' perceptions of benefits and risks coexist, as the benefit of saving time was rated highly alongside concerns about the risk of dependence, the decline in critical thinking, and the reliability of information. The study also identified differences in use according to year of study and field of study.

The study has several limitations that should be noted when interpreting the results. The scope of the survey was limited to a single institution with a sample size of 240 students selected through convenience sampling; therefore, the generalisability of the results to other contexts is limited. The data were based on self-report, so they may be subject to subjective bias in the assessment of the level and purpose of use. The cross-sectional design reflects only the current state at a single point in time and does not allow for tracking changes in usage behaviour over time. In addition, the study mainly used quantitative data and did not draw on qualitative data to clarify learners' motivations and experiences.

On the basis of these limitations, future studies may expand the survey sample to multiple institutions, combine qualitative methods such as in-depth interviews to add depth to the quantitative data, and apply a longitudinal design to examine changes in AI usage behaviour. The research direction on the relationship between AI use and learning outcomes and the development of self-directed learning

competence also needs to be further clarified. The findings of this study provide reference data on the current state of AI use among students, serving as a basis for developing guidelines for the responsible use of AI and for adjusting teaching activities at the university.

## References


1. Adiguzel T, Kaya MH, Cansu FK. Revolutionizing education with AI: exploring the transformative potential of ChatGPT. Contemp Educ Technol. 2023;15(3):ep429. doi:10.30935/cedtech/13152.
2. Dang VE, Nguyen DLP, Nguyen TH. Current status of ChatGPT application in students' learning and research at Vietnam National University in Ho Chi Minh City. J Educ. 2024;24(1):36-41.
3. Duong CD, Bui DT, Pham HT, Vu AT, Nguyen VH. How effort expectancy and performance expectancy interact to trigger higher education students' uses of ChatGPT for learning. Interact Technol Smart Educ. 2024;21(3):356-380. doi:10.1108/ITSE-05-2023-0096.
4. Foroughi B, Senali MG, Iranmanesh M, Khanfar A, Ghobakhloo M, Annamalai N, *et al*. Determinants of intention to use ChatGPT for educational purposes: findings from PLS-SEM and fsQCA. Int J Hum Comput Interact. 2024;40(17):4501-4520. doi:10.1080/10447318.2023.2226495.
5. Kasneci E, Sessler K, Küchemann S, Bannert M, Dementieva D, Fischer F, *et al*. ChatGPT for good? On opportunities and challenges of large language models for education. Learn Individ Differ. 2023;103:102274. doi:10.1016/j.lindif.2023.102274.
6. Phan, Nguyen. Challenges in using ChatGPT from the perspectives of lecturers, students, and administrators. 2023.
7. Sallam M. ChatGPT utility in healthcare education, research, and practice: systematic review on the promising perspectives and valid concerns. Healthcare (Basel). 2023;11(6):887. doi:10.3390/healthcare11060887.
8. Strzelecki A. To use or not to use ChatGPT in higher education? A study of students' acceptance and use of technology. Interact Learn Environ. 2023:1-14. doi:10.1080/10494820.2023.2209881.
9. Strzelecki A. Students' acceptance of ChatGPT in higher education: an extended unified theory of acceptance and use of technology. Innov High Educ. 2024;49(2):223-245. doi:10.1007/s10755-023-09686-1.
10. Sullivan M, Kelly A, McLaughlan P. ChatGPT in higher education: considerations for academic integrity and student learning. J Appl Learn Teach. 2023;6(1):31-40. doi:10.37074/jalt.2023.6.1.17.
11. Truong DT, Pham QH, Tran GQ. The impact of ChatGPT on research and learning methods of university students in Ho Chi Minh City. Ho Chi Minh City Open Univ J Sci Soc Sci. 2025;16(4). doi:10.46223/HCMCOUJS.soci.en.16.2.3835.2026.
12. Venkatesh V, Morris MG, Davis GB, Davis FD. User acceptance of information technology: toward a unified view. MIS Q. 2003;27(3):425-478. doi:10.2307/30036540.
13. Vo A, Nguyen H. Generative artificial intelligence and ChatGPT in language learning: EFL students' perceptions of technology acceptance. J Univ Teach Learn Pract. 2024;21(6).


## How to Cite This Article

Nguyen Thi Thuan. The use of artificial intelligence in learning: a survey of students at Hanoi Metropolitan University. International Journal of Social Science Exceptional Research. 2026;5(3):189–193. doi:10.54660/IJSSER.2026.5.3.189-193.

## Creative Commons (CC) License